

**Pre-service Foreign Language Teachers' Expectations of Their Studies
and Teacher Profession**

Master' thesis
Juho Leinonen

University of Jyväskylä
Department of Languages
English
December 2016

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty	Laitos – Department
Humanistinen Tiedekunta	Kielten laitos
Tekijä – Author	
Juho Leinonen	
Työn nimi – Title	
Pre-service Foreign Language Teachers' expectations of their studies and teacher profession	
Oppiaine – Subject	Työn laji – Level
Englannin Kieli	Maisterin tutkielma
Aika – Month and year	Sivumäärä – Number of pages
Joulukuu 2016	70 + Liitteet.
Tiivistelmä – Abstract	
<p>Uusia kielenopettajia tutkittaessa on havaittu, että opettajan alkutaival on usein haastavaa, ja monet toimivat näissä tilanteissa tavoilla, jotka eivät ole edullisia opettajien hyvinvoinnille ja ammattitaidolle. Ratkaisuksi ehdotetaan yleensä kielenopettajakoulutuksen kehittämistä. Kielenopettajaksi opiskelevien toimijuutta ja käsityksiä on kuitenkin tutkittu melko vähän. Tämän tutkimuksen tarkoituksena oli selvittää, mitä kielenopettajaopiskelijat odottavat yliopisto-opinnoiltaan ja millaisia käsityksiä heillä on opettajan professiosta. Näitä käsityksiä vertailtiin kielenopettajakoulutuksen tavoitteisiin ja periaatteisiin, jotka ovat Suomessa tutkimusperusteisia.</p> <p>Tutkimuksen aineisto kerättiin elektronisella kyselylomakkeella, johon vastasi 65 kielenopettajaopiskelijaa Jyväskylä, Oulun, Tampereen ja Turun yliopistosta. Kyselylomake koostui 1) taustatiedoista, 2) väittämistä, joilla kerättiin määrällistä aineistoa, sekä 3) avoimista kysymyksistä, joilla kerättiin laadullista aineistoa. Määrällistä aineistoa analysoitiin deskriptiivisillä tilastomenetelmillä, ja sen lisäksi kahdesta tutkitusta ilmiöstä muodostettiin summamuuttujat. Laadullista aineistoa analysoitiin aineistolähtöisesti ja vastauksissa ilmenneitä teemoja kvantifioitiin.</p> <p>Tutkimuksen tulokset viittaavat siihen, että kielenopettajaksi opiskelevat odottavat opintojensa olevan vahvasti painottuneita käytäntöön, vaikka kielenopettajien yliopisto-opinnot ovat pääosin muuta kuin käytännön harjoittelua. Esimerkiksi tutkielman tekemistä on määrällisesti enemmän kuin opetusharjoittelua. Tämän lisäksi käsityksen kielenopettajan professiosta ovat vaatimattomat. Yliopistojen katsotaan kuitenkin tarjoavan hyvät puitteet opiskelulle, ja kielenopettajaopiskelijoiden oppimiskäsitykset ovat progressiivisia. Tulosten perusteella yliopisto-opintojen luonnetta ja suorittamistapoja olisi tarpeen selvittää, jotta opiskelijat hyötyisivät niistä enemmän. Myös opettajan profession vahvistuminen on tulevien opettajien vastuulla. Muutoksen täytyy lähteä opettajaopiskelijoista ja yliopistojen tulee tukea tätä.</p>	
Asiasanat – Keywords	
Foreign Language Teachers, Teacher education, University Education, Professions	
Säilytyspaikka – Depository	
JYX	
Muita tietoja – Additional information	

List of tables and figures.	4
1. Introduction	5
2. Teacher Education and Language Teachers.....	8
2.1 Significance of University Level Teacher Training.....	13
2.2 Language Education as the paradigm for FLT education.....	17
2.3 Foreign Language Learning	19
2.4 Engaging in Studies in Higher Education	21
2.4.1 Extended Reflexivity	22
2.4.2 Restricted Reflexivity.....	22
2.4.3 Fractured Reflexivity	25
3. Learning theories	26
3.1 Behaviorism.....	27
3.2 Humanism	28
3.3 Cognitivism.....	29
3.4 Constructivism.....	30
4. Research design.....	31
4.1 Research Questions.....	31
4.2 Data Collection	32
4.3 Participants.....	34
4.4 Analyzing the Data	35
5. Results	36
5.1 Qualitative data from the open questions.....	36
5.1.1 Feedback on university teaching.....	36
5.1.2 Expectations of university tuition	40
5.1.3. Expectations of studies regarding language learning and teaching	44
5.1.4 Summary: pre-service FLT's expectations and assessment of tuition	47
5.2 Likert scales and other closed questions	48
5.2.1 Facilitative studying environments at universities.....	48
5.2.2 Views on the theoretical aspects of teacher training	53
5.2.3 Level of education perspective on teacher profession	56
5.2.4 New Public Management Doctrine	57
6. Discussion.....	61
7. Bibliography.....	67
Appendix I The questionnaire	71
Appendix II: Quotes from the data in their original Finnish form.....	77

List of tables and figures.

Table 1 Teacher students' opinions on university tuition.	37
Table 2 Teacher student's expectations of university tuition.	41
Table 3 Teacher students' expectations regarding language learning and teaching	44
Table 4 How facilitative are universities as studying environments.	49
Table 5. T-test results based on the facilitation scale	50
Table 6 Participants' choices for professions that match teacher	56
Table 7 Pre-service FLT's views on the NPDM	58
Table 8 Views on the New Public Management Doctrine.....	59
Figure 1 You readily give feedback to teachers during the course if you consider studying methods ineffective. 1= completely disagree, 5=completely agree	52
Figure 2 You make an initiative to gain feedback on your own performance from university teachers. 1= completely agree, 5 completely disagree.....	52
Figure 3 Teacher's do not need to follow research of their own field	53
Figure 4 Teaching is mostly practical work.....	54
Figure 5 Choose two alternatives, which you would like to study and know more	54
Figure 6 The main focus of language teacher education should be on practicum.....	55
Figure 7 The current university education is the best way to train teachers	57
Figure 8 Teachers should have performance-based pay.....	60
Figure 9 In which scenario would the quality of teaching be increased ?.....	61

1. Introduction

Foreign language teacher is a job pursued by many in Finland. In order to attain this sought position, one has to first show excellence in the chosen language or languages, usually in high-schools, even though a diploma from a vocational school is equally sufficient for applying. The next phase is applying to university to study a master's degree with the chosen language as major and education as minor. All Finnish teachers, including foreign language teachers, have to hold a master's degree, the purpose of which is to fortify teachers' professional status. It is an internationally acknowledged procedure, even though it is not the state of things in most countries of the world (Jakku-Sihvonen and Niemi 2006). After acquiring the degree, one is qualified to work as a foreign language teacher. However, there are many processes underlying this path and becoming a language teacher is not a straightforward issue, even though one may get such an image from public discourse: know the language, have suitable personality, demonstrate your skills in practice and one is a good teacher. Such a simplistic view of teachers and their education needs should be avoided.

Life-long learning has become a salient facet of schooling. The answer of teacher training institutions for this challenge in Finland has been research-based teacher training (Jakku-Sihvonen and Niemi 2006). Every teacher is a researcher is a current paradigm, which teacher education at Finnish universities studies follow. Therefore, everyone desiring to work as a foreign language teacher should gain adept skills at conducting research and thinking scientifically. According to Kaikkonen (2004b), advances in science precede development of schools, thus teachers should be able to follow trends in educational research and in that sense be ahead of time. The National Core Curriculum (2014) has been recently revised and it is being implemented in the schools during the writing of the present thesis. Life-long learning is highlighted there among other principles such as active agency of students, problem solving, creative and critical thinking and addressing changes in the surrounding world. It is a binding document, even though it assumes a great deal of independence for teachers, who should be professionals capable of contributing to and developing their field. At least foundations, preferably mastery, in these skills should be laid during university studies in order to further develop them in the working career. The present thesis investigates whether future teachers, who are studying to attain the degree required for teachers, have expectations and views that are in line with current research and the National Core Curriculum.

The term for novice teachers beginning their working career is induction phase and it has been

studied extensively. This phase often involves what is called 'the praxis shock'. For example Ruohotie-Lyhty (2011), Kajaala (2014), Flores (2006) and Kelchtermans and Ballet (2002) have studied this phase and how novice teachers act in the novel situations. These studies show that the situation is not ideal, despite the fact that teachers go through a five-year university education. It is often proposed that the challenges in induction phase and even further in the future could be addressed and solved with better preparation during teacher education. The third phase having received plenty of attention, there is a need to explore the second phase as well. Every phase of becoming a teacher is interconnected, thus it is useful to know more in detail who are the people that enter university with the aim of becoming a foreign language teacher. The new National Core Curriculum suggests changes on learning beliefs and teacher's role in the classroom, as opposed to views that are often considered traditional. However, adapting a new curriculum does not occur in an instant, which has bearings for the present study as well. On one hand, the NCC is a principle-oriented document that does not dictate what and how teachers should do in the classroom. On the other hand, those who entered any teacher training in 2015 have not been officially affected by the new NCC. Based on Ruohotie-Lyhty and Kaikkonen's reasoning (2009), pre-service teachers in 2015 should adapt to very different roles compared to what they have experienced during their own schooling. Exceptions may exist as teachers in Finland have been autonomous and there might be teachers who have sensed the trends in education and customized their teaching before the NCC was officially implemented.

Teacher training is the second of the three stages of becoming a teacher (Kaikkonen and Ruohotie-Lyhty 2009): the first is one's own schooling and third is the working environment where one eventually starts working. The present thesis focuses on the second. Teacher training is arguably affected by one's own schooling, thus students enter foreign language teacher training with their previous experiences, knowledge, beliefs and expectations. The present thesis delves into the latter, expectations. Foreign language teachers' beliefs have been recently studied by Kalaja (2015), who did a study in which teachers envisioned their dreams of teaching. The aims of the present study are somewhat different: pre-service foreign language teachers are viewed not as teachers but as learners and students themselves. The data for the present thesis was collected through an online questionnaire that was sent to pre-service foreign language teachers at universities of Jyväskylä, Oulu, Tampere and Turku. Pre-service foreign language teachers were asked to rate statements related to teacher education and profession on a scale from completely disagree to completely agree. These ratings are believed to reflect their views on what is important for

teachers. Pre-service foreign language teachers (N=65) had also a chance to elaborate their views in open questions, which had an additional aim of revealing something about their learning beliefs, a central attribute of any learner. Expectations become useful data through comparison to a constructed framework of teacher education and curricula, i.e. what is and should be done in teacher training institutions. It is of interest to investigate whether these expectations are realistic and whether they meet the reality. Completing university studies, a central step in the way to teacherhood, will be more convenient if one's goals are in line with university practices.

The second and third chapters of the present thesis state the previous studies and theories that have been used to explore the research questions. Teacher education is a complex and large field of research, both domestically and internationally. Differences in education systems around the world make it challenging to create a universal and comprehensive framework for foreign language teacher education. Therefore, the framework for teacher education and researching it from the viewpoint of foreign language teachers draws firstly on studies done in the Finnish context of primary school teacher education, which has been studied extensively (Heikkilä 2011, Martikkala and Matikainen 2015, Poikela et.al.2008, Lipponen and Kumpulainen 2011). Secondly, this framework is extended with international perspectives and the specific characteristics of studies in foreign language teaching and learning. Thirdly, as studying is a form of social action and thus a field of agency and engagement, the present thesis needs a theory of engaging in studies (Kahn 2014). The NCC holds that pupils are active agents. Therefore, aspiring teachers should possess the same capability. Fourthly, the NCC has also principles for how learning occurs, which can be translated as learning beliefs. The term used in English research literature is learning theory, which attempt to explain how learning occurs perhaps at a more general or universal level. In the present thesis, learning beliefs are analyzed through learning theories. Teachers' learning beliefs are important as they guide teaching as well. Finally, teacher training gives the keys to professionalism, which is related to the esteem that a profession earns in the society. Pre-service teachers' views on this issue will also be used to explore their expectations. It is argued that teachers should be the first party to grant teacher profession the esteem that it deserves.

The fourth chapter explains how data were gathered and analysed. The results of the analysis are demonstrated in chapter five, which can be divided into two parts, qualitative and quantitative. The results are discussed in the sixth chapter, which provided examples on how the results could be used in teacher education institutions. Furthermore, the sixth chapter discusses the advantages

and the disadvantages of the present study and its methods. As one study is rarely enough to cover any topic, suggestions on how to research the topic of the present study are provided as well.

2. Teacher Education and Language Teachers

Since the aim of the present thesis is to investigate what aspiring language teachers expect of their studies, it is first necessary to define what teacher education is, and partially also what it should be. There are only few universally agreed principles of defining teacher education. First, as the name 'pre-service teacher' suggests, aspiring teachers participate in some form of post-schooling education or training during which they do not fully function as teachers. Thus, teachers are deemed worthy of education in most western countries (see e.g. Townsend and Bates 2007 and Mattson, Eilertsen and Rorrison 2011 for a more comprehensive overview). Second, teachers need studies in both theoretical subjects and practicum, the latter being called also 'teaching practice', 'in-service training', 'practical training', 'mentoring' (Mattson, Eilertsen and Rorrison 2011). The similarities end here and different education systems take different directions based on not only the structure of provider of education, but also on values and policies rooted in local and national history (Mattson, Eilertsen and Rorrison 2011: 1) as well as on increasingly international perspectives (Jakku-Sihvonen and Niemi 2006: 17). As any occupation, teachers are part of social organization of societies, therefore they are influenced by social and political changes and development. In many western countries teachers are educated at universities. The question to what extent teachers need theoretically laden studies in higher education is especially subject to controversy: Heikkinen, Tynjälä and Kiviniemi (2011: 94) argue that deprofessionalization of teachers' work is an international phenomenon. Even the notion that 'any fool can teach' has been discernible in public discourse (Newby 2007: 117). However, Newby along with other scholars agree that teacher education cannot be separated from higher education (Jakku-Sihvonen and Niemi 2006, Mattson, Eilertsen and Rorrison 2011). The concept of higher education presumes development, which means that teacher education is also subject to constant change. Therefore, a synthesis of different models of teacher education is needed in order to define teacher education satisfactorily. These aspects are conceived as universal, but in the present thesis the focus is always on comparing and applying them to the Finnish teacher education

In Finland, Master's degree (MD) is the law-enforced qualification for all teachers, including foreign language teachers (FLT) from primary school through all levels of education. As the minimum, MD includes advanced studies in the major language (160 ECTS = European Credit Transfer and

Accumulation System) and 60 ECTS of subject teachers' pedagogical studies in the Faculty of Education. The total master's degree includes also 80 ECTS of studies in general and minor subjects. Minor studies are often other languages but it is not a requirement. This qualification requirement applies to all types of teachers and its primary aim is to promote teaching as a profession (Niemi, Hudson and Harford 2012). As Niemi (2006) points out, this is a controversial issue. Despite attempts to promote teaching as a profession, there are disputing views on whether teaching actually is a profession or simply a craft. Hildén and Kantelinen (2012: 168) show that a major aspect of a FLT's work is to translate the national core curricula into everyday school work. It should be noted that the current core curriculum in Finland gives teachers plenty of autonomy. Thus this translation should not be thought as merely executing prescriptive goals defined by politics. Theory and practice for this translation work are studied during teacher education at university. In addition to this, Hildén and Kantelinen (2012: 163-168) discuss teachers' areas of expertise, for which teacher training presumably should prepare: teaching language both as a skill subject and as a cultural subject, promoting pupils' strategic competencies, promoting development of healthy self-esteem in order to be involved in the democratic society, developing and mastering a wide variety of classroom methods and approaches for different learner age-groups, planning diverse language lessons, promoting learning outside school, assessing both learning processes and outcomes and co-operating with a wide range of stakeholders such as various cultural groups, researchers, teacher associations and employer organizations. Due to the changing nature of any teachers' work, the skills attained during teacher education also need to be revisited constantly. On these grounds it can be hardly argued that teaching is a craft. However, the dispute about the teacher profession raises a question whether aspiring teachers truly realize what teacher's work and pre-service education demand.

Rorrison (2011) has done ethnographic research on teacher education in Australia, Canada and Sweden. Based on this data she summarizes good teacher education in seven principles, which are the following (Rorrison 2011: 41):

- 1) Productive and transformative pedagogies linked to transparent and robust theories of learning should be clearly constructed, and the related teaching experiences carefully scaffolded, for preservice teacher learning during the practicum. (Theories of Learning)
- 2) Collaborative relationships between schools and university schools of education should be underpinned by a shared understanding of how theory and practise intersect to inform preservice teachers about engaging pupils in quality learning that will prepare them for a future of change, challenge and lifelong learning. (Collaborative Relationships)
- 3) The different learning needs of preservice teachers must be recognised and they should be given the space at

university and in the schools to learn about teachers' work in ways that are empowering and transformative for their practice. (Recognition of Different Learning Needs)

4) Worthwhile outcomes must be established and clearly articulated for any observation and teaching experience during the practicum. The diverse cultural, socio-political and learning contexts of practicum settings should be transparent, valued and shared in collegiate ways as part of learning about teaching. (Transparency)

5) It is the responsibility of teacher educators, as committed and informed teachers, to support classroom teachers to mentor the preservice teacher learning while maintaining a receptive and involved interest. Timely guidance and support will foster successful learning relationships while conversations with peers will aid reflection and transformation of 'self' as a teacher within a learning community. (Learning Community)

6) Conversations about the practicum learning experience can prepare preservice teachers to look with a fresh lens on contentious and previously silenced issues. Narrative grounded in 'truly conceivable experience' can provide examples of quality mentoring and pedagogy as a valuable teacher education resource. (Reflective Dialogues.)

7) Increased collaboration between universities at a national and international level is necessary if we are to develop a conceptual framework to articulate the important understandings of practicum learning. (International Perspectives.)

Rorrison's principles serve as a useful list of what good teacher education covers. In Finland, the two most common types of teachers are primary school teachers and subject teachers, and FLT's belong in the latter category as they only teach the subjects into which they have specialized. . Rorrison's principles apply to education of both types. As an example, at University of Jyväskylä (Department of Teacher Education 2014), FLT's study 15 ECTS of theoretical subjects in education in the basic studies and choose a number of teacher oriented studies in their language subjects. They address Rorrison's first principle, Theories of Learning. Collaborative Relationships are established through the school where pre-service FLT's complete their practical learning, i.e. keep lessons under a mentor's supervision. In 2014 the Faculty of Teacher Education began to operate with a new curriculum, which is increasingly based on teachers' own needs and phenomena, in which teachers are interested. It has been realized that teaching is a subject that does not adapt to centralised content management so well. This recognizes Different Learning Needs. Transparency springs from University practices. For example, curricula can be seen by anyone and anyone can go to observe lessons at the university training school. Learning community is created through interdisciplinary study groups, in which pre-service FLT's study with teachers of all subjects. Dialogues and reflection are essential tenets in education studies. Finally, universities usually have international collaboration and networks, and University of Jyväskylä is not an exception in this regards/ Plenty of research of Finnish teaching is done in international research teams and published in English.

Rorrison argues that 'practicum turn' in teacher education has educational foundations. Briefly put, practicum turn is the idea of moving teacher education more from academic institutions to

schools. She points out that traditionally the foundations have been driven by economics rather than advances in educational sciences. Teacher education in Finland is still heavily university-based with practicum periods at university schools, which suggests a slightly less radical direction for the development of teacher education. In addition, the central governing document for teachers, the NCC, is based on research instead of economically sound foundations. However, Rorrison's principles provide a valuable checklist of the essential aspects of teacher education.

From the perspective of the present thesis, the first principle is especially interesting as theory-based learning and teaching have traditionally been linked to university. Rorrison (2011: 32) acknowledges this too, showing that teachers in general have shallow understanding of educational theories. Rather, mentors and preservice teachers are concerned about content and what is going on in the classroom. According to Rorrison, no-one benefits from this state of things. As for the third principle (2011: 32), Rorrison found problems in Canada and Australia. In contrast, the friendly classroom ethos in Sweden is attributed to mutual trust and confidence. This can be seen as a way to reach emancipation in teacher's work (Ojanen and Lauriala 2006: 75), which is above the practical and technical levels, albeit reached by few. Rorrison (2011: 40) stresses that the practicum turn approach requires right kind of conditions in order to be successful. They include teachers being obliged to contribute to teacher education and autonomy of teachers that is agreed across a wide range of stakeholders. It works when teachers are not merely implementing government-directed curricula. This is reflected also in Heikkinen, Tynjälä and Kiviniemi (2011: 91) who demonstrate that the status of the profession for teachers is conditioned by recognition and trust.

In Finland, teacher education is research-based (Jakku-Sihvonen and Niemi 2006). The underlying idea is that objectives of teacher education are so diverse and complex that sharply outlined guidelines for how to be a good teacher cannot be made. Teachers are seen as professionals who are able to create these guidelines for themselves, each constituting a personal and scientifically founded 'teaching philosophy'. Furthermore, teachers receive training in conducting research, which has the aim of having all Finnish teachers capable of contributing to their own field. This is important because education is not seen as a static state of things but the changing environment and society are acknowledged. Thus, teachers are also supposed and foster their own as well as pupils' life-long learning. In order to achieve this, education should facilitate the development of pre-service teachers' agency (Lipponen and Kumpulainen 2011). Lipponen and Kumpulainen argue that the idea of developing agency has been assumed since enlightenment. Working conditions are

also related to this idea as Finnish teachers often face what is called 'praxis-shock' (Ruohotie-Lyhty 2011) in the induction phase of their job: The fact that teachers' work in Finland is often lonely and the absence of national standards of what teachers should do in the classroom is one reason for this. One solution for improving teachers' skills and well-being at work throughout the whole career is the growth of teachers' agency through research-based education

Heikkinen, Tynjälä and Kiviniemi (2011) discuss how teachers' professionalism and autonomy are constructed. They call their model 'the Integrative Pedagogy Model' which consists of four core concepts (Heikkinen, Tynjälä and Kiviniemi 2011: 93): "(1) theoretical and conceptual knowledge, (2) practical and experiential knowledge, (3) regulative knowledge and (4) sociocultural knowledge." Foundations for this kind of expertise are laid in teacher education. They also show their concern for the fact that teachers' autonomy has decreased significantly in many countries, which is caused by a trend called 'New Public Management Doctrine'. This doctrine strives to centralize decision making with the aim of making every part of the system accountable. However, Heikkinen, Tynjälä and Kiviniemi (2011) insist that educational issues can be resolved only by teachers who can make free decisions directed by ethical and practical expertise. For these reasons, pre-service teachers in Finland must complete courses in educational philosophy, sociology and psychology and professional ethics. This situation is often compared with the comparative system in the UK, where teachers receive lesser degree and are more controlled and do not have such studies (Ruohotie-Lyhty and Moate 2014, Raiker and Rautiainen 2014).

Even though many insights from general education studies apply to FLT as well, a special characteristic of language teacher education is that the language used in approximately half of studies is the language of their major studies, which usually is not students' L1. According to Heike (2010: 159) using a second language in subject studies does not significantly hinder conceptual learning. However, using a language other than L1 has been shown to cause different types of negative influences. For example, foreign language anxiety is a well-documented phenomenon, which presumably may have effects on becoming a professional foreign language teacher at university (see for example Horwitz 2001, Stephenson and Hewitt 2010, Renko 2012, Tikkanen 2014). Tikkanen (2012) suggests that anxiety among students in higher education is caused by students' expectations of themselves. This is also echoed in Stephenson & Hewitt (2010): In spite of test scores, low self-esteem has a negative effect on what students expect of their linguistic skills. It can be argued that such anxiety may have a negative impact on studies in general regardless of the fact that students' linguistic proficiencies are high and studying through a foreign

language does not hinder conceptual learning very much. Even though it can be assumed that students beginning studies at university level have a fluent command of the teaching medium, it is necessary to identify whether studying through a foreign language has an effect on effective studying.

2.1 Significance of University Level Teacher Training

It is arguably attractive to highlight the second element of the Integrative Pedagogy Model, practical and experiential knowledge, and ignore the others. As the global trend is to deprofessionalize teachers, it is alluring to hold that teachers only need to know how to teach, plan lessons and keep good discipline in the classroom (Heikkinen, Tynjälä and Kiviniemi 2011: 94, Rorrison 2011: 32). Being an autonomous agent is seen as strange and detached from the deprofessionalizing reality as it might necessitate taking responsibility in a way that is not usually granted to teachers. The trend in Finnish teacher education is somewhat different with its emphasis on professional growth, but it is not without its dangers: Even good initial signs of taking responsibility can easily transform to taking the route that is conceived easier and requiring less autonomous decisions and self-management (Mäensivu, Nikkola and Moilanen 2013). Ultimately, the logic is following: if pupils' taking responsibility, problem solving and inner motivation are considered valuable, the only way to achieve it is to educate teachers that themselves are committed to the same things. These facets, among many others, are enforced in the most recent Finnish National Core Curriculum (2014). The environment where teachers most conventionally acquire and learn to maintain these elements is university.

Teachers, both aspiring and pre-service as well as in-service, are influenced by many processes, both visible and covert. Ruohotie-Lyhty and Kaikkonen (2009) list three major factors, which are personal school experience, teacher education and workplace. They propose reflection as a tool to turn these implicit concepts more visible. Reflection requires practise, but also theoretical foundations in order to make it comprehensive. After all, there is little use for reflection if it merely revolves around personal experience. Another implicit process in education is 'the hierarchical frame', which is often present in teaching situations (Mäensivu, Nikkola and Moilanen 2013). According to this concept, students' responsibility decreases if they expect to be subordinates to a teacher in charge, which is fairly traditional in teaching situation. The authors argue that students are also accustomed to the hierarchical frame, even though taking responsibility for studies is considered important universally. Breaking this hierarchical frame would enhance quality in studies.

Ruohotie-Lyhty and Moate (2014) are concerned about the gap between practical and theoretical knowledge, which is also Rorrison's worry concerning the first principle of her approach to teacher education, the role of learning theories (Rorrison 2011: 41). Ruohotie-Lyhty and Moate (2014) suggest one way to integrate theoretical and practical knowledge, which is based on the pedagogical sensibility theory of Bakhtin and educational theory of Dewey. Both theories cater for the social nature of learning: there are individuals but they are intrinsically linked to others and the environments. Individuals need this reciprocal relationship in order to understand the world better, that is to learn. The authors highlight that they want to invite pre-service teachers to engage in discussion about 'why' questions of education (Ruohotie-Lyhty and Moate 2014: 261). Their aim is to make pre-service teachers think about their implicit and explicit beliefs as well as test these models in practice. They report how they kept a course on educational sociology for pre-service teachers. It included an initial academic approach to diversity as a sociological issue followed by less traditional working methods that give students an opportunity to leave the university setting: meeting immigrant adults, a photograph project with American pre-service teachers and teaching groups of English-speaking pupils. The authors felt that a traditional academic approach was not necessarily the most satisfying approach for gaining deep understanding. Some of the other activities were offered on a voluntary basis and the authors were surprised that many were willing to participate proactively. The surprising aspect may sound somewhat controversial as one would expect university students to participate proactively in any case. It shows also that organizers of education have a central role in developing pedagogical solutions that enhance learning, break the hierarchical frame and give future teachers experience on method which they have not necessarily countered earlier. As demonstrated by Ruohotie-Lyhty and Moate's experiment, such solutions may incorporate and blend both academical and more practical facets of learning.

The causes for challenges that may prevent teachers from reaching their ideals and goals are manifold. They are also for what teacher education at universities try to cater. One prominent and much researched factor affecting professional identities of teachers is personal school experience (Ruohotie-Lyhty and Kaikkonen 2009). Due to the covert nature of this impact, teachers' practices are partially if not poorly congruent with what teachers state about their goals. The solution Ruohotie-Lyhty and Kaikkonen (2009) propose is activities in teacher education that promote one's ability to self-reflect. Kelchtermans and Ballet (2002) show that novice teachers enter schools that are novel environments with complex micropolitics, where different interests are at stake. Their solution is also to prepare teachers better during teacher education. Jyrhämä and Maaranen

(2012) discuss teachers' orientation towards research. One of their suggestion is, perhaps not surprisingly, to take it more into account during teacher education. However, they do not mention what inservice teachers could do to improve research orientation, even though FLT's careers often span over 40 years. Teacher education seems to be the place where various issues of teachers can and should be addressed. Such actions have been and are being taken in many teacher education programs, but it is not very realistic to expect that teacher education can respond to everything. It is also unclear how pre-service students themselves receive and appreciate teacher education. Conrad and Serlic (2006) argue that student engagement and what students bring into teacher education is largely neglected in research even though they are essential in shaping future teachers' professional identities. Moreover, valuing individual students' views promotes autonomy and self-directedness. As Heikkinen, Tynjälä and Kiviniemi demonstrate (2011: 109), one task of teacher educators is to foster future teachers' autonomy. The only logical way to achieve this would be releasing all external regulations, which would paradoxically lead to abandoning the whole point of teacher education. In Finland teachers are expected to be autonomous and contributing to the development of educational field (Ojanen and Lauriala 2006). Logically the same should be expected of pre-service teachers.

While agency has been widely studied for novice teachers' part, agency studies on pre-service teachers has been more or less neglected: The beginning of teachers' working careers and how university studies cater for working life have been studied fairly widely (Kelchtermans and Ballet 2002). The Faculty of Education at Jyväskylä university has a long-term research project that studies pre-service FLT's professional development and induction into working life (see the Faculty of Education at University of Jyväskylä 2015 for a detailed list of publications). Among the numerous findings, Ruohotie-Lyhty (2009, 2011) observed that many novice teachers adopted a reactive stance to their work. Reactive teachers are disappointed by the challenges that they face in their workplace. Nevertheless, they adapt into the surrounding atmosphere and do not put much effort into changing the issues that they find problematic. It should be noted that there are also proactive teachers who actively establish co-operation with other teachers and implement pupil-centered teaching strategies. It can be quite firmly argued that reactive agency towards work is not a desired goal after 5 years of higher education studies. Quantitative data of teachers' agency is not available due to the nature of the phenomenon, but other studies also seem to indicate that a majority of teachers adopt a reactive stance during their first years of working careers (Kelchtermans and Ballet 2002, Flores 2006, Kajaala 2014). The current thesis aims to

investigate whether aspiring teachers are aware of the discrepancies between teacher education and working life. Kaikkonen (2004a) studied students' perceptions of teacher education. The main finding was that the practically oriented practice periods were experienced as useful. However, that accounts to only approximately one sixth of a master's degree. It raises questions on why the rest was not mentioned or was considered less useful. Kaikkonen's findings can also be viewed through the debate on whether teacher is a profession or a craft. In the light of his and others findings, it seems that the aspects most conveniently associated with the 'craft' aspect are valued the most. Therefore, the present thesis focuses on investigating pre-service FLT's agency and learning belief as they are likely to guide one's thinking during university studies and in the novice teacher phase too.

Conrad and Serlic (2006) provide an overview of teacher education programs as a field of study in the US. They demonstrate that teacher education is a young area of study and there has not been wide consensus on the methodology. Conrad and Serlic (2006: 20) conclude that teacher education comprises of complex factors which cannot be adequately explained within a single piece of research. As one of the variables of teacher education they mention "individual attributes brought by prospective teachers to their programs", which is in the focus of the present thesis. Moreover, they point out a need to build on other researchers' work and to "develop greater consistency across studies". Unfortunately, they do not propose any unifying model for studying the diverse factors underlying teacher education. Given the scale of the US population, it might be easier to find such trends within the Finnish context, where schooling of the whole population is governed by a single entity.

In the Finnish context, Poikela and Holm (2008: 199) investigated how pre-service teachers experienced the pedagogy utilized by primary school teacher education staff. They gathered their data with a questionnaire which had 16 statements based on Freire's critique of an educational trend, which Freire calls 'banking' (Poikela and Holm 2008: 200). The term 'banking' refers to an epistemological belief that teachers can instill knowledge in pupils and at the same time impose teachers' "elitistic and middle-class values". Poikela and Holm found that students viewed pedagogical studies somewhat negatively and considered it often congruent with the banking belief. Furthermore, teachers' individual and personal characteristics were highlighted when evaluating the quality of teaching as either adequate or inadequate. This is considered alarming in the study. In addition, as the respondents themselves will be teachers in the future, the researchers considered it "interesting" that students were content with the pedagogy simply

because they did not know other possibilities. In a similar study 7 years later at another university, primary school teacher students were observed to display similar tendencies (Martikkala and Matikainen 2015). Martikkala and Matikainen (2015) observed that students expected university professionals to transfer knowledge and practical 'tips' on how to become a good teacher. This is in contrast to constructivist view on learning, which emphasises individual's own active role in constructing knowledge. Nikkola's findings (2011: 117) further demonstrate how the study culture among students in the faculty of education is hostile towards learning and being a visibly motivated student. This is interesting in the light that the students who constitute this negative atmosphere aspire to work in positions whose primary aim is to make school children learn. The present thesis attempts to find out whether similar trends can be found among pre-service foreign language teachers. Having the abundance of data from pre-service primary school teachers, it is of interest to compare similar data from FLT. FLT arguably have valid insight into education studies as they complete 60ECTS of studies in education and there are not others who have chosen a career as a FLT. One clear distinction is that FLT complete their major studies in other subjects and departments than primary school teachers. Thus, FLT's study culture is probably different in nature. The next chapter explains what is characteristic of FLT education and how insight from the Faculty of Education can be applied to their training as well.

2.2 Language Education as the paradigm for FLT education

The present thesis focuses on foreign language teachers (FLTs). Academic contents that can be ascribed to teacher education in general applies to FLTs as well, even though it should be noted that education is a minor subject for FLTs, unlike for primary school teachers. Therefore, there are certain factors that differentiate FLTs from classroom teachers. First and foremost, FLTs require different qualifications in most countries, including Finland. FLTs need expertise in the languages they teach, which sets the direction and content of FLTs studies. Furthermore, Foreign Language Learning (FLL) is a separate field of study with differing methods. The term 'Second Language Acquisition' is often used interchangeably, but for practical reasons it is not preferred in the present thesis. In order to avoid misunderstandings, the Swedish language is included even though it is an official second language in Finland. However, only about 5% of the population are primarily Swedish-speaking and consequently it is assumed that the majority of pre-service Swedish teachers do not speak Swedish as their first or second language. The target group of the present thesis studies in Finland, where the National Core Curriculum (NCC) is the most defining document for teachers' work. This section provides insight from research on FLL and reflects it on the aims

set in the National Core Curriculum for schooling from the age of 7 to 16 (2014).

Traditionally FLA has been studied from the perspective of foreign/second language teaching and learning within the field of applied linguistics. In contrast Kaikkonen and Ruohotie-Lyhty (2009) demonstrate that this field has experienced a paradigmatic change. They use the term 'language education' which is used in the present thesis as well. According to the definition, language learning is seen as more than acquiring just linguistic skills. Intercultural competence is regarded as central and learners are seen as active. The aim of language education is emancipatory and becoming critical. Importantly in respect to the present thesis, language education entails also teacher education, the role of which is to support FLT's thinking and its development instead of seeing teaching as practical action. NCC defines language education as a life-long process (National Core Curriculum 2014: 324). Its aims are to facilitate pupils towards multilingual competence, self-directed learning and becoming aware of the multilayeredness of linguistic and cultural identities. It is evident that the paradigmatic change introduced by Kaikkonen and Ruohotie-Lyhty (2009) are salient in temporary guidelines for Finnish language teaching. The goals for language teaching as a subject are defined separately from the principles of language education, however (National Core Curriculum 2014: 348).

Kaikkonen (2004b) lays foundations for the paradigmatic change and he stresses the necessity of it. As he puts it (2004b: 164), linguistics and the stance of studies towards understanding languages influence language teaching at schools too. Seeing languages as systems which can be analysed systematically has led to teaching that focuses on analysis. Grammar-translation method and the role of L1 interference are examples of such analytical approach. Research focus on communicative functions of languages entailed increased interest in communicative language teaching. Kaikkonen argues that languages should be seen as totally sociocultural phenomena, which will in turn facilitate incorporating cultural studies into foreign language teaching at school. At the time of the present thesis, these foundations can already be described as historical as they date over 10 years in the past. Thus, pre-service FLTs entering university in 2015 should have been influenced by the paradigmatic change. This is an essential question since personal school experience is one of the three major factors that influence FLT's professional identity. However, Kaikkonen acknowledges that schools and teacher education are institutions that change slowly (Kaikkonen 2004b: 188). Instead of staying in the familiar and safe structures, a paradigmatic change requires pushing over the comfort zone and accommodating knowledge into a completely new structure. Arguably Kaikkonen's ideal for language education has been adapted into the NCC. Emancipation is the only

thing that is somewhat missing in the goals of language education (National Core Curriculum 2014: 353)

2.3 Foreign Language Learning

Johnson (2013) attempts to define what is involved in foreign language learning, which can be thought of as the largest and most-widely recognized subordinate of language education. Even though language education should be the superordinate, it is often forgotten while the discussion usually revolves around foreign language teaching and learning. According to Johnson (2013), the bottomline is that language learning comprises of three competences: systematic, sociolinguistic and strategic. Kaikkonen (2004b) has emphasized that language should not be seen as merely a set of skills that can be defined objectively and learned in the classroom. However, it does not mean that these skills should not be learned. In fact, the better one is at understanding and producing a language, the easier it is to learn sociocultural phenomena related to language use as well.

Johnson (2013: 17) calls this set of skills systemic competence. Systemic competence includes a wide variety of skills: Pronunciation, grammar, morphemes, syntax and vocabulary. The list may seem immense especially when considering that one does not need to be conscious of those when speaking L1. Johnson argues that teachers nevertheless need knowledge on all the skills as it is not reasonable to assume the idea of a native speaker in language education. This idea is present in the NCC too (2014: 348): Vocabulary and knowledge on structures are needed, but they are considered as subordinates and instruments to improve skills for interaction and accumulating know-how. It should be noted that the NCC does not highlight systemic competence. More emphasis is put on concepts such as language awareness, the multifacedness of surrounding environments, appreciating cultural and linguistic difference, authenticity, the use of ICT, supporting self-confidence and individual pathways to learning and multiliteracy.

This is where Johnson turns to sociolinguistic competence (2013: 32). He divides it further into two categories: rules of use and rules of discourse. Rule of use refer to using language in a way that is culturally and socially acceptable and normal. In turn, rules of discourse determine how small pieces of text are fused together to create longer texts. Rules of discourse can be observed through cohesion and coherence. Cohesive text is linguistically unified, while coherence is used to if a piece of text, speech or writing, makes sense. Johnson argues that sociolinguistic competence is more difficult to standardize and assess objectively than systemic competence, but breach of them is often considered more severe than, for example, incorrect grammar (Johnson 2013: 37). This is also reflected in Kaikkonen (2004b: 165) who stresses learners' individual pathways in

developing linguistic skills. The NCC sets goals for sociolinguistic competence as well (2014: 349). One of the goals states that pupils recognize cultural characteristics of communication and they receive support in constructing intercultural communication. As Johnson demonstrates, this is needed because rules of use vary between languages and cultures (Johnson 2013: 33). Another goal states that pupils are directed to produce texts for diverse purposes with an ability to pay attention to versatility of structures. Thus, pupils should be able to produce texts that are both cohesive and coherent (Johnson 2013: 36).

Finally Johnson explains that language learners need strategic competence when linguistic resources do not suffice to carry out communication (Johnson 2013: 38). He argues that many traditional methods to learn and expand strategic competence may actually hinder development because risk-taking is minimized. Practice in the classroom cannot account for all situations a language learner might face in everyday life. Johnson bypasses the problems caused by lack of strategic competence by appealing to the fact that it is difficult to teach, and learning the right words is nevertheless better than paraphrasing. The NCC classifies paraphrasing and ability to negotiate meaning as goals for foreign language in secondary school, which ends the age of 15 in Finland (2014: 349): Learning assessed as 'good' (8 on the scale from 4 to 10) states straight that a learner is able to negotiate the meaning of unknown phrases (National Core Curriculum 2014: 351). It can be concluded that the most recent National Core Curriculum in Finland is up to date with latest research and on par with Kaikkonen's demand for the change of paradigm.

Johnson's theory of foreign language learning (2013) has three elements: structural competence, sociolinguistic competence and strategic competence. It should be noted that this is only one view on what is included in foreign language learning. Squeezing the goals into three categories necessarily omits many other factors that have been studied regarding language learning (see Robinson 2012 for an exhaustive list of phenomena related to second language acquisition). For example, Johnson's model does not delve into the topic what language or foreign languages are and how they should be defined: His model is in this sense traditional that it seems to view languages as clearly defined set of skills that native speakers have and which are suitable goals for foreign language teaching. In Finland, FLT can rely on the NCC (2014), which is a research-based document. Johnson's three competences are covered in it, but in addition it shows that in Finland foreign language learning is not simply learning a set of clearly defined skills, whether grammar, vocabulary, speaking, writing, listening or reading. General education, and thus language education, are tightly intertwined and inseparable with foreign language learning, and they take

place in the same classroom.

It has been established what foreign language learning should have as goals, but this definition alone is not sufficient as it bypasses *how* these goals are to be reached. Language learning occurs either naturally, like children learning language from parents and surrounding people, or through instruction such as school teaching, language immersion or foreign language mediated kindergarden. Naturally a combination of these is possible too. Even though there are CLIL- and immersion programs, FLT's in Finland are usually involved in instructional language learning, therefore natural learning is not considered further in the present thesis, even though it can emerge through what kind of beliefs FLT's have about learning languages outside school, for instance. What is involved in instructional language learning and teaching is a noticeably complex topic (Robinson 2012). Due to this complexity, the present thesis will focus on only some aspects of it, namely beliefs, agency and identity (Kalaja, Barcelos, Aro and Ruohotie-Lyhty 2015). More precisely, the focus of the present thesis is on expectations of pre-service training, which reflect one's beliefs about what is important for language teachers to know.

2.4 Engaging in Studies in Higher Education

One aim of this thesis is to investigate how pre-service foreign language teachers engage in studying. In this respect, foreign languages as university subjects do not differ greatly from other subjects. Student engagement is mainly a concern of sociology, thus a theory on student engagement is drawn from Kahn (2014). Kahn introduces the concept of reflexivity, which is related to facing uncertainty, an issue that experts confront increasingly (Kahn 2014: 1008). It is especially in higher education where students have to come to terms with novel contexts of knowledge, incongruity or choosing one option of several relevant ones. This all causes anxiety, addressing of which has a crucial role on how students perform. Kahn's model of reflexiveness provides a useful frame for identifying how students cope in this challenging and complex environment. Ruohotie-Lyhty (2011) studied newly graduated teachers' discursive agency and she establishes two categories that she uses to describe professional development, activity and reactivity. Even though there is no connection between the studies, these categories are very similar to Kahn's extended and restricted reflexivity. Thus, the terms 'agency' and 'engagement' are two references to broadly the same phenomenon. The similarity also proves that a theory drawn from sociology can work in educational setting as well. Kahn (2014) divides student engagement into three categories of reflexiveness and co-reflexiveness: extended, restricted and fractured reflexivity.

2.4.1 Extended Reflexivity

Extended reflexivity (Kahn 2014: 1009) is seen as the most independent type of reflexivity. Kahn himself names it "taking responsibility". Furthermore, extended reflexivity can be considered a highly desired approach to studies at university. Indeed, the official degree principles of Jyväskylä university name two chief responsibilities for students: responsibility for studies and progressing them (Degree Regulations of the University of Jyväskylä 2015: 52§). Facing a new, challenging task, responsible students deliberately choose cognitive strategies, incorporate interest and value in the task and regulate their progress without further supervision. Kahn (2014: 1010-1011) mentions study abroad and engaging in research as examples of practices which seldom leave place for low level of engagement. In turn, examples of strategies that highlight and extend reflexivity are "the facilitator in provoking discussion, the use of prompt questions, portfolios, mentoring and the inclusion of additional parties to a communal learning project". It can be argued that all these are included in the subject teachers' pedagogical studies in the faculty of education of Jyväskylä university (Syllabus of subject teacher's pedagogical studies 2014-2017). Extended reflexivity can be seen as a parallel to active agency described by Ruohotie-Lyhty (2009).

2.4.2 Restricted Reflexivity

Restricted reflexivity (Kahn 2014: 1011) is employed by students for whom learning itself is not the primary concern. This model acknowledges that some form of engagement is necessary for completing a long set of studies, but there are strategies that allow minimal reflexivity. In colloquial terms this is often called 'just for the sake of the papers' ('the paper' referring to the formal requirement of a degree, which is usually proved with a certificate printed on paper) or 'to just pass the course' type of learning. Examples of such strategies are habitual responses to predictable tasks, repetitive learning, or simply memorizing the knowledge needed for passing the examination. This superficial type of studying employs less self-regulation. Moreover, Kahn (2014: 1012) states that learners with restricted reflexivity are shown to have "acted upon instructional directions", which means learning the 'correct answer' even in cases where the answers are not self-explanatory. In Finland, students arguably develop such habits at earlier levels of schooling, the matriculation examinations being an outstanding example of a prominent final test that require more memorization than deliberation.

Restricted reflexivity bears plenty of similarity with reactive agency as demonstrated by Ruohotie-Lyhty (2009). The concept seems to have different definitions across disciplines, as in educational psychology the distinction is drawn between deep learning and surface learning (Heikkilä 2011:

16). Kahn argues that it should not be assumed that students automatically employ restricted reflexivity. It has been noted that simple tasks require less self-directed learning. This means that in turn responsibility for organizing studies is on teachers and institutions, university and its faculties in respect to this thesis (Jyväskylän yliopiston tutkintosääntö 2015: 52§). As Kahn mentions, it is possible for tutors to show a "single way forward" "even in cases where in principle a task is open ended". This hints that student engagement can be ensured simply by developing tasks that leave no space for formulaic responses and by ensuring that teachers perform rigorously and assess studying outcomes accordingly. Heikkilä (2011: 62) is also in line with Kahn's view, stating that implementing deep learning is a difficult task and attempts at it have even proved negative results. The model adopted by Heikkilä takes motivational and emotional aspects into account as well, arguing that even the best students need study counseling on their way to expertise.

Mäensivu, Nikkola and Moilanen (2013) report an experiment whose aim was to make pre-service teachers take responsibility for their studies by planning a curriculum independently. The task aimed to break down the hierarchical frame, which sets teacher educators above pre-service teachers. The relationship between teacher educators and pre-service teachers was made more collegiate. The expectation was that pre-service teachers would not be counting on the teacher educator so much, but rather bring their own ideas and commitment to the project instead. Using Kahn's (2014) categories of reflexivity, the pre-service teachers displayed extended reflexivity at the beginning of the project (Mäensivu, Nikkola and Moilanen 2013: 27). However, it turned to restricted reflexivity when one of the teacher educators attempted to aid the pre-service teachers who were seemingly stuck with the project. This aid involuntarily turned the setting traditional and renewed the hierarchical frame. The educators had to tolerate uncertainty in order to conclude the experiment in the intended scenario: the project was declared incomplete on the day, which had been agreed to be the final day several months in advance. The authors discuss that it could have been convenient for the educators to simply consider the matter settled and award the study credits. The experiment shows that the line between extended and restricted reflexivity is very thin from not only students' side but also from teachers' side. Lipponen and Kumpulainen (2011) did an ethnographical investigation in the same fashion, reporting that emergence of pre-service teachers' agency and acting as accountable authors requires changes in teacher-student positions. They do not use the concept of hierarchical frame, but essentially they demonstrate the same phenomenon and call it "transforming traditional expert-novice boundaries".

Lipponen and Kumpulainen's (2011) ethnographic study was done in the context of Finnish teacher education, with collective inquiry as the approach to teacher education. They argue that dialogic learning culture that is based on discussions would benefit pre-service teachers' agency work. Pedagogy should promote agency. Using Kahn's categorization (2014), pre-service teachers should be given appropriate learning situations and task where they could display extended reflexivity. Contribution to interaction and crediting one's views are considered necessary if one is desired to act as an accountable author. In education, teachers have traditionally been seen as experts whom pre-service teachers are expected to follow. As Lipponen and Kumpulainen discovered (2011: 817), staying in the traditional teacher-student model can occur even when the aims are contradictory. However, emphasis should be put on the other findings: one educator shattered the hierarchical frame very successfully, which led to "lively conversations" and pre-service teachers' self-initiated suggestions for completing a task (Lipponen and Kumpulainen: 815). In another case the educator credited pre-service teachers' suggestions at the end. This showed a form of agency called relational agency. It allows stakeholders to receive support from each other and share workload. In addition, educators can not only bring down the hierarchical frame, but they can also give pre-service teachers a sense of authority (Lipponen and Kumpulainen: 816), which contrasts well with the idea that pre-service teachers should one day be fully professional and autonomous teachers. Similar promotion of pre-service teachers' agency is evident in other findings too (Lipponen and Kumpulainen: 817). Lipponen and Kumpulainen conclude that transformative agency, another term for active agency or extended reflexivity, is constructed when pre-service teachers abandon traditional patterns, where knowledge is rather transmitted on the teacher-student axis. Pre-service teachers should not be seen as passive receivers of knowledge. Using Kahn's categorization (2014), educators should do their best to avoid teaching situations where students can display restricted reflexivity. In Lipponen and Kumpulainen's study, it was achieved by breaking down the hierarchical frame in teaching (Mäensivu, Nikkola and Moilanen 2013). In her study of novice teachers, Ruohotie-Lyhty (2011) points out that one strategy that active, and thus more successful and content, teachers employ is networking and co-operating with older teachers at school. It seems that this kind of practices are official, even though they clearly contribute to workplace enjoyment. This aligns with Lipponen and Kumpulainen's findings (2011) that giving responsibility and crediting pre-service FLT's expertise promotes active agency. Similar promotional practices might exist at universities already, but students should be further encouraged and rewarded for being active instead of focusing on achieving course goals that are not flexible.

2.4.3 Fractured Reflexivity

Fractured reflexivity refers to not being able to advance studies at all. A combination of reasons such as a very challenging task and uncertain future may overwhelm and halt students who struggle to respond with other types of reflexivity. Furthermore, fractured reflexivity is often linked to anxiety, which in turn can result in even worse results and ultimately failure and drop out. This type of anxiety is called debilitating (Kahn 2014: 1013), while it is also possible to identify a more positive type anxiety that is called facilitating. Facilitating anxiety invites students to 'fight' the challenges. However, extended reflexivity can be seen as the requisite for such approach. It should be acknowledged that causes of fractured reflexivity are manifold and they are not always linked merely to educational settings or the type of activity and teaching. Entering higher education is for many the first time to live on their own. As Archer puts it (cited in Kahn 2014: 1013), there is a "deprivation of dialogical partners whose experiences were anchored in the same continuous context". In other words, students face a whole new world into which they may adapt diversely: many might feel themselves outsiders. This is a further disadvantage when education incorporates plenty of group work (or "communal learning projects" as Kahn puts it) due to the fact that group work constitutes more problems when the members have not known each other previously. The primary school teacher program at Jyväskylä university has responded to this challenge by implementing so called 'home groups' in which students complete a great deal of their studies. There is a distinct lack of such approach in the Faculty of Humanities where pre-service FLTs spend majority of their study time.

Heikkilä (2011) studied students' approaches to studying at faculties such as teacher education, veterinary sciences and jurisprudence at University of Helsinki. She used quantitative measures in order to reveal correlations between learning approaches and academic success. According to her study, students can be defined as belonging to three cognitive-motivational groups. In one of her studies (Heikkilä 2011: 55), she named the groups *non-academic*, *self-directed* and *helpless students*. One can see that the classification is very similar to Kahn's model of reflexivity. The only difference is that Heikkilä's categories emerge through quantitative empirical evidence, while Kahn's model is purely theoretical. The results of Heikkilä's studies show that the percentage of self-directed students stay at around 30 (N=436), despite attending a prestigious educational institution. Self-regulating students display "high levels of self-regulation, optimism, deep understanding, and critical evaluation". According to her, other studies have had similar results as well. Considering the present thesis, her other study with only teacher students as participants is

of particular interest. In this group, the percentage of self-regulating students was around the same, 28 (N=213). However, the more alarming result is that as much as 50% of the participants to the study appeared to be *non-regulating students*, whose characteristics include problems regulating studies and avoiding challenging goals and situations. It is hard to see how such students, who will be teachers in the future, would justify demanding hard work and active participation from their future pupils. Emsheimer and Da Silva (2011: 147-169) tapped this problem from another perspective, observing that pre-service teachers have problems conceptualizing educational theory and its relation to teaching and real world. In contrast, pre-service teachers seem to accept challenges and engage in hard work, given the right kind of study goals and environments. In many studies, this environment has been shown to be teacher training schools and teaching practicum (Kaikkonen 2004a, Endedijk 2010, as cited in Heikkilä 2011, Rorrison 2011).

In coordination with the continuing debate whether or not teaching is a profession, it is probable that students who employ restricted reflexivity also consider teaching more a craft than a true profession (Niemi 2006). As Kahn (2014: 2012) states, learning in the past may have benefited more from straightforward approaches but the world has changed significantly with the emergence of knowledge-based societies and increasingly uncertain future. This is also echoed in Niemi, Toom and Kallioniemi (2012) who argue that the main challenge of current teacher education in Finland is to put more emphasis on societal and ethical aspects of teaching. These can be seen as the issues which require high student engagement and reflexivity and as one of the reasons why it is not sufficient that teachers learn only the 'teaching skills' associated with the concept of a craft. It is of this thesis' interest to investigate to what extent students aiming to become professional foreign language teachers have comprehended the vast scope of the teacher profession.

3. Learning theories

Dolati (2012) defines learning theory as "applying appropriate theories, characteristics and the learning processes by which learners acquire knowledge". The terms 'theory of knowledge' and 'educational theory' are sometimes used in the same sense, thus in order to avoid confusion the term 'learning theory' is used in the present thesis. Dolati argues that many teaching professionals are unaware of learning theories, which can constitute constraints and lesser understanding because teachers "are profoundly influenced by pervasive theories of learning that are part of the fabric of our culture and society". One of the aims of the present thesis will investigate to what

extent pre-service teachers who began their teacher education in 2015 are aware of learning theories. One can straightforwardly observe that there are very many ways to explain how humans learn. Therefore, brief descriptions of most prevalent theories are provided because they offer useful insight on how to examine the pervasive term 'learning'. It should be noted that not a single theory is sufficient to explain all learning. All theories have their advantages and disadvantages. However, what is considered a good learning theory often gets attention in academic circles, thus receiving more research. As Kaikkonen (2004b) demonstrates, the advances in research can often be seen in practical actions taken by teachers as well.

Dolati (2012) argues that there are three 'grand' learning theories of foreign language acquisition: Behaviorism, cognitivism and interactionism. As teacher education is for the most parts not foreign language acquisition but rather acquisition of mastery of foreign language learning and teaching, more general learning theories need to be taken into account as well. In addition to behaviorism and cognitivism, Merriam and Bierema (2013) list humanism, social cognitive theory and constructivism. Many of the theories are based on the psychological development, the course of which has altered through history. It is clear that no one of these learning theories is capable of explaining everything that is included in learning. In the Finnish research on education, a term that can be translated as learning belief is often used instead of learning theory. It stresses the fact that each individual sees uniquely how learning occurs and what is considered knowledge.

3.1 Behaviorism

Behaviorism is one of the earliest attempts to define learning scientifically. The behavioral theory of learning has been attributed largely to the behavioral psychologist B.F. Skinner (Dolati 2012: 753). According to Merriam and Bierema (2013: 26), behaviorists explain human behavior as responses to stimuli in the environment. Behavior can be reinforced or discouraged: reinforcing behavior gives motivation to continue behavior while discouraging or lack of reinforcing leads to disappearance of it. A better society could be achieved through controlling human behavior. Behaviorism is also associated with acquiring of skills needed in different context. Learning of skills is seen as cumulative progress, which is controlled with qualifications (Merriam and Bierema 2013: 28). Merriam and Bierema argue that behaviorism is still underlining plenty of education and permeating daily lives of people. Dolati (2012) complements the definition by adding the role of environment and culture, which is crucial to learning of an individual: children begin learning as 'clean slates' (tabula rasa), on to which new knowledge and skills are printed from surrounding environment, i.e. other people. Dolati (2012:752) states that in practice behaviorism-based

teaching relies on imitation, repetitive drills that are controlled, and memorization. Ultimately all learning is either reinforced or discouraged. Merriam and Bierema's (2013: 12) perspective is adult learning, which applies to all types of learning at adult age, involving full-time higher education, which is the target of the present study. They also mention that behavioral principles are present in the National Curriculum for Comprehensive Schools. Behaviorism has received a great deal of criticism. Even though there are arguments stating that behaviorism has been understood wrongly, less mechanistic and less controlling learning theories have superseded behaviorism. In general learning, philosophy of humanism rose in opposition to behaviorism (Merriam and Bierema 2013: 29). In linguistics, behaviorism was abandoned mainly due to Chomsky's innatist view of language learning, transformative grammar and universal grammar. (Dolati 2012: 754).

3.2 Humanism

Humanist learning theory is grounded in the development of the person (Merriam and Bierema 2013: 29). Chomsky's theory of language learning arose in a different field of scientific inquiry, thus humanism and innatism are not completely comparable. However, some similar characteristics can be identified. According to Merriam and Bierema (2013: 29), humanism highlights humans' potential for growth through capability to make free decisions and decide the course of their behavior. The early humanist considered learning to be on the top of humans' hierarchy of needs. Learning is also based on inner motivation. The term 'integrative motivation' has been used as a more accurate synonym of inner motivation. Three common theories of adult learning are based on humanism: andragogy, self-directed learning and transformative learning. In addition, depicting learning as either 'student-centered' or 'teacher-centered' has its roots in Carl Roger's humanism in the 80s (Merriam and Bierema 2013: 30). In student-centered teaching teachers are seen as facilitators or learning rather than authorities who control learning and provide students with stimulus and feedback as in behaviorism. After 30 years of the introduction of this view, it has been integrated into children's curriculum. National Core Curriculum of Finland (2014: 17) has taken the view of teachers as the facilitators of learning. To be more accurate, the learning theory imposed in the curriculum has changed the role of teacher even further: the only mention of teacher's role in learning is that learning occurs in interaction with "other pupils, teachers and other adults as well as different communities and learning environments".

Chomsky held that humans have an innate biological mechanism that facilitates language learning, which he called "the Language Acquiring Device" (Dolati 2012: 754). Chomsky's argument for the existence of LAD is that language learning is so quick that it cannot be accounted to only imitation

and the effect of environment. LAD allows children to construe an infinite number of sentences with the help of principles that are applicable to all languages, that is to say Universal Grammar. Chomsky's view is humanist in the way that it ascribes language learning to a potential that is unique to humans. However, Chomsky's views on language learning cannot be attributed solely to humanist thought, which is a more general theory about learning. Bredo (1997) also classifies Chomsky as cognitivist: he rose in opposition to behaviorism with critique, which began the fade of interest in behaviorism.

3.3 Cognitivism

Cognitivist thought, also known as information-processing, sees humans as capable of processing information through the use of prior knowledge. (Merriam and Bierema 2013: 32). Rather than merely receiving information, which is reinforced or discouraged, humans interpret observations and give them new meanings. There have been many models to explain human cognition and different types of learning outcomes Piaget's four-stage model (Merriam and Bierema 2013: 32) provides a pioneering model for how humans' capability to process information develops. Firstly, infants communicate with sensory-motor responses to stimuli. Secondly, ability to use symbols and words to represent concrete things is developed in early childhood. Thirdly comes understanding concepts and relationships and finally the ability to think abstractly emerges. Another area of cognitivist thought is memory (Merriam and Bierema: 33). Cognitivism has had implications also on education. For example, Ausubel (1967: cited in Merriam and Bierema 2013: 34) argued that learning is meaningful when it can be connected to one's cognitive structure. This has somewhat similar presumptions as Vygotsky's zone of proximal development (see for example Berk and Winsler 1995: 24). Merriam and Bierema (2013: 35) argue that Bloom's taxonomy of cognitive outcomes is a well-known model. In this model, the lowest level of learning is knowledge, which can be described as 'knowing' or 'remembering' things. The other levels in somewhat hierarchical order are comprehension, application, analysis, synthesis and evaluation. There has been some dispute concerning the hierarchy of the levels of learning. However, it can be argued that analysis, synthesis and evaluation are cognitively more advanced concepts than knowledge, comprehension and application. Even though the model was developed in 1956, it provides an easily-understandable alternative to understand what kind of learning outcomes there are. Williams (2012: 299) argues that the task of higher education is not only distributing knowledge, which would be placed on the lower levels in Bloom's taxonomy too. Instead students should be creating knowledge, which would require more advanced types of cognitive processing.

Behaviorism was the major theory that emerged after the Second World War, and it was replaced by cognitivist thought. However, both theories can be seen problematic and incomprehensive. Bredo (1997) explains that both theories explain learning at ends of a continuum: behaviorism stresses the importance of environment and neglects individual mind, while cognitivism goes more to the other end. He states that both are deficient ways to explain human behavior. Furthermore, he points out that they both can be subjected to the criticism of the psychologist John Dewey, whose works precede those of behaviorists (Skinner, Watson) and cognitivist (Chomsky, Vygotsky, Lave, Piaget). Merriam and Bierema (2013: 35) also acknowledge this and offer an overview of a cognitivism-based theory that is somewhat more extensive. *Social cognitive theory* notices the role of social environment in learning. Bandura, who was the major proponent of this theory, pictured learning as a triangle. Learning, the person and the environment are the tips of the triangle, which are connected and contributing to each other.

3.4 Constructivism

Constructivism is arguably the most prevalent theory in education at the moment. A number of theorists have been associated with constructivism such as Dewey and Vygotsky and Piaget. Therefore, it is not a very uniform theory with strict boundaries. The basic assumption is that knowledge is constructed by learners through their experiences (Merriam and Bierema 2013: 36). Constructivism is the major theory that is used to explain for example self-directed learning, the importance of reflection, situation-based cognition and transformative learning (Merriam and Bierema: 37). A brief review of research done on Finnish teacher training programs shows that these ideas are desirable core concepts in teacher education too (Lipponen and Kumpulainen 2011, Ruohotie-Lyhty and Moate 2014, Jakku-Sihvonen and Niemi 2006). It is argued that constructivism avoids the pitfalls which permeate cognitivism and behaviorism. Epistemologically it is more comprehensive as it is not based on the notion that knowledge is 'out there'. Instead, knowledge is a result of negotiations, and it is both shared and limited to certain communities. The idea of constructivism is not necessarily agreed across all institutions because it is not easily combined with New Public Management Doctrine (Heikkinen, Tynjälä and Kiviniemi 2011, see also chapter 2.). If learning is seen as mostly individual process, though affected by sociocultural factors, it will be impossible to set standards that apply to everyone. Managerial controlling of teaching is based on standardized tests. The problem arises when attempting to define standards. For example, Kaikkonen (2004b: 165) demonstrates that assessing one's linguistic proficiency with language skills criteria is deficient because it will not likely take account the nature of humans as

knowing, emotional, willing and social beings that are yet different from others. A perspective that would be more in line with constructivism is to assist students in developing self-assessing skills and guide them towards self-directed learning, which would entail abandoning the pursuit for objective assessing criteria

The aims of the present thesis were first mentioned in the introduction (chapter 1). The background chapters 2-3 covered theories and previous studies related to the topic. One of them is teacher education in Finland and its more specific aspects regarding foreign language learning and teaching, with embedded viewpoint of teacher profession. Others are engaging in higher education studies, learning theories. The background chapters show that there is a gap in research, which the present thesis aims to fill. The next chapter (4) summarizes this gap and demonstrates research questions that the present thesis aims to answer in order to fill the gap. Furthermore, chapter 4 explicates the methods of data collection and analysis.

4. Research design

4.1 Research Questions

Ruohotie-Lyhty and Kaikkonen (2009) argue that personal school experience is the first stage of becoming a foreign language teacher. Students spend up to 12 years in schools. Their knowledge on teaching and learning is based on their experiences at schools, which they carry on to university. A high-school diploma should be a sufficient pre-requisite for university studies but universities are largely different environments than schools in Finland. A body of research suggests that many actions should be taken during FLT education (see chapter 2.1). The students' role in this process in terms of FLT training has received little attention, while pre-service primary school teachers have been researched extensively. Therefore, the first research question investigates what prospective FLTs expect to gain from their education. Expectations themselves are interesting data, but the second research question aims to gain insights from them through analyzing the data both quantitatively and qualitatively, according to the type of data. The results are compared to the constructed framework of teacher training and studying at university level. University studies are also the foundations for teacher professionalism (Jakku-Sihvonen and Niemi 2006). The data is thus analyzed to reveal what kind of professional status future FLTs grant to themselves

1. What kind of expectations do pre-service foreign language teachers have of their studies?
2. What do these expectations reveal of how pre-service foreign language teachers view learning and teachers' professionalism?

The next sub-chapters state how the present thesis sought to answer these questions.

4.2 Data Collection

The data for the present thesis was collected by a questionnaire sent to pre-service language teachers studying at universities of Oulu, Tampere, Turku and Jyväskylä. The questionnaire was created with the survey program Webropol. Pre-service Finnish teachers complete the same courses in education as FLT. Therefore, students of any languages, not just those considered foreign were invited to reply to the questionnaire. Having students of both L1 and L2s as participants gives also a point of comparison. The questionnaire was first drafted based on the previous studies and literature associated with the topic. Then it was piloted with three voluntary persons, two of which were in a program of teacher education, albeit not FLT. The third person was from an entirely different field. Two university lecturers commented on it too. Especially the wording of the open question received feedback that led to reforming the questions. Additionally, some why-questions were added to the questionnaire after piloting and comments from the lecturers. The questionnaire was open for replying in February and March 2016. A total of 65 people answered the questionnaire. The language of the questionnaire was Finnish as it was a language shared by all the participants. Using English would not have served any necessary purpose as the studied phenomenon is conceptual and social rather than linguistic in nature.

The questionnaire consisted of three parts. First, the questionnaire inquired some relevant background knowledge about the respondents that would possibly reveal groups that provide differing data. Background information that were used in the analysis were the respondent's age, whether their major subject was Finnish or a foreign language, and whether they had come to study to become teachers right after secondary level schooling. The second part consisted of statements, to which the respondents replied by choosing their level of agreement on the Likert's scale, where the value 1 stands for 'completely agree', 2 for 'agree', 3 for undecided, 4 for 'disagree' and 5 for 'completely disagree'. For example, there were statements such as "Teaching is largely practical work", "Teachers should have performance-based pay" and "It is possible to measure the result of teacher's work accurately". In addition, the second part included some multiple choices and forced choice questions. With forced choice, the respondents chose the alternative that best suits their opinion and they are not given options to rank the level of

agreement or answer 'undecided', thus the name 'forced question'. The third part of the questionnaire had open questions, whose aim was to expand the scope of the study as the respondents might have viewpoints that have not been included in the drafting of the questionnaire or the theory section of the present study.

The present study used a questionnaire because it is a convenient method to collect data from a relatively large sample that is geographically dispersed (Valli 2015: 44). There was an aim to draft the questionnaire so that it would not take very much time to fill while providing relevant data. The Likert-scale questions worked well in this respect as they requested the respondents to express their opinion and not require any deeper knowledge on the issues that are being researched. This was crucial for the data collection as answering to the questionnaire was completely voluntary and depended on the respondents' interest. The questionnaire can be seen in Appendix 1 in its original Finnish version.

Another method that could have been used in the present thesis is ethnography. Murchison (2010: 4) names it as "the engaged, firsthand study of society and culture in action". Murchison argues that the only way to study social and cultural phenomena is to study them "*In action*". Teacher training is definitely a social phenomenon. Ethnographic study would have enabled delving into the current teacher training in a way that a questionnaire cannot accomplish. Ethnography on the topic of the present thesis could have included empirical observations from various courses that pre-service teachers attend, video recordings and interviews of teacher educators. As Murchison puts it, social and interactional phenomena cannot be studied in laboratories. Even though the questionnaire used in the present thesis cannot be described as laboratory experiment, it bypasses unavoidably some of social phenomena involved in teacher training. Using a questionnaire instead of ethnography aimed at getting a more objective and larger picture of the phenomenon. The argued greater objectivity arises from the fact that the data was not dependent on the researcher's interaction with the participants: the cover letter was the same for everyone and the statistical data can be analyzed in order to find statistical significances. Including open questions also gave a chance to gain deeper insights from the participants' experiences.

A questionnaire consisting of mainly Likert-scale questions naturally has limitations. For example, the difference between 'completely disagree' and 'disagree' may be significant to some, but pointless to others. In this respect, having a 3-point scale with the items 'agree', 'undecided' and

'disagree' might have been easier for the respondents to answer while providing the same information. Another problem with the kind of questions used in the questionnaire is social desirability: there is a possibility that the respondents try to interpret the aims of the researchers and answer in a way they assume to be desirable or correct instead of choosing an alternative that reflects their opinion. There was an attempt to take this into account when constructing the questionnaire by spreading and mixing questions regarding the same variables on several pages. It appears, however, that this dilemma in social research was not avoided as some respondents commented that it was difficult to reply correctly to some of the questions. Social desirability may also stem from how one is used to reply to a questionnaire: The cover letter stated that there are not correct answers, but it cannot be expected that the cover letter was read and comprehended exactly like expected. Moreover, as answering was voluntary, the questionnaire had a relatively low rate of return. This may mean that those who want their opinion heard were the ones who answered the questionnaire, even though the present study would naturally have benefited from the opinions of everyone in the target group.

4.3 Participants

In coordination with the research questions, the present study utilized purposive sampling for collecting the data. The cover letter asked pre-service foreign language teachers to answer the questionnaire, thus the data is not representative of a large population. Rather, the aim was to get a comprehensive sample of a specific group. The response rate was around 16%, which somewhat reduces the validity of the questionnaire. At the University of Jyväskylä the target group consisted of approximately 60 students and the questionnaire was sent to 350 pre-service FLT's studying at other universities. The difference in the size of the target group arises from the fact that in Jyväskylä the target group was only those completing the basic courses in education while at other universities the questionnaire was shared to all students in the respective programs that subscribe to the respective e-mail lists.

In Jyväskylä, the education studies for subject teachers begin during the first year, even though they are available at any point of studies through application. Most of the language students intending to become teachers make the choice already in the application and entrance exam, i.e. their primary goal is to become a FLT. Timing the studies varies between universities, thus 25 of the 65 participants were not in the first year of their studies.

4.4 Analyzing the Data

The present study is a mixed-method study as researching the phenomenon under investigation benefits from both quantitative and qualitative data.

The background questions, the Likert's scale questions and the multiple choice questions provide quantitative data, which was analyzed statistically. The questionnaire included several different questions to explore single variables, thus the questions were categorized and combined to create sum variables. These single variables were assumed to be pre-service teacher's stance on the theoretical aspects of teacher training and teachers' work, views on teacher profession, and the facilities of teacher training programs to provide environments where students can display extended reflexivity. These variables were further analyzed with the statistic program IBM SPSS Statistics 22. Cronbach's alpha was utilized to measure consistencies of the scales (Valli 2015: 142) and mean chosen for description. It is a measure of instrument reliability, thus it does not measure validity of the data. Calculating the mean for a single Likert scale item is usually considered questionable because the mean between *agree* and *disagree* is dubious and non-informative. However, when summed together, the items will constitute a much broader scale, which can be considered as an interval-scale (Valli 2015: 36-38). The scales with acceptable reliability were then subjected to T-testing in order to reveal differences in how different groups replied (Valli 2015: 116). The reliability measurements did not return acceptable Cronbach's alpha for all scales. Thus, sum variables were created only from scales with acceptable internal consistency.

Questions that did not suit any of the sum of the variables were first examined in isolation. The forced choice questions differed from the Likert scales to such an extent that including them in the scales was not possible. The data from these questions was thus used as a complement and comparison to the data from the Likert scales. For example, if one agrees with the statement 'teaching is mostly practical work', a logical consequence would be that one disagrees, in turn, with the statement 'Teachers do not need to follow research of their own field'. This question could be further explored with the forced choice questions, where the respondents had to choose which scenario would increase the quality of teaching in Finland more. Median was the average that was used for single likert-type items.

The open questions in the questionnaire were analyzed qualitatively. Content analysis was chosen as the method as the open questions elicited textual data. According to Julien (2008: 121) the

purpose of content analysis is to make sense of data by finding consistencies between themes by categorizing textual data. As Julien puts it (2008: 121), content analysis is a common method for analyzing responses to open-ended questionnaire items. Thus, initial reading of the qualitative data was done for finding themes that emerged from the responses. These themes were then quantified i.e. the frequencies of themes in the replies were counted. The data was re-read in order to further define the occurrences of these themes. The results were used to complement results from quantitative analysis. It is often difficult to define all possible variables affecting subjects such as teacherhood. Therefore, the fact that participants had a possibility to express their concerns freely allowed extending the perspective beyond aspects that were addressed in the quantitative analysis. Furthermore, the open questions aimed to reveal something about pre-service teachers' learning beliefs. As this type of qualitative analysis is a subject to interpretation, coding and quantifying the data was revised after the initial analysis for achieving greater reliability. The revision took place in November 2016.

The results of the analysis of the data is reported next in chapter 5. The results of the qualitative analysis will be shown first and the quantitative measures are reported after them.

5. Results

5.1 Qualitative data from the open questions

The questionnaire had three open questions, which were not mandatory for submitting the questionnaire. The results from these questions are reported in the following chapters. The number of replies to these questions were 46, 41 and 44 respectively the order in the report.

5.1.1 Feedback on university teaching

The respondents were asked to give feedback and evaluate the teaching they had received at universities with an open question. A total of 46 respondents replied to this. The data gained through the question was first read in order to find salient themes. Not surprisingly, there was plenty of feedback described with adjectives:

- Interesting teaching methods.
- Tedious teaching.
- Disappointment with studies.

- Satisfaction with studies.

In addition, there were 3 categories that were not expressed through the use of adjectives. They were:

- Good preparation for future work as a teacher.
- Bad preparation for future work as a teacher.
- Might be of use in the future.

The replies were coded according to these themes. This reading revealed another theme that was left unnoticed in the first reading:

- Good or bad teacher.

A majority of the replies divided their thoughts in studies in the major subject and studies in education. Thus, the following table shows the frequency of the themes for each faculty. It should be noted that a single reply could be such that it has been marked into several categories. For example, a reply indicating that teacher training is not good preparation for future work as a teacher likely indicated disappointment as well. In table 1 the themes emergent in the 46 replies have been divided by their negative or positive quality and neutral quality for easier illustration.

Table 1 Teacher students' opinions on university tuition.

Theme	Frequency of comments on Faculty of Humanities	Frequency of comments on Faculty of Education
Bad preparation for future	10	15
Tedious teaching	6	9
Disappointment	8	22
Good preparation for future	8	7
Interesting teaching	21	12
Satisfaction	25	14
Might be of use	4	5

A quick look at the table shows that the Faculty of Education receives clearly more negative feedback than the Faculty of Humanities. Studies done at Faculty of Education got clearly more feed-

back for being disappointing. The dispersion regarding bad preparation for future work as a teacher and tedious teaching methods was smaller. Conversely, Faculty of Humanities received more favorable mentions in regards to good preparation for future work as a teacher, interesting teaching methods and overall satisfaction.

The replies indicating disappointment or tedious teaching were inspected more closely as the major benefit of feedback is gaining knowledge on what did not work as intended and, in turn, could be improved for the future. Disappointment with studies at the Faculties of Education could be discerned in 22 out of 46 replies. The reasonings were diverse, ranging from blaming the teachers through the structure of the studies to comments about course contents. A need for concrete and less theoretical teaching was expressed in several replies.

(1) "Unnecessarily aiming at academicality and research, which don't really help in teachers' work" (student 10)

(2) "Studies in education at this point feel like balderdash and quite far from the real world" (student 25)

Replies like these delve straight into the topic of the present study. Expectations and reality conflict. Regarding what is commonly called 'teacher studies' in Finland, these expectations seemed to be overly simplistic as the replies above show. Emsheimer and Da Silva (2011) studied this topic in greater detail, providing insights into how pre-service teachers regard theoretical educational studies. They found out that pre-service teachers' understanding was shallow and aimed at applying theories straight into practice, which is not the sole purpose of educational theories. The findings from the questionnaire are in line with their findings, confirming that theoretical studies are seen as waste of time.

It is proposed that unrealistic expectations lead to disappointment with teacher studies at university. The problem with teaching is that everybody has an image of good teaching, and it has been shown that these images stay in teachers rather stubbornly (Ruohotie-Lyhty and Kaikkonen 2009). Another reason could be that secondary schooling prepares poorly for higher education. Subject borders and learning styles in upper secondary schools may benefit from simpler epistemological understanding than what is required at universities. Heikkilä (2011) also proposed the gap in cognitive demands between high-school and university studies as a possible cause of the somewhat disappointing findings, according to which as many as 50% of pre-service primary school teachers are classified as 'non-academic'. Many university subjects are not included in the curriculum of secondary schools and even those that are differ greatly when comparing the two. In

the case of languages, there is a shift from increasing language proficiency into using the target language for studying linguistics. The shift in educational studies is more ambiguous as there is not such a subject in secondary schools: the findings of the present study implicate that pre-service teachers think that teaching can be divided into concrete chunks of knowledge that are up for grabs for whoever is interested, which is a rather simple view of what knowledge and learning are. Considering teacher profession, the findings indicate that pre-service FLT's might not have sufficient ambitions concerning their professional development. Teaching foreign languages can be seen as a craft, which can be learned in concrete chunks, but teacher profession in Finland is more than that (Jakku-Sihvonen and Niemi 2006, Jyrhämä and Maaranen 2012). Concerning life-long learning, the desire for learning concrete things leans more to the past, to learning things that have been done before; teachers who truly wish to embark life-long learning orientate themselves to the future and for that they might benefit more from conceptual tools that can be applied as the world changes.

Even though understanding of theories stays low and expectations are not realistic, disappointment can be caused by other factors than pre-service teachers' agency. Lack of time and ambiguity of the structure of the studies were mentioned in several replies.

(3) " The whole is very confusing with its small groups and different organizers of teaching " (student 52)

(4) " We haven't really concentrated on the studied matters, they have rather been up to each one's interest " (student 63)

These naturally hinder development of theoretical understanding, which is a shame because apparently deep understanding of complex phenomena is in focus in university studies, including language teacher studies. The second reply above is interesting because courses at university often involve plenty of individual work. Thus, studying matters "up to each one's interest" should also be viewed as part of the courses, but the student's reply indicates that that is not the case. It could also be, however, that delving into one's own interests is not encouraged by faculties themselves. If study credits and good grades can be gained without accumulating deeper understanding, the reason for more shallow learning results might be that the studies have not been organized and assessed accordingly. Based on these replies, the situation at universities is somewhat paradoxical: pre-service teachers who expect concrete teaching are disappointed by the theoretical nature of the studies, while those interested in theoretical studies feel that there is not time to concentrate and plunge through the surface of studied matters. Moreover, it is unfortunate if purely technical issues, such as combining a great number of individual things into a complex schedule, cause

disappointment. Time spent on trivial issues sacrifices developing deeper understanding as there is less time for it.

A similar number of respondents (25) considered studies at Faculties of Humanities satisfying. The replies indicating satisfaction were inspected more closely in order to reveal what could underlie the contrasting opinions on humanistic and educational studies. The subject contents are seen as relevant, teaching methods diverse and there has been deep learning instead of surface learning

(5) "The character of lessons is usually dialogic, contemplative, encourages co-operation and is open for expressing one's own opinion" (student 17)

(6) "The teaching methods have been diverse and we have addressed many matters that have not been taught at school" (student 6)

Compared to the views on educational studies, it is interesting that expanding the course contents beyond that taught at school is considered good. One reason is, quite obviously, that pre-service teachers can contrast studies better because they have previous experience on the subjects. The understanding of teacher studies and teaching, in turn, is more non-reflective and unconscious in nature as university is the first environment where education is taught as a separate subject.

5.1.2 Expectations of university tuition

Another open question asked the respondents to share what kind of tuition they expect in their studies. In addition, the question asked the respondents to elaborate on their ideal ways of learning. The aim of this question was to reveal how the respondents, who are future teachers, believe to learn. The underlying logic is that it is not reasonable to expect teachers to use methods that they do not consider good themselves. Moreover, the questions inquired whether there is difference between studies in languages and education.

These preferences are arguably affected by teachers' personal views. Especially in Finland teachers have a great freedom to do as they wish. Therefore, teachers are likely mediate their ideal learning theories to students through teaching, choice and use of teaching materials, assessment and examination. For example, Kalaja (2015:129) employs similar reasoning in a study of pre-service FLT's beliefs about language teaching: "It is therefore important to study the beliefs held by future teachers as these might turn into mediational means and thus guide their teaching practices". In the present study, pre-service FLT's expectations are examined in order to explore these beliefs.

The emergent themes and their frequencies are listed in Table 2. The total number of replies was 41. As with the questions reported in 5.1.1., a single reply might have been marked to include several categories.

Table 2 Teacher student's expectations of university tuition.

Themes	Number of mentions
Diversity	5
Comparison of language and educational studies	15
Studying in small groups	18
Traditional Lectures	4
Individual activity	18
Concreteness	14
Teacher-centered tuition	8
Satisfaction or lack of it	7
Expectations of teacher training	23

The themes 'comparison of language and educational studies, 'satisfaction or lack of it' and 'demands for teacher training' might need explaining, as their connection to the open question itself was not so clear.

15 replies contained separate views on studies in languages and education. The question in the questionnaire asked this directly, thus the emergence of the theme is not surprising. The studies were either compared or described in separation. In particular relation to this question, there was not any clear trend on which studies are viewed more favorably. There was a clear and useful link to the other open question, which asked the respondents to give feedback on the studies (5.1.1.), which revealed that educational studies received more negative evaluations than main subject studies.

(7) "Major studies are more theoretical and educational studies have been more up to date and closer" (student 10)

The theme 'satisfaction or lack of it' emerged from replies that expressed satisfaction not only directly, but also indirectly. As examples of a replies that were categorized under this theme:

- (8) "I trust that teachers are able to choose teaching methods that suit the courses" (student 9)
- (9) "In education, I like the atmosphere that is open and encourages discussion" (student 25)
- (10) "teacher's pedagogical studies are done in too great a hurry ... there is no time at any point to reflect on what was learned" (student 43)

This question did not directly ask to rate completed studies, thus the emergence of the theme was interesting. It can be argued that such positive experiences are very memorable and affect student teachers profoundly. Should such experiences carry over to the future careers of pre-service FLT's, it is definitely positive news for the foreign language teacher training institutions.

The most numerous theme in the replies was 'expectations of teacher training'. This theme could be interpreted as parallel to demands, even though expecting should not be very straightforwardly considered demanding. It is likely, however that asking to write expectations lowered the threshold to answer what the teacher students really want or demand of their studies. The theme emerged from replies such as:

- (11) "I expect to get good, up to date and capable teaching that gives me needed knowledge and skills, from which I can benefit in working life in the future" (student 13)
- (12) "At university I expect to receive readiness for language teacher's work" (student 14)
- (13) "I especially expect of pedagogical studies diverse and varying methods of studying because I should be capable of taking advantage of them in my future work too" (student 64)

These replies demonstrate that the expectations are loaded with adjectives such as 'good', 'up to date' and 'high quality'. Working life and preparation for it are frequently mentioned in these expectations. These expectations are a positive sign, but combined with the findings from the previously addressed open question (5.1.1.), they are also somewhat alarming: 15 out of 46 respondents expressed their concern that studies in education have not prepared for working life as expected. It should be noted that these expectations often co-existed with other themes as they were linked to methods of teaching and studying. Therefore, it can be concluded that studying in small groups, self-study and concrete teaching are the desired types of learning, while traditional lectures and teacher-centered tuition are deemed less desirable

- (14) "I expect to receive lots of contact teaching and feedback from teachers" (student 26)

(15) “ ...contact teaching, attendance and discussions are the keys” (student 36)

Pre-service teacher’s beliefs about learning were also reflected in these replies. Many replies emphasized one’s own activity and practice. The appreciation of self-study points towards constructivism and humanism in learning. It should be noted that there is not only one type of self-study: Using Kahn’s theory of engagement in studies (2014), it can entail either extended or restricted reflexivity. Extended reflexivity assumes an active agent who takes responsibility and is able to cope in the face of uncertain, while restricted reflexivity implicates learning that aims to pass the minimum requirements and assumes a passive learner. In the pre-service FLT’s replies, self-study indicates extended reflexivity. Self-study is considered as a good method for concentrating into the studied matters and theoretical contemplation. Combined with the desired group work and discussions, there seems to be a clear need to share the learned. In the framework of restricted reflexivity, what is self-studied would rather be submitted to an assessor and forgot after receiving an accepted grade. However, as Kahn (2014) warns, studying methods that promote extended reflexivity are not self-evident to create. If a course can be passed by doing some self-study and attend the classes without deep engagement, the results are not necessarily any better than if the course had been organized as a mass lecture or another traditional way. Ruohotie-Lyhty and Moate (2014) and Lipponen and Kumpulainen (2011) report cases, where teaching deviates from the traditional hierarchical frame. In their cases, the students contribute significantly to the methods and contents of the course and this contribution was also evaluated as a requirement to pass the course. In both cases, the students exhibited agency that was considered satisfying, even surprising. The students took responsibility because they were clearly required to do so and show their learning. The inclinations are somewhat similar to Poikela and Holm (2008) who thought that it was alarming that pre-service teachers were content with the teaching methods only because they did not know of better options. Concerning Bloom’s cognitive taxonomy (see chapter 3.3), evaluation is one of the higher order skills. In Finland, universities are the organizers of highest level education and all teachers must have a university degree. It could be assumed that cognitive demands are of the highest level, i.e. analyzing, synthesizing and creating new knowledge, instead of merely knowing and applying knowledge, which are the lowest two in Bloom’s taxonomy. The analysis of pre-service FLT’s expectations of university tuition show strong motivation and aptitude for studying methods that necessitate extended reflexivity. In turn, this could a sign for FLT trainers that they can give their students challenge as a long as they do not show “a single way forward” (Kahn 2014: 1012)

5.1.3. Expectations of studies regarding language learning and teaching

One of the open questions invited the respondents to express what they expect to learning during their training in respect to language teaching and learning. 5 themes emerged through content-based analysis. The most prominent category was 'concrete and practical', which was mentioned in 31 replies. The somewhat contrary category 'theoretical knowledge' was mentioned 13 times. The remaining 3 themes were 'differentiation' (f=9), 'planning' (f=9) and 'interaction (f=7)'. These three could be categorized as more specific than the first two themes. It should be noted that a single reply could include any number of the themes. Thus, the themes have not been viewed as mutually exclusive.

Table 3 Teacher students' expectations regarding language learning and teaching

Category	Frequency in the 44 replies
Concrete and Practical Matters	31
Theoretical knowledge	13
Differentiation	9
Planning	9
Interaction	7

Inferring the category 'Concrete and Practical Matters' was relatively straightforward, as most of the replies that fell under it contained words such as 'practise', 'practical skills' and 'concrete'.

(16) "Less theoretical and more practical" (student 10)

(17) "... and practical knowledge on what methods are used to teach languages and why"
(student 36)

Direct mentions of theory along with expressions such as 'understanding', 'reasoning', 'deep understanding', 'general principles', 'models of information processing' were placed under the category 'Theoretical knowledge'.

(18) "... Knowledge on the structures of language and the meaning of cultures" (student 24)

(19) "I am also expecting keenly whether I will learn to understand the process of learning a language" (student 27)

Practice and theory were often presented dichotomously, which was the case in the present study as well. The results showed that pre-service FLT's are deeply concerned about the practical aspects

of teacher's work, while theory is considered arcane and less or more useless. This is not surprising, as previous have stated that concrete studies such as practicum periods have been considered the most satisfying part of studies (Kaikkonen 2004a) and pre-service teacher's understanding of educational theories is often shallow (Emsheimer and Da Silva 2011). Teachers do need to address and handle the practical side of their future work as that will be a large part of their daily routines. However, teacher's professionalism does not consist of only practical things such as lesson planning, class management and grading (Heikkinen, Tynjälä and Kiviniemi 2011). Teaching practicums cater to this need of practical training, but it should not overshadow the need for theoretical and conceptual education. Teachers need conceptual, developmental and creative skills because the world changes and schooling should change along with it. A good example is the implementation of the new NCC, which took place in the fall term 2016 in Finland. The NCC (2014) is a lengthy document, yet it consists of mainly conceptual principles, upon which education should be founded. It does not tell teachers in detail what they need to do: teachers have the task of translating the principles into action and they are also solely responsible for it executing the needed changes as there are currently no managerial government departments that supervise what teachers do in the classroom.

There were some shorter replies that were less straightforward to label under these two first categories, such as "how to teach language in a way that interests pupils" and "...then learn how it [language know-how] is mediated to others". The replies described a complex matter with only few words, thus leaving it open whether the respondents are oriented more theoretically or practically. Ultimately such replies were categorized under both 'practical' and 'theoretical' as it would have been somewhat biased to make inferences from an ambiguous reply

Dividing studies into practical and theoretical concerns the nature of the studies. The other emergent themes could be classified as more specific skills that teachers need in their work, with no comments on whether they should be trained practically or theoretically. Differentiation emerged through direct mentions and replies such as "skills to understand different learners".

(20) "How to act with a group where the pupils have very different learning profiles" (student 8)

(21) "...How to support weaker students and how to provide talented students with challenge" (student 14)

Interaction was mentioned mostly directly. Moreover, replies that were somehow related to interaction in any form were placed under this theme.

- (22) "Interaction skills, how to act with different children/young people/adults..." (student 4)
- (23) "How to stimulate children" (student 6)
- (24) "More practical knowledge on ... and authority" (student 40)

Planning was mentioned in 9 replies. It was often included in lists, without further elaborations. In most cases, the reply mentioning planning was also labelled under the category 'Concrete and Practical Matters'. Planning is a major area of teacher's work and a requirement for successful teaching, especially in the beginning of career. Emergence of the category shows that at least a small percentage of teacher students are aware of it and expect to receive training in it.

The occurrence of these more specific themes is meaningful because they indicate that the respondents already have knowledge on what would be useful for language teachers to learn that is also in line with university practices. For example, a course on interaction is in the curriculum of the foreign language pedagogical studies at the University of Jyväskylä (Department of Education 2014). Existence of such knowledge is especially good when considering that most of the respondents were first-year students. On the contrary, comments such as "I expect to learn more about practical things about teacher's work" are very generic and do not provide much real information about the respondent's views. Expecting such tips might be somewhat irrelevant if one considers universities environments for high-end learning, creating new knowledge and deep understanding that would be difficult to reduce to practical things. For example, how languages are learned is a basic question that language teacher studies should address. Mitchell and Myles (2004) provide around 10 different branches of research that attempt to define language learning. Moreover, they admit that a grand theory does not exist and trying to create one might even be purposeless. Therefore, providing practical tips from such a network of theories is likely impossible. In contrast, interaction is a subject on which universities already give courses.

Based on only this question, it is difficult to infer straightforwardly how the respondents expect to learn these concepts as they were not asked to specify it. However, considering the prominence of the theme 'concrete and practical matters', it is likely the way how most pre-service teachers expect to be taught these concepts too. Another open question (5.1.2) provided more information in this sense, as it revealed that the most preferred learning occurred in small groups with additional self-study.

5.1.4 Summary: pre-service FLT's expectations and assessment of tuition

Pre-service FLT's complete studies in their major and minor languages and education. Heikkilä (2011: 48) shows that as much as 50% of novice teacher students can be identified as "non-regulating", reporting little interest, study-related stress and desire for practical and applicable knowledge. The open questions in present thesis attempted to explore this through investigating FLT's expectations and how they have been met. The results from the open questions showed that pre-service teachers are content with the tuition they receive in their major subjects. Studies in education were viewed more negatively, with many pre-service FLT's expressing disappointment, which was often explained with too much theory and too little practice. Another question inquired pre-service FLT's expectations of university tuition, and a closer look at the expectations revealed that many of them were quite demanding: the expectations were loaded with description such as 'high quality', 'current' and 'top experts as teachers'. Such demanding expectations may partly explain why certain studies are disappointing, even though demands are justified as universities are the institutions that offer highest level education.

There was a clear trend among pre-service FLT's to show a great desire for very concrete and practical teaching when it comes to language learning and teaching. A quick look at the curricula of studies at faculty of education reveal that the reality of pedagogical studies is not so practice-oriented. There is a good reason to study more theoretically oriented aspects of education (Kaikkonen 2004b, Rorrison 2011, Jyrhämä and Maaranen 2012), but those studies have a position that requires constant fortification. In many countries in the world, theoretical studies have already been removed from teacher training curricula in order to give more space for concrete studies that are considered somehow more useful (Raiker and Rautiainen 2014).

The analysis of the qualitative data from the open questionnaire items not only showed that those seeking FLT education have expectations for their studies, but it also investigated the expectations in detail. Most of the expectations demonstrated great interest and motivation towards studies: pre-service FLT's are there to become very good teachers themselves and they expect to learn and acquire skills that carry over to their careers as teachers. Expectations can also be unrealistic or might simply not meet the reality. Acknowledging the fact that theoretical studies are not what is expected also helps university teachers to explain why some studies are almost certainly judged as boring. One solution for recovering from this clash would be explaining patiently and more in detail *why* certain matters are studied and what skills they develop. University teachers could also

emphasis why and how deeper understanding of educational issues is important and theoretical and practical studies should be separated more clearly. On the other hand, Ruohotie-Lyhty and Moate (2014) demonstrated that teachers and study organizers can also move from their traditional position of offering strictly academical endeavors and reach deeper level of engagement while providing the students with memorable experiences, networks and tools to cope in the complex world. The results of the present thesis showed that pre-service FLT's expect such activities as well: studying in small groups and engaging discussions are deemed more desirable than traditional lecturing.

The results of the analysis of the open question were used as a complement to the analysis of the quantitative measurements, which are discussed in the following chapters.

5.2 Likert scales and other closed questions

5.2.1 Facilitative studying environments at universities

Kahn (2014) provides a model of student engagement in institutions of higher education. He stresses the importance of providing students with appropriate studying environments that facilitate studying rather than debilitate. This topic was addressed in the questionnaire by asking the respondents to rate several statements that contribute to how facilitative studying environments are. For example, the respondents rated whether different faculties provide sufficient student counseling, whether university teachers evaluate and grade students' efforts fairly and whether university studies enable sufficient spare time.

In total, ten questions were chosen to create a Likert's scale, thus the values of one respondent could vary from 10 (strongly disagree with each statement) and 50 (strongly agree with each statement). The median for the scale was 37.00, which indicates that half of the responses were higher or the same as than 37.00. The mean for this scale was 37.2. Cronbach's alpha (α) for the scale was 0.637, which indicates somewhat acceptable reliability according to most method literature (Valli 2015: 143) Based on the responses on the scale, pre-service teachers deemed studying environments provided by universities as facilitating rather than debilitating. This is parallel with earlier findings around the same topic. For example, Kaikkonen's (2004a) findings indicate that pre-service students are satisfied with their studies. This scale supports those findings, providing information of specific aspects of satisfaction.

Table 4 How facilitative are universities as studying environments.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.637	.640	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
You are content with the used teaching methods at university.	33.8594	18.345	.346	.412	.603
Studies leave sufficient spare time for you.	33.7188	17.221	.382	.332	.593
University teachers (in both major and education) assess your study performance reasonably and fairly.	33.0625	19.044	.395	.416	.599
You receive sufficient study counseling: in your major subject.	33.3750	17.540	.493	.447	.573
Working methods on lessons are good and you learn meaningful things from them: in major studies.	33.4219	19.010	.225	.291	.630
University studying has met your expectations.	33.3438	18.293	.407	.419	.592
The basic studies in educations have met your expectations.	33.7813	19.031	.188	.170	.641
You receive sufficient study counseling: in educational studies.	33.5938	18.626	.291	.565	.615
You receive sufficient study counseling: in other studies.	33.8750	17.921	.364	.532	.598
Your language proficiency is sufficient to argue in the language of your major subject.	32.9375	21.552	-.008	.203	.666

As the table shows, the items *your language proficiency is sufficient to argue in the language of your major subject* and *basic studies in education have met your expectations* had very low correlations with the scale. Dropping them from the scale would be sensible statistically, but content-wise they are as informative as the other questions on the scale. The questions of language proficiency might be skewed because 20 out of the 65 respondents study their major studies through their L1, Finnish. The questionnaire assumed that having L1 as the study language would indicate a high level of agreement with the statement. In retrospect, making the distinction between using L1 and a foreign language was perhaps unnecessary. The statement concerning educational studies might have been ambiguous to the respondents due to its wording: first of all, in many universities, the terms *pedagogical studies* and *educational studies* are used intertwinedly. In one university, the *pedagogical studies* may refer to basic and subject studies in education (60ECTS), which are done in an uninterrupted period of time, usually a year. In another university, the term *pedagogical studies* refer to the teaching practicum and subject studies in education, which are done during the fourth year and which are preceded by *basic studies in education*.

Furthermore, T-tests were conducted with three background variables: age; the number of years studied, grouped into 1-2 years and 3-5 years; whether the major language Finnish or some other language, it was assumed that Finnish is the L1 for the respondents. It should be noted that even though there are statistically significant differences, the differences in the sum variable itself were not huge. For example, regarding the age group, the mean values for the groups were 35.2 and 38.3, one of which stands in the middle of 'disagree' and 'agree', while the other one is closer to 'agree'. The statistically significant findings should thus be considered to indicate that the phenomenon is worth further examinations, not as form of truth.

On average, age had an effect on whether studying environments are considered facilitating; $t(63) = 2.65, p = .010$. The younger the age, the more favorably university studying environments were viewed.

Table 5. T-test results based on the facilitation scale

Group Statistics					
	youragebinomial	N	Mean	Std. Deviation	Std. Error Mean
studyingenvironmentsum	1.00	42	38.2857	4.43537	.68439
	2.00	23	35.2174	4.52223	.94295

On average, the number of years studied also has an effect on how studying environments are

viewed; $t(63) = 2.62$, $p = .011$. This was in line with the effect of age.

Group Statistics

	numberofyears	N	Mean	Std. Deviation	Std. Error Mean
studyingenvironmentsum	1.00	44	38.2045	4.86841	.73394
	2.00	21	35.0952	3.46273	.75563

On average, whether the major subject is Finnish or some other language had an effect on how studying environments are viewed; $t(63) = -2.40$, $p = .019$. Those studying Finnish, therefore studying in their L1, viewed studying environments more favorably.

Group Statistics

	L1orL2	N	Mean	Std. Deviation	Std. Error Mean
studyingenvironmentsum	1.00	44	36.2727	4.25011	.64073
	2.00	21	39.1429	5.01284	1.09389

In addition to investigating the studying environments, there was an interest to explore pre-service teachers' beliefs and views of their own studying. For example, breaking the hierarchical frame in university studies would arguably bring refreshment to university pedagogy (Mäensivu, Nikkola and Moilanen 2013). The hierarchical frame assumes that students and educators work on different hierarchical levels which attribute certain roles to participants: teachers teach and are the experts who are in charge while students listen to the teacher have the responsibility to learn. The hierarchical frame was operationalized through the following two Likert-type items. There should have been more items for constructing a scale. It should also be noted that these two items could not possibly cover the whole topic: rather, they focused on a single aspect.

Figure 1 You readily give feedback to teachers during the course if you consider studying methods ineffective. 1= completely disagree, 5=completeldy agree

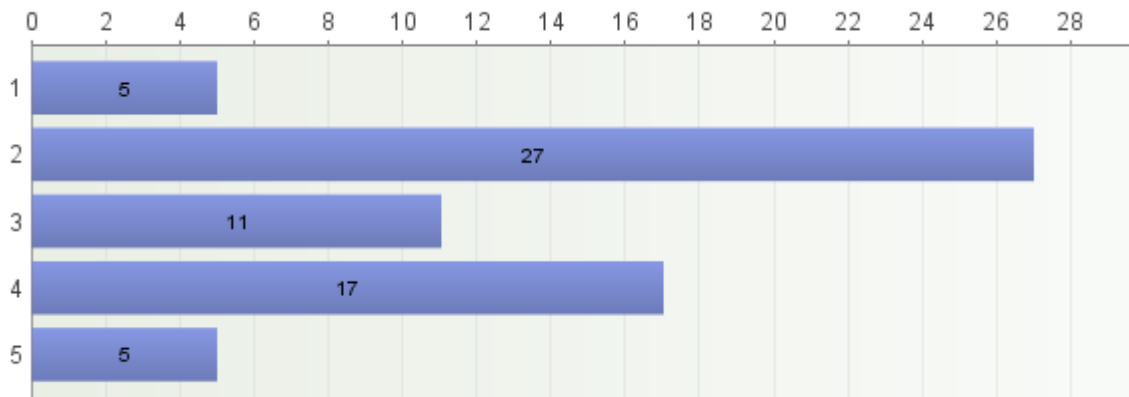
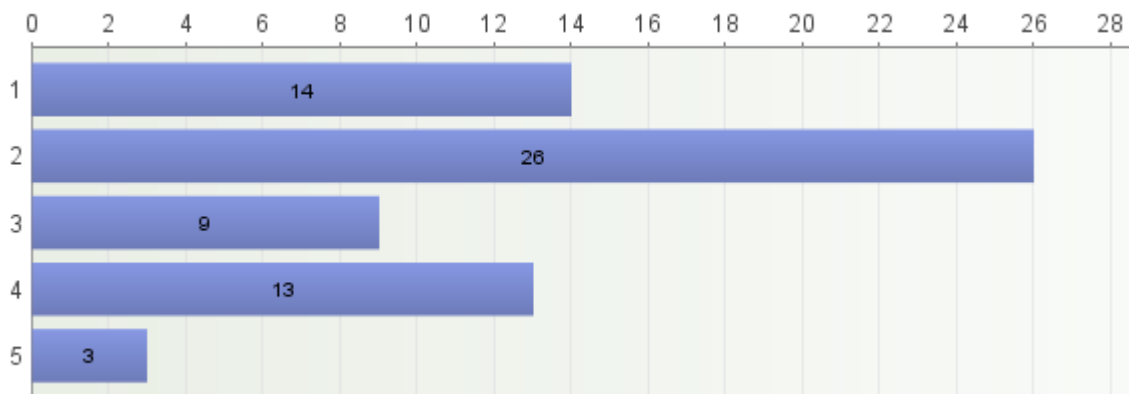


Figure 2 You make an initiative to gain feedback on your own performance from university teachers. 1= completely agree, 5 completely disagree



There was also a nearly significant correlation between these two items ($r=0.242$, $p = 0.047$). As the median score for the first item was three, it is not possible to draw clear-cut conclusions from it. The results of the second item were clearer (median = 2), indicating that pre-service teachers do not wish to gain feedback on their own work and performance. It is argued that this is one of the pre-conditions for breaking the hierarchical frame. Furthermore, it demonstrates the difficulty of extended reflexivity. Kahn (2014) suggests that extended reflexivity is best reached in heavily engaging environments, such as research projects and study abroad. Requesting and receiving feedback and being critical is arguably a very important step forward in such environments. The premise of the NCC is also student-centered, which necessitates dialogue between students and teachers, feedback being one central form of teacher-student dialogue. Teachers mediate their

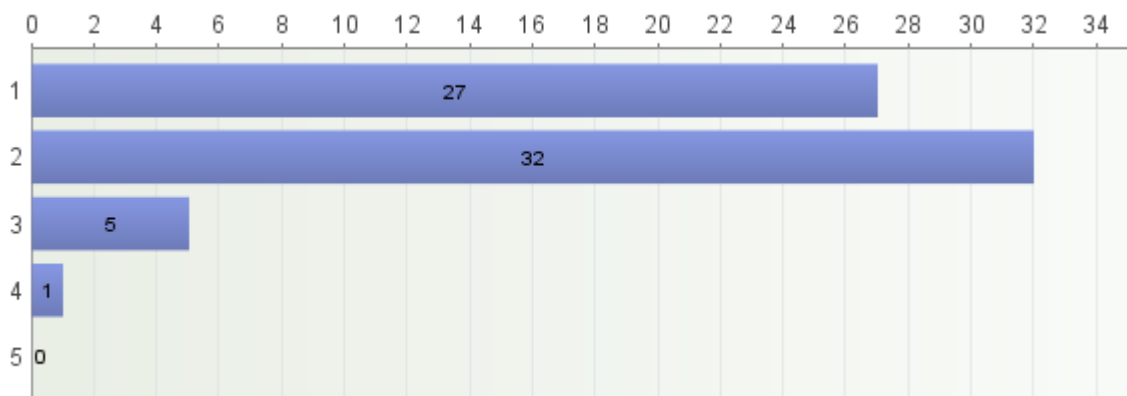
own beliefs about learning, thus it seemed that if pre-service teachers are interested in receiving feedback from their students, they are not showing a great example of that themselves.

5.2.2 Views on the theoretical aspects of teacher training

Two Likert-scale statements inquired the respondents' views on to what extent teacher's job is research-based. The respondent's opinions on a statement 'teachers do not need to follow research of their own field' are fairly uniform, with 59 respondents disagreeing.

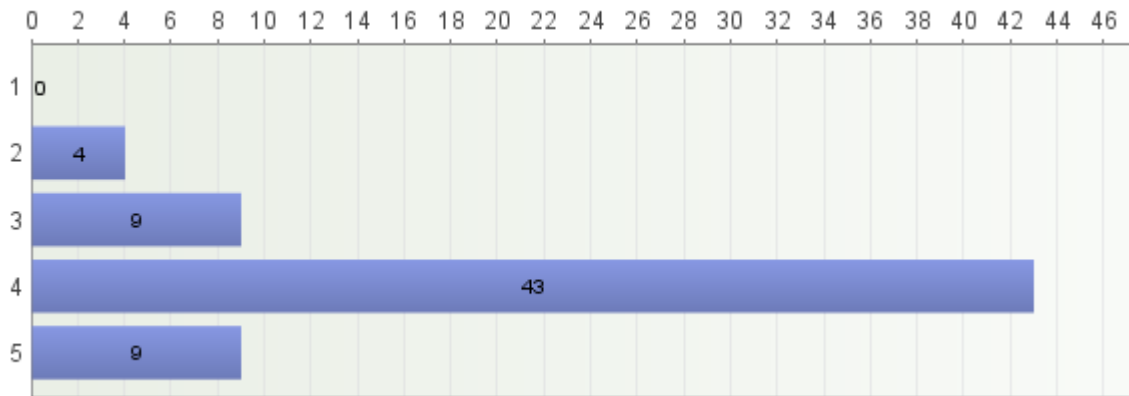
Figure 3 Teacher's do not need to follow research of their own field

1 = strongly disagree, 2=disagree, 3 = undecided, 4 = agree, 5 =strongly disagree



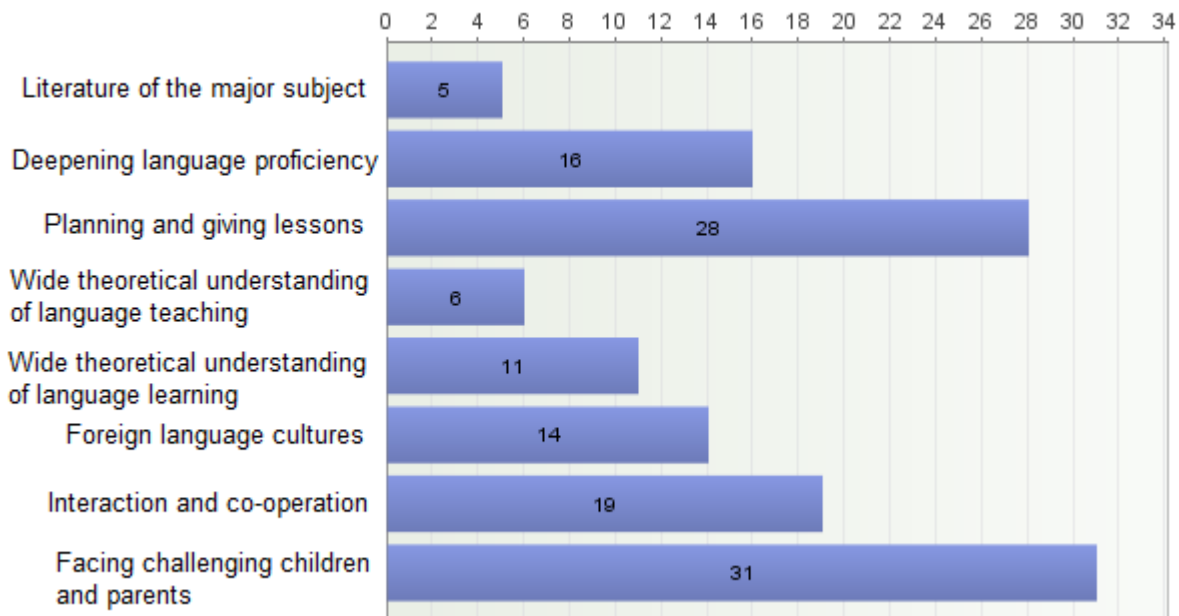
Another statement 'teaching is mostly practical work' had similarly collective replies, with 52 respondents agreeing. A quick look at the results showed an interesting discrepancy: respondents, who are future teachers, deemed research important, but considered teaching a practical work nevertheless. Here one can argue whether the term 'practical work' has been misunderstood. As the language of the questionnaire is Finnish, it is useful to look at the definition of the original word. The definition by the dictionary of KOTUS can be translated roughly as "regarding practice, occurring in practice, applicable in practice". Oxford Learner's Dictionary contrasts the term 'practical', which is a good translation of the original word albeit not absolutely precise, with 'theoretical'. It was actually quite interesting. The argument favored in the present thesis holds that 'practical work' refers to vocational jobs which require more performance of repetitive tasks than deep understanding of social, psychological and pedagogical issues, which are all present in teachers' work. For example, in the model employed by Heikkinen, Tynjälä and Kiviniemi (2011: 93), practical and experiential knowledge is just one of the four areas of teacher professionalism.

Figure 4 Teaching is mostly practical work



Further evidence on this perspective was collected through a forced-choice questions, where the respondents chose what two areas they would like to study and know more out of 8 alternatives. Even though every alternative is important for teachers to know, the aim of the question was to chart preferences that pre-service teachers have. The real question was whether studies at universities will and should cater for such needs. The bar chart below shows the responses with the alternatives loosely translated from Finnish.

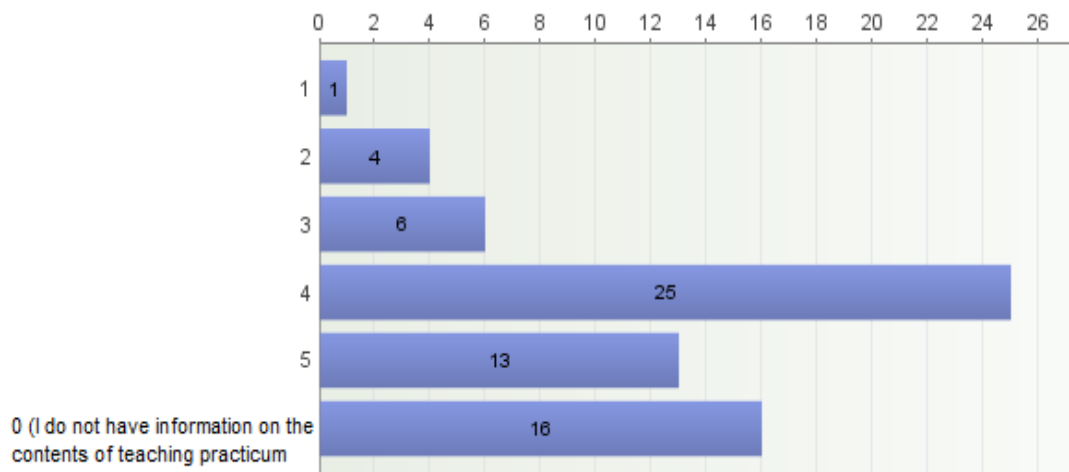
Figure 5 Choose two alternatives, which you would like to study and know more



‘Planning and giving lessons’ and ‘Facing challenging children and parents’ were the subjects, which pre-service would like to study most. In total, these two collected 45.4 % of the replies. This

supports findings from other parts of the questionnaire. One open question revealed that pre-service teachers expected mainly practical and concrete studying when it comes to language learning and teaching. The most frequent replies of this question could be classified in the same category, while the least popular alternatives were literature and theoretical understanding. A typical degree structure of a subject teacher graduating from university of Jyväskylä includes in total 20 ECTS of teaching practicum, where issues such as facing challenging children and planning lessons are covered (for example, see Jakku-Sihvonen and Niemi 2006). Studies in education include another 40 ECTS, but they are more theoretical in nature. This leaves 280 ECTS outside the teaching practicum. Thus, it is possible that expectations and reality conflict in this sense. Indeed, 58.5 % of the respondents thought that the main focus of language teacher training should be on practicum.

Figure 6 The main focus of language teacher education should be on practicum



The respondents in the present study were also asked to elaborate on their disagreeing responses after the Likert-type item, which asked to rate whether university studies have met the respondents' expectations. Typical responses expressed disappointment with the theoretical nature of educational studies

These findings are important because they dodge the problem of social desirability, which is a very common phenomenon in educational research. For example, this could mean that when asked, teachers state to prefer certain popular and widely accepted methods in teaching, but not use them in their own teaching. This bias is evident in the Likert-type item on whether teacher should

follow research of their own field, where the agreement was strong. This was in a clear conflict with what they would like to study at university. It is argued that benefiting from research in professional development requires studying and doing research and developing scientific thinking, precisely like learning oral communication requires doing oral tasks in groups, not written tasks individually. However, the findings revealed that this type of studying is not valued by pre-service teachers.

5.2.3 Level of education perspective on teacher profession

One question in the questionnaire asked the respondents to choose three other professions that they consider to match teachers in demands. The aim of this question was to probe to what extent pre-service teachers are aware of the professional status of teachers. The options in the questions included 3 professions whose practitioners have master's degree like teachers in Finland. There were also 4 polytechnic-based professions whose practitioners hold a bachelor's degree and 4 professions based on vocational schooling, which is secondary level education in Finland. Doctor was one option representing higher educational requirements than teachers. This question was of interest because it is not a coincidence that certain professions are placed at certain levels in the hierarchy of education.

Table 6 Participants' choices for professions that match teacher

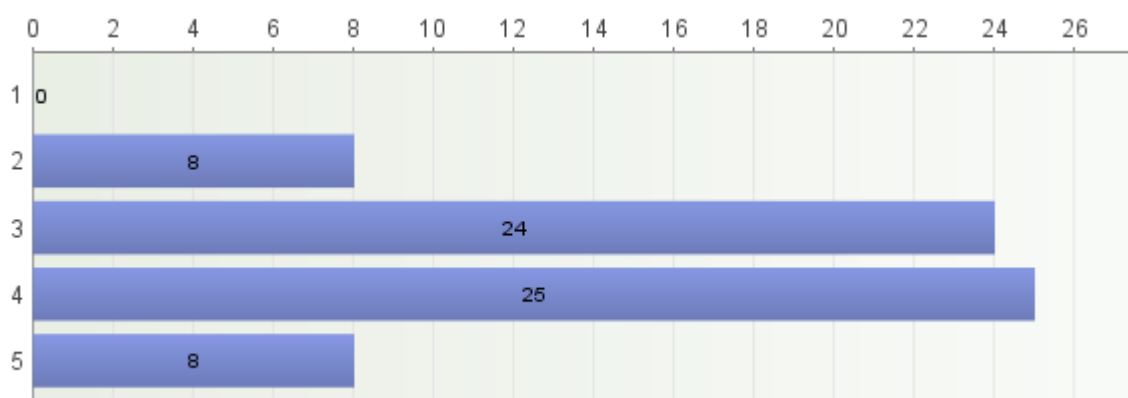
Level of education	Number of replies	% of the total	Most frequent professions.
University	71	36.4	Economist (21)
Polytechnic	96	49.2	Social worker (44)
Vocational	28	14.4	Bookkeeper (12)
Total	195	100	

Teaching and teacher training in Finland is research-based and teachers are autonomous professionals who are independently responsible for maintaining their professionalism (Jyrhämä and Maaranen 2012). Therefore, teachers are educated at universities. Drudy (2012: 29) argues straightforwardly that keeping teacher education within universities "is the most important measure to maintain and enhance the professional status of teaching". The results of this question seem to indicate that pre-service teachers do not promptly place themselves on par with other university-based prestigious professions. This question received some criticism in the open

question that requested feedback on the questionnaire itself. At least three respondents commented that the question was either vague or that they did not have required knowledge to answer correctly. This is an interesting perspective regarding the type of the present thesis, which does not seek truths as it would not even be possible to ascertain such. Despite the complaints that the question was dubious, the results are meaningful with a clear underlying reasoning. For example, Heikkilä (2011: 27) reports of a study which demonstrates that the high appreciation that is given to medical studies, due to high entrance demands for example, translate later into low level of study burnout and high level of engagement. There does not seem to be a similar trend in FLT education as many students involved in teacher education do not give teacher education at universities the value and position that it deserves.

Complement for this question could be derived from other questions. For example, one Likert-type item 'The current university education is the best way to train teachers' investigated the same phenomenon from a slightly different perspective. The median for the given responses was 4, thus the responses leaned towards agreeing. However, one can observe from the bar chart that a large percentage (37%) of the respondents chose the option 'undecided', which was reflected in the question regarding the position of teaching in the educational hierarchy (Table 6). Once again, the question might look such that one would require expertise to answer truthfully, which is true, but that was not the purpose of the questions. One can expect that adult students participating in a five-year studying program would have a clear image of the placement of their studies in society.

Figure 7 The current university education is the best way to train teachers



5.2.4 New Public Management Doctrine

As the respondents were future teachers and most of them were going to work in public schools,

the present thesis investigated the respondents' views on the *New Public Management Doctrine*. The central tenet of this doctrine is that professions are de-professionalized, either through automatization or leveling responsibilities from those who practise the professions and making practitioners perform tasks that are determined in political institutions. It can be argued that in Finland the situation is not dire. Equal opportunities for all have been secured through high quality teacher training and great autonomy for teachers. The new National Core Curriculum does not have the intention to remove this perspective. However, *New Public Management Doctrine* is worth investigating as it is important for teachers to be aware of it and of the discussion concerning teacher autonomy and professionalism. Teachers themselves have the ultimate task to maintain the regard for teacher professionalism and refute arguments for reducing teachers' autonomy.

The phenomenon was approached via Likert type items in the questionnaire. It should be noted that the questions concerning the phenomenon were by no means comprehensive. In order to be comprehensive, the issue should have been operationalized more carefully. The questionnaire had only 4 statements on the issue, which correlate loosely. Cronbach's α for the scale constructed from these items was 0.505, the acceptance of which is debatable in the method literature. In any case, the value was very low. Inter-Item Correlation Matrix reveals that correlations between questions were mostly quite low. Only two correlations were somewhat high (0.404 and 0.450). Cronbach's alpha would be higher if one of the items was removed from the scale. However, this action would have rendered the scale very small, consisting of only 3 items without increasing reliability significantly. Moreover, combining these items was sensible content-wise. Under the assumption that the respondents understood the questions and expressed their opinions as truthfully as possible, conclusions could be made from this scale.

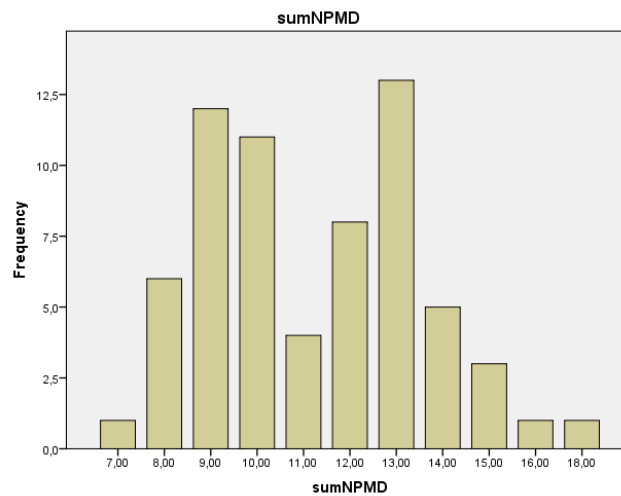
Table 7 Pre-service FLT's views on the NPDM

Inter-Item Correlation Matrix				
	Opettajien työn tuloksia pystyy mittaamaan luotettavasti.	Opettajilla pitäisi olla tulospalkkio.	Nykyinen yliopistokoulutus on paras tapa kouluttaa kieltenopettajia.	Koulutuksesi jälkeen olet hyvä opettaja ja täysin valmis työelämään.
The results of teachers' work can be measured reliably	1.000	.117	.087	.404

Teachers should have performance-based pay	.117	1.000	.064	.098
The current university education is the best way to train teachers.	.087	.064	1.000	.450
After completing your degree you are a good teachers and completely ready for working life.	.404	.098	.450	1.000

A sum of the variables was constructed for descriptive observations. As the sum consisted of 4 items and the possible values ranged from 1 to 5, the minimum value for the sum was 5 and the maximum was 20. The mean for the scale was 11.25 which represents the option 'undecided' or 'I do not know': the score of 12 results in the case a respondent replies with 3 to all four statements. The conclusion is that preservice teachers did not have an opinion on these important issues or were not aware of such phenomenon.

Table 8 Views on the New Public Management Doctrine.



Unlike with the scale about studying environment, T-tests did not show significances between groups defined by the age, L1 or the number of years studied of the respondents.

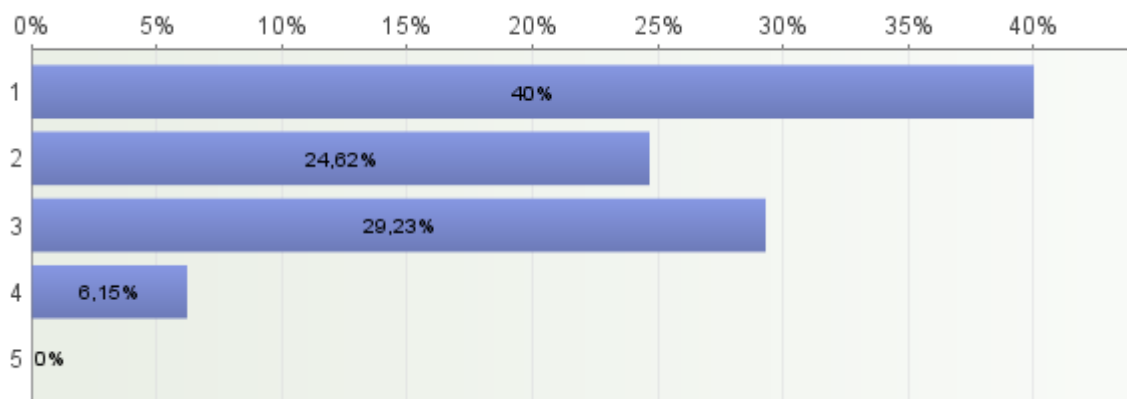
Age: $t(63) = 1.070$, $p = 0.289$

The number of years studied: $t(63) = 1.038$, $p = 0.303$

L1: $t(63); -0.88$, $p = 0.380$

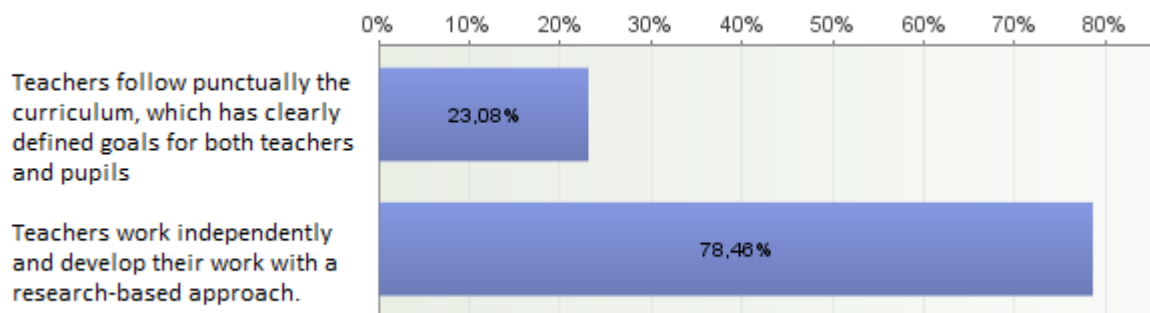
Seen content-wise, the item that reduced reliability of the scale was worth observing individually, as it was related to the other statements even though the correlations are very low. The statement ‘teachers should have performance-based pay’ is a significant question that teachers should be able to answer. Having performance-based pay necessitates that performance can be measured accurately and fairly. Arguably that is hardly the case with teachers’ work. One could have lengthy debates about the issue, but the fact that teachers have very heterogeneous pupil pools to work with renders the issue complicated. Thus, teachers’ performance cannot be based on pupils’ performance in compulsory centralized tests, which there are not at all in Finnish comprehensive schooling. As it can be seen, there was tight resistance to performance-based pay among pre-service teachers. Thus, pre-service teachers did not have clear opinions on issues underlying the NPDM, but were slightly leaning towards disagreement.

Figure 8 Teachers should have performance-based pay



One forced choice-questions probed the same issue. In the questions the respondents had to choose the model which would increase the quality of teaching. The options were created so that one represented the *New Public Management Doctrine* and the other teachers’ status as autonomous and professional practitioners of their work. In this question the respondents had to use the knowledge they had when replying in the questionnaire. 78,46% of the respondents opted for the option representing teacher autonomy. The scale suggested that pre-service teachers lean towards disagreeing with the NPDM, and this observation further reinforced the disagreement.

Figure 9 In which scenario would the quality of teaching be increased ?



6. Discussion

Pre-service FLT beginning studies is a process that involves many stakeholders: pre-service FLT themselves, their educators, the administration of the state and universities, potential employers and students. A factor of utmost importance for these is engaging in studies: it matters what pre-service FLT do and how they act during studies. Theories and official documents state that pre-service agents not only benefit from being active, but are in fact responsible for it (The degree Regulations of University of Jyväskylä, Kahn 2014, Lipponen and Kumpulainen 2011). Drawing on Kahn's theory of student engagement (2014), the present thesis investigated whether institutions offering FLT education are facilitating environments where one is encouraged to be responsible. The results show that this is the case and factors that have a favorable effect on this are studying in one's L1, the number of years studied and young age.

The first of these factors is important, for FLT studies are completed mostly in the language of subject, whether it is minor or major. In the present thesis, only 1 out of 65 students reported his or her L1 as something else than Finnish. In addition, the result emerged despite the fact that almost all the participants reported being able to communicate and argue very well in their studied languages. Tikkanen 2014 studied this issue through foreign language anxiety. As anxiety and stress are important factors relating to fractured reflexivity (Kahn 2014: 1013), it is arguably more difficult to display extended reflexivity if one is anxious to use language. The present thesis relies on self-reports on language proficiency and there was no data from action. Therefore, both qualitative and quantitative knowledge on how the use L2 or even L3 affects conceptual learning for FLT would be suitable topic for further studies in the field of student engagement.

Engaging in university studies is tightly intertwined with university pedagogy, especially when students are future teachers, whose learning beliefs are shaped by all tuition they receive (Ruohotie-Lyhty and Kaikkonen 2009). Within the humanist and constructivist framework of learning, one is an active agent and teacher's work is to encourage and facilitate learning by guiding towards the right direction. However, this is not necessarily how teaching and learning has been seen traditionally: the hierarchical frame, where teacher commands and students follow, is present in teaching (Mäensivu, Nikkola and Moilanen 2013). Kahn (2014) warns against this, explaining that it is deceptively easy for an instructor to show a single way forward, which leads to restricted reflexivity rather than extended. From the perspective of the present thesis and its target group, who are adult students of higher education, the hierarchical frame seems irrational. Pre-service FLT's can be seen as novice experts in their field, not just students who need to be taught in the right way. This should also show through university practices. Pre-service FLT's can be given plenty of responsibility and challenging tasks as long as they remain meaningful to them. It will not happen without disagreements and even seasoned teachers might need to cope with uncertainty and novel situations (Mäensivu, Nikkola and Moilanen 2013: 27, Lipponen and Kumpulainen 2011: 817). In addition, it is argued that pre-service FLT's learn to give esteem to teacher's professionalism through learning to cope with challenging tasks that require other skills than just acquisition of knowledge.

At least on the idea-level, pre-service FLT's consider teachers independent professionals rather than workers who execute plans done in centralized institutions. This knowledge is discrepant with findings that show that there is a great desire for very concrete tuition that prepares one to cope with the practical realities of teacher's work. It is argued that such concrete teaching only prepares one to manage a limited number of situations whereas in order to become an independent professional one requires much more extensive skills and knowledge such as reflection skills, which is facilitated by strong conceptual and theoretical knowledge on foreign language teaching and learning, critical thinking, problem solving and creativity in uncertain situations. For example, Kahn (2014) predicts that the future for students and eventual workers is increasingly uncertain and one needs skills to manage in the face of uncertainty. This definitely applies to foreign language learning and teaching too. Societies develop and change rapidly and schools ought to offer tuition that is timely and not stuck to traditions. Arguably it is easier to change foreign language teaching than arrange changing society and students to meet the terms of foreign language teaching. Considering this, it will hardly be enough for one to learn concrete tricks and tips during the first

year of university if they will be completely obsolete after graduation. As a good example is Facebook and how teachers should interact with pupils there, which was a heated topic in educational discussions in 2011, but which has become redundant over years as younger people have moved to use different social media, which do not pose such privacy risks for teachers. Transferring the discussion to a more conceptual level would have given it content that stay relevant for longer. For example, the topic could have been teacher privacy and relationship with pupils, which also have juridical implications stemming from laws of good management.

Pre-service FLT's expectations were also examined through how they conceive teachers' status in society. According to the results, most pre-service FLT's would place teacher's work on par with professions that require in fact lower level education and degree than teachers. Dolton and Marcenaro-Gutierrez (2013) examined the same issue on a world-wide scale and in Finland's case, the results are similar to the present thesis. Sampling in their study was broader and representative of a large population, i.e. public opinion. However, it did not specify what status teachers themselves give to teachers. This combined with the expectations of very practical education reveals arguably something important about societal esteem of teachers: teaching foreign language, albeit considered essential for the function of society and rearing capable future generations, is not unanimously esteemed as a profession of highest quality, which it is in Finland (Jyrhämä and Maaranen 2012, Niemi and Jakku-Sihvonen 2006). This esteem should, in the first place, spring from the future teachers themselves. One cannot possibly gain professional esteem from others if one does not even grant this esteem to oneself. The present thesis did not concentrate on investigating the causes of this somewhat low esteem, but some implications can be inferred. Pre-service FLT's do not seem to have clear opinions on important social issues that underlie teacher's work.

This issue is often reflected in discussions with people who have not studied education at universities. Pre-service FLT's are often asked whether their degrees qualify them to work at a certain level, such as primary school or upper secondary school. The mere question appears as strange because there are not such specific degrees in Finland: rather, the one and same degree is sufficient for teaching at any level, from early education through higher education.

The scarcity of resources might be another reason that prevents FLT training from reaching its ideals. The most preferred form of studying for pre-service FLT's is small groups with plenty of

interaction and discussion with expert teachers and additional self-study. Most FLT's do not consider lectures for big audiences so effective, unless the lecturers are top level experts who have wide experience from the field, i.e. as teachers. Addressing excellent teachers for small groups and hiring top-notch visiting experts is possible in Finland, but also more costly than studying in bigger groups and having very good but not necessarily the best lecturers. There would be a very good reason to grant faculties offering teacher training all the resources they might ever need, but the economic realities might not be equally exquisite.

The present thesis was successful as it revealed and explained aspects of FLT education that have received little attention in previous research. Foreign Language Teacher is a controversial profession partly because everyone goes to school and constructs a view on what constitutes a good or a bad teacher. One goal of teacher training in Finland is to expand this view and reflect on it critically. However, the present thesis shows that such matters are not of high priority for students entering FLT education. Therefore, the insight from the present thesis could be used when planning the curricula of teaching oriented courses in language studies and pedagogical studies in the Department of Education. The data used in the present thesis was both its strength and weakness: on one hand, the data was ample and yielded plenty for analysis. On the other the measuring instrument, the questionnaire, was constructed without sufficiently precise aims, which made the quantitative analysis complicated. For robust statistical analysis, the return rate of the questionnaire should have been higher and the questionnaire could have been created to measure the examined issues more precisely.

The questionnaire proved a good tool for examining pre-service FLT's views on various issues, but it provided little information from how these views are manifested in action. This would be a suitable topic for further studies. Based on the findings of the present thesis, language teaching oriented courses could be developed to meet pre-service FLT's expectations slightly better. Studies could then be conducted from at least two viewpoints: first, how pre-service FLT's scientific and theoretical thinking develop parallel with practical skill and confidence and secondly whether the suggested changes affect pre-service FLT's engagement in studies. In order to have comparative data, there should also be control groups who complete the same courses without the changes whose effects are studied.

Knowledge on pre-service FLT's expectations and views on teacher profession should not be used as

judgement: they are honest and do not reveal anything about motivation. Rather, they should be considered a valuable source for developing university pedagogy. Despite the fact that FLT programs are not as practise-oriented as expected, teachers do need practical and experiential knowledge as demonstrated by the integrative pedagogy model (Heikkinen, Tynjälä and Kiviniemi 2011: 93). The results of the present thesis show that pre-service FLT students are also most concerned about these skills. Pre-service FLT students might simply not acknowledge the other aspects of teacher professionalism if practical challenges are too overwhelming. Tackling these challenges first could clear space for developing the other aspects, which are theoretical and conceptual knowledge, regulative knowledge and sociocultural knowledge. Pedagogical studies within education are usually completed during the third or fourth study year, which can be painfully late for those who want to become teachers in the first place. For example, linguistic fields such as sociolinguistics, bilingualism and corpus studies are probably not very high in the priorities of teaching oriented pre-service FLT students, even though knowledge on them is very useful: they are simply *not directly applicable* to the practise. Teaching practicums should not be done at the expense of more theoretical studies, but the order can be different. Pre-service FLT students would arguably enjoy their studies more if the matters more pressing for them are addressed first. Experiences from these could be used further to study more advanced courses. Having first-hand experience on foreign language teaching is definitely helpful, even necessary, for taking the issues on a more conceptual level.

University students come often straight from high school where studying is a great deal different than at university. Heikkilä (2011: 49) also states this as one of the reasons why students have difficulties in handling complex concepts on their introductory courses. Moreover, regarding FLT training, many might not understand the structure of FLT studies: as teacher is a clear and pursued job in Finland, many enter university with the sole aim of becoming a teacher, even though the degree that FLT students receive is quite different in fact. First of all, pre-service FLT students do not study just 'teaching', but rather educational sciences. Second, educational sciences for FLT students is a minor subject, which means that not all studies are even meant to prepare one to work solely as a teacher: there is a great deal of different goals and purposes for the university degree. The solution for this points towards high school and study counseling there. According to the National Core Curriculum (2014: 12) a high school graduate has readiness to enter higher education. The task of study counseling (National Core Curriculum 2014: 218) is to ensure that graduates are ready to continue studies outright. Heikkilä's (2011) results along with the the results of the

present thesis suggest that even though high school graduates do have the formal qualification to study at universities, it does not guarantee sufficient preparation for specific fields such as foreign language teacher.

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Appendix I the questionnaire**1. Ikäsi ***

- 18 – 23
- 24 – 29
- 30 – 35
- 36 +

2. Pääaineesi *

- Englanti
- Ruotsi
- Ranska
- Saksa
- Venäjä
- Suomen kieli/kirjallisuus
- Suomalainen viittomakieli
- Italia
- Espanja
- Jokin muu, mikä
- _____

3. Tulitko opiskelemaan kielenopettajaksi heti toisen asteen koulun jälkeen ? *

- Kyllä
- Ei

4. Mikäli et, arvioi, kuinka monta vuotta toisen asteen opintojen ja yliopiston välillä vierähti:

- 1-3
- 3-6
- 6-9
- 9+

5. Kielenopettajakoulutus oli juuri se paikka, jonne halusit opiskelemaan: *

Kyllä

Ei

6. Mones opintovuosi sinulla on menossa tällä hetkellä? *

1 2 3 4 5+

7. Oletko halukas vaikuttamaan yliopistossa saamasi opetuksen laatuun? *

Kyllä

ei

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

8. Opettaminen on suurimmaksi osaksi käytännöllistä työtä. *

1 2 3 4 5

9. Opettajien ei tarvitse seurata alansa tutkimusta. *

1 2 3 4 5

10. Opettajien työn tuloksia pystyy mittaamaan luotettavasti. *

1 2 3 4 5

11. Opettajilla pitäisi olla tulospalkkio. *

1 2 3 4 5

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

12. Nykyinen yliopistokoulutus on paras tapa kouluttaa kielenopettajia. *

1 2 3 4 5

13. Koulutuksesi jälkeen olet hyvä opettaja ja täysin valmis työelämään. *

1 2 3 4 5

14. Odotat saavani käytännöllisiä vinkkejä opettamiseen yliopiston opettajilta. *

1 2 3 4 5

15. Kuinka monta tuntia käytät yliopisto-opintoihisi viikossa (sekä kontakti- että itsenäinen opiskelu)? *

0-10 10-20 20-30 30-40 40+

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

16. Kielenopettajaopintojen pääpaino pitäisi olla opetusharjoittelussa. *

1 2 3 4 5 0 (Minulla ei ole tietoa opetusharjoittelun sisällöstä)

17. Olisit hyvä opettamaan ainettasi ilman yliopistokoulutusta. *

1 2 3 4 5

18. Olet tyytyväinen yliopistossa käytettyihin opetusmenetelmiin. *

1 2 3 4 5

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

19. Teet opettajaopintoja, vaikka et välttämättä aio työskennellä opettajana. *

1 2 3 4 5

20. Annat mielelläsi opettajille palautetta jo kurssin aikana, jos et koe opiskelutapoja tehokkaiksi. *

1 2 3 4 5

21. Pyydät oma-aloitteisesti palautetta työskentelystäsi yliopiston opettajilta. *

1 2 3 4 5

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

22. Opinnoistasi jää riittävästi vapaa-aikaa. *

1 2 3 4 5

23. Yliopiston opettajat (sekä pääaineen- että opettajaopinnoissa) arvostelevat opintosuorituksiasi perustellusti ja reilusti. *

1 2 3 4 5

24. Saat riittävästi opinto-ohjausta. *

1 2 3 4 5

Pääaineeni opinnoissa

Opettajaopinnoissa

Muissa opinnoissa

25. Pystyt suorittamaan opintojasi joustavasti. *

1 2 3 4 5

Pääaineeni opinnoissa

Opettaopinnoissa

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

26. Kielitaitosi riittää siihen, että pystyn ilmaisemaan ajatuksiani ja argumentoimaan sujuvasti pääaineen opinnoissani. *

1 2 3 4 5 0 (pääaineeni on äidinkieli)

27. Vastaa myös mahdollisten sivuainekielten osalta

1 2 3 4 5

a

b

c

d

e

1= täysin eri mieltä 2= eri mieltä 3= en osaa sanoa 4= samaa mieltä 5= täysin samaa mieltä

28. Oppitunneilla käytettävät työmuodot ovat mielekkäitä ja opit niistä tärkeitä asioita. *

0 = ei kokemusta näistä opinnoista

1 2 3 4 5 0

Pääaineen opinnoissa

Vieraan kielen sivuaineopinnoissa

Opettajaopinnoissa

29. Yliopisto-opiskelu on vastannut odotuksiasi *

1 2 3 4 5

30. Kasvatustieteen perusopinnot ovat vastanneet odotuksiasi *

1 2 3 4 5 0(en ole opiskellut kasvatustieteitä)

31. Jos vastasit 1-2, niin kerrotko miksi.

32. Valitse kolme ammattia, jotka ovat mielestäsi vaatimustasoltaan vastaavia opettajan kanssa *

- | | | |
|---|--|---|
| <input type="checkbox"/> Sairaanhoitaja | <input type="checkbox"/> Media-assistentti | <input type="checkbox"/> LVI-asentaja |
| <input type="checkbox"/> Ekonomi | <input type="checkbox"/> Lääkäri | <input type="checkbox"/> Kirjanpitäjä |
| <input type="checkbox"/> Markkinointisihteeri | <input type="checkbox"/> Diplomi-insinööri | <input type="checkbox"/> Juristi |
| <input type="checkbox"/> Lähihoitaja | <input type="checkbox"/> Rakennusmestari | <input type="checkbox"/> Sosiaalityöntekijä |

33. Kummassa vaihtoehdossa opetuksen laatu nousisi mielestäsi enemmän *

- 100% varmuus siitä, että kaikki opettajat noudattavat täsmällisesti opetussuunnitelmaa, joka sisältää sekä sisällölliset ja laadulliset tavoitteet oppilaille ja opettajille.
- 100% varmuus siitä, että opettajat työskentelevät itsenäisesti, kehittävät tutkivalla otteella omaa työtään ja osallistuvat jatkokoulutuksiin.

34. Valitse kaksi vaihtoehtoa, joita haluaisit opiskella ja osata enemmän *

- Oman oppiainekielen kirjallisuus
- Kielitaidon syventäminen
- Oppituntien suunnittelu ja pitäminen

- Kielen opettamisen laaja teoreettinen ymmärtäminen
- Kielen oppimisen laaja teoreettinen ymmärtäminen
- Vieraskieliset kulttuurit
- Vuorovaikutus ja yhteistyö
- ns. "hankalien" lasten ja vanhempien kohtaaminen

35. Millaisia kielenopettamiseen ja -oppimiseen liittyviä asioita odotat oppivasi tulevien opintojesi aikana?

36. Anna palautetta ja mielipiteesi saamastasi opetuksesta yliopistossa. Pohdi esimerkiksi kielten laitoksen OKL:n kurssien sisältöjä.

37. Millaista opetusta odotat saavasi yliopistossa? Minkälaisella opiskelulla oppisit kurssien sisällöt mahdollisimman hyvin? Onko tässä eroja opettajaopintojen ja pääaineen opintojen välillä?

38. Vapaa sana. Anna palautetta kyselystä tai kerro mielestäsi tärkeästä kielenopettajakoulutuksen liittyvästä asiasta, jota kyselyssä ei mainittu.

39. Saako vastauksiasi käyttää tutkimustarkoituksessa? *

- Kyllä

Ei

Appendix II: Quotes from the data in their original Finnish form

1. Turhan akateemiseen ja tutkimiseen tähtävää, mikä ei auta oikein opettajantyössä
2. Kasvatustieteen opinnot tuntuvat tässä vaiheessa melko paljon liibalaabaltaja käytännöstä kaukana olevilta
3. Kokonaisuus on todella sekava pienryhmineen ja eri opetuksen järjestäjineen
4. asioihin ei olla juurikaan paneuduttu vaan ne ovat olleet oman selvityksen varassa.
5. Tuntien luonne on yleensä keskusteleva, pohdiskeleva, yhteistyöhön kannustava ja avoin oman mielipiteen ilmaisemiselle
6. työmuodot ovat olleet monipuolisia ja esille on nostettu paljon asioita, joita koulussa ei ole opetettu
7. Pääaineopinnot on teoreettisempaa ja kasvatustieteiden opinnot ovat olleet vähän ajan-kohtaisempia ja läheisempiä
8. Luotan että opettajat osaavat valita kurssikokonaisuuteen sopivat opetusmenetelmät
9. Kasvatustieteessä pidän avoimesta ja keskustelemaan kannustavasta ilmapiiristä,
10. Opettajan pedagogisissa opinnoissa on aivan liian kiire... Missään vaiheessa ei jää aikaa miettiä opittua.
11. Odotan saavani toki hyvää, ajankohtaista ja osaavaa opetusta, joka antaa minulle tarvittavia tietoja ja taitoja, joita voin hyödyntää tulevaisuudessa työelämässä.
12. Odotan saavani yliopistossa kielten opettajan työssä tarvitsemäni valmiudet.
13. Etenkin opettajaopinnoilta odotan monipuolisia ja vaihtelevia opiskelumenetelmiä, koska niitä minun tulisi osata hyödyntää myös tulevaisuudessa työssäni.
14. Odotan saavani paljon kontaktiopetusta ja palautetta opettajilta
15. kontaktiopetus, läsnäolo ja keskustelu ovat avainasemassa
16. Vähemmän teoreettista ja enemmän käytännönläheistä
17. ...sekä käytännön tietoa siitä millä metodeilla kieliä tällä hetkellä opetetaan ja miksi.
18. ...kielen rakenteellinen tuntemus sekä kulttuurin merkitys
19. Odotan myös innolla, josko oppisin ymmärtämään kielenoppimisen prosessia.
20. Miten toimia sellaisen ryhmän kanssa, jossa oppilaille on hyvin erilaiset oppimisprofiilit.
21. ...miten tukea heikompia oppilaita, miten tarjota haasteita lahjakkaille oppilaille.
22. Vuorovaikutustaitoja, miten toimia erilaisten lasten/nuorten/aikuisten kanssa...
23. Enemmän käytännön tietoa... ja auktoriteetista.