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**FROM A MUNICIPAL TO A SCHOOL-BASED
ENGLISH A1-LANGUAGE CURRICULUM**

A Pro Gradu Thesis

by

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ABSTRACT

HUMANISTINEN TIEDEKUNTA
ENGLANNIN KIELEN LAITOS

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Suomessa käynnistyi laaja, kaikkia kouluasteita koskeva uudistus 1990-luvun alkupuolella, jolloin keskitetty hallinto purettiin ja vastuu opetussuunnitelman laadinnasta siirrettiin kunnilta kouluille. Tämä tutkielma on tapaustutkimus, joka tarkastelee erään keskisuomalaisen lukion englannin A1-kielen opetussuunnitelmassa uudistuksen myötä tapahtuneita muutoksia. Tutkielman tarkoituksena on selvittää, mitä nämä muutokset ovat ja miten ne ovat syntyneet.

Tutkielmassa haetaan vastauksia seuraaviin kysymyksiin: 1) Miten samanlaisia tai erilaisia ovat koulun englannin A1-kielen opetussuunnitelmat vuosilta 1987, 1994 ja 1998? 2) Mitkä seikat voivat selittää englannin A1-kielen opetussuunnitelmassa näinä vuosina tapahtuneen kehityksen? 3) Missä määrin ja mistä syystä koulu on hyödyntänyt mahdollisuutta sisällyttää omia ratkaisujaan englannin A1-kielen opetussuunnitelmaan?

Tutkimusmateriaali sisältää kolme koulun englannin A1-kielen opetussuunnitelmaa: kunnallisen opetussuunnitelman vuodelta 1987, ensimmäisen koulukohtaisen opetussuunnitelman vuodelta 1994 ja sen päivitetyn version vuodelta 1998. Tärkeän osan tutkimusmateriaalista muodostavat myös syksyllä 1998 tehdyt koulun rehtorin ja kahden englannin opettajan haastattelut. Opetussuunnitelmille on suoritettu sisältöanalyysi, jonka avulla niitä on verrattu keskenään erojen ja yhtäläisyyksien löytämiseksi. Selvitettäessä syitä muutoksiin koulukohtaista opetussuunnitelmaa on verrattu myös mm. vuoden 1994 lukion opetussuunnitelman perusteisiin ja lukiolakiin. Tarkempia perusteluita muutoksille on saatu avoimia kysymyksiä sisältäneiden haastattelujen avulla.

Tutkielma osoittaa, että koulun kunnallinen englannin A1-kielen opetussuunnitelma vuodelta 1987 on hyvin erilainen kuin koulukohtaiset opetussuunnitelmat vuosilta 1994 ja 1998, jotka ovat lähes identtiset keskenään. Moniin muutoksiin ovat syynä erot vuosien 1985 ja 1994 lukion opetussuunnitelman perusteissa, joiden vaikutus opetussuunnitelmiin on ollut hyvin suuri. Osa muutoksista, esim. koulukohtaiset soveltavat kurssit ja kielioppirakenteiden sisällyttäminen opetussuunnitelmiin, selittyy kuitenkin koulun omilla ratkaisuilla. Ratkaisut ovat toisinaan peräisin oppikirjoista tai muusta opetusmateriaalista, toisinaan ne ovat syntyneet muiden aineiden esimerkin mukaan tai erilaisten kehitysprojektien vaikutuksesta. Opetussuunnitelmissa heijastuvat myös opettajien omat ideat.

Koulun omien ratkaisujen määrä koulukohtaisissa englannin A1-kielen opetussuunnitelmissa on vähäinen. Tämän saattaa selittää haastatteluvastauksista ilmenevä koulun englannin opettajien yhteistyön puute. Toinen selkeä syy siihen, miksi opetussuunnitelman suunnitteluun ja päivitykseen ei ole panostettu, on sen vähäinen merkitys opettajille koulun arkipäivässä. Opettajat eivät myöskään tiedä, miksi opetussuunnitelma oikeastaan on olemassa ja kenelle se kirjoitetaan. Tässä teorian eli opetussuunnitelman ja koulun käytännön välisessä ristiriidassa riittäisi paljon tutkittavaa. Kiinnostavaa olisi selvittää esimerkiksi, mitä merkitystä opetussuunnitelmissa todellisuudessa on kouluissa ja miten tärkeänä opettajat, oppilaat ja oppilaiden vanhemmat opetussuunnitelmia pitävät.

Asiasanat: English language curriculum. school-based curriculum. senior secondary school. curriculum planning

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LIST OF ABBREVIATIONS

The following abbreviations are used in the present study:

the FC of 1994	The framework curriculum for senior secondary school of 1994
the MEC of 1987	The case school's municipal English A1-language curriculum of 1987
the SBEC	The case school's school-based English A1-language curriculum in general
the SBEC of 1994	The case school's school-based English A1-language curriculum of 1994
the SBEC of 1998	The case school's school-based English A1-language curriculum of 1998
the SBEC of 1994/1998	The case school's school-based English A1-language curricula of 1994 and 1998 when treated together as one entity

1 INTRODUCTION

For many decades, curriculum planning has been an essential aspect of the Finnish educational system. A lot of time and effort has been spent in order to draft detailed plans on what students in general education should learn and in what way they should learn it. However, a central problem in educational planning has been the gap between the theoretical plans and the practical implementation of these plans in classrooms. To narrow this gap, Finnish educational administrators have brought the theoretical planning process closer to the practical implementation at schools by introducing school-based curriculum planning.

The decentralisation of curriculum planning was launched by the Finnish government in the 1980s. The first step was to delegate curriculum planning from the national level to municipalities in 1987, and then to individual schools in 1994. Since then, every school has designed a curriculum of its own along the lines of the national framework curriculum.

So far, curriculum renewal has been studied from the point of view of the planning process. Most of the studies concentrate on describing the opinions and experiences of teachers, principals, and students during and after the process. No studies have been conducted on the changes in the curricula of a single subject, such as the English language.

The present study concentrates on the changes the decentralisation of curriculum planning has caused in curriculum documents. The research frame for this study is the division of the curriculum into three different levels: the intended (written), the implemented (classroom practice), and the attained curriculum (what is learned by students) (Takala 1998:11). The present study focuses entirely on the intended curriculum, i.e. the written curriculum document.

The subject of the study is curriculum change in the English A1-language curriculum of one senior secondary school in Central Finland over a period of 11 years, from 1987 to 1998. Three curriculum documents, the municipal curriculum of 1987 and the school-based curricula of 1994 and 1998, are analysed in order to

find out whether there have been any changes in the curricula during this time and what the reasons for the possible changes are.

The present study concentrates on a senior secondary school because only a few studies on curriculum change have been carried out at senior secondary school level. When school-based curriculum planning was made nation-wide in 1994, senior secondary schools were the first ones to finish their curriculum planning. Moreover, senior secondary school has a very important role in the Finnish educational system. In 1991, some 50 per cent of junior secondary school graduates continued their studies in senior secondary school (Tilastokeskus 1993:84). Furthermore, the English language dominates language teaching at senior secondary school: over 92 per cent of students studied English as A-language in 1992 (the National Board of Education as quoted by Ojala 1994).

The research questions of the present study are: 1) How similar or different are the English A1-language curricula of the case school from years 1987, 1994, and 1998?, 2) What factors can explain the development of the English A1-language curriculum, as shown in the documents from these three years?, 3) To what extent and for what reasons has the case school used or not used its opportunity for individual solutions in designing its own English A1-language curriculum? These problems are examined by a content analysis on the written curriculum documents. The school-based curricula of 1994 and 1998 are also compared with relevant written sources, such as the framework curriculum of 1994, to see how they may have been influenced by them. Additionally, two English teachers and the principal of the case school are interviewed.

In the present study, chapter two presents the concept of curriculum as described by different authors. Additionally, the theoretical foundation for curriculum planning and different approaches to curriculum renewal are discussed. At the end of the chapter, foreign language curriculum planning is reviewed. Chapter three introduces the history of Finnish curriculum and curriculum development projects. The decentralisation of Finnish curriculum planning, the school-based curriculum, and the framework for the foreign language curriculum for senior secondary school are also discussed. Chapter four reports the main findings of previous studies on the school-based curriculum.

Chapter five proceeds to the research questions and the research method of the present study. Chapter six covers the description and analysis of the curriculum documents under study, and chapter seven describes the interviews. Finally, chapter eight discusses the main findings of the present study and suggests possible topics for further studies.

2 CURRICULUM PLANNING

This section presents the concept of curriculum as described by different authors. Additionally, the theoretical foundation for curriculum planning and approaches to curriculum renewal are described. Finally, foreign language curriculum planning is reviewed at the end of this section.

2.1 The concept of curriculum

The terms curriculum and syllabus are defined in a variety of ways in literature, depending on author, context, and time. In many cases they are also used interchangeably to describe the same phenomenon. In the American context, usually only the term curriculum is used, but the British tend to favour the term syllabus (Richards 1990:8). The word curriculum can also be used as a hyponym which covers a variety of syllabi. This matter of definition is further complicated by the fact that the Finnish word *opetussuunnitelma*, which is a central term of the present study, is used both to refer to an overall plan of everything which is being taught at school and to the teaching plans for individual school subjects.

One possible way of differentiating between a curriculum and a syllabus is presented by Dubin and Ohlstein (1986:34-35). According to them, a curriculum contains a broad description of general goals by indicating an overall educational-cultural philosophy, which is applied to all subjects, and it also reflects national and political trends. A syllabus is “a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level”. A single curriculum can be the basis for developing a variety of different syllabi depending on the specific purpose or audience in question. In the Finnish context, the definition of curriculum by Dubin and Ohlstein could be applied to the framework curriculum, and their definition of syllabus could be applied to an individual school’s curriculum.

Johnson (1989:1) gives a very broad definition for the term curriculum. In his definition, a curriculum is a process which includes all the relevant decision making processes of all participants. The products of these decision-making processes can be, for example, policy documents, syllabi, teacher-training programmes, teaching materials and resources, and teaching and learning acts. In the context of the present study, Johnson's definition is too wide and so it needs to be narrowed down.

Widdowson (1990:127) uses the term syllabus instead of curriculum and describes it as an "idealised schematic construct which serves as reference for teaching". Furthermore, a syllabus is also an instrument of educational policy, and therefore it has not only a pedagogical function but also an ideological function. Lehtisalo (1991:87) points out that even though a curriculum creates a close relationship between a school and a society and its culture, it could also be seen as a vision which is not binded by the social limitations of its time.

Malinen (1994:35-36) sees a curriculum as a public document which presents a school's work to parents and other visitors. It is more important to get social acceptance for the school's curriculum within the school than to get administrative endorsement for the document in a municipal board. On the other hand, a curriculum also functions as a framework for teachers' own work plans which are more frequently updated than the actual curriculum document. This kind of an approach to make schools' curricula more public has got more emphasis in the 1990s, partly due to the increased competition for students among different schools.

It is possible to identify different levels of curriculum. Takala (1998:11) divides the curriculum into three different levels: the intended (written), the implemented (classroom practice), and the attained curriculum (what is learned by the students) (see also Bartlett and Butler as quoted by Nunan 1988:35-36, and Hutchinson and Waters 1987:80-85). Nonetheless, Nunan (1988:35-36) criticises the common assumption that there is a one-to-one relationship between the planned (intended), implemented and assessed (attained) curriculum. In his opinion, by assuming that "planning equals teaching equals learning", curriculum designers have focused on the planned, and, to a certain extent, the assessed

curriculum, and have tended to ignore the implemented curriculum. Therefore, he advocates classroom-based research which could reveal the complex nature of the curriculum in action. However, as the present study is concerned with written curriculum documents only, the area of research is limited to the planned curriculum.

Finnish educational authorities have also expressed their opinion on what a curriculum should be. In the curriculum board's decision (Komiteanmietintö 1975:33,193), a curriculum is defined as a programme which controls teaching and defines the aims, contents, and forms of teaching and education, and students' development. Thus, the curriculum can be seen as a link between the internal functions of the school and the society. The National Board of Education (1994:22) states the function of the senior secondary school curriculum in the framework curriculum as follows:

The curriculum of the senior secondary school provides students and their homes with information on, for example, the objectives, ways of activity, and options that are available to the students. The students, their homes, and other reference groups may have an important role in the planning of the curriculum. The students must be given the opportunity to study the curriculum or a study guide based on the curriculum when they make their personal study programme.

Furthermore, the National Board of Education (1994:22) indicates that the purpose of the curriculum is to "create a unified view of the functions of the school and to ensure a continuity of teaching even in the case of changes in the staff". The curriculum is seen as an officially approved document which expresses the educational policy of the local authorities along the lines of the national educational policy. The elements of the curriculum are defined in the framework curriculum (the National Board of Education 1994:22) as follows:

The curriculum must state the mission of the school, the allocation of lessons, the objectives of instruction, and the objectives and contents of all the courses that are included in the teaching programme of the school, the organisation of work, the guidelines for the implementation and assessment of the courses, and the plans for the self-assessment and continuous development of the school. Co-operation with other educational institutions and working life is also stated in the curriculum.

This definition identifies all the practical elements that should be included in a curriculum document. It gives the general guidelines for the persons planning curriculum documents.

2.2 Approaches to curriculum planning

For the success of any educational programme it is essential that a curriculum is examined and developed within the relevant political context (Rodgers 1989:24). It is impossible to separate curriculum planning from its theoretical and ideological background because they give rise to a particular type of a curriculum. The three main factors that influence curriculum planning and the outcome - usually a curriculum document - are the conception of knowledge, the society's set of educational values and theories of learning.

The first factor influencing curriculum planning is the conception of knowledge which has to do with our perceptions of the way knowledge is constructed, acquired and transferred as well as the way in which the knowledge forms the reality that surrounds us. In Finland, the curricula in the 1980s emphasised detailed contents of learning which - according to educational research - has been proven to over-emphasise learning by memorising, as well as the superficial and fragmented nature of information (Apajalahti 1994:9). The tremendous increase in information flow since the 1980s has forced educational planners, too, to concentrate on finding the essential in all information and to develop more integrated contents of studying.

The second factor which plays a very important role in determining curriculum planning is the prevailing set of educational values. Schools have to state their aims and set of values clearly so that they can successfully develop the means to face and pedagogically take advantage of the ever-changing world that surrounds them. As Välijärvi (1993:105) suggests, it is very important that schools make it very clear why they need the curriculum and what aims it should serve before they start selecting the contents for different subjects.

According to Clark (1987:6,91-92), the design of a curriculum depends on the way in which objectives, content, and methodology are interrelated, and upon

the emphasis that is placed upon each of them. As classical humanism places the emphasis on content, reconstructionism on objectives and progressivism on methodology, the result is three very different types of curriculum. Classical humanism gives rise to a content-driven curriculum, in which knowledge is sequenced from simple to complex. Assessment is norm-referenced and concerned with the selection of an elite for the next stage of education. Reconstructionism gives rise to a goal-driven curriculum, in which the content is derived from an analysis of the learners' objective needs in terms of behaviour. Content is sequenced from part skills to whole skills, and from simple to complex. The methodology lays stress especially on the rehearsal of goals and the mastery of predetermined criteria. Assessment is criterion-referenced and concerned with showing what learners have mastered and at what levels. Progressivism gives rise to a process-driven curriculum governed by principles of procedure. These procedures are designed to allow learners to negotiate goals, content and methods. Learning is experiential. Assessment is concerned with both processes and products, and it is negotiated with individuals.

All these approaches have their equivalents in the history of Finnish curriculum design. The methods and approaches of both classical humanism and reconstructionism seemed to prevail until the late 1980s and early 1990s when the progressivist approach to curriculum planning started to get more support.

The third main factor in curriculum planning is learning theories. Raustevon Wright and von Wright (1994:146-160) divide learning theories into empirical-behaviourist and cognitive-constructive theories. According to the behaviourist learning theory, learning is based on stimulus-reaction associations. The purpose of teaching is to provide the appropriate stimuli and enforce the reactions which aim at the predetermined objectives. A curriculum based on a behaviourist theory is planned in advance and in great detail. A teacher's task is to present the contents of teaching according to the plan and to make sure that students react the way the objectives require. The process is controlled by the teacher and students are targets of the teacher's actions. In contrast, the humanistic-empirical theory emphasises reflection of learning experiences and the growth into a self-directing person. This theory does not favour far-stretching

planning. Instead, the emphasis is on learning processes in which a teacher is a facilitator and a student has a central role. The cognitive-constructive theory is based on an idea of a human being as a selective constructor of his own reality. This selection is always context specific, and social interaction is a very important context for learning. Subsequently, this theory questions the meaningfulness of a pre-planned, detailed, written curriculum.

The 1994 framework curriculum for the Finnish senior secondary school is, in Jaakkola's (1997:12) opinion, clearly based on a cognitive learning theory: it mentions the cumulative language learning process (new substance is combined with previous knowledge), acquisition of language skills as an active process, and students' responsibility for their learning. Furthermore, learning a foreign language is to learn cognitive skills, because it requires a lot of versatile practice to make the skills automatic.

2.3 Curriculum renewal

The aim of curriculum renewal is to develop an improved curriculum. The need for renewal usually originates from factors outside the school system. The society and its structure may have changed so that it is necessary to alter the curriculum to better meet its demands. New theories of knowledge, learning and teaching, and the set of educational values may also motivate curriculum renewal. Clark (1987:xiii) compares curriculum renewal to a "never-ending jigsaw puzzle, in which the various pieces are cut and re-cut to fit together into a whole that is itself evolving to respond to changing insights and values". Therefore, any change made in one of the pieces affects the others. If the change is introduced by outside planners, it cannot be implemented in the classroom unless teachers are provided with enough support to create the necessary resources and teaching strategies.

Clark (1987:11,13,92) reviews three theoretical bases which all have different approaches to curriculum renewal. Classical humanism adopts a policy in which change is to be brought about slowly by reforming examinations. Reconstructionism leads to a top-down approach, in which a committee of experts imposes a new curriculum on schools, which are then trained to adopt

them. Progressivism leads to a bottom-up approach, in which teachers are assisted in observing their own classrooms, analysing their own problems, and devising and evaluating strategies for overcoming them in a mutually supportive but critical climate. In foreign language curriculum renewals, classical humanism in curriculum design has been criticised for the fact that the linguistic competence built up by grammar-translation courses has not resulted in the expected by-product, a communicative ability. Furthermore, being a top-down renewal, it has failed to get the support of teachers.

Clark (1987:49-53,80) goes on to say that according to the progressivist renewal theory, teachers do not act as instructors but as creators of an environment in which learners learn and learn how to learn. Knowledge is not seen as a static set of fixed facts, but as a capacity of creative problem-solving. In curriculum design, progressivism emphasises methodology and the need for principles to govern the teaching/learning process. Furthermore, it emphasises classroom inquiry, activity, discussion, reflection and open-ended personal interpretations, as well as peer evaluation and self-evaluation. A progressivist curriculum renewal is both teacher-based and school-based.

Moreover, curriculum renewal can be seen as one aspect of social change and, subsequently as a change in ideology. Curriculum renewal shares the tendency of all institutions to resist any attempts to change the existing system and therefore accepts only relatively minor modifications. Curriculum innovation should not be totally revolutionary and it is recommended that the new curriculum should develop from what there already is. This is partly due to the fact that many teachers are not willing to adopt completely new approaches to teaching. The education system also has to respond to the changes in the economic needs of the society. (See Downey and Kelly 1979:199 and Kelly 1982:175-176.)

At the beginning of the 1990s the Finnish educational system faced new challenges. Information had become an ever-changing and ever-increasing flood, with which the relatively rigid, centrally controlled school system had difficulties in coping. Though it is claimed that educational planning has to come to terms with a new conception of knowledge, Pystynen (1992:20) argues that the question

is not so much of a whole new conception of knowledge, but more of a search for a new way of thinking about what information schools are supposed to provide students with and how should it be provided. Therefore, the problem is how to teach students the abilities to search, acquire, understand, adopt, apply, and use knowledge. Also, the aim is to encourage students to think independently.

Another central problem in both curriculum planning and curriculum renewal is the gap between theory and practice, which results in the difficulty of implementing educational plans at a classroom level. To decrease this gap, Taba (1962:441-442) suggests that the learning-teaching units should be used as a basis for general designs. In Taba's opinion, curriculum guides which evolve from concrete learning-teaching units prepared by teachers should be easier to introduce to teaching staff and more readily understood than is possible when only abstract general guides are available. Besides, curriculum plans of this kind are more likely to make changes in classroom practice.

2.4 Approaches to foreign language curriculum planning

Nunan (1988:1-2) claims that the problem of foreign language curriculum planning is that much of the development in language teaching has occurred outside the educational mainstream. The assumption seems to be that educational theory and research have very little to contribute to the field of language teaching. The belief that language pedagogy is basically a linguistic rather than an educational matter has led to research which is based on a linguistic rather than an educational paradigm. This, in turn, has created a fragmentation within the field, with different interest groups being concerned with particular aspects of the teaching-learning process to the exclusion of other aspects. Thus, in Europe in the 1970s, the focus was on the specification of content through the development of syllabi which have a linguistic focus. While the development of functional-notional syllabi represented a broadened focus, the focus itself was still basically linguistic, and there was a comparative neglect of methodology. Other practitioners focused on methodology to the exclusion of other elements in the curriculum, such as content specification and evaluation.

The foreign language curriculum is described by Crombie (1985:9) as a “list or inventory of items or units with which learners are to be familiarised”. Language learners are not very likely to come into direct contact with curricula. Instead, for them a curriculum is implemented in the form of teaching materials. The selection of teaching material is based on methodology.

In general, curriculum planning can be divided into separate stages. One of the most quoted models for curriculum planning in the literature is Taba’s (1962:12) seven-step model which consists of the following stages:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organisation of content
- Step 5: Selection of learning experiences
- Step 6: Organisation of learning experiences
- Step 7: Determination of what to evaluate and means to evaluate.

Richards (1990:8) maintains that in language teaching, steps 3 and 4 are usually known as syllabus design. Syllabus design (the product of which is usually referred to as a syllabus in British usage and curriculum in American usage) is concerned with the choice and sequencing of instructional content.

However, Nunan (1988:2-3) criticises Taba’s ends-means curriculum planning model because it suggests that planning, implementation and evaluation occur in a sequential order. According to him, studies have shown that most teachers do not operate in this way. Instead, he introduces a negotiated curriculum model, in which much of the consultation, decision making and planning is informal and takes place during a teaching programme. Nunan’s model supports the attempts of bringing theory and practice closer together.

There are a number of different syllabi found in current English as a second language (ESL) courses and materials, particularly those dealing with speaking and listening. Nunan (1988:9) identifies the following kinds of syllabi (or variants and combinations of them) as the most common types of syllabi found:

1. Structural (organised primarily around grammar and sentence patterns)
2. Functional (organised around communicative functions, such as identifying, reporting, correcting, describing)
3. Notional (organised around conceptual categories, such as duration, quantity, location)
4. Topical (organised around themes or topics, such as health, food, clothing)
5. Situational (organised around speech settings and the transactions associated with them, such as shopping, at the bank, at the supermarket)
6. Skills (organised around skills, such as listening for gist, listening for specific information, listening for inferences)
7. Task or activity-based (organised around activities, such as drawing maps, following directions, following instructions).

In addition, Nunan (1988:10) points out that it should be emphasised that the form in which a syllabus is presented reflects the purpose for which the syllabus is designed. Also, Piepho (1981:13) argues that designing curricula and syllabi for language learning cannot be a neutral activity. It crucially implies political and educational decisions.

The two most common types of foreign language syllabi are the functional/notional and the structural syllabi. Widdowson (1990:132) suggests that the underlying implications behind the two approaches to syllabus design might be formulated as follows. The notional/functional syllabus implies that language is to be taught as units of communicative performance for accumulation. In contrast, the structural syllabus implies that the subject is to be taught as units of linguistic competence for investment. Although these two perspectives on the language subject are commonly represented as in opposition, they are really complementary, each compensating for the limitations of the other.

In addition, Nunan (1988:10) points out that it should be emphasised that the form in which a syllabus is presented reflects the purpose for which the syllabus is designed. Also, Piepho (1981:13) argues that designing curricula and syllabi for language learning cannot be a neutral activity. It crucially implies political and educational decisions.

Wilkins (1976:1-2,13) divides language syllabi into synthetic and analytic ones. In synthetic language teaching the different parts of language are taught

separately and step-by-step. Language acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up. A synthetic syllabus may consist of an inventory of grammatical structures and a limited list of lexical items. Since language learning is usually identified as learning the grammatical system of the target language, a typical approach to course design is a structural one. An analytic syllabus does not exercise careful linguistic control of the learning environment. Instead, a great variety of linguistic structures are permitted from the beginning, and the learner's task is to gradually improve his own linguistic behaviour. An analytic syllabus is organised in terms of the purposes for which people are learning language, and of the language performance necessary to meet those purposes. The situational, notional, and functional syllabi are analytic. However, Wilkins points out that in theory any course or syllabus could be placed somewhere on the continuum from synthetic to analytic, but in practice courses tend to be closer to one pole or the other.

3 THE FINNISH SENIOR SECONDARY SCHOOL CURRICULUM

This section gives an overview of the history of the Finnish curriculum and the major curriculum development projects. Furthermore, the decentralisation of curriculum planning and the school-based curriculum are discussed. Finally, a framework for the foreign language curriculum for senior secondary school is described.

3.1 The history of the Finnish curriculum

3.1.1 From the past to the present

The first systematically planned curriculum for general education in Finland was published in 1925, and this curriculum was renewed in 1952. According to Malinen (1985:16-22), these early curricula followed the *lehrplan* model: the curriculum for each subject was a rationally planned presentation of the objectives and contents of learning. From the 1950s, the curriculum model began to influence Finnish curriculum thinking. The central idea of the curriculum model was to plan learning experiences based on an overall description of a child's development. Until the 1970s, the curricula for general education were mainly based on the *lehrplan* model.

Until the end of the 1960s the Ministry of Education decided on the *syllabi* (*oppimäärät*) and the courses for different subjects and the National Board of General Education gave methodological directives. From the 1970s onwards it was the National Board of General Education which decided on both of these issues. At the same time with the comprehensive school renewal in 1968, senior secondary schools were separated into administratively distinct units and they were now owned by municipalities instead of the state.

The next major change occurred with the 1982 senior secondary school reform in which all subjects were divided into courses. This involved dividing the

school year usually into five separate periods and the syllabi of each subject into individual courses (a unit of some 38 lessons). These individual courses were taken in different periods, and the number of courses in each subject depended on the time allocation decided by the Parliament. The syllabi for each subject were published in the form of a booklet (see the National Board of General Education 1981).

In 1983 a new law was passed for senior secondary schools which started the decentralisation of curriculum planning. According to this law, the school curriculum was designed locally in municipalities and only the framework curriculum was nationwide. This framework curriculum for senior secondary schools, which was published in 1985, consisted of the syllabi of 1981. The first new curricula based on the new law were designed in municipalities in 1985-1986 and put into practice from August 1986 (see Apajalahti 1994:7, the National Board of General Education 1985, Suomen kunnallisliitto 1986:21).

Since the 1980s, besides the decentralisation curriculum planning, there have been other attempts to decrease the central control of the educational system. The National Board of General Education and the National Board of Vocational Education were combined in the beginning of the 1990s into the General Board of Education. Additionally, since the school-based curriculum planning project was launched in the early 1990s and schools gained more independence, text books have no longer been previewed by the National Board of Education, and the provincial governments have also decreased inspection in schools. (Kaikkonen 1997:247.)

The non-graded senior secondary school (in which groups are formed according to different courses and not according to the year of starting the studies) was introduced in 1994. In the same year the new framework curriculum was published and schools began to plan their own curricula. Lindström (1994:12-13) states that the framework curriculum of 1985 was very objective-oriented. Based on the principles approved by the Parliament, the Government and the Ministry of Education, the National Board of General Education stated the objectives and the ways to reach and measure them. When the 1994 framework curriculum was written, the Parliament, the Government and the

Ministry of Education still had a significant influence on the educational policies but this time the emphasis was on the process and public discussion. The purpose of the 1994 framework curriculum was to provide schools with national objectives for teaching and objectives of development for school-based curriculum planning. The importance of the framework curriculum as an instrument of national education policy increased in the 1990s. After the decentralisation of educational planning the framework curriculum was one of the few documents that gave instructions to schools.

The functions of the present day senior secondary school curriculum are formulated by Apajalahti (1994:12) as follows: 1) to meet the society's needs, 2) to meet students' needs, 3) to deliver information to students and their homes, 4) to fulfil the school's own interests, and 5) to act as a document which is directly or indirectly confirmed by the provider of the school. As we can see, Apajalahti advocates the acknowledgement of students' needs in curriculum planning. However, as many studies indicate (see Chapter 4) students seldom get a chance to formulate their own needs when curriculum planning is concerned. Instead, most of the decisions on what students are expected to need are made ignoring learners in the decision making process.

3.1.2 Recent curriculum development projects

In the 1990s the Finnish senior secondary school has faced many challenges. Different development projects have played a very important role in attempts to keep up with these challenges. The aquarium experiment was a project which changed curriculum planning in schools. Other projects, such as the Kimmoke project and the Socrates projects, have concentrated on developing especially language teaching and learning. As these projects are such an essential part of present day education, it is reasonable to study their role in the school-based English language curriculum.

The National Board of Education carried out the aquarium experiment between 1992 and 1994. The purpose of this experiment was to test the new framework curriculum for comprehensive and senior secondary schools and to

study the prerequisites for and the progress of school-based curriculum planning. The experiment took place in 12 municipalities and 39 lower and upper stages of the comprehensive school and senior secondary schools were involved (Mehtäläinen 1994:1).

The experiment schools were called aquarium schools or pilot schools. The National Board of Education sent a contact person to each of the schools to consult teachers about curriculum planning. Also, representatives from the aquarium schools trained teachers at other schools in school-based curriculum planning. The aquarium experiment changed the Finnish curriculum planning culture profoundly and started the era of school-based curriculum planning.

Huttunen (1997:7-8,18-28,48-49) explains the Kimmoke project in a guide for teachers. The project is based on a paper entitled “Modern Languages: Learning, Teaching, Assessment; A Common European Framework of Reference for Modern Languages” by the European Union and the 1991 inter-government symposium held in Switzerland. The underlying reason for the framework is that the European Union wishes to increase both the amount and quality of communication between its members. The purpose of the common European Framework is to give a well-covering framework for all language teaching and planning for teachers, teacher trainers, government officials, students, parents, etc.

In 1996, based on the European framework, the National Board of Education initiated a project called Kimmoke which aims at the diversification and development of language teaching. The Kimmoke project involves 38 municipalities and some 250 schools each of which participates in one of the six main themes of the development projects: 1) Diversification of language programmes and co-operation between educational establishments, 2) Content and language integrated learning/integration of language teaching with other teaching, 3) Language learning and teaching methods, 4) International contacts and encounters with other cultures, 5) Distant and multiple-form learning/computer and information technology in language teaching, and 6) Development of oral language skills. Within these themes, each school has been

assigned a specific development task. (The National Board of Education 1997:5-6,21-28.)

Socrates is the European Union's educational programme which aims at increasing European co-operation in education. Socrates is divided into three main sectors: 1) co-operation in higher education (Erasmus), 2) co-operation between schools (Comenius), and 3) extensive operations (such as Lingua). Lingua was initiated in 1989 and since 1995 it has been part of the Socrates programme. Lingua aims at developing the teaching and studying of the official and other languages within the EU. Lingua includes five main development projects: 1) general projects in language teaching, 2) continuing education of language teachers, 3) assistant-teacher training for teacher trainees, 4) improvement of the means for language teaching methods and evaluation of language skills, and 5) co-operation projects for improving young people's language skills. (Ollikainen 1998:7, Euroopan komissio 1997.)

3.2 Decentralisation of curriculum planning and the school-based curriculum

The Finnish centralised curriculum planning system was decentralised in 1994. According to Atjonen (1993:1-2), decentralisation has been typical for both the American and the British school system until recently. Thus, the Finnish curriculum planning system is interestingly heading in a different direction from the system, for example, in Great Britain, where the Education Reform Act in 1989 defined the national curricula for core subjects, including mathematics, English, and science. However, the uniform Finnish school system has a very different foundation for its school-based curriculum planning than the American or the British system with private and alternative schools.

3.2.1 Reasons for decentralisation

According to Atjonen (1993:2, see also Pässilä et al. 1993:14-15), the municipal curriculum was an unfamiliar document to teachers, because it was planned by

experts, whose knowledge of everyday teaching routines, schools' different conditions, and students' various skill levels was insufficient. Therefore, these curriculum documents, although well planned, were left on the shelves. On the other hand, it is possible that teachers found it difficult to understand that a national curriculum document could give only the framework, and thus they considered it unrealistic. Välijärvi (1993:103) discusses the same problem by saying that previous research has shown that the national curriculum remained a superficial document for most teachers. In practice, the curriculum was implemented mainly through text books. Those teachers who were involved in curriculum planning were virtually the only ones who were willing and able to adopt the curriculum.

Syrjäläinen (1994:13-15) says that, before decentralisation, teachers talked about the contents and objectives of the curriculum as self-evident facts and they based their teaching on their own experience and intuition rather than on the curriculum. In many schools the curriculum was left unused intentionally. It was not studied with students or their parents; the textbooks served as teaching plans for students and parents. Syrjäläinen suspects that teachers' negligence of the curriculum may simply have resulted from the fact that it had always been planned somewhere else than in the school, where it was supposed to instruct teaching.

The framework curriculum for senior secondary school (the National Board of Education 1994:10-14, see also Apajalahti 1994:9, and Välijärvi 1993:4) lists a number of reasons for the need of curriculum reform:

1. Socio-economic development
2. Growth of the significance of self-employment and private enterprise
3. Internationalisation
4. Change in the set of values
5. Changes in the world of young people
6. Conception of learning and science
7. Change in curriculum thinking.

Additionally, the National Board of Education (1994:10-14) emphasises efficient use of schools' resources, a problem-solving approach to teaching, and lifelong

education in order to develop individuals' abilities to face changes and to solve problems caused by changes. Students' own initiative and responsibility in learning and the importance of good language proficiency are encouraged, too.

3.2.2 The school-based curriculum

The idea of a school-based curriculum is not new. As Lewy (1991:21) says, the widespread perception of the inherent weaknesses of central curricula led in the 1970s and 1980s to the rise of a counter movement which became known as a school-based curriculum development.

Lewy (1991:101,108-109,114) claims that the school-based curriculum is in a better position to respond to local needs than a nationally developed curriculum. However, it can be more easily implemented in educational systems with highly qualified and well-educated teachers, who work in well-equipped schools, with small classes, and are entitled to a reduced teaching load, or even being fully released from teaching assignment for a specified period of time. On the other hand, in an ideal situation, each school should use both externally and locally produced curricula, while each teacher should be engaged in the selection, adaptation and integration of curriculum materials and the production of new ones.

Atjonen (1993:2,5-6,23) suggests that a school-based curriculum should be seen as a means to develop the whole school. Planning a school-based curriculum is team work, which enables teachers to see their school as a shared effort to provide students with a many-sided education. This kind of commitment or change in thinking cannot be reached by a centralised curriculum coming from above. In Atjonen's opinion, a school-based curriculum is a process rather than a product (see also the National Board of Education 1994:13-14). It is constantly changing and under evaluation. In addition, a teacher who takes part in curriculum planning is committed to implementing it and interested in its development.

Van Els (1993:11) points out that curricula can be changed only insofar as teachers who are involved in the implementation are willing to bring about the

necessary changes. Additionally, Syrjäläinen (1995a:47) suggests that school-based curriculum development forces teachers to take part in writing curricula and when doing so they probably, for the first time, are forced to reconsider their working practices and pedagogical solutions. Teachers are forced to think why, what and how they teach. This is a new situation for most of the teachers in our country. So far our teachers have got orders and materials from higher authorities and experts.

Another issue which has been brought up by Malinen (1994:7) in connection with a school-based curriculum is the idea of a learning centre. With learning centre types of activities, it is possible to improve integration in the school's curriculum, increase the flexibility of the school's operations, create possibilities for learner-centred learning projects, and offer a more varied learning environment than in normal classroom teaching. Therefore, it is essential that the whole school participates in preparing the learning process. To apply the idea of a learning centre is a central part of school-based curriculum planning and implementation. If there is no need for a learning-centre type activity in a school, there is probably no interest for school-based curriculum planning. In such cases the municipal curriculum and its national framework are a sufficient basis for teaching.

3.2.3 The conception of knowledge and the Finnish school-based curriculum

The framework curriculum (the National Board of Education 1994:13) describes the present day conception of knowledge and learning as follows: the students are active in constructing their own structure of knowledge, and the role of the teacher is to act as a guide and to design learning situations. Additionally, students' own attitudes, conceptions, and expectations direct where they focus their attention, what information they receive, and what interpretation they give to it. The framework curriculum also states that it is important to identify the basis for choosing the learning material and to distinguish the essential in the flood of information. Outdated and insignificant material in various subjects should continually be removed and replaced with new material.

3.2.4 The set of educational values and the Finnish school-based curriculum

Until the early 1990s, Finnish curriculum planning and curriculum documents supported partly a classical humanist and partly a reconstructionist view of education. The curricula were very content based: they consisted of detailed lists of separate, hierarchically organised items for learning and teaching. The objectives of learning were predetermined, and assessment and evaluation were based on how well students were able to reach these objectives. The transition to school-based curriculum planning was a step into a progressivist way of teaching and learning. The curriculum was seen rather as a process for continuous development of education than as a fixed set of contents or objectives.

The importance of values in education has been discussed by Lindström (1993:9-10). He discloses that the objectives of teaching are based on a set of values and methods to aim at these values. Therefore, in school development, some changes are more desirable than others. Even though the choices made are not conscious, they still reflect the set of values of educational planners. Recently, people have become more aware of the hidden or underlying set of values and they want to bring them up as discussion subjects. One of the value choices the National Board of Education has made is that it has expressed its trust in teachers, students as well as parents, and in their ability to make independent and wise choices concerning the arrangement of the operations of the school. However, the National Board of Education does not want to resign its responsibility in creating and evaluating school development in general.

Decentralisation and the school-based curricula are believed to bring a lot of improvement to education and school culture. According to Syrjäläinen (1994:19-20,25-26), these improvements are manifested in, for example, individualism, acceptance and support of difference, support for talented students, learners' responsibility for their learning, learner-centred teaching, profit responsibility, entrepreneurship, and care of the environment. Behind all this is the general concern for the effectiveness of education and the concern for the nation's survival in international competition, but also a global concern for the survival of mankind. As Syrjäläinen points out, the fragmented society is a

challenge for schools. General education is seen as a way to cope with the fragmented society and the flood of information; it is a tool for controlling the changing world.

3.2.5 Theories of foreign language learning and the Finnish school-based curriculum

The choice of a learning theory is also a very important decision which regulates the development of the educational process (Rauste-von Wright and von Wright 1994:159). In Finland, there is a long tradition in the structural approach to foreign language teaching. Especially the senior secondary school curricula for foreign languages have been designed on a structural basis. To achieve language competence has meant mastering the grammar of the target language. Communicative competence has received very little emphasis until recently. This tradition is so deeply rooted in the Finnish school system that a change will not happen overnight. As Kaikkonen (1997:264) points out, teaching in Finnish senior secondary schools still emphasises cognitive aims, and interactive skills are left aside.

3.2.6 Criticism

The transition to school-based curriculum planning has received both positive and negative feedback from researchers. Syrjäläinen (1994:21-23) argues that decentralisation has brought both advantages and disadvantages with it. Schools' autonomy and specialisation have increased, teaching has become more individual, freedom of choice has increased, and profit responsibility is demanded of schools. Schools have become more independent and this has increased the power of principals, but this cannot always be seen as a positive development. Also, the planning of school-based curricula and the specialisation of schools would require a well-educated leader and well-educated teachers if the aim is really to develop the school. This is not always the case. Furthermore, the freedom of choice may support social division in society, as these choices may be

based on gender and social status. Syrjäläinen also points out that decentralisation demands some kind of a controlling system. If schools are responsible for producing good results, a comprehensive evaluation system is needed.

Syrjäläinen (1994:3) wonders if the school-based curriculum can change the fact that the curriculum is one of the documents with least significance in teachers' everyday work. It is a generally known fact that schools are usually rather persistent in resisting changes. Therefore, it is not realistic to expect that the school reform could radically change the prevailing routines in a year or two.

According to Syrjäläinen (1995a:5), the idea of school-based curriculum planning and decreased central control have received criticism from some teachers and parents, who fear that the school-based curriculum will increase inequality. This inequality would partly be due to the lack of central control and partly due to the fact that teachers in some schools might be more interested and more qualified in developing curricula. The critics fear that, ultimately, there would be so-called qualified, partly qualified and some inefficient schools.

Pässilä et al. (1993:17-18,21) claim that the curriculum renewal in the 1990s has been superficial and that the change from the old to the new system is not noticeable, as the new curriculum is also based on the national framework curriculum. The framework curriculum aims to ensure that the quality of general education is maintained the same nationwide, and that the core of the contents is the same in every school. Pässilä et al. also criticise the time allocation system (the national directives for minimum number of hours in each subject) by saying that it is an absurd idea, because in reality, students reach their own objectives with different amounts of hours. In their opinion, learning depends on methods and students' motivation rather than the hours spent on learning.

Finally, Takala (1993:57) takes a very critical attitude towards a frequent renewal of curriculum documents. Based on his involvement in language teaching development committees, he believes that "policy documents (general language policies and curricula) are only one of the components that determine the direction and outcome of language teaching". On the other hand, as Atjonen (1993:3) points out, the curriculum document will always have a controlling role, because a cultural state cannot function without a curriculum or a framework

curriculum, which controls the quality and uniform standards of its education. Otherwise a curriculum should not be seen as an obstacle but as an opportunity, since it always leaves teachers the choice of methodology.

3.3 Framework for planning a school-based English A1-language curriculum

The 1994 framework curriculum for senior secondary school is a very general document. Instead of giving directives and exercising detailed control, the National Board of Education emphasises its role as the provider of information, continuous discussion, and the fact that it develops the objectives and teaching arrangements together with schools (Lindström 1993:10-11). The National Board of Education (1994:15) states the aim of education and teaching as follows:

The senior secondary school is developed as an educational institution that gives general education, leads to matriculation examination, and gives eligibility for continued studies. It supports young people's personal growth, equality between the genders, and young people's maturation towards adulthood.

There are very few written instructions for foreign language curriculum planners, but for example Komsí has written a book on the subject. According to Komsí (1994:32-33), three documents create the basis for the school's foreign language curricula: 1) the framework curriculum, 2) a municipality's language programme, and 3) the general section of a school's own curriculum. The fourth major factor is teachers' own experience and professional knowledge. In his book, Komsí specifies more clearly the guidelines given by the framework curriculum for planning foreign language curricula and suggests a way in which schools can plan their own foreign language curricula. In his opinion, the foreign language curriculum can, among other things, include relatively detailed advice for teaching arrangements and working methods, and foreign language teaching pedagogy. This would enable even a relatively inexperienced teacher or unqualified substitute to teach in accordance with the curriculum. Additionally, teaching arrangements and issues deducted from the general section of the school's curriculum can be documented in the foreign language curriculum.

In Komsí's (1994:33-34) opinion, the curriculum is made concrete in course descriptions. He suggests that at least the name, possible topic and emphasis on language skills should be described. In some courses working procedures should be documented as well. Furthermore, the aims and objectives are an essential part of course descriptions. The aim can be, for example, an emphasis on a language skill, a studying skill, independent search for information, use of a language register or increasing vocabulary. The central contents are the second most important issue in the curriculum. These should not only be topics or structures but also language use and communication contents.

Moreover, Komsí (1994:36) recommends that evaluation could be incorporated into course descriptions. It should be connected to the central objectives and aims of the course. Additionally, Komsí points out that one of the aims in planning a school-based curriculum is that textbooks would not be the curriculum. Course descriptions should be planned so that they do not require a certain textbook. It should be considered carefully, whether it is necessary to write down working procedures, because this can be too restricting if there are teachers with different styles of working at the school.

In the case of applied courses, Komsí (1994:36-39, see also the National Board of Education 1994:39) encourages integration with other subjects. Additionally, to make sure that the general plans and principles are not forgotten in every-day teaching, they should be built into the curricula of individual subjects and, subsequently, transferred into practical working methods and teaching arrangements. This can be done by connecting the school's general set of values (such as healthy self-esteem, self initiative) with the foreign language curricula. In addition, Komsí points out that it is the foreign language teachers' duty to help language students to find the most effective learning styles for themselves, and familiarise them with aim setting and self evaluation.

According to the time allocation prescribed by the government (see the National Board of Education 1994:23-24 and Komiteanmietintö 1993), the school has to offer its students the minimum number of compulsory courses in each subject and a certain number of optional specialised courses. In addition, the school may offer additional, locally defined, applied courses. The matriculation

examination is based on all the compulsory and specialised courses defined in the framework curriculum. In the case of A1-language (such as English) these requirements include six compulsory courses and two specialisation courses. The wide provision of optional subjects together with the non-graded system offer senior secondary schools a possibility to develop their own special profiles.

4 PREVIOUS STUDIES ON THE SCHOOL-BASED CURRICULUM

This section presents some previous studies on the school-based curriculum in Finland. These studies have been carried out during and after the aquarium experiment, which was launched in the early 1990s, when curriculum planning was transferred from municipalities to schools. The emphasis is on senior secondary school. Since studies on school-based curriculum documents have not been carried out, the studies presented in this section focus on curriculum planning processes, and the opinions and experiences of teachers and principals with reference to school-based curriculum planning and implementation.

Syrjäläinen (1994) has reported on events in aquarium schools in the first year of the experiment in 1992-1993, when the school reform was launched and schools began to plan school-based curricula. The purpose of her study was to raise discussion about the possible changes in the traditional school culture caused by school-based curriculum planning. The empirical data of the study were collected primarily from three aquarium schools in Helsinki. The schools were a junior comprehensive school, a senior comprehensive school, and a senior secondary school. The data were collected by participatory observation and interviews. Written documents were also used as data.

In the senior secondary school Syrjäläinen (1994:42,51,71,88,91) studied, school-based curriculum planning was organised as team work. All teachers participated in curriculum planning, which was guided by the framework curriculum. They did not find it difficult to write the school-based curriculum. Especially the subjects' sections were considered rather easy to write, but writing the general section was found to be more difficult and frustrating. The principal, who was responsible for the whole process, observed the teams' work, took care of the time schedule, and monitored the progress in regular staff meetings. Leadership played a very important role in changing the school culture, since the leader had an opportunity to introduce some real changes.

Syrjäläinen (1994:43-44,51-52,92) reports that the teachers and principals of the three aquarium schools experienced curriculum planning, above all, as a development process for the school. Sometimes the work was based on extensive discussions on the set of values. However, some senior secondary school teachers avoided such discussions, because they felt that their role was the role of an expert of their subject. They prepared students for the matriculation examination, and had no time for “idle talks”. On the whole, most of the teachers found curriculum planning very important and interesting, although it elicited feelings of anxiety and success in turns. Teachers were not discouraged by lack of time or the fact that curriculum planning was exhausting.

Based on the processes of the three aquarium schools, Syrjäläinen (1994:45,53,57) has identified some preconditions for successful curriculum planning. A good starting point was if a school had done a lot of previous development work. Other significant reasons for success were good leadership and teachers’ good co-operative skills. In contrast, the worst obstacle for curriculum planning was teachers’ resistance, negative attitudes and insufficient knowledge and skills. Moreover, many teachers were unaccustomed to co-operation.

Syrjäläinen (1994:62-63,66) says that school-based curriculum planning revealed needs for training. Teachers started to show interest in the state of their work community. Their need for professional development was manifested in a will to adopt new methods of teaching and more profound ways to understand how students think and learn.

The opinions of parents, and to a lesser degree those of students, were surveyed in many schools during the aquarium project. The schools Syrjäläinen (1994:97,99,100) studied co-operated with parents in order to get their views of the present state of the school and the ways they wanted the school to develop. Parents did not want to take part in curriculum planning, although they were offered a chance for it. On the other hand, students had the most insignificant role in curriculum planning, especially in the senior secondary school.

Mehtäläinen (1994) has also conducted a study on school-based curriculum planning within the aquarium experiment. First, his study aimed to

find out the opinions of the experiment schools on the framework curriculum as a basis for curriculum planning. Secondly, it aimed to find out in what way the schools had organised curriculum planning and how it proceeded. The study was carried out between 1993 and 1994. Research data consisted of interviews with teachers and principals in 39 aquarium schools. The schools' curriculum documents were part of the data, too.

One of the results of Mehtäläinen's (1994:19) study was that the objectives of the framework curriculum were generally interpreted to be so imprecise that nearly anything could be done within their limits in schools. Another view of the objectives was that the demands on what students should be able to do and understand were the highest ever in Finland. Mehtäläinen concludes that the objectives were very general in nature and therefore they demanded more than individual schools could possibly achieve.

In the senior secondary schools Mehtäläinen (1994:50) studied, some teachers thought that the foreign language section of the framework curriculum could not give less guidance. They found its objectives insufficient and without substance. Course topics were the same as before and similar in all foreign languages. Other teachers considered this freedom to be an asset, especially in A-languages, because they could still use the current course procedures and text books as the basis for new courses. When the school-based curriculum was written, the general course descriptions of the framework curriculum were specified and the plans for teaching structures were added.

Curriculum planning in the aquarium schools, as described by Mehtäläinen (1994:7-8,10), was done in aquarium groups, which consisted of four to eight teachers of different grades or subjects. Principals were technical advisers. The project started with discussions on the schools' sets of values and some schools also inquired about the opinions of parents and students on the set of values and objectives. In some schools, the subjects' curricula were written in mixed groups consisting of teachers from different subject groups, and the experiences from these experiments were encouraging. In senior secondary schools curriculum planning was organised by aquarium groups, too, but the process was mostly led by the principals. The biggest changes the senior

secondary schools had to face were the new time allocation system and the non-graded system.

According to Mehtäläinen (1994:92-93), the first experiences of the non-graded senior secondary school were both positive and negative. The freedom of choice and the possibility for individual pace in studying were seen as positive issues. The negative experiences resulted mainly from unfamiliarity with the non-graded system. Teaching groups were too large from time to time and there was not always enough tutoring available for students. Moreover, integration between subjects became more difficult.

Mehtäläinen (1994:Abstract,23,121) mentions that one topic of discussion in schools was how exact the subjects' curricula should be. It was unclear what the purpose of the school's curriculum was, and for whom and why it was written. However, probably the most important part of the curriculum planning process were the school's joint discussions on the state of the school and teaching. Teachers realised that the final product, the written document itself, was not what counted the most. Instead, the fact that the school as a whole discussed its weaknesses, strengths and possibilities as well as those of its staff was very significant.

Furthermore, Mehtäläinen (1994:9,20) notes that the reform offered teachers an opportunity for professional development, which was said to be very important. Writing the curriculum formed a large part of professional development. However, teachers in Finland were trained neither for writing curricula nor reading and analysing them. During the experiment it became very clear that teachers did not really know what purpose the curriculum document served and subsequently, for whom it was written. Actually, this was a great obstacle for curriculum planning. Otherwise the reform did not encounter much active resistance in schools; the resistance that existed was in the form of indifference.

The opinions of subject teachers on school-based curriculum planning have been studied by Ahtee and Erätuuli (1994). Their inquiry was directed at 52 teachers and it had two questions: what is a curriculum and what kind of influence has the curriculum had on teachers' work.

Ahtee and Erätuuli (1994:190) divided the teachers' answers to the first question as follows: 40% of the teachers said that the curriculum gave detailed instructions for teaching, 30% said that the curriculum provided the overall guidelines for teaching, 20% thought that the curriculum contained the contents and general aims, and 10% of the teachers gave answers which showed that they had seriously thought about the purpose of the curriculum and clearly read their curricula. Every tenth answer was negative in tone. To the second question, 30 % of the teachers answered by saying that the curriculum had had no influence at all on their work, 30% said that the curriculum had influenced their choice of course contents, work plans, or teaching methods, and 20% said that the curriculum had given instructions and guidelines. Some teachers (no percentage given) claimed that the curriculum had made teachers think in general.

In her ethnographic study, Syrjäläinen (1995b) describes the experiences of 65 teachers and principals in school-based curriculum implementation. The data were gathered in Helsinki in 1994. Teachers and principals of different school levels answered open questions about the possible changes the school-based curriculum had caused in the school.

Syrjäläinen (1995b:72,74,86) reports that, in the senior secondary schools, teachers and principals had rather negative experiences of school-based curriculum implementation. Their amount of work increased to "almost unbearable", because in many subjects courses were reorganised and the old teaching material could not be used any more. Teachers and principals did not have enough time for co-operation, common planning, and joint discussions. Stress, social problems, and competition were part of everyday working life. Teachers complained about the amount of work, stress, exhaustion, burn out, insecurity, frustration, and incompatibility of theory and practice, which undermined all attempts at personal or school development.

As Syrjäläinen (1995b:74,88,90-91) points out, the reform brought a lot of freedom to senior secondary schools, but the matriculation examination restricted this freedom substantially. Teachers would have liked to try new teaching methods, but the matriculation examination forced them to use the 'good old' methods to ensure their students' success. After all, teachers were experts in their

subject and responsible for their students' success in the subject. They still worked very much alone. In the teachers' opinion, the only things that caused some real changes were optional courses and the non-graded system. On the other hand, the teachers claimed that students' everyday routines were not changed at all by the new curriculum, since students were rather conservative.

One point that Syrjäläinen's study (1995b:80-81,91) revealed is that the development projects in senior secondary schools concentrated on competing for students with other senior secondary schools. Despite the common problem of lack of resources, senior secondary schools marketed their special qualities for students. Another field of development was to find and learn new teaching methods, but there were no special projects for implementing new methods.

The renewal brought up the question of specialisation of schools. Syrjäläinen (1995b:116) claims that even her research alone indicates that schools are specialising, which increases inequality in society. Parents have many more possibilities to choose their children's schools, and schools start to pick their students. Who eventually has the power to choose and where can the use of this power lead to at its worst?

Finally, Syrjäläinen (1995b:116-117) reminds that implementing the school-based curriculum is a different project from planning it. Implementation creates new problems, and teachers need support, training, and help from experts in solving them. A special danger for the success of the reform may be making a pedagogically unsuccessful national evaluation system, which can narrow down school-based freedom. The national evaluation system should be drawn up by persons who work in schools and understand every-day life in schools.

Syrjäläinen (1996) has also conducted a study on how senior secondary school teachers, principals, and students experienced the school reform. The survey was conducted by means of a questionnaire. The aim was to find out what teachers and principals thought of the development projects in senior secondary school and how they personally experienced the curriculum renewal. Students were asked about their possibilities to influence the development of senior secondary school and about the development projects.

This study by Syrjäläinen (1996:112-134) gives a more positive picture of the opinions of senior secondary school teachers and principals than her previous studies (1994 and 1995b). In general, the teachers and principals were interested in developing the school curriculum. They asserted that it improved motivation and enjoyment of work, and increased co-operation within subject groups as well as between different subjects. Furthermore, the renewal created more possibilities to influence one's own work and to employ one's own expertise in teaching. One of the negative features was increased competition in the work community: teachers competed for students by offering attractive courses to them. Teachers also found the non-graded system to be a problem, because it made it difficult to follow students' progress. On the other hand, students had to take more responsibility for their own work. Teaching was diversified with the help of different development projects, and new teaching methods decreased the dominance of text books.

Syrjäläinen (1996:137,159) points out that the reform has changed the role of principals. They have become mediators between teachers and educational administration, and they have to represent the school to the surrounding society. As they lead the internal development in schools, they face increased demands and expectations, while the resources in schools become more scarce.

The opinions of students on senior secondary school were rather negative. Syrjäläinen's (1996:14-19) survey showed that the students did not have the means to participate in the development of their school. Many students felt that it was a futile attempt to try to make any changes. Furthermore, some students had a completely passive attitude to school development.

The students criticised teaching in senior secondary school quite a lot. According to Syrjäläinen (1996:36-38,43-45,57-61), students found the teaching methods traditional. They thought that teaching relied too much on text books and it was teacher-centred: students were just passive receivers. Furthermore, the students claimed that senior secondary school was very theoretical and courses contained too much material. Especially language teaching was seen as old-fashioned, boring, and repetitive. However, the students said something positive about their schools, too. They liked team work and the fact that language studies

demanded quite a lot of independent work from them. The students also felt generally positive about the non-graded system, which gave them freedom and responsibility, more friends, and created less stress.

Jauhiainen (1996) has conducted a study on teachers and school-based curriculum planning. The purpose of her study was to investigate what kind of influence the curriculum planning process had on the work and professional development of teachers. The study was conducted by interviewing four to five teachers from three schools in Uusimaa once per term, over a period of three to five terms between 1993 and 1995. Additionally, all teachers wrote a description of a good teacher at the beginning of the research process as well as at the end of it.

Curriculum planning took a different amount of time in all three schools that Jauhiainen (1996:2,68-71) studied. The schools started to plan their curricula during the school year of 1992 - 1993. By the autumn term of 1995 two of the schools were implementing their school-based curricula but the third school had not finished its curriculum planning. There were also differences in the number of teachers participating in curriculum planning, how much time was offered for planning, and how much training the teachers received. In one of the schools the high turnover rate of teachers was seen as a hindrance for effective curriculum planning. It also appeared to be very difficult to motivate the teachers to adopt the idea of continuous development. But, as the results of the study showed, the more responsibility and training the teachers received, the more they dedicated themselves to the development work. Moreover, the process seemed to weaken the tradition of teachers being solitary workers. The subject-centred approach was replaced by developing the whole school.

Most of the previous studies on the school-based curriculum have concentrated on describing the curriculum planning process and the experiences of the teachers and principals involved. As shown above, the framework curriculum of 1994 had a central role in planning, which was usually done by teachers. Principals were in charge of the whole process, but they were less involved in actual planning. Students and parents were hardly involved at all.

The planning process evoked both positive and negative feelings amongst the teachers and principals. Along with resistance on the part of teachers, the biggest obstacle for successful curriculum planning was the fact that nobody really knew for whom and why the school-based curriculum was written. Furthermore, the school-based curriculum was not considered very important, since many teachers said it did not influence their work at all. The matriculation examination still controlled almost everything in senior secondary school.

Previous studies have revealed very little about the changes the renewal has caused in school-based curriculum documents and foreign language documents in particular, although there has been profound changes in the theoretical basis for Finnish curriculum planning since the 1980s. The emphasis has shifted from a classical humanist approach towards a progressivist one. As a result, the whole process of curriculum planning has changed. The question is whether the intended curriculum, the curriculum document, has also changed. Therefore, the present study examines the possible changes in the English A1-language curriculum documents of one senior secondary school.

5 RESEARCH DESIGN

So far, the concept of curriculum and different approaches to curriculum planning and renewal have been examined. From this theoretical background we have moved on to the development of the Finnish senior secondary school curriculum, from the *lehrplan* model to the school-based curriculum. Major findings of previous studies of the school-based curriculum have been outlined. The present study takes a closer look at the development of the English A1-language curriculum of one senior secondary school. The aim is to find answers to the following questions:

1. How similar or different are the English A1-language curricula of the case school for the years 1987, 1994, and 1998?
2. What factors can explain the development of the English A1-language curriculum, as shown in the documents from these three years?
3. To what extent and for what reasons has the case school used or not used its opportunity for independent solutions in designing its own English A1-language curriculum?

These questions are approached by analysing the curriculum documents and comparing the school-based curricula with the FC of 1994. Other possible factors which might have influenced the school-based curricula are also examined. Finally, two English teachers and the principal of the case school are interviewed.

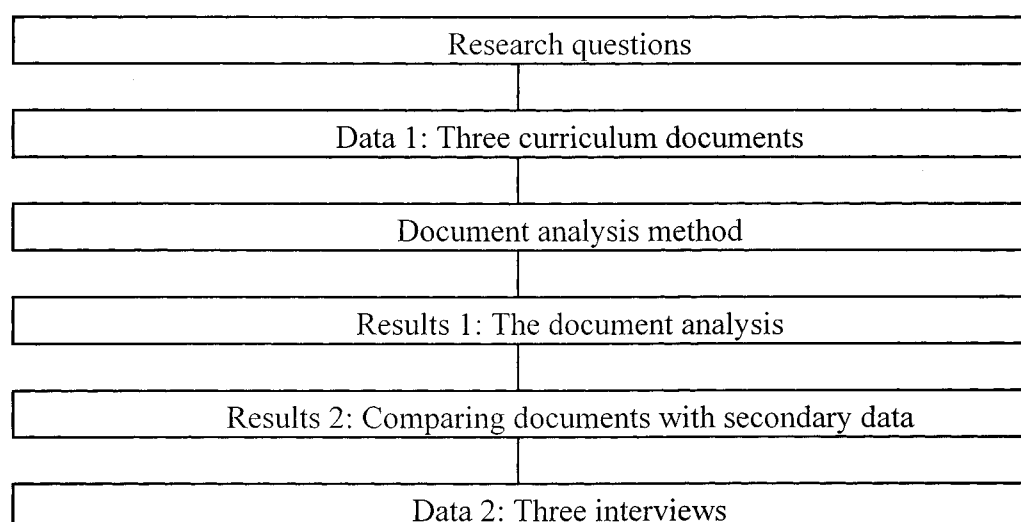
As the present study describes the Finnish phenomenon of curriculum planning, the term syllabus is only used to refer to the number of compulsory courses in each subject (*oppimäärä*) that a student has to complete in order to graduate from the senior secondary school. For example, the English A1-language syllabus consists of six courses. The term curriculum is used to describe an administrative document, whether it is a document which covers all subjects or just one subject, for example English A1-language. Additionally, the concept of curriculum is studied here with a relatively narrow view as the subject of the study is the written curriculum document only. Levels of curriculum such as implementation or evaluation will be left out of the scope of the present study.

5.1 Research methodology

The present study is a qualitative case study. According to Yin (1994:1), the case study is an appropriate method when 'how' or 'why' questions are asked, when the events under study cannot be controlled by the researcher, and when the target of the study is “a contemporary phenomenon within some real-life context”. Finnish curriculum reform is a relatively recent phenomenon and curriculum documents are constantly under development.

The analysis is conducted according to an explanation-building mode proposed by Yin (1994:110-111): the goal is to analyse the case study data by building an explanation of the case, and by explaining the curriculum changes by stipulating causal links about it. As Yin points out, these links may be complex and difficult to measure, which is also the case in the present study. Some of the changes that have taken place in the written curricula, especially in 1994, can be traced to the framework curriculum of 1994. Finding explanations for some of the changes requires alternative perspectives, such as interviewing the persons involved in the planning process. An iterative nature of explanation building adopted from Yin (1994:111) is used: evidence is examined, theoretical positions are revised, and the evidence is examined once again from a new perspective.

Our research is conducted through the stages presented in figure 1 below.



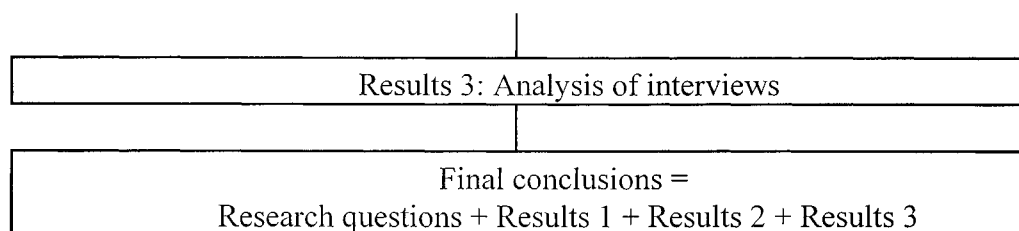


Figure 1. The explanation building method of the present study.

The contents of the three curriculum documents are described and analysed in order to find out the similarities and differences in them. The results of the analysis are compared with the framework curriculum of 1994 and other available written sources for possible explanations for the changes that have occurred. The purpose of the interviews is to find reasons for the changes which cannot be explained by examining the written sources. The interviews are transcribed and analysed. The final conclusions are based on the analysis of the documents, information from other written sources and results from the analysis of interviews.

5.2 Selection of school and interviewees

During the spring of 1998 a telephone inquiry was made around senior secondary schools in Central Finland. The purpose was to find a school where both the principal and most of the English teachers had been working - preferably within the same school - since 1987, when the municipal English A1-language curriculum was put into practice. In this way all the interviewees would be able to answer the questions concerning all three curricula from their own personal experience. Furthermore, this starting point would make it possible to carry out valid comparisons between the interviewees' answers to all questions. Among the schools which more or less met the requirements, there was one in which the assistant principal was willing to participate in the study and to produce the necessary curriculum documents. This school was chosen as the case school.

The principal and all the English teachers of the case school were asked to be interviewed. The purpose was to interview all teachers who teach English as

a major subject. Teachers who had English as a minor subject were not considered because, according to preliminary information received from the assistant principal, they were not involved in planning the school-based English language curriculum. The principal was interviewed because the previous studies emphasised the role of the principal in planning the school-based curriculum.

However, one of the teachers had just begun her work at the school and felt that she did not have much to contribute to the study, but agreed to participate in a pilot interview. One of the English teachers declined the request for an interview. Finally, there were three persons to be interviewed: the principal and two English teachers. In order to maintain their anonymity, the case school of this study is not mentioned by name but referred to as the case school. The teachers and the principal are referred to as Teacher A, Teacher B and the Principal.

6 DOCUMENT DESCRIPTION AND ANALYSIS

6.1 The three curriculum documents of the case school

The municipal English A1-language curriculum of 1987

The municipal English A1-language curriculum of 1987 has its origin in the 1982 senior secondary school reform in which all subjects were divided into courses (a unit of approximately 38 lessons). The syllabi for each subject were published in the form of a booklet. These individual booklets were later put together into the 1985 framework curriculum for senior secondary school. (Apajalahti 1994:11.)

The case school's municipal English A1-language curriculum of 1987 is nearly identical with the English A1-language section in the framework curriculum for senior secondary school published in 1985 (see the National Board of General Education 1985). The reason for this could be that the framework curriculum is a very thorough and detailed document - there is very little to add to it. The only thing the local authorities did add is a local topic, such as *local education possibilities*, for each of the six compulsory courses. So, although the local authorities had a chance to write a curriculum of their own, they appear to have followed the framework curriculum in detail.

The case school's municipal English A1-language curriculum of 1987 is almost 23 pages long and its title is *English language, A-syllabus (A-oppimäärä)* (see Appendix 1). This curriculum is divided into six different chapters: 1) Objectives, 2) Emphasis on language skills, 3) Contents of learning, 4) Choosing teaching material, 5) Courses, and 6) List of grammatical structures.

The first four chapters, some five pages, describe the general guidelines for teaching English. Chapter 1, *Objectives*, formulates the main objectives for teaching English A1-language. These include the following: to give students sufficient skills to understand and use English, to activate students, to maintain and develop their language skills, to develop communication skills, and to increase and deepen cultural awareness and understanding.

Chapter 2, *Emphasis on language skills* states the overall objectives for students' language skills: each student is expected to understand considerably more difficult language than he or she is able to produce. It also describes how the emphasis on language skills is divided between the courses and what kind of language skills students should be provided with.

Chapter 3, *Contents of learning*, points out which general objectives should be the basis for choosing the contents of learning. It also lists the items that are included under this chapter: contexts for language use, topics, grammatical structures, vocabulary, and pronunciation. All these items are given a brief description. *Contexts for language use* states, for example, how the different contexts have been grouped together, what should be kept in mind when choosing different contexts, and how the contexts of the first year of study differ from those of the second and the third year. *Topics* describes what kind of substance the topics that are chosen should include. *Grammatical structures* gives advice for the criteria for choosing the grammatical structures for different courses. It also gives suggestions concerning which structures should be taught during the first year of study, and which ones during the second and the third. *Vocabulary* formulates the objectives concerning the size of both the active and the passive vocabulary students are expected to know after they graduate. Furthermore, some general guidelines are given for how to choose the appropriate vocabulary items and how they should be taught. *Pronunciation* is described only briefly: it is stated that students are expected to know both British and American standard pronunciation, to recognise the main local and regional variants, and to be able to acquire as natural and correct pronunciation as possible.

Chapter 4, *Choosing teaching material*, suggests that there should be both written as well as audio material. It also describes what types of language the different material should include, and what kinds of texts are expected to be used for teaching, for example, structures, listening, and pronunciation. It is pointed out that all material should be tied together closely with the material that is in the junior secondary school's English language syllabus.

Descriptions of the eight courses form chapter 5. The chapter begins with some general advice on how to specify the aims for each course, how to choose

the structures which should be taught, and what kind of language skills are expected to be achieved during the first year of senior secondary school. All courses are numbered (1-8) and they have a title which is closely related to the topic of each course. Courses 1-3, which are taken during the first year of senior secondary school, are divided into three sections which are titled as *perspective*, *emphasis*, and *contents of learning*. *Perspective* is a kind of introduction for the course. It presents some of the topics for the courses and describes, for example, the language skill requirements, material requirements, language style, and items that should be taught to students. *Emphasis* notes which language skills should be emphasised in each of the three courses. *Contents of learning* includes two lists: one is a list of topics and the other is a list of contexts for language use.

After the description of course 3 there is a short passage which explains the change in emphasis in teaching different language skills from the second year onwards. It also describes how the objectives and the texts differ from those of the first year.

Courses 4-8 are illustrated in the same way as the first three ones. In these descriptions *Perspective* serves an introductory purpose by mainly giving examples of the topics, suggesting ways to approach them or by explaining the special nature of the course (such as integration or revision). *Emphasis* states the language skills taught in each of the courses. In courses 4-8 the contents of learning include lists of topics and advice on how to approach them. In addition, in course 8 there is a more detailed description of the educational objectives and the amount and type of suggested texts and tapes. Lists of contexts for language use are excluded from courses 4-8.

Chapter 6 is a list of grammatical structures. This list includes the following structures: verbs, nouns, adjectives, adverbs, numerals, pronouns, and conjunctions and syntax. The list is twofold: it states which structures students should be able to use and which structures they should be able to understand.

The school-based English A1-language curriculum of 1994

The case school's curriculum written in 1994 was the first school-based curriculum for which the school itself was responsible. In practice this meant that, for example, the English teachers formed a team and wrote the English language curriculum together. All teachers participated in writing the curriculum for the subject they taught, and together with the principal they also wrote the general section of the school curriculum.

Since the school-based curriculum was a new idea in Finland, the teachers did not have much to depend on in their curriculum planning. However, the schools were not left totally on their own in their curriculum planning, since the Finnish National Board of Education published a book called *Framework curriculum for the senior secondary school 1994*. This document gave guidelines for senior secondary school curricula.

The case school's English A1-language curriculum of 1994 is rather a short document compared to the one of 1987 (see Appendix 2). It is two pages long and there is no general section. The curriculum consists of a description of a total of nine courses. The courses are numbered and given a title that usually indicates the topic of the course, for example, *Studies and work* and *Science, economics, and technology*. The courses are described briefly in a few sentences, the emphasis being on different grammatical structures and language skills.

The first six courses are compulsory national courses which cover the English language syllabus. All students have to take them in order to graduate from senior secondary school. Courses 7 and 8 are optional specialised courses, which all senior secondary schools have to offer to their students. Course 9 is a school-based, optional applied course; in this case a remedial course, where the basic material of courses 1 and 2 is reviewed.

The school-based English A1-language curriculum of 1998

The case school updated its English A1-language curriculum in May 1998 (see Appendix 3). The form of the document was not altered, but some changes and

additions were made. Course 6 was turned into a portfolio course. Three optional applied courses 10, 11 and 12 were added. Courses 10 and 11 are described with a title *School-based applied course*, and a short explanation of the contents of the course; course 10 is a revision course preparing students for the matriculation exam, and course 11 is an English discussion course. Course 12 is described as a discussion course with a native English language teacher. Other parts of the curriculum, i.e. courses 1-5 and 7-9, are identical to the ones of 1994.

6.2 Document analysis method

According to Tesch (1987 as quoted by Seliger and Shohamy 1989:205), there are two main ways of analysing qualitative data. The first one is to inductively derive the categories for sorting out the text segments from the text itself. The second one is to use already existing categories and apply them to the text; these categories can be derived from a conceptual framework or from the specific research questions. In the present study, both of these systems were applied. Existing categories were applied to the documents, but since they were not applicable as such, some categories were left out and some new categories were created on the basis of the items in the curriculum documents.

Barnes (1982:141) suggests that when analysing the curriculum documents of a school one could examine if they contain the following: a statement of general aims, a list of topics or content to be covered, a set of objectives, a list of skills to be mastered, learning activities and/or teaching methods, and methods for monitoring and evaluation. Not all these categories were relevant to the present study. Therefore, this categorisation was modified.

In analysing qualitative data, one usually uses a process called data reduction, which means selecting, sampling, and simplifying the original data (Miles and Huberman 1984:21). In the present study, however, no data reduction was done with the contents of the curriculum documents. In order to be able to see clearly the similarities and differences all text segments in the curricula were divided into the following six categories: 1) topics, 2) objectives, 3) grammatical structures, 4) language skills emphasised, 5) learning tasks, and 6) other items.

Barnes's (1982:141) categories *a statement of general aims* and *methods for monitoring and evaluation* were excluded because the courses did not contain any material fitting into these categories. For the opposite reason, a category of grammatical structures was added. This categorisation covers the contents of all courses found in the three curriculum documents. The general section of the 1987 municipal curriculum is described separately above (see section 6.1).

The division of the curriculum items into the different categories was based on the original Finnish curricula. It was rather a difficult task, because some of the items could have possibly fitted into several categories if considered from different semantic perspectives. Furthermore, when translated into English, the meanings of some words might have - unintentionally - slightly changed. However, the items were divided into the different categories as objectively and consistently as possible.

Category 1, *topics*, includes the titles of the courses, subjects to be presented, lists of subjects to be covered, the ways to handle, approach and study these subjects, perspectives, and local subjects. Category 2, *objectives*, covers objectives for learning, and objective-like items in which it is being stressed or emphasised that this subject should be taught to students. It also includes objectives concerning the growth and development of students, and value-related objectives such as peace education. In addition to clearly stated structures, category 3, *grammatical structures*, includes, for example, *style of writing* because it is closely connected to syntax and the choice of vocabulary. Category 4, *language skills emphasised*, includes the standard language skills mentioned in the curricula. According to the standard model the oral skills include both listening and speaking, and the written skills include both reading and writing. Category 5, *learning tasks*, contains clearly stated exercises, such as writing a letter, reading a book, etc. Category 6, *other items*, is a 'reserve' category for additional items mentioned in the course descriptions. These items, such as language style and contexts for language use, do not clearly fall into any of the categories mentioned above.

6.3 Document analysis

In this section, the aim is to identify the possible similarities and differences in the three English A1-language curricula. Courses 1-9 in the curriculum documents of 1994 and 1998 are identical, except for course 6 which is a portfolio course in the 1998 document. The curriculum of 1998 also includes three optional applied courses 10-12. In the following tables these three courses will be referred to specifically as '1998 only'. However, most of the time these two curricula of 1994 and 1998 are treated together as one entity and referred to as the SBEC of 1994/1998. Whenever discussed separately, they are referred to as the SBEC of 1994 and the SBEC of 1998. The case school's municipal English A1-language curriculum of 1987 is referred to as the MEC of 1987.

In order to find the possible similarities and differences in the curricula, the text segments in the course descriptions were divided into the six categories presented above in the document analysis method (see section 6.2). Each category was presented in the form of a table and treated individually.

Some general observations can be made of these curriculum documents. The number of pages has come down substantially; the MEC of 1987 is 23 pages long, and the SBEC of 1994/1998 consists of two pages. This can be partly explained by the structures of the curricula. In the MEC of 1987 there is a large general section which describes general objectives, contents of learning, etc. The SBEC of 1994/1998 has no counterpart. Furthermore, in the MEC of 1987 there is rather a long list of structures the students have to be able either to use or to understand when graduating from senior secondary school. In the SBEC of 1994/1998 the structures are mentioned briefly in each of the course descriptions. However, all three curricula share the same basic structure: separate course descriptions.

Topics

Table 1 presents the topics of the three curriculum documents. The topics include the titles of the courses, subjects to be presented, lists of subjects to be covered,

the ways to handle, approach and study these subjects, perspectives, and local subjects. The bold font in the table indicates relevant differences in the curriculum documents:

Table 1. Topics

Category 1: Topics	The MEC of 1987	The SBEC of 1994/1998
Course 1	Man and his immediate surroundings - personal contacts reflect different cultures and the customs and attitudes of people of different ages and backgrounds - topics are studied mainly from young people's points of view - topics: one's own self; home, family, relatives, friends, other people; school, relations with school mates; everyday tasks; relationships; problems of young people; leisure-time activities; relationships between different generations; presentation of municipality X	Young people and their world
Course 2	Man, his hobbies, and the services he uses - topics include hobbies and leisure-time activities, and man in the most common service situations home and abroad both as a user and a producer of services - topics: holidays; clubs and associations; sports and exercise; travelling and transportation; sport facilities and guiding in municipality X	Meeting people - the course introduces the American way of life
Course 3	Man and his work - language used in studies and working life - topics are discussed in practical contexts and with concrete examples - topics: the meaning of language skills in studies and working life; a few professions, their qualifications and the education needed (profession with different levels of education); working and studying in home or abroad; summer jobs, participating in domestic duties, salary and pocket money; the changing nature of work and future professions; meaning of work, working moral, unemployment; education in municipality X	Studies and work - topics focus on presenting different jobs and applying for a job

Course 4	<p>Man and society</p> <ul style="list-style-type: none"> - perspective is both social and global - topics deal with the structure of society, its functions and principles both from the individual's perspective - individual as a functioning member of society and user of its services - and from society's perspective - man as a part of the society that provides him with his income and security - topics are viewed also through literature, interviews, comedy, case descriptions, etc. - the course can proceed from concrete, familiar topics in home country to wider, global contexts - topics: habitation, forms of living, rural and urban living; geographical surroundings; health services, social security both in one's own country and in Anglo-Saxon countries; migration; unions and associations, politics; religion and church; law and order; living in municipality X 	The surrounding society
Course 5	<p>Man, science and technology</p> <ul style="list-style-type: none"> - man as a part of the whole world - the course is divided into two parts: <ol style="list-style-type: none"> 1. one starting point can be the unequally shared global welfare caused by technological progress; topics can deal with man's relation to nature and outer space and international co-operation in developing science and technology 2. the second part deals with acquisition of information and mass media; press, radio, television, and current issues form a constantly changing subject - technological progress can be handled, for example, by presenting typical representatives of different branches of technology, by examining typical branches or by presenting technological achievements - presentations and comparisons of mass media - topics: earlier and present achievements of different branches (inventors or important representatives of each branch); an important branch of industry of one's own country; development of transportation; conquest of space; data processing and computers; a developmental outlook; futurology; the impact of mass media; advertising and consumer information; ways of getting information; data transmission and mass communication - presentation of an important branch of industry of municipality X - topics of municipality X's summer festival or other events are used 	Science, economics, and technology

Course 6	<p>Man, education and culture</p> <ul style="list-style-type: none"> - main part of the course is dealing with culture and aesthetic field in its all forms - the main theme consists of film, theatre, music, arts and particularly literature - another theme can be education and school system especially in English-speaking countries; these topics are treated briefly at the beginning of the course - the beginning of the course can deal with different features of school systems both in Finland and in Anglo-Saxon countries, and different ways of education - however, the basis of the course is aesthetic, cultural themes - topics: presenting school systems; educational opportunities; literature (short stories, novels, plays, poetry); film and theatre; music and arts; arts both as a hobby and a profession; prominent personalities both in Anglo-Saxon and in Finnish cultural life; traditions and customs; pop-culture; aesthetic questions as such; presenting the cultural life and a prominent personality of the cultural life of municipality X 	Culture
Course 7	<p>Man and nature</p> <ul style="list-style-type: none"> - man as a part of nature on the basis of facts rather than personal feelings - the course can start from information concerning the conditions of one's own home town and country and proceed to general topics concerning the whole world - topics: man's relationship with nature; natural resources, their division and use; conservation of nature and maintaining the balance in nature; the planning of environment; different living conditions; nutrition problems; population problems; nature of one's own country; people's ideas of nature and universe; a branch of applied natural science (medicine, psychology, nature conservation, etc.); geography, biology, physics, chemistry; hobbies involved with nature 	Changing World - topics include the environment and sustainable development
Course 8	<p>Man and the peoples of the world</p> <ul style="list-style-type: none"> - topics must be handled from various points of view and as objectively as possible, and students must be given a chance to express their own opinions - topics can be approached by presenting lines of development and wide topic groups and/or by following current events -topics: Finland's position in the world; international politics and economy; peace education and questions concerning peace; economic redistribution and development co-operation; international co-operation and international organisations; human rights and racism; humanitarian organisations; different interpretations of social systems and ideologies; national economy and entrepreneurship; current international events; national identity 	Expanding world view - students become familiar with international co-operation and they consider current issues from European and global points of view
Course 9		School-based applied course

Course 10		1998 only: School-based applied course
Course 11		1998 only: School-based applied course
Course 12		[No title]

In the MEC of 1987, the topics of each course are described in detail. A lot of different topics are mentioned and various ways to approach and study them from different perspectives are suggested. The first six courses also include a local topic, such as *Education in municipality X*, and *Living in municipality X*. In seven courses of the SBEC of 1994/1998, the topic is mentioned in the form of a title. The rest of the courses include a title and a short description that clarifies the topic. Local topics are not included. The titles of the courses have changed from the MEC of 1987, but the main topics have remained nearly the same in seven courses. For example, course 4 is titled *Man and society* in the MEC of 1987 and *The surrounding society* in the SBEC of 1994/1998, and course 5 *Man, science and technology* in the MEC of 1987 and *Science, economics, and technology* in the SBEC of 1994/1998. Only course 2 has a completely new topic; in the MEC of 1987 it is *Hobbies and leisure-time* and in the SBEC of 1994/1998 it is *The American way of life*.

The optional applied course 9 of the SBEC of 1994/1998 and courses 10 and 11 of the SBEC of 1998, which do not exist in the MEC of 1987, have titles that differ from those of courses 1-8 in any of the curriculum documents. All three courses are titled *School-based applied course*. This title does not say anything about the topic or the themes of the courses. Course 12 of the SBEC of 1998 does not have a title at all. On the whole, the descriptions of the topics in the SBEC of 1994/1998 are radically shorter and less detailed than in the MEC of 1987.

Objectives

Objectives include objective-like items in which it is being stressed or emphasised that this subject should be taught to students, objectives concerned with growth and development of students, value-related objectives (for example, peace education), and clearly stated objectives of learning. These objectives are listed in Table 2. The bold font in the table indicates relevant similarities in the curriculum documents:

Table 2. Objectives

Category 2: Objectives	The MEC of 1987	The SBEC of 1994/1998
Course 1	<ul style="list-style-type: none"> - to increase passive language skills - a review of what has been learned earlier - command of reviewed and learned structures and vocabulary 	<ul style="list-style-type: none"> - the course strengthens students' command of vocabulary and basic structures - students become familiar with the types of activity in senior secondary school as well as with the use of various aids, and they learn different language learning strategies
Course 2	<ul style="list-style-type: none"> - command of main structures 	
Course 3	<ul style="list-style-type: none"> - both the meaning of language proficiency in studies and in working life and students' active roles in developing their language skills are emphasised 	
Course 4	<ul style="list-style-type: none"> - when the topics are dealt with it is worth emphasising individual's opportunities and duties in democratic society - perspective is widened from one's own country and society to other parts of the world 	<ul style="list-style-type: none"> - the course encourages students to become active members of society

Course 5	<ul style="list-style-type: none"> - the course offers language skills for topics which deal with technological and scientific development and the resulting facilitation of world wide flow of information and ways of getting information - when ways of getting information are dealt with, the individual's duty to get information in order to develop himself, both as an individual and as a member of society, is emphasised - skills needed in getting information should be taught as well as critical evaluation and use of information 	
Course 6		
Course 7	<ul style="list-style-type: none"> - the course gives students means to understand and use language related to nature and natural sciences 	
Course 8	<ul style="list-style-type: none"> - the course reviews what has been learned earlier and goes through structures and vocabulary again - students' writing skills are strengthened - when the topics are dealt with, peace education and improvement of co-operation and mutual understanding of men and people should be taken into account 	
Course 9		
Course 10		
Course 11		
Course 12		

In the MEC of 1987 the objectives are mentioned in every course description except for course 6. Some of the courses include several elaborate objectives, such as *emphasising students' active role in developing their language skills*, and *giving students means to understand and use language related to nature and natural sciences*. In the SBEC of 1994/1998 objectives are included only in courses 1 and 4. The objectives of course 1 differ in most parts from those in the MEC of 1987; the only similarity is the emphasis on vocabulary and structures. The objective of course 4, *to encourage students to become active members of society*, deals with the same issue as one of the objectives of course 4 in the MEC of 1987 but is formulated differently.

Grammatical structures

In addition to clear grammatical structures this category contains, for example, styles of writing, because it is closely connected to syntax and the choice of vocabulary. Table 3 lists the items of this category:

Table 3. Grammatical structures

Category 3: Grammatical structures	The MEC of 1987	The SBEC of 1994/1998
Course 1		- tenses, word order, and tag questions are reviewed
Course 2		- the course deals with nouns, adjectives, ordinals, and indirect speech
Course 3		- main issues are passive, pronouns, and formal subject - idioms are practised
Course 4		- grammar focuses on modal auxiliaries, relative clauses, and the use of articles
Course 5		- main issues are infinitive and progressive tense (the -ing clause)
Course 6		- emphasis is on syntax and the styles of writing
Course 7		- main issues of grammar are reviewed - structures are practised
Course 8		- structures are practised
Course 9		
Course 10		
Course 11		
Course 12		

In the MEC of 1987, the grammatical structures are not mentioned in the course descriptions, but they are presented in a separate list in the end of the English A1-language curriculum. This list is rather detailed, and it contains the following structures: verbs, nouns, adjectives, adverbs, numerals, pronouns, and conjunctions and syntax (see Appendix 1). It is not stated during which course these structures should be taught, but a difference is made between those structures students should be able to use, and those which they should be able to understand by the end of their studies. In the SBEC of 1994/1998, the grammatical structures are listed under the first eight courses, and thus divided

according to what should be taught during each course. The structures are not specified in detail as in the structure list of the MEC of 1987 curriculum. The optional applied course 9 in the SBEC of 1994/1998 and courses 10-12 in the SBEC of 1998 do not mention any structures.

Language skills emphasised

The oral language skills (or oral communication) mentioned in the curricula include speaking and listening, and the written language skills (or written communication) include reading and writing. Table 4 presents the language skills emphasised:

Table 4. Language skills emphasised

Category 4: Language skills emphasised	The MEC of 1987	The SBEC of 1994/1998
Course 1	- active oral language skills; understanding and producing speech - quite demanding reading - tutored writing	- oral practice is emphasised
Course 2	- active, informal oral language skills (speaking) - understanding speech - writing practice begins	- students continue practising oral communication - students start to practise written communication, too
Course 3	- language skills are emphasised rather evenly, although according to the general objectives of the first year English of senior secondary school special attention is paid to oral language skills	- students move on to practising more demanding oral and written communication
Course 4	- different language skills are still emphasised rather evenly, although at this stage more attention is paid to the ability to understand larger text units	- students continue practising demanding oral and written communication
Course 5	- understanding the essence of listening and reading comprehension tasks is emphasised	- students examine demanding texts about the topics mentioned above
Course 6	- understanding of speech and text units is emphasised - special attention is paid to writing	- students concentrate on self-directed oral and written work

Course 7	-the receptive language skills constitute a great part of the course, but it includes material that develops speaking, too - the emphasis is on understanding the main points of factual texts, understanding speech, and writing	- listening and reading comprehension is practised
Course 8	- the receptive language skills constitute a great part of the course, and listening comprehension rises to the level of text comprehension - good reading and listening comprehension skills support students' oral language skills - the emphasis is on rather demanding factual texts, listening comprehension, and writing	- students concentrate on producing and handling different kinds of texts with various methods - listening comprehension is practised
Course 9		
Course 10		
Course 11		1998 only: - an English discussion course
Course 12		1998 only: - an English discussion course with a native English language teacher

The general section of the MEC of 1987 says that all four language skills are practised in all eight courses but this is not the case according to the course descriptions. The only language skill covered in all courses is listening. The other oral skill, speaking, is not mentioned in courses 5 and 6. The written skills are not emphasised in two courses; reading is not named in course 2 and writing not in course 5.

In courses 1-8 in the SBEC of 1994/1998 speaking is not mentioned in courses 5, 7, and 8 and listening not in course 5. The written language skills are excluded from four courses, too. Reading is omitted from course 1, and writing from courses 1, 5, 7. Thus, it looks like the receptive language skills, listening and reading, get quite a lot of emphasis. In contrast, the productive language skills, speaking and writing, are emphasised less.

The optional applied course 9 of the SBEC of 1994 and course 10 of the SBEC of 1998 do not mention of any of the language skills. Courses 11 and 12 of the SBEC of 1998 do not specifically name any language skills either. However, as they are described as discussion courses, it is reasonable to assume that both speaking and listening are emphasised in these courses. Therefore, the

characterisation, *an English discussion course*, has been categorised as having an emphasis on oral language skills.

Figure 2, summarises the division of the four language skills in the curriculum documents. The initial L stands for listening, S for speaking, R for reading, and W for writing. The dots indicate that the language skill is emphasised in the course in question:

The MEC of 1987	L	S	R	W	The SBEC of 1994/1998	L	S	R	W
Course 1	•	•	•	•	Course 1	•	•		
Course 2	•	•		•	Course 2	•	•	•	•
Course 3	•	•	•	•	Course 3	•	•	•	•
Course 4	•	•	•	•	Course 4	•	•	•	•
Course 5	•		•		Course 5			•	
Course 6	•		•	•	Course 6	•	•	•	•
Course 7	•	•	•	•	Course 7	•		•	
Course 8	•	•	•	•	Course 8	•		•	•
					Course 9				
					1998 only: course 10				
					1998 only: course 11	•	•		
					1998 only: course 12	•	•		

Figure 2. The division of different language skills.

Figure 2 shows that in the MEC of 1987 all four language skills get emphasis in five courses, and in the SBEC of 1994/1998 in four courses. The MEC of 1987 and the SBEC of 1994/1998 seem to emphasise speaking and writing the least. On the other hand, listening and reading, which are important skills in the matriculation examination, are practised in nearly all courses.

Learning tasks

Learning tasks are clearly stated exercises, such as writing a letter, reading a book, etc. The learning tasks of the curriculum documents are shown in Table 5:

Table 5. Learning tasks

Category 5: Learning tasks	The MEC of 1987	The SBEC of 1994/1998
Course 1	<ul style="list-style-type: none"> - discussing one's self, one's family and immediate surroundings - reporting the events of everyday life and one's own experiences - informal conversation and the command of language conventions in relation to it (such as greeting, introducing oneself, asking somebody's news, thanking, congratulating, apologising) - answering the phone and talking on the phone - writing a postcard or a letter 	
Course 2	<ul style="list-style-type: none"> - presenting one's own hobby, club or association - interviewing fellow students about their hobbies and clubs - presenting a popular hobby or sport in Finland - introducing another person's hobby on the basis of what has been read or heard - getting and supplying information in the most common service situations, such as accommodation, eating, transportation, entertainment and shopping - travel account 	
Course 3	<ul style="list-style-type: none"> - discussions/interviews on topics related to studies, work and working life - getting a student place/a job and studying/working, introducing oneself, giving information about education and work experience and answering questions concerning these issues, giving further information, presenting school reports and employment credentials, filling in applications - reading different kinds of oral and written instructions and notices in studies/work, asking for instructions and advice - familiarising oneself with topic-related articles, literature extracts, writings and interviews 	
Course 4	- topics are also approached with problem-solving method: how students feel about presented institutions and how would they like to improve them	
Course 5		
Course 6		- students read a book in English

Course 7		-students write essays at home and at school
Course 8		
Course 9		
Course 10		
Course 11		
Course 12		

In the MEC of 1987 the first four courses include quite a lot of different learning tasks, but the rest do not contain any. In the SBEC of 1994/1998 one learning task is mentioned in course 6 and in course 7. As far as this category is concerned, the curricula differ totally from each other.

Other items

This category comprises items that do not clearly fall into any of the categories mentioned above. These items are presented in Table 6:

Table 6. Other items

Category 6: other items	The MEC of 1987	The SBEC of 1994/1998
Course 1	- language use in personal contacts - language is familiar and informal	- the course provides a transition to senior secondary school
Course 2		
Course 3	- the language used is mostly official and it includes inquiries, notices, instructions, etc. related to work and study - starting point can also be an interview, literature extract, etc., so that the language can be informal, familiar, and entertaining	
Course 4		
Course 5		
Course 6	- students can familiarise themselves with the branches mentioned in section 1 according to their hobbies and interests	1998 only: - a portfolio course

Course 7	- language is mainly factual - topics offer an excellent chance to relate the factual content to other subjects, such as natural science, history, psychology	
Course 8	- there should be a lot of text material, so that the students can choose from different texts according to their level and interest and that they would have an opportunity to learn wide range of vocabulary by familiarising themselves with as many topics as possible from different points of view - the general, basic texts are complemented by current publications, leaflets, statistics, newspapers, magazines, and different audio materials; suitable literature extracts can be used as well	
Course 9		- a remedial course, where the basic material of courses 1 and 2 is reviewed
Course 10		1998 only: - a revision course preparing students for the matriculation examination
Course 11		
Course 12		

In the MEC of 1987, other items include, for example, language style and contexts for language use. In the SBEC of 1994 two items fall into this category, both of them describe the nature of the course; course 1 is a transition course and course 9 a remedial course. In the SBEC of 1998 there are two additional remarks. Course 6 has been turned into a portfolio course, and the purpose of course 10 is to prepare students for the matriculation examination. There is nothing similar in the items of the MEC of 1987 and the SBEC of 1994/1998 in this category.

Summary

The differences between the curriculum documents examined above are much more frequent than the similarities. On the whole, the size of the English A1-language curriculum documents has been reduced noticeably. The general part in

the MEC of 1987 does not have an equivalent in the SBEC of 1994/1998. Otherwise, the basic structure of the curricula has remained the same. Courses still constitute the organising principle for the contents of the curricula.

Category 1, *topics*, shows that although the number of items in the MEC of 1987 is much higher than in the SBEC of 1994/1998, the main topics have remained nearly the same. Course 2 has a new topic in the SBEC of 1994/1998, as do the optional applied courses 9-12, because they do not have equivalents in the MEC of 1987. The local topics in the MEC of 1987 do not have counterparts in the SBEC of 1994/1998.

Category 2, *objectives*, includes one objective in the MEC of 1987 in course 4 which is almost the same as an objective in course 4 in the SBEC of 1994/1998. Otherwise the items in this category are all different from each other. Category 3, *grammatical structures*, is empty in the MEC of 1987, because the structures are not given in the course descriptions but in a separate list. In the SBEC of 1994/1998 the grammatical structures are listed under the first eight courses, and thus divided according to what should be taught during each course. In the additional courses 9-12, structures are not mentioned at all.

Category 4, *language skills emphasised*, is rather similar in the curricula. In the MEC of 1987, all language skills are emphasised quite evenly in all courses: listening is practised in all eight courses, reading and writing in seven courses, and speaking in six. The first eight courses of SBEC of 1994/1998 emphasise listening and reading in seven courses, and speaking and writing in five. The optional applied courses 11 and 12 in the SBEC of 1998 are discussion courses, which implies that the emphasis is on speaking and listening. The optional applied course 9 in the SBEC of 1994/1998 and course 10 in the SBEC of 1998 do not mention any language skills. The items in categories 5, *learning tasks*, and 6, *other items*, differ completely from each other in the MEC of 1987 and in the SBEC of 1994/1998.

As has been pointed out earlier (see section 6.1), the MEC of 1987 is almost identical to the framework curriculum of 1985. Though the central control over curriculum planning has decreased since the transition to school-based curriculum planning, the national framework curriculum for senior secondary

school is still the official - though relatively vague - basis and outline for every secondary school's own curriculum. Thus, the next section of the present study examines the similarities and differences that can be found in the SBEC of 1994/1998 and the framework curriculum of 1994.

6.4 Comparison with secondary data

In this section, the case school's English A1-language curricula of 1994 and 1998 are compared to the foreign A1/A2-language section of the framework curriculum for senior secondary school of 1994 in order to find out possible similarities and differences in these documents. The framework curriculum was published in 1994 to give general guidelines for curriculum planning in schools. Since it was the only official document the schools were supposed to base their curricula on, it is interesting to see what items, if any, the case school's English A1-language curriculum has adopted from the framework curriculum. In the following analysis the framework curriculum of 1994 is referred to as the FC of 1994 and the case school's English A1-language curriculum of 1994/1998 is referred to as the SBEC of 1994/1998.

6.4.1 The framework curriculum of 1994

The FC of 1994 is considerably less detailed than its predecessor from 1985. In the general part it explains the need for curriculum reform, states the aim of education and teaching, gives general guidelines for writing the curriculum and assessing it, gives guidelines for student evaluation, determines the general objectives for subject groups and subjects, and describes briefly the courses of each subject. Foreign languages are grouped together and specified as languages that start in the lower stage of the comprehensive school (A1 and A2), languages that start in the upper stage (B1 and B2), and a language that starts in senior secondary school (B3). Thus, depending on the school in question, the A1-language may be English, French, German, Russian, etc.

The FC of 1994 has a general section in foreign A1/A2-languages which describes the meaning of foreign language teaching, the general objectives, objectives for the languages that start at different levels, the contents, and compulsory courses. The SBEC of 1994/1998 does not have any similar section. The FC of 1994 also describes the contents of six compulsory courses of A1/A2-language and includes some remarks concerning specialised courses. In order to find out which features of the first six courses of the SBEC of 1994/1998 come from the FC of 1994, a comparison is made between the course descriptions of these six courses. The specialised courses, i.e. courses 7 and 8, and the optional applied courses 9-12 are treated separately later. As mentioned earlier, the courses 1-6 in the curriculum documents of 1994 and 1998 are the same, except for course 6 being a portfolio course in 1998. In this comparison these documents are treated together as one entity.

The items of these course descriptions are divided into the same six categories that were used in the analysis of the different curricula and presented above in the document analysis method (see section 6.2). Some categories are presented in the form of a table.

Topics

Table 7 introduces the first category, *topics*. Items of the SBEC of 1994/1998 that differ from those of the FC of 1994 or do not have an equivalent in the FC of 1994 are emphasised with bold font:

Table 7. Topics

Category	The FC of 1994	The SBEC of 1994/1998
1: Topics		
Course 1	Young people and their world	Young people and their world
Course 2	Communication and leisure - written communication is practised from the point of view of, for example, service situations and leisure	Meeting people - the course introduces the American way of life

Course 3	Studies and work	Studies and work - topics focus on presenting different jobs and applying for a job
Course 4	Society and the surrounding world - the course focuses on, for example, social, geographical, and ecological texts	The surrounding society
Course 5	Science, economics, and technology - the course focuses on texts dealing with, for example, various sciences, technological achievements, various forms of communication, and business life	Science, economics, and technology
Course 6	Culture - the topics may include, for example, the arts, literature, music, film, and the theatre	Culture

The titles of the courses are nearly identical except for course 2 which in the FC of 1994 is titled *Communication and leisure* and in the SBEC of 1994/1998 *Meeting people*. The topic of course 2 is described in more detail both in the FC of 1994 and in the SBEC of 1994/1998, but these descriptions are naturally different from each other because the titles are different. Other topics are described in detail in the FC of 1994 in courses 4,5, and 6, and in the SBEC of 1994/1998 in 3. So, apart from the titles, there are no similarities in this category.

Objectives

Objectives are presented in Table 8. The bold font identifies the objectives of the SBEC of 1994/1998 that are not the same as in the FC of 1994:

Table 8. Objectives

Category 2: Objectives	The FC of 1994	The SBEC of 1994/1998
Course 1	- the course strengthens students' command of vocabulary and basic structures - the students become familiar with the types of activity in senior secondary school as well as with the use of various aids	- the course strengthens students' command of vocabulary and basic structures - the students become familiar with the types of activity in senior secondary school as well as with the use of various aids, and they learn different language learning strategies
Course 2	- students strengthen their command of structures	
Course 3	- students learn to understand and also use the language of official contexts	
Course 4		- the course encourages students to become active members of society
Course 5	- the course focuses on improving comprehension skills	
Course 6		

The objectives are stated in the FC of 1994 in courses 1, 2, 3, and 5, and in the SBEC of 1994/1998 in 1 and 4. The objective of course 1 is almost the same in the curriculum documents; one clause *they learn different language learning strategies* has been added in the SBEC of 1994/1998. No further similarities can be found in this category.

Grammatical structures

In the general section of foreign languages of the FC of 1994 it is remarked:

The starting point when selecting vocabulary and structures is their communicative value, frequency, appropriateness to the topics and different oral and written communication tasks. The range of vocabulary and structures is consistently expanded during the whole senior secondary school. (The National Board of Education 1994:72-73.)

However, the FC of 1994 does not specify which grammatical structures students should learn during each course in senior secondary school. Thus, the

school's specification of grammatical structures that should be taught in each course seems to be the school's own product.

Language skills emphasised

Table 9 displays the comparison of the language skills emphasised in the FC of 1994 and case school's own curricula. The bold font demonstrates the item that is found in the SBEC of 1994/1998 only:

Table 9. Language skills emphasised

Category 4: Emphasis on language skills	The FC of 1994	The SBEC of 1994/1998
Course 1	- oral practice is emphasised	- oral practice is emphasised
Course 2	- students practise spoken communication - written communication is practised	- students continue practising oral communication - students start to practise written communication, too
Course 3	- students practise fairly demanding spoken and written communication	- students move on to practising more demanding oral and written communication
Course 4	- the course focuses on fairly demanding communication - special attention is paid to reading comprehension	- students continue practising demanding oral and written communication
Course 5		- students examine demanding texts about the topics mentioned above
Course 6	- students concentrate on self-directed oral and written work	- students concentrate on self-directed oral and written work

The curriculum documents list the language skills that should be emphasised during each course, and they are almost the same, although they are described with different words in some cases. Exactly the same expressions are used in courses 1 and 6. The content of courses 2 and 3 is nearly the same in this category. Reading comprehension is mentioned in course 4 of the FC of 1994, but not in the SBEC of 1994/1998. In course 5 of the SBEC of 1994/1998 it is

remarked that *students examine demanding texts about the topics mentioned above*; this is not stated in the FC of 1994.

Learning tasks and other items

Not many learning tasks are named in the documents. The FC of 1994 describes learning tasks in three courses as follows: *the course is suitable for short oral presentations* in course 2, *construction of summaries* in course 4, and *projects* in course 6. The SBEC of 1994/1998 does not mention any of these. Instead, a different learning task is introduced in course 6: *students read a book in English*. On the whole, it seems that the learning tasks are not considered to be an important part of the curriculum documents. Perhaps the purpose is to allow teachers to choose appropriate learning tasks from other sources.

The category *other items* includes two items in the FC of 1994 and the SBEC of 1994/1998. The first one in course 1 is the same in these documents: *the course provides a transition to senior secondary school*. The second one in course 6 is not the same. In the FC of 1994 it runs: *the subject matter and types of activity are chosen according to students' interests and preferences*. In the case school's curricula, the remark that course 6 is a portfolio course is mentioned only in 1998.

Optional specialised and applied courses

The FC of 1994 (the National Board of Education 1994:23) states in the general section that schools have to offer the number of specialised courses in each subject that is specified in the time allocation. The schools' curricula may, on the other hand, include more specialised courses than is recommended in the national allocation of hours. The time allocation defines that an A1-language has six compulsory courses and a minimum of two optional specialised courses. Thus, courses 7 and 8 of the SBEC of 1994/1998 are optional specialised courses.

The FC of 1994 does not give any detailed descriptions of other courses than the first six ones. There is only a short passage on specialised courses:

The focus in the courses is on the practice of oral language skills and on the reading and production of a variety of texts. The topics may include, for example, nature, environmental conservation, technology and trade, international co-operation, topical events, and different world views. (The National Board of Education 1994:75.)

As we can see, the FC of 1994 only suggests possible topics and language skills to practise.

The course topics in the SBEC of 1994/1998 clearly follow the framework curriculum's instructions. Course 7 is entitled *Changing world* and the topics are said to include the environment and sustainable development. Course 8 is titled *Expanding world view* and it is said that during the course students become familiar with international co-operation and they consider current issues from a European and global points of view. (See Table 1.)

In category 4, *language skills emphasised*, the course descriptions of the SBEC of 1994/1998 follow the instructions of the FC of 1994 quite closely. Course 7 emphasises listening and reading comprehension, and during course 8 students concentrate on producing and processing different kinds of texts with various methods, and practise listening comprehension (see Table 4). The items of courses 7 and 8 in other categories are the school's own products.

About optional applied courses the FC of 1994 (the National Board of Education 1994:23) states that in addition to compulsory and specialised courses, schools may offer locally planned applied courses that serve the educational and instructional objectives of senior secondary school. Course 9 in the SBEC of 1994/1998 and courses 10-12 in the 1998 curriculum are school-based applied courses. They are the school's own products of interpreting its possibilities in planning a school-based English language curriculum.

Summary of the framework curriculum comparison

The case school's English A1-language curricula include many details that are exactly the same as in the FC of 1994, but some appear to be the school's own products, too. The most striking similarities in the FC of 1994 and in the SBEC of 1994/1998 are in categories 1, *topics*, and 4, *language skills emphasised*. In category 1, the titles of the courses are nearly identical, except for course 2. The

language skills emphasised are the same in courses 1, 2, 3, 4, and 6. The other similarities in the documents are the objective in course 1, apart from the one clause added in the SBEC of 1994/1998, and the first entry in category 6, *other items*. Thus, it seems that these items in the SBEC of 1994/1998 are probably taken from the FC of 1994.

The components that are found only in the SBEC of 1994/1998 but not in the FC of 1994 are the specification of grammatical structures that should be taught in each course, the applied course 9 of the SBEC of 1994/1998, and courses 10-12 in the SBEC of 1998. The other details in the SBEC of 1994/1998 that are different from the ones in the FC of 1994 are the following: the title of course 2, the description of topics of courses 2 and 3, the objective of course 4, the added clause in the objective of course 1, the language skill emphasised in course 5, the learning tasks in course 6, and the remark that course 6 is a portfolio course in the SBEC of 1998. The existence of these items in the case school's curriculum cannot be explained by the FC of 1994.

6.4.2 Other factors

In addition to the MEC of 1987 and the FC of 1994, there are other factors that may have affected the case school's curricula. Based on the literature examined, an overall picture of the factors that seem to have influenced the school-based curriculum has been formed. This section presents these factors.

The law for senior secondary school is the legal basis for the curriculum. A new law came into force in the beginning of 1999, but during the time the curricula under study were written the law for senior secondary school from 1983 was valid. That law stated that the government decides the time allocation of senior secondary schools and accepts the general plan of language teaching including its qualitative and quantitative objectives. It also said that there has to be an accepted curriculum for senior secondary school, but it did not say by whom it had to be accepted. The law required that the National Board of Education published the framework curriculum defining the national objectives and contents of teaching, general grounds for student evaluation, and the

certificate formats. The law defined what subjects had to be included in the curriculum, but it did not give any details of the contents or objectives of different subjects; it gave the schools free hands for planning the details of their curricula.

Language teaching development projects (see section 3.1), such as Kimmoke, Lingua, and Comenius projects, have introduced some new ideas to foreign language teaching in Finland. For example, one of the aims of the Kimmoke project is to increase the teaching of oral language skills. However, it is difficult to tell which changes in the curriculum documents have been caused directly by the development projects, but they certainly do affect teaching.

Another factor which affects the contents of teaching at senior secondary school is the matriculation examination. Finnish senior secondary school has been described as a “powerful institution which is controlled by the matriculation examination” (Syrjäläinen 1995b:74). Therefore, it could be assumed that this control would also stretch over the foreign language curriculum. However, it is very difficult to define any clear relationship of influence between the matriculation examination and the English curriculum. According to Kaija Kärkkäinen (personal communication, October 1998) the matriculation examination is based, on the one hand, on the requirements stated in the framework curriculum and, on the other hand, on the experience and knowledge of the persons who draft the exams; they know what the students can be expected to know after having completed the senior secondary school syllabus. There are no written documents with *exact* information of what the senior secondary school syllabus should include. Furthermore, since 1994 the foreign A1-language matriculation examination has been based on the syllabus of eight courses, although only six courses are compulsory for students (the National Board of Education 1994:24).

Text books and other teaching materials are an essential part of teaching. Do they actually influence the curriculum document itself? Svingby (1985 as quoted by Atjonen 1990:37) says that the teaching material has a central role in teaching, because it is the channel for delivering the content of teaching to students. The teaching material also influences the way in which the teacher presents the contents of teaching. Text books especially have dominated teaching

methods. In addition, it is generally known that when planning teaching, teachers tend to use text books instead of a curriculum document. Atjonen (1990:37) points out that the text books should not be the curriculum, because subject-specifically designed text books do not emphasise the overall aims of general education and do not encourage integration of teaching. Text books as such are very useful, but the problem is the way they are being used. However, the school-based curriculum may change the situation, because teachers themselves plan the curriculum.

The case school has used three different book series during the time which the study covers; *Wings* (Helsinki:Otava) was used in the 1980s and in the beginning of the 1990s, *Passwords* (Porvoo:WSOY) was in use from 1992 to 1996, and from 1996 until the present, the school has used *English Update* (Porvoo:WSOY) as the main material for teaching English. All books available from all the three book series have been scanned to see to what extent the course descriptions in the books match with the course descriptions in the three curriculum documents. The *Wings* series covers courses 1-7, *Passwords* covers courses 1-8, and *English Update* courses 1-6. The topics in all three book series are in many ways similar to those in the curriculum documents. However, a new topic *the American way of life* appears for the first time in the 1994 curriculum in course 2; the 1987 version does not mention this particular topic in course 2. This addition might have its origin in the *Password* book series which was in use at the case school when the first school-based curriculum was designed. *English Update* - which has been used since 1996 - also has this theme in its description for course 2. None of the other individual solutions in the case school's English A1-language curriculum can be explained by comparison with the text books.

Since curriculum planning is done in schools, the experience and work plans of teachers and principals probably affect the contents of the schools' curriculum documents. Apajalahti (1994:11) notes that participating in the curriculum writing process is a step towards a change in the teacher's role. Today, the emphasis in teachers' work is no longer on executing plans made by other people, but in planning the teaching and learning processes using their own professional expertise and experience.

The idea of language and language learning affects the choice of language teaching methodology, which in its turn may affect the contents of the curriculum documents as well as the choice of teaching materials. On the other hand, teaching material may determine the curriculum contents and the teaching methodology. By studying curriculum documents, it is difficult to see whether the curriculum planners have consciously followed a certain idea of language and language learning, and to what extent, if at all, the choice of methodology has influenced the curriculum document. However, the idea of language and language learning is likely to be one of the factors guiding curriculum planning.

It could be assumed that students' needs are central factors to be considered in curriculum planning. Nonetheless, Brooker and MacDonald (1999:83) claim that students' involvement in curriculum planning has been marginalised. If students are consulted, it usually happens in the pilot stage of the curriculum development. Learner involvement in curriculum decisions is usually limited to selecting a course of studies (Lewy 1991:77). In Apajalahti's (1994:12) opinion, the school has to serve not just the society's needs, but also students' own needs. Therefore, students should be involved in curriculum planning through, for example, the students' union.

6.4.3 Summary

So far the present study has shown the differences and similarities between the municipal English A1-language curriculum of 1987 and the case school's English A1-language curricula of 1994 and 1998. The latter two curricula have also been compared to the framework curriculum of 1994 in order to reveal the similarities in these documents. Other factors that could have possibly affected the school curricula of 1994 and 1998 have also been examined. However, these procedures left some questions unanswered. These questions concern mainly the persons involved in the planning process and their contribution to the curriculum documents. Furthermore, the case school has included some items in their English A1-language curriculum which could not be explained by any written sources available. These case school's own products are summarised in Table 10:

Table 10. The case school's own products in the school-based English A1-language curriculum.

Category 1: Topics	<ul style="list-style-type: none"> • course 2: Meeting people; the course introduces the American way of life • course 3: topics focus on presenting different jobs and applying for a job • course 7: Changing world; topics include the environment and sustainable development • course 8: Expanding world view; students become familiar with international co-operation and they consider current issues from a European and global points of view • course 9: School-based applied course • course 10 in 1998 only: School-based applied course • course 11 in 1998 only: School-based applied course
Category 2: Objectives	<ul style="list-style-type: none"> • course 1: students learn different language learning strategies • course 4: the course encourages students to become active members of society
Category 3: Grammatical structures	<ul style="list-style-type: none"> • course 1: tenses, word order, and tag questions are reviewed • course 2: the course deals with nouns, adjectives, ordinals, and indirect speech • course 3: main issues are passive, pronouns, and formal subject, idioms are practised • course 4: grammar focuses on modal auxiliaries, relative clauses, and the use of articles • course 5: main issues are infinitive and progressive tense (the -ing clause) • course 6: emphasis is on syntax and the style of writing • course 7: main issues of grammar are reviewed, structures are practised • course 8: structures are practised
Category 4: Language skills emphasised	<ul style="list-style-type: none"> • course 5: students examine demanding texts about the topics mentioned above • course 7: listening and reading comprehension is practised • course 8: students concentrate on producing and handling different kind of texts with various methods; listening comprehension is practised • course 11 in 1998 only: an English discussion course • course 12 in 1998 only: an English discussion course with a native English language teacher
Category 5: Learning tasks	<ul style="list-style-type: none"> • course 6: students read a book in English • course 7: students write essays at home and at school
Category 6: Other items	<ul style="list-style-type: none"> • course 6 in 1998 only: a portfolio course • course 9: a remedial course, where the basic material of courses 1 and 2 is reviewed • course 10 in 1998 only: a revision course preparing students for the matriculation exam

As we can see, the case school has introduced several entries of its own to the curriculum documents. These entries include, for example, the grammatical structures in the course descriptions and the contents of the optional specialised and applied courses 7-12. However, unlike the MEC of 1987, there are no general sections in the curricula. The local topics have been omitted, too. Additionally, the case school has not documented many learning tasks in its curricula.

The next phase in this study is to examine how the school has come to these solutions and what role the various factors have played in planning the English A1-language curriculum. This is made by interviewing the persons involved in planning the curriculum.

7 INTERVIEWS

7.1 Interview schedule

As Cohen and Manion (1985:292-293) point out, the interview has three different purposes: 1) to gather information which has direct bearing on the research objectives, 2) to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships, and 3) to be used together with other methods during a research process. In the present study, the purpose of the interviews was to acquire further explanations for the relationships between the changes in the curriculum documents and the factors which might have caused these changes.

Seliger and Shohamy (1989:167) divide interviews into three types by the degree of explicitness and structure. Open interviews are usually informal and only controlled by a topic which allows the interviewee a great deal of freedom of expression. Semi-open interviews have a set of core questions which have been determined in advance and which are used as a starting point for related, in-depth questions. This method allows some flexibility but within limits. The third type of interview is the structured one. A structured interview has a predetermined list of questions which are presented to the interviewee. The structured interview is usually used when “uniform and specific information is needed and when it is necessary to interview a large number of subjects”.

The interview schedule was drafted primarily on the basis of the document analysis and the comparison between the school-based English A1-language curricula of 1994 and 1998 and the framework curriculum of 1994. Other sources of information, such as the previous studies, also influenced the selection of items for the interview schedule. The main purpose of the interview was to find out the reasons for those changes in the curriculum document which could not be directly explained by the framework curriculum or text books. These changes reflected the school’s own contribution to the curriculum and would be best explained by people who had planned the documents.

Interview questions

In the present study, a structured interview schedule was used. As specific changes and specific individual solutions in the English A1-language curricula were found, a structured interview was considered to be the most effective way of acquiring the interviewees' explanations for these specific changes and solutions. Subsequently, the interview schedule was divided into the following groups: 1) the interviewees' background, 2) persons and parties involved in designing the English A1-language curricula, 3) factors influencing the curricula, and 4) changes in the curricula. In construction of the interview schedule both open-ended items (items which provide only a frame for the answers with minimum restraints) and scale items (items which interviewees had to grade) were used (see Cohen and Manion 1985:296-297). The question items in groups 1, 2, and 4 were open-ended. The questions in group 3 were treated partly as scale items and partly as open-ended items.

The purpose of the ten questions in the first group was to gather information about the length of the interviewees' teaching careers and their involvement in designing the English curricula. The group consisted of the following questions (translated from Finnish, see Appendix 4):

1. How long have you been working as an English teacher/ principal/ assistant principal?
2. Did your school have a chance to influence the planning of the municipal English language curriculum of 1987? If so, in what way?
3. Were you personally involved in planning the municipal curriculum?
4. What kind of a meaning has the transition from the municipal curriculum into the school-based curriculum had for you?
5. In your opinion, what are the underlying reasons for this transition?
6. Have you personally been active in school-based curriculum planning?
7. Have all the English teachers at your school participated in planning the school-based English language curriculum?
8. In your opinion, have you received enough support/ tutoring/ training for curriculum planning?
9. How often does your school update the English language curriculum?
10. In your opinion, what is the purpose of the English language curriculum in senior secondary school?

The purpose of the questions in group 2 was, first of all, to investigate whether all the persons directly involved in designing the English language curriculum were included in the interview schedule. Secondly, the aim was to

find out in what way the different persons and parties had contributed to planning the English curriculum, if they had done so. The list included the following ten items:

1. Principal
2. Assistant principal
3. English teachers
4. Other members of the staff
5. Students
6. Parents
7. School Board
8. Municipality
9. Other educational establishments, which ones?
10. Other persons/ parties, which ones?

The questions in group 3 were intended to get an overall view from the interviewees about the importance of different factors in planning the school-based English language curriculum. These questions were formulated as scale-items and were handed to the interviewees on a piece of paper. The interviewees were asked to estimate on a scale from 1 to 5, to what extent the following ten factors had influenced the planning of the school-based English language curriculum. An open-ended question was included at the end of the list for unanticipated factors. The scale and the factors listed were as follows:

Scale: 1 = not at all
 2 = little
 3 = to some extent
 4 = quite a lot
 5 = very much

- Factors:
1. The law for senior secondary school
 2. The framework curriculum of 1994
 3. The municipal English language curriculum of 1987
 4. Different language teaching development plans and projects
 5. The matriculation exam
 6. Textbooks/ Other teaching material
 7. Teachers' own experience/ own ideas
 8. Work plans
 9. The idea of language and language learning/ The methodology
 10. Students' needs
 11. Other possible factors, which?

Factor number 8, *work plans*, refers to teachers' own plans on the practical details of teaching procedures. After the interviewee had filled in the

form, additional questions were asked to find out in what way each of the factors had influenced the English curricula.

The 18 questions in group 4 were based on the document analysis and were asked in order to find out the interviewees' explanations for the factors behind the changes and the case school's own products in the English language curriculum:

1. In your opinion, what might explain the considerable 'shrinking' of the English language curriculum?
2. What is your impression about the fact that your school's English language curriculum has no general section which would specify, for example, the subject-specific objectives?
3. In your school's English language curriculum the topics of each course have been described in the form of titles. What might be the reason for this solution?
4. Why do you think that the local topic has been excluded from the school-based English language curriculum?
5. What is the origin for the topic in course 2, "the American way of life"?
6. What is the source for the topics in optional specialised courses and in school-based, optional applied courses?
7. In your opinion, what might be the reason that only a few course-specific objectives have been documented in the school-based English language curriculum?
8. From where does the objective in course 4 originate: "to encourage students to become active members of the society"?
9. In your opinion, why has your school decided that it is important to mention, in the curriculum, the grammatical structures in each of the courses?
10. In what way have the specific grammatical structures been chosen for each course?
11. Have the learning activities been documented somewhere else than in the English language curriculum?
12. Course 6 has been transformed into a portfolio course. What factor might explain this solution?
13. Course 3 has been changed into an oral course. Why has this not been documented in the curriculum?
14. Your English curriculum does not mention anything about integration between the subjects. Does integration take place in practice?
15. In what way does your school's set of values influence the English language curriculum?
16. Do all the English teachers have a common idea of language teaching and learning or does every teacher have her own? (What is your own idea about this?)
17. Does your school make regular surveys among the teachers and interest groups about how one should develop the English language curriculum?
18. What might be the reason for the fact that your school has made very few changes in the English language curriculum between 1994 and 1998?

Pilot study

The purpose of the pilot study was to test both the interviewing skills of the researchers and the interview schedule in practice. The pilot interview was

conducted at the case school. The interviewee was one of the school's English teachers. She had started her work in the case school in autumn 1998 but her teaching career was over 20 years long. She had participated in school-based curriculum planning in her previous workplace.

The interview was recorded on tape and a summary of the answers was constructed. The pilot study showed that the interview schedule was sufficient for a one-hour interview and that the interviewing technique was suitable for conducting a structured interview. Furthermore, the interview questions seemed to work well in practice. Thus, only minor adjustments were made to the interview schedule. These adjustments concerned mainly the questions in group 4, the detailed questions about the changes in the English curriculum. These questions were partly reformulated and some new questions were added to the schedule.

The pilot interview confirmed the fact that the school participated in the Kimmoke project and was involved in an experiment called *development of evaluation in oral language teaching*. Course 3 had been turned into an oral skills course. However, as this change was in no way visible in the school's English language curriculum a question concerning this issue was added into the interview schedule (see above: group 4, question 13).

About the interviews

All three interviews were carried out in November 1998 and the location was the teachers' office at the case school. Each interview took approximately one hour, the first one with Teacher A being the shortest and the last one with the Principal being the longest. All interviews were recorded with a DAT-recorder, re-recorded on a C-cassette, and then transcribed verbatim. The transcriptions of the three interviews were processed through a content analysis.

As Krippendorff (1980:52) points out, data in content analysis are usually very complex and unstructured. Therefore, the objects of interest in the data have to be distinguished and segmented for analysis (unitising). If there is an unmanageable number of units one might have to take a smaller portion from all

possible units (sampling). Each unit must then be coded and described in analysable forms (recording).

Miles and Huberman (1984:21-22) present a slightly different way of analysing qualitative data. The three stages he refers to are 1) data reduction, 2) data display, and 3) conclusion drawing/verification. Data reduction can be done not just by quantification, but also by selection or through summary or paraphrase. Data display can be done as a narrative text.

In the present study, the unitising of the answers was done already when the questions were formulated for the interview schedule. The sampling of the answers was done by reducing the transcription material into core answers which were then categorised to respective questions. In this way the answers could be compared with each other. All three interviewees' scale-item answers for the questions in group 3 were collected into a table (see Table 11 in section 7.5). The interviews will be first described in detail in the following section in the same order as they were carried out after which a summarising analysis is given. In these descriptions the case school's school-based English A1-language curriculum is referred to as the SBEC. The quotations of the interviews used in the text have been translated from Finnish into English.

7.2 English Teacher A

Professional background

Teacher A started her teaching career in 1993, and in the case school she had worked since 1995. Subsequently, she was not involved in municipal curriculum planning. In her previous workplace from 1993 to 1995 she was more like a spectator when the first school-based curriculum was designed. As a new teacher she was not expected to take an active role in curriculum design. When she started her work at the case school in 1995, the SBEC had already been written. She had no knowledge of whether all the English teachers had been actively involved in designing the SBEC. When asked if all the English teachers were involved in updating the SBEC she replied:

“Well, every teacher has a possibility to make suggestions about things that should be included in the curriculum but unfortunately we don’t really all get together to discuss the curriculum.”

As far as Teacher A remembered, the only time that the SBEC had been updated while she had been working at the case school had been in the spring of 1998. In her opinion, the purpose of the English language curriculum in senior secondary school was to emphasise other things than the ones listed in the text books’ lists of contents. She said:

“It would be good if the curriculum contained general guidelines about what is done outside the text books’ lists of contents. Unfortunately, we don’t have much co-operation between the English teachers here.”

Persons and parties involved in curriculum planning

Teacher A answered these questions based on her present day knowledge of the involvement of different persons and parties in the updating of the SBEC. In her opinion, the Principal did not have a lot to do with the curricula of different subjects. Instead, the Principal was mainly in charge of the general part of the case school’s curriculum. The assistant principal had a very important role, because she was also an English teacher. The other English teachers participated to a varying degree. She had no knowledge of any other persons’ or parties’ involvement in designing the SBEC, but she suspected that students and their parents were somehow involved in it. She said:

“There has been some co-operation with students and their parents concerning the general section. But what comes to the subject-specific curricula, I would imagine that they didn’t have anything to do with it, I don’t know for sure.”

The influence of different factors on the English A1-language curricula

Teacher A hesitated in filling in the form because she felt it was too difficult for her as she had not participated in the planning or updating of the SBEC. Finally

she agreed to fill it in according to what she would consider important if she planned the curriculum (see Table 11 in section 7.5).

In Teacher A's opinion, the teacher's own experience, second language teaching methodology and the idea of language, and the students' needs might influence the English language curriculum very much. However, she admitted that:

“Quite frankly, what there is and what there isn't does not make very much difference to my own work and probably many other teachers think in the same way.”

Different language teaching development projects, the matriculation exam, and the books and other teaching material would have quite a lot of influence on the English language curriculum. Teacher A considered the teachers' own work plans to have influence to some extent. In her view, the matriculation examination limited the possibilities of what one could do with the students' English knowledge. She opposed the matriculation examination but felt that in this particular school the importance of the examination was so great that it left very little freedom. She added:

“Students and their parents as well as other teachers think that the matriculation examination is very important. Some other schools don't emphasise it this much, and they have more freedom there.”

With only little influence Teacher A marked the law, the framework curriculum of 1994, and the municipal English language curriculum of 1987. In her opinion, these documents did not contain anything essential which she would have included in the school-based English language curriculum.

Explanations for the changes in the English A1-language curricula¹

Teacher A commented on the shrinking of the SBEC by saying that the municipal curriculum was experienced as a very restrictive, almost enslaving document. She

¹ For the Finnish transcript of section 4, see Appendix 5.

suspected that a less restrictive SBEC gave teachers more space and freedom to choose what to do. She did not know why the SBEC had no general section.

Teacher A suspected that the reason for giving the course topics in the SBEC only in the form of titles could be that they did not want to limit the wide range of issues which could be dealt with under such titles. When asked why the local topic had been excluded from the SBEC she replied that it was still covered in practice to some extent in course 3, when Finland was presented in the teaching material. Maybe there were more local topics in comprehensive school and they did not want to repeat it too much. The reason for introducing the topic *the American way of life* in the SBEC might have been that at least the present text book concentrated especially on this topic in course 2. She suspected that the topics for the specialised and applied courses 7 - 12 were based on the books, at least in courses 7 and 8.

The course objectives were not explicitly mentioned in the SBEC. Teacher A explained:

“There is a course guide booklet for the students, and I think that these objectives are more specifically listed in that booklet. Anyway, the objectives are discussed with students at the beginning of each course.”

The objective of course 4, *to encourage students to become active members of society*, was probably based on the topics and themes of the book. Course 4 was about politics, social issues, and family issues so it fitted well together with the themes.

Teacher A suggested that the reason for listing grammatical structures in each course in the SBEC was the fact that students changed from one teacher to another in non-graded senior secondary school. Therefore, it was maybe useful for the teachers to divide the structures into particular courses in order to avoid too much repetition and to make sure that everything was covered. The division of grammatical structures between courses followed the text books' order for presenting grammatical structures.

Teacher A thought that the reason for excluding the learning tasks from the SBEC might be that the text books were used as the main source for learning tasks. Other material was used as well, but every teacher had her own preferences

concerning learning tasks. At this point she brought up the lack of co-operation again and remarked:

“Especially the younger generation is willing to co-operate more, but the older teachers are used to and want to work alone. On the other hand, the fact that we now have such a vague curriculum enables us to work independently and make our own decisions; nobody can come and say that this is what your curriculum says, why are you doing it differently”.

The origin of the description of course 6 as a portfolio course was perhaps that it was an experiment. The teachers had also received portfolio training. She thought that having course 6 as a portfolio course might only be a temporary experiment. She pointed out:

“One of the few things that I was specifically advised upon was that course 6 had to be a portfolio course. . . . Now we have talked about this course that it is not necessarily a good idea, it is not working the way it should be, so maybe we are going to drop it at some point.”

Teacher A was not able to explain why it had not been written in SBEC that course 3 was an oral course. She suspected that it might be mentioned in the students' course guide. This, too, was possibly a temporary experiment (a product of the Kimmoke-project) due to the lack of resources. It had not received unreserved support from the other subjects teachers who thought that this experiment consumed the already scarce common resources. However, students were very pleased with this course. The smaller teaching groups made it easier for the teachers to get to know their students and to evaluate their performance. She expressed the view that:

“Maybe it is due to this temporary nature of this experiment that it has not been documented in the curriculum. On the other hand, you can make changes into the curriculum all the time, so why not write down these temporary experiments, too.”

The SBEC did not say anything about integration. Teacher A's comment on this was that non-graded senior secondary school made integration very difficult. The students were mixed into different groups all the time. Without any steady groups integration was virtually impossible. However, they had tried to

carry out little experiments in practice. Furthermore, the underlying set of values of the school were not visible in the SBEC. In her opinion, it was because one of the values, internationalisation, was self-evident in teaching English and that it was covered automatically. That was why there was no need to document it separately in the SBEC. She added:

“It is a pity if people think that every subject is a separate item. The general objectives and other ideas should be shown somehow in the curricula of subjects, otherwise it is a bit pointless if these things are listed somewhere but they are not used in practice.”

Teacher A was asked whether the English teachers had a common concept for teaching English. She felt that the generation gap was visible here. Older teachers did not want to talk about teaching during the breaks. Younger teachers talked about teaching, they compared methods and ideas, and exchanged material. Older teachers stuck to their own teaching routines. Teacher A was also asked whether any surveys were made among teachers and other interest groups about the development of the SBEC, and she said that every year it had been discussed that any possible changes would be documented. In most cases the teachers thought that “if there are no changes let it stay the way it is”. The every-day teaching in practice was more important than keeping documents up-to-date. In her opinion, this was perhaps the reason why there had not been many changes in the SBEC between 1994 and 1998.

7.3 English Teacher B

Professional background

Teacher B had been teaching in the case school for 33 years. She was one of those English teachers who had designed the municipal English language curriculum for senior secondary schools in this municipality in 1987. She also participated in planning the school-based curriculum, and according to her, all the other English teachers were actively involved as well. She pointed out that they had not received any training for curriculum planning. When asked how often the English

language curriculum was updated, she laughed and said: “Not often enough! Many years passed before we updated it last spring. The intention is to update the whole curriculum every year.” In her opinion, the transition from central curriculum planning into school-based planning was a fruitful possibility for the whole work community. She stated:

“We started by discussing the set of values of the school-based curriculum, our educational idea, and the major points of emphasis. The whole staff was intensively involved in these discussions, and I found it a good way of getting to know all colleagues in a new context.”

She explained that the reason for this transition at the time was that the new chief of the National Board of Education wanted to dissolve all norms in educational planning and give more freedom to schools. For her the purpose of the English language curriculum was to direct teachers to achieve the objectives of teaching English.

Persons and parties involved in curriculum planning

According to Teacher B, the Principal did not participate in planning the SBEC. All planning was done by the English teachers as a team. The municipality’s role was just to give the final approval for the finished curriculum document. None of the other persons or parties mentioned in the interview (other staff members, students, parents, the municipality, etc.) participated in planning the SBEC. However, as she pointed out:

“Both students and parents took part in a discussion on the set of values, and when we wanted to get their opinion on whether our school should specialise in something like IT or arts, we sent an extensive questionnaire to them, but their opinions on subjects’ curricula were not asked.”

She added that in the case of optional applied courses the teacher of each course could decide over the topic and contents of the course. She also emphasised that there were contacts between some vocational colleges and senior secondary schools so that students could take some courses at other schools as well. However, these arrangements did not influence the schools’ curricula in any way.

The influence of different factors on the English A1-language curricula

When filling in the form, Teacher B listed the following factors as having very much influence on the planning of the SBEC: the framework curriculum of 1994, the matriculation exam, the books and other teaching material, and teachers' personal work plans (see Table 11 in section 7.5). In her opinion, the framework curriculum of 1994 gave the structure for planning the SBEC and the number of compulsory courses and their topics. The matriculation examination influenced everything in senior secondary school but it became especially visible in the optional applied courses in which students were prepared for the examination by going through examinations from previous years. She pointed out the importance of the text books by saying:

“We have so good teaching material in English, it follows so well the national curriculum. All the objectives have been divided to courses very well; it is very important.”

Such factors as the law, different language teaching development projects, teachers' own experience, and international projects like *Comenius* and *Lingua* Teacher B considered to have quite a lot of influence. She said that the law gave the frame for the curriculum. As an example of the influence of different language teaching development projects on the practical level she gave the Kimmoke-project, which had enabled them to have 50 per cent smaller teaching groups in course 3 in order to practise oral language skills. This procedure had not been written down in the SBEC. The teacher's own experience did not become visible in the curriculum document either. She said:

“There is a meeting at the beginning of each school year in which we decide on our common practices for examinations and evaluation. I suspect we have written down very little in the curriculum document. We should give more detailed instructions on, for example, evaluation in the document, maybe our curriculum is a bit too vague.”

The international projects influenced the practical level, not the actual document. In the Comenius-project, for example, students interviewed their parents or grandparents about their education and wrote an essay about this in English.

On having influenced the planning of the SBEC to some extent, Teacher B marked the municipal English language curriculum of 1987, the language teaching methodology, and students' needs. At first she marked the municipal English language curriculum as having quite a lot of influence but changed it when asked what kind of influence it had had. She did not specify this clearly, instead she admitted that it is not as important as the framework curriculum of 1994. The language teaching methodology had little influence on the SBEC. Teacher B argued:

“We have all been in the teaching profession for such a long time, that we have not received much training in methodology. Last year we teachers took a course within the Kimmoke project and this course dealt partly with methodology, but I found it rather theoretical.”

The teachers participated regularly in pedagogical meetings arranged by the municipal board of education and there was also training for the Kimmoke-project but the ideas that rubbed off from these courses were employed in everyday teaching procedures but not documented in the curriculum. Students' needs received very little attention in planning the SBEC. She said:

“I don't know how much we ask students about their needs. . . . Maybe so that in this modern teaching material students have a lot of possibilities in choosing according to their own interests.”

Usually the teacher also asked at the beginning of each course whether students wanted to have a test on vocabulary after each unit.

Explanations for the changes in the English A1-language curricula²

Teacher B claimed that the reason for the 'shrinking' of the English language curriculum between 1987 and 1994/1998 could be explained partly by the fact that B1-English had been excluded from the teaching programme. She suspected that another reason might be the fear of documenting too much. She thought that

² For the Finnish transcript of section 4, see Appendix 6.

the agreements between colleagues were more important, and these agreements were not documented. She also added:

“This does not mean that our English teaching would not develop all the time and that it would not be up-to-date. The things documented in our curriculum do not imply that our teaching routines would have remained the same.”

In Teacher B’s opinion, the fact that English was a compulsory language was the main reason for leaving out the general part of the English language curriculum where, for example, the general objectives for teaching English were stated. Therefore, there was no need for a similar marketing section in the curriculum as the optional B2 and B3 languages had. She suspected that - in this respect - they had followed the example of the Swedish language curriculum at their school.

When asked why the topics of the courses in virtually all of the cases were described only in the form of a title Teacher B replied: “I presume it has not been clear for us for whom we are writing this curriculum. For whom should they be more explicit, then?” She added that they wanted to leave as free hands as possible for the teachers. Students did not read the curriculum; for them there was a special course guide with a short summary of each course.

The municipal curriculum mentioned a local topic in the first six courses but this had been left out in the SBEC because it came automatically in the teaching material when Finland was being presented. The teaching material explained the addition of the topic *the American way of life* in course 3, too. According to Teacher B, the topics for the optional specialised courses (courses 7 and 8) came from the teaching material. The topics for the optional applied courses were decided by the English teachers. When asked why the specific course objectives had been left out in most parts of SBEC she said:

“They must have been there in detail earlier, such as the structures to be practised and so on. Students do not read this curriculum; for whom would we document the objectives there?”

In course 4 there was an objective *to encourage students to become active members of society*. In her opinion this, too, could be traced directly to the topic of the course.

According to Teacher B, the grammatical structures had been listed in the curriculum document to advise the teachers about which structures were taught in each course. She also suspected that they might have followed the example of some of the other languages, and that the intention had been to make it as thorough a presentation as possible. The grammatical structures mentioned in each course in the curriculum document were based on the teaching material.

In Teacher B's opinion, the learning tasks had been left out - unintentionally - from the document, but she was quite certain that, if asked, each teacher would add a long list of different learning tasks into the curriculum from their own work plans. She commented: "I think that because of the Kimmoke project, every teacher would add some tasks on oral skills into the curriculum." The reason for turning course 6 into a portfolio course was to give students free hands to choose the material for their portfolios, especially because the course topic was culture. She added that the aim of the course was to practise students' skills in self evaluation and to encourage students to read a wider range of English texts and also a whole book.

When asked why it did not show in the SBEC that course 3 had been transformed into an oral language skills course, Teacher B admitted that it was simply forgotten when the curriculum was updated in May 1998. Furthermore, it was only the second year for this experiment; the course was carried out for the first time during the spring term 1998.

In the municipal English language curriculum of 1987 a possibility for integration was mentioned in course 7. This was left out in the SBEC because, as Teacher B speculated: "There are no profound integration plans in our school, probably due to the school's big size". Integration was done primarily during the portfolio course, during which students could seek professional assistance from teachers of other subjects depending on their field of portfolio topics. Four of the case school's teachers had taken a course in content and language integrated

learning, and therefore every year at least one course (other than an English course) was given in English.

Teacher B explained her opinion on how the school's individual set of values was shown in the English curriculum by saying:

“Our educational idea is from the national to the international. There have not been any motivation problems in teaching English; every modern young person realises that to be able to cope in the modern international world he/she needs English.”

When asked if the school's English teachers shared a common methodological conception of language teaching and learning she said that that was impossible. Most of the teachers had been working for at least 20 years, so both time and personal experience must have moulded their views of teaching and learning. In her opinion, the best way for students to learn was to be as active as possible, to engage in writing and speaking. However, she admitted that this was very difficult in a big school like theirs, so sometimes one had to use frontal teaching. Students were sometimes quite conservative when it came to the methods of teaching, especially when grammar was being taught; this meant that a structure was first explained by the teacher and then practised by students. She also thought that the modern teacher was more like a supervisor who gave out tasks and then circled around the classroom as an expert or an adviser. She said: “The more you make them do themselves the better they learn.”

The development of the SBEC relied entirely on the English teachers. The case school did not make any enquiries among the rest of the school staff or other interest groups about how to develop the SBEC. As a reason for not making many changes in the SBEC between 1994 and 1998, Teacher B mentioned the great amount of work at school: they were happy after the original school-based curriculum planning was done in 1994, so it took some time before they were able to start working with the development of the document again.

7.4 The Principal

The intention was to carry out the Principal's interview in the same way as the teachers' interviews. However, in the beginning of the interview, the Principal announced that due to his work commitments he was so busy that he would not have time for a long interview and that he would not answer any detailed questions about the English curriculum. Because of this, some of the additional questions in group 3 were grouped together, and all but two questions from group 4 were left out. Therefore, the Principal answered the questions only partially.

Professional background

The interviewee had worked as a principal for 25 years and in the case school he had worked for 14 years. He reported that the case school participated in planning the municipal curriculum of 1987. Personally, he was involved in the designing of the history curriculum. In his opinion, the transition from a municipal into a school-based curriculum was a great challenge and a possibility to develop the school and the curriculum. As a reason for this transition he gave the dissolving of norms in educational planning. He added that one no longer believed that the development of schools could be maintained by centralised planning and control. The Principal himself was involved in school-based curriculum planning by observing the different subject groups' work. In his opinion, a principal was not just an administrator but had pedagogical responsibility, too. He claimed that all the English teachers had been involved in designing the English curriculum, but that some had been more active than others. When asked whether the teachers of the case school had received enough training for planning the school-based curriculum he replied:

“The National Board of Education sent a contact person to all aquarium schools, but this person was mainly excusing his existence and probably thought that because the norms had been disassembled they were not supposed to give any guidelines. As far as I can remember this person had a language teacher background so he/she could have given a lot to

our language teaching. But I'm probably not the right person to say what our language teachers benefited of him/her."

According to the Principal, the school was using the fourth version of the SBEC. The main form of updating the English language curriculum had been to add new courses into it. In his view, the purpose of the English language curriculum was to be the foundation for all teaching and teaching arrangements. However, he added that good teaching material - like English had at the moment - had a remarkable role in how teaching was organised.

Persons and parties involved in curriculum planning

In his opinion, the Principal acted as a general manager in making sure that the persons in charge of the different subjects' curricula evaluated how their curricula worked, if they were up-to-date, and whether they gave the best learning results. He let the teachers of each subject plan their own curricula autonomously and did not interfere in their work. The assistant principal, being also an English teacher in this school, took care of the updating of the English language curriculum. When asked about the role of the other English teachers in designing the SBEC he did not really answer the question. Instead, he mentioned that there had been a turnover of English teachers in the past few years, and that this had to be kept in mind. Then he continued to talk about the teaching material, which functioned very well in teaching English. He said that there was already a large number of courses in English and therefore no need to create some fancy new ones. The Principal was certain that all the language teachers co-operated, for example, concerning evaluation principles. He said:

"I believe - even if I haven't seen it written down anywhere - that teachers have tried to unify the general learning criteria for language teaching, like what is expected for an accepted performance and what for top-quality results."

Students were represented by one member in the curriculum work group. This group consisted of teachers from each subject group and one student who

was there to present the ideas and opinions of students. Students had a possibility to make suggestions about topics for the applied courses. The Principal said:

“Students have probably not comprehended the whole idea of the curriculum; for students the teaching is the same as the books because that is what’s concrete for them.”

The parents had no part in the subjects’ curricula. Their opinion was asked about the general 'rules of play'. For example, it was discussed with the parents to what extent students should be able to complete courses without contact teaching.

The municipal board of education confirmed the school-based curricula. The school had to inform the board every spring if there were going to be any changes in the existing curriculum, after which the board gave its opinion on the necessity of these changes. The Principal had not heard that the board would ever have refused to confirm a change that a school had suggested. Other educational establishments did not have any influence on the SBEC. He mentioned that the case school had close contacts with the department of applied linguistics at the University of Jyväskylä, but did not specify the nature of these contacts or how they affected the SBEC in particular. As an example of the other possible persons or parties who might have an effect on the SBEC, he mentioned the foreign embassies and the British Council and the teacher organisations which probably provided teachers with some teaching material.

The influence of different factors on the English A1-language curricula

In the Principal’s opinion, only the matriculation examination had influenced the English curriculum very much (see Table 11 in section 7.5). The examination was a nationwide meter for measuring a student’s level of competence. It was also usually the most important aim for students in senior secondary school. He speculated:

“If the matriculation examination was abolished, it would make the teachers job rather interesting, because they could no longer justify anything with the fact it will come up again in the matriculation examination.”

The following the Principal listed as having had quite a lot of influence: the framework curriculum of 1994, different language teaching development projects, textbooks and other teaching material, and teachers' experience. The framework curriculum acted as a starting point for curriculum planning, but since then its importance had decreased. As an example of the influence of different projects he mentioned the Kimmoke-project, which had increased the pressure on emphasising the teaching of oral language skills in the school and because of which the teaching groups in English and Swedish had been split in half in course 3. In his opinion, the whole teaching staff together decided to invest the school's resources in these arrangements, although it could not be done in any other subjects. He did not specify the influence of textbooks and teachers' experience.

The following the Principal marked as having had influence to some extent: the law for senior secondary school, the teachers' work plans, the conception of language and language teaching methodology, and students' needs. In his opinion, the school was obliged to fulfil the minimum requirements of teaching and therefore the law had to be abided. About students' needs he explained that the curriculum was designed for the average student level and this design was then applied in planning individual students' personal curricula, if needed. He did not specify the influence of the other factors.

The municipal English language curriculum of 1987 the Principal estimated to have had little influence on the SBEC. In his opinion, the municipal curriculum did not really mean much to the teachers because it was given from above. He said, jokingly:

“If someone wondered where to hide some money, the best place to put it was between the pages of the municipal curriculum document, because nobody ever used it. However, one has to admit the curriculum was given more substance with the 1994 school-based curriculum planning project.”

Explanations for the changes in the English A1-language curricula³

Due to the lack of time only two questions from the group 4 were asked. The first one was question 17. The Principal was asked whether the school made surveys among teachers and other interest groups about how to develop the SBEC. He replied:

“Well, it is essential for a well functioning curriculum that it is regularly scrutinised with parents and students and with all those parties which are connected to the school, like the business world.”

The school also arranged regular meetings with parents and these meetings had been quite popular. He did not specify more clearly what kind of an impact these meetings or scrutinies had had on the SBEC in particular.

The Principal was also asked for his opinion about why there had been so few changes in the English language curriculum between 1994 and 1998. He pointed out that because the English text books were very good it had been easy to maintain the teaching within the frames given by the books. He considered the number of courses in English to be sufficient as well. He added that English already dominated teaching. One of the aims was to increase content and language integrated learning in English. Furthermore, he did not think it would be meaningful to change some expressions in the SBEC and then continue teaching exactly the same way as before. He stated:

“I think it is fair to say that none of the teachers has considered curriculum planning to be so important that significant improvements should be made every year. They probably prefer it simple. . . . We could write anything on a piece of paper, but then ignore it completely in practice.”

³ For the Finnish transcript of section 4, see Appendix 7.

7.5 Comparison of the interviews

Professional background of the interviewees

The interviews supported the assumption that all relevant persons were included in the interviews, since the English teachers together planned the SBEC and the Principal was in charge of the whole curriculum planning process. Unfortunately, one English teacher refused to give an interview, but the two other teachers and the Principal participated in the study. All three interviewees had very different professional backgrounds, a fact which most likely affected their answers as well. Teacher A was a 'new generation' teacher with very little experience on the municipal English language curriculum, because she had entered school life just when the transition was in progress. She was not expected to fully participate in planning the school-based curriculum at her previous work place. At the case school she had not acquired an active role in making suggestions for the development of the SBEC even though she appeared to have a lot of ideas about developing it. Teacher B, having had a long career as an English teacher, seemed to be the one person most involved in planning the school's English curriculum. The Principal, who had worked as a principal for 25 years, proved to be the least involved of the interviewees in planning the English curriculum. His role appeared to be more that of a supervisor and an administrator: he did not interfere directly with the planning of any subject's curriculum.

Teacher A had no knowledge of the reasons underlying the decentralisation of curriculum planning, and she did not feel that the transition had had any significant impact on her personally. Teacher B claimed that the new chief of the National Board of Education dissolved the norms of educational planning and started the era of school-based curriculum planning. In her opinion, the transition was a positive chance to develop the work community. The Principal confirmed Teacher B's view about the reason for the transition and said that the transition was a big challenge and an opportunity to develop the school and the curriculum. All three interviewees gave very different interpretations of the purpose of the SBEC. Teacher A explained that the purpose of the SBEC was

not to repeat the list of contents of the text books, but to emphasise other issues. However, she did not define these issues. In Teacher B's opinion, the SBEC directed teachers to reach the objectives of teaching English. The Principal, in turn, concluded that the purpose of the SBEC was to provide the foundation for all teaching arrangements.

Persons and parties involved in curriculum planning

According to Teacher B, the English teachers wrote the SBEC together as a team. However, both Teacher A and the Principal suggested that not all the teachers were equally active in curriculum planning. The Principal was mostly in charge of the general section of the curriculum, such as deciding on the set of values and so on, and in making sure that each subject group individually produced an acceptable curriculum to be included in the school's overall curriculum document. Parents were not involved in planning the SBEC; their, as well as the students', opinions were asked on matters concerning the general section of the school's curriculum. The Principal mentioned that there was a student representative in the curriculum planning group and this person was able to make suggestions for course topics in the curricula. However, as both of the teachers pointed out, the students had very little say on the contents of the actual English language curriculum document. The role of the municipality was to give approval for the finished curriculum document.

The influence of different factors on the English A1-language curricula

There was some variation between the interviewees' opinions on the importance of different factors in planning the SBEC. Table 11 shows the interviewees' scale-items:

Table 11. The scale-items.

	Teacher A	Teacher B	The Principal
1. The law for senior secondary school	2	4	3
2. The framework curriculum of 1994	2	5	4
3. The municipal English language curriculum of 1987	2	3	2
4. Different language teaching development plans and projects	4	4	4
5. The matriculation examination	4	5	5
6. Text books/other teaching material	4	5	4
7. Teachers' own experience/own ideas	5	4	4
8. Work plans	3	5	3
9. The idea of language and language learning/the methodology	5	3	3
10. Students' needs	5	3	3
11. Other possible factors, which?	-	4 (Comenius, Lingua, Friendship-schools)	4 (Kimmo-project)

The scale: 1 = not at all
 2 = little
 3 = to some extent
 4 = quite a lot
 5 = very much

In comparing the answers, it had to be kept in mind that Teacher A did not answer the questions based on her experience, but more from a hypothetical point of view. Teacher A did not consider the official norms, such as law and framework curriculum, to be very important. Instead, she gave more emphasis to students' needs and the language teaching methodology, as well as teachers' own experience in planning a curriculum for the English language. According to her, the text books, matriculation examination, and different projects were quite important factors. Teacher B, in turn, was more in favour of following the framework curriculum, the text books, the matriculation examination, and the

teachers' work plans in planning the SBEC. She added that the work plans influenced the teaching of English but not the curriculum document itself. In general Teacher B gave more emphasis on all the factors listed as she did not mark any of them as having little influence. But, her opinion on the meaning of students' needs and language teaching methodology differed completely from Teacher A's opinion. The Principal considered the matriculation examination as the most important factor in planning the SBEC; the framework curriculum of 1994, text books, projects and teacher's experience he considered to be quite important factors. He, too, gave less emphasis to students' needs and methodology. In all, it seemed that both the teacher with a longer career, Teacher B, and the Principal had more unanimous ideas on the importance of the different factors and Teacher A, the young teacher, represented a different view on curriculum planning.

Teacher A gave fewest explanations when asked how the different factors influence the SBEC. In general, very little information was gained in this part of the interview schedule. Both Teacher B and the Principal mentioned that the law and the framework curriculum give the outline and the frame for the SBEC. Both of them mentioned that because of the Kimmoke project, course 3 had been turned into an oral course. However, this had not been documented in the SBEC.

Explanations for the changes in the English A1-language curricula

As mentioned earlier in the interview description, only teachers A and B were asked all the questions in group 4. An interesting observation was that both teachers referred many times to the teaching material and especially text books as an explanation for the changes in the curriculum. Teacher A referred to teaching material seven times (questions 4, 5, 6, 8, 9, 10, 11) and Teacher B four times (questions 4, 5, 6, 10). The interviewees' answers suggest that in the SBEC the teaching material and especially the text books had played an important role in forming the topics, the objectives, as well as the choice of grammatical structures. Both teachers pointed out that the learning tasks were not included in the SBEC

because they could be found in the teachers' work plans and - according to Teacher A - in the teaching material.

Teachers A and B were quite unanimous about the reason for the shrinking of the SBEC and why the topics in the SBEC were in most cases given in the form of a title: more freedom for the teachers. As Teacher A mentioned, the previous municipal English language curriculum was almost "too enslaving" and therefore the SBEC was designed to give individual teachers more freedom to decide, for example, about the topics.

None of the factors anticipated explained the omission of the general section of the SBEC or the course-specific objectives. Instead, Teacher B claimed that the general section was left out partly because of the example of the Swedish language curriculum, and partly because they did not feel a marketing section was needed, since English was a compulsory language. Teacher A did not know why the general section had been left out. She suggested that the specific course objectives were possibly in the students' course guide and also in the teachers' work plans. Teacher B wondered what the purpose of writing down the objectives in the SBEC was, as the students did not read the curriculum.

The reasons given by the teachers for the introduction of a portfolio course (course 6 in the SBEC of 1998) were divided. Teacher A presumed it was an experiment and a result of ideas taken from in-service teacher training. Teacher B claimed that this solution came from the course topic (culture) which gave students a lot of freedom to decide over their own fields of interest. However, it is difficult to see the topic alone as a reason for introducing the portfolio course. Maybe the original idea for a portfolio course came from in-service teacher training and this idea was then applied to the most suitable course.

The influence of different language teaching development projects on the SBEC was shown mainly on a practical level in the case school. None of the changes which had occurred in the SBEC could be explained by any of the development projects the school was involved with. Instead, as both teachers noted, most projects were carried out in practice, but they were not necessarily documented in the SBEC.

Both teachers were asked about the set of values of the school and the SBEC. Teacher A thought that it was a pity if the value statements of the school remained just in the general section as “empty words” but were not put into practice in each subject’s curriculum. Teacher B, on the other hand, saw the values as something taken for granted when it came to teaching English. Especially one of the school’s values, internationalisation, was self-evident in the SBEC.

The purpose and development of the English A1-language curriculum

In the course of the interview, Teacher A referred quite often to the fact that, in her opinion, there was a generation gap that divided the English teachers. Because of this, there was a lack of co-operation between the young and the older English teachers in the case school. The younger teachers consulted each other over language barriers in questions concerning teaching methodology and exchanging teaching material. The older teachers dedicated the breaks to relaxation and issues which did not concern teaching. This lack of co-operation in methodological issues was confirmed by Teacher B, who admitted that every English teacher at the school had her own ideas of language teaching and learning methodology.

The updating of the SBEC appeared to be the responsibility of the English teachers alone. No other persons or parties were involved. Teacher A pointed out that she herself had not taken an active role in the curriculum design. In her opinion it was very difficult to change the procedures, which were mainly dictated by the older teachers. The lack of any major changes in the SBEC between 1994 and 1998 was explained quite differently by all three interviewees. Teacher A thought that the every-day teaching was more important than updating the documents. Teacher B referred to the tremendous job they did when they planned the first version of the curriculum, and therefore it took some time before they were ready to make any amendments in it. The Principal thought that there was no need to change something on paper if practical teaching continued as before. In his opinion, the text books in English were very important in giving the overall framework for teaching English.

Teacher B admitted that they had not thought of anybody in particular when they had been writing the document. She said that it was not clear what the document should have contained and that it would have been a good idea to have better instructions about how to write the curriculum. She claimed that the former system when all the municipality's teachers of the same language gathered together to discuss language teaching was a very good system, and that it was a pity that it had ceased to exist.

In all, the interviews gave the impression that the SBEC was not considered to be very important. At least the teachers concentrated more on the actual teaching and its development than the development of the SBEC. In many cases the teachers treated the questions from the implementation point of view. For them, if a change had taken place in the classroom it was in the curriculum even if it had not been documented in the SBEC. This led to the fact that the researchers and the teachers (the implementors) seemed to have a slightly different way of looking at the concept *curriculum*. Despite this, a lot of interesting and valuable information was received by interviewing Teachers A and B, and the Principal.

7.6 Summary

According to the interviewees, the reason for the decentralisation of curriculum planning was that the new chief of the National Board of Education wanted to dissolve the norms of educational planning. The transition was seen as a big challenge and a chance to develop the school, the curriculum, and the work community. The purpose of the SBEC was to emphasise other issues than the text books did, to direct teachers to reach the objectives of teaching English, and to provide the foundation for all teaching arrangements.

The English teachers wrote the SBEC together, but some teachers had a more active role in curriculum planning than others. The Principal was in charge of the general section of the curriculum and the process as a whole. The opinions of parents and students were asked on general matters, but they were not involved in curriculum planning. A student representative in the curriculum planning

group could make suggestions for course topics, but otherwise students did not influence the English language curriculum. The municipality gave approval for the finished curriculum document.

All the interviewees agreed that the factors which had influenced the SBEC the most were the matriculation examination, text books and other teaching material, teachers' own experience and work plans, and different language teaching development projects. The municipal English language curriculum of 1987 was not considered important. Opinions on the rest of the factors, the law, the framework curriculum of 1994, the idea of language and language learning and the methodology, and students' needs, were divided. However, none of the factors was marked as having no influence at all.

Teaching materials, and especially the text books, explained many changes in the English A1-language curricula concerning the topics, the objectives, and the choice of grammatical structures. Learning tasks were not included in the SBEC because they could be found in the teachers' work plans and in the teaching material. The reason for the shrinking of the SBEC and for the topics being in the form of a title was to give more freedom of choice for the teachers. The general section was left out partly because it had been left out of the Swedish language curriculum as well, and partly because there was no need for a marketing section. The specific course objectives were possibly mentioned in the students' course guide and also in the teachers' work plans.

The portfolio course was an experiment, which resulted in ideas taken from in-service teacher training. Course 6 was a suitable portfolio course because the topic, *culture*, gave students a lot of freedom to decide over their own fields of interest. However, some language teaching development projects were carried out in practice, but not documented in the SBEC. The set of values of the school were documented in the general section but, unfortunately, were not put into practice in each subject's curriculum. Some of the values, for example internationalisation, were considered self-evident in teaching English.

A generation gap dividing the English teachers may have caused the lack of co-operation between the young and the older English teachers. English teachers at the school had their own ideas of language teaching and learning

methodology, which they did not share. The English teachers updated the SBEC together, but it was difficult to change the procedures dictated by the older teachers.

The lack of any major changes in the SBEC between 1994 and 1998 reflected the fact that the every-day teaching was more important than updating the documents. Planning the school-based curriculum had been a tremendous job and therefore the curriculum had not been updated until the spring of 1998. Furthermore, there was no need to make changes in the document if they were not carried out in practice. The English language text books formed an important part of teaching English.

In all, it was not clear for the teachers what the English language curriculum was supposed to contain. Better instructions on how to write the curriculum would have been needed. Despite the fact that the teachers themselves had written the SBEC, they did not consider it important. The teachers focused on teaching and the development of teaching rather than the development of the SBEC. But should the SBEC not be a part of teaching and in fact, the foundation for it?

8 DISCUSSION

Similarities and differences

The first objective of the present study was to establish the possible similarities and differences in the English A1-language curricula of the case school from years 1987, 1994, and 1998. The document analysis revealed that there were not many similarities between the MEC of 1987 and the SBEC of 1994/1998; only the main topics and the emphasis on different language skills were rather similar in these documents. Furthermore, the MEC of 1987 was much larger in size and more detailed in its course descriptions. Unlike the SBEC of 1994/1998, it contained a general part and a separate list of grammatical structures. The lack of similarities was not surprising since there had been rather profound changes concerning curriculum planning between 1987 and 1998. The decentralisation had involved new persons with their own experiences and ideas in curriculum planning. A new framework curriculum had been published in 1994, and it was much less restrictive than its predecessor from 1985. It could be noted that the MEC of 1987 had not had much influence in planning the SBEC. This was confirmed by the interviewees of the case school.

The SBEC of 1994 and 1998 were almost identical except that in 1998 course 6 had been turned into a portfolio course and optional applied courses 10-12 had been added. This suggests that the case school had not invested in updating the curriculum document, a fact which was also confirmed by the interviewees. Thus, it seems that the progressivist idea of continuous evaluation and development of the SBEC has not been adopted at the case school.

Factors explaining the development of the SBEC

The second objective of the present study was to identify the factors which could explain the development of the English A1-language curriculum. The comparison between the SBEC of 1994/1998 and the FC of 1994 showed that the FC of 1994

was one of the major factors affecting the contents of the school-based English A1-language curriculum. Previous studies by, for example, Syrjäläinen (1994) and Mehtäläinen (1994) confirmed that the FC of 1994 had a leading role in planning the school-based curriculum. However, as Mehtäläinen (1994:50) concluded, the objectives of the FC of 1994 for foreign languages were generally considered very vague. Some teachers found the vagueness to be an asset, others thought the objectives were insufficient and without substance. In the interview, Teacher B observed this problem and expressed her hope for more explicit instructions on what the curriculum should include.

In order to get information on the importance of different factors, a list of factors was presented to the interviewees for evaluation. According to the interviewees, the most influential factors were the matriculation examination, text books and other teaching material, teachers' own experience and work plans, and different language teaching development plans and projects. This confirmed the fact acknowledged by other researchers as well that in the Finnish senior secondary school the matriculation examination and the text books have a very decisive role in determining most of the teaching arrangements. However, the present study showed that at the case school the different development projects were considered almost equally important as the factors generally considered significant.

Although the interviewees identified many factors as very important, when asked, they did not give any detailed examples of how the influence of these factors was shown in the SBEC. In general, based on the curriculum documents only, it was very difficult to draw any clear connections between the SBEC of the case school and any other factors except the FC of 1994. Even though, for example, the matriculation examination was considered to be a very important factor, it was very difficult to see what particular feature in the curriculum would have resulted from the examination. More likely, there appeared to be a network of influences: the matriculation examination was based on the requirements of the FC of 1994, which was also a major source for the contents of the SBEC of the case school.

Solutions and explanations

As the third objective, the intention was to find out to what extent and for what reasons the case school had used or not used its opportunity for independent solutions in designing its own English A1-language curriculum. The case school's own solutions comprised such features as including grammatical structures in the course descriptions, some additions in topics and language skills emphasised, and some other minor additions (see Table 10). The case school had extended the SBEC by adding several applied optional courses, which, however, were very briefly described in the curriculum document. These changes were very similar to the ones identified by Mehtäläinen in his study (1994, for details see chapter 4). All in all, the case school did not employ any totally new innovations in its SBEC, but followed the structure and, in most parts, the contents suggested by the FC of 1994.

According to the English teachers and the Principal, the text books explained many of the case school's own solutions in the SBEC. For example, the grammatical structures had been picked up into each course from the text books, as well as some of the topics (courses 2, 7, 8). As an explanation for documenting the grammatical structures so specifically, Teacher A named the non-graded system: the detailed lists were there to help the teachers as the teaching groups change frequently. However, not all the independent solutions resulted from the FC of 1994, the text books or some other written sources, as some of them were the product of the English teachers who planned the SBEC.

The role of different persons and parties in planning the SBEC

The present study showed that the principal had a very important role in directing overall planning, but that the principal's influence did not usually extend to the curricula of individual subjects. The previous studies support this view (see Syrjäläinen 1994 and 1996). Even though the Principal of the case school noted that the role of a principal was not just to act as an administrator but also to have the ultimate pedagogic responsibility, the actual planning of the SBEC was

carried out by the English teachers only. This division of work was the same at most of the schools studied in connection with the aquarium experiment (see Syrjäläinen 1994, Mehtäläinen 1994). At the case school, neither the students nor the parents had many possibilities for contributing anything tangible to the SBEC. In the light of the previous studies (see Syrjäläinen 1994 and 1996), this seems to be very typical. According to the interviewees in the present study, the participation of other persons or parties in planning the SBEC was virtually non-existent.

Another issue that came up in the present study, especially in the interview with Teacher A, was the lack of co-operation between the English teachers, and the generation gap. She had not acquired an active role in curriculum planning at the case school, because she felt that the school had strong traditions in doing things in a certain way, and that it was difficult to make changes there. She also pointed out that, because of the generation gap, there was very little co-operation between the younger teachers and the more experienced ones. The generation gap also manifested itself in the evaluation of the influence of different factors on the curriculum. For Teacher A, who had graduated in the 1990s, the students' needs and teaching methodology were more significant than for Teacher A and the Principal, who had had long careers and who found the law and the FC of 1994 to be more important.

Theory and practice

A central problem in curriculum planning is the gap between theory (the written curriculum) and practice (the implemented curriculum). The present study indicated, too, that a lot of curriculum development happened outside the curriculum document, and not all of it got documented. On several occasions Teacher B brought up the fact that perhaps they had been afraid of documenting too much. Moreover, they had simply forgotten to document some issues when they updated the SBEC in 1998. Also, as Yrjönsuuri (1994:19) points out, the curriculum is usually too tightly based on the contents of learning. Based on the document analysis (see section 6.3), it can be said that the SBEC of the case

school follows relatively closely this traditional approach to foreign language curriculum planning. Such things as grammatical structures and language skills emphasised are listed in detail in the SBEC, but, for example, specific course objectives are mentioned only briefly in a couple of course descriptions. The SBEC seems to represent a combination of Nunan's (1988:9) syllabus types. It has features from both structural and topical, as well as skills based, syllabi.

For whom is the SBEC written?

One result of the present study was that the English teachers of the case school were forced to take a critical look at their own production and to evaluate the purpose of the SBEC. An interesting contradiction came up in the interview with Teacher B. In her opinion, the purpose of the SBEC was to help teachers to reach the objectives of teaching English. However, as we saw earlier, the case school had not documented many clear objectives in its curriculum. When Teacher B was asked about an explanation for not including more objectives, she replied with a counter question: for whom should they be there? She admitted at the end of the interview that it had not been clear to them for what purpose the curriculum document was written. She also brought up the following questions: Was the SBEC of the case school too general? What was it supposed to include? These questions reflected the same problems Mehtäläinen (1994:20) discussed in his study. He argued that teachers in Finland were not trained in curriculum planning or in reading and analysing curricula. For them the purpose of the curriculum had remained unclear. This may prove to be a serious problem for the future development of the curriculum if teachers do not receive adequate training and guidance in both planning (updating) and implementing a curriculum.

Reliability and validity

The document analysis in the present study can be considered quite reliable because the original analysis conducted included all material in its original,

unreduced form (Finnish). This made it possible to make observations about the changes in the curricula. The semantic interpretations in transferring text segments from the curricula into different categories are the results of two researchers' decisions and therefore not entirely subjective. However, during the interviews the researchers' categorisation of different text segments was sometimes interpreted differently by the interviewees. As this study includes both the three original curriculum documents (see Appendices 1-3) as well as the analysis based on the categorisation of all text segments, the findings can be contested by the reader. Still, as Yin (1994:82) points out, it is important while studying a document to keep in mind that it was not written for the researchers but for "some specific purpose and some specific audience". Therefore, the present study does not rely on document analysis only, but also substantiates the findings with interviews with the persons involved in curriculum planning.

Using open-ended questions in an interview schedule has many advantages. They allow flexibility, they can clear up misunderstandings, or they can even result in unexpected or unanticipated insights which can suggest unthought-of relationships (Cohen and Manion 1985:297). The problem with the open-ended questions is that they can result in complex and unmanageable data which is difficult to analyse in any uniform way. As an extension of the present study, further refinement of the interview questions could provide more exact information, which is also easier to analyse. A further point in the present study is that the answers ultimately reflect the interviewees' opinions on the issues in question and are not necessarily matters of facts. However, the greatest set-back for the validity of the interviews was the refusal of the principal to answer all the questions. This caused an imbalance in the interview data concerning the English A1-language curriculum and made it impossible to make systematic comparisons about the reasons behind the changes in the case school's school-based English A1-language curriculum.

Due to the circumstances of the first and the last interview, some changes had to be made to the interview schedule. In the first interview, the questions concerning the interviewees' involvement in municipal curriculum planning in 1987 were not asked because this teacher had first started her career in 1993. In

the last interview (with the Principal) all but the last two questions in group 4 - the questions about the changes in the school-based English A1-language curriculum - were excluded because the Principal refused to answer them. Largely because of the limited time available for the interviews, the additional questions in group 3 based on the interviewees' answers in the questionnaire were grouped together. Therefore, the interviewees usually commented only on the first item in the group.

By providing the interviewees with open questions, they were given a possibility to give their honest opinions without restricting them to the predetermined list of factors (see group 3). It would have been useful to make additional questions and encourage the interviewees to specify more clearly what they thought were the reasons for this and that. However, by using the method described a lot of unanticipated information was gained. Also, as Yin (1994:85) points out, it has to be kept in mind that "interviews should always be considered verbal reports only; as such, they are subject to the common problem of bias, poor recall, and poor or inaccurate articulation".

There are some limitations to the present study. Being a case study, it is context specific. Results from other schools can be different and therefore the results of this study cannot be generalised. Furthermore, the written English A1-language curricula form only one level of the whole English curriculum, and they do not necessarily correspond to, for instance, the implemented curricula. Thus, the written curriculum documents give a simplified picture of teaching English.

Suggestions for further studies

Decentralisation has not changed curriculum planning as much as could have been expected. Although the idea has been to get rid of the top-down approach to curriculum planning, the national framework curriculum is still the official basis schools use in planning their curricula. The present study indicated that school-based curriculum planning has not substantially increased the significance of the English language curriculum in everyday teaching. Therefore, it would be very interesting to examine how important both teachers and students consider the

English language curriculum document to be. Another subject for further study could be to find out to what extent the English language curriculum works in practice. This might be difficult to measure, though.

Furthermore, Mäkitalo (1996:46-47) claims that the evaluation of a school's written curriculum document does not necessarily say anything about the school's reality because schools do not always invest in the written document. This brings us to an interesting dilemma. The written curriculum has been a central part of Finnish educational planning for quite some time, and its importance as a basis for all teaching has been emphasised both in literature and in teacher training. Keeping this in mind, why does the curriculum not tell anything about the school's reality? Why are the theory (the curriculum) and the reality of the school still so far apart? For whom is the curriculum written? And ultimately, what is the point in having a written curriculum if it is not implemented in practice? It might be a fruitful but demanding task to search for answers to these questions.

The present study concentrated on analysing the changes in the English language curriculum of a single school. In the future, it would be intriguing to repeat this study in order to see whether the new law for senior secondary school (which came into force on the 1st of January, 1999) and the new instructions for evaluation (to be published in autumn 1999) have brought any changes into the curriculum document. Another possible approach could be to compare the contents of the English language curricula of several schools. A more explicit subject could be to investigate how the different schools' English language curricula reflect the current theories of language teaching and learning, national language policy, or the sets of values of schools.

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Appendix 1

THE MUNICIPAL ENGLISH A1-LANGUAGE CURRICULUM OF 1987

Englannin kieli

A-oppimäärä

1. Tavoitteet

Lukion englannin kielen A-oppimäärän tavoitteena on antaa oppilaille riittävä valmius ymmärtää ja käyttää kieltä sekä herättää heissä harrastusta saavuttamansa kielitaidon ylläpitämiseen ja kehittämiseen sekä kouluaikana että sen jälkeen.

Ensisijaisena kielellisenä tavoitteena on kommunikaatiotaidon kehittäminen (= ymmärtäminen ja ymmärrettyksi tuleminen) keskeisissä kielenkäyttötilanteissa. Oppilaan tulee hallita kielen rakenne niin hyvin, että hän uusissakin kielenkäyttötilanteissa pystyy toimimaan tilanteen edellyttämällä tavalla. Niinpä kielen rakenteiden harjoittamisen mielekkyys riippuu siitä, miten hyvin harjoitus palvelee oppilaan mahdollisuuksia selviytyä erilaisista kielitaitoa vaativista tilanteista.

Tavoitteena olevan kommunikaatiotaidon edellytyksenä on paitsi kielen rakenteen ja sanaston hallinta myös kieleen liittyvän kulttuuritiedon ja -ymmärtämyksen sekä ao. maiden elämänpiirin tuntemuksen syventäminen keskeisimpien erityispiirteiden osalta.

2. Kielitaidon osa-alueiden painotus

Tämän oppimäärän tavoitteena on, että oppilas pystyy ymmärtämään huomattavasti vaikeampaa kieltä kuin itse tuottaa. Passiivisesti ja aktiivisesti hallittavan kieliaineksen ero tulee ottaa huomioon myös oppimateriaaleja laadittaessa ja valittaessa.

Kaikkia neljää kielitaidon osa-aluetta harjoitetaan jokaisen kurssin aikana.

Puheen ymmärtämisen osuus säilyy koko lukion ajan suurin piirtein samana.

Puhumisen osuus on suurimmillaan lukion alimmilla kursseilla, vaikkakin puhumista tulee harjoittaa kaikilla kursseilla.

Tekstin ymmärtämisen harjoittaminen lisääntyy kurssien myötä niin, että sen osuus on päätösvaiheessa suurin.

Kirjoittamista harjoitetaan läpi koko lukion.

Opetuksessa korostuu erityisesti tekstin ymmärtäminen, sillä se on edellytys opintojen jatkamiselle korkean asteen oppilaitoksissa sekä oman alan seuraamiselle myöhemmin elämässä. Opetuksen on taattava oppilaille myös hyvä puhutun kielen ymmärtämisen taito sekä antaa sellainen suullinen kielitaito, että he arastelematta käyttäisivät kieltä ja pystyisivät kommunikoimaan kielelle tyypillisiä rakenteita ja sanontoja käyttäen keskeisissä kielenkäyttötilanteissa. Kirjallinen tuottaminen painottuu vähiten. Tavoitteena on kuitenkin riittävä taito niissä tilanteissa, joissa viesti normaalisti välitetään kirjallisesti. Lukion päättövaiheessa oppilaan edellytetään pystyvän tuottamaan myös loogista, sidosteista tekstiä.

3. Oppisisällöt

Oppisisältöjen valinnan perustana ovat lukion yleiset kasvatustavoitteet, kielenopetuksen yleistavoitteet ja tämän oppimäärän tavoitteet. Tavoitteet ja sisällöt ovat kiinteästi sidoksissa toisiinsa. Tavoitteita voidaan kuitenkin toteuttaa erilaisin oppisisällöin ja keinoin.

Oppisisältöihin luetaan kuuluviksi kielenkäyttötilanteet, aihepiirit, rakenteet, sanasto ja ääntäminen.

3.1. Kielenkäyttötilanteet

Kielenkäyttötilanteet liittyvät ihmisen toiminnan keskeisiin alueisiin. Tässä oppimäärässä kielenkäyttötilanteet on ryhmitelty seuraavasti:

- henkilökohtaiset kontaktit
- harrastukset
- arkielämän palvelutilanteet
- työelämä
- virallisuonteiset kielenkäyttötilanteet
- tiedon hankkiminen ja välittäminen

Kielenkäyttötilanteita valittaessa on kiinnitettävä huomiota siihen, että peruskoulussa käsitellyt tilanteita ja niissä tarvittavaa kieltä vahvistetaan, laajennetaan ja syvennetään. Ensimmäisen lukuvuoden tilanteet ovat melko konkreetteja ja perustuvat kaksisuuntaiseen viestintään (keskusteluun, kirjeenvaihtoon yms.). Toisena ja kolmantena vuonna tilanteet perustuvat enemmän yksisuuntaiseen viestintään kuten äänitteiden kuuntelemiseen ja tekstien lukemiseen.

3.2. Aihepiirit

Aihepiirejä valittaessa on pyrittävä ottamaan huomioon oppilaan persoonallisuuden monipuolinen kehittäminen sekä kulttuurin ja yhteiskunnan vaatimukset. Aiheiden valinnan tulee tukea kansainvälistä yhteisymmärrystä ja niiden tulisi käsitellä myös oman maan yhteiskuntaa ja kultuuria, jotta oppilas pystyisi välittämään tietoa maamme oloista.

Aiheiden tulisi kiinnostaa oppilaita ja motivoida opiskeluun. Tärkeää on myös, että yhteisesti käsiteltävien tekstien aineisto etenee rakenteellisesti ja sanastollisesti sopivalla tavalla. Sen sijaan oppilaiden kiinnostukseen ja harrastukseen perustuvan oheis- ja valinnaismateriaalin tulisi olla mahdollisimman autenttista.

3.3. Rakenteet

Rakenteiden valinnan peruskriteerinä on niiden käyttökelpoisuus keskeisissä kielenkäyttötilanteissa ja keskeisiä aiheita käsiteltäessä. Ensimmäisen lukuvuoden aikana on tarkoituksenmukaista keskittyä peruskoulun keskeisten rakenteiden kertaamiseen sekä verbiopin pääkohtiin. Toisen ja kolmannen vuoden aikana on syytä muoto-opin lisäksi käsitellä myös lauseopin keskeisiä kysymyksiä.

Rakenneluettelo on laadittu koko lukion kattavaksi ja se sisältää myös peruskoulussa opetetut rakenteet. Rakenteiden osaamisen taso on rakenneluettelossa määritelty pääteikäytymisenä. Aktiivisen (käyttää) ja passiivisen (ymmärtää) hallinnan välillä on tehty selvä ero. Passiiviseksi tarkoitettujen rakenteiden tuottamista ei vaadita eikä myös arvioida.

Rakenteiden sijoittaminen kursseihin tulee olla porrastettua: myöhemmin aktivoitava rakenne pyritään esittelemään ennakoivasti ja vain ymmärrettäväksi. Rakenneharjoituksia laadittaessa olisi kiinnitettävä erityistä huomiota siihen, että ne esiintyvät luonteissa kielenkäyttötilanteissa.

3.4. Sanasto

Peruskoulun englannin A-oppimäärän tavoitteena on, että oppilaat oppivat 900-1200 keskeistä sanaa ja sanontaa mahdollisimman hyvin. Tämän perussanaston lisäksi oppiaineeseen sisällytetään sanastoa, jonka aktiivista osaamista ei oppilailta vaadita.

Tutkimusten mukaan sanaston puutteellinen hallinta vaikeuttaa viestin ymmärtämistä enemmän kuin rakennevirheet. Siksi sanasto on kommunikatiivisen kielenopetuksen keskeisimpiä elementtejä. Tavoitteena on, että oppilailla olisi vankka perussanasto ja sen luonteva käyttötaito.

Sanastoa valittaessa tulee ottaa huomioon sen yleisyys, käyttökelpoisuus ja kattavuus. Opetussuunnitelman systemaattisuus edellyttää, että sanojen valinnan yhtenä kriteerinä ovat myös aihepiirit. Valintakriteerinä voidaan käyttää myös synonymiaa, vastakohtaisuutta ym.

Aktiivisesti hallittavan sanaston tulee olla keskeistä, ja sen hyvään hallintaan tulee pyrkiä. Passiivisesti hallittavien sanojen määrä on suuri, ja niiden olisi katettava mahdollisimman laajoja ja vaihtelevia aloja. Kovin harvinaisia sanoja ei ole syytä sisällyttää passiivisesti hallittavien sanojen joukkoon.

Oppilaille tulee myös selvittää sananmuodostuksen periaatteet, koska he näiden perusteella pystyvät päättämään myös heille ennestään tuntemattomien sanojen ja sanontojen merkityksiä. Myös idiomaattisiin ilmauksiin on syytä kiinnittää huomiota.

3.5. Ääntäminen

Tavoitteena on, että oppilas ymmärtäisi sekä Britannian että Amerikan englannin sivistynyttä puhetta. Hänen tulisi saada kuulla myös muitakin puhekielen variantteja sekä tutustua tärkeimpiin alueellisiin variantteihin.

Oppilaan puheen tavoitteena on ymmärrettävyys ja mahdollisimman luonteva ja oikea ääntäminen. Esikuvana on sivistynyt puhekieli.

4. Oppimateriaalin valinta

Jokaisessa kurssissa tulee olla sekä kirjallista että äänitemateriaalia. Näiden keskinäinen painotus määräytyy kunkin kurssin luonteen mukaisesti.

- Kuultavien tai luettavien tekstien tulisi tarkoituksenmukaisissa yhteyksissä sisältää erilaista kielenkäyttöä kuten
- persoonallista (dialogit, keskustelut)
 - kuvailevaa (henkilöiden, olojen, harrastusten, asuinympäristön yms. kuvailu)
 - kertovaa (tarina, kertomus, tapahtuma)
 - ilmaisullista (mielipiteet, asennoituminen, vaikutelmat, tunnelmat)
 - esittävää (artikkelit, esitelmät yms.)
 - erityiskieltä (kuulutukset, ohjeet, opastukset, luettelot yms.)

Yhteisten perustekstien tulisi olla sanastoltaan ja rakenteiltaan sopivasti porrastettuja sekä edetä puhevirikkeitä antavasta, esim. persoonallisesta kielenkäytöstä, esittävään ilmaisuun. Oppilaiden kiinnostukseen ja harrastukseen perustuvan oheismateriaalin tulisi sen sijaan olla mahdollisimman autenttista.

Materiaaliin tulisi kuulua rakenneharjoitteluun, puheen ymmärtämiseen, puhumiseen, ääntämiseen ja intonaatioon, ohjattuun ja vapaampaan tuottamiseen liittyviä tehtäviä sekä kertaus- ja eriyttämismateriaalia. On huolehdittava siitä, että aktiiviseen sanavarastoon kuuluvat sanat ovat selvästi erotettavissa ja kertautuvat tarpeeksi usein. Rakenteiden jakamisessa eri kursseille on otettava huomioon niiden vaikeustaso ja soveltuvuus äänite- tai tekstiaineiston laatuun. Rakenteiden systemaattiseen kertautumiseen tulee myös kiinnittää huomiota.

Lukion oppimateriaalin tulee niveltä saumattomasti peruskoulun oppimäärän mukaiseen oppimateriaaliin.

5. Kurssit

Kielelliset tavoitteet määräytyvät osittain kunkin kurssin painotuksen mukaan. Kunkin kurssin yleistavoitteena on, että oppilas opetetun kieliaineksen rajoissa pystyy

ymmärtämään kurssin aihepiiriin liittyvää normaalitempoista puhetta oleellisen sisällön tajuten silloinkin kun siinä on jonkin verran outoakin kieliaineesta

ymmärtää suhteellisen vaivattomasti aihepiiriin liittyvää, vain vähän uutta kieliaineesta sisältävää tekstiä sekä pääkohdat sellaisestakin aihepiiriin liittyvästä tekstistä, joka sisältää myös jonkin verran enemmän uutta kieliaineesta

keskustelemaan kurssin aiheista ja hallitsemaan sopivat puhekonventiot

käyttämään kieltä kirjallisesti kurssin painotuksen, luokkatason ja aihepiirien ja kielenkäyttötilanteiden mukaisesti.

Rakenteita opiskellaan rakenneluettelon mukaan. Ensimmäisenä vuonna kerrataan peruskoulussa opetettuja rakenteita sekä laajennetaan niiden käsittelyä. Verbiopilla on keskeinen asema. Opintojen edistyessä siirrytään muoto-opin kysymyksistä lauseopin puolelle. Rakenteet esitetään laajempina kokonaisuuksina, jotta oppilas saisi kokonaiskuvan kielestä, mutta aktiivisesti hallittavaksi vaaditaan vain keskeisintä ainesta. Rakenteita on syytä tarkastella enemmän käytön kuin puhtaisten muotoseikkojen kannalta. Tavoitteena on, että oppilas pystyy tuottamaan riittävän hyvin kommunikoiavaa kieltä. Oppimateriaalissa on hyvä selkeästi erottaa aktiivisesti hallittavat rakenteet muista.

Ensimmäisen opiskeluvuoden kurssit pyrkivät vahvistamaan sitä käytännön kielitaitoa, jota oppilas tarvitsee oppisisältöjen esittämissä tai vastaavanlaisissa kielenkäyttötilanteissa. Kurssien painopiste on näin ollen puheen ymmärtämisessä ja puhumisessa. Tässä suhteessa ensimmäisen vuoden kurssit eroavat 2. ja 3. opiskeluvuoden kurseista, jotka korostavat reseptiivistä puolta.

Ensimmäisissä kurseissa käsiteltävät tekstit sisältävät vain kohtuullisesti uutta, keskeistä kieliaineesta. Kurssien edetessä kieliaines vaikeutuu.

1. KURSSI: Ihminen ja hänen lähiympäristönsä

Näkökulma

Kurssin aiheet käsittelevät ihmisen lähiympäristöä. Kielenkäyttötilanteet liittyvät lähinnä henkilökohtaiseen kanssakäymiseen ja kieli on tuttavallista ja epävirallista. Kielenkäyttötilanteet edellyttävät etupäässä aktiivista suullista kielitaitoa - puheen ymmärtämistä ja puhumista. Passiivisen kieliaineksen kartuttamiseksi ja aiemmin opetetun kertaamiseksi mukana on syytä olla myös vaativahkoa lukemista ja ohjattua kirjoittamista. Henkilökohtaisissa kontakteissa kuvastuvat eri kulttuuripiirien, erilaisten ja eri-ikäisten ihmisten tavat ja asenteet. Aiheita on hyvä tarkastella lähinnä nuorten näkökulmasta.

Painotus

Kurssissa painottuvat puheen ymmärtäminen ja puhuminen sekä kurssissa kerrattujen ja opittujen sanojen ja rakenteiden hallinta.

Oppisisällöt

Aihepiirejä

- oma minä
- koti, perhe, suku, ystävät, muut henkilöt
- koulu, suhteet koulutovereihin
- jokapäiväiset askareet
- ihmissuhteet
- nuorten ongelmat
- ajanviettotapoja
- sukupolvien väliset suhteet
- [kunnan X] esittely.

Kielenkäyttötilanteita

- keskusteleminen omasta itsestä, perheestä ja omasta lähiympäristöstä
- jokapäiväisen elämän tapahtumista ja omista kokemuksista kertominen
- tuttavallisen keskustelun käyminen ja siihen kuuluvien kielellisten konventioiden hallitseminen (esim. tervehtiminen, esittäytyminen, kuulumisten kysyminen, kiittäminen, onnitteleminen, anteeksipyyttäminen)
- puhelimeen vastaaminen ja puhelinasioiminen
- kortin tai kirjeen kirjoittaminen.

2. KURSSI: Ihminen, hänen harrastuksensa ja hänen käyttämänsä palvelut**Näkökulma**

Kurssissa käsitellään toisaalta harrastuksia ja vapaa-ajan käyttöä, toisaalta ihmistä yleisimmissä palvelutilanteissa, joihin hän voi joutua ulkomailla ja kotimaassaan erityisesti palvelujen käyttäjänä mutta myös niiden tarjoajana. Kielenkäyttötilanteet edellyttävät edelleen aktiivista, epävirallisuonteista suullista kielitaitoa sekä puheen ymmärtämistä.

Painotus

Kurssissa painottuvat puheen ymmärtäminen ja puhuminen sekä keskeisten rakenteiden hallinta. Myös kirjallista tuottamista aletaan harjoitella.

Oppisisällöt

Aihepiirejä

- erilaiset harrastukset
- vapaa-ajan käyttö yleensä
- loma-ajan vietto
- seurat ja kerhot
- urheilu ja kuntoliikunta
- matkailu ja liikenne
- tavallisimmat palvelutilanteet
- urheilumahdollisuuksia [kunnassa X]
- opastamistilanteita [kunnassa X].

Kielenkäyttötilanteita

- oman harrastusalan esittelemine
- oman kerhon tai seuran esittelemine
- oppilastovereiden haastattelemine heidän harrastuksistaan ja kerhoistaan
- jonkin maassamme suosituksen harrastuksen tai urheilulajin esittelemine
- toisen henkilön harrastuksen esittelemine luetun tai kuullun perusteella
- tiedon hankkimine ja välittäminen tavallisimmissa palvelutilanteissa; tällaisia ovat esim. majoittumine, ruokailu, liikenne, ajanviete ja kauppalvelut
- matkakertomus.

3. KURSSI: Ihminen ja hänen työnsä**Näkökulma**

Kurssissa keskitytään opiskelussa ja työelämässä tarvittavaan kieleen ja kielenkäyttöön. Aiheita käsitellään käytännönläheisesti ja konkreettein esimerkein. Käytettävä kieli on paljolti virallisuonteista ja sisältää mm. työhön ja opiskeluun liittyviä tiedusteluja, tiedotteita, ohjeita ym. Lähtökohtana voi olla myös haastattelu, kirjallisuusote tms., jolloin kieli voi olla epävirallista, tuttavallista tai viihteellistä. Kielitaidon merkitystä opiskelussa ja työelämässä tähdennetään samoin kuin oppilaan aktiivista osuutta kielitaitonsa kehittämisessä.

Painotus

Tässä kurssissa kielitaidon osa-alueet painottuvat melko tasaisesti, joskin lukion ensimmäisen vuoden englannin yleistavoitteiden mukaisesti suulliseen kielitaitoon kiinnitetään erityistä huomiota.

Oppisisällöt

Aihepiirejä

- kielitaidon merkitys opiskelussa ja työelämässä
- muutama ammattiala, niiden vaatimukset ja tarvittava koulutus (eriateista koulutusta vaativia aloja)
- hakeutuminen työhön tai opiskelemaan kotimaassa tai ulkomaille
- kesätyöt, työhön osallistuminen perheessä, palkka ja taskurahat
- työn muuttuva luonne ja tulevaisuuden ammatit
- työn merkitys, työmoraali, työttömyys
- koulutus [kunnassa X]

Kielenkäyttötilanteita

- keskustelut/haastattelut opiskeluun, työhön ja työelämään liittyvistä aiheista (esim. nuori/työhönottaja, nuorisovanhemmat, alainen/esimies)
- hakeutuminen opiskeluun/työhön ja siinä toimiminen, itsensä esittelemine, tietojen antaminen koulutuksesta ja työkokemuksista, vastaaminen em. asioita koskeviin kysymyksiin, lisätietojen antaminen, koulu- ja työtodistusten esittelemine, hakulomakkeiden täyttämine
- opiskelussa/työelämässä esiintyvien erilaisten suullisten ja kirjallisten käyttö- ja toimintaohjeiden ja tiedotusten lukemine, ohjeiden ja neuvojen kysymine
- aihepiireihin liittyviin artikkeleihin, kirjallisuusotteisiin, kirjoituksiin ja haastatteluihin tutustumine.

Toisen opiskeluvuoden alusta kurssien painopiste siirtyy enenevässä määrin puheen ymmärtämisen ohella tekstin ymmärtämisen ja kirjoittamisen suuntaan. Puhumista harjoitellaan kuitenkin lukion loppuun asti, joten oppimateriaalin on sisällettävä tähän tarkoitukseen sopivaa kirjallista ja äänitettyä virikemateriaalia. Puheen ymmärtämisen osuus säilyy koko lukion ajan suurin piirtein samana.

Tekstien vaikeustaso kasvaa kurssi kurssilta, ja ne muuttuvat asiapitoisemmiksi ja abstraktimpaan suuntaan. Yhdeksi keskeiseksi tavoitteeksi tulee vaikeahkojen tekstien asiasisällön ymmärtäminen. Ekstensiivistä lukemista eri aiheista pyritään harjoittamaan mahdollisimman paljon, jotta oppilaat voisivat tutustua monipuolisesti sanastoon ja muuhun kieliainekseen. Reseptiiviset kielivalmiudet tulevat nyt selvästi ensisijaisiksi. Kurseissa oppilaita tulee myös ohjata itsenäiseen, omavastuiseen ja pitkäjänteiseen työskentelyyn.

4. KURSSI: Ihminen ja yhteiskunta

Näkökulma

Kurssin näkökulma on yhteiskunnallinen ja yleismaailmallinen. Kurssissa käsitellään yhteiskunnan rakennetta, toimintatapoja ja periaatteita valottavia aiheita toisaalta yksilön kannalta - yksilö yhteiskunnan toimivana jäsenenä ja palvelujen saajana - toisaalta yhteiskunnan kannalta - ihminen osana yhteiskuntaa, josta hän saa toimeentulonsa ja perusturvan. Aiheita lähestytään myös kirjallisuuden, haastattelujen, huumorin, tapahtumakuvausten yms. kautta. Aiheiden käsittelyssä pyritään myös ongelmanasetteluun: millaisiksi oppilaat kokevat esitellyt instituutiot ja millaisiksi he niitä kehittäisivät. Näkökulmaa pyritään avartamaan omasta maasta ja yhteiskunnasta muuhun maailmaan.

Painotus

Kielitaidon eri osa-alueet painottuvat edelleen melko tasaisesti, joskin tässä vaiheessa aletaan aikaisempaa enemmän kohdistaa huomiota valmiuteen ymmärtää laajempia tekstikokonaisuuksia.

Oppisisällöt

Kurssissa voidaan lähteä liikkeelle oppilaita lähellä olevista konkreeteista aihepiireistä ja oman maan oloista ja edetä laajempiin kokonaisuuksiin ja muiden maiden oloihin. Aihepiirejä käsiteltäessä kannattaa korostaa yksilön mahdollisuuksia ja velvollisuuksia demokraattiseen vaikuttamiseen.

Aihepiirejä

- asuminen: asumisen muodot, asuminen maalla ja kaupungissa
- maantieteelliset olot
- terveyspalvelut, sosiaaliturva sekä omassa maassa että anglosaksisissa maissa
- muuttoliike
- järjestötoiminta, poliittinen toiminta
- uskonto ja kirkko
- laki ja järjestys
- asuminen [kunnassa X].

5. KURSSI: Ihminen, tieto ja tekniikka

Näkökulma

Kurssi antaa kielellisiä valmiuksia aiheisiin, jotka liittyvät tekniseen ja tieteelliseen kehitykseen sekä tästä seuranneeseen maailmanlaajuiseen tiedonkulun ja tiedonhankinnan helpottumiseen. Tässä yhteydessä tarjoutuu tilaisuus käsitellä ihmistä osana koko maailmaa. Tiedonhankintaa käsiteltäessä korostetaan yksilön velvollisuutta hankkia tietoa kehittääkseen itseään sekä yksilönä että yhteiskunnan jäsenenä. Kurssissa on syytä opettaa tiedonhankintaan liittyviä taitoja sekä tiedon kriittistä arviointia ja käyttöä.

Painotus

Kurssissa painottuu erityisesti ydinkohtiin keskittyvä kuullun ja luetun kokonaisuuden ymmärtäminen.

Oppisisällöt

Kurssi jakaantuu kahteen osaan. Tekniikan kehittyminen ja sen mukanaan tuoma hyvinvoinnin lisääntyminen sekä hyvinvoinnin epätasainen jakautuminen maailmassa voivat olla yhtenä lähtökohtana. Tekniikan kehitystä voidaan tarkastella esim. esittelemällä eri tekniikan alojen tyypillisiä edustajia, tarkastelemalla tiettyjä selkeitä esimerkkialoja tai esittelemällä tieteen saavutuksia. Ihmisen suhde luontoon ja avaruuteen sekä kansainvälinen yhteistoiminta tieteen ja tekniikan kehittämiseksi voivat olla alustavasti jo tämän kurssin aiheita.

Kurssin toinen osa käsittelee tiedonhankinnan ja joukkotiedotuksen kysymyksiä. Lehdistö, radio ja televisio sekä ajankohtaiset asiat muodostavat alati uudistuvan aihekokonaisuuden.

Aihepiirejä

Tieto ja tekniikka

- eri alojen saavutuksia ennen ja nyt (keksijöitä tai alan huomattavia edustajia)
- jonkin tieteenalan esittely
- jokin keskeinen oman maan teollisuudenala
- liikenteen kehitys
- avaruuden valloitus
- tietojenkäsittely ja tietokoneet
- kehitysnäkymiä, futurologiaa.

Tiedonhankinta

- tiedotusvälineiden esittelyä ja vertailua
- tiedotusvälineiden vaikutusta
- mainonta ja kuluttajan valistus
- tiedonhankinnan keinoja
- tietoliikenne ja joukkotiedotus.

Keskeisen [kunnan X] teollisuudenalan esittelyä. [Kunnan X kesätapahtuman] aiheiden hyödyntäminen.

6. KURSSI: Ihminen, koulutus ja kulttuuri

Näkökulma

Pääosa kurssia käsittelee kulttuuria ja esteettistä elämänaluetta sen eri muotoineen. Elokuva, teatteri, musiikki, taide ja ennen kaikkea kirjallisuus ovat keskeisiä aihepiirejä. Näihin aloihin oppilaat voivat tutustua harrastustensa ja mielenkiintonsa mukaisesti.

Kurssin toisena teemana voidaan käsitellä koulutusta ja koululaitosta erityisesti englantia puhuvissa maissa. Näihin aiheisiin paneudutaan lyhyesti kurssin alussa.

Painotus

Kurssissa painottuvat teksti- ja puhekokonaisuuksien ymmärtäminen. Lisäksi kiinnitetään erityistä huomiota kirjoittamiseen.

Oppisisällöt

Kurssin alussa voidaan käsitellä koulutusjärjestelmien piirteitä sekä Suomessa että anglosaksisissa maissa sekä ihmisen erilaisia mahdollisuuksia hankkia koulutusta. Kurssin perusrungon muodostavat kuitenkin esteettisluonteiset, kulttuuriin liittyvät aihekokonaisuudet.

Aihepiirejä

- koulutusjärjestelmien esittelyä
- koulutusmahdollisuudet
- kirjallisuus (novelli, romaani, näytelmä, Iyriikka)
- elokuva ja teatteri
- musiikki, kuvaamataiteet
- taidemuodot harrastuksena ja ammattina
- anglosaksisen maailman ja oman maan kulttuurihenkilöitä
- perinteet, tapakulttuuri
- pop-kulttuuri
- esteettiset kysymykset yleensä
- [kunnan X] kulttuurielämän esittelyä
- [kunnan X merkkihenkilö].

7. KURSSI Ihminen ja luonto

Näkökulma

Kurssi käsittelee ihmistä luonnon osana, ei niinkään henkilökohtaisten tuntemusten kuin tosiasioiden pohjalta. Kieli on näin ollen etupäässä asiapitoista ja kurssi antaa oppilaille valmiuksia ymmärtää ja käyttää luontoon ja luonnontieteisiin liittyvää kieltä. Vastaanottavan kielitaidon osuus on huomattava, mutta kurssiin sisällytetään myös puhumisvalmiuksia kehittävää ainesta. Kurssin aihepiiri tarjoaa erinomaisen mahdollisuuden kytkeä asiasisällöt muihin oppiaineisiin, lähinnä luonnontieteisiin, historiaan ja psykologiaan.

Painotus

Kurssissa painottuu asiapitoisen tekstin pääkohtien ymmärtäminen sekä puheen ymmärtäminen ja kirjoittaminen.

Oppisisällöt

Kurssissa voidaan lähteä liikkeelle oman paikkakunnan ja maan oloja koskevista tiedoista ja edetä koko maailmaa käsitteleviin yleisiin aiheisiin.

Aihepiirejä

- ihmisen suhde luontoon
- luonnon voimavarat, niiden jakautuminen ja käyttö
- luonnonsuojelu ja luonnon tasapainon säilyttäminen
- ympäristön suunnittelu
- erilaiset elinympäristöt
- ravinto-ongelmat
- väestöongelma
- oman maan luonto
- ihmisen käsitykset luonnosta ja maailmankaikkeudesta
- jokin sovelletun luonnontieteen ala (lääketiede, psykologia, ympäristönsuojelu yms.)
- maantiede, biologia, fysiikka, kemia
- luontoon liittyvät harrastukset.

8. KURSSI Ihminen ja maailman kansat**Näkökulma**

Kurssi kokoa aikaisemmin opittua ja kertaa sanastoa ja rakenteita. Vastaanottavan kielitaidon osuus on huomattava ja tekstin ymmärtämisen rinnalle nousee puhutun kielen ymmärtäminen. Hyvä tekstin ja puheen ymmärtämistaito tukee oppilaan suullista kielitaitoa. Kurssin aikana pyritään vahvistamaan myös oppilaan kykyä kirjalliseen tuottamiseen.

Painotus

Kurssissa painottuu vaikeahkon asiapitoisen tekstin ja puhutun kielen ymmärtäminen sekä kielen kirjallinen tuottaminen.

Oppisisällöt

Kurssin aihepiirejä voidaan lähestyä esittelemällä kehityslinjoja ja laajahkoja asiakokonaisuuksia ja/tai seuraamalla ajankohtaisia tapahtumia. Tekstimateriaalia tulee olla runsaasti, jotta oppilaat voivat valita tekstejä tasonsa ja mielenkiintonsa mukaisesti ja jotta heillä olisi mahdollisuus saada monipuolista sanastoa tutustumalla mahdollisimman moneen aihepiiriin eri näkökulmasta.

Aihepiirejä

- Suomen asema maailmassa
- kansainvälinen politiikka ja talouselämä
- rauhankasvatus ja rauhaa koskevat kysymykset
- taloudellinen uusjako ja kehitysyhteistyö
- kansainvälinen yhteistyö ja kansainväliset järjestöt
- ihmisarvo ja rotuongelma
- humanitaariset järjestöt
- erilaiset yhteiskuntatulkinnat ja aatesuunnat
- kansantalous ja yritystoiminta
- ajankohtaiset kansainväliset tapahtumat
- kansallinen identiteetti.

Yleisluonteisia perustekstejä täydennetään ajankohtaisilla julkaisuilla, esitteillä, tilastoilla, sanoma- ja aikakauslehdillä sekä erilaisilla äänitemateriaaleilla. Myös aihepiiriin soveltuvia kirjallisuusotteita voidaan käyttää.

Aiheita tulee käsitellä monipuolisesti ja mahdollisimman objektiivisesti sekä antaa oppilaille mahdollisuus omien käsitystensä esittämiseen. Aiheita käsiteltäessä tulisi ottaa huomioon myös rauhankasvatus sekä ihmisten ja kansojen välisen yhteistyön ja yhteisymmärryksen edistäminen.

6. Rakenneluettelo**Englannin A- kieli**

Lukion päättövaiheessa oppilaan tulisi saamansa opetuksen perusteella osata käyttää seuraavia rakenteita ja ymmärtää seuraavia rakenteita:

VERBIT**Aikamuodot**

käyttää

- yksinkertainen preesens, imperfekti, perfekti ja pluskvamperfekti

- edellisten kesto- ja muoto-

He was watching TV, when I came in.

It has been raining all day.

What have you been doing?

- futuuri, will-apuverbi ja shall-apuverbi yksikön ja monikon 1. persoonan kysymyslauseissa

- rakenne be going to

	- yleispreesens tulevan ajan ilmaisuna ehtoa ja aikaa ilmaisevissa sivulauseissa - imperatiivi
Apuverbit käyttää	- apuverbit can, could, must, may, mustn't, should ja rakenne have to eri aikamuodoissa - apuverbi should (ought to) kehotuksissa ja kielloissa You shouldn't have done it. - apuverbit can (could) ja must sekä niiden vastineet keskeissä merkityksissä eri aikamuodoissa Have you been able to do it? They will have to go there. He must have been ill. She can't have done it. - apuverbi may (might) ja rakenne be allowed to eri aikamuodoissa Has he been allowed to come? - rakenteet have/get something done ja used to He had his hair cut. He used to sit for hours.
ymmärtää	- apuverbien keskeiset erikoiskäytöt, esim. Who is to do this? He was about to leave. You do look pale. He would sit for hours doing nothing. You might have been a little more careful. If somebody should call... I suggest this should be done.
Ehtovirkkeet käyttää	- I ja II konditionaali - irreaalinen ehtovirke viittaamaan sekä nykyhetkeen ja tulevaisuuteen että menneisyyteen If he knew about it, he would not act like that. If he had come, I would have told him about it.
Passiivi käyttää	- passiivi eri aikamuodoissa sekä ilman agenttia että agentin kera - passiivityyppi objektiivinen - passiivilauseen subjekti They were shown the sights. - passiivi apuverbien can, must, may, should ja ought to kanssa. It should be done. The book must be read. - verbit suppose, say, think, expect passiivissa They are supposed to come by 10 o'clock. He is said to be very rich.
ymmärtää	- sanat we, you, one, they ja people passiivin vastineina - passiivi apuverbien can, must, may, should ja ought to yhteydessä viittaamaan menneisyyteen It should have been done. - verbiin liittyvä prepositiorakenne myöspassiivilauseissa These problems are often talked about.
Infinitiivi käyttää	- infinitiivi to-partikkelin kanssa ja ilman päätapauksissa - tavallisimmat infinitiivirakenteet - infinitiivi lauselyhenteissä Tell me what to do? - mm. seuraavat infinitiivirakenteet: It's good for you to do this. I want him to come. It was kind of you to help me. The bag is too heavy (for me) to carry. - infinitiivin preesens aistihavaintoverbien (hear, see, watch jne.) ja verbien let ja make kanssa aktiivissa ja passiivissa - infinitiivin perfekti aktiivissa He seems to have heard it. - kielteinen infinitiivi keskeisissä tapauksissa. He told me not to do it.
ymmärtää	- infinitiivin perfekti passiivissa The house seems to have been painted.
Gerundi käyttää	- gerundi sitä vaativien tavallisimpien verbien yhteydessä (esim. avoid, enjoy, mind jne.) sekä adjektiivien busy, worth, like yhteydessä Would you mind opening the door? It's no use going there. The place is worth visiting. - gerundi prepositioiden kanssa We thought of visiting my aunt. He is good at dancing.

He succeeded in doing it.

ymmärtää - gerundi seuraavassa rakenteessa
It resulted in his/him failing the test.

SUBSTANTIIVIT

käyttää - epämääräinen ja määräävä artikkeli substantiivin yhteydessä, myös yleisimmissä sanonnoissa
- aine- ja abstraktisanoja sekä erisnimiä ilman artikkelia
- säännöllinen monikko ja tavallisimmat epäsäännölliset monikkomuodot (esim. man, woman, child, wife, half, leaf) ja substantiivit joiden monikkomuoto = yksikkömuoto (esim. sheep, fish, Japanese, means)
- tavallisimmat kollektiivisubstantiivit esim. people, police
- seuraavat substantiivit: advice, baggage, furniture, information, luggage, money, news, knowledge, business
- substantiivin monikko, joka ilmaisee usealle eri henkilölle erikseen kuuluvaa käsitettä
They shook their heads.
- sanat joiden yhteydessä artikkeli on poikkeuksellisella paikalla (all, both, half, such, quite ja huudahduksissa what)
- s- ja of-genetiivi
- s-genetiivi paikkaa ilmaisevissa ja keskeisimmissä aikaa ilmaisevissa sanonnoissa
He is at the dentist's.
Have you read today's paper?
- of-genetiivi määrää ilmaisemassa sekä paikannimien yhteydessä
a cup of tea
the city of London

ymmärtää - muut monikoltaan epäsäännölliset substantiivit
- as, so, how, too + adj. + a/an
- kaksoisgenetiivi a friend of my sister's

ADJEKTIIVIT

käyttää - adjektiivien perus- ja vertailumuodot, keskeiset epäsäännölliset vertailumuodot
- eräät vain predikatiivina käytetyt adjektiivit, esim. afraid, alike, alive, alone, ashamed, asleep, awake, glad, ill, well
- tavalliset adjektiivien vahvistussanat esim. as . . . as, too, far, by far, . . . of all, very + superlatiivi, a little, a bit
- rakenteet
better and better = yhä parempi
more and more beautiful = yhä kauniimpi
- tavallisimmat kansallisuussanat ja kielten nimet
- adjektiivin käyttö substantiivina esim. the blind, the impossible
ymmärtää - absoluuttinen superlatiivi
The scenery is most beautiful.
I read a most interesting story.
- superlatiivi predikatiivina ilman artikkelia verrattaessa samaa käsitettä eri aikoina tai eri paikoissa
London is most beautiful (at its most beautiful) in the spring.
- the . . . the ilmaisemassa "mitä . . . sitä"

ADVERBIT

käyttää - säännölliset ja tavallisimmat epäsäännölliset adverbit ja niiden vertailumuodot
- adverbit adjektiivin tai adverbin määritteenä
unusually patient, extremely well
- adverbien vahvistussanat esim. very, rather, too, even, much, a lot, still, far, of all

LUKUSANAT

käyttää - perus- ja järjestyslukujen lisäksi tavallisimmat murtoluvut
- rakenteet
dozens of, hundreds of, thousands of, millions of

PRONOMINIT

käyttää - persoonapronominien subjekti- ja objektimuodot
- persoonapronominin objektimuoto paikkaa ilmaisevien prepositioiden jäljessä
Shut the door behind you.
- adjektiiviset ja itsenäiset possessiivipronominit
- itsenäiset possessiivipronominit myös rakenteessa
a friend of mine, that friend of yours
- own -sana rakenteissa
my own book, a book of my own
- refleksiivipronominit
- refleksiivipronominit myös seuraavissa tapauksissa:
Enjoy yourselves.
I did it by myself.
- resiprookkipronominit each other, one another
- demonstratiivipronominit
- rakenteet this one, that one sekä eräitä keskeisiä this/that -sanontoja esim. this year, that's right, in those days, that's why, like this/that
- seuraavat determinatiivipronominit

ymmärtää	a/the person who, the people who, those who - seuraavat determinatiivipronominit the one, the ones/those, the one who
käyttää	- määräävä artikkeli merkityksessä se, ne This is the book I mean.
ymmärtää	- substantiivia korvaava that-pronomini of-genetiivin ja relatiivilauseen edessä The climate of Finland is colder than that of Egypt. The chairs here are more comfortable than those upstairs.
käyttää	- interrogatiivipronominit ja kysymyssanat - pronominit what ja which myös seuraavanlaisissa tapauksissa: What size? Which house is yours? Which of them? What about. . ? - tavalliset indefiniittipronominit - indefiniittipronominit much, many ja muut keskeiset paljoutta ilmaisevat sanonnat esim. little - a little/few - a few for the last few days some ja any itsenäisinä none other (keskeiset tapaukset) more ja most tavallisimmissa tapauksissa most of you indefiniittipronominit of-sanan yhteydessä who else jne. (tavallisimmat tapaukset) any-alkuiset indefiniittipronominit myönteisissä väitelauseissa, esim. Anyone can do it. - tässä luettelossa mainitsematta jätetyt indefiniittipronominit lauseyhteyksissä - relatiivipronominit who ja which ymmärtää käyttää ymmärtää käyttää
	- seuraavat tapaukset: of which/whom, little/much that - that-pronomini, erityisesti sitä vaativissa tapauksissa Can you remember all that happened ? - relatiivipronominit keskeisimmissä tapauksissa rajoittavissa ja selittävissä relatiivilauseissa The Thames, which flows through London... The river which flows through London is the Thames. - which-pronomini viittaamassa kokonaiseen lauseeseen He told me he had been to see his mother, which wasn't true. - seuraavat ilmaisut: whoever, whatever, whichever, such as - prepositiot relatiivilauseiden yhteydessä The book I told you about . . . - rakenne the same as - tukisana one adjektiivin yhteydessä

KONJUNKTIOT JA LAUSEOPPI

Väitelauseet ja perussanajärjestys

käyttää	- väite-, kielto- ja kysymyslauseiden muodostaminen ja sanajärjestyksen pääkohdat - objekti ja objektiivi keskinäisesti oikeassa suhteessa She gave the man two dollars. She gave two dollars to the man.
ymmärtää	- käänteisen sanajärjestyksen käyttö, kun lauseen alussa on kielteinen tai rajoittava ilmaus Seldom have they been there. Not a word did he say.
käyttää	- liitekysymykset They won't come, will they? She speaks French, doesn't she? Let's go, shall we? - keskeiset adverbit lauseopillisesti oikeissa paikoissa I saw him at the station last night. They seldom visit us. I would never have believed it. He will probably come tomorrow. He sang beautifully at the concert last night.

Yhdysvirkkeet

PÄÄLAUSEET

käyttää	- yhdysvirkkeet, joita yhdistävät konjunktiot and, or, but, so sekä seuraavat rinnastuskonjunktiot tai liitesanat as well as, and so He speaks English and so does his brother. nor, neither He didn't write. Nor did I. however, yet, still, for
---------	--

- neither - nor

SIVULAUSEET

- alisteiset lauseet, jotka on muodostettu tavallisimpien konjunktioiden avulla (because, when, if, that, before, after, although, as)
- oheiset päätyypit ja yhdysvirkkeet, joita yhdistävät seuraavat alisteikonjunktiot tai liitesanat: aikaa ilmaisevat sivulauseet
- while, after, until (till), not - until
- since, as soon as
- ymmärtää - no sooner - than, scarcely- when, once, now (that)
- lyhenteet
- Having written it, he phoned me.
- Before going there, think about this!
- After writing it he went home.
- käyttää ehtoa ilmaisevat sivulauseet
- reaaliset ehtovirkkeet (futuuri ja if-lause) ja irreaaliset ehtovirkkeet (I konditionaali ja if-lause)
- ymmärtää - unless, supposing, assuming, in case provided (that)
- ehtolauseetta korvaava inversio
- Had he been there, I would have told him.
- käyttää syytä ilmaisevat sivulauseet
- ymmärtää - since
- tavallisimmat syytä ilmaisevat lyhenteet
- Seeing that it was raining, he put on his raincoat.
- The last train having gone, he had to walk.
- käyttää muita seikkoja (esim. myönnytystä, vertailua, tarkoitusta) ilmaisevat sivulauseet
- though, so that, like (US), even though, even if, as if, in order that
- ymmärtää - whatever, however jne. no matter how, as though, while, whereas
- käyttää relatiivilauseet
- ymmärtää - relatiivilauseet ilman relatiivipronominia
- tavallisimmat relatiivilauseilyhenteet
- The man living across the street in Mr. Hill.
- They saw a film directed by Frank Capra.
- This is the best thing to do.
- The girl with brown eyes is charming.
- käyttää - relatiivilauseet, jotka alkavat relatiivipronomineilla
- that, what, which ja who
- epäsuorat kysymyslauseet
- eri aikamuodoissa epäsuorat kysymyslauseet, jotka alkavat kysymyssanoilla tai sanoilla if, whether
- He asked me if John was around.
- He wondered whether they had come.
- ymmärtää - epäsuorat kysymyslauseet, jotka toimivat rakenteella whether - or
- I can't say whether he knows it or not.
- Whether he knows it or not makes no difference.
- Suora ja epäsuora esitys**
- käyttää - epäsuora esitys
- She said she wrote home.
- He said he had learnt. . .
- She said she would go. . .
- Tell me what he knows.
- Lauseen hajotus**
- ymmärtää - korotukseen pyrkivän lauseen hajotuksen käyttö
- It is here that it happened.
- It's work that we want, not charity.
- It was those boys who did it first.
- Muodollinen subjekti**
- käyttää - it ja there sanat aikaa, säätillaa ja välimatkaa ilmaisevien sanontojen kanssa muodollisena subjektina
- It's two hours till noon.
- It's six miles to Brighton.
- There is a thick fog.
- rakenne there is/are
- it-sana muodollisena subjektina esim. seuraavissa rakenteissa:
- It's useful for you to know this.
- It took us four hours to get there.
- Prepositiot**
- tavalliset aikaa, paikkaa, suuntaa, keinoa ja tapaa ilmaisevat prepositiot
- opittuihin verbeihin ja adjektiiveihin kiinteästi liittyvät prepositiot (lähinnä sanastollisina asioina)
- myös muita sanastollisina asioina opittuja prepositiotoita.

Appendix 2

THE SCHOOL-BASED ENGLISH A1-LANGUAGE CURRICULUM OF 1994

ENGLANTI A1-KIELI PERUSKOULUN ALA-ASTEELTA ALKANEEN VIERAAN KIELEN KURSSIT

YHTEISET KURSSIT

1. kurssi (ENA01) Nuori ja hänen maailmansa
Kurssi on luonteeltaan niveltävä. Tarkoituksena on vankentaa sanaston ja rakenteiden hallintaa. Oppilaat perehdytetään lukion työtapoihin, kielenopiskelutaitoihin ja erilaisten apuneuvojen käyttöön. Kielen suullinen harjoittelu on keskeistä. Kieliopissa kerrataan aikamuodot, sanajärjestys ja liitekysymykset.
2. kurssi (ENA02) Ihmisten kohtaaminen
Kurssilla jatketaan puheviestinnän harjoittamista. Siirrytään myös kirjallisen viestinnän harjoittamiseen. Kurssi tutustuttaa amerikkalaiseen elämäntapaan. Kieliopissa käsitellään substantiivit, adjektiivit, järjestysluvut ja epäsuora esitys.
3. kurssi (ENA03) Opiskelu ja työ
Kurssilla siirrytään vaativampaan suulliseen ja kirjalliseen viestintään. Kurssin aihepiirit liittyvät erilaisten työpaikkojen esittelyyn ja työpaikan hakemiseen. Kieliopissa keskeisinä kohtina ovat passiivi, pronominit ja muodollinen subjekti. Idiomien harjoittelua.
4. kurssi (ENA04) Ympäröivä yhteiskunta
Kurssi perehdyttää oppilasta aktiiviseksi yhteiskunnan jäseneksi. Kurssilla jatketaan vaativamman kirjallisen ja suullisen viestinnän harjoittelua. Kielioppi keskittyy vaillinaisiin apuverbeihin, relatiivilauseisiin ja artikkelin käyttöön.
5. kurssi (ENA05) Tiede, talous ja tekniikka
Kurssilla käsitellään yllä mainittuihin aihepiireihin liittyviä vaativampia tekstejä. Kieliopin keskeisinä asioina ovat infinitiivi ja ing- muoto.
6. kurssi (ENA06) Kulttuuri
Keskitytään omaehtoiseen suulliseen ja kirjalliseen työskentelyyn. Luetaan englanninkielinen kirja. Kieliopin painopisteenä on lauseoppi ja kirjoittamisen tyyliseikat.

SYVENTÄVÄT KURSSIT

7. kurssi (ENA07) Muuttuva maailma
Kurssin aihepiireinä ovat ympäristö ja kestävä kehitys. Kurssilla kerrataan kieliopin pääkohdat. Harjoitellaan kuullun ja luetun ymmärtämistä sekä rakenteita. Kirjoitelmia kotona ja koulussa.
8. kurssi (ENA08) Laajeneva maailmankuva
Kurssilla paneudutaan kansainväliseen yhteistyöhön sekä tarkastellaan ajankohtaisia asioita eurooppalaisesta ja globaalista näkökulmista. Keskitytään erilaisten tekstien monipuoliseen käsittelyyn ja tuottamiseen. Lisäksi tehdään kuullunymmärtämis- ja rakenneharjoituksia.
9. kurssi (ENA09) Koulukohtainen soveltava kurssi
Kurssi on tukikurssi, jolla kerrataan 1. ja 2. kurssien keskeinen aines.

Appendix 3

THE SCHOOL-BASED ENGLISH A1-LANGUAGE CURRICULUM OF 1998

ENGLANTI A1-KIELI
PERUSKOULUN ALA-ASTEELTA ALKANEEN VIERAAN KIELEN KURSSIT

YHTEISET KURSSIT

1. kurssi (ENA01) Nuori ja hänen maailmansa

Kurssi on luonteeltaan niveltävä. Tarkoituksena on vankentaa sanaston ja rakenteiden hallintaa. Oppilaat perehdytetään lukion työtapoihin, kielenopiskelutaitoihin ja erilaisten apuneuvojen käyttöön. Kielen suullinen harjoittelu on keskeistä. Kieliopissa kerrataan aikamuodot, sanajärjestys ja liitekysymykset.

2. kurssi (ENA02) Ihmisten kohtaaminen

Kurssilla jatketaan puheviestinnän harjoittamista. Siirrytään myös kirjallisen viestinnän harjoittamiseen. Kurssi tutustuttaa amerikkalaiseen elämäntapaan. Kieliopissa käsitellään substantiivit, adjektiivit, järjestysluvut ja epäsuora esitys.

3. kurssi (ENA03) Opiskelu ja työ

Kurssilla siirrytään vaativampaan suulliseen ja kirjalliseen viestintään. Kurssin aihepiirit liittyvät erilaisten työpaikkojen esittelyyn ja työpaikan hakemiseen. Kieliopissa keskeisinä kohtina ovat passiivi, pronominit ja muodollinen subjekti. Idiomien harjoittelua.

4. kurssi (ENA04) Ympäröivä yhteiskunta

Kurssi perehdyttää oppilasta aktiiviseksi yhteiskunnan jäseneksi. Kurssilla jatketaan vaativamman kirjallisen ja suullisen viestinnän harjoittelua. Kielioppi keskittyy vaillinaisiin apuverbeihin, relatiivilauseisiin ja artikkelin käyttöön.

5. kurssi (ENA05) Tiede, talous ja tekniikka

Kurssilla käsitellään yllä mainittuihin aihepiireihin liittyviä vaativampia tekstejä. Kieliopin keskeisinä asioina ovat infinitiivi ja ing- muoto.

6. kurssi (ENA06) Kulttuuri

Keskitytään omaehtoiseen suulliseen ja kirjalliseen työskentelyyn. Portfoliokurssi. Luetaan englanninkielinen kirja. Kieliopin painopisteenä on lauseoppi ja kirjoittamisen tyyliseikat.

SYVENTÄVÄT KURSSIT

7. kurssi (ENA07) Muuttuva maailma

Kurssin aihepiireinä ovat ympäristö ja kestävä kehitys. Kurssilla kerrataan kieliopin pääkohdat. Harjoitellaan kuullun ja luetun ymmärtämistä sekä rakenteita. Kirjoitelmia kotona ja koulussa.

8. kurssi (ENA08) Laajeneva maailmankuva

Kurssilla paneudutaan kansainväliseen yhteistyöhön sekä tarkastellaan ajankohtaisia asioita eurooppalaisesta ja globaalista näkökulmista. Keskitytään erilaisten tekstien monipuoliseen käsittelyyn ja tuottamiseen. Lisäksi tehdään kuullunymmärtämis- ja rakenneharjoituksia.

9. kurssi (ENA09) Koulukohtainen soveltava kurssi

Kurssi on tukikurssi, jolla kerrataan 1. ja 2. kurssien keskeinen aines.

10. kurssi (ENA10) Koulukohtainen soveltava kurssi

Ylioppilastutkintoon valmistautuvien kertauskurssi

11. kurssi (ENA11) Koulukohtainen soveltava kurssi

Englannin keskustelukurssi

12. kurssi (ENA12)

Natiiviopettajan pitämä keskustelukurssi

Appendix 4

THE INTERVIEW QUESTIONS IN FINNISH

1. Taustakysymyksiä:

1. Kauanko olette toimineet englannin kielen opettajana/rehtorina/apulaisrehtorina?
2. Oliko koulullanne mahdollisuus vaikuttaa v. 1987 kuntakohtaisen opetussuunnitelman englannin kielen osuuden laadintaan? Miten?
3. Olitteko itse mukana kuntakohtaisen opetussuunnitelman laadinnassa?
4. Miten olette kokeneet muutoksen kuntakohtaisesta opetussuunnitelmasta koulukohtaiseen?
5. Minkä arvelette olevan tämän muutoksen taustalla?
6. Oletteko itse ollut aktiivisesti mukana koulukohtaisessa opetussuunnitelmatyössä?
7. Ovatko kaikki koulunne englannin kielen opettajat osallistuneet koulukohtaisen englannin kielen opetussuunnitelman laadintaan?
8. Oletteko saanut mielestänne riittävästi tukea/ohjausta/täydennyskoulutusta opetussuunnitelmatyöhön?
9. Kuinka usein koulunne päivittää englannin kielen opetussuunnitelmaa?
10. Mikä teidän mielestänne on englannin kielen opetussuunnitelman tehtävä lukiossa?

2. Miten seuraavat henkilöt/tahot ovat osallistuneet koulukohtaisen englannin kielen opetussuunnitelman laadintaan?

1. Rehtori
2. Apulaisrehtori
3. Englannin opettajat
4. Muu henkilökunta
5. Oppilaat
6. Vanhemmat
7. Koulun johtokunta
8. Kunta
9. Muut oppilaitokset, mitkä?
10. Muut henkilöt/tahot, mitkä?

3. Kyselylomake: Millä tavoin katsotte eri seikkojen vaikuttaneen englannin kielen opetussuunnitelmaan?

Arvioi skaalalla 1 - 5, kuinka paljon seuraavat seikat ovat vaikuttaneet koulukohtaisen englannin kielen opetussuunnitelman laadintaan?

- 1 = ei lainkaan
 2 = vähän
 3 = jonkin verran
 4 = melko paljon
 5 = erittäin paljon

1. Lukiolaki
2. Lukion opetussuunnitelman perusteet 1994
3. Kuntakohtainen englannin kielen opetussuunnitelma 1987
4. Erilaiset kielenopetuksen kehittämishankkeet ja -projektit
5. Ylioppilaskirjoitukset
6. Oppikirjat/muu oppimateriaali

7. Opettajien oma kokemus/omat ideat _____
8. Työsuunnitelmat _____
9. Käsitys kielestä ja kielen oppimisesta/metodologia _____
10. Oppilaan tarpeet _____
11. Muut mahdolliset seikat, mitkä? _____
- _____
- _____

4. Mitkä tekijät voisivat selittää seuraavat muutokset englannin kielen opetussuunnitelmassa?

1. Minkä arvelette vaikuttaneen siihen, että englannin kielen opetussuunnitelma on kutistunut huomattavasti?
2. Mikä on näkemyksenne siitä, että koulunne englannin kielen opetussuunnitelmassa ei ole yleistä osiota, joka määrittäisi esim. ainekohtaiset tavoitteet?
3. Koulunne englannin kielen opetussuunnitelmassa eri kurssien aihepiirit on kuvailtu otsikkojen muodossa. Mikä mahtaa olla tämän ratkaisun taustalla?
4. Miksi arvelette paikallisen aihepiirin jääneen pois koulukohtaisesta englannin kielen opetussuunnitelmasta?
5. Millä tavoin on syntynyt kurssin 2 aihepiiri ”amerikkalaiseen elämäntapaan tutustuttaminen”?
6. Miten syventävien ja soveltavien kurssien aihepiirit syntyvät?
7. Mikä näkemyksenne mukaan on vaikuttanut siihen, että koulukohtaiseen englannin kielen opetussuunnitelmaan ei juurikaan ole tarkennettu kurssikohtaisia tavoitteita?
8. Kurssin 4 kohdalla on tavoitteeksi asetettu ”oppilaan perehdyttäminen aktiiviseksi yhteiskunnan jäseneksi”. Mistä tämä on johdettu?
9. Minkä vuoksi arvelette koulussanne katsotun tärkeäksi mainita opeteltava kielioppiaines kunkin kurssin yhteydessä?
10. Miten kussakin kurssissa käsiteltävä kielioppiaines on valittu?
11. Oppimistehtävät: onko kirjattu jonkin muualle kuin englannin kielen opetussuunnitelmaan?
12. Kurssista 6 on tehty portfoliokurssi: mikä on tässä taustalla?
13. Kurssi 3 on muutettu suulliseksi; mikä lienee syynä ettei sitä kuitenkaan ole kirjattu opetussuunnitelmaan?
14. Koulunne englannin kielen opetussuunnitelmassa ei mainita eri oppiaineiden välistä integrointia; tapahtuuko sitä käytännössä?
15. Miten koulunne oma arvomaailma vaikuttaa englannin kielen opetussuunnitelmaan?
16. Onko koulunne englannin kielen opettajilla yhteinen käsitys kielen opetuksesta ja oppimisesta, vai onko kullakin opettajalla oma käsitys? (Mikä Teidän käsityksenne on?)
17. Tehdäänkö opettajien ja sidosryhmien parissa säännöllistä kartoitusta siitä, miten englannin kielen opetussuunnitelmaa pitäisi kehittää?
18. Mistä mahtaa johtua se, että vuosien 1994 ja 1998 välillä ei ole tehty paljonkaan muutoksia englannin kielen opetussuunnitelmaan?

Appendix 5

THE INTERVIEW WITH TEACHER A, TRANSCRIPT OF SECTION 4

- U joo. sitte meillä on liuta kysymyksiä tästä nykyisestä opetussuunnitelmasta oot varmaan kuitenkin sen siis joskus nähnyt,
- A no olen lukenut,
- U /ja tota ihan, ihan tota niin, täämösiä omia arvioita jos tuota annat näistä, elikkä
- A /sentään
- U ensinnäki tää englannin kielen opetussuunnitelma on kutistunu huomattavan paljon se vanha kuntakohtakohtanen oli,
- A joo
- U yli kaksikymmentä sivunen nyt on kaksykymmentä sivua että minkä arvelet vaikuttaneen tähän seikkaan
- A /mm
- U joo. no oisko siinä nyt sitten se että et. voi tietysti olla että alunperin ehkä se, se kuntakohtanen sitte koettiin niinku vähä, no orjuuttavanaki ehkä en tiiä kun en oo sitä, sitä aikaa sillä tavalla eläny mutta tuota jos sitte ajateltiin että nyt ku on on vapaat kädet niin tuota, niin ei tarvi niin sitten tosiaan ihan pilkuntarkasti kaikkee mahdollista siihen siihen laittaa että, että annetaan vapautta niinku siinäkin mielessä että, että, saa tosiaan sitte, valita mitä, mitä tehään miten tehään enemmän ja ja näin en en tiiä sitte,
- U joo
- A muuta syytä
- U tästä koulun englannin kielen opetussuunnitelmasta on myös tämä yleinen osio jätetty pois joka määritteli siinä vanhassa muun muassa ainekohtaiset tavoitteet että minkä arvelisit että siihen, siihen on johtanu. vai oisko samasta syystä kun
- A varmaan sitte joo joo et en mä kyllä siihenkää osaa sen tarkemmin, tarkemmin sanoo
- U joo sitte tässä opetussuunnitelmassa nää eri kurssien aihepiirit on kuvailtu yleensä vaan otsikon muodossa että, mikä mikäköhän on vaikuttanu tähän ratkaisuun
- A jaa. tuota tuota. niin no oisko sitten taas se että et nythän nehän on valtavan laajoja siis sillä tavalla ne aihepiirit että joku täämönen, yhteiskunta tai tai joku näin niin ja se on niin laaja et ehkä sillä sitte halutaan niinku, justiin taas sitä samaa että ei rajata liikaa että et sielä voi sitte, käsitellä erilaisia, erilaisia asioita tietysti ehkä jos ajattelee nyt sitä että meilläki oppilaat vaihtaa opettajalta toiselle ja ja noin että, oisko siitä toisaalta sitte jossaki tapauksessa iha hyötyäki että ois vähän tarkemminki rajattu sitte mut ei nyt iha aihepiiri sitten kaukei se vois olla tommonen laaja justiin, sitä nyt voi sillä tavalla ehkä ajatella että ne menis kauheesti päällekkäin tai muuta en tiiä varmaan tää että, ihan, niin, kyllä mun on vaikee tohonki s-
- U /mm
- U joo sitte tämä paikallinen aihepiiri on jääny pois kokonaan nyt tästä koulukohtaisesta englannin kielen opetussuunnitelmasta, mikä luulisit että siihen on vaikuttanu
- A eli nimeomaan niinku [kunta X] esimerkiks keskisuomi siis täämönen joo
- U /niin
- A tuota tuota. no se jollaki tavalla ehkä tulee vähän sielä, no nyt nimeomaan kolmoskurssissa on suomi, aihetta niin ehkä se on sitte ajateltu että se jotenki siihen sitte kuitenkin tulee otettua en tiiä ehkä oisko sitte se että ajatellaan että peruskoulussa on sitten sitä jo käyty, niin paljon ja, ja niin, joo en taas tiiä kyllähän seki tietysti olis ihan, iha hyvä, en tiiä nyt on semmonen no se nyt ei englantiin (rykäisy) liity suoranaisesti mutta on puhuttu semmosesta joka joissaki kouluissa on tuota, semmonen niinkun opaskurssi järjestetään oppilaille että kun tulee vieraita kouluun esimerkiks taikka [kunta X:än] yleensä niin niin koulutetaan oppilaita niinku eri kielillä nimeomaan toimimaan oppaina sitte koulussa ja [kunta X:ssä] ja muuta ja ja näin nii siit on ollu puhetta ja mun mielestä se olis kyllä aika tietenki se on sitte ihan täämönen valinnainen niille jotka jotka on kiinnostuneita semmosesta ni se olis aika jännä koska siinä tulis just tätä omaa omaa kotiseutua omaa koulua ja muuta ja et mutta se nyt ei englannin kurssina olis vaan vaa semmosena yleisenä mutta tuota, mut kuitenkin että eri kielillä se ois semmonen niinku jotenki aika, aika kiva vaihtoehto en tiiä niin onko sitte ajateltu et tosiaan peruskoulussa on sitä ollu paljon ja että oppilaat kyllästyy jos taas pitää, jotaki omaa kotikaupunkia esitellä enen tiiä mm
- U sitten, täämönen kysymys että millä tavoin on syntyny kurssin kaks aihepiiri amerikkalaiseen elämäntapaan tutustuttaminen tämä kiinnostaa meitä sen takia kun, noissa perusteissa ei ollu mainittu kun nää muuten noudattelee aika paljon nämä aihepiirit perusteiden aihepiirejä mut tämä oli niinku että koulu itse laittanu sinne omaan opetussuunnitelmaansa
- A mm
- U tiedätkö tän tämän taustasta

- A tuota tuota jaa no nykyään ainaki se oppikirja joka on käytössä niin se nimeomaan keskittyy enemmän siis justiin kakkoskurssi tämmöseen amerikkalaisuuteen ei kylläkään pelkästään siihen että ei se mut et se on niinku yks semmonen mutta toisaalta se oppikirja joka silloin oli käytössä niin niinku onko toi nyt sitte siinä alkuperäisessä nimeomaan ollu vai onko se tullu nyt tän uuen oppikirjan myötä niin sitäkö mä en tiä
- M tää on ollu jo siinä alkuperäisessä # tätä ei oo muutettu nyt
- A /iha alkuperäisessä, nii,
- justiin oiskohan se ollu siinäkin sitte nimeomaan se oppikirja niinku lähinnä en tiä mutta nyt ainakin se niinku tosiaan sopii se oppikirjan kanssa siis ihan hyvin kyllä, kyllä justiin koska siinä painotetaan
- U jaa
- A painotetaan tätä, kakkoskurssissa
- U /tiedätkö miten, tiedätkö miten nämä syventävien ja soveltavien kurssien aihepiirit, syntyy
- A no edelleenki varmaan sen oppikirjan mukaan enemmänki että et nimeomaan ainaki ne ne seiska ja kasikurssi niin niissä, varmaan tosiaan on, on niinku noudateltu sitä sitte. aikalailla suoraan
- U /joo, no mikä arvelet että on vaikuttanu siihen että koulukohtaiseen englannin kielen opetussuunnitelmaan ei oo juurikaan noita kurssikohtaisia tavoitteita, laitettu
- A jaa
- M tuleeko ne kenties esille jossain muualla sitte
- A tuota tuota. nyt mä en muista ihan tarkkaan nyt on olemassa se semmonen semmonen opinto-opas, joka on jaetaan oppilaille ja, ja tota nyt täytyy taas tunnustaa että en kyllä muista ihan tarkkaan mul olis semmonen käsitys et siellä jotenki olis ehkä enemmän näitä näitä tavoitteita no ideana tietysti on se että kurssin alussa kuitenkin joka tapauksessa käyään läpi oppilaitten kanssa tavoitteita että et kyllähän se niinku, kyllä se varmaan sitten kuitenkin ainaki siinä käytännössä tulee, esille mutta se minkä takia ne ei oo siellä, jaa enpä taas (naurahuus) taas tiiä vois kyllä kuvitella et olis tietysti hyvä olla mut et onko ne sitte nii selkeesti taas määriteltävissä välttämättä että, niin ja taas sitte se että kuka sen päättää koska nythän niinku, tavallaan sitte justiin tuohan nyt antaa sitte mahdollisuuden sitäki aika lailla niinku vaihella että et opettaja ja oppilaat siinä kurssin alussa keskenään sitte niistä niistä sopii että, tai tavallaan
- U /aivan
- A tai no sopii ja sopii opettaja ehkä sanelee monesti mutta mut siis, kuitenkin mm periaatteessa mm
- U sitte kurssin neljä kohdalla on on kuitenkin tämmönen tavote mainittu ja siinä lukee että oppilaan perehdyttäminen aktiiviseksi yhteiskunnan jäseneksi että, mistä arvelisit että on niinku tämä nimenomainen tavote sitte kirjattu,
- A mm
- U sinne
- A no varmaan sitten taas tämän oppikirjan näitten näitten, niinku, teemojen mukaan et siinä on tämmöstä poliittista ja tämmöstä tosiaan yhteiskunnallisia perheasioita ja ja kaikenlaisia tämmösiä sosiaalisia asioita just siinä neloskurssissa niin tuota ehkä sitte on jotenki ajateltu et se on tommonen luonteva siihen, siihen niinku, siihen yhteyteen mutta
- U joo
- A mm
- U no sitte mitä sieltä opetussuunnitelmasta löytyy on muun muassa tämä opeteltava kielioppiaines joka on eritelty ku- kunkin kurssin kohdalle, että, mistä luulet että se on niinku katsottu tärkeäksi mainita, siellä opetussuunnitelmassa
- A no olisko siinä sitte justiin tästä, kyse en en taas kyllä tiiä tää on pelkkä arvaus mutta tota (rykäisy) mutta enemmänki siitä että että nyt ku tosiaan oppilaatha vaihtaa aina opettajalta toiselle ja tuota nykyäänhä ei voi niin sitten tehdä että ajattelee että että jotenki tilanteen mukaa aina kattoo että mikä nyt sopis mihinki hyvin ja nii edelleen vaan että et ehkä kielioppi on sitte justiin semmone, osa-alue jossa ajatellaan että että on ois mitä käyä tietyllä lailla läpi ne tietyt asiat mut toisaalta sitte on on huono jos sitte jankataan samoja asioita taas sitte useemmalla kurssilla että et ehkä se on niinku enemmän semmonen, jossa on sitte helppo jakaa justiin tietetyille kurseille tietyt asiat että, et muilla osa-alueilla nii mä tiä onko se sitte edes nii tärkeitä ruveta sitte jakamaa, jakamaa et tietenki kyllähän tavallaan sanastoki ehkä jos ajatellaan nii jakautuis niitten aihepiirien kautta mutta, jonkun verran, mutta tota ja taaskin tietysti oppikirjahan siinä on sitte käytännössä niinku kuitenkin aika lailla se joka määrää mutta että noin muutenki että, et aikasemminha ihan hyvin tietysti ku oli sama opettaja niin voi tehdä että niitä kielioppiasioitahan sitte voi jakaa mihin nyt aina milloinkin sattu ja niin edelleen nythän se ei oikeen kyllä, oo hyvä oppilaan kannalta että, onha siinä semmosta selkeyttä sitte, toisaalta en

- mä usko että sitä nyt erityisesti on haluttu painottaa että se ois siitä syystä siellä en mä kuitenkin sitä oikeen, oikeen ajattelis
- U joo että ihan tämmönen käytännön, syy taustalla
- A /nii enemmän joo luulisin kyllä
- U tiedätkö miten se on valittu sitten aina kuhunkin kurssiin se kielioppiaines
- A no taaskin sen oppikirjan mukaan kyllä aika lailla että et niinhän se käytännössä kyllä, kyllä menee koska meillä on nyt käytössä semmonen oppikirja jossa on siis aina ihan sen tietyn kurssin kirjaan aina tietty tietyt kielioppiasiat ja näin mut et tietenki on olemassa sitte kirjasarjoja joissa (rykäisy) joissa tota niin on vaan yks kielioppikirja ja sillonhan tietenki joo se onki aika jännä sillonhan on kans kuitenkin jollaki tavalla jaettava niitä sitte että, mut et meillä meillä ei oo nii että, et kyllä se nii no joo oppikirja taasen on niinku tossa
- U no se on kyllä yks iso, iso vaikuttava seikkakoulussa se on ihan selvä
- A /aika /määrävänä, mm
- U sitten tota oppimistehtäviä ei erikseen täällä opetussuunnitelmassa oo mainittu onkohan niitä kirjattu sitte johonki muualle, vai, onko tässä taas oppikirja taustalla
- A eli esimerkiks niinku
- U no yks yksi esimerkki sielä opetussuunnitelmassa oli että oli mainittu et luetaan englanninkielinen kirja, jossain tietyssä kurssissa mutta tällasia ei oo yleensä sielä mitään eritelty
- A niin no se (rykäisy) se on sillä tavalla niinku joo justiin tosiaan poikkeeva niinku siitä, siitä muusta että tuota, niin no joo taaskin tietysti se oppikirjaha on se mitä nyt niinku lähinnä käytetään mutta tottakai käytetään kyllä muutakin materiaalia että, mm mut tässäkin on taas sitte se että jokaisella on niinku ne, tavallaan ne omat omat et, en mä osaa sanoa onko se nyt loppujen lopuksi hyvä asia vai huono asia mutta kuitenkin totuus on se että meillä on hirveen vähän yhteistyötä siis sillä tavalla aina niinku joittenki esimeks mullaki on niinku joittenki kanssa näin, näin mutta se että et olis ihan kaikki koolla, ja semmosena ryhmänä jota- jotakin niin kyllä tosi harvinaista ja hirveen vähän mitään semmosia sillä tavalla, ehkä siinä halu-
- M /eikö siihen oteta aikaa
- sitten tämmöseen niinkun ryhmänä kokoontumiseen ja #
- A /joo no niin no okei se on joo kans yks varmaan jokaisella on kauhee kiire koko ajan niinku sinällään mut toisaalta se voi olla tietysti, vähän tekosyyki aina m- toisaalta en tiiä, ehkä aika paljon sitä että, että tuota, no mä nyt uskosin kylläkin että et nimeomaan nuoremmalla polvella tässä niin niin olis enemmänki jo halua tehdä yhteistyötä mutta että sitte nää vanhemmat kolleegat niin on niin tottunu siis siihen se tapa tehdä sitä työtä oli se ja no on edelleenki se että että tehään se tää- jokainen niinku kyntää sitä omaa omaa siinä ja ja tehään yksin ja halutaan tehdä yksin ja toisaalta täähän nyt mahdollistaa siis just sen että nyt voi sitten koska on näin väljä opetussuunnitelma ja ja näin niin, sitte voi tehdä niitä omia ratkasuja ja, eikä sillä tavalla oikeestaan kukaan pääse sanomaan että ku täällä nyt lukee näin ja näin niin miks ei tehdä näin ja näin taikka taikka miks tehää näin ja näin ja, ehkä se on aika semmonen tärkeä syy siinä ollu että on haluttu just, just sitte semmosta, omaa, että tuota, mutta mä uskosin et se on tosiaan muuttumassa että yleensä niinku nuoremmat kyllä haluaa nimeomaan tehdä yhteistyötä ja jotenki siihen tietysti on niin kasvanu toisella tavalla et
- U mm
- A ehkä se on muuttumassa. mm varmaan muuten voi näkyä sit siellä opetussuunnitelmassakin myöhemmin että, että se rupee muotoutumaan vähän toisenlaiseksi
- U mm paljon mahdollista joo, joo, yks muutos mikä on tehty yhdeksänkytneljä ja yhdeksänkytkahdeksan välillä oli tämmönen lisäys että kurssista kuutonen on tehty portfoliokurssi
- A joo tuota niin mä en tiä senkää senkää historiaa sen tarkemmin että tota täällähän oli, oli tää kok- kokeilu siis se nyt just tää [henkilö Y:n] ne, portfoliojutut sillon niin tota se kokeiluhan oli nimeomaan kuutoskurssista sillon ja ja siitä oli jotain koulutuksia ja muita ja, ja varmaan sillon ajattelivat se oli jo sillon käytössä ja kirjattu ku mä tulin niin ne ajattelivat et täähän on hyvä idea ja tuota en mä tiiä sen tarkemmin mutta se oli ihan päätetty ja, ja tota niin, niin niin se oli yks niistä harvoista asioista mistä mulle tavallaan sanottiin niinku että että näin pitää tehdä tai muuta niin sanottiin että tää on portfoliokurssi tämä kuutonen ja ja näin et et oikeestaan ei muakaan sillä tavalla siis myöskää rajotettu sen kummemmin ku mä tulin että ihan ihan miten vaan niinku, et siinäki oli tää sama vapaus josta mä nyt en sinällään tiiä että siinä on hyvät ja huonot puolensa mutta mut toi oli semmonen joka oli oli jostain syystä ajateltu että, tosin nyt sitte on on puhuttu että sekää ei et kylläkään ihan kaikin puolin oo kauheen hyvä välttämättä eikä, eikä toimi ehkä ihan niin niinku, pitäis toisaalta et mut sitä ehkä ollaan pikkuhiljaa jossain

- vaiheessa luopumassa mutta, mutta en mä sen tarkemmin taas tiä että et,
 U joo
 A minkä takia se oli sitte, sitte otettu, varmaan sit justiin että et sillon oli niitä koulutuksia ja muita niinku sen
 M sitä on aika paljon yritetty nytte tuola yliopiston puolella, niinkun ajaa läpi tätä portfolioideaa
 A /mm /mmm mmm
- M että yritettäisiinkö siinä kenties valmistaa oppilaita yliopistoelämään ehkä, tai jotain tämmöstä
 A /mmm
 M en tiedä
 A nii sehän on muotia nyt, ollu, monissaki, monissaki oppilaitoksissa tosiaan ja ja näin, vähän tosiaan tuntuu että ehkä siit ois se suurin innostus taas siitäki sitte häipymässä että niinhän se monesti on että
 M mm
 A asiat tulee ja menee mutta mut et sitte on tietysti hyvä jos pystyy ottamaan niitä hyviä puolia niinku siinäki on paljo hyvää että niitä jotenki sitte soveltaa jatkossakin mut ihan puhtaaks viljelytynähän nuo monesti on vähä semmosia et sit niissä on niitä huonojaki puolia että, mm, mutta että mä sitte tuln ja ajattelin jaaha tämä on portfoliokurssi ja ja tuota tein sen mukaan sitte iha ihan kylläkin että ja se on ollu semmonen kurssi, jossa tietenki on ollu tosiaan eniten kuitenkin näitä yhteisiä käytäntöjä että, että mitenkä tehään sitte, sen suhteen koska siinä ei oo loppukoetta ja, ja semmosta että se, se on niinku, vähä erilainen
 U joo, se kolmoskurssihan on nyt muuttunu myös sitten suulliseksi kurssiksi sitä ei tosin oo tonne
 A /mm /mm
 U opetussuunnitelmaan kirjattu ollenkaa et se on suullinen kurssi
 A /mm joo, tota, niin sekö ei oo nyt edes
 U iha ihan viimesimmässä versiossa mikä, mikä on, joo se on kyllä aika jännä oikeestaan joo, /ei ollu viimesimmässä päivityksessä että, ihan muuta
 A kautta kuultiin että se on, tää muutos, tapahtunu /joo, /joo,
 no se on kyllä aika ihmeellistä vois tietysti kuvitella että, että se siellä siellä lukis, se varmaan taas lukee siinä opinto-oppaassa mä luulisin mut et mä nyt en sii- siihen voi silleen vedota ku mä nyt sitäkää muista ihan niin tarkkaan, joo et sehän tuli tän kimmokkeen myötä myötä nyt sitten johonka, lähettiin mukaan että tota, niin niin, niin no se on sitte tosiaan semmosena kokeiluna että, en tiä onko sekään mitenkään pysyvää siitä on taas tullu sitte muualta niinku muista aineryhmistä sitte, tämmöstä kommenttia että, että ku siinähän jaetaan niitä ryhmiä pienemmiksi että se vie sitte liikaa tätä yleistä resurssia että et sitte tavallaan tämmöstä vähä niinkun kateutta sitte muitten taholta että ku yleensä on neljänkymmenen ryhmät ja ja minkä takia meillä sitte ja ruotsissa sehän on englannissa ja ruotsissa niin niin yhdessä kurssissa onkin vaan kahenkymmenen ryhmät että mehän päästään helpolla ja ja tämmöstä siin on aina, isossa koulussa on näissäki niinku sillä tavalla ongelmia että (rykäisy) et ei voi niinku, tavallaan pelkästään yhen aineen kannalta niin niin tehä välttämättä aina niin semmosia ratkasuja mitä haluais tehä, että en tiä kuinka kauan sitä niinku, voi sitten pitää semmosena mut se on kyllä ollu hirveen kiva siis se on (rykäisy) # ei tähän asiaan liity varmaan millään tavalla mutta mutta se on kyllä ollu nimeomaan just semmonen vähän jotenki virkistävä niinku et oppilaatki on tykänny siitä tosi paljon ja,
 M ja siinähän on suullinen koekin myös että, sekin on toiminu sitte ihan hyvin eikö
 A /ja, /joo
 joo et siin on nyt, ollu, jotkut on pitänyt tuota niin nimeomaan tämmöstä niinku haastattelukoetta siinä kaikille sitte siin on ollu joillaki taas sillä tavalla että et on ollu vaan tämmönen suullinen esitys, joka nyt on sitte niinku, arvioitu ja en tiä onko jollaki ollu peräti molemmat nämä nämä sillä tavalla mut et kuitenkin et siinä on ollu sitä sitä semmosta arviointia et tietenki sit sitä tunti tuntiarviointia että et se että, en mä nyt tiä siis kyllähän tietenki isossa ryhmässäki ihan yhtä lailla voidaan tehä suullisia harjoituksia pariharjoituksia ja ryhmäharjoituksia eihän siit oo kyse mutta mut jos sen arvioinnin kannalta ajattelee niin kyllähän tommosta pienempää ryhmää niin oppii tuntemaan ne ja ja voi siellä kuunnella että kuka ny mitenki tekee ja ja näin että sit jos siel on neljäkymmentä niin se on sitte taas vähä hankala yleensä ottaa arvioinnissa huomioon ku eihän niitä sillä tavalla pysty pysty seuraamaan eikä kuuntelemaan eikä opi tuntemaan eikä eikä mitää että, et se on ollu tosi hyvä mutta mutta tuota, en tiä kauanko se sitte, pysyy semmosena, joo oisko sit just tosiaan tän tän väliaikasuen takia sitte että sitä ei oo sinne kirjattu mut toisaalta ku sinnehän voi tehä koko ajan niitä muutoksia niin mikä ettei tietysti tämmöset väliaikasetki vois olla siellä että

- M kuinkas usein sitä muuten päivitetään koko opetussuunnitelmaa ja englannin kielen
A /mm
- M opetussuunnitelmaa nimenomaan, tehdäänkö siitä jo- nyt oli touko kesäkuussa teillä kokous
jolloin tuli tää usin
- A joo no nyt sitä siis justiin on päivitetty vähä aikaa sitte mä mietin et onkohan sinä aikana tää on
siis mulla nyt neljäs vuosi täällä, onkohan sinä aikana ennen tätä päivitetty en oo ainakaan
kuullu varmaankaa että nimeomaan tätä ainekohtasta osuutta ainakaa että
- M joo
- A aika harvoin toisaalta et varmaan useemminki sitte, vois kyllä, mm
- U /että siinä ei mitään säännöllistä
- A kartoitusta oo miten sitä pitäs kehittää, niinkun englannin op- opettajien keskuudessa tai
/mm
- U keskuudessa tai oppilaiden tai vanhempien keskuudessa
- A ei et lähinnä kai siit on yleensä no on siitä nyt varmaan ollu siis sillä tavalla joka vuosi nyt
sentään puhetta että jos siihen, tulee muutoksia niin ja ne kirjataan mut että varmaan sitte monet
on ajatellu että no ei siihen nyt oo tullu mitää muutoksia ja antaa olla sitte semmosena et seki
on niinku aika aika jännä kyllä että, en mä tiä siihen nyt ilmeisesti ei suhtauduta ihan sillä
tavalla vakavasti että ehkä se on vähä sellanen niinku semmonen sivu sivuhomma joka niinku
ajatellaan että no jonkuhan tuoki ehkä pitää joskus tehdä ja nii edelleen et ei se, mm ajatellaan
kai että tää tämmönen ihan tää käytännön elämän pyörittäminen tässä on niinku se, se tärkeempi
että
- U että sekö lienee sitte syynä et tosiaan et siihen ei oo paljonkaa tehty muutoksia
- A /mm
- mm niin, voi olla joo, et tota, en niin joo on se tietysti vähä harmi jos tommonen koetaan sillä
tavalla riesana että että se mut, monesti se ehkä on sitte vähä niin että, mm
- U joo kiitoksia meidän kysymykset
- M /# ihan lisäkysymys tää ei itse asiassa liity mitenkää tähän meiän
- A /jaha (naurahdus)
- M paperiin me ei sitä kirjattu tänne mut mä sitä mietin eilen kotona, itsekseni oli tämmönen että
- A /niin
- M ku englannin kielen opetussuunnitelmassa ei tää koulun arvomaailma, näy kauheesti että
- A mm
- M et sitä, ku siitä on kauheesti ollu keskustelua niinku mitä me ollaan luettu näitä juttuja niin se on
niinku tavallaan ollu tässä taustana ku tätä koulukohtaista on ruvettu tekemään että, m- eiks se
sit niinku kuitenkin näissä ainekohtasuoksissa näy tai aihekohtasissa osuoksissa näy
eli nimeomaan niinku se koulun oma, arvo, maailma niinku ne arvot tavoitteet mitä sinällään
- A /aivan joo /mm
- A joo, niin
- M vai riittääkö se että se kirjataan sinne yleiseen osuuteen ja, ja se sitte niinkun pohjaa tavallaan
- A /tota joo
- M näitä ainekohtasia
- A /mm
- no siin on varmaan no siit on ollu ehkä jonku verran puhettaki että esimerkiks nyt joku
kansainvälisyys joka on kuitenkin nyt sitte ihan kirjattu niihin yleisiin tämmösenä yhtenä,
arvotavoitteena ja tavallaan ajatellaan että no no sehän tulee siinä tietenkin ihan automaattisesti
et ehkä siinä niinku ajatellaan aika lailla semmosta että et joku tämmönen niin se on niin
itsestäänselvä no onko se sit välttämättä taas niin se on eri juttu mutta mut et ajatellaan et et se
ihan turha ehkä ruveta sitte sitä sinne kirjaamaan no mitä sitte jotaki muita on niin, niin, jaa, en
mä tiä, joo mut seki tietysti on vähä huono että jos ajatellaan et jokainen aine on sitte iha iha
erillinen koska pitähän ne kuitenkin ne yleiset jotenki näkyä varmaan sitte jokaisessa aineessa
eihän niillä muuten oo mitää merkitystä jos ne on vaan sinne laitettu eikä ne sitte näy missää,
missään käytännön asioissa mutta, joo
- M opetussuunnitelmassa ei myöskään, tai englannin kielen opetussuunnitelmassa tätä niinku
aineiden keskinäisiä integrointeja ei oo mitenkää kirjattu mut tapahtuuko semmosta, ylipäänsä
onko teillä niinku, muiden aineiden kanssa minkälaista, yhteistyötä
- A /joo
- tuota niin siin on tullu nyt semmonen ongelma sitä oli enemmän kuulemma että tota, nyt ku on
tää luokaton systeemi niin se on vaikeuttanu sitä että koska nyt on niinkun eri aikaan eri
oppilaat eri kursseilla ja ei oo ikinä sillä tavalla että olis vaikka niinkun kaks ryhmää joilla oli
justiin saman (rykäisy) saman jakson aikana vaikka tai yleensäkin koskaan niinku yhtä aikaa
sanotaan nyt vaikka joku englantia ja historiaa tai muuta et ku oppilaat on ihan sekasin niin nii
se on jotenki tottakai niitä nyt silti vois niitä teemoja jotenki jotenki ottaa, mut et silloin ku oli

- luokallinen niin sillonhan se oli hirveen helppoo samalle luokalle otettiin samanlaisia sitähän tehtiin kuulemma tääläki aika paljo että et se, mua sinällään ihan kiinnostas meil oli (rykäisy) oli tota niin peräti yks semmonen pikku kokeilu tavallaan niin tota fysiikan, ja englannin tämmösestä integroinnista se oli ihan siis tämmönen niinku muutaman tunnin oppitunnin juttu joka oli kyllä ihan mielenkiintosta mut et se on niinku justiin se hankala että ku ne ei oo ne samat oppilaat koskaan niinku siellä että, se joo siinä tulee tämmösiä käytännön ongelmia että, et sinällään jonku verran on puhuttu jotaki vaikka nyt ku englannissa nyt niitä tiivistelmiä esimerkiks tehään niin niin sitte on on tota niin joillaki reaaliaineen opettajilla niin tota vaikka ollu jotain englannin kielisiä tekstejä mistä ne on teettäny jotaki siellä reaaliaineessa jotaki tiivistelmää suomeksi ja ja siitä ollu vähä jotain puhetta että täähän tukee hyvin sitte niinku tätä englantiaki mut siin on just näitä käytännön, käytännön ongelmia nykyään et kyllä siihen varmaan olis enemmänki, innostusta mutta tuota, mm, siinä mielessä vanha luokallinen systeemi tai siinäkin mielessä monessa muussaki uuelessä kyllä niin niin olis parempi et siinäki oli oli niitä hyviä puolia kyllä et on tietysti tässä uuelessa sitte hyviä mutta, ne eri oikeestaan ihan vielä myös tämmönen yksi kysymys joka ei ei sinänsä kuulu ehkä meidän tähän mutta mutta me, meillä tässä yks päivä oli kovasti puhetta tästä käsityksestä niinkun kielen oppimisesta niin onko, puhutteks te yleensä niinkun keskenänne että onko täällä koululla joku yhteinen semmonen taustalla oleva käsitys kielenoppimisesta vai onko kullakin opettajalla sitten omat ja heijastuuko se vaan sitte siinä opettajan, omassa, metodissa opettaa
- A no tässä tulee taas tää sama en mä nyt tietysti korostanko mä vähä liikaaki tätä tämmöstä sukupolvien välistä kuilua mutta siis sehän on olemassa siitä ei päästä mihinkää että nuorempien kesken niin nii kyllä me puhutaan aika paljon justiin tämmösiä ihan ihan yleisiä justiin kielenoppimiseen kielenopetukseen liittyviä asioita ja ja vertaillaan ja työtapoja ja materiaaleja vaihellaan ja ja siis sillä tavalla ja tehään ihan ihan konkreettista yhteistyötä ja puhutaan paljo mutta sitten taas on se että että vanhemmat on tottunu tekemään omalla tyyllillään varmaan heill on ihan omat käsityksensä näistä asioista ja ja tuota niin se kulttuuriero näkyy niinku siinäkin että et vanhemmat kolleegat puhuu säästä juo kahvia puhuu säästä ja ja tota puhuu jostaki, tota ruuanlaitosta ja kaikenmaailman muista asioista ehkä jostain elokuvasta mikä on käyty kattomassa mutta ei vahingossakaan mistään vaikkapa kielenoppimisesta ja kun taas sitten nuoremmat kyllä niin niin ihan välitunneilla ja hyppytunneilla ja muuta niin tavallaan puhuu ihan niinku lainausmerkeissä asiaa että että tota, et siinäki on ihan tämmönen kulttuuriero että, et ehkä vanhemmat niinku kokee sen silleen että että tota välitunnit ja muut niin ne on semmosta niinku pelkkää rentoutumista varten mielellään ja ei haluta niinku tämmösiä että jokainen miettii itekseen, sitte ne asiat ja tota nuoremmat taas sit haluaa niinku sillä tavalla, tosiaan vaihtaa, niinku, no tietenki sitä nyt juoruaaki ja muuta mutta siis että niinku siinä kuitenkin on ihan toisenlainen sitte se se ote tai silleen semmonen jotenki, se on, joo mut et koko ajanhan se muuttuu enemmän niinku, sillä tavalla, kuitenkin semmoseen, et mun mielestä positiiviseen suuntaan tietysti ku mä nyt ajattelen niin että, että tulee enemmän sitte yhteistyötä sit just keskustelua tommosista asioista ettei nyt tarviikaan niinku ite, ite kaikkea sitte vaan, niin näissäki kai, trendit vaihtuu kuitenkin, tämmösistä et tulee aina, uusia teorioita miten,
- U /mieltä /mm /mm
A
U parhaiten kieltä oppii ja
A /niin,
- kyllä joo nyt mä justiin kuulin tota, no justiin nyt tänään kuulin että tota (rykäisy) tampereella yks, englannin opettaja norssissa kirjantekijä tää blue planetin yks tekijä en muista kyllä nimee nyt, oisko sillik oisko se no joo no kuitenkin niin oli oli sanonu että kaikkein tärkeintä siis lukiossakin niin on se että tunneilla on hauskaa että tuota että tää tää on nyt sitte mä just ajattelin naureskelin tuola tai naureskeltiin kyllä nyt tuntu niinku pisto sydämessä että et nimeomaan täällä lukiossa kyllä välillä vähän tuntu siltä että millonkahan tääl on viimeks ollu hauskaa että tuota vähä vähä silleen et no se nyt on ainaki tommonen kulma kuulemma nyt sitte hänen mielestä tämmönen uus, tai no en tiä onks se uus mut kuitenkin tämmönen, trendi joka pitäis nyt sitte olla että, ilmapiiri
- U viihdettä joka paikkaan koulu kouluja myöten,
A /niin, /niin /niin
en tiä
U /no
M minun puolestani, voimme varmaan, päättää tähän niin pääset jatkamaan, toimestasi
U /joo, /kiitoksia oikein paljon
A /joo

Appendix 6

THE INTERVIEW WITH TEACHER B, TRANSCRIPT OF SECTION 4

- M joo, sitten siirtyisimme tämmösiin vähän yksityiskohtasempiin kysymyksiin tästä ihan englannin kielen, opetussuunnitelmasta sen muutoksista ja, näin pois päin, ja tuota, minkä arvellette vaikuttaneen siihen että, englannin kielen opetussuunnitelma on kutistunut, oliko se nyt kahdestakymmenestä kahdesta sivusta kaksisivuiseksi, vuodesta
- B /no yks, (naurahdus)
- M kahdeksanseitsemän vuo- niinkun tähän päivään
- B no yks on ainakin se että se bee bee englanti jäi pois, (naurahdus) elikkä siin on jo puolet kurssia jääny pois, ja tota, ja sitten toinen on se s- justiin tämä äskeinen, mitä sanoin että että me varmaan pelätään dokumentoida, että, mm, mä en tiedä millä tavalla te tutkijoina näette opetussuunnitelman, kuinka yksityiskohtanen sen pitäs olla ja mitä kaikkee siitä pitäs käydä ilmi, meistä se on ehkä vaan tämmönen, tämmönen tosiaan tämmönen hyvin yleisluontoinen, ja ja sitten nää tämmöset mejjän, öö kollegoiden väliset sopimukset on niinkun niitä (naurahdus) niitä tärkeempiä jota me ei kirjata,
- M aivan.
- B että tää on varmasti, ainut syy
- M niin tää on varmaan vähän semmonen ikuisuuskyseminen että, minkälainen se pitäsi olla ja #
- B /nii /nii ja
- mitä mitä se mitä mitä sen pitäs sisältää mitä siitä pitäs käydä ilmi, mm,
- M mutta,
- B siitä se varmasti johtuu,
- M näin on, #
- B /mut se ei merkitse etteikö mejjän, tuota englannin kielen opetus koko aikaa öö kehittyis ja pysyis ajan tasalla siis mejjän opetussuunnitelmaan kirjatut asiat eivät kuvasta sitä, että että mejjän opetus ois jämähtäny paikoilleen (naurahdus) taikka taikka se taikka sitä ei yhdessä kollegiaalisesti kehitettäis
- M mm, aivan, no, tuota tuota mikähän on teidän näkemys siitä että tässä teidän koulun englannin kielen opetussuunnitelmassa ei ole yleistä osiota erikseen, missä määritettäis yleiset englannin kielen opetuksen tavoitteet esimerkiksi, sellaista ei ole että on, on sitten nää niinkun kurssittain
- B ööö me on varmaan (naurahdus) menty ruotsin perässä elikkä ruotsis- ruotsin, suunnitelmaan se ilmeisesti ensiks ja, ja sit ne- nekään ei oo laittaneet plus sitten semmonen asia että tuota, koska englanti ja ruotsi on pakollisia kieliä, nin me ollaan ilmeisesti nähty että se semmonen yleinen osuus niinku ranskassa joka aikaisemmin oli huomattavasti hersyvempi ja pitkä ja, mm ja tuota, mitenkä mä nyt sanosin semmonen hyvin omanlaatuinen, niin me ollaan käsitetty että tällä yleisellä osuudella, on näissä bee kaks ja bee kolme kielissä tämmönen niinku markkinointiarvo, elikkä, pitää houkutella oppilaat valitsemaan bee kaks ja bee kolme kieliä, koska siinä luvataan että ranska on ee uun kieli ja ja ja sitä tarvitaan siellä ja sitä tarvitaan täällä ja ja muuta että valitkaa nyt tämä ranska (naurahdus) samaten espanja ja, ja miksei saksakin ja venäjä ja muuta, me ollaan varmaan, ihan tosiaan laiskuuttamme ajateltu että kun ne on pakollisia kieliä ni me ei tarvita tämmöstä markkinointiosuutta siellä (naurahdus)
- M selvä, ää mikähän mahtaa olla ra- tämmösen ratkasun taustalla että kurssien englannin kielen kurssien aihepiirit on kuvattu vain otsikon muodossa. niitä ei ole sitten sen tarkemmin, selitelty, miten miten on päädytty tämmöseen, ratkaisuun
- B nii. meille ei oo varmasti ollu kauheen selvää et ketä varten tämmönen opetussuunnitelma tehdään, ketäs varten nää, nää kuvaukset pitäs olla sitten laajempia,
- M joo, sitähan voidaan tietysti miettiä mut se ei oo tavallaa meidän, nii että tuota,
- B /(naurua) nii.
- M te ootte kokenu et se ei oo ollu tarpeellista niitä #
- B /nii me ollaan koettu et se ei oo ollu tarpeellista, koska tuota, ei mejjän mejjän oppilaat ei lue opetussuunnitelmaa tietenkään.
- M mm
- B nin ni, me ei oo me ei oo varmaan niinkun katsottu sitä tarpeelliseksi, (naurahdus)
- M aivan, että, mahdollisimman vapaat kädet sitte käytännössä soveltaa sitä
- B /nii, /nii aivan oikein mahdollisimman vapaat kädet ja joka kerta vähän eri tavalla, plus sitten että sitten nistä mm, tota yhteenveto pistetty sitten näitten oppaaseen, ootteko te tämmösen saanu.
- M se ei, ei #
- B /mm ni tääl on tämmöset hirveen lyhyet kurssiselostukset, nin nin tota, nin me ollaan sitte

- tietysti valmiiks ty pistetty niitä tonneki eli tätä ne lukee,
- M joo
- B eli tääl on tääl on nyt sitte niinku tämmönen suppea opetussuunnitelma heille,
- M aivan
- B jossa, jossa heille on hyvin riittäny nämä kurssien, (naurahdus) otsikot pakollisista kielistä, mutta joku, sanotaan liikunnan soveltava kurssi, nin nin siinä täytyy selostaa, mitä tehdään ja missä tehdään ja kuinka paljon tehdään ja ja niin edelleen jotta ne jälleen valitsisivat sen,
- M aha, #
- B /nii (naurahdus) mutta kun naa- tää kun tää on pakollinen aine nin ne vaan kattoo että ahaa että tota, kakkoskurssilla syvennyttään siihen ja kolmoskurssilla syvennyttään tähän ja, ja niin päin pois ja ne ottaa ne automaattisesti, (naurahdus) elikkä ainut sitten englannissa on se sei-seiska ja kasi kurssi, jotka ei oo pakollisia nythä on kuus kurssia pakollista, nin nin tuota siinä sitten äää valtakunnallisissa syventävissä vois sitte vähän laajemmin varmasti runoilla että mikä, mikä niitten aihepiiri on ja miks ne on tärkeitä, ne on siks tärkeitä että, se ylioppilastutkinto perustuu kuitenkin kahdeksaan kurssiin, eikä vaan siihen kuuteen pakolliseen,
- M aivan
- B mm, että jos, jos sitä, tärkeyttä ajattelis ni se löytys niinku sieltäkin että niin sitä pitäs sitte varmaan, mejjän vähän laajemmin kuvata
- M mm, mikä muuten mahtaa olla syynä siihen että on jääny tää paikallinen aihepiiri ainakin tuosta kirjatusta opetussuunnitelmasta pois eli, [kunta X] näkökulma
- B joka on ollu aikasemmin niinkö
- M kyllä, siinä kuntakohtaisessa oli joka kurssin #
- B /no siinä oli pakko ollakin varmasti joo, se on varmaan jääny ihan sitä varten että, jälleen kerran se on automaattisesti meillä noissa, oppimateriaaleissa. siel on hirveen hyvin käsitelty suomi, ää ja suomen esittelemine, sekä näissä alemmissa kursseissa että nyt, justiin tänä päivänä, käsiteltiin tuolla kasi kurssissa tätä, suomen esittelyä ni se se automaattisesti sisältyy sit
- M joo, mitenhän on mahtanu syntyö tän kurssin kaks aihepiiri amerikkalaiseen elämäntapaan tutustuttaminen
- B jälleen oppimateriaalin pohjalta, (naurahdus) ihan sieltä,
- M joo
- B ja se on meille helppo opettaa ku meil on aina niitä vaihto-oppilaita, ja he antavat sitte tämmösen autenttisen lisän sinne
- M mitenhän teillä syntyy sitten nää, syventävien ja soveltavien kurssien aihepiirit, mitä miten ne valitaan
- B meil ei oo muuta kun valtakunnallisesti syventävät vaan se seitemän ja kaheksan ja niihin vaikuttaa jälleen materiaalit, ja ja
- M /entäs sitten nää siitä eteenpäin sinne kahteentoista asti
- B /no siitä eteenpäin, no siitä eteenpäin on sitten, on tota, aam yhdeksäinen on se tukikurssi, joka on siis ykkösille ja kakkosille, ööm kieliopin ja mm ja muun kertauskurssi, heikommin menestyville, ja sitten se kymppikurssi on abikurssi, jossa tuota, öö harjotutetaan sitä ylioppilastutkintoo varten, ja sittennn yks- toista on vissiin tänä vuonna vissiin se syntyperäsen opettajan pitämä keskustelukurssi,
- M onko nii- öö niinkun millä perusteella teillä on sitten valittu onko opettajien kesken, suunniteltu että tämmösiä ja tämmösiä kursseja, sitten järjestetään, vai onko ope-
- B /on, opettajien kesken nimenomaan, joo,
- M selvä,
- B joo kyllä
- M joo, ää, mikäähän on vaikuttanut teidän näkemyksen mukaan siihen että näihin kurssikohtaisiin, opetus- kurssi-, tai englannin kielen opetussuunnitelmaan ei oo kirjattu näitä kurssikohtaisia tavoitteita
- B ne on aikasemmin ollu siel on ollu varmasti ihan yksityiskohtaisesti mitä rakenteita käydään läpi ja muuta mut jälleen ni me ollaan katottu että (naurahdus), että kun, oppilaat ei tätä lue tätä opetussuunnitelmaa ni miks heijän, ämm että kekä varten me kui- kirjattas ne tänne (---)
- M joo, ää.
- B kyllähän täällä jotaki-, ni mistä mistä kurssista oli puhe äske
- M no ihan yleensä näistä et siellä, tais kahdessa nyt en ulkoo muista missä niitä oli mainittu, tavoitteet, joo kurssissa neljä muun muassa, on tämmönen tavote asetettu kun oppilaan perehdyttäminen a- aktiiviseksi yhteiskunnan jäseneksi,
- B mm

- M että mistähän semmonen tavote on on syntynyt, miten, se on johdettu
 B ää, se on kurssi joka käsittelee nimenomaan tuota, yhteiskuntaa ja sen, suomia oikeuksia ja
 velvollisuuksia ja niin edelleen,
 M eli siitä aihepiiristä
 B /aihepiiristä suoraan tulla niin, mm
 M /joo. öö, miksi teidän koulussa on katsottu tärkeäks
 mainita opetussuunnitelmassa jokaisen, kurssin kohdalla tää opetettava kielioppiaines
 B tiä kuka sen on täällä alottanu joku muu kieli on varmaan alottanu (naurua) sen takia, varmaan
 siitä on yritetty saada semmonen kattava esitys niinkun mmm ensimmäisestä pakollisesta
 viimeseen pakolliseen, että, että tota,
 M onko se sitten enemmänkin opettajia varten
 B niin varmasti on opettajia varten joo, joo varmaan, ja nyt kun meille tuli uusia opettajia tänä
 syksynä nin, yks näistä huolellisesti, luki sitte koko mejän koulun opetussuunnitelman kesällä
 ja me (naurahdus), kaikista aineista että tota, mmm että ehkä se sitten, hänelle oman aineensa
 kannalta hän tuli ruotsin opettajaksi nin, nin anto sitten viitteitä että mitä missäkin kurssissa
 opetetaan kielioppia,
 M joo.
 B joo varmasti se on opettajia varten yksinkertaisesti
 M millä perusteella on valittu tai kohdennettu, tää kielioppiaines kuhunkin kurssiin
 B ihan oppimateriaalin perusteella
 M joo. oppimistehtävistä ois kysytty ja onko nää kirjattu, sitten jonnekin muualle kun niitä
 varsinaisia oppimistehtäviä ei oo sinne opetussuunnitelmaan, listattu sen kummemmin
 B /mitä-,
 mitä tarkoitat oppimistehtävällä
 M ää, siellä on yhdessä kurssissa mainittu tämmönen että luetaan englanninkielinen kirja,
 B joo
 M että sen tyylisiä
 B joo. eli tota se on, tämmönen portfoliokurssi
 M joo, tietys-
 B mm. mm. onhan täällä harjotellaan kuullun ja luetun ymmärtämistä rakenteita, jatketaan
 vaativamman kirjallisen ja suullisen viestinnän harjottelua
 M joo, me, ei niitä taittu ihan niinku kategorisoida oppimistehtäviks vaan enemmän niin kuin
 tämmösen, kielen osa-alueiden painotukseks taas sitten, että tämmösiä konkreettisia
 B /nii, siis onko-
 M oppimistehtäviä kuten esimerkiksi, vaikka kirjoiteman kirjoittaminen tai, tai haastattelun
 tekeminen tai, kuten esimerkiks tuo kirjan lukeminen,
 B joo
 M niin me, niinku tehtiin tämmönen (naurahdus) jako sitten
 B joo joo ihan totta, no tota, mm, no jos te (naurahdus) haastattelisitte kaikkia meitä englannin
 opettajia ni voi olla että, että näistä, tulis huomattavasti pitempiä selosteita joka ikisen kurssin
 kohdalla, elikkä nyt, kun tässä kimmokkeessa on oltu mukana must tuntuu et jokainen, lisäksi
 näihin, näihin tuota siitä suullistamisesta jotakin, elikkä pienen, suullisen esityksen pitäminen,
 jo kolmannelta kurssista lähtien, oikeestaan kakkoskurssilla ne joutuu tekemään jo, pitämään jo
 omasta harrastuksestaan tommosen pienen, muutaman minuutin suullisen jutun ja, ja
 kolmannessa, on sitte, keskustelut ja ryhmäkeskustelut ja debatit ja sun muut jotka, on vaan
 tänne jääny kirjaamatta, mm
 M mm, selvä, kurssista kuus on tehty portfoliokurssi mikä mahtaa olla siinä taustalla
 B sitä varten et ku se on tämmönen kulttuurikurssi ni siinä annetaan, oppilaille mahdollisimman,
 niinku vapaat kädet itse valita, et jokaisen portfolio on hyvin yksilöllinen ja hyvin erilainen,
 elikkä ensinnäkin tuo kirja, saa olla melkein mitä vaan kun sen hyväksyttää opettajalla ja sit
 sinne saa laittaa omia, omia tuotoksiansa kuten novelleja ja, runoja ja, sitten, tuota, sillä
 kurssilla he myöskin pitävät tämmösen pitemmän suullisen esityksen, yleensä pareittain jostakin
 kulttuurin alueesta ja laittavat sen rungon sinne portfolioon ja, ja tuota, mm sitten he panevat
 sinne elokuva-arvostelun taikka teatteriarvostelun tai konserttiarvostelun, televisio-ohjelma-
 arvostelun tai jonkun tällasen et se on siis,
 M joo.
 B heille tämmönen niinkun, hyvinkin produktiivinen kurssi
 M aivan, onko siinä ajateltu jotain tiettyä tavoitetta tai, tulevaisuudessa että mihin tällä,
 portfoliokoulutuksella tähdätään
 B mmm, no ehkä siihen itsearviointiin, elikkä heidän täytyy niinkun itse pystyä päättämään mitä
 he panevat sinne portfolioon, niistä omista tuotoksistaan, ja sitten tota, yks selkee tavote on se
 että, että he ensimmäistä kertaa lukevat tämmösen, näinkin pitkän, tekstikokonaisuuden ku

kokonaisen, kirjan ja kokevat siinä sen et he hallitsee kieltä, ymmärtämättä nyt ihan joka ikistä sanaa että tää nyt on yks tavote että, rohkasta heitä niinkun lukemaan englannin kielistä tekstiä, laajemmaltikin

- M tuo kurssi kolme oli muutettu suulliseksi mutta, mistähän se johtuu että sitä ei oo sinne kuitenkaan dokumenttiin kirjattu eli opetussuunnitelmaan
- B no, se on vasta viime vuonna tehty ja (naurahdus) ja tota, tätä ei oo sitten siltä kohdal- kohdalta päivitetty
- M eli tää on nyt toinen opetusvuosi kun sitä, opetetaan
- B /tää on toinen opetusvuosi se on siis, yhte- se on yhteen kertaan vasta opetettu elikkä viime keväänä, koska meil on aina vasta siellä viidennessä jaksossa tai kuudennessa jaksossa tää englannin kolma- kolmas kurssi, nin tota, se ois pitänyt viime, toukokuussa kaikkien muitten kiireitten ohella sitten tänne kirjata (naurahdus), se on pelkkä, pelkkä tota, tommonen lipsahdus
- M joo, ääm (---) täällä, englannin kielen, koulunne englannin kielen opetussuunnitelmassa ei mainita ei oppinai- aineiden välisestä integroinnista sen kummemmin mitään, tapahtuuko sitä käytännössä onko englannin kielellä, mahdoll- tai mahdollisuutta yhteistyöhön muiden oppiaineiden kanssa
- B nii, se on semmonen ikuisuuskyseminen joka tietysti olis hirmu ihana joka toteutuis mutta, meillä ei oo, joo, me on yritetty sitä, nn tuota englannin viitoskurssissa, missä on tätä tekniikkaa ja tiedettä ja fysiikkaa ja sun muuta semmosta, ja sitten me ollaan sitä, mm jossakin, no niin tossa portfoliokurssissa, aa öö, ja oikeestaan sillä tavalla että jos he pitävät tuosta, mm öö, maalaustaiteesta niitä omia esityksiänsä nin silloin, he saavat apua sitten mejän kuvaamataidon opettajalta ja, ja tällä tavalla siis asiantuntija-apua nyt joka tapauksessa mutta, ei meillä oo mitään peru- perusteellisia, noita integraatiosuunnitelmia, varmaan johtuen sit tästä mejän lukion koosta, et meil on siis kuussataaneljäkymmentä oppilasta ja kakssataa kurssia (naurahdus) nin se tota, vaatis nin, hikisen urakan sitten niitten kurssien yhteensovittamisessa että, meil ei oo siihen ollu yksinkertaisesti energiaa, et se on tämmöstä hyvin satunnaista, elikkä sitten toisinpäin nin, nin joku historian, kurssi on saatettu opettaa englanniksi, joku maantieteen kurssi on saatettu opettaa englanniksi, joku, kuvaamataidon kurssi on saatettu opettaa englanniksi et englantia on niinku käytetty tämmösenä välineaineena sitten, näis- näitten muitten kurssien sisällä elikkä me on, yks kaks kolme, neljä opettajaa on käyny tään tämmösen, tce-koulutuksen, teaching content through language, ja tota, mm ja ovat niinkun, suurinpiirtein yhden kurssin vuodessa pitäneet sitte englanniksi,
- M aivan
- B mm, että tämmöstä integraatiota on ollu mutta ei muuta
- M mm, mitenhan koulunne oma arvomaailma mahtaa vaikuttaa englannin kielen opetussuunnitelmaan, ja-, ja jos niin mihinkä, siellä
- B /no, nii.
- no tota, yks semmonen painopistet- alueista on, taikka mejän toiminta-ajatus on kansallisesta pohjalta kansainvälisyyteen, ja tuota (rykäisy), tuota tuota. mm kyllä nyt varmasti se (naurahdus) siis englannin, opetuksessa ei oo ollu minkään näkösiä tämmösiä niinku motiiviongelmia elikkä, jokainen nykyajan nuori tajuaa että, että mm, pystyäkseen kommunikoiimaan nykyisessä (naurahdus), nykyisessä kansainvälisessä maailmassa niin englantia hän tarvitsee, et siin ei ollu, ollu niinku mitään tällasta, tällasta tota, miettimistäkään
- M (---) onko teidän koulussa englannin kielen opettajilla jokin yhteinen käsitys kielen opettamisesta ja oppimisesta vai onko opettajilla omat,
- B mm, yhteinen käsitys
- M niin onko teillä joku niinkun että näin, meidän koulussa ajatellaan että oppilaat oppii englannin kieltä että, #
- B /ei ei semmosta voi olla ei ei ei hyvänen aika voi olla me ollaan, monet on opetettu sis, vähintään yli kaksyt vuotta nin kyl se varmasti on se (naurahdus) aika mejän käsityksiä muotouttanu ja ja ja tota, mmm
- M oma kokemus vaikuttaa #
- B /oma kokemus vaikuttaa varmasti aika vahvasti joka ikisen, niinkun tämmöseen toteuttamistapaan
- M minkälainen teillä itsellänne on käsitys kielenoppimisesta ja opettamisesta
- B mmmm, sis, sis missä mielessä käsitys (naurahdus)
- M mm ää, millä tavalla niinkun, mi- parhaiten oppii, englannin kieltä
- B englannin kieltä, no siis kielenopetushan on tämmönen, interaktiivinen aine kaiken aikaa, elikkä tota, mitä enemmän ne oppilaat voi niinkun itte tehdä olla äänessä, öööm kirjottaa reagoida, ja ja niin päin pois sitä paremmin ne tietenkun oppii, mikä on taas ongelma taas mejän, isossa lukiossa missä saattaa neljäkymmentäki olla tai neljäkymmentäkolme on nyt yhdellä mejän

englannin opettajalla kakkoskurssilla, eli tää olis se ihannetapaus että olis tota, semmosia kahdenkymmenen pintaan nämä ryhmät, jossa vois sitte helposti aina, aina tuota nin nin luokan sisäisesti mm, jakaa jakaa ryhmiin ja pareihin ja pistää oppilaat niinkun töihin ja ja muuta mut kun sitä neljäkymmentäkolmea rupee niinkun, uudelleenjärjestelmään nin siinä menee tähän tällaseen niin tuhottomasti (naurahdus) aikaa, että sitten tota, joutuu frontaaliopetustakin tekemään ei siinä mikään auta, enkä mä sitäkään sitten kokonaan sulkis pois eli tota, öö oppilaat on kuitenkin sillä tavalla konservatiiveja, että jotkut tietyt, asiat sanotaan nyt vaikka kielioppiasiat ni ne tykkää siitä että että heille, pistetään ne pakettiin ja sanotaan että se on nyt niinkun tässä ja ja sitte harjotellaan ja sillä siisti, varsinkin öö pitkän matikan, lukijat jotka on muutenkin tämmösiä niinkun loogisia ja systemaattisia ja muuta, nin mä en panis pois tätä tämmöstä, än äs öö luennoivaa tyyliä, tietyissä asioissa kun ei sitä oo liikaa vaan vaan sit on vaan siis, sillan tällön ja selvitetään joku kokonaisuus ja ja sitten vahvistetaan sitä harjottelulla nin nin, ne, on kokeneet sen hyvänä, ja varsinkin muotokielissä ninkun ruotsissa ja saksassa nin varmasti vielä enemmän mutta, kyllä englannissa myöskin, mutta että nykyajan opettajahan on yhä enemmän tämmönen ninkun, työnohtaja ja työnjakaja että hän niinkun, mm keksii ne tehtävät ja, ja on sitte siellä se kiertävä asiantuntija ja konsult- konsultti jonka johon turvaututaan ja kysytään neuvoja sanoja ja niin päin pois,

M aivan.

B että tota, sim- tottakai, sitä paremmin ne oppii mitä enemmän ne panee itte tekemään

M mm, tehdäänkö teidän koulussa sidosryhmien ja opettajien, parissa kartoitusta siitä että miten englannin kielen opetussuunnitelmaa pitäis kehittää

B ei kyllä se jätetään varmaan meidän ihan englannin kielen opettajien varaan (naurahdus)

M elikkä, ihan opettajien kesken sitten.

B /joo, ei ei, joo, kyllä kyllä joo

M joo, ja vielä sitten ihan viimeisenä kysymyksenä tämmönen että (naurahdus) mistähän mahtaa johtua että vuosina yhdeksänkytneljä yhdeksänkytkahdeksan ei ole juurikaan muutettu tuota englannin kielen opetussuunnitelmaa

B no just siitä että kun (naurahdus) kouluelämässä on niin kauheen paljon kaikkee nin me huokastiin helpotuksesta kun me saatiin tämä sillon valmiiks (naurahdus) oli tässä kuitenkin aika, mm aika siis niinku semmonen puurtaminen, jos aatellaan kaiken kaikkiaan tätä, yleistä osaa ja alkuosaa ja muuta nin me varmasti, niinku opettajakuntana aateltiin että se on nyt siinä, ja nimenomaan herättiin sitten viime keväänä että, sehän ois pitäny joka ikinen, vuosi niinkun päivittää ja kattoo että mihinkäs me ollaankaan sitouduttu, täällähän puhutaan nimenomaan siitä itsearvioinnista ja rohkasevasta arvioinnista ja kannustavasta suhtautumisesta ja mistä kaikesta ni sehän pitäis tavallaan, katsoo niinkun joka vuosi,

M mmm

B mutta et se oli varmasti tämmönen helpotuksen huokaus että no se on nyt siinä (naurua)

M niin, jonkinlainen työväsytys ehkä (naurua)

B /jonkinlainen työväsytys että (naurua) et sit- siitä se siitä se johtuu mut nyt me ollaan herätty tähän tietoisuuteen ja ja nyt meil on oikein hyvin toimiva opsryhmä näköjään, joka, sieltä viime keväänä poimi jo tämmösen, tällasen tuota, opettajan itsearviointiosuuden, esille ja pani meidät vastaamaan kaikkiin niihin ää ja ja nyt tänä syksynä sitten nin niinku kerroin ni pari viikkoo sitten kokoonnuttiin pohtimaan näitä meidän arviointiperusteita aineissa ku aineissa, ja mitä, ymmärretään soveltavalla kurssilla ja ja arvioidaanko se, ässällä taikka hoolla että hyväksytty ja ja ja niin edelleen, että me ollaan nyt tekemässä parannusta (naurua), opetussuunnitelman päivittämisessä

M /niin.

oisko sulla ollu vielä jotain tarkennusta

U no, tässä keskustelun aikana oikeestaan semmonen vaan tuli mieleen ku sanoitte että, että oppilaat ei tätä opetussuunnitelmaa näe, ja opettajilla on paljon sitte niinkun teilläkin semmosia kirjaamat- mia omia menetelmiä että, kuka teillä on mielessä kun te kirjoitate tän opetussuunnitelman siis tavallaan kenelle, se tehdään vai onko se vain virallinen dokumentti joka on pakko tehdä

B nin me me ollaan sitä varmasti itekin pohdittu et kenelle se tehdään, se opetussuunnitelma. mm, tekevätkö opettajat sen toisillensa vai, vai vai vai, tehdäänkö se tonne koulutuslautakunnalle (naurahdus) vai tota, vai kenelle se tehdään että, meil ei varmasti oo kauheen kauheesti ollu edes selvillä kenelle tää tehdään

M mm, tuntuuks siltä et siitä pitäis tulla selvemät, ohjeet sitten jostain että

B /tuntus, jaa, kyllä

varmasti, joo, ja mitä me sitten kaviattiin öö nin tuota, pikkusen taaksepäin tässä meidän jutussa, mennäkseni, öö kun viime lauantaina siis ei nyt vaan, si- sitä edellisenä oli nyt pitkästä aikaa tämmönen kaupunkikohtanen elikkä siis kuntakohtanen vesopäivä, ja me siellä sitten, olikohan

meitä kolmetoista kieltenopettajaa siellä oli niitä työpajoja vaikka kuinka paljon nin, nin yhdessä sitten työpajassa, mm pohdittiin, että miten hirveen hyvä olis että, vielä edelleen kaupungin saman kielen opettajat kokoontuisivat ja pohtisivat, että me ollaan nyt kauheen kauan oltu tällai, ihan vaan oman koulun sisällä,

M

mm

B

ja tota mäkin muistan sillon kun mä tänne tulin, sittemänkytluvulla (naurahdus), nin tuota vähän väliä monta kertaa vuodessa nin nin, öö kaupungin tämmönen yhdysopettaja kokos, kaikkien koulujen englannin opettajat koolle ja se oli sitte, hyvin hedelmällistä mm, nin tota, keskustelua, että miten teillä näin meillä ja, ja tämmöstä ajatusten vaihtoo ja, ja semmosta, et sitä me nyt ihan selvästi kaivattiin, mutta ku se yhdysopettaja, järjestelmä purettiin, nin nin ei me sitten, ei oo ollu ketään kokoonkutsujaa (naurahdus)

M

mm

U

koulut on jätetty niinku aika lailla omilleen tämän asian kanssa

B

/kyllä, kyllä, hyvin hyvin omillensa, että tota tehdäänkö me asioita musta oli hirveen kiva kuulla nyt me mennään sitten käymään tuolla voijonmaalla kun, kun heillä on tämmönen moderni kielistudio ni musta oli hirveen kiva kuulla asioita mitä ne tekee siellä kil- kielistudiossa, ja me ollaan nyt saamassa uus kielistudio ja me halutaan kauheesti kouluttautua, siihen mitä me voidaan kielistudiossa tehdä, ku mejjän, vanha studio, vuodelta seittemänkymmentäkuus, on niinku sillai, mm rämähämispisteessä, ja elikkä me, ollaan, pelkäävin sydämin viety sinne, aina joukko kuuntelemaan yyookuuntelujaa (naurahdus) mutta ei oo uskallettu oikein mitään muuta tehdä, eikä siellä oo voinukaan tehdä näitä tämmösiä että kytketään, kaks, oppilasta yhteen taika kenties neljä ja, puhelinkeskustelujaa ja sun muita tällasia ei ollenkaan et tää on näitä, iankaikkisen vanhoja tampereita ni, taikka, mikä se nyt sähkötasoha, ni tällasta kaikkee että että kun koulu tuota mm kaupungissa on nyt vaan, cygnaeus ja voionmaa, norssi nyt on niin, omassa rauhassansa ja me, siis tän verran vaan lukioita ni ois hirveen kiva niinkun, tosiaan, vaihtaa ajatuksia vähän niinkun, eihän sitä kukaan estä mutta et jos ei oo tämmöstä, niinkun luotua järjestelmää että joku toimis kokoonkutsujana nin, opettajat on niin työllistettyjä et ei kukaan sitte, niin, siihen ei enää sitten

M

B

/sitte ryhdy jos ei oo, oo tosiaan tämmöstä,

M

joo

B

puitteet, mm ootteko te verranneet minkään muun koulun opetussuunnitelmia #

M

tää on itseasiassa case study elikkä tapaustutkimus ihan, tän tutkimuksen luonteenkin, vuoksi

B

/aha,

/joo,

joo

M

tää paisus, niinkun, liian isoks et jos me ruvetas vertaan vielä niinku muitten, et se ois kyllä

B

/liian, joo,

/nii, joo

M

tietysti hyvin mielenkiintosta kattoo et minkälaisia eroja sitten, mutta me ollaan nyt otettu

B

/(naurua)

/nii, nii

M

teidän koulu sitten niinkun tämmöseks, joo,

B

/tämmöseks case studyks, joo joo, joo

M

/että miten täällä tää on kehittyny,

B

joo,

M

joo,

B

just joo,joo,

M

/et tällä tavalla

B

et kyllä ilmeisesti tosiaan nin tämä dokumentti kertoo hirveen vähän (naurahdus) mejjän, mejjän varsinaisista, opetuskäytänteistä sanotaanko näin,

M

nii,

B

mm

M

tää on kuitenkin sen verran, inhimillistä työtä sillä tavalla että täällä varmaan, kehitystä tapahtuu koko ajan mutta sitte, nää dokumentit #

B

/nii,

/se vaan ei näy tästä nii, joo että että siis, joo

joo, no mejjän täytyy varmaan mennä itseemme ja miettiä että kenelle me tämä todella tehdään, tää opetussuunnitelma. öö sen verran vaan vihjeenä että, että jos te olisitte tutustuneet muitten koulujen ne olis ollu vielä hintelämpää (naurua), mejjänkin on aika hintelä kielten kohdalta mutta, mutta ne ois ollu ehkä vielä hintelämpää, mä jouduin sen viime keväänä tekemään kun me tätä omaa, omaamme sitten työstettiin, hiki hatussa yötä päivää sinne, koulutuslautakunnalle että

M

siellä on kyllä perusteissa annettu niin, vapaat kädet että loppujen lopuks, se on sitte ihan jokaisen koulun, oma asia että miten se on katsottu sitte,

- B nii, joo mut kyllä raamit sais olla ehkä pikkusen, ää tuota, mm tiukemmat eli pitäs niinku luetella mitä sit tulee käydä ilmi
- M mm, jotta te, sitä ootte kaivannu enemmän
- B /nii, sitä, ollaan kaivattu enemmän et mitä mitä siitä tulis käydä ilmi ni varmasti sieltä sitte ne asiat (naurahdus) löytys, joo, joo, että näin
- M no,
- B (naurua)
- U /kiitoksia paljon
- M kiitos paljon
- B kiitos teille

Appendix 7

THE INTERVIEW WITH THE PRINCIPAL, TRANSCRIPT OF SECTION 4

- M ihan tämmönen kysymys että pidetäänkö opettajien ja sitten koulun sidosryhmien parissa kartotusta säännöllistä kartotusta siitä että, että miten opetussuunnitelmaa pitäisi kehittää
- P tota, sanotaan että se on niinku hyvin toimivan opetussuunnitelman elinehto että että sitä peilataan aika ajoon vanhempien kanssa ja ja oppilaiden kanssa ja niiden tahojen kanssa jotka esimerkiksi liittyvät sitte kouluun, yrityselämä ja
- M /onko lukiossa muuten vielä säännöllisiä näitä vanhempainiltoja tai tällasia, kokoontumisia
- P /on on paljon ja # en mä tiedä onks sillä nyt mihinkään, varmasti vieläki on uudessaki koululaissa tulee olemaan se että että koulun ja kodin yhteistyön, yhteistyötä, tulee tulee harjottaa säännöllisesti elikkä se o- tarkoittaa sitä että vähintään täytyy pitää ne vanhempainillat, mitenkä ne sitten järjestetään käytännössä niin se on, asia erikseen mutta että,
- M /mm
- P et kyllä, mä en, en tuota, pidä mahdollisena sitä että joku koulu ei järjestäisi vanhempainiltoja
- M mm
- P olen tosin kuullu että helsingissä kun o-, on on, kuulemma hirveen huonosti ollaan kiinnostuttu näistä vanhempainilloista että siellä, sitä on on niinku vähän jo ruvettu kaihtamaan mutta, ainakin meillä vanhemmat käyvät vielä hirvit- hyvin ei nyt hirvittävän hyvin tietenkään mutta käyvät vielä hyvin vanhempainilloissa että, että niin kauan kun kun näemme että vanhemmat ovat kiinnostuneita tästä, tästä tuota, opinahjosta jota heidän lapsensa käyvät niin, niin sehän on koululle kunnia-asia ja tietenkä hyvä asia että sinne tulee vanhempia paikalle
- M kyllä, ja sitten mikä mahtaa olla teidän käsitys siitä että vuo- teidän koulussa ei vuosien yhdeksänkytneljä ja yhdeksänkytkahdeksan välillä oo nimenomaan englannin kieleen, opetussuunnitelmaan tehty paljon muutoksia että se on pysynyt kutakuinkin samanlaisena
- P niin. öö, jos mä nyt sen verran mä tossa kun kun marja-leena leskinen kerto tästä teidän haastattelusta hän ilmeisesti korosti kovasti että kun oppimateriaalit ovat niin hyviä että
- M mm
- P et tuota, on on, nähty, nähty niinku hyvin helpoksi, pitää sitä opetus, opetusta niinku niis- siinä niissä raameissa että, että tuota ja sitten musta, mä oletan myöskin siinä että jos aatellaan jotain englannin kielen opetussuunnitelman kokonaisuutta kun siellä on niin paljon niitä, kursseja jo olemassa luonnostaan et siel on kuus pakollista kurssia kaks valtakunnallista täydentävää kurssia siihen ei tarvita oikeestaan paljon enää lisää siellä on varmasti hyvä olla se
- M /mm
- P keskustelukurssi sitten varmaan tukikurssi heikommille aineksen # ja sitten mahdollinen apikurssi jolla repataan jos nyt halutaan niin sitten to- puhua todennäköisesti ylioppilaskirjoituksista niin
- M niin
- P niin varmaan löydät, niissä kouluissa joissa on satsattu niin ku englantiinki niin ne on just tämmösiä preppauskursseja et mä nyt en tiedä että onko niillä mitään tekemistä englannin kielen opetussuunnitelman jalostumisen kanssa jos järjestetään preppauskursseja vaan sitte
- M /mm
- P oppilaille että, ja kun sekin liittyy hyvin, hyvin tuota räikeästi vaan siihen että ne menestyisivät hyvin ylioppilaskirjoituksissa eikä suinkaan niin että heidän englannin kielen oppimis ja
- M /mm
- P oppiminen laajentuisi nyt sitten vähän uusiin uusiin elementteihin että, et se, musta se on, on
- M /niin
- P tota ottaen huomioon sen että eihän tää koulun opetus voi olla pelkästään englantia ja, ja sitten kun ois, yksi tavotehan on myös se että lisätään englannin kielistä aineenopetusta että
- M mm
- P annetaan opetusta myös englannin kielellä että, et englannin kielellä on muu- (naurahdus) on on varmaan rehellistä sanoa että niin mahtava dominanssi jo nytkin olemassa että, et mä en ymmärrä ymmärrä että minkä takia sielä nyt erityisesti täytys sitten vahvistaa englannin osuutta kursseja lisäämällä
- M no, joo tää kysymys ei oikeestaan välttämättä tarkottanu sitä että, että miksei kursseja oo lisätty
- P /joo
- M vaan mi- et niinku sitä niin sanottua sananmuodossa tapahtunutta muutosta ei ole että ne on aika, et silloin ku yhekskytneljä tuli ne kurssit ja tällön päätettiin et tätä ja tätä kirjataan sinne
- P /niin joo joo joo /joo joo joo joo

- M niin, siihen ei oikeestaan että kurssin sisäisiin, asioihin sitte muutoksia tehty että
P /joo, joo, joo joo joo /joo, no mä joo mä mun täytyy sanoa että mä en en tota, ehtiny kerta kaikkiaan edes paneutua ja lukemaankaan sitä
- M /joo
P sillä tavalla lävitte et mä, voisin nyt lähteä arvioimaan että onks siinä nyt sitte, sitte tota, tilistisiä ta-tarkistuksia tehty tai ei oo tehty että, että mä nyt en näe paljon mieltä siinäkin että käydään vaan muutamia ilmauksia sitten muuttamassa jos se opetus kuitenkin pyörii entisellään ja samanlaisena että ehkä semmonen rehellisyys on kuitenkin parempi että, et ja ja se on varmaan ihan totta kyllä että tiedän tästä niinku omastaki systeemistä että, että löytyy ehkä löytyy paremmin niinku tämmösiä elementtejä tähän tähän opetussuunnitelman koulukohtaseen kehittämiseen, muissa aineissa ku kielissä
- M mm
P jos me ajatellaan nyt esimeks historiaa mä ajattelen esimerkiksi, esimerkiksi tuota äidinkieltä sieltä löytyy vaikka sekin nyt on kieli mut siinäkin nyt löytyy kuitenkin kirjallisuudet ja, ja ja ja
- M /niin
P tuota puhetaidot ja ja kaikki tämmöset että, että, jos, minusta semmonen yks kehittämissuunta tieteenki on tää, tää kommunikatiivisuus mutta, periaatteessahan musta sitä pitäis laittaa jokaiseen niinku sitte englannin kurssien mukaan että, ee, on jotenkin, jotenkin niinku vähän
- M /mm
P naurettavaa, ridiculous jos sielä sitten on yks kurssi joka on vähän että english in communi-at communicative skills tai jotain tämmöstä että, et tuota, varmastihan se yks semmonen nätti
- M /mm
P rönsy ois sielä en mä sitä yhtään sano mutta, mut tuota, ja, ja ja ihan niinku siihen liittyen että, et semmonen päällimmäinen huomio mulla on että, et tuota, jos puhut nyt tosiaan tämmösistä kun olette vertailut niitä eri eri vaiheittain niin
- M mm
P englannissa niin niin, yleensäkin varmaan kielissä niin niin tuota sitä on, sitä niin sanottua täsmentymistä taikka tarkentumista taikka täydentymistä niin, ehkä sitten suhteessa vähemmän kun on on esimerkiksi sitten äidinkielessä meillä ja, ja ja tota matemaattisluonnontieteellisissä aineissa heistä nyt ei oo, mieltäny sit tavallaan niinku sitä opetussuunnitelmatyötä niin, niin olennaise- oleelliseksi että et se tarkoittaa sitä et joka vuosi täytyy tehdä tämmösiä merkittäviä
- M mm
P kohennuksia siihen vaan, vaan tuota, ehkä pitäis sitä todennäköisesti, aika pelkistety pelkistettynäkin ja, ja kun se lihaksihan se muuttuu sitten opetuksessa sekin täytyy tieteen aina muistaa et me voidaan paperille kirjoittaa mitä tahansa mutta, todellisuudessa piut paut välittää siitä ja ykshän, ykshän tämmönen suuri pulma tällä hetkellä todella on se että koulut ovat tehneet mitä satumaisempia opetussuunnitelmia sitten niitä ei kuitenkaan toteuteta että
- M mm
P että, tämmönen tietty rehellisyyskin siinä että että, luvataan sitä mitä on tarkoitus toteuttaakin niin se sekin ihan lähtökohtana terve ja kelpo
- M selvä, ja ihan viimeisenä kysymyksenä mitä on tapahtunut b-englannille
P b-englanti on poistunut
- M ö, juu, syy on
P syy on syy on tota se että sillä ei oikeestaan ole enää semmosta, semmosta, välineellistä arvoa koska, meillä tuota, tää päättötutkinto ei tällä hetkellä tunnista enää kuin kahdenlaiset kielen tutkinnot ne on ne pitkät kielet, no ruotsissa on tieteenki se keskipitkä vielä mut englannissa ei ole enää keskipi- keskipitkää tutkintoa ollenkaan vaan on sitten lyhyt, eli meidän täytyy joka tapauksessa kirjoittaa joko pitkä taikka lyhyt jonka ne voivat tänäki päivänä tehdä vaikka ne ois kuinka lu- lukeneet sen pitkän kurssin ne voivat kirjoittaa sitten lyhyen kurssin kuitenkin siinä aineessa ja tää on must enemmänki semmonen (rykäisy) semmonen tuota, opetusmenetelmällinen, tai ope- opetus tuota, po po po mikä se nyt ois semmonen oikea termi niin tuota, ratkaisu siihen että et kun on on niitä jotka ovat tulleet sitä b-englantia mitä nyt varmaan tässä ajat takaaki että kun oppilaat tulevat b-englannin kautta lukioon niin, tieteenki he
- M /mm
P tieteenki heistä huolehditaan ja, ja nyt tuota, yks faktahan on tieteenki se että me ei voida tässä maailmassa mitään sille että oppilaat saa englantia tuutin täydeltä joka puolelta, olipa niillä b-englanti tai a-englanti niin niin tuota sitä tulee tuutin täydeltä ja, joku tommonen, joka tänne nyt lukioon tulee niin, esimeks hänen b-englannin kielen, numeronsaha ei varmasti ole viis eikä kuus vaan se on yhdeksän taikka kymmenen ja, vaikka nää numerot falskais kuinka paljon niin
- M /mm
P kyllähän siinä jotain tieteenki taustalla on että, meillä on muistaakseni tuli viime vuonna, oliko niitä, kuudesta kun meille kakssataakymmenen suurinpiirtein otetaan sisälle tuliko siinä

kuudesta, kuudesta tuota kymmeneen henkilöä, sellasia jotka jotka jolla oli, tää tää tuota lyhyt englantia me opettajat te- tämä tämä tuota, diagnosoitiin ja sitte tieteenki sovittiin opettajien kans et he selvittää kukin missä ryhmässä missä näitä b-englantilaisia on että

M

mm

P

et mikä heidän, heidän todellinen englannin taitonsa on ja sitte ruvetaan tukitoimiin niitten osalta että me olemme varautuneet siihen että autamme niitä jotka ovat b-englantia tulleet niin alkuvaiheessa tää, tähän tuota tukeen, sitte tietysti se toinen mahdollisuus on että perustetaan sitte lyhyen englannin ryhmä, mut ei kukaan halua sinä- sitäkään sitten tehdä et, et mieluummin

M

/mm

/mm

P

kyllähän siinä jotain tieteenki nähdään se että tuota, et kuitenki tavotellaan sitä a-englannin tasoa mikä mikä siinä on että

M

onko niissä kovin suurta, tasoeroa sitte ollu onko huomattu

P

/no se #, no mä en pysty sitä sanomaan kyllä että mu- mulla

ei riitä siihen, rehellisesti kompetenssi mutta, sen perusteella mitä, mitä tuota opettajat kertovat viime syksynä niin, niin, ne oli oikeastaan yllättävän vähäsiä sitte ne erot siellä että ehkä se enemmän oli oppilaiden arkuutta että ne kuvitteli että eihän me osata mitään, muihin verrattuna kun me on luettu vaan b-englantia että, et tuota, varmaan enemmän tuommosta, institut- institutionaalista pelkoa kun todellista pelkoa siitä mitä he osasivat

M

selvä, minä kiitän teitä että teillä oli aikaa, näinkin pitkään haastatteluun että

P

/niin kiitoksia

/no niin joo