An analysis of student preferred oral English teaching methods and their benefits in Finnish upper secondary schools

Bachelor's thesis

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Tiivistelmä – Abstract
Tämän kandidaatintutkielman aiheena on englannin kielen suullisen kielitaidon opetusmetodit. Tutkimuksen pääongelmana on suullisen kielitaidon opetuksen puute lukion englannin kielen opetuksen pakollisilla kursseilla. Tutkimus käsitteli neljää eri suullisen kielitaidon opetusmetodia, joiden käytöllä voitaisiin parantaa lukiolaisten suullisen englannin kielen taitoja ilman suurta muutosta pakollisiin englannin kielen kursseihin. Näitä metodeja ovat tehtäviin perustuva (task-based teaching), yhteistyöhön perustuva (cooperative teaching), vieraskielinen (language immersion) sekä metakognitiivinen (metacognitive teaching) opetusmetodit. Tutkimuksessa painotettiin näiden metodien nautinnollisuutta ja niiden suhdetta oppilaiden kokemukseen omasta oppimisestaan. Tutkimuksen kohteena olivat lukiolaiset. Aineisto kerättiin sähköisellä kyselyllä, johon vastasi 71 oppilasta kolmesta eri lukiosta. Metodeista language immersion paljastui kyselyn tulosten perusteella suosituimmaksi. Sitä pidettiin nautinnollisimpana sekä parhaiten suullisia kielitaitoja opettavana. Järjestyksessä seuraaviksi suosituimpina metodeina olivat cooperative teaching, task-based teaching ja metacognitive teaching. Tulosten perusteella voidaan olettaa, että jos language immersion opetusmetodia käytettäisiin useammin lukion englannin kielen tunneilla, oppilaiden suullinen kielitaito paranisi.

Asiasanat – Keywords
oral communication, EFL, teaching methods, foreign language enjoyment, task-based teaching, language immersion, cooperative teaching, metacognitive teaching

Säilytyspaikka – Depository JYX

Muita tietoja – Additional information

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1. INTRODUCTION

Oral communication skills are the backbone of a competent speaker of English: one seeks to learn a language to be able to communicate in the said language with other speakers. This, unfortunately, is nearly impossible if the speaker does not have proper oral communication skills. In Finnish upper secondary schools, the teaching of oral communication is seldom focused on in mandatory English classes. This might partly be due to the fact that oral skills are not examined as a part of the matriculation examinations that all students must take and pass to graduate. However, students may participate in an oral communication course and receive a certificate to prove they have taken the course and the grade they received (Finnish National Board of Education 2019). In fact, barely any attention is given to the teaching of oral skills in the Finnish national core curriculum for upper secondary schools until the previously mentioned extra course is named. A short section is dedicated to the assessment of students' oral skills but most of the section boils down to the instructions that these skills are evaluated in all foreign language courses, but no clear direction is given to what aspects of language should be focused on and how this assessment should be done (Finnish National Board of Education 2019:178-179). This lack of specific instruction for the teaching of oral skills, of even a mention of the term and the relegation of oral communication skills learning to a voluntary course highlights how neglected English oral skills are in Finnish upper secondary schools.

The problem this present study seeks to investigate is the lack of good oral communication teaching in mandatory upper secondary school classes. My hypothesis is that small changes in the teaching methods used within these classes would facilitate better oral skill learning. More specifically, this study seeks to reach this goal by exploring what oral communication teaching methods Finnish upper secondary school students prefer and how the enjoyability of these methods is related to their evaluation of how well they have learned when these methods were used. The concept of foreign language enjoyment was chosen as the focus in this study. This decision was motivated by the important role enjoyment of learning plays in memorization, learning motivation and learning satisfaction (Hernik and Jaworska 2018). Foreign language enjoyability (FLE) has not been as widely researched as, for example, as its' hypernym learning motivation, but for a study of this size learning motivation would have been too extensive a term to examine so FLE was chosen in its stead.

Previous studies in the field of oral communication have most often focused on one specific teaching method per study. In this study, in contrast, four different teaching methods will be

examined. Previous studies have not drawn attention to foreign language enjoyment and its' effects on oral communication skills and student perception of learning.

In the present study, the teaching methods in focus will be task-based teaching, cooperative teaching, metacognitive teaching, and language immersion. These methods were chosen due to the large amount of research on them, the prevalence of these methods in Finnish schools, their relation to oral communication teaching and how realistically they could be implemented into mandatory English classes. The results of this study should demonstrate the need for a small shift in English oral communication teaching methods to more enjoyable methods for the students. The study was conducted via a questionnaire to Finnish upper secondary school students. The specifics of the data collection methods will be discussed in Section 3 of the study. In the next section I will be reviewing the previous literature on the different teaching methods examined within this study.

2. LITERATURE REVIEW

In this section of the paper, I will start off by explaining how oral communication is perceived within this study. I will then move on to what foreign language enjoyment is and how it correlates with student success in language learning. After this I will explain what teaching methods I chose to investigate in this study and then lastly describe how each of these methods work in the classroom and how they could improve student's oral communication skills.

2.1 Oral communication

In the aims of the foreign language section of the Finnish national core curriculum for upper secondary schools (Finnish National Board of Education 2019: 177) under the "Interaction skills, text interpretation and production skills" one of the goals is for students to be "trained and encouraged to use the language extensively and in many ways". As mentioned in the introduction of this study, both the term oral communication and how to assess student's oral skills are nevertheless left ambiguous, most likely to make it possible for teachers to assess the skills based on student needs. Partly due to this ambiguousness and the plurality of ways in which oral communication is seen, this study will focus more on the students' own perceptions of what oral communication skills are. For example, if students perceive oral communication skills to entail how well they pronounce words, that is how they shall perceive them. This study's' focal point is the teaching methods and their enjoyability. As long as these methods are able to improve students' oral skills, disregarding what aspects of oral communication skills they improve, they will be taken into consideration.

2.2 Foreign language enjoyment (FLE)

Emotions fall under different motivating factors that have a notable effect on a students' learning prospects. Enjoyment has a significant role in the learning process, increasing learner satisfaction, learning motivation, and positively affecting memorization of new information (Hernik and Jaworska 2018). Enjoyment related to foreign language learning has been shown to have a mediating role in the relationship between foreign language proficiency and learning motivation (Zhang, Dai and Wang 2020). In addition, it has been discovered that students are more likely to sustain their language learning efforts after their language programs are over if they enjoyed their previous language learning classes. Jin and Zhang (2018) found similar results in their study on the dimensions of FLE

and their effect on foreign language achievement: foreign language enjoyment was strongly correlated with positive learning outcomes and intrinsic motivation. These findings suggest that foreign language enjoyment and its effects on learning outcomes should be noted by teachers and considered when planning future classes.

2.3 Teaching methods

The teaching methods examined in this study are task-based teaching, cooperative teaching, language immersion and metacognitive teaching. These methods were chosen for the study due to their prevalence in Finnish schools and in teaching literature, as well as their variance from each other.

2.3.1 Task-based teaching

Task-based learning (TBL) or task-based language teaching (TBLT) focuses on the use of different kinds of 'tasks' to educate students on different topics. In the language classroom, TBLT seeks to integrate different aspects that aid the language learning process, such as scaffolding opportunities, cognitive processing and giving due attention to grammatical forms, into the interactional tasks that students are given (East 2017). In addition to encompassing multiple aspects of language learning, TBLT has been reported by teachers to increase confidence, enjoyment, and motivation of language learners (East 2017).

Focusing on the effect that task-based teaching has on student oral skills, Forero Rocha (2005) reports that students' oral interaction scores and learning enjoyment had increased after task-based teaching was implemented into their large EFL classroom. At the end of the study, students reported preferring more social work activities, feeling less worried about tasks where they had to utilize their English oral skills and overall enjoying participating in class work. Carrero Pérez (2016) reported similar results in her study on the effects of task-based teaching on spoken interaction and student motivation. Due to the free and spontaneous interactions that a task-based teaching method made possible, participants of the study improved in their EFL oral skills. In addition, students that took part in classes where task-based teaching was implemented felt more motivated toward their English studies. Based on the results of these studies one can conclude that task-based teaching leads to students feeling enjoyment during classes, leading to better learning motivation and better oral communication skills.

2.3.2 Cooperative teaching

Cooperative learning is quite self-explanatory: students work together in groups or pairs during classes to complete tasks assigned by the teacher. As cooperative learning requires students to communicate with each other while studying, the learning of oral skills while utilizing a cooperative teaching method is self-evident. Alghamdi (2014) discovered in his study on EFL learners' interactions during cooperative learning that students participating in cooperative classes learned to be more active and helpful with each other. Participants of the cooperative lessons within the study communicated and interacted with each other more, were better at being able to keep involved in the task at hand and to understand the importance of respecting each other's opinions, asking for clarification, sharing information, and discussing ideas. These conversational skills are vital for students to learn oral skills more optimally. The more one communicates in English, the better their oral skills will become.

In addition to improving the social skills that students needed to possess to learn oral skills, utilizing a cooperative teaching method has a positive effect on students' intrinsic motivation, oral skill test scores and language fluency. Namaziandost, Neisi, Nasri and Nasri (2019) discovered in their study on cooperative learning, oral skills, and motivation that cooperative learning had a positive effect on students' oral proficiency scores and intrinsic motivation toward learning. In the study it is deduced that because cooperative learning creates a less threatening context for learners, they can participate more in oral tasks and therefore better improve their oral proficiency scores. In addition, this more relaxed learning environment is, according to Namaziandost et al. (2019), related to the increase of intrinsic motivation in the students. This increase was due to the satisfaction and empowerment students felt being able to use their language skills purposefully, gaining meaningful feedback and seeing their own personal progression in their language skills. In a later study Namaziandost, Homayouni and Rahmani (2020) delve deeper into what cooperative learning might mean for student's oral skills in their study on how cooperative learning affects speaker fluency. They discovered that, regardless of what technique of cooperative learning was used, EFL students' English language fluency improved when cooperative learning was utilized within the classroom. In conclusion, if taken into use in contemporary classrooms, cooperative learning will create a more learner-centric, friendly, and supportive environment and therefore would positively impact student oral skill scores, fluency, and overall wellbeing.

2.3.3 Language immersion

The language immersion teaching method is a teaching method where all instruction and communication are done in the goal language and the use of the student's first language is avoided. Various context clues, hand gesticulations, visual aids and modelling are used by the teacher to aid students' understanding of what is being taught. The immersion teaching method is often confused for the similar submersion method where students are placed in an environment where only the target language is used without any instruction and are essentially forced to either "sink or swim" (International TEFL and Tesol Training n.d.). When talking about using language immersion in Finnish schools one must consider that terminology related to language teaching through immersion varies from school to school. Kangasvieri, Miettinen, Palviainen, Saarinen and Ala-Vähälä (2012: 7) define language immersion of foreign languages in Finland as *vieraskielinen opetus* and language immersion of national languages (Finnish and Swedish) as *kielikylpyopetus.* Confusion might arise with these terms due to some Finnish schools using *kielikylpyopetus* as a blanket term for all immersion teaching. In 2012 approximately 3341 Finnish students in primary schools and approximately 1337 Finnish middle schoolers took part in English language immersion teaching.

Due to most instruction via the immersion method being vocal, it is a great teaching method for oral communication. In a study conducted by Grant (2020) on the effects that intensive immersion programmes had on student's willingness to learn, it was discovered that a three-week immersion programme had beneficial effects on learner willingness to communicate, language anxiety, language learning motivation and own perceived competence by learners. These results are supported by a similar study conducted by Kahar et al. (2018) where students' English language oral communication skills were enhanced during a summer-school immersion programme. Participants of the study felt that they were able to eliminate the language anxiety they experienced and therefore felt more confident in their English language oral communication skills after to taking part in a summer-school immersion programme where learners participated in a project where only English was used. Astifo and Ali (2020) discovered in their study on the implementation of immersion through project-based learning program to develop EFL learners' speaking skills that immersion teaching resulted in an increase in the participants' learning motivation and noted that the participants found the activities related to immersion pleasant. Based on these studies it can be deduced that language immersion is enjoyable to students and has a positive effect especially on student motivation and language anxiety.

2.3.4 Metacognitive teaching

Metacognition, in its simplest form, refers to thinking about one's own thinking: planning, assessing, and monitoring one's performance and understanding (Chick, 2013). In the field of pedagogy, using metacognitive instruction means teaching students how best to adapt their skills to new learning contexts. This means students acknowledging their own motivation and skills, understanding what goals each task they are given in class has and how to expand their knowledge of a subject to better perform in school (Chick 2013; Kobayashi 2020). Knowledge of one's own language skills and what schools require of students to succeed are a great way to improve one's ability in any aspect of a language but especially oral skills.

Metacognitive instruction has been utilized in English language classrooms to aid students' oral skill development with positive results. This is shown in Nakatani's (2005) study on the effect of awareness raising, meaning metacognitive strategies, on student's oral communication test scores. In the study metacognitive instruction led to students not only improving their oral test scores but also lead to students making longer utterances and rarely abandoning i.e., stopping mid-sentence, the messages they were trying to convey. Nakatani (2005) concludes in his study that for students to acquire independent learning skills, metacognitive instruction should be utilized within the classroom for the students to learn how to make plans, evaluate and monitor their oral interactions. Building upon Nakatani's (2005) study, Kobayashi (2016) discovered similar results in her study on the impact of metacognitive instruction on EFL students' metacognition, self-efficacy, oral communication, and interaction strategies. Utilization of metacognitive instruction led to students to develop their own metacognition, leading to a positive effect on their self-efficacy and interaction strategies, this all causing a notable improvement in their oral communication skills. Kobayashi (2016) also emphasizes the importance of independent learning skills for students to be able to control their own learning. In a later study Kobayashi (2020) focused entirely on metacognition and its effects on students' oral communication results. Students in the study that were taught via a metacognitive method became more aware of the communication strategies they were using and made great gains in interaction competence. Kobayashi (2020) noted that, while all participants gained from the metacognitive teaching method used within the study, especially poor learners presented a great improvement in their oral communication skills. In conclusion, utilizing a metacognitive teaching method to teach students English oral communication skills would lead to long term improvement in the students'

learning prospects as skills learned from metacognitive instruction help students understand their own skills and what is required from them to learn better.

2.4 Summary

In sum, all of these teaching methods offer new things that could be added to contemporary Finnish upper secondary school English classes to improve students' oral communication skills. All of the methods have aspects that students could find enjoyable and that would therefore motivate them in their studies. Based on previous research, while encompassing multiple aspects of language learning, task-based teaching would help students gain confidence and motivation in their studies as well as create enjoyment. Students would enjoy participating in social assignments, feel less worried when having to speak in English and would overall improve their English oral communication skills. Cooperative teaching would make it possible for students to be more social in English classes, at the same time improving their social skills as well as oral communication skills. Cooperative learning would create a less threatening environment for social interaction, making it possible for even shy students to participate in class activities. In addition, cooperative teaching would be enjoyable to students as they would be able to complete tasks with their friends.

Based on the existing literature, language immersion would force students to utilize more of English in classes. This would, in turn, facilitate more oral communication between students, improving their skills without the students even realizing this. The method would lessen the students' language anxiety, therefore making learning more enjoyable to them. In contrast, metacognitive teaching would help students to think about their own learning. Knowing the learning styles most suitable to oneself would lead to improvement in the students' oral communication skills as well as the enjoyment of the learning process.

3. THE PRESENT STUDY

In this section I will first discuss the aim and research questions of the present study, then the data gathered for this study and finally the methods of analysis used on the data.

3.1 The aim and the research questions

The purpose of this study is to explore the attitudes of Finnish upper secondary school students toward different methods of teaching English oral communication with a focus on those that students find most enjoyable and therefore motivating toward learning. The teaching methods that will be examined include the cooperative teaching method, the metacognitive teaching method, the language immersion method, and the task-based method. Some of these methods might already be implemented into English classes, but the purpose of the present study is to find which method/s is/are the most enjoyable one/s for students. The research questions this study seeks to answer are the following:

1. What do students feel to be the best teaching methods for English oral communication in Finnish upper secondary schools?
2. Does the enjoyability of these methods positively affect students' perceptions of how well they have learned English?

3.2 The data

The main motivation of this study is to create easily understandable data that can be used to argue for the implementation of specific English oral communication teaching methods in to classrooms. I seek to acquire quantitative data about student's attitudes toward different teaching methods that can be generalized. To this end a questionnaire study was conducted.

The questionnaire was disseminated electronically to students. This was partly due to the coronavirus pandemic to avoid possible spread of the disease and partly due to the ease with which electronic questionnaires can be created and answered (Valli and Perkkilä 2018: 100). The questionnaire mostly consisted of structured 5-point Likert scale questions and yes/no type questions. This is because both of these question types are a well-established method of gathering data on opinions (Valli 2018: 93). The five points of the Likert scale were labelled as 1. not at all, 2. a little bit, 3. somewhat, 4. a lot, and 5. unsure. To give the students a possibility to elaborate on their

opinions, open-ended questions were also included in the study (Valli 2018: 98). The questionnaire was in Finnish to avoid possible misunderstandings made by the participants due to a lack of English language skills. In addition, Finnish was chosen as the language for the questionnaire to ensure an accurate picture of the students' views of different teaching methods.

Upper secondary school students were chosen as the target group for the study with most of the answers coming from students in their last year of studies. The reason for this is that upper secondary school students already have a great deal of experience of different teaching methods. The selection of these students as my research subjects made the collection of my data more straightforward than with younger students as the students were over 15 years old and therefore parental consent was not needed for the students to participate in the study. To ensure more generalizable findings, my aim was to have at least 60 students as respondents. In the end, 71 students from three different upper secondary schools from around Finland answered the questionnaire. To maximise the possible participation of students in the study, they were offered a possibility of winning a gift card.

The collection of the data was conducted in February 2021. While the purpose of the study is not to examine the differences between perceptions by female and male respondents of different teaching methods, if there appears to be a notable discrepancy between the genders in the data this will be taken into account in the analysis of the data. The study was piloted with the help of my fellow English students to make sure the questions within the questionnaire were easy to understand and answer, as having students misunderstand questions would lead to the results being distorted (Valli 2018: 81-82).

3.3 Methods of analysis

As the purpose of the questionnaire was to survey student opinions on different teaching methods, I will be analysing which method is favoured the most and, possibly, why.

While the questionnaire used both quantitative and qualitative questions, all the answers will be analysed via the quantitative model. Quantitative analysis method was chosen for this study to acquire numerical values of the answers that can be used to create a clear picture of what methods are preferred over others and why. Likert scale and yes/no type questions' answers are easy analyse and convert into numerical data as they already are quantitative by nature.

The qualitative answers of the questionnaire will also be analysed via the quantitative method by categorising the answers into different groups (Valli 2018: 98). After the analysis, the data will be

compared with the theoretical background of the study to get a clearer picture on how student perception of the methods affects English oral communication skills. I will also be considering in my analysis how realistic it is to use these methods in the classroom considering time, resources provided to teachers, variety to avoid boredom and results.

4. RESULTS AND ANALYSIS

In this section, I will first go through the results of each section of the questionnaire: task-based teaching, cooperative teaching, immersion method and the metacognitive method. I will then describe which teaching method was reported to be the students' favourite and why.

Overall, 71 upper secondary school students, mostly from the third grade, from three schools in Finland responded to the questionnaire. Most, (66%) of them identified as female, with 25% identifying as male. 5 respondents identified as non-binary and one did not want to disclose their gender. Whilst most respondents of the questionnaire were female, I did not notice any large disparity in answers in relation to the respondents' reported gender identity.

4.1 Task-based teaching

99% of the respondents reported to have taken part in lessons which utilized task-based learning, and 1% reported not to have done so.
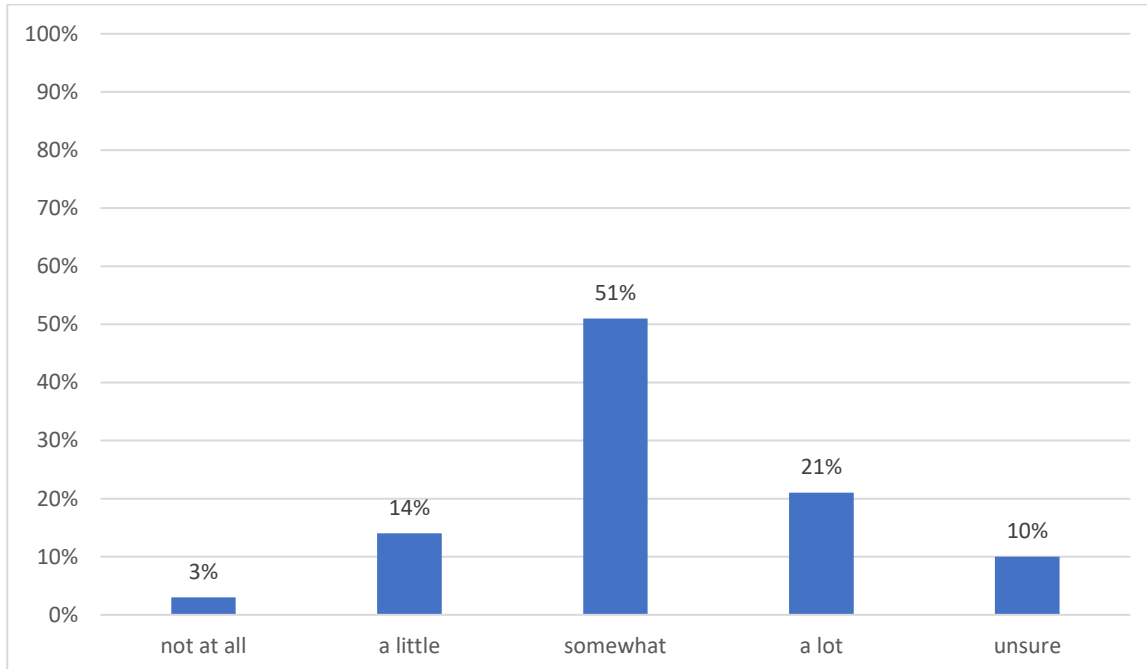

Figure 1. "How well did you feel that you learned when task-based teaching was used in an English class?"

As seen in Figure 1, most of the students who reported to have taken part in task-based learning indicated that they felt that they had learned well in a class where this teaching method was used

(either 21% a lot or 51% somewhat). 10% were unsure, 14% felt to have learned only a little, and 3% not at all.
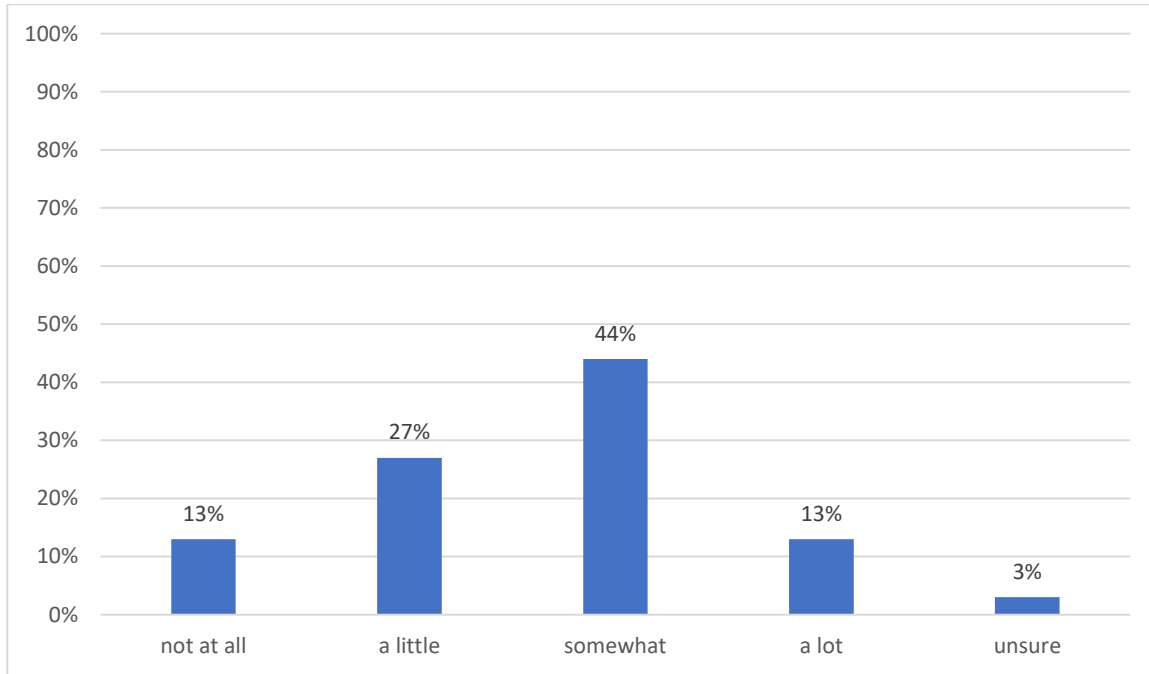

Figure 2. "Did you enjoy the lesson where task-based teaching was used?"

As seen in Figure 2, 44% of these students reported to have enjoyed to some extent the lessons where task-based teaching was utilized, while 13% felt that they had not enjoyed the teaching method at all, 27% only a little and 13% a lot. 3% were unsure.

32 of the respondents chose to elaborate on why they enjoyed or did not enjoy task-based teaching. A little over half of those who chose to elaborate had a negative attitude to task-based teaching. Unfortunately, many students misunderstood the description of task-based teaching and assumed that the method involves presentation giving as one of its' main components. Many of those who did not enjoy the method therefore mentioned presentation anxiety as the reason for their dislike. I chose not to mention answers that alluded to this anxiety as focusing on those answers would not be representative of the task-based teaching method. Those who enjoyed the method most often indicated that the fact that they can work alone as a reason for this. Another reason for the enjoyment students felt was that they overall enjoyed completing tasks. Both of these factors can be seen in Example 1. As can be seen in Example 2, those who did not enjoy the task-based method most often cited its perceived boringness as well as the lack of variation in how the method was used.

Example 1, translated from Finnish to English

Saa tehdä omaan tahtiin tehtäviä ja miettiä itse omassa rauhassa tai kaverin kanssa.

I can do the exercises at my own pace and think by myself or with a friend.

Example 2, translated from Finnish to English

En pidä tästä tyylistä melkein lainkaan, koska en pysty keskittymään tehtäviin, koska tehtävän anto on erittäin toistavaa, niin kuin sarjatuotantoon. itse pidän tätä tosi tylsänä opetus menetelmänä juuri toistuvuuden ja yleisyyden takia.

I do not like this method almost at all because I can't pay attention to the tasks because the task assignment is very repetitive like mass production. I think this is a really boring teaching method exactly because of this repetition and genericness.
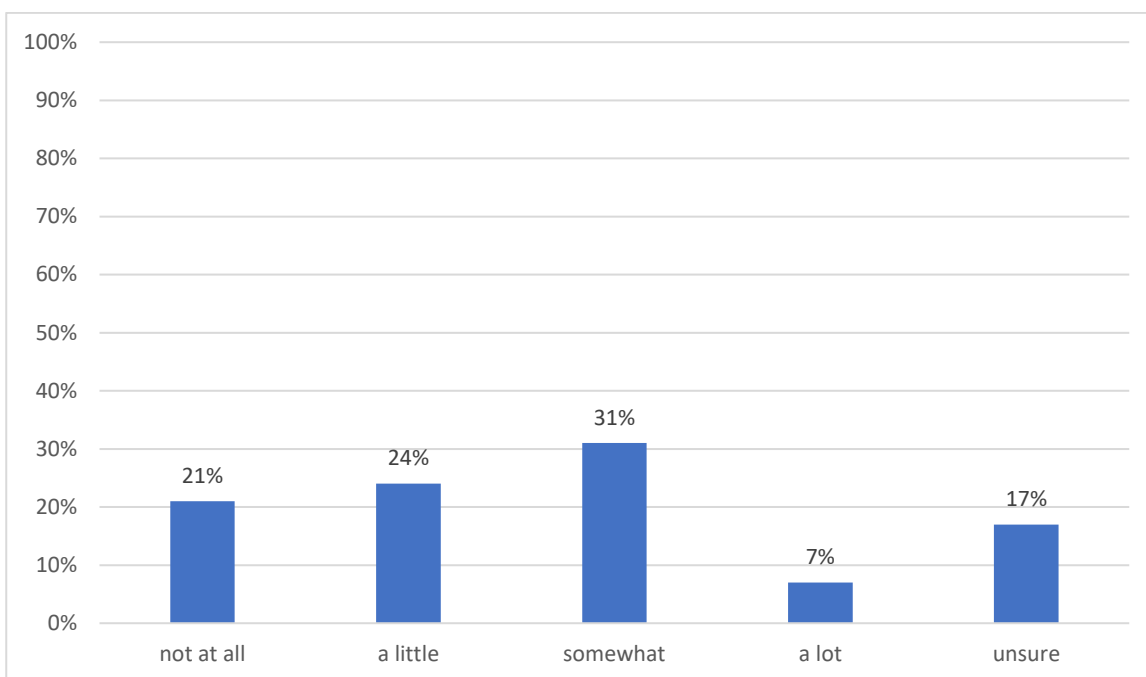

Figure 3. "Would you like more of task-based teaching in English classes?"

Figure 3 one shows that, when asked whether they would like for task-based teaching to be used more often in English classes, 21% responded 'not at all', 24% 'a little', 31% 'somewhat' and 7% 'a lot'. 17% of the respondents stated that they were unsure.

23 of the respondents chose to elaborate on why they wanted or did not want that task-based teaching would be utilized more often in teaching English. Student opinions were mixed with many seeing both advantages and disadvantages in having task-based teaching used more frequently in English classes. Those who did want more of it indicated that they learn best when completing tasks assigned by the teacher. Those who did not wish that this method be used more mostly reported feeling that it was uninteresting. Both of these perspectives can be seen in Example 3. Some also reported feeling that most teachers chose this method out of laziness as task-based teaching is fairly

easy to implement and does not require much effort on the part of the teacher. In addition, they thought that it is already widely in use in English lessons.

> Example 3, translated from Finnish to English
>
> Aika paljon käytetty, että ehkä siksi olisi kiva jos olisi vaihtelua. Mutta toisaalta toimiva, tuttu ja turvallinen ja oppii hyvin.
>
> Used a lot, maybe that's why it would be nice if there was variation. But on the other hand, it's a functional, familiar and safe, and one learns well.

4.2 Cooperative teaching

96% of the respondents reported to have taken part in cooperative learning, while 3% indicated that they have not taken part in a lesson where said teaching method was utilized. 1% were not sure.
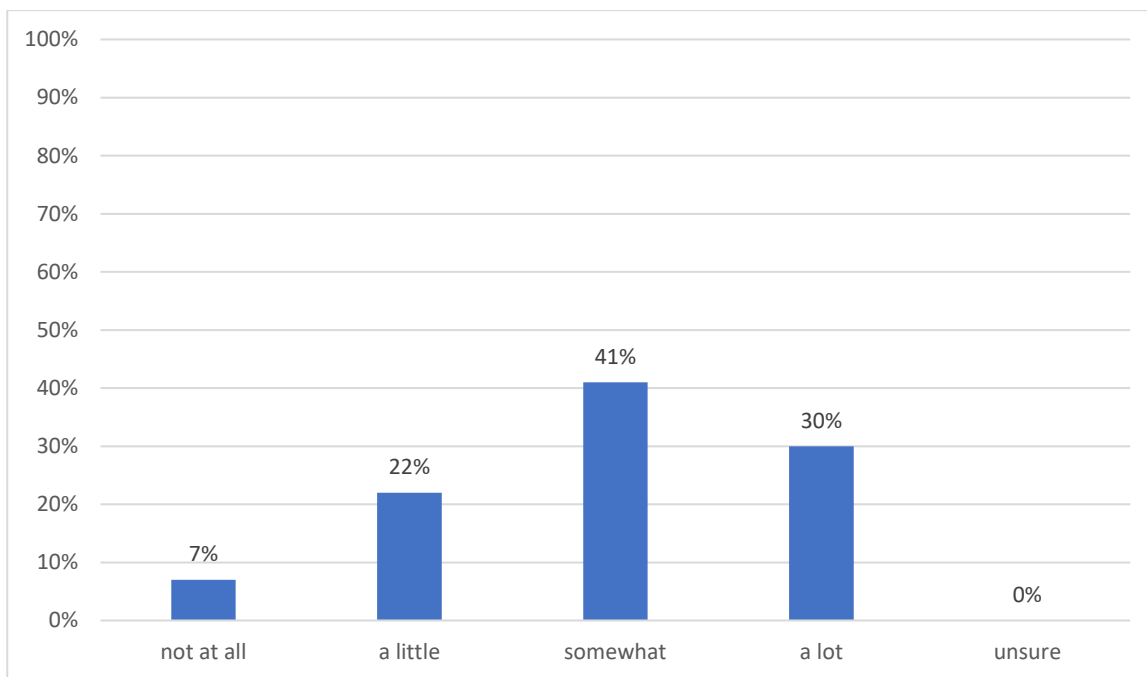

Figure 4. "How well did you feel that you learned when cooperative teaching was used in an English class?"

As seen in Figure 4, out of the students who had taken part in cooperative teaching, the majority (41% 'somewhat' and 30% 'a lot'), felt they had learned well when the teaching method was used. Only 7% reported not to have learned at all, and 22% reported that they had learned a little.
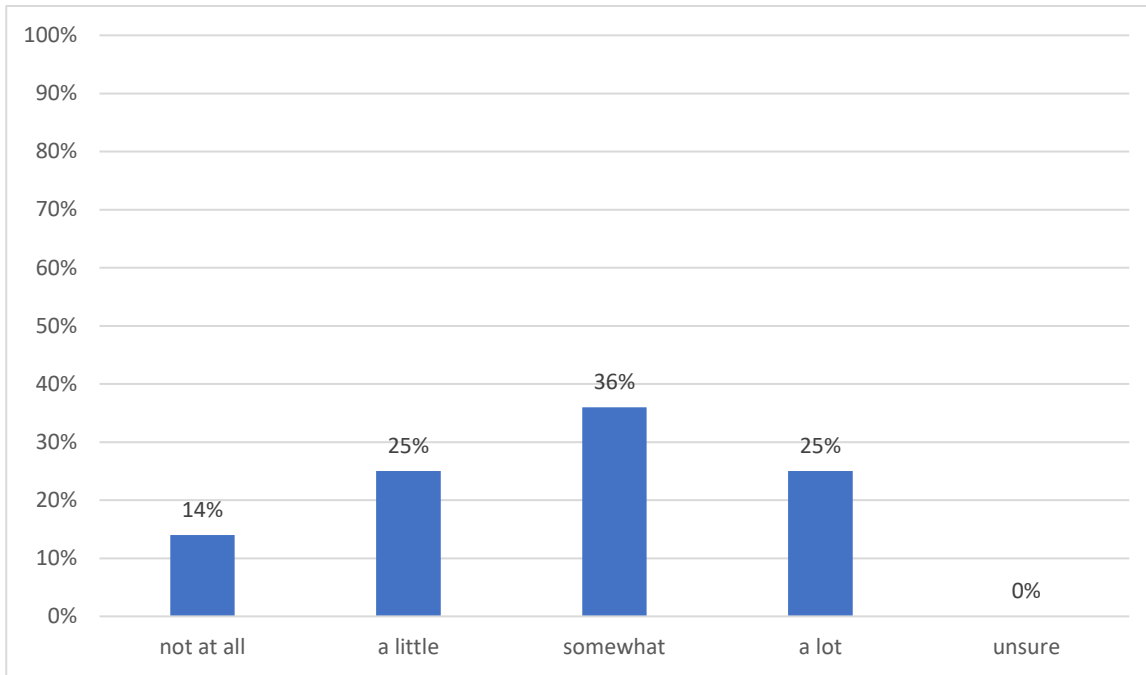
Figure 5. "Did you enjoy the lesson where cooperative teaching was used?"

Figure 5 shows, that approximately 61% of the students (36% 'somewhat' and 25% 'a lot'), reported that they had enjoyed the lessons where cooperative learning was utilized. 14% indicated that they had not enjoyed them at all, and 25% that they had done so only a little.

36 of the respondents chose to elaborate on why they enjoyed or did not enjoy the method. One third of the respondents to this question had some reservations about cooperative teaching. However, most of the answers indicated a positive opinion about the teaching method. Those who enjoyed the lessons that utilized the cooperative method gave reasons such as that they generally enjoy cooperating with other students, find the teaching method more relaxed than other methods, and think the method helped them gain better speaking skills. Those who did not enjoy the method rationalized their perspective by indicating how it causes feelings of anxiety when they have to work in a group with strangers or when they have to give a presentation. Some also mentioned that they do not enjoy pair or group projects if some students "freeloads", that is to say barely participates and lets the other participants do most of the work. Some students gave very detailed answers seeing both positive and negative aspects in the method as can be seen in Example 4.

Example 4, translated from Finnish to English

Tässä opetustyylissä tulos riippuu mielestäni aika paljon omasta sosiaalisuudesta ja ryhmästä jossa on. Esimerkiksi kavereiden kanssa ryhmäkeskustelu sujuu oikein mukavasti, mutta tuntemattomille englannin sönköttäminen voi olla hyvin hermostuttavaa varsinkin jos on ujo.

In my opinion, results gained from this teaching method depend a lot on how social you are and what group you are in. For example, in a group with your friends group discussion flows nicely but stammering English at strangers might be really distressing especially if you are shy.
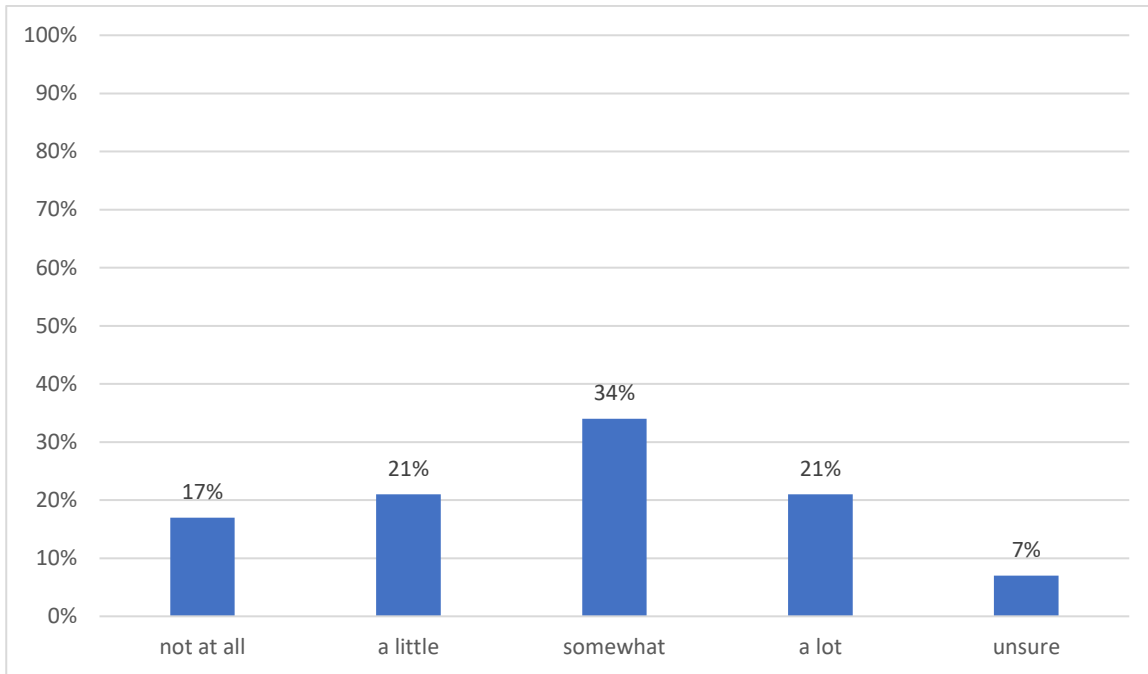

Figure 6. "Would you like that more of cooperative teaching be used during English classes?"

As seen in Figure 6, approximately 55% of the respondents (34% 'somewhat' and 21% 'a lot'), reported that they think that cooperative teaching should be utilized more in English classes. 7% were unsure, 21% wanted it to be implemented only a little, and 17% thought that it should not be used at all.

23 of the students elaborated on why they wanted or did not want that cooperative teaching be used more frequently in English classes. As with the previous open section, the responses trended towards a positive attitude to the teaching method. Those who did want that the method be used more mentioned that they enjoy working with their friends and getting to communicate more in English. This can be seen in Example 5. The answers of those who did not like cooperative teaching most often referred to either the fact that the teaching method was already widely used in their English lessons. As can be seen in Example 6, many students also found that the method gives rise to anxiety.

Example 5, translated from Finnish to English

Vuorovaikutteisuus on käytännön elämän kannalta ehkä keskeisimmässä roolissa, joten koen, että mitä varhaisemmassa vaiheessa aletaan toteuttaa ikätasoon ja kielitaidon tasoon sopivia keskustelutehtäviä, sitä todennäköisemmin se ei tulevaisuudessakaan näyttäydy pelottavana ja vieraana tilanteena.

Interaction is central in terms of everyday life so I feel that the earlier one starts conversational tasks that are appropriate to the learners' age and language skill level, the more likely it is that these tasks will not be perceived as scary or foreign.

Example 6, translated from Finnish to English

Pidä ideasta, mutta siinä on yksi iso ongelma ja se on kommunikointi. Jos ryhmän kaikki jäsenet ovat tuntemattomia toisilleen on vaikea alkaa keskustelemaan. Lisäksi on niitä tapauksia jossa joku aloittaa keskustelun, mutta toinen ei uskalla jatkaa.

I like the idea but there is one big problem with it and it is communication. If all participants in a group do not know each other it is hard to start conversing. In addition, there are cases where someone will start a conversation, but the other participant is too scared to continue (the conversation).

4.3 Language immersion

72% of the respondents reported to have taken part in a lesson where language immersion was used. 24% reported the opposite and 4% were unsure.
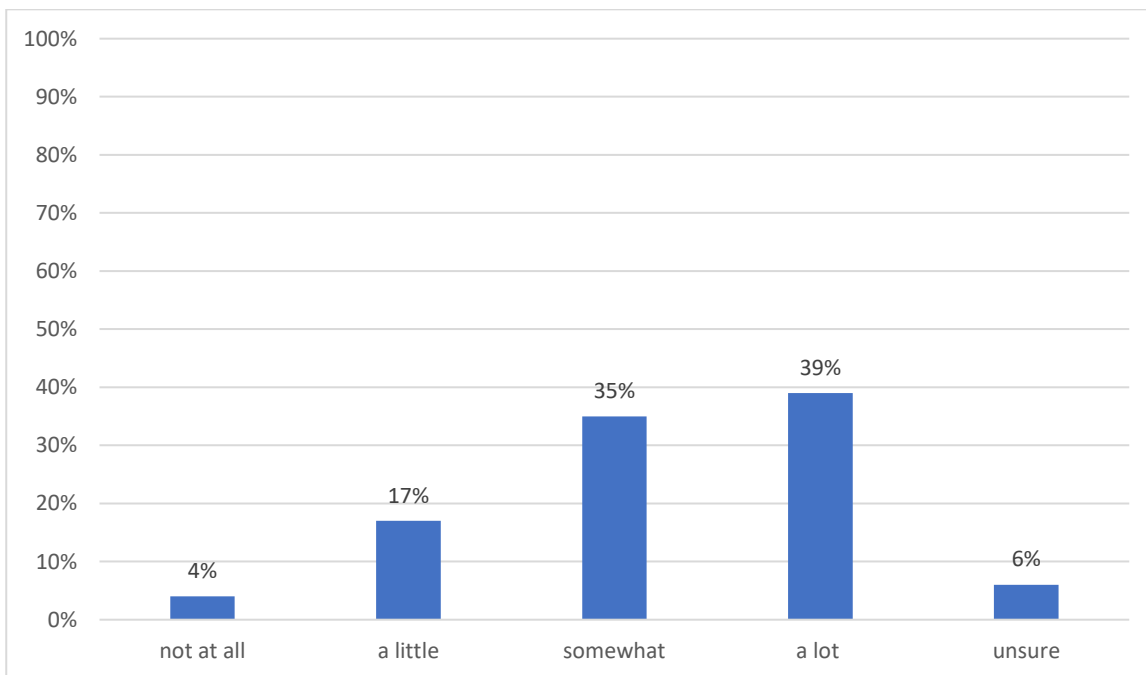

Figure 7. "How well did you feel to have learned when language immersion was used during an English class?"

Figure 7 demonstrates how the majority, 74%, of those who had taken part in language immersion reported that they felt they had learned well (either 35% 'somewhat' or 39% 'a lot'). 6% were unsure,

and 4% felt they did not learn at all better when the method was used, while 16% felt they had learned only a little.
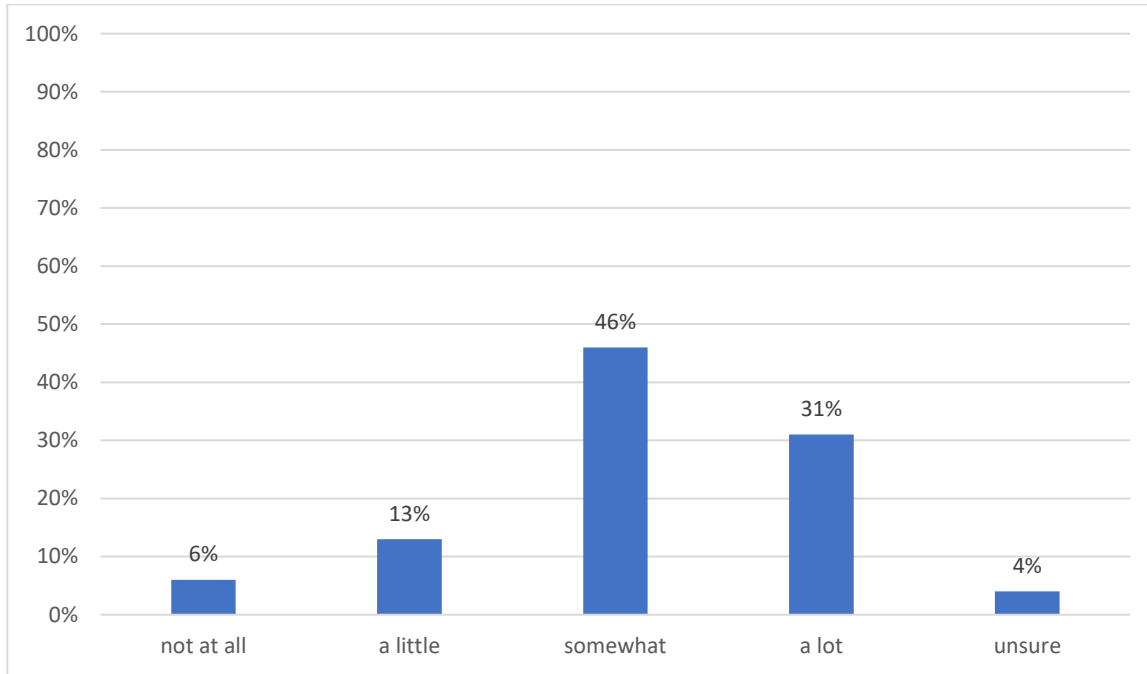

Figure 8. "Did you enjoy the lesson where language immersion was used?"

As seen in Figure 8, 77% (46% 'somewhat' and 31% 'a lot') of the respondents reported to having enjoyed the lesson where language immersion was used. 4% were unsure, 6% felt they had not enjoyed the lesson at all, and 12% had enjoyed the lesson to some extent.

24 of the respondents explained in their own words why they enjoyed or did not enjoy the lesson where language immersion was utilized. Approximately a little more than a half of the responses mentioned positive things about the method, while the other half had some doubts about it. Those who had enjoyed the teaching method reported feeling so, because the method enables them to learn different aspects of English much faster, easily and efficiently than in contemporary English classes where communication is relegated to separate oral assignments. This opinion is highlighted in Example 7. By contrast, almost all of those who mentioned a negative attitude to the method referred to the fact that, if the students do not have the required English language skills, understanding the contents of the class would be impossible and therefore it would impede learning. This worry about the possible lack of needed language skills can be seen in Example 8.

Example 7, translated from Finnish to English

Tämä opetutstyyli on kaikista parhain. Mielestäni kieltä voi oppia vain, kun sitä käyttää eli pakottaa itsensä puhumaan ja kirjoittamaan ja tulkitsemaan kyseisellä kielellä.

This teaching method is the best of all. In my opinion, one can learn a language only by using it: forcing yourself to speak and write and interpret using that language.

Example 8, translated from Finnish to English

En oikein pitänyt tästä opetustyylistä, sillä kaikki eivät ymmärtäneet mitä opettaja tarkoittaa ja tunneista tuli todella sekavia.

I didn't really like this teaching method because not all (students) could understand what the teacher meant, and the lessons became really confusing.
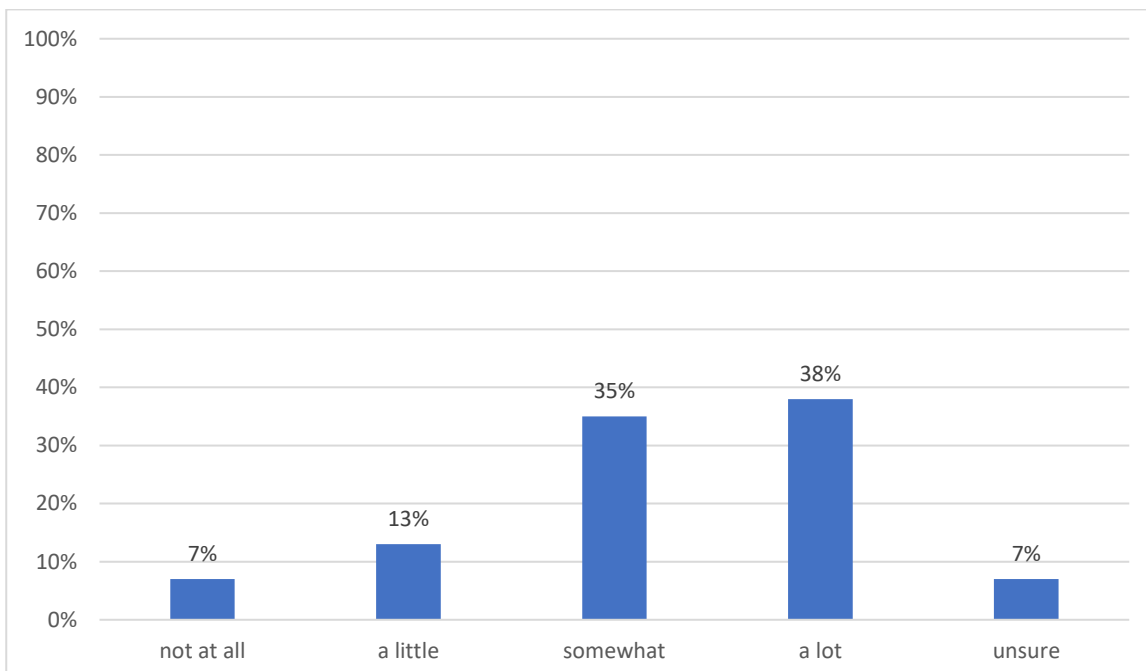

Figure 9. "Would you like that language immersion be used more frequently in English classes?"

Figure 9 shows that a majority of the students, 73%, also wanted more of language immersion in English classes (38% wanting it a lot, and 35% wanting it to some extent). 7% were unsure, 7% did not want the method to be used more at all and 13% wanted that it be used a little more.

25 of the respondents chose to explain why they wanted or did not want more of language immersion in English classes. Four fifths of the respondents reported a positive attitude to language immersion. Those who liked language immersion most often cited the method as an efficient and fast way of learning English, as it forces them to use the language and, thus, to learn it. The majority of the answers given for why language immersion should not be used more referred to students who are

less skilled with English and who would not therefore possibly understand important sections of the lessons. Example 9 is representative of both the positive and negative impressions that students had of language immersion. Anxiety related to using English was also mentioned by a few of the respondents.

> Example 9, translated from Finnish to English
>
> Tämä on hyvä tapa hioa puheen ymmärtämisen taitoja ja tämä auttaa myös ymmärtämään eri ihmisten erilaisia puhetyylejä ja aksentteja. Tässä on kuitenkin mielestäni tärkeää se, että oppilaiden yleinen taitotaso on sellainen, että mitään oleellista ei ko. opetustyylin takia mene ohi.
>
> This is a great way of sharpening one's listening comprehension and it also helps to understand peoples' different speaking styles and accents. It is still important to keep in mind that the student's overall skill level is so that nothing important might be missed due to the teaching method.

4.4 Metacognitive teaching

Only 24% of the respondents reported on having participated in English lessons where the metacognitive teaching method was used. 48% indicated that they to not having participated in metacognitive teaching, and 28% were unsure.
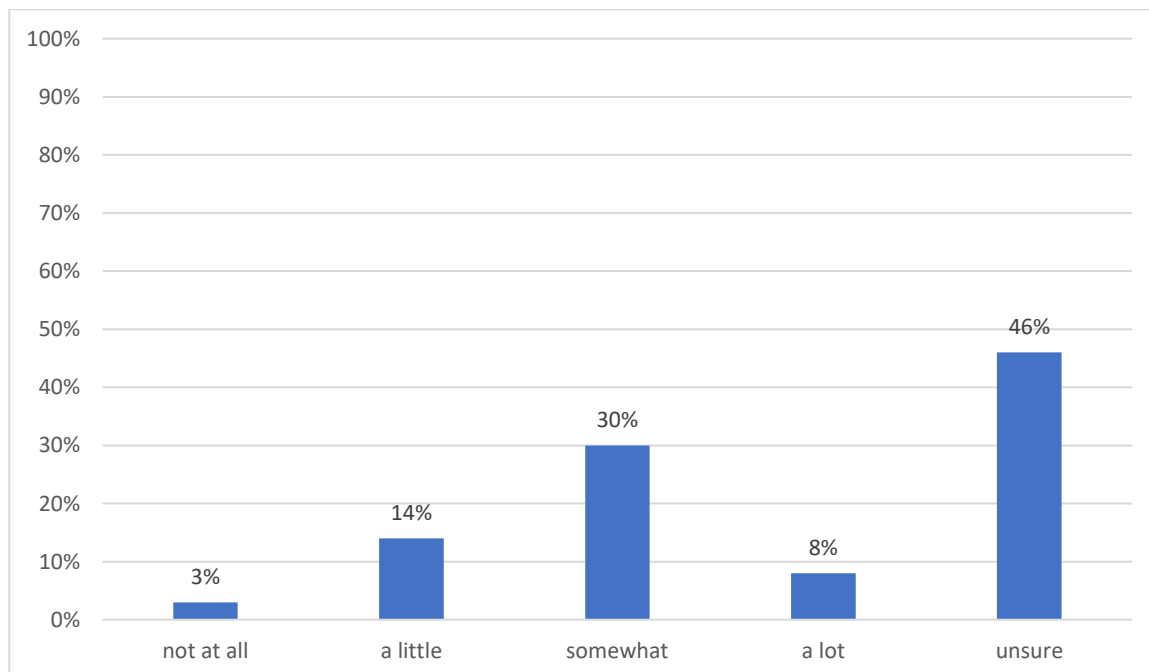

Figure 10. "How well did you feel that you learned when metacognitive teaching was used during an English class?"

Figure 10 shows that those who had taken part in metacognitive teaching were mostly (46%) unsure about its efficiency. This is the highest percentage of unsure answers in the entire questionnaire. However, 38% of the respondents indicated that they had learned well when the method was used (8% 'a lot' and 30% 'somewhat'). 3% reported that they had not learned at all, and 14% indicated that they had learned only a little in this type of lesson.
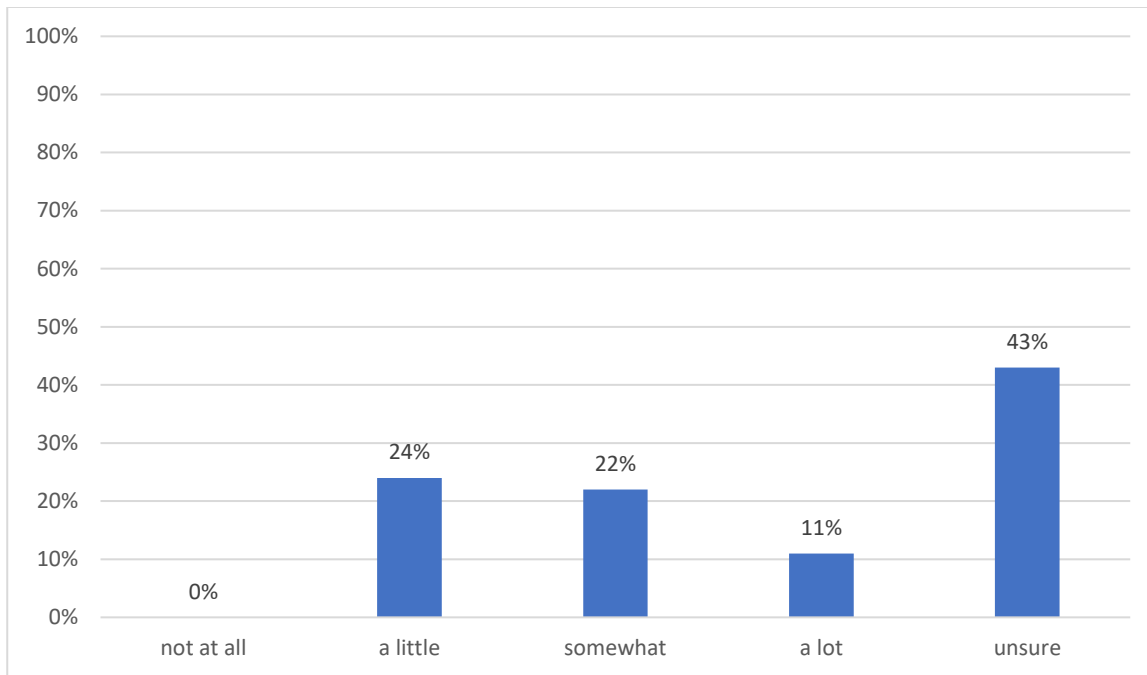

Figure 11. "Did you enjoy the lesson where metacognitive teaching was used?"

As can be seen in Figure 11, interestingly no one reported that they had not enjoyed the lesson in which metacognitive teaching was used at all. 43% were unsure, while 33% indicated having enjoyed the teaching method either a lot (11%), or to some extent (22%). 24% liked it a little.

Only 13 of these respondents, the lowest number in the entire questionnaire, chose to elaborate why they enjoyed or did not enjoy the lessons where the metacognitive method was used. Most of the respondents had had positive experiences with the method. In their view, it had helped them to learn about their own strengths and weaknesses in learning English, thus motivating them to study more. This can be seen in Example 10. As can be seen in Example 11, those who had not enjoyed the lessons felt that the method either did not help them learn or that the method was boring.

Example 10, translated from Finnish to English

Omia vahvuuksia on mukava pohtia, tuntuu merkitykselliseltä.

It's pleasant to think of one's strengths. feels meaningful.

Example 11, translated from Finnish to English

En ole huomannut että omien taitojen reflektoiminen on auttanut niiden parantamisessa.

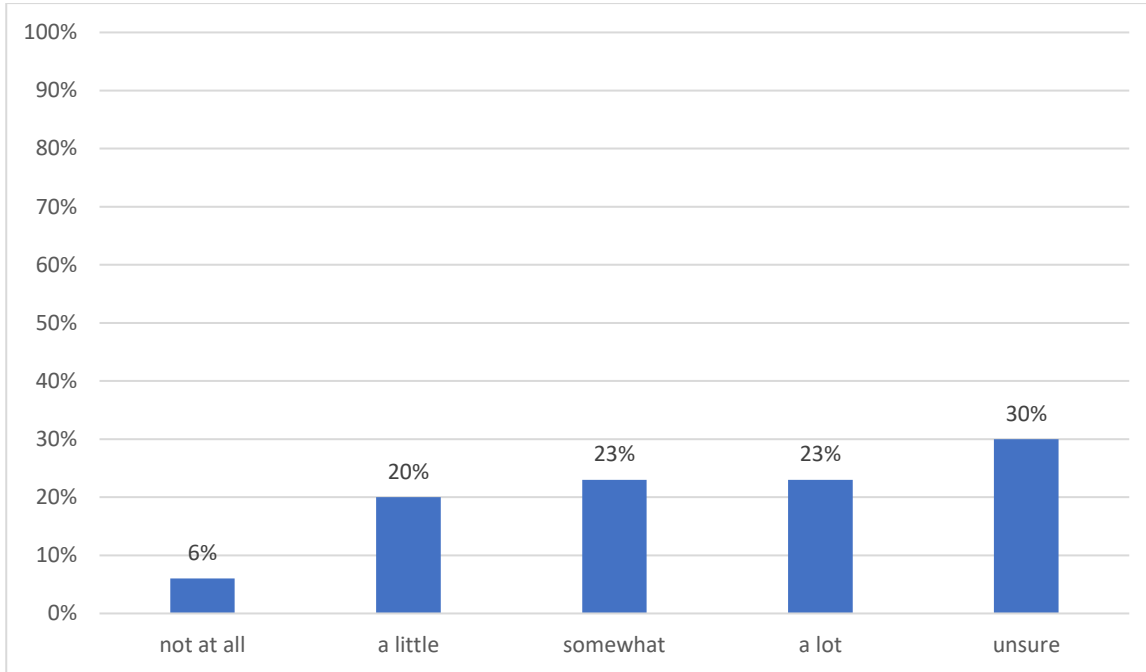I have not noticed that reflecting on my own skills has helped in improving them.

Figure 12. "Would you like metacognitive teaching to be used more often in English classes?"

Figure 12 shows that 30% of the respondents were unsure whether they would like that the metacognitive teaching method be used more in English classes. 46% of the answers indicated wanting more of the method used 'to some extent' (23%) or 'a lot' (23%). 6% did not want that the teaching method be used more at all, and 20% wanted that it be used only a little.

24 of the students chose to elaborate why they did or did not want more of metacognitive teaching to be used. A majority of those, who answered this question, thought that this method should be utilized more frequently, arguing for the importance of taking individual student's skills into account in teaching and offering students possibilities of discovering learning and teaching methods that best fit the student. The few who did not want more of metacognitive teaching reasoned that the method did not sound enjoyable and that the time used thinking about one's best learning strategies could be better spent on just learning the topic instead. Example 12 shows a students' nuanced perspective on metacognitive teaching.

Example 12, translated from Finnish to English

Tämä oli itselleni näistä kyselyn tyyleistä vähiten tuttu. Koen, että tämä on asia, joka ikään kuin kulkee muun opetuksen seassa melko huomaamattomasti. Vanhemmalla iällä itselle parhaiten toimivia

26

oppimistapoja on alkanut miettiä enemmän, ja siinä kohtaa on ollut jo valmiuksia kehitellä ja havaita parhaalta tuntuvia tapoja ihan itsenäisestikin. En siis koe tarvetta lisätä tätä opetukseen.

This is from the teaching methods mentioned in this questionnaire the least familiar for me. I feel that this (metacognitive teaching) is a thing that moves along with other teaching methods imperceptibly. At an older age, the learning methods that suit oneself the best will be something one starts thinking about more and at that point one already is capable to develop and detect the best feeling methods for oneself independently. That is why I do not feel a need to add more of this (method) to education.

4.5 Students' favourite teaching methods

At the end of the questionnaire, 44 of the respondents explained in more detail which teaching method was their favourite and why. A few students mentioned that multiple teaching methods should be used. One student felt that all the teaching methods were fine, and one of the respondents reported not being able to say which one was their favourite.
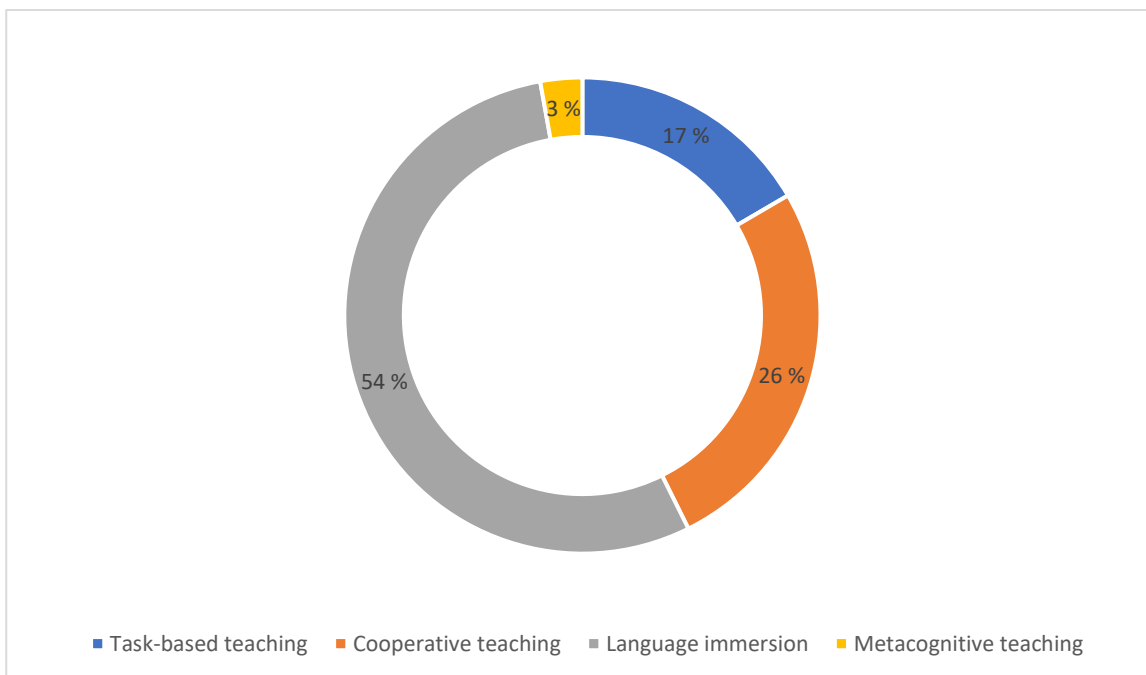

Figure 13. Reported favourite teaching method.

23 of the respondents (54%) chose the immersion teaching method as their favourite. Many of them stated that this is because they learn the best and most efficiently in immersion classes. Many of the respondents also thought that this method facilitates the natural use of the English language and therefore helps students learn in a different way than the task-based method that is most commonly used in Finnish schools. In addition, many of them thought that learning oral communication is an essential part of learning a language and felt the immersive method to be the best for the learning of said skills. Other common answers were that students feel less pressure to be

correct, so that making mistakes was okay. They were also of the opinion that the method helped them feel more confident in their language skills.

Eleven (26%) of the respondents felt that the cooperative teaching method was their favourite. The most popular reasons for this was the fact that it fit their learning style the best, and that the lessons where this method was utilized are enjoyable, relaxed and fun. The respondents also thought that communication is more natural during a cooperative lesson, which also explains its popularity. Many of the answers referred to the different social aspects of cooperative teaching as the reason why it was favoured: these included learning how to better communicate with others, seeing new perspectives, receiving and giving help from and to other students, and sharing experiences.

Seven (17%) of the respondents, felt that task-based teaching was their favourite. For them, it was the method they were most used to. Other reasons mentioned were that task-based teaching makes different modes of learning possible: working alone or within a group. In addition, in their view it is the best fit for the student's learning style. This is because it focuses on both literature and grammar which are favoured in Finnish schools as the most important aspects of the language, and because it also makes learning alone possible in case the student preferred it.

Six (3%) the smallest number of the respondents, considered the metacognitive teaching method their favourite. Most of them gave the same reason for this: metacognitive teaching is the most neutral of the teaching methods because it makes it possible for everyone to study by using their own learning styles and takes into account their skill level.

5. DISCUSSION AND CONCLUSION

The purpose of this study was to shed light on different teaching methods that could help students better learn English oral communication methods. The questionnaire designed to elucidate these methods generated many interesting results about each one of the teaching methods. In this section I will first analyse the results more in depth and discuss the implications that these results pose. I will then shortly discuss the results of the questionnaire from the perspective of the literature review. After this I will consider the merits of the results of the present study to future research in this field as well as practical English oral communication teaching. In addition, I will consider some problems within this study and how they affect the results. I will end the section with some concluding words on the topic.

Out of all the methods, language immersion was the most popular one. In addition, it appears to be the one that students felt to have taught them the best, with 73% of the respondents indicating a positive attitude to it. It was also considered the most enjoyable one, with 77% of the respondents indicating that they enjoy this particular teaching method. In addition, language immersion is the teaching method that most students (73%) wanted their teachers to use in classes. These results highlight the importance of enjoyment of a particular teaching method and its power to stimulate students to put more effort into their learning. Still, as can be seen by the results of cooperative teaching, this relationship is not totally explained by its pleasantness. Other factors, such as the students' own skill level, sociability, and overall learning motivation, also seem to have an effect on whether a particular teaching method was favoured. These results were quite interesting as having to only use English during classes could be seen as anxiety inducing. This was indicated by many of the respondents who had a negative view of language immersion. Still, most respondents seem to like the method, because it forced them to learn faster in order to keep up with the lessons. This was indicated in both the answers to the open questions in the language immersion section and in the last summary question.

The cooperative method was the second most popular out of all the methods. The most significant result regarding the cooperative teaching method was that while it was perceived as enjoyable by 60% of the respondents, the largest number (28%) of all the respondents tended to think that they had not learned that well during a lesson where this method was used. The reason for this appears to be, as the students' answers in the open section of the questionnaire testified, that, instead of studying, many students simply goof off with friends, or that they are too socially anxious to cooperate and therefore do not learn. Initially, in this respect, my hypothesis was that cooperative teaching would

be the most popular of the methods as it permits students to spend much of class time with their friends but the stage fright and social anxiety many students feel appear to trump this factor.

Third in popularity among the respondents, the task-based method appears to be the least enjoyable teaching method. Out of all the others with as many as 39% of the respondents reporting their dislike of the method, and 44% reporting that they do not want it to be implemented more frequently in English classes. A possible cause for this may be the emphasis it has on presentations, and negative reactions they trigger in students. However, whilst presentations can be a part of a class curriculum based on task-based teaching, more often this teaching method entails the assignment of tasks from the course literature. In addition to misunderstanding what task-based teaching is, another explanation why the method is so unpopular can be found in the open section of the questionnaire: Many students indicated that the method is so common that it feels like it has been overused. Because of this, task-based teaching is also regarded as boring.

The least popular metacognitive method appeared to be the one that students were the least familiar with and most unsure of: 47% of the respondents reported on not having taken part in classes where the method was used and 28% reporting being unsure as to whether they had participated in metacognitive teaching. In addition, 45% of the respondents were unsure whether they learn well during a class where the method is used, 43% were unsure whether they enjoy the method and 29% were unsure whether they would like more of the method to be used in English classes.

In summary, cooperative and immersive teaching methods received most mentions in the open question on which method is the student's favourite and why. Both were also the ones' where the enjoyability of the method was mentioned multiple times as one of the reasons why they were favoured. Meanwhile, task-based teaching, the method that is perceived as the least enjoyable, received the most mentions as boring as the reason why it is disliked.

Language immersion was the most popular teaching method according to this study. The reasons for its popularity are similar to what was suggested in the studies by Grant (2020), Kahar et. al. (2018) and Astifo and Ali (2020): the method forces the learners to use more of their English skills during classes demonstrating to themselves their own skills, making the students more motivated. Seeing that their own skills improve at a much faster speed than usual was perceived as enjoyable. This, in turn, motivates the students further.

In contrast to the study of Namaziandost, Neisi, Nasri and Nasri (2019), many of the participants of this study found cooperative teaching to be threatening, because it forced them to be more social than normally. These results indicate that, in the future student sociability and its effects on student

perception of cooperative learning merits further examination. Even though many students felt that working with strangers was threatening, cooperative learning was voted the second most popular of the teaching methods.

In contrast to the studies of East (2017), Forero Rocha (2005) and Carrero Pérez (2016), most students in this study did not find task-based teaching enjoyable. This, however, can be explained by how students tended to consider this method boring. Most likely this perceived "boringness" was a key factor explaining why task-based teaching was the third most liked teaching method.

The most obvious reason for the finding according to which metacognitive teaching was considered the least popular method most likely is that is quite unfamiliar to students. Those who liked the method expressed reasons similar to those suggested in the studies by Nakatani (2005), Kobayashi (2016) and Kobayashi (2020): acquiring better independent study skills lead to students' own perceived learning being better and them feeling more enjoyment during English lessons.

With the help of the large number of respondents (71), the results of the study can be seen as indicating a definite trend in student opinions on different teaching methods and their enjoyability. In an even larger study with more responders, a larger sample of students with different backgrounds would give an even clearer picture on the topic.

The purpose of this study is to give direction to Finnish upper secondary school teachers on how to better teach English oral communication skills. The results of the present study suggest that language immersion is the best method to utilize in English classes in terms of students' perceived learning as well as enjoyment. Despite this, to ensure that the methods used during a class fit the needs of the students, a similar questionnaire to the one utilized in this study could be used to gather data on the teaching method(s) that would best suit the class. In addition, future studies could look more in depth at what aspects of oral communication skills each teaching method benefits.

The results of this study are made somewhat less reliable due to the students' lack of knowledge of the metacognitive teaching method, and due to their misunderstanding of what task-based teaching entails when implemented into a classroom. The lack of knowledge that students had about metacognitive teaching led to a very small number of respondents answering the questions in the section of the questionnaire focusing on metacognitive teaching. In addition, most responses to the queries in this section suggested that the students were unsure about the method. The misunderstanding that the students had on task-based teaching resulted in many of them having a negative impression of the method. The main reason for this was their fear of having to give presentations. These observations imply that the answers in both the metacognitive section and task-

based teaching section are possibly not representative of average students' opinions. To avoid this problem, in a follow-up study, these methods could be explained more in depth and possibly even be shown to the students via briefly demonstrating how the specific method is used.

When starting this study, my goal was to argue for an easy way of improving Finnish upper secondary school students' English oral communication skills by focusing on teaching methods that students find enjoyable. Despite some small problems relating to how the questionnaire was conducted, I believe that the results of this present study make a strong case for examining the teaching methods used in contemporary English classes in detail and the ways in which they affect how well students learn oral communication skills. As stated previously, these results are not representative of all student opinion on these methods. Even if these results were definitive, the most popular teaching method would not appeal to every single student. Even within this small study the variation between students was substantial, and the reasons students gave to their opinions on each teaching method varied notably. All of these factors point to the importance of understanding the individuality of each student and taking it into account when designing English classes.

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8. APPENDICES

8.1 The questionnaire form:

Opetustyylikysely

> ⊞ Pakolliset kentät on merkitty asteriskilla (*), ja ne pitää täyttää lomakkeen lähettämiseksi.

Tämä kysely koskee kokemuksiasi/näkemyksiäsi englannin kielen oppijana neljästä erilaisesta englannin suullisen kielitaidon opetusmetodeista (kesto n. 10 min). Tutkimus on osa kandidaatin tutkielmaani.

Kysely on jaettu **neljään lyhyeen osaan**, joista jokainen käsittelee eri opetusmetodia. Nämä opetusmetodit ovat nimeltään *task-based teaching*, *co-operative teaching*, *language immersion* ja *metacognitive teaching*. **Ei hätää, jos nämä termit eivät ole tuttuja, sillä jokaisen osan alussa siinä käsitelty opetusmetodi kuvaillaan lyhesti!**

Sinun yksittäisiä vastauksiasi tai sähköpostiosoittetasi ei jaeta julkisesti ja kaikki vastauksesi käsitellään niin ettei sinua voi tunnistaa.

Vastaamalla tähän kyselyyn annat suostumuksesi siihen, että voin käyttää vastauksiasi osana tutkimustani.

Halutessasi voit osallistua myös 20€ arvoisen lahjakortin arvontaan Urjalan makeistukkuun! Lahjakortin arvonta tapahtuu kaikkien tutkimukseen vastanneiden, sähköpostinsa antaneiden, kesken. Lahjakortin voittajaan otetaan sähköpostitse yhteyttä viim. 15.3.2021.

Kiitos osallistumisestasi!

Halutessasi saat tutkimuksesta lisätietoja alla olevasta sähköpostiosoitteestani.

Tutkijan yhteystiedot:
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Sirpa Leppänen
sirpa.leppanen@jyu.fi

1. Yhteystiedot arvontaan osallistuville

Sähköposti [   ]

2. Mikä on sukupuolesi? *

○ nainen

○ ei-binäärinen

○ mies

○ muu: [   ]

○ en halua kertoa

Task-based teaching

Task-based teaching on opetusmetodi, joka painottaa erilaisten tehtävien ratkaisemista oppimisen pääopetustapana.

- Oppilas voi tehdä näitä tehtäviä joko yksin tai ryhmässä.
- Opettajan rooli task-based teachingissa on antaa oppilaille näitä tehtäviä ja tarvittaessa auttaa tai ohjata heitä niiden selvittämisessä.
- Englannin kielen suullista kielitaitoa opettaessa tämä opetustyyli esiintyy erilaisina suullisina tehtävinä kuten esitelmän pitäminen, debatit tai roolileikit.
- Tämä opetustyyli on melko yleinen suomalaisissa kouluissa.

3. Oletko osallistunut englannin kielen opetukseen, jossa tämän kaltaista opetustyyliä on käytetty? *

○ kyllä

○ ei

○ en tiedä

4. Tunnetko oppineesi hyvin, kun tätä opetustyyliä käytettiin englannin tunnilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

5. Nautitko oppitunnista, jolla tätä opetustyyliä käytettiin? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

6. Kerro tarkemmin, miksi pidit / et pitänyt tästä opetustyylistä.

7. Haluaisitko, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

8. Kerro, miksi haluat / et halua, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla?

Co-operative teaching

Co-operative teaching eli yhteistyöhön perustuva opetustyyli merkitsee opetusmetodia, jossa oppilaat yhteistyöllä tekevät erilaisia tehtäviä ja näin oppivat.

- Koska co-operative teaching painottaa yhteistyötä, opetus toteutetaan ryhmissä tai pareittain.
- Opettajan rooli on ohjeistaa oppilaita ryhmätehtäviin sekä auttaa heitä kommunikoimaan keskenään.
- Englannin kielen suullista kielitaitoa opettaessa tämä opetustyyli esiintyy esimerkiksi

ryhmäkeskustelujen ja pariesitelmien muodossa.

9. Oletko osallistunut englannin kielen opetukseen, jossa tämän kaltaista opetustyyliä on käytetty? *

- ◯ kyllä
- ◯ ei
- ◯ en tiedä

10. Tunnetko oppineesi hyvin, kun tätä opetustyyliä käytettiin englannin tunnilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
◯	◯	◯	◯	◯

11. Nautitko oppitunnista, jolla tätä opetustyyliä käytettiin? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
◯	◯	◯	◯	◯

12. Kerro tarkemmin, miksi pidit / et pitänyt tästä opetustyylistä.

13. Haluaisitko, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

14. Kerro, miksi haluat / et halua, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla?

Language immersion

Language immersion eli vieraskielinen opetus tarkoittaa opetusta, jossa kaikessa luokassa käydyssä kommunikaatiossa käytetään vain opetuskieltä ja oppilaan äidinkieltä vältellään täysin.
* Vieraskielisessä opetusta toteutetaan oppilaan ollessa sekä yksin, parin kanssa tai ryhmässä.
* Opettajan rooli on varmistaa oppilaan ymmärrys ilman hänen äidinkielensä käyttämistä esim. käyttäen kehonkieltä ja visuaalisia vihjeitä.
* Englannin kielen suullista kielitaitoa opettaessa tämä opetustyyli esiintyy tunteina tai tehtävinä, joiden aikana ei suomen kieltä käytetä ollenkaan.

15. Oletko osallistunut englannin kielen opetukseen, jossa tämän kaltaista opetustyyliä on käytetty? *

○ kyllä

○ ei

○ en tiedä

16. Tunnetko oppineesi hyvin, kun tätä opetustyyliä käytettiin englannin tunnilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

17. Nautitko oppitunnista, jolla tätä opetustyyliä käytettiin? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

18. Kerro tarkemmin, miksi pidit / et pitänyt tästä opetustyylistä.

19. Haluaisitko, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

20. Kerro, miksi haluat / et halua, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla?

Metacognitive teaching

Metacognitive teaching eli oppimisen säätelyyn, valvomiseen ja tiedostamiseen perustuva opetus
tarkoittaa opetusta, jossa tutkitaan oppilaan omia taitoja oppilaana. Mietitään miten hän parhaiten oppii
koulukontekstissa sekä sen ulkopuolella, mitkä ovat hänen vahvuuksiaan ja heikkouksiaan oppiaineessa
ja miten hän voisi edistyä oppilaana.

- Tätä säätelyn, valvomisen ja tiedostamisen oppimista voi tapahtua oppilaan ollessa sekä yksin
  että ryhmässä tai parin kanssa.
- Opettajan rooli tässä opetustyylissä on ohjata oppilaat heille sopiviin oppimisstrategioihin ja
  herättää heissä minäpystyvyyden tunteita.
- Englannin kielen suullista kielitaitoa opettaessa tämä opetustyyli esiintyy esimerkiksi omien
  suullisten taitojen heikkouksien tunnistamisena ja niitä parantavien strategioiden työstämisenä.

21. Oletko osallistunut englannin kielen opetukseen, jossa tämän kaltaista opetustyyliä on käytetty? *

- ◯ kyllä
- ◯ ei
- ◯ en tiedä

22. Tunnetko oppineesi hyvin, kun tätä opetustyyliä käytettiin englannin tunnilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
◯	◯	◯	◯	◯

23. Nautitko oppitunnista, jolla tätä opetustyyliä käytettiin? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
◯	◯	◯	◯	◯

24. Kerro tarkemmin, miksi pidit / et pitänyt tästä opetustyylistä.

25. Haluaisitko, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla? *

en ollenkaan	vain hieman	melko paljon	erittäin paljon	en osaa sanoa
○	○	○	○	○

26. Kerro, miksi haluat / et halua, että tätä opetustyyliä mahdollisesti käytettäisiin enemmän englannin tunneilla?

27. Mikä näistä neljästä opetustyylistä (task-based teaching, co-operative teaching, language immersion tai metacognitive teaching) on suosikkisi ja miksi?