

# **The JULIET Programme in the University of Jyväskylä**

## **- a view from the inside**

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## **ABSTRACT**

Finland is well known for its teacher education system. The author is interested in teacher education in Finland, especially the language teacher education. The JULIET Programme is combines teacher education with teaching English in primary schools. The author decided to research teacher education evaluation with the JULIET Programme.

The purpose of this study is to provide an overview of the JULIET Programme. Strengths and weaknesses will be evaluated with the purpose of contributing programme improvements and better experiences for JULIET students.

The researcher used the qualitative research method and focused ethnography to conduct the research. Interviews and observation were used for collecting data. A huge amount of data transcriptions were carried out for data coding with the content analysis method.

The result was illustrated on the basis of the expectations and experiences of programme teachers, supervisors and students. It emphasized the strengths of the programme, which consisted of the elements of programme success. It was turned out from the programme teachers' efforts on research, curriculum and activities' arrangement, or the good cooperation with supervisors in the teacher training school. Meanwhile, the research pointed out the items that JULIET should count into its improvement, such as ICT skills, reforming course content and enhancing interaction ability of the programme.

Key words: JULIET, Teacher Education, CLIL, Programme Evaluation

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# 1 INTRODUCTION

Finland is well known for its teacher qualities, to which teacher education contributes hugely. The education research centre is located in the University of Jyväskylä, and its good reputation in the field of education attracts a lot of visitors from all over the world. People would like to know the reasons behind of the extraordinary performance among Finnish students. I am one of the visitors. Furthermore, I studied in the education department and had a priority opportunity to observe issues on education in Finland.

I am interested in teacher education in Finland, especially basic education. Finnish people speak English well compared with other non-native English speaking countries. Due to my previous working experiences as an English language teacher for young learners, the English language teaching in the primary school in Finland attracted me. Luckily I took some courses on pedagogy. There are some JULIET Programme students in the same study group, and I learned that they are trained for primary school teachers who specialized in teaching English. After discussions with class' lecturer about my interest on how do research on Finnish EFL teachers in the class, the conversation leads me in a new direction. Because I found my former interest was a bit difficult to dig out with a master's degree thesis, and since the Finnish teachers have a good reputation for teaching quality, going to the teacher education study first was a better idea. The JULIET Programme provided a good combination of both teaching education and teaching young learners in English. I decided to research how teacher education is processed in the JULIET Programme, which is closely connected with my interest area as well. At the same time, I have a few doubts on the quality of the teacher education programme and hold a critical attitude.

The full name of the JULIET Programme is the Jyväskylä University Language Innovation and Education Theory Programme. It started in the year 1995, and twelve to fourteen students enroll in the programme each year. The JULIET Programme is a 35-credits programme, part of the 300-credit master's programme in class teacher education of the Teacher Education Department of Jyväskylä University. It aims to support pre-service teachers in developing their English language skills, pedagogical understanding and practical experiences, and helps them to work confidently and competently as language teachers in the lower grades (classes 1-6) of the Finnish comprehensive schools. (JULIET, 2016) The programme also corresponds to the research-based concept in Finland teacher education. Teacher educators are trying to develop the programme all the time. Students are the core participants within the process, which we can call an action research project. JULIET is based on the idea of teachers-as-researchers seeking better understanding of their work. (JULIET, 2016)

The purpose of the study is to take an overview of the whole JULIET Programme, and to exam whether this programme is as good as it is recommended. It will also contribute idea for programme improvements and better experiences in the offerings for JULIET students.

The significance of the study is to explain how good quality of Finland teacher education. Former relevant research was only done by students or teachers involved with this specific program. They studied more concrete aspects, such as emotions culture and teacher materials design, etc. There is no research evaluation of the whole program. This research is going first and will encourage more relevant researches be carried out.

The study is organized as follows: Chapter 1 gives a brief introduction of the background and purpose of the study. Chapters 2 and 3 are the literature review about teacher education and language teacher education in Finland.

Then, chapter 4 points out the research problems while chapter 5 goes to the implementation of the study. Chapter 6 reveals the results; discussion is carried out in chapter 7.

## **2 TEACHER EDUCATION**

This chapter is divided into three parts. The first part introduces teacher education in Finland, the second part is the language teacher education in Finland, and the third part focuses on the JULIET Programme in the University of Jyväskylä. The organization of this chapter aims at helping readers to get better understanding of teacher education in Finland, especially about the language teacher education, and also to know the reasons behind why the researcher wants to investigate the JULIET Programme.

### **2.1 Teacher education in Finland**

Teachers are one of the significant elements in the education system, and the teacher's quality is especially important. Therefore teacher training plays a key role in the schools' development. All schools are seeking high quality, professional teachers, and try to achieve their goals through providing good quality teacher education on skills and abilities to prepare for the needs of the 21<sup>st</sup>-century. Policy, history, and culture affect the teacher education in some ways. We need to build powerful and equitable learning systems for future teachers, in order to meet challenges globally.

Finland has a high reputation for its teacher education and its unique characteristics around the world, which will be explained in further chapters.

#### **2.1.1 The features of teaching in Finland**

Finland has made teaching an attractive lifelong career. It has increased incentives rather than lowering standards, to ensure an adequate supply of

candidates for the profession (Darling-Hammond & Lieberman, 2013). Teaching in Finland is not only a profession, but highly connected with the nation's culture and social values. School is regarded as the place to transfer cultural heritage, values, and aspirations from one generation to another (Sahlberg, 2012). So teaching in Finland also enjoys respect and praise from the whole society, which is why teaching is so desired a profession for young Finns.

Salary for teachers in Finland is nearly at the average national level. However, a sound salary is not the only reason that students choose to be a teacher. Most agreed that young Finns perceive teaching as a par with other professions where people can work independently and rely on scientific knowledge and skills acquired in university (Sahlberg, 2012, p. 7). This is one reason why teaching in schools has allowed teacher to retain autonomy regarding professional judgment, curriculum, student assessment, professional development, and reporting the progress of one's work (Sahlberg, 2012).

Details explaining these rationales will be illustrated below. First, the workplace allows teachers to fulfil their moral missions (Sahlberg, 2011). Teachers feel that they have a responsibility for helping people, instead of regarding it as only a simple job. Next, the master's degree requirement is challenging the students. A master's degree in education serves as the stepping-stone in the labour market, which provides a great amount of opportunities for the graduates. Furthermore, they are also eligible for the doctoral studies. The last reason mentioned before, the salary is sound, will increase as the teachers' experience grows. As the economy situation in Finland is currently unsound, being a teacher is a good choice in terms of salary. Thus, all above could be significant reasons why many youth are attracted to being a teacher in Finland.

## 2.1.2 The path of being a teacher in Finland

To begin, some information on teacher's categories will be discussed in order to better understand the context of the development path. In Finland, teachers are categorized into five groups: the kindergarten teachers, the primary school teachers, the subject teachers for upper grades, the special education teachers, and the vocational education teachers.

Thousands of students apply to the Department of Teacher Education in Finland annually. However, only the best and the most talented can be enrolled as university freshman. The student needs to take a national entrance exam first, with the aid of articles, which aims to show the different aspects of teaching and education. Another task is to attend the matriculation examinations, getting the highest score as they can. Then the students can have an opportunity to compete with others who also have high scores, a positive personality, and excellent interpersonal skills. The last stage is the interview by the university, to look into the students' understanding of education issues and their personalities. One of the common questions asked is why they want to become teachers (Sahlberg, 2011).

Finnish teacher education pays attention to development of both the teacher's personal and professional competences. Specific attention is given to building the skills of pedagogical thinking, which enables the teachers to better understand the instructional processes in terms of contemporary education knowledge and practice (Sahlberg, 2012). And It has three thematic areas in education studies, including education theories, pedagogical knowledge, and didactics.

The Finnish universities require students to finish bachelor degree studies with 180 ECTS, and 120 ECTS within a master's degree. A master's degree thesis helps students prepare for the critical thinking and autonomous

decision-making required for being a teacher within the research-based education structure in Finland. Students normally accomplish their thesis in the field of education or choose a topic within the subject of teacher education (Sahlberg, 2012).

Teacher education in Finland is research-based. It aims at preparing teachers to be aware of the effects of their actions and factors around their work, thus equipping them to control their own activities. It seeks to develop teachers who will base their educational decisions on rational arguments in addition to experiential arguments. It also develops teachers who have the capacity to use research and research-derived competencies in their on-going teaching and decision-making. This method of teacher education presupposes a general understanding of research methods as well as a positive attitude towards research. (Westbury et al. 2005, p. 477). Research-based teacher education means that it must be supported by scientific knowledge and be focused on thinking processes and cognitive skills employed in conducting research (Jakku-Sihvonen & Niemi, 2006). It enables educators to enhance their pedagogical thinking, evidenced-based decision-making and the engagement in the scientific community (Sahlberg, 2012). It also means combining theory with teaching method and practice. Thus, the curriculum of teacher education is based on three aspects ranging from the educational thinking model to other advanced fields. Students also learn how to design, conduct and illustrate the research on practical or theoretical aspects of the education. The highlighted part of the research-based education is the teaching practice in school setting, which is also the key component in the curriculum. The curriculum of teacher education is broad-based; it helps the future teachers in mastering the balance of knowledge and skills between the theory and practice. It also helps the new teachers with taking various perspectives into education.

With teaching practice, the students can implement their skills and

knowledge into reality. The central aims of the teaching practice for the student teachers are 1) to evolve into pedagogically thinking teachers; 2) to grow into the profession; 3) and to become aware of practical theories and views on educational matters (Ruuskanen, 2011).

Normally, the minor parts of the clinic-training courses happen in seminars or small group classes in the university. Students can practice with their peers, and most of the training will take place in the teacher training school. As for the primary school teacher education, students devote approximately 15% of their intended study time (for example, in the University of Jyväskylä, 40ECTS credits) to teaching practice in schools. In subject teacher education the proportion of teaching practice in schools represents about one-third of the curriculum (Sahlberg, 2012). During practice, students observe experienced teachers' classes, and practice their own lessons on different group of students with supervision by supervisors from the school. Moreover, professors or lecturers from the Department of Teacher Education also join the evaluation team. The good connection between teacher training schools and departments of education is one of the strengths of high quality teacher education in Finland.

The teacher training schools play a key role in the teaching practice process. It mainly happens in the special teacher training school within each university, under the management of the university, and other normal schools also assume parts of the responsibilities (Koski & Pollari, 2011). Throughout Finland, it does not matter whether you live far away from the centre area or in the central place. This is one good reason to explain the presence of qualified teachers all over Finland. As we can easily guess, there must be higher standards for employees in the teaching practice training school. All the teachers, especially those who are in charge of the supervising task, should be highly qualified professionals. The supervisors should have at least two years' teaching experience, and they must have master's degree. Additionally, 60 ECTS credits studies in teacher's

pedagogy are needed. In the reality, most have many years' experiences in teaching, are clear about their professional identity, and have good self-development skills.

First, they need to show their competence in guiding students, teaching, and educating students in the teaching practice. One important point is to demonstrate the connection between the pedagogy and reality. Therefore, they need to know theory and practice well. Second, they need to be well prepared in supervision, supporting the students with a teaching plan beforehand and giving feedback after the classes. Third, the supervising teachers need to be aware of their influences on concepts for the students-teachers' future development in terms of values, beliefs, and so on. During the teaching practice, the students will gain personal practical theory, while the supervising teacher is the closest person in this process. So it is important for a supervisor to understand and master ways to help future teachers to grow into independent, skilled and communal teachers (Moubu, 2011).

Apart from supervising during the teaching practice, the teacher educators also carry out other types of supports. An example from the University of Jyväskylä will be drawn to explain this issue. Two groups of educators share responsibilities. One is the teacher at the teacher training school who supervises teacher-training practice. The other group is made up of the lecturers of pedagogy and didactics at the Department of Teacher Education, who educate teacher-students mainly at the university but also at the teacher training school. The second group gives lectures and demonstrations and helps student teachers to construct their knowledge on pedagogy, such as letting students observe pupils and observing the teaching for young learners. What's more, they visit group sessions during the teaching practice, and give feedback on student teachers' teaching practice lessons (Moubu, 2011).

The teacher training schools also provide general education for

comprehensive and upper secondary students, like normal school. They are partly governed and financed by the Ministry of Education and Culture (Koski & Pollari, 2011). Another task is to collaborate with the university's department of education on seeking research and development in teacher education, to devote context for university research teams, or to carry out research and do experiments themselves. It will benefit the teachers and help the schools work more effectively in the complex knowledge society.

To sum up, the strengths of teaching education in Finland are 1) that the most able and talented individuals go into teaching, 2) there is a close collaboration between subject faculties and schools of education, and 3) teacher education is based on research (Sahlberg, 2011).

### **2.1.3 The future challenges in Finland teacher education**

Many evaluations highlight that Finland is quite successful in its teacher education. However, according to Sahlberg (2011)'s discussion on professional development in teacher education in Finland, we still can find the areas that need to be focused. There are mainly about on-going development when new teachers become engaged in real schoolwork, such as the introduction of new teachers into their first classroom, and the support of in-service teachers' further development. For example, the teachers' key role in planning curriculum means that training cannot be finished in the university but should be developed more in the schools. Due to the autonomy policy in different schools, there are no common standards for supporting a new teacher to successfully access his or her schoolwork. Nevertheless, the teacher education system should continue in the real school and have some means to act in an official way.

Another challenge that Sahlberg (2012) addressed is the time that students enroll into the teacher education after graduating from the upper secondary

school. They are much older than their peers when they enter the job market, so it is necessary for the students to weigh the quality of teacher education programs before they make final decisions on their career plans. In addition, the programs need to be up-to date, if they want to continuously attract the most talented young Finns. In this, the evaluation of teacher education programs is important. As language teaching gains popularity around the world, and I am interested in the language teaching in Finland, the next chapter will narrow down the topic by concentrating on language teacher education, particularly, in the context of Finland.

## **2.2 Language teacher education in Finland**

Language teacher education is a microcosm of teacher education. The trends in current language teacher education are 1) constructivist, process-oriented theories of learning, teaching, and teaching leaning; 2) a growing sense that language teacher education programs have failed to prepare teachers for the realities of the classroom; 3) a growing recognition that a teacher's prior learning experiences play a powerful role in shaping their views of effective teaching, learning, and their own teaching practices; 4) a growing concern that teaching be viewed as a profession (similar to medicine or law) with respect for the role in developing theory, directing their own professional development through collaborative observation, teacher research and inquiry, and sustained in-service programs, rather than the typical short-term workshop or training program (Crandall, 2000). This is based on global trends in language teacher education. Since the late 1970s, Finnish teacher education has been fully integrated into the university degree system (Larzén-Östermark, 2009). As part of teacher education, language teacher education does not have big differences

with other subject teacher education in Finland.

### 2.2.1 The development of being a foreign language teacher in Finland

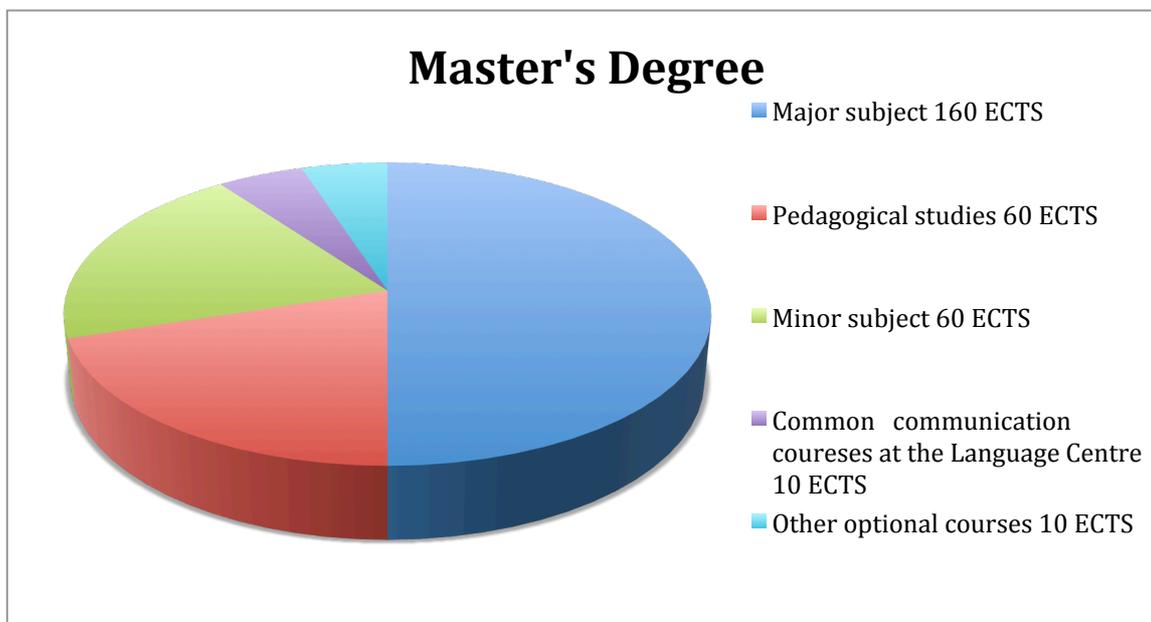


FIGURE 1 Master's Degree Studies for Future Teachers (Toomar, Salo & Pollari, 2011, p. 107)

Figure 1 illustrates that the university degree programme for language teachers is constructivist. The students must have a five-year program with 300 ECTS all in total before they complete the master's degree. Moreover, among the ECTS that are obligatory, the teacher-students also have to take pedagogical studies into their compulsory learning plan (Toomar, Salo & Pollari, 2011). At the University of Jyväskylä, it is within the 300 ECTS, but the situation in other Finnish universities differed, some of them allowing students to take extra studies for supplement. This is the structure that students usually followed in the teacher education department. For the language teacher, their major subject is one language, and one minor study on pedagogy, plus one other language as their second minor subject. The reality in Finland is that students cannot find a teacher job if they can only teach one language, so normally language teachers

can teach two or even three languages. Students in language teaching also need to take common communication courses, held in Finnish, Swedish, other foreign languages, run by the language centre in each university. Of course, during the five years of study, students also have the right to choose some courses they like as optional studies. The ECTS requirement for pedagogical study is strict, but if the students only want to teach in the lower secondary school or adult education, they can do language studies with only 60 ECTS. If they want to teach in higher grades, 120 ECTS language study is required. In higher grade school teaching, the language teacher will finish 120 ECTS in one language, 60 ECTS in another. And plus pedagogical studies all together. Most of the students will choose their mother tongue, which is easy to master, and English to study. With the increasing number of immigrants other languages will also be needed more in the future, so the students could consider taking various languages as their specialized studies.

Beside the matriculation and interview required for joining the Department of Teacher Education at most universities in Finland, the students also need to take a language and analysis skill-oriented test and participate in a group discussion (Sahlberg, 2012). The language and analysis skill-oriented test, which is a written test, is a language-specific method for testing the students' language skills in linguistically and cognitively way. Another important need is to test the interaction skills, which are evaluated in the group discussion stage.

During the five years' of studies, the first part is the language studies, which consist of courses in 1) linguistics, which includes applied linguistics in the field of language leaning and teaching as well as in the field of discourse studies; 2) culture studies such as literature and media; 3) research and 4) oral and written communication (Toomar, Salo & Pollari, 2011). Of course, language learning is one of the core elements for language teacher training. And the Language studies are not only about the developmental history of language or grammar,

but more related to the understating of various cultures, which is closely keeping pace with the trend towards globalization.

The second important part is the pedagogical studies, as it is compulsory within the curriculum for future foreign language teachers. Pedagogical studies are demonstrated in two forms. As people know, the common way is to learn in the theoretical way. In the university, there are lectures, seminars, group works and independent learning to help students in making sense of the teaching pedagogies from many fields of education. The study accounts for almost one-fifth ECTS of the whole master's degree study. Subject teacher education consists of the basic studies and intermediate/subject studies. In the basic study, teacher trainees examine the different functional environments and the integration of different education perspectives; whereas in the subject studies, the focus is on learning and its guidance, which is approached from various perspectives (Toomar, Salo & Pollari, 2011).

The other form is the teaching practice. Most of the students think they learn more from the teaching practice in their pedagogical studies. They really like this kind of hands-on experiences of their future work. The growing respect for the situated knowledge of the teacher, the recognition of the teacher as central in the teaching and learning process, and the crucial roles of the teacher as program and materials developer, needs analyst, decision-maker, problem-solver, and researcher of his or her own classroom (Richards & Nunan, 1990), has called for the teacher preparation program to create opportunities for perspective teachers to access this knowledge and test theories and principles with actual practice (Crandall, 2000). In most of the cases, future teachers needed more real teaching time than often happens in the language teacher education programs (Crandall, 2000). Due to the importance of teaching practice for language teacher education, all the other pedagogical studies give support to it, such as the curriculum arrangement. Because the teaching

practices cross almost the whole program of studies by taking place in different academic years, so the pedagogical studies in theory is arranged according to the stage of teaching practice. This is well considered and creates links between the theory and practice.

Within the teaching practice period, one role future teachers play is homeroom teachers. Another is observing foreign language teaching. Before their real practice, different types of observation tasks are commonly given, such as noticing the language used in the classroom or the social interactions that happened in the class. In this phase, the students try out what they have learned, and various activities will be held in order to support their practice. For instance, qualified supervisors will be there for helping students with their lesson plans' drawing in depth discussion. Feedback sessions will be held after each practice. One special practice is co-teaching, which is not common around the world yet. The students enjoy working with colleagues to get more help, whereas the supervisors feel it is instructive because of the different ideas in one class. Along the way, it is always required to explain the pedagogy behind the actions. This is one way to enhance the development of teaching pedagogy for future language teachers. Moreover, it can be regarded as one of the reasons that language teachers in Finland are so good at understanding pedagogy.

### **2.2.2 The concerns for language teacher education in Finland**

Problematic issues in teacher education that have long existed around the world are still embedded in Finland teacher education. Overcoming the perceived gap between theory, research and practice is one of the challenges faced by Finnish teacher education (Westbury et al. 2005). Cooperation is well organized between academic disciplines and educational departments, as well as the education departments and practicing schools (Larzén-Östermark, 2009).

Language teacher education is tightly coherent under the management of the teacher education department, so all these concerns should be added into the comments or judgments of a specific language teacher program. These are also things that the researcher wants to find out about Finland language teacher education. And The JULIET program in the University of Jyväskylä is a highly recommended second language teacher education program that attracted the researcher's eyes.

## **2.3 JULIET Programme – primary school English teacher training**

### **2.3.1 The background of teacher education in Jyväskylä**

The University of Jyväskylä is famous for its teacher education; as Toomar et al. (2011) argued there are two essences make the teacher education in Jyväskylä good. One is the latest university strategy, including 1) basic natural phenomena and the structure of matter; 2) education, learning and teaching in the future; 3) languages, culture and social change processes; 4) physical activity and wellbeing; and 5) human technology (Strategy of the University of Jyväskylä 2015-2020). The teacher-training programme gains support from the strategies, creating a good foundation for teacher training. Another reason is that the high reputation from the University of Jyväskylä does provide high quality training for teachers.

### **2.3.2 An introduction of the JULIET Programme**

Becoming a primary teacher is competitive in Finland. If a student wants access to primary school teacher education, they need to take the national entrance

exam first, attend the matriculation examinations, and get a the higher score, then attend an interview hosted by the university. The procedure is the same with the selection for the normal teacher education department.

In primary school teacher education, the major subject is related to educational studies, and has three major areas: (1) the theory of education; (2) pedagogical content knowledge; and (3) subject didactics and practice (Sahlberg, 2012). Preparing teachers need to take courses on pedagogical studies, and educational science; additionally, they have to finish their master's degree studies.

According to the research-based education requirement, the master's thesis is essential. The primary school teachers will choose and independently complete a topic in the educational field. They also have to participate in research seminars and present their papers, which gains 40 ECTS for their additional studies.

Due to the fierce competition, and economic issues, students who intend to become a language teacher cannot find a position by only teaching one language. So the JULIET Programme in the University of Jyväskylä offers an opportunity for students who prefer to teach in the primary school with English as their strength. The purpose, aims, and learning tasks of the JULIET Programme will be discussed later to better understand why numerous students choose to join the group.

JULIET is a part of the Class Teacher Education Programme in the Teacher Education Department in the University of Jyväskylä. It provides an opportunity for students from the Teacher Education Department to specialize in English and foreign language pedagogy for teaching young learners. It is included in the whole master's degree studies. Students who took JULIET Programme courses have the qualifications to find job in the Finnish comprehensive school with their specialization teaching English, or to be

teachers in certain international schools.

To enter the JULIET Programme, the applicants need to attend a written exam on the same day as the entrance exam for the teacher department, to show their command of English. The interview cannot be ignored, as that can also demonstrate their spoken level in English, their attitude about English language leaning, and their prospects becoming a language teacher. After that the home groups will make a decision.

JULIET is 35 ECTS in total as part of the minor studies; it consists of JULIET I and JULIET II. JULIET I includes the courses with 25 ECTS, which students will take from the first year to the third year. JULIET II happens from the fourth year to the fifth year with 10 ECTS. The total minor studies should be 60 ECTS, the rest 25 ECTS for meeting the requirement of minor studies can complete from the second minor study.

TABLE 1 The Courses of JULIET I

JULIET I	
YEAR 1	OJUP101 Creative and Cultural Language Development (4 ECTS)
	OJUP102 Academic Language Development 1 (4 ECTS credits)
YEAR 2	OJUP103 Varieties of English (4 ECTS credits)
	OJUP104 The Language of Education and Pedagogy (4 ECTS credits)
YEAR 3	OJUP105 Academic Language Development 2 (4 ECTS credits)
	OJUP106 Foreign Language Pedagogy (5 ECTS credits)

TABLE 2 The Courses of JULIET II

JULIET II	
YEAR 4 OR 5	OJUP201 Content and Language Integrated Learning (2-6 ECTS credits)
	OJUP202 Issues in International and Intercultural Education (4 ECTS credits)
	OJUP203 Language, Literature and Culture (4 ECTS credits)
	OJUP204 Pronunciation and Pedagogy (2 ECTS credits)
	OJUP230 National Language Test/Yleinen kielitutkinto (2 ECTS credits) (optional study)

JULIET I provides the basic courses about the teaching of English within the Finnish education system. It focuses on creative and cultural language, academic language skills, varieties of English, the language of education and pedagogy, and theories of foreign language pedagogy (JULIET, 2016). The benefits of taking this programme are illustrated below: the courses offer students opportunities for developing their English language skills into a higher level; to gets them familiar with different cultural knowledge about English around the world; it helps students gain understanding and practical experiences with suitable teaching methods, materials, basic rules on foreign language teaching in primary school (ibid). The programme also encourages students to do exchange study in other countries for experience internationally. The exchange students and international master's degree students in the University of Jyväskylä also attend some of the courses, which is automatically forms an international atmosphere.

JULIET II offers advanced courses in a broader view of foreign language

pedagogy from international and intercultural aspects of education. This addresses the integration of content or subject studies with foreign language integrated learning (ibid). The most famous course is “Content and Language Integrated Learning”, which is well known by its abbreviation name CLIL. To be a CLIL teacher is becoming increasingly popular in European schools, as it gives better competence for students to teach school subjects in English. CLIL follows the trend of education internationally. Students also need to take the Advanced Level National Language Test in English (YKI) to get the official qualification.

After went through the courses’ content (TABLE 1 and TABLE 2), the special features of the JULIET Programme can be summarized as follows: 1) focusing on personal and pedagogical language development, in order to develop students’ variety of languages skills with aspects from life, language and culture within the English speaking world; 2) learning about foreign language pedagogy for young learners, paying attention to the foreign language classroom with the development of theoretical and pedagogical understanding from the reality and practical; 3) learning through English. All courses are carried out in English and offer plenty of chances for students to develop their pedagogical language skills. Lecturers are native speakers or near native speakers, that can guarantee the language proficiency; 4) national language tests which can help the students to gain an official qualification to become a CLIL teacher. It is an optional study that gives students more choices in the labour market; 5) an international dimension, that provides a cultural diversity environment for JULIET students, and is good for their English skills’ development; 6) the opportunity for exchange studies in Europe, so students can have more particular experiences in the international based language environment, and get better reflection in the culture diversity; 7) continuing English studies with help from the language Department in the university; and

8) teaching practice via The University of Jyväskylä teaching training school, where students can carry out observation and practice studies. The practice for the class teacher is mainly teaching English lessons in grades three to six; and students who took JULIET II, who also have CLIL can teach CLIL lessons in the primary school with different contexts (JULIET, 2016).

To sum up, as part of the class teacher master's degree studies, students involved with the JULIET Programme, may gain an additional certificate when they finish their studies. The students will gain both a general qualification to teach in the Finnish comprehensive school and the required official competence for teaching English as a foreign language in the lower stage (grades 1-6) of the Finnish comprehensive school (JULIET, 2016). As a result of the high level of English language skills, special competence in CLIL teaching, and the variety of international experiences, qualified students will become language educators with their English proficiency, and get more employment opportunities in the modern Finnish education system, even in the European labour market.

### **2.3.3 Studies related to the JULIET Programme**

As mentioned earlier, the JULIET Programme is an action research project. The teachers and students involved in the programme are encouraged to conduct relevant research, such as the master's thesis. Going through previous studies that have been carried out by teachers and students with JULIET Programme, I was unable to find any evaluations about the whole programme. This may be because the culture in Finland is highly autonomous within education, and evaluation is not officially required. If the JULIET Programme wants to retain its attraction, some comments should be done with an overview of the whole programme. Peacock (2009) agrees an evaluation of the foreign language teacher training programme can increase accountability of the programme to

stakeholders, mainly the students and the teachers (Peacock, 2009). White (1998) suggested that the first step to answer the question “What is quality in English language teacher education?” is to clarify stakeholders’ views of teacher education, and believed that to promote good English language teacher education, it is essential to achieve a balance between the requirements of accountability to stakeholders (White, 1998). With the all the concerns of language teacher education in Finland discussed before, the focus of this research is on how the programme meets the needs of the students and teachers and the improvements needed in the future to retain competence in recruiting the young intelligent Finns into the department. Therefore, the expectations, outcomes and experiences of the teachers and students participating in the JULIET Programme are the main themes to study in this research.

### **3 RESEARCH PROBLEMS**

The research was carried out with three research problems as follow:

1. What are the present expectations of the teachers, supervisors and students in the JULIET Programme?
2. What are the expectations of the teachers, supervisors and students about the future of the JULIET Programme?
3. What are the experiences of the teachers, supervisors and students in the JULIET Programme?

## 4 IMPLEMENTATION OF THE STUDY

### 4.1 The participants and the research process

#### 4.1.1 The participants

The participants in the study were five students, three supervisors, and two teachers of the JULIET Programme in the University of Jyväskylä. The five students were pre-service class teachers who joined the programme three years ago. At the time of the interview they were doing their first English teaching practice and their second teaching practice overall. The third year pre-service teachers who were selected already did theory studies in the university, and were familiar with teaching practice more than the younger student teachers, their study are in the middle of way. Thus, they could conclude their study performance better and have more thoughts about their future studies after comparing theory and reality. They taught in different grade levels, due to the timetable of the class and the researcher's own schedule; two grade three classes and one grade six's class were chosen. It means three of them are accessed this study. However, because this time the pre-service teachers only teach in grade three and grade six, the researcher managed to observe both grades successfully.

In this programme, each pre-service teacher has his or her own supervisor, who comes from the primary school affiliated with the university for teaching practice. Every year a great number of pre-service teachers go there to do their teaching practice. So the three supervisors of the teaching practice in this study were easily found.

The last two teachers who were also involved in the interview were the ones who mainly in charge of the whole programme and teaching the programme

courses in the University of Jyväskylä. Through them, I gained contact with the pre-service teachers at the beginning, met them in one class, explained what the study is going to be, then got permission from them for future cooperation to be participants in my research and to conduct field observation in their classes. Then I went to the teaching practice school, found their supervisors, and got agreement on observing classes and interviewing them after the whole teaching practice. Furthermore, I got the permission to use all above as my data (see Appendix 1).

#### **4.1.2 The research process**

The research can be outlined by the following phases.

##### *Phase 1: Preparing for the research*

To follow my personal interest in language teacher education in Finland, I did literature reviews of teacher education and language teacher education, and the JULIET Programme got my attention. I also took Matthew Peacock's (2009) article that presented a new procedure for the evaluation of EFL teacher training programmes, which served as a major methodological inspiration for my study.

##### *Phase 2: Selected the participants*

The programme teacher helped me selected three students in the JULIET Programme, who were preparing their teaching practice at that moment, and perfectly matched my research timetable. Then three supervisors were chosen because each student followed one. The programme teachers are the ones definitely to be selected.

##### *Phase 3: Designing the research instrument*

The first step was to design interview questions. Before going into the field, I got myself familiar with the JULIET Programme. This included going to the

university website to search information about the programme, and checking the programme curriculums. I also took some of the JULIET Programme courses, which helped me to understand the curriculum better. In addition, I was an English language teacher myself, so there are lots of things in common between the pre-service teachers and myself. It is useful to make sure all the research questions are tightly connected to the research questions. Furthermore, based on Matthew Peacock's article (2009), I asked the pre-designed questions at first (Appendix 2, 3, 4), then I added some follow-up questions on the basis of the interviewee's responses, such as giving examples from both their studies in the university and the teaching practice.

Before the data collection, I sent the research permit request (Appendix 1) to participants and also asked them what kind of cover names they wanted in the thesis for themselves.

#### *Phase 4: Collecting data*

Based on the research questions and research method features, semi-structure interviews and field observations were utilized, since they were applicable to collecting the responses of participants.

First were the semi-interviews. During the interviews, I tried to find out if the participants' expectations were fulfilled, what kind of outcomes they achieved, and what valuable experiences they gained from this programme. With observation, I tried to look at the cooperation between the teaching practice supervisors and the pre-service teachers, to see how the pre-service teachers improved with the guidance.

All of the participants were talkative enough, however, I gathered a large amount of data to transcribe. The study extends to 53 pages, which took almost one month to finish. I understood the participants' speaking during the interview, but later when I listened to the recording, it was much more difficult to understand. It was not only about the recording quality, but also the accents

of the people. To make sure that I had accurately represented their words, I sent the transcript back to the interviewees for comments, and some of them changed a few words that I had spelled wrong. Some of them explained more about their ideas. It made sure all the information was accurate without being misunderstood.

Interviewing is the most common form of data collection in qualitative research. You gathering information from your participant about the topic you are studying (Lichtman, 2012). My goal was to try to learn the interviewees' thinking about the programme. Most qualitative research studies use a small number of individuals, and it is quite common to see studies with fewer than 10 respondents (Lichtman, 2012). In this study, I interviewed eight people in all after the whole teaching practice, three pre-service teachers, three teaching practice supervisors and two programme teachers. The interviews lasted from half an hour to two hours.

There are many types of interviews categorized in the qualitative research, which include the structured interview, the semi-structured interview, and the casual or unplanned interview (Lichtman, 2012). With the structured interview, the researcher should conduct the interview with the same questions for each individual, which is more associated with survey research but is not suitable for this study. I did not consider the unplanned interview because there were certain things that I wanted to dig out, information that could be useless without planned questions. As regards to these research questions, the semi-structured interview was selected as: 1) it aims to gain an understanding of textual information; 2) it is a flexible method enabling the participants to articulate their answer in more details; and 3) it can measure certain tacit expressions which cannot be easily detected via textual interaction, such as the facial expression and body language. The semi-structured interview involves developing a general set of questions and a format that you follow and use with

all participants. While the general structure is the same for all individuals being interviewed, the interviewer can vary the questions as the situation demands (Lichtman, 2012). During the interview, you never know what kinds of answers you may get, and some answers may inspire one to go in some interesting directions. In this study, I found that situations between participants were varied, following the main general questions.

After deciding the way of conducting the interview, it was time to select a setting and set up the interview's time and places. In order to help the participants feel more respected and comfortable in the interview, I sent the main questions' list to each participant. It aimed to give them the first impression of the interview in case they felt difficulty in answering some questions, so they might have time to think about them a bit beforehand. There were some questions demanding them to recall memories. Then the time and places were settled via email with mutual agreements, mainly in the classroom after the participants finished their work there. One of the pre-service teachers chose to do the interview at the university library café; it was early in the morning, with only a few students reading quietly there. At beginning I thought it would be ok,-at the end the transcription showed that was not a good idea; furniture's moving sounds the participant's speaking voice difficult. I got a lesson from this accident, that to respect participants' wishes is important, but should take other issues into the consideration. Another lesson learned from the interview was to check the recording quality from time to time. It was the first interview for this research, and also the first time for me interviewing people. I trusted the quality of the recorder, it was in a quiet place, and I felt that I could understand the teachers well, so I did not check in the middle of the interview. I found it was quite hard to transcribe later due to the sounds quality. Of course there was also the accent issue, but the recorder quality affected the work later on. One more thing need to add was an online. Because the time is was close to

a holiday, it was impossible for me to meet one of the pre-service teachers. Therefore, a time was set up, both the participant and I were at home, and questions were sent beforehand. With the online interview, the advantage was that the recording's quality was good. Because the atmosphere at home was relaxed, the procedures were going well. But as Lichtman (2012) argues, the online interview is lacking nonverbal cues such as no look of puzzlement or no smile (Lichtman, 2012). You can hear the participant's laughing, and you can figure out that he or she was thinking during times of silence. More common was the accidentally interruption, such as the participant's son coming into the room without notice, but it was just few seconds. It reminded me that this was something I should prepare in advance.

To sum up, interviewing is a good way for qualitative research, but you need to take all issues into consideration before you start.

Second field observation. Gathering data through observation is also one of the popular methods in qualitative research. Observing humans in natural settings assists in understanding the complexity of human behaviour and interrelationships among groups (Lichtman, 2012). As regards to this research, the pre-service teachers were the core factors, so observing their class was necessary, also because of the and teaching practice is one of the important parts of the whole programme. Therefore, it was necessary to observe the teaching practice in class for it provides details of teacher education training from the pedagogical perspective. Observation can be regarded as supplemental to interview.

The teaching practice lasted for one month in the autumn semester. Each pre-service teacher would complete ten courses. Then I observed the English classes both with two grade three classes and one grade six class. When conduct an observing, it was difficult to just "go in and look" without knowing what you will see or what will be important (Lichtman, 2012 p. 36). Before officially

conducting the field observation, certain issues were carefully considered, such as the teaching improvements, interpersonal relationship, as well as the guidance. To be more specific, I focused on the pre-service teachers' teaching improvements during the whole period, and the working relationship between the teaching practice supervisors and the students on guidance before, in and after the class. I took notes of the whole teaching procedures of each class, to see what kind of content was included in their teaching. In teacher training school, they sometimes divide the students from one class into two groups in a different study timetable but with same content. So the students group become smaller sometimes, the teacher teaching the same thing, so observer can see the differences between the same class with two times. It was good to check the guiding results. Except making notes on the content, I also took some pictures of the teaching materials or tools within the class. As regards to this research, the observation was adopted in a non-participant manner, which means there was limited interaction and intervention with the people who were observed. Students in the teaching practice were comfortable about the observation. The pre-service teachers explained things or communicated with the children in the Finnish language, which I did not understand, but it not an issue for this research, because the students were too young to understand English all the time.

#### *Phase 5: Analysing data*

I processed the data with the transcription from the recorder, and the coding themes. It took longer time than I expected because of the huge amount, and languages barriers difficulties.

## **4.2 Research method**

Before conducting the research, first, the methodology needs to be identified.

Normally, the two research methodologies are qualitative and quantitative methods (Saunders, Lewis & Thornhill, 2007). In terms of data collection, more researchers prefer to adopt the qualitative method since it is relatively easier. However, the researcher must primarily think about which methodology could serve the purpose of the study best, after considering the research topic. According to the characteristics of qualitative research method, the qualitative research is used rather than quantitative because of the following reasons. First the main purpose of qualitative research of any kind is to provide an in-depth description and understanding of the human experiences (Lichtman, 2012, p. 12). Qualitative research is “a way of finding out what others feel and think about their worlds” (Lichtman, 2012 p. 14). In this study, an experience was one of the main sections focused on. Second, there is more than one way of doing qualitative research (Lichtman, 2012), which gives more choices to collect data from different aspects. Third, because of the variety of data in natural settings, qualitative research typically involves a study of things, as they exist, rather than contriving artificial experiments (Lichtman, 2012). In this study, face-to-face interviews and classroom observation were used. Moreover, qualitative research can be viewed as having multiple beginning points, and the process moves back and forth between data gathering/ collection and data analysis rather than in a linear fashion from data collection to data analysis (Lichtman, 2012), which has more flexibility. Researchers may be able to find out new and interesting things during the process. It also allows the researcher to vividly collect data and find out information through his or her eyes and ears, and make sense through the interviewing and observation, which helps the researcher to discover details for the research question.

Among the qualitative research methods, focused ethnography (Knoblauch, 2005) is approached in the empirical part of the study. This research adopted focused ethnography as the main method due to its special features. First,

focused ethnographies are short-ranged and not continual. It suited this research as it happened within a certain period of time. Second, focused ethnographies are typically data intensive. In this study, a great amount of the data transcription of interviews' recording was needed. Third, it was focused on aspects of a field; one needs to have knowledge of the field of which it forms a part. I was working as a language teacher in exactly the same field as the participants' in this study, and I can better understand some specific aspects. Furthermore, the focused ethnographies were the studies of "highly differentiated divisions in labour and fragmented culture" (Knoblauch, 2005, p. 11). It can help the researcher to investigate more details from various aspects. This research involved with individuals' interactions, which cannot be addressed with numerical analysis. So semi-structured interviews and field observation were selected as the data collection methods. The field observation was a supplementary way for the researcher to verify the information during the interviews and find out some hidden information.

### **4.3 Data analysis**

According to the definition and the research questions, I chose qualitative content analysis as the research method. The sample usually consisted of purposively selected texts that can inform the research questions being investigated, and inductive from the raw data. Moreover, it usually analysed the interview transcripts to reveal the information related to people's thoughts (Zhang & Wildemuth, 2009). My data was extracted from the interview transcripts, and they were used at the first time. Therefore, this was a data-oriented research, whose coding framework came from the data itself, rather than the sub-concepts in teachers' education. First, I went through the

qualitative data from the interviews of programme teachers, supervisors and pre-service teachers, as well as the observing notes. I used classroom observation to supplement my understanding of the research context and the content of the interviews. After that, I categorized them based on the research questions. When I was coding the categories, I moved back and forth between the pieces of information. I did initial coding generally following the contents of my research questions, and then narrowed down the groups of codes by finding the connection between them, which according to participants' reflections on themselves and the feedbacks about other participants, thus, small sub-groups were formed. At last, a conclusion was made on the basis of the connections between the different phenomena.

#### **4.4 Reliability**

Reliability is an important factor in evaluating research quality. It can be measured from four elements: credibility, transferability, dependability and confirmability (Shelton, 2004).

First is credibility. There are sets of activities that can help improve the credibility in research result, such as peer debriefing, member checking, and prolonged engagement in the field (Zhang & Wildemuth, 2009). My classmates and supervisor reviewed my thesis now and then during the writing process, to make sure that my efforts were true. This research was conducted in my university, having the knowledge to be conducting a research for a master's thesis. Before starting the research, I reviewed relevant former researches, to find my own framework and decide on the research questions.

Second is transferability. Transferability refers to the extent to which the researcher's working hypothesis can be applied to another context (Zhang &

Wildemuth, 2009, p. 6). If I conducted research with other participants in the JULIET Programme, I should get the same types of findings, and my research could be used in other EFL teachers training programme as well.

Third is dependability. If the work were repeated, in the same context, with the same methods and with the same participants, similar results should be obtained, the process within the study should be reported in detail, thereby enabling a future researcher to repeat the work (Shenton, 2004, p. 71). My methodology is described in details the reader can understand clearly, if using the same methodology exactly, the result should be the same.

The last one is confirmability. It refers to the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others who read or review the research results (Zhang & Wildemuth, 2009, p. 6). When you look into something, it should triangulate with different perspectives.

After the whole research, I found some limitations with my research the readers should be aware of. The first was the participants in a small group, only three pre-service teachers involved in the interview, but it did not affect the research results in this study. A larger group participant would have been a great value. Second were the feedback meetings with students and teachers, which were held in Finnish, so I could not join in due to the language barrier. It did not affect the findings in this research, but more interesting findings might be found out with more field observations.

To sum up, I think my research has its reliability.

## **4.5 Ethical solutions**

The ethical issues should take into consideration the data collection in qualitative research. First, I asked for cover names from the interview

participants, to protect their confidentiality and to make sure there was no identifiable information revealed in the data. Second, during the interview process, participants could decide if they wanted to continue or stop for any reason. Third, all the data was stored in my private computer after the interview, to guarantee that no one else can access it. And all data would not be destroyed; they were protected and kept archived indefinitely for possible future use.

## **5 RESULTS**

In this chapter, the researcher will state the results from the data, which are based on the three research questions:

- 1) What are the present expectations of the teachers, supervisors and students in the JULIET Programme?
- 2) What are the expectations of the teachers, supervisors and students about the future of the JULIET Programme?
- 3) What are the experiences of the teachers, supervisors and students in the JULIET Programme?

I both used the interview data which the direct quotes, and the observing data from the English courses to show the objectively in the research.

### **5.1 The present expectations of the teachers, supervisors and students in the JULIET Programme**

#### **5.1.1 Teachers' expectations**

The following themes emerged from the programme teacher's interviews:

the teacher Alina and Teacher 1 (the teachers chose their own cover name as Alina and Teacher 1), who were in charge of the programme and the lectures, talked about the aims of the programme, the relationship that they want their students to have with English, and fostering their students' development. At the same time, data extracts from students were added as well, which aimed at providing contrast, or complement the teacher's words.

### *Aim*

The teacher Alina stated the aim of JULIET Programme.

Support them...become a teacher, then they could develop their identity... find their direction for their teaching, ...find what kind of strengths they have, to develop those strengths... be well prepared when they go to school...meet those demands and situations and contexts...(Alina)

Alina said JULIET aims at help students get well prepared before being a real teacher. It matches the aim of the programme which is to support and allow students work as language teacher with lower grades in the comprehensive school. (JULIET, 2016)

### *Students and English*

The teachers also talked about the relationship their students have with the English language, as the following extract shows.

They will feel comfortable to use English, ...fell happy be with English...happy to use English, to be the teacher, they fell comfortable within the language, ... use the language and build the relationship with the language, ... they fell more comfortable and to enjoy using English, to fell more creative, the language...flow over into their work with children... (Teacher 1)

Teacher 1 speaks about making her students comfortable with English, and

considers it important that they “feel happy to be with English”, and that they build the relationship with the language.

### *Foster strategy*

The teachers mentioned their strategy of this programme as follows:

Be ready to continue developing. (Teacher 1)

Capable to develop themselves in teaching after they leave this place. (Alina)

They both agreed that students should keep an on-going development. As “professionalism is one of the teachers’ requirements, that means teachers follow on-going development of their own craft, and implement knowledge into their own work that is very important for teachers’ future” (Sahlberg, 2012, p. 19).

Except for the general goals, teachers also carried out some actions with specific goals that include 1) doing action research projects: 2) creating safe places; and 3) involving responsibility to support the programme and students.

### *Action research project*

The programme teachers would have liked to have the students doing research within the programme at the same time during their study.

It is an action research projects...want the students to be working with us not under us...not only our project...we are working with them have something to contribute...make their contribution visible and possible. (Teacher 1)

They wanted to keep the programme in a developing process as an action research project. “This resonates with the openness to research-based initiatives in Finnish teacher education” (Moate & Ruohotie-Lyhty, 2014, p. 262).

### *Safe place*

The teachers raised a “safe place” concept in supporting students within the programme. Such as:

We create a safe place to take risks...can actually try to do something, I try to do more.  
(Teacher 1)

They feel and they can try something, if it does not work, you are not being judged. (Alina)

“Novice teachers need real safety to make and learn from mistakes in their initial practice” (Chubbuck, Clift, Allard & Quinlan, 2001, p. 374). In JULIET they try to offer a safe place for students to learn in experimental ways without being judged, “they can try to do something” and “to take risk”.

### *Responsibility*

Teachers talked about to helping students build sense of responsibility during their learning and preparing for future work.

To recognize that they are responsible for each other...responsibility to children...not only...for themselves...be responsible for others...to build their sense about responsibility, the things what they do is meaningful. (Teacher 1)

This is the idea ... developing becomes a teacher...It is not possible without responsibility...not just about theory, not just about instructions, it is about doing things.  
(Alina)

Teachers highlighted that to “be responsible for others” is essential for developing into a teacher. As Lauermann & Karabenick (2013) argued that “Sense of responsibility is important on fulfill professional obligations, or affect motivation and self-regulation.”

The teachers realized that they relied on teaching practice a lot in getting students' practical experiences, and the follow extracts show that they tried to create opportunities for students to experience more. The students felt that they benefited from it.

The programme teachers stated that they helped the students go to day care or after school clubs, and met with families for cooperation learning.

Students from the department of teacher education...taken over a school, on different groups ...responsible for different classes...the Juliet participated...we have been helping them decide what the theme ... how to develop theme...how to approach planning...the space to developing further, ... arranged them to go to day care." and "...went into an after school club, for example the day care, international school, all of these examples are in addition or outside of the official practice. (Teacher 1)

Getting them more practical experiences they would have... students said they would learn more about the cooperation with the family... so I arranged the families, and made them simulation task they were kind of new teachers talking to the new class...in class we had discussed about their experience...read more about cooperation...It was kind of teaching experiment, also practically experiences they need, the experience of this and the theoretical, then try to bring those together in the discussion. (Alina)

It provides so many opportunities... go and help the English class for Kids after school, kind of English club...It was really helpful that you got some work experiences. (Student 2)

The teachers tried to make students "get them more practical experiences" and "in addition or outside of the official practice". Student 2 felt "it was really helpful". The teachers were trying to be more creative and fill the gaps of teaching practice.

According to The Ministry of Education, one of the main polices in Finnish teacher education is "responding to the changing society." "Teacher education should be based on a thorough needs analysis to prepare educators for their

work in a changing social and cultural world” (Sahlberg, 2012, p. 20). JULIET teachers tried to keep pace with the school changes, such as the growing number of immigrants in Finland, the next extract illustrated.

The JULIET teacher Alina said she organized students to meet immigrants in Finland.

The immigrants, also the multicultural in Finnish school...I organized them to meet immigrants Finnish group...help them to considering, to develop their idea how to be a teacher be part of that... develop kind of identity, faith, culture and the idea of how to show appreciation to other culture and kind of making the children feel that they are welcome to the class...(Alina)

The teachers aimed at helping students “to develop their idea “of working in a diversity class with the society changing. It points to “the diversity is one of the integrated themes of teacher education at the University of Jyväskylä.” (Moate & Ruohotie-Lyhty, 2014, p. 257) Students can teach in a multicultural community. The students regarded that it was good practice but without enough comments.

The following extract gave an example of course Language Literature and Culture. The course offered students the opportunity to “develop lessons without any teaching material” and help them “understand about culture”, as teacher 1 said.

Another course ... Language Literature and Culture, ... the students go to English speaking part of the Kortepohja school, they develop lessons based on the stories...to give the students a place to develop lessons without any teaching material, they understand about culture, stories with many different themes. (Teacher 1)

However, student 2 seemed to have different expectations.

I felt it's kind of weird, we first had a course to do the plan, the teacher helped with it, but then he didn't really watching the lessons when we holding it and comments, because he didn't see them, bit weird... I felt it was a good lesson, and nobody say something about it. (Student 2)

Student 2 felt uncomfortable because "nobody say something about it." Student 2 preferred to get some feedback, due to "feedback can regards as monitor students' process toward their goals" (Nicol & Macfarlane-Dick, 2006). It can help students to assess their work and learn from the practice.

### **5.1.2 Supervisors' expectations**

The three supervisors who were interviewed were professional English teachers in the primary school. They expressed their expectations of teacher training with pre-service teachers, supervisor 1 and 2 wanted students become good teachers while supervisor 3 wanted to offer good experiences for pre-service teachers. In addition, they all showed their professional dedication on guidance, to pour their knowledge into students, such as how to implement the theory into practice. All the students were satisfied with the practice guidance, and we can see from the words of students within the following data extracts. When I observed the class, I could see the supervisors taking notes at the back of the class, and discussing with students their problems or future lesson plans after the class immediately. During the class, they normally did not interfere; providing assistance when the pre-service teachers needed help sometimes.

#### *Good teacher*

The supervisors indicated that their goals for the pre-service teachers teaching practice to contain aspects of good teaching, relationships with

children, and their own feelings.

A language teacher...want them to be motivating and active the children, to trust the children and be a good teacher...also know what they are teaching, they have to be aware of the curriculum...to have good prospect...to know English well enough and be able to teach. (Supervisor 1)

Want them to be excellent English teacher. (Supervisor 2)

To have a good experience...good guiding, good instructions...wish I can offer different things to different students. (Supervisor 3)

Supervisor 1 and two both mentioned that the most important thing is the pre-service teachers "know English very well and be a good teacher". Furthermore, the students can motivate children and "have a good experience" in the training period.

#### *Additional supports*

Supervisors also expressed their willingness to offer all kinds of help to students as much as they can in real teaching, such as putting theory into practice, giving all knowledge and giving space. And all students gave comments to show their feelings about supervisors' support; they thought that they got good support as the supervisors wished. It is illustrated by the data extracts from supervisors' and students'.

To help them realize also the connection between the theory and practice. (Supervisor 1)

I think it was good now how we did it; I think I got support I need. "And she makes me think, to be a productive teacher. (Student 1)

To get all the knowledge that I can give to them from teaching English...enjoy teaching English. (Supervisor 2)

She is a good supervisor, I really like her style of teaching, and her teaching philosophy

match with mine...she is really dedicated her job. (Student 2)

With Student 3 the challenge and goals is related to using technology, and keeping the working environment nice, peaceful and safe for everybody, like a safe place to express yourself. (Supervisor 3)

She is wonderful. She gave me space in the classroom. (Student 3)

All students thought they got good guidance. Student 1 thought, "it was good, she makes me think, to be a productive teacher"; student 2 commented " her teaching philosophy match with mine" and student 3 said, "She gave me space".

### **5.1.3 Students' expectations**

Students, who applied for JULIET Programme in the interview, expounded their expectations and achievements they thought they had gained so far.

#### *Goals*

Students aimed at enhancing their English language ability and gaining the ability to teach in primary school with English skills as their specialization, which the programme intends to offer, the general teaching qualification and official competence for teaching English as foreign language in the lower stage (grades 1-6) (JULIET, 2016).

The language skills, and the possibilities to teach in English in primary school, yeah, I think they are my expectations. (Student 1)

To gain experiences to get possibility to teach English...to become a primary school teacher... to gain some useful information from the study and use it in the practice...(Student 2)

I want to get the certificate or the permission to teach English in primary school, I want to get the qualification. (Student 3)

They all would like to “teach English in primary school” after completing the programme.

### *Achievements*

The extracts illustrated the results of students’ achievement.

I think I achieved my goal...I am good enough to teach...my language skill...I have improved. (Student 1)

I feel confidence enough to apply for a primary school teacher, especially in teaching in English. (Student 2)

I feel more confidence to teach in Primary school after taking this programme, I am satisfied. (Student 3)

Students think they achieved the goal even though the programme had not completed yet. They got agreement on the need to “feel more confidence to teach in primary school”.

## **5.2 The expectations of the teachers, supervisors and students about the future of the JULIET Programme**

### **5.2.1 Teachers’ expectations**

Regarding whether the programme is developing well by the teachers, there were still some aspects that needed attention, which gained consensus at the same time. They wanted to arrange more teaching practice in and outside the university for students, and to reconsider the time management of tasks. In order to update the programme, seeking opportunities to exchange ideas with others should be one of the targets, whereas current situation is without comments officially.

### *Teaching practice*

Programme teachers pointed out the programme do not offer enough teaching practice. Thus they should be looking for more opportunities from outside of the community for students, which the following extracts showed:

Second year has no practice, not enough. Amount of hours allowed to supervising teaching practicing is really little. (Teacher 1)

Try to find practical opportunities for the students outside the teaching practice. (Alina)

### *Update of JULIET*

In order to keep JULIET from becoming dated, in the extracts, programme teacher 1 suggested sharing ideas and teacher Alina said to seek new opportunities.

### *Share ideas*

Not very formal discussions... nobody complains Juliet... I don't want JULIET to be isolated, or kind of arrogant, would like to be that we could also be a resource for other people and a benefit for them...I think we would be grateful if someone would also comment or share their wisdom. (Teacher 1)

### *Seek opportunities*

We should be more active and try to look for the opportunity, or maybe it is Finnish culture, we shouldn't make too much noise about what you are doing. (Alina)

Teacher 1 did not want the programme to “be isolated” and teacher Alina thought it needed to “be more active” for the programme processes to get better.

## 5.2.2 Supervisors' expectations

Two of the supervisors had worked with this programme for a long time. Their expectations were in wishing to provide more hands on practices and ICT skills training, and suggested that the university reform their courses' management. The new supervisor asked for a package of information to be used for preparation.

### *More practice and courses' management*

Supervisor 1 thought practical activities were not enough and should not cut down courses as they are necessary. It is better to re-organize courses to avoid students have to take too many courses at the same time.

Very little time for hands on activities...more reading less doing... more digestive...many courses together... some parts maybe don't get enough emphasize ...The challenge is the economic situation in the university; they are trying to cut down the courses, that we don't want to give up any teaching there." And "they have too much to do...some students hate to have many courses at same time when they do teaching practice. (Supervisor 1)

### *ICT training and well arrangement*

Supervisor 2 suggested adding ICT skills training in the teaching practice period. It is the strategy of Jyväskylä teacher training school to embed ICT in education (Moubu, 2011).

Adds ICT...not in the official program...in the normal training...have ICT, but we should have more. About the teaching practice period, first year is too early, because they have too much to think if they also have to think about the teaching. (Supervisor 2)

### *Challenge*

As a new member in the supervisor group, supervisor 3 felt challenges with new duty, "package information" should be given for preparation, and also

because a supervisor should have a plan in advance for teacher training goals and content (Moubu, 2011).

Should have ...package information; ... I would like to know ahead of time, what is to come...I want to know what things to focus on...What do they need? And I think I would like to have that information earlier...if I had more time to prepare, and find out, then I could have been even better at my job." (Supervisor 3)

### **5.2.3 Students' expectations**

The students mainly commented on curriculums with their expectations, such as course balance and course reform as in the following extracts:

#### *Course balance*

They all preferred more practical experiences than theoretical learning and some concrete tips in teaching.

Have a lot of theoretical material, but the practice, what real do with kids... a bit missing. (Student 1)

I may expect to gain more like some concrete tips, and ideas for teaching. (Student 2)

Theoretical...far from the real life...a little bit more practical...tips like how to teach children grammar... we can practice. (Student 3)

#### *Course reforming*

Students would like outcomes to reflect course content in a more efficient way. For example, I would be beneficial to observe a real class right after the pedagogical studies, or to practice concrete tips in the class. Moreover, academic studies should not take focus away from teaching practice.

Go to the class right after we learned it, ... to see immediately, it would be easy to reflect... easy to connect them, theory and practice...What' more, teaching each other in the class ... or

would go to observe those things in Norssi, or go and see lessons, really focus on things we were try to learn. (Student 1)

Should be more focus on the course, like pedagogy things, primary school things...academic courses... it could be less of it. (Student 2)

### **5.3 The experiences of the teachers, supervisors and students in the JULIET Programme**

During the interviews, teachers and students also brought up some interesting topics through their reflections on experiences within the programme. These revealed the programme from a variety of perspectives. We could see the values of reflection in the teacher education programme. As Ottesen (2007) explained, the purposes of reflection in education is as manifold as the term itself, as self-monitoring can promote understanding and insight.

#### **5.3.1 Teachers' experience**

Teachers in the university talked about their feelings toward this programme through self-reflections. In addition, they were going to try a new idea about writing group diaries. Good jobs were done in gathering ideas from surrounding communities, conducting researches, and collecting students' reflections.

##### *Self-reflection*

They emphasized how they appreciated the opportunity to carry out this programme and try out things with it. It called their conscious consideration about JULIET as well, as teacher 1 said.

The JULIET idea, we got this nice model to try to which draws on theory whereby there is the a habitual way where you do what you've always done and that's just the way things are, or in an intelligent way... So we try to think carefully and read about and think about our own experiences in teaching. What would be a good teacher education program? What can we offer within the context that we are in? ...try it...carefully doing in...think about carefully and share what you have done...not isolated...other people can also comment, and contribute, and help us. (Teacher 1)

Teacher Alina pointed out that they do not intend to give students models, preferring to encourage them to have self-developing ideas.

I see dilemma in the teacher education...they need something to be able to decide, we have to give them something, but we should not give them ready-made packages...be encouraged to think for themselves what do they want to do. (Alina)

Alina also reflected that the programme goes in the right direction and has achieved some positive results. They regarded a long-term view of the programme, and felt students could find their own direction in teaching under their guidance as an important goal.

Positive development in the teachers...need more prove, a long term view... we are developing things...trying a way in condition a direction we don't really yet know...do researches at the same time...helped them kind of find the direction for the teaching...some positive things have been achieved...there is ever a model... should even develop more...we are going to the right direction. (Alina)

### *New ideas*

Teacher Alina intended to use group diaries and videotape a lesson for comments while students were doing their teaching practice. It was a good idea, because it could solve the problem of her insufficient supervising time. Meanwhile, video can play over and over, which allows a depth of reflection, and can identify problematic features and assess student responses

(Santagata, Zannoni & Stigler, 2007). Furthermore, group diaries could be used in combination with helping students in self-reflections. They could “persevere teachers engage in reflective activities not only to better learn new ideas but also to sustain professional growth after leaving the programme (Lee, 2006, p. 699). It was exactly what the programme teachers would like to achieve.

Trying to have a multiple sources...to have this group diary together, they can write and I can comment, to share ideas, will video tape a lesson, have kind of simulate recall...to show their feeling, thought, lesson plan... I can give feedback to them. And they can comment on each other as well, then I can keep track them where they are. (Alina)

### *Good jobs*

#### *Collect students' reflections*

Students' reflection was an on-going dialogue. Richards & Nunan (1990) wrote that writing is a discovery process, can be regarded as a way of exploring ideas. It can help students get an audience within the community on a communicative approach (Patrica, Lynn, Judith & Susan, 1990).

They are writing reflective essays... teaching report...to encourage them openly, to consider and reconsidering their idea. (Alina)

### *Gather ideas*

The programme teachers looked around for opportunities in collecting new inspirational ideas from outside the group. For example, visiting other institutions or other groups within the university was suggested. Communication was considered essential for a programme to not be isolated from others.

We thinking and looking around us, to think about what we are doing, and we try to listen to the students as well, I recently visited the international school, and look around what's happening there. (Teacher 1)

Be the relationship with the community...the relationship outside the group, with other group, other researchers, other teachers in schools...to get ideas of what is going on, do the develop, and also research." And we have new things every year... writing something with ideas. (Alina)

### 5.3.2 Supervisors' experience

Supervisors described their experiences from their perspectives including: 1) cooperation with university; 2) the awareness of programme's curriculum; 3) comments on students' quality; 4) reflection on their guidance; and 5) the concerns of pre-service teachers' attitude towards to language study and new challenge in the future.

#### *Cooperation*

Supervisors in the teaching practice school had close cooperation with teachers from the university according to supervisor 1 and supervisor 2's reflections. They have annual meetings to go through feedbacks from teachers and students and trying new things within the programme. However, due to the independent working concept in Finland, the university teachers and supervisors in the practice school kept their own space, which was based on the trust between each other.

Close cooperation...annually...have meeting together with those who are responsible for the JULIET program ... we discuss...to improve them...keep the students happy...go through their feedback...look at our own feelings about... go inside some courses in the JULIET program, so that they help the teaching practice; and contact them if I am particularly happy about something they have done. We keep developing to try out something different. (Supervisor 1)

We go through the program...cooperation of this program, it works fine. But in Finland...you are independent in your work, the university staff realized...we know what we do, we know what they do, we trust each other. (Supervisor 2)

### *Curriculum*

The curriculum was one of the key factors of the programme, thus it was better that supervisors knew about them. The reality was that supervisor 1 and supervisor 2 knew the curriculum well because of their longer working history with the programme, and they had even taught some lessons, while supervisor 3, as a new supervisor only knew about the general curriculum.

When they rewrote the curriculums...they sent me a copy draft for my comments...I also have been introducing some courses...I am really involved, not been exactly writing the project, but I have been to see about it. I also have been teaching some of courses. (Supervisor 1)

We go through the curriculum, what is new this year and what is not, so I have known the program, I know what to do with them...we discuss what's going to happen in the next curriculum? And what they want us to do here? (Supervisor 2)

I think I know the general idea generally, but I am not very familiar with specifics. (Supervisor 3)

### *Students' quality*

Supervisors were in agreement that the JULIET students were of good quality, both in English language skills and teaching attitude.

I think we have excellent students, especially this year; they are exceptionally good. (Supervisor 1)

I think Juliet students are really good...they are really good at English, and they also good at taking care of the class. (Supervisor 2)

They have been carefully selected, and they are hardworking, their English proficiency is excellent. (Supervisor 3)

### *Guidance*

Supervisors commented about their guidance during the teaching practice. Supervisor 2 enjoyed the work and took it as study time, and in addition tried

to make students to think about the pedagogy behind the teaching. Meanwhile, supervisor 3 tried to respect the students' autonomy on different opinions, and was satisfied with final achievements; what is more, other supervisors support supervisor 3 a lot.

Ask them why do they want to do this and that...to explain the pedagogical thinking behind the lesson plan. And "they are eager to learn, and the more they want to learn, the more I want to give. I really enjoyed the part of my work...I also learn at the same time. (Supervisor 2)

If the student teacher think differently, that is fine, it is also a learning experience. If with a reason, I will respect them. But if someone throwing things, I cannot agree with that, we can always agree and disagree. Then might be a good chance for conversation and exchange opinions." And a very close contact with other supervisors, they gave me a lot of help, we sharing all the time. They gave me lots of materials. Moreover, I think cooperation with Student 3 has been excellent, I achieved the goal. (Supervisor 3)

### *Concerns*

Supervisor 1 showed concerns that the students should focus on language teaching in general rather than English teaching only because of the linguistic background in Finland, and the challenges they are going to facing with teaching young kids from next year.

My concern is as a language teacher is a course how to teach and study other languages, other than English alive, because English is so dominant. I would love to see...not only focus on their own language, but language in general...to realize all kinds of linguistic background, to make that visible as well...which is not considered clearly, they are more concentrate on English. And the next year...the new curriculum, we are starting the language teaching Grade two, one-year younger, challenge for everyone. (Supervisor 1)

### **5.3.3 Students' experience**

Students supplemented their experiences in five aspects in the extracts. First

was the support from programme teachers. Second was the help from supervisors. Third were the difficulties they had experienced during the practicing period. Fourth were their comments on language proficiency with the awareness of varieties of English. Finally, they raised wishes for the programme in the future.

#### *Help from programme teachers*

##### *General points*

They highlighted that Teacher 1's courses were useful in English language teaching, especially with children. Furthermore, they mentioned Teacher 1's encouragement in critical thinking. With the teacher Alina's courses, students gained a wider view of education. Alina also became a good model for holding confidence with one's own English, encouraging student to open their mouths as much as they can. Students felt more fun in teaching English and gained knowledge on how to teach.

Teacher 1's classes, we have a lot of children's materials...she shown us a lot of resources she has given me a lot of ideas like, how to do things differently. I really like Teacher 1 to boots lots of focus into...you know having English teaching would be really fun. Alina's course...has broaden my view of education, she was teaching us in English, even though she is a Finnish person and using English as much as possible... you can notice that her English is not perfect, but using it there is no problem of it. She is teaching us like confidence and we are able to do it too...Gain a general picture of good teaching. (Student 1)

Like you always have ideas of what you could did different, I think it's great for Teacher 1 to encourage that, like anything to pick up, you know to criticize, and I really like how the courses has been; and we had issues with one course... the course didn't give us what we need...we did some complement in Teacher 1's course, make more helpful for us. So lots of general things like this. We are always using English...more natural to use English, like create conversation...I feel I could have more fun with children. (Student 2)

Teacher 1 gave many courses...English teaching all developed a lot. And I have been seen she with children, she is the wonderful model for me. My English skills get better...more fluently in speaking English; and gain some information in education, how to teach English.

(Student 3)

### *Pedagogical development*

Moreover, pedagogy leaning was influencing students gradually, such as when student 3 learned that speaking more English in the class was good for teaching.

Slowly you pedagogical view to watch things, gets better and better in a way. (Student 2)

Teachers should speak English in the classroom as much as possible. (Student 3)

### *Help from supervisors*

#### *ICT support*

The English courses implemented ICT a lot, such as when they used smart boards in class, doing activities with iPads and computers. Thus, students got ICT support from supervisors because they were not familiar with it, as Student 1 pointed out:

[Teacher] helped me a lot with technology, for example to use smart board. (Student 1)

#### *Lesson plan*

The quality of lesson planning affects the class directly. Students all preferred to send plans beforehand, so they could some revise ideas, and the supervisors could provide useful suggestions. However, student 1 could not get feedback beforehand, and got comments after the class instead. Student 1 chose to adopt suggestions in their own way instead of mimicking them exactly. Students 1 thought that if teaching older kids in the future, feedback for lesson plan beforehand was necessary, but with lower grades is ok at the moment. Student 2 totally recommended having teaching plans revised before the class, because

student 2 regarded teaching with a problematic plan as punishment for the kids.

She has so many ideas... she makes me think all the options... I need to explain the reason...she gave me the instant feedback after the class...I always took her suggestions in some way, not totally, I think she was able to see that she give me some ideas and I was doing them in my own way; and "I wrote a lesson plan and send it before the class to her; she never replied or never said that I need to improved it...She always asked me if I have questions before the class. I normally say: NO". I have to be very confidence of my plan, I cannot doubt myself; I would teach more in difficult materials, for example, 6 graders, when they have more to cover...I would need the help beforehand. ((Student 1)

I showed plan before I held it, then she give suggestions, this is better...Children is the one should not be punished, I do not want to purposely to make some mistakes during my teaching...should not do that teaching just for myself; she gave feedback...something what she thinks about for next lesson of practice...she challenges you...she will ask 'why' ...((Student 2)

I send her teaching plan before the class, so she has time to take a look and comment...it takes some work, but I can see why. (Student 3)

### *Difficulties*

Students struggled over language use and class management with children. In one class that I observed, the pre-serve teacher gave the orders without clearly instructions, so pre-service teacher had to rearrange the task. Student 1 trusted herself in decision-making while too many different suggestions came to her at the same time. One teacher mentioned that someone from the Department of Teacher education observed her class as well.

I was repeating the answers of students...trying to avoid; and Show the lesson plan both to the supervisor and the supervisor in education department, they give me totally different feedback... Then I understood...we need to learn our own ways in the middle what we feel is the best way... was trying to trust myself, my own instincts. ((Student 1)

Using language with the young kids, giving instruction in organizing... (Student 2)

The children, because I don't know them...That's the most difficult part for the planning."

And "the class management. (Student 3)

### *Varieties of English*

Based on different experiences within life or study, students figured out that the aim of speaking English was for communication, not about being as perfect as the native-speaker, and to be tolerance with varieties of the language, which is important for teaching children too.

The exchange study helped me to know, you do not have to excellent to be able to speak English... During the spring, I understood why it does not matter, if you get yourself understood, that is more important, and this is something important to teach to the kids, just try it, you do not have to be perfect in English, I think that is why I am confident, because I am not afraid to make mistakes anymore. (Student 1)

I do not think it is too important thing for a teacher...we are not aiming to be like native speaker...just be able to communicate in English, even it is not be perfect. It is good that a teacher is not an example for perfect English speaker, because it can intimidate for the kids. (Student 2)

Different varieties of English...in spring...you don't have to be really sounds like native English speaker...that's not really the goal, as long as you are understood is fine. So the tolerance of accepting different dialects and different accent, maybe the way that children pronounce words, you don't need to hundred percent correct. (Student 3)

### *Wishes*

About the wishes to the programme, student 1 wanted to take CLIL course to fulfil the goal with the programme while student 2 expected to form their own view on being a teacher.

If I take if I take the CLIL course, I think I will have met my goals there, I think something really interests me. (Student 1)

Expect my own view like teaching bit more, to form what kind of teacher that I want to be. (Student 2)

## 6 DISCUSSION

In this chapter, I will discuss my general impressions of the JULIET according to the data I collected, and then I present some suggestions for programme improvements. Next are the limitations that I had during my research procedures, concluding with my recommendations for further research related to JULIET Programme.

### 6.1 General impression of the JULIET Programme

The first part conclusion compares the expectations and achievements in different groups.

#### *Programme teachers and students*

The teachers in charge of the programme were confident with their general expectations, which we can regard as the goal. They were sure that something has been achieved, and in a right way. The goals are closely connected with the overall aim of the JULIET Programme, which is in supporting pre-service teachers with their English language skills and helping them to gain the ability work in the Finnish comprehensive schools. The students interview comments indicated that these goals were achieved through the programme successfully.

Within the programme, the teachers carried out some specific goals. The part about supporting students' practical experiences gained good results. Students appreciated the different opportunities for practices. The content related cultural knowledge that JULIET offered additionally (JULIET, 2016). One student was critical of one of the courses, named Language, Literature and Culture, because the student felt there should have been time set aside for reflection. I have taken that course, the planning stage had good guidance and

matched the course aims, to be able to work with authentic materials to create lesson plans, activities and units of work (JULIET, 2016). However we did not have any further comments after the practice. I felt as incomplete the student 2. As a pre-service teacher, evaluation on teaching is important for self-reflection and improvement.

Furthermore, there are also some good goals that programme teachers are trying to achieve. First, the idea of keeping the programme as an action research projects; next, providing a safe place for students. This is good point that students can try out their thoughts without being judged. It encourages students to be creative and exercise initiative. It also builds their sense of responsibility for others, especially for children. Programme teachers regard it is a long-term view. And students did not reflected on these issues in this study yet; it might be able to research in the future.

#### *Programme teachers and supervisors*

Programme teachers in the university have little time to observe classes during the teaching practice time. They have annual meetings twice a year, and only contact each other when there is a problem they need to discuss. They highly trust each other's independent work. This is one of the features in Finland's teaching system, that teachers have autonomy in decision-making with their teaching. As JULIET has been carried out for a long time, the cooperation between university teachers and practice school's supervisors were fixed in a way. While this is fine at the current stage, however, more communications between university teachers and supervisors in the practice school should be done. It is also not a good idea that programme teachers rely on supervisors entirely during the teaching practice task.

#### *Supervisors and students*

Supervisors in the teacher training school are specializing in teaching English to children. They are confident with their work performance. All students confirmed that they gained enough good guidance on English class teaching, and started to really think about how to put theory into practice. This is what the practice is supposed to be. According to my observation, supervisors had a good attitude on their job, and were gentle and patient.

### *Students*

This is the third year that students participated with JULIET Programme, and they gave positive feedbacks on their achievements, which is what JULIET wants to offer. At the end, one wished take CLIL lessons and one wanted to have a clearer view of being a teacher through the following years' studies.

### *Programme teachers, supervisors and students*

Programme teachers, supervisors and students have different expectations according to their personal needs and understandings of duties. However, there were some commons between their expectations. For example, the students had same expectations as the programme teachers held on what students could achieve after the programme: to be specialized in English language and gain ability to teach with English in primary schools. And supervisors in the teaching practice school wished to help students understand how to put theory into real practice, which was students would like to figure out during teaching practice. At the same time, they all would like to have more practical opportunities within the programme in the future.

The reflection on the experiences of programme teachers, supervisors and the students revealed that the elements that made this programme successful can be summarized in two aspects as follow:

First, I would like to talk about the efforts from programme teachers. JULIET teachers regard this programme not as a ready-made package. They do research themselves and encourage students at the same time. Proof can be found in their publications related to the programme, such as “Proactive and reactive dimensions of life-course agency”, and “Reconsidering the pedagogic responsibilities of teacher education”. Master’s theses from students’ also show on-going research, for example “CLIL teachers as material designers” and “The emotions of foreign language teachers in relation to students”(JULIET, 2016). It proves that the Department of Teacher Education in the University of Jyväskylä is well known for its innovative approach to research and research-based education (Toomar, Salo & Pollari, 2011), which is the biggest strength of teacher education in Finland as well.

Furthermore, they tried to create more chances for students’ practical experiences through their network. It relied not on the teaching practice school only, and responded the social changes and diversity in Finland as well. It became one of the reasons that teacher education in Finland can keep its top position through keeping pace with the times.

They also carried out effective courses. Students highlighted that teachers gave them plenty of extra materials and additional supports on courses’ content learning. Programme teachers were good models of critical thinking and confident use of the English language as non-native speakers. In addition, the course Content and Language Integrated Learning (CLIL) gave students opportunities to be CLIL teachers, increasing competences in the labour market both Finland and the European Union, as many European countries offer CLIL programs in mainstream education (Almenta, 2011). As CLIL teachers need to design lessons by themselves, it corresponds to the schoolteachers having a key role in curriculum design as schools’ reasonability (Sahlberg, 2012). The other course that influenced students was the Varieties of English. Because I have

participated in that course, I do agree with students' comments that understanding the approach of English learning is more to communicate rather than to mimic native-speakers. The difference around the world should be respected, which has been a subject of debate in the education field within recent years.

They also tried to come up with new ideas to solve problems. One teacher wanted to start group diary in order to wisely use the little supervising time for students' teaching practice. I seldom saw them go to observe the class while I was observing. Luckily, they had already taken into consideration into the problem solving for future work. They paid attentions to others' voices, collecting students' reflections and investigating surroundings, trying to find some useful information for programme improvements. This follows the teacher strategy for Finland universities that the teacher education programmes should up-to-date (Salhlberg, 2011).

Second, high quality teaching practices played a key role. The programme teachers had good cooperation with supervisors from the teaching practice school both in general tasks and curriculums. They hold meetings annually to exchange ideas for enhancing the teaching practice more efficiently. Moreover, they went through the curriculums together and discussed changes. Apart from this, supervisors provided professional guidance. During the teaching practice procedure, we can see that supervisors offered good instructions through the comments of students; they poured themselves into the process without any reserves, and made students think and reflect on the connections between theory and practice all the time. Furthermore, they respected different perspectives from students, and took it like multilingual study chances. Thus, they allowed students to get enough support technically and mentally within the practice at the same time.

According to the experiences of participants, we could see that reflection

played an important role in teacher education programme. It went through the whole period of the programme; the participants gave feedbacks and self-reflection to what they had experienced within the programme, which contributed to programme improvements and inner investigation. As Ottesen (2007) pointed out that “reflection holds the potential for expanding the understanding of what is been done and what to do with the world”(p. 43). And feedback is generally considered extremely important in the evaluation of EFL training programme (Peacock, 2009).

To sum up, the JULIET Programme is a good programme. Participants involved in it felt satisfied in achieving their goals and Supervisors praised the JULIET students’ quality. Nevertheless, there is never a perfect model; therefore JULIET has room for improvement.

## **6.2 Suggestions**

According to the data of teachers, supervisors and students’ expectations of the future of the JULIET Programme, the following suggestions are concluded.

To start with programme teachers:

- a. Adding more official teaching practice, such as in the second year
- b. Arranging more supervisor time for programme teachers in teaching practice
- c. Seeking opportunities for students on teaching experiences outside of the university
- d. Creating chances for sharing thoughts and getting comments from the outside communities, in order to better update the programme

The next is supervisors’ suggestions:

- a. Organizing more hands-on activities

- b. Try not to cut down courses, and reform time management
- c. Enhancing ICT teaching practice
- d. Preparing package information for new coming supervisors
- e. Arousing students' awareness of the changes in the linguistic background of language teaching
- f. Give attentions to English language teaching starting from one-year younger kids

Then there are the suggestions from students:

- a. More practice, less theoretical within curriculum teaching
- b. Reforming the order of carrying out courses' content
- c. Learn more on languages with kids in the classroom practically
- d. Clearing guidance responsibility for students in teaching practice, in order to not be confusing

For me, after the interviewing and observation, I agreed with most of the suggestions that were given by the JULIET participants, especially in adding ICT into the curriculum and preparing enough information for future supervisors. With technology enhancing the development of the society, and people using technology to exploring the world, to be educators, it is important to master the knowledge in advance and avoid not falling behind. Some teacher trainers gradually realized that technology is crucial to teacher training programs (Hubbard & Levy, 2006). In addition, new supervisors need training, familiarization and support in supervising at the beginning (Moubu, 2011) because of the importance of teaching practice.

One more thing I would like to point out is the importance of communications between JULIET Programme and other communities. As one teacher mentioned, the culture in Finland does not judge others' work. Even the programme teachers had already realized that, and tried to collect ideas or comments from others. However, the interaction was not enough. I did not find

any official meetings for programme evaluation or communication from organizations such as the Department of Teacher Education. I highly recommended JULIET Programme should have some evaluations regularly. “It is important for every teacher-training programme to have a system for regular internal evaluation.” (Peacock, 2009, p. 259) And it would be better if more and more communities or groups could come together and comment about the programme or compare with best practices of theirs. Because the world is becoming global, the more you share, the more you get.

### **6.3 Limitations**

During the research, the researcher had some limitations due to some objective reasons.

a. The limitation of infrastructure. Not all of the pre-service teachers were interviewed, which the researcher explained within chapter four.

b. The limitation of language barrier. I did not join some feedback meetings between students and teachers; it was talked about in chapter four. Thus, I recommend other researchers who share the similar research interest to find a translator to help in participating these meetings.

### **6.4 Further research recommendations with JULIET Programme**

I collected plenty of data, however did not use all. Moreover, I found that there were some interesting topics that probably could be done in the future.

- a. To study pre-service teachers’ experiences of research-based teacher education;
- b. To study their details reflection in implement theory into practice;
- c. To study pre-service teacher’s on-going development after they engaged in the real schoolwork.

- d. Another study with larger group participants, or with participants from other programs at some other universities, to get a larger picture of goals, experiences etc. in these kinds of programs.

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## 8 APPENDICES

### Appendix 1: Research Permit Request

Dear X X,

My name is Dongxu, my email address is [xu.dong@student.jyu.fi](mailto:xu.dong@student.jyu.fi). I am a student in the Master's Degree Program in Educational, where I am writing my Master's thesis on teachers and students' experiences about Juliet Program.

I am requesting for your kind permission to collect the research data by interviewing and observing English classes. The research data to be collected consist of the interviews and observation notes.

The data is collected and used for research purposes only and will be dealt with confidentially. When reporting the findings, the participants' identities will not be revealed; pseudonyms will be used instead. After finishing the thesis, the data will be destroyed.

Please contact my supervisor Professor Riikka Alanen of the Department of Teacher Education in the University of Jyväskylä (tel. 358-40-805-3021, email: [riikka.a.alanen@jyu.fi](mailto:riikka.a.alanen@jyu.fi)) if in need for additional information.

Your name:

Signature:

Tel:

Email:

Date:

## **Appendix 2: Interview Questions for Programme Teachers**

- a. What are your goals of Juliet programme? (Did you achieve it?)
- b. How do you support the pre-service-teachers on their practical experiences?
- c. Do you rely on the supervisor teachers a lot on teaching practice?
- d. Do you have any feedback lessons or content for pre-service-teachers?
- e. How do you help the pre-service-teachers to promote the skill of reflection and self-evaluation as a teacher in your teaching?
- f. Do you have any class management courses?
- g. What about to compare with English language major students on pre-service-teachers' proficiency?
- h. How do you keep the programme up-to-date?

## **Appendix 3: Interview Questions for Teaching Practice**

### **Supervisors**

- a. What is your goal of being part of the Juliet programme?
- b. Do you know what the Juliet curriculums are?  
  
(How do you like them?)
- c. Do you work independently as a supervisor?  
  
(Do you get any help from the Juliet programmer teachers?)
- d. What challenges do you have?
- e. What are your comments about pre-service-teacher's quality?  
  
(e.g. pedagogy understanding, proficiency)

## Appendix 4: Interview Questions for Pre-Service Teachers

a. What are your expectations about Juliet programme? ( What are your goals?)

b. What did you gain from Juliet courses?

(Can you give me an example from pedagogy perspective that you've learned from the courses, and it influence your activity designing.)

c. What help do you get from Juliet programme teachers most? (What you didn't)

d. What are your comments of your supervisor's support in training school?

e. What are your difficulties to do your teaching practice?

f. What's your comment your English proficiency?

g. Do you feel that you have freedom to set goals for yourselves as an EFL teacher?