

**Investigating teacher language awareness and language
aware practices in Finland**

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Tämän tutkimuksen tarkoituksena oli tutkia opettajan kielitietoisuutta suomalaisissa alakouluissa. Tutkimuksessa selvitettiin, kuinka luokanopettajat toteuttavat kielitietoisuutta työssään ja miten he käsitteellistävät kielitietoisuuden käsitteen. Tutkimukseen osallistui kolme luokanopettajaa kahdesta eri koulusta keskisuomalaisessa kaupungissa. Tutkimuksen aineisto kerättiin videoimalla ja observoimalla tutkimukseen osallistuvien opettajien opetusta yhden päivän ajan sekä haastatteleamalla heitä yksitellen. Aineisto analysoitiin käyttäen teemaattista analyysimenetelmää, jota sovellettiin aineistolähtöisesti ja teorian ohjaamana. Aineisto pohjalta muodostui kolme teemaa: opettaja kielellisenä mallina, opettaja oppiaineen kielen opettajana sekä minkälaisia kielitietoisuutta tukevia pedagogisia käytänteitä opettajat käyttävät opetuksessaan.

Tutkimus osoitti, että luokanopettajien päivittäiset pedagogiset valinnat voidaan nähdä kielitietoisuutta tukevinä. Tutkimuksen mukaan kielitietoisuus-käsite kaipaa täsmennystä kouluissa, vaikka luokanopettajat tekevätkin kielitietoisia valintoja. Opettajan kielitietoisuus näkyy luokassa eri tavoin, esimerkiksi opettajan persoonan, kokemuksen ja asenteiden välityksellä. Oppilaantuntemus on yksi avaintekijöistä kielitietoisessa opetuksessa. Aiempien tutkimusten mukaan kielitietoisesta opettamisesta hyötyy kaikki oppilaat. Tämä tutkimus pyrkii luomaan tietä tulevaisuuden tutkimukselle opettajan kielitietoisuudesta sekä kielitietoisesta opettamisesta ja oppimisesta.

Hakusanat: kieli, kielitietoisuus, opettajan kielitietoisuus, kielellinen malli, oppiaineen kieli

ABSTARCT

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The aim of the research was to study teacher language awareness in Finnish primary schools. In addition, the goal was to find out how classroom teachers practice language awareness in their profession and how they conceptualise the term 'language awareness'. Three classroom teachers from two different schools in Central Finland participated in the study. To collect the data, three different methods were used: video recordings, observations and interviews. Thematic analysis method was used to find the three main themes. The dataset was analysed using a content-based and a theory-driven analysis methods. Through the data three main themes were constructed: teacher as a model for language, teacher as a language teacher of a subject and the pedagogical actions teachers take that support language awareness.

The study revealed that the everyday pedagogical choices that classroom teachers take, can be seen supporting language awareness. It was also found that although the classroom teachers make language aware choices, the term 'language awareness' is rather unfamiliar in schools. The teacher language awareness is mediated, for example, through teacher's personality, experience and attitude towards language awareness. Teacher knowing his/her pupils is one of the key factors in language aware teaching. According to previous studies, language aware teaching benefits all pupils. This research aims to create a path for future study of teacher language awareness and language aware teaching and learning.

Keywords: language, language awareness, teacher language awareness, model for language, subject specific language, procedural knowledge, declarative knowledge

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1 INTRODUCTION

The role of language in education has been a key interest in research for a number of decades and has been studied from various perspectives. Educational researchers all over the world, such as Unsworth (2001) and Christie (2000) in Australia, Tharp and Gallimore (1988) in the USA, Mortimer and Scott (2003), Brazilian and British researchers, Andrews based in Hong Kong, have been interested in this area. Many ways have been developed to investigate how language is addressed in education. Researchers have been interested in overall language development, as well as foreign and second language learning and the use of more than one language in the classroom. A significant body of research, for example, has developed around bilingual education, in which the teaching of one or several non-linguistic subjects is either partly or completely in L2 (Gajo 2007, 564). Connected to bilingualism, research into translanguaging recognises the repertoire of all the languages a person can use to communicate. Translanguaging involves learners alternating between languages, according to the current context or situation (Canagarajah 2011.) Furthermore, content-based language teaching concentrates on teaching an additional language with the help of the content (Creese 2005), whereas content and language integrated learning aims to combine language education and subject education (Coyle, Hood & Marsh 2010). As part of content-based language learning in Finland, Finnish is taught as a second language to pupils with immigrant backgrounds throughout their educational path. The aim in Finnish in second language education is to ensure that the learner's Finnish language skills reach a functional level in all of the areas of language. (Kuukka, Quakrim-Soivio, Pirinen, Tarnanen & Tiusanen 2015, 85.)

Another area related to the role of language in education that has received an increasing amount of attention is language awareness. At present, language awareness has received new attention in Finland through the National Core Curriculum, which was renewed in 2016. The curriculum states that a language aware teacher is a model for language and a teacher of subject specific

language (Finnish National Board of Education 2014, 28). In Finland language awareness is mostly discussed concerning language teaching or teaching subjects in secondary school level (e.g. Aalto 2008; Harmanen 2013; Kuukka et al. 2015). Nevertheless, classroom teachers encounter children with different language backgrounds every day. In fact, the number of pupils coming to Finland from different cultures and language backgrounds, is constantly increasing. This is one of the reasons why teachers must, more than ever, make sure that the concepts that pupils should learn, are presented in a way that everyone has a better chance to comprehend (Vaarala, Reinman, Jalkanen & Nissilä 2016, 15.) Furthermore, it has been found that if a teacher is language aware, this benefits all pupils regardless of their linguistic background (Kuukka et al. 2015, 117; Aalto & Tarnanen 2015; Breidbach, S., Elsner, D., & Young, A. 2011, 11)

HundrED is a project that is funded and supported by different public and private companies. The purpose of the projects is to seek and select one hundred educational innovations from Finland, which would provide alternative approaches for teaching and learning and even change the school system. One of the selected innovations concerns language aware teaching. The aim of the language aware project is to increase and explore the meaning of language in teaching of any school subject. The project suggests that when teaching is language aware, everyone has the chance to succeed in school. Through the project, the 'tacit knowledge' of teachers should be made visible. (See more hundred.org) In addition to the current relevance of the topic, the examination of teacher language awareness seems relevant at a personal level as we are graduating soon to be classroom teachers and on the way of developing our own pedagogical practices and teacher identities.

Our interest, through this study, is to explore the language awareness of classroom teachers in Finland, an area that has received little research attention in Finland to date. We aim to find out how Finnish classroom teachers practice language awareness and how they view themselves as language aware teachers. This study aims to outline the area of language awareness that has not been explored widely, either within the mother tongue context or in the practice of mainstream classroom teachers.

The overall interest of ours towards the topic draws on our background participating in the JULIET-program (the Jyväskylä University Language Innovation and Educational Theory -program) in the University of Jyväskylä teacher education. The JULIET-program gives students an opportunity to specialise in English and to develop their expertise in foreign language pedagogy for younger learners. Although our thesis concentrates on mother tongue issues, we have found our knowledge of language pedagogies to be useful in the process.

2 THE NATURE OF LANGUAGE

Language is present in our everyday lives in almost everything we do. We use language as a tool in various situations, such as for expressing thoughts and emotions, giving and receiving information or for constructing our thoughts. When we speak, think, write or listen, we are using language (Lwin & Silver 2014, 1). Moreover, language consists of many aspects and it is used as a way of connecting with the social world. Language allows people to share understanding and meaning (Moate 2017). Furthermore, knowing a language requires knowing the meaning of a word, how to use it appropriately in different kinds of social situations (Lwin & Silver 2014, 2.)

Language can be divided into three aspects - physical, cognitive and social. In the physical aspect of the language, language is seen as a motor skill. For being able to speak, one needs to move a tongue, lips or to use vocal cords and other speech organs. The cognitive aspect involves the knowledge and processing of smaller elements such as morphemes, sounds, words and grammar rules (Lwin & Silver 2014, 2). In addition, the cognitive aspect of language includes implications for how individuals think, interpret, understand and connect with the world surrounding them (Bruner 1996, 184). From the social aspect, language is seen as a social phenomenon, and it is used for communication and interaction between people (Lwin & Silver 2014, 2.) Furthermore, language can also be understood as a relational and cultural phenomenon, which imply that language is used in relations between people and influenced by the culture (Moate 2017). Recognising the complexity of language suggests that language should be viewed more holistically, as it includes a great deal of ways we use it for communication and making sense of the world (Van Lier 2004, 24.)

Vygotsky theorised that development and learning involves language. For Vygotsky, language occurs in social situations (Vygotsky 1978). The social situations can be, for example interactions between a teacher working

with his/her class or a parent explaining something new to a child. New ideas are introduced and then rehearsed between people involving talk, gestures, writing, visual images and actions. In these social events, each of the participants make sense of what is being communicated, individually, through reflections. This sociocultural perspective views learning as internalisation, which involves movement from social to individual (Mortimer & Scott 2003, 10). Furthermore, from a sociocultural point of view language is constituted from different social languages, which include different styles of language. Each social language communicates different socially situated identities and activities (who is acting and what is being done). For instance, a doctor uses a different language talking to a patient or two teenagers have their own social language talking to each other. Social languages reflect and create specific social groups, cultures and historical formations. These activities and identities are embedded with ways of feeling, being, thinking, valuing, acting and interacting (Hawkins 2004, 3).

Language is important for individual development, as it connects them with the world around. Language skills are crucial for managing as well as being successful in life. For example, inadequate skills of reading and writing can be a barrier for many important stages in life. These stages can include, for example, education after finishing the comprehensive school and employment. In addition, poor literacy skills can even lead to exclusion from the society. In conclusion, language is needed in everyday life and to be able to survive in the society. Not only are the literacy and writing skills important, but language is needed for one's ability to build own identity as a part of community (Grünthal & Pentikäinen 2006, 10; Pavlenko & Norton 2007). In the next section, we aim to examine the role of language in education.

2.1 Language in education

The relationship between language and education should not be undervalued, even though it is common to think that language in education is merely about learning to read, write or about formal language teaching. Nevertheless, lan-

guage has a much broader role in teaching and learning (Lwin & Silver 2014, 9). It is a cognitive tool through which all learning takes place and a tool for a teacher to teach (Breidbach et al. 2011, 11). Language is also used as a medium of thinking, learning, sharing or instruction (Lwin & Silver 2014, 9). Teachers use language to communicate about the content of the lesson, maintain interaction, administer discipline, create opportunities to learn and assess students' learning and performance. Similarly, the learners use the language to communicate about the content of the lesson and to interact with the teacher and peers (Christie 2000, 184; Lwin & Silver 2014, 9-10). Furthermore, language is also central to the ways in which pupils and teacher communicate and cooperate and the primary resource for teachers and pupils with which to achieve educational goals (Christie 2000, 8, 185).

Part of learning to be successful in school, is not only doing well in tasks, but also to learn how to use school language, so called academic language. As the school language differs from the language used at home, it needs to be practiced (Silver, Raslinda & Kogut 2014, 125). Language learning is not limited only to second language learning, but language is used for learning other subjects as well, which are usually considered as non-linguistic in nature (Lwin & Silver 2014, 9; Vollmer 2006). Dufva, Alanen and Aro (2003) in their study revealed that the pupils connect language and language learning only to school context and as one of the subjects at school. Pupils in the study did not connect the language to everyday interaction or communication (Dufva et al. 2003, 298-299). The connection between using language in formal language lessons and in other subject lessons should be visible for pupils, as well as for the teacher. If the teacher does not pay attention to language in teaching a subject, it can remain vague for the pupil to understand that the same language skills are needed in language lessons and in every other lesson. For example, the same grammar rules apply to any writing needed in school (Kosonen 2006, 26).

The foundation of learning language competencies is laid, besides at home, as well in the preschool and the primary school (Goh & Doyle 2014, 121). Everyday language is learned at home, but the school needs to teach a pupil to use language as a tool to provide opportunities to expand language use

(Tharp & Gallimore 1988, 93). Thus, teachers should be aware of the language backgrounds their pupils have come from. Not only might language at home be different, but there can be also qualitative differences in the way language is used at home for speaking and thinking. Children, who come from homes where the language is used less for abstract learning and thinking, might struggle at school with the types of talk required at school. Therefore, the role of the school is to help all pupils advance their competencies in using language to speak, listen, write and read (Goh & Doyle 2014, 121.) School's responsibility is to teach pupils to be literate. Moreover, other than teaching writing, reading, speaking and listening, school teaches computing, reasoning, and manipulating visual as well as verbal symbols and concepts (Tharp & Gallimore 1988, 93). In addition, improving the pupils' ability to think together and individually through language, is one of duties of the school (Goh & Doyle 2014, 121).

Talk is the central mode of communication in the classrooms (Mercer and Littleton 2007). Nevertheless, many of the school subjects include plenty of extralinguistic communicative modes, such as pictures, diagrams, graphics, models, gestures and actions of the teacher that are used to achieve their potential for meaning making. In that case, it can be said that not only verbal language is present in the classroom. None of these modes can speak for itself and then, the teacher is needed. It is the talk between a pupil and a teacher along with the diagrams, pictures, or actions that support the meaning-making and internalisation (Mortimer & Scott 2003, 22). In addition to the extralinguistic communicative modes, presenting information differs between subjects also in other ways. The following section discusses more the language use and learning in a subject specific context.

2.2 Subject specific language

Every discipline has their own specific way of using language, which extends from word level (vocabulary) to grammar and to the organisation of whole texts (genres, text types or discourses) (Kosonen 2006, 27; Unsworth 2001, 122). Text types can be differentiated, for example as print, image, page and screen. All of

these text types have different ways of communicating according to specific field or subject area. Pupils should be aware of the variations between different text types in order to produce them themselves, as well as to understand and critically interpret them (Unsworth 2001, 10, 127). For instance, the text in history school books can be written in very narrative way and itself include different genres as chronicling, reporting, explaining and arguing history. In contrast, the text in science books is more likely to be strictly based on facts. The genres of scientific literacy consist for example of procedures, causal and theoretical explanations, descriptive reports and discussion (Unsworth 2001, 124-125). An image in the history textbook tells whole another story than an image in the science textbook.

Teachers need to be aware of teaching the academic language along with the subject, in every subject. When pupils work with various language and literacy requirements in different subject context, they have at the same time an opportunity to learn more language and develop their literacy skills through contextualized use (Silver, Raslinda & Kogut 2014, 127) In other words, the pupil's language skills can improve in lessons of every subject, not only in language lessons. For example, studying science can provide purposeful contexts for extended writing; however, teacher must be aware that for different types of writing in different academic subjects require different language resources. The language, in subjects such as science or geography, use technical terms as defining elements to rewrite the scientific experiences (Silver, Raslinda & Kogut 2014, 127).

Learning the new concepts is not limited to learning them through new labels or words or new terminology of a subject. Language learning in subject-specific contexts requires new ways of thinking within the framework of a particular subject context as well as their specific approaches to studying and explaining reality. Furthermore, pupils need to develop new ways of communicating in addition to understanding and producing a variety of text types or genres (Vollmer 2006). Learning subject specific language skills involves pupil's development of the ability to use a specific registers that are different from for example the registers used in a family discourse (Coetzee-Lachmann 2007, 18).

It is essential that a classroom teacher recognises the versatility of language forms and registers in school, to be able to guide pupils' use of language in different subjects. If a pupil seems to have difficulties to concentrate during a lesson, it might indicate that the terms or the vocabulary of the subject is not familiar to the pupil (Kosonen 2006, 27). If, indeed, the language is not familiar to pupils, it may well be impossible for them to read and understand a text (Tharp & Gallimore 1988, 104) impeding their opportunities to learn and limiting their participation.

Vygotskian theory of scientific concepts reviews learning in school as a dialectic process when the new scientific concepts gradually replace the former everyday concepts. Nevertheless, the scientific concepts require a place within a system of concepts and thus all concepts are related to each other one way or another. Everyday concepts are spontaneous, which a child acquires from the world around them and interaction with other people and thus, are based on their experiences. These concepts create a space for the scientific concepts that a child acquires more systematically, for example, through instructions at school. The scientific concepts develop from top-to-down. For instance, the more theorised concept connects with a more concrete example of an everyday life phenomenon. Similarly, the spontaneous concepts develop from bottom-to-top when the child's experience connects with generalisations and abstractions (Vygotsky 1986, 172-173.) Teacher is a guide for pupils in the acquisition of scientific concepts through exercises and feedback. The development of a child must be taken under consideration when teaching and acquiring the new concepts (Vygotsky 1986, 197.) However, the expectation for learning e.g. science is not that the pupils will replace the everyday knowledge with scientific, but that they develop a repertoire of ways of thinking and talking about the natural world as well as the language practises (Scott 2008, 19; Barwell 2016, 105.)

To summarise this chapter, we present Lwin & Silver's (2014, 11-13) framework of five different aspects that teachers should be aware of when considering language. First, language is made of key units that work together to build meanings. For example, by changing word order, punctuation, or even

intonation, one can create a completely new meaning for a sentence. Secondly, language is strictly tied to cultural and social meanings. Teachers need to think how to use the language effectively in classrooms, especially, if there are pupils in the class from different social, cultural and linguistic backgrounds (Lwin & Silver 2014, 12.). However, teachers have to translate every day and scientific language even for pupils who speak the language used in classroom as a native language, until they are able to use the correct language forms for themselves (Lemke 1989). Thirdly, teachers must acknowledge that languages vary and speakers can identify themselves differently in relation to the varieties. Fourthly, teachers should be aware that even though processes of language learning are seemingly universal, each individual has their own unique progress of learning language. This means that pupils may be at different levels of proficiency for speaking, reading and writing compared to peers. The fifth and final aspect is acknowledging that the use and learning of language at home might differ from learning at school. The 'code' of classroom talk is different and it is important that teachers realise this too (Lwin & Silver 2014, 13). The complexity of language use and the need to help pupils develop language skills as well as skills in using language highlight the role of the teacher in learning language and through language. The responsibilities of teachers in developing language skills has been named as teacher language awareness, a concept that we outline in more detail in the following section.

3 LANGUAGE AWARENESS

Language awareness (LA) is a term that is surrounded with a widening range of academic and pedagogical contexts. Defined by the Association for Language Awareness (ALA 2009), language awareness is the “*explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use*”. The term LA can be used either in a generic sense, which means languages in general, or in a specific sense, which is working with a particular language e.g. mother tongue (James & Garrett 1992, 6). It is important to realise that LA is not only grammatical correctness, but it is understanding that every subject has its own way of using the language and present issues.

Language awareness can be viewed from many perspectives. Generally, it has been divided into two traditions: One is based on cognitive psychology and psycholinguistics, the other on pedagogical tradition. In the first tradition, the structure of language is under examination, whereas the pedagogical tradition is based on a more functional understanding of language (Dufva & Salo 2015, 211). The roots of the pedagogical tradition of language awareness are in the UK in the 1970’s, when LA was put forward as a new connecting element in the curriculum of UK schools. The attempt was to solve various failures in UK schools, such as illiteracy, foreign language learning problems and prejudices that cause division (Hawkins 1999, 124.) Hawkins saw LA as a key to improve literacy in UK schools and as a way to reduce intolerance. In addition, Hawkins thought LA was fundamental to all school subjects and all learning (Svalberg 2016, 2.) In this study, our interest is on a pedagogical conceptualisation of language awareness with its pragmatic focus and critical consideration of how teachers use language to support learning.

In recent years more ways of understanding language awareness have been suggested. For example, Breidbach, Elsner and Young (2011) conceptualise LA by dividing it into three different dimensions: linguistic-systematic, cultural political and social-educational. The linguistic-systematic dimension of language awareness refers to the language itself; structure of language, lan-

guage contrasts and regularities. The cultural-political dimension reflects the power and control operated through language in terms of language learning ideologies, policies or the use of language in public discourse and regards language awareness as a tool. The socio-cultural dimension concentrates on learners and teachers' beliefs, views and attitudes toward language and language learning (Breidbach et al. 2011, 13-14.)

Through the literature research, we found that defining LA is complex, as there are many different views on it. Language awareness can be understood through a very narrow or wide scope (Dufva & Salo 2016, 214). According to James and Garrett (1992), this has led to an increased lack of clarity and consensus regarding the meaning of LA (James & Garrett 1992, 3). In the Finnish context, language awareness is often connected to teaching newly arrived pupils learning through Finnish as an additional language. However, it has been found that if a teacher is language aware, this benefits all pupils regardless of their linguistic background (Kuukka, Quakrim-Soivio, Pirinen, Tarnanen & Tiusanen 2015, 117; Aalto & Tarnanen 2015; Breidbach, S., Elsner, D., & Young, A. 2011, 11). Andrews (2001, 75) points out, many of the issues that are considered significant in the second language learning, are equally relevant to the first language. Furthermore, James and Garrett (1992, 21) state that language awareness, in fact, begins with teacher language awareness, which we will present more closely in the following section.

3.1 Teacher language awareness

Teacher language awareness (TLA) focuses on teachers' use of language in the classroom. According to Thornbury (1997) TLA is: *'the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively'* (Thornbury, 1997: x). Furthermore, teacher language awareness is a teacher's sensitivity and perception of the nature of language and its role in the life of a pupil.

According to Andrews (2007), TLA has two dimensions: the declarative dimension (the possession of subject-matter knowledge) and the proce-

dural dimension ('knowledge-in-action'). The declarative dimension refers to a teacher's understanding and the specific knowledge about language and how it works (Andrews 2007, 94). In other words, the possession of subject matter stands for what teacher "should know". The procedural dimension is a teachers' reflection on their knowledge about language, as well as their knowledge of the pupils. In addition, it relates to how teacher draws on their knowledge appropriately in their pedagogical practice (Andrews 2007, 94.) In short, "knowledge-in-action" is what teacher "should do". The balance between these two dimensions is crucial.

In addition to the declarative and procedural dimensions, teacher language awareness consists of many aspects. Parts of these are strategic competence, language competence and knowledge of subject-matter. Moreover, TLA is tightly connected to understanding of psychomotor skills, knowledge of learners, knowledge of curriculum, knowledge of context and pedagogy (Andrews 2001, 79). Figure 1 below is a model from Andrews (2001, 79), presenting the connection and relationship between teacher language awareness, communicative language ability and pedagogical content knowledge. Figure 1 illustrates the declarative dimension, which is "what a teacher should know".

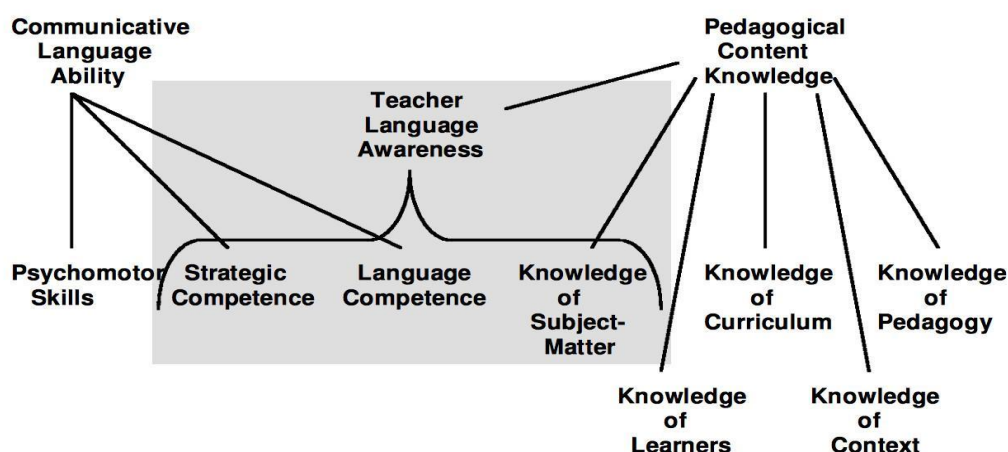


FIGURE 1. Teacher language awareness, Communicative language ability and Pedagogical Content knowledge (slightly modified Andrews 2001, 79).

Communicative language ability (CLA), introduced in Figure 1, stands for a model presenting the combination of teacher's knowledge or competence. It is also the ability to implement that competence in relevant, appropriate communicative language use (Bachman 1990, 84) whereas pedagogical content knowledge (PCK) is more of a combination of pedagogy and content. PCK binds together how particular topics, issues or problems are organized and then connected to the variety of learners' interests and abilities (Leach and Moon 1999, 64). It is important to realise the connection between these three different dimensions, as they all support each other and thus, the teaching. Andrews suggests that language awareness requires a conversation and reflection between the CLA and knowledge of subject matter, but also as a sub-component of PCK of a teacher (2001, 77). In other words, TLA involves careful partnership between different aspects of teacher expertise.

Andrews also suggests that actually the whole TLA is metacognitive, meaning that it includes 'cognition about cognition'. TLA cannot only be knowledge of subject matter in relationship to CLA, but it also involves another cognitive dimension. This other dimension consists of reflections upon both subject matter knowledge and CLA and it provides a basis for teaching and planning (Andrews 2001, 78.) Teachers who possess a relevant knowledge base but lack an ability to control their own language output in a manner, which takes into account the challenges learners might encounter with language and learning. Alternatively, teachers who are aware of what it is to be taught from the learning perspective are able to recognise the needs and problems of their pupils, yet do not possess sufficient amount of knowledge of the content. In this case, teachers may find their attempts to engage content-related issues problematic (Andrews 2007, 99; Kosonen 2006, 24.)

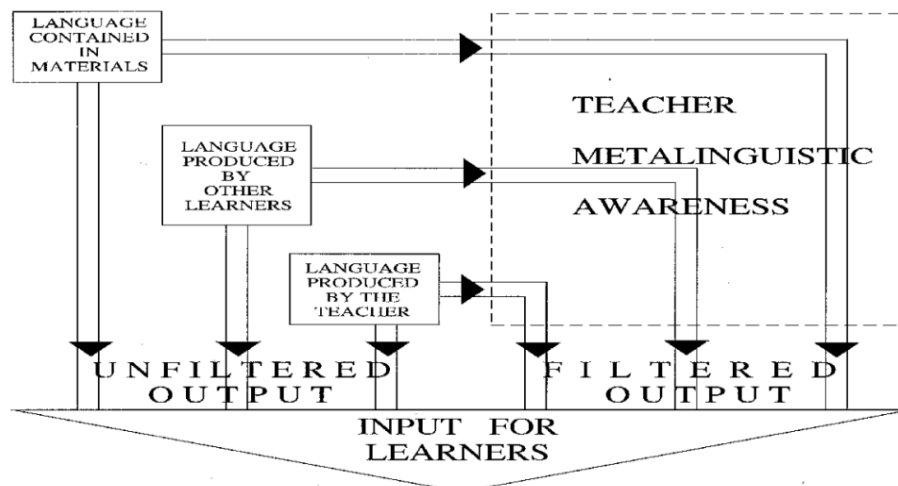


FIGURE 2. The role of TLA in structuring input for learners (Andrews 2001, 81)

Figure 2 above is another figure by Andrews (2001, 81) where he portrays the role of TLA in constructing input for learners. The figure represents the procedural dimension, “knowledge-in-action”. This model presents three principle sources through which pupils receive language: materials, other learners and the teacher. The model points that the learner can receive input from each source without mediation of teacher. Furthermore, the teacher can mediate, that is to say, ‘filter’, such output either beforehand or as it is made accessible for the learner (Andrews 2001, 81.) The model uses ‘filter’ as a metaphor to illustrate the connection and relationship between input and the teacher language awareness (‘Teacher Metalinguistic Awareness’ in the figure). The teacher ‘filtering’ input can mean mediating the language and the content to pupils, taking a pupil’s age and level of learning skills into account. Teachers need well-balanced TLA in order to be able to provide pupils with the support they need in the classroom - a teacher that is sensitive to language, yet lacks subject knowledge may not be able to provide the support pupils need, whereas a teacher that has the both dimensions in balance, may be more prepared to respond pupils’ needs. Perhaps the biggest challenge teachers face, however, is converting this theoretical understanding into pedagogical practice.

3.2 Impact of TLA in classroom

Many factors exist that can influence the impact of TLA in pedagogical practice. Two of the main factors are subject-matter knowledge and communicative language ability. The subject-matter knowledge affects the quality of teacher's thinking, planning and implementing, as well as reflections, before, during and after a lesson. The communicative language ability means that the teacher knows and understands what kind of language is to be mediated to learners and when (Andrews 2001, 82.) There are also other factors affecting the impact of TLA, such as personality, context and attitude. The teacher might not personally be interested in TLA and thus the impact of TLA in the classroom can be negative. The teacher can also lack self-confidence when it comes to grammar or content issues, and rather not think of questions of methodology, learner responsiveness or classroom organization (Andrews 2001, 83.) In addition, personality factors such as vision, reflectiveness, sensitivity, perception and alertness can equally have impact on TLA. Other, more contextual factors such as time or pressure can also affect the application of TLA in the classroom (Andrews 2001, 83.) Enacting TLA, however, has implications for different aspects of classroom life including the use of materials, filtering teacher and learner output in real time as well as the use of metalanguage to make this process visible to pupils. Furthermore, the impact of TLA can be present or not present, or as Andrews (2001, 83) states, "each potential impact is a matter of degree". In the following the potential impacts of TLA in the classroom are explained in more detail.

3.2.1 Materials

The impact of TLA is present, if the teacher acts as a bridge, connecting the language content of the learners and the materials. The teacher should aim to make the key features of the grammar field noticeable for the learners. However, if the teacher does little or nothing to make their pupils pay attention to the key features of the grammar, the impact of TLA is not present. A Language aware teacher acknowledges that there might be inaccuracies or misconceptions in

materials when 'filtering' the content to pupils (Andrews 2001, 82). Teacher language awareness determines the extent to which a teacher is able to critically analyse materials, to locate potential places that might lead to confusion and to take whatever action to ensure language input in the materials is made available and comprehensible in order to reduce the risk of forming incorrect interpretations (Andrews 2007, 108).

Different textbooks have different ways to handle the subject contents along with the language contents. The way in which textbooks present the language content is likely to influence the way teachers conceptualise the possibilities of handling the language content during their lessons. The longer the teacher works with the same textbook, the greater the influence of that book will be. In addition, the continuous development of teacher's language awareness is affected by the way textbooks present the language content (Andrews 2007, 107). However, in her article Aalto (2008) states that a teacher should be able to define the key content from the material and have the focus on the ways a pupil can reach and understand the content by reading the textbook. The teacher should provide pupils with the tools with he/she is able to recognise the kind of language that is used to explain the key contents in writing and verbally (Aalto 2008, 81). In conclusion, a LA teacher has to engage with the content of learning in published materials in a language aware manner rather than leaving all content-related responsibility to the textbook, even though the materials have been carefully designed and structured (Andrews 2007, 108).

Good guidance through the material leads pupils to present and produce the information in a manner that is typical for the subject that is studied. The types of texts and the interaction around them affect what kinds of readers and writers pupils become. Teachers should provide pupils with a variety of texts and language models which enable to enrich the pupils' language identity and enlarge the perspectives for language (Harmanen 2013; Unsworth 2001, 183). Luukka et al. (2008) studied Finnish and foreign language teaching in secondary schools in Finland. The results revealed that the emphasis in the Finnish lessons is on novels and fiction, news and newspapers, while for example online texts are used very rarely. The number of oral presentations is small,

hence the pupils mainly produce written assignments. This leaves the variation of used texts for very limited amount during the lessons (Luukka et. al. 2008, 152). This is despite the fact that the National curriculum emphasises using and recognising a variation of different kinds of texts.

Teachers in Finland, almost without an exception, have books for every subject to use in their teaching and for pupils to learn (Atjonen, et al. 2008). Different publishers might have more than one option for each school subject that the schools are able to choose from. Despite that, the contents of the books are similar to one another as they are obligated to reflect the National Core Curriculum. Even though textbooks generally have the same contents, the way books handle the contents varies between the books. The freedom for individual teacher to choose and examine different books varies between schools and depends on the resources the school currently has. Teachers have a great deal of freedom whether or not to use and/or to which extent they will use the books in their teaching. On the one hand, books have an effect on the content of teaching and socialise the pupils to read and work with texts in a certain way (Luukka et al. 2008, 64.) On the other hand, some teachers may regard published materials as very limited source of information or uninspiring.

3.2.2 Filtering own output

A language aware teacher filters his or her own output (written and spoken) to make sure that it is clearly expressed, appropriate functionally and structurally, as well as adapted to the learners' level (See also Figure 2). Furthermore, as Kosonen (2006) states that the key to successful interaction between a teacher and a pupil is when teacher considers his or her language use as relation to pupil's age (Kosonen 2006, 29). The impact of TLA is negative if teacher does nothing to 'filter' the spoken or written output of the classroom. This can lead to that teacher's output is not structurally accurate or the teacher can express himself confusingly (Andrews 2001, 82).

The teacher plays an important role in helping learners to achieve the language requirements in educational settings and to complete academic literacy. The language used by the teacher effects on the process and success of

the classroom education (Lwin & Silver 2014, 11). In addition, teacher can be an important model for pupil's own use of language for constructing knowledge. Guidance and a great deal of possibilities for practice of how to use language for reasoning would be beneficial for more effective use of language as a tool for working on different activities and hence processing knowledge (Mercer & Sams 2006, 525). For instance, we have experienced as students, as well as teachers, how the process of teaching and learning can be frustrating, when you do not understand the given instructions or your students do not understand the instructions you have given to them. In these situations, the specific language choices can make a difference, or maybe the words were not the best option and the visual would have served better (Lwin & Silver 2014, 11).

3.2.3 Filtering learner output

As an important aspect of TLA teacher should always analyse the language from the perspective of a learner or learning. Filtering the learner output means that the teacher takes the learners' perspective into account as well. The mediation between the learner and the teacher is correct, precise, pitched at the learner's level and structurally accurate. In contrast, the teacher's mediation of learner output can be incorrect and structurally inappropriate, if TLA is not enacted in pedagogical practice (Andrews 2001, 82).

There are various kinds of talk in the classrooms, used for social as well as educational purposes (Moate, 2011). Most classroom talk is asymmetrical, meaning that the teacher has the more authoritative and powerful role. However, it is important that the learners have chances to use language amongst themselves, to make the best use of it (Mercer & Dawes 2008, 57). When children participate in talk and activities, they start making purposes and practical categories as their own. In this kind of learning, not only the forms of words and sentences are important, but the meanings and purposes the speech represent (Barnes 2008, 57). Yet, the teachers hold an important role in 'filtering' the written and spoken contributions of learners. The way the teachers behave in the lessons, is central to how pupils will approach learning and thus, what they learn (Barnes 2008, 8).

Teachers have the complex task of developing the range of literacies that the pupils from diverse backgrounds need in order to effectively learn in school curriculum areas (Unsworth 2001, 220). The first step for of teaching any subject is to find out what the pupils' existing knowledge of the area is, as well as their own interests or outside school experiences of the topic. The teacher as an expert then scaffolds these learning experiences and makes the pupils aware of his or her understanding of the task and how it can be connected to other aspects of learning (Unsworth 2001, 225). Scaffolding is a process, where the pupil's entry to knowledge is made easy by setting up the situation, preparing the way for child to manage the task or content on his or her own (Bruner 1983, 60). In the study of Pöyhönen & Saario (2009) it was found that in order for the pupils to understand instructions of a task, it was not enough that the pupils only know what separate concepts mean. The pupils also needed to grasp the meaning of the instruction, scaffold their previous knowledge and connect it with information from the textbook. Furthermore, in this example, pupils also needed to write their answers in the notebooks and then after, when going through the task together with the class, they needed to discuss their answers (Pöyhönen & Saario 2009, 24). The teacher's role here is to act as an authoritative, but not authoritarian, manager of pupil's learning, filtering the learner output.

The sociocultural perspective on language views the work of the teachers as creating and supporting the classroom communities, where the learners joined in collaborative situations learn new. The embracing foundation of teacher's work, from a sociocultural perspective, means creating such settings for the learners that they can interact and negotiate through the understanding and concepts of language. Most importantly, the impact is more on the "who the learners are" than in the "what they know" (Hawkins 2004, 5-6). In fact, the relationship with the pupil is the most important tool for teacher. Tactful teachers not only understand that every child is unique, but that situations within a day are unique as well. Pedagogical thoughtfulness comes from seeing, listening and responding to a particular pupil in these situations. Through the

thoughtfulness, tact in the relationship with pupils may grow (Van Manen 2002, 8-10).

3.2.4 Filtering in 'real time'

As mentioned in the opening paragraph of TLA, the procedural dimension of TLA means 'teacher's knowledge in action'. Effective operation of the dimension involves a variety of factors: vision and perception, sensitivity and reflection, alertness and quick thinking as well as easily accessible knowledge-base and good communicative skills (Andrews 2001, 81). A teacher's behaviour impacts the pupil's participation in the thinking processes. When a pupil makes a suggestion, it is the teacher, with his or her response, that validates it or fails to do it (Barnes 2008, 8).

A language aware teacher is able to 'filter' in 'real time' and react spontaneously and constructively to the language content issues arising in the classroom (Andrews 2001, 81). The careful preparation of the lesson is not always enough to help the teacher meet the challenges that may occur during the lessons and spontaneous actions are needed as well. Teachers need to have awareness and knowledge of the language in general and consider their own beliefs about language and to be able to intentionally use this as part of their pedagogical practice. The role of metalanguage is the final aspect of TLA addressed below.

3.2.5 Metalanguage supporting learning

For being able to talk about the language, metalanguage is needed (Dufva, Alanen & Aro 2003, 302). Discussion of language is needed in every subject. Talk about language enables pupils to recognise and separate the differences between spoken and academic language. Dialogue between a teacher and a pupil, allows the teacher to confirm that the pupil understand the content of the lesson and language used to present it. When learning the content through language, simultaneously one always learns about the language: the structure of the language, grammar and how and where to use it (Kosonen 2006, 28). Dufva et al. (2003) suggest, that instead of only recognising and naming, the phenom-

ena of language should be discussed, evaluated and negotiated (Dufva et al. 2003, 302). For example, in English, the rules for the article use are often negotiable. In conclusion, language aware teacher is able to apply metalanguage in a way that it supports learning appropriately (Andrews 2001, 82).

Teachers should be able to see and understand what is happening with the language in their classrooms (Lwin & Silver 2014, 11). Teacher's personal understanding of language is one of the keys for successful teaching and has an effect on everything that occurs in the classroom (Kosonen 2006, 21). It is important that teachers become aware of how they use language to communicate in classrooms, how language affects learning and what the pupils need in terms of language learning and use (Lwin & Silver 2014, 11).

3.3 Bringing the five dimensions together

In this section we have outlined the key characteristics of TLA in theory and in pedagogical practice. Table 1 provides an overview of possible impact of TLA upon pedagogical practices in the classroom and indicates the way in which TLA reaches into different aspects of the classroom environment. In order for these different aspects to be realized, however, a language aware teacher has to begin the planning of a lesson by clarifying goals and then ensuring that the goals are met. The main resource available to the teachers and the pupils, with which to accomplish the educational goals, is language (Christie 2000, 184). It is through talking and sharing new ideas with peers and the teacher that the pupils can approach new ways of feeling and thinking. A supportive context for learning during the lessons is a key to exceptional teaching along with the support of a social group (Barnes 2008, 8). Due to the central role of language in teaching and learning, teachers must develop tools with which to measure the effectiveness of the language patterns they develop and initiate. This is vital for teachers to be able to plan and monitor their teaching, as well as judge how well their students are learning (Christie 2000, 184.) Language, indeed, has a vital role in teaching and learning (Lwin & Silver 2014, 9).

TABLE 1. TLA's potential impact in the classroom based on Andrews model, with modifications (2001, 82)

THE POTENTIAL IMPACT OF TLA IN THE CLASSROOM	
DIMENSION	EXPLANATION
MATERIALS	Teacher acts as a bridge, 'filters' the content of published and other materials
FILTERING OWN OUTPUT	Teacher 'filters' own classroom output, ensures the output is structurally accurate, functionally appropriate, expressed clearly, pitched at the learners' level, a sufficient basis for learner generalisations
FILTERING LEARNER OUTPUT	Teacher 'filters' learner output and the learners' perspective is taken into account
FILTERING IN 'REAL TIME'	Teacher is able to manage 'filter' in 'real time', reacts constructively and spontaneously to the language issues as they arise in class
METALANGUAGE SUPPORTING LEARNING	Teacher is able to employ metalanguage, so that s/he can support learning appropriately

4 THE PRESENT STUDY

The idea for the study emerged from the National Core Curriculum of Finland 2014, which introduces the term *language awareness* (*kielitietoisuus*) and emphasises the role of the languages at school. According to the National Core Curriculum of Finland 2014 (Finnish National Board of Education 2016, 28) the attitudes towards languages and language communities are discussed within a language aware community. A language aware community understands the meaning of language in learning and interaction, as well as in building identities and socialising society (FNBE 2016, 28).

The National Core Curriculum of Finland states that *in a language aware school every teacher is a model for language and the language teacher of every subject* (FNBE 2016, 28). All the school subjects have their own specific ways of using language, terminology and texts. Different phenomena are able to view from different perspectives through the language and symbolic systems of different disciplines. Moreover, the language of learning is constructed from everyday language into more conceptualized thinking (FNBE 2016, 28).

This research aims to study both teacher language awareness and how three classroom teachers implement language awareness in their teaching. We approach this study from two perspectives, as outlined in (Figure 3). The first dimension intends to explore the teachers' insights into language awareness through teacher reflections in interviews with the participants. The second dimension operates at more practical level, using classroom observations in order to identify pedagogical actions that have language aware meaning. Using teacher reflections, stimulated recall interviews and classroom observations provides a broad dataset that approaches language awareness from different

perspectives. The next section presents the formulation of research questions.

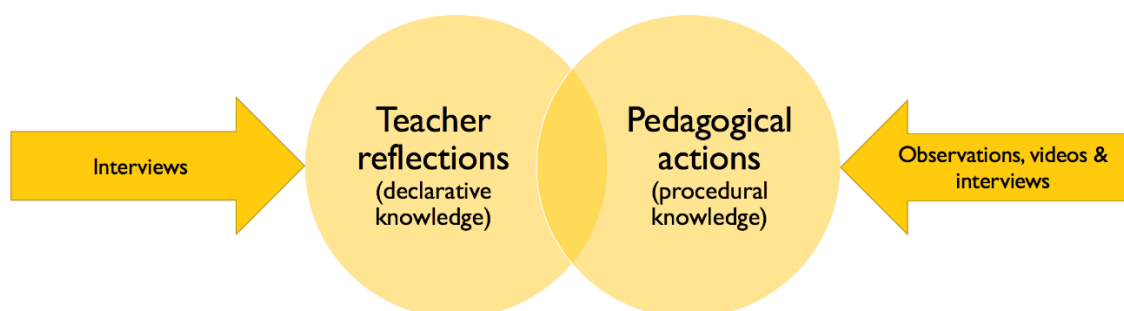


FIGURE 3. Two perspectives for approaching the study

4.1 The research questions

The aim of the study is to learn how Finnish classroom teachers conceptualise language awareness (declarative knowledge) and how they practice language awareness in the classroom (procedural knowledge). The precise formulation of the research question was developed in response to the teachers' contributions to the study (i.e. the data) but that data was generated because of initial interest towards concept of language awareness. Gathering different types of data was intended to provide a broad overview of the declarative and procedural knowledge of teachers, as well as present the key features of teacher language awareness in Finland.

To find out these key features an overarching research question was formed: How do classroom teachers practice language aware teaching? By practice, we recognise both the procedural and declarative knowledge that this involves. We focus on the practice of classroom teachers as it is in teachers' practice that understanding and awareness of pedagogical considerations come to life. Two sub-questions aim to explain this question from different perspectives:

1. What do the participant teachers know about the role of language in education?

2. How do the participant teachers enact language aware teaching?

For this study observations, classroom recordings and teacher interviews were chosen as methods to gather data. The first sub-question is answered based on the interviews that included stimulated recall video clips. The second sub-question is answered by the observations and video material from the classroom and by the interviews. The different data collection approaches are introduced in detail below as well as the context for the study and the teacher participants.

4.2 Participants and context for the study

The initial plan for the study was to observe teachers while they are teaching. For practical reasons we invited participants from local primary schools in the Jyväskylä area. Moreover, as these school communities were somewhat familiar through our experiences of substituting in them, we hoped that the teacher participants would more easily share their experiences with us. We anticipated that a school with a variation in pupils' backgrounds might mean that teachers have greater awareness of language. An enquiry letter to participate in this study was sent to the headteacher of that primary school, who sent it on to the teachers of the school. Only one teacher expressed interest towards taking part in the study and contacted us. When visiting the school, another teacher showed interest in the study and was recruited to participate. The third participant for the study is a classroom teacher from another school, who we considered as an interesting choice for the study because of her background as a CLIL teacher. Content and language integrated learning (CLIL) is an educational approach, an innovative fusion of language education and subject education. This means that in CLIL teaching, an additional language is used for the teaching and learning of both language and content (Coyle, Hood & Marsh 2010, 1.) We hoped that this background would mean language awareness would more readily be part of the teacher's practice.

All the teachers are experienced and had been teaching for at least

twelve years, and had taught pupils between grades one to six. At the time of the study two of the teachers were teaching fifth grade and one of them fourth grade. During the study, they are referred to as Teacher 1, 2 & 3 for the protection of their anonymity. One of the teachers, Teacher 1, has no background in language studies. Another teacher, Teacher 2, had specialised in special education, basic studies in Finnish as a second language and English. The third teacher, Teacher 3, had studied intermediate studies of English and has a JULIET background, specialising in foreign language pedagogy in grades 1-6 as well. Although the number of participants is only three, the range of data as well as the varied backgrounds of the participants provide important insights into how different backgrounds can influence conceptualising of language awareness.

4.3 Data collection and research methods

This study uses an interpretive paradigm to guide the data collection and research methods of our data, but it also has elements from ethnographic research. From an interpretive point of view reality and knowledge are built up and reproduced through interaction, practice and communication. According to the interpretive paradigm, social action needs to be analysed from the participant's perspective. For this reason multiple data collection methods were chosen for the study, as the interviews allow teachers have their voices included in the study. The attempt to see the world from participants' standpoint, the choice of qualitative methodology can be seen as a moral and value decision. Including the participants' voices and using multiple methods in study enables to achieve more holistic understanding of the phenomenon (Tracy 2016, 41-42).

As in other interpretive research, the goal in this research is to understand why and how, to be useful and interesting (Tracy 2016, 48). Elements of ethnographic research approach can be applied for our research, as the goal in the ethnographic research is to understand the human actions and social meanings in specific context (Patton 2002, 81). The research plan for the study was flexible in the beginning, and the research questions slowly formed during the process. Data gathering and analyses of the data overlapped, which is

common for ethnographic study. Ethnographic researchers are committed to the study for a long period of time as the fieldwork and data gathering can take months or even years, and in this case it does not correspond with our study (Gordon et al. 2007, 43).

A variety of different methods to gather our data were chosen in order to form as broad representation of the topic as possible. In the table (Table 2) below the variety of methods used for gathering data and the total amount of data is presented.

TABLE 2. Methods and the data gathering of the study

	T1	T2	T3	TOTAL
VIDEOS	4 lessons =160,59 min	3 lessons = 112, 36 min	3 lessons =123,77 min	10 lessons =396, 72 min
OBSERVATIONS	2 researchers	2 researchers	2 researchers	2 researchers
STIMULATED RECALL	2	2	2	6
INTERVIEW (transcript pages)	37.37 min 13 pages	31.55 min 9 pages	63 min 22 pages	131,92 min 44 pages

4.3.1 Video and observations

The preferred data for the study was to have a description of the ways that teachers act towards language aware teaching that could be defined as authentic as possible. Recording a video was chosen as a one of the methods for gathering data. Videos as data enables to re-watch the situations multiple times and make careful observations (Horsley & Walker 2003, 263). In addition to the video material, observations made during the lessons were written on notebooks, which included the first insights of the events in the classroom. The videos allow to capture the real situations and naturally occurring activities, hence the

data is not merely based on the observations that may be misinterpreted at the scene. Furthermore, video increases possibilities to create theoretical observational systems to analyse the use of recourses in learning situations and in the classroom (Horsley & Walker 2003, 263).

We exploited the video material in the interviews as all the participant teachers were shown two short video clips of their day. Clarke calls this method video-stimulated interview (Clarke 1997, 101). The important purpose for the video clips was to have teacher reflections and insights of their own actions in the classrooms, which the researchers would lack, in order to prevent inadequate or misguided analysis of the video material.

Videos were recorded by using a Swivl-camera, borrowed from University of Jyväskylä. Swivl-camera consists of three pieces; iPad, tripod and microphone. The target of a video wears the microphone around the neck. The camera follows a signal from the microphone which enables the target's visibility on the video all the time. The camera was fixed at the back of the classroom.

Each of the teachers was recorded for one day that suited their schedules. The subjects of the day were not decided in advance, but the normal timetable of the classroom was followed. The timetable of Teacher 1 included science, mathematics, history and Finnish language on the shooting day. Teacher 2 had Finnish, mathematics and social studies. Teacher 3 had mathematics, English and two lessons of science.

Video material included altogether 6 hours of data. After watching the videos through, we formed a timeline of each teacher's day. The moments chosen for the timeline were based on the table of the impact of TLA in the classroom presented earlier in Language awareness -section (See Table 1). We were particularly looking for how teachers filter the output and act as bridges between the language and pupils. From our point of view, there were moments that language awareness was either present or could have been potential or possible. The potential language aware moments had a good start, and could have been developed somehow. The possible language aware moments were situations, where the teachers could have acted in a more language aware manner. These moments were summarised or transcribed into document form.

4.3.2 Interview

All three teachers were interviewed separately, after their work day in the school building. The interview was a semi-structured theme interview (see Appendix 1), which means that the interview proceeded according to themes that were chosen in advance (Hirsjärvi & Hurme 2001, 48). The interview consisted of themes that were loosely grounded on the video data. The questions were based on information that was included in the timeline, our observation notes and drawn from theory. However, the questions were not strictly selected beforehand and varied between different teachers (Tuomi & Sarajärvi 2009, 75). The interviews were recorded with mobile phone applications.

In addition to the questions, as mentioned earlier, each teacher was shown two short clips of their day. The teachers were asked to explain in their own words what happened in the video clip and what thoughts came to their minds. As some time had passed between the video recordings and interviews, the video clips worked also as prompts for teachers to recall and reflect on the specific situations in the classroom. All teachers reacted differently to the video clips, yet they all paid attention to their own actions in the videos and justified their choices in the lesson.

4.3.3 The interview themes

All the interviews began with basic questions of teachers' backgrounds, including years of teaching, possible specialisation, the grades that have been taught and the current grade. The first actual section of questions aimed to find out what kind of support pupils need to develop their language skills and what kind of methods the teachers have used to succeed. In addition, the teachers were asked about their material use and how they view, for example textbooks, from the language learning perspective. The questions aimed to guide the participant to give practical examples of language aware practices they use in classroom.

The second section of the interview consisted of the video-stimulated questions. No specific questions were asked about the clips, but the

teachers were asked either to explain what happens in the video or to reflect on their thoughts about the video.

The third section included questions concerning the teacher as a model for language and the language teacher of a subject. The questions were formed to find out what language awareness means to the teacher, is it characteristic or a learned skill, and was the term language awareness familiar before the study. Furthermore, the questions targeted the teacher's own language use and the relationship with their mother tongue.

4.3.4 Observation notes

The observation notes were an important part of the data collection process. As we were two researchers jointly engaged in the process, it was useful to have two sets of individual notes in response to the teachers' lessons. This helped us to ask more critical questions with regard to the way in which we understood language awareness as a concept and how it appeared to be practiced by the teachers. Although the observation notes are not part of our final dataset, they provided us with a starting point for the analysis of the data, for example, with particular examples or moments that had caught our interest. As we returned to the video data multiple times we were able to go beyond our initial observations.

4.4 Data analysis method

In this chapter the data analysis methods and the process of analysis is presented. For analysing the qualitative data a thematic analysis was chosen, as it is a method used for organizing and describing the data in detail (Braun & Clarke 2006, 79). Thematic analysis was used to find answers for the main research question and the sub questions. The dataset consisted of interview transcripts and the transcripts chosen from the timelines of the videos. The observation notes from the lessons and observations from the videos supported the analysis process.

The phases of thematic analysis begin by familiarizing oneself with

the data, which consists of transcribing, reading the data repeatedly and noting down first insights. The next step in thematic analysis is to generate initial codes systematically. After this begins the search for themes by collating codes into possible themes. Themes are then reviewed and examined in relation to the coded extracts and the whole dataset. Following the earlier phases, themes are defined and named in relation to the aim of the study. The final phase for the analysis is the production of the report that includes selection of extract examples, relation back to the research question and theory, and finally producing a report of the analysis (Brown & Clarke 2006, 87).

In thematic analysis themes within the data are often identified in either an inductive or deductive way (Brown & Clarke 2006, 83). An inductive analysis is a data driven coding process, in which the data is coded without trying to apply it into a pre-existing framework or analytic preconceptions of the researcher. A deductive approach is more driven by theoretical or analytic interest of the researcher, thus it is analyst driven (Patton 1990, 453.) However, in this study the findings neither only emerge out of the data through the interaction between the researchers and the data, nor is the data analysed only according to an existing framework (Patton 1990, 453). This study uses more abductive approach for the analysis, which is a combination of the two and our logical constructions (Denzin 1978, 109; Patton 1990, 468). The process of thematic analysis of this study is described below.

In the first stage of analysis we divided the data into meaningful moments within the interview transcripts. The meaningful moments within the videos were chosen at an earlier stage, in order to form the timeline. During the earlier phase of the research the timeline was used to support formulation of the interview questions and stimulated recall questions, yet in analysis process the timeline was considered as part of the dataset. After reading the data several times, the meaningful moments were divided into codes by the essence of content. This was done for the interview transcripts and video transcripts separately. Interview transcripts supported the development of seven different codes (see Table 3) and eight codes were developed from the video transcript (see Table 4).

TABLE 3. Interview transcripts

INTERVIEW TRANSCRIPT CODES						
Materials through teacher's perspective	Pedagogical practices from teacher's perspective	Teacher's views of being model for language	Pupil from teacher's perspective	Teacher's self-reflection	Teacher competence & understanding of language awareness	Teacher's awareness of (changes in) language
<p>What different kind of materials uses and how much?</p> <p>What thoughts she/he has of the material?</p> <p>Materials & language aware teaching</p> <p>Changes or development of material over the years of teaching</p> <p>How materials take language aware teaching into account</p> <p>Pros/cons of digital material</p> <p>Use of textbooks and notebooks</p>	<p>What kind of practises teachers use that support language development?</p> <p>What methods teachers use for supporting underachieving</p> <p>Assessment and testing</p> <p>Concrete examples</p> <p>The ways of using digimaterial & other material (besides books)</p>	<p>How teacher takes into account his/her own language use</p> <p>Awareness of the variation in language use in her/his speech</p> <p>Being as an example → in everyday talk</p>	<p>Teacher giving examples of pupils' language skill levels or needs</p> <p>Needs & requirements of specific age group</p> <p>Knowing pupils - their needs and skills</p> <p>-> does teacher apply the language according the pupils' language skills?</p> <p>→Teacher mentioning S2 pupils or teaching & comparisons</p>	<p>Reflecting on teaching</p> <p>Reflecting on own language awareness</p> <p>Reflecting on own language skills and language use</p>	<p>Teacher's educational background</p> <p>Links to curriculum in teacher's speech</p> <p>Thoughts and ideas about the importance of language aware teaching</p> <p>Attitudes towards language aware teaching</p>	<p>"Language is changing all the time"</p> <p>Noticing that there are different kinds of language – written, spoken, language that children use, dialects</p>

TABLE 4. Video transcripts

VIDEO TRANSCRIPT CODES							
Instructional talk	Language aware moment	Choices of exercises	Pedagogical actions	Pupil from teacher's perspective	Subject specific language	Terminology	Use of materials
<p>The instructions emphasize language in someway</p> <p>The instructions have some language aware meaning</p>	<p>Language awareness is present</p> <p>Actions that support language awareness</p> <p>Actions that breaks subject barriers</p>	<p>Exercises that support language or language awareness</p>	<p>Teachers language guides the pupils' actions (language helps understanding exercises)</p> <p>Actions without words (pointing board, visual aids etc.)</p> <p>Actions that support speech</p>	<p>Teacher giving examples of pupils' language skill levels or needs</p> <p>Needs & requirements of specific age group</p> <p>Knowing pupils - their needs and skills</p> <p>-> does teacher apply the language according the pupils' language skills?</p>	<p>Language that is tied to the subject</p> <p>In teacher's talk, in pupil's talk</p>	<p>Demonstrating</p> <p>Scaffolding</p> <p>Opening terms through discussion</p> <p>Opening terms through pictures</p> <p>Practical examples, real life situations</p> <p>Not accepting wrong definitions/answers</p>	<p>What different kind of materials uses and how much?</p> <p>Materials & language aware teaching</p> <p>How materials take language aware teaching into account</p> <p>Use of textbooks, digimaterial and notebooks</p> <p>Teacher commenting materials</p>

A theme can be described as a unit that in relation to the research question captures something essential about the data. A theme represents patterns and meanings within the dataset (Brown & Clarke 2006, 82.) In the second stage of analysis preliminary themes were formed by recognising connections and overlaps within the both interview and video transcript codes. During this stage, the interview and video transcript codes were considered as a complete dataset, not as separate units. This gave us opportunity to see the codes in bigger picture, which helped to form the preliminary themes (see Figure 4).

In the third stage of analysis the preliminary themes were examined by contrasting the themes to the main research question and the aims of the study. Through this phase of the analysis three final themes were found (Figure 4). The three final themes were set as the sub research questions as the themes define the key features of the topic from different perspectives. The findings chapter describes these themes in more detail, each theme having their own section.

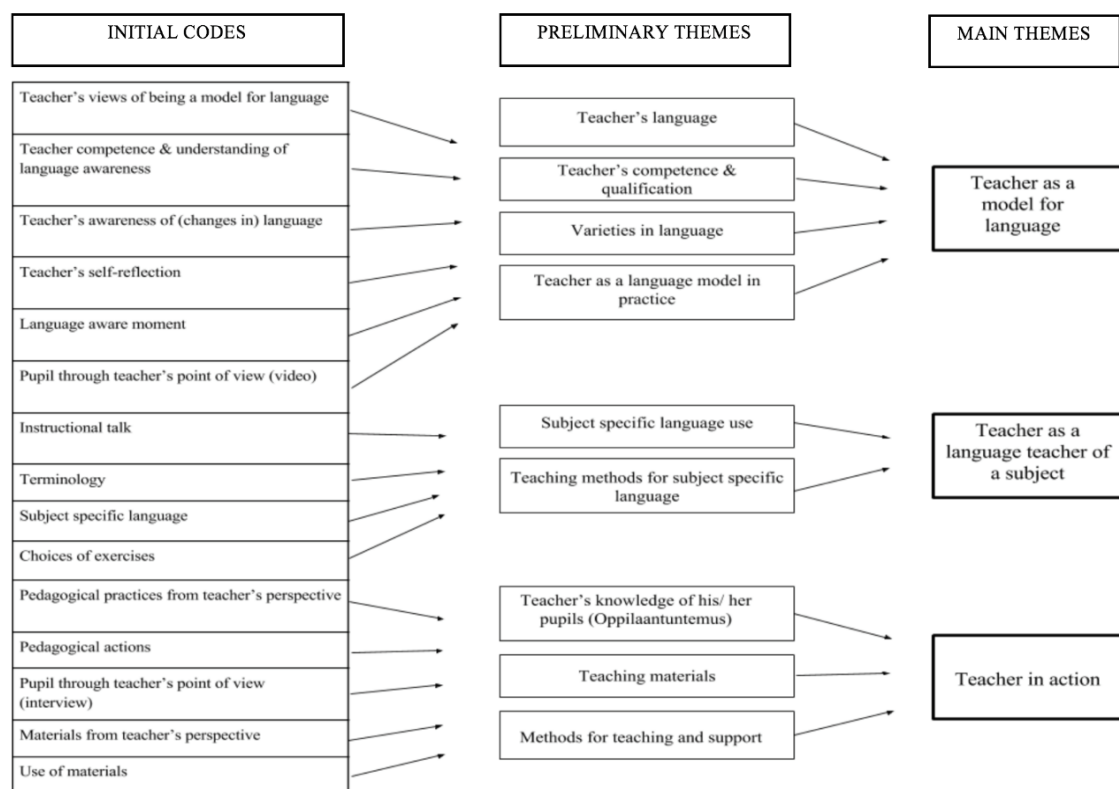


FIGURE 4. Initial codes, the preliminary themes and the main themes.

As we were working as co-researchers throughout the project, we conducted the analysis in stages together. The stages of analysis included illustrating the dataset, writing an analysis diary and contemplating the dataset from all sides, which led to finding the overlaps between different data. Throughout the analysis we held regular discussions of forming the coding system and worked together in order to establish consistent understandings, which led to the formation of the final themes. We continued to report the findings and analysis together as we viewed it beneficial for the study. Before introducing the findings of this study, however, we first address the validity, credibility and ethical considerations of this study.

4.5 Validity, credibility and ethical considerations

Studies that use only one method for data collection are exposed to errors more often. For this study, we used multiple methods for collecting data. Triangulation through the use of multiple methods, increases the credibility of the study by strengthening confidence in conclusions (Tracy 2013, 236; Patton 2002, 556). The videos, interviews and field notes were used in order to see the data through multiple lenses and to create a wider understanding. However, we spent only one school day recording in each of the teacher's classrooms, which is a rather short time to get a broad view of the practices teachers make in their classroom. More time, even one day, in the classrooms might have increased the quality of the video material and thus, increase the credibility of the results.

The interview itself and the short video clips, that were shown for the teacher in the interview, were used to recall teacher's own reflections of the classroom situations related to language, and to complete observations made from the video recordings. It was difficult to predict the ways or to which extend the teachers were going to be able to reflect and respond to the videos. Our intention during the interview, was not to guide or lead the teacher too much, which can be seen as one of the reasons why the responses to the video clips varied between the teachers. The contents of the responses and reflections relate

quite straightforwardly to teacher's language education background, which gave us honest material but did not possibly give us all the information that was intended to achieve with this method.

This research presents a different perspective on language aware teaching in Finland. The theoretical framework for this study extensively applied of the international and national second language learning research. As the theoretical framework has not been applied in Finnish context before, it was delicate process, which challenges the credibility and validity of this study. For the analysis of this study we aimed to provide a broad thematic description that covers the entire dataset. The weakness of analysing wide set of data, is the possible loss of depth and complexity because of such a broad view. On the contrary, the thematic description can be richer with the entire data set (Brown & Clarke 2006, 83).

Being two researchers, we worked tightly as co-operative researchers throughout the process, which we consider beneficial for the study and the thesis. Our intensive working methods included discussions, raising questions, feedback, critique and affirmation, all of which can be considered as valuable and as a space for additional insight and credibility (Tracy 2013, 238). However, our inexperience as researchers could have an effect on the different parts of the study. For example, conducting an interview was the first time for both of us and the fact might have had an impact on the interview situation. Yet, we are able to have mercy towards our incompetences as this is the first research project for us and thus, able to find the places for development. We also hope that by sharing the research process in detail, the credibility of the findings that we present below is strengthened.

4.5.1 Ethical considerations

The ethical considerations should be acknowledged carefully especially when studying in the school context. All the three teachers agreed to participate in the interview and open their classroom doors for videoing and recording their normal day at school. In addition, permission letters were sent to the guardians of the pupils, even though pupils were not the target in the study. The purpose

of this permission letter (see Appendix 2) was to assure the guardians of the ethical ways of using and storing the data, and informing them that the teacher is the main focus of the study. Furthermore, permission for the study was granted from the Jyväskylä city as well.

Recording a video is a method that requires more sensitivity from the researchers and especially in the school context. It is important that one receives permission to record from every participant in the video and different kinds of access have to be negotiated. It is essential to build trust with the participants and for example explain what the study is for and what is required from them (Heath, Hindmarsh & Luff 2010, 15.) Each day in the classroom, before turning on the camera, why we were there was explained to the pupils and what will happen during the day. In addition, the pupils and teachers were assured that the aim of the study was not to criticise the teacher but rather to analyse their normal day at school. Without proper communication with participants, they may feel uncomfortable and begin to resist involvement (Heath et al. 2010, 16 & 21).

During the interviews, we explained again to the teachers that the purpose of the study is not to criticise them or their work but to develop an understanding of how they view the language aware teaching. Furthermore, they were assured of their anonymity in the thesis and that the interview data is stored appropriately in our external hard drives, which do not have a connection to the internet. The thesis will be shared with the participant teachers according to their wishes and in order them to have a detailed and overall picture of the research. The data will be given to the supervisor of the thesis for possible future research purposes. The anonymity and safe storing of the data will be maintained as well in the future.

5 FINDINGS

This chapter presents the main findings of the study. The findings are divided into three sections, and named after the final themes: *Teacher as a model for language*, *Teacher as a language teacher of subject* and *Teacher in action*. The first theme aims to answer the first sub-question and the following two themes aim to answer the second sub-question. In these sections, the contents of the themes are brought forward and examined. Moreover, this chapter concludes with the two dimensions mentioned in the methodology section, the declarative and procedural knowledge. On the one hand, the videos enabled us to observe teachers' actions that were not mentioned by them in the interviews. On the other hand, the interviews gave the participant teachers possibility to add notions that we were not able to capture in one day. The excerpts included in the text, are used to support the findings. Instructions for reading the excerpts are below. It should also be noted that the research was conducted in Finnish and Finnish is the language of education in the classroom recordings. Although we have translated the excerpts below into English, keywords or phrases have been included in Finnish with the English translation in square brackets.

bold = field notes; plain text = transcript from videotape; *italics* = transcript from interview

5.1 Teacher as a model for language

The first presented theme introduces the teacher as a language model in the classroom and aims to answer the first sub-question: What do the participant teachers know about the role of language in education? This theme includes teachers' reflection of the meaning of language in the teaching profession and being the language model for pupils, as well as reflection on how to use language appropriately in the classroom situations. All teachers acknowledged that language changes all the time and that the language of the classroom var-

ies. The national core curriculum of Finland guides the teachers, yet every teacher has their own personal way to implement it in their teaching.

The importance of language in teaching profession was acknowledged by the three participating teachers. According to them, language is not only a tool for teaching, but also an important part of care and education. Furthermore, the teachers had noticed that language mannerisms transmit from teachers to their pupils. Teacher 1 mentioned that pupils generally within time adjust to the teacher's way of speaking, including different dialects. Different dialect or a way of speaking, create possibilities for discussion about the characteristics of language, especially Finnish language.

Furthermore, all of the teachers brought up how they attempt to use 'children's language' with pupils, meaning the language that children use in everyday life and outside school. Teachers explained that learning is more comprehensive when language in use is familiar to pupils. However, according to Teacher 2 the language in use should not be simplified into plain language, hence it should be used naturally and appropriately. All in all, being a language model is not something that teachers so much intentionally plan and implement, but naturally belongs to the everyday teaching and to their relationship with the pupils.

Other than being a model for academic language, Teacher 3 talked about the importance of modelling language in everyday situations, such as thanking, apologising and other social situations. In addition to teachers being a language model of spoken language, in both teaching and other social situations, they model the written language as well. Being a model for written language was mentioned only by one of the teachers in the interview, however, modelling the written language was present in all of the videos. Videos revealed that the teachers modelled written language for example by modelling an example of a correct answer for exercises by writing them on board or by paying attention to spelling. As illustrated in the following two excerpts:

Excerpt 1.

In the mathematics lesson, Teacher 3 walks around in the classroom and stops to help a pupil.

T3: How do you spell, let's take a look at the spelling. Leiona, leijona, [a lion] it's sometimes hard to hear it but what is missing?

P1: J

T3: J, yes good! Leijona. You can't hear it clearly when pronouncing it, but it belongs there still. Good.

Excerpt 2.

During the science lesson Teacher 1 walks around in the classroom and stops to answer a pupil's question.

Pupil: What is 'käävä'?

Teacher 1: Kääpä. [a polypore]

P1: Here it says 'käävät'.

T1: Let me see. Yes, it is plural. It's inflected. Singular is 'kääpä' and many is 'käävät'. It is plural. So what were they?

P1: Mmm.. mushrooms

T1: Yes.

P1: Ones growing in a tree.

T1: Yes, so they are attached to tree trunk.

The teachers talked about paying attention to what kind of language they use with pupils. Through our observation, the teachers' articulation and coherence in speech was visible in the videos as well. In excerpt 3 Teacher 3 talks about her language use with pupils. She mentions the importance of clarity, especially in giving the instructions. Teacher 2 pointed out several times during the interviews the importance of clarity in speech and in the Excerpt 4 she argues the value of giving clear instructions. Excerpt 5, again, gives a glance of instruction giving in action. The instructions given by Teacher 2 were at first vague, but in the end she manages to summarise the instructions in a concise form.

Excerpt 3

Teacher 3: - - - I try to be very clear. For example when giving instructions or such. I try to use 'good language'. Good language in a way that... could I say that, a clear language, so I'm not dropping foreign words or such. So that kind of basic assumption that of course teacher has to be also very clear in using the language.

Excerpt 4

Teacher 2: - - - When giving verbal instructions it is best to be very clear and unambiguous if you want them to be understood.

Excerpt 5

Teacher 2 giving instructions for pupils.

Teacher 2: For the beginning we'll have ... You need for this ... You will get a piece of paper, you need a pencil and an eraser but you could get the Välkky textbook as well and the mother tongue notebook. So, Välkky, the notebook and a pencil.

During the interviews, the teachers reflected on their role of being a language model and how their personal teaching styles have developed throughout years of teaching. All the teachers brought up how the personality of a teacher affects heavily on all teaching and thus the language use of a teacher. As a part of bringing their own personality into the teaching, participant teachers wish to enrich pupils' language as well as model how to enrich the language. All the teachers noted that language is rich and continuously changing. For instance, Teacher 1 pointed out that even grammar rules are changing during time and that Finnish grammar has many exceptions. Part of being a language model, is to be honest with the pupils as Teacher 3 gives an example how it is acceptable for a teacher to express doubt in language matters. Teacher 3 admits to pupils when she either does not know or is not sure about correct grammar. By this she aims to indicate that language should not be taken too seriously. In fact, teachers often develop their language skills while teaching pupils as Teacher 1 pointed out. Furthermore, Teacher 3 added how she attempts to enrich the language in everyday situations by integrating proverbs and aphorisms in normal speech. Based on this study we can say that the teacher as a language model is at the heart of being a teacher.

5.2 Teacher as a language teacher of a subject

The second theme presents the teacher as a language teacher of a subject and seeks to answer the second sub-question: How do the participant teachers enact language aware teaching? As discussed earlier in the literacy review, every school subject has its own specific terminology and way of using language. The theme includes teachers' understanding and recognition of being the language teacher of subject, which are tightly connected with pedagogical actions. Yet, the teacher's pedagogical actions are presented in the third theme in more detail.

The school days that we observed included a variation of different subjects. We were able to observe three mathematics, three science, two Finnish, one history and one social studies lessons. All of these lessons included a great deal of subject specific language use by teachers and pupils. These lessons provided us an opportunity to observe how the teachers used the subject specific language and different methods teachers used for introducing new terms.

A science lesson by Teacher 3 gives an example of subject specific language use in the classroom (Excerpt 6). Teacher 3 takes pupils' preconceptions into account and by scaffolding introduces a new phenomenon: the states of matter. For making a connection between pupils' preconceptions and subject specific language, the teacher uses water as an example, which is an everyday life substance and the stages, water, ice and steam, are familiar to pupils. Terms used in the lesson, such as a phenomenon or the states of matter (solid, gas or liquid), are ones that specially belong into the language of science. Through her actions, Teacher 3 guides pupils to master the language requirements of different subjects.

Excerpt 6

In the science lesson, Teacher 3 begins to go through the activities. She has projected black and white pictures of states of matter. The pupils have their own handouts.

Teacher 3: Let's check this shortly together, what is this phenomenon about. A quick revision of changes of states. First thing said in here (handout), what is for example the solid state of water, what are we calling it in everyday life? (Points pupil to answer)

P: Ice.

T3: Yes. So, what is the next state of water, when solid turns into liquid - what, what is called then? (Pupils shout answers)

T3: Yes, water. So, we are calling it water then. Ice - water. What is happening when liquid turns into gas, so when water turns into gas, what is it then when we talk about water, what is the gas then? (Point pupil to answer)

P: Vapour.

T3: Water vapour, yes.

Another example of a teacher being the language teacher of a subject can be seen in Excerpt 7 from a mathematics lesson. In this excerpt Teacher 3 explains to pupils how to read a bar chart from their mathematics textbook. This excerpt

gives a good example of language aware teaching being present and the use of subject specific language. The language of mathematics is present during this moment, especially in the teacher's speech. She uses terms such as chart, a bar, length, number (luku) and a unit of measurement. What is special about this excerpt is that a pupil brings up an umbrella concept for cat animals, felidae (kissaeläimet). The teacher responds immediately to the pupil's knowledge of this concept by praising and naming the term an 'umbrella concept' for pupils.

Excerpt 7.

A mathematics lesson, content of the lesson is reading charts. The document camera projects the textbook on the whiteboard. Teacher 3 sits at the desk and points to the textbook under the camera.

Teacher 3: ...and when you examine the chart, what information - When you look at the chart, you have to begin to open it up. So you need to figure out what is the chart telling you. First, what seems to be here, under - I mean - under the bottom line of the chart? **(points at the bottom of the chart and follows the line with a finger)** What are these bars representing? **(follows the bars with a finger)** What are these bars? Pupil 1?

Pupil 1: (Cannot be heard clearly)

T3: Yes... What animal's body and tail length are these? Pupil 2?

P2: (lists cat animals from the chart)

T3: Yes, and lynx is there also. **(Points with finger the bar, where lynx is written below)** Yes, so these animals' body and tail length... Yes, what did you want to say? **(Turns to pupil 3)**

P3: Felidae. [Kissaeläimiä]

T3: Felidae! Great! Now we got this umbrella term for these. Good. So, different kinds of felidae and their lengths. But pay attention that the length is divided into the length of a body and length of a tail. So, that needs to be noticed as well. **(Points with finger the bars, again)** And what about these numbers on this vertical axis are telling? **(Follows the vertical axis with finger)** Which units of measurement are in question? Now this is important to know. Which units of measurement are these?

The excerpt above illustrates how a teacher can support the subject specific language through her actions. Teacher 3's actions support her verbal delivery, as she points to the picture, which is projected on the wall, while she speaks. The pupils are able to follow the teaching both visually and in an auditory way. The excerpt presents a very routine classroom situation, where the teacher acts as a language teacher of the subject. For a teacher a normal day in a classroom is full of moments like this. Nevertheless, for our research the moment in Excerpt 7 presented us with a model of a teacher as a language teacher of a subject. Excerpt 8 is a continuum from the same classroom situation, but now from the

teacher's point of view. Stimulated recall was implemented, as Teacher 3 was shown the Excerpt 7 as a video clip. In Excerpt 8 Teacher 3 reflects on this short clip of her teaching.

Excerpt 8

Interviewer: Well, what about this video, what kind of thoughts did it bring to your mind?

T3: Well, the first thing that caught my interest was the moment where we were talking that there is a lynx and other animal species and then one pupil pointed out that "felidae". And that, that "Hey, you found the umbrella term for them." I think that this language modelling (kielellistäminen) in this way, that it can come from the pupils the terms, which the teacher doesn't necessarily even realise to say. But these kind of situations are incredible good moments as well...

And there I aimed to use for example 'bar chart'. So these mathematical terms. Right now we are drawing charts, bar chart etc. I always try to use just the exact terms with them during the lesson so they (pupils) will get used to them and especially mathematics is a good example of where there are a lot of mathematical terms. Also in exercises - they have to understand when they read exercises what for example the bar chart means. "Draw a bar chart of the given information" And they will know how to do it.

First, Teacher 3 mentions pupil noticing the term 'felidae' and recognises this as a meaningful moment. The teacher is pleased with the moments like this, as pupils themselves bring up new term that the teacher was not even expecting. While a teacher is the language teacher of subject, in this case a teacher of mathematics' language, it is significant that teacher does not ignore pupil's notion on the language. This creates a moment of language awareness. In the interview, Teacher 3 shared how she pays attention to how she tends to use mathematical terminology. Her method is to use the correct terms as much as possible, so that the pupils get used to using the right terminology. Learning the terminology is not only for the sake of learning new terms, but also for learning how to use them in real life situations. Teacher 3 gave one example of using the skills in the interview: pupils need to be able to understand what the exercise in the textbook asks them to do and to be able to apply the information. Naturally, terminology is needed in life beyond school as well. For instance, elections are good example of mathematics terminology in use, as bar charts are used to illustrate the results of different parties in the elections.

The studying of history begins in Finland in the fifth grade. The terminology and the language of history differs from other subjects. The way of presenting information is different in history textbooks than in other subjects'

textbooks. In addition, writing an answer to a history exam is different from writing text in any other subject. At the time of collecting data, the subject was fairly new to Teacher 1's pupils and pupils have had their very first history exam. In Excerpt 9 below, Teacher 1 and a pupil discuss the history exam.

Excerpt 9

Teacher 1 and pupils discuss why the history exam was difficult.

Teacher 1: - - - What in your opinion made the exam difficult, Pupil 1?

Pupil 1: It was different than the others before.

T1: And why? You are on the right track.

P1: Because... (It is not clear what the pupil replies.)

T1: Because you haven't done a history exam ever before Pupil 1. Because it is a new subject for you, so the way that things are asked from you and how your knowledge is tested is a new to you as well. - - - They (the exams) are a bit more different than in the earlier textbooks. There has been more connecting exercises, (connecting a term and an explanation) like for example in science exam. And now, there was a lot more explanation exercises, where you have to write the explanation yourself. There were more of those in this exam.

In the interview, Teacher 1 explained that the exam was a readymade exam, made by the textbook authors. The teacher pointed out that the exam itself had been different from what the pupils and the teacher had seen before. The exam included a reading comprehension exercise that was not related to the studying area itself. The task was a surprise for the pupils, as they have done this kind of exercise in mother tongue lessons, but did not expect it in the history exam. According to Teacher 1, he talked with the pupils about the exam and the reading comprehension exercise afterwards and how to answer the questions.

Teaching a language specific for a subject consists of different elements that a teacher should consider while teaching. A pupil must learn how to read and understand the language typical for a specific subject, as well as write and know how to apply it for example in writing own texts. Misunderstandings might lead to misuse of a term, if not corrected immediately. In the video data, all the three teachers had moments when they did not accept a pupil's first answer or corrected the misuse of terminology. In the excerpts 10 and 11 two

classroom situations are presented in which the teacher does not accept a wrong term but instead directs the pupils to give the correct term.

Excerpt 10

Teacher 2 and the pupils are discussing bullying and different terms related to it. Pupils had done an exercise where they connected a term and an explanation.

Teacher 2: Okay. This is a good one. We didn't discuss this before. So, someone is intentionally turning on the fire alarm without a real reason to do it. Which leads to the firefighters rushing to the scene. And if there is a building, for example a school, it will be evacuated. Massive actions. And nothing really have happened. What is this called?

Pupil 1: Is it bullying?

T2: It is not bullying. Of course it is a tease, but it's not called bullying.

Another pupil suggests something else.

T2: It's not that either.

P2: Vandalism!

T2: It's vandalism. So these false alarms.

P3: But how is it vandalism?

T2: Mm, how is it vandalism. Well, **(pupils shouts different suggestions and Teacher 2 is nodding)** It's wasting someone else's time. So these false alarms are vandalism.

Excerpt 11.

Teacher and pupils are checking the answers for an exercise about recognising parts of the mushroom.

Teacher 1: And then the parts of a mushroom. Well?

Pupil 1: A hat.

T1: And what was the other name for it?

P2: A cap.

T1: Preferably a cap.

As in Excerpt 10 can be seen, a practical example can be used to introduce and explain a term for pupils. All of the teachers used examples to connect abstract phenomenon to more familiar. Teacher 2 points out how especially learning science depends on language, as there are plenty of new concepts and thus new terminology. Especially in Teacher 3's science lesson, there were many situations where the teacher gave examples from everyday life to explain the scien-

tific situations. Table 5 presents the terminology and the practical examples Teacher 3 used in the lessons.

TABLE 5. Terminology and the practical examples used by Teacher 3

Sublime	Frost on the fence in the morning and the heat from the sun turns it to steam (skipping liquid state)
Deposition	Frosty grass in the morning
Condensation	In the shower, the steam condenses on different surfaces.
Dissolution	Ice cubes melting at room temperature
Heat radiation	Radiator - teacher goes next to radiator and uses hands to explain the heat radiation
Heat transfer	Metal spoon warming in hot water

In the interview, Teacher 3 reflected on the science lesson. She commented that some phenomenon or terms are specifically difficult to explain to pupils, as they are borrowed words or the name of the term does not describe the meaning of the word. The best way to explain the phenomena is to support the explanation with visually, e.g. videos or pictures. Teacher 3 describes the thinking processes she goes through in her mind while she is explaining the term to a pupil as simply as possible, and at the same time keep in mind the actual definition.

Being a language teacher of subject requires a teacher to reflect on the language use in the classroom. A teacher needs to use language that pupils can understand, but simultaneously pupils should learn the correct terminology and how to use and apply it appropriately. The discussion with Teacher 3 in particular emphasized that teaching the subject's language demands knowing the pupils and awareness of the subject specific language.

5.3 Teacher in action

5.3.1 Support, knowing your pupils and differentiation

The third theme gathers participating teachers' choices of pedagogical actions, materials and knowing the pupils' skills and needs under one theme. As well as

the second theme, this theme aims to answer the second sub-question: How do the participant teachers enact language aware teaching?

In the very beginning of analysis process, the pedagogical actions of participant teachers attracted our attention as the most visible and obvious elements of the data. A teacher makes choices of the actions in the classroom that support the language development of a pupil or language awareness overall. These actions are tightly connected to the model of the impact of TLA in the classroom (Andrews 2001, 82). The pedagogical actions are listed in Table 6, as they were described by the teachers in the interviews or observed by us in the classrooms.

Our observations and interviews with participant teachers revealed that choices of pedagogical actions and choices of materials used, greatly depend on the teacher knowing his or her pupils. In Finnish language, the term 'oppilaantuntemus' is used to explain the teacher knowing his or her pupils', not only who they are and where they come from, but what kind of learners they are and what kind of support they need in their learning.

T2: - - - and then, nevertheless, it is easy for a classroom teacher, when she/he knows her/his own group, in what ways they learn best. - - -

The interviews revealed that the participant teachers know their pupils well. All three teachers addressed knowing their pupils' skills and need and form of support. It was apparent that the teachers recognise their pupils' strengths and weaknesses and aim to act accordingly.

T3: ... I aim to give instructions so that everyone could understand them. If someone doesn't understand, then I try to differentiate the instructions, meaning that we together confirm and check that everything is being understood, or exactly that finding and understanding the text, so that the correct parts, things, matters, concepts, words and such are found...

Teacher 1 raised the issue of teachers' need for support as well by mentioning how he regularly consults the special education teacher. The multi-professional cooperation benefits the pupils, as the special educator can help to identify the need for support and help to find the solution. In addition to the multi-professional co-operation, in Excerpt 12 Teacher 1 mentions using different tests

for supporting the language development or to expose the problems pupil might have with different areas of language.

Excerpt 12

T1: Mmm... well of course literacy skills, writing skills or such, no doubt. That you have to take more into account in the lower grades, in order to succeed in the basic skills. And I think the support from the special education teacher is always needed. That you have someone besides you to have a look at them and testing them (pupils). Because, my own skills might not be enough to observe everything. And if we are making reading comprehension tests or writing tests we can, together with the special education teacher, pick the ones that need special... the ones who are in the need of special support. I want to highlight that there the support from the special education teacher is very important, in that kind of matters.

5.3.2 Materials and technology

As part of knowing one's pupils, Teacher 2 mentions how the teacher chooses or modifies the existing material according to the needs and skill level of the pupils, she currently works with. Materials mentioned and used in the recorded lessons by the participant teachers included textbooks, workbooks, notebooks, digital materials from the book publishers, other digital material what the teacher considers relevant or teachers' own creations.

The teachers discussed the pros and cons of the materials they use in the classroom. Materials can provide support for language aware teaching, for instance, if they include dictionary (term and explanation), clear pictures, highlighted core content or if the workbook includes exercises that support language. Teacher 1 explained that during the years of his career, the textbooks have become easier. Today, the textbooks include more explanations of the terminology and they emphasize explaining the challenging concepts. On the contrary, Teacher 2 brought up that there is great variation between textbooks. She claimed that the textbooks do not always serve their user's needs. According to her observation, there are good textbooks and then textbooks that are difficult to understand, and hence to use, because of the language. The language can even be a barrier for understanding an exercise. An example of this this kind of barrier was visible in Teacher 3's mathematics lesson, where the verbal exercise was difficult to understand for a pupil and teacher, as well.

Excerpt 13

Mathematics lesson. Teacher 3 answers pupil's question of how to solve the literal exercise.

T3: Yes, it actually is. When I checked it from that (teacher's guidebook), it has to be the same number. But I think that it is not clearly asked in this assignment. But it's always the same number. Here should read "reason the number". So what is the same number that comes to all of them? So, yes, it is the same number. You got it. You got it earlier than I did.

As a part of pedagogical actions and material choices, the usage of technology were present in both the videos and the interviews. From our point of view, the use of technology in these three classrooms is divided into two dimensions: a tool for a teacher and a tool for a pupil. All of the teachers used technology to support their teaching visually. A document camera and a projector give an opportunity for a teacher to show the content related to the topic visually while speaking. In the excerpt below (Excerpt 14), Teacher 3 explains how she uses technology in teaching. In addition, Table 6 gives examples of the actions teacher take to exploit technology.

Excerpt 14

T3: ... so, I obviously have the document camera and projector in use, I mean, I of course show books, texts, exercises through it (projector).. but yeah.. so, if we have for example some new concept or term or something, and if there is some visual equivalent available (laughing), you know, for example hieroglyph, just came to my mind from history. So of course I show it (visually) what it is, so that we don't have to rely only teacher's description of hieroglyph... that it is an Egyptian form of writing that has been used thousands of years ago, but it doesn't tell anything (to the pupils), so I think that the visuality of course helps to understand and internalize the concept, without a doubt.

Technology in pupils' use is often an alternative to traditional working methods. For example, writing on a computer can provide an alternative option for a pupil struggling with handwriting. In Teacher 1's class, technology was used for audio material of a history text. Pupils were able to listen and read the text simultaneously, which can be a great support for pupils' comprehension. Furthermore, as Teacher 2 points out, digital material can benefit pupil's language skills, but it is necessary to acknowledge that it is only a tool. It is the teacher's responsibility to evaluate its appropriate function.

As we wrote in the beginning of this section presenting the theme Teacher in action, the pedagogical actions were the most visible part of teacher

language awareness. Yet, the teachers might not even realise that the actions can have language aware impact. Knowing pupils enabled teachers to make informed decisions concerning actions teachers take. What a teacher sees in a pupil depends on the relationship with that child (van Manen 2002, 23). This is important for teacher to acknowledge, as it affects the actions teacher pursues.

5.4 Concluding summary of the findings

In Table 6 below, we have gathered all the key features of the themes presented in the Findings chapter. The language aware activities are pedagogical actions of participant teachers that were most visible for us to capture from the data. Table 6 presents materials teachers utilize, actions teachers take that support learning in language aware manner, the ways of using language of learning and ways of modelling language. In addition, the table presents ways technology can be used to support learning in a language aware way and examples of pupil activities. The contents of the table are based on our observations from the video recordings or the interviews with the participant teachers. The pedagogical actions are listed in Table 6 as they were told by the teachers in the interviews or observed in the classrooms. Thus, the table only provides a picture of language aware activities to a certain extent. Table 6 is discussed more in the discussion chapter.

TABLE 6: Language aware activities of the participant teachers.

Materials	Actions	Speech	Modelling language	Technology	Pupil as an actor
Textbooks, notebooks, workbooks	Pointing important matters on the board	Teacher reads aloud text or exercise	Everyday life expressions	Document camera, projector	Asking pupils to tell in their own words
Making own material	Using multiple methods for opening important terminology	Repetition	Verbalising exercises	Tablets, computers, phones	Pupils creating pictures or mind maps of their own
Visual support	Differentiation	Stressing important words/endings	Modelling writing or answers of exercises	Digital material of textbooks	Scaffolding
Pictures & illustrations	Co-operation with special education teacher	Encouraging discussion	Enriching language (aphorisms, dialects, proverbs, idioms)	Learning environments (Pedanet etc.)	Practising writing and reading skills by creating something new
Concrete support methods for reading skills: e.g. reading sticks*, underlining or circling important words/sentences	Scaffolding	Practical examples, connecting to everyday life	Clear speech	Material from the internet (pictures, videos)	Pupils reading aloud exercise ortext
Different tests	Asking pupils to read aloud	Clear instructions	Correcting pupil's errors in spelling and speech		
Variation of exercises	Using hand gestures for supporting speech	Scaffolding	Modelling subject specific language		

6 DISCUSSION

The aim of this research was to investigate how three Finnish classroom teachers practice language aware teaching. The research question was answered through two different questions that through the analysis process generated three main themes: *Teacher as a model for language*, *Teacher as a language teacher of subject* and *Teacher in action*. In this chapter we will discuss the main findings of the study and contemplate them in relation to the previous literature. We will begin by discussing Table 6, then move onto a discussion about the key elements in teacher language awareness and finally, consider the current state of language aware teaching in Finland. In the end of this chapter, we also present limitations of this research and propose further research ideas.

6.1 Language aware activities

Table 6 concludes the main themes found in this study and includes all of the language aware activities that the teacher participants in the study referred to in their interviews or carried out in their classrooms. Although the table does not cover all the possible language aware activities that teachers overall can take, it indicates how language awareness is crucially present in the teacher practices. Furthermore, although not all the teachers did or mentioned all these activities on Table 6, it is significant that such a range of language aware practices were present over three days of recording.

Table 6 includes the activities that were mediated through materials and technology and activities that were enacted through the teacher's actions, modelling language and through his or her speech. In addition, it presents activities that the participant teachers mentioned and where a pupil is the active participant. The activities mentioned in the table are not strictly placed under the current headlines, as they rather are flexible in all directions. This means that for example 'actions' section which includes a box where 'teacher

uses multiple methods for opening an important term for a pupil', can be mediated through for example speech, technology or other material. What is important in these sections, is however that in all of these activities the teacher acts as a 'filter' mediating the language through the different sources. It is the teacher who makes the decisions concerning materials and technology, and through these decisions language can be either taken into account or left out of consideration. Teacher's activities, which support language awareness, begin from the simplest gestures, such as catching pupils attention on the matter being taught or providing visual support, to for example, modelling written and/or spoken language or to modelling subject specific language.

Comparing Table 6 and other findings of this study to Andrews' models on declarative and procedural dimensions of language awareness (see Figures 1 & 2), provides interesting insights into the practice of language awareness. Whereas Andrews' models work as a theoretical framework, our model (Table 6) presents a more practical perspective on teacher language awareness. According to the models by Andrews, teacher language awareness on the one hand consists of teacher's knowledge of language competence, subject-matter, curriculum, context and pedagogy. On the other hand, it consist of knowledge-in-action, as the teacher 'filters' the language. Table 6 is created to complement both of these models by bringing the pedagogical actions of language aware teaching into discussion.

The language aware activities are actions that presumably every teacher make, without even realising. In this research the daily activities that teachers undertake, were examined through language aware lenses. The activities in Table 6 might seem obvious part of teaching practice and even automatic actions, however, we want to emphasise the language aware nature of these activities. Through this study, our aim was to encourage teachers to acknowledge the existence of teacher language awareness. We suggest that if language awareness is named and recognised, it can also be practiced systematically and in more depth.

6.2 A language aware teacher

The interviews revealed that the participant teachers did not necessarily view their teaching as language aware or were aware of their language aware teaching before the study. When asked if the term language awareness was familiar, only one of them, Teacher 2, had heard of it before in her previous studies. However, through our observations we noticed that many aspects of language aware teaching were present in all of the teachers' lessons. For example, being a model for written language was mentioned only by one of the teachers in the interview, however, all the participant teachers modelled written language during our observations. Furthermore, one of the teachers brought up a concern about "concentration turning too much on language awareness, which can take attention away from the more relevant issues". The concern is understandable, as often when something is offered as a new thing, the attention can turn solely on that. However, we would like to suggest that language awareness is not a new thing, and most often teachers already practice it, even without consciously realising it. Language awareness is and should be a natural part of teacher practice.

Being language aware does not necessarily add to a teacher's workload, as the teachers already have wide range of practices that involve language awareness (Table 6). Furthermore, the teacher does not have to be a professional to teach the native language of the pupils, as it is enough that the teacher acknowledges the language and language aware activities in the classroom (Vaarala, Reinman, Jalkanen & Nissilä 2016, 15; Vollmer 2006). However, TLA is not self-evident truth. The impact of language awareness can be either negative (not present) or positive (present), depending much on the teacher (Andrews 2001, 83). In other words, the way teacher conceptualises language awareness matters. A language aware teacher balances between the declarative and the procedural dimensions of the language awareness: possessing the relevant knowledge base and taking the learner's perspective into account, by recognising their needs and challenges (Andrews 2007, 99).

Andrews (1999, 190) theorised that the key influences affecting the

operation of TLA consist of professional, attitudinal, contextual and personality factors. The data of this study indicated similar factors affecting the operation of TLA. The participant teachers of this study had all been teachers for several years (10-30 years), Teachers 2 and 3 having language teaching background. During the interviews these two teachers seemed also more orientated towards language awareness than Teacher 1, who had no language education background. Although Teacher 1 did not seem enthusiastic towards language awareness during the interview, it was obvious that the teaching experience gathered throughout years had given him tools to operate in a language aware manner. Furthermore, our observations from the classrooms did not indicate significant differences in Teacher 1 and in the other participant teachers' teaching considering language awareness. The teaching experience is indeed, one of the important professional factors influencing the operation of TLA (Andrews 1991, 190.)

The personality of a teacher, influences the teaching as well, affecting everything in the classroom, including how language awareness is present. A teacher's sensitivity towards language awareness, whether it is alert or reflective, influences TLA. In addition, the readiness and willingness of a teacher to engage with language related issues affects the operation of TLA (Andrews 1991, 190.) In this study, the key influences affecting TLA were observed more through the activities teachers implemented or announced they implement, yet something of their attitudinal or personality factors was possible to interpret. Future research is needed to make further conclusions of all of the key influences on the operation of TLA. Furthermore, all the teachers work under contextual factors as well, having time and curriculum or syllabus affecting their language aware practice. The influence of curriculum will be discussed in more detail later in this discussion section.

Other than the Andrews' idea of key influences on the operation of TLA, this research suggests yet another key influence: teacher knowing his or her pupils (*oppilaantuntemus*). During the interviews the participant teachers mentioned several times, how they make pedagogical choices based on their knowledge of pupils as individual learners. Our observations stated the same.

The teachers seemed to know the level of knowledge, needs and the learning challenges of their pupils. Van Manen (2001) writes: *“Pedagogy is the ability to actively distinguish what is appropriate from what is less appropriate for children or young people”* (Van Manen 2001, 8). As this statement goes for setting boundaries for children, it as well describes how professional teachers should know their pupils. We would like to point out that a teacher knowing his or her pupils is not only crucial in everything what the teacher does, but also as important part of teacher language awareness.

6.3 Current state of language aware teaching in Finland

One of the key influences on the operation TLA is the contextual factor, which consists of time and curriculum (Andrews 1991, 190). The National Core Curriculum of Finland was renewed in 2016, and according to Harmanen (2013) one of the core ideas in the reform of the curriculum, was to raise language awareness in teaching. The participant teachers did not have a clear understanding of what the term language awareness mean, which might correlate with the deficient amount of study and public discourse on language awareness in Finland. Also Kuukka et al. (2015, 123) have found that in the field of education in Finland, the term language awareness is still fairly unknown. Thus, it is reasonable to state that the concept of language awareness deserves more attention in Finland. Although the teachers in this study were not entirely familiar with the National Core Curriculum’s statement of language awareness, being the model for language and the language teacher of subject was visible in their practice. Through the analysis of data, we found that even though the participant teachers said that being a language model is not always intentionally implemented, it is a natural part of their practice and relation with the pupils. The participant teachers’ reflections showed that they consider their own language use with pupils, and that their modelling language for pupils goes even further than only modelling academic language. A further study is needed in order to find out whether and how the conscious awareness of language aware teaching would affect the teaching and learning.

Most of the studies discussing language awareness in Finland concern second language learning or teaching the immigrant pupils. However, as the curriculum states, language awareness belongs to practice of every teacher. For a classroom teacher, TLA is especially important, as in the primary school the classroom teacher has the possibility to teach all the subjects. The foundation the classroom teacher builds, prepares a pupil for the future studies in secondary school and further, which makes language awareness of classroom teacher particularly vital (Harmanen 2013.)

The concentration in this study was on the Finnish native speakers, as the previous attention towards language awareness has targeted pupils who study Finnish as a second language. As brought to discussion multiple times in this research, language awareness is not only vital for pupils coming from different language backgrounds, but important for the pupils who speak Finnish as their native language as well. As well as the previous studies (e.g. Kuukka et al. 2015, 117; Aalto & Tarnanen 2015; Breidbach et al. 2011, 11), the participant teachers of this study as well, mentioned how paying attention to language in the classroom benefits all the pupils regardless of their linguistic backgrounds. The fact that teachers acknowledge that paying attention to language enhances pupils learning, is the beginning of a language aware teaching.

6.4 The limitations of the study and future research ideas

On the one hand, recording the video as one of the data collection method has its benefits which we have discussed earlier in the Methodology section. Recording of the video proved to be very suitable method for the study as it provided information that the teachers were not able to recall in the interviews. On the other hand, the method has also its limitations. Visitors' presence in the classroom is always a distraction and an inconvenience for the normal school day despite our efforts of low-profile behaviour. Some of the pupils were, naturally, interested in the Swivl camera, which might have had an effect on the lessons. Furthermore, as the teachers were the targets of the recording, it is reasonable to speculate, if the unusual situation influenced their behaviour. In ad-

dition to cameras, the teachers wore the microphone around their necks, which also differs from their normal days, and their outfits.

In the interviews we used short video clips as stimuli for the teachers. Clarke (1997) presents limitations for the technique. According to him, later analysis of the videos might lead to recognising an event that did not seem to be significant at the time of the interviews and missing one insight through the pursuit of another (Clarke 1997, 101-102.) We identified a rather similar case during the process of this study analysis. Looking back now, we might have chosen different events to show for the teachers as only one of the responses seemed significant enough for the results.

Due to our education in the JULIET programme in Jyväskylä University teacher education, it felt rather natural to write the theses in English. As it is not a mother tongue for either of us, writing seemed partly challenging at times. For instance, some of the concepts or terminology that belong to educational research in Finland did not have corresponding translation in English. We have attempted to find ways to express the meanings in the best ways possible.

Conducting research on teacher language awareness practices, a topic that has not been widely studied in Finland earlier, was at times demanding, but yet very rewarding. This study confirmed our assumption of the importance of language awareness, as we got a broader picture of the theoretical framework of TLA and carried out it partly in our own study. Language awareness, especially teacher language awareness, is a topic that needs much more attention in educational research in Finland, as it is newly introduced term in the National Core Curriculum and as there still are many perspectives on it, only waiting to be discovered. Furthermore, as the textbooks have such big role in Finnish schools, it will be interesting to see educational material in future takes language awareness into account. In this study we were able to have only a glance into the educational materials, as well as into all the activities through which teachers mediated language. In the future, more depth research would be needed in many of the aspects mentioned in this study. All of

the three final themes could be studied more thoroughly as the present study provides general picture of them.

6.5 Conclusions

Every teacher has their own individual teaching approaches and practices that are shaped by their life experiences and language repertoires. This is why the teachers should have time to reflect their own experiences, beliefs and attitudes towards language. Furthermore, language matters should have a place already in the teacher education (Breidbach et al. 2011, 12) in order them to become naturally part of teaching and developing own pedagogical practises. Furthermore, even the teacher education includes a great deal of studying educational literature, the knowledge gained through reading theory stays external without practice. Besides the knowledge teacher gains from educational literature and practice, there is also internal knowledge, based on experiences and intuition, 'tacit knowledge' that teachers hold. As a part of tacit knowledge, teachers sometimes can be unaware of the knowledge they use to teach, and find it difficult to describe or explain their actions in the classroom (Dudley 2013, 109.) Acknowledging language awareness should follow any teacher through the teacher education into the practice, simultaneously growing with the teacher's experience.

Teachers are in position to create opportunities for pupils to demonstrate what all different languages and different experiences of language learning have in common, in order for them to receive a holistic view of language and to benefit from the activities that engage them deeper with language. (Anderson 1992, 133; Breidbach et al. 2011, 2.) Teacher language awareness opens possibilities for recognising how language is and should be present in the classroom and what is the role of a teacher in language and learning. Even though possessing different kind of knowledge is vital in teaching practice, it is the relationship between the teacher and the pupils that is in the heart of the teaching and thus the language awareness. In the end, it is the pupil who is in the centre of the entire teacher practice.

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APPENDICES

Appendix 1. Interview outline

- Pyydetään lupa äänittämiseen.
- Opettajalle kerrotaan, että tarkoituksena on tutkia opettajan kieltä sekä kerrottiin haastattelussa näytettävistä videoista.
- Kuinka kauan olet ollut opettajana, mitä luokka-asteita olet opettanut ja mitä luokkaa opetat tällä hetkellä? Mihin olet erikoistunut (esimerkiksi sivuaineet)?

Kielen tukeminen opetuksessa

- Sinulla on kokemusta eri luokkien opettamisesta ja olet nähnyt erilaisia oppijoita ja äidinkielen taitajia. Minkälaista tukea mielestäsi oppilaat tarvitsevat kehittääkseen erilaisia taitoja? Minkälaisia keinoja olet käyttänyt? (Esim. näissä alla olevissa, jos opettajalla vaikeuksia aloittaa vastaustaan.)
 - lukutaito
 - kirjoitustaito
 - tekstitaito
 - puhetaito
 - kuuntelutaito
 - digitaito

- Miten oppilaiden tuen tarve kehittyy läpi peruskoulun? Minkälainen on opettajan rooli kielellisenä mallina ja kielen opettajana?
- Minkälaisiin asioihin olet päättänyt keskittyä oppilaiden kielellisten taitojen tukemisessa? Ja onko sinulla jotain tiettyjä tavoitteita, materiaaleja tai tukimuotoja käytössä?
- Jokaisella oppiaineella on oma erityiskielensä. Luokanopettajana opetat myös aina aineen kieltä samalla, esimerkiksi ainekohtaista termistöä. Millä tavoin lähdet opettamaan oppilaille oppiaineen uutta sanastoa? Mitä keinoja käytät?

Oppimateriaaleista

- Kuinka paljon teet omia oppimateriaaleja ja kuinka paljon käytät oppikirjoja?
- Onko sinulla kommentoitavaa oppikirjojen kielestä tai siitä, miten ne ovat hyödyksi oppilaan kielen kehityksessä?
- Miten lähdet opettamaan uuden oppikirjan lukemista/opiskelua? Tai esimerkiksi uudenlaisia tehtäviä?
- Kuinka paljon käytät erilaista teknologiaa hyödyksesi opetuksessa? Onko sinulle ollut itsellesi opettajana hyötyä teknologiasta ja digimateriaaleista? Minkälaista hyötyä teknologiasta on, jos ajattelet kielen kannalta? Vai onko hyötyä?

Opettajan oma suhde kieleen sekä kielitietoisuuden tutuus

- Mitä ajatuksia sinussa herättää OPS:ssa 2014 oleva kohta ”Jokainen opettaja on kielellinen malli ja opettamansa oppiaineen kielen opettaja.”?

- Onko tämä sinulle ilmiselvä asia vai uusi juttu? Mitä merkitsee luokanopettajan työssä?
- Minkälainen suhde sinulla on äidinkieleesi? Mitä ajattelet itsestäsi kielenkäyttäjänä? Minkälainen käsitys sinulla on suomen kielen taidoistasi, kirjoittajana puhujana tms.?
- Oliko kielitietoisuus sinulle tuttu termi? Mitä kielitietoisuus sinusta tarkoittaa?
- Onko kielitietoisuus sinun mielestäsi opettajan ominaisuus vai opittu taito? Voiko siinä kehittyä/kehittää? Millä tavoin?

Lopetus:

- Tuliko haastattelun aikana yllättäviä kysymyksiä tai tuliko sinulle mieleen jotain yllättävää, mitä et ehkä aikaisemmin ollut osannut ajatella?
- Tuleeko vielä mieleen mitään, mitä haluaisit vielä sanoa tai lisätä?

Jokaisen opettajan haastatteluun sisältyy kaksi lyhyttä videota heidän omasta opetuksestaan, jotka näytämme eri kohdissa haastattelua. Kysymyksiä koskien videoita ovat esimerkiksi seuraavat:

- Mitä ajatuksia sinulle heräsi tästä videosta?
- Kuvailisitko omin sanoin, mitä näkemässäsi videossa tapahtui?

Appendix 2. Permission letter for the guardians of the pupils

Hei!

Olemme viidennen vuoden opettajaopiskelijoita Jyväskylän yliopistosta ja teemme pro gradu tutkielmaamme varten tutkimusta kielitietoisuudesta alakoulussa. Tutkimusta varten videokuvaamme opetusta päivän ajan. Oppilaiden ei tarvitse jännittää kuvaamista, sillä tutkimme lähinnä sitä, miten opettaja käyttää kieltä luokassa. Koulupäivä tulee olemaan täysin normaali, ja pysyttelemme luokan sivustalla tuntien ajan. Oppilaat näkyvät videossa lähinnä takaapäin. Videon materiaali jää tutkimuskäyttöömme, eikä sitä näytetä ulkopuolisille tai ladata internetiin/pilvipalveluihin. Olemme saaneet tutkimuksellemme luvan Jyväskylän kaupungilta.

Pyydämme teitä palauttamaan tämän lapun luokanopettajalle 14.10 mennessä, ja ilmoittamaan voiko lapsenne olla videossa osallisena.

Lapseni saa näkyä videossa (ympyröi vastaus)

KYLLÄ

EI

Ystävällisin terveisin, Eveliina Rajala ja Anna Gök

Jos teillä on kysyttävää kuvauksesta, kysymykset voi osoittaa sähköpostilla toiseen osoitteista: anna.e.gok@student.jyu.fi tai eveliina.i.m.rajala@student.jyu.fi

Appendix 3. A permission letter for the participant teachers

Tutkimuslupa

Tutkimusta toteuttavat Anna Gök ja Eveliina Rajala osana pro gradu-tutkielmaansa, jonka aiheena on opettajan kielitietoisuus. Tutkimus toteutetaan videoimalla oppitunteja sekä haastattelemalla opettajaa. Tutkimukseen osallistuminen on vapaaehtoista ja kaikki materiaalit käsitellään tutkimuseettisesti ja anonyymisti. Ohjaajina tutkimuksessa toimivat Josephine Moate ja Mirja Tarnanen Jyväskylän yliopistosta.

Annan Jyväskylän yliopistolle luvan käyttää videomateriaalia ja haastatteluani tutkimustarkoituksiin.

24.1.2017 Jyväskylässä

Yhteystiedot lisätietoja varten:

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