

Aptitude Testing as an Indication of Pupils' Linguistic Proficiency

-A Case Study of Pupils Applying for Entry into an English CLIL Education Programme at the Joensuu Lyseo Comprehensive School, Finland

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TABLE OF CONTENTS:

1. INTRODUCTION.....	1
2. THEORETICAL BACKGROUND	7
2.1 A brief historical review of Content and Language Integrated Learning (CLIL)	7
2.2 Language teaching in CLIL education	9
2.2.1 The objectives of CLIL education	13
2.2.2 Previous research on CLIL education in Finland	15
2.2.3 Previous research on student selection in CLIL education in a Finnish context	20
2.3 Bilingualism as a background for CLIL education	23
2.4 Language, competence and communicative language teaching.....	24
2.5 Communicative competence.....	25
2.6 Multilingual competence	27
2.7 Assessing language proficiency.....	28
3. METHODOLOGY	32
3.1 Aims and objectives of this study.....	32
3.1.2 Case studies.....	34
3.1.3 Ethical background	34
3.2 Data-base	35
3.2.1 Aptitude tests	37
3.2.2 Self-assessments of pupils	38
3.3 Data analysis.....	39
3.4 The stages of the data analysis	41
3.4.1 The aptitude tests	42
3.4.2 The self-assessments.....	44
3.4.3 The feedback.....	44
3.4.4 The interview	45
4. RESULTS AND DISCUSSION	46
4.1 Overall findings	46
4.2 The linguistic proficiency of accepted CLIL class applicants.....	48
4.3 The linguistic proficiency of rejected CLIL class applicants	52
4.5 Summary of English essays between the three groups.....	63
4.6 Summary of the overall results of the aptitude tests.....	65

4.8 Self-assessment of oral skills by all pupils	71
4.8 Applicants' feedback on the aptitude test.....	73
4.10 Interview of the English teachers	75
5 CONCLUSION	86

References

Appendix

Finnish summary

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<p>The focus of this thesis is English Content and Language Integrated learning (CLIL) and student selection into a future CLIL class of Joensuu Lyseo comprehensive school. The aim is to offer a comprehensive description of a specific case – student selection into a future CLIL class. Furthermore, an aptitude test is examined and evaluated from the viewpoint of assessment. The ways in which this aptitude test functions in revealing the linguistic proficiency of pupils is explored. Therefore, this thesis is also comparative, as it aims to explore the differences and similarities between three groups: 1) the applicants who were accepted into the CLIL class of Lyseo comprehensive school, 2) the applicants who were not accepted into the CLIL class and 3) the pupils who were automatically accepted into the CLIL class (the Kanervalala school sixth graders) as they had already undergone CLIL teaching in Kanervalala school for six years. The hypothesis is that the performance of automatically accepted pupils is the highest in the aptitude test. This thesis also has a developmental aspect, as student selection into the CLIL class of Joensuu Lyseo comprehensive school is evaluated.</p> <p>The subjects of this study were sixth graders (N=21) from various schools in the Joensuu region. The pupils of Kanervalala school (9) were compared to the pupils (12) who applied to the CLIL class of Joensuu Lyseo comprehensive school. These 12 pupils were divided into two groups according to whether they were chosen for the CLIL class (as mentioned above). The data was derived from several sources; 1) an aptitude test taken by the applicants to the CLIL class 2) the same aptitude test taken by the Kanervalala sixth graders, especially for the purposes of this study 3) self-assessment (concerning spoken skills) by both CLIL class applicant groups and the Kanervalala sixth graders, 4) feedback on the aptitude test from CLIL class applicants, and 5) a joint interview of the two English teachers of Lyseo comprehensive school responsible for developing the aptitude tests. First, a description of the situation for forming a CLIL class for Joensuu Lyseo comprehensive school is provided. Second, former research done in Finland on English CLIL education in general is discussed. Former research done on student selection for CLIL classes is also discussed.</p> <p>The results indicated that there were some differences in the performances between the groups. The aptitude test performance of the chosen CLIL class applicant's was the highest (average of 121.1 out of 150 points) whereas the automatically accepted pupils performed second best in the aptitude test (average of 111.2 out of 150 points). However, if the two clearly weaker pupils of Kanervalala school are hypothetically excluded due to their learning difficulties, then the remaining seven pupils' average performance is the highest (average of 122.6 out of 150 points). The performance of the rejected CLIL class applicants was the lowest as their average was 98.8 out of 150 points. The findings are discussed from the perspective of developing the entrance exam procedure further for Joensuu Lyseo comprehensive school. From an evaluative aspect, it could be stated that the aptitude test focused on measuring merely the formal linguistic talent of the applicants, to the detriment of the pupils' oral communicative skills. Some evaluative implications resulting from the study are suggested.</p>			
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<p>Tämän tutkielman kohteena on vieraskielinen opetus (englanniksi) ja oppilasvalinta Joensuun Lyseon peruskouluun tulevalle englantipainotteiselle luokalle. Tutkielman tarkoituksena on tarjota kattava kuvaus tietystä tapauksesta-oppilasvalinnasta tulevalle CLIL-luokalle. Lisäksi soveltuvuuskoetta tarkastellaan arvioinnin näkökulmasta. Tarkoituksena oli selvittää, kuinka soveltuvuuskoee toimi hakijoiden ja tulevien oppilaiden kielellisen osaamisen todentajana. Tutkimukseni on myös vertaileva, sillä se tarkastelee sekä eroja että yhtäläisyyksiä kolmen ryhmän välillä: 1) hakijat, jotka valittiin englantipainotteiselle luokalle soveltuvuuskoeken kautta, 2) hakijat, joita ei valittu luokalle, sekä 3) oppilaat, jotka hyväksyttiin luokalle automaattisesti (Kanervalan koulun kuudesluokkalaiset). Hypoteesinani oli, että automaattisesti luokalle hyväksytyjen oppilaiden osaaminen soveltuvuuskoekkeessa on korkein. Tutkielmassani on koulutuksen kehittämisen näkökulma, sillä oppilasvalintaa Joensuun Lyseon peruskouluun englantipainotteiselle luokalle arvioidaan soveltuvuuskoeken sekä muun aineiston pohjalta.</p> <p>Tutkielman kohdejoukkona olleet oppilaat olivat peruskoulun kuudesluokkalaaisia (N=21) eri kouluista Joensuun alueelta. Kanervalan koulun oppilaita (9) verrattiin englantipainotteiselle luokalle hakijoihin (12), jotka jaettiin kahteen ryhmään sen mukaan valittiinko heidät CLIL-luokalle vai ei (kuten on aiemmin mainittu). Aineistoni koostui useammasta osasta: 1) englantipainotteiselle luokalle hakeneiden soveltuvuuskoevastauksista, 2) Kanervalan kuudesluokkalaisten soveltuvuuskoevastauksista, jotka kerättiin tätä tutkielmaa varten, 3) sekä englantipainotteiselle luokalle hakeneiden että Kanervalan koulun kuudesluokkalaisten suorittamasta itsearviointista (koskien suullista osaamista), 4) hakijoiden palautteesta koskien soveltuvuuskoetta, sekä 5) kahden soveltuvuuskoeken suunnittelusta vastuussa olleen englanninopettajan yhteishaastattelusta. Ensiksi tarjotaan kuvaus tulevan englantipainotteisen luokan suunnittelusta Joensuun Lyseon peruskoulussa. Sitten siirrytään kuvaamaan aiempaa tutkimusta englanninkielisestä CLIL-opetuksesta Suomen kontekstissa. Myös aiempaa tutkimusta oppilasvalinnasta CLIL-opetuksessa tarkastellaan.</p> <p>Tulokset osoittivat, että ryhmien välillä oli selkeitä eroja soveltuvuuskoekkeessa suoriutumisessa. CLIL-luokalle valittujen hakijoiden ryhmän suoriutuminen soveltuvuuskoekkeessa oli korkeatasoisinta (keskiarvolla 121.1/150 pistettä), kun taas luokalle automaattisesti valittujen oppilaiden ryhmän suoriutuminen oli vasta toiseksi paras (keskiarvo 111.2/150). Kuitenkin, jos kaksi selvästi heikommin suoriutunutta Kanervalan koulun kuudesluokkalaista jätetään hypoteettisesti pois ryhmän tarkastelusta, sillä perusteella, että heillä on oppimisvaikeuksia kyseisessä kielessä, niin tällöin ryhmän seitsemän jäljelle jääneen oppilaan keskiarvo on korkein: 122.6. Hylättyjen CLIL luokalle hakijoiden ryhmän keskiarvo oli selvästi heikoin: 98.8. Tarkastelin ryhmien tuloksia myös soveltuvuuskoeken kehittämisen näkökulmasta. Arvioinnin näkökulmasta voidaan todeta, että soveltuvuuskoee keskittyi mittaamaan ainoastaan oppilaiden formaalia kielellistä lahjakkuutta, oppilaiden kommunikatiivisen suullisen kielitaidon testaamisen kustannuksella. Tutkielman tulosten pohjalta tehdään soveltuvuuskoeken ja oppilasvalinnan kehittämisehdotuksia.</p>				
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1. INTRODUCTION

In the past few decades, the European foreign language education has been influenced by the development projects of the Council of Europe (Hildén & Tella 2007: 73). According to Seikkula-Leino (2007: 91), *content and language integrated learning* (henceforth CLIL) has increased constantly in Finland due to the European globalization and integration. Seikkula-Leino (ibid.), adds that “the developments have caused major demands for language teaching and emphasised the need for higher standards in intercultural communicative skills and confidence.” Rasinen (2007: 102) adds that “the modern world with its increasing international cooperation demands better communication skills in foreign languages”. CLIL education has a dual focus as the pupil learns content in a foreign language. The aim of this method is to produce bilingual pupils who are bold and creative language users and who are willing to interact with others using a foreign language.

CLIL has been widely researched, but English CLIL teaching in Finland and especially the assessment of language proficiency has not been studied substantially. Therefore, it is important to study English CLIL teaching in a Finnish context at greater depth. It is a relatively new phenomenon in Finland as it has been conducted more widely only from the beginning of the 1990s, but it is becoming increasingly popular. The official Finnish objectives for CLIL teaching were added to A Framework Curriculum for Basic Education for Basic Education in 2004. Research done in Finland on CLIL teaching states that it enhances the development of linguistic and communicative competence (Rasinen 2006: 32; Jäppinen 2002: 13). As CLIL education is becoming increasingly popular, the assessment criteria of student selection

should be further developed. As the survey of Nikula & Marsh (1996) showed, there are no universal criteria for student selection and every school selects pupils for CLIL classes using their own standards and criteria.

My study is descriptive and in nature. First, my aim is to thoroughly describe and evaluate the student selection process of CLIL class applicants to the CLIL class of Joensuu Lyseo comprehensive school. Furthermore, the case of whether the aptitude test that determined entry into the CLIL class functioned well in revealing the linguistic proficiency of the pupils and in differentiating the most competent applicants is examined. This is done by referring to the previous research on student selection in CLIL education in Finland and by evaluating the student selection of Joensuu Lyseo comprehensive school. Therefore, this study includes an evaluative aspect, as well. Hence, this study greatly focuses on the assessment of language proficiency, as the quality of the aptitude test and the conceptions of the teachers involved are also evaluated.

Second, I intend to describe the linguistic proficiency of pupils, who have undergone six years of CLIL teaching in Kanervalala school and are currently studying in the sixth grade of Kanervalala School, compared to the linguistic proficiency of sixth grade pupils studying at a normal Finnish primary schools in Joensuu region and who are applying to be accepted into the CLIL class of Lyseo comprehensive school in Joensuu. For the purposes of this study, the pupils are divided into three different groups; 1) the sixth graders from Kanervalala CLIL School (9), 2) the sixth graders who applied to enter the CLIL class in Lyseo comprehensive school and were accepted as pupils (6), and 3) the sixth graders, who applied to be accepted into the CLIL class but were not chosen (6). The linguistic proficiency of these three different groups is described.

Third, the aim is to investigate whether CLIL teaching has provided the pupils at Kanervalala School with a better linguistic proficiency compared to the pupils who are applying to study in a CLIL class but have formerly studied in a normal primary school. In other words, the linguistic proficiency of these three groups is compared.

My hypothesis is that the pupils who have previously experienced CLIL teaching have acquired the best linguistic proficiency and those pupils who were accepted into the CLIL class through an aptitude test have the second best linguistic proficiency. The sixth graders of Kanervalala school have studied in a CLIL class from the first grade, whereas the pupils who applied to study at a CLIL class at Lyseo comprehensive school are now sixth graders from various schools in Joensuu region. My research questions are:

- I. How does the aptitude test function in differentiating the most competent applicants?
- II. What kind of differences are there in linguistic proficiency between the three different groups?
- III. Has CLIL teaching provided the pupils at Kanervalala School with better linguistic proficiency compared to the pupils who are applying to study in a CLIL class but have formerly studied in the so called normal Finnish basic education?

This study is a continuation of my Bachelor's thesis, in the sense that both of the studies share the same interest in CLIL teaching, but the context has changed. In my Bachelor's thesis, I examined the language and culture experiences of first graders who were studying under CLIL conditions at Kanervalala School in Joensuu (Riikonen 2011). This study will provide the teachers involved in CLIL teaching at Joensuu Lyseo comprehensive school with valuable information about the individual differences in the linguistic competence of the future pupils

entering the CLIL class and will offer them information on how to develop the selection criteria and the aptitude test procedure even further. It is also possible that the results of this investigation will contribute to further development of student selection criteria in Content and Language Integrated Learning in Finnish CLIL schools. I believe that conducting this study will give me important information in relation to my future career as a class teacher and an English teacher. It also presents the possibility to further research the subject during future postgraduate studies.

Joensuu as an educational setting for CLIL education

The early primary education and schooling committee (VARKOLK) of the town council of Joensuu decided to offer CLIL education in Joensuu at a primary school level at a meeting on 6.6. 2005. Subsequently, CLIL education began at Kanervalala School in the autumn of 2006. Kanervalala School is a primary school in Joensuu teaching pupils from grades 1 to 6 in basic education. The principal of Kanervalala School has informed me (personal correspondence) that the children are selected into the CLIL class of Kanervalala School by a test and an interview. The purpose of this testing is to find possible language difficulties of the applicants. Furthermore, if language difficulties are detected, this leads to the elimination of the applicant. According to the report of the proceedings, it was also decided by the town council that when the first pupils of Kanervalala School have completed the sixth grade, an English language-oriented class will be founded in order for the pupils to be able to continue their studies in a CLIL class (VARKOLK 2011). This concerned the classes of 7 - 9 of basic education. In other words, it was decided that CLIL education would be extended to cover the whole length of the Finnish basic education.

The fundamental aim of a CLIL class is to provide the pupils with a more solid language proficiency than in a normal class of Finnish basic education. English language is therefore the focus of learning but also a tool for learning content. According to the Early primary education and schooling committee, a curriculum for CLIL education has been specifically composed for the future CLIL class in Kanervalva School and will be composed in Lyseo comprehensive school although the education in CLIL classes follows also the National Core Curriculum (VARKOLK 2011). The amount of teaching in English will increase steadily during basic education, averaging up to 70 percent of all contact hours by the end (VARKOLK 2011).

The objectives and contents of different subjects in a CLIL educational environment are equal to Finnish basic education as they both follow the National Core Curriculum. According to the National Core Curriculum for Basic Education (2004: 270-273), the pupil should achieve proficiency in the teaching language of the school and in the English language in order to reach the objectives of different subjects. The sixth graders of Kanervalva School are automatically entitled to continue their studies at the CLIL class of Lyseo comprehensive school. As the teaching in Kanervalva School is implemented in combined classes, there are around 10 pupils each year entering the CLIL education in Lyseo comprehensive school (VARKOLK 2011).

In autumn 2012, ten pupils from Kanervalva School will begin studies in the CLIL class of Lyseo comprehensive school. In order to obtain a convenient class size, admission tests were arranged for sixth graders of the Joensuu region who are interested in studying in the future CLIL class of Lyseo comprehensive school. Background in CLIL education was not demanded of applicants. According to the committee, the criteria for these tests were to be planned in

cooperation with the teachers of Kanervalva School (VARKOLK 2011). The maximum class size of the CLIL class at Joensuu Lyseo comprehensive school is 16 pupils, which allows the whole group to be taught together in every subject, and using English as the language of instruction.

2. THEORETICAL BACKGROUND

In this chapter, I will discuss previous research that has been conducted in the field of CLIL education and form a theoretical background for my study. I will concentrate on defining the terms *Content and Language Integrated Learning* and *linguistic competence*. I will also describe how CLIL teaching has been applied in Finland and what the current situation of CLIL teaching is. Although this study mainly concentrates on English CLIL teaching in the Finnish context, it also draws upon a general knowledge of CLIL education. Furthermore, the ways in which CLIL education is implemented in certain other countries is also briefly discussed. I will also describe *communicative competence* and discuss its various aspects in foreign language teaching.

2.1 A brief historical review of Content and Language Integrated Learning (CLIL)

In this section, I intend to briefly explain the historical perspective of Content and Language Integrated Learning (CLIL). According to Baker (2006: 245), *immersion bilingual education* derives from an educational experiment that was conducted in Canada in the 1960s. The aim of immersion was to teach children to become bilingual and bicultural without loss of achievement in their study results in different school subjects (ibid.). Immersion education is an umbrella term and the concept of immersion varies depending on the country in question. According to Baker (ibid.), immersion education may be defined by two main aspects; the age at which the child begins the immersion and the amount of time spent in immersion. The starting age of immersion varies from *early immersion* (starting at kindergarten or infant

stage), to *middle immersion* (at nine to ten years old) to *late immersion* (at the secondary level) (ibid.). The amount of time in immersion also varies. Baker (2006: 245) adds that with total immersion, usually 100% of immersion is in the second language, it reduces gradually. After two or three years about 80% of teaching is in the second language per week. Early total immersion has been the most popular entry-level program in Canada (ibid.). Baker states that the aims of classroom language communication are to be meaningful, authentic and relevant to the child's needs (ibid: 246).

Furthermore, Baker (2006: 247) adds that pupils in Canada usually start their immersion education with a total lack of experience in the foreign language, most being monolingual. The relatively homogenous language skills of the pupils do not only simplify the teacher's task, but it also enhances the self-esteem of pupils' and their classroom motivation, as they are not afraid of being worse speakers than some pupils who would be linguistically more experienced in the language. Pupils, who experience immersion education, study according to the same curriculum as the mainstream students (ibid: 247). Next, the development of CLIL education is discussed in the European context.

According to Fortanet-Gómez & Riuz-Garrido (2009: 47), Content and Language Integrated Learning (CLIL) in Europe started several years ago as a response to the demands of the European Union. Finland and the Netherlands have been considered the two most active groups in developing CLIL education in Europe (op.cit. 50-51). Although these countries are considered the two leaders in Europe in relation to CLIL, this approach to language learning is emerging and gaining interest in all countries in Europe (op.cit. 51). In Europe CLIL is either taught by combining 1) foreign languages and regional or minority languages, 2) regional and

minority languages or 3) the two official state languages (ibid.). Fortanet-Gómez & Riuz-Garrido add that English, French and German are the most widespread foreign target languages used in CLIL education, although English seems to be the most commonly used foreign language in all countries (2009: 55).

Furthermore, Fortanet-Gómez & Riuz-Garrido (2009: 55) add that there is generally no admission criteria applied to students when CLIL is part of mainstream education, and therefore anyone can have access to it. This is the case for example in Spain, Italy and Germany. However, certain other countries have applied criteria for student selection, based on different types of tests (written or oral examinations, interviews). The purpose of these selection criteria is to try to identify whether the pupils have obtained a good general knowledge of the curricular subject matter (ibid.). This is the case, for example, in the Czech Republic, Slovakia and Bulgaria. Moreover, France and Romania use mainly the level of the target language as a selection criterion for CLIL, whereas in Hungary, the Netherlands and Poland, both methods are included into the selection criteria (ibid.).

2.2 Language teaching in CLIL education

Bilingual education cannot, by any means, be described as a new or recent phenomenon. According to Genesee (1987: 11), bilingual education has very likely existed since the very beginning of formal education. Students were educated through a second language and as a result, they became bilingual as a by-product (ibid.). This method of teaching has been applied for centuries. Even though CLIL education can be considered as a part of bilingual education,

it is actually a rather new part of it. Hartiala (2000: 35) states that in its present forms CLIL represents quite a new approach in the domain of language learning in Finland.

Garcia (2009: 208) states that “the European Union has coined two acronyms intended to clearly distinguish European bilingual education efforts from other similar programs elsewhere (CLIL for Content and Language Integrated Learning and EMILE for *Enseignement d’une matiere integree*”. The terminology in this field of expertise is not unified and can be described as confusing. Nikula (1997:5) states that different terms are sometimes used to refer to education, which is largely similar education with different emphases. Garcia (2009: 208) adds that the term *teaching content through a foreign language*, for example, refers to a very concrete type of teaching. *Content-based second language instruction* includes both mastery in content and development in language; however, it seems to put more emphasis on the role of language in teaching. *Language enhanced/enriched content instruction*, on the other hand, seems to emphasise the content instruction.

Bilingual education is a popular term when describing the different ways to use foreign languages in education. Nikula (1997: 5) states that bilingual education is often used as an umbrella term for all instruction conducted in non-native languages in education. There are, however, problems with using this term, as it is commonly associated with bilingualism and involves children who are from bilingual families. In addition, it should be noted that the term is often used when referring to teaching linguistic minorities, where languages are used to facilitate integration into a foreign culture. Nikula (ibid.) states that in order to avoid such connotations, the term *mainstream bilingual education* is used to refer to bilingual education,

where the formal teaching of a certain language is used for the majority of the children. Nikula (1997: 6) adds that the term *immersion* is also often used in a broad sense to refer to teaching conducted through languages other than the learners' native language. Garcia (2009: 208) adds that even though the term "immersion" is used in some European countries, it is not favoured, as it tends to be associated with the Canadian immersion education. Many of the European initiatives, however, have developed rather independently by having different goals and methodologies (ibid.).

Furthermore, the most common term most likely used in Europe for bilingual education is *CLIL education*. Garcia (2009: 209) states that "CLIL is an umbrella term that embraces any type of program where a second language is used to teach non-linguistic content-matter". The benefit of using the term CLIL is that it is neutral and generic. Nikula (1997: 6) states that *Content and Language Integrated Learning* is a useful term, as it does not place the emphasis solely on either language teaching and learning, or content teaching and learning, but sees both aspects equally important. Furthermore, the term covers the type of immersion teaching where everything is taught in a non-native language, as well as teaching, where pupils receive only parts of their instruction and teaching in a non-native language. In addition, Nikula (1997: 6) adds that the term specifies the fact that in order to be successful, content and language integrated learning has to have "specification in language-learning as well as content-learning objectives".

Garcia (2009: 209) states: "CLIL has brought about social and pedagogical changes, as it has promoted linguistic capacities, partial or advanced, for lifelong learning". The major differ-

ence between Canadian immersion programs and the CLIL-type programs are the different goals. Garcia (op.cit. 210) continues that “full immersion offers intensive contact with the target language and aims for native or near-native competence, at least in receptive skills of comprehension and reading”, whereas “most CLIL-type programs offer less intensive contact with the target language: instruction through the student’s second language does not take extensive portions of curriculum time.” Moreover, Garcia (ibid.) adds that CLIL education aims at providing the pupils with a functional competence both in receptive and productive skills. According to Nikula (1997: 14), “the basic idea on the background of CLIL education is to create learning environments in which the learner is exposed to abundant linguistic material and is then able to use the language meaningfully.”

Garcia (2009: 211) states that “the propagation of CLIL responds to the growing need for efficient linguistic skills, bearing in mind that the major concern is about education, not about becoming bilingual or multilingual, and that multiple language proficiency is the “added value” which can be obtained at no cost to other skills and knowledge, if properly designed.”. Furthermore, Garcia (2009: 212-213) views that CLIL education is beneficial as everyone can obtain some benefit from CLIL education without expecting every pupil to achieve the same level of proficiency in the foreign language. Dalton-Puffer (2008: 5) adds that “...people with special linguistic gifts reach very good results, even high proficiency, also via normal EFL classes, but CLIL significantly enhances the language skills of the broad group of students whose foreign language talents or interest are average.” Hartiala (2000: 28) concludes that CLIL education is an important tool in fulfilling Europe’s cultural and linguistic demands in the future. We shall now turn our attention to describing the past and the current situation in Finland concerning the CLIL education.

2.2.1 The objectives of CLIL education

The official Finnish national objectives for Content and Language Integrated Learning were defined for the first time in 2004 in A Framework Curriculum for Basic Education for Basic Education (National Core Curriculum 2004), which is an official indication that the status of Content and Language Integrated Learning has stabilised (Pihko 2010: 15). The primary objective of CLIL teaching is that the pupils are able to gain a solid linguistic competence in the English language when compared to the regular foreign language teaching. Rasinen (2006: 32) states that one profound objective for Content and Language Integrated Learning is to attain bilingual abilities. Due to its multi-faceted role “the objectives of content and language integrated education vary according to how extensively the foreign language is used for instruction” (Nikula 1997: 7). In a situation where pupils receive a substantial proportion of instruction in English, the objective is probably functional bilingualism. On the other hand, on a smaller scale the objectives might be to encourage pupils to use foreign languages and facilitate the language learning.

Hartiala (2000: 38) believes that it is crucial to set clear objectives for CLIL, as it clarifies the approach that the school wants to realise. At the primary level, the objectives of CLIL education at their simplest might be to familiarise the pupil with a foreign language or create a positive attitude towards foreign languages (ibid.). One objective might also be to prepare the pupil for further foreign language studies by making the foreign language learning seem beneficial and fun (ibid.). At upper levels, CLIL can be conducted in teaching on a larger scale, which contains various teaching the subjects mostly in the foreign language. The aim of CLIL education is to reach a very high competence in the foreign language. In conclusion, accord-

ing to Hartiala (2000: 38) that the primary schools tend to emphasise the linguistic development of pupils while the upper level teaching focuses more heavily on subject content. Hartiala (ibid.) adds that the objectives for language skills in Finnish CLIL can be categorized according to three goals: 1. to build self-confidence among pupils and increase interest in foreign language learning; 2. to enhance existing foreign language knowledge; and 3. to improve the language skills of the learners’.

Pihko (2010: 18) states that a wide-ranging number of research findings from Canadian type immersion programmes and a mounting amount of studies done on CLIL teaching indicate that CLIL teaching is at the same time a challenging, but also a very rewarding learning environment. This is also indicated in the pupils’ study results (ibid.). Due to Content and Language Integrated Learning a new kind of learning environment has been formed in the Finnish school system (Pihko 2010: 15). Genesee (1987: 13) states that “...it was argued that early immersion in a second language would facilitate a child’s second language learning by taking advantage of his or her special neurolinguistic, psycholinguistic, and cognitive capacities to learn language”. There are also neuropsychological and psycholinguistic factors that support early immersion. Genesee (1987: 13-14) concludes that young children are generally considered best second language learners as they have fewer attitudes and prejudices towards foreign language learning.

In every bilingual programme, one or more languages are the medium of education. Hartiala (2000: 47) defines CLIL as an approach where “the learning process occurs at the same time through the content and the foreign language”. Therefore, it can be stated that the CLIL approach functions as one form of bilingualism. “Thus, bilingualism is in a way the foundation

of all kinds of CLIL approaches with their diverse objectives and procedures” (ibid.). Moreover, the underlying idea behind the CLIL approach is the aspiration to develop bilingual pupils. According to Carrió-Pastor (2009: 42) “in CLIL classroom practice, the focus is on idea development, clarity, and coherence before identification and grammar correction.” Even though developing language proficiency in comprehensive schools is an important objective, the emphasis is mostly on learning subject content (Nikula 1997: 21). This might be due to the fact that subject teachers are responsible for CLIL education in comprehensive schools (ibid.).

2.2.2 Previous research on CLIL education in Finland

The Ministry of Education made initiatives and proposals in order to facilitate teaching through a foreign language in the late 1980s. The Finnish National Board of Education gave a memorandum in 1993 in which an increase in teaching through a foreign language was recommended. A year later, in 1994, the Finnish National Foundations for the Curriculum decided to follow this recommendation. CLIL was seen as a mean of developing the Finnish School system. According to Hartiala (2000: 32), “the existing Finnish laws and directives gave considerable autonomy to the municipalities and schools to develop their own curricula. New educational laws which gained legal force 1.1.1999 show this continuing trend”.

According to Kangasvieri *et al* (2011: 12), teaching by using a foreign language was made possible by the amendment in 1991 (L 261/ 1991) where the law concerning basic education (L 476/1983) §25 permitted teaching also in some other language than the schools official language of instruction. Nikula (1997: 16) states that “learning foreign languages in Finland

has never been considered as a luxury but rather as a necessity.” These amendments clearly indicate that developing foreign language education is seen as essential. Because of these amendments it is possible to learn a foreign language in a new learning environment, in CLIL education.

The Finnish National Board of Education examined the scale of CLIL education nationwide in 1996, followed by a report in 1997. The purpose of the report was to provide information about the realisation of this new kind of teaching method as well as its objectives. The latest follow-up report was published in 1998. Hartiala (2000: 32) states that “although the CLIL situation in Finland has undergone change, these reports of the Finnish National Board of Education indicate the growing tendency of schools to take interest in this educational approach”. At the beginning of CLIL, the attitudes were very positive towards this intensification of education, but during 1997-2000, criticism was aroused. The Finnish National Board of Education indicated signs of concern for the students’ ability in Finnish language skills and the overall learning results of pupils studying in CLIL classes (op.cit. 33).

According to Pihko (2007: 22), the development of language proficiency in CLIL education is the topic that has been studied the most in Finland. The study by Järvinen (1999) concluded that the proficiency in a foreign language in CLIL education develops strongly in primary education. Jäppinen (2002: 2003: 2005) has also studied CLIL education in Finland and especially cognitive development and thinking and the learning of content through foreign language instruction. The results indicated that CLIL education does not have a negative effect on the learning of content; on the contrary, CLIL education might support the development of cognitive skills (ibid.).

However, when the current situation is considered, it can be stated that CLIL teaching has embarked towards traditional English language teaching in Finland. According to Rasinén (2006: 32), since the beginning of 1990, the informed sources who direct the Finnish education system included Content and Language Integrated Learning as a part of their plan of action. According to Pihko (2010: 15), studying in a foreign language in Content and Language Integrated Learning is at the moment part of everyday life for numerous Finns studying in basic education and in upper secondary schools who also wish to develop their foreign language skills while studying the contents of the subjects. In CLIL teaching, the foreign language functions as a tool for teaching and studying not only in foreign language lessons, but also for example in teaching mathematics (*ibid.*). By this method, the learning and use of language is a natural part of a learner's process of development, where a foreign language is learned without it being the formal target of teaching (Jäppinen 2002: 13).

Content and Language Integrated learning has a double focus as it combines the adoption of a new language and learning content. It has been shown in numerous studies that CLIL-teaching enhances language learning. According to Pihko (2010: 22), both foreign and Finnish studies have shown that through Content and Language Integrated Learning, good results are obtained both in learning a new language and in other subjects. Furthermore, the research done in Finland shows that Content and Language Integrated Learning fosters the development of linguistic competence (Järvinen 2000: 110). Hartiala (2000: 36) adds that "Finnish CLIL is normally conducted in public mainstream education and does not appear to possess any overt 'elitist' features". Every European school where CLIL approach is used has certain different characters and methods for teaching when compared to other schools. This concerns also the implementation of Finnish CLIL.

Pihko (2010: 70) states that the beginning of upper secondary school is challenging as there is a shift to proper subject teaching and the teaching becomes more conceptual. Foreign language instruction can be very demanding even for pupils who have undergone CLIL education in primary school and especially demanding for pupils who have not participated in CLIL education before (ibid.). The diversity of the future CLIL class should be taken into account in Lyseo comprehensive school, as there are pupils from the Kanervalala School (10) who have already undergone six years of CLIL education whereas the selected applicants have no former CLIL education background (6). Pihko enhances upon this by stating that the language learning and teaching backgrounds vary greatly at the beginning of seventh grade and these vast differences in language proficiency between pupils might lead to anxiousness and passivity in using the foreign language (ibid.).

Järvinen (1999: 251) mentions that even though the attainment of the aims in content in CLIL education might suffer from the fact that contents taught in the mother tongue are not taught in English because of the lack of time, CLIL education does not seem to have a negative effect on the learning outcomes of CLIL pupils. Furthermore, Järvinen (ibid) states that generally, pupils tend to do well at their own level in CLIL education, but for some pupils being taught in their mother tongue would be a better option. The reason behind poor success is not often the usage of foreign language but problems with motivation (ibid.). For example, it might have been on the initiative of the parents that the pupil attends CLIL education or the pupil might have a low interest in a particular subject (ibid). One validation for the testing of pupils is to eliminate the pupils whose benefit from CLIL education would be minor or who would learn content better if attending a normal education in their mother tongue (ibid.).

Seikkula-Leino (2004: 217) states that pupils have good opportunities to learn in CLIL education as both weak and talented pupils learn content even if the education in foreign language is comprehensive. Furthermore, Seikkula-Leino (*ibid.*) adds that the skills in the mother tongue were similar between pupils who attended CLIL education and pupils who attended normal education in their mother tongue. On the other hand, Seikkula-Leino (*ibid.*) also states that learning in CLIL education might be challenging since the emphasis on foreign language might decrease the learning of content. Education in the pupil's mother tongue gives better opportunities to reach good grades (*ibid.*). Nikula (1997: 71), however, states that more often than not pupils manage the studies at their level no matter whether it is a normal education or a CLIL education, but the weaker pupils are weaker also in CLIL education.

Nikula (*ibid.*) adds that even though teaching in a foreign language takes more time compared to teaching in one's mother tongue, eventually the teaching becomes more efficient and focuses more on the essential aspects that need to be learned by the pupils. This is also shown in the learning outcomes of pupils (*ibid.*). Seikkula-Leino states that studying in a foreign language is therefore a choice: in a CLIL class, a pupil is offered a special framework for learning a foreign language, whereas in a normal basic education the pupil has greater opportunities to develop cognitive aspects (*ibid.*). However, Seikkula-Leino's view is controversial, since many researchers state that particularly pupils in a CLIL class develop better cognitive skills compared to pupils studying in a normal class (e.g. Jäppinen 2002).

2.2.3 Previous research on student selection in CLIL education in a Finnish context

There is only a very limited number of previous research conducted on student selection criteria in CLIL education in Finland. Nikula (1997) conducted a survey of CLIL education in Finland and one aspect of this study was the student selection to CLIL classes in primary schools, secondary schools and high schools. She (1997: 21) states that one reason for beginning the CLIL education in comprehensive school is the need to answer the need of pupils who have already started studying in a CLIL education in a primary school. CLIL education often proceeds as a chain reaction, which means that the lower school levels put pressure on starting CLIL education also at the higher levels of education, so that pupils are able to continue their studies in a CLIL environment (*ibid.*). This is also the case with the CLIL education in Joensuu. However, when the decision was made to offer CLIL education in a primary school, the continuation of CLIL education on grades in 7-9 was also decided on.

The schools offering CLIL education must decide whether they want to use some form of testing while conducting student selection. Tests are often used in order to ensure successful teaching. Nikula (1997: 35) states that heterogeneous classes are one of the major challenges in CLIL schools and unifying the groups by testing would enhance teaching. However, the survey done by Nikula (*ibid.*) also revealed that deciding on the selection criteria is often seen as difficult and against the principle of equality of education. According to a national survey conducted by Nikula & Marsh (1996: 51), the schools offering CLIL education rarely use any selection criteria.

Nikula (1997: 35) suggests that insufficient study has been done on CLIL education in Finnish context and even less on the suitable selection criteria for CLIL classes. Studies on language immersion indicate that less talented pupils do not suffer from foreign language teaching, but actually benefit from it in a similar manner as the talented pupils (e.g. Cummins & Swain 1986), which indicates that using the general talent of pupils as selection criteria is not the best possible option (Nikula 1997: 35). Nikula (*ibid.*) notes that using linguistic talent, as a criterion is not the best solution either, as linguistic talent does not guarantee success in a CLIL education. At the very least, important factors for succeeding in CLIL education are motivation and a genuine interest in studying in a CLIL environment (*ibid.*). However, problems in learning one's mother tongue are considered as a factor that should lead to the elimination of a pupil since studying in a CLIL class might become too exhausting and even inhibitive for this kind of pupil (Nikula 1997: 35).

Nikula (1997: 36) states that primary schools offering CLIL education are often reluctant to use any selection criteria and often the schools have been able to provide a place in a CLIL class for every interested pupil. If there are more interested pupils than places, the selection criteria can vary from a drawing of lots to asking about the pupils' former experiences concerning the target language of the CLIL class he/she is applying for. It has, however, been acknowledged in schools that developing selection criteria is necessary for the future as CLIL education is becoming increasingly popular (*ibid.*). In spite of this, using selection criteria is problematic, as CLIL education is not meant to be suited only for talented pupils. In Nikula's study (1997), the comprehensive schools did not use any sort of testing but the general grades of the pupil or only English and Finnish grades were used. Basing the selection on English grades is problematic also, as the groups are still considered heterogeneous because of different assessments in different schools when giving the English grade (*ibid.*).

Nikula raises the question of whether a CLIL education is only meant for pupils who are already talented in English, as learning in a CLIL environment is rewarding and at its best provides experiences of success, which could make a pupil with a negative attitude excited about the foreign language and school in general. The focus on good grades in selecting pupils for a CLIL education might eliminate these sorts of pupils who might be interested in CLIL and would benefit from it (op. cit.: 37). Testing motivation is important, as there have been cases where the parents have decided on putting their child into a CLIL class but the child does not have the motivation or interest to study in a CLIL class (ibid.). Nikula implies that in the future it is important to discover what kind of selection criteria are most suitable for testing pupils and lead to best results (ibid.).

Nikula (1996: 51) adds that there are both advantages and disadvantages for not having selection criteria. The lack of criteria is easy to understand in the light of equality of education. By implementing education without any criteria, the negative connotations of CLIL education being elitist or prompting inequality might decrease (ibid.). One aspect is that there are not any generally accepted and validated lines of direction regarding which criteria would be useful when determining whom to select for CLIL education (ibid.).

The influence of parents can sometimes be indirectly seen in the answers of pupils in interviews or essays (Nikula 1997: 39). Many pupils say that they are interested in a CLIL education because of their interest in the language of instruction or because they want change, but sometimes the voice of parents can be heard when some pupils emphasize the advantages of CLIL education for their future careers (ibid.). It is also notable that a mere interest in foreign language does not ensure the efficient learning of contents, as the pupils need to be interested

in the subject matter also (Nikula 1997: 72). To conclude, the ideal CLIL class pupil would be interested in foreign language and in the subject (ibid.).

2.3 Bilingualism as a background for CLIL education

“Teaching through a foreign language or an additional language is always somehow based on the idea of bilingualism” (Hartiala 2000: 47). Due to the nature of CLIL education, in which the learning process is simultaneous through the content and the foreign language, “it is bilingualism which is the main idea underpinning all the programmes which follow this principle” (Hartiala 2000: 47). Bilingualism can be said to be the foundation of all kinds of CLIL education, even though they do not share common objectives and practises. When the terminology is considered, the terms multilingualism or plurilingualism are preferred over the term bilingualism.

Moreover, according to Hartiala (2000: 47) the term multilingualism takes into account the fact that a child can know various languages, for example in a situation where the child has two mother tongues and in addition uses a third language in his or her environment. Sjöholm (1999: 22) states that the evidence from previous studies suggests that being bilingual has more cognitive advantages than disadvantages. “Several studies indicate that the further the child moves towards balanced bilingualism, the greater the likelihood of positive cognitive effects” (ibid.).

Different definitions for bilingualism

Defining or measuring bilingualism is almost an impossible task, as there are multiple factors, and aspects to consider. There is no standardised terminology to define bilingualism and the varied use of terminology complicates the definition of bilingualism even further. One definition of bilingualism in a very broad sense is offered by Baetens Beardsmore (1982: 3-4) “it is the presence of at least two languages within one and the same speaker, remembering that ability in these two languages might not be equal, and that the way the two or more languages are used plays a highly significant role” (Hartiala 2000: 47).

Hartiala (2000: 48) states that “in order to understand the foundations of CLIL more deeply, some categorization of bilingualism is necessary and also helpful”. One viewpoint on bilingualism is to divide it into two categories: societal bilingualism and individual bilingualism. Societal bilingualism refers to social, political, economic and educational factors in bilingualism, whereas individual bilingualism concerns only the individual itself, not the surrounding society (op.cit. 47-48).

2.4 Language, competence and communicative language teaching

Harjanne (2006: 1) states that the emphasis of language teaching has constantly shifted from the production of written language to oral and communicative skills. Furthermore, the European Council has stressed the importance of developing the oral skills of pupils. Already in

the 1990s, A Framework Curriculum for Basic Education for oral skills in a foreign language was one of the most essential objectives of foreign language teaching.

Hulstijn (2010: 186) concludes that after Chomsky's introduction of the notion of *linguistic competence* (Chomsky 19659, Hymes 1972) a wider construct of *communicative competence* was proposed. Canale and Swain (1980) claimed that communicative competence consists of three components: grammatical, sociolinguistic and strategic competence. This LP model was later extended by Bachman & Palmer (1996: 66-68), who proposed a three-level hierarchical model of *language ability*, distinguishing organizational language knowledge (grammatical and textual knowledge), pragmatic language knowledge (functional and sociolinguistic knowledge), and a component of strategic competence (metacognitive components and strategies)."

Hulstijn (2010: 186) defines language proficiency first, as "the largely implicit, unconscious knowledge in the domains of phonetics, prosody, phonology, morphology and syntax." Second, he states that it consists of "the largely explicit, conscious knowledge in the lexical domain (form-meaning mappings)." Third, these are accompanied by "the automaticity with which these types of knowledge can be processed." (Hulstijn 2010: 186).

2.5 Communicative competence

Recently, a shift has occurred in the field of linguistics. There has been a transition from focusing solely on the formal aspects of language to emphasising the language use itself. Fur-

thermore, language use is related to extra linguistic factors that aim to explore the nature of communication. Trosborg (1986: 7) states that recognising the concept of communicative competence is a reaction towards Chomsky's rather narrow theory regarding communicative competence. Linguistics tends to ignore the communicative aspects of language use and concentrate exclusively on the formal properties of language. According to Trosborg (ibid.) "Chomsky introduced the distinction between competence and performance, identifying competence with an ideal speaker-listener's knowledge of the rules of the language and equating performance with language use, or the manifestation of competence in concrete situations under limiting psychological conditions" (Chomsky 1965: 4).

According to Trosborg (1986: 7), the Chomskian theory of communicative competence fails to take into account the sociocultural dimension of language use. Therefore, the concept is too restricted and provides only a partial understanding of the aspects of language use (ibid.). In a global world, forming grammatically correct sentences is not a sufficient skill anymore (ibid.). Instead, communication skills and an ability to interact have become the required skills. Trosborg (ibid.) states that communicative competence includes four interrelated areas of competence: linguistic competence, sociolinguistic competence, discourse competence and strategic competence.

According to the Common European Framework (CEF) (2001: 13), the communicative language competence comprises of three components: linguistic, sociolinguistic and pragmatic. The CEF states that "*linguistic competences* include lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations" (ibid.). This

component of communicative competence ranges from the quality of knowledge to cognitive organisation, “the way this knowledge is stored” and to the accessibility of this information (ibid). *Sociolinguistic competences* refer to the language use in sociocultural conditions. This component has an effect on all language communication between different cultures. According to the CEFR (2001: 13), *Pragmatic competences* concern “the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony and parody.” Interaction and cultural environments play a major role in constructing these abilities (ibid.).

2.6 Multilingual competence

The term multilingualism has been highlighted in language teaching in Finland, and also in Europe. The CEFR (2001: 4) defines multilingualism as “the knowledge of a number of languages, or the co-existence of different languages in a given society”. Oksaar (2007: 21) defines multilingualism as “the ability of a person to use, that means to produce and to understand, two or more languages as a means of communication in most situations and to switch from one language to the other when necessary.” It may be attained by offering a wider range of different foreign languages in a particular school or educational system, or by encouraging pupils to learn more than one language (ibid). Beyond this, Kohonen (2002: 80) emphasises that “as language learning expands, the learner does not keep the different languages and cultures in strictly separated mental compartments. Rather he or she builds a communicative competence to which all knowledge and experience of languages contributes and in which languages interrelate and interact.” In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor” (CEF 2001: 4). The language skills and experiences of foreign languages affect the multilingual competence of an individual. All the different languages that an individual

knows are included in the communicative competence of an individual and interact with each other. From this point of view, the purpose and main objective of language education is to enhance the development of a wide linguistic repertoire instead of competence in a couple of languages. Due to this, it is necessary to offer pupils as wide range of language education as possible and to aid them in developing their multilingual competence (CEFR 2001: 23).

In order for the individual to be able to interact properly with others, to widen their own thinking and view of other languages and cultures, communicative competence is a key (Kaikkonen 2000: 70). The mother tongue is an individual's first instrument for identifying themselves linguistically but the languages that the individual later comes to know builds up and forms their multilingual identity and competence (Kaikkonen 2004: 122). Carrió-Pastor (2009: 42) states that by "systematically encouraging learners to reflect on what they want to acquire and then helping them to make an appropriate choice of language forms has cultural value." Carrió-Pastor refers to Hall (1999: 151) who states that "learning to interact with others in another language involves the development of pragmatic competence, principally international competence, and that this development is aided in part by the systematic study of L2 interactive practices by learners themselves."

2.7 Assessing language proficiency

Huhta and Takala (1999: 179) define assessment of language proficiency as many kinds of actions in which samples, such as self-assessments, tests or continuous observation, are gathered which concern the language proficiency of the individual. One form is the assessment of

proficiency, in which the aim is to find out the current level of proficiency and its sufficiency for a certain purpose (op.cit. 189). Huhta and Tarnanen (2011: 201) add that language proficiency can be evaluated by other methods such as collecting essays and other samples of performances for a portfolio, by asking the pupils to keep a journal of learning or by asking the pupil to evaluate his/her language proficiency. Huhta and Takala (1999: 180) note that assessment can be regarded as the exercise of power as the tests determine grades and access to certain professions or studies. Thus, responsibility for the quality and consequences should always be involved in assessment (op.cit. 180-81). The more the language proficiency of an individual is assessed the more a theoretical basis is needed (op.cit. 181). As the planning of a language test always includes some notion of language proficiency, the assessor always bases the assessment onto a conception of what aspects of language proficiency should be assessed.

According to Huhta and Takala (1999: 182), the assessor might have obtained either a traditional conception of the language proficiency's factors or rely on communicative language proficiency. The traditional conception divides proficiency into smaller areas such as reading, writing, speaking and listening (ibid.). Communicative language teaching aims at authenticity, practical usage of language and social context. Individuals differ in their skills in different areas of proficiency. For example, an individual who has acquired the language by formal instruction and an individual who has acquired language by using it in different situations have inevitably differing language proficiencies.

In assessment of language proficiency, the language teacher relies on A Framework Curriculum for Basic Education (POPS 2004). Huhta and Takala (1999: 221) state that as communicative language teaching has become increasingly popular, verbal descriptions of different

levels of language proficiency have been developed to aid assessment. Furthermore, usage of these verbal descriptions increases the reliability of assessment and makes it possible to compare different tests and assessments (ibid.). “The emergence of the Common European Framework (CEF 2001) has also had a substantial impact on evaluation and testing” (Tella 2004: 89). “There has been a growing interest in Europe (and indeed increasingly elsewhere) to link examinations to the CEF” (Takala & Kaftandjieva 2004: 51). The basic aim of the CEF is that it:

“...provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act efficiently. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis.” (CEFR 2001: 1)

In A Framework Curriculum for Basic Education the criteria for assessment is adopted from the Common European Framework (Salo & Hilden 2011: 19). Hildén & Takala (2007: 291) explain, “when the current work on new curricula started in 2001, it was decided to try to adopt CEF reference scales and adapt them to the national context, as part of the curriculum.” Tella (2004: 89) adds that the CEF reference scales of language proficiency are included in the latest Finnish framework curricula (e.g. LOPS 2003; POPS 2004), even though the scales were “substantially elaborated upon and empirically validated in the Finnish context”. More intermediate levels were added in order to provide the teachers, students and various other decision-makers with more accurate instruments for assessment (ibid.).

The CEFR (2001: 19) describes the three main ways it can be used for evaluation. This can be done 1) by specifying the content of tests and examinations, 2) by stating the criteria for the

attainment of a learning objective, both in relation to the assessment of a particular spoken or written performance, and in relation to continuous teacher-, peer- or self-assessment, and 3) by functioning as the basis for describing the levels of proficiency in existing tests and examinations, thus enabling comparisons to be made across different systems of qualifications.

According to Salo and Hilden (2011), the Common European Framework is still not familiar to all language teachers and that attitude towards it varies. Some teachers see the use of CEF scales as unnecessary, some feel it is necessary but have no time to incorporate it into school lessons and the third group saw it as important and wanted to utilise the Common European Framework and the CEF scales in their teaching (Salo & Hilden 2011: 24-30). According to the CEFR (2002: 20) “learners, too, are increasingly called upon to carry-out self-assessment, whether to chart and plan their or to report their ability to communicate in languages which they have not been formally taught, but which contribute to their plurilingual development.”

The current National Core Curriculum does not give enough support and instructions for the teaching of learning strategies or even assessment. According to Salo & Hilden (2011: 30) the CEF scales represented in the Core Curriculum, however, give possibilities to set precise and concrete learning goals. The Common European Framework (CEFR) (2002: 20) enables teachers to “approach public examination syllabuses in a more insightful and critical manner, raising their expectations of what information examining bodies should provide concerning the objectives, content, criteria and procedures for qualifying examinations at national and international level.”

3. METHODOLOGY

3.1 Aims and objectives of this study

This case study emerged from a need to examine and to describe the planning process of the aptitude test for CLIL class applicants to the Lyseo comprehensive school. First, the aim is to examine this specific case where a future CLIL class is planned. My focus is to thoroughly describe the student selection for the CLIL class. Second, this study aims to provide a thorough description of the linguistic proficiency of three different groups; 1) the sixth graders of Kanervalala CLIL school, who are automatically accepted into the CLIL class of Lyseo comprehensive school and who have already experienced CLIL education from the first grade onwards, 2) the pupils who applied to study in the CLIL class and were accepted, and 3) the pupils who applied to study in a CLIL class but were rejected. My research questions are:

- I. What kinds of differences are there in the linguistic proficiency between the three different groups?
- II. Has CLIL teaching provided the pupils at Kanervalala School with better linguistic proficiency compared to the pupils who are applying to study in a CLIL class but have formerly studied in a normal Finnish basic education?
- III. How does the aptitude test function in differentiating the most competent applicants?

My hypothesis is that the pupils who have previously experienced CLIL teaching have acquired the best linguistic proficiency and those pupils who were accepted into the CLIL class via an aptitude test have the second best linguistic proficiency.

The linguistic competence of the pupils is tested by a formal aptitude test, created by two English teachers from Lyseo comprehensive school, for the pupils who wish to study in a CLIL class at Lyseo comprehensive school. The first group (Kanervalala School pupils) will also do the same aptitude test for the purposes of this study in order to compare the three groups. One section of the aptitude test (the essay in Finnish) was not included in my data collection, as the focus of this study is to examine the pupils' linguistic skills in English. As there was also no testing of the students' English spoken skills, a self-assessment by the pupils was included in this study in order to obtain some information about their CEF level in areas of spoken production.

This study is descriptive, as the purpose is to evaluate the aptitude test procedure as a whole. In order to evaluate the test itself, feedback was asked for from the applicants who participated in it. Furthermore, the two English teachers who planned the aptitude test were interviewed. One of the aims of this study is to provide information to the teachers of the CLIL class in Lyseo comprehensive school concerning the aptitude tests. It provides information about the individual differences in the linguistic competence of the future pupils in a CLIL class, especially the Kanervalala pupils who were not required to participate in the aptitude test. Moreover, feedback from the pupils is used to evaluate the aptitude test in order to offer suggestions as to how to improve the testing of future CLIL class applicants. Therefore, the aspect of this study is developmental.

3.1.2 Case studies

Case study as a method is suitable for this study, as the objective is to describe the student selection process of Lyseo comprehensive school. Furthermore, one objective is to describe the linguistic proficiency of different groups and further develop the aptitude test procedure of Lyseo comprehensive school. A case study allows me to obtain detailed information about the differences in linguistic proficiency between the different groups. By this method, it is also possible to describe the actual situation and the people involved. A case study offers the possibility to portray the situation as a whole and to form a concrete picture of the planning of the aptitude tests. Moreover, it helps to describe the aptitude test in detail as an indicator of the different competences of the pupils. Even though the number of participants is rather small, 21, the vast amount of data balances this. There is considerable amount of data, as it was gathered on several occasions and is diverse.

3.1.3 Ethical background

The ethics of this study was taken into account by several methods. According to Cohen, Manion & Morrison (2007: 64) the significance of anonymity lies in that the information that the participants provided should not reveal their identity. However, a subject who has agreed to a face-to-face interview cannot expect anonymity. At most, the interviewer can promise confidentiality for the interviewee (ibid.). In this study, codes are used when referring to the two English teachers interviewed. The principal way of ensuring anonymity is not to use the names of the participants or any other personal means of identification anywhere (ibid.).

Furthermore, another way to protect a participant's right to privacy is through the promise of confidentiality (Cohen, Manion & Morrison 2007:65). This means that although the researcher is aware of who has provided certain information or is able to identify participants from the information given, they will not make the connection known publicly in any way (*ibid*). In this study, I have deleted the identities of the pupils, meaning the deletion of names or any other means of identification from the data, and have used subject numbers instead. Comparisons are made only between the three different groups and not by comparing single pupils.

3.2 Data-base

The data of the present study derives from several sources: 1) an aptitude test taken by the applicants to the CLIL class 2) the same aptitude test taken by the Kanervala sixth graders, especially for the purposes of this study 3) self-assessment (concerning spoken production skills and spoken interaction skills) by both CLIL class applicant groups and the Kanervala sixth graders, 4) feedback on the aptitude test from CLIL class applicants and 5) a joint interview of the two English teachers of Lyseo comprehensive school responsible for developing the aptitude tests. The database of my study is comprehensive and covers several aspects, as my aim is to provide a thorough description of the specific case of student selection for a future CLIL class. The aptitude itself did not include any oral testing but I, however decided to include this aspect into my data collection. The importance of self-assessment is emphasised also in the European Language Portfolio (ELP).

The first phase of the data collection was in December 2011, when the self-assessment of the oral skills of Kanervalva School sixth graders was carried out. As there was no section in the aptitude test that would measure the oral skills, a self-assessment concerning the oral skills of the pupils was gathered. It focused on two aspects of oral skills: spoken production skills and spoken interaction skills. The self-evaluation forms were in English but as the sixth graders had troubles in comprehending what was asked from them, the data from the CLIL class applicants was conducted using forms in Finnish. The self-evaluation forms were included in a letter that was given to each applicant in the aptitude test, to be filled-in at home and then sent to the researcher.

The second phase of data gathering was on the 5th of January 2012. The data from the CLIL class applicants was gathered by the English teachers during the aptitude test. The two English teachers of Lyseo comprehensive school held the aptitude test for the 20 applicants. The exam lasted for two and a half hours. I was present at the beginning of the exam as I distributed the consent forms for the parents. In the envelope, there was a self-evaluation form in Finnish and a feedback form that the children were supposed to return with the envelope.

The third phase of data gathering was during February 2012, when the same self-assessment that the applicants of the CLIL class had already done in January was obtained from the pupils of the Kanervalva School. The amount of time that the pupils had to complete the assignments was the same as in the formal aptitude tests: two and a half hours. The data-gathering context was not similar, as the pupils did not see the exercises as a formal test. However, the test situations were made as similar as possible given the different circumstances. Finally, the two English teachers of Lyseo comprehensive school were interviewed together in order to

gain their insights on the aptitude tests. The views of the applicants and the English teachers concerning the aptitude tests are contrasted in the results section.

3.2.1 Aptitude tests

The aptitude test forms the largest section of the data collection. It was not as comprehensive as expected, as it did not cover all aspects of communicative competence. One of the most important aspects - testing the students' oral communication skills - was left out. The aptitude tests consisted of several sections: grammar, vocabulary, listening comprehension, reading comprehension and two essays. The total maximum score of the aptitude test was 150 points. For reasons of confidentiality, the aptitude test could not be included in the appendix. The following table illustrates the different sections and their proportions of the whole aptitude test.

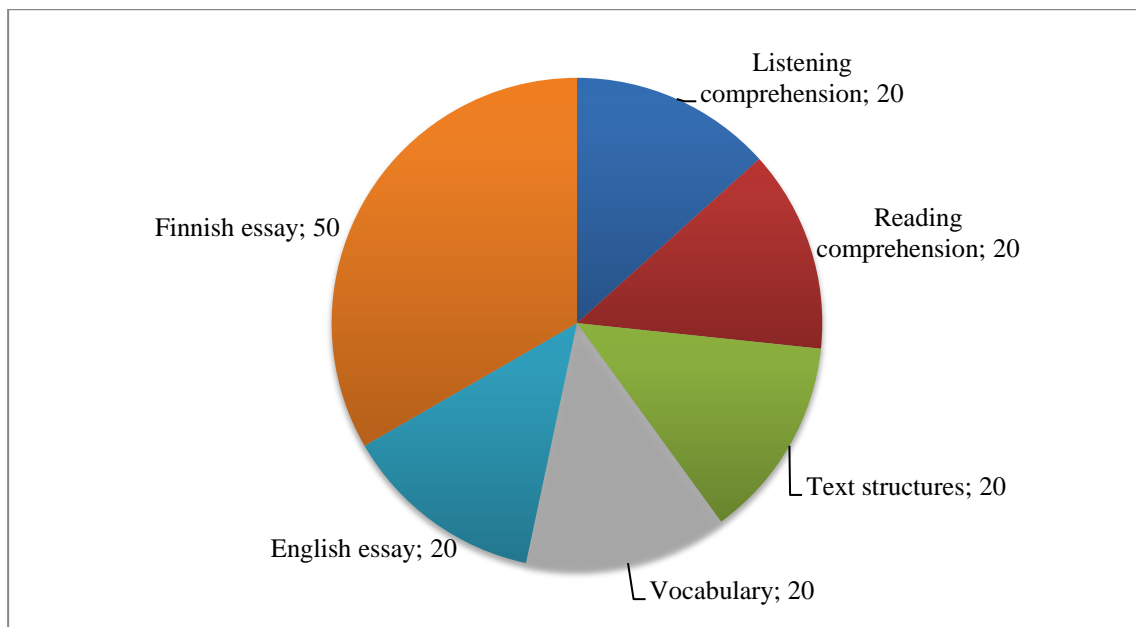


Figure 1. Sections of the aptitude test

3.2.2 Self-assessments of pupils

Pupils were asked to fill in a self-assessment form concerning their spoken interaction and spoken production skills. The self-assessment form was developed by the co-operation of four Finnish universities and coordinated by Tampere University. This project was called “*Eurooppalaiset kielisalkut perusopetuksen alaluokille*” (*The European language portfolios for the lower grades of basic education*). The intention of this project is to provide the language portfolios for basic education (classes 1-9). These portfolios are designed by following the guidelines of the European Council, the objectives of the Finnish National Curriculum and from the need to reform Finnish foreign language education. The form that was used in this study was the second last version of this self-assessment form. This form will be published in the autumn 2012 to nationwide use in the webpages of the National Board of education (www.oph.fi). The form consisted of four pages and it included all CEF levels from A1 to C1. Under each CEF level there were phrases concerning spoken skills and pupils were to choose the option that best described their spoken skills. Phrases included for example “I can ask for something to eat and drink”. There were three options from which to choose from: 1. “I need a great deal of help”, 2 “I need a little help” and 3 “I can do independently”. Altogether there were 85 phrases in the self-assessment form, which is included in the appendix (see appendix 2).

3.2.3. Feedback on the aptitude tests

Feedback was asked for from the CLIL class applicants who took part in the formal aptitude test. Feedback consisted of two questions where the option best describing the pupils’ opinion was to be chosen. Pupils were asked whether they considered the aptitude test as easy, mediocre or difficult. Another question concerned the pupils’ opinion of whether they were able to

show all their skills in the aptitude test. This question had only two answering options: “yes” and “no”. The rest of the questions had no option but pupils could answer in their own words. These questions included, for example, question, “What was the most difficult section of the aptitude test?” The whole feedback form is included in the appendix (see appendix 3).

3.2.4. Interview of the English teachers

The two English teachers who were responsible for planning the aptitude test were interviewed in a joint interview. The interview consisted of general questions about the future CLIL class, the planning process and the assessment of aptitude tests and finally their views on how to develop the aptitude tests in the future. According to Cohen *et al* (2007:349) “an interview enables participants - be they interviewers or interviewees - to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view.” The purpose of the interview was to include the views and experiences of the teachers into this study and to contrast their views with my own evaluation of the aptitude test based on the whole data. The interview was semi-structured and a joint interview. By this method the interview stays fairly conversational and situational. Data collection is systematic, as the questions were formulated in advance (*ibid.*). The frame of interview is included in the appendix (see appendix 4)

3.3 Data analysis

The data of the study is analysed mechanically. First, the purpose of the data analysis is to thoroughly describe the student selection process of Lyseo comprehensive school. Second, the objective of data analysis is to describe the linguistic proficiency of the three groups. The

common criteria for the whole data set were decided. As the English teachers did not report common criteria by which the aptitude tests were assessed in Lyseo comprehensive school I decided to assess both the answers of the applicants of the CLIL class and the Kanervalas school students myself.

I used my own criteria in the assessment. My common assessment criteria were based on a Framework Curriculum for Basic Education 2004 and the Common European Framework of Reference (CEFR) for languages. The CEFR functions as a constitutive reference tool in the assessment of the aptitude tests. According to the Framework Curriculum for Basic Education, the level of English that all the pupils should reach by the end of the sixth grade of primary education should be A1.3, a functional elementary proficiency (National Core Curriculum 2004: 140). The common reference levels are described in the following table, which was adopted from Takala & Kaftandjieva (2004: 50):

Table 1. The common reference levels and their labels of CEF in the Finnish curriculum

Level	Listening	Speaking	Reading	Writing
A1.1	First stage of elementary proficiency			
A1.2	Developing elementary proficiency			
A1.3	Functional elementary proficiency			
A2.1	First stage of basic proficiency			
A2.2	Developing basic proficiency			
B1.1	Functional basic proficiency			
B1.2	Fluent basic proficiency			
B2.1	First stage of independent proficiency			
B2.2	Functional independent proficiency			
C1.1	First stage of skilled proficiency			

Furthermore, the marking of the aptitude tests was done first on a scale of 4-10 (fail-excellent), after which the marks are compared to the proficiency scales. The conversion table by Takala (2004: 50) is used. It has no official status but shows “how marking in the comprehensive school and upper secondary school could be made comparable by using the adapted CEF scales” (ibid). The following table illustrates how the marks can be converted to the common reference levels.

Table 2. The conversion table for comprehensive school grades 3-9. (Takala & Kaftandjieva 2004: 50)

Mark	Grade: Comprehensive school						
	3	4	5	6	7	8	9
4	<<<< A1.1	<< A1.1	< A1.1	A1.1	< A1.2	< A1.3-	< A1.3
5	<< A1.1	< A1.1	A1.1-	A1.1+	A1.2-	A1.3-	A1.3
6	< A1.1	A1.1-	A1.1	A1.2-	A1.2	A1.3	A2.1-
7	A1.1+	A1.1	A1.1+	A1.2	A1.3	A2.1-	A2.2
8	A1.1	A1.1+	A1.2	A1.2+/ A1.3	A1.3+	A2.2	A2.2+/ B1.1
9	A1.1+	A1.2	A1.3	A1.3+	A2.1	A2.2+	B1.1+
10	A1.2-	A1.3	A1.3+	A2.1	A2.2	B1.1	B1.2-

3.4 The stages of the data analysis

The data was analyzed in the following order: first, the different sections of the aptitude test were marked and the raw data was obtained. Second, the English teachers' assessment of the aptitude tests by CLIL class applicants was contrasted with the researcher's assessment. The assessment of the English teachers was collected from the marked aptitude tests. Third, the filled-in self-assessment forms (concerning spoken interaction and spoken production) by both CLIL class applicant groups and the Kanervala sixth graders were analysed. Fourth, the

feedback on the aptitude test from CLIL class applicants was analysed. Fifth, the interview of the two English teachers of Lyseo comprehensive school responsible for developing the aptitude tests was analysed. It was a joint interview and it lasted for 27 minutes. The interview was recorded and then transcribed. The questions asked dealt with the future CLIL class, the planning of the aptitude test, the assessment of the aptitude test and overall assessment in the testing procedure (see appendix 4).

Nine out of ten Kanervalva School pupils' parents gave their consent to use their child's aptitude test answers in this study. For the parents of the CLIL class, twelve out of twenty returned the consent letter. Due to the comparative nature of this study, the data of three groups, the Kanervalva pupils and the two groups formed from the CLIL class applicants to Lyseo comprehensive school are compared.

3.4.1 The aptitude tests

The aptitude tests were graded and averages, ranges and standard deviations were calculated for each exercise's scores separately and finally for combined scores. The combined scores were classified into classes with a 10-point-range. From the classified data, distribution graphs were drawn.

The essays were read multiple times; during the first reading the aim was to obtain an overall picture of what the essay was like, during the second reading to mark the errors and add positive comments, during the third reading the essays were graded from 4 to 10. After the grading, a chart was made in order to convert the numerical grade into points (the maximum score

being 20 points). Finally, the CEF level was defined on the basis of the numerical grade and the score so that a common reference level that best describes the quality of the essay could be chosen. In marking the essays, tables 2 & 3 are used to define the CEF scales for the language proficiency for each pupil.

In the English essay, the assignment was to write an essay of 80-100 words about oneself. It was advised to use as rich and multi-faceted language as possible. There were also some questions to aid the writing process. These were: “Who are you? What are you like as a person? What are your likes and dislikes, hobbies and interests? What are your favorite subjects at school? Do you use English outside of school in any way?” The following table by was used by the researcher in the assessment process.

Table 3. The illustrative scale of overall written production (CEFR 2001: 61)

	Overall written production
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
A1	Can write simple isolated phrases and sentences

When comparing the researcher's assessment to the teachers' assessments, a correlation was calculated using the corresponding combined scores as the compared data sets. These number pairs were also drawn into a graph to illustrate the correlation.

3.4.2 The self-assessments

The self-assessment answers were first turned into numbers 1-3, where 1 means "I need a great deal of help", 2 "I need a little help" and 3 "I can do independently". The numerical values were then used to calculate each pupil's average responses for each CEF level. An average of all levels was also calculated for each pupil. Correlation between these averages and the aptitude test scores was then analysed, and the number pairs were drawn into a graph to illustrate the correlation.

3.4.3 The feedback

Statistics were compiled out of the feedback. Using numerical values for the easy/mediocre/difficult answers, an average answer was acquired. The rest of the data was classified according to the answers, looking for the most common answers. A few individual pupils' feedback results were compared to the aptitude test scores and their self-assessments.

3.4.4 The interview

The interview was analysed by making a thematic review of the interview. It was first transcribed and then read through multiple times. The most important issues were highlighted. Cohen *et al* (2007: 461) mention that “qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities.”

4. RESULTS AND DISCUSSION

4.1 Overall findings

In the following section, I will present the aptitude test results of three different groups of pupils. The relatively low number of pupils participating (21/30) is a result of a case study focus. As my study focused on this specific case of student selection in Lyseo comprehensive school, the number of pupils was limited. The low rate of answers from pupils and their parents might have been due to the fact that there was a self-evaluative task concerning the oral skills of the pupils in the envelope. As permission was not given to collect this data from the pupils in the aptitude test, the responses from pupils via letters were scarce. If I had collected the self-evaluation in the aptitude test situation, I would have most likely obtained more answers. All measures were taken in order to obtain as wide a database as possible. Three rounds of letters were sent in order to obtain consents from parents. Even though the amount of subjects is rather small, the data collection is multi-faceted and the case of student selection and the comparison of three groups can therefore be done comprehensively

The aptitude test results of the three groups were analysed using the researcher's assessment criteria. My common assessment criteria were based on a Framework Curriculum for Basic Education 2004 and the Common European Framework of Reference (CEFR) for languages. Inferential statistical analysis was employed for all results.¹ According to Nummenmaa *et al* (1996: 77), the T test is suitable for samples collected from normally distributed groups. As the focus of my study is a case study, this method is not very suitable for comparing the three

¹ Unless otherwise stated, all p values refer to T test analyses, in which $p \leq 0.05$ is regarded as statistically significant, $p \leq 0.01$ is regarded as statistically highly significant, and $p \leq 0.001$ is regarded as statistically very highly significant.

groups, but can be used to gain some statistical validity. The only significant difference was found between the groups of the accepted and the rejected CLIL class applicants ($t=3.9$, $DF=10$, type of test: two tailed, $p=0.003$).

The group of Kanervala School (9) performed well altogether, with a few significantly low scores. If the performance of the whole Kanervala group (9 pupils) is considered, my hypothesis was not met, as they performed second best in the aptitude tests. The average score was 111.2 out of 150 points (see Table 8). If, however, the two clearly weaker pupils (subjects number 2 and 6) from Kanervala group were hypothetically excluded from the group, the performance of the remaining seven pupils was slightly higher, although not statistically significant, compared to the CLIL class applicants. This kind of grouping of pupils is justified as these two substantially weaker pupils are receiving remedial instruction in the English language. The group consisting of accepted CLIL class applicants performed very well in the aptitude test and the performance was consistently high for all of the applicants. This group had the highest average score of 121.1 points (see table 4). The group consisting of rejected CLIL class applicants had the greatest number of variation between the applicants with the lowest average of 98.8 points (see table 6).

It was assumed that the majority of the pupils would be in A2 level “as this is the level that is achieved by the majority of students in their first foreign language by the end of comprehensive school.” (Järvinen 2004: 146). Furthermore, the Framework Curriculum for Basic Education suggests that the level of English all the pupils should reach by the end of sixth grade of primary education should be A1.3 – a functional elementary proficiency (National Core Cur-

riculum 2004: 140). Only four pupils failed to reach this level. Out of all 21 pupils, seven reached A2 level according to their essay scores (see Tables 5, 7 and 9).

The focus is first on pupils who attended the aptitude test (n=12). CLIL class applicants are divided into two groups according to whether they were accepted into the CLIL class. The aptitude test results of the pupils accepted into the CLIL class are analysed followed by an analysis of the rejected CLIL class applicants' results.

4.2 The linguistic proficiency of accepted CLIL class applicants

As the maximum size of the future CLIL class of Lyseo comprehensive school is 16 pupils and ten pupils from Kanervalva School are automatically accepted into the CLIL class, only six pupils were accepted to the CLIL class via the aptitude test. The complete results of these six accepted pupils are presented in the following table.

Table 4. The assessment of linguistic proficiency of accepted CLIL class applicants

Researcher's assessment of accepted CLIL applicants									
Pupil	listening comp. A	listening comp. B	reading comp. A	reading comp. B	Text structure	Vocabulary	Eng. Essay	Finn. Essay	Combined score
11	8	7,5	8,5	9	18,5	18	18	45	132,5
12	9	8	9	8	18	19	17	37	125
14	8	6,5	9,5	8	18,5	17	18	38	123,5
18	8	9,5	7	9	16,5	17	17	38	122
20	9	4,5	7	8	14	17	15	35	109,5
21	8	7	10	10	18,5	19,5	19	22	114
Max score	10	10	10	10	20	20	20	50	150
mean value	8,3	7,2	8,5	8,7	17,3	17,9	17,3	35,8	121,1
range	(8,9)	(6.5,9.5)	(7,10)	(8,10)	(14, 18.5)	(17,19)	(15, 19)	(22, 45)	(109.5, 132.5)
standard deviation	0,5	1,7	1,3	0,8	1,8	1,1	1,4	7,6	8,2

The combined score of the accepted pupils ranges from 109.5 to 132.5, which means that all pupils in this group performed well. Their language proficiency is therefore, as far as this test is considered, highest of the three groups. They also have the highest average of 121.1 out of 150 points. The scores have a standard deviation of 8.2 points, indicating that the high average score was relatively close to the pupils' score. The low deviation can also be explained by the small number (6) of pupils in this group. A statistically highly significant difference ($t=3.9$, $DF=10$, type of test: two tailed, $p=0.003$) was found between this group and the rejected CLIL class applicants. This indicates a clear difference between the performances of these two groups, as expected.

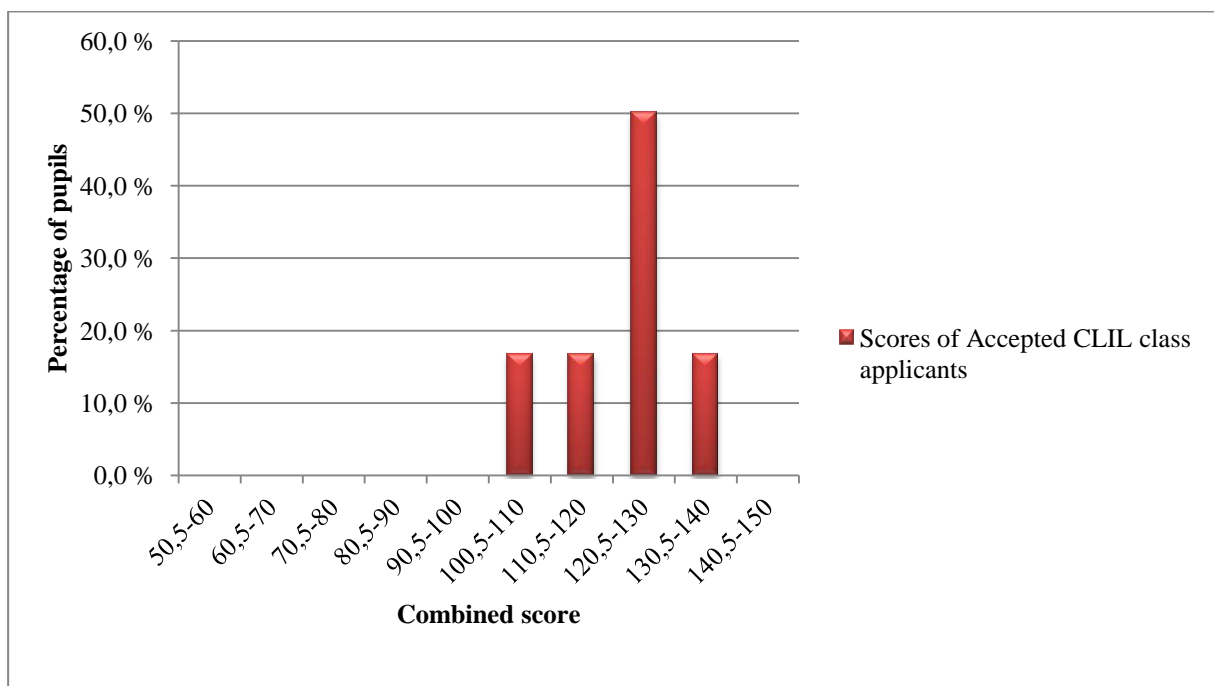


Figure 2. Test score distribution of accepted CLIL class applicants

The above distribution figure shows that 50% of the accepted CLIL applicants scored between 120.5 and 130 points. The figure also indicates a consistently high performance with little spread, as the scores are not distributed far from the mean value.

Listening comprehension A and B

For listening comprehension exercise A the average was 8.3 out of 10 points ranging from 8 to 9 points, whereas in exercise B it was 7.2 ranging from 6.5 to 9.5. Two pupils got notably low scores in exercise B, which explains the higher deviation of 1.7, compared to exercise A. Another notable score was 9.5 out of ten points by one pupil in exercise B.

Reading comprehension A and B

In this section, the average for the reading comprehension was 8.5 out of 10 points for exercise A and only a little higher, 8.7 points, for exercise B. The range in exercise A was from 7 points to 10 points, as in exercise B the range was from 8 to 10 points. Standard deviation was slightly higher (1.1 points) in exercise A compared to 0.6 points in exercise B.

Text structure

The average score of the text structure exercise was 17.3 out of 20 points, ranging from 14 to 18.5 points. The standard deviation of 1.8 points does not indicate any notable variation between the pupils. Without the lowest score of 14 points, the average would be considerably high in this exercise.

Vocabulary

In the vocabulary exercise the average was 17.9 out of 20 points. Furthermore, the range is from 17 to 19 points with a standard deviation of 1.1, which again indicates a high result for this group in this exercise. The highest score was notably high, 19.5 points.

English essays

The applicants were homogenous, as the low standard deviation of 1.4 illustrates. The average score was 17.3 out of 20 points, the highest of the three groups. The scores are between 15 and 19 points. Three of the pupils reached the CEF level of A2.1, the first stage of basic proficiency. Overall, the pupils were divided equally into the top two CEF levels. The following table illustrates the corresponding CEF levels for the essay points of the students who were accepted into the CLIL class. The points that the pupils gained from the English essay were transformed into a CEF common reference level with the help of conversion tables (see tables 1 & 2).

Table 5. Summary of essays written by applicants accepted into the CLIL class

Applicants accepted by test		
Pupil	points	the CEF level
11	18	A2.1
12	17	A1.3+
14	18	A2.1
18	17	A1.3+
20	15	A1.3+
21	19	A2.1
Max score	20	
average	17,3	A1.3+
range	(15,19)	
standard deviation	1,4	

Finnish essays

The average essay score was 35.8 out of 50 points, being the highest of the three groups, although the difference was not statistically significant. The scores ranged from 22 to 45 points

with a standard deviation of 7.6, 15% of the full essay score of 50 points. The lowest score of 22 points explains the high deviation.

4.3 The linguistic proficiency of rejected CLIL class applicants

Table 6. The assessment of rejected CLIL class applicants

Researcher's assessment of rejected CLIL applicants									
Pupil	listening comp. A	listening comp. B	reading comp. A	reading comp. B	Text structure	Vocabulary	Eng. Essay	Finn. Essay	combined score
10	8,5	7,5	7	8	17	16	15	30	109
13	3	6	5,5	6	8,5	18,5	10	35	92,5
15	9	5,5	9	7	18,5	17,5	13	28	107,5
16	8	8	8	7,5	17	18,5	19	22	108
17	7,5	7	6	8	14	14	12	25	93,5
19	3,5	4	3	2,5	10	11	13	35	82
Max score	10	10	10	10	20	20	20	50	150
mean value	6,6	6,3	6,4	6,5	14,2	15,9	13,7	29,2	98,8
range	(3,9)	(4,8)	(3,9)	(2,5,8)	(10,18,5)	(11, 18,5)	(10, 19)	(22, 35)	(82, 109)
standard deviation	2,6	1,5	2,1	2,1	4,1	3,0	3,1	5,3	11,1

Complete results of the rejected applicants are shown in the table above. The average score is 98.8 out of 150 points, which is considerably lower than the other groups' averages. The points range from 82 to 109 points with a standard deviation of 11.1, which is similar to the previous group. The scores are therefore similarly consistent, only lower by average. Notably, this group's highest score is the lowest score of the previous group. It should be pointed out that most pupils in this group performed very inconsistently between different sections of the test, which is not visible in the standard deviation. As mentioned before, a significant difference was found between this group's and the first group's results.

Figure 3 shows the distribution of scores in this group. It clearly illustrates the similar consistency with the first group (see figure 2). The distribution figure shows a similar peak, but centering on lower points.

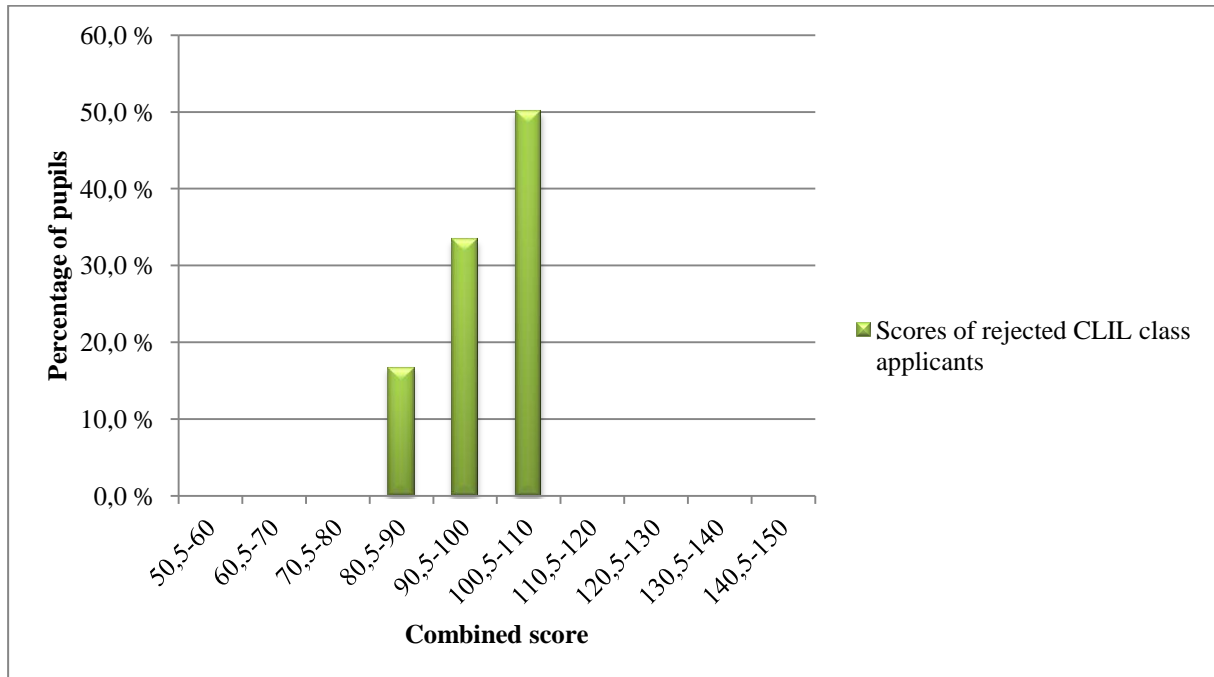


Figure 3. Test score distribution of rejected CLIL class applicants

Listening comprehension A and B

In listening comprehension exercise A the average was 6.6 out of 10 points, a relatively low result. The range was one of the widest, from 3 to 9 points. The standard deviation was 2.6, which also illustrates considerable variation between the scores. In listening comprehension B the average was 6.3 and the range was relatively high, (4, 8). Standard deviation in exercise B was 1.5, which is smaller than in exercise A.

Reading comprehension A and B

In reading comprehension A, the mean value was 6.4 and the range was from 3 to 9 points. This variation is also illustrated by the standard deviation being 2.1. In reading comprehension exercise B the average score was 6.5, only slightly higher than in exercise A. The range varied from 2.5 points to 8 points. The standard deviation was the same as in exercise A – 2.1.

Text structure

In the text structures exercise the average was 14.2 out of 20 points. The range varied from 10 points to 18.5 points, and the standard deviation was 4.1. The previously mentioned high inconsistency in the scores of the pupils can be seen in some of the higher deviations, such as this one.

Vocabulary

The average in the vocabulary exercise was 15.9 points out of 20 points. The range was from 11 points to 18.5 points with little spread. There were three applicants who scored rather high scores (from 17.5. to 18.5) as the rest of the applicants received lower scores. An example of the inconsistent results can be seen with subject 13, who got 18.5 points from this exercise and only 3 points from listening comprehension A.

English essays

This group comprises of six applicants and it is clear that the group is heterogeneous, averaging 13.7 out of 20 points. The standard deviation is 3.4 points, and the scores range from 10 to 19 points. The subject who scored the lowest number of points is at a CEF level of A 1.2(see

table 7), which is the stage of developing elementary proficiency, whereas the applicant who scored highest is at a CEF level of first stage of basic proficiency (A 2.1). The average score of this group is the lowest of the three groups. Interestingly, pupil 16 obtained 19 points from the English essay, which was a very high score compared to the other applicants. However, this pupil was not chosen for the CLIL class due to the low score in the Finnish Essay (22 out of 50 points). In addition, the performance of pupil 10 was relatively high compared to the other pupils in this group. It is questionable whether these pupils were clearly weaker than the pupils who were chosen for the CLIL class. As the differences in the scores between these two rejected pupils and the accepted CLIL class applicants were minor, oral testing would have been a good option to determine which of the applicants would have been the most competent. Furthermore, the performance of these two pupils was notably higher than the performance of the two Kanervalala school pupils (2 and 6). However, Kanervalala sixth graders are automatically accepted to continue their studies in the CLIL class of Lyseo comprehensive school.

Table 7. Summary of essays written by applicants who were not chosen to CLIL class

Applicants not accepted by test		
Pupil	points	the CEF level
10	15	A1.3+
13	10	A1.2
15	13	A1.3
16	19	A2.1
17	12	A1.2+
19	13	A1.3
Max score	20	
average	13,7	A1.3
range	(10,19)	
standard deviation	3,1	

Finnish essays

This group had an average of 29.2 out of 50 points, the lowest of the three groups but still notably high, 60% of the full score. All groups performed generally well in the Finnish essay, as only a few pupils received lower scores. The rejected group's results ranged from 22 to 35 points with a deviation of 5.3. The deviation is the lowest of the three groups, but with only minor difference.

As the overall aptitude test results of this group indicate (table 6), pupils 10, 15 and 16 performed well in the aptitude test but were rejected. They were considerably better than the other three rejected applicants of this group. Pupil 10 obtained the score of 109 out of 150 points, pupil 15 obtained 107.5 points and pupil 16 obtained 108 points in the aptitude test. These aptitude test scores were less than 2 points lower than the lowest score of the accepted CLIL class applicants. In other words, the difference in the aptitude test scores between these three pupils and the lowest scores of the accepted applicants is rather small. As all three pupils performed well in the English sections of the test, the reason for the rejection of these pupils was their Finnish essay scores. These scores varied from 22 to 30 points, where the maximum score was 50 points.

No significant difference was found in the Finnish essay scores between the three rejected pupils (10, 15, and 16) and the automatically accepted Kanervalva pupils. However, compared to the accepted CLIL class applicants these three pupils got significantly lower scores from the Finnish essay ($t=2.3$, $df=7$, type of test: two tailed, $p=0.05$). Even though the Finnish proficiency of these three pupils was significantly lower compared to the accepted CLIL class

applicants, they were not significantly lower compared to the automatically accepted pupils. Therefore, the rejection of these three pupils is not justified and seems unfair.

4.4 The linguistic proficiency of automatically accepted (Kanervala) pupils

Table 8. The assessment of aptitude test results of the automatically accepted pupils

Researcher's assessment of automatically accepted pupils									
Pupil	listening comp. A	listening comp. B	reading comp. A	reading comp. B	Text structure	Vocabulary	Eng. Essay	Finn. Essay	Combined score
1	10	10	9,5	10	19,5	19	18	28	124
2	7	7,5	2,5	1	10,5	15	10	22	75,5
3	7	8,5	6,5	8	14,5	19	16	35	114,5
4	10	9	7,5	9	18	20	18	37	128,5
5	10	9	8,5	9	19	19	19	45	138,5
6	4	6	4	5,5	5,5	10	8	24	67
7	7	5	10	10	16	18	17	40	123
8	4	6	8	8	10,5	14	14	36	100,5
9	10	10	9,5	10	18,5	18	18	35	129
Max score	10	10	10	10	20	20	20	50	150
mean value	7,7	7,9	7,3	7,8	14,7	16,9	15,3	33,6	111,2
range	(4,10)	(5,10)	(2,5,10)	(1,10)	(5,5,19,5)	(10,20)	(8,19)	(22,45)	(67,138,5)
standard deviation	2,5	1,9	2,6	2,9	4,9	3,3	3,9	7,5	25,0

The above table shows the overall assessment of the automatically accepted CLIL class applicants. The group consists of only nine pupils, and no significant statistical difference was found when comparing this group to the other two groups. The average score was 111.2 out of 150 points, the second best performance out of the three groups. The points ranged from 43 to 96 and the standard deviation was 25.0, which clearly stands out as the highest of the three groups. The scores are not consistent as there is significant variation between the pupils. The

majority of the pupils (7 out of 9) performed well but two pupils performed poorly; subjects 2 and 6 got low scores in almost all exercises. It is notable that the scores of these two pupils were even below the scores of the rejected pupils. These two weaker pupils, however, have some difficulties in learning English and are therefore receiving remedial instruction. These pupils are hypothetically excluded from the group at the end of Kanervala results section, in order to see how this would affect the performance of the rest of the group (the remaining 7 pupils).

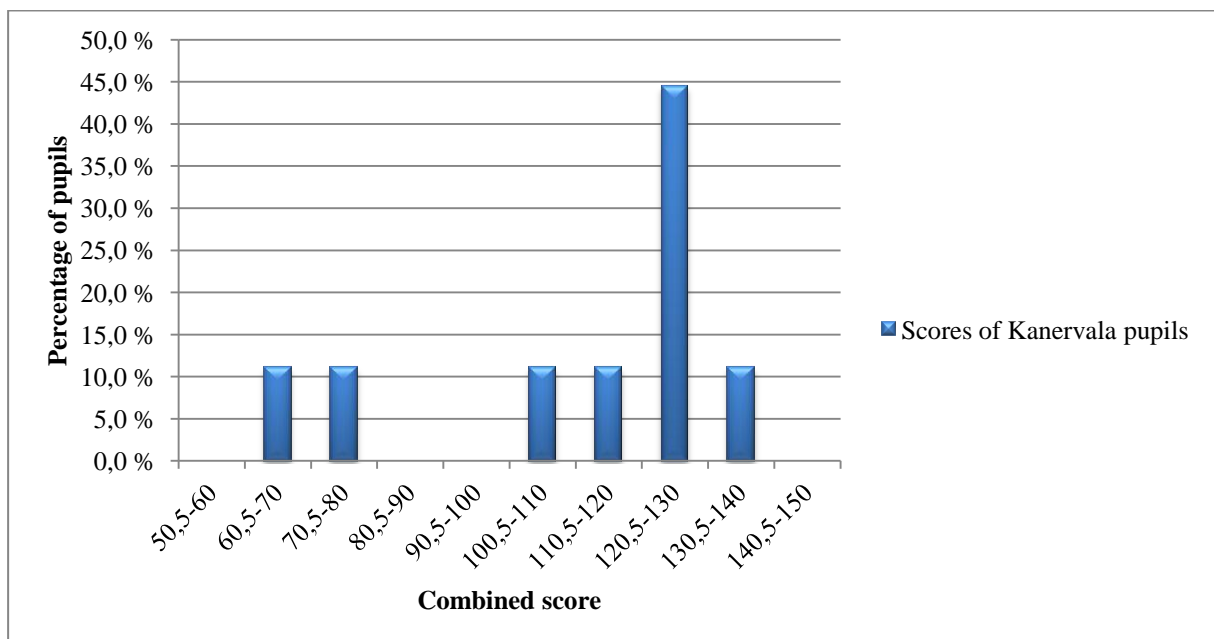


Figure 4. Test score distribution of automatically accepted (Kanervala) pupils

As already mentioned, there was variation between the pupils and the scores of two pupils were considerably lower than the scores of other pupils in this group. Figure 4 above illustrates this distribution. It is notable that between subjects 2 and 8 there is a gap of 25 points, which is also visible in figure 4 as a gap. Also notable is the 45% peak at 120.5-130 points which implies a high level of proficiency.

Listening comprehension A and B

The Kanervalu pupils performed similarly to the already accepted pupils in the listening comprehension exercises. The average for listening comprehension A was 7.7 and listening comprehension B 7.9. In both of these sections the highest score (10) was reached by a couple of pupils whereas the lowest score in exercise A was 4 and in exercise B 5. The standard deviation was the lowest in listening comprehension B compared to all the other sections of the test, being 1.9.

Reading comprehension A and B

The scores varied notably between the pupils, as the deviations were 2,6 and 2,9 for these exercises. The average score for reading comprehension A was 7.3 out of 10 points whereas the reading comprehension B had the average of 7.8 points. In both of these sections, a couple of pupils reached the maximum score. The lowest scores in the study were found in the reading comprehension sections. In exercise A the lowest score was 2.5 points and in exercise B it was only 1 point. Both of these low scores were from the same pupil. To contrast, there was also a pupil who obtained full points from both of the exercises.

Text structure

This exercise had a high standard deviation of 4.9. The maximum score in this exercise was 20 points. The range of points was from 5.5 to 19.5 points. The average of this section was 15.7 points. It is notable that four pupils scored 18 or above in this section.

Vocabulary

In the vocabulary section, the average for the Kanervalä sixth graders was 16.9 out of 20 points, ranging from 10 to 20 points. The high average with a low deviation (3.3) indicates a high performance in this exercise.

English essays

The range of the Kanervalä sixth graders' scores from the essay varied from 8 points to 19 points. The group was quite heterogeneous with a standard deviation of 3.9. The average score places second among the other groups, being 15.3. One pupil reached the score of 19 and two the score of 18. The average CEF level of the pupils was A1.3+, which is the stage of functional elementary proficiency. All of the pupils who reached a score of 18 or above had reached level A2.1, which is the first stage of basic proficiency. Subjects 2 and 6 received, as they did overall, lower points than the others. Two thirds of this group reached the level of A1.3+ or above. The table below illustrates the points and CEF levels of the nine automatically accepted pupils

Table 9. Summary of English essays written by the Kanervalä sixth graders

Automatically accepted applicants		
Pupil	points	CEF level
1	18	A2.1
2	10	A1.2
3	16	A1.3+
4	18	A2.1
5	19	A2.1
6	8	A1.2
7	17	A1.3+
8	14	A1.3
9	18	A1.3+
Max score	20	
average	15,3	A1.3+
range	(8,19)	
standard deviation	3,9	

Finnish essays

Ranging from 22 to 45 points, this group contains one of the two highest scores from this essay (the other being from the first group). The average score was 33.6 out of 50 points with a deviation of 7.5 points. According to these statistics, this group's results were very similar with the accepted CLIL class applicant group with two notably lower scores. The performances of the two clearly weaker pupils have distinctly skewed the overall results for this group.

The hypothetical exclusion of the two weaker pupils of Kanervalä group

As there were two clearly weaker pupils in the Kanervalä group, a hypothetical exclusion of these pupils from the Kanervalä sixth graders group was made for the purposes of this study. The average of this group without the two weakest subjects (2 and 6) was 122.6 out of 150

points, which is slightly higher than the average of the accepted CLIL class applicants group (121.1 out of 150). This high average supports my hypothesis that the Kanervala sixth graders will perform the best in the aptitude test. This exclusion is justified as one pupil is receiving special remedial instruction in English and the other has an individual educational plan in the English language. Therefore, these two pupils should not be assessed on the same standards as the other pupils.

It is clear from the aptitude test results that two of the least able pupils are clearly the weakest compared to all the other pupils. They are even weaker in their aptitude test performance than the rejected applicant whose aptitude test performance was the lowest. It could be questioned, whether CLIL education is the right place for these two less able pupils. Furthermore, the aptitude test results of these two pupils indicate that they also have difficulties in the Finnish language. Previous studies have shown that language difficulties in one's mother tongue should lead to the elimination of the CLIL class applicant (Nikula 1997: 35). In addition, the teaching becomes more demanding in the secondary school level due to more complex concepts and terminology. Therefore, these two pupils are in a disadvantaged position, as they have language difficulties and might not have acquired the demanded language proficiency in either of the languages. Even if they do have average language skills and seem to have managed in the CLIL class in the primary school level, it has to be taken into account that the teaching in the secondary school level is more demanding in general and especially in CLIL education. However, as these two pupils are automatically accepted to continue their studies in the CLIL class of Lyseo comprehensive school the need for support and remedial instruction should already be taken into account in the school.

Whether Kanervalä sixth graders deserve an automatic place in the CLIL class is questionable. In order for the CLIL class to be homogenous, all the potential future pupils should be tested. In other words, also the Kanervalä sixth graders should be tested and if the objective is to acquire a homogenous class, then an automatic place into the CLIL class should not be given to anyone. The performance of the two weakest Kanervalä sixth graders was poorer than the performance of any applicants. It is worth noting, that there were three applicants (pupils 10, 15 and 16), who performed rather well in the aptitude test but were rejected. Would they have been more suitable pupils for the CLIL class? On the other hand, as the two weak Kanervalä sixth graders have studied six years in a CLIL education, they might have acquired adequate spoken and communicative skills. If the spoken and communicative proficiency had been tested, then these two pupils might have performed much better compared to the formal aptitude test.

4.5 Summary of English essays between the three groups

The linguistic proficiency of applicants was tested by the aptitude test and the score that they reached in the test measured their performance. The applicants accepted to CLIL class had the highest average score. This group was also the most homogenous. Figure 8 shows the points that the applicants received from the essay within each of the three groups. Each bar represents a different pupil. As seen from the figure below, the first group, the accepted CLIL class applicants (6) had consistently high scores. When the second group, the rejected CLIL class applicants (6), is observed, the figure illustrates the variation in the points of applicants. The performance was similar among five of the applicants, whereas one of them scored very high in the essay. There is also a lot of variation in the essay points of automatically accepted CLIL class pupils of Kanervalä School (9). Even though most of them performed well (6) there

were two pupils whose performance was poor. As mentioned above, this skewed the results of the whole group.

The essay scores were also compared to the CEF levels. Notably, two thirds of all pupils reached the level of A1.3+ or above. The lower third was divided between the three lower CEF levels. 34 percent of the pupils reached the level of A2.1, which indicates a high performance, as this is the level, which should be reached at the end of comprehensive school. This distribution is illustrated in Figure 6 (next page).

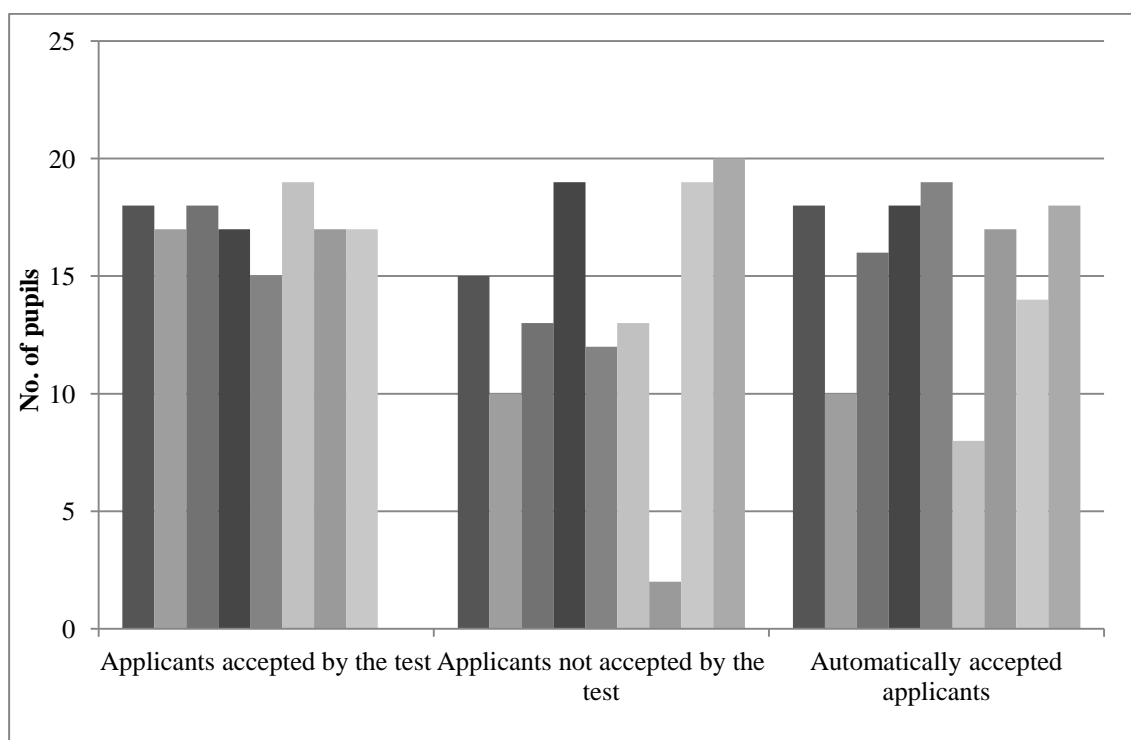


Figure 5. Summary of the points given from the essays of three different groups

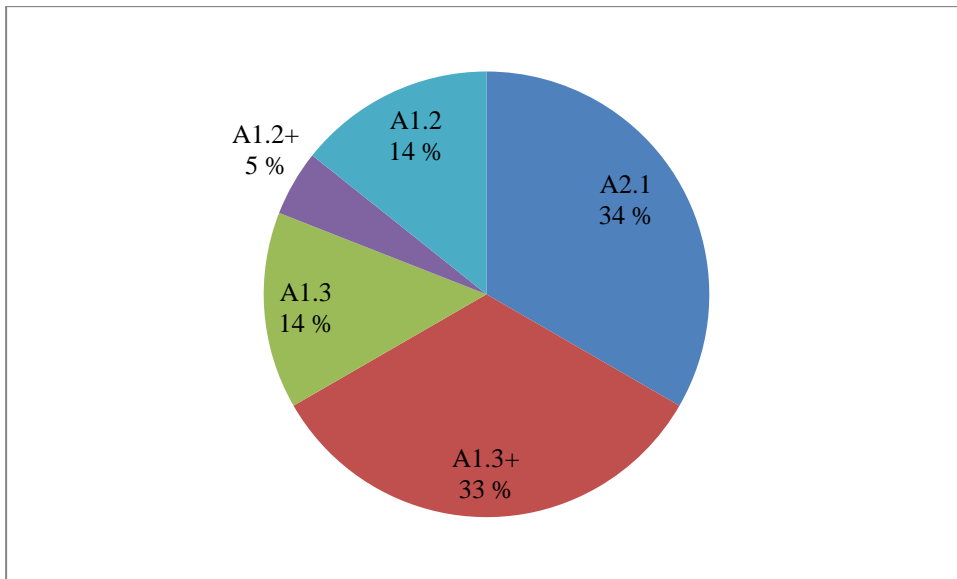


Figure 6. Distribution of the CEF levels of all pupils according to the English essay scores

4.6 Summary of the overall results of the aptitude tests

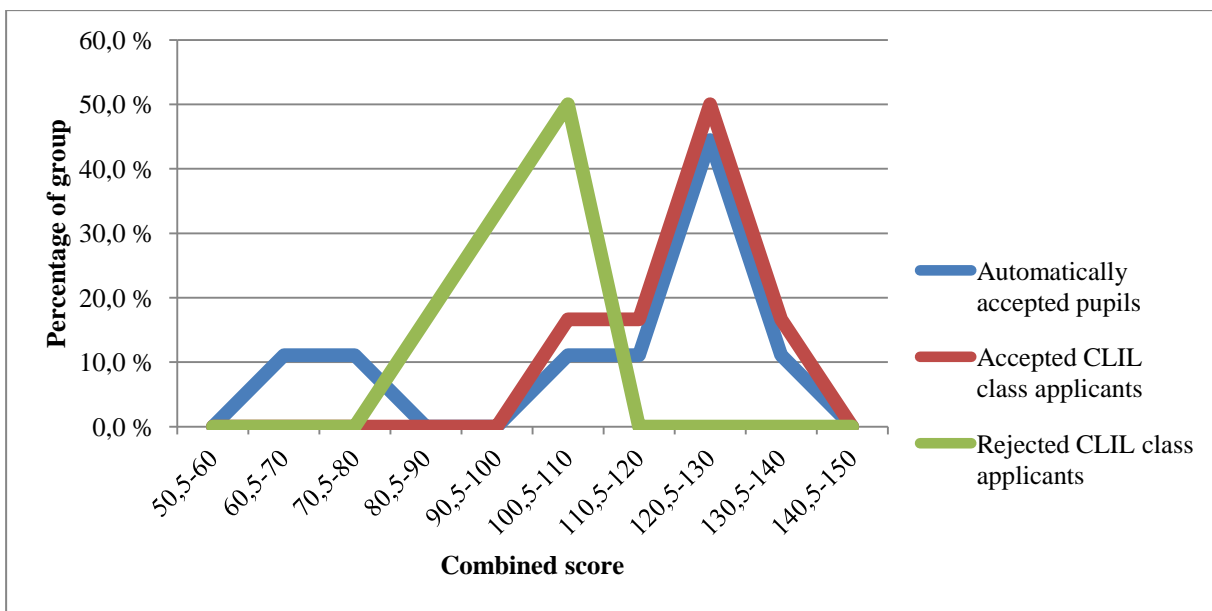


Figure 7. Comparison of the score distributions of the three groups

Figure 7 shows the distributions of all three groups in relation to each other. The rejected CLIL class applicant group's high peak is lower than the others', situated around 100 points. The other two groups have their high peaks in the same region, at around 125 points, but the Kanervalva group differs with their high deviation. Especially the two low-performing Kanervalva pupils are placed even below the rejected CLIL class applicants. The lowest score by which a pupil was accepted to the CLIL class was 109.5 out of 150 points. This corresponds to 73% of the full points. Notably, the lowest score of the automatically accepted pupils was 67 points, corresponding to 44.7% of full points.

The difference between the lowest performance of the accepted CLIL class applicants (109.5) compared to the lowest performance of the automatically accepted Kanervalva sixth graders (67) is vast. The performances of the two weakest Kanervalva pupils were lower than the performance of any of the CLIL class applicants. It is questionable whether these two pupils deserve the place in the CLIL class of Lyseo comprehensive school merely because they have studied six years in the CLIL class of Kanervalva School. It would be justified to exclude these two pupils from the future CLIL class and offer a place to the applicants who performed well in the aptitude test instead. It seems rather unfair that these two pupils have substantially lower level of English than any of the applicants but they are still allowed to continue their studies in the CLIL class. However, this decision to give the Kanervalva pupils an automatic right to continue their CLIL studies in Lyseo comprehensive school was made by the town council of Joensuu.

To contrast, it can also be argued that even though the performance of these two weaker pupils of Kanervalva School was very low, they might have succeeded well if their oral skills

would have been tested. Even though these two pupils are not linguistically talented in the traditional sense, which was measured in the aptitude test, oral testing could have shown their oral competence. If these two pupils are orally competent and able to communicate in English then their place in the CLIL class is justifiable.

4.7 English teachers' assessment of aptitude tests

One aim of my study is to examine whether the assessment of the aptitude tests is similar between the English teachers of Lyseo comprehensive school and the researcher. This concerns only the assessment made of the CLIL class applicants (12) as the researcher only assessed the pupils who were automatically accepted. The following tables illustrate the marks that the teachers and the researcher gave in different sections to the applicants of the CLIL class. The researcher's assessment (table 10) is compared to the teachers' assessment (table 11).

Table 10. The overall assessment of aptitude tests by the researcher

Researcher's assessment									
Pupil	listening comp. A	listening comp. B	reading comp. A	reading comp. B	Text structure	Vocabulary	Eng. Essay	Finn. Essay	Combined score
10	8,5	7,5	7	8	17	16	15	30	109
11	8	7,5	8,5	9	18,5	18	18	45	132,5
12	9	8	9	8	18	19	17	37	125
13	3	6	5,5	6	8,5	18,5	10	35	92,5
14	8	6,5	9,5	8	18,5	17	18	38	123,5
15	9	5,5	9	7	18,5	17,5	13	28	107,5
16	8	8	8	7,5	17	18,5	19	22	108
17	7,5	7	6	8	14	14	12	25	93,5
18	8	9,5	7	9	16,5	17	17	38	122
19	3,5	4	3	2,5	10	11	13	35	82
20	9	4,5	7	8	14	17	15	35	109,5

	21	8	7	10	10	18,5	19,5	19	22	114
Max score		10	10	10	10	20	20	20	50	150
mean value		7,5	6,8	7,5	7,6	15,8	16,9	15,5	32,5	109,6
range		(3,9)	(4,9.5)	(3,9.5)	(2.5,9)	(10,18.5)	(11,19)	(12,19)	(22,45)	(82,132.5)
standard deviation		2,0	1,6	2,0	1,9	3,4	2,4	3,0	7,1	16,4

Table 11. The overall assessment of aptitude tests by the English teachers of Lyseo comprehensive school

Lype assessment									
Pupil	listening comp. A	listening comp. B	reading comp. A	reading comp. B	Text structure	Vocabulary	Eng. Essay	Finn. Essay	Combined score
10	9	7,5	8	8	16,5	16	15	31	111
11	8	8,5	8,5	9	18,5	18	19	43	132,5
12	10	8,5	10	8	18	19	18	34	125,5
13	3	6	6,5	6	8	18	11	37	95,5
14	8	7	9,5	8	18	17	18	36	121,5
15	9,5	6	9	7	18	17,5	17	30	114
16	8	8	8	7,5	16,5	17,5	19	24	108,5
17	8	7	8,5	8	13,5	13	14	28	100
18	8,5	9,5	7,5	9	16	17	17	35	119,5
19	4	5	3	3	10	10	15	35	85
20	9	5	7	8	15	17	15	39	115
21	8	7	10	10	18,5	19,5	20	23	116
Max score	10	10	10	10	20	20	20	50	150
mean value	7,8	7,1	8,0	7,6	15,5	16,6	16,5	32,9	112,0
range	(3,10)	(5,9.5)	(3,10)	(3,10)	(8,18.5)	(10,19.5)	(11,20)	(23,43)	(85,132.5)
standard deviation	2,1	1,4	1,9	1,8	3,4	2,6	2,6	5,9	13,3

The correlation of the aptitude test scores between the assessment of the teachers and the researcher was 0.98, which implies a strong correlation. In the assessment of the English teachers the mean value of the overall aptitude test was 78.0, whereas in the assessment of the researcher it was 76.3. This means that the assessment of the researcher was stricter than the

assessment of the English teachers, although not on a significant level. The same difference can be seen from the following distribution figures.

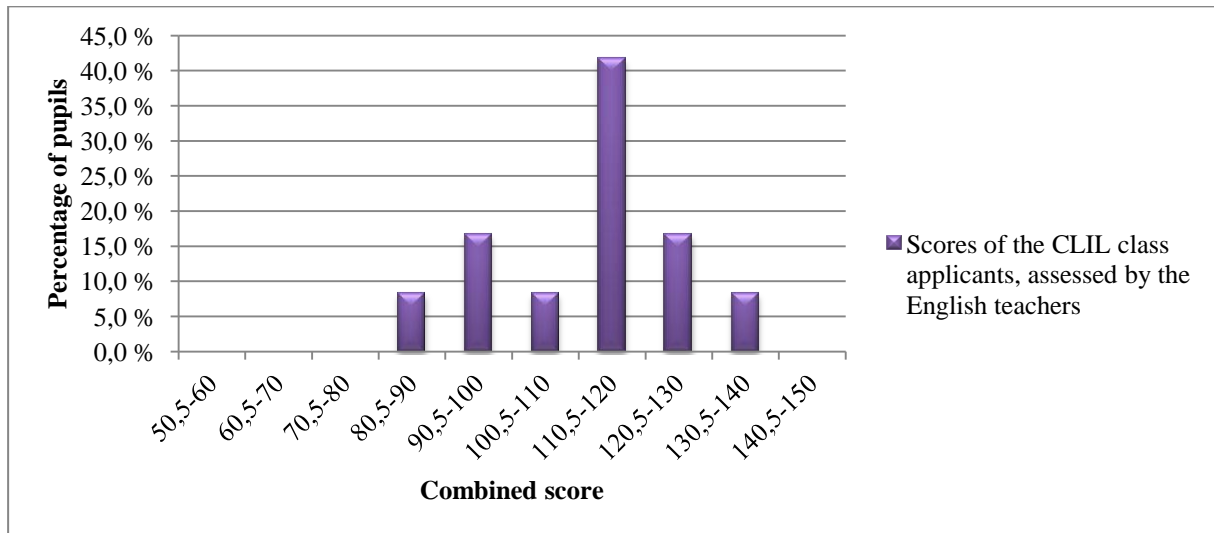


Figure 8. Score distribution of the CLIL class applicants, assessed by the teachers

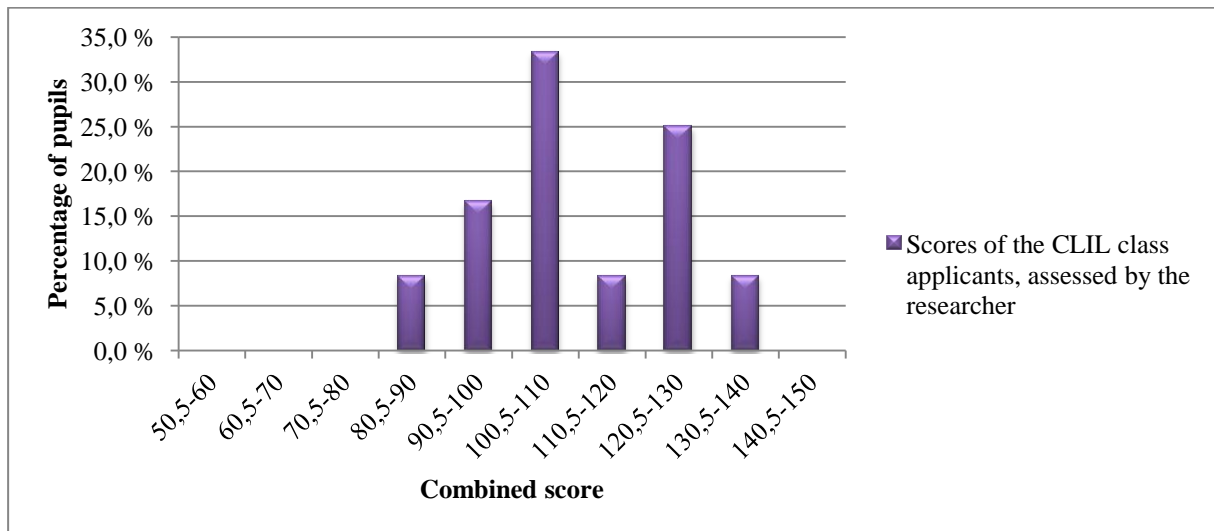


Figure 9. Score distribution of CLIL class applicants, assessed by the researcher

When comparing figures 8 and 9, the only visible difference is a slight shift in the distribution as the top column is divided to the adjacent columns. This difference is not, as mentioned, in any way significant. The minor differences of the two assessments are also illustrated in figure 10 with a linear regression. The points clearly lie close to the trend line.

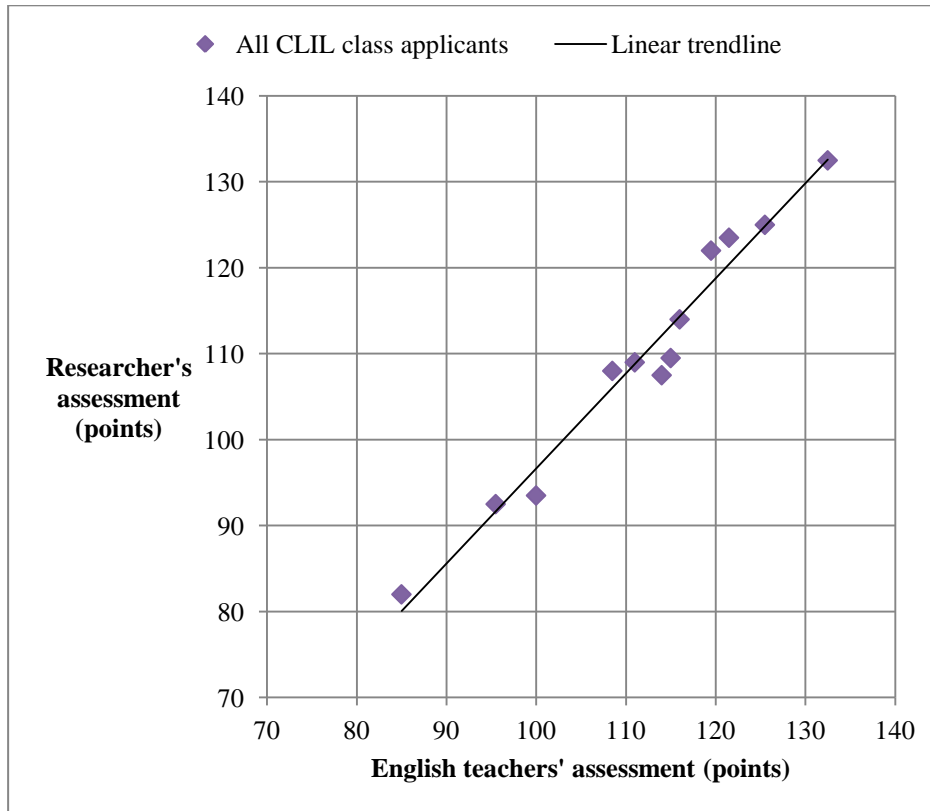


Figure 10. Comparison of the researcher's assessment on the vertical axis and the English teachers' assessment on the horizontal axis, each dot representing a single CLIL class applicant. A linear trend line is also illustrated.

The high correlation of 0.98 is clearly visible in the figure above. Each dot represents each CLIL class applicant with the horizontal position corresponding to the English teachers' assessment and the vertical position to the researcher's. As the dots lie close to the trend line, the two assessments are very similar.

4.8 Self-assessment of oral skills by all pupils

All 21 pupils filled in a self-assessment form concerning their spoken skills in English. The table below illustrates the averages of each level for each pupil. The averages are calculated converting the three choices for each question to numbers 1-3. Number 1 corresponds to “I need a great deal of help”, number 2 corresponds to “I need a little help” and 3 “I can do independently”. The average of some pupil’s decreases as the CEF level gets higher which is understandable. There are also pupils whose averages increase towards the higher level. This might indicate that the pupil has misunderstood the self-assessment form.

Table 12. The averages of self-assessments of oral skills

	Average						
Pupil	A1	A2	B1	B2	C1	All levels	Aptitude test score
1	3,00	3,00	2,94	2,88	2,86	2,94	124
2	2,50	2,60	2,56	2,35	2,14	2,43	75,5
3	2,90	2,68	2,56	2,76	2,43	2,67	114,5
4	3,00	2,92	2,88	3,00	2,57	2,87	128,5
5	2,90	2,92	2,94	2,76	2,71	2,85	138,5
6	2,70	2,28	2,13	1,65	1,43	2,04	67
7	3,00	2,96	2,81	2,76	2,14	2,74	123
8	2,80	2,24	1,81	1,29	1,29	1,89	100,5
9	2,75	2,60	2,31	1,88	1,71	2,25	129
10	2,70	2,80	2,50			2,67	109
11	2,89	2,48	2,40	2,06	2,29	2,42	132,5
12	2,90	3,00	2,93	2,56	2,00	2,68	125
13	2,55	2,48	2,00	1,65	1,43	2,02	92,5
14	3,00	3,00	3,00	3,00	3,00	3,00	123,5
15	3,00	3,00	3,00	3,00	3,00	3,00	107,5
16	2,58	2,72	2,56	2,38	2,14	2,48	108
17	3,00	2,88	2,63	2,00	1,71	2,44	93,5
18	3,00	3,00	3,00	2,88	2,57	2,89	122
19	2,80	2,76	1,94	1,82	1,29	2,12	82
20	2,70	2,52	2,06	1,76	2,14	2,24	109,5
21	2,80	2,96	2,81	2,65	2,14	2,67	114

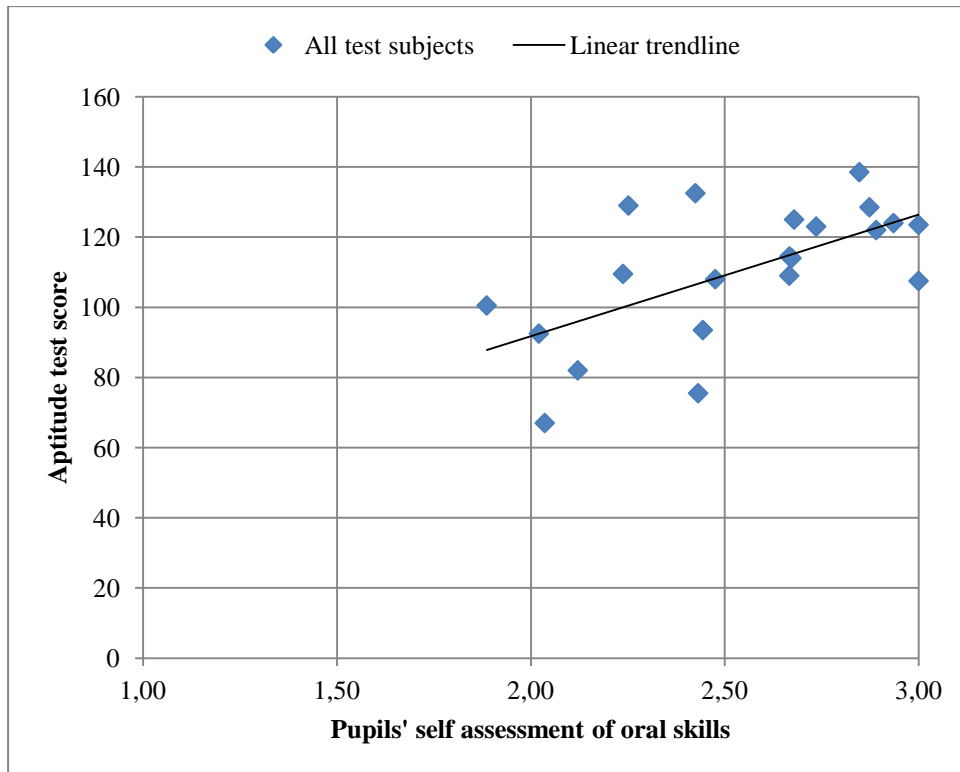


Figure 11. Comparison of pupils' self-assessment on the vertical axis and the aptitude test score on the horizontal axis, where each dot represents a single test subject. A linear trend line is also illustrated.

In the above figure each dot represents a single applicant with the vertical position corresponding to the aptitude test score and the horizontal position to the average self-assessment. The self-assessment values range from 1 to 3, corresponding to the three selections as mentioned on page 72. The correlation between these two results was 0.62, implying a notable dependence between the pupils' self-assessments and the aptitude test scores. This dependence can be seen in the figure as most of the dots lie close to the trend line. The self-assessment of oral skills followed the aptitude test score to some extent. In other words, if the pupil assessed his/her oral skills highly and marked them as 3 (the highest mark), then they generally also had a high aptitude test score. However, the pupils' trouble with understanding the self-assessment form and possible lack of motivation might distort the results.

Some conclusions can, however, be drawn from individual pupils' results. For example, pupils 10, 15 and 16 were not chosen for the CLIL class based on their aptitude test results but they all assessed their spoken skills rather high. Number 10 had an average of 2.67 out of 3, the average of pupil 15 was 3 and the average of pupil 16 was 2.67 (see table 12). This might indicate that if a test measuring spoken skills would have been included in the aptitude test, these pupils might have been chosen to CLIL class instead of pupils who were chosen to CLIL class based on the aptitude test results only. In addition, pupil 16 reflected in the feedback form that he/she was not able to show his/her language proficiency in the test. He/she also viewed that the aptitude test was missing the testing of oral skills. These two pupils would have undoubtedly benefitted from the possibility to show their oral proficiency in the test. If the testing procedure would have included an interview, these pupils might have been chosen into the CLIL class.

4.8 Applicants' feedback on the aptitude test

The CLIL class applicants (12) gave feedback on the aptitude tests. First, pupils had to answer whether they thought the test was easy (1), appropriate (2) or difficult (3). The average for this group was 2.2 out of 3, which indicates that most of the pupils regarded the aptitude test as appropriate but slightly difficult. This is an excellent result since the test should indeed be challenging.

42% of the applicants viewed that they were not able to demonstrate their language proficiency in the test. The large percentage further indicates (as mentioned above) that the pupils would have clearly benefitted from oral testing. This indicates that the test failed to sufficiently test the linguistic proficiency of pupils. 58% felt that they were able to demonstrate their language skills in the test. Interestingly, the replies did not follow the pattern of pupils not

accepted to CLIL class answering that they were not able to demonstrate all their competence in the test or vice versa. In fact, some pupils who were selected were of the opinion that they did not get a chance to demonstrate all their skills in the test. Likewise, some pupils who were not chosen to the class felt that they were able to sufficiently demonstrate their skills.

The easiest section of the test was the reading comprehension exercise according to 33% of the pupils, and vocabulary and text structures according to 33%. 25% considered the essays as the easiest section of the aptitude test. 50% of the pupils regarded the listening comprehension exercises as the most difficult section of the aptitude test. Reading comprehension, the Finnish essay and the English essay were also mentioned once in the feedback forms. It is understandable that pupils considered the listening comprehension as the most difficult section. The extracts that were included in the test were challenging and only played once.

There was also a question regarding what the pupils felt was missing from the aptitude test. 33% of the pupils would have preferred some kind of oral section to be included into the aptitude test. More vocabulary exercises and an exercise including formation of sentences were hoped for by 8%. The pupils were also asked what was tested too much in the aptitude test. 25% answered that there was too much writing involved in the test. The same number (25%) thought that there were too many listening comprehension exercises. 8% viewed that there were too many sections that measured understanding.

Pupils were also asked to evaluate the aptitude test in their own words. Two pupils answered that the test was simply adequate or “ok”. One pupil responded that it was difficult, another

thought that it was quite easy but unilateral. One pupil reflected that it was long and difficult. Furthermore, one pupil thought it was challenging. Only one pupil had a truly positive view of the test as he/she regarded the test as excellent. These replies indicate that pupils had mostly a negative view of the test. They thought it was too long and too difficult. A couple of pupils had a neutral view and one pupil had a positive view. To conclude, the pupils considered the test as mediocre but slightly difficult. Many pupils mentioned that an oral section should have been included into the aptitude test.

4.10 Interview of the English teachers

The interview of the two English teachers consisted of questions concerning the future CLIL class, the planning and the assessment process of the aptitude tests and finally, views on how to develop the aptitude test in the future. The aims of the interview were to reveal the opinions and attitudes of the two English teachers and to gain new information concerning the planning of the entrance exams. In addition, one of the objectives was to reveal the justifications for structuring the test. Both of the teachers reported participating in the planning of the CLIL class rather late, only in late autumn. Teacher 1 sums up her feelings about the involvement in the planning as follows:

1: Se alkusyksy oli sellaista, et kukaan ei meille tullu siitä yhtään mitään sanomaan. Ja sitten yhtä äkkiä se komento kävi, että noniin tehkää se koe, että se sitten piti kuitenkin rutistaa aika...tiheeseen tahtiin.

1: The beginning of autumn was such that no one came to us to say anything about it. And then suddenly the order came that well then, do the test, so it had to be done on a quite... quick pace.

The planning of the aptitude test

The teachers were asked to describe the start and the basis of the aptitude test planning process. The roles and responsibilities of the teachers were not conveyed from their replies. Teacher 1 explained that she had been preparing by doing some background search on CLIL education in general and of the testing of pupils. She had contacted other CLIL schools to ask what sort of student selection they use.

1: Joo, oon tehnyt sitä taustatutkimusta ja no sitte toinen oli tietysti, et me käytiin siellä Kanervalan koululla vähän niinku haistelemassa sitä heidän tasoaan, että mitä nyt vois niinku vaatia heidän vastaavan tasosilta niinku oppilailtaan.

1: Yes, I've done some background search and then another thing was, of course, that we visited Kanerval School to sort of sniff around their level, so that we'd know what could be demanded from similar kind of pupils.

The teachers were asked about the criteria that they had as a basis for the planning of the aptitude test. Teacher 2 explains the criteria they had in mind while planning the aptitude test. It seems that the teachers did not have any clear criteria in mind. They seemed most likely had general guidelines, but evidently relied mostly on their experience and proficiency as language teachers.

2: Ja sit toisaalta meillä oli tavoite tehdä sellainen koe, joka on riittävän erotteleva että saadaan ne oppilaat laitettua tota noin niin jonoon, koska sehän on semmonen mitä haluttiin. Eli pitää olla semmonen riittävän niinku vaativa.

2: And then, on the other hand, we had a goal to plan the kind of exam that is sufficiently differentiating, so that the pupils can be put into a queue because that's what we wanted. In other words, it has to be, like, sufficiently differentiating.

As can be seen from the answer above, the basis for planning was to construct a test that would be differentiating enough. Teacher 1 talked about her experience as a teacher and explained that she used the seventh grade level requirements as the basis for the test.

1: Niin ja niistä parhaista oppilaista semmosessa niinku seiskaluokalla, niin sitten tiesi että sen pitää olla niinku vielä heidänkin ainakin heidän tasosilleen

1: So from the best pupils in the seventh grade, from them we knew that it [the test] has to be at least at their level

Teacher 1 also referred to their experience in working as a language teacher as one factor, which aided the planning of the test. She explained that they both have a good view of what is the average level of an average seventh grader and therefore knew that the test would have to be at least as demanding as the tests done in the seventh grade.

1: Ja kun meillä nyt on molemmilla pitkä kokemus. Meillon molemmilla niinku hyvinki mutu-tuntuma esimerkiksi normaalist seiskaluokasta.

1: And because we both have long experience. We both have a good gut feeling about, for example, a normal seventh grade.

The test consisted of several sections as mentioned already in the methodology section of this study. The teachers were also asked to elaborate upon why these particular sections were chosen for the aptitude test. Teacher 1 stated that the exercise types chosen are the most typical in this type of testing, referring to other entrance exams, such as matriculation exams. Nikula, (1997) however, states that tests are actually quite rarely used in selecting students to CLIL classes. If some selection criteria are, however, used, it can vary from viewing the grade of English and mother tongue from the school certificate to interviewing the applicants. There are no standard criteria used in Finland when selecting pupils for a CLIL education. Therefore, the teachers relied on their experience and planned a similar type of exam that they use when testing what their pupils have learned during the school year, which is an interesting way to plan an aptitude test.

1: No ne nyt on ne tyypillisimmät poislukien nyt tämän suullisen, jonka ois nyt voinut tietysti hyvin perustella et sen ois pitänyt siinä olla, mut et kaikki muut kielen osa-alueethan ne nyt on jotka toistuu nyt näin vois sanoa et missä tahansa kielen kokeessa, et on sitten pääsykokeet tai...

1: Well they are the most typical excluding now this oral test, which could of course have been justified that it should have been in it, but that all of the other linguistic sub-branches are those that are repeatedly found in, you could say, whichever language test, would they be entrance exams or...

The oral testing was left out for many reasons. Firstly, teacher 1 explained that they did not have the information, for whatever reason, of how many pupils were participating to the test until the middle of December, although the test was to be held already on the 5th of January. As the teachers did not know how many pupils would be participating in the aptitude test, they perceived organising an interview or some form of oral testing for a large amount of applicants as time consuming. One reason for leaving out the oral testing were these practical arrangements that the teachers decided not to do. There were clear differences in the views of the teachers considering the oral testing. Teacher 2 saw it as unnecessary, whereas teacher 2 saw that it would have been justified to be included in the test. Teacher 2 sums up her feelings towards the oral testing:

2: Sä pidät sitä tärkeenä. Mä en niinku välttämättä. Mä oon sitä mieltä et jos toi niinku, jos nyt näyttäytyis siltä että tämä testi tällaisenaan erottelee ja tuo meille riittävän hyviä englannin kielen oppijoita niin musta se riittää.

2: You consider it important. I don't necessarily. My opinion is that if this functions, if it would look like this test in itself makes variation and brings us good enough learners of English then I think it is enough.

Teacher 1, however, seems to recognise that the testing of oral proficiency might have been beneficial. She describes and justifies why it could have been included in the test. She is of the opinion that the testing would have been justified because it would be beneficial to have as similar pupils in the class as possible. As Nikula (1997) states, teachers view heterogeneous classes as one of the greatest challenges when organizing the teaching of a CLIL class. She is aware that sixth graders of Kanervalva School are orally proficient and that this would have justified testing the oral skills of applicants, to ensure a similar level in spoken production skills.

1. ...mä oon nyt lähinnä, jotta he ois lähinnä niinku taidoiltaan samankaltasia kun ne mitkä tulee Kanervalasta, jotka selkeesti ovat niinku suullisesti...

2: ...I just primarily think that they would primarily be similar by their skills to all of them who come from Kanerval School, who are clearly orally [competent]...

Teacher 2 challenged the view of teacher 1 by stating that all of the sixth graders of Kanerval School were not in her opinion orally skilled. They had been observing the lessons of the sixth grade most likely only a few hours and the teachers were basing their assumptions of the pupils' language proficiency on these few hours of observation. Teacher 1 further justified her view of oral testing as follows:

1: ...mut olihan siellä suullisesti taitavia ja sitten jo ajatuksena kuitenkin on, että sitä luokkahuonekeskustelua ja opetustilanteita käydään niinku englanniksi niin sanotusti vastavuoroisesti niin silloin sillä niinku vaaditaan siltä oppilaalta myös suullista kielitaitoa eikä vaan tämmöstä niinku passiivista kielitaitoa.

1: ...but there were orally skilled pupils and as the idea anyway is that classroom conversation and teaching situations are in English consequently in interaction, so the pupils are also demanded oral skills and not just passive language proficiency of this kind.

Teacher 1 recognises that the oral skills of Kanerval sixth graders are strong and therefore recognised that the other pupils could have been tested in order to get a more homogenous class, sharing similar preparedness in oral skills. Furthermore, teacher 1 seemed to be aware that the test they planned focused merely on testing passive language proficiency. These were the justifications of the teachers to leave out the testing of oral skills. Teacher 2 had a clear view that the testing was unnecessary and stated that it should be avoided if possible. This statement seems to reflect the personal opinion of the interviewee and it cannot be considered a valid justification for the exclusion of oral testing. Teacher 1 mentioned one further justification of why the testing of oral skills was left out of the test:

1: Toisaalta tää on tämmönen ikuisuuskyseminen, tää suullisen testaamisen, se et opettaja pelkää sitä suullista testiä ja sitä et miten se pitää sit objektiivisesti tulisi arvioitu.

1: On the other hand, this is a sort of an eternal question, this oral testing, that the teacher is afraid of oral testing and that how it would be assessed objectively.

Teacher 2 points out that even the assessment of essays cannot be considered very objective but agrees with teacher 1 that assessing oral testing is even more challenging than assessing pupils written production skills.

2: sinänsä aineen arviointikaan ei ole mitenkään kauheen objektiivista, mut kyllä sen suullisen arviointi on ainakin niillä mittareilla mitä nyt on, niin mun mielestä se on kyllä aika vaativaa.

2: Such is the case with assessing the essays, as it is not very objective either, but this oral testing is, at least with the indicators that exist, in my opinion it is quite challenging.

It was clear from the replies that both teachers saw assessing oral proficiency as challenging and were afraid to use this form of assessment. They seemed to rely on the testing which was familiar to them in their everyday work as language teachers. Altogether, the teachers felt confident about their test and considered it to be well planned, even though teacher 1 was hesitant about whether the oral testing should have been included into the test or not. Interviewing each teacher separately could have brought the difference in their opinion out more clearly than in the joint interview.

The teachers also brought up one section of the test, the Finnish essay. They both agreed that the section was too large as it formed 30% of the total score of the test. Especially teacher 2 thought that the section testing written production skills in mother tongue received too much emphasis. This was decided on together with the teachers of Finnish and therefore the English teachers knew that the justification behind this large proportion of Finnish in the test was that the pupils' performance in mother tongue correlates strongly with success in other subjects.

They, however, disagreed with this statement, as this was not reflected in the results of the aptitude test.

The assessment of the aptitude test

The common criteria by which the teachers planned and assessed the aptitude test was discussed but it seems that the teachers did not use any concrete criteria – in any case, no criteria was discussed in the interview. Teacher 1 explained that almost all of the sections were provided with correct and incorrect answers and that they corrected the test results according only to these answers. Teacher 2 summarised the criteria on a more general level:

2: mut jos nyt ei mietitä tällä tasolla vaan niinku ylätasolla, niin siis etsitään sellasta oppilasta, joka niinku hallitsee toivon mukaan, hän ymmärtää kuulemansa, ymmärtää lukemansa, osaa tuottaa melko lailla virheetöntä, niinku pystyy tuottamaan virheetöntä kieltä ja tota, joka sit myös ja ja ..sanavaraston hallinta on melko laajaa ja rakenteet ei oo enää hakusessa. Ja korreloiko se sit sen suullisen kielitaidon kanssa, ni....

2: but if we are not thinking now on this level but on a more general level, so we are looking for a pupil who hopefully possesses [skills], he understands what he hears, understands what he reads, can produce quite error-free, like can produce error-free language and also and...possesses a wide vocabulary and the structures are not missing anymore. And does it correlate with oral proficiency well...

The teacher discusses the different sections of the aptitude test and explains that the performance of the pupils was expected to be high in all these areas. She does not explain more profoundly why these particular sections were chosen or why these would be important sections to master for a CLIL pupil.

Furthermore, one further justification for the missing oral section was that the teachers had a strong conception of oral proficiency correlating with other sections of the test. They relied on their experience as language teachers and stated that there are rarely otherwise talented pupils

who would be absolutely helpless in oral production skills. This might indicate that they viewed it would be easier in their opinion to test written than oral proficiency.

Moreover, the teachers did not consider the assessment of the aptitude test as challenging either. They considered the exercises as easy to assess since the format of the test was, for example, blank space exercises. Teacher 1 describes the assessing of the test thusly:

1: Ei siinä mitään muuta ollu kun sen kirjotelman arviointi, jossa piti niinku, piti vähän pysähtyä pohdiskelemaan ja keskustelemaan. Mut muuten se oli melkeen ihan oikein-väärin...

1: There was not anything else than the assessment of the English essays that we had to stop a little and think and have a conversation. But otherwise it was almost only correct/incorrect...

Future development of the aptitude test

The teachers were asked about whether they felt the aptitude test should be developed further in the future. The views of the teachers varied slightly. Teacher 2 was content with the test and saw no need to change it in the future, unless some serious weaknesses would arise concerning the chosen pupils. The only section that she contemplated on was the section of mother tongue in the test, which she thought received too much emphasis. She would therefore be willing to place less emphasis on the testing of skills in the mother tongue.

2: No mun mielestä nyt ainakin, sanotaanko että se on...ööö...ihan asiallisesti laadittu ja jos se tuntuu toimivan noin, mutta kyl mä, henkilökohtaisesti mua jäi kaivelemaan se äidinkielen suuri osuus.

2: Well at least in my opinion, let's say that it is ...err...quite properly formulated and if it seems to work like that, but I quite so, personally the large proportion of mother tongue left me thinking.

Teacher 1 was also predominantly content with the test. However, she reflected on whether the oral section in the test would have had any influence on the results and whether they had

made the right decisions in selecting the students. She wondered whether someone very orally proficient individual was not chosen for the CLIL class because of the format of the test. She, however, further justified their decision to not include oral section into the test by stating that if there would have been a pupil who was very skilled orally then that pupil would have also been proficient in other linguistic areas and therefore successful in the aptitude test. This statement cannot be regarded as valid – however, the teacher’s opinion is most likely based on her experience of working as a language teacher. The skills of pupils’ are not constant in different sections of linguistic proficiency but can vary from linguistic proficiency section to another. Individuals differ, for example, in their skills in different areas of proficiency. For example, an individual who has acquired the language by formal instruction and an individual who has acquired language by using it in different situations have inevitably differing language proficiencies (Huhta & Takala 1999: 182).

1: Ja minä taas jäin miettimään sitä, että jäikö rannalle sitten joku suullisesti tosi taitava, joka ei päässyt sitä taitoansa sitten näyttämään. Mutta sitten niin. Mm. Mut, et jos hän ois ollut suullisesti taitava, niin oisko hän toisaalta osannut sitten kirjallisellakin puolella näyttää jotakin, koska kyllä sitä kirjallistakin taitoa täällä sitten vaaditaan.

1: And I again, was left thinking that was then someone orally very skillful left out who was not admitted to show his/her skills. But then again. Mm. But if he/she would have been orally skilled then wouldn't he/she, on the other hand, have been able to show some skills in the written part too, because that written skill is also demanded here then.

Teacher 2 also emphasised that even though she does not see any need to change the aptitude test when it comes to the English sections she noted that the need to develop the aptitude test further might arise if the linguistic proficiency of the pupils in the CLIL class is not what they were looking for in the aptitude test.

2: Mun mielestä siinä pitää myös ottaa huomioon ihan semmoset käytännön seikat tässä vuoden aikana, että onko meille tullut sitten valittua nimenomaan joku tällöinen merkillinen tuppisuu joka ei sis saa tuotettua yhtään mitään niin silloin niinku voi pohtii sitä, mutta epäilen. Mut tää on niinku mun mielipide.

2: In my opinion these practical things have to be also taken into account during the year, that have we then chosen specifically some of this sort of tongue-tied [pupil], who is not able to produce anything [orally] so then it could be considered, but I doubt it. But this is just my opinion.

Teacher 1 agrees with teacher 2 and sees no need to change the test if the selected pupils seem to cope fine in a CLIL environment. This statement does not take into consideration the pupils who were not chosen into the CLIL class but might have been very suitable.

1. Niin, että jos näyttäytyy, että se porukka on ihan ok, mitä tänne tulee, niin miksi sitten muuttaa sitä testiä.

1: And if it seems that the group which comes here is ok, then why change the test then.

Teacher 2 also pointed out that the pupils were not invited to the test in order to demonstrate their complete foreign language proficiency. This is, however, questionable. It is certainly not possible for pupils to demonstrate the complete set of skills in language but perhaps it would have been easier for the pupils to be able to demonstrate the acquired language proficiency more profoundly in an oral interview than on a test measuring only passive and formal aspects of language proficiency.

2: Mm. Koska mehän ei tässä niinku olla kutsuttu näitä siihen pääsykokeeseen, jotta he voivat näyttää kaiken sen minkä he osaavat.

2: Mm. Because then again, we have not invited them to the aptitude test in order for them to show everything that they can do.

To conclude, the teachers became involved in the planning of the future CLIL class at a late stage, as was the case with planning the aptitude test, as well. Therefore the test had to be done in a hurry. Teachers did background research on CLIL education and visited Kanervalan School to get an understanding as to what their level of language proficiency is. The teachers

did not seem to have any specific criteria in mind while planning the test but they seemed to mostly rely on their experience and proficiency as language teachers. This might explain why the sections of the aptitude test were so similar to normal testing conducted in normal language teaching. Teachers selected the most typical areas of language proficiency to test aiming at a test that was sufficiently differentiating.

One issue, which raised conversation between the teachers, was the testing of oral proficiency, which was not included in the aptitude test. Teacher 2 saw it as unnecessary whereas teacher 1 saw advantages in including it in the test. The teachers justified the decision to leave it out of the test by lack of time, lack of experience and by the challenges in assessing oral proficiency. Teacher 1, however, provided good justifications as to why it would have been beneficial to include the oral testing in the aptitude test. Both teachers, however, agreed that the oral proficiency correlates with other areas of language proficiency - therefore the testing the testing of oral proficiency was unnecessary. This statement, as already mentioned above, was based on their personal feelings and their experience as language teachers alone.

The teachers were content with the planning of the aptitude test and when the future development of the aptitude test was considered they saw no need to change it, at least for the moment. They concluded that the test was well-formulated and that the need to change the test will only be uncovered later when it is learned how the chosen pupils are coping in the CLIL class. Teacher 1 was contemplated whether an oral section should have been included in the test. Teacher 2 in turn thought that the proportion of the essay in Finnish was too large.

5 CONCLUSION

This thesis has concentrated on describing a specific case of student selection in Joensuu Lyseo comprehensive school. First, the objective of this study was to thoroughly describe and evaluate the student selection process of CLIL class applicants to the CLIL class of Joensuu Lyseo comprehensive school. Furthermore, the case of whether the aptitude test that determined entry into the CLIL class functioned well in revealing the linguistic proficiency of the pupils and in differentiating the most competent applicants was also examined.

Second, one of the objectives of this study was to describe the linguistic proficiency of three groups; 1) the sixth graders from Kanervalä CLIL School (9), 2) the sixth graders who applied to enter the CLIL class in Lyseo comprehensive school and were accepted as pupils (6), and 3) the sixth graders, who applied to be accepted into the CLIL class but were not chosen (6). The linguistic proficiency of these three different groups is described and compared. Third, one of the objectives of this study was to investigate whether CLIL teaching had provided the pupils at Kanervalä School with a better linguistic proficiency compared to the pupils who are applying to study in a CLIL class but have formerly studied in a normal primary school. I will briefly summarise the main findings and draw conclusions based on my research questions.

How did the aptitude test function in differentiating the most competent applicants?

Whether the aptitude test succeeded in differentiating the most competent applicants depends on the definition of a competent CLIL class applicant. If the most competent pupil is merely linguistically talented in the formal aspects of language the test functioned well, as there is no doubt that the test exposed the pupils who were talented in English. Most likely the English teachers used the former definition as the basis in planning the aptitude test. However, if the definition of competent CLIL class pupil is someone who fits the criteria based on the previous research on the most suitable CLIL class pupils' features, the test did not function expectedly. The motivation and genuine interest in studying in a CLIL environment should be emphasised in student selection. For example, the aspects of language that are mostly emphasised in CLIL education - the bold and creative use of language in interaction with others and understanding both foreign language and content at the same time were not included in the test. As Harjanne (2006: 1) states, the emphasis of language teaching has constantly shifted from the production of written language to oral and communicative skills. The test however, focused on the production of written language and no section tested the communicative skills of the applicants.

The interview of the two English teachers revealed that the planning process was rather fast-paced and they seemed to rely heavily on their experience and proficiency as teachers when planning the test. The teachers did not seem to have any specific criteria they based the planning of the test on. The oral section was left out because of lack of time, lack of experience and the challenges of assessing oral proficiency. The teachers considered that the test functioned well in differentiating the most competent applicants. In their view the most competent

applicant is linguistically talented. Therefore, the aptitude test also measured merely the linguistic talent of the applicants. Furthermore, the teachers had different views regarding the planning of the aptitude test. Both teachers were content with the planned exam but were left pondering certain issues. Teacher 1 reflected upon whether an oral section should have been included into the test, whereas teacher 2 saw the 30% portion of mother tongue as too large. Both of them, however, considered the test well-formulated and regarded it is unnecessary to make changes unless some of the pupils seem to not cope in the CLIL class. This logic, as can be seen, is rather contradictory.

However, as already mentioned, Nikula (1997: 35) noted that using linguistic talent as a criterion is not the best solution, as linguistic talent is not a guarantee of success in CLIL education. Instead, motivation and genuine interest in studying in CLIL environment are important factors that enhance success in CLIL education (*ibid.*). Therefore, it would be justified to focus on these aspects in student selection in addition to the oral testing. However, the problems in mother tongue should be taken into account since they are considered a factor that should lead to the elimination of a pupil (Nikula 1997: 35). Therefore, the emphasis that was placed on mother tongue in the aptitude test is justified. To conclude, in the future the testing should focus more on choosing the pupils that are most motivated to learn and who are genuinely interested of studying in a foreign language.

The pupils' feedback on the aptitude test indicated that 42% of the applicants viewed that they were not able to demonstrate all their language proficiency in the aptitude test. This relatively high percent indicates that the aptitude test did not measure the language proficiency of the applicants sufficiently. The feedback indicated that there was a demand for an oral section and

that the applicants would have liked to demonstrate their skills in the area of oral proficiency. This feedback of pupils might also indicate that some modifications should be considered to the aptitude test.

Furthermore, one aspect of the study was to contrast the researcher's assessment and the teacher's assessments of the aptitude tests as the teachers had different criteria than the researcher. The correlation between these two assessments was strong, 0.98. This strong correlation implies that the tests were corrected in a similar way, the researcher's assessment being slightly stricter. The teachers did not mention any assessment criteria in the interview but as the researcher's assessment was based on the Common European Framework of Reference (CEF) and the National Curriculum for Basic Education (POPS) this indicates that the teachers could possibly also base their assessment on these common criteria in the future.

What kinds of differences are there in linguistic proficiency between the three different groups?

The aptitude test results of pupils indicated that there were clear, although not statistically significant, differences in the total scores between the three groups in the aptitude test results. The group of applicants who were accepted into the CLIL class (6) had the highest average score and a high linguistic proficiency. The group of accepted CLIL class applicants performed very well in the aptitude test and the performance was consistently high for all of the applicants. The average aptitude test score was the highest in this group, being 121.1 out of 150 points. The pupils of Kanervalä School (9) who were automatically accepted into the

CLIL class had the second best average score and their linguistic proficiency was high. They performed well altogether with a few significantly lower scores. The linguistic proficiency of these two weaker pupils was considerably lower compared to all other pupils. As the Kanervalva pupils performed second best in the aptitude tests, my hypothesis was not met. The reason for this is that there were two weak pupils who skewed the results of the group. Without these two considerably weaker pupils the performance of the remaining seven Kanervalva school pupils was the highest (122.6) Not taking into consideration these two weaker pupils is justified since they both receive remedial instruction due to their learning difficulties and cannot therefore be examined through similar criteria as the others. If the two weaker pupils are excluded from the comparison of groups, my hypothesis is met, as the performance of Kanervalva pupils is the highest. The group consisting of rejected CLIL class applicants had the greatest number of variation between the applicants and had the lowest average, 98.8 points out of 150 points maximum. This indicates that the linguistic proficiency of pupils in this group was average or below average depending on the aptitude test score.

The quite surprising result that the overall performance of Kanervalva pupils was not the highest in the aptitude test can be further explained by the chosen sections of the test. CLIL education enhances the spoken production skills and creative skills of pupils but these skills were not tested in any way in the aptitude test. Kanervalva sixth graders were not therefore able to demonstrate their oral proficiency. The aptitude test was constructed to test the qualities that are enhanced in normal language teaching in primary school. The focus was on testing reading and writing skills and grammatical correctness. These are not the focus of CLIL education and it is not, in fact, the focus of present day language teaching either, as it should promote communicative competence, the emphasis being on interaction skills and not on the correctness of language.

As a way to further analyse the linguistic proficiency of the pupils, the points received from the English essay of the aptitude test were transformed to represent the CEF levels of language proficiency. It was assumed by the researcher that some of the pupils would have already reached the A2 level of linguistic proficiency based on their aptitude test answers, as this is the recommended level that pupils should reach by the end of comprehensive school (Järvinen 2004: 146). Altogether 33% of all 21 pupils reached this level in the aptitude tests. This indicates a high level of linguistic proficiency among the applicants. Furthermore, the Framework Curriculum for Basic Education suggests that the level of English that all the pupils should reach by the end of sixth grade of primary education should be A1.3 – a functional elementary proficiency (National Core Curriculum 2004: 140). Only 19% of all pupils failed to reach this level.

Furthermore, the pupils' self-assessments concerning oral proficiency indicated that the assessments followed the performance of pupils in the aptitude tests to some extent. The correlation between the pupil's aptitude test result and the self-assessment of spoken skills was 0.62, which implies a notable dependence between the self-assessments and the aptitude test scores. The pupils who received high aptitude test scores generally viewed their spoken skills as good whereas the pupils who did not succeed very well in the aptitude test generally viewed their spoken skills as average or below average. This might indicate that the applicants were to some extent able to assess their level of proficiency in spoken skills. The average of some pupils' decreases as the CEF level raises higher which is understandable. However, there were also a few pupils whose averages increased towards the higher level. This might indicate that there were some misunderstandings when filling in the self-assessment

form. However, the pupils' self-assessment of spoken skills offered some information of this area of linguistic proficiency.

Has CLIL teaching provided the Kanervala School pupils with better linguistic proficiency compared to the pupils who are applying to study in a CLIL class but have formerly studied in the so called normal Finnish basic education?

According to the overall aptitude test results of the three groups, CLIL teaching had not provided the pupils at Kanervala School with better linguistic competence compared to the pupils, who are applying to study in a CLIL class and have formerly studied in a normal primary school. However, if the two considerably weaker pupils in the Kanervala group are hypothetically excluded from the comparison, then the linguistic proficiency of the Kanervala pupils is the highest. Therefore, it can be argued that the CLIL teaching has provided the sixth graders of Kanervala School with slightly better linguistic proficiency compared to the two other groups, at least if measured by the aptitude test results. The difference is not, however, statistically significant. It has to be noted that this comparison is made on the basis of the aptitude test, which offers only a narrow scope of the linguistic proficiency of the pupils. The aptitude test had some serious flaws as the spoken proficiency was completely left out and the communicative linguistic proficiency was not tested. Therefore, it can be argued that the test was inadequate and skewed. However, it has to be taken into account that this was the first year that this kind of aptitude test was planned and held. The whole Lyseo comprehensive school and especially the two English teachers responsible for planning the aptitude test were also placed into a difficult situation. As this was only the pilot phase, the aptitude test procedure can be further developed in the future. This development is, however, necessary, as the apti-

tude test should be developed on many different levels. Primarily, the test should concentrate on measuring the communicative language proficiency of applicants, not the formal aspects of language proficiency.

Furthermore, three pupils who performed well otherwise were rejected due to their performance in the Finnish essay. Even though it is important and justified to test the Finnish language proficiency of applicants, can the pupils' level of proficiency be reliably detected from one written essay? Perhaps too much emphasis was placed on the Finnish essay since these pupils performed well in the English sections of the aptitude test.

Subsequently, according to these aptitude test results, the future CLIL class with its sixteen pupils appears to be very homogenous. Nevertheless, it must be taken into account that the test measured only passive linguistic skills. It is probable that the oral skills between the Kanervalva pupils and the accepted applicants will vary. The difference in language proficiency between the two weaker Kanervalva pupils and the other pupils of the future CLIL class is also great. The test measured certain aspects of the linguistic proficiency of pupils, but it left out one of the most important aspects of communicative competence – the oral proficiency and communication skills. The test focused on testing the passive proficiency in language, not the communicative aspect of it. The test was therefore rather traditional and not planned according to the most recent developments of language policy. According to Trosborg (1986: 7), “in a global world, forming grammatically correct sentences is not a sufficient skill anymore. Instead, communication skills and an ability to interact have become the required skills. The aptitude test should be modified so in the future that it follows the principles of current

foreign language teaching, the objectives of CLIL teaching and focuses on measuring the motivation, interest and communication skills of the applicants.

Furthermore, the limitation of the class size to 16 pupils is worth questioning, as there were three pupils that would have deserved a place in the CLIL class based on their aptitude test results. Had these pupils been chosen, the group's size would have been 19 pupils altogether. A class of 19 pupils is still not very large and the class size might even decrease during the years. One option, as already mentioned, is that testing should be done upon entry to everyone. In other words, this would mean that Kanervalä sixth graders would also have to apply for a place in the CLIL class. As there are limited resources, it would be crucial to choose the applicants who are the most competent and suitable for studying in CLIL education. This arrangement would have resulted in the elimination of the two least able pupils of Kanervalä School and two of the three rejected pupils who performed well in the aptitude test would have been chosen for the CLIL class.

The data collection was versatile, which adds triangulation. In addition, the number of subjects in this study was adequate since 21 pupils were examined. This represents 70% of the whole number of pupils ($N=30$). It would certainly be interesting to explore how the chosen pupils cope in the CLIL class. It would also be interesting to further examine the development of the aptitude test procedure. A longitudinal study would provide information on the differences of linguistic competences of the CLIL class applicants and the pupils of Kanervalä School. The teachers of the CLIL class would also benefit from this information, as it would provide them with information on the differences in the linguistic proficiency of future CLIL class pupils.

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§ 152 Englanninkielisen opetuksen erikoisluokan perustaminen Lyseon peruskouluun [The report of the proceedings of the early childhood education and education committee. § The founding of an English language special class to the Joensuu Lyseo comprehensive school]

APPENDIX

Appendix 1.

Hei!

21.12.2011

Opiskelen Itä Suomen yliopistossa englannin opettajaksi sekä luokanopettajaksi ja olen tekemässä Pro Gradu- tutkielmaani aiheesta ”The communicative competence of pupils studying in a CLIL- class compared to the pupils applying to study in a CLIL-class”.

Haluaisin kerätä aineistoa tutkielmaani kuudennen luokan oppilailta, johon kuuluisi oppilaan lyhyt itsearviointi itsestään kielenoppijana sekä muutama lyhyt kirjoitelma sekä englanniksi että suomeksi. Tarkoitukseni on kerätä aineisto oppilailta 21.12.2011 sekä tammikuun 2012 aikana.

Tutkielmani tarjoaa hyödyllistä tietoa oppilaiden omasta näkymyksestä kielellisessä osaamisessa Lyseon peruskoulun tulevan englantipainotteisen luokan opettajille.

Kokoamaani aineistoa käsittelem ehdottoman luottamuksellisena tutkimusaineistona. Missään tutkimusraportoinnin vaiheessa en tuo esiin yksittäisen oppilaan henkilöllisyyttä. Jos teillä on kysyttävää aiheeseen liittyen, älkää epäröikö ottaa yhteyttä.

Lapseni saa osallistua tutkimukseen (Merkitse rastilla) Kyllä_____ Ei_____

Ystävällisin terveisin,

Taru Riikonen

triikone@student.uef.fi

Appendix 2.

European Language Portfolio: The Checklists

Name: _____

Spoken Interaction

* = I need a great deal of help

** = I need a little help

*** = I can do independently

Level A1* * *
* *
*

1. I can use basic greeting and leave-taking expressions			
2. I can ask for something and give something in a polite manner as is customary in the target culture.			
3. I can ask people questions about some basic things (e.g. where they live, their age, address and language skills).			
4. I can ask simple questions (what, where, who, when).			
5. I can answer and respond in a short conversation.			
6. I can ask my partner to repeat what he or she just said.			
7. I can handle short service situations with the help of phrases learned by heart.			
8. I can make a very brief and simple conversation on topics that are important for me.			
9. I often need help from my partner.			
10. I can make use of gestures if I can't find the right words (e.g. when doing simple purchases).			

Level A2

* * *
* *
*

1. I can make purchases by saying what I want and asking the price.			
2. I can use public transport and ask for basic information on timetables.			
3. I can ask for something to eat and drink.			
4. I can make and accept apologies.			
5. I can make and respond to invitations.			
6. I can express my opinion (e.g. on the music I hear, on the book I've read) in simple words.			
7. I can make simple transactions in shops, post offices or banks.			
8. I can ask for and give directions referring to a map.			
9. I can ask for simple information about travel.			
10. I can ask for advice or how people are and react to news.			
11. I can ask people about what they do at work or in free time and answer such questions addressed to me.			
12. I can have a simple conversation about my health.			
13. I can discuss with other people about what to do and where to go, and make arrangements to meet.			
14. I can take part in conversations about subjects of my own field and of importance to me.			
15. I can start and end a conversation.			

Level B1

* * *
* *
*

1. I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest to me.			
2. I can deal with situations that arise when making travel arrangements through an agent or when travelling.			
3. I can express and respond to feelings such as happiness, sadness, interest or indifference.			

4. I can enter unprepared into conversations on familiar topics.			
5. I can agree and disagree politely.			
6. I can give and seek personal views in a conversation with friends.			

Level B2

* * *
* *
*

1. I can start, maintain and close a face-to-face conversation with ease.			
2. I can have a natural detailed conversation about my studies or interests.			
3. I can give reasons and defend my opinions in a conversation.			
4. I can carry out an interview and ask for clarifying questions.			
5. I can present and give reasons for my arguments in a debate.			
6. I can take an active part in a conversation with a native speaker.			
7. I can respond to other people's comments, putting forward my point of view clearly, evaluating proposals and making hypotheses.			
8. I can help discussion along, confirming comprehension and inviting others in.			
9. I can take an active part in most practical and social situations, and in fairly formal discussions.			

Level C1

* * *
* *
*

1. I can express my ideas and opinions clearly, and present and respond to complex lines of reasoning in a convincing way.			
2. I can handle formal situations in which complex and abstract ideas are discussed (e.g. debates).			
3. I can lead a routine meeting or small group work.			
4. I can participate in informal conversations.			

Spoken Production

* = I need a great deal of help

** = I need a little help

*** = I can do independently

Level A1

* * *
* *
*

1. I can introduce myself and somebody else.			
2. I can handle quantities, costs and times.			
3. I can describe basic information about myself (e.g. place of living, age, address, language skills)			
4. I can ask a person's latest news and how he or she is.			
5. I can briefly tell about my close environment (e.g. friends, school, hobbies).			
6. I can indicate time (e.g. by such expressions as next week, last Friday).			
7. I can point or use other gestures if I can't remember the words I need.			
8. I can express my opinion in a very simple manner.			
9. I can manage simple purchasing situations.			
10. I can ask when for example a bus arrives or leaves.			

Level A2

* * *
* *
*

1. I can describe myself, my family and other people with a few sentences.			
2. I can briefly describe where and how I live.			
3. I can tell about my going to school with simple sentences.			
4. I can describe different everyday events in a simple way.			
5. I can describe my hobbies and the things in which I am interested in a simple way.			
6. I can describe what has happened and what I have experienced (e.g. during the week-			

end or on holidays).			
7. I can say what I like and dislike.			
8. I can manage simple social occasions and service situations.			
9. I can describe my state of health in a few simple sentences.			
10. I can use the usual, everyday vocabulary and some idiomatic expressions pretty well.			

Level B1

* * *
* *
*

1. I can describe my plans, intentions and action.			
2. I can tell about familiar things in detail.			
3. I can tell a story that I have heard, read or come up with.			
4. I can make my opinions and reactions understood as regards solutions to problems or practical questions of where to go and what to do.			
5. I can give detailed and fairly fluent accounts of experiences and events.			
6. I can use a fairly wide vocabulary and common expressions.			
7. I can describe dreams, hopes and ambitions.			
8. I can also communicate about the subjects that are important to me in a bit more demanding situations.			
9. I can keep up an understandable, longish conversation despite the pauses.			
10. I can talk about and compare common concrete topics using a descriptive, analytical language.			

* * *

Level B2

* *

*

1. I can give clear, detailed descriptions of subjects that interest me.			
2. I can summarise the plot or a sequence of events in an extract from a play or film.			
3. I can speculate about the causes or consequences of events.			
4. I can punctually tell the details of information I have received.			
5. I can summarise in my own words extracts from news items, events or documentaries.			
6. I can make an oral summary of many subject matters and comment on different viewpoints.			
7. I can explain my viewpoint on a topical issue giving the advantages and disadvantages of various options.			
8. I can describe various emotions and tell what the events and experiences mean to me.			

Level C1

* * *

* *

*

1. I can give clear, detailed descriptions of complex subjects.			
2. I can orally summarise long and demanding texts.			
3. I can tell about things in detail, combine different points of view, emphasise details and end my turn in a natural way.			

Appendix 3.

Palaute soveltuvuuskokeesta

(laitetaan palautuskuoreen yhdessä suostumuksen ja itsearvioinnin kanssa)

Koe oli mielestäni

helppo _____, vaikea _____, sopiva _____. (merkitse rastilla)

Saitko näyttää englannin kielen osaamisesi soveltuvuuskokeessa?

kyllä _____, en _____. (merkitse rastilla)

Kokeessa helpointa oli:

Kokeessa vaikeinta oli:

Kokeesta puuttui:

Kokeessa oli mielestäni liikaa:

Arvioi omin sanoin soveltuvuuskoetta:

Kiitos palautteesta! ☺

Appendix 4.

The interview questions for the English teachers

General questions:

- At which stage you became involved in the planning of the future CLIL education?
- How has the planning process and preparation felt overall?

The planning of the aptitude test:

- From which starting point did you begin the planning process?
- Did you use some existing aptitude tests that were used in other schools as a basis of your planning?
- The focus of the aptitude test was on reading and listening comprehension skills, vocabulary and grammatical issues and on essay writing. Why did you choose these particular sections to the aptitude tests?
- Why did you decide to leave out the interview in English?
- Did you consider arranging a teaching situation (a sort of simulation) as one section of the aptitude test?

The assessment of the aptitude test:

- What were the common criteria that you used in assessing the aptitude tests?
- Did someone check/ comment on/ approve the aptitude test that you designed? If yes, who?
- How did you decide on the grading of the different sections?
- By what criteria did you assess the essays of pupils?
- Where were the different sections of aptitude test taken from?
- Did you feel that the assessing of the aptitude tests was challenging?

The future developing of the aptitude test:

- Did the aptitude test function as expected?
- Did you manage to find differences in pupil's competence with the help of the aptitude test?
- Do you feel that the aptitude test could/should be developed in future? If yes, how?

FINNISH SUMMARY

CLIL-opetus on Suomessa vielä varsin tuore ilmiö, sillä sitä alettiin toteuttaa laajemmassa mittakaavassa vasta 1990-luvun alussa. Se on kuitenkin tullut jatkuvasti suosittumaksi. Viralliset vieraskielisen opetuksen tavoitteet lisättiin perusopetuksen opetussuunnitelman perusteisiin vuonna 2004 (POPS). CLIL-opetusta on tutkittu laajasti, mutta Suomen kontekstissa tutkimusta ei ole vielä kovinkaan paljoa johtuen todennäköisesti CLIL-opetuksen lyhyestä historiasta Suomessa. Etenkin oppilasvalintaa CLIL-opetukseen tai CLIL-opetuksen valintakriteereitä on ylipäänsä tutkittu hyvin vähän.

Kangasvieri (2011: 11) toteaa, että vieraskielinen opetus mahdollistui Suomessa vuoden 1991 lakimuutoksen myötä, jolloin hyväksyttiin perusopetusta koskeva laki (L 261/ 1991), joka antoi luvan opettaa oppilaita myös muulla kielellä kuin koulun virallisella opetuskielellä. Koko maan kattavaa kartoitusta vieraskielisestä opetuksesta on tehty ensimmäisen kerran vuonna 1996 ja myöhemmin vuonna 2006. Oppilasvalintaa vieraskieliseen opetukseen on tutkittu Suomessa hyvin vähän. Nikula (1997: 35) toteutti vuonna 1997 maanlaajuisen kartoituksen vieraskielisestä opetuksesta Suomen kontekstissa. Yksi tarkastelun kohde tässä kartoituksessa oli vieraskielisen opetuksen oppilasvalinta. Nikulan ja Marshin (1996: 51) mukaan monissa kouluissa ei käytetä lainkaan valintakriteereitä vieraskieliseen opetukseen, mutta he uskovat, että vieraskielisen opetuksen tullessa yhä suosittumaksi koulujen on kehitettävä jonkinlaiset kriteerit, joilla he valikoivat oppilaat vieraskieliseen opetukseen. Joissakin kouluissa valintakriteerit ovat jo käytössä, mutta valintakriteerit vaihtelevat eri koulujen välillä ja niitä olisi tarpeen yhtenäistää, jotta hakijoita kohdeltaisiin tasavertaisesti

koko Suomessa. Valintakriteereiden yhtenäistäminen helpottaisi myös CLIL-opettajien työtä, sillä tällöin kriteereitä ei tarvitsisi miettiä aina erikseen.

Joensuu CLIL-opetuksen tarjoajana

Joensuun kaupungin varhaiskasvatus- ja koulutuslautakunta (VARKOLK) päätti kokouksessaan 6.6.2005 tarjota englanninkielistä CLIL-opetusta alakoulutasolla. CLIL-opetus alkoi Kanervalan koulussa syksyllä 2006. Kanervalan koulu tarjoaa vieraskielistä opetusta perusopetuksen luokilla 1-6. Kanervalan koulun rehtorin mukaan oppilasvalinta ensimmäiselle luokalle tapahtuu testin ja haastattelun kautta, joissa pyritään huomaamaan mahdolliset kielelliset vaikeudet. Jos kielellisiä vaikeuksia ilmenee soveltuvuustestien aikana, niin oppilasta ei tällöin valita luokalle. Varhaiskasvatus- ja koulutuslautakunta päätti myös, että Kanervalan koulun ensimmäisten CLIL-oppilaiden suoritettua kuudennen luokan, perustetaan englanninkielinen CLIL-opetus Lyseon peruskouluun, jotta ensimmäiset Kanervalan koulun oppilaat voivat jatkaa opintojaan yläkoulussa CLIL-luokalla (VARKOLK 2011). Tämä päätös koskee perusopetuksen luokkia 7-9. Tällöin koko perusopetus on mahdollista suorittaa englanninkielisessä CLIL-opetuksessa Joensuun kaupungissa.

Kanervalan koulun kuudennen luokan oppilaat ovat automaattisesti oikeutettuja jatkamaan opintojaan syksyllä 2012 alkavalla Joensuun Lyseon peruskoulun ensimmäisellä CLIL-luokalla. Koska opetus Kanervalan koulussa toteutetaan yhdysluokissa, jatkossa noin 10 oppilasta tulee joka syksy siirtymään CLIL-luokalle Joensuun Lyseon peruskouluun Kanervalan koulusta (VARKOLK 2011). Syksyllä 2012, kymmenen ensimmäistä Kanervalan koulun oppilasta aloittaa opintonsa Lyseon peruskoulun seitsemännellä luokalla CLIL-opetuksessa. CLIL-luokan koko Joensuun Lyseon peruskoulussa tulee olemaan kuusitoista

oppilasta, mikä mahdollistaa koko CLIL-luokan opetuksen yhtäaikaaisesti jokaisessa oppiaineessa käyttäen englannin kieltä opetuskielenä. Jotta CLIL-luokka saadaan täydennettyä kuuteentoista oppilaaseen, järjestetään luokalle täydennyshaku. Tälle kielipainotteiselle luokalle voivat hakea peruskoulun kuudesluokkalaiset Joensuun alueelta, jotka ovat kiinnostuneita opiskelemaan Lyseon peruskoulun kielipainotteisella luokalla. Hakijoilta ei vaadita aiempaa taustaa vieraskielisessä opetuksessa.

Tutkielman tavoitteet ja tutkimuskysymykset

Ensinnäkin, tutkielman tarkoituksena on tarjota kattava kuvaus tietyistä tapauksista - oppilasvalinnasta Joensuun Lyseon peruskouluun tulevalle CLIL-luokalle. Soveltuvuuskoetta tarkastellaan arvioinnin ja kehittämisen näkökulmasta. Tarkoituksena on selvittää, kuinka soveltuvuuskoetta toimii CLIL-luokalle hakijoiden ja tulevien CLIL-luokan oppilaiden kielellisen osaamisen todentajana sekä erottelee soveltuvimmat hakijat. Perustan johtopäätökseni aiempiin CLIL-opetusta koskeviin tutkimuksiin sekä Joensuun Lyseon peruskoulun oppilasvalinnan arviointiin. Tämän vuoksi tutkielmassani korostuu arvioinnin näkökulma. Tarkastelen oppilaiden kielitaidon arviointia kerätyn aineiston pohjalta.

Tutkielmani on myös vertaileva, sillä se kuvailee Kanervalan koulun kuudesluokkalaisten kielitaitoa, jotka ovat opiskelleet kuusi vuotta vieraskielisessä opetuksessa, verrattuna Joensuun lyseon peruskoulun CLIL-luokalle muilta kuudensilta luokilta normaalista suomenkielisestä opetuksesta hakevien kielitaitoon. Hakijoilta ei vaadittu aiempaa kokemusta CLIL-opetuksesta ja he kaikki ovat opiskelleet suomalaisessa perusopetuksessa. Tarkastelen

oppilaiden kielitaitoa kolmen ryhmän välillä: 1) hakijat, jotka valittiin englantipainotteiselle luokalle soveltuvuuskokeen tuloksiin perustuen, 2) hakijat, joita ei soveltuvuuskokeen tuloksiin perustuen valittu kyseiselle luokalle, sekä 3) Kanervalan koulun kuudennen luokan oppilaat, jotka ovat opiskelleet vieraskielisessä opetuksessa kuusi vuotta ja jotka hyväksyttiin kielipainotteiselle luokalle automaattisesti, ilman erillistä hakemista.

Yksi tavoitteeni on myös tutkia ovatko Kanervalan koulun kuudesluokkalaiset saavuttaneet paremman kielitaidon CLIL-opetuksen ansiosta verrattuna muihin CLIL-opetukseen hakijoihin, jotka ovat opiskelleet normaalissa suomalaisen perusopetuksen kielenopetuksessa. Tutkielman tavoitteena on tarjota tietoa Joensuun Lyseon peruskoulun kielipainotteisen luokan opettajille tulevien CLIL-luokan oppilaiden välisistä eroista englannin kielen taidoissa. Hypoteesinani on, että Kanervalan kuudennen luokan oppilaiden osaaminen soveltuvuuskokeessa on korkein, sillä he ovat opiskelleet vieraskielisessä opetuksessa kuusi vuotta. Tutkielmassani on koulutuksen kehittämisen näkökulma, sillä oppilasvalintaa Joensuun Lyseon peruskoulun englantipainotteiselle luokalle arvioidaan soveltuvuuskokeen sekä muun kerätyn aineiston pohjalta. Tutkimuskysymykseni ovat:

- I. Kuinka soveltuvuuskoe toimi erotellessaan soveltuvimmat hakijat?
- II. Minkälaisia eroja kielitaidossa on seuraavien kolmen ryhmän välillä: 1) hakijat, jotka valittiin englantipainotteiselle luokalle soveltuvuuskokeen tuloksiin perustuen, 2) hakijat, joita ei soveltuvuuskokeen tuloksiin perustuen valittu kyseiselle luokalle, sekä 3) Kanervalan koulun kuudennen luokan oppilaat, jotka ovat opiskelleet vieraskielisessä opetuksessa kuusi vuotta ja jotka hyväksyttiin kielipainotteiselle luokalle automaattisesti, ilman erillistä hakemista.

- III. Ovatko Kanervalan koulun kuudesluokkalaiset saavuttaneet paremman kielitaidon CLIL-opetuksen ansiosta verrattuna CLIL-opetukseen hakijoihin, jotka ovat opiskelleet normaalissa suomalaisessa perusopetuksessa?

Tämä tutkielma on jatkoa kandidaatin tutkielmalleni, sillä tutkin CLIL-opetusta molemmissa tutkielmissa. Kandidaatin tutkielmassani kuvailin Kanervalan koulun ensimmäisen luokan oppilaiden kieli- ja kulttuurikokemuksia (Riikonen 2011). Tutkielmani tarjoaa tietoa siitä, miten oppilasvalintakriteereitä sekä itse soveltuvuuskoetta voisi muuttaa vielä toimivammaksi Lyseon peruskoulussa. Tutkielman tuloksia voidaan mahdollisesti hyödyntää oppilasvalintakriteereitä kehitettäessä myös muissa suomalaisissa CLIL-kouluissa. Tämä tutkielma tarjoaa tietoa myös tulevien CLIL-luokan oppilaiden englannin kielen osaamisesta Joensuun Lyseon peruskoulun opettajille, jotka tulevat opettamaan tulevaa CLIL-luokkaa syksyllä 2012. Uskon, että tutkielmani antaa minulle tärkeää tietoa tulevalle uralleni luokanopettajana sekä englanninopettajana, sekä myös haaveilemallani alakoulun CLIL-opettajan uralla. Se antaa myös mahdollisuuden tutkia asiaa syvällisemmin jatkotutkijana.

Tutkielman aineisto ja sen analyysi

Tutkielman kohdejoukkona olleet oppilaat olivat peruskoulun kuudesluokkalaisia (N=21) eri kouluista Joensuun alueelta. Kanervalan koulun kuudesluokkalaisia (n=9) verrattiin englantipainotteiselle luokalle hakijoihin (n=12), jotka jaettiin kahteen ryhmään sen mukaan valittiinko heidät CLIL-luokalle vai ei (kuten on aiemmin mainittu). Aineistoni koostui useammasta osasta: 1) englantipainotteiselle luokalle hakeneiden soveltuvuuskoevastauksista,

2) Kanervalan kuudesluokkalaisten soveltuvuuskoevastauksista, jotka kerättiin tätä tutkielmaa varten, 3) sekä englantipainotteiselle luokalle hakeneiden että Kanervalan koulun kuudesluokkalaisten itsearviointista (koskien englannin kielen suullista osaamista), 4) hakijoiden palautteesta koskien soveltuvuuskoetta, sekä 5) soveltuvuuskokeen suunnittelusta vastuussa olleen kahden englanninopettajan yhteishaastattelusta. Analysoin kaikki oppilaiden soveltuvuuskoevastaukset samoilla kriteereillä. Päätin perustaa arviointini Eurooppalaiseen viitekehykseen (CEF 2001) sekä perusopetuksen opetussuunnitelman perusteisiin (POPS 2004). Oppilaiden palaute analysoitiin mekaanisesti. Oppilaiden suullisen osaamisen itsearviointin analysoin muuttamalla oppilaiden vastaukset numeerisiksi tilastoiksi (liite 2). Laskin myös oppilaiden soveltuvuuskoetulosten sekä itsearviointin välisen korrelaation. Opettajien haastattelun analysoin teemoittelemalla.

Tutkimustulokset

Vastauksena toiseen tutkimuskysymykseeni voidaan todeta, että ryhmien välillä oli selkeitä eroja soveltuvuuskokeessa suoriutumisessa. CLIL-luokalle valittujen hakijoiden ryhmän suoriutuminen soveltuvuuskokeessa oli korkeatasoisinta keskiarvon ollessa 121.1 (maksimipistemäärän ollessa 150 pistettä) ja ryhmän taso oli kauttaaltaan korkea, kun taas Kanervalan koulun kuudennen luokan oppilaiden ryhmän suoriutuminen oli toiseksi paras keskiarvolla 111.2. Kuitenkin, jos kaksi selvästi heikoimmin suoriutunutta Kanervalan koulun kuudesluokkalaista jätetään hypoteettisesti pois ryhmän tarkastelusta, niin tällöin ryhmän seitsemän jäljelle jääneen oppilaan keskiarvo on korkein (122.6) kolmesta tutkielmassani olevasta vertailuryhmästäni. Näillä kahdella heikommin kokeessa suorituneella Kanervalan koulun oppilaalla on todettu vaikeuksia englannin kielessä ja toinen oppilaista saa

tukiopetusta. Toisella oppilaista on henkilökohtainen opetuksen järjestämistä koskeva suunnitelma (HOJKS). Tämän vuoksi olikin perusteltua tarkastella Kanervalan koulun oppilaiden ryhmää kokonaistarkastelun lisäksi myös jättämällä nämä kaksi oppilasta hypoteettisesti pois ryhmästä. Tutkimustulokset osoittivat, että Kanervalan vieraskielisen opetuksen oppilaat olivat siis saavuttaneet hieman paremman kielitaidon kuin CLIL- luokalle hakijat, ainakin näillä menetelmillä mitaten. Ero soveltuvuuskokeiden keskiarvoissa näiden kahden ryhmän välillä oli vain muutamia pisteitä, joten ero ei ole tilastollisesti merkittävä. Hylättyjen CLIL-luokalle hakijoiden ryhmän keskarvo oli selvästi heikoin: 98.8 ja heidän ryhmänsä suoritukset olivat kaikkein vaihtelevimpia.

Tutkijan ja opettajien soveltuvuuskokeiden arvioinnin vertailu

Yhtenä näkökulmana tutkielmassani oli myös tarkastella tutkijan sekä Englannin opettajien arvioinnin eroja. Korrelaatio tutkijan ja Englannin kielen opettajien tekemien arviointien välillä oli vahva, sillä korrelaatiokerroin oli 0.98. Tämän perusteella voidaan sanoa, että tutkijan arviointi oli hiukan tiukempaa. Haastattelussa englannin kielen opettajat eivät maininneet käyttäneensä oppilaiden soveltuvuuskoevastauksia arvioidessaan mitään erityisiä arviointikriteereitä. Tämän vuoksi päätin arvioida kaikkien oppilaiden (N=21) soveltuvuuskoevastaukset omilla kriteereilläni. Perustin arviointini sekä Eurooppalaiseen viitekehukseen (EVK 201) sekä Perusopetuksen opetussuunnitelmaan (POPS 2004). Koska tutkijan sekä englannin kielen opettajien arvioinnit korreloivat vahvasti keskenään olisivat Lyseon peruskoulun englannin opettajat voineet myös nojata tai tulevaisuudessa perustaa arviointinsa näihin samoihin käyttämiini arvioinnin kriteereihin.

Oppilaiden suullisen taidon itsearviointi

Oppilaita pyydettiin arvioimaan suullista osaamistaan itsearviointilomakkeeseen vastaamalla. Tulokset osoittivat, että korrelaatio oppilaan soveltuvuuskoetulosten ja itsearviointien välillä oli 0.62, mikä osoitti tilastollisesti merkitsevää riippuvuutta. Toisin sanottuna korrelaation perusteella voidaan yleistää, että oppilas, joka suoriutui hyvin soveltuvuuskoikkeesta luokitteli myös suullisen osaamisensa hyväksi itsearvioinnissa, kun taas oppilas, joka suoriutui keskiverroksi tai huonosti soveltuvuuskoikkeesta arvioi oman suullisen osaamisensakin keskiverroksi tai heikoksi. On kuitenkin otettava huomioon, että joillakin oppilailla saattoi olla vaikeuksia ymmärtää itsearviointia, sillä jotkut oppilaat olivat vastanneet ristiriitaisesti. Taitotason kasvaessa myös itsearvioinnin väittämissä kuvattu osaaminen muuttuu vaativammaksi, mutta muutamalla oppilalla osaaminen vain parantui taitotason kasvaessa, kun taas ensimmäisellä tasolla (A1) he olivat arvioineet osaamisensa huonommaksi. Oppilaiden arviot suullisesta osaamisestaan olivat keskimäärin korkeammalla tasolla, kuin heidän soveltuvuuskoetuloksensa. Oppilaiden suullinen kielitaito on voinut olla korkeammalla tasolla, kuin kokeessa testatut formaalit kielitaidon osa-alueet. Tämänkin vuoksi suullinen osaaminen olisi ollut tärkeää testata soveltuvuuskoikkeessa. Oppilaiden suullisten taitojen itsearviointi antoi joka tapauksessa tietoa koskien sitä kielen osa-aluetta, jota ei testattu kokeessa lainkaan.

CLIL-luokalle hakeneiden palaute soveltuvuuskokeista

Hakijoiden palaute soveltuvuuskokeista osoitti, että he pitivät soveltuvuuskoetta pääasiallisesti sopivana, mutta vaikeahkona. 42% hakijoista oli sitä mieltä, että he eivät päässeet näyttämään osaamistaan soveltuvuuskokeessa. Tämä suuri osuus oppilaista osoittaa, että soveltuvuuskoe ei oppilaiden mielestä mitannut hakijoiden kielellistä osaamista riittävästi. Palaute osoitti myös, että oppilaat olisivat kaivanneet suullista osiota osaksi soveltuvuuskoetta ja he olisivat halunneet osoittaa suullisen osaamisensa. Tämä oppilaiden palaute osoittaa, että soveltuvuuskoetta sekä oppilasvalinnan kriteereitä tulisi pohtia uudelleen ja mahdollisesti kehittää.

Englannin kielen opettajien haastattelu

Englannin kielen opettajien haastattelussa tuli ilmi selkeitä eroja opettajien näkemyksissä. Molemmat opettajat olivat sitä mieltä, että soveltuvuuskokeen suunnittelu piti tehdä tiiviiseen tahtiin ja heillä ei kummallakaan ollut aiempaa kokemusta soveltuvuuskokeen suunnittelusta. Opettajat eivät maininneet käyttäneensä minkäänlaisia yleisiä kriteereitä soveltuvuuskokeen suunnittelun pohjana, vaan he luottivat kokeen suunnittelussa omaan kokemukseensa sekä ammattitaitoonsa ja keskittyivät testaamaan kielen osa-alueita, joiden testaaminen oli heille ennalta tuttua. Opettajat mainitsivat kokeen suunnittelun lähtökohdaksi sen, että kokeen tulisi olla mahdollisimman erotteleva. Suullinen osuus jäi opettajien mukaan soveltuvuuskokeista pois ajan puutteen, kokemuksen puutteen sekä objektiivisen arvioinnin vaativuuden vuoksi.

He pitivät koetta hyvin laadittuna ja heidän näkemyksensä oli, ettei soveltuvuuskoetta tarvitse kehittää, ellei käy ilmi, että joku oppilas ei pärjää CLIL-luokalla odotetusti.

Tutkielman johtopäätökset

On kyseenalaista vastasiko tutkimus ensimmäiseen tutkimuskysymykseeni siitä erotteleeko soveltuvuuskoee kaikista soveltuvimmat hakijat. Tämä riippuu soveltuvimman CLIL-oppilaan määritelmästä. Jos kaikkein soveltuvim CLIL-oppilas on vain kielellisesti lahjakas, soveltuvuuskoee toimi odotetusti erotellessaan kielellisesti lahjakkaimmat oppilaat. Englannin opettajat suunnittelivat kokeen mittaamaan kielellistä lahjakkuutta, jota testi epäilemättä testasi. Itse tutkijana nojasin arvioni oppilaan soveltuvuudesta CLIL-kirjallisuuteen ja tutkimuksiin. Tällöin esille nousevat toiminnallinen kaksikielisyyden tukeminen, vuorovaikutteisuus sekä sujuva vieraan kielen käyttö eri tilanteissa. Jos siten soveltuvimman CLIL-oppilaan määritelmään otetaan mukaan piirteitä, jotka on todettu hyödyllisiksi aiemmissa tutkimuksissa, soveltuvuuskoee ei toiminut tutkijan mielestä odotetusti, sillä oppilasvalinnassa tulisi painottaa oppilaan motivaatiota ja kiinnostusta opiskella vieraskielisessä opetuksessa sekä testata kommunikatiivista kielitaitoa. Myös suullisen kommunikatiivisen kielitaidon pois jättäminen soveltuvuuskoeeesta oli vakava puute.

Toiseen tutkimuskysymykseen löytyi myös vastaus aineistostani. Soveltuvuuskoetulokset osoittivat, että erot kielitaidossa kolmen ryhmän (1.hyväksytyt CLIL-luokalle hakijat, 2.hylätyt CLIL-luokalle hakijat, 3.Kanervalan koulun automattisesti hyväksytyt oppilaat) välillä olivat selkeät. Arvioinnin näkökulmasta voidaan todeta, että soveltuvuuskoee keskittyi

mittaamaan ainoastaan oppilaiden kielellistä lahjakkuutta. Soveltuvuuskoe mittasi joitakin kommunikatiivisen kompetenssin osa-alueita, mutta se jätti huomiotta yhden tärkeimmistä kommunikatiivisen kompetenssin osa-alueista – suullisen kielitaidon. Soveltuvuuskokeen fokuksena oli testata oppilaiden passiivista sekä formaalia kielitaitoa. CLIL-opetuksessa korostuvia kielen osa-alueita, eli rohkeaa ja luovaa kielenkäyttöä vuorovaikutuksessa muiden kanssa sekä vieraan kielen ja sisällön ymmärtämistä yhtäaikaisesti, ei juurikaan testattu soveltuvuuskokeessa. Testi kuitenkin epäilemättä toimi opettajien odotusten mukaisesti nostaessaan esiin kielellisesti lahjakkaat oppilaat.

Kuitenkin, kuten on jo aiemmin mainittu, Nikula (1997: 35) toteaa, että kielellisen lahjakkuuden käyttö kriteerinä ei ole paras mahdollinen ratkaisu, sillä kielellinen lahjakkuus ei ole taie menestyksestä CLIL-opetuksessa. Sen sijaan motivaatio ja aito kiinnostus opiskeluun CLIL-oppimisympäristössä lisäävät menestystä. Tämän vuoksi olisikin perusteltua painottaa oppilasvalinnassa näitä osa-alueita. Vaikeudet äidinkielessä tulisi kuitenkin ottaa huomioon, sillä ne ovat tekijä, jonka pitäisi johtaa oppilaan karsimiseen (Nikula 1997: 35). Soveltuvuuskokeiden painotus äidinkielessä oli tämän vuoksi hyvin perusteltua. Soveltuvuuskokeen tulisikin tulevaisuudessa keskittyä valitsemaan sellaiset oppilaat, jotka ovat motivoituneita oppimaan CLIL-opetuksessa ja aidosti kiinnostuneita vieraalla kielellä opiskelusta.

Kanervalan kuudesluokkalaisten toiseksi paras kielitaidon taso selittyy ensinnäkin kahden selkeästi muuta ryhmää heikomman oppilaan tuloksilla, jotka vääristivät koko ryhmän tuloksia. Toiseksi, tulee ottaa huomioon, että CLIL-opetuksessa korostetaan suullista kielitaitoa ja luovaa kielenkäyttöä, joita ei lainkaan mitattu soveltuvuuskokeessa. Kanervalan

koulun oppilaat eivät voineet tämän vuoksi osoittaa osaamistaan kokeessa, sillä koe oli suunniteltu mittaamaan luetunymmärtämistä, kirjoittamisen taitoja sekä kieliopillista oikeakielisyyttä. Nämä kielen osa-alueet eivät ole CLIL-opetuksen keskiössä eikä niitä painoteta myöskään muussa kielenopetuksessa, sillä kaiken kielenopetuksen tulisi korostaa kommunikatiivisten taitojen kehittymistä eikä pyrkiä virheettömään kieleen.

Kolmanteen tutkimuskysymykseeni löytyi myös selkeä vastaus aineistostani, sillä erot kolmen tarkastelemani ryhmän välillä olivat selkeät. Jos kolmen ryhmän keskiarvot otetaan vertailuun, niin tällöin hypoteesini Kanervalan kuudennen luokan oppilaiden parhaimmasta suoriutumisesta ei toteudu. Kuitenkin jos kyseisen ryhmän kaksi erityistapausta, oppilaat jotka suoriutuivat selkeästi muita oppilaita huonommin oppimisvaikeuksiensa vuoksi, erotetaan hypoteettisesti ryhmästä, niin tällöin Kanervalan koulun kuudesluokkalaisten keskiarvo on korkein, jolloin voidaan todeta, että Kanervalan koulun kuudesluokkalaisten ovat saavuttaneet paremman kielitaidon CLIL-opetuksen ansiosta verrattuna muihin hakijoihin. Lisäksi tulee muistaa, että vaikka Kanervalan koulun kuudennen luokan oppilaiden ja CLIL-luokalle hyväksytyjen hakijoiden kielitaidon taso on soveltuvuuskoetulosten mukaan samankaltainen ja luokan kielitaito on homogeeninen, niin luokka voi kuitenkin olla kielitaidoiltaan hyvin heterogeeninen, etenkin niiltä osa-alueilta, joissa osaamista ei testattu. Oppilaiden taustat ovat myös lähtökohtaisesti erilaiset.

Tutkimukseni keskittyi tarkastelemaan tiettyä tapausta, eli valintaa CLIL-opetukseen Joensuun Lyseon peruskoulun seitsemännelle luokalle ja pyrki kuvailemaan tapausta mahdollisimman monipuolisesti. Tutkimukseni ei pyrkinyt yleistettävyyteen, vaan tavoitteena oli arvioida oppilasvalinnan kriteereitä sekä kuvailla hakijoiden sekä luokalle automaattisesti

valittujen oppilaiden kielellistä osaamista tässä tietyssä viitekehyksessä. Tutkimusjoukkoni muodostui 21 oppilaasta, mikä on 70% koko joukosta, eli 30 CLIL- luokalle hakijasta (CLIL- luokalle hakeneita oli 20 ja Kanervalan koulun oppilaita, jotka siirtyvät automaattisesti CLIL- luokalle oli 10). Tutkimuslupien vähäinen määrä vanhemmilta saattoi johtua siitä, että vastauskuoreissa oli liitteenä oppilaan suullista kielitaitoa koskeva itsearviointi. Koska en saanut soveltuvuuskokeen pitäjiltä, eli englannin kielen opettajilta lupaa kerätä itsearviointia oppilailta soveltuvuuskokeen yhteydessä, vaikutti kirjeeseen sisältynyt oppilaan itsearviointilomake varmasti vastauskuorien vähäiseen määrään. Mahdollisimman suuren tutkimusjoukon varmistamiseksi kirje vastauskuorineen lähetettiin hakijoiden huoltajille kolme kertaa. Tutkimusaineistoni on kuitenkin monipuolinen, joten oppilasvalintaa sekä ryhmien kielitaitoa pystytään tarkastelemaan hyvin kattavasti.

Jatkotutkimusmahdollisuudet

Jatkossa olisi mielenkiintoista tutkia, kuinka vieraskielinen opetus onnistuu Lyseon peruskoulussa ja kuinka tulevat CLIL-luokan oppilaat menestyvät kielipainotteisella luokalla. Myös pitkittäistutkimus, jossa soveltuvuuskokeen muotoutumista Lyseon peruskoulussa sekä CLIL-luokalle hakijoita tarkasteltaisiin jokaisena vuonna erikseen, tarjoaisi hyödyllistä tietoa hakijoista sekä valintakokeessa käytettyiden kriteerien toimivuudesta. Tämänkaltainen tutkimus antaisi ensinnäkin Lyseon peruskoululle tietoa soveltuvuuskokeen edelleen kehittämiseen. Se hyödyttäisi myös CLIL-luokkien opettajia, sillä he saisivat tietoa siitä minkälaisia eroja oppilaiden välillä on kielellisessä kompetenssissa.