

Designing an Effective Finnish Language Curriculum  
for Salolampi Adult Programs

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## **Abstract**

An effective curriculum brings elements of curriculum design together in a sequence that allows language learners to reach the highest possible level of proficiency (Clementi & Terrill, 2013). Salolampi Finnish Language Village adult programs in northern Minnesota need a Finnish language curriculum. These camps are short in duration and the teachers are often untrained in language pedagogy; thus, the language lessons are not always built around a carefully planned, well-articulated curriculum. The purpose of this study was to gather student perceptions about the curricular materials used at Salolampi, with the ultimate goal of evaluating and improving the program. Data sources included three questionnaires: one sent to all former Salolampi adult program participants, and one pre-camp and one post-camp questionnaire sent to the participants of the 2021 Spring Adult Week. The findings show that Salolampi language learners are most interested in improving their Finnish conversation, listening, and grammar skills. They would also like their teachers to be organized, enthusiastic, and have good conversational skills. The teaching techniques that participants rated most highly were teaching with variety, motivating students to learn, using class time effectively, and speaking in the target language 90% of the time. Participants rated the most enjoyable language learning activities as learning the language through Finnish culture, stories, music, and in small group activities. Understanding these and other preferences of Salolampi participants gives curriculum writers ideas to consider when creating a language curriculum and teaching any foreign language course.

*Keywords:* Finnish, curriculum, foreign language, language camp, language teaching

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## **Chapter 1: Introduction**

Concordia Language Villages (CLV) are comprised of 15 language camps, most of them near Bemidji, Minnesota on the shores of Turtle River Lake. Run by Concordia College, a Moorhead, Minnesota-based college founded by Norwegian settlers and a recognized leader in global education and immersive language instruction. The villages boast almost 60 years of teaching language and cultural immersion to youth, families, and adults (Concordia Language Villages, 2021). Concordia's goal is to create an environment where youth and adults can become global citizens and life-long language learners as they immerse themselves in the language and the culture associated with that language (Concordia Language Villages, 2021). Everything from the cafeterias and cabins to the dishes and art reflects this culture.

Concordia's Finnish Language Village, called Salolampi, has several different types of programs which include youth camps, a high school credit program, family camps, and adult programs. The youth and family camps are the focus of the language village with approximately 150 youth attending Salolampi each year (except for 2020, due to the global pandemic). Approximately 40 adults attend the spring and fall adult camps each year.

### **Statement of the Problem**

I have been teaching Finnish to adults at Salolampi since 2003, and I became the adult camp's director in 2018. One of the main drawbacks to teaching at the camp is the fact that there is no organized language curriculum for adult programs. Teachers are on their own as far as what to teach and how to teach it. Many teachers do well; others do not. For example, we have hired teachers who are native Finns, but who do not have the training or skills to explain the "how" and "why" of Finnish grammar. There are other teachers who have excellent pedagogical skills,

but who struggle with staying in the target language (TL) or with how to teach a specific Finnish grammar concept. Paying customers expect quality, experienced teachers each time they attend the camp. However, the quality of teachers can vary year after year depending on the availability of Finnish language teachers. In addition, because there is no standardized curriculum, many of these new teachers end up “reinventing the wheel” when they are hired. Consequently, ensuring consistency in the curriculum can be a real challenge. In the evaluations at the end of each language camp session that CLV administers, students have occasionally complained about the lack of organization on the part of the teachers, as well as about their own lack of progress with the language. This can be due to the lack of a coherent curriculum for teachers. This is also a concern to CLV administrators since they would like to increase enrollment at Salolampi. Sometimes enrollment is at or barely above the minimum number of students for CLV to break even financially. If teachers had an easily accessible curriculum that they could use as a resource as they prepare to teach at a Salolampi spring or fall adult camp, it might be possible to avoid some of these problems. These are the reasons I have undertaken the task to create a Finnish language curriculum for Salolampi adult camps.

### **Purpose of the Project**

The majority of Salolampi adult camp attendees are seniors, age 70 and older, although a few are college students, recently graduated young adults, and middle-aged singles or couples. They come to Finnish camp for a variety of reasons. Some come to socialize and see old friends; some come to learn about their Finnish heritage. Many attendees from Minnesota, Wisconsin, and Michigan have Finnish ancestors who immigrated to these areas for jobs with mining and forestry. Most come with the main goal to learn Finnish. Participants often have a specific purpose for learning the language—a summer trip planned to see relatives, or a university class

or seminar in Finland. There are a few Salolampi students with no connection to Finland at all—they just want to learn one of the more unique languages in the world.

Consequently, meeting the diverse needs of so many types of students must be a major goal of the curriculum for Salolampi adult camps. Finding ways to make language learning fun for Salolampi participants, while at the same time satisfying the serious language learner, is a difficult, though not impossible task. One possible way to accomplish this would be to help Salolampi teachers find lesson plans and activities that are interesting and practical enough to help students have a meaningful and enjoyable experience.

## Chapter 2: Literature Review

### Designing a curriculum that incorporates enjoyable language learning activities

#### *Contextual topics*

One of the first steps in creating a language curriculum is deciding on a topic or theme to give each language lesson context and meaning. Stoller and Grabe (1997) claim that themes are central ideas which help teachers plan effective activities and allow for appropriate content and language structures. They also state that themes should be the core of each curricular unit and should take into consideration students' needs and interests, as well as institutional expectations, program resources, and teachers' abilities and interests. Learning to speak a language is not just learning words and phrases systematically—through learning the structure of a language is important--it is also connecting that information with contextual knowledge and background. Every interaction in the language has context (Fonseca-Mora et al., 2011). Context relates to the who, what, where, why, and how of a situation. In language teaching, a strong context--through situations, topics, images, etc.--creates a frame of reference for students that they can turn to as new words are introduced (Garside, 2019). This makes it more likely that these new words will be retained. Glisan and Donato (2017) state that the teacher should provide meaningful contexts that have an overarching communicative goal and a purposeful activity. To fully understand and speak a language, the learner needs to be aware of the contexts and situations in which that language is used. “Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence” (Hadley, 2003, p.152). Organizing the curriculum around topics provides increased context for the language learner and opportunities for students to make these connections as they use the language in real-world situations.

In addition to providing context and significance to a language lesson, topics and themes can help motivate students to learn and practice a language. In a 2001 article, Dörnyei asserts that there are motivational factors in learning a language that vary according to the learning event with which they are associated. He continues by explaining that the commitment of the students to applying themselves to learning depends on the significance of the event. Is it a topic worth learning about and worth learning to talk about? Along these same lines, motivation can differ depending on the specific situations in which it is taught. The learner must feel that important personal needs are being met with the classroom tasks and assignments (Julkunen, 2001). Learning for the sake of learning does not always motivate students to tackle a task as tough as learning a second language.

According to a two-year qualitative teaching experiment with Finnish-speaking secondary school students in French and German classes in Finland (Kaikkonen, 2007), students felt that having an authentic theme, then seeking out information on the topic and presenting this information to others in the class, was a more valuable language learning activity than typical grammar lessons. Toward the latter part of the study, students were able to spend time in either France or Germany, living with a family and getting to know firsthand the culture and language of that country. During this time, students kept reflective journals of their experiences. At the end of the course, students were interviewed. A few students felt that they had not prepared adequately for exams because of the lack of formal grammar instruction, even though they had been immersed in the language and culture for the past two years. However, most enjoyed and thrived on the aspect of intercultural, thematic, and experiential language learning. They were particularly interested in themes that related to their lives—such as friendship, dating, and falling in love—especially when these were shared with them by real people from the target culture.

Incorporating contextual topics into the language curriculum can help students internalize what they learn and discover how it relates to their own lives. It gives the language relevant meaning.

### *Culture*

The teaching of culture is listed as one of the five standards for second language teaching—communication, cultures, connections, comparisons, and communities—and is an important part of the language curriculum (National Standards in Foreign Language Education Project, 1996). ACTFL (ACTFL, 2012), the national professional organization for all language teachers of all languages and all levels, emphasizes that teaching grammar without providing a background of cultural products, practices, and perspectives of a people omits an important part of the purpose of language learning. Learning a language includes learning about the practices and perspectives of the people who speak the language and why they speak and act the way they do. It includes learning about the products of a people and why they use these products. It also includes comparing the target culture and its products, practices, and perspectives with your own, with the aim of developing respect for that culture. According to Byram (2020), just learning to speak a language is not enough. Intercultural communicative competence involves far more than a word exchange: it is developing relationships with others. To do this, the language learner needs to learn about the worldview of the language, even if it is not a view that they share. Helping students understand how a foreigner thinks and feels helps language learners avoid stereotypes and misconceptions about the people of that culture and develop empathy toward them. Teaching with culture takes a student into the real world of the language.

One of the best ways to discover the culture of a language is through exposure to authentic input—both in written and spoken form. In an article by Ginayana et al. (2019), the authors observed, tested, and interviewed two groups of students in a travel and tourism program in Bali,

Indonesia during and after an English course. The control group experienced the conventional English class, and the experimental group was taught using integrated teaching methods focusing on authentic materials. Students in the experimental group participated in pair work, brainstorming sessions, group discussions, role-plays, games, electronic programs, and other communicative activities that revolved around a variety of authentic texts and input. The mean score in the post-test achieved by students in the control group was 63.05 and the mean score for the experimental group was 84.43. Authentic input improved language learning. Nowadays, technology makes it even easier to learn about the products, practices, and perspectives of a culture through a huge repertoire of authentic input that can be found on the internet.

Every language is the carrier of its culture; therefore, it is difficult to teach language without teaching culture (Chen & Yang, 2016). Culture in the classroom should be in a teacher's mind every time they teach the language.

### ***Music***

One form of culture and authentic language input is music. Teaching a language class with music has many benefits. Khaghaninejad and Fahandejsaadi (2016) discuss the importance of using music to help students connect with the target culture, especially through songs that are about culturally relevant topics, such as human relations, ethics, customs, history, and humor, as well as regional and cultural differences. Lynch (n.d.) states that “song lyrics can be used in relating to situations of the world around us. Songs have been used as vehicles of protest for civil rights, workers’ rights, even prisoners’ rights along with an untold number of other causes. They’ve expounded on pollution, crime, war and almost every social theme or cause.” Abbott in 2002 talks about how songs can provide “meaningful contexts for teaching vocabulary because they deal with relevant topics and include grammatical and communicative forms that can

reinforce common themes and structures that are being covered in the language program” (p. 11). These and other authentic sources of language will bring real and relevant language themes into the language classroom.

The lyrics and the melody of songs can also give language students an idea of what is important in the culture and what the people in that culture are like. “Language and music are interwoven in songs to communicate cultural reality in a very unique way” (Shen, 2009, p. 88). Folk songs can be especially effective in teaching culture and connecting the language learner with people from long ago. Folk songs are “wonderful musical creations that have stood the test of time and enchanted children and adults for hundreds of years” (Row, 2014). Row goes on to explain that folk songs can also teach students about diversity and increase their global awareness as they learn about the history and environment of the songs and about the similarities and differences of people in these other environments. However, according to Fomina (2006), newer music can also be valuable in the second language curriculum, especially with young people. Choosing newer songs that reflect the social and cultural issues of modern society can increase motivation in some students to learn and study a language.

Music is not only a tool to introduce contextual topics and culture to students, but it can also be a tool for teaching the structure of a language. Songs give students the opportunity to practice a language through repetition, as well as providing authentic examples of sentence structure and grammar in the TL. Songs can teach many linguistic elements, such as vocabulary, grammar, syntax, as well as extra-linguistic elements, such as word stress and tones (Khaghaninejad & Fahandejsaadi, 2016). In a study by Ludke et al. (2013) of 60 native-English speaking students studying Hungarian, participants listened to a recording of a Hungarian native saying a phrase in Hungarian, followed by an English translation, while having a written form of the phrase before



them and the translation. One of the groups of students had the 20 phrases sung to them. The second group had the phrases rhythmically spoken to them. The last group had the phrases spoken to them normally. Participants in all three groups repeated the phrases back to their teachers in the same manner. At the end of three sessions, students took part in a series of tests to evaluate how well they remembered the phrases. In four out of five of the post-tests, the mean was highest in the singing group. This was not due to repetition, since all the groups repeated the phrases. The melody and the rhythm, combined with repetition, helped students memorize the phrases. Wallace (1994) found that the melody of songs had a significant impact on language learners' ability to recall foreign language texts. Adding a simple melody to a text transformed it into sequential information that was rhythmically chunked and linked into lines and syllables that could be recalled much more easily.

Music can also reduce anxiety. Anxiety, stress, and lack of self-confidence in the language classroom can cause “insurmountable obstacles” in language learning, according to Tomczak and Lew (2019). They assert that using songs as a teaching vehicle can ease the tension in the formal classroom environment. And maybe most importantly, music is fun. Miletic (2018) claims that the main reason for teachers to integrate music into their classrooms is the positive effect that music has on learners and the ability of music to make teaching and learning more interesting. Knowing what styles of music students enjoy and incorporating some of those songs into the curriculum can make language learning even more appealing and can motivate students to practice and study the language more (Neisa, 2008). Music will also give students multiple opportunities to provide output and hone their pronunciation skills, while at the same time giving them chances to practice reading, writing, and listening skills.

### ***Other language activities***

There are many other activities that can be effective and enjoyable ways to learn a second language. Storytelling makes language learning fun and memorable for students of all ages. González (2010) talks about how using stories in the language class allows the teacher to creatively use a variety of strategies to make learning fun, motivating, memorable, and lasting. Playing games in a language class has also been proven to not only be enjoyable, but to help students learn and retain the language. In a study by Julia Sevy-Biloon (2017), she found that students showed increased motivation and advanced more quickly in English when they played games on a regular basis in class. The competition challenged students to practice parts of speech and vocabulary so that they could succeed in the games. This seemed to be a more effective and enjoyable method of teaching than forcing students to study for a test. Playing games boosts language learning by providing increased input and student engagement (Weisberg et. al, 2013). Conversing and practicing the language in small groups and pairs can help students learn a language in an enjoyable and less stressful way. Dörnyei and Ushioda (2011) list examples of “demotivating” factors in a language class, and some of them related to being embarrassed when speaking in front of the whole class. Being in smaller groups and pairs not only gives students more opportunities to speak in the target language, but a smaller audience listening to any mistakes that might be made.

Learning a language using contextual topics, culture, music, and a variety of other language activities can be enjoyable to both language learners and language teachers. Wells (2019), in her thesis on what motivated high school students to study German, found that the main reason that students signed up for successive German classes was because it was fun. Enjoyment is a powerful motivator. Language learning does not need to be boring!

## **Designing a curriculum based on language learner preferences**

Professional organizations have issued standards for language teaching and researchers have written articles on how to teach languages effectively—and these are all important in developing a language curriculum—but knowing how individual students feel about language learning and language teaching is also important. “Our attitudes affect our emotions, thoughts and behaviors at every point of our lives as well as affect students' feelings, thoughts and behaviors in language learning and teaching” (Türkarslan & Akdemir, 2019, p. 151). Language learning can be negatively affected when learners’ expectations are not matched by the language course and the teacher (Horwitz, 1987). Bell (2015) came to a similar conclusion in a study on students in German classes. She found that teacher and student beliefs about German language teaching sometimes differed and that it was important for teachers to understand the preferences of the students to increase retention and student satisfaction. Furthermore, it is important to not only consider the needs of the student, but also the needs of the teachers, parents, funders, educational authorities, and any other stakeholders who may have an interest in the course and its outcome (Graves, 2008).

A language learner’s personal learning preferences can also affect how they learn a language. According to Gardner’s (1983) theory of multiple intelligences, there are many ways to demonstrate intelligence, and good teachers will incorporate a variety of activities so as to capitalize on students’ strengths. Knowing how students feel they themselves learn the Finnish language best will be beneficial to curriculum developers. Of course, each lesson plan in a language curriculum will not be able to please every student in all instances. Moreover, students may not always know the best way to learn a language based on research and second language

acquisition principles, but by incorporating a wide variety of techniques and teaching and learning styles into the language lesson, many, and eventually all, of the students will benefit.

### **Designing a language curriculum that facilitates learning**

Having an effective language curriculum will be a major component in how well students in a language course learn and retain the language. In an article on curriculum writing, Richards (1984), who researched curriculum design for over thirty years, gives four steps as a process for creating an effective curriculum. The first logical step is to analyze the needs of the program by asking learners, teachers, administrators, and employers what their specific needs are. The next step is to create objectives. The third step is to decide what the content will be and what resources will be used—a syllabus, textbook, online programs, or will the teacher teach without a syllabus. Finally, evaluating a curriculum helps measure the effectiveness of the instruction and whether it is teaching what it purports to teach. Using Richards' four steps as a guide, here are additional ideas on what an effective curriculum could consider.

#### ***Analyze the needs of the program***

Dirksen (2016), in her book *Design for How People Learn*, explained that figuring out the path of learning that a curriculum should take requires identifying a problem to solve, identifying the gaps in knowledge, setting a destination, and then deciding how far you can take your students on the path of learning. Graves (2008) discusses the importance of a needs analysis before any curriculum project is commenced. A needs analysis considers what learners already know and what they need to know. The curriculum will bridge the gap between the two. The needs analysis collects information that shapes both the goals and content of the curriculum.

### ***Create objectives***

Creating objectives is the second, and perhaps the most important, step in creating an effective curriculum. ACTFL provides a wide variety of language learning goals through the NCSSFL-ACTFL Can-do Statements (ACTFL, 2012). These statements describe what learners can consistently do in each mode—interpersonal, interpretive, and presentational—and at each sublevel—reading, listening, writing, speaking, and signing. Figuring out what you want your students to be able to do by the end of the lesson and then at the end of the language course will show the specific path to follow so that students can increase more quickly in language proficiency. Starting from the objectives, and then choosing content and developing activities, when designing a language course, or from the backend, is called “backward design” (Wiggins & McTighe, 2005). The backward design approach has instructors consider the learning goals of the course first. According to a 2015 article by Korotchenko et al., backward design means identifying desired outcomes, determining acceptable assessment evidence, and planning learning experiences. The outcomes are planned first—thus the backward orientation of the design. When planning the assessment of learning, the article continues, these questions must be asked: “What knowledge will the student have obtained by the end of the course? What will the student be able to do based on the knowledge obtained? These are important questions to ask and to seek answers to when creating a language curriculum” (p. 215). As the curriculum developer asks these questions and visualizes the student using the knowledge obtained in the language course to communicate in the TL with fluency and accuracy, they will have a better idea how to design the lesson plans going backward—from the end result to the specific activities and lessons.

### ***Decide on content and resources***

Content has to do with determining what will be taught in a language class and how it will be taught. ACTFL's Core Practices (ACTFL, 2012) are an excellent curriculum design resource for planning what to teach in a language class. These practices, along with the ACTFL Proficiency Guidelines, World-Readiness Standards for Learning Languages, and NCSSFL-ACTFL Global Can-Do Statements, have been written to influence curriculum and instruction and have been adopted by language courses throughout the nation. The six core practices are:

1. Facilitate target language comprehensibility: Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time. Focus on comprehensible input, contexts, and interactions.
2. Guide learners through interpreting authentic resources: Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.
3. Design oral interpersonal communication tasks: Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.
4. Plan with backward design model: Instructors identify desired results, then determine acceptable evidence, then plan learning experiences and instruction.
5. Teach grammar as concept and use in context: Students focus on meaning before form.
6. Provide appropriate oral feedback: Oral corrective feedback is a tool for mediating learning and language development.

Travers (2021) states that in addition to incorporating these core practices into classroom curricula, educators should also take time to reflect on the lesson plan and evaluate what goes

well and what needs to be adjusted. Ultimately, the question should be asked: “What did learners gain from this?”

### ***Evaluate the curriculum***

Graves (2008) states that the goal of curriculum developers is for the curriculum content to be useful and practical to the language learner. She goes on to explain that assessment helps to determine the usefulness of the curriculum and provides a way to document, over time, the learner’s progress in the language and whether they are achieving the objectives of the course. Brown (2008) suggests that assessments should be “stakeholder-friendly” (p. 275) and take into consideration the needs of students, teachers, administrators, and other stakeholders. A good assessment will be created following the same steps as a good curriculum. Furthermore, continuous assessment of the revised curriculum itself is a critical aspect of maintaining and increasing its effectiveness in helping students reach their language learning goals. There should be an ongoing cycle of program evaluation using information from student evaluations, student performance observations, instructor feedback, and informal discussions (Paesani, 2017).

By following these steps, the curriculum developer can be guided on their way to creating lesson plans and activities that build upon each other to ensure that vocabulary, grammar, and culture is thoroughly impressed upon the learner’s mind and that real learning is occurring.

### **Designing a curriculum that facilitates retention**

While organizing a curriculum using backward design and a logical sequence of instructional activities can facilitate learning, helping students in the language class retain what they learn for long periods of time can be even more of a challenge, especially when teaching older students who are learning a language that is very different from their native language. Some older learners have been out of the educational system for many years and language

teaching may need to be adapted to meet their needs. In an article on teaching English to senior citizens in Germany (Grunbaum, 1998), the following challenges were mentioned: slower learning speed, lower memorization skills, lower concentration skills, and sensory handicaps. Special adaptations, methodology, and materials would need to be considered, such as easy course material, simplified grammar, limited vocabulary, frequent speaking practice, and a relaxed, humorous teaching atmosphere. These methods will help lower the anxiety that an older student may feel about acquiring new skills later in life. Oxford and Ehrman (1995) did a study of adult language learners taking language courses at the Foreign Service Institute. These students were government employees of varying ages who were mostly highly educated and who spoke at least one other language. Through a variety of surveys, questionnaires, aptitude tests, and teacher feedback, the researchers found that successful learners used an array of language learning strategies that matched their own learning style and personality. Cognitive strategies, such as using formulas, recombining, practicing authentically, skimming, scanning, using references, taking notes, summarizing, repeating, analyzing, looking for patterns, were all some of the strategies that were highly effective in helping the students in this study process and retain language. Motivation was also found to be a significant factor in how often the students used these various strategies. Providing clear, challenging, yet reachable goals, as well as providing feedback on goal achievement helped students feel like they had some control over their progress and that learning the language was possible. Incorporating these, and other language learning methods and strategies, into a language curriculum can benefit the older, as well as the younger, language learner.

Studying a language in a one-time or brief language course is not always enough for significant language learning retention, especially for the adult learner who often needs extra



time to practice and retain the language. A goal of all language teachers should be to inspire language learners to continue the learning process on their own as they continue investigating the culture and the language and improving their language abilities. Providing websites, online language courses, and online authentic learning resources can be an additional boost to language learning as students continue their language practice after the course is over. Language curriculum designers should offer tasks that enrich both the immediate language skills of the students and their future motivation for autonomous learning of language through online websites (Hajebi et al., 2018). It is not enough to help students understand a complex concept of grammar for a minute, or even for a day. The ultimate goal is to create life-long learners and speakers of the language.

### **An effective language curriculum and the language teacher**

The effectiveness of a language curriculum is closely tied to the effectiveness of the language teacher. The quality of the teacher-learner relationship is strongly affected by the teacher, who has an important role in developing an effective learning environment (Drakulić, 2019). Baleghizadeh & Mozaheb (2011) state that a good language teacher is a good manager, is patient, enthusiastic, flexible, and intelligent. As they performed a study of a well-liked language teacher at a university in Iran, they found he had these qualities and used these teaching techniques:

- He is up to date on new theories of teaching and uses them
- He uses authentic materials
- He uses graphs, charts, PowerPoints, and technology to help clarify grammar principles
- He makes time for classroom discussions and debates
- He gives clear instructions

- He incorporates pair work, group work, and role play into the lesson
- He uses the mother tongue when needed, though sparingly
- He summarizes the lesson at the end of class
- He uses an integrative approach to teaching

Sobhani & Bagheri (2014) stated that teachers should apply a variety of language teaching methods to motivate language learners to communicate confidently in the language. Bell (2005) explained that: “Foreign language teaching is a complex, multidimensional process that means different things to different people.” She goes on to say that “effective foreign language teaching is clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language” (p. 260).

Research by Drakulić (2019) shows a direct correlation between the motivation to learn a language and the students’ perceptions of the competencies of the language teacher. The teacher’s competence was more important than their personality. Young (1991) suggests that if teachers are more friendly, relaxed, and patient, language learners will feel more comfortable providing output in the language, especially in front of others. Having students work in smaller groups and pairs can also help lower anxiety and encourage students to speak out, as is emphasizing that mistakes are natural and part of the language learning process.

Creating a language curriculum that will increase teacher competence and effectiveness will be beneficial to students and teachers. A positive language learning climate along with positive teacher-student relationships will facilitate language learning motivation, and to some degree, language learning success (Drakulić, 2019). The positive and negative feelings about a language course and about language teachers are important factors to examine when designing a language

curriculum that will be appealing to language learners and motivate them to actively participate in a language course.

### **Designing a proficiency-oriented language curriculum**

The main goal of a language class is to learn the language. The goal of those who already know some of the language is to become more proficient in the language. A well-structured curriculum will facilitate this process. In the preface to the ACTFL Proficiency Guidelines (2012) we read: “The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context” (ACTFL Website). These guidelines are an excellent resource for knowing what students should be learning to progress in the language. Students should be learning to speak, write, understand, and read in the language and teachers should be helping them improve in these aspects. However, since there are so many aspects of the language to teach, this can easily overwhelm both the student and the teacher. Ellis (2006) advised language teachers to focus on two things: the forms of the language that differ from the learners' first language and those features of the language that may not actually be most common, but that cause the most errors when speaking the language. In order to do this, it is important to know the target language thoroughly and to be familiar with the various aspects that make it both difficult and easy for English-speakers to learn.

### ***The unique challenges of learning Finnish***

The unique complexities of the TL are important to consider when developing a language curriculum. Savo and Peltola (2019) stated that “the mother tongue phonology disturbs the perception of those redundant contrasts that are crucial to the target language, which then affects the production of the second language” (p.1). They go on to explain that providing extra training

to learn those aspects of Finnish that differ from the mother tongue, such as some of the unique vowel sounds, can improve the language learner's pronunciation of the TL. Savo and Peltola's article dealt specifically with Arabic-speaking immigrants to Finland, but this concept applies to teaching English-speakers, too. Finnish is very phonologically different from both Arabic and English. Since Finnish is in a different language family than English (Uralic, rather than Indo-European), it takes longer for English speakers to become proficient due to many structural differences and limited cognates with the English language. According to the State Department's ranking of languages (U.S. Department of State, n.d.), Finland is a category three language, with category four being the most difficult. That means it takes around 44 weeks, or 1100 class hours, on average, for an English-speaker to achieve proficiency in Finnish. Hence, it is important for a Finnish language curriculum to provide extra practice, review, and repetition, while at the same time using effective pedagogical techniques that will aid in the acquisition and retention of the language.

Here are some of the more unusual aspects of Finnish—at least from an English speaker's perspective:

- The Finnish language is different from most Indo-European languages, especially with respect to the fact that Finnish has more cases (15 of them) than most Indo-European languages (Karlsson 1999). In English we have one case—the genitive. Based on conversational data reported by Helasvuo (2001), the nominative case is the most frequent case in Finnish, followed by the partitive, accusative, and genitive cases. The partitive and accusative cases for direct objects are often the most confusing for English-speaking Finnish language learners because of the long list of reasons to use one or the other (Karlsson, 1999).

- Finnish has a very productive morphology in which several thousand words can be derived from one stem (Moscoso del Prado Martín et. al, 2004). In Wiki-books (n.d.), they explain: “In Finnish there are a huge series of suffixes to represent plurals, positions, postpositions (prepositions), pronouns, and descriptions.” Using the word “car” as an example, Wiki-books (Finnish/grammar suffixes) goes on to demonstrate some of these suffixes. Car is *auto*, and the plural stem is *autoi-*. The locative (inessive) suffix for “in” is *-ssa*, so “in my cars” would be *autoissani*.
- When suffixes are added to the stem of a word, this stem may undergo “softening” of the consonants, depending on the type of suffix added. This is called consonant gradation. Skousen (1971) explains that consonant stops in Finnish are weakened, or softened, in the environment of closed syllables. How a stop will be affected by consonant gradation depends on the type of stop. The word *helppo* softens to *helpon* when the genitive suffix *-n* is added. The word *ranta* softens to *rannan*. Learning the rules of consonant gradation takes time and practice, especially since over the centuries the rules have evolved and become less consistent. Beesley and Karttunen (2003) explain that because of changes that have taken place over the last few centuries, strong forms now show up in some closed syllables and weak forms in open syllables in certain morphological categories.
- Vowel harmony is when the vowels in the various suffixes must “harmonize” with the root word according to features such as the height, rounding, tongue position, and whether it is a back, front, or neutral vowel. (Duncan, 2015). In other words, if the root or stem contains front vowels (ä, ö, and y), then the ending will take the suffix variation that has front vowels. If it has back vowels (a, o, and u), then the suffix will take the variation with back vowels. For the two “neutral” vowels (e and i), the endings depend on what

other vowels are present (Pirie. J., n.d.). By contrast, in English, suffixes are usually just tacked on to the end of the dictionary form of the word without any modifications.

- Adjectives agree in number and case with the nouns they modify, whereas in English, only the noun is modified (Finnish Grammar, n.d.).
- Another feature of Finnish pronunciation that is significantly different from English is the duration of sounds. In modern English, doubling a vowel or consonant in spelling does not typically double the length of the sound. A Finnish speaker pronounces everything as written, with very few exceptions. This includes double vowels and consonants. Words with double letters have entirely different meanings than words with single letters. *Tuli* means “fire,” and *tuuli* means “wind;” *sika* is a “pig,” and *siika* is a “whitefish;” *kuka* is “who,” and *kukka* is a “flower;” and the list goes on and on. *Minä tapaan sinut huomenna* means “I’ll see you tomorrow,” but *Minä tapan sinut huomenna* means “I’ll kill you tomorrow” (Branch, 1999).

### ***The simpler aspects of Finnish***

Finnish may seem complicated, but it does have a few grammatical and phonetic features that are easier to learn and understand than in many other languages. Just as it is important for teachers to understand the unique complexities of the language, it is also important for teachers to understand which aspects of Finnish are not complex so as not to spend undue amounts of time teaching these aspects. This understanding will also help in lowering language learning anxiety and increasing self-esteem, as students are made aware of these simpler aspects of the language and are able to master them more quickly. Fatmawati and Supra (2018) discovered through a series of questionnaires, that the relationship between foreign language anxiety and teachers’ behaviors had a significant connection and that language teachers should give more

attention to their teaching method and behaviors to create a more conducive learning environment and reduce foreign language anxiety experienced by their students. They also found that languages that were more difficult to learn seemed to cause more anxiety among students. Teachers can help students lower their expectations of perfection, while focusing on more attainable goals of some of the easier aspects of the TL, for example, such as intonation and stress (Oxford & Ehrman, 1995). According to Branch (1999), “Finnish is a very logical language, as many students who have studied it methodologically admit. Finnish often expresses ideas very differently from the ways of the more commonly studied European languages. In other words, Finnish is different.”

Here are some of the less complicated aspects of Finnish:

- Finnish spelling is straightforward and there is a very close correspondence between spelling and pronunciation, unlike English. “Modern Finnish has almost a one-to-one correspondence between phonemes and graphemes: each grapheme corresponds to one and the same phoneme, and each phoneme corresponds to one and the same grapheme” (Nordlund, 2012, p. 353). When it comes to Finnish orthography, words are written how they are pronounced.
- Finnish prosody is also easy to master, since the main stress of every word, indicated by a slight lengthening of the vowel, is on the first syllable. These stresses do not change the vowel quality and are fairly mild (Suomi et al., 2016). Finnish intonation of phrases and sentences are also uncomplicated and lack a systematic grammatical function. Changes in intonation patterns are not used to signal questions or statements (Sajavaara & Dufva, 2001). This means that teachers will not need to spend as much time practicing where to accent syllables in a word and how to change intonation patterns in sentences to signal

questions, except perhaps to remind students that question intonation is downward instead of upward.

- “Finnish word order is relatively free, making room for all mathematically possible word orders in many constructions. Because there is no evidence in this language for radical nonconfigurationality, explanations must be sought from syntax” (Brattico, 2021, p. 38). Since direct objects will be in the partitive or the accusative form in a typical sentence with a subject, verb, and an object, these can be in any order, depending on what part of the sentence is being emphasized.
- There is no grammatical gender in Finnish. There is only one word for “he” and “she,” which is *hän*. Gender is indicated within the context of the sentence (Karlsson, 1999).
- Finnish has no articles. The semantic function of articles can be expressed by word order and/or by case (Karlsson, 1999).

In a well-crafted curriculum, the teacher would be sure to highlight the easier aspects of Finnish, while providing focused listening and speaking practice to address learners’ perceived challenges with the more complex aspects of Finnish. Teachers should, however, not excessively emphasize these aspects. Finnish is unique and complex, but not impossible.

## **Research Questions**

After researching these various aspects of curriculum writing and language teaching, and analyzing the goals and needs of Salolampi Finnish Language Village, these are the research questions that shaped my study, and subsequently the direction of my Finnish language curriculum for Salolampi adult week programs:

1. What cultural topics, language learning categories, and language activities do students find enjoyable?



2. What feedback did former learners provide about why they attended the Salolampi camp and what improvements they would make about the camp curriculum?
3. What instructional strategies and teacher traits do students think are important when learning Finnish?
4. What language proficiency gains did adult language learners report?

## Chapter 3: Project Design and Methods

### Context for the Project

#### *Program Information*

Concordia College's Finnish Language Village near Bemidji, Minnesota has two week-long adult camps each year, one in May and another in September. Between 15 and 30 adults attend these camps each time, living in Finnish-style cabins surrounded by pine forests and lakes, and participating in language classes and a variety of other cultural activities. There are many people who help set up, maintain, and organize a week-long language course. CLV administrators assist in advertising, registration, transportation, meals, and the physical set-up of the language village. As the adult week director, I take care of hiring teachers, presenters, planning the schedule, and supervising and approving meals and needed materials.

Spring and Fall 2020 camps were online because of COVID, but Spring 2021 was once again on-site with 15 students. Participants mainly come to learn the Finnish language, but the camp also provides Finnish cultural activities, food, and time to socialize. Language classes are usually divided into three levels, depending on the registration numbers and the availability of teachers. Here is the schedule of a typical day at the language camp:

Table 1

#### *Schedule of a Typical Day at Salolampi Adult Week*

8:00-9:00 am.	European-style breakfast buffet
9:00-9:30 am.	Singing time
9:30-10:30 am.	Language class
10:30-11:00 am.	Coffee break
11:00 am.-12:15 pm.	Language class
12:30-1:15 pm.	Finnish-style lunch
1:15-2:00 pm.	Free time and shopping at <i>kioski</i> (store)
2:00-3:00 pm.	Cultural presentation (by a teacher or a guest)
3:00-3:30 pm.	Coffee break
3:30-4:45 pm.	Language class

5:00-6:15 pm.	Cultural activity (crafts, sports, art, music, conversation, walking)
6:30-7:30 pm.	Finnish-style dinner
7:30-8:30 pm.	Cultural presentation or movie
8:30-9:30 pm.	Indoor or outdoor sauna, movie, or free time

*Note.* Schedule can vary.

(See Appendix A for the schedule for Salolampi Adult Week from May 2019.)

### ***Needs Analysis***

Salolampi adult week programs began in 1989 and have had many different program directors and teachers. The summer youth language camps have some teacher training and curriculum writing funding provided by Concordia Colleges for their programs, but the adult programs do not. Teachers of the adult camps are left on their own to create lesson plans. Because teachers can be different year after year, and because teachers are often untrained, this leads to a lot of inconsistency and confusion, as well as ineffective language teaching. Camp participants have occasionally complained about teachers being disorganized and not as effective as they would have hoped for in a Finnish language camp. This is not entirely the fault of the teachers since they often have other jobs and are not paid for preparation time. Unfortunately, the textbooks, workbooks, and other teaching materials that are on site are also disorganized and difficult to sort through in the two hours of prep time each evening that teachers may have.

There are a few Finnish language resources online, but not as many as there are for more common languages, such as Spanish and French. Finnish language curricula are hard to find unless you purchase an expensive textbook and teacher's guide. A language curriculum for a one-week camp for adults that would be affordable, or free, is even harder to locate. The *Toisto* program for refugees, found at this website: <https://suomenkielisanootervetuloa.fi/materiaalit-1/>, is the closest to a complete online curriculum for Finnish that I have found, but it is designed for a beginner level and geared toward refugees.

My master's project was to create and pilot a curriculum for teachers of Salolampi adult week programs that would be easily accessible online, based on language teaching research and sound pedagogical principles, and influenced by the desires of the students themselves. This project's goal was to not only create this curriculum, but to perform a study of former Salolampi participants and use the information from this study to improve the curriculum and make it more applicable and enjoyable for the students. The next step was to test out the curriculum at the Spring 2021 adult camp and use a Pre-camp and Post-camp Survey, as well as video observations, to make more improvements to the curriculum.

In the Fall of 2020, as part of my study for this project, I sent out the first questionnaire to former Salolampi adult week participants to find out how they felt about their experience at Salolampi and additionally, their opinions and suggestions on how to improve the camp and accelerate their progress with the Finnish language. The results of this Needs Assessment survey were taken into consideration as the Spring adult camp curriculum was developed and will be considered for future adult week programs.

## **Participants**

### ***Fall Salolampi Needs Assessment Survey Participants***

A Qualtrics questionnaire link was emailed out to 364 email addresses provided by CLV and taken from their database of former camp participants. A few of the email addresses were incorrect or inactive. Out of the 364 emails sent out, 55 responded by taking the survey. All 55 were former Salolampi camp participants. Forty-two out of the 55 respondents were 70 years of age or older, which is well-aligned with the demographics of a typical adult language class at the camp. Forty-one of the respondents were female and 14 were male.

### ***Pre-camp Survey Participants***

The Pre-camp Survey was sent out before the Spring 2021 Adult Week to all fifteen adult week participants who had registered for the session. Nine people responded by taking the survey.

### ***Post-camp Survey Participants***

The Post-camp Survey was also sent out to all fifteen Spring Adult Week participants. Eleven people responded by taking the survey.

### ***Spring Adult Week Participants***

The attendees at the 2021 Spring Adult Week came from all around the country. Five of them were attending for the first time, while the others had attended before. Six of the students were in their eighties, six in their sixties, and three in their fifties. This was quite common to have many of the students over 50 years of age, though usually there are one or two younger participants. The students had varying levels of Finnish language ability. Four were at an early beginner level; two were at a late beginner level; the rest were at varying degrees of an intermediate level.

The students also had various backgrounds of exposure to and familiarity with the Finnish language and culture. Thirteen of them had Finnish heritage and five had even spoken varying degrees of Finnish as children. Two of the participants had no Finnish background or heritage at all but were just interested in learning a unique language.

### ***Observation Video Participants***

The level two class was recorded four times during Spring Adult Week. In one recording, the level three class was also present since their teacher had not arrived yet. There were 10

students in the class for that recording. For the other three recordings, there were six students in the class.

## **Curricular Information**

### ***Contextual Topics, Guiding Questions, and Can-do Statements***

Past Salolampi adult week lesson plans have often been disorganized and unstructured. Each teacher created their own lessons based on what they thought their class might want to learn. Sometimes teachers arrived at Salolampi with very little preparation and just asked their students what they would like to learn during the week. The students would list a few Finnish grammar principles in which they were interested, and the teacher would search for handouts or other materials at the camp or online and quickly make a few copies for the class. Here is an outline of my curriculum from one day at a Salolampi adult week program in 2019:

- Greetings: “Where are you from?” “Where were you born? Where have you lived?”
- Song: *Löylyä lisää*
  - Write verbs and nouns on the board
- Verbs
  - Handout
  - Verb cards
    - Practice with a partner
    - Ask positive and negative questions
  - Positive present tense verb worksheet
  - Negative present tense verb worksheet
- Game

- Stand in a circle. First person commands the next person in the circle to perform an action. They must do it quickly and then command the next person to do another action, or they are out. Last person in the circle wins.
- Locatives
  - Locative handout: fill out together
  - Practice with partners using picture handout. Point at a place on the picture handout and ask questions, such as:
    - Where am I?
    - Where is the dog?
  - Handout on “where,” “from where,” and “to where” for homework
- Walk outside and review and just talk about anything

This lesson plan for a day at Salolampi had some variety and interaction, but it did not have a contextual topic or theme--just grammar topics; it did not have objectives or goals--it just meandered from grammar topic to grammar topic; neither did it include listening, reading, writing, cultural, or pronunciation activities--just speaking activities. The new curriculum for Salolampi adult weeks was inspired by current language teaching literature and the opinions and preferences of former Salolampi participants and will include many of these features: contextual topics, guiding questions, Can-do Statements as learning goals, grammar, games, speaking, reading, writing, listening, pronunciation activities, songs, and games.

The new curriculum for the Spring 2021 Salolampi Adult Week started with language topics, guiding questions and ACTFL Can-do Statements (ACTFL, 2012) in the various modes of communication: Interpersonal (person-to-person) Communication, Presentational (speaking and writing), and Interpretive (listening and reading). Having language lessons that revolve around

topics, guiding questions, and language learning goals, rather than around grammar concepts and activities, helps the curriculum focus on communication and conversation. The daily topics served as a guide for teachers, but were flexible, depending on the needs and capabilities of the class members and the preferences and personal resources of the teacher. Most of the level one class topics were different from the other two levels. These were the topics and guiding questions for level one:

Table 2

*Topics and Guiding Questions for Level One Class*

<b>DAY</b>	<b>MAIN TOPIC</b>	<b>GUIDING QUESTIONS</b>
<b>1</b>	Greetings/ Languages	Who are you? What languages do you speak?
<b>2</b>	Family, friends/ Colors, clothing	Who are your friends and family? What are they wearing?
<b>3</b>	Hobbies	What do you like to do?
<b>4</b>	On the bus/ Numbers	Where do you live? How do you get there?
<b>5</b>	Review	What have you learned at Salolampi?

*Note.* Salolampi Adult Week 2021

Both level two and three classes used the same topics and lesson plans. It was up to the teacher to adapt the lessons to the level of students in the class. Here are the topics and guiding questions for levels two and three:

Table 3

*Topics and Guiding Questions for Level Two and Three Class*

<b>DAY</b>	<b>MAIN TOPIC</b>	<b>GUIDING QUESTION/STATEMENT</b>
<b>1</b>	Free time and hobbies	What are your hobbies? What do you like to do?
<b>2</b>	My schedule/ The weekend	When and how often? What do you do on the weekend?
<b>3</b>	Travel	Let's go to Finland! Where do Finns like to travel?



4	Shopping in Helsinki/Giving directions	Let's go shopping! How do we get there?
5	Review and practice skit	What have you learned at Salolampi?

*Note.* Salolampi Adult Week 2021

The students in the level one class were at the early stages of learning Finnish, so the curriculum for this class was organized around the Can-do Statements for Novice Low to Novice Mid levels of language. Here are the Can-do Statements for Novice Low, Interpersonal Communication, with some modifications for this adult week program (go to [http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do\\_Statements.pdf](http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do_Statements.pdf) to download a copy of the statements for all ACTFL levels):

- I can greet my peers.
  - I can say hello and goodbye.
  - I can greet people according to the time of day.
- I can introduce myself to someone.
  - I can tell someone my name.
  - I can ask someone how they are doing and tell them how I am doing.
- I can answer a few simple questions.
  - I can respond to yes/no questions.
  - I can answer an either/or question.
  - I can respond to who, what, when, where questions.

The level two class was directed toward an ACTFL Novice High to Intermediate Low level, and the level three class was directed toward an Intermediate Mid to Intermediate High level. Their language learning goals were taken from the ACTFL Can-do Statements for these levels.

***Infusing culture and music into the curriculum***

The next step in creating a curriculum for the Spring adult camp was to identify opportunities within each lesson for cultural observation and participation. For instance, the topic of free time and hobbies included authentic resources, such as a chart from a Finnish statistics website that showed what Finns generally like to do in their free time. The topic of “Where do Finns like to travel?” included a handout on some of the favorite travel destinations for Finns and a research assignment. “Shopping in Helsinki” gave opportunities to explore the city of Helsinki through online maps and websites. The beginner class took advantage of the Salolampi location itself and visited the *kioski* (store) with its selection of Finnish and European products to practice numbers and vocabulary. The same class walked down to the sauna and practiced sauna and nature words and phrases.

The next step in creating the curriculum was deciding on what songs to include in the lesson plans themselves. Finnish folk songs were a major source for music, since Finland has many beautiful traditional songs that teach a lot about the history and culture of the country, as well as about the structure of the language. Folk songs do occasionally have language structures that are outdated, so pay close attention to the songs you choose and point out any archaic expressions to your students. Children’s songs were also used since the lyrics are usually much simpler than in folk songs. Some newer songs were also brought into the lessons to give a more current view of the people of Finland. Each morning during music time, participants had additional opportunities to practice a variety of Finnish songs. Some songs were repeated each day for greater retention.

### ***Gaining proficiency in the Finnish language***

In addition to conversations and discussions on the topic of the day, cultural lessons, and songs, grammar lessons and vocabulary were an important part of each day’s lesson plan. It is impossible to use a language both fluently and accurately without an understanding of how the

language is formed and a good foundation of vocabulary. Since Finnish is very different from English, grammar cannot be acquired by input alone. Cognates with English are not as common as with languages such as German or Spanish. Sentence structure, though generally in a subject, verb, object sequence, has many more variations and unique word formations. Here is a chart showing the vocabulary and grammar that was integrated into the language lessons for the level two and three classes and why that grammar was used:

Table 4

*Vocabulary and Grammar for Level Two and Three Classes*

<b>DAY</b>	<b>MAIN TOPIC</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>WHY?</b>
<b>1</b>	Free time and hobbies	Sports, hobbies, and words and phrases relating to free time activities.	Changing a verb into a noun (gerund— i.e., running). Using the partitive case when you play sports and the elative case when you like activities. Cases of direct objects to use with certain verbs (rektiot).	Creating gerunds gives students more ways to talk about their hobbies and to say what hobbies they like. Learning the correct cases to use on objects of sentences with certain verbs increases the accuracy of speech.
<b>2</b>	My schedule/ The weekend	Words and phrases that relate to when and how often you participate in hobbies and your weekly schedule.	Third infinitive form of verbs. Genitive used with <i>kanssa</i> (with). Let's "verb" form (passive).	Verbs in third infinitive must be used often when using two verbs in a row (I go running daily). Genitive postpositions are used with the word "with" which is handy to invite people to come with you for an activity. Let's "verb" forms are good for saying "Let's run," or "Let's go" and then talking about activities to go and do.
<b>3</b>	Travel	Words and phrases that relate	Conditional forms of verbs.	Conditional form is often used by people helping you with travel needs.

		to travel and vacations.		
4	Shopping in Helsinki/Giving directions	Words and phrases that relate to shopping in Helsinki and shopping in general.	Verbs of obligation. Comparative adjectives.	Verbs of obligation are good for saying things like: “We should go to the Marimekko store.” Comparatives are just a fun way to practice shopping vocabulary.
5	Review and practice skit	Catch-up and review vocabulary with flashcards and objects.	Catch-up and review grammar that still needs practice.	There are always topics and concepts that are rushed through or skipped and need more practice.

*Note.* Salolampi Adult Week 2021

Each lesson included some grammar, but the emphasis was more on communicating within the topic and while doing so, incorporating the various grammar aspects that we had discussed and that they had learned in the past.

### ***Instructional Strategies***

Some of the curriculum for levels two and three in our spring adult camp was patterned after the curriculum found on the Brigham Young University Chinese Flagship website at <http://clt.byu.edu/content/chinese-flagship-secondary-curriculum> (Chinese Flagship Center, n.d.). Only certain lesson plans were adapted for the Spring Adult Week curriculum, since Salolampi is only a weeklong Finnish course, and the Chinese curriculum is meant for years of language lessons. More lessons will be adapted for future Salolampi adult week programs. Some parts of the lessons were also omitted because they dealt more specifically with the Chinese language. Each lesson plan starts with the question, “What will students be able to do by the end of this unit?” Can-do Statements follow, with a topic and related vocabulary and phrases for the lesson. Next are activities, PowerPoints, and handouts relating to the topic and instructions on how to teach grammar and cultural ideas.

My Finnish lesson plans followed a similar pattern—with Can-do Statements, topics, vocabulary, and phrases, and then a step-by-step lesson plan of activities and ideas for instruction and practice. Each lesson starts with a conversation topic that usually relates to the topic of the day, and then an authentic text to introduce the daily topic. This text can be a song, video, listening segment, or a story, with pre-, during, and post-listening tasks. The activities included a variety of discussion topics as a class and in pairs; speaking and pronunciation tasks; reading and writing practice; listening segments; grammar lessons, and cultural research and presentations. (See Appendix B for lesson plans for the level two and three classes for Spring Adult Week 2021 and Appendix C for a blank lesson plan template).

### **Project Overview**

Here is a step-by-step overview of my research project (more details about data collection and analysis methods will be provided in a subsequent section):

- Sent out Needs Assessment survey to former Salolampi participants in Fall 2020
- Conducted curriculum design research
- Based on survey responses and research, created curriculum for five days of instruction at Salolampi Spring 2021 Adult Week incorporating:
  - ACTFL Can-do Statements as objectives
  - ACTFL Core Practices
  - Daily topics
  - Culture
  - Music
  - Short grammar lessons
  - Emphasis on conversation and practical communication

- Sent out Pre-camp Survey before Spring Adult Week
- Taught at Spring Adult Week with new curriculum and provided curriculum resources to the other two teachers
- Took videos of four class periods at Spring Adult Week
- Sent out Post-camp Survey after Spring Adult Week
- Watched videos and took field notes
- Analyzed data from all three surveys
- Made additions and changes to adult week curriculum based on data, field notes from video observations, teacher comments, and additional research
- Made curriculum available to future teachers and others on website
- Continued adding to curriculum for future Salolampi adult week programs

### **Instrumentation**

To assess the needs and wants of Salolampi participants, three questionnaires were created in Qualtrics (see Appendix D). The following questions guided the development of the questionnaires:

- What are former Salolampi participants' opinions about the effectiveness of language teaching at the camp?
- What are the participants' attitudes about their progress with the Finnish language at the camp?
- What are the most important qualities of a language instructor according to participants?
- What are cultural and language topics that the participants would like covered in their language classes?
- What activities and language-teaching techniques do the participants enjoy the most?

## **Data Collection**

### ***Fall Needs Assessment***

Former Salolampi participants received a Qualtrics questionnaire link by email September 22, 2020, with a deadline of October 31, 2020. The email contained information about the survey, instructions for completing the survey, and deadline information (see Appendix E for a copy of the email).

The Needs Assessment contained 29 questions in the following categories:

- Informed consent question (one multiple-choice question)
- Demographics and background information (five multiple-choice questions)
- Respondents' opinions on:
  - their language progress at Salolampi (six Likert-scale questions)
  - what is important in a language class (one drag-and-drop rank order question and three Likert-scale questions)
  - what topics to discuss in a language class (three multiple-choice questions)
  - improving the quality of teaching at Salolampi (two drag-and-drop rank order questions and one multiple-choice question)
  - enjoyable language learning activities (six Likert-scale questions)
- Respondents' future plans for attending Salolampi (one multiple-choice question)

The purpose of this Needs Assessment was to find out former Salolampi participants' opinions on how to improve language teaching and language learning at the camp, what their language learning priorities were, and what kind of experience they had at Salolampi. This information would be used to shape the curriculum for future Salolampi adult camps.

This questionnaire was piloted on four former Salolampi participants who then provided feedback. As a result of the feedback, some questions were changed to make them more understandable, and more instructions were added to the ranking questions on how to drag and drop their responses into the desired order.

### ***Pre-camp Survey***

The Pre-camp Survey was sent out May 7, 2021, to the 15 individuals registered for the Spring 2021 Salolampi Adult Week. Responses were due by the time camp started on May 15, 2021. It contained 12 questions in the following categories:

- Informed consent questions—one for the questionnaire and one for permission to videotape classes during adult week (two multiple-choice questions)
- Background information (three multiple-choice questions)
- Respondents' opinions on:
  - their current language level and desired language level after Salolampi (two multiple-choice questions)
  - what is important in a language class (two drag-and-drop rank order questions and one multiple-choice question)
  - enjoyable language learning activities (two multiple-choice questions)

The purpose of the Pre-camp Survey was to find out what the Spring Adult Week participants wanted from the upcoming camp, as well as their opinions on the most important aspects of a language class, and what their own language learning priorities were. This information would be used to shape the curriculum for the Spring adult camp and future Salolampi adult camps.



The Pre-camp Survey was piloted on one former Salolampi participant who did not find any items that needed to be clarified or changed.

### ***Post-camp Survey***

The Post-camp Survey link was sent out to all 15 Spring Adult Week participants on May 24, 2021, and responses were due May 31, 2021. It contained 25 questions in the following categories:

- Informed consent question (one multiple-choice question)
- Background information (one multiple-choice question)
- Respondents' opinions on their language progress at Salolampi (five Likert-scale questions)
- Language class information (two multiple-choice question)
- Respondents' opinions on:
  - the curriculum during adult week (six Likert-scale questions)
  - teaching techniques and their teacher during adult week (one multiple-choice question and four Likert-scale questions)
  - enjoyable language learning activities (four Likert-scale questions)
- Respondents' future plans for attending Salolampi (one multiple-choice question)

The purpose of the Post-camp Survey was to find out Salolampi Spring Adult Week participants' opinions on how to improve language teaching and language learning at the camp, and what kind of experience they had at Salolampi. This information would be used to shape the curriculum for future Salolampi adult camps.

The Post-camp Survey was piloted on one former Salolampi participant who did not find any items that needed to be clarified or changed.

### ***Observation Videos and Field Notes***

Around five hours of the level two class were recorded on a laptop computer during Spring Adult Week. These observation videos were taken May 17, 18, 19, 20, 2021 during the 11:00 am. class each day. The camp started the evening of the 15th and classes started on the 16th. The videos were recorded on a laptop computer that was set up in a corner of the classroom.

I watched the observation videos and typed up field notes on the videos June 2-12, 2021. While viewing the videos, I paid particular attention to my research questions, looking for ways that topics, language activities, student enjoyment, teaching strategies, and language proficiency advances occurred. I also indicated ways to improve instruction and the curriculum in the future. I created a table with my research topics as categories and wrote some brief summaries and ideas in each column from my collection of field notes (see Appendix F for a sample of the field notes and Table 5 for a summary of the field notes).

Table 5

*Field Note Analysis from Salolampi Adult Week 2021*

<b>Topics/Activities</b>	<b>Enjoyment/ Feedback</b>	<b>Teacher Traits/Strategies</b>	<b>Language proficiency</b>
Days of the Week song helped teach how to write a schedule well	Students seemed to enjoy positive feedback and praise	More review needed of vocabulary and grammar concepts	Use more Finnish so they get to hear it more and practice listening skills
They enjoyed talking about their hobbies in pairs and as a class	Needed to move slower and have patience with those who struggled with a concept or word	Should give more examples and model phrases and structures more	Let them figure out rules rather than just telling--this worked well the couple times it was done
Should spend more time talking about Finnish pastimes next time	Important to be more organized so that class runs smoother	Comprehensible input important--speak in Finnish a lot, but not too far above their heads	Less translating and more actions and drawing and maybe some PowerPoints next time
Having them share places they traveled to during COVID after Ikea video worked well to encourage extended discourse	Use of humor was good and lightened the mood	Write instructions on board rather than repeating over and over and resorting to using English	Write sentence structures on board as needed and review more in pairs
They seemed to enjoy listening to and singing along with popular song by Haloo Helsinki	Pair work effective with discussion topics and gave more time for them to talk	Used good variety in going through vocab sheets—different almost every time	Encourage students to use more Finnish when talking to each other and to the teacher
Shopping segment was fun and practical for those planning trips to Finland	Enthusiasm for grammar was motivating	Good handouts. Helped them remember what we had talked about and hopefully they can use them at home, too	Need to write more of the verb forms on the board so they can see and hear them--they have learned them all before, but have forgotten them
They enjoyed playing games, such as “Charades,” “What If” and “Uno”	Ikea video enjoyable and it helped their understanding to show more than once and pause often	Need to follow up on homework assignments more and have them report what they learned during the break	Need grammar charts on the walls around the room to remind students how to form various verb types, etc.

	Activities with movement helped wake everyone up	Gave them some good resources for online study later on and did some online stuff together, such as when looking at shopping places in Helsinki	Need posters around the room with often-used classroom phrases and words-- had to keep reminding them what the Finnish word for "stem" was, etc.
			Listening exercises were difficult, but effective and playing the segments more than once was helpful

*Note.* May 17 to 20, 2021, 11:00 am. classes

### **The Data Analysis**

After receiving responses from each of the questionnaires, I downloaded the data from Qualtrics in the form of Excel spreadsheets. I then combined the information from all three questionnaires into one spreadsheet, putting responses to similar questions in the same column. The combined data was then arranged into columns that showed the category or question, the frequency of a particular response, the percentage of that response, the cumulative frequency and cumulative percentage of the response, and then the response itself. This data was used for many of the graphs. There were a few questions that were unique to each survey, and they were analyzed separately. I also compared some of the similar questions between surveys, in order to compare more recent participant data with older data, but mostly the data itself was what was important for evaluating the opinions and suggestions of former camp attendees. Graphs dealing with just one of the surveys were downloaded from the Qualtrics website. Some of the information, such as the ages of respondents and the number of times they had attended Salolampi, was not necessary for this study, but could be analyzed later to see if there was any correlation between the language level or familiarity with Salolampi, and their responses. I

organized the sections of data that were pertinent to my curriculum writing into charts and graphs. Here are the various categories or sections of data that I analyzed:

- Why participants want to learn Finnish
- Why participants attended Salolampi
- Participants' evaluation of how Salolampi helped them progress in language proficiency
- Participants' opinions of what is important in a language class
- Types of themes participants enjoy in a language class
- Participants' opinions of which teacher characteristics are important
- Participants' opinions of which teaching techniques are important
- Participants' opinions on how they learn best in a language class
- Complaints about past Salolampi experiences
- Participants' opinions of what language class activities they enjoy
- Will they return to Salolampi?

After the data was organized and percentages and frequencies indicated, I was able to easily see what percentage of former Salolampi participants felt a particular way about a variety of topics. There were quite a few questions that were in a Likert scale format. From these I could see how respondents felt about their Salolampi experience at varying levels. Some of the questions were ranking style questions. From these I was able to see which aspects of learning Finnish were most important and which were least important. I was also able to see what teaching characteristics and teaching techniques were viewed as the most important and useful to students. A few of the questions did not work as well for analyzing. The ones where respondents were able to choose all answers that applied had to be broken up into their various responses and evaluated further to see exactly how many chose which response. Once all the numbers were

tallied and graphs configured, I was able to see the patterns and preferences emerge. This gave me the information I needed to make changes and additions to my Finnish curriculum in such a way that the greater number of Salolampi attendees would benefit.

## **Chapter 4: The Findings**

The purpose of my project was to create both an effective and an enjoyable Finnish language curriculum for Salolampi Finnish camp for adults. To create such a curriculum, language pedagogy and curriculum writing research was conducted, and questionnaires were sent to former and future attendees of the camp for their suggestions and opinions. Video observations from language classes at the 2021 Spring Adult Week were also watched and field notes taken. The findings from these data sources that are included in this chapter have been organized according to my four research questions:

1. What cultural topics, language learning categories, and language activities do students find enjoyable?
2. What feedback did former learners provide about why they attended the Salolampi camp and what improvements they would make about the camp curriculum?
3. What instructional strategies and teacher traits do students think are important when learning Finnish?
4. What language proficiency gains did adult language learners report?

### **What cultural topics, language learning categories, and language activities do students find enjoyable?**

Former Salolampi students in the Needs Assessment said they enjoyed learning Finnish through culture. Fifty-seven percent felt that learning Finnish through cultural themes was “very enjoyable” and 38% said that it was “enjoyable,” for a total of 95%. The other 5% felt that learning through culture was “somewhat enjoyable.” Students also performed better when conversing about culture rather than conversing to practice a single grammatical point. For

instance, video observations showed students engaged more enthusiastically and fluently in conversations that focused on a topic, rather than on a grammar principle or a practice drill. When the students were learning how to ask someone what they liked to do in their free time, they conversed for longer stretches of time and with greater fluency than when they had to answer a similar question about what they liked to do using a specific grammar structure. Those answers were often hesitant and brief. In the language lesson on discussing what types of activities they do on certain days of the week, the students sang the “Days of the Week,” song—*Viikonpäivät*—(see Appendix G) enthusiastically while adding their own activities in a similar format to the song about what they might do on that day. Less repetition and reminding were required in how to structure their responses than when students learned the conditional form of verbs in a later class period.

Some cultural topics were more enjoyable than others. In the Needs Assessment, the topics that they liked best from the choices offered were, in order of preference (respondents could choose multiple topics):

1. Conversing with friends and relatives (50 out of 55 chose this one)
2. Manners/customs/etiquette (43)
3. Food (40)
4. Society and government; Hobbies/lifestyle (39)
5. The Arts (36)
6. Shopping (33)
7. Holidays; Humor (32)
8. Home and family; Travel/vacations/transportation (31)
9. Geography (30)



10. Taking a bus or train; (28)
11. Nature/animals (27)
12. Giving directions; Education (26)
13. Weather/seasons (25)
14. Travel reservations (22)
15. Sauna; World News (21)
16. Healthcare (20)
17. Entertainment/media/books (16)
18. Religion; Daily schedule (13)
19. Going to the doctor (12)
20. Jobs (10)
21. Applying for a job (9)
22. Sports (7)
23. Goals/accomplishments; Romance; Technology/social media (6)

However, although these findings suggest that language should be integrated with culture, additional findings indicate that participants are divided about how and when that integration should take place. Forty percent of respondents in both the Needs Assessment and the Pre-Camp Survey ranked culture in a language class last in order of importance among the eight choices of conversation, grammar, vocabulary, reading, writing, listening, pronunciation, and culture. In the Pre-camp Survey, future Salolampi participants were asked whether culture should be a part of the upcoming language class at the Spring Adult Week. Five respondents said that culture should not be a part of the language class but should be included in other activities at the camp; two said that culture should be taught but should be taught in English; two others said it should be taught,

but in Finnish. In the Post-camp Survey, seven out of nine respondents reported that they were satisfied with the amount of culture taught in their language class during the Spring Adult Week.

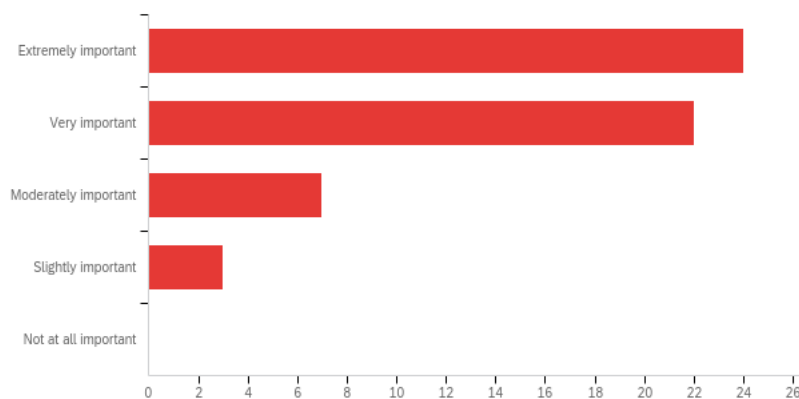
One thing participants did agree on, however, was the inclusion of music. Most of the Needs Assessment respondents felt that singing was either very enjoyable or enjoyable in a language class—53.9% and 29.3%, respectively, for a total of 83.2%. In the Pre-camp Survey, six out of the nine respondents said that they enjoyed learning Finnish through singing.

Learning and practicing a language online and in other ways at home is important to continue learning the language after a language camp and to increase retention of what was learned. In the larger Needs Assessment, 42.8% percent recognized that continued language learning was extremely important and 39.2% felt that it was very important, for a total of 82%. (See Figure 1.)

**Figure 1**

*Number of Participants' Ratings on Importance of Continued Learning at Home*

Q15 - How important is continued language learning at home after Salolampi?



*Note.* Number of respondents along the horizontal axis.

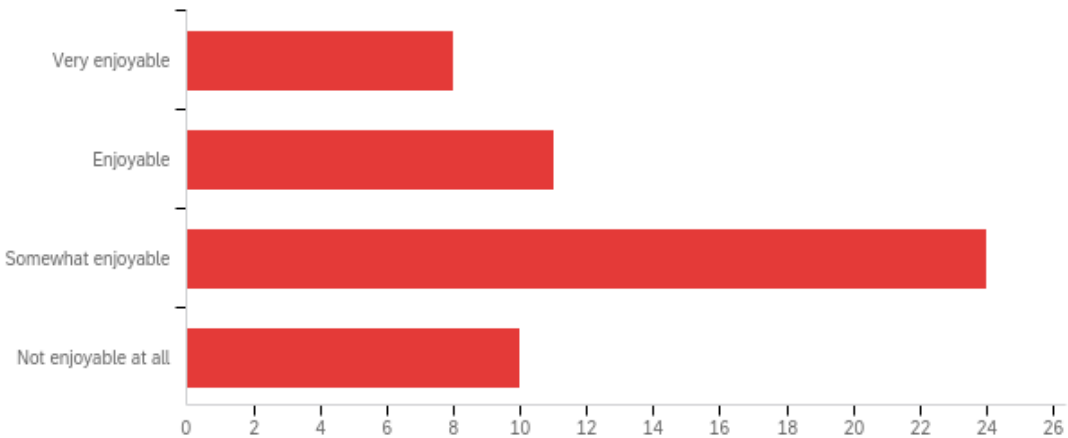
Despite student's views on the importance of continued language learning after Salolampi adult camp was over, a significantly lower number of respondents claimed that they enjoyed learning the language online--one of the more common ways to learn a language at

home. Fifteen percent felt that online language learning was very enjoyable and 20.7% enjoyable, for a total of 35.7%. (See Figure 2.)

**Figure 2**

*Number of Participants' Ratings on Importance of Learning a Language Online*

Q26 - How enjoyable to you is learning language through online activities?



*Note.* Number of respondents along the bottom axis.

Other activities that the Needs Assessment respondents enjoyed in a language class were learning a language through stories, which ranked in second place after learning a language through culture, followed by singing, learning in small groups or pairs, and learning through games.

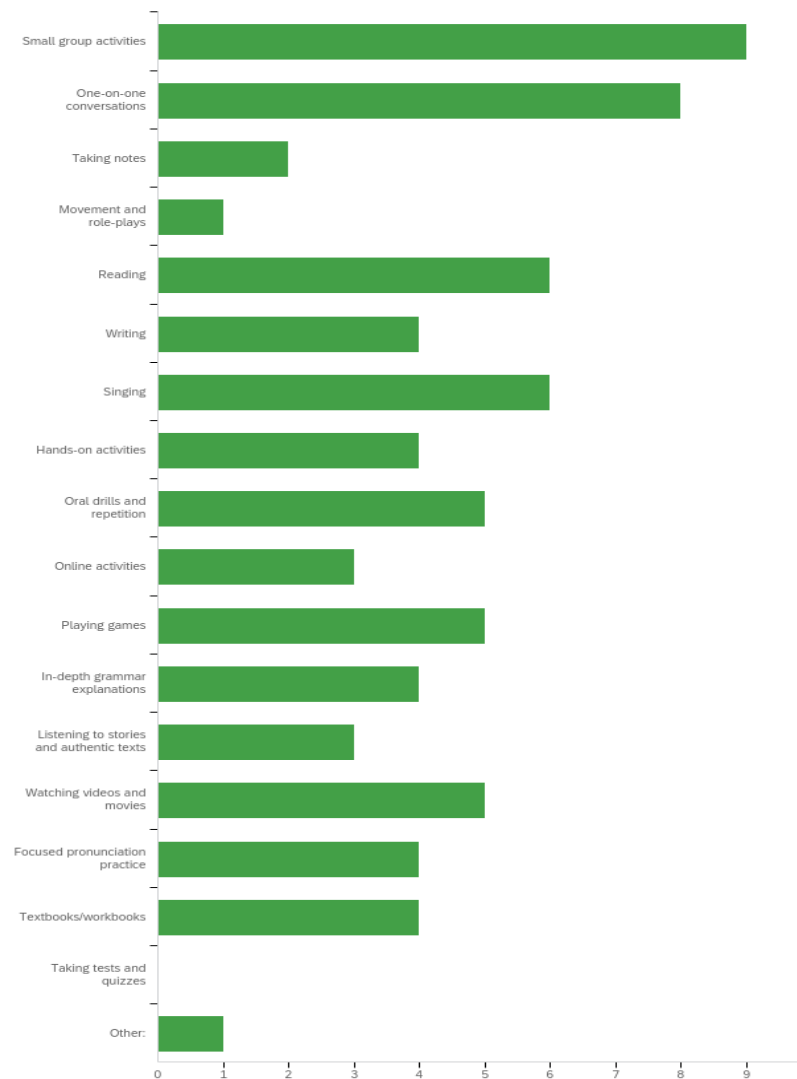
In the Pre-camp Survey, future participants were asked about their favorite ways to learn a language. Unlike the larger survey where activities were in separate questions, this question had the activities combined into one question and they could choose as many as they liked. Each of the nine future camp attendees said that they liked learning a language in small groups; eight of them liked learning in one-on-one conversations; six by reading and singing; five with oral drills and repetition, watching videos and movies, and playing games; four by hands-on activities, in-depth grammar explanations, focused pronunciation practice, oral drills and repetition, writing,

and textbooks and workbooks; three by listening to stories and authentic texts; two by taking notes and online activities; one with movement and role-plays. (See Figure 3.)

**Figure 3**

*Pre-Camp Survey Showing Preferred Language Learning Activities*

Q12 - I like to learn language through: (choose all that apply)



*Note.* Number of respondents along the bottom axis.

Since the questions that asked respondents about how they enjoyed learning a language were worded differently in the surveys, comparisons were difficult to make. Students responded most

favorably in both surveys to learning through culture, learning in small groups and pairs, singing, stories, and games.

**What feedback did former learners provide about why they attended the Salolampi camp and what improvements they would make in the camp curriculum?**

Former Salolampi participants were asked to respond to the question: “Why did you attend Salolampi?” They were able to choose more than one answer. The top choice, by far, was to learn more Finnish. Second on the list was to eat Finnish food (each meal during an adult week is either a traditional Finnish meal or something that typical Finns eat). Third on the list of reasons was to participate in Finnish crafts and cultural activities (weaving, knitting, art, and wood crafts are all popular activities during an adult week). The fourth reason to attend Salolampi was to learn about Finnish culture (culture is currently taught both in class and in daily cultural presentations that are presented mostly in English). The fifth was to spend time in beautiful surroundings (Salolampi is surrounded by forests and lakes). To go to sauna was the next choice (there is both an indoor and an outdoor sauna), and last was to see friends (there are many people who attend on a regular basis, and they develop strong friendships with the other attendees). Some of the other reasons that respondents wrote in for attending Salolampi were:

- To teach their children about their heritage
- To make new Finnish friends
- To spend time with family (sometimes family members attend together)
- Because they feel good at Salolampi
- To prepare for a trip to Finland
- Because they are writing a book about their Swedish-Finnish father

Learning Finnish was understandably the number one reason to attend Salolampi, but there were other reasons—mostly culturally-motivated and socially-motivated—that influenced past participants’ decision to attend the camp.

From the surveys we also get an idea of what former participants did not like about their time at the language village. One of the final questions asked was: “Which of these have been a challenge in past Salolampi language classes? (Choose all that apply).” These were the results:

1. Twenty-six people felt that there was not enough emphasis on conversation.
2. Seventeen felt that they had not made enough progress with the language.
3. Thirteen said that too much English was spoken in class.
4. Nine felt like there was not enough emphasis on grammar.
5. Eight people felt like class moved too slow and eight others felt like class moved too fast.
6. Six said that there was not enough individual help.
7. Four felt that the coursework was too difficult.
8. One said that the class was boring, and one felt that there was too much emphasis on grammar.

In the “other” section of this question there were 17 comments. Two former students mentioned the fact that there was a wide range of language abilities in the class and the needs of those at the lower levels and higher levels were not met. One person mentioned that some students were less ambitious than others and were holding the class back. Three others said there was not enough time in class. Three people talked about the lack of organization of the teacher and how that made the class less enjoyable or productive. One person requested progress checks and more encouragement. One person said the coursework was too easy. Two people made positive remarks: “It was perfect for me as a complete beginner. It was well organized and very fun!” and

“All was very good.” There were a wide range of responses from Salolampi participants showing an even wider range of opinions about what is good about Salolampi adult programs and what needs improvement. The diverse needs, wants, and skill levels of Salolampi students can be a challenge for teachers and administrators.

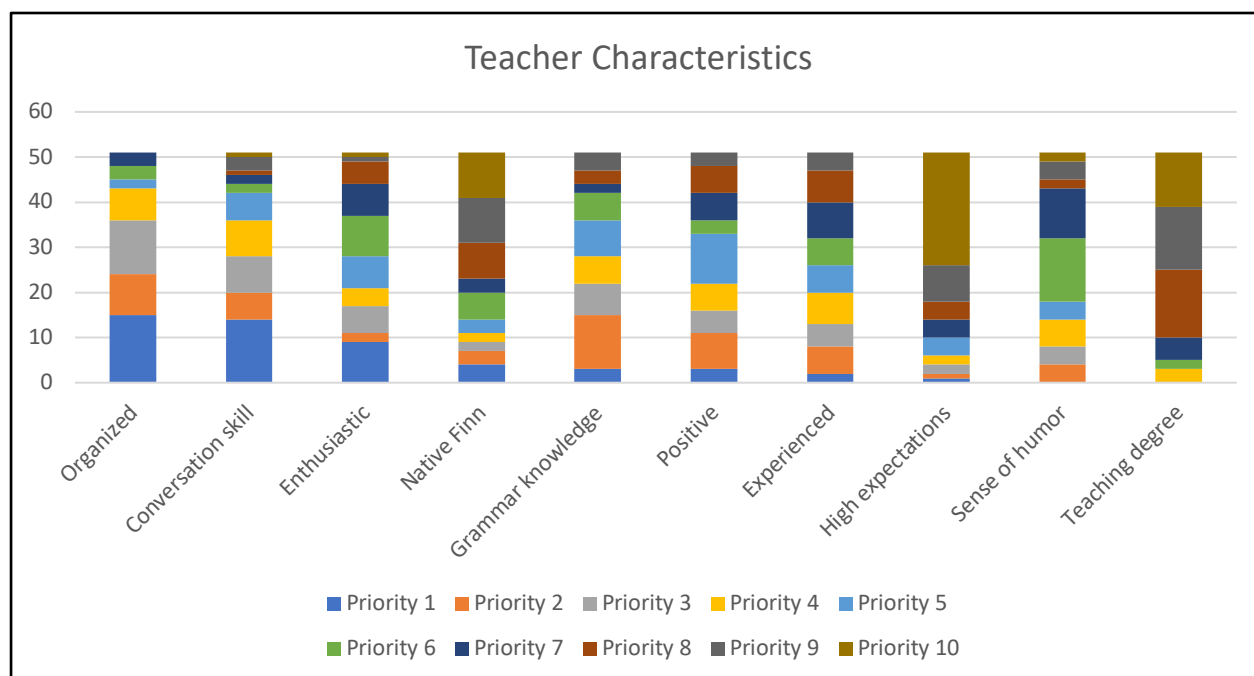
One key to knowing whether a language program is successful is whether or not participants have a desire to return to the program. According to this study, 74.5% of respondents to the Needs Assessment said they would like to return to Salolampi. Ninety-point nine percent of the Spring Adult Week participants said they would like to return. The spring program was rated more favorably than previous adult camps.

### **What instructional strategies and teacher traits do students think are important when learning Finnish?**

The teacher is an important part of a language class and the success of its students in learning and retaining the language. Former participants of Salolampi had a variety of opinions as to what teacher traits were of greatest importance to them. “Being organized” was the number one trait out of the eight choices, with 27% choosing it as their top choice and 18.7% as their second choice, for a total of 45.7%. A teacher with “good conversational skills” ranked second overall with 25% giving it top marks and 10.4% secondary marks, for a total of 35.4%. Third was “enthusiasm” and “positivity” with 16.7% choosing “enthusiasm” as number one and 4.2% number two and 4.2% choosing “positivity” for number one and 16.7% for number two, for a total of 20.9% for each. See Figure 4 for the results in this category.

### **Figure 4**

*Students’ Priorities of Teacher Characteristics at Salolampi Adult Camps*



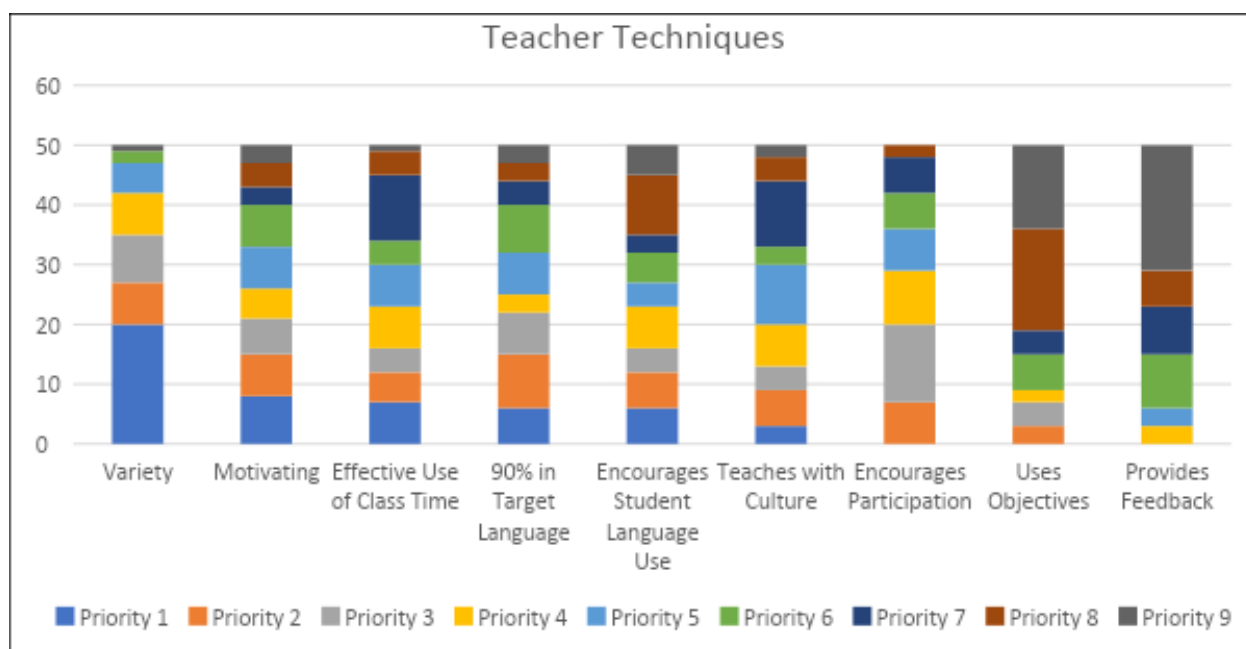
*Note.* Number of respondents along the vertical axis.

The techniques a teacher uses are another aspect of teaching that can facilitate language learning and retention. The most important technique according to former Salolampi participants was “teaching with a variety of techniques and materials” at 40% in the number one slot and 14% in the number two slot, for a total of 54%. Second place was “using the target language 90% of the time” with 12% first place votes and 18% second, which comes to a total of 30%. “Motivating students to learn” also had a total of 30% when combining their first and second place votes of 16% and 14%, but its third-place votes were lower. “Encouraging students to stay in the target language” and “using class-time effectively” came next with totals of 24%. (See Figure 5 for all the results in this category.)

### Figure 5

*Percentage of Students and What Teaching Techniques They Prefer*





*Note.* Number of respondents along the vertical axis.

While watching the observation videos and reading through the field notes, it was interesting to notice how students responded to the teacher and the techniques used. Having more repetition of how to form specific cases and verb conjugations seemed to increase retention. The times when the class only went around the room one time to practice a particular concept was not enough review, because when the structure was used later in the lesson, very few seemed to remember what to do. After working together in pairs, students also were able to answer questions more quickly and accurately.

From the Post-camp Survey that went out after the Spring Adult Week, students gave a variety of responses on how much of their class was held in the TL and how satisfied they were with the amount. The two respondents from the level one class indicated that their class was conducted mostly in English, and they were “somewhat satisfied.” Out of the four respondents from the level two class, four said the class was conducted 75% in Finnish and three were “definitely satisfied” and one was “somewhat satisfied.” From the four respondents of the level

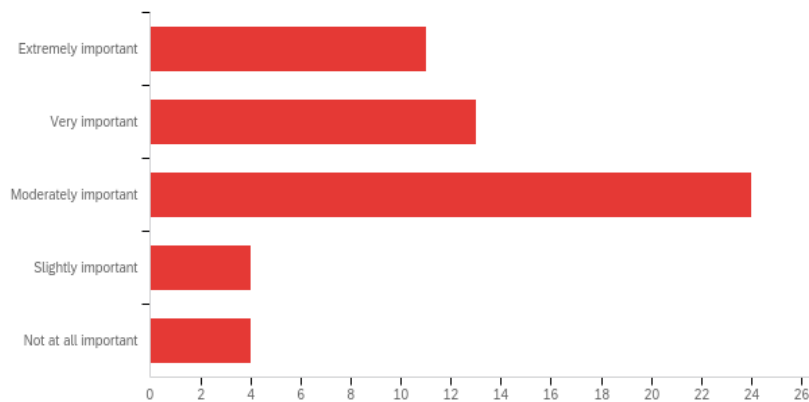
three class, three of them said the class was 90% in Finnish and the fourth said it was 75% in Finnish, and they were all “definitely satisfied.” Based on these findings, students’ levels of satisfaction in the amount of Finnish used during class seemed to increase with the level of how much Finnish was used in class.

Most students were also in favor of having a textbook or a workbook during their language course at Salolampi. It was extremely important to 20.2%, very important for 22.2%, and moderately important for 42.6%, for a total of 85%. (See Figure 6.)

**Figure 6**

*Student Preferences on Using a Textbook or Workbook at Salolampi*

Q14 - How important is using a textbook and/or workbook in class?



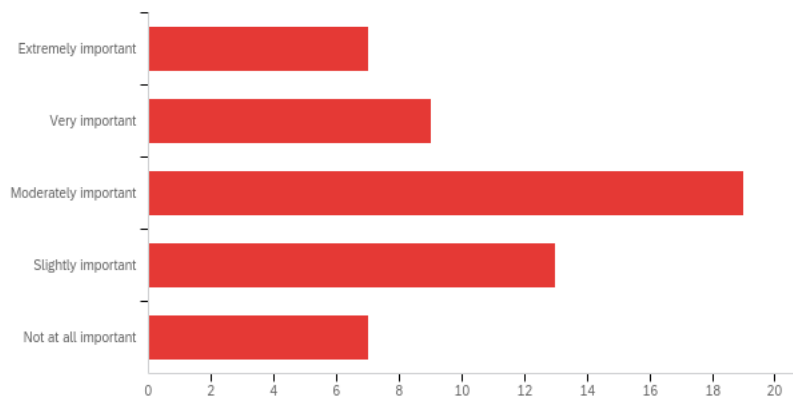
*Note.* Number of respondents along the horizontal axis.

Language assessments ranked a bit lower than textbooks, with 13.2% of students indicating they were extremely important, 17% very important, and 34% moderately important, for a total of 64.2% (see Figure 7).

**Figure 7**

*Student Preferences on Language Assessments at Salolampi*

Q13 - How important are language assessments at the end of the course?



*Note.* Number of respondents along the horizontal axis.

How students responded to the various teacher traits and techniques gives us a wealth of data on what can help students progress in the unique Finnish language while at Salolampi adult camps.

### **What language proficiency gains did adult language learners report?**

In a section of both the Needs Assessment and the Pre-camp Survey, students ranked which aspects of a language class were of the greatest importance to them. The choices were grammar, conversation, vocabulary, reading, writing, pronunciation, listening, and culture. If we look at how respondents ranked these aspects of language teaching, conversation ranked as the most important aspect of a language class by a wide margin, with 74.9% choosing it for the number one and two priority spots and no one choosing it as their last priority. Listening was second at 35.9% for slots one and two and 1.5% for slot 8. Grammar had over 31.2% for one and two, versus 10.9% for number 8. Pronunciation, vocabulary, reading, writing, and culture came next, in that order, with culture scoring slightly higher in the top two slots than reading and writing, but almost 37% of the respondents placed it in the last slot, versus none for reading and 15.6% for writing. Here is a table showing the ranking of priorities in order from most desired to least desired according to the 1<sup>st</sup> and 2<sup>nd</sup> priority slots:

Table 6

*Language Category Preference Rankings for Past Salolampi Participants*

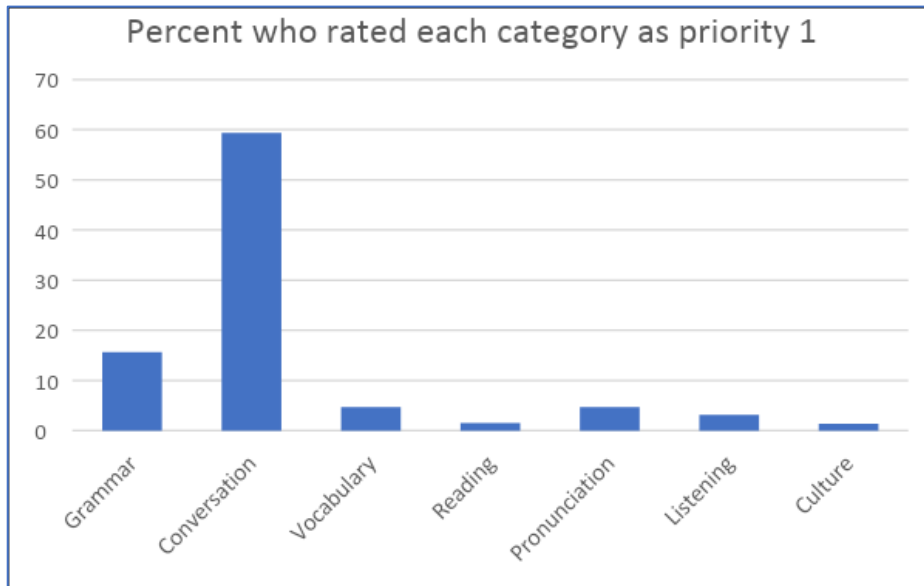
<b>Language category</b>	<b>1<sup>st</sup> priority</b>	<b>2<sup>nd</sup> priority</b>	<b>Total</b>	<b>Last priority</b>
<b>Conversation</b>	59.3	15.6	74.9	0
<b>Listening</b>	3.1	32.8	35.9	1.5
<b>Grammar</b>	15.6	15.6	31.2	10.9
<b>Pronunciation</b>	4.6	14	18.6	12.5
<b>Vocabulary</b>	4.6	9.3	13.9	14
<b>Reading</b>	1.5	6.2	7.7	0
<b>Writing</b>	0	3.1	3.1	15.6
<b>Culture</b>	1.3	8.2	9.5	36.9

*Note.* 1<sup>st</sup> and 2<sup>nd</sup> place percentages and total percentages, and last place percentage.

Here are graphs that show the results (see Figures 8-11 for priorities 1-4 and Appendix H for priorities 5-8):

**Figure 8**

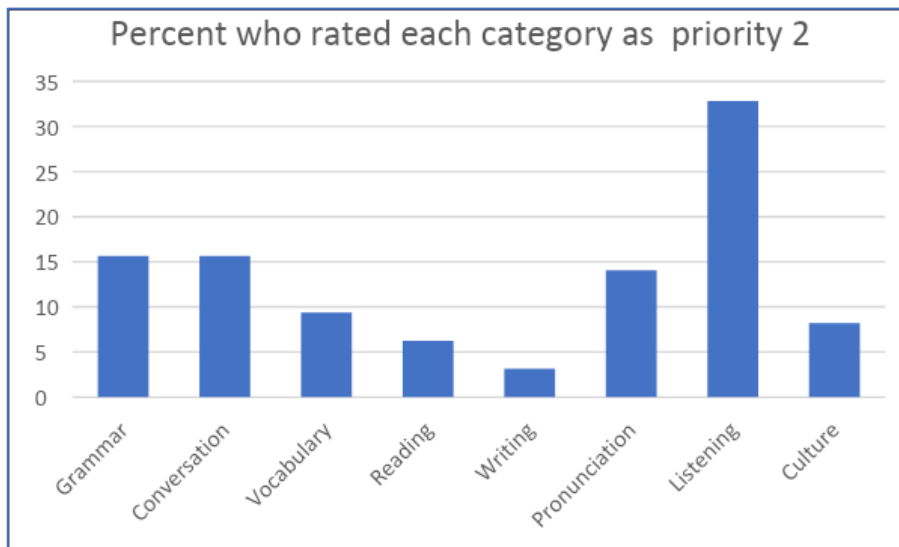
*Language Class Priority 1*



*Note.* Percentages on vertical axis.

**Figure 9**

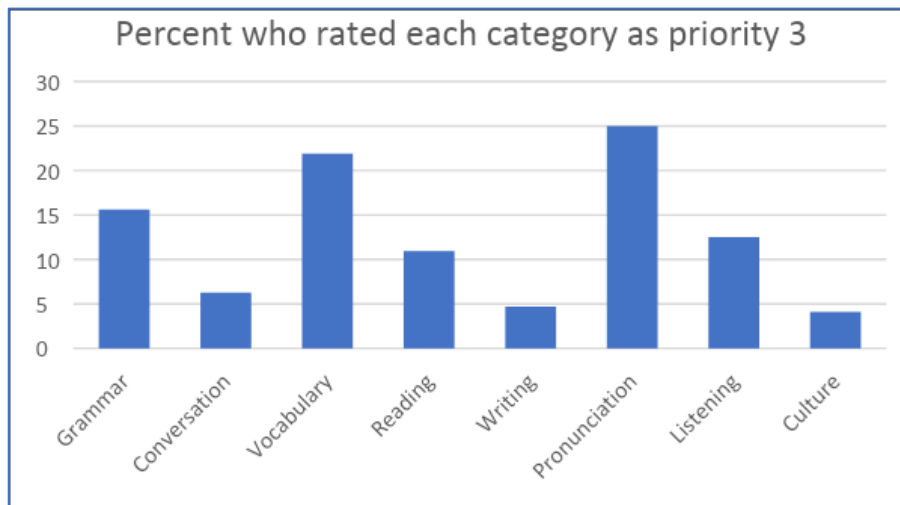
*Language Class Priority 2*



*Note.* Percentages on vertical axis.

**Figure 10**

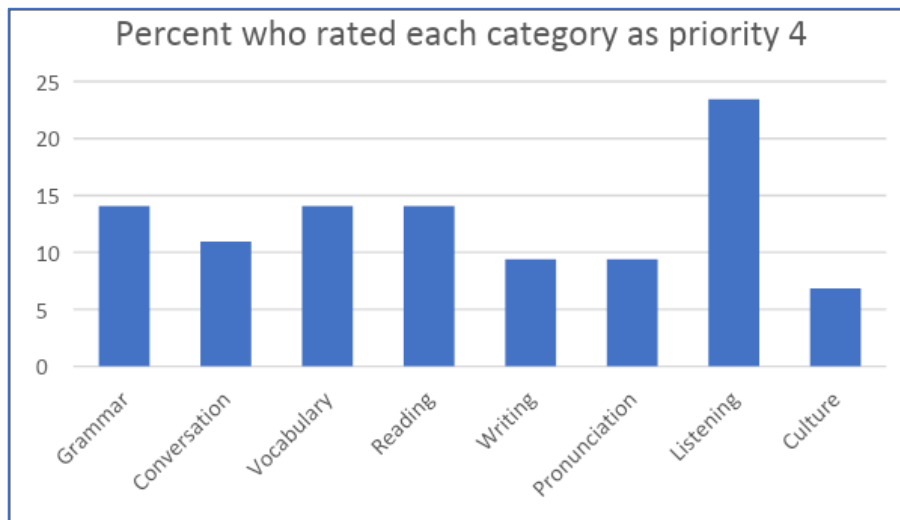
*Language Class Priority 3*



*Note.* Percentages on vertical axis.

**Figure 11**

*Language Class Priority 4*



*Note.* Percentages on vertical axis.

Since the main reason survey respondents attended Salolampi was to learn Finnish it was important to gather information about former participants' reasons for learning Finnish, as well

as how successful Salolampi programs helped improve their Finnish language proficiency. The number one reason those taking the surveys wanted to learn Finnish was to understand their Finnish heritage. Number two was to talk to relatives or friends in Finland. The third reason was to read Finnish; the fourth was because they were taking a trip to Finland; and the fifth was to learn an interesting and challenging language. Some of the other responses that participants wrote in were:

- To prepare for the OPI exam
- Because they didn't take a language in school
- So they could live in Finland one day
- Because they had been an exchange student in Finland and wanted to continue learning
- Because their children attended the camp

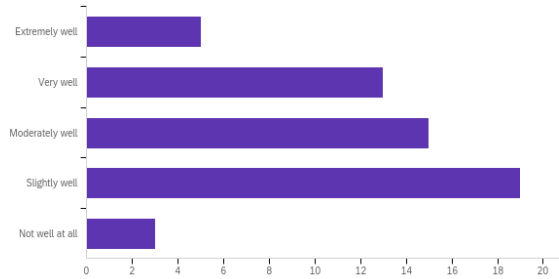
In summary, participants were motivated to learn the Finnish language for two primary purposes—furthering personal relationships or for the cognitive challenge it provided.

The survey questions about how well Salolampi helped increase language proficiency were divided into how well Salolampi helped participants understand, speak, pronounce, read, and write Finnish. For the sake of comparing respondents' answers to these questions from the Needs Assessment, which was sent to all former Salolampi adult camp participants, with respondents' answers to the same questions from the more recent Spring Adult Week Post-camp Survey, I will be dividing the responses by survey. Here are graphs of the responses with the larger Needs Assessment in purple on the left and the smaller Post-camp Survey in pink on the right: (See Figures 12-23.)

**Figure 12**

*Understand Finnish (Needs Assessment)*

Q7 - How well has Salolampi prepared you to understand spoken Finnish?

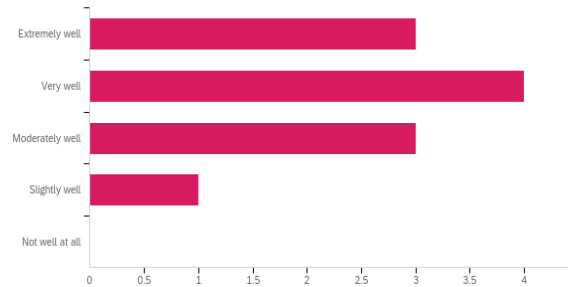


How well Salolampi prepared them to understand Finnish.

**Figure 13**

*Understand Finnish (Post-camp Survey)*

Q3 - How well did this course prepare you to understand spoken Finnish?

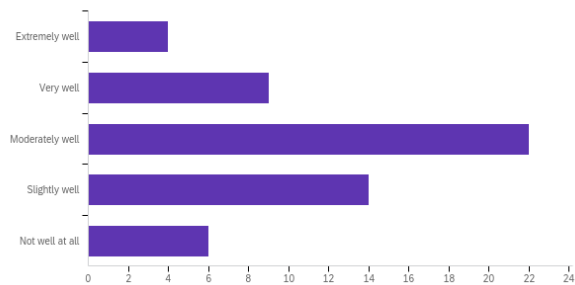


How well Salolampi prepared them to understand Finnish.

**Figure 14**

*Speak Finnish (Needs Assessment)*

Q8 - How well has Salolampi prepared you to speak Finnish?

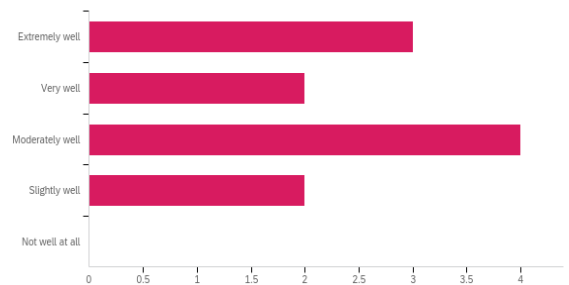


How well Salolampi prepared former students to speak Finnish.

**Figure 15**

*Speak Finnish (Post-camp Survey)*

Q4 - How well did this course prepare you to speak Finnish?



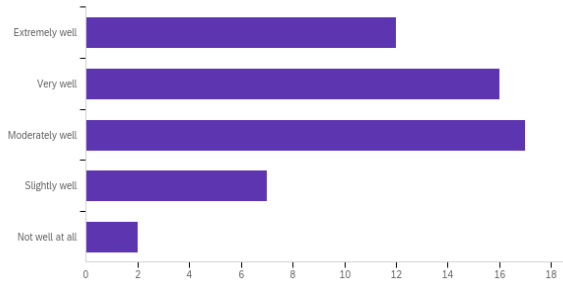
How well Salolampi prepared former students to speak Finnish.



**Figure 16**

*Pronounce Finnish (Needs Assessment)*

Q9 - How well has Salolampi prepared you to pronounce Finnish?

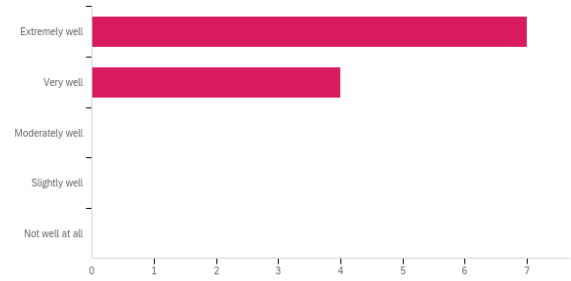


How well Salolampi prepared former students to pronounce Finnish.

**Figure 17**

*Pronounce Finnish (Post-camp Survey)*

Q5 - How well has this course prepared you to pronounce Finnish?

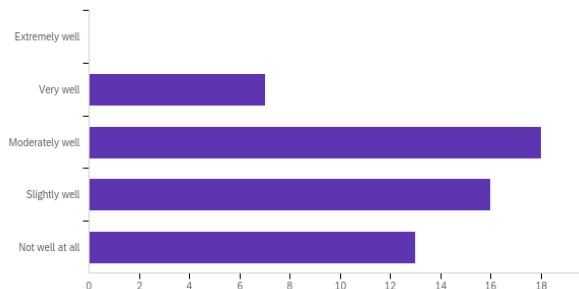


How well Salolampi prepared former students to pronounce Finnish.

**Figure 18**

*Write Finnish (Needs Assessment)*

Q10 - How well did Salolampi prepared you to write Finnish

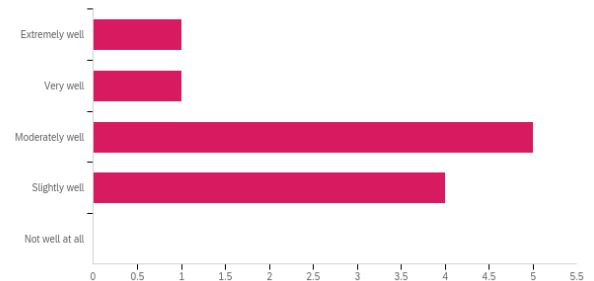


How well Salolampi prepared former students to write Finnish.

**Figure 19**

*Write Finnish (Post-camp Survey)*

Q7 - How well did this course prepare you to write Finnish

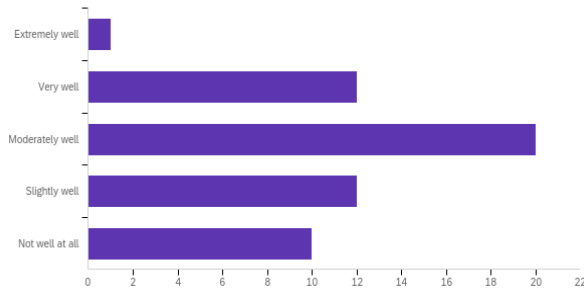


How well Salolampi prepared former students to write Finnish.

**Figure 20**

*Read Finnish (Needs Assessment)*

Q9 - How well has Salolampi prepared you to read Finnish?

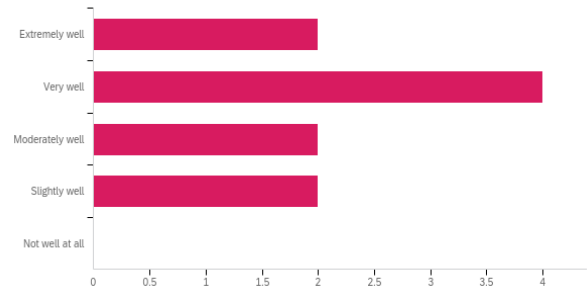


How well Salolampi prepared former students to read Finnish.

**Figure 21**

*Read Finnish (Post-camp Survey)*

Q6 - How well did this course prepare you to read Finnish?

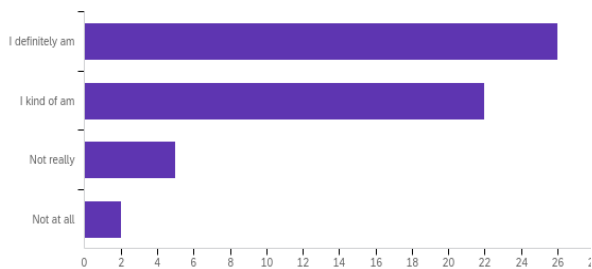


How well Salolampi prepared former students to read Finnish.

**Figure 22**

*Satisfied with progress (Needs Assessment)*

Q11 - Are you satisfied with your progress in learning Finnish at Salolampi?

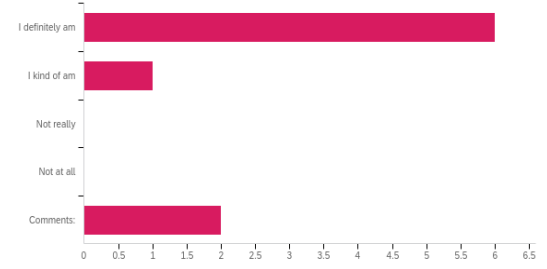


How satisfied former students are with their progress in Finnish at Salolampi.

**Figure 23**

*Satisfied with progress (Post-camp Survey)*

Q10 - Are you satisfied with your progress in learning Finnish at Salolampi?



How satisfied former students are with their progress in Finnish at Salolampi.

It is interesting to note the discrepancies between the Needs Assessment sent to all former Salolampi participants and the smaller Post-camp Survey, sent to the 15 spring camp participants, especially in terms of language comprehension and speaking skills. The smaller group felt that they were better prepared to understand and speak Finnish than the larger group. Participants in both groups felt confident in their ability to pronounce Finnish after Salolampi and responses to how well Salolampi

helped them read and write Finnish were similar. A greater percentage were pleased with their overall progress with the language in the spring camp group than in the overall group, but not by far.

Participants' language learning priorities for improving their Finnish language proficiency at Salolampi indicate that they are most interested in learning to converse in Finnish. Their opinions on how well Salolampi helped them speak Finnish range on the most part from moderately well to extremely well, with over 82% choosing these options in the spring Post-camp Survey and 67% in the larger Needs Assessment. Improving their listening and understanding skills was the second priority to former and future Salolampi participants, and these same participants gave positive rankings to how well Salolampi helped them improve in this area, too--91% in the Post-camp Survey and 60% in the Needs Assessment. Pronunciation skills were also an important aspect of a language class, and 100% of the Post-camp Survey participants said Salolampi helped improve their pronunciation moderately well to extremely well, with 84% of the Needs Assessment respondents claiming the same benefits. Overall, most language learners' expectations for making gains in Finnish language proficiency were met.

## **Chapter 5: Discussion & Implications**

The results of the questionnaire study indicate that, on the whole, past attendees of Salolampi adult camp are satisfied with their experience and with their progress in the Finnish language while at the camp. On the other hand, there are areas where language instruction could be improved. Of course, without actual assessments administered at the camp or taken online, participants' actual language progress is unknown. Nonetheless, many of the survey questions and responses provide helpful information for improving language teaching at Salolampi, and for creating an effective adult programming for future Salolampi adult camps. Furthermore, the satisfaction of the camp participants will hopefully lead to future attendance at the camp.

This chapter is divided into five sections, each of which is devoted to one of my research questions. I have also discussed pedagogical implications for language teachers and the limitations of the study, ending with areas for further research and a conclusion.

### **What cultural topics, language learning categories, and language activities do students find enjoyable?**

The results from the Needs Assessment sent to all past Salolampi participants indicated that 95% of the respondents enjoy learning Finnish through cultural themes. That is a high percentage. Past Salolampi participants also indicated that the number three reason that they came to the camp was to participate in crafts and cultural activities and the number four reason was to learn about the culture. Contrast that with the responses on what ranks highest in importance in a language class. Culture was last in the rankings. There could be various reasons for this. I think the main reason could be the fact that respondents feel that a language class should be about language. The other choices in the ranking question were conversation, grammar, vocabulary, listening, pronunciation, reading, and writing. They may not have realized that culture can be taught in the TL and thus increase language proficiency as well as any of the other aspects of language teaching. Additionally, the question asking whether they enjoyed

learning Finnish through cultural themes did not have competing choices. They either liked it to some degree, or they did not like it. It makes sense that the majority would like it. Another reason could be the fact that respondents were mostly older language learners—over 75% of them were over 50 years of age. Older learners may have more traditional views as to what should be included in a language class. Consequently, in their minds, language classes are traditionally places where you study grammar and vocabulary. They may also have had experiences in the past where teachers resorted to using English when they talked about culture in the classroom. If culture were taught in Finnish as part of the language lesson, that could make it more appreciated by those who come to the camp specifically for language instruction. As Chen and Yang claim (2016), “while grammar and vocabulary are essential parts of language instruction, it is the acquisition of the ability to communicate and behave in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s language classroom.” Culture should be integrated into language lessons, and it should be taught in the TL as much as possible.

It was also interesting to note which types of cultural and practical topics ranked the highest with respondents. The topics of conversation with friends and family, learning about the customs of the country, food, society, hobbies, the arts, and shopping were at the top. More practical topics that you would use if you lived in Finland, such as getting a job and going to the doctor, ranked lower. Participants at Salolampi are typically not interviewing for a job in Finland or needing to make a doctor’s appointment in Finnish. This would be quite different in a class of refugees in Finland. These students would be very interested in learning skills that would help them find a job, communicate in the workplace, take a bus to an appointment, or shop for vegetables at the grocery store.

Integrating songs into the curriculum is an enjoyable way for students to learn Finnish. While watching the videos of the selected class periods at Spring Adult Week 2021, students all participated enthusiastically when songs were used as part of the language lesson, even on the “Days of the Week”

song when I specifically said they did not need to sing but could just listen for what happened on their assigned day of the week. They enjoyed the song and wanted to sing along. Singing gave everyone chances to practice pronunciation, vocabulary, sentence structures, and it was just plain fun. Furthermore, 83% of the respondents of the questionnaires felt that singing was an enjoyable way to learn Finnish. This is a high enough percent to warrant including songs as part of the daily lesson plans. These findings are consistent with previous studies, which indicate that the repetitive nature of songs gives learners chances to practice pronunciation, as well as targeted vocabulary, and sentence structures (Khaghaninejad & Fahandejsaadi, 2016). These findings imply that teachers should consider strategically integrating catchy, culturally authentic songs that students are likely to want to sing on their own even after class has ended. The styles and complexity of the songs would depend on the level of the class and the interest of the teacher and the students. Younger students may enjoy more popular music and older students may want more folk tunes and older styles of music but, either way, using a variety of music is always a good way to satisfy everyone. It also gives them a sample of the different genres that have been or are popular in the target culture. Sometimes students at Salolampi have mentioned that singing children's songs can seem silly, but the simple words and repetition of a children's song might be just what language learners need. And sometimes if the teacher explains the rationale behind a technique or a type of song, students will be more willing to try something silly or slightly childish. Bell (2015) found that explaining to students the research behind certain teaching techniques helped students understand and accept these reasons. Occasional compromises from both the students' and teachers' sides can be beneficial. Making sure the vocabulary and grammar structures of the songs correspond to what you would like the students to learn in the language class is key, whatever the style of music.

## **What feedback did former learners provide about why they attended the Salolampi camp and what improvements they would make in the camp curriculum?**

The last section of the survey gave excellent feedback on what types of language learning activities participants enjoyed the most. Context is a critical factor in developing curriculum, and since this curriculum was developed for a language camp in the woods, participants expect activities to be interesting and fun. Consequently, it is not surprising that they preferred cultural activities, stories, singing, small group activities, and games. Language learning can be enjoyable and still be effective. The social and recreational features of these activities make them appealing to students of all ages. Games and songs are not always associated with a school setting, so including these types of activities in a curriculum can “trick” students into learning without them even knowing it. Senderoff (2021) claims that using forms of play can be an effective language teaching tool because it encourages social interaction and role-playing, which in turn can encourage students to practice more advanced linguistic forms than they would otherwise use; it provides a large amount of language input and output; and it gives students, rather than the teacher, control of what they talk about. Incorporating games, songs, cultural presentations, movement, pair-work, and stories into the lesson plans at Salolampi can help motivate students to learn, as well as lower their anxiety about producing the language. Motivation is important to learning because, “without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language” (Dörnyei, 2010, p. 74).

Knowing why students attend Salolampi can guide the Finnish language curriculum for adult week programs. Students' number one choice was to learn Finnish. This, then, should be the focus of all activities at Salolampi—the language classes, the cultural presentations, the activities, the singing time, and the meals. Helping participants gain greater proficiency, even in a short language course, is possible with effort and exposure to the language. In a study by Martinsen et al. (2010) on language gains in study abroad, service-learning, and foreign language housing programs, they found that students in each

of the programs had significant language gains, although the programs were just one semester long. However, the service-learning programs (which were in a foreign country) and the foreign language housing programs (in this country) had greater language gains than the study abroad programs, because there was greater use of the target language. Even a program in this country, if students are encouraged to speak the language much of the day, can increase fluency and accuracy in the target language. The second reason students wanted to attend Salolampi was to eat Finnish food. The food is always very good at the camp and often is associated with memories of Finnish meals from participants' childhood--at least for those with Finnish heritage. Furthermore, food-related activities can help students feel not only a sense of belonging, but it gives them chances to connect with others as they share a meal together. Mealtime at Salolampi is also a chance to practice the language, as the menu items are presented in Finnish before each meal and participants practice saying each item. By the end of the week, students have at least retained the Finnish words for the most common food items: bread (*leipää*), butter (*voita*), water (*vettä*), and milk (*maitoa*). Understanding why participants attend the village helps me know what topics to include in the curriculum—food is always a favorite topic for any level of language.

Knowing why students want to learn the Finnish language can also guide curriculum development. The number one motivator for learning Finnish, according to the surveys, was to get to know their Finnish heritage. As a half-Finn myself, I can see why that would motivate someone to learn a language. The reason I wanted to learn Finnish was because of my Finnish mother. This motivation is significant and should be taken into consideration when creating lesson plans. The culture of a people, the history of a people, especially the perspectives of a people, give Finnish Americans a glimpse into what makes Finns, and they themselves, the way they are. Finding online authentic resources that portray the lives and ideas of the Finnish people in simple Finnish would be a great way to teach people about their heritage and their personal identity. The second reason to learn Finnish was to talk to relatives and



friends in Finland. Being able to speak the language of people you love or admire can also be a strong motivator. The third reason was to be able to read Finnish and the fourth was because they were taking a trip to Finland. Being sure to incorporate reading into the lesson plans, as well as a segment on travel, would meet the needs of these respondents. That is one of the reasons I created the lesson plans about travel for the Spring Adult Week level two and three classes. Giving students useful words and phrases to use when traveling to a country will contribute to continued learning even after the adult week is over.

The least favorite activity, according to the survey, was learning a language online. With the average age of respondents being over 50, this is understandable. Some in this age category have limited experience with computers. This past year this has been evident as I have been teaching Salolampi adult programs online through Zoom. Participants are making great strides in their understanding of how to use Zoom and how to go online and learn Finnish, but they struggled at first and needed a lot of guidance. One of the reasons students attend Salolampi is for social interaction, and that is not easily available online. Communicating with strangers online on social media can be intimidating. Even though students did not express a lot of interest in learning Finnish online, I still made sure during the adult camp to provide them with a selection of online Finnish language learning resources that were easy to use and geared toward the older adult. I think that with some encouragement and practice, this will be the best way for them to maintain and progress in the skills that they learn at Salolampi. Finnish is not spoken by very many people in this country, or in the world, for that matter, so online practice is critical to maintaining and developing their abilities. Many of our students do not progress at all in the language over the years, and this stems mainly from the fact that they do not practice in between adult week programs. With this new proficiency-oriented curriculum that is well articulated across the levels of proficiency, students will hopefully be motivated to find ways to maintain and even improve their Finnish language skills at home. Furthermore, making language learning fun through a variety of interesting and culturally rich language learning activities, both online and at home (with a textbook,

workbook, handouts, phone apps, flash cards, quizzes, and games) will help guide students toward life-long learning and continued use of the language.

### **What instructional strategies and teacher traits do students think are important when learning Finnish?**

The three questionnaires were not only helpful in helping me decide what to teach at Salolampi, but in how the class should be taught. The Needs Assessment survey gave a wide range of ideas for improving the language classes at Salolampi through the opinions and preferences of the 55 former Salolampi participants who took the survey. The Pre-camp Survey provided ideas on what students wanted to learn and do at the 2021 Spring Adult Week. The Post-camp Survey gave specific information about what worked well at the Spring Adult Week and what did not work as well.

The ranking of teacher characteristics in the Needs Assessment brought out some useful information. The most important quality of a teacher, according to this survey, was the fact that they were organized. This could stem from the fact that there have been teachers in the past at Salolampi who have not had the time or the resources to prepare adequately for class. In an article by Brosh (1996), he states that, even though a teacher speaks the language and is knowledgeable in effective teaching methods, if they lack good planning and organizational skills, language progress, as well as student motivation, can be negatively affected. Since this is the case, I suppose it should not come as a surprise that organizational skills ranked high on the Salolampi survey, especially since the survey participants are older adults whose time and investment of money are perhaps more valuable to them than to younger language learners. These results go along with Drakulic's (2019) study that showed a direct correlation between the motivation to learn a language and the students' perceptions of the competencies of the language teacher. The teacher's competence was more important than their personality. Making teachers aware of the rankings from the Salolampi survey would be an effective way to improve teaching at Salolampi. If teachers know that being organized is important to students, they will make a greater effort

to prepare before class. If teachers know that conversation is important to students, they will make more time for conversing in their daily lesson plan. Having access to online lesson plans and activity ideas will aid greatly in these tasks. By having objectives, guiding questions, and topics at the beginning of the lesson plan, teachers will have a better idea where the class should go and what types of activities they should focus on. Having a variety of activities to choose from that coordinate with the objectives, guiding questions, and topics will keep them focused on what will not only help students progress in their Finnish speaking, listening, reading, writing, and pronunciation skills, but in their understanding of Finnish culture. This will save teachers time and effort and, especially for those who have not had a chance to study second language acquisition, it will give them clear guidelines on how to organize a well-crafted and fun language class.

The techniques a teacher uses in the class are also important parts of the lesson plan. Teaching with a variety of techniques and materials was the most important teaching technique, according to former Salolampi participants. Adults may have a longer attention span than most children, but they still get bored with the same activities and the same methods of teaching. Variety keeps students engaged. Variety keeps people awake! In the observation videos, when the class was slowing down and students had been doing one activity for a long period of time, you could see the eyes drooping, or the side conversations increasing. A sudden song, or a walk outside, or a fun game, or coming to the board to write something, helped their minds stay alert and attentive.

The lesson plan template I created for Salolampi adult programs has a variety of activity suggestions listed (see Appendix B). Here is the general list of lesson activities:

- Conversation (for 5 minutes on a topic)
- Authentic text with pre-listening, during listening, and post-listening activities
- Grammar lesson in context of the daily topic or authentic text
- Speaking practice

- Reading practice
- Writing practice
- Listening exercise
- Pronunciation practice
- Vocabulary practice
- Game
- Movement/outdoor activity
- Assessment
- Homework

All of these need not be a part of every lesson, but enough of them so that students get a variety of experiences and language practice.

The teacher of the level three class at the Spring Adult Week said that she liked the curriculum resources and activity ideas that I provided, but that there were too many choices. She suggested narrowing it down somewhat so that it would not be as confusing or complicated for the teacher. The teacher of the level one class seemed to feel the same way when she said that she started out following the curriculum, but then after a couple of days supplemented my lesson plans with her own resources from past Salolampi adult weeks because they were familiar to her and easier for her to prepare. Making sure there is variety in the lesson plan can be good, but too much can be confusing. Training teachers on how to use the lesson plans and how to carry out the various techniques that might be unusual to them, would be critical in ensuring that the new curriculum would be used. Helping teachers see how the new curriculum builds on what they are already comfortable doing will be another way to encourage teachers to adopt and adhere to the new program.

The second teacher technique on the list that students preferred was “motivating students to learn.” Having interesting lesson plans will motivate students to learn as they immerse themselves in the

various activities and interact with each other. According to Ormrod (2016), if the learner is interested in the subject, they are more successful in learning. These interests could be either personal interests, those that come from past experiences, or situational interests, those that come from instant situations presented in the lesson. Furthermore, incorporating as many of the preferences and opinions as possible from the questionnaires into the lesson plans will also help motivate students. In a study by Banegas (2019), he found that “engaging teachers and learners in curriculum transformation improved not only language learner motivation but also teacher motivation” (p. 16). When students were a part of the curriculum-designing process, they felt valued. This, in turn, increased their motivation to study and learn the language. This is also one of the purposes of the Salolampi questionnaires. As students are aware that their suggestions and opinions are valued, they will have a greater desire to study and learn the language.

While watching the videos from the Spring Adult Week, it was helpful to see my own teaching techniques and teacher traits as I taught the level two class. I am good at using variety in my teaching, and I think I am good at motivating my students to learn the language. On the other hand, I do need to improve in using the TL—as I mentioned more than once in the field notes that I wrote while watching my class—and I do need to use class time more effectively by organizing my handouts with page numbers and in folders and making sure to have everything prepared ahead of time for the lesson. There are many ways that I can improve. Helping the other teachers think about how they can improve as they understand the needs and wants of the students regarding both their teaching techniques and their teacher characteristics will be important as I continue developing curriculum for future Salolampi adult weeks and improving the lesson plans that I have already created. Reflection is an important skill for teachers to develop. As I reflected on my teaching in the observation videos it gave me ideas for improving the curriculum at Salolampi for future adult camps.

## **What language proficiency gains did adult language learners report?**

In the section where past students ranked what language learning concept was most important, it was not surprising to note that conversation practice came first, followed by listening and grammar instruction. After these came pronunciation, vocabulary, reading, writing, and lowest on the scale, as mentioned before, was culture. From these results we can see that speaking Finnish with another person is most important to students. A lesson plan at Salolampi should include many opportunities for students to speak the language. Unfortunately, over half of the respondents also said that one of the negative aspects of their time at Salolampi was the fact that there was not enough emphasis on conversation. This can be remedied by having conversation time at the beginning of every lesson; having students interact in pairs and small groups throughout the lesson to give them more time to speak and listen; and having interesting and engaging discussion topics as the basis for the lesson. Occasional reminders to both teachers and students to use the TL close to 90% of the time will also give everyone additional opportunities to speak and hear the language. ACTFL (ACTFL, 2012) encourages teachers to use the TL 90% of the time so that students get maximum exposure to the language in the short amount of time that they are in the language class. In the observation videos, when I watched myself using too much English to give instructions for an assignment or to explain a grammar concept, I could see ways that I could have used Finnish much more if I had just taken the time. Using English may be easier for the teacher, but on the other hand, using circumlocution, actions, drawings, and other strategies to get the point across would have been so much more effective and productive in the end. If students know that the teacher is just going to translate much of what they say into English, they will not even focus on what is said in the target language but will simply wait for the translation that will follow. Connecting the target language to the learner's background, constant comprehension checking through questions and answers and cues, and modifying speech to just above the level of the students will provide a language-rich environment that will increase the speed and quality of language acquisition (Glisan & Donato, 2017).

Students at the camp should not have to be disappointed that their teacher is not using Finnish as the main mode of communication in class, as three out of ten students were from the recent Spring Adult Week.

Helping students improve in other areas of language use is also important. Listening ranked second in the surveys in what is important in a language class. Listening is the other half of conversing. It is difficult to converse without both speaking and listening. To improve students' abilities to understand spoken Finnish, even at normal speeds, more listening activities with comprehensible input should be added to future Salolampi language classes. Listening is often neglected in a language class, despite how important it is in the give-and-take of communication. Peterson (2001) states that through listening language learners become aware of how languages work and it thus provides a base for increasing fluency in the language. Since we spend over half of our time with any language just listening, this skill should be practiced and taught. It is also important that the listening activities are mostly understandable to the students. However, learners do not need to understand every word or idea--the teacher needs to adjust their language to the appropriate level, just as a native speaker does when speaking to a non-native speaker (Glisan & Donato, 2017). Using Krashen's (1982) philosophies on second language acquisition and the input + 1 model, lessons could be designed to help students progress in the Finnish language by giving them comprehensible input that is just above their current level of language understanding, thus helping them become more proficient in the language without causing them too much frustration and confusion.

Grammar was ranked by participants as the third most important aspect of the language class. Grammar has sometimes been criticized as being much less important than other aspects of language teaching, however, to achieve a high level of language proficiency and competence you must know and use the correct grammar (Ellis, 2006). To avoid fossilization of inaccurate speech early on in language learning, grammar needs to be taught from the beginning (Han & Odlin, 2005). Higgs and Clifford

(1982) state that there is a danger in jumping right into the creative aspects of language, without first teaching them the basic linguistic structures of the language. This does not mean that the language lesson should be filled with grammar lessons and practice, but grammar should not be neglected. One of ACTFL's (2016) core concepts summarizes this well: "Teach grammar as concept and use in context" (Core Practice #5). Norris and Ortega (2001) found that explicitly focusing on the forms of the language during L2 instruction had a positive effect on the students' understanding and use of the language. One group of students was taught implicitly, with large amounts of input, and two other groups were taught explicitly—one focusing on form within context and the other focusing on forms without context. The latter two groups had the greatest gains, with both having similar results. This does not mean that providing substantial amounts of language input is a bad thing—it just means that to learn the grammar of a language, especially a language that is quite different from our own, the teacher needs to actively teach the grammar rules and sentence structures. Salolampi participants want to learn to converse and use the language, but according to the survey responses, they also want to learn to use the language correctly. Finnish grammar is challenging and unique, and it often frustrates and confuses them, but they realize that to improve in their communication skills, they must understand how the language works.

Pronunciation practice also ranked high on the surveys. This is often a neglected area of language teaching. Students are usually aware that they need help with their pronunciation, but even then, teachers often only include pronunciation instruction as a minor component in a language class (Munro & Derwing, 2006). Research shows, however, that pronunciation should be included in classroom instruction (Gilakjani & Ahmadi, 2011). Omitting pronunciation modelling and guided practice can lead to bad habits that are difficult to correct. Students may not always hear the differences in the sounds just by listening. Finnish does not have very many unusual sounds to an English speaker, but the "y", "ä", and "ö" sounds can be difficult to master. For learners to fully participate in conversations intelligibly, they need to practice producing these discrete sounds with help from a skilled teacher, or even in an



online format (Martinsen et al., 2017). Taking time to model these sounds and allowing students ample opportunities to practice will improve comprehensibility and confidence.

Reading and writing in Finnish were also important to students on the list of aspects of a language class. Giving students reading assignments would be one way to add more reading practice without taking time away from class, as would having students read short passages aloud in class. There is also a need to include more writing instruction in the curriculum, according to this study. Learning to write in a language is important, especially in this digital age of emails and online chatting. According to Reichelt et al. (2012), teaching writing in a second language can help students to not only gain practical skills such as writing e-mails, postcards, letters, shopping lists, letters of application, dialogue journals, and other survival activities, but also for reinforcing grammatical points and language usage. Assigning writing assignments to students outside of class, as well as having them write on the board, on paper, and handouts give them chances to practice writing and spelling the words that they hear in class. Even though Finnish is spelled the way it sounds, often the double vowels and consonants are difficult for English speakers to notice. Having them learn to write a text or email in Finnish, or a Facebook post, would be another practical and up-to-date way to help them improve their skills.

The survey questions that elicited responses on how well Salolampi has helped students improve their language skills had a wide variety of responses, but overall, respondents were pleased with their progress. It was interesting to note the differences between the responses to the Needs Assessment and the Post-camp Survey which was sent to only the 2021 Spring Adult Week participants. The majority in both surveys were pleased with their progress in language proficiency in all five areas of language teaching—understanding, speaking, pronunciation, reading, and writing—but in the Post-camp Survey there were significantly more positive responses and there were no “not well at all” responses. Significant differences were found in most categories. In the category of “understanding spoken Finnish,” only 9% from the Needs Assessment (NA) indicated that Salolampi prepared them “extremely

well” in this area versus 27.2% from the spring Post-camp Survey (PS). In past language classes at Salolampi, listening segments were rarely included as part of the lesson plan, but they were included in the new curriculum. Students at the spring camp seemed happy with these additions. In “speaking Finnish” it was 7.2% (NA) versus 27.2% (PS). In the past, as well as in the new lesson plans, speaking Finnish was a major part of the lessons. For some reason, maybe because the style of teaching was improved, the spring survey had significantly better results. In “pronouncing Finnish” it was 22.2% (NA) versus 63.6% (PS). Pronunciation practice has been done in previous adult weeks and in the spring adult week mainly through speaking and practicing vocabulary, but there was a bit more focus on correct pronunciation in the spring curriculum. In “reading Finnish” it was 1.8% (NA) versus 20% (PS). In the past, students would do just a little reading of perhaps a children’s book or a handout. In the new curriculum students read more culturally authentic materials, including a couple of stories and a few online resources. Lastly, in writing Finnish, it was 0% (NA) versus 9% (PS). Writing has rarely been taught in the past at Salolampi, but it is included to some degree in the new curriculum. These results seem to indicate that students were much more satisfied with the new curriculum at the spring camp than with the old curriculum, or lack of curriculum, in former camp sessions. Having a few reading, writing, and pronunciation activities included in the spring curriculum’s daily lesson plans paid off, as did giving students plenty of opportunities to speak and listen to Finnish.

Two more survey items from the fall Needs Assessment that could inspire some changes in the curriculum were the questions about how important a textbook or workbook would be in class and how important assessments were. Over 85% felt that a textbook or workbook was important. This could stem from past experiences with language courses where a textbook was the focus of the class. Textbooks and workbooks have not been used at the camp in the past because of the cost. Adult week registration fees are already slightly over \$1000, so adding another \$100 for a textbook could be daunting. Another problem with using a textbook would be finding one, in either electronic or traditional form, that would

not only be affordable, but have a good balance of communicative activities and grammar. Textbooks often focus on grammar. Perhaps a better alternative would be to find a workbook or provide a small binder of reference materials. An even less expensive option would be to post the materials on a class website for access during the week and at home. In addition to having a textbook or workbook, many of the respondents felt that assessments were moderately important. Salolampi does not currently give any type of assessment, but some type of a quiz could be administered on the first and last day of class—at least so participants could see how they have progressed. Or instead of a quiz, the teacher could record each student talking about themselves or about a certain topic on the first day of class and then again on the last day of class. This recording could be kept in a student portfolio that they could access online. This would not only help students see the progress they made during the adult week, but it would give teachers information on how to adjust the curriculum to facilitate even greater progress in future adult camps. Students could also take an online Finnish self-test (<https://dialangweb.lancaster.ac.uk/setals>) to see what their level is in the Common European Framework of Reference for Languages (CEFR, 2021) or they could download a checklist for ACTFL (2012) Can-do Statements and get an approximate idea of their ACTFL language level. Some type of simple formative assessment would not only meet the needs of those survey respondents who indicated an interest in an assessment or evaluation, but it would be an invaluable tool for their instructors to see whether they were understanding the material presented in class. These checks for understanding would also help students recognize their own progress.

### **Pedagogical Implications**

This study provided a wealth of information on the attitudes and opinions of former Salolampi adult camp participants. Many of the results were expected, but some were quite surprising. One of the most unexpected responses to me was that the most important characteristic of a language teacher was that they should be organized. I would have expected the top answer to be that the teacher had a lot of teaching experience or good conversational skills. This gives hope to aspiring teachers. If a teacher can

find or create a good language curriculum and learn how to present it well in an organized manner, they can succeed as a teacher. Of course, there are other qualities that a teacher should have to be successful, but just knowing how to organize and present the vast array of language materials in a pleasing and comprehensible way will take them far.

Another surprising response from the survey was the importance of a textbook or workbook to students. In my language teaching at Salolampi since 2003, we have never used a textbook because of the cost. Teachers have always gathered materials from the Salolampi library and teacher storage room or found their own materials elsewhere. This could be something to consider. As I have begun teaching Finnish at a university recently, I have discovered the benefits—and drawbacks—of having a textbook. It does help with lesson planning to have the materials available from a good textbook, but it also seems to limit the creativity of the teacher as they feel they must cover the material in the textbook and neglect their own ideas. Using a textbook at Salolampi for part of the lessons could be a good compromise, if it was not too expensive and if it could be used each time they attended. Another option could be a collection of handouts and worksheets created by Salolampi teachers that could be combined into a workbook. I have created a few handouts to go with my new curriculum, as well as with past lessons, as have other Salolampi teachers. These might be a less expensive option of a workbook for adult camps.

From the four items that asked about the importance of conversation instruction and grammar instruction, there was a strong agreement that both conversation and grammar are important in a language class—with conversation ranking slightly higher. This was not a surprise. The adults at Salolampi have often requested more time in class to practice conversation skills, and what is seemingly contradictory to this request, they have often asked for more grammar instruction during class, too. Creating language lessons that are based on the ACTFL's communicative approach to language learning, to increase linguistic fluency (ACTFL, 2012), as well as increasing linguistic accuracy through focusing on the 'form' of language (Norris & Ortega, 2001), will be important. However, these grammar

lessons should be integrated into conversational practice so that they are learned in a practical and usable context.

In the Post-camp Survey, I was happy to note that the respondents were pleased with how well the teacher motivated them to learn Finnish. Two would have liked their teacher to provide more time in class to practice the language. That is often the case when there is such a short amount of time each day for language class and only one week for the course. One respondent wanted more grammar explanations, and another wanted more practice time. I was also happy to note that the Post-camp Survey rankings of how well Salolampi helped students understand, speak, read, write, and pronounce Finnish were more favorable than the Needs Assessment sent to all former Salolampi participants. There was a much smaller sample size with the Post-camp Survey—11 respondents versus 55—but any way you look at it, a greater percentage of students were more satisfied with their progress in the three modes of language learning after the Spring Adult Camp, which used a new and improved curriculum, than with previous camps.

Based on my research, observations, my own teaching experience, and the results of the questionnaires, here are the steps I recommend for creating adult camp language curriculum:

1. **Needs Analysis:** Discover what past participants of the camp want from their experience through questionnaires. Ask teachers for input. Research philosophies of the teaching context. Make observations of the existing classes and programs and write notes with suggestions for improvement.
2. **Topics:** Based on survey responses, and your personal interests and talents, decide on topics for each day of the course.
3. **Objectives:** Write objectives, or language learning goals, to go along with the topics and that reflect the needs and interests of students.

4. **Authentic text:** Find authentic text examples that reflect the selected topics and goals and bring the culture of the language into the classroom.
5. **Grammar:** Choose grammar concept(s) to teach according to the topic, goals, and/or authentic text.
6. **Activities:** Create a step-by-step lesson plan with activity suggestions based on ACTFL's modes of communication (interpersonal, interpretive, and presentational), students' strengths, and teacher preferences and skills.
7. **Assessment:** Add informal checks for understanding during the lesson and a simple learning evaluation at the end.
8. **Homework:** Decide on a short homework assignment.

The findings from this study will continue to be used to influence the development of a curriculum for Salolampi adult camps, but they could also be used to influence the curriculum development and language teaching practices of other language camps and courses.

### **Limitations**

Some weaknesses of this study should be noted. Questionnaires as a means of data collection have flaws. They are difficult to construct and at times the wording and structure of questions can be confusing to respondents. A couple of the first respondents to the questionnaire sent emails informing the researcher that the ranking questions were not working. The questions were working fine, but these respondents had never experienced a "drag-and-drop" question before. Because of this, more detailed instructions were added to those questions. Other weaknesses of questionnaires in general stem from the fact that respondents do not always answer all the questions, or all parts of the questions. Respondents may also have not taken the time to read through the questions carefully or they may have not understood the questions completely. This could affect the validity of the responses. There is also a

chance that a respondent experienced test anxiety and that affected their responses or lack of honest responses.

The fact that many of the students know me personally could also have affected the results of the survey. Past participants, especially those who had more recently attended a Salolampi program, might have been hesitant to be critical of the program. The participants of the Spring Adult Week filled out the survey one or two weeks after the spring program. They may have glossed over some of the negative aspects of the week with the lingering excitement of having been able to finally attend the camp in person after a long break during the pandemic.

Another limitation of the project is the small sample size of the spring adult camp participants. Having only 15 participants in the program, rather than the 20 or more students that usually attend, provided less data to evaluate. The fact that the new curriculum was only tested on one adult week program was also a drawback. The original plan was to test the curriculum on both the fall and spring adult programs, but COVID changed those plans. The fall 2019 camp was held online. That would have made it more difficult to present and evaluate the new curriculum, since it is meant to be in-person. COVID also slowed down other aspects of my master's project, such as the IRB approval, so I would not have been ready to test out the curriculum at the Fall Adult Week even if it had been in person.

The short turn-around time between survey results and needing to apply the results to a curriculum was also a limitation. More time was needed to analyze the data and use that information to shape the objectives and lesson plans. The Pre-camp Survey link was sent out two weeks before the program, and results were due one week before the program started. In a normal, non-COVID year, the participants would have signed up for the camp much earlier. This spring many registered at the last minute, making it more difficult to get the survey out earlier and making it more difficult for me to make additions or changes to the curriculum based on survey suggestions and opinions.

## **Suggestions for Future Research**

The results of my study present many other aspects of curriculum design and language camp surveying that could be studied. More surveys could be administered to find out additional details about former and future Salolampi participants' preferences and opinions. There were many other questions that could have been asked and much more background information that could have been collected. Having a better idea of each respondent's language learning background—what other languages they speak and at what level—would have been interesting to evaluate. Discovering more details of their likes and dislikes would be helpful. More pre-tests and post-tests before and after multiple adult week programs would give more opportunities for comparisons. In future surveys, I would suggest that more of the questions between similar surveys would be identical, so that comparisons could be made more easily. It would also be important to make sure all questions were very clear and well-worded. Having the survey sent out anonymously, or from an organization rather than an individual, might avoid any biases from the study participants.

Other areas for future research would be at the language camp itself. Having a pretest on the first day of an adult week of the various grammar, conversation, listening, pronunciation, reading, and writing skills that would be covered during the week and then a post-test of the same concepts at the end of the week would be an effective way to see if the curriculum was helping students progress in these areas. It would not be a way, however, to compare the new curriculum with the old curriculum, but it would certainly help show progress, or lack of progress, and reveal any gaps in language proficiency. Unfortunately, in one week of language instruction, a lot of progress is not expected—but some progress should occur. Administering informal, formative assessments to students during the program would also be a way to gather information on student progress and influence teachers' daily instructional planning.

Testing out the language curriculum on more than one session of a language camp would also be helpful. This way more students could be observed, tested, and surveyed. Having more video



observations of the students and even interviewing students and recording these interviews would be beneficial and give even more information for future changes to the curriculum. Getting more feedback from the teachers at the camp would provide additional perspectives on what seems to work and what does not in a language lesson.

There is much research that should be made into what constitutes an effective and enjoyable language curriculum. The field of instructional design is ever-changing, and although many of the time-tested ideas are applicable to today's language learners, there are often new ideas that may be even more effective. More research could also be done into how the older adult student can best acquire and retain the language.

There is also much research that should be made into how to teach the Finnish language more effectively. Although Finns themselves and many Finnish experts claim that the Finnish language is not difficult, just different, it is still a challenging language to learn for English speakers. Finding ways to minimize the anxiety and confusion that can result when the many unique aspects of Finnish are introduced would be beneficial to Finnish instructors in any Finnish course, and most especially at a short, one-week Finnish camp.

## **Conclusion**

Salolampi adult camps that occur in May and September at Concordia Finnish Language Village in northern Minnesota have had no Finnish language curriculum in the past. Teachers have often struggled to create interesting daily lesson plans that will build proficiency in the unique Finnish language. Since Salolampi teachers are usually untrained in second language teaching, and they can vary from session to session, providing an online Finnish language curriculum that they can access at any time during the year will support both the inexperienced and experienced language teacher and make class preparation simpler and faster. My master's project was to write a curriculum for Salolampi adult programs and to perform a study of Salolampi participants to discover their wants and needs for the curriculum, as well

as their opinions on past Salolampi programs. By looking at the opinions and attitudes of Salolampi participants, the hope is that more of their language learning needs will be met and that they will want to return to Salolampi again.

Because participants come to Salolampi from many different backgrounds and with different experiences, and because many of the students are older and may have been out of the educational system for a period of time, the task of helping them progress in proficiency in the unique and complex Finnish language in just a one-week program is a challenging one. By finding answers to my research questions, these goals can be reached.

- What cultural topics, language learning categories, and language activities do students find enjoyable?
  - According to the results of my surveys, most former Salolampi participants enjoy learning Finnish through cultural themes and topics, as well as through music.
  - According to second language teaching research, learning language through topics that reflect the culture of a people helps students connect with the people that speak the language and understand better why they speak and act the way they do. Learning the language through music also has the benefits of being fun, teaching vocabulary and grammar, and aiding in memorization.
- What feedback did former learners provide about why they attended the Salolampi camp and what improvements they would make to the camp curriculum?
  - Salolampi students want to learn Finnish. They especially want to improve their conversational and listening skills. They want to dig deep into Finnish grammar, but also learn Finnish through interesting topics and themes.

- Salolampi students want to have fun at camp. They want to sing Finnish songs and hear Finnish stories. They want to immerse themselves in the culture and learn about the people and eat lots of Finnish food.
- Salolampi students see room for improvement at the camp. More conversational skills are needed; more opportunities for students to speak; as well as more listening, reading, writing and pronunciation training. Teachers should be more organized and speak more Finnish.
- What instructional strategies and teacher traits do students think are important when learning Finnish?
  - Salolampi students want to learn all aspects of the Finnish language—conversation, listening, grammar, pronunciation, reading, writing, and culture. Interesting and enjoyable activities and lessons that teach each of these aspects of the language should be included in each day’s lesson plans.
  - Teachers should teach with a variety of techniques and materials and be more organized. Staying in the target language and encouraging others to do so is also important.
- What language proficiency gains did adult language learners report?
  - Language learners at Salolampi reported that the camp helped them improve significantly in understanding, speaking, pronouncing, reading, and writing Finnish

The answers to these questions were found through research, observations, and the results of questionnaires. These answers helped shape the curriculum that I wrote for the 2021 Spring Adult Week language classes (see Appendix B) and will continue to guide me as I develop curriculum for future adult week programs. Combining the results of these studies with current research on effective pedagogical practices has helped show the direction the adult camp curriculum should take to increase both language proficiency and participant satisfaction.

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## Appendix A

### Salolampi Spring Adult Week Schedule, May 2019

This schedule gives an idea of what happens each day during a Salolampi Finnish adult camp.

	<b>Lauantai</b> (Saturday) <b>May 18</b>	<b>Sunnuntai</b> (Sunday) <b>May 19</b>	<b>Maanantai</b> (Monday) <b>May 20</b>	<b>Tiistai</b> (Tuesday) <b>May 21</b>	<b>Keskiviikko</b> (Wednesday) <b>May 22</b>	<b>Torstai</b> (Thursday) <b>May 23</b>	<b>Perjantai</b> (Friday) <b>May 24</b>
8:00-8:45		<i>Aamiainen</i> (Breakfast)	<i>Aamiainen</i>	<i>Aamiainen</i>	<i>Aamiainen</i>	<i>Aamiainen</i>	<i>Aamiainen</i>
9:00-9:30		<i>Lauluaika</i> (Singing time)	<i>Lauluaika</i>	<i>Lauluaika</i>	<i>Lauluaika</i>	<i>Lauluaika</i>	<i>Lauluaika</i>
9:30-10:30		<i>Kielitunti</i> (Language Class) Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<b>Packing</b> Free time Kioski
10:30-11:00		<i>Tauko</i> (Break)	<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>
11:00-12:15		<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Kielitunti</i> Levels 1-3	<i>Lounas</i> (Lunch)
12:30-13:30		<i>Lounas</i> (Lunch)	<i>Lounas</i>	<i>Lounas</i>	<i>Lounas</i>	<i>Lounas</i>	<i>Lähtö</i> (Departure)
13:30-14:00		<i>Vapaa-aika</i> (Free time)	<i>Vapaa-aika</i> Kioski	<i>Vapaa-aika</i> Kioski	<i>Vapaa-aika</i> Kioski	<i>Vapaa-aika</i> Kioski	
14:00-15:00		<i>Kulttuuri tunti</i> History of Finland, your family	<i>Kulttuuri tunti</i> Cooking demo	<i>Kulttuuri tunti</i> Book presentation	<i>Kulttuuri tunti</i> Birch bark crafts	<i>Kulttuuri tunti</i> Women Artists	
15:00-15:30		<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>	<i>Tauko</i>	
15:30-16:45		<i>Kielitunti</i>	<i>Kielitunti</i>	<i>Kielitunti</i>	<i>Kielitunti</i>	<i>Kielitunti</i>	
17:00-18:15	<i>Saapuminen</i> (Arrival)	<i>Toiminnat</i> (Activities) Hymnit Himmeli Pantomiimia	<i>Toiminnat</i> Korvarengat Weaving Kielipeli	<i>Toiminnat</i> Squeaky cheese, Kyykkä Rahkatorttu	<i>Toiminnat</i> US <i>Mölkky</i> Association <i>mölkky</i> tournament	<i>Toiminnat</i> Crafts, Etymology, Amazing Race	
18:30-19:30	<i>Päivällinen</i> (Dinner)	<i>Päivällinen</i>	<i>Päivällinen</i>	<i>Päivällinen</i>	<i>Päivällinen</i>	<i>Päivällinen</i>	
19:30-20:30	<i>Iltaohjelma</i> (Evening Program)	<i>Iltaohjelma</i> Finnish Jazz concert	<i>Iltaohjelma</i> Cookbook presentation	<i>Iltaohjelma</i> Finnish Linguistics	<i>Iltaohjelma</i> Memorial, Scrabble tournament	<i>Iltaohjelma</i> Class skits, songs, readings	
20:30-22:00	<i>Sauna,</i> <i>Elokuvat</i> (movies)	<i>Sauna,</i> <i>Elokuvat</i>	<i>Sauna,</i> <i>Elokuvat</i>	<i>Sauna,</i> <i>Elokuvat</i>	<i>Sauna,</i> <i>Elokuvat</i>	<i>Tanssiminen</i> (Dancing)	

## Appendix B

### Spring 2021 Salolampi Curriculum (Finnish)

(This page and handout pages copied for students, lesson plan pages are just for teacher)

Theme—Leisure Time 1

Targeted proficiency level: Novice High-Intermediate (adapt as needed)

DAY # 1, Sunday, May 16

#### Topic 1: Hobbies and sports

**What are your hobbies? Mitä harrastat?**

**What will students be able to do by the end of the topic?**

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can name popular leisure time activities and understand when I hear them.</li> <li>I can understand and answer when others ask what activities I do.</li> <li>I can ask if others participate certain leisure time activities.</li> <li>I can talk about the activities that I do.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can read and understand if others participate in the same or different activities than me.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can write about my leisure time activities.</li> </ul>

(English translations not provided in original copy)

Core vocabulary and phrases
<i>Mitä sinä harrastat? (What do you practice? What are your hobbies?)</i>
<i>Mitä sinä teet vapaa-aikana? (What do you do in your free time?)</i>
<i>Pelaan tennistä. (I play tennis)</i>
<ul style="list-style-type: none"> <li>jalkapallo (football)(partitive case!)</li> <li>pickleball</li> <li>lentopallo (volleyball)</li> <li>koripallo (basketball)</li> <li>tietokonepelejä (computer games)</li> </ul>
<i>Käyn elokuvissa. (I go to the movies)(-ssa/-lla)</i>
<ul style="list-style-type: none"> <li>konsertti (concert)</li> <li>teatteri (theater)</li> <li>ostoksilla (shopping)(-lla ending already)</li> <li>kävely (a walk)</li> </ul>
<i>Harrastan juoksua. (I practice running)(partitive)</i>
<ul style="list-style-type: none"> <li>uinti (swimming)</li> <li>tanssi (dance)</li> <li>hiihto (skiing)</li> <li>jooga (yoga)</li> </ul>
<i>Soitan pianoa. (I play piano) (partitive)</i>
<ul style="list-style-type: none"> <li>viulu (violin)</li> <li>kitara (guitar)</li> </ul>

Additional vocabulary and phrases
<ul style="list-style-type: none"> <li>sulkapallo (badminton)</li> <li>jääkiekko (ice hockey)</li> <li>taidenäyttely (art show)</li> <li>jumppa (aerobics)</li> <li>kuntosali (the gym)</li> <li>keilaus (bowling)</li> <li>laskettelu (downhill skiing)</li> <li>luistelu (ice skating)</li> <li>ratsastus (horseback riding)</li> <li>purjehdus (sailing)</li> <li>sauvakävely (Nordic stick walking)</li> <li>basso (bass)</li> <li>klarinetti (clarinet)</li> <li>huilu (flute)</li> <li>trumpetti (trumpet)</li> <li>rumpuja (drums)</li> </ul>
<i>Luen paljon. (I read a lot)</i>
<i>Kuuntelen musiikkia. (I listen to music)</i>
<i>Katson televisiota. (I watch television)</i>
<i>Teen käsitöitä. (I do handwork)</i>
<i>Harrastan valokuvausta. (I practice photography)</i>
<i>Olen kielikurssilla. (I am at a language course)</i>

See [tiinawatts.com](http://tiinawatts.com) for more curriculum ideas.

## CLASS PERIOD 1

### Cultural context for conversation:

- 1) **Authentic text** (culturally contextualize the learning by reading/listening to/viewing/singing culturally authentic text or texts about the cultural context for conversation): **Video on hobbies--**  
<https://www.youtube.com/watch?v=NwY9uzQttQc>
  - **Pre-listening activity:** Get into pairs and find out 3 things that your partner likes to do and list them on the board.
  - **Listening activity:** Watch video.
  - **Post listening activity:** Watch video again, pausing on each section. Give a thumbs up or down to show understanding. Explain as needed. Ask partner the questions from the video. Write sentences on the board.
- 2) **Converse about concrete experiences** (stand in a circle):
  - **Teacher models (I do):** Teacher models 1<sup>st</sup> question on vocabulary list (p. 103) and student answers.
  - **Whole class tries it (we do):** Go around circle and everyone takes a turn asking and answering the same question. Can answer differently if want but put in partitive form. (Review singular partitive case rules briefly if needed.)
  - **Paired or small group work (you do):** Get in pairs and ask each other the same question and partner answers with any sport.
  - **Repeat with other types of responses on the vocab sheet—activities, instruments, etc.**
- 3) **Activities to build proficiency**
  - a. **Game:** Get into small groups and each group spreads hobby picture cards on table. One person acts out hobby and first to grab the card gets a point (or keeps the card as a point).
  - **Writing/Speaking activity:** Have students fill out *Vapaa-aika* handout (p. 106). Get in pairs and ask and answer questions about responses (at the top of the handout). Each student then shares with the class one hobby that their partner likes to do from each section.
  - **Reading/Survey activity:** Read through KATS survey chart together--exercise 5 on p. 216 (see <https://helao.fi/wp-content/uploads/2017/08/kappale13.pdf> for the packet). Translate or act out unfamiliar words or phrases. Everyone comes up with one more hobby to add to the bottom. Circulate and fill in the chart, asking the questions at the top. Write *Kuinka monta...* on the board. When everyone is done, take turns asking questions like: *Kuinka monta käy kuntosalilla?* (How many go to the gym?) and *Kuinka monta harrastaa kävelyä?* (How many practice walking?) and comparing answers.



- **Cultural activity:** Look at the survey of what hobbies and sports Finns enjoy and take a couple of minutes to figure out what it is saying (p. 107). Make notes as needed. Look up unfamiliar words in the dictionary. On the board make 2 columns and at the top write *miehet* (men) and *naiset* (women). *Kuka käy kuntosalilla enemmän?* (Who goes to the gym more?) *Kuka harrastaa uintia enemmän?* (Who practices swimming more?)
- **Game:** Hobby charades. Draw a picture card and act it out.

4) **Summative assessment:** Look at news report on COVID hobbies here:

<https://www.mtvuutiset.fi/artikkeli/naita-suomalaiset-ovat-korona-aikana-harrastaneet-kuntoilua-kasitoita-ja-peleja-marttaliitto-kertoo-minkalaisia-neulomuksia-syntyy-eniten/8002148#gs.77n4j5> and

look at the charts showing what leisure time supplies have increased in sales during COVID. Each person writes 2 sentences about what Finns are doing more of during COVID. Example: *Suomalaiset harrastavat pyöräilyä enemmän* (Finns are practicing bicycling more).

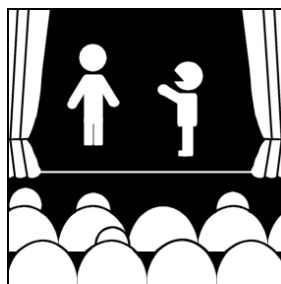
# Vapaa-aika

**Mitä sinä teet vapaa-aikana?**

*Pelaan...*



*Käyn...*



*Harrastan...*

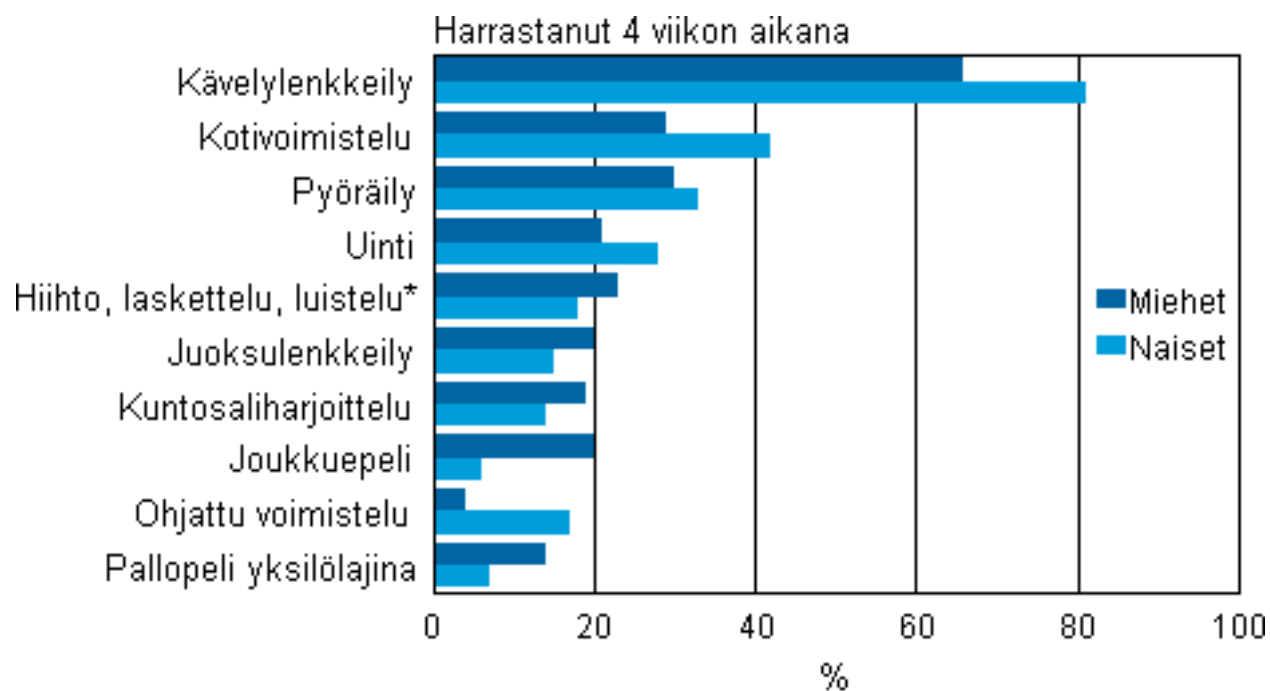


*Soitan...*



*Opiskelen suomea.*

## Liikuntaharrastukset sukupuolen mukaan 2009



\*Marras-huhtikuu

(From [https://www.stat.fi/til/akay/2009/03/akay\\_2009\\_03\\_2011-05-17\\_kat\\_006\\_fi.html](https://www.stat.fi/til/akay/2009/03/akay_2009_03_2011-05-17_kat_006_fi.html))

## Topic 2: Likes and Dislikes

**Do you like singing? *Pidätkö laulamista?***

**What will students be able to do by the end of the topic?**

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can say if I like the same or different activities as others.</li> <li>I can understand and answer when others ask me if I like or dislike certain activities in conversation.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can read and understand basic information about activities people like or don't like.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can express my likes/dislikes about activities in writing.</li> <li>I can write about the activities I like and dislike in emails, texts, and letters.</li> </ul>

Core vocabulary and phrases
<i>Pidätkö urheiluista? (Do you like sports?)</i>
<ul style="list-style-type: none"> <li><i>Pidän! (I like)</i></li> </ul>
<i>Mistä urheiluista pidät? (What sports do you like?)</i>
<ul style="list-style-type: none"> <li><i>Pidän kaikista urheiluista! (I like all sports)</i></li> </ul>
<i>Pidätkö maalaamisesta? (Do you like painting?)</i>
<ul style="list-style-type: none"> <li><i>En pidä. (I don't)</i></li> </ul>
<i>Pidätkö kitaran soittamisesta? (Do you like playing guitar)</i>
<ul style="list-style-type: none"> <li><i>Pidän kitaran soittamisesta. (I like playing guitar)</i></li> </ul>
<i>Pidätkö matkustamisesta? (Do you like traveling)</i>
<ul style="list-style-type: none"> <li><i>Matkustaminen on kivaa. (Traveling is fun)</i></li> </ul>
<i>Pidätkö lukemisesta? (Do you like reading)</i>
<ul style="list-style-type: none"> <li><i>Lukeminen on mukavaa. (Reading is nice)</i></li> </ul>
<i>Pidätkö keittiön siivoamisesta? (Do you like cleaning the kitchen)</i>
<ul style="list-style-type: none"> <li><i>Keittiön siivoaminen on tylsää. (Cleaning the kitchen is boring)</i></li> </ul>

Rektiot (verb reactions to like, enjoy, be interested in, love, detest, hate)
<b>Verbi + sta/stä</b>
<ul style="list-style-type: none"> <li><b><i>pitää</i></b></li> <li><i>Minä pidän suomalaisesta ruoasta.</i></li> <li><b><i>nauttia</i></b></li> <li><i>Hän nauttii ostoksilla käymisestä.</i></li> <li><b><i>olla kiinnostunut</i></b></li> <li><i>Oletko kiinnostunut politiikasta?</i></li> </ul>
<b>Verbi + partitiivi</b>
<ul style="list-style-type: none"> <li><b><i>rakastaa</i></b></li> <li><i>Minä rakastan sinua.</i></li> <li><b><i>inhota</i></b></li> <li><i>Tiina inhoaa tiskaamista.</i></li> <li><b><i>vihata</i></b></li> <li><i>Minä vihaan aikaisin heräämistä!</i></li> </ul>

Additional vocabulary and phrases
<i>Rakastan koripalloa. (I love basketball)</i>
<i>Rakastan koripallon pelaamista. (I love playing basketball)</i>
<i>Pidän koripallon pelaamisesta. (I like playing basketball)</i>
<i>Isä inhoaa kaupassa käymistä. (Dad hates shopping)</i>
<i>Vihaan vessan siivoamista! (I hate cleaning the bathroom)</i>
<i>He nauttivat mokillä saunomisesta. (They enjoy going to sauna at the cabin)</i>
<i>Oletko kiinnostunut suomen kielen opiskelemisesta? (Are you interested in studying Finnish)</i>
<ul style="list-style-type: none"> <li><i>Olen. Minusta se on hauskaa! (I am. To me it is fun)</i></li> </ul>

## CLASS PERIOD 2

### Check on homework from previous session

#### Cultural context for conversation:

- 1) **Cultural story/Reading activity:** Take turns reading KATS Free Time booklet story up until they go to sauna on p. 210 (see <https://helao.fi/wp-content/uploads/2017/08/kappale13.pdf>).
- 2) **Activities to build proficiency**
  - **Grammar in context:** Learn how to turn a verb into a noun (gerund) from here: <https://randomfinnishlesson.blogspot.com/2014/06/making-verb-into-noun.html> or from Suomen mestari 2 textbook p. 128 or elsewhere. Each student takes verb card and writes gerund form on board and says that gerund followed by *on hauskaa* (is fun) or *ei ole hauskaa* (is not fun).
  - **Speaking practice:** Write *Onko* on the board. Show how to use the gerund in a question. *Onko lukeminen hauskaa?* (Is reading fun?). Get into pairs and ask questions using this form. Answer in affirmative or negative.
  - **Learn and practice core vocabulary and phrases:** Stand in circle and one person asks first question on vocabulary list (p. 108) and throws beanbag at someone and they answer. Continue through all core vocabulary and then see if they can continue with other verbs. Show how to form the *-misesta* ending on board with and without another word in the genitive—playing guitar; eating food; reading a book, etc.
  - **Writing/speaking activity:** Have them write on their *Vapaa-aika* handout (p. 106) one *Minä pidän...* phrase for each section. Get into pairs and one asks, *Mistä pidät?* (write this on board) and the other answers with something from their sheet.
  - **Grammar review:** Discuss *rektio* responses to *pitää* (like), *rakastaa* (love), *nauttia* (enjoy), *olla kiinnostunut* (be interested in), *vihata* (hate), *inhota* (detest), *pelätä* (fear) from vocabulary handout (p. 108). What case will the object be in for these verbs? Put columns on the board for each verb and have them write something in each column in proper case. Could use words from *Vapaa-aika* (Free time) handout.

## CLASS PERIOD 3:

- **Writing/reading activity:** Write an email to the teacher about your hobbies, likes, and dislikes. Use *pitää*, *rakastaa*, and *nauttia* in the email. One paragraph long, or whatever you can write in 10 minutes in class. Print emails (without sender info) and go outside and hand them out—make sure no one gets their own. Read and try to guess who wrote it.

- **Outdoor review activity:** take a walk outside and talk about as many actions and things that you can that you like, love, don't like, hate, etc.
  - **Vocabulary practice:** Quizlet: <https://quizlet.com/515521652/harrastukset-flash-cards>
- 3) **Homework:** Go through *-minen* handout (p. 111) together for a couple of the sections to figure out how it goes, then assign the rest as homework.

## Harjoitus: Kirjoita -minen muoto (Practice: write -minen form to answer these questions)

### 1. On hauskaa matkustaa junalla.

- a. Minusta \_\_\_\_\_ on hauskaa.
- b. Pidätkö sinä \_\_\_\_\_?
- c. Hän rakastaa \_\_\_\_\_.

### 2. Minä laitan mielelläni ruokaa.

- a. Maijasta \_\_\_\_\_ on mukavaa.
- b. Nautitko \_\_\_\_\_?
- c. Minä en pidä \_\_\_\_\_.

### 3. On kivaa laulaa kuorossa.

- a. Äidistäni \_\_\_\_\_ on kivaa.
- b. Pidätkö sinä \_\_\_\_\_?
- c. Minä rakastan \_\_\_\_\_.

### 4. On tylsää odottaa bussia.

- a. Minusta \_\_\_\_\_ on tylsää.
- b. Pidätkö te \_\_\_\_\_.
- c. Minä vihaan \_\_\_\_\_.

### 5. On mielenkiintoista opiskella arabiaa.

- a. Osmosta \_\_\_\_\_ on mielenkiintoista.
- b. Onko Osmo kiinnostunut \_\_\_\_\_?
- c. He eivät pidä \_\_\_\_\_.

### 6. On vaarallista lentää.

- a. Minusta \_\_\_\_\_ on vaarallista.
- b. Pidätkö sinä \_\_\_\_\_?
- c. Minä pelkään \_\_\_\_\_.

### 7. On kiva pelata tennistä.

- a. Meistä \_\_\_\_\_ on kivaa.
- b. Pitääkö siskosi \_\_\_\_\_?
- c. Hän ei rakasta \_\_\_\_\_.

## Finnish Curriculum Salolampi Adult Week Spring 2021

Theme—Leisure Time 2

Targeted Proficiency level--Novice High-Intermediate

DAY #2, Monday, May 17

### Topic 3: When, where, and with whom?

**How often do you play basketball? Kuinka usein pelaat koripalloa?**

**What will students be able to do by the end of the topic?**

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can ask and answer questions about activities including how often, when, where, and with whom.</li> <li>I can invite others to do activities with me and understand their answers.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can comprehend written information about who does activities and when and where the activities occur.</li> <li>I can comprehend a schedule about activities.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can write about how often, when, where, and with whom to do something.</li> <li>I can write my schedule of activities for the week in a calendar.</li> </ul>

Core vocabulary and phrases
<i>Milloin sinä pelaat jalkapalloa? (When do you play soccer?)</i>
<ul style="list-style-type: none"> <li><i>Pelaan jalkapalloa maanantaisin. (I play tennis on Mondays)</i> <ul style="list-style-type: none"> <li><i>tiistaisin (Tuesdays)</i></li> <li><i>keskiviikkoisin (Wednesdays)</i></li> <li><i>torstaisin (Thursdays)</i></li> <li><i>perjantaisin (Fridays)</i></li> <li><i>lauantaisin (Saturdays)</i></li> <li><i>sunnuntaisin (Sundays)</i></li> <li><i>viikonloppuisin (weekends)</i></li> </ul> </li> </ul>
<i>Kuinka usein sinä käyt elokuvissa? (How often do you go to the movies?)</i>
<ul style="list-style-type: none"> <li><i>Käyn elokuvissa joka päivä. (I go to the movies every day)</i> <ul style="list-style-type: none"> <li><i>joka maanantai (every Monday)</i></li> <li><i>joka viikko (every week)</i></li> <li><i>joka kuukausi (every month)</i></li> </ul> </li> </ul>
<i>Milloin harrastat joogaa? (When do you practice yoga)</i>
<i>Harrastan joogaa kerran päivässä. (I practice yoga every day)</i>
<ul style="list-style-type: none"> <li><i>kerran viikossa (once a week)</i></li> <li><i>kaksi kertaa viikossa (2 X a week)</i></li> <li><i>kerran kuussa (once a month)</i></li> <li><i>kerran vuodessa (once a year)</i></li> </ul>

<i>Missä pelaatte lentopalloa? (Where do you play volleyball)</i>
<ul style="list-style-type: none"> <li><i>Pelaamme kuntosalissa. (We play at the gym)</i></li> </ul>
<i>Kenen kanssa pelaat tennistä? (Who do you play tennis with?)</i>
<ul style="list-style-type: none"> <li><i>Pelaan veljeni kanssa. (I play with my brother)</i></li> </ul>
<i>Haluatko käydä konsertissa kanssani tänä iltana? (Do you want to go to a concert with me this evening?)</i>
<ul style="list-style-type: none"> <li><i>Kyllä. Haluan. (Yes. I want to.)</i></li> </ul>
Additional vocabulary and phrases
<i>Käyn teatterissa Rikun kanssa. (I go to the theater with Riku)</i>
<i>Pelaatko golfia minun kanssa lauantaina? (Will you play golf with me on Saturday?)</i>
<i>Käytkö kirpputorilla Marian kanssa huomenna? (Will you go to the flea market with Maria tomorrow?)</i>
<i>Pelaan shakkia päivittäin veljeni kanssa. (I play chess daily with my brother)</i>
<i>Olen kielikurssilla Salolammella siskoni kanssa. (I am at a language course at Salolampi with my sister)</i>



## CLASS PERIOD 1

### Check on homework from previous session

**Cultural context for conversation:** *Mitä teet tänään? Huomenna? Ensi viikolla?* (What are you doing today? Tomorrow? Next week?)

#### 1) **Authentic text:** *Viikonpäivät laulu* (Days of the Week song) (See Appendix G)

- **Pre-listening activity:** Game—divide into teams. Give each team word strips of the days of the week but mixed up. 1<sup>st</sup> team to put them all in order wins. Recite in order and then pull one out and recite again. Keep going until can recite without strips. Hand everyone one word strip and a Toukokuu kalenteri (May calendar) handout (or whatever month you are in-- 7calendar.com/fi/ has free printable calendar pages in Finnish). Give them the lyrics. Have them listen to what happens on their day of the week in the *Viikonpäivät* song and write it down in subject, verb, object order on the correct day in their calendar. Give them a minute or two to look up words afterward so they know what their phrase means.
- **Listening activity:** Sing the song together, but when it gets to their day, have them listen and write down on their calendar under their day what happened in the song and see if they can put into SVO order. Under Monday they might write: “Mamma meni ostamaan mansikoita” (Mamma went to buy strawberries), Tuesday they would write “Talitintti toi teetä naapuriin” (The titmouse brought tea to the neighbors), etc. Have them also figure out what it means. Give them a couple minutes to look up words.
- **Post listening activity:** Go through each day and see what they wrote and help them figure out the sentence structure and meaning if they were unable to. Have them write on the board under their day their phrase. Next write under that something similar that they might do on that day of the week, using at some of the words from the phrase. “Maanantaina menin ostamaan maitoa” (On Monday I went to buy milk),” Tiistaina toin mehua naapuriin” (On Tuesday I brought juice to the neighbors), etc. Then sing the song with the new verses, skipping the chorus until the end.

#### 2) **Activities to build proficiency**

- **Cultural activity:** Watch this video and stand up when you hear a hobby that you like to do (slow down the speed and play a couple of times through):  
<https://www.youtube.com/watch?v=5Pj7oxdDmII>
- **Writing/Speaking activity:** Add some of the activities you do on the calendar, using ideas from the hobby handout. Do exercise 6 from the KATS packet (see <https://helao.fi/wp->

content/uploads/2017/08/kappale13.pdf for the packet) as to what they do maanantaisin (on Mondays), tiistaisin (on Tuesdays), etc. Get in pairs and ask each other the questions in exercise 7. “What do you do on Mondays?” etc.

- **Vocabulary practice:** Go through vocabulary phrases on handout together. Get out Salolampi schedule and take turns saying something that happens during the week regularly using some of the vocabulary phrases *Me syömme kolme kertaa päivässä*, etc.).
- **Reading/grammar activity:** Write “Third infinitive long form” on the board and underneath write *ostamaan*, *ostamassa*, and *ostamasta*. Take turns reading the rest of the KATS booklet story and underline any verbs with -ma. Raise your pen or pencil if you have questions or do not understand words.
- **Grammar in context:** Look at KATS handout p. 214-215 and discuss third infinitive. Fill out exercise 4.
- **Speaking practice/presentation/movement:** Get into groups of 2 and each group is assigned a situation from exercise 3 in KATS. Have them go to a different room for 5-10 minutes and one videotapes and narrates while the other acts out the three things. For example: “I am going running, I am in the act of running, I am coming from running.” Come back and share videos.

## Genitive (Possessive) Possessive Pronouns

<b>minun (noun stem) + -ni</b> (mun) <i>my, mine</i>	<b>meidän -mme</b> <i>our, ours</i>
<b>sinun -si</b> (sun) <i>your, yours</i>	<b>teidän -nne</b> <i>your, yours (plural, formal)</i>
<b>hänen -nsa/nsä</b> <i>his</i>	<b>heidän -nsa (nsä)</b> <i>their, theirs</i>

*Minun kirjani.* (My book)

*Heidän osoitteensa.* (Their address)

Nouns do not soften. Can leave off suffixes or personal pronouns for 1st and 2nd person.

*Minun kirja.*

*Kirjasi.*

For plural nominative, illative, and genitive nouns, the -n and -t disappear.

*Sinun kirjaasi* (into your book).

Hänen ystävät + nsä = *Hänen ystävänsä tulevat* (Her friends will come)--the verb that follows will show the plural.

## Genitive Nouns

### Softened noun stem + n

Examples: Tiinan kynä. Tytön nenä. Lipun väri.

## Possession: To Have

<b>minulla on</b> __ (ei ole) <i>I have (don't have)</i>	<b>meillä on</b> __ <i>we have</i>
<b>sinulla on</b> __ <i>you have</i>	<b>teillä on</b> __ <i>you have (plural, formal)</i>
<b>hänellä on</b> __ (sillä on __) <i>he/she has (it has)</i>	<b>heillä on</b> __ (niillä on __) <i>they have</i>

## With

<b>minun kanssani</b> <i>with me</i>	<b>meidän kanssamme</b> <i>with us</i>
<b>sinun kanssasi</b> <i>with you</i>	<b>teidän kanssanne</b> <i>with you (plural, formal)</i>
<b>hänen kanssansa (sen kanssa)</b> <i>with him/her (with it)</i>	<b>heidän kanssansa (niiden kanssa)</b> <i>with them</i>

Can also be *kanssani* or *minun kanssa*, or *mun kanssa* in spoken Finnish.

## Topic 4: Weekend

**What are you doing this weekend? Mitä teet viikonloppuna?**

**What will students be able to do by the end of the topic?**

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can talk about what I will do on the weekend.</li> <li>I can exchange ideas with others about their weekend activities.</li> <li>I can understand when someone invites me to do something on a weekend.</li> <li>I can make invitations to others about weekend activities.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can read and comprehend a paragraph about weekend activities.</li> <li>I can comprehend written invitations about weekend activities.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can make a rap/poem/song and present it to the class about my weekend activities.</li> </ul>

### Core vocabulary and phrases

*Mitä teet viikonloppuna? (What are you doing on the weekend?)*

- Käyn mökillä. (I am going to the cabin)

- o kirkossa. (church)

- o Tampereella. (Tampere)

- o museoissa. (museums)

- Olen tietokoneella. (I am on the computer)

- Nukun. (I will sleep)

- Luen kirjaa sohvalla. (I will read a book on the couch)

*Mitä teette viikonloppuisin? (What do you all do on the weekends)*

- Siivoamme. (We clean)

- Hoidamme pihaa. (We garden)

- Shoppailemme. (We shop)

- Teemme ruokaa. (We make food)

- Tapaamme ystäviä. (We meet friends)

- Saunomme. (We sauna)

- Mökkeilemme. (We go to the cabin)

- Pelaamme lautapelejä/korttipelejä. (We play board games/card games)

*Mennään rannalle viikonloppuna. (Let's go to the beach for the weekend)*

- Kyllä mennään rannalle uimaan! (Yes, let's go to the beach to swim)

*Tuletko mukaan mökille viikonlopuksi? (Will you come along to the cabin for the weekend)*

- Tulen mielelläni! (I'd love to!)

- En voi tulla tällä kertaa. (I can't come this time)

## Mennään!

### Verbityyppi 1

#### Softened stem + taan/tään

(Stems that end in a/ä, change a to e)

- puhua > puhu > puhutaan
- lähteä > lähte > lähde > lähdetään
- ottaa > otta > ota > ote > otetaan
- kirjoittaa > kirjoitta > kirjoita > kirjoite > kirjoitetaan

#### Practice

- sanoa \_\_\_\_\_
- kysyä \_\_\_\_\_
- antaa \_\_\_\_\_
- ostaa \_\_\_\_\_

### Verbi tyyppi 2, 3, 4, 5

#### infinitiivi + an/än

- juoda > juodaan
- kävellä > kävellään
- tavata > tavataan
- tarvita > tarvitaan

#### Practice

- syödä \_\_\_\_\_
- opiskella \_\_\_\_\_
- pelata \_\_\_\_\_
- valita \_\_\_\_\_

## CLASS PERIOD 2

Check on homework from previous session

**Cultural context for conversation:** What are you doing this weekend? Write *Viikonloppu* (weekend) on the board.

3) **Authentic text:** <https://www.youtube.com/watch?v=5Pj7oxdDmII> Hello Hobby video

- **Pre-listening activity:** List some hobbies on the board that conversation partners do on the weekends.
- **Listening activity:** Stand up when you hear a hobby that you like to do.
- **Post listening activity:** Everybody say one activity that they like to do from the video (*Minä pidän lukemisesta* (I like reading), etc.) and if others like it they fist bump the person.
- **Grammar in context:** Let's go! Mennään! Go through instructions on handout. Write examples on the board.

4) **Converse about concrete experiences:** Practice Let's "verb" together.

- **Teacher models (I do):** Teacher says a "Let's verb" sentence and does the action. Everyone else does the action.
- **Whole class tries it (we do):** Demonstrate with one student, then continue around the circle with everyone taking a turn.
- **Paired or small group work (you do):** Get in pairs and using their *Vapaa-aika* handout they say "Let's play volleyball," or "Let's go to the movies," etc.

5) **Activities to build proficiency**

- **Learn and practice core vocabulary and phrases:** Go through phrases together by one person asking a question and the next answering. Then they ask the same question and the next answers. When all the answer choices are done, start with next question and continue in the same way.
- **Song:** <https://www.youtube.com/watch?v=qsnIFa3Aais> Sing along once and then redo with own words, one word per student.
- **Video/Writing/Speaking activity:** Watch video "Mennään metsään" and write down "Let's verb" phrases that go with the video. Take turns sharing with the class while watching again.
- **Reading/Writing activity:** Everyone write a short song, poem, or rap about the weekend using hobbies, activities, etc. Could use *Viikonpäivät* song's melody. Share the songs with each other.
- **Game:** play KATS viikonloppu game p. 218 in small groups

6) **Assessment/Learning evaluation:** Listening exercise through Finn Lectura, CD 1/19, 1/20

(<https://digi.finnlectura.fi/purchases/29148>) Write these 3 questions on the board and have them answer these while they listen:

1. How old is the person being interviewed?
2. What is one of their hobbies?
3. When do they like to do this hobby?

**CLASS PERIOD 3: Conversation/Game/Review activity/Outdoors**

**Grammar/assessment activity:** Review how to say “with” someone from Genitive handout on p. 114. “Come with me.” “Would you like to come with me?” Text someone (in the class or other) and invite them to go with you to do something (to go golfing, to go running, to go saunaing...).

**Game:** Go outside and play some favorite sports or activities, or play *mölky*, speaking Finnish the whole time.

**7) Assign homework:** Use “Let’s verb” before next class: “Let’s eat,” “Let’s go to sauna,” etc.

**Topic 1: Travel to Helsinki**

**Let's go to Finland! Mennään Suomeen!**

**What will students be able to do by the end of the topic?**

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can describe items to bring on a trip to Finland.</li> <li>I can ask and answer questions about my travel arrangements.</li> <li>I can ask and answer questions about a travel schedule.</li> <li>I can talk about the activities that I do.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can read a travel itinerary.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can fill out forms and documents.</li> </ul>

**Core vocabulary and phrases**

*matkailu (travel)*

*matka (trip)*

*pakata (to pack)*

*tuoda (to bring)*

*matkalaukku (suitcase)*

*lentää (to fly)*

*lentolippu (plane ticket)*

*lentoasema/lentokenttä (airport)*

*passi (passport)*

*viisumi (visa)*

*tulli (customs)*

*majoitus (lodging)*

*yöpyä (to stay overnight)*

*varaus (reservation)*

*turisti (tourist)*

*Mennään Suomeen! (Let's go to Finland)*

*Matkustetaan Helsinkiin! (Let's travel to Helsinki)*

*Matkustan lentokoneella. (I am traveling by airplane)*

○ *junalla (by train)*

○ *autolla (by car)*

○ *bussilla (by bus)*

○ *laivalla (by ship)*

*Haluaisin... (I would like to)*

○ *ostaa lentolipun. (buy a plane ticket)*

○ *ostaa lipun Turkuun. (buy a ticket to Turku)*

○ *ostaa kaksi lippua lentokentälle. (buy 2 tickets to the airport)*

○ *vuokrata auton viikoksi. (rent a car for a week)*

○ *varata kahden hengen huoneen. (reserve a two-person room)*

○ *maksaa laskuni. (pay my bill)*

**Additional phrases**

*Meneekö tämä bussi rautatieasemalle? (Does this tram go to the train station?)*

*Missä bussiasema (linja-autoasema) on? (Where is the bus station?)*

*Missä neuvonta on? (Where is information?)*

*Oliko bussi myöhässä? (Was the bus late?)*

*Saisimmeko avaimen? (May we have the key?)*

*Tarvitsen apua. (I need help)*

*En löydä lompakkoani. (I can't find my wallet)*

*Mistä saan taksin? (Where can I get a taxi?)*

## CLASS PERIOD 1

### Check on homework from previous session

**Cultural context for conversation:** Talk about future travel plans.

#### 1) Authentic text: IKEA commercial--Travel at home video--

[https://www.youtube.com/watch?v=SmN7B4x2\\_ew](https://www.youtube.com/watch?v=SmN7B4x2_ew)

- **Pre-listening activity:** Write vocab on board: tarjota, alue, näyttää, illanesiintyjät, useita, tyyny, vaihtoehto and draw pictures to explain what they mean.
- **Listening activity:** Listen for the 3 travel places. Play again and slow down speed.
- **Post listening activity:** Write the 3 places on the whiteboard and discuss the reasons behind them.

#### 2) Activities to build proficiency

- **Vocabulary game:** "Lähden Suomeen ja tuon mukaan..." (I'm going to Finland and I am bringing...) and use vocabulary words and phrases as the things you bring.
- **Grammar in context:** Conditional—give examples on board of conditional forms of verbs in the various verb groups until they figure out the rules, then give *Konditionaali* handout (p. 122).
- **Speaking/role play:** Ask and answer questions in conditional as if you were working at hotel desk, rental car place, airport ticket desk, etc.
- **Reading and writing activity:** Have students read this article and write a summary of it: "Late trains anger customers" <https://yle.fi/moodle/yle/attempt.php?q=2689>

#### 3) Assessment: Online exercises: <http://www04.edu.fi/suomeaolehyva/soh1/soh1-kpl16-h3.htm> and <https://yle.fi/moodle/yle/attempt.php?q=745>, <http://www.saunalahti.fi/raillam6/konditionaali6.htm>

## CLASS PERIOD 2

- **Milloin? (When?)** go through *Milloin* handout together (p. 124) and then ask questions, such as:
  - *Mihin aikaan sinä heräsit tänä aamuna?* (What time did you wake up this morning)
  - *Milloin on sinun syntymäpäivä?* (When is your birthday)
  - *Milloin muutit sinun taloon?* (When did you move to your house)
  - *Milloin sinulla on loma?* (When do you have a vacation)
  - *Milloin sinä söit hampurilaista viimeksi?* (When did you last eat a hamburger)
- **Writing game:** write *Milloin?* at the top of the board and 3 large columns headed by *tämä, ensi, viime* (this, next, last). Get into two teams and do a relay race where each person must write a phrase in one of the columns using one of these 3 words—something that would answer the question of *Milloin?* (When?)--and then pass chalk to next team member who writes another one,



etc. (such as, *Syön tänä aamuna* (I will eat this morning), *Menen ensi viikolla* (I will go next week), *Tulin viime maanantaina* (I came last Monday).

- **Listening exercise:** Bus ride <https://yle.fi/aihe/artikkeli/2015/12/15/perustaso-0> Discuss what happened in the article. Play again if needed.
- **Grammar and conversation exercises: travel activities, exercises, videos--Osaan suomea website:** <https://www.osaansuomea.fi/osaan-matkustaa-suomessa/> Go through some activities and exercises together.
- **Writing exercise:** Start filling out travel itinerary together.  
[https://binaries.templates.cdn.office.net/support/templates/fi-fi/tf16400492\\_win32.xltx](https://binaries.templates.cdn.office.net/support/templates/fi-fi/tf16400492_win32.xltx)

### CLASS PERIOD 3

- **Movement activity:** Act out bus travel in Finland—give everyone a copy of the bus travel handouts from the lessons called “Meneekö tämä bussi Ouluun?” and Mennään bussilla.” from this website: <https://suomenkielisanootervetuloa.fi/materiaalit-1/> Assign someone to be the ticket salesperson. Assign each student a city in Finland and they buy a ticket to that city. Then they all head to the “bus stop.” One person is designated as the “bussikuski” (bus driver) and they then give their ticket to the ticket salesperson who joins the other riders. The bus driver either pretends to drive a bus, or if a golf cart is available, that works very well. The driver has a list of the possible cities and chooses one before he comes (or pulls a slip out of a bag) and then he drives the bus to the bus stop and each rider asks “Meneekö tämä bussi \_\_\_\_\_?” (Does this bus go to \_\_\_\_?), putting in their city in the illative case, until the correct city is chosen. That person gets on the bus and is driven to a location where chairs have been marked with the various city names (sidewalk chalk is good for this) and they disembark and sit on their chair and write a postcard to a friend about their trip to that city while waiting for all the others to arrive. The bus driver continues until everyone has been picked up and dropped off. The teacher collects postcards at the end and can correct mistakes if desired and then return them the next day.
- 4) **Homework:** Finish filling out travel itinerary.

# Konditionaali

(<http://www11.edu.fi/ymmarra/index.php?moduli=kielioppi&sivu=konditionaali>)

Konditionaalin tunnus on **-isi-** ja se liitetään monikon 3. persoonan vartaloon.

## Verbityypit 1, 3, 4, 5:

he soittavat	soitta-	soitta + isi + n soitta + isi + t soitta + isi	soitta + isi + mme soitta + isi + tte soitta + isi + vat
he tietävät	tietä-	tietäisin	tietäisimme
he sanovat	sano-	sanoisin	sanoisimme
he haluavat	halua-	haluaisin	haluaisimme

- Kun vartalon lopussa on e, se katoaa**

he lukevat	luke-	luk + isi + n lukisit lukisi	luk + isi + mme lukisitte lukisivat
he tulevat	tule-	tulin	tulisimme
he tarvitsevat	tarvitse-	tarvitsisin	tarvitsisimme

- Kun vartalon lopussa on i se katoaa.**

he oppivat	oppi-	opp + isi + n oppisit oppisi	opp + isi + mme oppisitte oppisivat
------------	-------	------------------------------------	---

## Verbityypi 2:

Kun sanassa on kaksi vokaalia, ensimmäinen vokaali katoaa.

he saavat	saa-	sa + isi + n saisit saisi (toinen a häviää)	sa + isi + mme saisitte saisivat
-----------	------	--	--

he juovat	juo-	joisin (u häviää)	joisimme
he syövät	syö-	söisin (y häviää)	söisimme
he vievät	vie-	veisin (i häviää)	veisimme

### Negatiivinen konditionaali:

soittaisin	soittaisi-
en soittaisi	emme soittaisi
et soittaisi	ette soittaisi
ei soittaisi	eivät soittaisi

### Esimerkkejä:

- Matkustaisin ulkomaille, jos minulla olisi rahaa.
- Ottaisitko kupin kahvia?
- En tiedä, mitä minä tekisin. Ostaisinko pyörän vai auton.
- Voi kun meillä olisi tarpeeksi rahaa.

### Konditionaalia käytetään, kun...

1. tekemisellä on ehto (tekeminen on epäreaalista, hypoteettista tai epätodennäköistä)
  - Laulaisin, jos osaisin.
  - Sanoisin, jos tietäisin.
  - En lähtisi mukaan, vaikka pyytäisit.
2. pyydetään, kysytään tai ehdotetaan jotakin kohteliaasti.
  - Soittaisitko minulle illalla.
  - Panisitko oven kiinni.
  - Avaisitko ikkunan.
  - Haluaisimme kysyä erästä asiaa.
  - En haluaisi lähteä sinne
3. puhuja on epävarma.
  - En osaa sanoa, mitä haluaisin.
4. puhuja toivoo jotakin.
  - Olisipa jo kesä!
  - Haluaisin käydä Australiassa.
  - Olisi kiva matkustaa Kiinaan.

## Milloin (When) handout:

### **Kello -lta/ltä**

Monelta?  
neljältä (klo 16)  
kahdeksalta (klo 8)  
puoli kahdeltatoista (klo 11:30)  
viisitoista yli kolmelta (klo 15.15)

### **HUOM! Joka**

joka aamu  
joka päivä  
joka maanantai  
joka kuukausi  
joka vuosi

### **Vuorokaudenaika -lla/llä**

aamulla  
illalla  
päivällä  
yöllä

### **HUOM!**

tänä aamuna  
tänä iltana  
viime yönä  
ensi yönä

### **Päivä -na/nä**

Minä päivänä  
maanantaina  
viikonloppuna  
viime lauantaina  
tänä sunnuntaina  
jouluna

vappuna  
toisena päivänä  
seuraavana päivänä  
edellisenä päivänä  
**Päiväys**  
24. syyskuuta 2020  
3. tammikuuta 1915

### **Viikko -lla/llä**

Millä viikolla  
viime viikolla  
tällä viikolla  
ensi viikolla  
seuraavalla viikolla

### **Kuukausi -ssa/ssä**

Missä kuussa  
helmikuussa  
viime kuussa  
tässä kuussa  
ensi kuussa

### **Vuodenaika -lla/llä**

keväällä  
kesällä  
syksyllä  
talvella  
HUOM! tänä kesänä

### **Vuosi -na/nä**

Minä vuonna  
vuonna 2001  
viime vuonna  
tänä vuonna  
ensi vuonna

Topic 2: Shopping in Helsinki

Let's go shopping! *Mennään shoppailemaan!*

What will students be able to do by the end of the topic?

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can ask questions about where to shop in Helsinki.</li> <li>I can understand and follow directions on various shopping destinations, as well as give directions to others.</li> <li>I can talk about what I am shopping for, such as clothes and food.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can read and understand signs and instructions for shopping.</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can make a shopping list.</li> </ul>

**Core vocabulary and phrases**

*ostos (purchase)*

*käydä ostoksilla/shoppailla (go shopping)*

*myyjä (sales clerk)*

*asiakas (customer)*

*kassa (cashier)*

*alennusmyynti, ale (sale)*

*ostoskeskus (shopping center)*

*kauppa, myymälä, liike (store, business)*

*auki/avoinna (open)*

*suljettu, kiinni (closed)*

*hinta (price)*

*kuitti (receipt)*

*halpa/edullinen (cheap, inexpensive)*

*kallis (expensive)*

*kirpputori (flea market)*

*antiikit (antiques)*

*Pidätkö shoppailemisesta? (Do you like shopping)*

*Aion ostaa sen. (I intend to buy it)*

*Voitko auttaa minua? (Can you help me)*

*Katselen vain. (Just looking)*

*Mihin haluat mennä shoppailemaan? (Where do you want to go shopping)*

- Haluun mennä ostoskeskukseen. (I want to go to the shopping center)*

*Mitä haluat ostaa? (What do you want to buy)*

*Mihin aikaan myymälä menee kiinni? (What time does the shop close?)*

*Meidän pitäisi mennä Marimekko-kauppaan. (We should go to the Marimekko store)*

*Käänny oikealle. (Turn to the right)*

- vasemmalle (to the left)*

- ympäri (around)*

*Mene suoraan. (Go straight)*

**Additional phrases**

*20 prosenttia (prosentin) alennusta*

*kaksi yhden hinnalla (2 for one)*

*loppuunmyynti (closing sale)*

*tarjous (deal, bargain)*

*ostoskärry (shopping cart)*

*ostoskori (shopping basket)*

*muovikassi/pussi (plastic bag)*

*osasto (department)*

*sovitus (koppi) (dressing room)*

*Millä käytävällä? (In what aisle)*

*tavaratalo (department store)*

*mainos (advertisement)*

*Mene suoraan risteyksestä. (Go straight at the intersection)*

*Käänny oikealle kahden korttelin päässä täältä. (Turn right 2 blocks from here)*

*Se on aivan nurkan takana. (It is right around the corner)*

*Se on vasemmalla puolella kirkon edessä. (It is on the left side in front of the church)*

*Se on toisessa kerroksessa. (It is on the 2<sup>nd</sup> floor)*

*Mene sillan alitse. (Go under the bridge)*

*Käänny vasemmalle stop-merkin jälkeen. (Turn left after the stop sign)*

## CLASS PERIOD 1

### Check on homework from previous session

**Cultural context for conversation:** *Mitä ostaisit jos olisit Suomessa?* (What would you buy if you were in Finland).

#### 1) Authentic text: *Täti Monika laulu* (Aunt Monika song)

<https://www.youtube.com/watch?v=Rc9jkAwSuvw>

- **Pre-listening activity:** Draw figure of older woman on board. Listen to where she is going and what is swaying as she walks.
- **Listening activity:** Listen to song, pausing and taking turns drawing items on the woman as they are mentioned. See Appendix B for lyrics. Play song again and sing along with lyrics, doing actions.
- **Post listening activity:** We are going shopping, too, in Helsinki. Go to *pieni opas* brochure at <https://www.pienimatkaopas.com/helsinki/ostokset.html> and read the section together: “*Mitä ostaa Helsingistä.*” Discuss some things we might buy in Helsinki and what stores we might go to.

#### 2) Activities to build proficiency

- **Presentation:** (Everyone will need their own computer or phone available.) Assign each student one type of store on the website to research: flea markets, tori (marketplace), antique shops, outlets, shopping centers, or groceries. Have them write a 3 to 5-minute presentation about their store. Share info with the class.
- **Vocabulary game:** Play Pictionary with vocabulary words and phrases.
- **Grammar in context:** Verbs of obligation. Give handout (p. 129). Practice with Helsinki shopping. We should go to the Marimekko store. We must buy more bread at the tori.
  - **Teacher models (I do):** Give some examples.
  - **Whole class tries it (we do):** Go around room and everyone tries one, saying it to their neighbor— for example, *Hei Joona, meidän pitäisi mennä ostoksille* (Hey Joona, we should go shopping).
  - **Paired or small group work (you do):** Practice in pairs. Write some phrases on the board that the 1<sup>st</sup> person could say, such as: *Mitä meidän pitää tehdä nyt?* (What should we do now) or *Mitä haluat tehdä?* (What do you want to do).
- **Speaking practice/Movement activity:** Practice giving directions. Put people into pairs and give each pair a destination. Have one of them direct the other to the destination and the other one direct the person back to the classroom. Could have them use verbs of obligation: “You must turn left,” etc. Go back to *Pieni opas* Helsinki shopping website and look at *Ydin* section and pull up a map and enlarge

it. Have someone give directions on how to get to certain places, such as Iittala and Marimekko stores.

## CLASS PERIOD 2

- **Authentic text:** Watch video about food at the *tori* (marketplace)--  
[https://www.youtube.com/watch?v=1yE9\\_Q2BerM](https://www.youtube.com/watch?v=1yE9_Q2BerM) Tell students to write down, while they are watching, any food items from the tori that they enjoy or think they might enjoy. Afterward have each student talk about what foods they would like to try at the tori and why (in pairs or all together).
- **Role-play activity:** Go outside and pretend you are shopping at the tori. Have a few people selling things (you can collect props of food ahead of time, items from the store, or just have them collect a few flowers, bundles of sticks, rocks from outside for their shop) and others strolling around buying things (can give them play euros). Give shoppers a reusable bag or basket (Finns would not go shopping without one of these!).
- **Listening activity:** *Yle uutiset* listening exercises: shopping for clothing—*vaatekaupassa*, exercise 5, <https://yle.fi/aihe/artikkeli/2015/12/15/keskitaso-0> Listen to both excerpts and answer questions.
- **Vocabulary/speaking activity/writing:** Learn or review clothing items with flashcards: <https://quizlet.com/20825441/vaatteet-suomeksi-flash-cards>. Have them get in pairs and talk about what clothing they would like to buy and in what colors and from what place or store in Helsinki. Make a shopping list together of what you would like to buy.
- **Role-play activity:** Go to the storage room with dress-ups, or get some out ahead of time, and switch roles and have those that were shopping last time be the clothing salespeople and those selling last time be the shoppers. Shop for an outfit for a fancy party.

## CLASS PERIOD 3

### Conversation/Game/Review activity/Outdoors

- **Grammar:** *Adjektiivin vertailu*—comparative adjectives (print adjective poster)  
<https://www.slideshare.net/MinnaNiemela/adjektiivien-vertailua-58492835>  
more advanced slides: <https://www.marikokkonen.fi/materiaalipankki/kielioppi/nominit/adjektiivien-vertailu>
  - Go through slides.
  - Give students adjective handout (p. 130) and comparative handout (print it off from here: <https://www.ouka.fi/documents/526368/18166151/041+adjektiivien+vertaileminen.pdf/e742c5c3-8873-47d4-a328-aca2f1c74a4d>) and discuss how to form comparatives. Write examples on the board.

- **Speaking practice:** Pass around a basket of stuffed animals and have them each take a couple of stuffed animals. Have each person say something about their animal with a comparative. My cat is bigger than a mouse. My dog is smarter.
- **Game:** Bragging game--
  - One student begins and makes a statement about 1 of the animals they chose (or about something they own), comparing it to another student's, such as, "My cat is faster than your dog."
  - The 2<sup>nd</sup> student must continue the chain using the last noun and a different comparative adjective and compare it to another student's animal: such as, "My dog is smarter than your frog."
  - Keep going as long as you want, or until someone gets stuck.
- **Review:** Spin wheel of adjectives and form into comparative and superlative  
<https://wordwall.net/fi/resource/1475650/adjektiivien-vertailu>
- **Outdoor activity:** Go outside and have an Olympic competition to see who is fastest, strongest, etc.—keep competition light by having them do things like who can take the longest step, or who can remember the most shopping words, or who is luckier with rock/paper/scissors, or who can draw the most circles on the sidewalk, etc.

3) **Homework:** Use a verb of obligation at mealtime—such as: "You should pass me the bread."

See [tiinawatts.com](http://tiinawatts.com) for more curriculum ideas.



## Täytyy (Nesessiivilause)

Verbs of obligation are use with the genitive form in Finnish. “Mine must (to) go.”

Genetiivi		Infinitiivi	
Minun ( <i>mine</i> )		lähteä ( <i>leave</i> )	nyt. ( <i>now</i> )
Sinun ( <i>yours</i> )		herätä ( <i>wake up</i> )	jo. ( <i>already</i> )
Hänen ( <i>his</i> )	TÄYTYY	ostaa ( <i>buy</i> )	uusi auto. ( <i>new car</i> )
Meidän ( <i>ours</i> )	PITÄÄ	maksaa ( <i>pay</i> )	tämä lasku. ( <i>this bill</i> )
Teidän ( <i>yours, pl.</i> )	ON PAKKO	siivota ( <i>clean</i> )	tämä huone. ( <i>this room</i> )
Heidän ( <i>theirs</i> )	( <i>must, have to</i> )	ottaa ( <i>take</i> )	kamera mukaan. ( <i>camera along</i> )
Kenen ( <i>whose</i> )	PITÄISI	odottaa ( <i>wait</i> )	häntä? ( <i>him</i> )
Marjan ( <i>Marja's</i> )	( <i>should</i> )	mennä ( <i>go</i> )	kotiin. ( <i>home</i> )
Koiran ( <i>the dog's</i> )		syödä ( <i>eat</i> )	ruokaa. ( <i>food</i> )
Minun		ostaa	uutta autoa.
Sinun		maksaa	tätä laskua.
Hänen	EI TARVITSE	siivota	tätä huonetta.
Meidän	EI OLE PAKKO	ottaa	kameraa mukaan.
Teidän		odottaa	häntä.
Heidän	EI PIDÄ	mennä	lääkäriin. ( <i>to the doctor</i> )
Kenen	EI PITÄISI	lähteä	nyt?
Marjan		herätä	vielä. ( <i>yet</i> )
Koiran		juosta	nopeasti. ( <i>quickly</i> )

**Objects are usually in the nominative form:**

Meidän täytyy saada uusi asunto.

Minun täytyy pedata sänky.

**Unless the object is a substance, a process, or in a negative sentence, then it is in partitive form:**

Meidän täytyy ostaa pesupulveria.

Sinun pitäisi auttaa häntä.

Minun ei tarvitse ostaa uutta sanakirjaa.

**Questions**

Täytyykö sinun lähteä pian?

Pitäisikö sinun siivota tänään?

Täytyykö sinun laittaa ruokaa tänään?

Monelta sinun täytyy nousta?

Kenen täytyy pestä pyykkiä tänään?

Kenen täytyy ostaa tuo kamera?

Pitäisikö sinun heittää pallo niin lujaa?

## Finnish Adjectives

Colors	Värit	Qualities	Ominaisuudet
blue	sininen	bad	huono
brown	ruskea	clean	puhdas
gray	harmaa	dark	tumma
green	vihreä	difficult	vaikea
orange	oranssi	dirty	likainen
purple	violetti	dry	kuiva
black	musta	easy	helppo
red	punainen	empty	tyhjä
white	valkoinen	expensive	kallis
yellow	keltainen	fast	nopea
		foreign	ulkomainen
		full	täysi
<b>Sizes</b>	<b>Koot</b>	good	hyvä
big	suuri, iso	hard	kova
deep	syvä	heavy	raskas, painava
long, tall	pitkä	inexpensive	halpa
narrow	kapea	light	kevyt
short	lyhyt	local	paikallinen
small	pieni, pikku	new	uusi
tall, high	korkea	noisy	meluisa
thick	paksu	old	vanha
thin	ohut	powerful	voimakas
wide	leveä	quiet	hiljainen
shapes	muodot	correct	oikea
circular	pyöreä	slow	hidas
straight	suora	soft	pehmeä
square	neliö	very	oikein
triangular	kolmikulmainen	weak	heikko
		wet	märkä
<b>Tastes</b>	<b>Maut</b>	wrong	väärä
bitter	kitkerä	young	nuori
fresh	tuore		
salty	suolainen		
sour	hapan		
spicy	tulinen		
sweet	makea		

## Blank template for daily lesson plan

**Theme:** \_\_\_\_\_

### Targeted Proficiency Level

DAY # \_\_, day, date

**Topic #:** \_\_\_\_\_

### Question in English and Finnish

### What will students be able to do by the end of the topic?

<b>Speaking/Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>● I can...</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>● I can...</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>● I can...</li> </ul>

[illegible][illegible]

## CLASS PERIOD 1

Check on homework from previous session

Cultural context for conversation:

1) **Authentic text** (culturally contextualize the learning by reading/listening to/viewing/singing culturally authentic text or texts about the cultural context for conversation):

- Pre-listening activity:
- Listening activity:
- Post listening activity:

2) **Converse about concrete experiences** (use movement, stand up, walk around):

- Teacher models (I do)
- Whole class tries it (we do)
- Paired or small group work (you do)

3) **Activities to build proficiency**

*(These can be in any order and do not all have to be in each lesson)*

- Grammar in context (based on authentic text or topic)
- Learn and practice core vocabulary and phrases
- Pronunciation practice
- Reading activity
- Writing activity
- Additional conversation and speaking practice
- Additional cultural activities or lessons
- Formative assessment/check for understanding
- Presentations (written or spoken)
- Game

- **Movement/Outdoor activity**

4) **Summative assessment/Learning evaluation** (quiz, assignment, presentation, chart, interview)

5) **Assign homework** (a question to ask someone, worksheet to fill out, topic to research, vocabulary to study, etc.)

**CLASS PERIOD 2:** Continue from period 1 (if needed) or start new topic

**CLASS PERIOD 3:** (outside, if possible)

- Conversation/discussion/debate
- Review/summary/answer questions
- Presentations
- Game/outdoor activity/walk

## Appendix D

### Qualtrics Questionnaires

#### Fall 2020 Needs Assessment distributed to all former Salolampi adult camp participants

##### Salolampi Survey

Q1 I have read the instructions in the email that accompanied the link to this survey and understand that my responses on this survey will be used to improve Finnish language curriculum at Salolampi Adult Weeks. I am also aware that my responses will be anonymous, I will not be paid, I have voluntarily completed this survey, and I do not have to answer any questions that I do not wish to answer.

- ☐ Yes, I agree and will complete the survey. (1)
- ☐ No, I do not agree and will not complete the survey. (2)

Q2 Which category below includes your age?

- ☐ 18-30 (1)
- ☐ 31-50 (2)
- ☐ 51-70 (3)
- ☐ 70+ (4)

Q3 What is your gender?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)

Q4 Why do you want to learn Finnish? (Choose all that apply.)

- ☐ To talk to relatives and/or friends in Finland (1)
- ☐ To understand my Finnish heritage (2)
- ☐ Taking a trip to Finland (3)
- ☐ To learn a challenging/interesting language (4)
- ☐ To read Finnish (5)
- ☐ To do Finnish genealogy (6)
- ☐ Other: (7) \_\_\_\_\_

Q5 How many times have you attended a Salolampi Adult Week?

- ☐ 1 time (1)
- ☐ 2 times (2)
- ☐ 3-4 times (3)
- ☐ 5-6 times (4)
- ☐ 7+ times (5)

Q6 Why did you attend Salolampi? (Choose all that apply.)

- ☐ To learn more Finnish (1)
- ☐ To learn about Finnish culture (2)
- ☐ To see friends (3)
- ☐ To spend time in beautiful surroundings (4)
- ☐ To eat Finnish food (5)
- ☐ To go to sauna (6)
- ☐ To participate in Finnish crafts and other cultural activities (7)
- ☐ Other: (8) \_\_\_\_\_

Q7 How well has Salolampi prepared you to **understand** spoken Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q8 How well has Salolampi prepared you to **speak** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q9 How well has Salolampi prepared you to **pronounce** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q9 How well has Salolampi prepared you to **read** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q10 How well did has Salolampi prepared you to **write** Finnish

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q11 Are you satisfied with your progress in learning Finnish at Salolampi?

- ☐ I definitely am (1)
- ☐ I kind of am (2)
- ☐ Not really (3)
- ☐ Not at all (4)

Q12 Rank the following in order of importance, with 1 being the most important and 8 being the least important:

- \_\_\_\_\_ Grammar instruction (1)
- \_\_\_\_\_ Conversation practice (2)
- \_\_\_\_\_ Vocabulary memorization (3)
- \_\_\_\_\_ Reading practice (4)
- \_\_\_\_\_ Writing practice (5)
- \_\_\_\_\_ Pronunciation practice (6)
- \_\_\_\_\_ Listening practice (7)
- \_\_\_\_\_ Cultural lessons (8)

Q14 How important is using a textbook and/or workbook in class?

- ☐ Extremely important (1)
- ☐ Very important (2)
- ☐ Moderately important (3)
- ☐ Slightly important (4)
- ☐ Not at all important (5)

Q13 How important are language assessments and evaluations at the end of the course to check progress?

- ☐ Extremely important (1)
- ☐ Very important (2)
- ☐ Moderately important (3)
- ☐ Slightly important (4)
- ☐ Not at all important (5)

Q15 How important is continued language learning at home after Salolampi is over?

- ☐ Extremely important (1)
- ☐ Very important (2)
- ☐ Moderately important (3)
- ☐ Slightly important (4)
- ☐ Not at all important (5)



Q16 What types of cultural topics would you like a class at Salolampi to cover? (Choose all that apply)

- ☐ Sauna (1)
- ☐ Nature/animals (2)
- ☐ Food (3)
- ☐ The arts (4)
- ☐ Manners/customs (5)
- ☐ Humor (6)
- ☐ Holidays (7)
- ☐ Other: (8) \_\_\_\_\_

Q17 What types of general interest topics would you like a class at Salolampi to cover? (Choose all that apply)

- ☐ Home/family (1)
- ☐ Hobbies/lifestyle (2)
- ☐ Daily schedule (3)
- ☐ Jobs (4)
- ☐ Education (5)
- ☐ World News (6)
- ☐ Society/government (7)
- ☐ Romance (8)
- ☐ Religion (9)
- ☐ Entertainment/media/books (10)
- ☐ Social media/technology (11)
- ☐ Travel/vacations/transportation (12)
- ☐ Sports (13)
- ☐ Healthcare (14)
- ☐ Geography/topography (15)
- ☐ Weather/seasons (16)
- ☐ Goals/accomplishments (17)
- ☐ Other: (18) \_\_\_\_\_

Q18 What types of practical speaking skills would you like a class at Salolampi to cover? (Choose all that apply)

- ☐ Applying for a job (1)
- ☐ Taking the bus or train (2)
- ☐ Conversing with friends and relatives (3)
- ☐ Shopping (4)
- ☐ Going to the doctor (5)
- ☐ Giving directions (6)
- ☐ Travel reservations (7)
- ☐ Other: (8) \_\_\_\_\_

Q19 Rank these **teacher characteristics** from 1-10 with 1 being the most important and 10 being the least important:

- \_\_\_\_\_ Organized (1)
- \_\_\_\_\_ Lots of teaching experience (2)
- \_\_\_\_\_ College degree in teaching (3)
- \_\_\_\_\_ Native Finn (4)
- \_\_\_\_\_ Sense of humor (5)
- \_\_\_\_\_ Enthusiastic (6)
- \_\_\_\_\_ Positive (7)
- \_\_\_\_\_ Knowledgeable in Finnish grammar (8)
- \_\_\_\_\_ Skilled at Finnish conversation (9)
- \_\_\_\_\_ Has high expectations for all students. (10)

Q20 Rank these **teacher techniques** from 1-10 with 1 being the most important and 10 being the least important:

- \_\_\_\_\_ Uses a variety of techniques and materials (1)
- \_\_\_\_\_ Stays in the target language 90% of the time (2)
- \_\_\_\_\_ Encourages students to stay in the target language 90% of the time (3)
- \_\_\_\_\_ Uses culture to teach language concepts (4)
- \_\_\_\_\_ Encourages student participation (5)
- \_\_\_\_\_ Motivates students to learn (6)
- \_\_\_\_\_ Uses class time efficiently (7)
- \_\_\_\_\_ Posts and follows classroom objectives (8)
- \_\_\_\_\_ Provides meaningful feedback on language progress (9)

Q21 Which of these have been a challenge in past Salolampi language classes? (choose all that apply)

- ☐ Class moves too fast (1)
- ☐ Class moves too slow (2)
- ☐ Class is boring (3)
- ☐ Coursework is too difficult (4)
- ☐ Not enough emphasis on conversation (5)
- ☐ Not enough emphasis on grammar (6)
- ☐ Too much emphasis on grammar (7)
- ☐ Not enough individual help (8)
- ☐ Too much English spoken (9)
- ☐ Too much Finnish spoken (10)
- ☐ Not enough progress with the language (11)
- ☐ Other: (12) \_\_\_\_\_

Q22 How enjoyable to you are language games and activities?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q23 How enjoyable to you is learning language through singing songs?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q24 How enjoyable to you is learning language through Finnish cultural themes?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q25 How enjoyable to you is learning language in small groups and in pairs?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q26 How enjoyable to you is learning language through online activities?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q27 How enjoyable to you is learning language through stories?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q28 Do you think you will return to Salolampi again?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)
- ☐ Why or why not? (6) \_\_\_\_\_

## Spring 2021 Salolampi Adult Week Pre-camp Survey

### Salolampi Pre-camp Survey

Q1 I have read the instructions in the email that accompanied the link to this survey and understand that my responses on this survey will be used to improve Finnish language curriculum at Salolampi Adult Weeks. I am also aware that my responses will be anonymous, I will not be paid, I have voluntarily completed this survey, and I do not have to answer any questions that I do not wish to answer.

- ☐ Yes, I agree and will complete the survey. (1)
- ☐ No, I do not agree and will not complete the survey. (2)

Q2 I give my consent to have my language class at Salolampi Spring Adult Week 2020 recorded on Zoom and possibly used in research to improve language curriculum at Salolampi adult programs.

- ☐ Yes, I give my consent. (1)
- ☐ No, I do not give my consent. (2)

Q3 Why are you attending Salolampi Spring Adult Week? (Choose all that apply.)

- ☐ To learn more Finnish (1)
- ☐ To learn about Finnish culture (2)
- ☐ To see friends (3)
- ☐ To spend time in beautiful surroundings (4)
- ☐ To eat Finnish food (5)
- ☐ To go to sauna (6)
- ☐ To participate in Finnish crafts and other cultural activities (7)
- ☐ Other: (8) \_\_\_\_\_

Q4 How many times have you attended a Salolampi Adult Week before?

- ☐ 1 time (1)
- ☐ 2 times (2)
- ☐ 3-4 times (3)
- ☐ 5-6 times (4)
- ☐ 7 + times (5)

Q5 Which course level do you expect to be in at Salolampi this week?

- ☐ Beginner (1)
- ☐ Early Intermediate (2)
- ☐ Intermediate to Advanced (3)

Q6 Why do you want to learn Finnish? (Choose all that apply.)

- ☐ To talk to relatives and/or friends in Finland (1)
- ☐ To understand my Finnish heritage (2)
- ☐ Taking a trip to Finland (3)
- ☐ To learn a challenging/interesting language (4)
- ☐ To read Finnish (5)
- ☐ To do Finnish genealogy (6)
- ☐ Other: (7) \_\_\_\_\_

Q7 What progress do you hope to make with the Finnish language at Salolampi this week?

- ☐ From early beginner to intermediate beginner (1)
- ☐ From intermediate beginner to late beginner (2)
- ☐ From late beginner to early intermediate (3)
- ☐ From early intermediate to mid-intermediate (4)
- ☐ From mid-intermediate to late intermediate (5)
- ☐ From late intermediate to advanced (6)
- ☐ Other: (7) \_\_\_\_\_

Q8 Rank the following in order of importance, with 1 being the most important and 8 being the least important:

- \_\_\_\_\_ Grammar instruction (1)
- \_\_\_\_\_ Conversation practice (2)
- \_\_\_\_\_ Vocabulary learning (3)
- \_\_\_\_\_ Pronunciation practice (4)
- \_\_\_\_\_ Reading practice (5)
- \_\_\_\_\_ Writing practice (6)
- \_\_\_\_\_ Listening practice (7)
- \_\_\_\_\_ Cultural lessons (8)

Q9 Which of these Finnish grammar concepts would you like to learn or review this week at Salolampi? (rank from 1 to 10, with 1 being your first choice and 10 being your last choice)

- \_\_\_\_\_ Present tense verbs (1)
- \_\_\_\_\_ Past tense verbs (2)
- \_\_\_\_\_ Verbs in other forms (3)
- \_\_\_\_\_ Singular nouns and adjectives (accusative, partitive, nominative) (4)
- \_\_\_\_\_ Plural nouns and adjectives (accusative, partitive, nominative) (5)
- \_\_\_\_\_ Prepositions and their suffixes (6)
- \_\_\_\_\_ Genitive (Possessive) (7)
- \_\_\_\_\_ Questions (8)
- \_\_\_\_\_ Imperative (Command form) (9)
- \_\_\_\_\_ Other: (10)

Q10 To what extent would you like your class conducted in Finnish?

- ☐ Approximately 90% in Finnish (1)
- ☐ Approximately 75% in Finnish (2)
- ☐ Approximately 50% in Finnish (3)
- ☐ Mostly in English, except for the drills, dialogue practice, etc. (4)

Q11 Should a language class at Salolampi include lessons on culture?

- ☐ Yes, but culture should be taught in Finnish (1)
- ☐ Yes, but culture should be taught in English (2)
- ☐ No, culture should not be a part of the language class, but should be included in other activities at Salolampi (3)
- ☐ No, culture is not a necessary part of Salolampi adult week. (4)

Q12 I like to learn language through: (choose all that apply)

- ☐ Small group activities (1)
- ☐ One-on-one conversations (2)
- ☐ Taking notes (3)
- ☐ Movement and role-plays (4)
- ☐ Reading (5)
- ☐ Writing (6)
- ☐ Singing (7)
- ☐ Hands-on activities (8)
- ☐ Oral drills and repetition (9)
- ☐ Online activities (10)
- ☐ Playing games (11)
- ☐ In-depth grammar explanations (12)
- ☐ Listening to stories and authentic texts (13)
- ☐ Watching videos and movies (14)
- ☐ Focused pronunciation practice (15)
- ☐ Textbooks/workbooks (16)
- ☐ Taking tests and quizzes (17)
- ☐ Other: (18) \_\_\_\_\_

## Spring 2021 Salolampi Adult Week Post-camp Survey

### Salolampi Post-camp Survey

Q1 I have read the instructions in the email that accompanied the link to this survey and understand that my responses on this survey will be used to improve Finnish language curriculum at Salolampi Adult Weeks. I am also aware that my responses will be anonymous, I will not be paid, I have voluntarily completed this survey, and I do not have to answer any questions that I do not wish to answer.

- ☐ Yes, I agree and will complete the survey. (1)
- ☐ No, I do not agree and will not complete the survey. (2)

Q2 Which course level were you in at Salolampi this past week?

- ☐ Beginner (1)
- ☐ Early Intermediate (2)
- ☐ Intermediate to Advanced (3)

Q3 How well did this course prepare you to **understand** spoken Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q4 How well did this course prepare you to **speak** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q5 How well has Salolampi prepared you to **pronounce** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q6 How well did this course prepare you to **read** Finnish?

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q7 How well did this course prepare you to **write** Finnish

- ☐ Extremely well (1)

- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q8 Which of these Finnish grammar concepts did your class cover this past week at Salolampi?

- ☐ Present tense verbs (1)
- ☐ Past tense verbs (2)
- ☐ Verbs in other forms (3)
- ☐ Singular nouns and adjectives (accusative, partitive, nominative) (4)
- ☐ Plural nouns and adjectives (accusative, partitive, nominative) (5)
- ☐ Prepositions and their suffixes (in, on, from...) (6)
- ☐ Genitive (Possessive) (7)
- ☐ Questions (8)
- ☐ Imperative (Command form) (9)
- ☐ Other: (10) \_\_\_\_\_

Q9 Are you satisfied with your progress on the grammar concepts circled in the previous question?

- ☐ I definitely am (1)
- ☐ I kind of am (2)
- ☐ Not really (3)
- ☐ Not at all (4)
- ☐ Comments: (5) \_\_\_\_\_

Q10 Are you satisfied with your progress in learning Finnish this past week at Salolampi?

- ☐ I definitely am (1)
- ☐ I kind of am (2)
- ☐ Not really (3)
- ☐ Not at all (4)
- ☐ Comments: (5) \_\_\_\_\_

Q11 Are you satisfied with the type and amount of cultural content of this course?

- ☐ I definitely am (1)
- ☐ I kind of am (2)
- ☐ Not really (3)
- ☐ Not at all (4)
- ☐ Comments: (5) \_\_\_\_\_

Q12 To what extent was your class conducted in Finnish?

- ☐ Approximately 90% in Finnish (1)
- ☐ Approximately 75% in Finnish (2)
- ☐ Approximately 50% in Finnish (3)
- ☐ Mostly in English, except for the drills, dialogue practice, etc. (4)



Q13 Are you satisfied with the balance of Finnish/English in your class?

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ No, somewhat (3)
- ☐ Definitely not (4)

Q14 Did your instructor contribute positively toward motivating the class to learn Finnish?

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ No, somewhat (3)
- ☐ Definitely not (4)

Q15 In what areas does your instructor need improvement in teaching techniques? (Circle all that apply)

- ☐ Conducting oral drills effectively (1)
- ☐ Explaining grammar (2)
- ☐ Encouraging use of Finnish in class (3)
- ☐ Providing plenty of language practice time for students (4)
- ☐ Organizing and presenting a variety of materials (5)
- ☐ Making the class more fun (6)
- ☐ Making the class more interesting (7)
- ☐ h) Other: (8) \_\_\_\_\_

Q16 The pace of the course was too fast.

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ Neutral (3)
- ☐ No, somewhat (4)
- ☐ Definitely no (5)

Q17 Too much of the class was devoted to explaining grammar rather than using the language.

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ Neutral (3)
- ☐ No, somewhat (4)
- ☐ Definitely not (5)

Q18 The worksheets and handouts were informative and useful.

- ☐ Very useful (1)
- ☐ Moderately useful (2)
- ☐ Slightly useful (3)
- ☐ Neither useful nor useless (4)
- ☐ Slightly useless (5)
- ☐ Moderately useless (6)
- ☐ Extremely useless (7)

Q19 Would have preferred more emphasis on conversation in this class.

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ Neutral (3)
- ☐ No, somewhat (4)
- ☐ Definitely not (5)

Q20 I liked having language assessments and quizzes to evaluate my progress during the class.

- ☐ Definitely yes (1)
- ☐ Yes, somewhat (2)
- ☐ Neutral (3)
- ☐ No, somewhat (4)
- ☐ Definitely not (5)

Q21 How enjoyable to you were the language games and activities?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q22 How enjoyable to you was learning language through singing songs?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q23 How enjoyable to you was learning language through Finnish cultural themes?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q24 How enjoyable to you was learning language through stories?

- ☐ Very enjoyable (1)
- ☐ Enjoyable (2)
- ☐ Somewhat enjoyable (3)
- ☐ Not enjoyable at all (4)

Q25 Do you think you will return to Salolampi again?

- ☐ Yes, because: (1) \_\_\_\_\_
- ☐ No, because: (2) \_\_\_\_\_

## Appendix E

### Email sent Fall 2020 to former Salolampi participants with link to questionnaire

Hei Salolammen ystävät! (friends of Salolampi)

My name is Tiina Watts and many of you know me since I have been teaching at Salolampi since 2002 and directing adult weeks since 2018. I am currently a graduate student at Brigham Young University and as my master's project I will be creating a Finnish curriculum for Salolampi Adult Weeks. As a part of this project, I am doing a research study under the supervision of Professor Montgomery, from the Department of Spanish and Portuguese. You are being invited to participate in this research study of Finnish curriculum for Salolampi Finnish Language Village. I am interested in finding out about the effectiveness of Salolampi adult week programs and how to improve language learning at Salolampi in the future.

Your participation in this study will require the completion of a questionnaire. The link is included at the bottom of this email. This should take approximately 15 minutes of your time. Your participation will be anonymous. You will not be paid for being in this study. This survey involves minimal risk to you. The benefits, however, may impact the Finnish language learning community by helping increase knowledge about how to improve language courses at Salolampi adult week programs.

You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem you may contact me, Tiina Watts at [tiinawatts@gmail.com](mailto:tiinawatts@gmail.com), or my advisor, Dr. Cherice Montgomery, at [cherice\\_mongomery@byu.edu](mailto:cherice_mongomery@byu.edu).

If you have any questions about your rights as a research participant you may contact the IRB Administrator at A-285 ASB, Brigham Young University, Provo, UT 84602; [irb@byu.edu](mailto:irb@byu.edu); (801) 422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

If you choose to participate, please click on the following link and complete the Qualtrics survey by October 31, 2020. Kiitos!

Here is the link to the survey:

[https://byu.az1.qualtrics.com/jfe/form/SV\\_822ShtQUX7TV1e5](https://byu.az1.qualtrics.com/jfe/form/SV_822ShtQUX7TV1e5)

## Appendix F

Picture of teacher from observation videos, May 18, 2021.

**Field Notes 5/18/2021, 11:00 am.-12:15 pm.**



### **Review**

Started out reviewing 3<sup>rd</sup> infinitives since some of the students were struggling with when to use them. Wrote verbs on board and went around room having them give an example in one of the 3<sup>rd</sup> infinitive forms. Lots of enthusiasm and praise.

### **Introduction of new theme**

Started with Ikea video on travel during COVID. Gave them something to listen for after some pre-listening introduction. Played commercial one time on regular speed and without pausing. It went too quickly, but they caught one of the three places they were listening for. Played again and then stopped at each place. Spoke in Finnish 90% of the time. They finally figured out the other two places after some collaboration. Listened one more time. Post listening activity was for everyone to tell one place they traveled during COVID. They shared some places—the forest, the lake, park... This gave them a chance to talk more.

### **Vocabulary handout**

Introduced vocabulary sheet. Rather than going through each word, played the game: I am going to Finland, and I will bring along... and they used a word from the vocab sheet. Some picked a word that didn't quite fit, but then helped them choose another. Helped them figure out

which ending to put on the end of direct objects. Short and clear explanations of grammar during game. Answered questions thoroughly. Didn't correct every time they made a mistake.

After the game, then went through and read vocabulary and phrases and discussed any that we didn't know still. Should draw or show pictures more instead of translating. Did act some out. Needed to do more pair work so that they could speak more. I spoke too much, and students didn't speak enough. Did play some charades with "I travel by boat, etc." from the vocabulary sheet. Students had good rapport and laughed a lot. For the phrases about buying train tickets, and similar sentences, had them act it out. One person acted as the salesperson and another buying, then traded places. This was a good way to practice the vocabulary.

### **Grammar segment**

Went through conditional tense grammar sheet together. Taught how to form the conditional tense and then had them practice. Should have a chart or write on side of board words commonly used for explaining grammar, etc. I kept having to translate the word for stem, even though I had used it a lot. Gave them a few verb cards and had them form them into conditional tense and use in sentence. Should of have them do this in pairs for even more practice time.

### **Authentic text/song**

At the end of class, watched a music video of a popular Finnish song after talking about the lyrics and translating the chorus. They sang along on the chorus.

## Appendix G

### *Viikonpäivät (Days of the Week)*

## Viikonpäivät

Intro—Dm7    C    A7 D7 G7    C

C        G7                    C                    G7        C  
Maanantaina mamma meni mansikoita ostamaan.

(Chorus)

F        F7 Em7 A7 Dm7            G7    C    C7  
Se päivä oli iloinen, vaan nyt se on jo eilinen.

F        F7 Em7 A7 Dm7            G7    C    C7  
Se päivä oli iloinen, vaan nyt se on jo eilinen.

C        G7        C                    G7        C  
Tiistaina toi talitintti teetä teidän naapuriin. (To chorus)

C        G7        C                    G7        C  
Keskiviikon keskipäivä kesäkuussa kukoistaa. (To chorus)

C        G7        C                    G7        C  
Torstaina soi torvisoitto kaupungista kaupunkiin. (To chorus)

C        G7        C                    G7        C  
Perjantaina pikkulintu meni piiloon pensaaseen. (To chorus)

C        G7        C                    G7        C  
Lauantaina lounasaikaan leijonia laulattaa. (To chorus)

C        G7        C                    G7        C  
Sunnuntaina suikon antaa susiäiti lapsilleen. (To chorus)

## **Täti Monika**

On meillä hauska täti tuo täti Monika  
kun täti menee torille, on näky komea  
kas näin heiluu hattu ja hattu heiluu näin  
kas näin heiluu hattu ja hattu heiluu näin.

On meillä hauska täti tuo täti Monika  
kun täti menee torille, on näky komea  
kas näin heiluu sulka ja sulka heiluu näin  
kas näin heiluu sulka ja sulka heiluu näin.

On meillä hauska täti tuo täti Monika  
kun täti menee torille, on näky komea  
kas näin heiluu haame ja haame heiluu näin  
kas näin heiluu haame ja haame heiluu näin.

La la la la lala  
la la la la lala lala....

On meillä hauska täti tuo täti Monika  
kun täti menee torille, on näky komea  
kas näin heiluu kassi ja kassi heiluu näin  
kas näin heiluu kassi ja kassi heiluu näin.

On meillä hauska täti tuo täti Monika  
kun täti menee torille, on näky komea  
kas näin heiluu peppu ja peppu heiluu näin  
kas näin heiluu peppu ja peppu heiluu näin.

Kas näin heiluu peppu ja peppu heiluu näin x4

La la la la lala  
la la la la lala lala....

## Appendix H

Priorities 5-8 in ranking question from questionnaires  
of most important aspects of language class at Salolampi

