

**The SCOTS corpus and TEFL:**

**Discovering and Using Strategies of Spoken English in  
Finnish Upper Secondary Schools**

Master's Thesis  
University of Helsinki  
Department of Modern Languages  
English Philology  
6 September 2010  
Lasse Ehrnrooth  
013174622



Tiedekunta/Osasto – Fakultet/Sektion – Faculty Humanistinen tiedekunta		Laitos – Institution – Department Nykykielten laitos	
Tekijä – Författare – Author Lasse Ehrnrooth			
Työn nimi – Arbetets titel – Title The SCOTS corpus and TEFL: Discovering and Using Strategies of Spoken English in Finnish Upper Secondary Schools			
Oppiaine – Läroämne – Subject Englantilainen filologia			
Työn laji – Arbetets art – Level Pro Gradu -tutkielma		Aika– Datum – Month and year Syyskuu 2010	Sivumäärä – Sidoantal – Number of pages 98
Tiivistelmä – Referat – Abstract <p>Suomen koulutuspolitiikasta vastaavat viranomaiset ovat reagoineet kansainvälisten kommunikaatiotarpeiden asettamiin haasteisiin ja muuttaneet yhden lukion A-tasoisien vieraan kielen kurssin sisällön vastaamaan suullisen viestinnän tarpeita. Tutkimuksessa selvitetään, miten englannin puhestrategioita voi opettaa suomalaisille lukiolaisille ja mitä metodeja on käytettävissä puhestrategioiden oppimisen arvioimiseksi. Vastaan asettamiini kysymyksiin aikaisemman tutkimuskirjallisuuden ja englannin kielen lukio-opetuksesta keräämäni aineiston avulla. Keskeisiä elementtejä tutkielmassa ovat erityisesti pragmaattinen kompetenssi ja kolme yleisen tason puhestrategiaa (keskustelun aloittaminen, oman puheenvuoron säilyttäminen sekä keskustelun ylläpitäminen).</p> <p>Aineistossa on mukana 65 ensimmäisen vuosiluokan lukiolaista (luokka A ja B) Helsingistä ja Espoosta. Opetusmateriaalina on käytetty SCOTS korpusta; tarkemmin määriteltynä puhetiedosto nimeltä <i>Conversation 20: Four secondary school girls in the North East</i>. Tiedostossa esille tulleet, kolmeen puhestrategiaan liittyvät fraasit, sanat ja rakenteet havainnollistettiin opiskelijoille mm. AntConc - konkordanssiohjelman avulla. Opiskelijat tekivät myös kirjallisia ja suullisia harjoituksia, jotka liittyivät puhestrategioihin. Neljälle vapaaehtoiselle opiskelijalle suunnattu toinen suullinen tehtävätyyppi vapaamuotoisine keskusteluineen äänitettiin, transkriboitiin ja tuloksia arvioitiin mm. eurooppalaisen viitekehysten avulla. Lisäksi B - luokka vastasi kyselylomakkeeseen, jossa kysyttiin heidän mielipiteitään esim. hyödyllisimmistä testioppitunnista sekä heidän osallistumishalukkuudestaan uudelle pitkän englannin kahdeksannelle syventävälle kurssille.</p> <p>Tutkimustulokset ovat kannustavia ja osoittavat, että puhestrategioita on mahdollista opettaa jo lukiotasolla. Vaikka tutkimuksessa käytetty lähestymistapa oli opiskelijoille osittain uusi, valtaosa heistä myönsi oppineensa uutta englannin kielen keskustelurakenteista. Lisäksi vapaaehtoisten opiskelijoiden äänitetyt ja transkriboidut keskustelut tarjoavat hyvän lähtökohdan mahdolliselle jatkotutkimukselle.</p>			
Avainsanat – Nyckelord – Keywords englannin opettaminen, suullinen kielitaito, suullinen koe, puhestrategiat, SCOTS korpus, konkordanssit, CALL, CEFR, LOPS			
Säilytyspaikka – Förvaringställe – Where deposited			
Muita tietoja – Övriga uppgifter – Additional information			

## Table of Contents

List of Tables and Figures.....	2
List of Abbreviations.....	2
<b>1. Introduction</b> .....	<b>3</b>
<b>2. Background and definitions</b> .....	<b>4</b>
2.1 Strategies of spoken English and the Common European Framework for Languages .....	4
2.2 Concepts of conversation and interaction .....	6
2.3 Spoken English: Variation, Attitudes and Authenticity .....	10
2.4 Corpus linguistics.....	13
2.5 CALL for upper secondary schools .....	16
<b>3. Materials and tools</b> .....	<b>21</b>
3.1 Showing and analysing strategic elements: AntConc .....	21
3.2 The Scottish Corpus of Text and Speech .....	22
3.3 The Finnish students' conversations .....	25
3.4 A short questionnaire for class B .....	27
<b>4. Three letters: T, K and M</b> .....	<b>29</b>
4.1 Written tasks.....	29
4.2 Oral tasks.....	32
<b>5. Analyses and assessments</b> .....	<b>34</b>
5.1 Results in relation to the NCCUSS .....	34
5.2 An assessment experiment .....	38
5.3 Formative assessment.....	45
5.3 Results from the questionnaire.....	50
<b>6. Conclusions and future views</b> .....	<b>54</b>
References .....	57
Appendices.....	62
Appendix A: Lesson 1 slides for classes A and B .....	62
Appendix B: Oral task 1, Mind map for Section 1 .....	70
Appendix C: Spoken exam of English 2007–2008, A-level, Part III.....	71
Appendix D: Instructions for oral task 2.....	72
Appendix E: Transcriptions of oral task 2, class A volunteers .....	72
Conversation 1 .....	72
Conversation 2 .....	79
Appendix F: Transcriptions of oral task 2, class B volunteers .....	85
Conversation 3 .....	85
Conversation 4 .....	89
Appendix G: Questionnaire for class B .....	93
Appendix H: Written task 1, the answer of one pair.....	96
Appendix I: CD-R, oral task 2, conversations 1 and 3.....	98

## List of Tables and Figures

Figure 1. a KWIC concordance view in AntConc .....	16
Table 1. Bax's Framework .....	19
Table 1.2. Implementing Bax's Framework .....	20
Table 2. Conversation 20: Four secondary school girls in the North East.....	24
Figure 2. SCOTS corpus: a screenshot of Conversation 20.....	25
Table 3. Assessing a student's performance in a conversation task .....	36
Table 4. An assessment of Maija, Jukka and Nina (conversation 2) .....	37
Table 5. Measuring three strategies in spoken English.....	39
Table 6. Turns in the volunteers' conversations .....	42
Table 7. Descriptions adapted from the CEFR for peer and self-assessment .....	48

## List of Abbreviations

AC = AntConc

CALL = Computer-Assisted Language Learning

CEFR = Common European Framework for Languages 2001

FNBE = Finnish National Board of Education

NCCUSS = National Core Curriculum for Upper Secondary Schools 2003

SCOTS = Scottish Corpus of Text and Speech

TEFL = Teaching English as a Foreign Language

## 1. Introduction

The Finnish school legislation of upper secondary schools is undergoing a change where one of the specialisation courses in level A and B1 foreign languages will be devoted to enhance the spoken language proficiency of young students.<sup>1</sup> The official title of the new course is *Puhu ja ymmärrä paremmin*, which is freely translated “Speak and understand better”. The law change will have a nationally significant effect on language teaching. Furthermore, the *National Core Curriculum for Upper Secondary Schools 2003* already states that spoken interaction strategies should be taught not only on a single specialisation course for A-level students, but also on compulsory courses 1 and 2 (Finnish National Board of Education 2003). Therefore, all new approaches that can help the students to learn and use different strategies of spoken English should be encouraged.

Three strategies of spoken English are central in this study: taking a turn in a conversation, keeping a turn and maintaining the conversation. The primary target group is A-level English students but the material and methods presented later on can be adapted to fit other levels as well. It should be clarified here that A-level English in Finland corresponds to the B1 and B2 levels and requirements of the *Common European Framework for Languages* (CEFR 2001: 24).

In a nutshell, this study is a cross-section of corpus, applied and sociolinguistic methods and theories. My research groups, classes A and B, consist of a total of 65 first year upper secondary school students from two schools located in the metropolitan area of Finland, more specifically Helsinki and Espoo. The research questions for this study are given below.

---

<sup>1</sup> Further information on the law (in Finnish)  
<http://www.edu.fi/pageLast.asp?path=498,530,4412,10880,86639>

- 1) How can we teach strategies of spoken English to upper secondary school students?
- 2) What methods can be used to assess the learning results?

To answer these three questions, some essential terminology is clarified from various linguistic fields before moving on to describing and justifying the components in the empirical part of the study. The discussions and data from chapters 2 and 3 will form a foundation for the students' tasks, which are then presented and discussed in detail in chapter 4. Finally, the research aims will be revisited in the concluding chapter of this paper accompanied by some elaborative thoughts on future endeavours.

## **2. Background and definitions**

### ***2.1 Strategies of spoken English and the Common European Framework for Languages***

The most important concept in this study is concerned with three strategies of spoken English and using them on an upper secondary school level. Therefore it is essential to begin by narrowing down what defines a strategy of spoken English (or a spoken language in general) in a pedagogical framework.

*The Common European Framework for Languages* (CEFR 2001) includes wide ranging instructions how to handle languages in educational settings. In chapter 4.4 of the document, *Communicative language activities and strategies*, there are explicit guidelines regarding spoken interaction and implicit statements supporting the inclusion of strategic thinking into language teaching. Chapter 4.4 in the CEFR highlights how a language user or learner can strategically control his/her speaking skills and act as understandably as possible in relation to a certain setting and context (CEFR 2001, 84–87).

The CEFR and its derivative, the *Finnish National Core Curriculum for Upper Secondary Schools* (NCCUSS 2003) are documents that language teachers in Finland must take into account when they plan courses and assess their students' skill levels in a foreign language. Both documents identify three main categories of language users starting from the basic user, followed by the independent user and proficient user, which are further divided into A1 and A2 (basic), B1 and B2 (independent) and finally C1 and C2 (proficient). Generally speaking, the language teachers' task is to match his/her students to these prescriptions. However, the assessment grid in the NCCUSS is more detailed than the CEFR when it comes to analysing the students' performance in speaking a foreign language. I will not describe the Finnish model in detail here but rather point out its assessment keywords, which are the following: interaction, fluency, pronunciation, vocabulary and structures and grammar.<sup>2</sup> The model will be used later on in this study to introduce assessment and evaluation approaches to spoken English in a Finnish upper secondary school environment.

The reason for selecting three spoken interaction strategies instead of other strategic viewpoints is based on three criteria: experience of the target group, limited time to collect the research material and sociolinguistic correspondence. My hypothesis was that the upper secondary school students that participated in my test lessons would not have any preceding experience of dealing with the strategic aspects of spoken English – or any other language. Based on this hypothesis, the strategies that were chosen to this study represent a simple and small group. The second criterion was time bound. It was possible to arrange only two test lessons per each test group. Furthermore, as the lessons were 75 minutes long, it was essential to keep the selection of different strategies of spoken English as compact as possible. Thirdly, I decided to focus on the

---

<sup>2</sup> The full assessment level tables can be best viewed in the Word format of the Finnish curriculum for Upper Secondary Schools (pages 198–206):  
<[http://www.oph.fi/instancedata/prime\\_product\\_julkaisu/oph/embeds/47346\\_Lukion\\_opetussuunnitelman\\_perusteet\\_2003.doc](http://www.oph.fi/instancedata/prime_product_julkaisu/oph/embeds/47346_Lukion_opetussuunnitelman_perusteet_2003.doc)> 11 October 2010

similarities of strategies between spoken Finnish and English. Therefore learning skills how to start a conversation, how to keep ones turn in it and how to maintain it were selected as they exist in both languages.

Finally, some aspects of spoken interaction have been omitted from this study. For example nonverbal features are arguably important in face-to-face interaction and affect how speakers take a turn, keep their turn and support other speakers in a conversation (e.g. Knapp and Daly 2002: 276–278, CEFR 2001: 88–90). However, due to the restrictions of this study that were mentioned earlier, I decided to leave out the explicit teaching or illustration of a number of nonverbal features. Therefore the significance of gestures, facial expressions, posture, eye and body contact and proxemics (CEFR 2001: 88–90) in spoken interaction were not presented to the test students. Nevertheless, the strategic importance of “interactive conversational inserts”, as Biber et al. (1999: 1046) define such items as *yeah* and *mhm*, were pointed out during the test lessons and their Finnish counterparts have been suggested to be *joo* and *mm* for example by Sorjonen (2001: 2).

Before the next chapter it is important to comment on terminology. As stated already in the introduction, my general approach will be a liberal combination of various linguistic domains and therefore there are bound to be terminological overlaps. For example, I have decided to interpret the terms “speech”, “spoken” and “oral” to be synonymous with each other and refer to an interactional form of conversation.

## ***2.2 Concepts of conversation and interaction***

The first term that needs further clarification and defining in relation to this study is conversation. This is by no means an easy task and usually one definition leads to a state where a new sub term needs to be defined. Conversation has been studied from many viewpoints, ranging from abstract, philosophical and holistic models to pure field work and analysing small constituents of conversation. In this Master’s Thesis, I have



decided to focus on an ethnographic viewpoint of conversation, which is discussed and delimited by scholars such as William Downes (1998), Michael Byram (1997) and John Corbett (2003).

Interpreting William Downes, the starting point for understanding conversation is to understand that it is a form of social activity. He points out that every activity, or a set of actions, is governed by social rules. The two most characteristic foundations of conversation can be stated as follows: participating speakers and context of situation. (Downes 1998: 275–308)

A concise example of the first foundation is that at least two persons talk to each other face-to-face or via a medium that is capable of transmitting and receiving their voices (e.g. telephone, computer, augmentative device). However, the above example is missing an answer to what is participating. I would argue that it is useful to think about a speaker situating on a scale from passive (negative) to active (positive). According to my view, a speaker is completely passive in strictly linguistic terms when he/she does not utter any words or produce word equivalent sound waves such as minimal responses (*okay, yeah, mhm* etc.). However, it seems that minimal responses can be used in a spurious way, in other words to only superficially indicate interest and support for another speaker. One example of this type of action is stereotypically portrayed in a “conversation” between a couple where the other is telling something about e.g. the neighbours and the other replies back by saying nothing more than “*Yeah*” or “*Mhm*” while concentrating on something else than his/her partner’s utterances. The other end of the scale would be a speaker who talks a lot but, more importantly, asks questions and encourages other speakers to take part in a conversation. It seems appropriate to elaborate at this point the notion of participation or speaker activity from a culture-specific point of view.

Rapila (1993) performed a case study where she analysed telephone conversations between British and Finnish speakers of English and highlighted instances of “successful and non-successful communication” (1993: 211). Related to speaker activity, she suggests that “Finns employ few short back channel items which may lead to breaks in communication” (1993: 213). The example below is taken from her article. The double arrows indicate back channelling that occurs between speaker turns in the transcription of the fourth telephone conversation.

TC4

CB Eila, we're in trouble

>> RF Oh.

CB I'm afraid. You know you said to me you hadn't got any 165C3s.

RF No.

CB Have you got any 165A3s?

RF A3s.

CB So that you could do for us a 40 er a 4 15.

RF Yes, I think and let's see, A3. We have 8.

CB Could we have them all?

RF Yes, we have 8 in stock.

CB Can we have them all in next week's shipment?

RF Yes.

CB Right. I'm gonna order 20.

>> RF Uhum.

CB OK?

RF OK.

CB And it's on order No 040.

RF Mm.

CB And it's item 3.

RF Mm. OK. So 8 next week and then the rest.

CB Do that as fast as you can do them.

RF Yes, OK.

CB Oh, great.

RF OK.

CB That'll help us a bit.

>> RF Mhm. Laughter.

>> RF OK.

-----

CB Alright?

RF OK

Besides a dichotomy approach where the speakers are divided into native and non-native speakers of English, there is another viewpoint one can adopt. According to Michael Byram (1997) foreign language teachers should consider and guide their students to become intercultural speakers of English instead of non-native speakers of English. Byram is not convinced that the foreign language student should aim for a certain native English standard but rather develop a critical mind for understanding power relations, cultural backgrounds and other sociolinguistic aspects e.g. in real-time

interactions such as conversations. In other words, Byram does not think that the notion of a native speaker of a language exists anymore. Instead he suggests a model of intercultural communicative competence (ICC) a part of which is intercultural competence.

One of the objectives inside Byram's intercultural competence module, namely the skills of discovery and interaction, is significantly connected with the objectives of the test lessons: "identify similar and dissimilar processes of interaction, verbal and non-verbal, negotiate an appropriate use of them in specific circumstances" (Byram 1997: 53). However, as stated in chapter 2.1, non-verbal aspects of speaker interaction are not included in my approach. This does not imply that the ICC model cannot be taken into use in a Finnish upper secondary school setting where the language teacher has the opportunity to construct an entire course, such as the new specialisation course, on the basis of an intercultural perspective. Nevertheless, trying to include all the intricacies of Byram's model into two 75 minute lessons (per each test class) would be an example of misinterpretation.

The second foundation of conversation can also be divided into two constituents, situation and context. Downes argues that situations are different than settings. The distinction he makes is simply that situations are abstract or conceptual and settings are concrete. (Downes 1998: 304) I will not repeat his labels here but rather provide my own that relate to the material of this thesis. The situations in this study can be labelled as "opinion sharing", "free conversation" or "spoken exam" whereas the setting is a specific room in a school building.

This is fairly straightforward but why is context the second constituent of conversation? One concise answer, I think, could be that every situation has its own conceptual magnet. There are words, phrases, linguistic responses and other features that connect more clearly to certain situations (planning a trip) compared to other

situations (negotiating salary). Those features that are drawn by the magnet, i.e. situation, form its context. Reversely, there are other linguistic features that are more or less repelled by the magnet.

An applied linguistics model that derives from an ethnographic approach to conversation structures is shortly described below. The model is constructed by Corbett (2003) and it has two overlapping functional notions of conversation, which are transactional and interactional: in highly general terms, the first one is directly goal-oriented conversation such as uttering the required words to buy an item, whereas the second one is indirectly goal-oriented such as telling jokes to relieve stress or create an open atmosphere (Corbett 2003: 47). These notions are further embedded into a framework Corbett devised from the previous work of two scholars (Hall 1999, Judd 1999) and it consists of titles or points that help uncover structural aspects of conversation such as turns, interruptions, hesitations, filling words etc. but also qualitative aspects (Corbett 2003: 50-51).

A simplified version of this model, focusing only on three speaker strategies (taking a turn, keeping a turn, and maintaining a conversation) will be tested with two test classes – class A and B – and the results will be included in this paper. A concise example of how I have used the model in a school setting is presented in chapter 4. Furthermore, as Corbett's model is relatively new and based on an idea of intercultural language learning, assessing the results of this model will not be straightforward. As Corbett himself points out “[...] it takes time for the culture of testing to bend itself to the prevailing winds of teaching and learning.”

### ***2.3 Spoken English: Variation, Attitudes and Authenticity***

A few words on language variation, attitudes and authenticity before moving on to other linguistic domains: According to my own view, Finnish learners of English should have the opportunity to learn in school how English is used beyond its traditional and

popular standard accents (i.e. Received Pronunciation and General American English). One might argue that it is important not to confuse a student with too much linguistic variation, but I think that the upper secondary schools students who study English as their primary foreign language can comprehend and appreciate different varieties of English. In this study the variety in focus is Scottish English, which is explored through the spoken material that is included in The Scottish Corpus of Texts and Speech (see 3.2 The SCOTS corpus for more details). Though the Scottish accent is anecdotally described as a difficult accent for a non-native English speaker to understand, the creators of the SCOTS corpus have made it easier for the user to follow conversation files in the corpus by adding synchronised transcriptions to the sound files that are easy to read. (Scottish Corpus of Texts & Speech 2004) Besides presenting how the Scots speak English, it is important to give upper secondary school students an overview of the different varieties of English, for example, in Great Britain. For this purpose an online resource of the BBC, titled BBC Voices, could be used in a classroom setting.<sup>3</sup>

Moreover, one should keep in mind that in today's globalised world, English is commonly spoken in situations where, for example, one or both of the speakers are non-native or only one is non-native and the other comes from the outer circles of English speakers, according to Kachru's categorization (Kachru 1988: 5, as cited in Crystal 2005). The situation becomes even more complicated when the amount of speakers is increased and their individual varieties of English differ from each other. It is not a simple task to prepare a student to understand a wide scale of spoken English, for example ranging from the American variety used in popular TV shows and series to South-African or Taiwanese varieties. Especially those varieties, which are unfamiliar to the students or less familiar than for instance the American or British ways of

---

<sup>3</sup> The address to BBC Voices is <<http://www.bbc.co.uk/voices/>> 11 October 2010  
A key contributor in the project has been Professor Clive Upton. A full list of contributors can be found from <<http://www.bbc.co.uk/voices/contributors.shtml>> 11 October 2010

speaking English, prove to be challenging in at least two ways. First, there are purely linguistic challenges such as comprehending the phonological and rhythmic features of these varieties as well as vocabulary and structural choices that differ from the students' previous experiences of English usage in spoken situations. The second challenge is related to a social dimension, namely positive or negative attitudes towards a specific variety.

A recent Finnish national survey concerning the use of English, its status and attitudes towards it in Finland, reveals interesting details e.g. about Finnish attitudes towards a group of English varieties (Leppänen et al. 2009: 55). Question 15a in the survey was formulated as "English is spoken differently in different countries. Which of the following varieties is the most appealing to you?" In question 15b the respondents were asked to choose the least appealing alternative. The group that was delimited in the survey consisted of seven varieties: British, American, Australian, Irish, Canadian, Indian and Finnish English. In addition to these varieties, the respondents were given the opportunity to write an additional variety they liked the most or answer "Unable to say" or leave the question unanswered and move to the following question. However, the survey did not provide any information on those additional varieties, i.e. other than the prescribed ones (British etc.) that the respondents either liked or disliked. In relation to this study it would be interesting to know how many participants reported that they liked or disliked the Scottish English variety.

The results of the survey showed that the British and American varieties were the most appealing ones, scoring 40 percent and 36 percent respectively. The least appealing ones according to the Finnish respondents were Indian English (28 percent) and Finnish English (18 percent). The youngest age group in the survey, which was 15 to 24 year old people, found Indian and Finnish varieties of English to be equally displeasing. The researchers of the survey summarized it was no surprise that British

English would be the most favoured variety and argued that one of the reasons behind this attitude would be that British English was the primary variety taught in Finnish schools. However, they do not provide the reader with any references on this historical aspect of English teaching. (Leppänen et al. 2009: 73). A selection of secondary level school books from the 60's and early 80's suggests that students were exposed first and foremost to British English (e.g. Almila 1965, Kallela et al. 1981). This kind of search for "an ideal source of English" leads inevitably to a point where authenticity needs to be defined.

According to van Lier, it is important from a pedagogical perspective to understand that teaching materials as such cannot be classified as authentic. According to his definition, it is rather the learners' input in relation to the material that determines whether something authentic occurs. (van Lier 1996: 126) This idea encourages the language teacher to find the appropriate methods to handle teaching materials in such a way that the students' could create something that is their own, authentic language use. The authenticity dilemma that van Lier describes is closely related to the characteristics of a language classroom and the school environment as a whole. Let us consider the relationship between the spoken material and the learner groups of this study. If the teacher consciously or unconsciously decides to instruct his/her students to mimic a model conversation, in this case exemplified by the Scottish spoken material, the aspect of authenticity is lost. However, if the teacher encourages and instructs the students to use their own words and discuss themes that are either present in the example material or invented as the students' conversation progresses, then there is a chance that the interaction is authentic.

## ***2.4 Corpus linguistics***

The term corpus is also crucial in this study and I have taken David Crystal's definition as my point of departure to begin discussing its relationships with other

important terms used in this study. According to him a corpus is “A collection of linguistic data, either written texts or a **transcription of recorded speech**, which can be used as a starting-point of linguistic description or as a means of verifying hypotheses about a language” (Crystal 1991: 112; emphasis added). Other scholars such as McEnery and Wilson agree with the fundamental features of a corpus that Crystal presents in his dictionary of linguistic terms. However, they elaborate the concept with four concise paragraphs in relation to what they regard as relevant to modern linguistics (McEnery and Wilson 2001: 29–32) and, in my opinion, especially to modern applied linguistics. I will shortly present the ideas of McEnery and Wilson that can be linked to this study. The first paragraph deals with the content of a corpus or more specifically what material should be included in a corpus, and why certain material should be included and some other left out. This definition connects corpus linguistics distinctly with representativeness and sampling, which are both important aspects even in the Teaching English as a Foreign Language domain (henceforth TEFL) where school curricula define the material and aim of an individual English course.

In this study, the focus is centred on developing a usable approach for English teachers in Finnish upper secondary schools that is based on a submersion of corpus and applied linguistics. Therefore the material that will be included in the example corpus should be connected with the educational requirements that modern schools have. Furthermore, the material of the corpus should encompass many registers of speech and also be in line with the new upper secondary school definitions of the specialisation course. The actual corpus selection processes in my research framework and its justifications are discussed in the material and methods chapter below (see 3.2. The Scottish Corpus of Texts and Speech).

McEnery and Wilson’s comments about machine-readable form being the favoured one in modern corpus linguistics are important. There are two advantages that



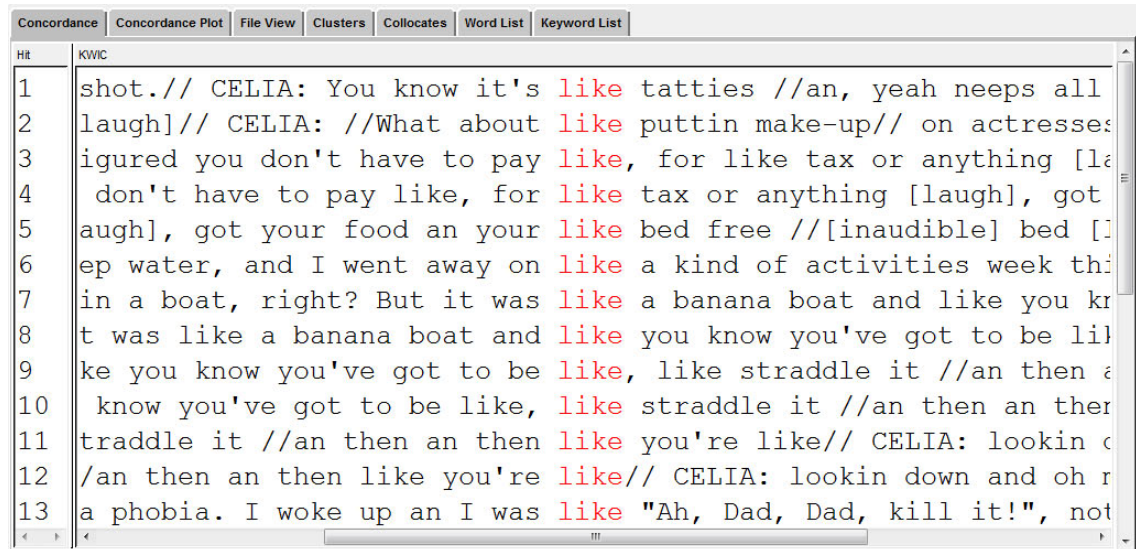
are particularly noteworthy. Being able to search and present, for example, overall structures of speech, regular and irregular features, turn-taking and individual lexical items fast and efficiently from a corpus is crucial in a classroom setting where time management usually plays an important role. Nevertheless, even a machine-readable corpus is in itself just a body of text or transcribed speech that requires interpretation by an individual person or a group of people and some organizational steps or algorithms to aid the interpretation.

Another term that is closely related to a corpus and addresses the organizational aspect of corpus methodology is the verb concordance, in addition to its derivational form concordancer and a KWIC (KeyWord In Context) concordance. As each of the test groups are in direct contact with an electronic concordancer, some basic questions might be asked by the class members and therefore explanations of the above terms will be required. From a historical perspective, the Oxford English Dictionary links the use of the word concordance to Bible studies and the first reported use of the term is from 1387 (Oxford English Dictionary 1989).

1387 TREVISA Higden (Rolls) VIII. 235 Frere Hewe [ob. 1262]..{th}at expownede al {th}e bible, and made a greet concordance [Harl. MS. concordances] uppon {th}e bible.

Semantically explained, the noun concordance is essentially a manually or electronically collected list of a lexical item, which is usually aligned in the middle of the list and a certain amount of other lexical items that appear, literally, on both sides of the individual lexical item. The derivative form, concordancer, refers 1) to a person who produces or has produced a concordance from a certain corpus, such as the Brown Corpus, or 2) a computer programme, usually designed by a corpus or computational linguist, that organizes lexical items partly according to certain predefined rules and options that the programme designer has written into the software and, more importantly, according to the input of the user. A concordancer can also be called a

KWIC concordancer depending on how the search term of the user is displayed. Figure 1 below shows the results of a KWIC search.



**Figure 1. a KWIC concordance view in AntConc**

The positioning of the keyword (or search term) is usually in the middle of the page or screen, surrounded by a predefined amount of context words, which is the case in all printed concordances, or a user defined amount and placement of context words. (cf. Partington 1998: 9; Finegan 2004: 211–213) An example of a computerized concordancer capable of KWIC concordances and many other functions that can be used during an English lesson is the AntConc concordancer. See the materials chapter (3.1 AntConc) for more details about the reasons and arguments why it was selected as the concordancing software for this study.

## ***2.5 CALL for upper secondary schools***

Now that some preliminary key terms have been presented it is important to realise a connection between corpus linguistics and a subcategory of applied linguistics, namely Computer-Assisted Language Learning (henceforth CALL), as this is a study that combines the use of computers with teaching English as a foreign language. Therefore, the critical and elaborating work in the field of CALL by Stephen Bax will serve as a framework and focus point for the purposes of this thesis. More precisely, his

ideas about three different approaches of CALL related to the level of computers and software included in language teaching and foreign language classes (Bax 2003). In an article written for the *System journal*, titled “CALL – past, present and future”, Bax presents a table that, in my opinion, can be generally described to offer three differing approaches of CALL that a language teacher can choose to adopt in his/her teaching (Bax 2003: 21). The main vertical headings or dimensions, as Bax calls them, of the table are Restricted CALL, Open CALL and Integrated CALL. These are in turn clarified with short lists under eight horizontal titles (types of tasks, student activities, [...], physical position of computer) that reveal some differing and combining features between the three main dimensions. Consider table 1 below. The strength of a reference table is that teachers can efficiently evaluate their own current status in the TEFL domain and find new ways to keep the different classroom and curriculum components more connected with their teaching philosophy. Furthermore, the descriptions inside the three main dimensions stated above (Restricted, Open and Integrated) give a wide perspective especially to the empirical part of this study, which is illustrated in the second table below, Table 1.2. The labels and descriptions in table 1.2 below are taken directly from Bax’s article but the organization of the table is edited to fit inside the margins and, more importantly, additional comments are written in bold face. The most important aspects in Table 1.2 that I would like to point out are in relation to Bax’s main argument: all language professionals involved in teaching (teachers, researchers etc.) should aim for a normalised state where “technology is invisible, hardly even recognised as a technology, taken for granted in everyday life.” (Bax 2003: 23) The major contradiction to this argument is that my approach includes parts that can be categorized as Restricted CALL.

In order to estimate the progress of my test groups during the experimental lessons, I decided to use some written tasks (see 4.1 Written tasks). Nevertheless, the

rest of my approach can be argued to situate between Open and Integrated CALL, placing an emphasis on integration. For more details on how the oral task types, which are student oriented, are structured and carried out, see 4.2 Oral tasks.

Two other important features located inside Bax's framework are the use of the concordancer software AntConc and, more abstractly, a variationist approach or mindset that is connected to the SCOTS corpus. It is interesting to find results of other research that indicates that concordancers like AntConc are used beyond traditional corpus linguistic boundaries in fields such as translation (Zanettin 1994; Barlow 1996, as cited in St.John 2001), literature (Hori 2004; Fowler 1996; Semino 1997) and EFL studies (St.John 2001; Kettermann and Marko 2002; Sinclair 2004). However, there are no printed or electronic scholarly publications, at the moment, that would describe AntConc or any other concordancer being used in an upper secondary level in Finland, which suggests that the process of normalisation, in Bax's sense, is still in progress on a national scale.

Less certain of the situation in other European countries, I would still claim that the process is in the same phase as in Finland. Therefore, my hypothesis is that the European EFL community is moving towards integrating computer-assisted teaching in lower levels of education than polytechnics and universities. Placing AntConc distinctly under the Integrated CALL column does not represent the current state of affairs but rather its position in the future.

**Table 1. Bax's Framework**<sup>4 5</sup>

Content	Restricted CALL	Open CALL	Integrated CALL
Type of task	Closed drills Quizzes	Simulations Games CMC	CMC WP e-mail
Type of student activity	Text reconstruction Answering closed questions Minimal interaction with other students	Interacting with the computer Occasional interaction with other students	Frequent interaction with other students Some interaction with computer through the lesson
Type of feedback	Correct/incorrect	Focus of linguistic skills development Open, flexible	Interpreting, evaluating, commenting, stimulating thought
Teacher roles	Monitor	Monitor/ facilitator	Facilitator Manager
Teacher attitudes	Exaggerated fear and/or awe	Exaggerated fear and/or awe	Normal part of teaching—normalised
Position in curriculum	Not integrated into syllabus—optional extra Technology precedes syllabus and learner needs	Toy Not integrated into syllabus—optional extra Technology precedes syllabus and learner needs	Tool for learning Normalised integrated into syllabus, adapted to learners' needs <i>Analysis of needs and context precedes decisions about technology</i>
Position in lesson	Whole CALL lesson	Whole CALL lesson	Smaller part of every lesson
Physical position of computer	Separate computer lab	Separate lab—perhaps devoted to languages	In every classroom, on every desk, in every bag

<sup>4</sup> Original table formatting changed. The original can be found in the *System journal*, Volume 31, Number 1, March 2003, pp. 21.

<sup>5</sup> Bax lists some abbreviations in his table.  
CMC = computer-mediated communication  
WP = word processing

**Table 1.2. Implementing Bax's Framework**

Content	Restricted CALL	Open CALL	Integrated CALL
Type of task	Closed drills Quizzes	Simulations Games CMC	CMC WP e-mail
	<b>Written tasks</b>		<b>Oral tasks</b>
Type of student activity	Text reconstruction Answering closed questions Minimal interaction with other students	Interacting with the computer Occasional interaction with other students	Frequent interaction with other students Some interaction with computer through the lesson
	<b>Pupils work in pairs and groups</b>		
Type of feedback	Correct/incorrect	Focus of linguistic skills development Open, flexible	Interpreting, evaluating, commenting, stimulating thought
	<b>The spoken exam</b>	<b>Variationist approach: SCOTS corpus</b>	
Teacher roles	Monitor	Monitor/ facilitator	Facilitator Manager
	<b>Instructor, listener, observer</b>		
Teacher attitudes	Exaggerated fear and/or awe	Exaggerated fear and/or awe	Normal part of teaching—normalised
	<b>Normalised through careful preparation</b>		
Position in curriculum	Not integrated into syllabus—optional extra Technology precedes syllabus and learner needs	Toy Not integrated into syllabus—optional extra Technology precedes syllabus and learner needs	Tool for learning Normalised integrated into syllabus, adapted to learners' needs <i>Analysis of needs and context precedes decisions about technology</i>
	<b>Context, needs etc. are discussed in chapter 2</b>		
Position in lesson	Whole CALL lesson	Whole CALL lesson	Smaller part of every lesson
	<b>In this study whole lessons for classes A and B</b>		
Physical position of computer	Separate computer lab	Separate lab—perhaps devoted to languages	In every classroom, on every desk, in every bag
	<b>Most likely one in classroom + a digital projector If not, rent/acquire equipment</b>		

### 3. Materials and tools

#### 3.1 Showing and analysing strategic elements: AntConc

First some information on the concordancer of this study and thereafter the corpus will be presented. A review article by Luciana Diniz in the *Language Learning & Technology journal* presents three concordance programmes, AntConc, Compleat Lexical Tutor and TextSTAT. (Diniz 2005) Based on the review, I tested all three concordancers and decided to use the latest version of the AntConc concordancer in this study (henceforth AC).

Compared with the Compleat Lexical Tutor, the general layout of AC is clearer. Also the range of functions in AC is more limited which reduces possible frustration in the target group of this study. In addition, the test material can be more clearly narrowed down and its use is more controlled with AC because it works offline. Choosing between AC and TextSTAT was not straightforward. They are both concordancers that have to be installed on a local hard drive or used directly from a memory stick, whereas the Compleat Lexical Tutor can only be used with a web browser. Both AC and TextSTAT share two basic functions: KWIC concordance and citation view. However, AC has one useful built-in feature that TextSTAT lacks, which is the concordance plot with a click-on function to a larger context view. This feature is useful to demonstrate the students how e.g. typical phrases in spoken English are distributed in the target corpus. To sum up, the AC concordancer was selected for the purpose of this study on the basis of following main criteria (ordered in ascending importance)<sup>6</sup>:

---

<sup>6</sup> Visit professor Anthony's web page for more information on AntConc.  
<<http://www.antlab.sci.waseda.ac.jp/software.html>> 11 October 2010

AntConc is

1. reliable
2. available for free
3. user friendly, especially the interface (both for students and teacher/researcher)
4. flexible (operating system, font size of search results, context window etc.)

As a final comment, I will use AC to compare a transcript of Conversation 20 with the transcript of class A students' oral task 2 in order to measure how the central speech strategies (take, keep and maintain) are distributed in the first conversation of class A volunteers and in Conversation 20. This procedure will be clarified in chapter 5.

### ***3.2 The Scottish Corpus of Texts and Speech***

The demanding project of compiling an extensive online corpus of Scots and Scottish English was launched in January 2001. The background and various steps of the project have been documented in two reports that are available online (Scottish Corpus of Texts & Speech 2004b). The first phase report concentrates on explaining the survey data, methodology and hypothesised research impact whereas the second phase report provides researchers, teachers and other persons a summary of the project as well as shows what has been achieved by The Scottish Corpus of Texts and Speech (henceforth SCOTS) project. In short, the SCOTS contains 4 million words of written and spoken material and there is a wide variety of different genres included in the corpus. The time span of the data ranges from 1945 to 2007.

The following step is to clarify why SCOTS was chosen as the primary teaching resource. First, the transcripts and audio files are easily accessible with a web browser. Furthermore, the corpus does not require user registration, i.e. creating a user name and password to access it. This helps especially in a teaching environment where fast access to teaching materials is important.



As the corpus includes synchronised audio and transcription data, it is easier for the students to 1) follow the dialogue on-screen and 2) make notes of linguistic features that they do not understand. In addition, students can browse and use the same material at home with their own computers or in a public library without installing any additional software.<sup>7</sup> This means that the SCOTS corpus encourages students to discover features of spoken English by themselves. Secondly, the data in SCOTS is in a format that allows its user to format the material to fit his/her purposes. Nowadays copyright issues can cause problems even in educational settings and this aspect has been taken into account by the SCOTS team members “Also, because copyright permissions have been fully cleared for educational use of the corpus, full texts are available rather than just short extracts of a sentence or so in length as is common with online corpora. This means that corpus users can easily switch between the overview which a concordance provides of the uses of individual lexical items, and closer, qualitative analysis of instances in their wider discourse context.” (Anderson and Corbett 2009: 4) Thirdly, the variationist approach that was briefly touched upon in chapter 2.3 connects with the data that SCOTS has to offer. The spoken material in the corpus is different to what is commonly described as Standard English (cf. Milroy and Milroy 1999) and, in my opinion, it is essential for students to become aware of different forms of spoken English as well as culturally different English speakers.

For this Master’s Thesis, one recording from the SCOTS was chosen. The file is titled *Conversation 20: Four secondary school girls in the North East* (henceforth Conversation 20). Before showing some details of this file, I would like to point out the most important reasons why it was selected from 113 other conversation samples.

- a) Most of the themes in conversation 20 are familiar to the target group, i.e. class A and B students

---

<sup>7</sup> The audio files might require QuickTime software to be installed on the computer. The pop-up window of the audio file has clear instructions how to obtain QuickTime.

- b) The speakers are nearly the same age as the target group – they can relate to the speakers
- c) Various conversation strategies are used during the recording
- d) The recording situation was unobserved: encourages spontaneous speech

Now, followed by the important features, some details that outline the sample are presented in table 2 below.

**Table 2. Conversation 20: Four secondary school girls in the North East**

Speaker awareness Degree of spontaneity Circumstances Duration	Transcriber Recorder (id's)	Speakers Gender Education	Words	Date	Setting
Aware Spontaneous Recorder not present 19 min 58 sec	631 606	4 all female secondary	4,902	2005	Laurencekirk school staff room

The data in table 2 was manually selected from the file's information web page. The same kind of information page is included in every item in the SCOTS corpus. I decided to focus on only one dialogue in the corpus and use its content to show how it can be analysed and used in a classroom situation (also with AC).

Figure 2 above shows the beginning of Conversation 20 and also gives the reader the opportunity to preview the general layout of the corpus as well as some details, such as the speaker codes. The main functionalities of the web page can be accessed or executed by clicking on the small rectangle shaped symbols on the bottom-left corner of the page. The up and down arrows scroll the page and the *i*-symbol opens up an information page (in this case including details about Conversation 20). The rectangle with lines shows the text in plain text format and the symbol beside it allows the user to save the page on a hard drive (e.g. a memory stick), which was necessary in this study in order to analyse the file with AC.

Conversation 20: Four secondary school girls in the North East - Scottish Corpus of Texts and S - Windows Internet Explorer

http://www.scottishcorpus.ac.uk/corpus/search/document.php?documentid=827

Live Search

Scottish Corpus Of Texts & Speech

**Document 827**

▼ About    ▼ Corpus    ▼ Contact    ▼ Links

**Title: Conversation 20: Four secondary school girls in the North East**

**Author(s): N/A**

**Copyright holder(s)**

- Prof Christian J Kay
- SCOTS Project

**Audio transcription**

F835 What are you doing this weekend then, [CENSORED: forename]?

F832 Ehm I've not got much planned; I'm working on S-, Friday after school. No cause we're off on school, aren't we? //Yeah I'm working all//

F835 //Yeah//

F832 day Friday and then I'm workin on Saturday and then on Sunday I'm goin to my dad's //and I don't know what I'm doin.//

F835 //Are you?//

F832 What are you doin?

F835 What, this weekend?

F832 mmhm

F835 I don't know, [laugh], ehm, Friday I'm supposed to be going out with dinner with my boyfriend cause we've been going out for six months [laugh]. //[laugh]//

F832 //[laugh]//

F833 //[laugh]//

F834 //[laugh]//

F835 //[CENSORED: forename]!//

F832 //Six// months, oh God!

Icons: [Download] [Info] [List] [Print] [Back] [Forward] [Help]

**Figure 2. SCOTS corpus: a screenshot of Conversation 20**

The speaker icons are for a) playing the audio linked with the transcription and b) downloading the audio file to a hard drive. The ?-symbol opens up an extensive help page that contains instructions how to search the corpus (quick, standard and advanced) as well as clarifications about the icons and other features used in the corpus.

### ***3.3 The Finnish students' conversations***

First some notation issues: I have used the same notation guidelines that were developed for the SCOTS project when transcribing my volunteers' conversations. The

only mark-up item that is different in my data is when students use Finnish words during their conversation. I have marked these instances in bold face.<sup>8</sup>

JUKKA: aah  
 ELINA: you know the **nasutus** thing  
 MAIJA: Yes

The reason for transcribing the audio material that was collected during my test lessons is connected with reliability and replication issues. Without the original conversation clips, it would be impossible to produce an example assessment of features such as intonation or word stress, which are important factors in the CEFR as well as the Finnish evaluation guidelines of spoken language (even though nonverbal features were not explicitly emphasised during the test lessons). Therefore, even if transcribing the audio files is time consuming, it is worth the effort. The combination of both hearing a language learner speaking and making concordance based analyses (e.g. vocabulary variation) of the transcriptions is more reliable and valid than just hearing the learner speaking in real time: some aspects of the conversation can be either misinterpreted or accidentally ignored if the teacher(s)/examiner(s) listens to the learner(s)/examinee(s) speaking only once. Therefore I would argue that the minimum requirement in future spoken English (or other language) proficiency exams is that the students' performances need to be recorded with an audio device.

Another reason for transcribing the test discussions derives from research ethics and privacy issues. Some students would probably object to their discussion being played in class for study purposes whereas few would be against displaying a coded transcript of the conversation to their peers. Therefore transcriptions can provide informative feedback to the students without any emotional side-effects as well as useful examples for future students, who would benefit and hopefully learn from their peers' conversational features. In addition to the transcripts (see Appendices E and F),

---

<sup>8</sup> Detailed information of the mark-up technique used in SCOTS (and in this study) can be found on <http://www.scottishcorpus.ac.uk/corpus/details/#transcriptions> 11 October 2010

the edited recordings of the volunteer groups are available on a CD-R in the print version of this thesis (see Appendix I). The edited versions have been cut in length and various identifying names (proper and place names) have been censored, using the same approach as the SCOTS project team. The recordings are labelled *conversation\_1\_class\_A\_volunteers* and *conversation\_3\_class\_B\_volunteers*. They are in mp3 and wav format. The original recordings are not provided due to research ethics and to ensure that the volunteers' anonymity is protected.

### ***3.4 A short questionnaire for class B***

The purpose of the anonymous questionnaire was to find out some general opinions that the students had regarding spoken English. Another aim was to acquire ideas for the forthcoming specialisation course that concentrates on developing Finnish upper secondary school students' competences in spoken English. The results of the questionnaire do not directly form an answer to any of the research questions presented in the beginning of this study. However, the students' answers are useful when making decisions about the lesson plans of the new specialisation course. Before the following chapter I will summarize the contents of the questionnaire in English.

A short two page questionnaire was given to class B students. The form of the questionnaire is partly based on a previous study by Maria Saleva (1997: 170–173), in which she investigated the possibility of arranging a nationwide, foreign language oral proficiency test for graduating upper secondary students. The target group of my questionnaire consisted of 30 class B students of which 29 answered the questionnaire after the final test lesson. The questions and instructions were written in Finnish in order to avoid possible language related confusions or misunderstandings. The full length questionnaire is presented in Appendix G. The students were allocated 15 minutes to answer the questions.

The second question and its sub-questions were formulated to gather information about the situations and places where students spoke English outside the classroom, in addition to details about the amount of speakers, the relationship of the speakers, themes of the discussions and its duration. The third question measured which test lesson was the most useful according to the students. At this stage it should be noted that there are three lessons listed in the original questionnaire. The second and third, however, were the same test lessons that were given to class A and the first one was a “normal lesson”.

In the fourth question the students were asked to explain why they selected a certain lesson as the most useful one. The fifth question tested how many students would opt for the new specialisation course in English devoted to aspects of spoken English.

Finally, the last five questions measured students’ attitudes related to speaking English outside (1) and inside (2–5) of school. The questions were divided into a five-point Likert scale, where “+ +” indicated that the respondent fully agrees with the statement and “- -” that he/she fully disagrees. The questions have been translated below because the answers to them will be addressed in detail in the analyses and conclusive part of this thesis.

1. Outside of school I like to seek situations where I can speak English.
2. I do not dare to speak English in school because I am afraid of making mistakes.
3. There are enough conversation exercises on English lessons
4. I am able to understand conversation structures better thanks to the substitute teacher’s lessons and exercises
5. I would like to join a course where I could converse, e.g. via Skype, with a person or persons who are native speakers of English and as old as I am (e.g. students of a collaborating school).

After these five questions the students were provided with three lines of empty space that they could use to comment on the test lessons and suggest improvements.

## 4. Three letters: T, K and M

The broad aim of the tasks used on the test lessons is to create new conceptual models for the young students and introduce three strategies of spoken English. The specific aim is to focus on three strategies (take a turn, keep a turn, and maintain conversation) derived from Corbett's (2003) work. The model used in this study is adapted to take into account the context of the forthcoming specialisation course in Finnish upper secondary schools and its spoken exam.

Before describing the tasks in detail, I would like to point out some general features of the test lessons. The first test lesson began with a short introduction to the SCOTS corpus. After the introduction the students should know what the corpus is, when it was compiled and finished as well as why it was constructed. The following step was to introduce Conversation 20 from the corpus to the class and then play half of the audio clip synchronised with the dialogue, which took approximately ten minutes. This was followed by a short round of general comments and questions that the students had about the conversation they had listened to. Before the tasks were given to the class, it was essential to guide the students and give some reference material for them. Therefore a short presentation that included macro and micro perspectives related to the tasks was in order. For example the research of McCarthy (1991: 129) proved to be useful in devising one of the presentation slides for my test students.<sup>9</sup>

### 4.1 *Written tasks*

As this thesis concentrates on spoken material, ways of using three different strategies in conversation and training upper secondary students to use them, it is clear that written components should be kept to the minimum. However, as the approach of the test lessons was new to the students, I decided to incorporate two tasks in written

---

<sup>9</sup> See Appendix A, McCarthy's examples are on page 62.

form in order to make them feel more secure. The first written task of my test groups was constructed from extracts taken from Conversation 20 that were cut and edited to fit two English lessons per each group. The most important change I made to the original data was that I replaced the codes of the speakers (F832, F833, F834 and F835) with invented codenames (Emma, Jill, Sarah and Celia), just to increase readability and make the conversation easier to follow.

The instructions for the first assignment were on a single PowerPoint slide. The task was to find and mark strategic conversation features in Conversation 20 with three capital letters: T when a speaker takes a turn, K when the speaker keeps a turn and M when the speaker maintains the conversation. Before the students started analysing and marking letters they were given two sheets of paper that contained a part of Conversation 20 (altogether 96 turns from the start). The students had to focus on one speaker, in this case speaker F832, codename Emma. The purpose of the task was to test how well the students could interpret the strategic significance of Emma's turns in the conversation snippet. The task was done in pairs and each pair had 10 minutes time to discuss and decide which strategy Emma used at a specific turn. I also showed a part of an example answer to the whole class and encouraged them to ask questions if something bothered them. The example can be seen below and it contains the first eight turns of the teenagers' conversation.

<b>T</b>	CELIA: EMMA:	What are you doing this weekend then, [CENSORED: forename]? Ehm I've not got much planned; I'm working on S-, Friday after school. No cause we're off on school, aren't we? //Yeah I'm working all//
<b>K</b>	CELIA: EMMA:	//Yeah.// day Friday and then I'm workin on Saturday and then on Sunday I'm goin to my dad's //and I don't know what I'm doin.//
<b>M</b>	CELIA: EMMA:	//Are you?// What are you doin?
<b>M</b>	CELIA: EMMA:	What, this weekend? mmhm

In the second task type the students' were instructed to work in pairs or small groups and produce three example phrases per each strategy (take, keep and maintain)



and write them down in their notebooks. After a short period of five minutes the student's examples were collected. Those pairs and groups who had examples and were willing to share them with the class presented their phrases. During the presentations I wrote some of the examples in a PowerPoint file so that the whole class could see which examples fitted a certain strategic category (students observed this process from the projector screen). Below is a short list of some of the students' strategies in class B.

How to **take** a turn in a conversation?

1. I think that...
2. By the way...
3. I was in a Bob Marley concert...
4. You know what?
5. Can I tell you something?
6. I just saw something really awesome, would you like to know about it?

How to **keep** a turn in a conversation?

1. Hear me out (\*Listen me out)
2. Please, let me finish
3. Could you wait a minute OR Just wait a minute!
4. I think that...
5. Okay, just one more thing
- 6.

How to **maintain** a conversation?

1. Can you tell me something about it?
2. Tell me more (\*, even the stones are interested)
3. Yes, I think so too
4. How about you?
- 5.
- 6.

There are some empty spaces in the second and third categories as well as text inside parenthesis. The empty spaces indicate that the students were 1) not able to invent enough suitable phrases in the given time limit and/or 2) unwilling to share their suggestions with the class, i.e. scared of making a mistake. Even though I explained to the students that they should not be afraid of mistakes because my lessons were experimental and that the results would be treated anonymously, some pairs and groups decided to keep their answers to themselves. However, most of the students commented that extra time would have helped during their brainstorming task. The majority of both class A and B shared this opinion.

The text inside parenthesis and preceded with an asterisk was used to show the students that there was something wrong in terms of word selection or idiomatic language use. In the first phrase of the keep-category the students mixed up the words *hear* and *listen*. We discussed shortly the subtle differences between the two words and compared them with the Finnish equivalents, which were in this case *kuuntele* and *kuunnella*. The second phrase of the maintain-category was a word to word translation of an ironic Finnish idiom. The person who says this idiom to his/her interlocutor indicates that he/she is extremely bored and wants to change the subject of the conversation. Therefore this kind of idiom cannot be used inside a conversation turn where one speaker is supposed to support and encourage another speaker.

## **4.2 Oral tasks**

There are two oral task types in this study and both of them are designed to teach three broad strategies that are used in spoken English. The primary goal of the tasks is that a student would understand the importance of these strategies even beyond the classroom and the secondary goal is to practise for the spoken exam.

The first strategy, which is how to “take the floor” or in other words start one’s own speech turn requires certain pragmatic skills, such as posing a direct question to another speaker or speakers. Examples in my presentations for class A and B highlighted this and other utterance constructions (e.g. repetition, specification), conjunctive words (*like, but, and*) and minimal responses (*yeah, mhm*). The students’ attention was explicitly drawn to them. This approach should aid the young language learners to realise what is needed to succeed in different strategies during a conversation in English. (Bardovi-Harlig 2001: 31–32)

After some comments and questions the specific instructions for both oral tasks were given to the students. Task 1 was designed for class members who stay in the

classroom during the lesson and task 2 was for four volunteers per each test class. If there are no volunteers for the task, four persons should be randomly selected from the class. The volunteers moved to a pre-specified, quiet room to carry out their task accompanied by two digital audio recorders and task instructions. Both volunteer groups (from class A and B) were escorted to the recording room by an assistant teacher. The duration of task 2 was ten minutes and the volunteers' assignment was, in essence, to discuss freely of the topics in Conversation 20 as well as invent their own topics. The first two conversations were recorded in Helsinki and the last two in Espoo. It should be noted here that the general aim of the second task type is to complement the official exam that will be used in the end of the new specialisation course. A more detailed discussion on this aspect will follow in chapter 5.2.

In task 1, the class was divided into four sections or themes and the students worked in pairs inside their designated sections. Section 1 discussed free time related issues, section 2 phobias, section 3 holidays and section 4 drugs (all of these themes are discussed in Conversation 20). One mind map that includes words from a specific theme was given to each pair and the students' task was to talk about the theme in pairs for approximately 5 minutes. The mind map will function as a cognitive backup and help the students in case they forget the next suggested step in the conversational context (Kristiansen 1998: 197–198). It will also simulate part III of the spoken exam in Finnish A-level English in 2007–2008 (Hernigle et al. 2007: 31–36). The last step in task 1 was that I selected two pairs from each section to summarise for the whole class what they have talked about. The summaries were given one pair at a time.

## 5. Analyses and assessments

### *5.1 Results in relation to the NCCUSS*

The following is an example assessment of conversation 2, which was recorded in an upper secondary school in Helsinki during the second test lesson. The volunteer students had participated in one identical task situation before conversation 2. Due to school curriculum and time requirements it was possible to teach speech strategies on two lessons (2 x 75 min) and during them record the volunteers' speech only two times (2 x 10 min). One can argue that in such a short period of time it is impossible to prove that the volunteer students have learned how to apply the three speech strategies in their own speech. However, in this study the focus is on showing what methods can be used to evaluate the spoken material that the learners produced. Understanding different ways to measure how competent or skilled a student is in spoken interaction gives a starting point for course planning.

The following analysis is based on the NCCUSS assessment model which derives from the CEFR. The key categories in the NCCUSS are **interaction, fluency, pronunciation, vocabulary and structures, grammar**. All of the descriptions used below are my unofficial translations from Finnish into English. Let us first focus on only one speaker from conversation 2, code name Elina.

According to my interpretation, Elina's interactional skills situate on level B1.1. The description of this level is as follows: "The speaker knows how to tell some details about familiar topics. He/she manages everyday spoken situations and unofficial conversations in countries where the language is used. Even in more challenging situations he/she can communicate matters that are personally important. Long turns in speech or abstract topics are clearly troublesome for the speaker."

The next step is to see how fluent Elina is according to the evaluation scheme. The most important factor that affects how a student is situated in the NCCUSS fluency category is directly related to the amount of pauses or hesitations she/he makes during a speech turn. Interestingly Elina's fluency, A2.2, is one step lower than her interactional skills. "The speaker is sometimes fluent but various pauses are very noticeable."

Pronunciation is naturally a part of spoken language that cannot be analysed from a transcription. Therefore speech recordings must be available to the teacher or researcher in order to make reliable judgements about pronunciation issues. The description that fits my test speaker the best is from level B1.2: "Pronunciation is very clear even though the stress and intonation in speech do not exactly follow the patterns of the target language."

From a vocabulary and structures point of view, Elina does not use a wide range of words. AntConc proved to be a helpful tool in finding out the different word choices that Elina made during the conversation. Her structures were short and simple but they varied to some extent, which raised her level. All in all, she could be placed on level A2.2: "Knows reasonably well ordinary, everyday vocabulary and some idiomatic expressions. Knows how to use several simple as well as some advanced structures."

The last category in the skill level table is grammar. My first impression of including grammar as one of the criteria to evaluate a learner's proficiency in speaking a foreign language was negative. One of the most essential features of spoken language and more specifically conversation is that speakers cannot choose their words and constructions as carefully as they would when they write (see e.g. Carter 2004: 111). It is important to remember that grammar in its pedagogical context has originally evolved from a written background and prescriptive attitude towards language and therefore has weak connections with conversation (see e.g. Howatt, A. P. R. 2004: 151–152). However, there are publications that try to depict a grammar of spoken language. One of

the most detailed accounts can be found in the *Longman Grammar of Spoken and Written English* (Biber et al. 1999: 1038–1108). Here is nevertheless the description of the Finnish evaluation model that approximately fits Elina’s grammatical skill level in speech: ”Grammatical mistakes are common during a long stretch of free speech (e.g. articles and morphemes are excluded) but they seldom affect intelligibility.” It places Elina on level B1.1, which means according to the overall proficiency description that she can handle everyday spoken situations in the target language.

What is my volunteer’s overall skill level according to the Finnish model? There are no explicit or systematic instructions in the NCCUSS itself regarding the process that Finnish foreign language teachers should adopt when drawing final assessment conclusions about their students’ language proficiency. However, the document states that individual schools are authorised to make their own assessment guidelines (FNBE 2003: 220), which inevitably results in a variety of different methodological choices that the teachers use. Here is one example of how an English teacher might evaluate his/her class: after the individual skill categories have been rated on a scale from A1 (beginner) to C1 (expert), a mean value will be counted from the data. In Elina’s case the mean value and its calculating process can be seen from the table below.

**Table 3. Assessing a student’s performance in a conversation task**

Student: Elina		
Course: ENA2		
Target of assessment: Conversation 2		
<b>Skills in spoken English</b>	<b>Elina</b>	
Interaction	B1.1	6
Fluency	A2.2	5
Pronunciation	B1.2	7
Vocabulary and structures	A2.2	5
Grammar	B1.1	6
<b>Mean value</b>	<b>B1.1</b> ←	<b>5.8</b>

The numerical values in the table do not correspond to school grades on a scale from four to ten. They are equal to the Finnish framework levels that begin from A1.1 (numerical value 1) and finish in C1.1. (numerical value 10). In the last numerical cell of the table the mean value is rounded to six, which translates to B1.1 in the Finnish skill level framework. As a result, the descriptive answer to Elina’s overall skill level would be that she is able to use, based on this task, English independently.

The three other volunteers were also assessed with the same model and approach as shown above. However, their individual skill levels will not be discussed as in-depth as Elina’s because I would like to turn the readers’ attention to another evaluation method, which is not as regulative as the NCCUSS and more quantitatively oriented. Nevertheless, the summarized skill levels of Maija, Jukka and Nina are as follows.

**Table 4. An assessment of Maija, Jukka and Nina (conversation 2)**

Students: Maija, Jukka and Nina						
Course: ENA2						
Target of assessment: Conversation 2						
Skills in spoken English	Maija		Jukka		Nina	
Interaction	B1.2	7	B1.1	6	A2.1	4
Fluency	B1.1	6	A2.2	5	A2.1	4
Pronunciation	B1.2	7	B1.1	6	B1.1	5
Vocabulary and structures	B1.1	6	A2.2	5	A2.1	4
Grammar	B1.2	7	A2.2	5	A2.1	4
<b>Mean value</b>	<b>B1.2</b>	<b>← 6.6</b>	<b>A2.2</b>	<b>← 5.4</b>	<b>A2.1</b>	<b>← 4.2</b>

The assessments presented above are purely individually oriented and summative. In the next chapter I will first introduce how the data from conversation 1 (also recorded in an upper secondary school in Helsinki) can be quantitatively compared with conversation 20. The “raw” comparison will be followed by critical thoughts and features that explain some of the differences between the Finnish and Scottish

conversations. Furthermore, the design of the current, official spoken exam will be presented and compared with oral task 2.

## ***5.2 An assessment experiment***

In order to measure the three speech strategies from the transcription I have devised a table of three lexical items and their corresponding strategic values. Conversation 20 will function as a simplified standard of spontaneous conversation for comparative purposes. I have used my own judgement in making the list and choosing the lexical items based on AC's frequency counts and my own strategic mark-up. An example of this mark-up can be seen below on the left hand side of the extracts taken from both class A's conversation 1 and the SCOTS Conversation 20. T equals take, K equals keep and M equals maintain.

### Class A volunteers, conversation 1

M JUKKA: //What?//  
 M MAIJA: Yeah, the first day, err  
 M JUKKA: aah  
 M ELINA: you know the **nasutus** thing  
 M MAIJA: Yes  
 M JUKKA: //Ah yeah//  
 M ELINA: //and that's it//  
 M NINA: //häh?// [laugh]  
 T ELINA: //and th-// and then didn't they like take pictures of you?  
 M NINA: Yeah //but// I dunno why [laugh]

### SCOTS Conversation 20

M EMMA: //[laugh]//  
 M JILL: //Yeah but then you're on [laugh] but then you're on//  
 M SARAH: //[laugh]//  
 M JILL: a boat and it's all  
 K CELIA: I lo-, I love boats.  
 M EMMA: Do you not get seasick?  
 K CELIA: Nuh.  
 M EMMA: I do, I really  
 T JILL: I do, well, no I get a bit queasy cause we were on holiday to Tenerife last year an we went on this boat thing, on this catrama-, cataramara-Ca-, cataraman. //I went on that last//  
 M SARAH:



**Table 5. Measuring three strategies in spoken English**

Strategy	Lexical item, frequency and examples
<b>TAKE</b>	<b>1st person singular pronoun</b> hesitations and repetitions included
	Class A: 60 items (out of 920 items, 5 minutes recording) Conv 20: 107 items (out of 1062 items, 5 minutes recording)  Class A: I don't think it's gonna be that great because we're first graders Conv 20: Ehm I've not got much planned; I'm working on S-, Friday after school
<b>KEEP</b>	<b>like</b> like as a verb excluded
	Class A: 4 items (out of 920 items, 5 minutes recording) Conv 20: 14 items (out of 1062 items, 5 minutes recording)  Class A: [...] felt <b>like</b> I'm not going to do anything Conv 20: got a phobia. I woke up an I was <b>like</b> "Ah, Dad, Dad, kill it! [...]"
<b>MAINTAIN</b>	<b>you</b> all forms and functions included
	Class A: 9 items (out of 920 items, 5 minutes recording) Conv 20: 19 items (out of 1062 items, 5 minutes recording)  Class A: erm are <b>you</b> coming to the porridge party today or what's it called [...] Conv 20: Have <b>you</b> started revisin yet?

I decided to focus on the three lexical items stated in the table (*1st person singular pronoun, like and you*) because they were emphasized during my test lessons with classes A and B. An overall comparison between the transcriptions shows that the Finnish students' usage of the selected lexical items is lower than the native speakers'. During the same amount of time the native speakers produced a total of 140 strategic lexical items, whereas my volunteers produced 73. Analysing more closely, the personal pronoun *I* was the most frequently used strategic item in taking a turn in conversation in both Class A and Conversation 20 data. *Like* was used surprisingly few times during my volunteers' task in a turn-keeping position. The Scottish students used it over three times more during their speech. The third item, *you*, was two times more common in

Conversation 20 than in Class A as a part of a speaker's turn in maintaining the conversation.

How should the results of this evaluation experiment be analysed? It would be absurd to expect that the volunteer students should be given grades according to their quantitatively measured oral performance in relation to the Scottish speakers. There are a number of qualitative characteristics that explain why my volunteers did not produce the same amount of strategic items as their Scottish peers.

First of all, the native speakers of English typically possess a larger vocabulary and are more confident pronouncing different words and word combinations than non-native speakers and are thus able to talk more fluently especially in a spontaneous conversation. Secondly, besides micro scale linguistic differences, there are broader social aspects such as the amount of silence generally accepted or approved in a culture. Because silence is in this experiment case counted as zero strategic items, it has a significant role in decreasing the test students' "quantitative score", even though class A and B volunteers had surprisingly few pauses in both of their conversations. Saleva (1997) refers to a publication including two articles, the titles of which exemplify the extreme ends of two cultural features: "In the same book in which Tannen described American conversation and gave the article the name *Silence: anything but Sajavaara* and Lehtonen's article about Finnish speaking conventions was called *The Silent Finn*." (Saleva 1997: 37)

What kind of a test or assessment framework would then be adequate to measure a free form of students' conversation, exemplified by the oral task 2 in this thesis? Before presenting a new complementary model, a brief review of the existing Finnish test for upper secondary A-level spoken English is in order. The review will include some relevant findings and comments concerning the data derived from oral task 2.

The National Upper Secondary School Oral Proficiency Examination approved by the Finnish National Board of Education will be an official part of the new specialisation course and used as the final examination of the course (Finnish National Board of Education 2009). The current format of the exam was influenced by Maija Saleva's (1997) dissertation and the exam has been in use since the late 1990's and optional for all A-level English students (Pirhonen et al. 2006, Pohjala 2010). Besides the exam tasks, the exam book includes a list of general instructions for the educational institute, i.e. upper secondary school, and specific instructions for teachers and students. There are also seven attachments in the exam book that are related to the practicalities, assessment and certification of the exam process (Hernigle et al. 2007: 1). Moreover, the results of the spoken exam are not directly included in the Finnish matriculation exam certificate when an upper secondary school student completes his/her studies – the results are added as an external attachment.

The exam tasks are divided into three parts, which are assessed according to the spoken proficiency levels stated in the NCCUSS, ranging from A1.1 to C1.1. The assessment keywords used in each of the levels were presented in the previous chapter but I will reproduce them here as well: interaction, fluency, pronunciation, vocabulary and structures, grammar. These keywords are explicitly mentioned on the teachers' instructions pages (Hernigle et al. 2007: 4–6). However, the task descriptions of the exam do not include any of the keywords even though e.g. the tasks in part one measure mostly the students' pronunciation skills. All of the task types in the exam are designed for two speakers/examinees.

Before the exam starts, the students are informed about the task types, instructions and assessment criteria and are allowed to familiarise themselves with the tasks for 20 minutes. During the preparation time the students can write notes about the tasks but are advised to pay attention to the other student rather than the notes. (Hernigle et al. 2007:

7–8). It is important to mention that it is the teacher/examiner who decides which tasks, one from each part, are assigned to the students.

In part one the students take turns in reading, listening and giving short answers. For example, student A begins the exam and reads a short text about bikinis (three paragraphs long) aloud in English and thereafter asks student B two predefined questions regarding the text, which B is supposed to answer. After this the roles are switched and B is the one who reads another text aloud, asks the new predefined questions and A answers.

The task format in part one places the students more or less on the same activity level because their turns are governed by the task rules. The oral task 2 used in this study showed that some students dominated the conversation whereas others either decided to stay on the background or had difficulties in taking a turn. A simple frequency analysis performed on the transcripts of conversation 1 (class A volunteers) and conversation 3 (class B volunteers) with AntConc provided the following results listed in table 6 below.

**Table 6. Turns in the volunteers' conversations**

Class A (conversation 1)			Class B (conversation 3)		
Speaker code	Turns (N)	Turns (%)	Speaker code	Turns (N)	Turns (%)
ELINA	146	35 %	PEKKA	78	34 %
MAIJA	114	27 %	HARRI	59	26 %
JUKKA	87	21 %	ESA	47	20 %
NINA	76	18 %	KARI	47	20 %
Total	423	100 %	Total	231	100 %

It can be argued that part one of the official exam provides the assessor a balanced account of the participating students' pronunciation skills in a fixed situation. This is not the case in oral task 2 and for a reason: The general aim behind the task format was to complement the official exam. I would claim that leaving the task instructions open creates such pronunciation situations that do not evolve in a fixed exam and therefore give the assessor/teacher a broader view of the student's skills.

The second part of the exam measures primarily how fluent and correct the students' spoken language is. The task is to retell a short Finnish text in English and then answer three predefined questions. The procedure is identical to part one except the retelling. This is a step towards unstructured spoken interaction notwithstanding that the students are allowed to use their own notes and the questions are predefined. In oral task 2 the volunteer students were not given any time to prepare for their conversations but they were exposed to various themes (e.g. holidays, school, weekend plans) and vocabulary as they followed conversation 20 from the SCOTS corpus.

The most unstructured task types of the exam are in its third and final part. For example in the 2007–2008 official exam there are mind map or role play based tasks. The former category comprises of a short introduction to the task such as “Look at the mindmap. Discuss the importance of family and family relationships in the various stages of a person's life with your partner. Make sure that during the discussion you both comment on what the other person says.” and the mind map itself (Hernigle et al. 2007: 31). The latter category is influenced by a pragmatic viewpoint, which has been supported for instance in the work by Rose & Kasper (2001). The students are given roles, which are described in varying detail depending on the role. The instructions of these role tasks start with a general statement “Read the situation, then act it out with a partner”, followed by the title of the task (usually reveals a theme), student A and B role descriptions and finally under “Cover at least the following topics:” there is a script for the dialogue (e.g. Hernigle et al. 2007: 37).

In conclusion, the third part measures the students' proficiency in all the official criteria (interaction, fluency, pronunciation, vocabulary and structures, grammar) but seems to emphasise interaction as well as vocabulary and structures. Compared to oral task 2, also the third part in the exam differs from it, as planned. Again the most important difference is the distribution of speaking turns. In all of the tasks of the

official exam written instructions guide and the teacher/examiner controls the time used for different dialogues (e.g. if one of the student speaks too long, the examiner will interrupt him/her). To sum up the entire review, I have compiled a list of contrastive features that shows how the official exam and the oral task 2 differ from (and thus complement) each other.

**The official exam**

1. Two-person dialogue
2. Teacher/examiner present
3. Teacher/examiner assigns the tasks to the students
4. Duration: 20 + 20 min
5. The students prepare for the exam in advance
6. Elaborate instructions
7. Task instructions in English
8. The students are informed about the test in advance
9. Assessment: grade according to NCCUSS

**Oral task 2**

1. Four-person conversation
2. Only the students are present
3. Themes from conversation 20 and invented themes
4. Duration: 10 min (x 2)
5. No conscious preparation in advance
6. Few instructions
7. Task instructions in Finnish
8. Nothing is told in advance
9. Assessment: formative

Before moving on to a formative analysis of oral task 2, I would like to mention an ongoing research project in the University of Helsinki that focuses on the current development in assessing the spoken domain of foreign languages in Finnish educational institutions (comprehensive, upper secondary and higher education).<sup>10</sup> The project is called HY-Talk and one of its empirical products is a spoken proficiency test that includes almost the same assessment criteria as in the National Upper Secondary School Oral Proficiency Examination. Both tests are graded according to the NCCUSS scale. Clarifying the differences between the two spoken proficiency tests and elaborating on the validation efforts of the HY-Talk team would be interesting but out of the scope of this thesis. However, Totti Itkonen (2010: 26–29, 39–41) provides an introduction to the project and how the HY-Talk test can be used in an upper secondary school setting.

---

<sup>10</sup> The official English introduction of the project:  
<http://blogs.helsinki.fi/hy-talk/suullisen-kielitaidon-arviointitutkimus/in-english/> 11 October 2010

### ***5.3 Formative assessment***

In the following paragraphs I will point out models of formative assessment in group performances such as the oral task 2. However, whatever the viewpoint of assessment, there are three fundamental issues that a teacher or researcher should keep in mind.

First, the purpose of the assessment must be clear to the teacher/researcher and preferably to the students as well. Second, the methods that the teacher/researcher or students use must be appropriate and take into account the ethical aspects of testing and assessing. Thirdly, the effects that the assessment has on the target group, during and after, should be anticipated and interconnected with the purpose of the assessment. (see e.g. European Association for Language Testing and Assessment 2006) In respect to assessing oral task 2, the purpose is to learn from the conversation transcripts which phrases and words can be used in a free conversation in different strategic moments. Another purpose is to provide an opportunity for the students to discover how their peers and conversation partners have used certain minimal expressions, words, phrases, repetitions etc. and how well they have managed their speaking turns. In this study, the formative methods for discovering such linguistic features are peer and self-assessment, which have been stated to be valuable if the task or test does not have a significant effect on the final course grade or future studies (e.g. CEFR 2001: 191). Also the use of a language portfolio is included in the discussion and the possibilities of students showcasing their oral proficiency in the form of a recorded CD as one part of the portfolio. However, first a brief account on previous research.

Some articles on assessment issues such as Swain's (2001) have focused on the benefits of assessing small groups instead of individuals. Swain raises a fundamental viewpoint about knowledge: "[...] dialogue mediates the construction of knowledge; through dialogue participants co-construct knowledge. In the case of researchers of L2

learning, we are interested in the construction of linguistic knowledge.” (Swain 2001: 280) For example in the first conversation of class A volunteers, knowledge is indeed constructed and not merely shared.

ELINA: //I'm glad// that I don't have the, long math th- thing  
 JUKKA: //I'm not doin//  
 ELINA: //cause I don't have it//  
 JUKKA: any- I haven- I don't think I'll do anything before Christmas in this,  
 MAIJA: really?  
 ELINA: like school thing?  
 ELINA: you mean?  
 JUKKA: Wha- what's it called **jakso**?  
 MAIJA: //period!//  
 ELINA: //period//  
 NINA: period //[laugh]//  
 JUKKA: before //Christmas// I'm just hanging er out er, after the last period's  
 ELINA: mm  
 JUKKA: er, tests

Young (2000) has a corresponding view with Swain and points out important interactional features, or as he calls them, interactional resources. Before quoting Young, it should be made clear that he distinguishes communicative competence from interactional competence. In the CEFR, only communicative competence is mentioned explicitly in relation to a language user or learner. However, this does not mean that the CEFR lacks an interactional view of competence: it is included, among other categories, in the pragmatic competences (CEFR 2001: 123). Therefore the views expressed by Young do not contradict with the CEFR. In my opinion, Young has succeeded in summarising the key elements that are dispersed in the extensive CEFR, especially regarding a free form of group conversation. “Among others, participants bring the following six resources to a given practise: a knowledge of rhetorical scripts, a knowledge of register [...], a knowledge of **how to take turns-at-talk**, a knowledge of topical organization, a knowledge of **appropriate ways of participating** in the practice, and a knowledge of the **means for signaling** boundaries between practices and **transitions within the practise** itself.” (Young 2000: 6; emphasis added)

A broad case study performed by a team of researchers in, among other research targets, three upper secondary schools in Finland, showed that the students were



interested in self-assessing their performance in an oral interview. Jaakkola et al. report that the Simonkylä upper secondary school test students used a “simplified version of one of the illustrative scales in the CEF<sup>11</sup> (Interviewing and Being Interviewed, 4.4.3.1)” but they give no specific structural details of the simplified version or how the students used it. (Jaakkola et al. 2002: 49)

Even though oral task 2 differs from an interview format there are other scales in the CEFR that fit the peer or self-assessment needs of the task. The two tables on page 86 are suitable for the students though some descriptions are probably worded so that first graders in upper secondary school (e.g. my test students) need help with some unfamiliar terms, such as “intervene”, “initiate” and “discourse”. (CEFR 2001: 86) In fact, the contents of the two tables could be left as they are for the students to use, but as I emphasised a division between turn taking, keeping and maintaining a conversation during the test lessons, parts of the descriptions should be altered so that they are better in line with the contents of the lessons. Therefore table 7 below is constructed for students as a reference point when assessing themselves or another student.

In a concrete peer assessment situation table 7 would be on a paper or a computer screen in front of a student, accompanied with a transcription of the relevant conversation (in Helsinki conversation 1 and 2, in Espoo conversation 3 and 4) and instructions how to make a short written assessment of one of the speakers in the given conversation. An example set of instructions is presented below. (These instructions were not used introduced to or used by my test students due to the limitations of the empirical phase.)

---

<sup>11</sup> CEF = CEFR

**Table 7. Descriptions adapted from the CEFR for peer and self-assessment**

<b>Taking a turn in the conversation</b>	
C2	-
C1	Can select suitable words or phrases to prepare his/her turn and then take the turn elegantly. Can use a wide range of suitable words or phrases.
B2	Can take a turn appropriately in a discussion, using appropriate language to do so. Can start a new turn when appropriate, though he/she may not always do this elegantly.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can take a turn in a conversation on topics that are familiar or of personal interest.
A2	Can use a limited amount of phrases to take a short turn in a conversation. Can start a turn in a simple conversation.
	Can ask for attention.
A1	-
<b>Keeping a turn in the conversation</b>	
C2	-
C1	Can select suitable words or phrases to gain time and keep the floor while thinking about what to say next. Can use a wide range of suitable words or phrases.
B2	Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn while thinking about what to say next.
B1	Can keep a turn in a discussion on a familiar topic, using a suitable phrase.
	Can keep a turn in a conversation on topics that are familiar or of personal interest.
A2	Can use a limited amount of phrases to keep a short turn in a conversation.
A1	-
<b>Maintaining the conversation</b>	
C2	-
C1	Can relate own contribution skilfully to those of other speakers.
B2	Can give feedback, follow up statements and inferences ( <i>päätelmiä</i> ) and so help the development of the conversation. Can maintain the conversation with familiar subjects, confirming comprehension, inviting others in, etc.
	Can use a basic repertoire of language and strategies to keep a conversation going. Can summarise the point reached in a conversation.
B1	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas or topics on course. Can invite others into the conversation.
	Can indicate when he/she is following.
A2	Can indicate when he/she is following.
A1	-

**Instructions for peer assessment**

1. You should have three papers in front of you: these instructions, conversation 1 in written form and a reference table to aid your assessment
2. Read the following introduction and instructions before you do anything else

A group of four volunteers from this class had a free conversation (10 minutes) about the topics introduced in the SCOTS corpus (the Scottish girls, conversation 20). They were also encouraged to invent their own topics and discuss freely.

Your task is to focus on speaker JUKKA (highlighted in the conversation 1 sheet) and find out how he **a)** takes turns **b)** keeps his turns and **c)** supports the other speakers in the conversation. Analysing the transcript should help you to understand and learn how these three strategies support interaction in free conversation.

It is important to read the entire conversation first in order to understand its details better. Use the reference table and give concrete examples what words, phrases, expressions etc. JUKKA uses in the three strategic categories. There are some empty lines below that can be used for this purpose. Mark your examples inside hyphens (heittomerkit) and if the example is long, over five words, write the beginning and then [...] to indicate that a part is left out.

Here is an example to get you started (speaker MAIJA):

*When MAIJA speaks in the conversation, she is somewhere between levels B2 and B1 of the reference table. She prepares her turns well "I don't think it's gonna [...]", "But next next next weekend [...]" and supports other speakers with simple expressions such as "yeah" and "yes" but also with a couple of other phrases that show a greater extent of listening such as "really?" and "period!". Finally, when MAIJA keeps a turn it is usually a long turn "//and they// were like [...]", "//and// er during her [...]" and in many cases related to a personal experience.*

In order for peer assessment to be meaningful for both the assessing student as well as the student who receives the assessment, it is important that the function of the assessment must be clarified in addition to the way in which the assessment must be carried out (Brooks 2002: 73–74). The same principle applies to interpersonal assessment. Therefore the volunteer students who are supposed to analyse their own performance will benefit from almost the same instructions as the rest of the class. The structural differences in the volunteers' self-assessment instructions are that the introduction paragraph is omitted ("A group of four [...]") and the volunteer focuses on his/her own turns in the conversation. What should be added in the instructions is a possibility for the volunteer to give his/her reflections on the conversation situation as a whole. In other words, there should be a title such as "Think about the conversation as a whole. For example, include your thoughts about the atmosphere during the conversation, the topics that you discussed or any other feature that might have influenced your turn-taking, turn-keeping or supporting the other speakers."

Besides peer and self-assessment, there is a third way to deal with the outcomes of oral task 2: a language portfolio. To begin with, it is important to present a definition of a portfolio from a language learner's viewpoint. One of the basic features of a portfolio is that it consists of a number of learner produced materials, i.e. not just one school

work, that exemplify the learner's capabilities in a certain field, such as the English language. Linnankylä et al. (1996) state that the portfolio is shaped by its purpose. It can be a compilation of documents that show how the student has progressed in his/her studies during a defined period of time. It can be an exhaustive collection of all the work that he/she has done during one language course, including drafts and alike. (Linnankylä et al. 1996: 2–3) However, the significance of the portfolio is in the reflection process that takes place in the student's mind when he/she makes decisions about which pieces of work to include in the portfolio and how the decisions should be justified (e.g. Linnankylä et al. 1996, Lammi et al. 2003).

In this case, the oral task 2 could be one part of a student's overall portfolio that includes other selected items from basic, applied and specialisation courses of English. The most realistic format that the student could add the results of task 2 to the portfolio would be a recording of the task, preferably on a CD. The problem is that only the volunteer students were given the opportunity to take part in the second oral task type. Allowing the volunteers to use their conversation recording as a part of their portfolio would place the rest of the class in a disadvantaged position. One solution to this imbalance is to divide the non-volunteers of the class into random groups of four and arrange another round of free conversations. This time, however, no transcriptions would be made in addition to digitally recording the 10 + 10 minute conversations on two consecutive lessons. Naturally the instructions would be identical and also the setting (a quiet room in the school building).

### ***5.3 Results from the questionnaire***

The summary of the answers to questions 2–2.4 showed that the most common place or situation where class B students used English outside school was abroad or on a vacation. Typically the amount of speakers in a conversation was two and their

relationship was classified as friends. The themes of the conversations were described with short keywords (e.g. school, travelling, miniatures, football) or with a short remark such as “everything”. The duration of the reported conversations was between one minute and six hours. However, critically reviewed, question 2.4 should have been formulated as “Give an estimate of your longest *uninterrupted* conversation in English outside of school” instead of the original “How long did the conversation last (give an estimate)?”. My hypothesis is that the new question format will balance the results and therefore provide useful information for the developers of the forthcoming specialisation course in Finnish upper secondary schools. Moreover, I claim that planning such conversational tasks or activities that take into account the language students’ own assessments of their conversational framework, i.e. situation, amount of speakers, theme and time, will motivate the students better than planning an oral specialisation course that is based only on curriculum guidelines and teacher’s intuition.

Questions 3 and 4 measured which lesson was the most useful from the students’ perspective. The majority of class B regarded test lesson 1 to be the most useful lesson and six students stated that the three strategies that were introduced and used in the written and oral tasks were the reason for selecting the first test lesson as the most useful one.

When asked about opting for the new specialisation course of English the results were clear: Only two students decided not to select the course. Two were undecided and four students did not answer the question. 85 percent of the students answered that they are going to take part on the course at some point during their studies at the upper secondary school. This indicates a sincere interest in learning more about the strategies and other aspects of spoken English because specialisation courses are not directly obligatory in Finnish upper secondary schools. However, each student must have at

least 10 specialisation courses in his/her study register in order to graduate (Valtioneuvosto 2002).

The last five questions mapped the students' opinions related to using and learning spoken English. Over half of the respondents stated that they like to seek situations where they can speak English outside of school whereas 18 percent disagreed and 29 percent had difficulties in estimating their social behaviour. The students' positive answers support the need for the oral course. In addition, those who are hesitant or unwilling to talk in English will benefit from the conversational exercises and the experience that they gain during the new course.

The students in class B did not feel insecure about speaking English in their school. Only two students agreed being afraid of speaking English but no one fully agreed. This is a micro-level signal of the change promoted in the CEFR and NCCUSS that foreign language teachers should move away from demands of absolute grammatical correctness to appreciating communicative competence.

The third opinion question tested whether the students thought there are enough conversation exercises on English lessons. The deviation of the answers was significant (1.10) and interestingly the class was divided into two: those who wanted more spoken tasks and those who were satisfied with the current amount of conversation in English. However, 25 percent were undecided. One explanation for this is that the syllabi of certain English A-level<sup>12</sup> upper secondary school courses in Finland are structured to specifically emphasize spoken interaction, such as courses 1 and 2, whereas other courses include a greater amount of writing and reading skills. Class B students were attending course 2 during my test lessons. In other words, they had only been on English courses that emphasize the spoken aspects of the language. Therefore the

---

<sup>12</sup> A-level English in Finland corresponds to B1 and B2 levels and requirements of the Common European Framework for Languages. (CEFR 2001: 24)

undecided students probably anticipated that courses 3–6 would be oriented towards essay and other writing assignments but were not entirely sure of their contents.

From a researcher's viewpoint it was rewarding to see that 54 percent of class B evaluated that the test lessons had increased their understanding of the strategic constructions of spoken English. Nevertheless, the short test lesson period (2 x 75 minutes) was not enough to practise the three strategies in various situations and contexts. In addition, based on the spontaneous feedback that the students gave during the lessons indicated that the difference between keeping a turn and maintaining a conversation was hard to understand. Based on these issues 32 percent of the students could not agree or disagree having acquired a better understanding of conversation structures while the rest of the class disagreed.

Finally, the results to the last question. The aim was to find out if another CALL task format would interest the students, i.e. using Skype, a free voice and video conferencing software, to communicate with native speakers of English. Exactly half of the target group was interested in such an assignment, 32 percent could not decide and 18 percent were not interested. Some students did not know what Skype was even though it is among the most popular Internet based communicating tools in Finland (Liikenne- ja viestintäministeriö 2005: 14–15; 2006: 35–36). Therefore the beginning of the final question should have been worded more generally as “I would like to join a course where I could talk via Internet (e.g. by using Messenger, Skype or another programme) [...]” instead of mentioning just Skype. Nevertheless, half of class B were interested in the possibility of using a familiar programme for educative purposes. Using Skype or another corresponding medium that is suited for conversations could in my view be a valuable addition to the new specialisation course. Naturally the combination of software and computers per se is not sufficient. The language teacher has an important role in adapting suitable tasks for the Internet based conversations

between the students of two different schools. It is crucial that the teachers of the collaborating schools have a shared understanding of the general procedures or practicalities (e.g. taking into account different time zones), task design (what aspects of spoken English should be and can be practised, conversation themes, participants, time limits etc.) and possible assessment standards.

## **6. Conclusions and future views**

The teaching method adopted in this study proved to be appropriate for the young upper secondary school students. Based on the test lessons that I held to my target group (65 students), showed that over half of them were interested in learning more about the strategies of spoken English. However, some were confused about how to identify the three strategies. Especially the difference between keeping a turn and maintaining the conversation was difficult to understand during the first test lesson. The use of a corpus in teaching was also a new approach from the students' point of view, despite the fact that they were used to experimental teaching methods as well as using computers in certain tasks. Nevertheless, according to the students' responses during the test lessons, Conversation 20 was easy to follow and only few phrases needed clarifications (e.g. *I dinnae kenna fit*). It was a good solution to divide the listening of Conversation 20 into two lessons because the total duration (circa 20 minutes) would have been too demanding for the students.

The target groups showed signs of learning strategic elements but based on only four recordings, and more importantly, the lack of several lessons and oral tasks with the same student groups, the development of test classes A and B as a whole remains unclear. However, the aim of this study was not to measure learning results but rather present a new approach how three strategies of spoken English can be taught. Therefore



asking the students' opinions about the lessons provided important feedback. The questionnaire designed for class B showed that a majority of the class (14/28 respondents) thought that test lesson 1 was the most useful lesson: four students mentioned explicitly that thinking about language from a strategic perspective was interesting; one student enjoyed listening to the Scottish teenagers' conversation and the other nine students gave miscellaneous answers. All in all, the test lessons received positive feedback from both test classes and proved to function as a part of the forthcoming specialisation course of spoken English.

Assessing the results of the volunteer students' recordings was in this study based on my own judgements that were derived mainly from the CEFR and NCCUSS frameworks. Including peer or self-assessment as part of the lesson design will certainly be an important aspect in the future. According to e.g. Atjonen (2007) students' autonomy and metacognitive skills improve through self- and peer assessment, both of which are, I would argue, important features especially in managing real-time spoken interaction in a foreign language such as English.

One of the future paths related to the teaching and learning of spoken English would be to gradually compile a corpus of Finnish upper secondary school spoken English. For example, Barbara Schiftner (2008) has summarised the international progress of the compilation of such corpora and also presented how future corpora should be constructed. Even though Schiftner discusses the ways in which the learners' written output of English has been collected and compiled as corpora, the same basic principles should be adaptable when starting a project concerned with the learners' oral output of English. In general, the contents of the corpus of Finnish upper secondary school spoken English could be used, when appropriately compiled and according to a certain research aim, to enlighten the Finnish upper secondary students of their peers' strategic choices in free conversation. The SCOTS corpus proved to work as an

understandable source of English conversation for the target groups, and combined with the presentation and practise of different speech strategies, one important area of spoken English was covered. There is no reason why the approach used in this study could not be complimented with a Finnish learner corpus. The recorded and transcribed conversations of the volunteers in class A and B could be the first step towards such a corpus.

## References

### Primary sources

Scottish Corpus of Texts & Speech (2004a) Department of English Language, University of Glasgow, 2004-present (Principal Investigator, John Corbett) <<http://www.scottishcorpus.ac.uk/>>

Scottish Corpus of Texts & Speech (2004b) Department of English Language, University of Glasgow, 2004-present (Principal Investigator, John Corbett), project reports <<http://www.scottishcorpus.ac.uk/about/reports/>>

### Secondary sources

Almila, L. (1965) *Koululaisen englanninkirja I*. Helsinki: Otava.

Anderson, W. and Corbett, J. (2009) *Teaching English as a friendly language: lessons from the SCOTS corpus*. *ELT Journal*, November 25, 2009. Viewed 5 September 2010. <<http://eltj.oxfordjournals.org.libproxy.helsinki.fi/content/early/2009/11/25/elt.ccp085.full.pdf+html>>

Atjonen, P. (2007) *Hyvä, paha arviointi*. Jyväskylä: Tammi

Bax, S. (2003) *CALL - Past, Present and Future*. *System Journal*, Volume 31, Number 1, March 2003, pp. 13 - 28

Bardovi-Harlig, K. (2001) *Evaluating the empirical evidence: Grounds for instruction in pragmatics?* In K. Rose & G. Kasper (Eds.) *Pragmatics in language teaching*, pp. 13–32. Cambridge: Cambridge University Press.

Barlow, M. (1996) *Corpora for Theory and Practice*. *International Journal of Corpus Linguistics*, 1(1), pp. 1 - 37

Biber, D. et al. (1999) *Longman Grammar of Spoken and Written English*. Essex: Pearson Education Limited

Byram, M. (1997) *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters Ltd.

Brooks, V. (2002) *Assessment in Secondary Schools: The new teacher's guide to monitoring, assessment, recording, reporting and accountability*. Suffolk: Open University Press

Carter, R. (2004) *Language and Creativity: The Art of Common Talk*. London: Routledge.

Chapelle, C. A. (2005) *Computer-Assisted Language Learning*. In Hinkle, E. (Ed.) *Handbook of Research in Second Language Learning and Teaching*, pp. 743 - 756. Laurence Erlbaum Associates.

Common European Framework for Languages (2001) *The electronic version of the Common European Framework for Languages*. Viewed 30 November 2009  
<[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)>

Corbett, J. (2003) *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters Ltd.

Crystal, D. (1991) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell

Diniz, L. (2005) *Comparative Review: TextSTAT 2.5, AntConc 3.0, and Compleat Lexical Tutor 4.0*. *Language Learning & Technology*: Vol. 9, No. 3, September 2005, pp. 22-27. Viewed 8 April 2009  
<<http://llt.msu.edu/vol9num3/review2/default.html>>

Downes, W. (1998) *Language and Society*. Cambridge: Cambridge University Press. 2<sup>nd</sup> edition.

European Association for Language Testing and Assessment (2006) *EALTA Guidelines for Good Practice in Language Testing and Assessment*. Viewed 6 July 2010  
<<http://www.ealta.eu.org/documents/archive/guidelines/English.pdf>>

Finegan, E. (2004) *Language: Its Structure and Use*. Boston: Wadsworth. 4<sup>th</sup> edition.

Finnish National Board of Education (2003) *National Core Curriculum for Upper Secondary Schools 2003*. Online version. Viewed 5 December 2009  
<[http://www.edu.fi/julkaisut/english/LOPS\\_2003\\_engl.pdf](http://www.edu.fi/julkaisut/english/LOPS_2003_engl.pdf)>

Finnish National Board of Education (2009) *Muutoksia nuorten ja aikuisten lukiokoulutuksen opetussuunnitelmien perusteisiin*. Online version. Viewed 9 July 2010  
<[http://www02.oph.fi/ops/lukiokoulutus/tiedote\\_37\\_2009.pdf](http://www02.oph.fi/ops/lukiokoulutus/tiedote_37_2009.pdf)>

Fowler, R. (1996) *Linguistic Criticism*. Oxford University Press

Hall, J. K. (1999) *The Prosais of Interaction: The Development of Interactional Competence in Another Language*. In Hinkle, E. (Ed.) *Culture in Second Language Teaching and Learning*, pp. 137–151. Cambridge: Cambridge University Press

Hernigle et al. (2007) *Englannin kielen suullinen koe: Pitkä oppimäärä 2007–2008*. Opetushallitus: Helsinki

Howatt, A. P. R. (2004) *A history of English language teaching*. Oxford: Oxford University Press

Hori, M. (2004) *Investigating Dickens' Style: a Collocational Analysis*. Palgrave Macmillan

Itkonen, Totti (2010) *Spoken Language Proficiency Assessment: assessing speaking, or evaluating acting?* Unpublished Master's Thesis. University of Helsinki

Jaakkola et al. (2002) *Chapter 4: How to promote learning to learn in first foreign language classes*. In Alderson, C. J. (Ed.) *Common European Framework of Reference*

for Languages: Learning, Teaching, Assessment – Case Studies, pp. 40–49. Strasbourg: Council of Europe Publishing

Johansson, S. and Stenström, A. (1991) *English Computer Corpora: Selected Papers And Research Guide*. Walter de Gruyter

Judd, E. L. (1999) *Some Issues in the Teaching of Pragmatic Competence*. In Hinkle, E. (Ed.) *Culture in Second Language Teaching and Learning*, pp. 152–166. Cambridge: Cambridge University Press

Kallela, M-L et al. (1983) *Action: Courses 1, 2*. Espoo: Weilin + Göös

Kettermann, B. and Marko, G. (2002) *Teaching and Learning by Doing Corpus Analysis*. Amsterdam: Rodopi

Knapp, M. and Daly, J. (2002) *Handbook of Interpersonal Communication*. California: Sage Publications

Kristiansen, I. (1998) *Tehokkaita oppimisstrategioita: esimerkinä kielet*. Porvoo: WSOY

Lammi, K., Pajukanta, U. and Päckilä, T. (2003) *Kokemuksia kielisalkun käytöstä lukiossa*. In Kohonen, V. and Pajukanta, U. (Ed.) *Eurooppalainen kielisalkku 2: EKS-projektin päätösvaiheen tuloksia*, pp. 67–99. Tampere: Tampereen yliopistopaino

Leppänen et al. (2009) *Kansallinen kyselytutkimus englannin kielestä Suomessa: Käyttö, merkitys ja asenteet*. Jyväskylä: Jyväskylä University Printing House

Linnakylä, P. Kankaanranta, M. and Pollari, P. (Ed.) (1996) *Portfolion monet mahdollisuudet*. Jyväskylä: Kasvatustieteiden tutkimuslaitos

Liikenne ja viestintäministeriö (2005) *Internet-puhelut (VoIP). Selvitys*. Helsinki: Edita Publishing. Viewed 5 August 2010  
<[http://www.lvm.fi/files/Julkaisuja%2016\\_2005.pdf](http://www.lvm.fi/files/Julkaisuja%2016_2005.pdf)>

McCarthy, M. (1991) *Discourse Analysis for the Language Teacher*. Cambridge: Cambridge University Press

McEnery, T. and Wilson, A. (2001) *Corpus Linguistics: an Introduction*. Edinburgh: Edinburgh University Press

McHardy Sinclair, J. (2004) *How to Use Corpora in Language Teaching*. John Benjamins Publishing Company

Milroy, J. and Milroy, L. (1999) *Authority in Language: Investigating Standard English*. Routledge: London. 3rd Edition

Partington, A. (1998) *Patterns and meanings: using corpora for English language research and teaching*. John Benjamins Publishing Company

- Pirhonen et al. (2006) *Lukiokoulutuksen suullisen kielitaidon arviointityöryhmän muistio*. A memorandum of the Ministry of Education. Helsinki: Yliopistopaino. Viewed 9 July 2010  
<<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2006/liitteet/tr26.pdf?lang=fi>>
- Pohjala, K. (2010) *VS: Englannin kielen suullinen koe, muutama kysymys liittyen pro graduun*. Reply to an email inquiry. Received 9 July 2010.
- Rapila, R. (1993) *Aspects of NS/NNS telephone conversations*. AFinLA yearbook: No. 51, 1993, pp. 211–223. Viewed 11 August 2010  
< <https://www.jyu.fi/hum/laitokset/solki/afinla/julkaisut/arkisto/51/rapila>>
- Saleva, M. (1997) *Now They're Talking. Testing Oral Proficiency in a Language Laboratory*. Jyväskylä: Jyväskylä University Printing House
- Schiftner, B. (2008). *Learner Corpora of English and German: What is their status quo and where are they headed?* Vienna English Working Papers: Vol. 17, No. 2, December 2008, pp. 47–78. Viewed 11 August 2010  
< [http://www.univie.ac.at/Anglistik/views\\_0802.pdf](http://www.univie.ac.at/Anglistik/views_0802.pdf)>
- Semino, E. (1997) *Language and World Creation in Poems and Other Texts*. London: Longman.
- Sorjonen, M-L. (2001) *Responding in Conversation: A study of response particles in Finnish*. Amsterdam: John Benjamins Publishing Company
- St.John, E. (2001) *A Case for Using a Parallel Corpus and Concordancer for Beginners of a Foreign Language*. Language Learning & Technology: Vol. 5, No. 3, September 2001, pp. 185 - 203. Viewed 24 February 2009  
<<http://lt.msu.edu/vol5num3/stjohn/default.html>>
- Swain, M. (2001) *Examining dialogue: another approach to content specification and to validating inferences drawn from test scores*. Language Testing: Vol. 18, No. 3, July 2001, pp. 275 - 302.
- Valtioneuvosto (2002) *Valtioneuvoston asetus lukiokoulutuksen yleisistä valtakunnallisista tavoitteista ja tuntijaosta 14.11.2002/955*. Viewed 10 August 2010  
< <http://www.finlex.fi/fi/laki/ajantasa/2002/20020955>>
- Viestintävirasto (2006) *Telepalveluiden käyttötutkimus 2006*. Published online. Viewed 5 August 2010  
<[http://www.ficora.fi/attachments/suomi\\_R\\_Y/5lrtaagp5/Files/CurrentFile/Telepalveluiden\\_kayttotutkimus\\_2006\\_.pdf](http://www.ficora.fi/attachments/suomi_R_Y/5lrtaagp5/Files/CurrentFile/Telepalveluiden_kayttotutkimus_2006_.pdf)>
- Wichmann, A. Fligelstone, S. and McEnery, T. (1997) *Teaching and Language Corpora*. Longman
- Zanettin, F. (1994) *Parallel Words: Designing a Bilingual Database for Translation Activities*. In A. Wilson & T. McEnery, (Eds.), *Corpora in Language Education and Research: a Selection of Papers from Talc94* (Technical Papers, Volume 4; pp. 99 - 111). Lancaster, UK: UCRE

Oxford English Dictionary. 2nd edition, 1989. OED Online. Viewed 5 May 2009  
<<http://dictionary.oed.com>>

Young, R. F. (2000) *Interactional Competence - Challenges for Validity*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics. Vancouver, BC, Canada, March 2000

## Appendices

### *Appendix A: Lesson 1 slides for classes A and B*

#### Lesson 1

#### Outline for the lesson

Today we are going to

- use the SCOTS corpus online version
- follow a conversation between four teenagers
- explore three **speech** strategies (take, keep and maintain)
- find out what strategies one of the teenagers uses
- find out specific words, phrases etc. related to strategies
- practise speech strategies

#### The SCOTS corpus

What?

- A collection of written and **spoken** English in Scotland
- Over 4 million words
- Data ranges from 1945 to 2007

Why?

- For teaching purposes, historical record of a language, valuable for different fields of science (linguistics, anthropology, sociology etc.)



## Notation conventions in the corpus

// = an overlap in turns (päällekkäistä puhetta)

Example:

- JILL:[laugh]//It's//
- CELIA://And that's about it,// //I think.//
- JILL://too much!//

## Notation conventions in the corpus

**[CENSORED: ...]** = names are censored for privacy reasons

Example:

- CELIA:[laugh] I'm not sure. [CENSORED: forename] what did you do?
- JILL:[laugh]//[laugh]//
- EMMA: //[laugh]//[CENSORED: forename]'s just havin a slight fit there!//

## A file from the SCOTS corpus: Conversation 20

- The only spoken file labelled as “conversation, teenagers, spontaneous”
- You should hear the dialogue and at the same time see how it progresses
- [Conversation 20: Four secondary school girls in the North East](#)

## Conversation strategies

### Three strategies

1. Take
2. Keep
3. Maintain

### Three strategies and some tactics

**Take**

- Direct questions
- Direct requests

**Keep**

- Unfinished phrase
- Repetition
- Specification

**Maintain**

- Minimal responses
- Direct questions
- Elaboration

## Speaker F835, CELIA

- Let's have a look how CELIA uses these speech strategies

## Takes the floor

- *Direct questions*
  - “What do you want me to say?”
  - “I'm tellin you I've got phobias right, do you want to hear about my phobias?”

## Keeps the floor

- *Unfinished phrase (specification)*
  - “I've I made up my timetable and stuff **but** [...]”
  - “But it was **like** [...]”
- *Repetition*
  - “[...] an then **an then** like you're **like** [...] ”
  - “Yeah but last year I skipped, **last year I skipped**”
  - “[...] I went to her **like** French lesson and her French teacher was **like**, eh [...]”
- *Specification*
  - “[...] we don't even know half the words that the Scots //use, **I mean**//”

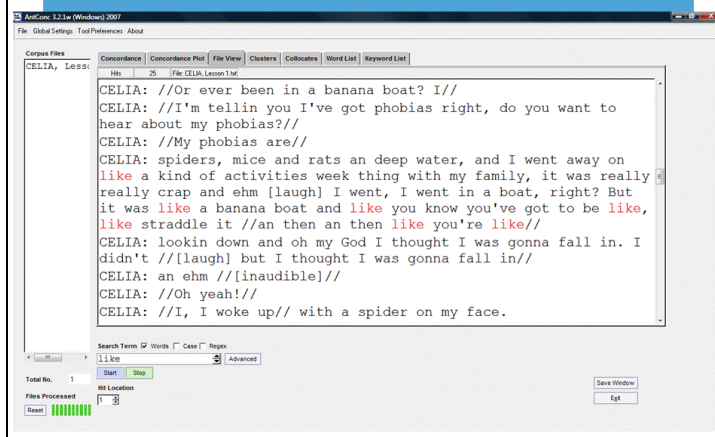
## Maintains the conversation

- *Minimal responses*
  - “Yeah” very important in English!
  - “Mm, mmhm” etc.
- *Direct questions*
  - “What are you doin?”
- *Elaboration*
  - “Where the hell's //that?//”
  - “Oh right. Is that not like Blackpool or”
  - “Oh okay. //[laugh] I'm not good at geography as you can tell”

## CELIA's turns with AntConc

- Next we will look closer at CELIA's turns by using AntConc
- We will find out what specific words relate to
  - taking a turn in a conversation
  - keeping a turn in a conversation
  - and finally, maintaining a conversation

## A screenshot from AntConc



## CELIA's turns with AntConc

### Take

Words and abbreviations:

- I
- I'm
- my
- I've

## CELIA's turns with AntConc

### Keep

Words:

- like
- and
- but
- because

## CELIA's turns with AntConc

### Maintain

Words and phrases:

- Yeah
- There you go!
- ehm
- eh
- Are you?

## More phrase level strategies

### Take

- Can I interrupt for a moment?
- Hang on a minute
- I'd like to comment on that

### Keep

- Just two things, Mary, ...
- One last thing, Bill
- One more second and I'll finish

### Maintain

- That sounds interesting
- What happened then?
- Yeah, Mike told me something about it

## Your turn

- Work with your pair
- Try to come up with at least three examples per strategy (take, keep, maintain)
- You have 5 minutes to do this task
- Write your examples in your notebooks
- After 5 minutes we will go through some examples

## How to take a turn in a conversation?

### Take

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## How to keep a turn in a conversation?

### Keep

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## How to maintain a conversation?

### Maintain

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

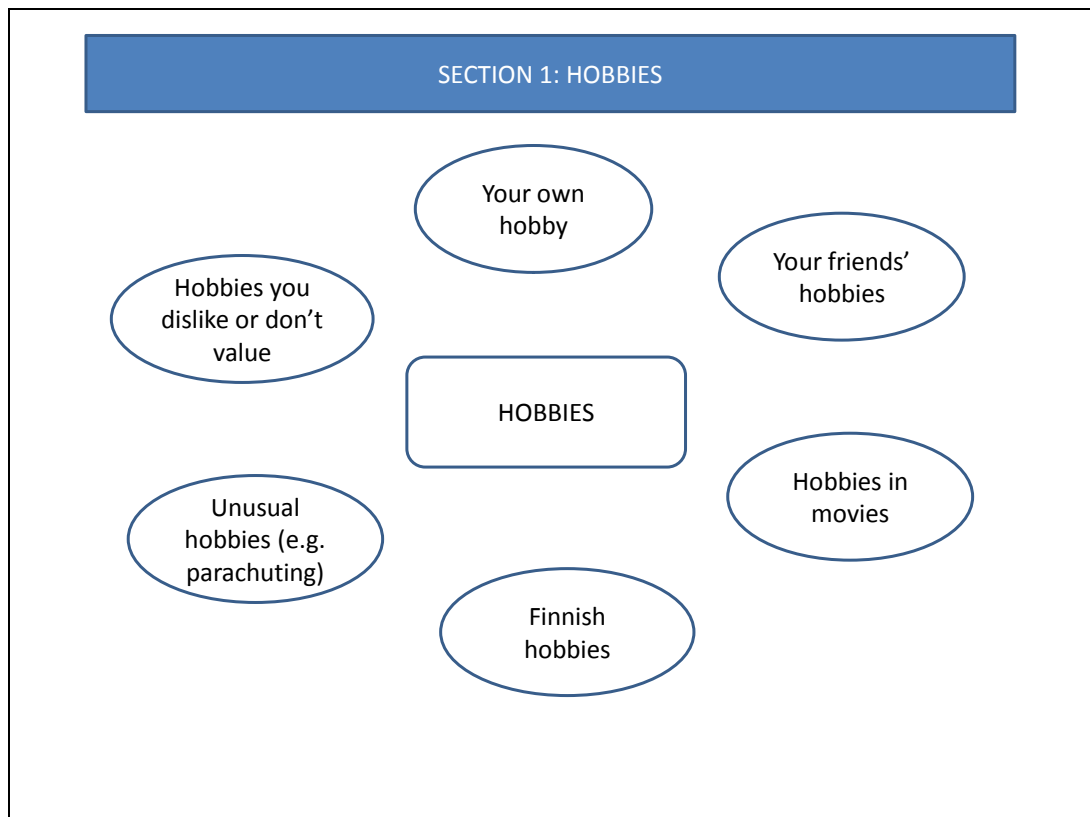
## What have we learned today?

- Some key information about the SCOTS corpus
- How a Scottish accent sounds like
- Strategies: How speakers take and keep turns in a conversation and how they maintain the conversation (i.e. support it)
- Tactics: e.g. How to keep a turn → use unfinished phrases, repetition, no pauses in speech etc.

## Next lesson

- Find out what BBC Voices has to offer
- Listen the end of Conversation 20
- Practise how to use conversational strategies
- Have a look at the spoken exam of English (englannin kielen suullinen koe)

### *Appendix B: Oral task 1, Mind map for Section 1*





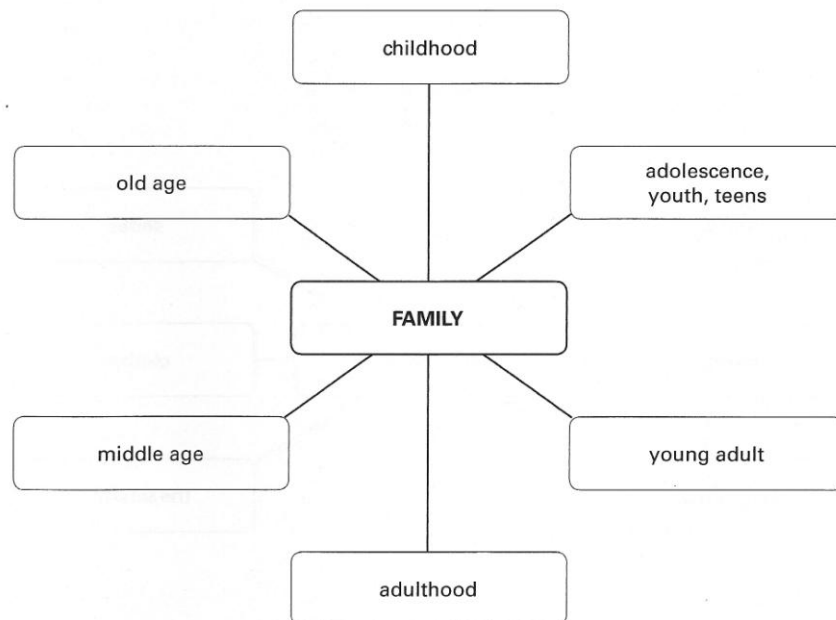
**Appendix C: Spoken exam of English 2007–2008, A-level, Part III**

ENGLANNIN KIELEN SUULLINEN KOE (pitkä oppimäärä) 2007–2008

31

**PART III****DIALOGUE 1**

Look at the mindmap. Discuss the importance of family and family relationships in the various stages of a person's life with your partner. Make sure that during the discussion you both comment on what the other person says.



## *Appendix D: Instructions for oral task 2*

### **Ohjeet keskusteluun**

- Puhetilanne äänitetään hiljaisessa tilassa
- Äänitykseen käytetään (kahta) diginauhuria
- Äänitystilanne kestää 10 min
- Vain oppilaat ovat läsnä äänitystilanteessa
- Opasta oppilaita laitteen käytöstä sekä ajastuksen asettamisesta

**Ohjeistuksena tilanteeseen: Miettikää aiheita puhetilannetta varten. Voitte käyttää samoja teemoja kuin ääninäytteessä, jonka kuulitte oppitunnilla ja/tai saatte keksiä myös täysin omia aiheita. Puhe saa rönsyillä aiheesta toiseen ja voitte keksiä uusia aiheita tilanteen aikana. Aikaa teillä on siis 10 minuuttia. Muistakaa laittaa kännykästä ajastin päälle. Seuratkaa välillä että nauhuri on päällä ja äänittää puhettanne. Jos nauhuri jostain syystä lakkaa tallentamasta, laittakaa se uudestaan päälle ja jatkakaa siitä keskustelun vaiheesta johon jäitte.**

## *Appendix E: Transcriptions of oral task 2, class A volunteers*

The recording sessions with class A volunteers are transcribed below. The duration of one conversation period was ten minutes. The conversations were transcribed and their transcriptions can be used for scientific purposes. Contact the author of this thesis for permissions, details and data.

Code names of the speakers and their gender:

ELINA (female)  
 MAIJA (female)  
 JUKKA (male)  
 NINA (female)

### **Conversation 1**

NINA: [clears throat]  
 NINA: //Soo//  
 ELINA: //So// what's ya gonna do next weekend? [door closes]  
 MAIJA: Next weekend? Tomorrow, erm [tut] I'm having a game, basketball  
 ELINA: mhm  
 MAIJA: and err, I'm eating with my dad [tut] and yes not much  
 ELINA: erm are you coming to the porridge party today or what's that called [laugh]  
 JUKKA: What?  
 ELINA: The porridge party // [laugh]// you know, today  
 JUKKA: //Oh yeah//  
 NINA: [?][laugh][/?]  
 MAIJA: // [laugh]//  
 MAIJA: Yes I am  
 JUKKA: Wh- when does it start?  
 ELINA: It's  
 MAIJA: Five o'clock  
 ELINA: Five //o'clock OK//  
 NINA: //Five o'clock yeah//  
 MAIJA: [?][inhale][/?]  
 ELINA: But don't know what's gonna happen there anyway, they're just gonna like make us feel //stupid//

JUKKA: //They've// been hyping it all week so err //I think// it'll be great  
 MAIJA: //Yeah//  
 ELINA: Yeah  
 MAIJA: I don't think it's gonna be that great because we're first graders  
 JUKKA: Yeah  
 NINA: [laugh]  
 MAIJA: [laugh]  
 ELINA: Why? [laugh]  
 MAIJA: [laugh] //because//  
 JUKKA: //Anyone// wha asked in it what's happening there?  
 MAIJA: //Err we are watching the video of us on the day  
 ELINA: The first //day?//  
 JUKKA: //What?//  
 MAIJA: Yeah, the first day, err  
 JUKKA: aah  
 ELINA: you know the **nasutus** thing  
 MAIJA: Yes  
 JUKKA: //Ah yeah//  
 ELINA: //and that's it//  
 NINA: //häh?// [laugh]  
 ELINA: //and th-// and then didn't they like take pictures of you?  
 NINA: Yeah //but// I dunno why [laugh]  
 ELINA: //Yeah//  
 MAIJA: [laugh]  
 ELINA: It's probably you [knock] you have been, you know voted to something, that's probably it  
 NINA: I did something but what //I- I don't//  
 JUKKA: We're they like asking something on the video, I saw them filming you  
 NINA: Yeah but they said that it doesn't maybe come to dis  
 JUKKA: //Yeah//  
 MAIJA: //Yeah//  
 ELINA: //I know//  
 NINA: //Yeah//  
 ELINA: but it might be if you won something  
 MAIJA: //Yeah//  
 ELINA: you may go //up the [inaudible]//  
 MAIJA: //[inhale]//  
 NINA: //[laugh]//  
 MAIJA: Well if- I think it's not that big for, first graders because the err questions, err when you had to vote  
 //[inhale]// they were not meant for us  
 ELINA: //mm//  
 NINA: [laugh]  
 JUKKA: //Yeah//  
 ELINA: //Yeah that's true//  
 MAIJA: //and they// were like who is the best second grader and //nothing about//  
 ELINA: //Yeah yeah yeah they say this//  
 JUKKA: //Yeah, yeah//  
 MAIJA: first graders so I don't think it's, that big  
 ELINA: //Well, it's //  
 NINA: //Yeah//  
 ELINA: it were- would like //,// no of those  
 JUKKA: [clicking pen, inhale]  
 MAIJA: Yes  
 ELINA: //Two- Second graders//  
 JUKKA: //People yeah//  
 ELINA: Yeah  
 MAIJA: Yeah  
 ELINA: [inaudible]  
 JUKKA: By the way err, are we timing this?  
 ELINA: Oh yeah  
 MAIJA: [laugh]  
 NINA: [laugh]  
 ELINA: [inaudible] //[laugh]// probably  
 MAIJA: //[laugh] yes//  
 ELINA: or you can see it from here anyway  
 JUKKA: Wow  
 NINA: Aah  
 ELINA: So mm, what am I going to do next weekend?  
 MAIJA: Yes  
 ELINA: Probably nothing, no I got those scout camp, //now whatever that is//

NINA: // [laugh] //  
 JUKKA: // Yeah but- about// scouts, er, the calendar sales  
 ELINA: Yeah?  
 JUKKA: I fucked them up  
 MAIJA: // [laugh] //  
 NINA: // [laugh] //  
 ELINA: // Yeah// I fucked mine too cause you know-  
 JUKKA: Where you the  
 MAIJA: [laugh]  
 ELINA: Yeah I was the person who-  
 JUKKA: Yeah?  
 ELINA: Who you're supposed to-  
 JUKKA: OK  
 ELINA: give the money  
 JUKKA: I like, I lost about forty-six of them  
 MAIJA: [laugh]  
 NINA: **häh?**  
 JUKKA: //but I didn't even hand them//  
 ELINA: //oh, okay I lost like five euros//  
 JUKKA: out so, it's like the winnings are down by//  
 NINA: //I'm a scout too and-//  
 JUKKA: a hundred and sixty-//five//  
 NINA: //and//  
 MAIJA: [laugh]  
 ELINA: [laugh][inaudible]  
 NINA: I'm a scout too and I- I hate those calendar //things// I'm like aaargh no no [laugh]  
 ELINA: //I hate that thing//  
 ELINA: [inaudible] I was thinking next year  
 NINA: I never //sell them//  
 JUKKA: //Yeah//  
 NINA: no [laugh]  
 ELINA: mm  
 ELINA: [inaudible] [inhale] but yeah I have to go to the scout camp and it's gonna be reaaal snowy and real cold probably //I don't know//  
 MAIJA: //Yeah, yeah yeah//  
 NINA: //Where is it?//  
 MAIJA: it's- it's er  
 ELINA: er **Kirkkonummel**  
 JUKKA: //is it going snow?//  
 ELINA: //it's that going to be// it's going to be minus 20 degrees //this weekend//  
 NINA: //Yeah that's [inaudible]//  
 MAIJA: //And it's a white Christmas//  
 JUKKA: //Wow, oh my gosh//  
 ELINA: //Ooh my go- [laugh]//  
 NINA: // [laugh] //  
 MAIJA: // [inaudible] // and minus 20 degrees in **Helsinki**  
 ELINA: Oh, it was- somebody told me there was like last time it was minus 20 when it was, // [?] I say it all the time [?] //  
 MAIJA: //1945 [laugh] [laugh]//  
 ELINA: //No it was in 2007 and 2006//  
 JUKKA: Yeah  
 ELINA: Anyway [laugh], it's the same, [CENSORED: forename] what are you gonna do?  
 JUKKA: I- I don't think I going to anything  
 MAIJA: // [laugh] //  
 ELINA: //Just gonna hang out//  
 JUKKA: Yeah //at home//  
 ELINA: //hmm//  
 [something clicking]  
 ELINA: //okay//  
 MAIJA: //That's that's good//  
 NINA: //Yeah//  
 ELINA: //Are you// going to [CENSORED: forename, surname] birthday party?  
 MAIJA: Yeah  
 JUKKA: I don't even know- know anything // [laugh] // about it  
 ELINA: // [laugh] //  
 MAIJA: It's jus-  
 JUKKA: I'm- I don't get invited to parties // [laugh] //  
 MAIJA: // [laugh] //

ELINA: // [laugh]// heyy [CENSORED: forename, surname] is going to, so you don't understand any of this  
 // [laugh]//  
 MAIJA: // [laugh]//  
 JUKKA: // [laugh]//  
 ELINA: OK, we [?]go going[/?]  
 MAIJA: Yes, yep  
 JUKKA: what // [inaudible]//  
 NINA: // I-// I hear- // heard//  
 ELINA: // [CENSORED: surname] place//  
 NINA: about them [laugh]  
 ELINA: OK, it's // probably//  
 JUKKA: // But where's that?//  
 ELINA: to the old [CENSORED: name]'s anyway  
 MAIJA: // Yes//  
 NINA: // Yeah//  
 JUKKA: Well I'm going anyway  
 MAIJA: // Yeah//  
 ELINA: // [laugh] OK//  
 MAIJA: crashing the party // [inaudible]//  
 JUKKA: // Yeah//,  
 ELINA: // Yeah//  
 JUKKA: rocking it up  
 NINA: // [laugh]//  
 MAIJA: // Yes//  
 ELINA: // [laugh]//  
 NINA: So, I think I don't do anything at weekend, just sleep and do some // homework//  
 MAIJA: // [laugh]//  
 ELINA: ough, homework  
 MAIJA: // Yeah//  
 ELINA: // I'm glad// that I don't have the, long math th- thing  
 JUKKA: // I'm not doin//  
 ELINA: // cause I don't have it//  
 JUKKA: any- I haven- I don't think I'll do anything before Christmas in this,  
 MAIJA: really?  
 ELINA: like school thing?  
 ELINA: you mean?  
 JUKKA: Wha- what's it called **jakso**?  
 MAIJA: // period!//  
 ELINA: // period//  
 NINA: period // [laugh]//  
 JUKKA: before // Christmas// I'm just hanging er out er, after the last period's  
 ELINA: mm  
 JUKKA: er, tests  
 MAIJA: // [laugh]//  
 ELINA: // Yeah?//  
 JUKKA: // I just//  
 JUKKA: felt like I'm not going to do anything  
 ELINA: // Yeah, cos it's probably//  
 JUKKA: // and then// my math homework in two weeks I think, yeah  
 NINA: // [laugh]//  
 MAIJA: // [laugh]//  
 ELINA: But it's so useless you know you won't like need those numbers anyway, you know when you'll go to  
 study  
 JUKKA: Yeah, // I know//  
 ELINA: // So it doesn't matter// what's you gonna do here  
 MAIJA: Yes  
 ELINA: or say  
 ELINA: OK // I'm not sure [inaudible]//  
 NINA: // What teacher would// know // wh-//  
 MAIJA: // five minutes//  
 NINA: when I'll be glad [laugh]  
 ELINA: what?  
 NINA: Teachers are not glad if // you're just//  
 MAIJA: // Yeah [laugh]//  
 JUKKA: // Though we don't care//  
 ELINA: // They don't check them//  
 JUKKA: about that  
 NINA: // [laugh]//  
 ELINA: // Yeah yeah [laugh]//

ELINA: Teachers hate us //anyway [laugh]//  
 MAIJA: //[laugh]//  
 NINA: //[laugh]//  
 ELINA: I really hate them too [laugh], OK but [inaudible]  
 MAIJA: But next next nex- next weekend [laugh] before Christmas that first weekend I'm going to my cousin's  
 er graduation party and this is a good one- a good occupation for you if you don't know what you're  
 doing //cause she studied to be an er//  
 ELINA: //[laugh] [inaudible]//  
 MAIJA: er, I think it's a optician in //English// yes  
 NINA: //Yeah//  
 ELINA: //Yeah//  
 MAIJA: With the eye glasses and stuff and  
 JUKKA: Wha?  
 ELINA: //Optikko//  
 NINA: //What?//  
 JUKKA: //Aah ah yeah//  
 MAIJA: //Yeah//  
 NINA: //Aah//  
 NINA: //Okay//  
 MAIJA: //and// er during her studies they travelled three times with their school er without pay- paying anything  
 [?]lessons[?] and which was nice and their last trip was two weeks to Panama  
 ELINA: Ooh that's //nice//  
 MAIJA: //Soo [laugh]//  
 NINA: //Ooh [laugh]// nice  
 MAIJA: I think that's a good occupation for you  
 ELINA: So what's you gonna, your just gonna see her graduate, getting graduated //yeah//  
 MAIJA: //No// it's- it's a party  
 MAIJA: //Yeah like//  
 ELINA: //Aah//  
 JUKKA: //Wow//  
 MAIJA: //She// has graduated and we're going to, party  
 ELINA: //[laugh]//  
 MAIJA: //hard//  
 ELINA: Party hard //[laugh]//  
 MAIJA: //[laugh]//  
 NINA: //[laugh]//  
 ELINA: //yeah with the//  
 JUKKA: With your cousins  
 MAIJA: //Er yes [laugh]//  
 ELINA: //Yeah yeah [laugh]//  
 ELINA: Er //are you coming to//  
 MAIJA: //and our relatives// and some grandmothers  
 ELINA: [laugh] That's cool, are you co- coming to, you know, //Nurmijärvi//?  
 NINA: //[CENSORED: forename]//  
 NINA: //Nurmijärvi//  
 JUKKA: //Yeah yeah//  
 NINA: Yeah  
 JUKKA: //I was thinking//  
 ELINA: //Everybody's coming//  
 NINA: of course  
 JUKKA: I should probably stay there the night cos next day I'm going to have to come back to **Nurmijärvi** for  
 this scout thing, **Kuusijuhla** at somewhere  
 ELINA: Aah  
 JUKKA: [CENSORED: forename] and [CENSORED: forename] will be there too  
 MAIJA: [laugh]  
 NINA: //Kuusijuhla//  
 ELINA: //Oh nice//  
 NINA: What's that?  
 JUKKA: That's with er [CENSORED: name] and  
 MAIJA: //[laugh]//  
 ELINA: //[laugh]//  
 NINA: //Aah okay//  
 JUKKA: //[inaudible]// secret party  
 MAIJA: //[laugh]//  
 NINA: //Okay [laugh]//  
 ELINA: //So much to do that// you're gonna jump there, in the woods or //something like that [laugh]//  
 JUKKA: //I don't know [laugh]//  
 ELINA: Okay, you should ask from [CENSORED: forename]  
 JUKKA: Yeah

ELINA: Cos I'm not sure that they actually have room, you to stay, you //know//  
 JUKKA: //Yeah//  
 MAIJA: Yeah  
 ELINA: or you could //take//  
 MAIJA: //if//  
 ELINA: a tent with you and //then//  
 MAIJA: //[/laugh]//  
 ELINA: //go outside [?]safe[?]//  
 JUKKA: //Yeah// camp //outside//  
 ELINA: //Yeah that would be//  
 JUKKA: his //house//  
 ELINA: //Yeah//  
 MAIJA: Yes, when it's minus twenty degrees  
 ELINA: Yeah  
 NINA: //Yeaa//  
 MAIJA: //maybe yes// snow in the ground  
 JUKKA: [?]or[?] that's been done  
 ELINA: Hey what are you gonna do in the [tut] Christmas holiday?  
 MAIJA: Erm, nothing, nothing nothing  
 NINA: Just eating chocolate and //reading//  
 MAIJA: //[/laugh]//  
 NINA: books [laugh]  
 ELINA: Are you gonna stay at home anyway?  
 MAIJA: //Yeah//  
 NINA: //Yeah// I think  
 JUKKA: I'm thinking I should probably go, see my grandmother  
 ELINA: Where does she live?  
 JUKKA: **Jalasjärvi**  
 MAIJA: //[/laugh]//  
 NINA: //[/laugh]//  
 ELINA: //Oh, there// [laugh]  
 JUKKA: Ostrobothnia  
 MAIJA: //[/laugh]//  
 ELINA: //[/laugh]//  
 ELINA: Okay, I'd love to go somewhere like Spain or Portugal or somewhere //warm//  
 NINA: //nice//  
 ELINA: but we're not going  
 ELINA: //where just staying here//  
 JUKKA: //I don't understand// going, away when it's like the  
 ELINA: Christmas [inaudible]  
 JUKKA: yeah and the like winter and  
 MAIJA: Yes  
 ELINA: But I don't like winter! I'm like a more- like a //summer person//  
 MAIJA: //But I think it's also stupid to go if it's er //summer//  
 JUKKA: //Sum- yeah//  
 ELINA: //Yeah, that's-//  
 NINA: //Yeah//  
 MAIJA: //and// and then you go to Italy because it's er warm and //like it's yes summer//  
 JUKKA: //Yeah but it's like deadly warm//  
 MAIJA: //Yeah//  
 ELINA: //Yeah//  
 MAIJA: summer is the only time in Finland when it's warm so //I think you should//  
 ELINA: //Yeah and//  
 MAIJA: //stay in Finland//  
 JUKKA: //Yeah I think you// should like leave, Fall and Spring maybe  
 NINA: [laugh]  
 ELINA: //[/laugh]//  
 MAIJA: //Yeah// and why- why do you go on holidays when you're on holiday? //I think it's it- it's er//  
 JUKKA: //Yeah yeah that's//  
 MAIJA: better //to//  
 ELINA: //[/laugh]//  
 MAIJA: go on holiday when- when you are at school so you can take holiday from school  
 ELINA: But then you gonna, you know get dropped from the classes  
 JUKKA: //Well [?]you're[?]//  
 MAIJA: //No if er//  
 JUKKA: dropped anyway [laugh]  
 ELINA: //[/laugh]//  
 MAIJA: //[/laugh]//  
 ELINA: Nooh

MAIJA: Noo //if you're//  
 ELINA: //but//  
 MAIJA: if you're good at school you can or //have// connections  
 NINA: //laugh//  
 MAIJA: with the teachers, you're- //you can//  
 ELINA: //Er//  
 NINA: Naah  
 MAIJA: //do anything//  
 ELINA: //Nooot// okay [laugh] but anyway I'll have to go our summer cottage and we don't have any like  
 //takka or anything//  
 NINA: //Where, where //is you're er summer cottage?  
 ELINA: It's erm near **Porvoo** and near **Loviisa** it's like in the middle  
 NINA: Okay  
 ELINA: But it's re- gonna go- get real cold and boring cos there's gonna be like me and my mum, and my little  
 sister  
 MAIJA: [laugh]  
 NINA: //laugh//  
 ELINA: //We're just gonna// hang there, do nothing, wo-hoo //inaudible//  
 NINA: //It's very// boring whe- when you're in summer cottage you- you can't do anything like  
 JUKKA: I like it in the summer  
 ELINA: Yeah it's good in summer cos you can like swim and stuff but //there's//  
 JUKKA: /Yeah//  
 ELINA: like nothing when it's a winter  
 NINA: But if there's **sinilevä** then you can't //laugh//  
 MAIJA: //laugh//  
 ELINA: //Yeah//  
 NINA: swim  
 ELINA: Yeah it's true  
 MAIJA: But I don't have a summer cottage so //inaudible//  
 JUKKA: //Oh no//  
 ELINA: //But you// got a floating summer //cottage [laugh]//  
 NINA: //laugh//  
 MAIJA: //Yeah//  
 JUKKA: //a boat?//  
 MAIJA: //Yeah//  
 NINA: //laugh//  
 MAIJA: a boat  
 ELINA: [laugh]  
 MAIJA: which fits like, four people and you can't be in the boat when you're sailing, //because//  
 NINA: //yeah//  
 MAIJA: you  
 ELINA: You get like  
 MAIJA: get nauseous //laugh//  
 NINA: //laugh//  
 JUKKA: //Okay//  
 ELINA: But is it like called alien no that was your friend's boat  
 MAIJA: No that [?]end[?] that's er [?]dingy[?] it's er er boat with [inaudible] sail, one you can only fit //one  
 other boat//  
 ELINA: //Aah// yeah yeah okay okay but [inaudible]  
 MAIJA: Yeah  
 ELINA: it's ten minutes right now //so//  
 NINA: //Okay [inaudible]//  
 JUKKA: //inaudible//  
 MAIJA: //We started [inaudible]// minutes  
 ELINA: Oh my  
 MAIJA: So we have a minute yeah  
 ELINA: What we say?  
 JUKKA: [?]I'm not saying[?] anything  
 ELINA: You [inaudible] cool teacher  
 NINA: //laugh//  
 ELINA: //laugh//  
 MAIJA: You have //a cool teacher//  
 JUKKA: //Yeah I know//  
 MAIJA: //laugh//  
 ELINA: //Teacher//  
 NINA: //laugh teacher//  
 JUKKA: //We// have a cool teacher!  
 ELINA: //laugh//  
 NINA: //laugh//



MAIJA: // [laugh] //  
 ELINA: Not that one // [laugh] //  
 MAIJA: // [laugh] //  
 ELINA: Yeah [inaudible]  
 JUKKA: Points from them huh?  
 ELINA: Yeah yeah that's true, but it's good we don't have to like...

## Conversation 2

Code names of the speakers and their gender:

ELINA (female)  
 MAIJA (female)  
 JUKKA (male)  
 NINA (female)

MAIJA: Sooo, what should we talk about today?  
 RITVA: Erm  
 JUKKA: Yeah  
 NINA: Have no idea [laugh]  
 JUKKA: You know er  
 RITVA: Yeah?  
 JUKKA: Last time, was it Friday?  
 MAIJA: Yes  
 JUKKA: Yeah  
 NINA: Yeah  
 JUKKA: we talked about what were we going to do  
 MAIJA: Ah, yeah  
 JUKKA: Weekend //so now//  
 MAIJA: //So what// did we do  
 JUKKA: //What did we do//  
 RITVA: [laugh]  
 MAIJA: Okay  
 MAIJA: Err  
 RITVA: Well it was puurojuhla last  
 MAIJA: Yea  
 RITVA: Friday  
 JUKKA: Yeah  
 RITVA: It was quite fun I think  
 MAIJA: Yeah it was  
 JUKKA: Yeah  
 MAIJA: [inaudible] Last time I said that I didn't think that it wouldn't be that much fun for first graders, because  
 JUKKA: //oh yeah//  
 MAIJA: //all the// yea yeah, but I think I was surprised cause there was so many nominees  
 RITVA: Yeah  
 MAIJA: // [ ] with [ ] the// first graders, I thought it would be [laugh] more of a hobby and  
 JUKKA: //Yeah//  
 MAIJA: second grader's thing  
 RITVA: And it was so fun to watch you and [laugh] [CENSORED: forename] [laugh] wrestling [laugh]  
 MAIJA: Ah, yes // [laugh] //  
 RITVA: // [laugh] [inaudible] //  
 MAIJA: //No// it was me wrestling and [CENSORED: forename] watching  
 RITVA: Yeah  
 JUKKA: //Yeah//  
 MAIJA: //from the side//  
 RITVA: Who was the third one?  
 MAIJA: [CENSORED: forename] // [laugh] //  
 JUKKA: // [laugh] //  
 RITVA: // [CENSORED: forename] ? okay //  
 NINA: // [laugh] //  
 MAIJA: //We said that// only one should win so [CENSORED: forename] quit  
 RITVA: // [laugh] //  
 MAIJA: // [laugh] //

RITVA: And you we're like //yeah//  
 MAIJA: //Yeah//  
 RITVA: [inaudible]  
 MAIJA: And also there was the wh- when we were hugging there was me and every time I hugged I looked like this  
 RITVA: Yeah [laugh]  
 MAIJA: //[laugh]//  
 RITVA: //I saw you//  
 JUKKA: Oh I was s- so glad didn't video feature me screaming at one of the **abi**'s  
 MAIJA: //[laugh]//  
 RITVA: //[laugh]//  
 JUKKA: [laugh] but with her walking to the park I lost my hair  
 MAIJA: //[laugh]//  
 RITVA: //[laugh]//  
 MAIJA: Okay  
 RITVA: Yeah  
 MAIJA: But it was also fun in the porridge party err that our  
 RITVA: Porridge party, yeah  
 MAIJA: that ou- our principal err sat in front of us  
 RITVA: Yeah, I saw you all the time and he was just [inaudible]  
 JUKKA: Which one?  
 MAIJA: Err the err [CENSORED: forename, surname] err high school principal  
 RITVA: Yeah, I was talking about [CENSORED: forename, surname], yeah **joo** go on  
 MAIJA: Err he's crazy //[laugh]//  
 RITVA: //[laugh]//  
 NINA: //[laugh]//  
 MAIJA: oh we were err we were all the time, well all the time there were like videos, err he would [laugh] like this //"hahahahaa"//  
 RITVA: //[laugh]//  
 RITVA: Are you talking about [CENSORED: forename, surname]?  
 MAIJA: Yes //yes//  
 RITVA: //Yeah//  
 MAIJA: And and then soo and then he would comment really weird things and err every time he would look at the teachers, behind us  
 RITVA: //Yeah//  
 MAIJA: and he was like //"hahahaha"//  
 RITVA: //[laugh]//  
 JUKKA: //[laugh]//  
 JUKKA: Did you see //[laugh]//  
 MAIJA: Yes?  
 JUKKA: [CENSORED: surname] wasn't having that much fun  
 MAIJA: //[laugh]//  
 RITVA: //Yeah he was just staring//  
 JUKKA: //[laugh] when things// were related to alcohol he was like  
 RITVA: Yeah, //he was staring//  
 NINA: //[laugh]//  
 RITVA: It was like "oh not again, not my //**oppilaita**//"  
 JUKKA: //"my school"//  
 RITVA: Yeah, my school  
 MAIJA: And err also err the, our one of us, one of the students we call her **malli** [CENSORED: forename]  
 [laugh]  
 RITVA: **Malli** [CENSORED: forename] yeah  
 MAIJA: Yeah  
 JUKKA: Who?  
 MAIJA: **Siis se abi**, err [CENSORED: forename] something  
 RITVA: [CENSORED: forename, surname]  
 MAIJA: Yeah  
 RITVA: **ei** no  
 MAIJA: [CENSORED: surname]- [CENSORED: surname] yes  
 RITVA: Yeah //okay//  
 MAIJA: //Err// she was in my kindergarden I know //her//  
 RITVA: //Yeah//  
 MAIJA: //So well//  
 RITVA: //[laugh]//  
 MAIJA: but yeah err err she also sat in front of us and she was like err there was the- the Baywatch of the year  
 //and//  
 RITVA: //Yeah//  
 MAIJA: [CENSORED: forename]  
 RITVA: //[CENSORED: forename]//

MAIJA: //and// err someone else  
 JUKKA: [CENSORED: forename] was training  
 MAIJA: Yeah //[laugh]//  
 RITVA: //[laugh]//  
 NINA: //[laugh]//  
 JUKKA: //[laugh]//  
 MAIJA: and then //err//  
 RITVA: //Prince [laugh]//  
 MAIJA: //then the// picture of [CENSORED: forename] came and [laugh] then her face went like this  
 JUKKA: //[laugh]//  
 RITVA: //[laugh]//  
 NINA: //[laugh]//  
 MAIJA: and then then he said that to next one "Who is that?"  
 JUKKA: //[laugh]//  
 RITVA: //Really?//  
 MAIJA: //[laugh]// yes  
 RITVA: Oh my god  
 MAIJA: //[laugh]//  
 JUKKA: //[laugh]//  
 RITVA: //But did you see// like Christmas fa- father there was this woman err  
 JUKKA: //Yeah err//  
 RITVA: //err, in the left corner//  
 JUKKA: //I noticed it//  
 RITVA: Yeah it was so funny I was //[laugh]//  
 MAIJA: //[laugh]//  
 NINA: //[laugh]//  
 JUKKA: It's like completely disproportions  
 RITVA: //Oh yeah//  
 NINA: //[laugh]//  
 MAIJA: //[laugh]//  
 JUKKA: //I mean//  
 RITVA: [inaudible] I'm sorry?  
 JUKKA: I //can't understand it//  
 MAIJA: //[laugh]//  
 NINA: But it wasn't funny to be **vuoden palikka**  
 RITVA: //[laugh]//  
 MAIJA: //[laugh]//  
 NINA: cos the picture of me was so // //  
 RITVA: //[laugh]//  
 MAIJA: //[laugh]//  
 NINA: so stupid [laugh] I //didn't like it//  
 RITVA: //but you// keep it really  
 MAIJA: Yeah  
 RITVA: cool you know  
 MAIJA: yes  
 RITVA: you were  
 NINA: Yeah  
 RITVA: cool //out there//  
 MAIJA: //and now you're// known  
 RITVA: Yeah  
 MAIJA: the whole //school//  
 NINA: //Yeah [laugh]//  
 RITVA: //everybody knows// that you're  
 NINA: //[laugh]//  
 RITVA: //you're//  
 NINA: everybody knows that I'm stupid  
 RITVA: Yeah, everybody has [inaudible]  
 MAIJA: //[laugh]//  
 NINA: //[laugh]//  
 RITVA: ooh, yeah  
 MAIJA: so err were you two at the err we were talking about the [CENSORED: forename]'s birthday party?  
 JUKKA: Yeah //I was there//  
 RITVA: //Yeah// I was there  
 JUKKA: //it was//  
 MAIJA: //[laugh]//  
 JUKKA: dull  
 RITVA: well yeah it was  
 NINA: why?  
 RITVA: //well, everybody else-//

MAIJA: why?  
 JUKKA: //well, you know it's a// half of the house was closed down we were like standing  
 RITVA: Yeah and err everybody else were having fun, err I don't know why [laugh] but err //[laugh]//  
 MAIJA: //[laugh]//  
 MAIJA: cos I didn't, I I I can I didn't I didn't I was so tired I didn't I didn't have the  
 RITVA: well you didn't, you didn't miss anything  
 MAIJA: Yeah, well I had err that game er mm the previously  
 RITVA: Yeah  
 MAIJA: on the day, and err before that I was err after the porridge party I had a little Christmas party [laugh]  
 JUKKA: mm okay  
 NINA: [laugh]  
 RITVA: little //Christmas [laugh]//  
 MAIJA: //[laugh]//  
 RITVA: porridge party  
 MAIJA: //Yeah, so we err//  
 JUKKA: //[laugh] [inaudible]//  
 RITVA: //Yeah//  
 MAIJA: //[laugh]// didn't go to bed that early so I was so tired and then I spent the whole day watching TV and  
 my dad's //[laugh]//  
 RITVA: //[laugh]//  
 MAIJA: //getting off// to [CENSORED: forename]'s birthday party  
 RITVA: err  
 MAIJA: //[laugh]//  
 RITVA: //did// you watch err what is it in English "**Pako**"  
 MAIJA: ah, prison //noo//  
 RITVA: //prison break//  
 JUKKA: prison //break//  
 MAIJA: //no//  
 RITVA: //Yeah//  
 MAIJA: //no// I- I- I- I- I- I- I di- I watched that already  
 RITVA: oh damn  
 MAIJA: it took me four days //[laugh]//  
 RITVA: //four days?//  
 JUKKA: [?]you eagle[/?]  
 RITVA: how do you know?  
 MAIJA: //how do you know//  
 JUKKA: //I know//  
 JUKKA: //[laugh]//  
 NINA: //[laugh]//  
 MAIJA: //everything about the box?//  
 JUKKA: //[laugh]//  
 JUKKA: I know  
 MAIJA: was a was err was there old people there, old Norssi?  
 JUKKA: Yeah, err [CENSORED: forename, surname] and [CENSORED: forename, surname]  
 RITVA: yeah  
 MAIJA: //[CENSORED: forename, surname] I miss him so//  
 JUKKA: //I was like what the hell//  
 RITVA: //Yeah and [CENSORED: forename]//  
 JUKKA: //[laugh]//  
 RITVA: for example  
 MAIJA: oh yeah I //miss//  
 RITVA: //[CENSORED: forename // was just annoying  
 JUKKA: what [laugh]  
 RITVA: he //was// just annoying  
 JUKKA: //[laugh]//  
 RITVA: he was like "[CENSORED: forename], we haven't talked //for ages//"  
 JUKKA: //that's not annoying//, that's being nice  
 RITVA: Yeah but he was annoying  
 JUKKA: //[laugh]//  
 NINA: //[laugh]//  
 RITVA: //you don't know// the whole thing [laugh] with him  
 JUKKA: should do we talking about this like ei no I mean like  
 MAIJA: Yeah?  
 JUKKA: Yeah err //[CENSORED: forename] [inaudible]//  
 NINA: but //next Friday is//  
 JUKKA: //[laugh]//  
 MAIJA: //[laugh]//  
 NINA: [CENSORED: forename]  
 RITVA: //[CENSORED: forename]'s//

NINA: //and [CENSORED: forename]'s/  
 JUKKA: //Yeah//  
 RITVA: //sweet// seventeen eiku sexy seventeen  
 NINA: //[/laugh]//  
 MAIJA: //[/laugh]//  
 JUKKA: Which one is seventeen and which one sixteen?  
 RITVA: [CENSORED: forename] is-  
 NINA: [CENSORED: forename] is seventeen  
 RITVA: and err hi- his his furthtey- pirth- //birthday is- is//  
 JUKKA: //birthday is today//  
 RITVA: //today//  
 NINA: //is today//  
 JUKKA: Yeah I  
 MAIJA: //today is it is?//  
 JUKKA: //I shook his// hand and err and congratulate him, I think it's stupid  
 RITVA: //yea//  
 JUKKA: like in Facebook, like "I was the first one who congratulate you in Facebook"  
 RITVA: yea  
 MAIJA: Yeah [laugh]  
 JUKKA: //I don't do that//  
 RITVA: //I was just// "Happy birthday //[CENSORED: forename]//"  
 JUKKA: //[/laugh]//  
 NINA: //[/laugh]//  
 MAIJA: is- is he //err//  
 RITVA: //he was like// "cool man"  
 MAIJA: is he, h- so he's born in 1992?  
 RITVA: Yeah yeah //cos//  
 MAIJA: //I didn't// know  
 RITVA: Yeah, he doesn't look like it //[/laugh]//  
 NINA: //[/laugh]//  
 MAIJA: //[/laugh]//  
 RITVA: ooh  
 MAIJA: mm, yeah, and err, but I'm not coming because I'm poor //[/laugh]//  
 JUKKA: //[/laugh]//  
 RITVA: //nooh//  
 JUKKA: //what?//  
 MAIJA: yes, well if you- if you think about err it's sixteen euros ?there? and back  
 JUKKA: //Yeah//  
 MAIJA: and  
 RITVA: Yeah  
 NINA: //yea//  
 MAIJA: //and// it's it's like err  
 RITVA: //pa- ?passi?//  
 MAIJA: //party//  
 RITVA: //Yeah//  
 MAIJA: with all the, all the old- old people that I know that I can party with //without spending//  
 RITVA: //but there's o-//  
 MAIJA: sixteen euros for that trip  
 RITVA: Yeah  
 MAIJA: so I'm not coming  
 RITVA: but there's al- a- a- also coming like **Nurmijärviläisi** and  
 MAIJA: //Yeah//  
 JUKKA: //what//  
 RITVA: **Kirkko/nummelaisii**//  
 NINA: //Yeah//  
 JUKKA: //seriously?//  
 RITVA: Yeah  
 JUKKA: //ough//  
 NINA: //Yeah//  
 MAIJA: Yeah and I- I thin- I- I- I don't think that they will be boring I don't- I'm not  
 RITVA: //Yeah//  
 MAIJA: //missing// them because of that I just don't err don't want to  
 RITVA: Yeah  
 MAIJA: erm I'm really poor  
 MAIJA: //[/laugh]//  
 NINA: //[/laugh]//  
 NINA: and which bus are you go- going there, you know?  
 RITVA: err which bus //err//  
 NINA: //err// like //err//

RITVA: //sorry//  
 NINA: in what time?  
 RITVA: erm what time, I'm going like erm //what was//  
 JUKKA: //four o'clock I think//  
 RITVA: //four o'clock [laugh]//  
 MAIJA: //what? [laugh]//  
 NINA: //four o'clock [laugh]//  
 JUKKA: //Yeah//  
 RITVA: //my// school ends like //four o'clock//  
 NINA: //[laugh]//  
 MAIJA: //[laugh]//  
 RITVA: coming then going then I think I go with the six or or s- or five o'clock or //well then//  
 NINA: //I don't know [laugh]//  
 RITVA: //some// kind of  
 NINA: //but//  
 RITVA: //not// the latest one  
 MAIJA: yes  
 RITVA: last one  
 NINA: //but//  
 MAIJA: //yes//  
 NINA: like eh [inaudible]  
 RITVA: //cos I have to like think what //what im going to//  
 MAIJA: //dress up//  
 RITVA: **nin** wear  
 MAIJA: //put my makeup on//  
 JUKKA: //you know there better be some// like service or //I don't care//  
 MAIJA: //[laugh]//  
 RITVA: //[laugh]//  
 JUKKA: food or drinks  
 MAIJA: yes  
 JUKKA: //im not// paying for nothing  
 NINA: //Yeah// yes  
 MAIJA: Yeah  
 RITVA: well, you are  
 MAIJA: //you are paying sixteen euros//  
 NINA: //[laugh]//  
 JUKKA: //[CENSORED: forename, surname]//  
 MAIJA: //for the trips//  
 JUKKA: taking all  
 MAIJA: Yeah I- I think its I think its if you took the if you took the erm bus there and if you had like many many many people to take the err erm what's it called like the big taxis  
 RITVA: Yeah  
 MAIJA: I think it's would, it would be like,  
 JUKKA: //cheaper//  
 MAIJA: cheaper, very much cheaper  
 RITVA: //Yeah//  
 MAIJA: //because// we did that in erm Tampere and we were like er eleven people //in//  
 RITVA: //oi//  
 MAIJA: in the taxi which is actually illegal but we got the driver to //[laugh]//  
 RITVA: //[laugh]//  
 NINA: //[laugh]//  
 MAIJA: take us and it cost us one euro per person  
 RITVA: Yeah  
 RITVA: well is it, is is he really renting a bus like  
 MAIJA: //yes//  
 JUKKA: //Yeah//  
 MAIJA: yes that's //why you're//  
 JUKKA: //[inaudible]//  
 RITVA: //[inaudible]//  
 MAIJA: paying sixteen euros, if you are paying sixteen euros  
 RITVA: that's just stupid  
 MAIJA: Yes I know! But ah it's the thing that they want to be like the ales birthday party  
 JUKKA: Yeah  
 MAIJA: Yeah  
 MAIJA: And now we have a bus to take everybody who wants to  
 RITVA: //Yeah//  
 MAIJA: //come// there  
 RITVA: Yeah  
 MAIJA: [laugh]

RITVA: bye bye  
 NINA: bye bye [laugh]  
 NINA: [laugh]  
 MAIJA: it was nice to talk to you  
 RITVA: Yeah it was

### *Appendix F: Transcriptions of oral task 2, class B volunteers*

The recording sessions with class B volunteers are transcribed below. The duration of one conversation period was ten minutes. The conversations were transcribed and their transcriptions can be used for scientific purposes. Contact the author of this thesis for permissions, details and data.

#### **Conversation 3**

Code names of the speakers and their gender:

PEKKA (male)  
 ESA (male)  
 HARRI (male)  
 KARI (male)

PEKKA: So should we start with the [door closes] basic subject er  
 ESA: Which is?  
 PEKKA: about what you did last weekend for example [laugh]  
 ESA: //Oor should we//  
 PEKKA: //to get started//  
 ESA: talk about the **Tvärminne** camp?  
 PEKKA: Well  
 ESA: Were you all there?  
 HARRI: //yeah//  
 KARI: //yeah//  
 HARRI: I think we were  
 KARI: Yeah well but maybe last weekend is a bit more //[/?][lucky[/?]]//  
 PEKKA: //yeah// or maybe next weekend would be, so  
 KARI: Okay, well [CENSORED: forename] what are you doing next weekend?  
 PEKKA: Well actually I'm going skiing with my friend //and er//  
 KARI: //Where?//  
 PEKKA: to **Nuoksio** and then I'll visit [CENSORED: forename]'s, er er they're having a camp there with with his er little  
 ESA: Scout operation  
 PEKKA: little scouts and erm I think I'll go and visit their camp with my friend and, and then I've got got a football match on Sunday, and training on Saturday evening  
 KARI: Okay  
 HARRI: Sounds nice  
 ESA: and that's why you can't go to **sauna** in **Nuoksio**  
 PEKKA: Well yeah tha- that's a shame but er just li- have to live with it  
 KARI: So how much are you going to ski?  
 PEKKA: I dunno, depends on the weather I suppose  
 KARI: Yeah  
 PEKKA: maybe, some twenty, thirty kilometers  
 KARI: Okay  
 PEKKA: So how 'bout [CENSORED: forename] what are you doing?  
 KARI: Yeah well, I think that mainly I'm just doing school works because I have to have an essay on Monday from  
 PEKKA: Oh yes  
 KARI: //Yeah from Finnish//  
 PEKKA: //ye- yeah//  
 KARI: and some philosophy //so//

PEKKA: //Oh yes//  
 KARI: //It's a bit busy weekend//  
 PEKKA: //I- I have to find some some// time to do the the er //essay [laugh]//  
 ESA: //Sounds like relaxed//  
 KARI: Yeah and read a book so, because I haven't started yet reading that but yeah [CENSORED: forename] what are you going to do?  
 ESA: As there will said er already there will be some excellent and legendary //scout operation//  
 PEKKA: //[laugh]//  
 ESA: in **Nuuksio** er we are going to [CENSORED: name] it's our er own own house in the middle of nothing and er, will just er hang there and maybe go skiing or walking to vo- forest //and//  
 PEKKA: //and//  
 ESA: then of course will have a  
 PEKKA: good food and  
 ESA: good food and //sauna//  
 KARI: //[inaudible]//  
 ESA: we'll sleep probably, mm few hours more  
 PEKKA: [laugh]  
 ESA: and er, well that will take the whole weekend so no, no school working  
 PEKKA: So just relax  
 HARRI: How //[inaudible]// there?  
 ESA: //yeah//, er three days //er//  
 HARRI: //How many people?// you plus  
 ESA: aah  
 HARRI: twenty other [inaudible]  
 ESA: Maybe, six totally er two leaders and four scouts, not too much  
 KARI: But haven't you gotten school work?  
 ESA: Sure  
 PEKKA: //[laugh]//  
 HARRI: //[laugh]//  
 KARI: //[laugh]//  
 ESA: //But// but I can't do them in forest  
 PEKKA: Yeah you have to find the time some other time, maybe  
 ESA: Maybe nights or  
 PEKKA: [laugh] Sunday night is a good good opportunity  
 ESA: Yeah, how about [CENSORED: forename]?  
 HARRI: Yeah well on Saturday I'm going to downhill skiing in **Messilä** and on Sunday probably school work  
 KARI: Yeah  
 HARRI: Nothing special  
 PEKKA: So do you do a lot of downhill skiing?  
 HARRI: Not that much, I probably do this year some more than last year //cos//  
 PEKKA: //Yeah//  
 HARRI: last year went a little //[?]down[?]///  
 PEKKA: //But the-// yeah there wasn't much of a //skiing//  
 HARRI: //No//  
 KARI: //No//  
 PEKKA: weather  
 HARRI: //No//  
 KARI: //No//  
 KARI: Last year I didn't ski at all so  
 HARRI: But now it's beautiful winter //so//  
 PEKKA: //Yeah// I- I'm going to, to Switzerland during our winter break  
 HARRI: to downhill ski //or//  
 PEKKA: //yeah//  
 HARRI: just normal?  
 HARRI: That sounds //nice//  
 PEKKA: //downhill skiing//  
 KARI: //Cool//  
 HARRI: To where //[?]you know[?]///  
 PEKKA: //er Zermatt//  
 HARRI: Zermatt yeah I've heard of that place  
 PEKKA: It's next to- next to the Matterhorn  
 KARI: Have you tried snowboard?  
 PEKKA: Erm er I tried it once I think but that's not, not for me  
 HARRI: I- I've tried snowboarding and I think it sucks  
 KARI: //Yeah I know I//  
 PEKKA: //Yeah it totally sucks//  
 KARI: think it sucks too because well it's not like so easy to control the situation when you're //on a board//  
 PEKKA: //yeah//  
 ESA: It's [?]fear[?] er when both legs are connected to //the same wood//



HARRI: // [laugh] //

KARI: Yeah

PEKKA: And then also it's a- I mean or each time you go to the lift you have to open up the the buckles and and stuff so it's much more

HARRI: too much

PEKKA: yeah too much stuff to do and always freezing your hands when you have to

ESA: [laugh]

PEKKA: er do stuff with the buckles and stuff

KARI: Yeah okay

PEKKA: Not for me

ESA: Yeah, I have er tried it when I was like ten years old and er I flipped //just//

PEKKA: // [laugh] //

ESA: on my nose and er that's why I don't like it

PEKKA: [laugh], yeah that's the basic- basics er thing I suppose which- what people do

HARRI: I didn't [inaudible] my nose when I was snowboarding I- I just went on my //bottom//

PEKKA: // [laugh] //

HARRI: all the time //and when//

PEKKA: //Yeah [inaudible] [laugh]//

HARRI: I came back well my pants were as wet as, I was [inaudible] with them

KARI: Yeah it was also pretty frustrating to learn it because skiing was so much easier and then why on earth should you like learn snowboarding //when//

PEKKA: //mm//

KARI: skiing is so easy?

ESA: But I think that snowboarding looks out more stylish

HARRI: Well nowadays

PEKKA: Yeah maybe

ESA: Mmm when the operator really handles the job

HARRI: Operator [laugh]

PEKKA: And I think like in Finland because the hills are rather small here, snowboarding as it is a bit more complicated is more like or people prefer snowboarding whereas in the Alps where the hills are much steeper and

HARRI: Yeah

ESA: //mm//

PEKKA: //more// difficult, people //prefer skiing//

HARRI: //Or if you// even have a ramp the snowboarding's much more fun

PEKKA: Yeah exactly

HARRI: Cos wi- with er skis and ramps it's kind of //bad//

PEKKA: //Yeah//

KARI: Yeah well because yeah if ya like [inaudible] and skis and so much

PEKKA: Yeah

KARI: like, possibilities to go wrong

ESA: Erm that when you have both legs fixed and you are going maybe one hundred and fifty //kilometers per hours//

PEKKA: // [laugh] //

HARRI: // [laugh] //

ESA: towards a wood then you have to, mm pray for help

PEKKA: // [laugh] //

KARI: //I would// want to see you //going [inaudible]//

PEKKA: //Yeah [laugh]//

HARRI: // [laugh] //

ESA: //Au [laugh]//

KARI: Okay well that [tut]

PEKKA: Well maybe we could turn to summer now

KARI: Summer yeah //that's//

PEKKA: //in our conversation//

HARRI: //Yeah summer//

ESA: //Or is it a subject?//

PEKKA: //So//, are you [CENSORED: forename] coming to the school course that we have just in the beginning of our summer holi//day//

HARRI: //No// actually I'm- I'm going next year abroad as an exchange student to States

PEKKA: Okay

KARI: //Cool//

HARRI: //So// I want to skip in my, [inaudible] my family and //stuff like that//

PEKKA: //Yeah//

KARI: //Yeah//

HARRI: during the summer, so then homesickness won't be that bad //next year//

PEKKA: //Yeah//

KARI: So where in the States are you going?

HARRI: Er to the what is it? North- er South-West area Arizona, N- Nevada, New //Mexico//

KARI: //Aah okay//  
 ESA: Mokay that's cool area  
 PEKKA: [laugh] yeah //[laugh]//  
 HARRI: //Well not so cool// it's a warm //area actually//  
 ESA: //Yeah// yeah but you have to visit the Nevada test site, they have er various nuclear stuff there and  
 //er//  
 PEKKA: //[laugh]//  
 ESA: the interesting places are marked with trespassing prohibited marks  
 PEKKA: So that's where you must go then  
 HARRI: Yeah I'm not //sure I'm//  
 ESA: //sure [laugh]//  
 PEKKA: //[laugh]//  
 KARI: So you're like the whole year there?  
 HARRI: Yeah the whole  
 KARI: //and that means//  
 HARRI: //from the//  
 KARI: that you're like doing **lukio** in four years  
 HARRI: I'll try in tri- three and a half  
 KARI: Ah okay  
 HARRI: I have thirty-s- four courses this year //so//  
 PEKKA: //Yeah//  
 HARRI: I think the seventy-five will be okay in three and a half  
 PEKKA: And don't you- how many- do you get any courses from being in the States?  
 HARRI: I don't know actually it's about //the school and participating in it//  
 KARI: //[inaudible]//  
 PEKKA: //Yeah// cos it, I- I think it depends on how how much work you do  
 HARRI: I don't think it's that it's all about the school the- what they have there and about the order cos some  
 people have gone abroad when they're in the [CENSORED: name]'s high school and they get nothing  
 //but//  
 PEKKA: //Aha//  
 HARRI: but some people in the **Helsinki** get a couple of courses so //will see//  
 KARI: Yeah //well// at least you'll get some English courses  
 HARRI: //Yeah//  
 PEKKA: //Yeah// suppose so  
 KARI: Yeah but do you already have like a host family //where you//  
 HARRI: //No// I just sent the papers there  
 KARI: Aah okay  
 HARRI: Actually some of the papers came back cos I forgot one signature  
 PEKKA: [laugh]  
 HARRI: and they //had to send it- mail it//  
 KARI: //Oh god//  
 HARRI: back to me and we had to mail back them so  
 PEKKA: [laugh]  
 HARRI: kind of hazard  
 KARI: Yeah so [CENSORED: forename] what are you doing on the summer //holidays?//  
 ESA: //Aah// I'm not going to the er course er of birds but I'm going to have a j- summer job actually I  
 don't have a job yet //but//  
 PEKKA: //[laugh]//  
 ESA: I will probably have one soon and //then//  
 HARRI: //Where you wanna go?//  
 ESA: //Er//  
 HARRI: //What do you wanna do?//  
 ESA: Maybe something electronics design related //or//  
 HARRI: //Do they// let sixteen or seventeen years old do that?  
 ESA: Yeah  
 HARRI: Well when you are the case //I think it's er//  
 PEKKA: //[laugh]// I- I suppose anything's possible for him  
 ESA: Yeah and er then some ah some camps of course and our er summer camp in scouting, maybe we will  
 go to **Kattilajärvi** and er  
 PEKKA: hmph  
 ESA: oh I- I miss the  
 PEKKA: Fishing to **Kattilajärvi**  
 ESA: //fishing there and er//  
 PEKKA: //I- I've heard// they have big- big perches //there//  
 ESA: //yeah// and sailing with our tiny tiny boats, er on a summer night  
 PEKKA: //[laugh]//  
 HARRI: //[laugh]//  
 ESA: //It's really// really nice and er the lake and the forest is completely quiet and silent  
 HARRI: That must be nice

ESA: //Yeah//  
 PEKKA: //Yeah// except for the loons, loons on the lake, as they say  
 ESA: Yeah and I'll spend lots of time in [CENSORED: name], in our house

## Conversation 4

### Code names of the speakers and their gender

PEKKA (male)  
 ESA (male)  
 HARRI (male)  
 KARI (male)

ESA: Good morning  
 KARI: Yeah well good morning everybody //er well [laugh]//  
 PEKKA: //[laugh]//  
 HARRI: //[laugh]//  
 KARI: //we er// we should talk about something, like more serious than last time because last time it was just like "Oh okay I hate snowboarding //and//  
 PEKKA: //[laugh]//  
 KARI: like skiing [inaudible]  
 HARRI: What's wrong with that?  
 KARI: Er well nothing but okay, so  
 PEKKA: So should we talk about our upcoming exam weeks?  
 KARI: Okay, //yeah//  
 ESA: //Yeah// that's very serious  
 PEKKA: Yes that's  
 HARRI: [laugh]  
 PEKKA: one of the most serious subjects I can think of right now  
 KARI: Well if everybody wants to talk well //because//  
 PEKKA: //Yeah sure//  
 KARI: it might be like somebody gets stressed up if //like well//  
 PEKKA: //[laugh]//  
 KARI: the whole time talking just about exams and exams so, well how many exams are you going to have?  
 PEKKA: Er, I think I have, six, yeah six //[?]things[?]///  
 HARRI: //I have six also//  
 PEKKA: Six exams and then I'm lucky cau- cause I realized that er I've two days off at the end of the //exam week so//  
 KARI: //[inaudible]// that's nice  
 PEKKA: so that's nice I have some time to relax after the exams  
 ESA: And go to forest  
 PEKKA: Possibly yes  
 ESA: Yeah //that sounds good//  
 KARI: //I have two days off// like in the middle so, it's like, it's not so fun well but  
 HARRI: More time to read you know  
 KARI: Sorry?  
 HARRI: More time to read  
 KARI: Yeah //well that's//  
 PEKKA: //Yeah//  
 KARI: true but, I would rather just, take it easy than //read//  
 PEKKA: //Yeah and// like take one week that- full of te- tests and then, then have two days off I think that's quite a, good situation for me actually  
 ESA: Yeah sure, what is going to be the hardest exam?  
 PEKKA: Well I don't know actually, I think social studies is going to be qui- quite difficult  
 KARI: Yeah it's //[inaudible]//  
 PEKKA: //as// it's really meant for the second year's  
 ESA: //Aah//  
 PEKKA: //students//  
 ESA: Are they by [CENSORED: surname]?  
 PEKKA: Yes  
 ESA: Okay, then remember the beef  
 PEKKA: //Er yes [laugh]// yeah you shouldn't forget the beef, in your answers  
 ESA: No  
 PEKKA: So [CENSORED: forename] how many tests do you have?

ESA: I have six, er I have currently seven blocks occupied on my schedule but, er one course is sport and  
 //er//  
 PEKKA: //mhm//  
 ESA: luckily we don't have sports tests  
 PEKKA: //mhmp//  
 KARI: But you also have chemistry?  
 PEKKA: We used to have in- in //primary school//  
 ESA: //Nooh//  
 PEKKA: we used to have a, er sports test and it was about good sportsmanship  
 KARI: //[laugh]//  
 HARRI: //[laugh]//  
 ESA: //[laugh]//  
 PEKKA: //[laugh]// because, because our P.E. teacher thought that, er that we played such unfair game  
 HARRI: How do you measure that?  
 PEKKA: Well, well he gave us a two hour lecture //about//  
 [Someone laughing]  
 PEKKA: good sportsmanship then we had to make some notes of- of the- of what he said and //then//  
 HARRI: //then answer questions//  
 PEKKA: then answer some questions in the test  
 KARI: Aah okay  
 PEKKA: which was held actually in the- in the gym [laugh]  
 KARI: Okay so it- was it just that he was counting how many times you said sorry or thank you //during the  
 P.E. lesson [laugh]//  
 PEKKA: //No no no no no//, no no it was a real- real test //with questions//  
 HARRI: //Did you have questions// like, is it okay to kick your enemy //when you lose?//  
 KARI: //[laugh]//  
 ESA: //[laugh]//  
 PEKKA: //Er// ye- I can't actually recall what- exactly what the questions were about but- but something like  
 that, we all found it quite strange  
 ESA: Luckily we don't have those in Olari  
 PEKKA: [laugh] yeah  
 KARI: Yeah well but like what is going to be the hardest test for you?  
 ESA: Mmm, I think that er the languages will be pretty hard, Swedish or English, but erm, I think that all  
 tests are pretty easy and simple [long pause] there are //no//  
 PEKKA: //[laugh]//  
 ESA: any hard subjects  
 PEKKA: Well you are in a lucky situation then, how 'bout [CENSORED: forename]  
 HARRI: I don't think Swedish is the hardest //I have- t- hard//  
 PEKKA: //Swedish//  
 HARRI: time with to learn new words and stuff like that  
 PEKKA: mhm  
 KARI: Yeah I think that Swedish also  
 ESA: A plus or nothing  
 PEKKA: //[laugh]//  
 KARI: //No but// well I've so- so many like, different languages in this- this er, what is it? er  
 HARRI: Curriculum  
 KARI: Yeah curriculum yes I have like Japanese and Finnish and //Swedish//  
 HARRI: //You learn Japanese?//  
 KARI: //Yeah Japanese//  
 HARRI: //Is it// fun?  
 KARI: Yeah it's fun and well the teacher is fro- from **Savo** so it's //so it's fun because well//  
 PEKKA: //[laugh]//  
 HARRI: //[laugh]//  
 KARI: he's like, talking some like unrelated stuff the whole time //so//  
 HARRI: //[laugh]//  
 PEKKA: //[laugh]//  
 KARI: And well also yeah I think that Swedish also is the hardest test //in this curriculum//  
 PEKKA: //Yeah you know I- I-// I also have the same problem with my languages, I noticed yesterday er at a  
 Swedish lesson that I all the time wanted to answer in French instead of Swedish //and//  
 KARI: //Yeah//  
 PEKKA: it was re- really hard to find the Swedish words for- for the,  
 KARI: Yeah well I //have the same problem//  
 PEKKA: //answers//  
 KARI: but like when I [inaudible] it just like reminds from Dutch [?] along like all the [inaudible][/?] and it's  
 the same thing as it is in Dutch so er just get like really er  
 [someone tapping]  
 ESA: It would be really comfortable if er you could switch the language er on the exam, to comfort your own  
 skills  
 PEKKA: [laugh], yes

[long pause]

KARI: Yeah well but I don't think that Swedish test is going to be that hard, cos well [long pause]  
 PEKKA: Well if you go to the preparing lesson then //you//  
 KARI: //Yeah//  
 PEKKA: always get the good hints from- from the teacher  
 KARI: Yeah, especially in Swedish //I think//  
 PEKKA: //Yeah//  
 KARI: they [inaudible]  
 PEKKA: So have you started reading for the test yet?  
 KARI: Ah well, not yet because well I have first all of those essays to do from Finnish and philosophy  
 ESA: //Oh that essay sucks//  
 PEKKA: //Oh yeah, I was-//  
 HARRI: //laugh//  
 PEKKA: //I was meant// to do my, my er Finnish essay yesterday but [laugh] well then something happened and I didn't //really//  
 HARRI: //laugh//  
 PEKKA: do it at all [laugh]  
 KARI: So you got lazy?  
 PEKKA: Well I- I- I did er look up some maps //from the Internet//  
 KARI: //laugh// okay  
 PEKKA: but then I, cos I wasn't quite, or I found the er- the assignment rather difficult actually  
 KARI: Yeah in my opinion it's also rather //difficult//  
 PEKKA: //I- I couldn't// like get- get the hang of it so I had some starting problems there but I guess I'll just do it Sunday to Monday er [laugh]  
 KARI: Yeah well I suppose //it's always//  
 PEKKA: //night//  
 KARI: like the hardest part like just get it rolling  
 PEKKA: Yeah  
 KARI: cos when you start then it's like a piece of cake but //it's//  
 PEKKA: //Yeah then you// just write the two pages and //that's it//  
 KARI: //Yes//  
 HARRI: What is it about? //What subject?//  
 PEKKA: //We// we have to write a, an article about er, cos we had to read two books  
 HARRI: Yeah I know  
 PEKKA: for this so we had to er have to compare the er scenery in these two books, which are from the, from the same area  
 HARRI: Okay  
 PEKKA: from Finland  
 ESA: Sounds like hard  
 HARRI: Not the most pleasant as [inaudible]  
 PEKKA: Yeah it's no- it's not too easy  
 ESA: Yeah er I wrote the religion essay last night, //er// and then I packed my rucksack  
 PEKKA: //mpmh//  
 ESA: [laugh] for this weekend's camp  
 PEKKA: you're going straight from school are you?  
 ESA: //Yeah//  
 PEKKA: //Yeah//  
 ESA: Er it took like er six hours to understand the topic of the religion essay because I don't- I didn't have anything to say but I had to generate text  
 PEKKA: We- Was it about the meditation //and?//  
 ESA: //Yeah [laugh]//  
 PEKKA: //praying// yeah, yeah I think all- all of you have found it quite difficult  
 ESA: Yeah but now I have four pages and minimum was two pages  
 KARI: //[inaudible]//  
 ESA: //I found the// flow er near the morning  
 PEKKA: [laugh] //yeah//  
 ESA: //Erm//  
 HARRI: //[laugh]//  
 PEKKA: //That's rather normal// for some reason you have a better motivation to work i- in //the middle of the//  
 ESA: //Yeah//  
 PEKKA: night than [laugh] than //th- day time//  
 ESA: //Suddenly// I had much text to write [laugh]  
 KARI: and of course you have font as comic sans and font size eighteen?  
 ESA: No no no //laugh//  
 KARI: //[laugh]//  
 PEKKA: //[laugh]//  
 ESA: never [laugh]  
 KARI: Okay and [CENSORED: forename] have you already started to read for the exams?  
 HARRI: Actually I have, I have started reading for the Swedish //cos that's really difficult//

PEKKA: //Oho, mhm//  
 HARRI: just words I don't think it's much use cos I don't remember //any of the//  
 PEKKA: //[laugh]//  
 HARRI: words, I'm horrible in the words exams and //stuff//  
 [someone laughs?]  
 PEKKA: I usually never focus on my language studying too much I usually just read like the day before for the exam or //something//  
 KARI: //Yeah I// have the same thing with languages  
 ESA: //[inaudible]//  
 PEKKA: //Both//, both Swedish and English but French I usually start a bit earlier as it's were- a bit more difficult for me  
 ESA: And under a horrible stress  
 PEKKA: [laugh]  
 KARI: Yeah well it's also true that like friends you can, you just like don't hear it from everyplace  
 PEKKA: Yeah  
 KARI: like English and Swedish you got hear it on the TV and everywhere  
 PEKKA: mhm  
 KARI: French is a bit of a rarer language  
 [pause]  
 ESA: Yeah it's pretty, pretty good that I hear Swedish in **Kauniainen** when I visit there, there are people who speak only Swedish  
 PEKKA: mhm  
 ESA: that's pretty weird but er it helps er to improve my language- language skills when talking with those //er//  
 PEKKA: //So do you// have some, some Swedish pipil- speaking people at- at your er, at your club there?

## ***Appendix G: Questionnaire for class B***

Kyselylomake, suullinen kielitaito, pitkän oppimäärän englanti

Tämän kyselyn tarkoituksena on selvittää lukio-oppilaiden mielipiteitä kolmen oppitunnin aikana esitettyjen materiaalien sisällöstä sekä niihin liittyvien tehtävien mielekkyydestä. Vastaukset annetaan anonyymisti. Kyselyn vastaukset ovat tärkeässä asemassa kun lukion uutta syventävää englannin kurssia kehitetään. Ole siis mahdollisimman totuudenmukainen ja huolellinen kun vastaat kysymyksiin. Kiitos!

**Sukupuoli:**  
(ympyröi)

Mies      Nainen

**1. Kuinka monta vuotta olet opiskellut englantia koulussa?**

\_\_\_\_\_ vuotta

**2. Oletko puhunut englanniksi jossain muussa tilanteessa ja paikassa kuin englannin oppitunnilla? (ympyröi)**

Kyllä      En

**2.1 Jos vastasit kyllä, kuvaile lyhyesti tilannetta ja paikkaa.**

\_\_\_\_\_

**2.2 Kuinka monta puhujaa tässä tilanteessa oli?**

\_\_\_\_\_ henkilöä

**2.5 Kenen tai keiden kanssa puhuit (ystävä, perheenjäsen, nettikaveri yms.)?**

\_\_\_\_\_

**2.3 Mistä aiheesta tai asiasta te puhuitte?**

\_\_\_\_\_

**2.4 Kuinka kauan keskustelu kesti (arvio riittää)?**

\_\_\_\_\_ minuuttia

**3. Mikä oppitunti oli mielestäsi hyödyllisin?**  
(ympyröi)

1. tunti      2. tunti      3. tunti

**4. Kerro lyhyesti miksi valitsemasi tunti oli hyödyllisin?**

---



---

**5. Yksi A-englannin syventävistä kursseista (8. kurssi) keskittyy puhetaitojen harjoitteluun. Puheviestinnän strategiat ovat tärkeä osa tätä kurssia. Aiotko osallistua tälle kurssille lukio-opintojesi aikana? (ympyröi)**

Kyllä      En

Seuraavat kohdat kartoittavat suulliseen kielitaitoon liittyviä mielipiteitä. Asteikko on merkitty alle. Kun vastaat väittämiin, **ympyröi** mielipidettäsi vastaava vaihtoehto.

- - = täysin eri mieltä
- = eri mieltä
- ? = vaikea arvioida
- + = samaa mieltä
- + + = täysin samaa mieltä

**1. Koulumaailman ulkopuolella etsin mielelläni tilanteita joissa voin puhua englantia. (ympyröi)**

+ +                      +                      ?                      -                      - -

**2. En uskalla puhua englantia koulussa, koska pelkään tekeväni virheitä. (ympyröi)**

+ +                      +                      ?                      -                      - -

**3. Englannin oppitunneilla harjoitellaan keskustelemista tarpeeksi. (ympyröi)**

+ +                      +                      ?                      -                      - -

**4. Ymmärrän keskustelun rakenteesta enemmän sijaisen pitämien oppituntien ja harjoitusten avulla. (ympyröi)**

+ +                      +                      ?                      -                      - -

**5. Osallistuisin mielelläni sellaiselle kurssille jolla keskustelisin esim. Skypen välityksellä englantia äidinkielenään puhuvan henkilön tai henkilöiden kanssa, jotka ovat samanikäisiä kuin minä (esim. yhteistyökoulun oppilaiden kanssa). (ympyröi)**

+ +                      +                      ?                      -                      - -



Lopuksi voit vapaasti kommentoida oppituntejani ja antaa parannusehdotuksia.

---

---

---

**Appendix H: Written task 1, the answer of one pair**

SARAH: //As well// Scotland is actually gettin a bad name wi drugs  
 M EMMA: Yeah.  
 SARAH: They actually are.  
 CELIA: //And especially, isn't//  
 M EMMA: //Yeah we're seemingly the// drug capital of Europe.  
 CELIA: //Isn't north east Scotland like//  
 JILL: //[[inaudible]]//  
 CELIA: the worst //in the whole an//  
 M EMMA: //The worst, Aberdeen.//  
 CELIA: that's how we live //well it's not true.//  
 T EMMA: //An, an// //[[laugh]]//  
 CELIA: //[[laugh]]//  
 JILL: //[[laugh]]//  
 SARAH: //[[laugh]]//  
 CELIA: //It's not!//  
 T EMMA: //An we've got the most// teenage pregnancies as well. //Big achievement.//  
 CELIA: //Is it not like they've got an, is ehm, is//  
 JILL: //Woo-hoo!//  
 SARAH: //[[laugh]]// [CENSORED: forename]'s legal.  
 CELIA: //Is Dundee not like the worst for like youngest //underage? It's, it's true though if you go//  
 M EMMA: //Yeah, in Scotland Dundee's the worst.//  
 CELIA: //shoppin in Dundee you see like //our age//  
 JILL: //Yeah.// //But then you can't be//  
 CELIA: //wi prams they're like// //good mummies!//  
 JILL: //can't be, yeah but you// can't be sure that that's not like the sister //or something.//  
 M EMMA: //Exactly, or an auntie// //or a cousin.//  
 JILL: //Cause you're not exactly// you're not exactly gonna go up and go, "Hi, are you a teenage m-  
 mother?" //you know, an they're gonna be like//  
 CELIA: //[[inaudible]]//  
 JILL: "Excuse me?" //[[laugh]]//  
 CELIA: //Yeah, I know but I mean you do see pe- people that are pregnant that are// //our age an//  
 JILL: //Yeah.// //I just think//  
 CELIA: //I don't know.// //[[laugh]] No it's a shame.//  
 JILL: //just a little bit longer [laugh] I, I feel// sorry for them.  
 CELIA: //It is a shame but ehm //[[inaudible]] I mean,//  
 SARAH: //We- sometimes but we had//  
 CELIA: //sorry, carry on [laugh].  
 SARAH: //Ehm yeah, folk are just like tryin to put Scotland down I think //cause with//  
 JILL: //Yeah.//  
 SARAH: //they think England's so much, so much better but it's not.  
 M EMMA: //We're bein really horrible today. //Always//  
 CELIA: //[[laugh]]//  
 JILL: //Yeah I know [laugh]//  
 SARAH: //An I have nothin// against English //people but I think we should//  
 CELIA: //Neither do I.//  
 JILL: //No.//  
 SARAH: //all be allowed to keep, //ye know,//  
 CELIA: //Just because they're a bigger part of//  
 JILL: //mm//  
 CELIA: //the UK doesn't mean they should be favouritised. //Is that a word?//  
 JILL: //No.//  
 SARAH: //No.//  
 CELIA: //Favouritised?//

T EMMA: //[[laugh] I don't// //know, favoured.//  
 CELIA://Favoured.//  
 SARAH: //I mean everywhere's different, I'm sure there's// plenty places in England that have lots of drug users and alcoholics.  
 JILL:And high teenage pregnancy but  
 SARAH: But I mean //that's//  
 CELIA://I just//  
 SARAH: it's always the bad comments //that get said about//  
 T JILL://Yeah.//  
 SARAH: Scotland, never the good.  
 CELIA://I think that's true//  
 JILL://I think.//  
 CELIA: cause mind we had that talk by [CENSORED: forename] [CENSORED: surname], yeah?  
 JILL:uh-huh //[[laugh]]//  
 CELIA://Very nice man ehm [laugh]// //Well//  
 SARAH: //Used to live in England.// //[[inaudible]]//  
 CELIA://well, ehm he ehm// said that you know like to name drugs and everybody named illegal drugs, nobody named //like//  
 JILL://Yeah.// //Paracetamol or caffeine.//  
 CELIA://paracetamol or caffeine// and it was it just an when he turned round and said that, you know that, "You just named illegal drugs", I thought it was quite a slap in the face, I was like, //"Really?"//  
 JILL://I know.//  
 CELIA: cause it was //it showed you that us//  
 M EMMA: //But that's what you think of// you do-, I know this sounds stupid but paracetamol's a drug and caffeine's a //drug but you just don't think of it like that cause it's like medication isn't it//  
 JILL://Yeah, but you're just like, cause it's so, it's so integrated,// it's so integrated //in everyday life.//  
 CELIA://Well caffeine's not// //a medication,//  
 M EMMA: //No, but like// //[[laugh] but paracetamol//  
 CELIA://[[laugh] using that as a medication would be funny, it's so//  
 JILL://It's so// It's so integrated in everyday life you just don't think about it, //you don't think twice like.//  
 M EMMA: //Yeah.//  
 CELIA:But I mean and then he was like, you know like you're sayin that north east Scotland's like the highest drug use and everythin, it's only like eleven percent or somethin //isn't it?//  
 T EMMA: //I know, yeah// but that's what he was pointin out to us tha- that it wasn't as bad as it was //made out to be.//  
 CELIA://I know so why is it// made out to be this big? I mean they should instead of like //criticisin//  
 M EMMA: //I know.//  
 CELIA:eleven percent o Scotland they should be //praisin//  
 JILL://What about//  
 CELIA://the eighty-nine percent or whatever it is//  
 T EMMA: //I know, but I think// //folk just conc- [laugh] folk just//  
 CELIA://[[laugh] I know!//  
 JILL://That's quick maths! [laugh]//  
 K EMMA: concentrate on the negatives instead of the //positives.//  
 CELIA://I know// yeah.  
 JILL://I just don't think, I just don't think that's fair.//  
 SARAH: //[[inaudible]]// //no, no//  
 CELIA://Me neither.//  
 SARAH: not at a!  
 JILL:[laugh] Right, so guys do you think that's been a really good conversation?  
 T EMMA: [laugh] Yeah I think it's been //absolutely//  
 CELIA://absolutely// //fantastic!//  
 K EMMA: //fantastic!//  
 SARAH: //fantastic!//

*Appendix I: CD-R, oral task 2, conversations 1 and 3*