

“A WORK IN PROGRESS”

The development of teacher identity with
English language student teachers

Master's Thesis in English

Eeva-Maija Aaltonen and Sanna Uusi-Rajasalo

University of Jyväskylä
Department of Languages

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Tiivistelmä – Abstract <p>Tutkielman tarkoituksena oli selvittää miten aineenopettajakoulutus vaikuttaa englannin pääaineopiskelijoiden opettajuuden kehittymiseen. Lisäksi tutkimme millaisia opettajan ääniä (rooleja) tutkimushenkilöt sisäistivät. Tutkimuksen toisena päämääränä oli tuottaa tietoa opettajankoulutuksen toimivuudesta ja siten kehittää sitä. Tutkimus toteutettiin Jyväskylän yliopistossa lukuvuonna 2009–2010. Tutkimuksen aineistona oli 19 portfoliota, jotka oli tuotettu edellisenä lukuvuonna osana pedagogisia aineopintoja.</p> <p>Tutkimuksen mukaan opettajuuden kehittymiseen vaikuttivat omaksutut pedagogiset teoriat, sisäistetyt roolit ja etenkin saatu palaute. Tärkeimmät opettajan äänet olivat tulosten mukaan kasvattaja ja asiantuntija. Vaikka yksittäisiä ääniä nousi esille voimakkaastikin, opettajaidentiteetti oli kuitenkin aina moniäänistä. Tuloksissa korostui myös elinikäinen oppiminen ja varmuuden löytyminen omasta alasta. Kaikilla tutkimushenkilöillä opettajuus vahvistui opintojen myötä.</p> <p>Aihetta on tutkittu vielä melko vähän, joten lisätutkimusta tarvitaan etenkin muiden alojen aineenopettajakoulutuksesta. Aihe on tärkeä, koska opettajaidentiteetin muodostuminen, kehittyminen ja vahvistuminen ovat opettajan työn edellytyksiä.</p>	
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1. Introduction

Our research focuses on the development of teacher identity with students of English during the practical training of teacher education. There is not much research done in this area, but we find it of great importance since we are future teachers of English ourselves. It is vital to study this phenomenon because the education is supposed to prepare subject teacher students for their future task. Our goal was to raise interest in the education of subject teachers and to illuminate the professional growth of these students, in other words how they change from students of English into teachers of English. The aim is also to improve the practices of teacher education.

The education has an irrevocable effect on how the generations of teachers each in turn are prepared to encounter the everyday life in schools. According to recent studies, this transition to working life can be made easier already during the teacher education. We chose this topic for our research, because we feel the need to understand the psychological process of the student teachers that takes place during teacher education and thus by increasing knowledge about this development to do our part in helping to further reform such practices that contribute to a positive change in the development of teacher identity and prune others that do not have this effect.

Our study was conducted in the University of Jyväskylä. The practical training examined was organized by the Jyväskylä Teacher Training School and carried out there as well as in various field schools. The training year consisted of five training periods in the Jyväskylä area and of one field training period in student's self chosen school. The training periods were held from primary school level to, in some cases, even higher education level. In addition, the studies included lectures, group meetings and reflective self-study assignments.

First, we will present the theoretical framework of our study, where we will demonstrate teacher education in Finland, the key concepts relating to the development of professional identity and previous studies in this area. Second, we will introduce our

data and methods. Third, we will continue with presenting our results, which we will then analyze and link with the theoretical background.

2. Teacher education in Finland

In our study we refer to certain things with different terms, which we will now explain. By teacher education we mean the whole process from the first study year to acquiring formal qualifications to teach. By teacher training, however, we mean the practical training that is a part of teacher education and carried out during one academic year. The students of English studying to be teachers are referred to with three different terms: student teachers, teachers-to-be and future teachers (for more information about the relating terms, see Appendix: Teacher terminology). Teacher tutor refers to the teacher, who gives counseling and gives feedback to the student teachers during the training periods.

In this chapter we will first shortly introduce the Finnish teacher education system in general and then move on to explaining the subject teacher education at the University of Jyväskylä. In the last section of the chapter we will further discuss the subject teacher education from the perspective of the teacher.

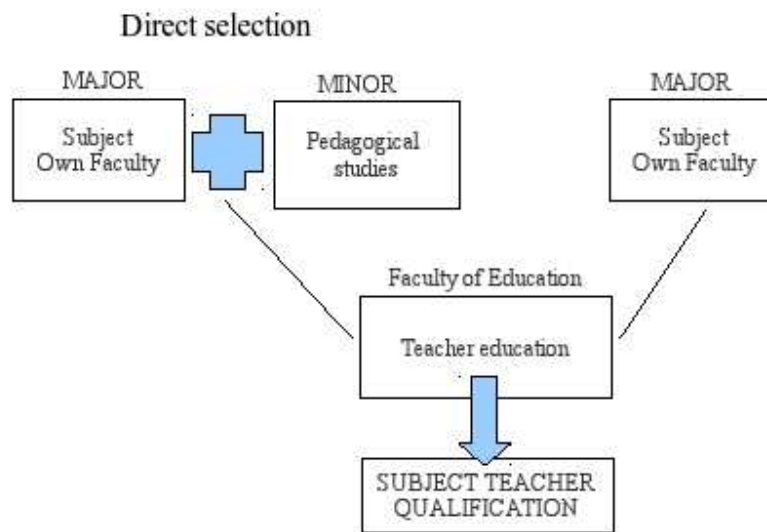
2.1. Finnish teacher education system

The Finnish teacher education is divided into three separate sections a) kindergarten teachers, b) class teachers and c) subject teachers and the education is carried out in universities. The overall structure of these different paths is more or less the same in all Finnish universities where teacher education is provided. Below, we present the structure of the studies and division under different faculties as they are organized in the University of Jyväskylä. The first group of teachers, kindergarten teachers, who work with children under the age of 7, are educated in the Department of Early Childhood Education in the Faculty of Education. Another department in the same faculty,

Department of Teacher Education, educates class teachers that work with 7-12-year-olds (Grades 1-6) in elementary schools. Subject teachers are experts of one or more subjects (e.g. foreign languages) and acquire the competence to teach that or those subjects in any level of education from elementary to adults, in other words attain a “multidisciplinary qualification” (Teacher Education Curriculum 2007-2009). The subject teacher students major in the subject they foremost intend to teach and their expertise in it is built at that particular faculty and department. In addition to building their mastery of the subject in general, subject departments can also offer courses related to teaching and learning. Moreover, students gain the competence for teaching mainly through their minor subject, pedagogical studies, also organized by the Department of Teacher Education. The participants in our study are an example of this. They were all major students of English, who studied at the Department of Languages and some of them had additional minor subjects (mostly other languages).

Some Finnish universities have introduced a system of direct selection (*suoravalinta*) in their teacher education. This selection procedure means that a student applies for both pedagogical studies in the Faculty of Education and the major subject at the same time, whereas the traditional system means applying only to a subject faculty and once a student there, one can apply pedagogical studies as a minor subject. These two options are illustrated in Figure 1. The opportunity for direct selection exists in some universities and some subjects. If one is selected directly to be a participant in the teacher education program, most universities have a ready-made schedule for the pedagogical studies, which is created in cooperation with the Department of Teacher Education and the department of one’s major subject. Due to this cooperation the whole teacher training integrates subject knowledge and knowledge about learning and teaching. In the University of Jyväskylä subject departments are responsible for providing the content related expertise whereas the Department of Teacher Education aims to develop the pedagogical proficiency of the teachers-to-be.

Figure 1: Subject teacher education's two pathways



Since all our participants study in the University of Jyväskylä, we will further explain the structure of pedagogical studies in that particular university. The subject teacher education for the directly selected at the University of Jyväskylä consists of three phases. During the first study year the theoretical part of basic pedagogical studies is completed. Practical training belonging to the basic studies is carried out during one of the four periods in the second study year. The scheduling of the studies is graphically presented in Table 1 on the next page. Teacher training can also be conducted separately from the direct selection procedure as already mentioned. The scheduling of carrying out the studies varies with students not directly selected. The Trade Union of Education in Finland recommends in their publication (Teacher Education in Finland 2003:5) direct selection procedure as more beneficial in regard to the teacher's professional development. Teacher training consists of 60 ECTS credits of which Basic Studies are 25 ECTS credits and Subject Studies 35 ECTS credits. The aim of basic studies is to get acquainted with the school in general and get a broad conception of different educational frameworks. In subject studies the goal is to receive more in-depth knowledge about learning and the different methods of scaffolding. Both study blocks are assessed on the scale pass – fail. Usually the whole of fourth year is scheduled for the subject studies that include several practical training periods as well as didactical,

ethical and theoretical course sections, one of which concentrates on developing the academic and investigative side of the future teachers. The underlying themes of teacher education according to the curriculum of subject teacher education in University of Jyväskylä are 1. self-knowledge, 2. theoretical and practical principles of teaching and learning, 3. pedagogical possibilities and limitations of the contents of the studies, and 4. professionalism. (Teacher Education Curriculum 2007-2009.)

Table 1: The contents of subject teacher education (in direct selection)

STUDY BLOCKS	Teachers' pedagogical basic studies		Teachers' pedagogical subject studies
	1st year	2nd year	4th year
Currents of Education			
<i>Cultural Foundation of Education</i> (history of education, educational philosophy, educational anthropology)	KTKP101 5 ETCS cr		OPEA110 3 ETCS cr
<i>Development and Growth Milieus</i> (educational psychology)	KTKP102 5 ECTS cr		OPEA210 6 ECTS cr
<i>School Community and Society</i> (Sociology of Education)	KTKP103 5 ECTS cr		
<i>Guidance of Growth and Learning</i> (theories and pedagogy of guidance of learning)		OPEP410 5 ECTS cr	OPEA410 4 ECTS cr
Practice		OPEP510 5 ECTS cr	OPEA510 5 ECTS cr OPEA520 7 ECTS cr OPEA530 OPEA540 3 ECTS cr
Research Method Studies (method path) Other study blocks (integrated with Basic and Subject studies) Portfolio path Path of multiculturalism Path of participative education			OPEA610 3 ECTS cr
In total		25 ECTScredits	35 ECTS credits

In the next two chapters we will take a closer look on the curriculum of subject teacher education in the University of Jyväskylä. The teacher education focuses on three essential elements and their interaction with each other. These three elements are theory, practice and experience. The two latter are very closely related and come together in teaching practice periods, which are carried out in the Jyväskylä Teacher Training School and to some extent, in field schools. In the case of our participants, at least one of the instructed practices was completed in a field school. Theoretical aspects of the training support the practical side, which is the main focus in subject teacher education. (Teacher Education Curriculum 2007-2009.)

Completion of the studies gives the students formal qualification to teach, without which they cannot e.g. get a permanent office. The faculties aim to provide the students also a psychological qualification. This includes understanding that the process of becoming a teacher is a lifelong one and requires constant updating, reflecting and developing. A teacher needs to master much more in addition to the subject s/he teaches. The role of a teacher is societal and thus challenges the teacher to promote “active citizenship, social equality and intercultural understanding” (ibid.). A teacher is also a colleague to other teachers in the working community, which hence emphasizes the importance of good co-operational skills. Teamwork is valuable for the teacher as it enables shared expertise and peer support. (ibid.)

2.2. Teacher's point of view

Every student has an image of teacher's profession before the studies, at least from the student's point of view. The choice of becoming a teacher is often a result of a lengthy reflection, but some students also select teacher education just in case, as a "plan B", because this seems to provide the students a concrete possibility of having a job. This is the case especially with students of languages, as employment opportunities without teacher qualification are limited in that field. Thus, the motivation and commitment to the education varies among the students. Some stress the educational and humane

aspect, whereas others concentrate more on the subject and developing themselves as language experts.

According to a research (Kohti opettajuutta 1993:33) subject departments do not offer a sufficient point of view of the subject for teachers from pedagogical viewpoint. The teachers need to offer information and education for their pupils that helps them to link it with their own life. The study claims that subject departments do not give the teachers the means and tools they need for this. It is reasonable to assume that nowadays the situation has improved. For instance, in University of Jyväskylä the Department of Languages offers courses that deal with language learning and teaching (see e.g. Englannin kieli: opetusuunnitelma 2009-2012. Curriculum of the English Language). Skills and knowledge that are not subject specific but relate to teacher's job in general, are acquired in teacher education. Student teachers learn how to guide their pupils and give them possibilities to grow and progress through discussion with other student teachers and personal pondering. (Kohti opettajuutta 1993:32-36.)

Guiding and supporting the pupil's learning is also mentioned as a central task of teaching in the National Core Curriculum for Basic Education (POPS 2004), which defines teacher's fostering and educational task. The pupils need to get a chance to grow, learn and develop a healthy self-esteem in order to acquire all the skills and knowledge they need in life. The teaching also needs to support every pupil's lingual and cultural identity and to awaken the will for lifelong learning (POPS 2004:14). Ideal teacher education offers a safe and open atmosphere, where student teachers can feel secure to express their opinions and ideas. This way the student teacher can also affect his/her own progress and move from the responsibility of his/her own learning to the responsibility of the pupil's learning. Since becoming a teacher involves a great deal of reflection and contemplation, the learning community, in this case the teacher education as a whole, needs to give possibilities for every student teacher to form and strengthen their identity, develop co-operational skills and increase tolerance. (Kohti opettajuutta 1993:32-36.)

Teacher's job requires several things. A teacher needs to be aware of new and on-going cultural flows and often to dive into the pupils' experience world and social situation. This is partly taken into consideration in teacher education by psychological, sociological and special educational aspects. The societal role of a teacher can be looked from the school's point of view and its role in the society. The society is constantly changing and the school along with it. Thus, a teacher needs to be prepared for this change and not just try to maintain the current practices. In teacher education this means that student teachers need to reflect the practices of school, the possible need for change and how to turn words into actions. Related to this, a teacher ought to constantly search for something new but simultaneously be critical about what s/he hears and sees. Producing this kind of an investigative teacher is one goal of the teacher education. An investigative teacher does not take anything for granted but questions matters by searching theoretical connections and takes a problem-oriented stand towards things. (Kohti opettajuutta 1993:32-36.)

The process of forming and reforming teacher identity continues throughout life. The aim of the training period is to produce independent and target-oriented teachers, who have a positive attitude towards new challenges. As teachers need to be prepared for the changes in the society and school as mentioned earlier, teacher education needs to meet the challenges of the time and adapt to current needs as well. Only this way the teachers can maintain their proficiency by educating themselves regularly and getting information about the newest streams and theories of teaching and learning. Teacher education, however, can only give the basis or a direction for the student teachers' professional growth since the professional identity grows, shapes and reforms along with the changing society. The future of the nature of teacher's profession cannot be fully determined, but it is likely that multiform teaching and the role of the different media as tools of teaching will increase. The change of society and the problems it may bring with it should, however, be regarded as a challenge for advancing the teacher education instead of a threat. (Kohti opettajuutta 1993:36.)

3. The development of professional identity

In this chapter we will look at the central concepts of our research. Personal and professional identities as well as their development are essential in our framework because the participants of our study are young adults studying in university and hence going through processes related both to their personal and professional self. Moreover, they are in teacher education where they produce a portfolio in the end of their pedagogical studies and therefore it is important to give a general idea both about the method of portfolio work and what the final product can be like. In addition, our data consists of these portfolios.

3.1. Personal and professional identity

Thinking skills develop especially in adolescence during the second decade of life. Abstract and future oriented thinking progress the most. This consequently explains the larger changes in the adolescent's life, such as the maturity of self-image and morals. The development of thinking abilities also forms a basis for the adolescent's interest towards wider issues that shape his/her world view and ideology. Simultaneously, also skills of planning and decision-making increase, which affect the choices made about education and career. The maturity of morals is considered as an ability to put oneself into someone else's shoes and to take as well as understand several points of view. (Nurmi et al. 2006:128-129.)

According to Elder (1985, cited in Nurmi et al. 2006:131), people go through different role transitions during their lifetime. This means that people at different ages have different roles, such as a schoolchild, a girlfriend, a teacher, a bus driver or a wife. Transition from one role to another at a certain age essentially influences person's developmental environment. As an example of this role transition could be a passage from high school to college or from being a girlfriend to being a wife and a mother. The change of developmental environment has been depicted also from an institutional point of view. For instance, Mayer (1986, cited in Nurmi et al. 2006:132) suggests a person's

development is governed by institutional paths and junctions, which can for example be paths enabled by the school system. The first such junction in Finland is usually encountered when finishing comprehensive school, when the adolescents must make a decision about their further training.

The challenges and opportunities that the adolescent encounters sculpt his/her actions and decisions. Through these choices s/he guides his/her life and developmental environments. Education and career choice are examples of this. The adolescent may not in every case end up in his/her preferred school or profession and therefore needs to adjust to each situation and adapt his/her ways of action. Through his/her decisions and adjustment the adolescent finds his/her way to a certain result and status in society, such as a particular education and profession. Hence, the adolescent forms and shapes his/her self-image as a representative of a specific position and through feedback about his/her actions. Hereby, the adolescent forms his/her identity. (Nurmi et al. 2006:132, 143; Pöyhönen 2003:106.) In addition, Korpinen (1987:19) has come to a similar conclusion that the forming of self-image is a process, in which an individual discovers “what s/he is like and next what s/he should be like”. With the help of received feedback from the environment and tasks set upon him/her, the individual reshapes both conceptions. (ibid.) When s/he proceeds from one situation in life to another, like between education levels, his/her self-image changes more than it does between the transitions. The self-image has a significant impact on which strategies of action adolescents use in challenging and difficult situations. (Nurmi et al. 2006:132, 143.)

According to several researchers, such as Erikson (1950, cited in Nurmi et al. 2006:162-163) and Marcia (1966, cited in Nurmi et al. 2006:162), identity has been achieved when an individual acquires a relatively permanent perception of something, e.g. politics or religion, after a personal search and commits to that. An individual can also commit to perceptions adopted from parents, school or other sources. However, this stage of development is more fragile than the identity achieved through personal search.

Levinson (1996, cited in Nurmi et al. 2006:163-164) has studied the development of identity from the point of view of life structure. According to him, every phase of life corresponds to a certain life structure, i.e. network of important things. He defines life structure as a set of questions about how one's life is now and how it should be like later on, for example, is some essential or meaningful aspect missing. The alteration of life structure causes changes in content, extent or priority of important things. At the age of 22-28, the exact age scale of our participants, young adult traditionally starts to build a life style of an adult and makes fundamental choices that steer his/her life.

One characteristic feature of adulthood is growing expertise on chosen areas. It is associated with problem-solving skills and memory system, especially with long-term memory. Experts are able to detect wide meaningful entities of their own field and to concentrate on the essential. Expertise does not, however, develop overnight, but it requires many years of experience. Life-long learning has generally been emphasized more (see e.g. Nurmi et al. 2006); hence an individual continuously exceeds his/her previous knowhow. Expert's ways of action partly consist of tacit knowledge, which means traditions, appreciations and practices that have not been separately taught (Sternberg et al. 2001, cited in Nurmi et al. 2006:178, Widjeskog and Perkkilä 2008:56-57). Tacit knowledge accumulates along experience. From our data we have identified various different expert models such as language and pedagogical experts as will be seen in chapter 6.2.3.

Personality can be defined in various ways. Generally, however, personality means individual's "relatively permanent and central traits of character, which together make him/her a unique individual" (Nurmi et al. 2006:179). Personality is a relatively stable 'state', but its features can change. Often in adulthood the social adjustment strengthens, whereupon emotional life is balanced and neuroticism decreases. A dialogical approach defines personality through the concept of voice. A dialogue consists of various social voices, and it is always open and unending. One's knowledge of oneself and of one's environment is formed through this dialogue in social interaction. (Pöyhönen 2003:120-

121.) Thus, an individual does not have one single identity, but many identities, which change according to the situation (Lehtonen 1998, cited in Pöyhönen 2003:121).

Different personality traits are required for different types of work. Karasek (1979, cited in Nurmi et al. 2006:194-195) divides work into active and passive. Characteristic for active work is high demands but then again wide control possibilities. Work may be fairly stressful but not only in negative meaning. On the other hand, passive work does not require much, but control possibilities are minor. This may lead to deactivation and lessened work motivation. We consider teacher's work to be active because it fulfills the previously mentioned requirements of active work. Well-being in work is strongly related to self respect (Feldt et al. 2005, cited in Nurmi et al. 2006:195). Keltinkangas-Järvinen (1994, cited in Nurmi et al. 2006:195) calls self respect as self esteem and its progress is a long-lasting process continuing also in adulthood (Pulkkinen et al. 2005, cited in Nurmi et al. 2006:195). Strong self respect protects from work exhaustion or burn-out.

3.2. The development of teacher identity

As our research concentrates on future teachers and their professional development, we will next define what is meant by teacher identity and what the factors that affect its growth are.

Teacher identity is a difficult term to define as many researchers agree that the process of becoming a teacher is a lifelong one and requires continual learning (Britzman 1991, Kohonen & Leppilampi 1994, both cited in Väisänen & Silkelä 2000:135, Korpinen 1987:9). Korpinen (1987:9) adds that the professional self-image of teachers is assembled piece by piece. A felicitous term for teacher's profession is mentioned by Britzman (1991, cited in Väisänen & Silkelä 2000:135), who describes it being "a process of becoming". This process is individual and is influenced by many different factors in the environment and challenges that one encounters (Korpinen 1987: 20-21).

However, some critical phases in this process can be defined. It can be argued that the education as a whole and some periods within have a particularly strong effect. Doing well in one's studies and having a positive attitude towards oneself that helps in succeeding in the education are both influential aspects in professional development. Teacher education aims to make the students to think about their behavior, reasoning, observation and their character. The education also includes the student teacher into a socialization process, which introduces the professional culture and required skills and roles to work in it. The student teacher then contemplates which roles s/he can successfully integrate into his/her own personality. A phase when the learned skills and theoretical knowledge are put to test is teacher training, which at the same time also teaches new skills. Training periods cultivate both the professional and the personal aspects of a student teacher. If the student teacher has a weak self-image, s/he may feel unsure about trying out different and unfamiliar methods of teaching as well as to some extent avoid personal contact. (Korpinen 1987: 20-22, 26.)

Becoming a teacher is a strongly individual process. However, it takes place in a particular socio-cultural context and in interaction with the educating school and other students and teachers, which all together mutually affect the process as a whole. Future teachers have an image of the teacher they want to become as well as an idea of the progress towards achieving that goal. They compare and contrast themselves and their characteristics to the features of an ideal teacher. Throughout the education the student teachers receive feedback from other students and teachers that helps them in the psychological pondering of what the process of becoming a teacher requires. Based on the contrasting and the feedback, future teachers become aware of the expectations for teachers in general as well as the ones they set for themselves and of the skills that they still need to acquire in order to fulfill those expectations. (Korpinen 1987: 20-21.)

Väisänen and Silkelä (2000:134-137) have studied the function of beliefs in the development of teacher identity. The beliefs often originate from the time when the student teachers were themselves in school and can actually even prevent or hinder the process of professional growth. Because they have such an important role, we will now

shortly define what Väisänen and Silkelä mean by them. According to them, beliefs are rational propositions formed based on one's own experiences about how one should act in a given situation, with the case of student teachers the situation naturally being school and teaching situations. Therefore, beliefs strongly direct people's behavior. Emotions and evaluations play a role in beliefs and that might be the reason why people do not always wish to reveal their beliefs. As people could be unwilling or unable to state their beliefs and because beliefs are not measurable, they are a difficult topic for research. (Väisänen and Silkelä 2000:135, Aro 2009:13-15.)

In this paragraph we will explain how the aforementioned beliefs connect to teacher education. As Väisänen and Silkelä (2000:132-136) certify, learning is built on previous knowledge, experiences and beliefs and therefore it is important to reflect and become aware of one's beliefs, which again can help the future teachers to understand their own learning process from a new perspective. Student teachers may take the beliefs about teacher's profession, which have been formed during their time in school as pupils, for granted and apply them without questioning into their teaching, for example, during teacher training. Väisänen and Silkelä (ibid.) also argue that the belief of there being 'born teachers' may be harmful, because it may have negative impacts on the process of developing teacher identity.

All in all, as Niikko (2000:107) comprises, "the professional and personal growth means such a dynamic learning process where through reflection and pondering one develops in knowing, doing, managing and growing to be a teacher and to which relates a way of action that is warranted and reflected".

Niemi (1989:79) has categorized the development of teacher identity into three different levels: 1) professional skills, 2) personality and 3) cognitive processes. With the development of professional skills she means a continuum from purely technical execution to finding an educational methodology of one's own that works in practice. The personality process advances from mimicking the example received from others to discovering one's own teaching style through exploring the different possibilities in the

classroom. The cognitive knowledge expands from scattered and disassembled into a well-grounded, comprehensive outlook. This theory of the three aspects of teacher identity is based on constructive and socio-constructive theories of learning and the conception that teacher's profession is an ethical profession. Next, we will examine these three aspects in more detail.

3.2.1. Professional skills

The teacher's profession requires many different skills, abilities and talents. Being a teacher involves much more than just teaching. In addition to skills needed when facing students and guiding them in learning situations, teachers also need to know about the traditions and currents of teaching as well as educational policies. All of these professional skills advance from technical execution to philosophical pondering. (Nummenmaa and Ruponen 1996, cited in Widjeskog and Perkkilä 2008:58, Niemi 1989:82-83.) Proficiency also includes responsibility for guiding the pupil's growth both in academic skills and good citizenship. Hence, teachers have to have a vision of how they can promote learning and growth of their pupils as well as making informed decisions on their preferred pedagogical grounds enabled by one's own theoretically sound perception of learning and education. (Kohti opettajuutta 1993:32-36, Widjeskog and Perkkilä 2008:53, Niemi 1989:83.) This means that teachers need to be active in their work and to be aware of their own worldview, values and educational aims. Therefore, it is crucial that teachers constantly develop and educate themselves. (Kohti opettajuutta 1993:32-33.) Niemi (1989:84) adds to this that the formation of attitudes, values and norms and the changes in them as well as the ability to evaluate what role teaching and other education play in teacher's work are significant factors in the development of professional skills. Related to that is the theory by Niemi and Kohonen (1995, cited in Niikko 1998:63), who argue that teacher's profession requires commitment. They state that commitment to the work includes self-confidence, and within that, faith in the importance and value of one's work as well as ability to face uncertainty and to take risks. (Niemi and Kohonen 1995, cited in Niikko 1998:63.)

As well as mental processes, professional skills naturally also include less abstract aspects of expertise. One of the essential skills that teachers need to master is flexibility. This includes both flexibility in terms of planning in relation to changing situations in the classroom as well as taking into account the needs, expectations and hopes of the different groups that s/he encounters. (Kohti opettajuutta 1993:33, Luukkainen 2005, cited in Widjeskog and Perkkilä 2008:53.) In a related note to flexibility, teachers have to master the planning, execution and evaluation of a learning process (Niemi 1989:82). In addition, they need to develop their technical abilities, such as organizational and problem-solving skills, independent thinking and intellectual creativity and curiosity. Since teacher's job involves unpredictable situations, ability to react spontaneously and to improvise is necessary. Learning situation itself is multilayered and, therefore, it is essential for teachers to acknowledge and be familiar with different factors that are influential to learning. (Kohti opettajuutta 1993:33.) These skills require practice in order to develop.

There are some threats relating to the development of professional skills. Due to limited time and resources available to both the university as well as the training schools, teacher training cannot offer the possibility to train and develop all the different professional skills that are crucial in real life, which include e.g. meetings with parents and work done outside lessons. It is also possible that teachers do not utilize all the potential that they have. This can be due to the atmosphere of the working community or the lack of teacher's self-confidence. Teachers' lounge can be full of older colleagues who have a routine way of teaching and do not approve new ideas or methods, which can subdue the new teachers' attempts to bring out their ideas and to find their own teaching style. Then again, the teacher's own self-image can affect how s/he deals with disappointments and failures. S/he may have a sense of unreadiness that might hinder her/him to try out different teaching methods. On the other hand, s/he might be afraid of the reception, if s/he were to experiment. New situations can threaten the independence or stability of the teacher. During the education, conflicts may arise due to past experiences, which can decrease the motivation of student teachers, which again may

lead them to resort to old, customary teaching methods. (Widjeskog and Perkkilä 2008:53.)

3.2.2. Personality process

According to previous studies (Syrjälä, Estola and Uitto 2006, Korpinen 2007, both cited in Widjeskog and Perkkilä 2008:55), personality is a significant tool in teacher's profession, which is foremost human relations work. This sets emotions and moral choices on front stage. To be able to utilize the possibilities of one's personality demands good self-image and self-confidence. Success can create an agreeable learning environment and atmosphere. (Widjeskog and Perkkilä 2008:55.) Self-knowledge, self-esteem and self-confidence also affect one's choices and behavior. In order to better them, one has to set goals and assess oneself and one's actions. This together with good self-confidence enables that one can both work better with different kinds of pupils and turn difficulties into challenges, which further one's proficiency. (Kohti opettajuutta 1993:32-33.) Personality is also related to how the student teacher is able to receive, analyze and make the most of feedback (Widjeskog and Perkkilä 2008:55). Feedback also has a decisive influence on how well the teachers-to-be find their own personal teaching style, which is one of the major aspects to which they seek guidance for during their studies. In order to develop a personal functional teaching style, student teachers need experiences of success and feedback on their actions. The feedback should be positive, encouraging and constructive and to touch on the subjects that the future teachers themselves find important. (Niemi 1989:84-85)

Personality process, according to Isberg (1996, cited in Widjeskog and Perkkilä 2008:57), follows a certain pattern. First, the teachers-to-be turn to themselves for confirmation of their role as a teacher. Second, they look for reassurance from their pupils. Last, they reflect their achievement in the light of their pupils' success. (Isberg 1996, cited in Widjeskog and Perkkilä 2008:57.) This development is slow. It can be due to student teachers' past experiences both as students and possibly as teachers. Teacher image acquired can be substantially different from current perception of the

teacher tutor or the conceptions of learning and educating of the curricula. (Widjeskog and Perkkilä 2008:53.) Coming in terms with the new teacher image can often cause confusion, resistance and negative feelings, because it poses a threat to one's identity (Malinen 2000, cited in Widjeskog and Perkkilä 2008:52). The challenge of teacher education is to make the future teachers to see themselves as teachers: what they are like as teachers and why they teach as they do. The process starts with acknowledging one's own performance and the reasons behind it. This way the future teacher can move from imitating and pleasing his/her teacher tutor towards finding a personal teaching style. It requires constant reflection, pondering and analyzing. (Widjeskog and Perkkilä 2008:58.) Portfolio is argued to be a useful tool for reflection. As our data consists of portfolios, self-reflection is present in the participants' speech.

3.2.3. Cognitive process

Teacher's professionalism is built on different view points: theoretical, situational, practical, personal and interactive (Luukkainen 2005, cited in Widjeskog and Perkkilä 2008:57). This chapter focuses on the cognitive skills a teacher needs to acquire in order to succeed as a teacher. A teacher needs pedagogical theories to back up his/her actions in the classroom. Correlating theory and practice to one another is an essential aim as well as a challenge in teacher's profession. Both aspects, theory and practice, contribute to the teacher's decisions and the reasons behind them. Making reasoning visible is the purpose of pedagogical thinking. This means that the teacher should be aware of the underlying thinking behind his/her decisions and to base these decisions solidly on pedagogical theories as well as to weigh the different options and explicate the reasons for choosing some over the others. (Widjeskog and Perkkilä 2008:53, Nyman 2009:80.) This kind of knowledge and awareness comes through critical self-reflection and thus new teachers often are not able to link theory and practice as successfully as more experienced ones, who have already acquired tacit i.e. silent knowledge in their working years. They know more than they can express or explain. (Widjeskog and Perkkilä 2008:56-57, Sternberg et al. 2001, cited in Nurmi et al. 2006:178.) In our view,

experience itself does not help in reflecting one's own actions, but it gives more insight to self-reflection for those who possess the ability to evaluate themselves.

Next, we will introduce the theory regarding the development of teacher's cognitive process. Isberg (1996, cited in Widjeskog and Perkkilä 2008:59-60) and Leino and Leino (1989:16-18) have described it as a continuum from novice to expert that includes different levels of expertise (for further discussion see e.g. Dreyfus and Dreyfus 1986). The skills of a novice are still fairly shallow and context-dependent. S/he does not see sections of lessons as interrelated but instead performs them as separate tasks. Unfamiliarity with the pupils and fear of failure are used as reasons for concentrating more on one's own performance and "survival" than on the needs and hopes of the pupils. After some years of experience the beginning teacher acquires more knowledge about the strategies and skills needed in the classroom as well as gains understanding about when it is possible and appropriate to make an exception according to the situation instead of following the rules diligently. Even with the fresh knowledge, teachers on this level may be reluctant to changes and unable to transfer the pedagogical information gained from the education into their teaching. The next level of expertise is a competent teacher, which is again accomplished after a period of teaching experience. A competent teacher can base and justify his/her planning, choice-making and prioritization on theoretical knowledge as well as intuition and practical knowledge, which lead the actions to be more unified and comprehensive. S/he knows what matters in his/her work, takes on the responsibility and has the ability to evaluate the aspects of different situations. In addition, s/he wants to evolve in his/her work and thus also enjoys the challenges it offers. The last level is an experienced teacher. A teacher at this level knows how to take into consideration the benefits and interests of the pupils without much effort. The teaching job offers enjoyment to the teacher. Not everyone acquires this level of expertise. This, in our opinion, may be due to the different development processes and abilities that teachers as individuals have as well as their willingness to progress in the profession.

As the aforementioned path also suggests, the development of pedagogical thinking is an essential goal and challenge for future and beginning teachers. Achieving a stage in one's teacher identity where one feels self-assured and skillful usually requires some years. Nevertheless, learning in the profession is a never-ending process and all teachers can learn from one another, whether new or experienced. (Widjeskog and Perkkilä 2008:61.) This is backed up by the dialogic approach, which emphasizes the constant cycling and recycling from personal to social and back. (Dufva 2006:48.) Niemi (1989:87) adds that also the ability to learn is essential in order to stay up-to-date in the content knowledge of the subject. Another aspect where a teacher needs continual self-reflection and learning is the ethical side of the profession. In everyday work life a teacher perpetually encounters situations where values and ethics aid in making decisions and finding solutions. This is an area where students need support and guidance in order to progress. (Widjeskog and Perkkilä 2008:61-62.)

During the education, sometimes working in heterogeneous groups can at its best give emotional support to the future teachers, for instance with ethical aspects like presented in the end of the previous paragraph. Experience alone does not suffice to make well-grounded decisions, but often peer support is needed. (Widjeskog and Perkkilä 2008:53-54.) This ties together with the dialogic approach that emphasizes social interaction both in learning and personality development (Pöyhönen 2003:120-121, Dufva 2006:38). Another factor related to the education is the different expectations and results of teacher training. Student teachers may have perceptions of teacher's job that are not in sync with what they experience in training. A presented solution for this (Kohti opettajuutta 1993:32) could be the dedication to adapting new studying and teaching methods. The main goal of teacher training is to apply theory into practice and thus to have real experiences about working with pupils. These authentic situations increase the ability to make independent decisions, which in turn promotes taking responsibility of pupils' growth and motivates the teachers-to-be to commit more strongly to their future profession. (Kohti opettajuutta 1993:32-33, Niemi 1989:88.) In addition, according to a previous study (Kohti opettajuutta 1993:34-35) some aspects of teacher's profession are not enough dealt with in teacher education. The responsibilities of a homeroom teacher

(see Appendix), for instance meetings with parents, and community communication are areas that remain mainly untouched and unexperienced during the training.

Education should also help the students to evaluate and adapt their own perceptions of knowledge and their techniques to acquire information, because they influence the pupils' methods and conceptions. The students should be encouraged to set personal aims in respect to these skills and to assess their advancing towards those goals. These abilities are important because they affect the way the teacher is capable of guiding the information processes of his/her pupils as well as how well s/he can critically evaluate, choose and modify teaching materials and the content of teaching in general. Information constructions also contribute to the acquisition and application of didactic knowledge, for instance how to react when a pupil answers incorrectly, and to the flexibility in taking into account different learning strategies. (Niemi 1989:87-88.)

3.3. Portfolio as a tool for professional growth

The term portfolio in general is a compilation of work samples and in some cases reflective texts. In teacher education portfolio is used to help the students to deepen their knowledge about their strengths and weaknesses, their present state of development in theory and in practice and acknowledge their goals in their future profession as well as promoting the ambition to be an investigative teacher. (Teacher Education Curriculum 2007-2009.)

Portfolio can be viewed as an on-going process, a final product or a combination of the two. It consists of different tasks and sections. These tasks can be for example a training journal, a reflective text explaining one's teaching philosophy, samples of assignments e.g. a plan of a well-executed lesson, self-made teaching material or a text reflecting the process of combining theoretical and practical information. Portfolio is usually compiled throughout the studies, making it a cyclic process of creating, evaluating, producing and re-evaluating and thus advances self-knowledge, self-direction, self-evaluation and understanding of one's own learning history. (Niikko 1998.)

In our research we look at the portfolios created by students of English during the year of their pedagogical subject studies. These portfolios differ from the ones presented in the previous paragraph as the time in which they were compiled is substantially shorter. The year in which the training is completed is nevertheless an intensive one and brings along a fair amount of experiences and changes that mold the students' professional and most likely also their personal identity.

4. Teacher's profession and voices

In this chapter we will introduce the concept of voice from the field of dialogism and how it can be used in the analysis of teacher identity. We will also present previous studies from the area of developing teacher identity.

4.1. Dialogism, voice and teacher identity

As mentioned in the previous chapter, the concept of voice can also be used in studying identity. This chapter looks at the definition of voice and the ways it has been previously used in research as well as examines its suitability as a research method in our own study. First, we will shortly introduce dialogism in general as a way of thinking. Second, we will move on to the definition of voice and the different aspects of it. Third, we will present the different studies that have been executed with the concept of voice as a research method both in general as well as related to the topic of language learning and teaching and professional identity. In addition to presenting other people's work, we will look into how we can use this information in analyzing our own data and apply the concept of voice in the reality of student teachers. Previous research done about teacher identity and different voices of a teacher will be more extensively covered in chapter 4.2.

First of all, we shall present dialogism in general relying on the presentation by Aro (2009:28-30). Dialogism is based on the philosophy of the Bakhtin Circle, particularly the work of Mihail Bakhtin and Valentin Voloshinov (for a closer discussion, see, e.g. Lähteenmäki 2002). Aro (2009), who has applied the concept of voice in her analysis of language learners' experiences, compresses the concept of dialogue as the leading idea in dialogism. Dialogue means speech and utterances that according to Bakhtin are "thoughts that have been given voice" (Aro 2009:29). The meaning of speech is context related and created in interaction. Both Bakhtin and Voloshinov have described dialogism as a constant recycle from individual to interpersonal and vice versa. By this they mean that a person gets all his/her knowledge from the environment surrounding him/her and takes that information as his/her own, further develops it and through the expression of his/her opinions spreads it back to the environment and so forth. Dufva (2007) has formulated this idea by stating that the human mind i.e. psyche has a constant interactional relationship with the environment and other people. Aro further observes that "thus the human psyche is formed through interaction with the world and other psyches, making it both individual and social in nature" (2009:34).

In our thesis we have relied on Bakhtin's definition of voice as depicted by Aro (2009:30-33) and Dufva and Pöyhönen (1999:146-150). With voice Bakhtin means that every person expresses him-/herself differently and uniquely and thus a person's voice is the way this particular person speaks, perceives his/her experiences and how s/he tells about them and, as previously stated, are strongly related to the experiences and contexts that s/he has come in contact with previously. Words and forms a person uses give indication as to which social groups s/he belongs to in terms of age, profession, interests etc. Speech is not only sharing information, but also conveying values, intentions, opinions and motives. Therefore, there are no words that are objective but all words are said from a perspective and in a particular context of time, place and social relations. For example, even though one cannot see the speaker, from the tone of the speaker's voice, the word choices and the speed of speech one can have an indication of to whom the speaker is speaking and who the speaker in fact is.

Thus, although everyone has their own individual voice, it is never entirely cut out from social contexts. All knowledge is acquired in an interaction with others and these experiences shape a person's voice. Moreover, this interaction can be heard in a person's voice, making it polyphonic. This means that the echoes of other people's voices, i.e. their actual words and in some cases also their attitudes, are embedded in the speaker's speech. The way the speaker chooses to use the voices of the previous speakers reveals his/her own view of the matter. According to Bakhtin there are three different classes of words: authoritative, internally persuasive and irrelevant words. Authoritative words have to be accepted as they are. These include religious dogmas, scientific truths and, in some cases, the words of authorities such as teachers, parents and laws of society. In the view of our data, these words can be for instance attitudes acquired from authorities of teacher education (teacher tutors, professors, lecturers etc.). Internally persuasive words are acquired from others but can be modified by the speaker and thereby become a part of the speaker's voice. In these words the meaning is a combination of the input of the Other, from whom the words are assimilated, and the speaker's own intentions and interpretations. Such in our data can be ideas got from pedagogical thinkers, teachers or other trainees. Irrelevant words are the ones that we do not need or do not accept. They can for instance be words that convey values of some other worldview than that of the speaker's or from an area of knowledge that is wholly unrelated to the speaker's reality. In our data, e.g. feedback that the teacher-to-be does not feel constructive or relevant to his/her situation falls into this class. (Aro 2009:30-33.)

Next, we will present the way that researchers have used the concept of voice in their studies. Ivanič and Camps (2001) have examined the self-representations of university students in L2 writing through means of analyzing the rhetorical and lexical aspects of their texts and how they used these aspects in identifying themselves as a member of a particular group. Wortham (2001) has investigated the use of autobiographical narratives and the interviewees' portrayal of themselves. In his analysis he found the use of both assertive and passive or authoritative voices. The interviewees either felt that they were 'victims' of circumstances without possibilities to influence their positions or

took an active role in the situation. Erickson (1999) has looked into professional identity using the concept of voice. His aim was to find out how newly qualified physicians adopt the voice of their profession when interacting with older colleagues.

This paragraph focuses on how voice has been applied by researchers in the area of language learning and teaching, for example Dufva and Pöyhönen (1999) and Aro (2009). The two first mentioned have studied the concept of voice in biographies of language teachers. Their questions were, for instance, whether the profession of teacher is a conscious choice or a path they have been driven to. Aro (*ibid.*), on the other hand, has studied polyphony and agency in children's beliefs about language learning. She focused on three different aspects in analyzing her data: the content of the participants' beliefs, the concept of voice and the socio-cultural notion of agency. Both of these aforementioned perceive polyphony as voices of Others in individual's speech. Even one participant's text can have multiple voices outside his/her own. These other voices can be directly from other real people or an anonymous faceless authorial source. These other real people's voices can be for instance the feedback the participant has received from his/her teacher tutors, other students, pupils etc. The anonymous voice, on the other hand, might be such as zeitgeist, general truths and bureaucratic demands.

In addition, we think that person's actual own voice can be polyphonic. S/he has different interests and looks at the world from different perspectives at different times. The same person can perceive his/her teacher identity simultaneously through many different outlooks, for example as an educator, a language expert, a disciplinarian, a mother figure etc. This ties in together with the view of Dufva and Pöyhönen (1999:147), who argue that any narrative text reflects the certain moment of time and perspective when it was created. Moreover, in their analysis they found out that one teacher can have multiple roles all related to being a teacher. The way the teacher identity shows out is related to the context where the teacher is in different situations. Dufva and Pöyhönen (1999:157) state that "teacher identity is not a monolithic entity" but more of a collection of various roles that come into play in different situations and in contact with different people. Even though the student teacher may not have a chance

to experience all of the different situations and roles that a teacher faces in his/her everyday life, s/he gets to try out some important aspects of his/her future profession. If we were to examine the voices of the current participants at a later stage of their lives and working careers, their voices would be very likely to reflect different things and aspects than what they do at the moment. This assumption is based on the thoughts of Bakhtin (1981) and Wortham (2001, both cited in Aro 2009:33) that the process of reflection and dialogue continues throughout our lives and can never be completed thoroughly as our positions in life change with the situations, contexts, people and environments that we encounter.

There are also multiple ways to study the means that reveal the voice behind the words. One way is to look at the rhetorical, syntactic and lexical choices that participants make in their speech or writing. Another way is to explore the passages where participants have quoted someone else or are reporting words of others. As with Aro (2009), we either do not have a specific norm how our participants should express themselves but we try to identify the different voices that the student teachers adopt by looking at the content and form of their products. We expect to find examples of the different roles in our data. These include ponderings of the student teachers in relation to the level of education they think they are most suitable to work in the future. If, for instance, the participant through self-reflection comes to the conclusion that s/he is or is not apt for educating i.e. wants or does not want to concentrate on the pedagogical task more than on the subject itself, as a result s/he can make a decision about which age group s/he wants to teach. In addition, we try to find examples of the voices of Others and whether these are authoritative, internally persuasive or irrelevant words to the participants. An example of an authoritative voice could be the curriculum that the teacher needs to follow. The execution of it may on the other hand be considered internally persuasive words as the teacher can, when s/he wants to, take the authorial words of the curriculum and reach its goals by methods that are in accordance with his/her own interests and teaching philosophy. Thus the curriculum's goals are the "words of others" but the method of realizing them is the "words of the speaker".

All in all, we find the concept of voice very interesting and useful to our own research. It enables us to find indications of the different aspects of the teacher's profession in the texts produced by the student teachers. Through it we hopefully will gain an idea about what student teachers learn about the versatile features of their future profession during their education and how to develop such practices in subject teacher education that would prepare the student teachers to encounter the reality at school.

4.2. Previous studies on teacher's profession and voice

This chapter focuses on how the concept of voice has been used in studying teacher's profession. Pöyhönen (2003:160-163) has studied the role of Russian teachers of Finnish and their perceptions of a good teacher. The perceptions were divided into two perspectives: a teacher-centered and a pupil-centered point of view. A teacher-centered viewpoint sees the teacher as an expert, who advances the pupils' awareness and guides their learning. Thus, the pupil is the target of the teaching, the receiver of information, a listener and the one who asks for help. In the pupil-centered perspective the teacher supports the pupils' learning, motivates and encourages. The teacher is also a learner, who evaluates and develops his/her teaching. The teacher is also seen as a source of information, but according to this viewpoint, the pupils themselves actively seek for information and are responsible for their own learning. (ibid.)

Pöyhönen (2003:163) found out in her study that most of the teachers considered their role and teaching to be teacher-centered. However, the younger generation had more pupil-centered views of learning. According to Pöyhönen's results, it is easier for younger teachers to identify with the pupils' world. However, it can complicate the teaching, because the teacher may not have such a strong authority. Teaching culture is gradually changing and it affects the roles of the teacher and the pupil as well. When pupils' autonomy increases, the teacher needs to adopt a new role. The teacher may have to think how much s/he can guide the pupil without forcing or disturbing the pupil's learning process. Pupils' autonomy also challenges traditional

power roles and conceptions of learning. The change of roles can cause anxiety or confusion, which often leads to even more strict compliance of the old roles. (Pöyhönen 2003:163-168.) In addition to age, another factor for teacher-centered teaching can be cultural. Some of the older participants in Pöyhönen's study had been teachers already in the time of the Soviet Union and thus acquired a different teaching culture.

According to Pöyhönen's research (2003:165-167), teacher's role as an authority is central. The teacher needs to be in control and has the right to interfere in a pupil's behavior and, if necessary, to report it to the pupil's parents. Authority can be seen as a positive role as well: teacher can be a "gentle second mother", who cares about the pupils and listens to their joys and sorrows. The study also showed that authority should not be gained only by intellectual distance but by acknowledging and seeing the error of one's ways and by being humane. (Pöyhönen 2003:163-167.)

The participants in Pöyhönen's study also described what a good language teacher is like in their opinion. Next, we will present their views about it. A good teacher has solid professionalism and expertise, both in pedagogical aspects i.e. different teaching methods as well as in the mastery of the language. S/he wants to develop him-/herself and stay updated. The abilities of a good teacher were divided into two main groups: educational and psychological/interactional skills. A good teacher, according to the participants in Pöyhönen's research, must be competent in educational skills. They state that teacher's assignment is to give direction socially, morally and ethically. Through his/her personality s/he also sets an example for the pupils. It is also important to acknowledge when one has erred. They claim that it is not a good quality in a teacher to be ambitious. This we found intriguing, as we feel a good teacher aims to do his/her job as well as possible and encourage his/her pupils to do so as well, and in that sense him-/herself be ambitious. Good psychological and interactional skills are also essential for a good teacher. S/he needs to be patient, inspiring, listen to the pupils and take into account their different needs, levels and individual talents. A good teacher needs to be just and treat everyone equally and

s/he must not subdue or humiliate his/her pupils. Organizational and leadership skills are also required. The participants also stated the importance of being precise and outwardly groomed. In our opinion, the latter stems from the different culture in Russia, where the study was conducted. In Finland the outward appearance of a teacher is not as restricted. (Pöyhönen 2003:171-175.)

The development of teacher identity has also been studied by Aaltonen and Uusi-Rajasalo (2008). Their research was conducted in the same environment, University of Jyväskylä, as the present study, but focused on the teacher training of the basic pedagogical studies and how it affected the teaching confidence of future English teachers. They found out that the most practical aspects of the training had in general the most positive influence on teaching confidence. In addition, their results showed that the feedback of the teacher tutors had a strong effect on their developing teacher identity. The data was divided into two groups: participants with previous teaching experience and participants without it. The study showed that in most cases the teaching confidence of the participants with previous experience did not grow as much as that of those without previous experience or even weakened compared to the situation before the training. The study proved that feedback plays a significant part in the development of teacher identity, certainty of the profession's suitability to oneself and also acts as confirmation for one's own choices. (ibid.)

Nyman (2009) has studied the development of pedagogical thinking and expertise of newly qualified language teachers. She divided the results into three categories based on Kaikkonen's (2004) developmental pathways. The categories were a) teachers with broad expertise, b) experts of language and culture, and c) teachers with contracting or uncertain expertise. Nyman (2009:82-83) found out in her study that the development of pedagogical thinking and expertise is individual. However, based on her findings, she states that teachers' professional development in working life can be predicted already during the teacher education. The development of expertise of newly qualified teachers may also be hindered by other teachers, since according to Nyman's results, some schools still have a psychology of sticking to the "good old practices" that have always

been used, which prevents the young teachers from bringing new ideas and methods to the school. (Nyman 2009:73-74.)

According to Nyman (2009:80), expertise can be regarded as the basis of pedagogical thinking. Pedagogical thinking includes the awareness of the aspects that influence teaching, acknowledging the goals of teaching and reasoning one's choices and ways of action. She adds that teacher's duties have changed along with the society and politics, which have brought along new technology and globalization. Thus, a professional teacher constantly develops him-/herself and even challenges dominant practices by searching novel approaches in order to improve his/her teaching. Moreover, a professional teacher is aware of the theories behind his/her teaching and, based on the theory, can justify his/her methods and actions. In addition, professional teachers are able to detect the individual needs of their pupils and adapt their teaching accordingly. (ibid.)

As mentioned earlier, Nyman (2009) found three different types of expertise. Teachers with broad expertise emphasized the teacher's possibility to learn something new every day and thereby develop him-/herself. This progress often happened through co-operation with colleagues and work environment by actively attending group meetings and developing the school as a community. Teachers with broad expertise also saw as their task to awaken the pupils' interest through versatile material and by taking into account the pupils' wishes. In other words, the teachers put the pupils into the center of the action. This viewpoint highlighted the teachers' role as language educators, who are responsible for both teaching the language and fostering. Their expertise was achieved through participation and interaction with the pupils as well as colleagues. (Nyman 2009:49-55, 82.)

Teachers, who emphasized the role of language and culture, saw themselves as experts of content knowledge, in this case language. They had a clear common goal of teaching their subject as well as possible and to mediate their enthusiasm about languages to the pupils. The teachers felt they were an authority, whose task of fostering means to teach

the pupils good manners and teach them to obey rules. This could be seen also from the reluctance to do any duties outside teaching. Co-operation with colleagues was also minor and most of the teachers were quite lonely. Majority wanted to get along with everyone but was hesitant to express their opinions and to seek for support. (Nyman 2009:55-60, 82.)

Teachers with contracting or uncertain expertise had a tendency to compare themselves with more experienced teachers, and to underestimate their own expertise. The essential aspect of teaching for them was to use various teaching methods and thereby to build a meaningful learning environment for the pupils. Their expertise was based on content knowledge and good proficiency in the language. The aspect of education and fostering was seen as an additional constraint and the teachers focused mainly on discipline and following rules. Uncertain teachers were often quite conservative in their teaching and required much support and affirmation on their actions. Many uncertain teachers in Nyman's study had expressed an aspiration for co-operation and interaction with colleagues, but team work among the teachers was, however, rare. (Nyman 2009:60-67.)

This research paper has thus far concentrated on introducing the theoretical framework in which this study takes place. The previous chapters dealt with the teacher education in Finland, the development of professional identity and the field of dialogism and its connection to teacher's profession. Moreover, we have explained the key concepts of the study and presented previous research done in the area. In the next part of the research paper, we will move on to introducing our own study and presenting the analysis and discussion of our results.

5. Data and methods

In this chapter we will first present our data and then explain the methods we used in analyzing it. The chapter also includes our research questions.

5.1. Data

Our data consisted of 19 teacher education portfolios produced by English students during and after their pedagogical subject studies in 2008-2009. The age scale of the participants was 22-28 years and 14 of them were female, 5 male. The data was collected from December 2009 until January 2010 through sending the participants an e-mail request in which we asked for their portfolios to be used as data. Most of the portfolios were in electronic form, with the exception of two that were given to us as printed versions.

The portfolios consist of eight chapters: introduction, learning biography, SWOT-analysis, teaching philosophy, samples of their best coursework, analysis of the received feedback, optional study units and conclusion. In learning biography the participants told about their own school history as pupils and contrasted those experiences to their present situation. SWOT-analysis consists of four components, Strengths, Weaknesses, Opportunities and Threats, which the participants pondered in the light of their personality in relation to the future profession. In teaching philosophy, the principles the participants had adopted were explained. Samples of the best coursework were chosen by the participants themselves and were, for example, lesson plans or self-devised exercises that had gone well. Analyzed feedback consisted of reflection of the overall feedback that the participants had received from the teacher tutors, peers or pupils. The education included also optional study units of which the participants wrote about in their portfolios. Not all participants delivered all the aforementioned parts. Some also included additional documents, such as field training report, written assignments from basic pedagogical studies and attachments. The average length of the portfolios that we received was about 18 pages with line spacing 1.5 and Times New Roman, size 12, as the font.

5.2. Methods

We collected the portfolios and aimed at identifying different voices from the texts in the portfolio. We used a dialogic approach (see chapter 4.1.) in our analysis of the data. Our goal was to find out how the teacher education affected the professional growth of the student teachers and what kinds of voices the students internalized. By these voices we mean the different roles that the teacher needs to adopt in order to fulfill the often unsaid demands that the teacher encounters in the numerous areas of his/her work. To be able to gain knowledge of the roles and how to identify and analyze them, we need to familiarize ourselves with the dialogic thinking in general and more particularly the concept of voice that in our research is a key element for analyzing the data.

Under the area of qualitative research, our study falls into the category of action research. In action research, the researcher is not an outsider and an observer, but a participant taking part in the phenomenon that is studied. In action research there is a fundamental twofold nature: the purpose is not only to provide new information about the action itself, but at the same time to develop and better the action. One central way to do this is to reflect e.g. what has been done and how it could be done better. Reflection leads to suggestions for improvement and thus through reflective thinking the action that is studied can be developed and improved. A study can have aspects of action research and still use other methods of examination. It is further argued that any research that handles the social actions of humans and is in dialogue with the target community and affects the way the community functions, can be perceived to be action research. (Heikkinen and Jyrkämä 1999.) Our study has aspects of action research, because we are both researchers and participants in the study. Furthermore, our analysis seeks to improve and develop subject teacher training in the University of Jyväskylä as well as give insight to how well it functions presently.

Qualitative content analysis is the analysis of written, as is the case in this study, heard or seen contents. In content analysis the researcher needs to make a decision about what his/her main interest in the data is and have that as the focus of the study. In our study,

the main interest is factors that the participants stated to have an influence on their developing teacher identity. With the research problem in mind the researcher then goes through the data covering only the things that are related with the research question(s). Next, the results are grouped either into classes, themes or types. In our research the results were grouped according to different themes that arose from the texts. The emphasis was on what was said about each theme, and on finding perceptions depicting the different themes. In this study, there is also some comparison of the occurrences of the themes in the sense of linking different categories to one another. (Tuomi and Sarajärvi 2009:91-93)

Our study uses the method of theory guided data-based analysis. This means that data is the most defining guideline in grouping and analyzing the findings. However, previous knowledge is not entirely unconnected with the analysis and theory gives additional help in it, especially at the end stages of the research, by linking the results with the previous knowledge and theory. The purpose of previous knowledge is to direct and aid the thinking process. In content analysis the researcher is responsible for providing logic and reason in his/her analysis and making the study appear reliable and credible. With his/her own understanding, the researcher itemizes the data into different themes and entities. (Tuomi and Sarajärvi 2009:96-97)

With this study by using the aforementioned methods we will try to find answers to the following questions:

1. In the participants' opinion, how did the teacher training affect their plans to become teachers?
2. What kind of teacher voices did the participants express in their portfolios related to teacher's profession?

6. Results

In analyzing our data, we divided the results into three categories: participants' thoughts on teaching, voices of different teacher types and the development of teacher identity. We made this division because these were the three major aspects that arose from the data and best embodied teacher identity. Next, we will take a closer look at these categories.

6.1. Participants' thoughts on teaching

During the practical training the teachers-to-be had the opportunity to teach multiple groups at different school levels in several schools and under the guidance of different teacher tutors. This enabled them to try out versatile teaching methods and styles and through this experience find out which ones were the most suited for them as teachers and individuals. Next, we will classify and interpret the teaching styles and methods mentioned by the participants in their portfolios. These were divided under three main groups: a) theories underneath the teaching, b) teaching and working methods and c) considerations of what makes a good teacher.

6.1.1. Theories underneath the teaching

Fairly many of the participants mentioned one or another pedagogical theory on which they base their teaching philosophy and the actual teaching. Socio-constructive theory and its different forms were the most frequently expressed frameworks (for further discussion, see e.g. Kauppila 2007). Approaches like prioritizing the communicative competence as well as using interactional methods such as teamwork in language learning and teaching also belong to socio-constructivism, which examples 1 and 2 illustrate.

Example 1.

Oppimiskäsitykseni on pohjimmiltaan sosiokonstruktivistinen. Näen oppilaat aktiivisina tiedon käsittelijöinä, joille olennaista on opeteltavien asioiden ymmärtäminen. Toisaalta oppimisen sosiaalista luonnetta ei tule unohtaa.

My perception of learning is fundamentally socio-constructive. I see pupils as active processors of information, to whom understanding the issues being learned is essential. On the other hand, one should not forget the social nature of learning. (Lizzy)

Example 2.

Haluan, että oppilaat tietävät millainen kieli kuuluu millaiseen kontekstiin, millaista on kohtelias ja ”tehokas” kommunikointi ja ennen kaikkea haluan herätellä tietoisuutta siitä, että on monenlaisia tapoja puhua englantia...

I want the pupils to know what kind of language belongs to a certain context, what polite and “effective” communication is like and foremost I want to awaken awareness of there being many ways to speak English... (Olivia)

Holism and functionalism (for further discussion see e.g. Jarvis and Parker 2005 on holism and Saville-Troike 2006 on functionalism) were also mentioned by few of the participants. Holism is a view in which a person, in this case a learner, is seen as an entity with many different interrelated processes and aspects, which all affect the way the individual acts and, in the school environment, learns. Based on holism, as the example 3 represents, teachers-to-be seem to understand the requirement that teaching has to be multidimensional in order to cover all the many sides of even one learner.

Example 3.

Jokainen oppija on erilainen, se on yksi tärkeimmistä asioista, joka sekä oppilaiden että opettajan tulisi huomioida. --- Tässä tullaan siis siihen, että jokainen on yksilö, jolla on oma persoonallisuus ja identiteetti, jotka vaikuttavat oppimiseen. Jokainen meistä tulee erilaisesta taustasta, on tunne-elämältään ja sosiaalisilta taidoiltaan erilainen.

Every learner is different, which is one of the most important things that both the pupils and the teacher should take into consideration. --- This leads to the idea that everyone is an individual with one’s own personality and identity, which affect learning. Every one of us comes from a different background, differs in emotional life and social skills. (Candy)

In functionalism, the main idea is that teaching and its content has a function in the real world and it is not learned just because of school and exams. This seemed to be the underlying perception of many participants, although not said out loud. This was visible in participants' aims to link the subject with the real world outside school. Why this was

not mentioned, is in our opinion, due to it being a matter of course: naturally all teachers assume that pupils will benefit from the learned knowledge outside school.

6.1.2. Teaching and working methods

Of these previously mentioned theories, the participants gave concrete examples of how they act them out in the classroom. Many of the student teachers remarked it as very important to modify their teaching styles and methods according to which group and/or learner they are teaching, as can be seen in example 4.

Example 4.

Opettajan tulisi siis osata käyttää erilaisia tapoja eri ryhmien kanssa, koska se mikä toimii yhden ryhmän kanssa, ei välttämättä ole se paras tapa muille ryhmille.

The teacher should thus be able to use different methods with different groups, because what works with one group isn't necessarily the best way for other groups. (Haley)

To adapt a learner centered approach (for closer discussion see e.g. Suonperä 1992) is essential because thus the teacher can help the learning of each pupil in a way that most benefits him/her. The teachers have to be able to differentiate their teaching and acknowledge the individual needs of the learners. Nevertheless, the participants also said they felt that learning is an act of the learner and teachers can only support and encourage their pupils. A related issue is pupil familiarity, which is naturally crucial in order for differentiating to be possible. One means of scaffolding (see closer discussion e.g. Berk and Winsler 1997, Gibbons 2002) the learning is to try to make it as motivating and beneficial as possible, as example 5 shows. This also arose as noteworthy in the data in general.

Example 5.

Minulle on yhä tärkeää, että opettaja on luokassa motivoijan roolissa, tehtävänään herättää ja ruokkii tiedonhalu, joka toivon mukaan kestäisi koko elämän ajan.

It is still important for me that the teacher in the classroom is in the role of a motivator with a job to awaken and feed the thirst for information, which hopefully lasts for a lifetime. (Mary)

Motivation by the teacher in general was mentioned by many of the participants. This was also the case with Nyman's (2009:49-55) study. Approving and constructive feedback and encouragement plays a major role in motivation. They lead to positive learning experiences and to a feeling that learning is pleasant and meaningful. Relationship with normal everyday life can also give meaning and motivation to language learning. In order to make the language relevant, the participants stated their want to use the target language as much as possible as well as use authentic language and culture related material in the classroom. Bringing authenticity (for closer discussion see e.g. Kohonen 2009 and Jaatinen 2009) into school can also activate the learners themselves and further motivate them. Emphasis on authenticity is expressed in example 6.

Example 6.

Olen suunnitellut monenlaisia tehtäviä, joissa olen erityisesti panostanut autenttisuuteen, joka tukee mielestäni oppimista.

I have planned many kinds of exercises, in which I have especially paid attention to authenticity, which in my opinion supports learning. (Olivia)

Moving on to even more concrete things, we will next explain which teaching and working methods the participants brought up. Applications of teaching, such as communicative competence, authenticity and feedback, which correlate with the theories discussed above, can also be viewed as working and teaching methods. As these are presented with examples above, we will now concentrate on other aspects of teaching methodology.

In the data both traditional and modern techniques came up. Most of the student teachers underlined the relevance of using various and diverse methods, media and equipment in teaching. This serves different kinds of learners as well. An example could be experimental learning, when the working method is something usually not connected with school in general, or the particular subject in question. There is some need for the old-fashioned lecture style of teaching, but most of the participants expressed wanting to strive away from that method and wanting to incorporate for instance cooperative learning in the form of e.g. group work. This, on the other hand, requires a certain

atmosphere and team spirit within the class and in the relationship with the teacher and the pupils. The ability to create good ambience is a skill that many student teachers state as crucial. Tools for creating a positive atmosphere are represented in the following example.

Example 7.

Myös virheiden salliminen ja sen korostaminen, että kaikki ovat paikalla oppimassa, eivät esittelemässä jo täydellisiä taitojaan, edistää myönteisen ilmapiirin syntyä.

Allowing mistakes and emphasizing that everyone are there to learn, not showing off their already perfect skills, also advances the creation of positive atmosphere. (Hestia)

Using novel and sometimes surprising approaches demands creativity from the teacher and all are goals that some of the participants say they wish to achieve. These experiments are sometimes alighted on the spur of the moment and at times are a result of long and careful planning. The teachers-to-be also mentioned planning as a tool for consistent and coherent teaching. Individual methods of teaching, such as deductive reasoning in teaching grammar, operational teaching and illustrative ways of action, were also mentioned in the portfolios.

6.1.3. What makes a good teacher?

Many things brought up by the participants had to do with teacher's personality and its connection to the classroom work. The student teachers mentioned traits and ways of action that they possess/master or wish to possess/master, which in their opinion mark the characteristics of a good teacher and affect the way that the teacher functions in the classroom. One of the most prominent features that the participants mentioned was the genuinity of the teacher. By this they meant that the teacher should be him-/herself in the classroom. This view can be seen in the example 8.

Example 8.

Olen vakuuttunut siitä, että minun paikkani ja tehtäväni on siis työssä ollessanikin olla aidosti sitä, mitä olen, peittelemättä värejäni.

I am convinced that my place and mission even in my work is to genuinely be what I am without hiding my true colors. (Evelyn)

In addition, the teacher should be truly interested in the subject and the pupils. This is a circle where one thing leads to another: showing one's own personality is followed by humanity and approachability, which encourages the teacher to show interest in the subject and to be natural. Approachability often involves kindness and patience, which again helps in building interaction and contact with the pupils. The significance of interaction was highly emphasized by the participants, which can be traced back to the often expressed theory of socio-constructivism. The concept of interaction is also central in dialogism, with which many of the participants seemed to agree unconsciously. They stated dialogic opinions without mentioning the actual approach. Another essential quality in a teacher was fairness and the understanding of ethics. Future teachers stated as important that the teacher treats everyone equally and does not favor or pick up on anyone (see example 9). This requires self-reflection and making clear to oneself what the values and ethics behind one's actions are and ought to be.

Example 9.

Pyrin itse olemaan opetuksessani myös hyvin tasapuolinen enkä hyväksy yhtään toisten mollaamista tuntieni aikana, kaikki vastaukset ja yritykset ovat aina hyviä.

I myself strive also to be very evenhanded and don't accept any mocking during my lessons, all answers and efforts are always good. (Gustaf)

Some of the aspects did not come up as strongly as the aforementioned. Nevertheless, they can be considered fairly salient in teacher's profession, because they were regarded as conventions that a good teacher uses but are at the same time individual choices. These were, for instance, self-fulfillment as a teacher, loosening the power of the teacher, sociability, curiosity and maximizing one's resources. The aforementioned aspects were mostly brought up in teaching philosophies. Self-fulfillment as a teacher was mainly mentioned as an opportunity that the profession offers (see example 10).

Example 10.

Myös itseni toteuttaminen, jatkuva kasvu sekä vaikuttaminen ovat pysyneet mieleissäni houkuttelevina mahdollisuuksina.

Also, self-fulfillment, continuous growth and influencing have stuck as tempting opportunities in my mind. (Janette)

Fulfilling oneself could be done e.g. by trying out various methods, styles and activities in teaching. Related to this is maximizing one's resources, in other words, achieving as much as possible without overtiring oneself. Loosening the teacher's power is connected to making contact with the pupils by giving them responsibility for their own learning.

Making the goals of teaching and assessment transparent also has to do with the teacher's power and can be regarded as a theory behind the changing power roles in the classroom. The need for transparency did not come up as an entity of its own in any particular part of the teacher training. However, it was discussed in peer groups and with teacher tutors. Its importance unfolded specifically to one participant during her field training period (see example 11). According to the participant, the pupils in that school had the strong impression that their course books equaled the curriculum and anything done outside the book was not in accordance with the curriculum i.e. what they were supposed to be doing and learning.

Example 11.

Minusta on hämmästyttävää, että Suomessa on kymmeniä tuhansia oppilaita, joilla ei ole mitään käsitystä siitä, että oppikirja ei ole yhtä kuin opetussuunnitelma ja jotka eivät tiedä millaisia arvoja ja toimintatapoja koulun olisi tarkoitus opettaa, vaikka ne ovat iso osa sitä, miksi koulussa ylipäätään ollaan. Kannatan siis sekä opetuksen että arvioinnin läpinäkyväksi tekemistä.

I think it is staggering that there are tens of thousands of pupils in Finland that have no idea that the school book is not the same thing as curriculum and know nothing about what kind of values and ways of action school is supposed to teach, even though they are a big part of why people go to school in the first place. Hence, I am for making both teaching and evaluation transparent.
(Olivia)

Chapter 6.1. dealt with the thoughts that the participants stated to have about teaching. These were divided into three different groups that handled the different pedagogical theories the participants said to have acquired, the applications of those theories in practice and the perception of the qualities they expressed a good teacher should have. In chapter 6.2. we will move on to presenting the various voices that the participants said to have internalized.

6.2. Voices of different teacher types

The participants expressed many different sides and roles in their portfolios in relation to teacher's profession. All in all, we identified around thirty voices in the data, which were grouped into five main categories: a) educator and supporter of growth, b) teacher of a certain school level, c) expert, d) teacher in relation to environment and e) influential force. Some voices, for instance the voice of the educator, were internalized more often than others like the healer of language traumas and the roles were sometimes overlapping with one another. These overlaps were placed in both categories, but were more fully explained in the chapter where they were first mentioned. Next, we will categorize, explain and analyze the many different voices that can be heard in the participants' products by linking them to previous studies.

6.2.1. Educator and supporter of growth

The most prominent role that most of the participants brought up was that of the educator. The future teachers seemed to know and feel their responsibility in guiding and supporting the growth and development of their pupils. They also appeared to acknowledge that the upraising is not included in the work only with small children, but that the learners in both secondary and upper secondary school require guidance as well, although the nature of it differs from the kind of that is provided to elementary school pupils. It is a part of the teacher's job to lead the pupils into good citizenship throughout their education. This requires guiding them in terms of e.g. behavior, norms, values, morals, social skills, working methods and media literacy skills. This is echoed by many previous studies (Kohti opettajuutta 1993, Widjeskog and Perkkilä 2008, Niemi 1989) as well as the Teacher Education Curriculum (2007-2009). Our data explicitly showed that the consciousness of this developed and deepened during the practical training year. In example 12 this is clearly visible.

Example 12.

Vuoden aikana minussa onkin syttynyt halu toimia kasvattajana. En ollut aiemmin edes tajunnut sitä, millainen mahdollisuus ja *velvollisuus* opettajalla on vaikuttaa oppilaisiinsa näiden kasvua edistävällä tavalla.

During the year a desire to act as an educator has actually kindled in me. I hadn't even realized before, what kind of a possibility and a *duty* a teacher has to influence his/her pupils in a way that promotes their growth. (Olivia)

In addition, one participant emphasized the duty of care-taking related to supporting the pupil in general. He stated that the teacher needs to consider the factors outside of school that affect the child's welfare. This can be seen in example 13.

Example 13.

Opettaja voi myös joutua kiinnittämään huomiota esimerkiksi siihen syökö lapsi mitään, onko hän aina erittäin väsynyt koulussa, onko hänen käyttäytymisessä tapahtunut yllättäviä muutoksia yms. --- Oppilaasta pitää huolehtia!

A teacher may have to pay attention to for example whether the child eats anything, s/he is always very tired at school, whether any surprising changes have occurred in his/her behavior etc. --- The pupil must be taken care of! (Niles)

He further argued that care-taking does not end when the pupil gets older, but the nature of it changes. Later it means bearing the pupil's best interest in mind, also when it comes to issues about learning and studying as well as material concerns.

Teacher has a possibility to influence the pupils' values. This is one particular aspect of being an educator that the teacher has to take into account with many different aged learners starting from primary education and even when working with young adults in upper secondary school. Many of the participants expressed this view in their portfolios as showed in example 14.

Example 14.

Mielestäni opetuksessa on keskeisintä tietojen ja taitojen lisäksi arvojen välittäminen oppilaille. Opettajan tulee opettaa heille yhteiskunnassa vallitsevat normit ja arvot.

In my opinion, besides knowledge and skills, the mediation of values to the students is the most central in teaching. The teacher should teach them the norms and values that are prevailing in the society. (Thomas)

In order to mediate values believably, the teacher needs to “act as s/he preaches” and set an example. Functioning as a role model was also mentioned by the participants, like for instance in example 15.

Example 15.

Opettaja on aina aikuisen esimerkki lasten silmissä, ja vaikka hänen ei tarvitse aina pitää kaikista oppilaistaan, hänen täytyy tulla kaikkien kanssa toimeen ja kohdella heitä kaikkia tasapuolisesti.

A teacher is always an example of an adult in the eyes of the children, and even though s/he doesn't have to always like all his/her pupils, s/he must get along with all and treat everyone equally. (Lizzy)

On the other hand, teacher is also allowed to show that s/he is a human and thus set an example of how everyone makes mistakes and one does not always have to consent to everything.

In addition to the above mentioned aspects of the educator, being an authority is yet another side of it. Without it, it is impossible to carry out the tasks that the other aspects hold. Many of the participants expressed their intent to treat pupils friendly and with respect but at the same time maintaining their power in the classroom. This was mentioned for instance by Sandra, as example 16 shows.

Example 16.

En tarkoita, etteikö lasten ja nuorten kanssa voisi olla kaveri. Totta kai voi, ja jollain tasolla pitääkin olla. --- Lapset ja nuoret tarvitsevat kuitenkin jonkin auktoriteetin, josta ottaa mallia ja joka kertoo mitä pitää tehdä.

I don't mean that one couldn't be friends with children and teenagers. Of course one can, and on some level should be. --- However, children and teenagers need an authority, whom to take an example from and who tells what to do. (Sandra)

Language educator and adult educator are both more specialized aspects of the umbrella concept of educator. Being a language educator means the teacher takes advantage of the possibility to influence his/her students and their attitude towards languages and their different variations as well as learning strategies and curricula. The aspect of language educator is in sync with Nyman's (2009:49-55, 82) findings. This view is expressed in the next example:

Example 17.

Sekä kasvatukseen että kielikasvatukseen liittyvät olennaisesti yhteen ja vaikuttavat siihen, miten opetan. Kielikasvatuksessa minulle on ensisijaisen tärkeää se, että oppilaat tietävät, *miksi* ja *miten* tiettyjä asioita opetetaan.

Both my education and language education values are substantially tied together and affect how I teach. For me in language education it is primarily important that pupils know *why* and *how* certain things are taught. (Olivia)

Adult educator, on the other hand, has different kinds of duties and freedoms than a teacher of younger learners. S/he does not have to pay so much attention to disciplinary matters or to the learners' behavior and can possibly focus better on the subject itself. The following example names some of the special aspects relating to adult education:

Example 18.

Aikuisten opettajana koen pystyväni olemaan enemmän minä, enemmän oma persoonani, koska minun ei tarvitse olla erehtymätön auktoriteetti vaan voin olla ikään kuin kanssaoppija ja opiskelijoiden oppimisen ohjaaja.

As a teacher of adults I feel I can be more me, more of my own personality, because I don't have to be an infallible authority, but I can be, in a manner of speaking, a co-learner and a guide for the learning of the students. (Hestia)

6.2.2. Teacher of a certain school level

During the practical training some of the participants seemed to clearly either discover the level of education on which they wish to teach or be strengthened in their previous calling. These different levels of education were primary (Grades 3-6), secondary (Grades 7-9) and upper secondary school as well as adult education. In addition, some also appeared to find levels where they do not feel themselves at home. Two explicitly stated their wish to teach young learners. This is illustrated by the following example from one of these two:

Example 19.

Joka tapauksessa näistä eri mahdollisuuksista tällä hetkellä mieluisimmalta minulle tuntuu alakoulu. Yllätyinkin jopa siitä, miten paljon viihdyin alakoulun opettajana.

In any case, from these different possibilities at the moment the most pleasant option seems to be primary school. I was even surprised by how much I enjoyed myself as a primary school teacher. (Evelyn)

Furthermore, some received positive feedback from their training on a particular level. Two participants stated their clear intention to work with teenagers in secondary school. One of them is presented in example 20.

Example 20.

Kuten HOPSissa mainitsin, halusin alun perin yläasteelle (kenttäharjoitteluun), jonne haluaisin opettamaan, mutta koska se ei ollut mahdollista, päädyin lukion puolelle.

Like I mentioned in the personal study plan, I originally wanted (to do the field training) in secondary school, where I would like to teach, but because it wasn't possible, I ended up doing it in upper secondary school. (Candy)

The same two participants also expressed their disinclination to teach young children, because they do not feel a calling for it. Another two participants expressed they hoped to teach adults. This wish is illustrated in the next example:

Example 21.

Olin muutenkin ajatellut ammattikorkeaa paikkana, jossa voisin työelämässä viihtyä, joten luento kosketti paljonkin henkilökohtaista mielenkiintoani.

I had in any case thought about polytechnic as a place, where I could enjoy myself when working, so the lecture had a lot to do with my personal interest. (Haley)

In addition, some told about their encouraging feedback and positive experiences in upper secondary school, even though they did not explicitly state it being the level they most aspired to. The following example shows the effect of positive feedback:

Example 22.

Toinen paras työni on mielestäni harjoittelujaksoni X:n lukiossa, koska ohjaava opettajani kertoi monen oppilaan sanoneen hänelle, että ”jos tarvitset joskus sijaista, niin kannattaa ottaa tuo jätkä.” --- Positiivisesta palautteesta mainitsin jo X:n lukion oppilaiden palautteen yhtenä parhaista töistäni.

Another of my best works is in my opinion the training period in the X Upper Secondary School, because my teacher tutor told that many students had said to her that “if you ever need a substitute, you should take that guy”. --- From positive feedback I already mentioned the feedback by the students in X Upper Secondary School as one of my best works. (Niles)

6.2.3. Expert

Voices of expertise were clearly visible in the data. The participants internalized voices of expert in the fields of language, culture, research, pedagogy and self-assessment. This finding is in accordance with Nyman's (2009:55-60, 82) results.

The most commonly mentioned field of expertise was mastery of the language i.e. the content of the teaching. Many of the participants wrote that they see language proficiency as a vital part of their teacher identity (see example 23).

Example 23.

Ennen kaikkea hyvä opettaja on asiansaosaava ja vähitellen yliopisto-opintojen ollessa loppusuoralla, minusta alkaa tuntua siltä, että voin luottaa omaan asiantuntijuuteeni.

Above all, a good teacher is worth his/her salt and gradually now that my studies in the university are in the home stretch, I begin to feel that I can count on my own expertise. (Hestia)

Some of the participants expressed their role in familiarizing the pupils' with the target culture. This is visible in the following example:

Example 24.

Jossain määrin koen olevani myös eräänlainen ”kulttuurilähettiläs”, sillä määrätietoisesti kuljetan opetuksessani kieltä ja kulttuuria käsi kädessä.

To some extent I also think of myself as sort of a ”culture ambassador”, because I determinedly carry language and culture hand in hand in my teaching. (Janette)

Also others seemed to acknowledge the importance of tying language and culture together in the education. The significance of knowing and being able to compare one's own culture with the target culture was also mentioned.

Being an expert involves also continual self-developing and self-assessment. Both of these qualities were named, as the examples 25 and 26 demonstrate.

Example 25.

Kyse ei kuitenkaan ole yhdestä kerrasta vaan jatkuvasta oman toiminnan reflektoinnista ja sen mukaan itsensä kehittämisestä.

It is not a one time thing, but constant reflection of one's own actions and developing oneself according to it. (Haley)

Example 26.

Tunnistan nyt itsessäni niin hyviä kuin kehittymistä kaipaaviakin puolia, ja aion jatkossakin arvioida omaa toimintaani opettajana, jotta voisin kehittyä edelleen.

I now recognize in myself both good sides as well as those that require development and I intend to evaluate my actions as a teacher in future as well, so that I can further mature. (Annabelle)

Related to self-reflection is the aspect of investigative teacher. This was brought up by one participant. She said that including some kind of research into the work and further educating oneself come first in developing teacher identity, as showed in example 27.

Example 27.

Itsearviointiin ja -tutkimukseen lisäksi oppilailta ja kollegoilta saatu palaute, tutkiva ote opettajan työhön sekä erilaiset jatkokoulutusmahdollisuudet ovat ensisijaisen tärkeitä keinoja kehittää omaa opettajuuttaan.

In addition to self-assessment and stocktaking, the feedback from pupils and colleagues, an investigative take on teacher's profession and different possibilities for further training are primarily important ways to advance one's teacher identity. (Janette)

6.2.4. Teacher in relation to environment

A teacher is not a teacher only in the classroom. S/he has to interact with various parties inside and outside the school and to take into account the current situation in the society as well. Many of our participants noted their future role as a fellow employee in the working environment. They also said to consider other teacher trainees as colleagues. Examples 28 and 29 show the importance of communal interaction.

Example 28.

On ilo ja ylpeys myöntää, että ensimmäistä kertaa tunsin ammatillista ylpeyttä omalla kohdallani, koska muut opettajat kohtelivat minua vertaisenaan ja luottivat minuun sekä ammattitaitooni, joka vielä karttuu.

It is a pride and pleasure to admit that for the first time I myself felt professional pride because other teachers treated me as their equal and trusted me and my expertise, which still increases. (Mickey)

Example 29.

Tätä (vertais)palautetta arvostin kovasti koska kollegat ovat samassa tilanteessa ja näkevät asioita samoin silmin ja tietävät tunteet ja vaatimukset mitä käy läpi harjoittelussa.

This (peer) feedback I appreciated highly, because colleagues are in the same situation and look at things from the same perspective and know the feelings and demands which one goes through in the training. (Gustaf)

Other participants also mentioned the possibility to lighten the workload by concrete measures such as sharing tips, hints and self devised exercises. Although usually alone in their classrooms, teachers can still form a team, work together and distribute work among one another.

Cooperation is also needed with other parties. Similarly like the classroom is not an isolated place in the school, the school is not isolated from the community and the society. This challenge is described in the next example:

Example 30.

Opettajan työ ei lopu siihen kun koulun ovet sulkeutuvat, ja opettajaan kohdistuu paineita monesta suunnasta, kun pitää sukkuloida koulun, kodin ja yhteiskunnan välillä ja jokaisella on omat toiveensa ja vaateensa.

A teacher's job doesn't end when the school doors close, and pressures from many directions are aimed at the teacher, when s/he has to shuttle between school, home (i.e. parents) and society, which all have their own wishes and demands. (Candy)

Parents were regarded as the most important partner in the cooperation outside school, which is understandable because teachers work with their children and aim to support their growth, upbringing and all-round education. The Teacher Education Curriculum 2007-2009 also backs up this need for a teacher to be on top of what is happening outside school and to influence the pupils' development.

The society to which the school belongs is in constant change. This brings new features and aspects into teacher's work. It is a teacher's duty to adapt to the current society and to prepare the pupils for it as well. The example 31 illustrates one side of the demands of the changing world, the challenge of encountering many cultures.

Example 31.

Myös globalisaation myötä tulleet muutokset ovat käyneet selvennemmiksi, esimerkiksi opettajan työn uudet haasteet monikulttuurisuuden taholla, joita ei silloin kun itse oli koulussa ollut lainkaan nykyisessä mittakaavassa.

Also the changes that have come along with the globalization have become clearer, for instance the new challenges of teacher's work in the area of multiculturalism that didn't exist in the present scale when I was in school. (Candy)

Both Kohti opettajuutta (1993) and Teacher Education Curriculum 2007-2009 bring up this task of being an active citizen and a developer in the society and to promote intercultural understanding.

6.2.5. Influential force

As teacher is a person that the pupils meet often on a daily basis, s/he has opportunities to have a strong impact on them and their learning. A teacher can have various roles or voices and through them influence the pupil both as a learner and a human. These voices relate to different aspects of life in and outside of school, as through them the teacher considers the pupil e.g. as a human with a unique personality, a learner in general and as a learner of that particular subject. These next two examples illustrate the teacher's possibility to affect the pupil as a whole (example 32) and more particularly as a learner (example 33).

Example 32.

Mahdollisuudet opettajan työssä ovat säilyneet kutakuinkin samoina – vaikuttamisen mahdollisuus on minulle yksi tärkeimmistä syistä, miksi ylipäänsä haluan opettajaksi. Opettajana minulla on mahdollisuus vaikuttaa oppilaideni itsetunnon ja minäkuvan kehitykseen positiivisesti...

The opportunities in teacher's work have stayed somewhat the same – the possibility to influence is one of the most important reasons why I want to be a teacher in the first place. As a teacher I have a possibility to affect positively to the development of my pupils' self-esteem and self-image... (Hestia)

Example 33.

Itse haluaisin olla inspiroiva opettaja, joka osaisi tehdä asiat mielenkiintoisiksi oppilaille. Toki aina ei voi olla yhtä kiinnostava, mutta olisi tärkeää herättää oppilaiden mielenkiinto jollain tavalla.

I myself would like to be an inspiring teacher, who could make things interesting for the pupils. Of course one can't always be as interesting, but it would be important to awaken the interest of the pupils in some way. (Helen)

In addition to the examples above, one participant wrote about her possible power to help in healing traumas related to languages and their learning, which stem from earlier experiences. This opportunity was clearly linked with her wish to teach adults.

The teacher's own personality as well as the attitude that the teacher takes in relation to his/her pupils also play a role in the influencing opportunities. In the portfolios various attitudes and roles were mentioned by the participants such as distant authority, indicator of direction and co-learner. The future teachers said they wished to set an example in the classroom. Example 34 illustrates this wish.

Example 34.

Yritän esimerkkilläni innostaa muita yrittämään ja oppimaan.

With my example I try to inspire others to try and to learn. (Thomas)

There are different aspects in being an example. Many of the participants also stated that they intend to speak the language themselves as much as possible and thus encourage the pupils likewise to use the language. Related to this is also the wish to emphasize the value of different variants of the target language and teach the pupils to understand that not only the commonly taught and appreciated British and/or American English are/is valuable. This side of exemplary behavior is presented in the following example:

Example 35.

Tässä kuvaan tulee oman esimerkin näyttäminen: puhun mahdollisimman paljon englantia opettaessani. --- ...opettaja on velvollinen näyttämään esimerkkiä siinä, että kieltä uskaltaa puhua, vaikka ei olekaan natiivi.

Here showing an example oneself comes into play: I speak English as much as possible while I teach. --- ... teacher has a duty to show an example in daring to speak the language, even though one isn't a native speaker. (Olivia)

To some extent overlapping with the role of being an example, was the voice of the motivator, which the participants stated as something very important to internalize. This viewpoint was mentioned by many of the participants and illustrated in example 36.

Example 36.

On kuitenkin mahdotonta olettaa, että opettaja pystyisi aina tekemään kaikesta oppimisesta helppoa ja hauskaa – toiset oppivat helpommin ja toisille oppiminen teettää enemmän töitä, opettajan tehtävä onkin motivoida ja kannustaa kaikkia oppilaita.

However, it is impossible to assume that the teacher could always make all learning easy and fun – some learn more easily and to others learning requires more work, hence it is the teacher's job to motivate and encourage all pupils. (Hestia)

The teacher trainees said their own personalities have a great impact on their teacher identity as well. Their personal identity influenced the teaching methods they chose, the tools which they used to create positive atmosphere in the classroom and their self-confidence in being in front of a class. The next example shows the revelation about personality as a crucial tool in teacher's profession and work:

Example 37.

Opin, että oma persoona on se kallio, jonka päälle kannattaa rakentaa – roolin ottaminen on sama kuin perustana olisi hiekkaa, joka aina sateen tullessa pakenee.

I learned that one's own personality is the rock, on which one should build – taking a role is the same as having sand as the foundation that escapes always as the rain comes. (Mickey)

This chapter focused on the different teacher types the participants stated to have acquired. These were educator and supporter of growth, teacher of a certain school level, expert, teacher in relation to the environment and influential force. Next, the process of identity change and factors reinforcing it are covered.

6.3. The development of teacher identity

Besides the aspects of teacher identity presented in the previous chapters, the portfolios illustrated that also other factors contributed to the development of the professional self-image. These components we divided into two sub-categories: the change during the teacher training and the effect of feedback.

6.3.1. The change during the teacher training

Almost all of the participants stated a change in their teacher identity, which took place during the practical training periods. This development was not linear but instead the experiences and feelings continually molded the process. Sometimes a badly handled lesson caused regression in the teaching confidence or momentary doubts about whether teaching is what they want to do (see example 38).

Example 38.

Ajoittain olen kyseenalaistanut uravalintaani. Yksi merkittävistä hetkistä oli kun keskustelin kaverini kanssa... --- Kuvailin sitä (l. opettamista) aasin pakottamiseksi juomaan vettä. Kerroin, etten tiennyt, haluanko tehdä sellaista työkseni. Hän vastasi tähän, että pakottamisen sijaan minun tulee saada vesi vaikuttamaan niin makealta, että he haluavat juoda sitä. Tämä toteamus pisti minut ajattelemaan omaa asennetta opettamiseen. --- Tämä ajattelutapa tulee motivoimaan minua opettajana sekä ohjaamaan opetustani.

At times I have questioned my choice of career. One of the most significant moments was when I was discussing with a friend... --- I described it (i.e. teaching) as forcing a donkey to drink water. I said that I wasn't sure, if that was what I wanted to do for a living. She replied that instead of forcing I need to make the water seem so sweet, that they want to drink it. This utterance made me think about my attitude towards teaching. --- This way of thinking will motivate me as a teacher and guide my teaching. (Thomas)

However, for most, the negative experiences together with the positive ones still strengthened the calling for the job.

The participants said they both found new qualities from themselves and gained affirmation for traits they felt they already possessed. In addition, they stated to have realized which aspects in themselves require more work and development. These were brought up for the most part in the explanations of the SWOT analyses and further defined in the conclusions. Example 39 portrays the awareness of need for self-improvement.

Example 39.

Tiedän mitä haluan tulevaisuudelta, tiedän missä haluan parantaa, tiedän missä olen jo hyvä, ja tiedän mitä kaikkea opettajan vastuuseen kuuluu.

I know what I want from the future, I know in which areas I want to improve, I know where I'm already good at and I know all the things that are included in teacher's responsibility. (Jennifer)

Even after having experienced much change in their teacher identity, the teachers-to-be acknowledged the need and necessity for life-long learning. This is displayed in the following example:

Example 40.

Hyväksyn sen, että työni vaatii minulta elinikäistä oppimista ja kouluttautumista sekä ajan hermolla pysymistä. --- Opin, että opettajuus on elinikäistä oppimista ja kehitettävää löytyy aina.

I accept that my work requires life-long learning and educating from me as well as staying up-to-date. --- I learned that being a teacher means to learn throughout one's life and there is always something that needs developing. (Katelyn)

This continual development the participants also stated to be a relieving and encouraging insight since it frees from the pressure of being perfect. Quite a few of the participants said they perceive themselves as perfectionists and therefore life-long learning enables them to continually develop themselves. Almost all expressed it had been comforting to realize that they cannot or are not expected to be completely flawless at the point of completing their pedagogical studies.

6.3.2. The effect of feedback

In this chapter we will investigate the significance and value of the assessment by teacher tutors, peers and pupils given to the student teachers during their practical training. The effect of feedback on the formation and development of both personal and professional identity has been previously studied by Niemi (1989), Korpinen (1987), Pöyhönen (2003) and Nurmi et al. (2006). In some cases this ties together with the different voices of teacher identity dealt with in chapter 4.2.

Most of the student teachers expressed that the feedback they got from different sources strengthened their wish to become teachers. It was mentioned as one of the most influential factors in building their teacher identity. This is showcased in the next example:

Example 41.

Yksi tärkeimmistä asioista harjoittelussani on mielestäni ollut palaute. Tuli se sitten ohjaavalta opettajalta, opiskelutovereilta tai oppilailta, olen yrittänyt mahdollisimman paljon käyttää sitä hyväkseni.

One of the most important things in my training has in my opinion been feedback. Whether it came from a teacher tutor, fellow student or from the pupils, I have tried to use it to my advantage as much as possible. (Jennifer)

It was also brought up that not all of the received feedback was positive, but mostly it was given in a constructive way. A few participants stated that they disagreed with some of the suggestions or criticism they were given and turned to e.g. their teaching philosophy to reason their own views. The example 42 demonstrates this.

Example 42.

Sovimme yläkoulun ohjaajani kanssa, että saan käyttää englantia tunnilla, jos osaan perustella itselleni, miksi sitä käytetään. Tämä oli ehkä sellainen tilanne, jossa olen ollut eniten eri mieltä ohjaajani kanssa, sillä hän oli sitä mieltä, että opettajan puhumalla englannilla ei ole juuri hyötyä. Minusta se on enemmänkin periaatekysymys, sillä opettaja on velvollinen näyttämään esimerkkiä...

We agreed with my teacher tutor in secondary school that I can use English in the lesson, if I can justify to myself, why it is used. This was perhaps the situation, when I have most disagreed with my teacher tutor, as she thought that the English spoken by the teacher has almost no advantage. I think it is more a question of principle, as the teacher has a duty to show an example... (Olivia)

However, sometimes the feedback did not correlate with the feeling that the student teachers themselves had, but unlike in the previous example, the teacher tutor had a more positive view than the trainee. The next example points out such a situation:

Example 43.

Lisäksi jopa alakoulun opettaja sanoi että kyllä minusta ihan hyvä opettaja tulee, vaikka siltä ei itsestä tuntunutkaan moneen otteeseen.

In addition, even the primary school teacher said that I *will* be a perfectly decent teacher, although I didn't always feel like it. (Helen)

Positive feedback especially after the first training lessons helped the future teachers to boost their self-confidence, but they said that later they felt constructive criticism as more useful than praise as it gave more space for development. This is pointed up by the next example:

Example 44.

Lausahduksesta ”ihan kiva” ei pidemmän päälle saa paljoakaan irti ja eniten olen nauttinut niiden ohjaajien kanssa työskentelystä, joiden palaute on ollut ennen kaikkea keskustelevaa ja perusteluja vaativaa, ei ylhäältä saneltuja totuuksia.

In the long run one doesn't get much out of the utterance ”quite nice” and the most I have enjoyed working with those teacher tutors, whose feedback has been foremost negotiative and requiring reasons, not truths given from above. (Hestia)

Especially teacher tutors and other teacher trainees gave suggestions to the participants about alternative ways and methods of working in the classroom, which enabled the participants to adopt another perspective. This was mentioned to be beneficial as example 45 shows.

Example 45.

Palaute ei missään vaiheessa ollut varsinaisesti negatiivista, vaan kävimme ohjaajan kanssa enemmän yhdessä läpi eri tapoja toteuttaa sama tehtävä/asia. Koin tämän hyvin hyödylliseksi, sillä pääsin itse pohtimaan miksi jokin keino on toista parempi ilman että olisin kokenut suurta epäonnistumista.

Feedback wasn't at any point exactly negative, but together with the teacher tutor we went through different ways to execute the same exercise/thing. I felt it as very useful, because I could ponder myself why some way is better than some other without experiencing a great failure. (Sandra)

Many participants expressed the teacher tutors gave them most insightful feedback, especially the feedback given by the training school teachers. This is in line with Nyman's (2009:63-67) study, who found out that new teachers compare themselves to more experienced teachers whose working methods they easily adopt over their own. However, some stated that the feedback from other student teachers was even more appreciated than that of teacher tutors. Moreover, the positive feedback from pupils was seen as encouraging and taken into account, whereas the negative was either ignored or argued away. Example 46 demonstrates the effect of peer feedback and example 47 the reaction to pupils' feedback.

Example 46.

Parhaan palautteen sain nimenomaan vertaisilta, minulla oli kaksi ryhmäkuuntelua omilla tunneillani ja molemmat menivät kyllä todella hyvin. Palaute oli yksityiskohtaista ja siitä sai roimasti voimaa jatkaa työssä ja hyväksynnän sille mitä tekee ja miten tekee.

The best feedback I got specifically from peers, I had two group observations in my lessons and they both went very well indeed. The feedback was detailed and it gave energy with a vengeance to continue in the work and approval for what I do and how. (Gustaf)

Example 47.

Lukiolaisilta saamani palaute oli mielenkiintoista. Päälimmäisenä jäi mieleen heidän antamansa palaute koskien kurinpitoani. Joidenkin mielestä olin liian tiukka siinä kun en antanut heidän jutella keskenään suomeksi. Mielestäni en ollut kohtuuton, varsinkin kun ottaa huomioon, että heidän keskustelunsa häiritsivät opetustani.

The feedback I received from the students in upper secondary school was interesting. Uppermost their feedback concerning my discipline stuck in my mind. Some thought that I was too strict because I didn't let them talk with each other in Finnish. I don't think I was unreasonable, especially considering that their discussions disturbed my teaching. (Thomas)

Feedback to some extent also played a part in which voices the participants internalized. Positive feedback from training periods carried out in different levels made in their words the teachers-to-be think about their various job opportunities. Some received reinforcement to their previous thoughts about their chosen level, whereas others, based on the received feedback on a certain level, were encouraged to keep that option open in the future, even though they might not had considered it before. Next, follows an example from this kind of feedback:

Example 48.

Tämän harjoittelun antoisin palaute oli kuitenkin saada kuulla, että pitkäpinneisena, iloisena ja lasten kanssa erinomaisesti toimeentulevana persoonana minusta olisi ehdottomasti alakoulun opettajaksi.

During this training the most rewarding feedback of all was to hear that as a person who is forbearing, cheerful and gets along with children brilliantly I would definitely have what it takes to be a primary school teacher. (Janette)

Chapter 6 as a whole was dedicated to presenting the results of our study. The three main themes that we identified in our data were participants' thoughts on teaching, voices of different teacher types and the development of teacher identity. Chapter 7 focuses on discussing the implications of the results.

7. Discussion

In this chapter we will analyze and interpret the findings we reported in the previous chapter. We have divided the analysis in four sub-chapters in which we will discuss the different aspects of teacher identity and its development that were featured in the data of our study. The aspects are education, expertise, ideal teacher and change.

7.1. Aspect of education

Single most salient aspect of being a teacher was indisputably fostering. Its degree and focus, however, varied among the participants. Some emphasized education in general e.g. teaching them good manners and values, whereas others focused more on language in particular. Judging by the importance of this aspect, teacher education has successfully socialized the future teachers to this role.

The participants seemed to understand that they not only have a possibility to influence their pupils but it is actually their responsibility to take part in their upbringing. Schools' and teachers' major task has traditionally been to help the parents to raise children in a way that they can become active and decent members of the society. This is also brought up by many previous studies on the subject (Kohti opettajuutta 1993, Widjeskog and Perkkilä 2008, Niemi 1989). According to our findings, the new generation of teachers understands this duty as well as the ones before them and considers it to be a central aspect in teacher's profession. This guarantees that school will in future continue to have a significant role in producing law-abiding citizens.

In addition, the realization of how essential education and upbringing is even to some extent in upper secondary school gave some participants indication that they wanted to teach adults. To others the importance of upbringing made them orientate to primary or secondary school. With this being said, we concluded that the most important reason behind a preference for certain school level was whether or not the participants found

”an inner educator” in themselves i.e. wanted to guide and support the growth of children and teenagers.

7.2. Aspect of expertise

A teacher needs to be familiar with the dominant approaches in education (Niemi 1989:87-88). These in the Finnish frame of reference at the moment are e.g. emphasizing the importance of communicative competence and utilizing different media, instruments and devices (Kohti opettajuutta 1993 and Sternberg et al. 2001, cited in Nurmi et al. 2006:178). The participants mentioned both of these often, which implicates them having acquired also this aspect of teacher identity. It is also to be assumed that incorporating new media and technological aids in their teaching can offer them an opportunity to work on their comfort zone, because the generation of teachers shortly entering the working life have been using computers and other technology from an early age. It can be argued that emphasizing communicative competence links to learning language in the social interaction, a thought which again has its roots in dialogism.

Some of the participants expressed themselves to be experts of the target culture in addition to the language. They stated that it is essential to teach also about the culture, in which the language is related to. In our opinion, the underlying reasons for this want can be factors mentioned in other parts of the portfolios, separately from the mentions of language and culture expertise. Many of the future teachers emphasized the importance of advancing the multicultural competence of the pupils as well as giving them the tools they need for encountering differences. The relevance of cross-cultural education was mentioned several times in the data. This is backed up by the national curricula (POPS 2004, LOPS 2003). Nevertheless, teaching culture demands for a competence in cultural knowledge, which again requires, in our opinion, constant updating of own expertise. It remained unclear how the participants intend to keep their cultural know-how current. We think that traveling in the target countries is vital in developing this aspect of professionalism.

Multiculturalism also comes up with the question of different learners and considering their individual needs. The participants talked about differentiating and the fact that Finnish schools have an increasing number of pupils, whose background is something else than traditional Finnish. In our opinion, the way it was covered in our data implied the student teachers had realized the now more than before present challenge of teaching pupils whose skill levels and backgrounds vary. Naturally, differentiating is not only a need of immigrant children but of every pupil, which again is supported by previous research (Kohti opettajuutta 1993:33).

Teacher needs expertise in other areas as well. The issue of authenticity came up in many of the portfolios. We interpret that most of the participants themselves wanted to use the target language as much as possible is a sign of them being confident about their language proficiency and expertise. Furthermore, native speaker competence was not considered a requirement for being an expert in the language. In addition, most student teachers wanted to bring authentic material to the lessons. Contradictingly, the authentic material used was usually by or of native speakers and thus the theoretical idea of teaching the pupils to appreciate other variants of English outside British and American was not usually backed up in practice by the material.

7.3. Aspect of an ideal teacher

The participants mentioned characteristics or practices that, in their opinion, reflected the qualities that an ideal teacher should have. In this chapter, we attempt to bring up these different traits and ways of action that the participants expressed a good teacher should possess and master. This topic has also been studied by Pöyhönen (2003).

Many of the participants stated that they felt themselves professionals when they had planned their lessons and teaching carefully. Thus, they considered careful planning to be a practice that a good teacher follows. On the other hand, several participants expressed their inclination to "bite off more than they can chew" and conveyed their fear of overtiring themselves. It seemed to us that most of the participants still lacked

tools for combining these two: how to plan lessons accordingly and still take care of oneself? A solution was brought up by some participants who spoke, for example, about maximizing one's resources i.e. achieving as much as possible with a reasonable amount of work. This can be done e.g. through recycling previously used teaching material and through collaboration with colleagues. Co-operation with other teachers was also considered to be a sign of a good teacher. A good teacher experiences self-fulfillment about his/her work as well. In our opinion, things that can increase self-fulfillment are, for instance, freedom to organize one's own teaching, experimenting with different teaching methods and seeing the fruits of one's work.

Related to self-fulfillment is working through one's personality. The participants emphasized the importance of being oneself. It can be concluded that feeling comfortable with oneself and getting to know oneself better also promote the well-being in teacher's profession. Because personality continues to develop in adulthood (Pulkkinen et al. 2005, cited in Nurmi et al. 2006:195), continual self-assessment and growing self-knowledge are prerequisites for using one's personality as a tool for teaching. This, again, is essential for creating successful interaction with the pupils.

Feedback in general is discussed more in depth in the next subchapter. However, the participants expressed that a good teacher gives feedback to pupils. They felt that a teacher should be plentiful and encouraging in his/her feedback, because it is motivating for the pupils. An underlying reason for this might be that the student teachers themselves appreciated the feedback of teacher tutors so highly. It is intriguing that feedback from an authoritative source (from teacher tutor to trainee and from teacher to pupil) was seen as most beneficial. It can be argued that this stems from all education still being quite authority-centered, even though co-operational learning and group work have been increased in teacher education. In our opinion, another reason could be that the student teachers feel they are constantly evaluated by the teacher tutors and therefore give more value to their (i.e. evaluators') feedback and, maybe unconsciously, transfer this way of thinking into their teaching as well.

A teacher has an academic education and some of the participants stated that this is an aspect that a good teacher should maintain also when moving from studying in university to working in the field. One of the participants expressed her intention to do small-scale research through her work. For some, experimenting and developing themselves professionally can be a way to get self-fulfillment. Producing investigative teachers is also mentioned as one of the goals in Teacher Training Curriculum (2007-2009).

7.4. Aspect of change

As we presented in the chapter 4.3.2., feedback is one of the most prominent contributors to the development of teacher identity. The student teachers usually valued the feedback of teacher tutors and peers very highly. The feedback by the pupils themselves did not influence the behavior of the participants as strongly. The pupils' positive comments were taken into account as an encouragement, but when the pupils had said something negative about the ways of action of the student teacher, they were not given the same attention and the teachers-to-be did not much rectify their behavior based on pupils' feedback. This was demonstrated in example 47 on page 60. The student teachers expressed that the feedback of the pupils did not have as essential a role in developing their professionalism, but instead in building up their confidence, as the next example shows:

Example 49.

Oppilailta saamani palaute oli kannustavaa ja se varmaan on tärkein tarkoituskin, pönkittää opettajan itsetuntoa ja todeta ettei ole väärällä alalla.

The feedback I got from the pupils was encouraging and that probably is its most important role, to boost the teacher's self-esteem and to note that one isn't in the wrong profession. (Gustaf)

In our opinion, the attitude of the participants was surprising because the pupils are the ones for whom a teacher works for, not the colleagues. This different appreciation of the feedback could, however, have several reasons. First, as already mentioned, the student teachers stated the meaning of the pupil feedback to be encouragement. Second, the

participants did not know the pupils beforehand and taught them only for a few lessons. They, in other words, did not have the kind of relationship with the pupils like their own teacher had. Possibly this is why they relied more on the comments given by the teacher tutor and trusted that s/he points out also the perspective of the pupils. Moreover, the feedback of the pupils might have been more appreciated, if they had really been the student teacher's "own" students, who knew him/her.

Feedback also seemed to have a much greater impact than the participants' own observations and experiences. This we found surprising, because the idea of practical training is to develop the skills with which the teacher can notice the learning of the pupils as well as evaluate which methods and exercises work or do not work (Teacher Education Curriculum 2007-2009). One possible explanation for this could be that the teacher training year and the whole process is at times emotionally draining and as the teachers-to-be realize that their feelings can be contradictory compared to what actually happens in the classroom, they put more weight on to what the teacher tutor considers than what their own perception is.

Another central aspect of change that the participants mentioned mainly in the conclusions of the portfolios was lifelong learning. Quite a few expressed they had now started their journey towards being a good teacher and even though having learned a lot during the teacher training year still stated they had much to learn. The participants also said it was relieving to realize that in this profession one can never be ready. Why this came up so strongly might be because the participants still were to some extent uncertain about their capability as teachers. Nevertheless, many said they had got sufficient tools and advice to get started with their careers. It can be implied that because of the overall progress, even the occasional negative experiences did not entirely discourage the future teachers. Instead, the unsuccessful lessons shed light on the aspects that needed improvement.

8. Conclusion

In this chapter we will summarize the contents of this study. First, we will review the results gained and examine them in the light of the research questions. Second, we will analyze our research process and last, give suggestions for further investigation.

Our study revealed some factors that affect the development of teacher identity. As our study was action research, it also provided new information about teacher education and gave insight on how it could be improved. We analyzed the participants' thoughts on teaching and the different voices they internalized and how these factors affected the process of change. Some of the aspects were mentioned by most of the participants, whereas some were brought up only by few.

This paragraph recapitulates our results in relation to our research questions. Our research showed that the teacher trainees mentioned – and thus were acquainted with - many pedagogical theories and said they were basing their teaching methods on them. The most common theory was socio-constructive. The participants had also formed an opinion of what good teacher is like and reflected their own qualities to what they wish to become. The opinions were affected to some extent by the theories the participants had adopted. We found out that the participants internalized different voices of which educator and expert were the two most prominent ones. However, none of the participants' teacher identities were homophonic, but all of the participants adopted several voices. Therefore, it is to be noted that even a strong teacher identity does not contain only one side or aspect. Instead, it is a richness to be able to adopt different voices and thus get more than one viewpoint. Some of the participants also seemed to have a voice of a teacher specialised in teaching children and some adults. According to our findings, feedback had the most important impact on the development of the teacher identity. All the portfolios we received showed there had been a change in teacher identity during the year. Almost all of the participants stated the teacher training year had given them the confirmation about them being in the right field of work. However,

it can be suspected that those teacher trainees whose teacher identity did not advance did not want to participate in the study.

This line of study has not been extensively covered before and thus we had some difficulties in finding relevant and current research literature. Hence, we have referred to studies about e.g. future class teachers and newly qualified subject teachers. In addition, we did not receive as many portfolios as we would have wanted. Some members of the target group were not enthusiastic about handing over their personal writings for research purposes. Our purpose was to describe and shed light to the identity process of student teachers and their typical experiences by looking at their own words and thoughts about the process. Further research is needed in order to improve the subject teacher education and to promote the teacher identity of future subject teachers already during the education. This is also hinted by Nyman (2009:73-74), who found out that teacher's professional development in working life can be predicted already during the education. Our study covered only future English teachers and thus more research is needed about other subject teachers as well.

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Appendix: Teacher terminology

kindergarten teacher (lastentarhanopettaja)	teaches children aged 1-7
class teacher (luokanopettaja)	teaches all subjects in primary school, pupils aged 7-13
subject teacher (aineenopettaja)	teaches one or more subjects in a) secondary school, pupils aged 13-16, b) in upper secondary school, students aged 16 -> c) vocational school, students aged 16 -> or d) adult education.
homeroom teacher (luokanvalvoja/ ryhmänohjaaja)	a subject teacher, who takes care of administrational matters of a particular class and is in contact with the families
teacher tutor (ohjaava opettaja)	the person, who guides and gives feedback to teacher trainees