

“--SO THAT THEY WOULD GET THOSE FEELINGS OF ‘I GOT THIS’
AND ‘I CAN DO THIS’”

Teaching English to Finnish as a second language pupils: EFL teachers’
perspectives

Master’s Thesis

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February 2019

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos – Department Kieli- ja viestintätieteiden laitos
Tekijä – Author Aliisa Myyrä	
Työn nimi – Title “--So that they would get those feelings of ‘I got this’ and ‘I can do this’” - Teaching English to Finnish as a second language pupils: EFL teachers’ perspectives	
Oppiaine – Subject Englanti	Työn laji – Level Maisterin tutkielma
Aika – Month and year Helmikuu 2019	Sivumäärä – Number of pages 71 (+liitteet 9 sivua)
Tiivistelmä – Abstract	
<p>Monikielisyys ja -kulttuurisuus ovat keskeinen ilmiö 2010-luvun Suomessa. Vieraskielisten ihmisten määrä on kasvanut viime vuosikymmenten aikana vauhdilla koko maassa ja siten myös kouluissamme. Koska monikulttuurisuuden tuomat muutokset koulumaailmalle ovat suhteellisen tuoreita, ovat monet opettajat uuden äärellä suomi toisena kielenä (S2) -oppilaiden parissa työskennellessään. Joitakin tutkimuksia kouluista ja esimerkiksi aikuisten maahanmuuttajien kotoutumisesta on jo tehty, mutta aineenopettajien työtä, sen eri puolia ja haasteita monikulttuuristen ryhmien parissa ei ole tutkittu toistaiseksi kovin paljoa. On tärkeää kerätä aineenopettajien näkemyksiä ja kokemuksia ilmiöstä, joka koskee yhä suurempaa osaa Suomen kouluista tulevaisuudessakin.</p> <p>Tämä tutkielma pyrki selvittämään laadullisen tutkimuksen menetelmiä hyödyntäen englanninopettajien ajatuksia ja kokemuksia S2-oppilaiden opettamisesta osana suomenkielistä ryhmää. Tavoitteenani oli selvittää, mitkä olivat englanninopettajien mielestä keskeisimpiä haasteita, joita S2-oppilaiden englanninopetukseen liittyi. Lisäksi selvitin tukemisen ja eriyttämisen keinoja, joita opettajat hyödynsivät työssään S2-oppilaiden kanssa. Käytännön opettamisen lisäksi tämän tutkimuksen yhtenä tavoitteena oli saada vastauksia siihen, kokivatko englanninopettajat saamansa opettajankoulutuksen valmistaneen heitä tarpeeksi työskentelyyn monikulttuuristen oppilaiden kanssa.</p> <p>Tämän tutkimuksen aineisto on kerätty haastatteleamalla kahta opettajaa sekä keräämällä verkkokyselylomakkeella 11 muun opettajan vastaukset: vastaajien kokonaismäärä on näin ollen 13. Vastauksista kävi ilmi, että eniten haasteita S2-oppilaiden opettamiseen tuntuu aiheuttavan oppilaiden heikompi suomen ja englannin osaamisen taso. Tämä tuottaa opettajalle usein lisätyötä esimerkiksi kokeiden laatimisessa. Lisäksi moni opettaja koki, ettei resursseja S2-oppilaiden tukemiseen ole riittävästi. Yleisiä tukikeinoja olivat lisäaika kokeita ja tehtäviä varten, oman puheen mukauttaminen oppilaan tasoon sopivaksi sekä suomen kielen vähentäminen tehtävistä. Erityisen keskeistä oli myös yhteistyö erityisopettajan kanssa; miltei jokainen tutkimukseen osallistuneista englanninopettajista piti erityisopettajaa, ja moni myös koulunkäynninohjaajia, tärkeässä roolissa S2-oppilaiden tukemisen kannalta. Kukaan vastaajista ei myöskään kokenut, että opettajankoulutus olisi valmistanut heitä työskentelyyn S2-oppilaiden kanssa riittävästi; suurimman osan mielestä heidän koulutuksensa ei ollut antanut valmiuksia monikulttuuristen ryhmien opettamiseen oikeastaan lainkaan.</p>	
Asiasanat – Keywords Finnish as a second language, L2 learners, multiculturalism, differentiation, teacher training	
Säilytyspaikka – Depository JYX	
Muita tietoja – Additional information	

TABLE OF CONTENTS

1	INTRODUCTION	4
2	MULTILINGUALISM AND MULTICULTURALISM	6
	2.1 Defining multilingualism	7
	2.2 Multiculturalism in Finland	9
3	MULTICULTURALISM IN SCHOOLS	12
	3.1 Multicultural education	12
	3.2 Multiculturalism in Finnish classrooms	15
	3.3 Teachers' ideas of their own multicultural knowledge and competence	20
4	SUPPORTING LANGUAGE LEARNERS IN THE CLASSROOM	24
	4.1 Differentiation in language teaching	24
	4.2 Supporting multicultural pupils in EFL classrooms	26
5	PRESENT STUDY	29
	5.1 Aims of the study	29
	5.2 Data of the study	31
	5.2.1 Collecting the data	32
	5.2.2 Data analysis	33
6	RESULTS AND ANALYSIS	35
	6.1 Teacher interviews	35
	6.1.1 Teaching English to multicultural pupils	36
	6.1.2 Differentiation and supporting the pupils' learning	40
	6.1.3 The teachers' ideas of their competences in teaching F2 pupils	43
	6.2 Questionnaire responses	44
	6.2.1 Positive aspects and challenges in teaching EFL to multicultural pupils	45
	6.2.2 Differentiation and supporting the learners	52
	6.2.3 Teacher training and in-service training	57
	6.2.4 Other concerns and comments made by the teachers	59
7	CONCLUSION	63
	BIBLIOGRAPHY	68
	Appendix 1 - The interview questions	72
	Appendix 2 - The web questionnaire	74

1 INTRODUCTION

Immigration is an increasing trend and has been that particularly for the past two to three decades. In Finland, immigration began increasing rapidly in the 1990s (Statistics Finland 2018). That is, the number of immigrants, and thus, multicultural and multilingual people has increased greatly in a relatively short amount of time. The effects of these demographic changes in schools have, so far, been researched relatively little; however, as Harju-Autti (2014: 82) puts it, that multiculturalism is in our society to stay and multilingualism and multiculturalism are resources that can be utilized in language teaching.

There are little research results to support and assist teachers in their work with multicultural pupils, and little reported experiences of other teachers that could inspire discussion and development on the multiculturalism topic in everyday school environments. The National Core Curriculum (2014) holds multiculturalism as one of its central guidelines - but how does multiculturalism show in the everyday work of teachers? Some research regarding multiculturalism in classrooms has been conducted in recent years (e.g. Suutari 2010, Hakkarainen 2011, Harju-Autti 2013). Interestingly, however, foreign language classes in Finland have been studied minimally from the point of view of multicultural pupils and their teaching. The present study aims to add to this by looking at English teachers' perspectives regarding the teaching of multicultural pupils.

Studying multiculturalism in schools and teachers' thoughts on the topic is relevant: the number of multicultural pupils in Finnish schools has grown and keeps growing (National Board of Education 2018). Yet, this change may not have been taken into account in teacher training enough so that teachers, especially subject teachers such as language teachers, would feel prepared and skilled enough to teach and support multicultural pupils in a diverse classroom. Of course, teachers receive a fair amount of in-service training during their careers. It is, nevertheless, crucial to develop teacher training to match the needs of schools today and in the near future. In order to make this development accurate and efficient, the experiences and perceptions of teachers who work in the field must be studied and heard. The impact of linguistic and cultural changes in different countries, schools and, as is our main

focus, language teaching, are well explained in the following quotation by Miller, Kostogriz, and Gearon (2009):

“Perhaps the one certainty in contemporary language education is that mass movements of peoples due to global economies, conflict and sociopolitical instability, and the resulting impact of large numbers of immigrants, refugees and children of guest workers in schools *have changed the face of language teaching and, by implication, language teacher education around the world.*” (Miller et al. 2009: 5, emphasis added.)

The present study aims to discover English teachers’ ways of working with Finnish as a second language pupils - that is, to look at the teachers’ experiences and thoughts when it comes to the reality of teaching multicultural pupils and supporting their learning. The study was conducted via two teacher interviews and a web questionnaire which was sent to English teachers and received 11 responses; thus, the total number of teachers that participated in the present study is 13. This thesis proceeds rather traditionally; Chapters 2, 3 and 4 present background theories of multilingualism and multiculturalism, these phenomena in education and Finnish classrooms, as well as differentiation and supporting language learners. The aims, research questions and collection of the data for the present study are presented in Chapter 5, and finally, the results are analysed and discussed in Chapter 6. Chapter 7 is a conclusive chapter that discusses the results the strengths and limitations of the present study and it includes suggestions for future research, as well.

2 MULTILINGUALISM AND MULTICULTURALISM

Globalization has characterized our world for the past decades. Ritzer and Dean (2015: 2) give a thorough and up to date definition for globalization by explaining it is “a transplanetary process or set of processes involving increasing liquidity and the growing multidirectional flows of people, objects, places and informations as well as the structures they encounter and create that are barriers to, or expedite, those flows”. Due to the flows Ritzer and Dean (2015) refer to, different parts of the world and, hence, different cultures have come closer to one another in a rather short period of time. While globalization can be clearly seen as processes of people’s physical moves and migration across geographic areas, the mobility is also part of virtual worlds that new technologies have developed: the presence of people with differing language and culture practices online is increasing (García and Lin 2017: 7). That is, globalization today is greatly shaped by technology; for those with access to the Internet, getting in contact with different linguistic or cultural groups is quicker and more effortless than ever before. These changes have, in a way, made the world smaller - or easier to access, at least. As Aronin and Singleton (2012: 33) summarize: “the most apparent global transformations” relate to phenomena such as “time-space dimensions, the interrelationship between the local and the global, geographical and social mobility”, as well as technological breakthroughs and questions of territorial and social boundaries and issues of identity.

Physical mobility of people is something that takes place all around the world to varying extents. The present study will focus on Finland and thus emphasize the demographic, cultural and linguistic changes of Finland in particular. The number of immigrants in several European countries, including Finland, has notably grown since the 1990s (e.g. Väestöliitto 2018). In addition, political and social conflicts in, for instance, the Middle East have also led to a rapid growth in the number of refugees and asylum seekers in foreign countries. Thus, the cultural and linguistic surroundings are undergoing notable changes in many European and Western countries, including Finland. Before, native Finns rarely met people with different cultural backgrounds in their everyday lives, whereas today Finns are more likely to encounter these culturally and linguistically diverse people in, for example, schools and workplaces. The official languages of Finland are Finnish and Swedish, and our heritage language Sami has a status of a domestic language (e.g. Statistics Finland 2018). For instance,

according to Statistics Finland (2018), in 1990, the percentage of the languages spoken in Finland, other than the domestic ones, was 0.5 %, when in 2017, this number had grown to a total of 6.8 %. As a natural consequence of increasing immigration, multilingualism and multiculturalism are growing phenomena in today's Finland. In this chapter, I will first shed light on how the complex concepts of multilingualism and multiculturalism have been defined in the field of linguistic and cultural research. Secondly, I will discuss how Finland's linguistic and cultural settings have changed during the past decades and what kind of changes and challenges that has caused or may cause in the future of the Finnish society.

2.1 Defining multilingualism

As discussed above, globalization has led to multilingualism being an everyday feature of the Finnish society. There is a broad variety of definitions for multilingualism, some of which will be presented in this chapter. However, the use of certain concepts and their accurate definitions is rather complex: multilingualism and multiculturalism are both widely discussed terms with several dimensions, such as their societal and individual aspects, and are typically combined with *bilingualism* (see e.g. Baker 2011). At the end of this chapter, after discussing some of the numerous definitions for multilingualism, I will present the definitions that are utilized in this study and give reasons for the choices made regarding the concepts.

A simple approach to bi- or multilingualism would be the idea of a person knowing and using two, three or more languages. The issue and concept of multilingualism is, however, more complex than whether more than one language is being used. Aronin and Singleton (2012: 1-7) discuss this complexity by presenting several definitions for bilingualism and multilingualism from the 20th century and the beginning of the 21st century. Blackledge, Creese and Takhi (2013: 62) suggest that since the more traditional distinction between different languages is no longer salient due to such phenomena as, for example, code-switching, perhaps the distinction between monolingual, bilingual and multilingual speakers is not a sustainable solution either. I agree with their thoughts on how such clear distinction is rather problematic as languages and the ways in which they are used are constantly changing; however, the concepts of mono-, bi- and multilingual are still rather widely used today, which is why the present thesis includes such terminology and their definitions, as well.

Baker (2011: 2) discusses the concepts of bi- and multilingualism side by side: he points out

that we must distinguish between bilingualism and multilingualism as an individual characteristic, and bilingualism and multilingualism in a social group, community, region or country. Thus, there are both an individual and a group perspective to the phenomena of bi- and multilingualism. As we discuss individual multilingualism, simply asking whether a person speaks two or more languages is ambiguous; there are several variations of how these languages would come across in a person's life, as for instance one language may dominate, the person may be competent in both - or all - his or her languages but only use one of them in practice. Therefore, it is essential to distinguish between language ability and language use. (Baker 2011: 2-3.) Baker (2011: 5) explains that an individual's use of their bilingual ability shows in his or her language production in a wide range of contexts and events; this so-called *functional bilingualism* is tied to "when, where and with whom people use their two languages". The bi- or multilingual ability, which is functionalized differently in different contexts, is traditionally seen as consisting of four basic language abilities that are listening, speaking, reading and writing. Dividing language ability into such different areas of comprehension and production is central to keep in mind when defining whether people are bi- or multilingual or not; someone may, for example, speak a language very fluently but have poor literacy skills in it. (Baker 2011: 7.) Being aware of these different language ability areas is central in teaching multicultural pupils, as well: a pupil learning in his or her second language could, for instance, need written instructions in order to comprehend better if his or her listening skills are less developed in the language that the instructions are orally given in. On the other hand, the relationship between a multilingual person's languages may vary greatly, which could show as e.g. poorer Finnish production skills even if the pupil is namely bilingual in, for example, Arabic and Finnish.

Edwards (2012: 25) states that multilingualism is "a simple description of global linguistic diversity" and he, too, distinguishes how the concept simultaneously refers to the individual and group abilities that have developed because of that diversity. According to Edwards (2012: 25-26), individual multilingual abilities are not only common necessities, but also "normal and quite unremarkable" in most instances. That is, multilingualism is not particularly exceptional; I would argue that while the phenomenon itself is not new in the world as a whole, the ways in which multiculturalism shows in people's everyday lives, for instance, in Finland, are undergoing major changes. Therefore, studying multiculturalism in the Finnish context is relevant and focuses on a very current issue.

The present study will discuss bilingualism and multilingualism in the school context by using *multiculturalism* as a broad umbrella term for the most part; furthermore, bilingual or multilingual pupils will be referred to as multicultural students or pupils. There are two main reasons for this choice of concepts: firstly, I see language as always having a connection with culture or subculture and wish to express this point of view by referring to e.g. bilinguals as multicultural people. Secondly, the term *multicultural education* repeatedly arises in research regarding linguistic and cultural diversity in schools and is discussed further in Chapter 3; it is logical to refer to multicultural students when discussing multicultural education, and the use of such similar terms ties the education policies and the people in question together. In the present study, multiculturalism is seen as a phenomenon that means more than one culture is present in e.g. a classroom; a multicultural pupil is, for example, a child whose parents are Somalian and whose first language is Somali but who lives and goes to school in Finland and has, therefore, Finnish as his or her second language.

2.2 Multiculturalism in Finland

Although Finland has been a bilingual country for a long time, with Finnish and Swedish as its official languages, bilingualism has not been that central in the everyday lives of most Finns - typically, the speakers of Finnish and Swedish have been rather separate from each other geographically and even culturally. Thus, it can be argued that Finland has, in fact, become a multicultural and multilingual society more recently and in a rather short period of time. After the Second World War and several decades after that, Finland had an almost non-existent immigrant population (Suni & Latomaa 2012: 70). From the early 1990s, speeding up towards the turn of the millennium, the number of immigrants in Finland started growing. The first decades of the 21st century have been a period of rapid growth in our immigration statistics: the yearly immigration to Finland has increased from 16,895 in the year 2000 to 30,217¹ in 2017 (Statistics Finland 2018). As a result of such an increase, at the end of the year 2017, there were 373,325 people in Finland whose mother tongue was not Finnish, Swedish or Sami and who were born in another country (Statistics Finland 2018). However, as we discuss multiculturalism in Finland, it is not only people from other countries that must be taken into account. There are also so-called second generation immigrants; that is, people who were born in Finland but have some other first language than Finnish, Swedish or Sami.

¹ preliminary data by SF (2018)

Of course, it should be mentioned that some people have more than one mother tongue in practice and could thus have Finnish and, for example, Arabic as their first languages. However, in Finland one may have only one language as his or her official first language. Those people whose first language is officially a foreign language may not count as *immigrants* in statistics as Finland is their country of origin but still, coming from multicultural families, add to the cultural and linguistic diversity of society. The total number of such people born in Finland was 46,417 in 2016 (SF 2017). Thus, the total number of people with a mother tongue other than one of the domestic languages of Finland is currently well over 340,000. Such a great number of people is, indeed, an issue that concerns the Finnish society on multiple levels; increasing immigration and numerous multicultural families have their effect on the cultural and linguistic environment of Finland. They must also be taken into account in politics and education planning. Naturally, these changes have also led to some concerns (see e.g. Yle 2011; Helsingin Sanomat 2018), for example of whether our immigration growth is too extensive or whether the Finnish society is able to keep up with the changes. The concerns are justifiable regarding the fact that the linguistic and cultural changes happen rapidly on an everyday level of, for instance, workplaces and schools, while the ideological, legal and practical reforms in these environments demand more time.

Sakaranaho (2006: 16) explains that a description of a country's or society's multicultural situation is typically evidenced by using statistics that demonstrate the increasing number of foreigners that have come to the country as a result of immigration, as has been done in this chapter of the present study, as well. She (2006: 16) compares Finland to Ireland and describes that both countries have experienced a sudden change from a country mainly perceived as homogenous to a country with people of different cultures, languages and religions. As the background of Finland is different from those countries which have dealt with multiculturalism and multilingualism for much more and longer, no direct comparisons can be made between e.g. the United States and Finland. According to Eurobarometer 89 (European Commission 2018), immigration is a very dividing topic among Europeans at the time of the present study. The Eurobarometer asked the European Union citizens about their feelings towards intra-community immigration, that is, from one EU country to another, as well as extra-community - from outside the EU - immigration. The difference between these two, as Finns see it, is rather remarkable: 78 % of Finns gave total 'positive' responses for intra-community immigration, and the percentage for total 'negative' was 18 %. When it

comes to extra-community immigration, 38 % of Finns had total ‘positive’ feelings, whereas 58 %, that is, well over half had total ‘negative’ feelings. In fact, a similar trend occurs in other European countries, too: in 20 EU member states, at least half of respondents had negative feelings about extra-community immigration. (European Commission 2018.) This phenomenon is, in fact, part of broader political and cultural debate that goes beyond the purposes of the present study and will thus not be discussed further; however, these statistics shed some light on the complexity of multiculturalism on society level.

When discussing immigration and the more multicultural environment in Finland, languages should, of course, be taken into account. The linguistic surroundings and statistics of Finland have changed greatly over the past decades. At the end of the year 2017, those who had a foreign language as their mother tongue built up nearly 7 per cent of the population of Finland (Statistics Finland 2018). At the time of the present study, the biggest foreign languages as first languages in Finland are Russian (over 77,000 speakers), Estonian (nearly 50,000 speakers) and Arabic (26,467 speakers). The number of Arabic speaking people in Finland has increased rapidly very recently; in 2016 alone, Arabic became the third biggest language and thus bypassed English and Somali (Statistics Finland 2017).

3 MULTICULTURALISM IN SCHOOLS

Our students will grow up into a world that is culturally, linguistically and religiously diverse (National Core Curriculum 2014). Therefore, as the surroundings in Finland are rather rapidly changing into more multicultural, our education practices and individual schools, too, must keep up with these changes. According to Miller et al. (2009: 3), some of the most critical issues in contemporary education are the growing cultural, racial and linguistic diversity in schools and the problems of educating great numbers of students whose home language is not the dominant language of the country in question. Miller et al. (2009: 3) claim that such diversity affects many education-related fields, such as policy, curriculum, pedagogy, teacher education, teachers' work and also the research of language education. Many of the possible challenges in these fields could be facilitated, perhaps even diminished, if schools aimed towards *multicultural education* in their curricula and everyday conventions. For this to happen, more and broader research, as well as teacher education, regarding the idea of multicultural education is required.

Chapter 3 will focus on the growing phenomenon of multiculturalism in schools: first, the concept and some characteristics of multicultural education will be introduced in subchapter 3.1, as well as the Finnish National Core Curriculum's views on multiculturalism. Next, multicultural classrooms in Finland will be discussed in subchapter 3.2 through introducing recent statistics and previous research conducted on the topic. Finally, teachers' knowledge on multiculturalism and recent studies on teacher's knowledge, skills and competence will be covered at the end of this chapter. The role of teacher training in (EFL) teachers' multicultural competence is relevant in subchapter 3.3 and will be further discussed with the results of the present study in Chapter 6.

3.1 Multicultural education

As Hélot (2012: 214) puts it, the increasing linguistic diversity in education raises many questions regarding e.g. language policies, language ideologies and language learning pedagogies. Hélot suggests that although linguistic diversity in education relates to the area of foreign language teaching (FLT) or second language acquisition (SLA), the phenomenon should not be approached only through the idea of including as many languages as possible in

the curricula, or through the question of how to meet the needs of pupils who do not speak the language of instruction. She points out that linguistic diversity in education is also related to phenomena such as developing new relationships to language and languages, new understanding of how language is used in society, awareness of the speakers of minority languages and the endangered role of many languages today. (Hélot 2012: 214-215.) In changing and diverse society and education, it is essential that education planning and its practical implications are done through acknowledging, understanding and respecting diversity - that is, the cultural, linguistic and individual differences of students and their families. Sarlin (2009: 21) states that encountering diversity with flexibility brings social and cultural richness to a school and supports cohesion in a community that consists of different individuals. The present study will look at diversity-related practices and guidelines in schools and their curricula through the concept of *multicultural education*. The definitions of multicultural education vary and a few of them are presented in this chapter.

Multiculturalism in schools is a phenomenon that affects both teachers and pupils. As Arslan (2012: 31) puts it, “changes in schools are major changes for teachers”. Teachers encounter new challenges in the class setting, such as diverse population and school reform (Arslan 2012: 31). In contrast, Creese (2005: 147) points out that bilingual children themselves face new challenges, too: they are put in a context where they must learn a subject that is new to them through the use of a language they are also learning. Thus, multicultural pupils must simultaneously learn a new language and the academic competence on which other pupils focus their learning. It could be argued that this puts an additional workload on multicultural pupils. As schools are constantly changing while aiming to renew their curricula and practices to meet the needs of changing population and society, it, as explained above, affects teachers to a great extent, as well.

According to Nieto (2010: 68), multicultural education can be defined as a process of comprehensive school reform and basic education for all students. She states that multicultural education “challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism” – this referring to, for instance, ethnic, racial, linguistic, religious, economic and gender-related variety reflected by students, communities and teachers. Arslan (2012) shares this view and states that a multicultural curriculum “decreases stereotypes, prejudice, and bigotry from preschool to higher education”. Multicultural education affects not only schools’ curriculum and instructional

strategies, but also the social interactions amongst students, teachers and families (Nieto 2010: 68).

The process of multicultural education is something that goes beyond the changing demographics of a particular country; it can even be seen as effective education towards the changing world. Through it, students can learn and understand their role in a global society rather than simply in a small town, city or nation. (Nieto 2010: 83.) Therefore, it can be argued that multicultural education is central in all schools worldwide. In addition, Cummins (1996, cited in Nieto 2010: 124) points out that while learning new approaches and techniques may be very helpful to teachers, teaching language minority students means, above all, changing one's attitudes towards the students, their cultures and communities. That is, effective multicultural education begins with a positive, open-minded attitude, after which different approaches and support methods may be applied, if necessary.

Today, multiculturalism and becoming international are written in many schools' syllabi (Talib 2002: 115). Furthermore, the renewed (2014) National Core Curriculum of Finland (henceforth also NCC) holds multiculturalism and diversity as one of its main guidelines, as will be discussed below. As municipalities' and individual schools' curricula are built based on the NCC, multiculturalism should not exist only on a national level but also in the guidelines and practices of each school in Finland. Talib (2002: 18) argues that multiculturalism in schools is, in fact, best taken into account in the planning of the curricula and syllabi. The most recent national curriculum planning in Finland focuses on multiculturalism to an extent that, I believe, proves how central the theme of multiculturalism is in schools these days.

Cultural and linguistic diversity and multiculturalism are taken into consideration throughout the recently updated National Core Curriculum (2014) and brought up in many instances. Firstly, the societal aim of Finland's National Core Curriculum is "promoting equality and equity" (NCC 2014). In addition, the National Core Curriculum's cultural aim is "to promote diverse cultural know-how and the value of cultural heritage" as well as "to support students in building their own cultural identity and cultural capital" (NCC 2014). Nieto (2010: 68) defines promoting and affirming pluralism as a key feature of multicultural education; additionally, for example Hélot (2012: 216) discusses the importance of opening classrooms to linguistic diversity by, for instance, including the pupils' home languages in pedagogic

activities and offering linguistic support to all bi- and multilingual learners, irrespective of the status of the languages concerned. According to the National Core Curriculum, such values are central to the basic education in Finland, too. Our teaching is, in fact, bound to “increase the understanding of the diversity of cultures” and to help us perceive cultures as continuums of the past, present and future; continuums in which each of us can be actors themselves (NCC 2014).

Furthermore, The National Core Curriculum for Basic Education focuses on seven transversal competence areas which are implied and practiced in all subjects and areas of education. The second one of these areas (T2) is called *Cultural competence, interaction and self-expression*, and this area itself encourages students to develop their cultural knowledge, awareness and interaction skills (NCC 2014). In addition, the curriculum includes a section of special questions related to language and culture; it is emphasized that “the objective is to guide the pupils to appreciate different languages and cultures and promote bilingualism and plurilingualism, thus reinforcing the pupils’ linguistic awareness and metalinguistic skills” (NCC 2014: 90). It is also explained in the NCC that if there are deficiencies in one or several aspects of the pupil’s basic Finnish or Swedish language skills, the pupil may follow the syllabus for Finnish or Swedish as a second language. In addition to instruction of Finnish or Swedish and the pupil’s mother tongue, the pupils “are also given support in other aspects of learning to allow them to achieve equal learning capabilities”, and this support may be formulated through a learning plan for the pupil. (NCC 2014: 92.) The present study gives perspective to these aspects of the NCC from the everyday lives in schools and through the experiences of English teachers in working life.

3.2 Multiculturalism in Finnish classrooms

The classrooms in Finnish schools have changed into more multicultural due to the demographic changes in Finland. In the year 2015, there were more than 30,000 students in basic education in Finland with a mother tongue other than Finnish, Swedish or Sami. That is, a total of nearly six per cent of all students in basic education in Finland have a foreign mother tongue. (The National Board of Education 2017.) The percentage has grown rapidly, since only a few years earlier, in 2010, students with a foreign mother tongue made up 3,9 percent of our basic education’s students (NBE 2017). As briefly mentioned in chapter 2.1, the present study will mainly refer to such students with the term *multicultural students*.

As, for instance, Hakkarainen (2011: 1) points out, there is relatively little research on the new group of migrants in Finnish schools, especially in foreign language classes. By *new group*, she refers to other immigrants than the people who have moved from Sweden to Finland or vice versa, as these groups have been more extensively studied in the 1970s. Hakkarainen (2011: 1) goes on to emphasize that teaching a foreign language (here, English) in a different language than the learners' mother tongues, that is, a second language (here, Finnish), creates "an obvious dilemma" for both the language (English) teachers and the language learners, as well. It is worth noting that in Finland, foreign languages have traditionally been taught through Finnish more than using the language in question. Finnish research on migrant students' language learning has mostly focused on learning Finnish, as Finnish skills are, naturally, a central part of the migrants' integration (Hakkarainen 2011: 58). In the recent years, some research on Finnish as a second language (F2) English learners has been conducted by, for example, Suutari (2010), Nakari and Salvanto (2012), Harju-Autti (2013), Saarela (2013) and Ranta (2015). Previous research will be presented and discussed in this chapter as they relate to the present study rather directly. However, there is still a need for more research on the topic as multiculturalism spreads into different parts of Finland and new language teachers are faced with groups of students that are culturally and linguistically heterogeneous.

Suutari (2010) interviewed eight EFL teachers who worked in schools that had a great number of pupils with multicultural backgrounds. She aimed to discover the teachers' perceptions of multicultural teaching and multicultural pupils, and also how the teachers viewed teaching English in a culturally diverse classroom. Suutari (2010: 67) reports that the teachers found multicultural teaching including most likely aspects such as taking into account individual pupils in terms of their cultural background, respecting and cherishing diversity, and also dispelling prejudices and stereotypes among all students in the classroom - this being done through providing the students with information and by showing that there are similarities in people despite the fact that people are also different from one another. Several teachers mentioned they would have liked to take into account the students' diverse backgrounds but that lack of learning among all students, immigrant or non-immigrant, led to the teachers feeling too tired and frustrated to put energy into multicultural teaching; this, then, supports the fact that the teachers viewed multicultural teaching as something separate and as being detached from mainstream teaching - instead of viewing it as a natural,

irremovable part of everyday teaching. (Suutari 2010.)

Suutari (2010: 79) discovered that multicultural pupils may have had to cope with English more often than their Finnish peers and may, as a result, have a more advanced capability to interact in a foreign language. However, while this was confirmed by some of the teachers, most teachers also pointed out that when it comes to grades, multicultural pupils tended to succeed somewhat poorly in English compared to their Finnish peers (Suutari 2010: 78). This was considered “natural”, as most of the immigrant students had less prior training in English as their Finnish-speaking peers and, additionally, had poor Finnish skills and therefore encountered problems in following instructions that were partly in Finnish, partly in English. Suutari (2010: 80) raises the question of whether the Finnish way of teaching foreign languages, putting focus on correct grammar and textbook learning, is the most beneficial way of teaching, particularly to immigrant students. Of course, as Suutari’s study was conducted eight years ago, one must keep in mind that the current NCC (2014), in fact, brings about a different perspective to language teaching than the one Suutari criticises. Suutari (2010: 80) goes on suggesting that teachers should aim to utilize the strengths that immigrant pupils have in EFL classrooms and by doing so, show these students that studying a foreign language “is worth the trouble”. I would like to point out that in addition to enhancing students’ strengths, some of the Finnish instruction related problems could, perhaps, be eased by the EFL teacher through adjusting the use of Finnish to more suitable for F2 learners in the classroom, or even scaffolding² the learning processes to make sure the students keep up in class. Considering the role of the languages used by the teacher is relevant as Suutari (2010: 81) reports that nearly all the teachers she interviewed admitted using mainly Finnish in their English teaching, particularly with instructions and structure teaching. Finally, many of the teachers did not know their students first languages and did not perceive that as that relevant; some were even ignorant of the pupils’ backgrounds (Suutari 2010: 83). Hence, Suutari (2010: 83) is concerned of the fact that even foreign language teachers seem to show little interest in learning more about the linguistic backgrounds of their students; she suggests that this indicates how other subject teachers are likely to know, or care, as I believe, even less.

The most common challenge in teaching English to multicultural pupils, according to Suutari’s (2010: 86) findings, was those pupils’ insufficient Finnish skills. For example

² the concept of *scaffolding* is presented and discussed in Chapter 4

Ranta (2015: 89), too, reports similar results in her study where teachers' perceptions of teaching immigrant pupils. Even if teachers find multiculturalism mostly positive, the inadequate Finnish skills of F2 pupils may cause challenges in their work (e.g. Ranta 2015, Nakari and Salvanto 2012). In Suutari's (2010: 86-88) study, another challenge was trying to make the EFL teaching "as culturally neutral as possible" while still aiming to teach culture aspects in the role of a language teacher. Most Suutari's (2010: 89) interviewees had, in fact, difficulties in listing positive aspects of teaching multicultural pupils - the aspects named were mostly related to diversity in the classroom. The fact that multicultural pupils were often motivated and active in the classroom also came up (Suutari 2010: 91). Interestingly, one of the interviewees saw multiculturalism as something that did not need to be exaggerated in its significance and even went on stating that taking multicultural pupils into account in any specific manner was unnecessary (Suutari 2010: 89).

Nakari and Salvanto (2012) studied the experiences of multicultural EFL pupils from their own point of view, as well as the teaching of EFL to these pupils from the teachers' perspective; their data consists of seven pupil interviews and three teacher interviews. In contrast to Suutari's (2010) results presented above, Nakari and Salvanto (2012: 81) discovered that two out of the three teachers they interviewed perceived teaching English to multicultural pupils as a positive experience that enriched their teaching. They also saw most of their multilingual pupils as motivated or good language learners and showed interest towards the linguistic backgrounds of their pupils. That is, the teachers in their study did not have strongly negative thoughts on teaching EFL to multicultural pupils. As for how multiculturalism could affect studying English, specific advantages were not brought up by either the learners or the teachers. In contrast, all these three teachers, too, acknowledged that poorer Finnish skills may cause issues in studying English (Nakari and Salvanto 2012: 81-82).

Harju-Autti (2014) provides an overview of her Master's Thesis (Harju-Autti 2013). The data of the study consisted of eight English teacher interviews and the aim was to discover whether the teachers had received adequate training for foreign language teaching to immigrant pupils, how the increasing diversity in classrooms affected EFL teachers' work and also how the teachers wished to develop working in multicultural environments (Harju-Autti 2014: 76).

Harju-Autti (2014: 78) discovered that teachers did not perceive multicultural pupils as a

particular burden in their work, as cultural and linguistic background is not the only determinant when it comes to having trouble with keeping up in class; Finnish children are faced with learning difficulties, as well. However, the amount of challenges does seem to grow when there are multicultural pupils in the classroom: in addition to immigrants, there may be pupils who get intensified or special support due to other kinds of challenges. As the individual needs for differentiation vary a great deal, it demands both time and effort from the teacher. Other challenges related to multicultural pupils that the teachers mentioned were learning basic school routines, pupils hiding the fact that they are not keeping up and the lack of both special needs assistants in class and supporting materials for immigrant pupils. The cultural affiliations of mainstream learning materials was also mentioned by one of the teachers. The lack of resources and the teacher's own linguistic incapability were also concerning some of the teachers; for example, one teacher stated that it would be great to be able to use the first languages of the immigrant pupils. Additionally, the possible lack of shared language with the pupil's family was mentioned to challenge for the communication between school and home. Multicultural classrooms seemed to raise the topic of cultural differences in a teacher's work, as, according to the interviewees, the differences could sometimes come across as authority issues or problems in recess. Over all, the teachers showed interest towards their multicultural pupils' first languages but did not mention utilizing them in language teaching. (Harju-Autti 2014: 78-80.) A similar trend of being interested in the pupils' backgrounds has been reported by, for example, Nakari and Salvanto (2012).

Saarela (2013) studied how English teachers perceived starting EFL teaching to immigrants; whether there were some challenges in the teaching and what kinds of differentiation methods the teachers used with immigrant EFL learners. Five primary school EFL teachers were interviewed for the study. Saarela (2013: 47) reports arriving to Finland late as a possible challenge for an immigrant pupil's English studies; the interviewed teachers had mentioned an ideal situation where the immigrant pupil had moved to Finland in such age that he or she could start studying EFL in the third grade with the Finnish peers, as more issues seem to arise if the immigrant pupil settles to Finland later, in the end of primary school or during middle school, and then tries to keep up and reach the level of the Finnish peers with poorer skills in possibly both Finnish and English. Other challenges regarding English teaching to immigrant children were the complexity of recognizing learning difficulties, understanding each other and also how the pupil's first language affected EFL learning and attitudes (Saarela

2013: 48). Challenges typically occurred when giving instructions or explaining tasks and thus, the teachers emphasized that one of the most important things in teaching an immigrant student is to make sure the student has understood what has been said or asked (Saarela 2013: 48).

Pitkänen-Huhta and Mäntylä (2014) studied 13 foreign language teachers in Finland in relation to how these teachers view multicultural students in their classrooms. Ten out of thirteen teachers mentioned these students' different linguistic background and thus a missing shared language as a challenge in foreign language teaching. In other words, many of the study's participant teachers actually see foreign language teaching happening through the students' first language, i.e. Finnish. On the other hand, a missing shared language can also be seen as an asset since one "must jump outside Finnish and the learning materials". (Pitkänen-Huhta & Mäntylä, 2014: 94-99.) Furthermore, Pitkänen-Huhta and Mäntylä (2014: 103) state that taking immigrant pupils into account in foreign language teaching is something that should be noted in both research and in-service training; the present study aims to give more research data on how English teachers view teaching F2 pupils and what kind of actions the teachers take to support these pupils.

3.3 Teachers' ideas of their own multicultural knowledge and competence

One viewpoint is that language teachers are sometimes, quite naturally, expected to manage working with multicultural children whereas other teachers, such as subject or class teachers, may feel that they do not have similar skills or competence when it comes to multiculturalism in their classes. For example, Creese (2005) studied subject teachers (ST) and English as an additional language (EAL) teachers who work with bilingual children. Creese (2005: 9) observed and interviewed 26 teachers in three schools; twelve of those teachers were language specialists and 14 subject specialists. She discovered that STs were concerned in such cases where there was no language support in the classroom for bilingual children; STs felt worried that these children would not receive enough help to keep up with the curriculum aims of the class. EAL teachers in Creese's study were discontent about how STs relied on them "too much to do support work with individual children" instead of making fundamental changes in the class and the curriculum so that these would suit the diversity of pupils better. Soilamo (2008: 110) reports somewhat similar results; she studied class teachers working with multicultural children; her questionnaire reached 71 teachers and out of these, 12

teachers were also interviewed. 81.7 % of the teachers who responded to the questionnaire mentioned getting help from their colleagues and other stakeholders in issues regarding immigrant students, if help was needed. Accordingly to Creese's study (2005) where EAL teachers were the source of assistance for subject teachers, the class teachers in Soilamo's study (2008: 110) emphasized the significance of co-operation with Finnish as a second language teachers and special class teachers.

Along with multicultural education, we may discuss a teacher's *multicultural competence*, expertise and cultural sensibility, responsibility or understanding. Cultural competence and developing it may be presented from various points of view. There are ideological values related to multiculturalism, and according to this ideology, the basis for cultural competence is respecting the equality and cultural diversity of different ethnic groups. (Soilamo 2008: 71.) Quite logically, including multicultural education in teacher training could strengthen teachers' multicultural competence; however, studies have discovered that teacher training may not prepare teachers for multiculturalism enough. For instance, most of the English teachers in Suutari's study (2010) responded that multicultural education had not been part of their teacher education. Harju-Autti (2014: 77) had gotten similar results in her thesis: seven out of the eight interviewed teachers had not received adequate education for teaching multicultural pupils during their teacher training. It can be argued that such results raise some concerns towards the foreign language teacher education in Finnish universities, as the earliest teacher training of the respondents was from 1980s and the latest in 2011. One of the teachers in Harju-Autti's study (2013, reported 2014) had been trained in Great Britain and mentioned that all teaching was designed for pupils from different linguistic backgrounds per se. Naturally, the interviewees pointed out that increasing cultural awareness and multilingualism should be taken into account better already in the training of teachers. On the other hand, understanding multiculturalism and multilingualism does not come from only taking courses; the practical dilemmas of the work and multicultural ideals do not necessarily meet one another. In addition, it is worth noting that many teachers receive in-service training that broadens their knowledge on specific topics such as that of multiculturalism; for instance, three of the teachers in Harju-Autti's study (2013) had received in-service training regarding teaching immigrants. (Harju-Autti 2014: 77-78.) As for the question of teacher training preparing teachers for multiculturalism in schools in the U.S., Merryfield (2000: 441) claims that "colleges of education are not successful in preparing teachers in multicultural and global education". All in all, as multiculturalism is a growing trend and a permanent phenomenon in

Finland, teacher training should take it into account by providing foreign language teachers and other teachers with education regarding immigrant pupils and increasingly diverse classrooms.

Soilamo (2008) conducted a survey for 71 class teachers who had multicultural pupils in their groups and interviewed twelve of these teachers. A vast majority of the 71 respondents had weak transferable skills regarding multicultural education: 80.3 percent of the teachers had not received any kind of education on multiculturalism, and only 1.4 per cent evaluated so that they had received *rather much* such education. No respondent had received *much* or *very much* education on multiculturalism. Most teachers (87.3 %) felt that they had nonexistent or minimal knowledge on the cultures of their immigrant students. Out of the twelve interviewed teachers no one had received education on multiculturalism; that is, their teacher education had not included any multiculturalism studies, nor had they received in-service training on the topic. In addition to educational transferable skills, these teachers also mentioned the skills that develop through experience. A quarter of the interviewees had nearly ten years of experience with immigrant students and one teacher was working with them for the first year. Rather naturally, the teachers who had been in working life for a long time had not received education on working with immigrants, as the number of immigrants in Finland had been minor when they were studying their teacher studies. However, multiculturalism had not been included in the education of the five interviewees who had been in working life for less than five years, either. (Soilamo 2008: 103.)

Another central finding by Soilamo (2008) was that most teachers considered multicultural education as the procedures of the school that were focused on students with immigrant backgrounds, such as Finnish as a second language teaching and home language teaching for immigrant students. In addition, multicultural education was mainly seen as tolerance education; the central thought of many respondents was adjusting immigrant students into our society. Meanwhile, many teachers did not point out aiming multicultural education at Finnish children; furthermore, there was shortcoming in multicultural education's realization as overall education that is meant for each student and subject.

Talib (2002: 82-83) argues that along the multiculturalism in our schools, teachers have been put in a new situation where they will most likely rely on their old beliefs and those methods of teaching that they have considered to work well – however, those methods may not,

according to Talib (2002), work as well in today's classrooms that are undergoing major changes. She also claims that "many teachers awake to multiculturalism and the changes it requires only after students representing different cultures enter the classroom" (2002: 82-83).

4 SUPPORTING LANGUAGE LEARNERS IN THE CLASSROOM

As mentioned in Chapter 3, there is relatively little research on teaching English or other foreign languages to Finnish as a second language students. This chapter focuses on the ways in which language teachers may support their pupils and on supporting F2 pupils in EFL classrooms. I will first introduce the concept of *differentiation* in language teaching. Subchapter 4.2 regards the support given to multicultural pupils in EFL classrooms based on previous research on the topic.

Although the complexity of learning and teaching a foreign language has received attention during the past years, there is still too little research information to support foreign language teachers' work (Pitkänen-Huhta & Mäntylä 2014: 90). The changes in our demographic and linguistic structures have been rapid; the research of learning or the conventions of education have not been able to keep up with the changes. Thus, Pitkänen-Huhta and Mäntylä (2014: 102) claim that the study of multilingualism and the study of language learning need to be combined in up-to-date and creative ways. Furthermore, they argue that more research must be conducted regarding classroom policies – the critical moments in classroom interaction and teaching conventions where linguistic repertoires and cultural backgrounds could be utilized.

4.1 Differentiation in language teaching

Differentiation is a complex concept which does not have one clear definition in the research and literature of education (Roiha and Polso 2018). In the present study, differentiation is seen according to the view of Roiha and Polso (2018), that is, as a broad teaching approach that takes into account the pupils' individuality. Teachers should be aware of their pupils' possible special needs, unique features and, above all, strengths, and take all these into account when planning their teaching and putting it into practice (Roiha and Polso 2018). A teacher may have to practice some level of differentiation when a learner is having challenges at some point of his or her learning process. There is a variety of reasons that may lead to the learner having these challenges: for example, linguistic factors such as dyslexia or, in a way, multilingual background as it often leads to a scenario where the learner has to learn in a foreign language that he or she is not very familiar with. It is rather surprising that teaching and learning - and differentiating - L3 through L2 has been researched very little. In Finland, a typical pattern would be an immigrant student learning English through Finnish that is the

student's second language – and in some cases, a rather novel language as the student may very well have spent a relatively short amount of time in Finland before being put into a Finnish classroom.

There are several levels and ways of differentiation. Roiha and Polso (2018) present their five-part model that includes the most central aspects of teaching that differentiation should cover: teaching arrangements, learning environment, teaching methods, support material for learning and assessment. An example of teaching arrangements is, as Roiha and Polso (2018) suggest, dividing pupils into different and/or smaller groups; Ranta (2015: 77) reports this as one of the most common means of differentiation on which the teachers in her study relied. Roiha and Polso (2018) point out that when it comes to differentiating the learning environment, it is, in fact, in line with the idea differentiation that all students do not need to do the exact same things the exact same way in a foreign language class. Teaching methods can be seen to include for instance the teacher paying attention to his/her own speech or differentiating tasks. (Roiha and Polso 2018.)

Additionally, in the field of education, one of the best known ways of differentiation is *scaffolding*. The literal meaning of scaffolding would be a temporary structure that is put up in the process of constructing a building – as the building process proceeds, scaffolding is taken down little by little. When it comes to the pedagogical meaning of scaffolding, original descriptions date back to the 1970s; for instance, Bruner (1978, cited in Gibbons, 2002: 10) defines scaffolding metaphorically, as “the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring”. However, Gibbons (2002: 10) adds that scaffolding is not another expression for *help*. Scaffolding is “temporary assistance by which a teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone” – it is, therefore, future-oriented (Gibbons 2002: 10).

Gibbons (2002: 10) explains that scaffolding challenges the idea of simplifying tasks for the learner; instead of simplifying the task itself, we should reflect on the nature of scaffolding that is provided to the learner to carry out the task in question. In addition, she claims (2002: 10-11) that it is the nature of the support that is critical for success, and learners should, as far as possible, be engaged with authentic learning tasks that also provide cognitive challenges. In addition to the proper nature of the tasks, time is very important when it comes to learning

processes. When considering, for example, teaching English to F2 pupils, we should keep in mind what Gibbons (2006: 26) mentions about second language students: they are likely to take longer to complete language-based tasks as they need more time for processing what they hear and responding. Extra time is brought up by Roiha and Polso (2018), as well.

An essential means of differentiation is *material* which can refer to either offering the learner modified material for support or the teacher having teaching material regarding the differentiation and supporting of the learner. As for the latter, Harju-Autti (2014: 73) states that there is relatively little teaching material that regards teaching foreign languages to pupils with immigrant backgrounds in Finland. For instance, the Finnish National Board of Education (2011) published a guide for teachers who have immigrant pupils in their teaching groups; this guide covers Finnish, mathematics and subjects such as history and science but foreign languages are not mentioned. However, language background affects studying and teaching foreign languages, as well (Harju-Autti 2014: 73). Roiha and Polso (2018) suggest utilizing different devices and online support materials for the pupils; this way, getting support materials would not always have to mean purchasing them. However, I would like to point out that even if the support materials came from the Internet, discovering valid and useful ones of good quality still demand a great deal of time and effort from the teacher. Utilizing e-materials does not offer a direct solution to the lack of materials for teachers, either.

4.2 Supporting multicultural pupils in EFL classrooms

In chapter 3.2, previous research regarding F2 pupils and multiculturalism in the classrooms in Finland was presented; this chapter will also look at previous research on the same topic but with a different point of view. In the following, I will compare earlier research and their findings regarding teachers' ways of supporting multicultural pupils. Finally, I will introduce thoughts and perceptions that teachers have expressed about their own skills in supporting and differentiating their teaching.

Suutari (2010) discovered that the most popular way of facilitating immigrant pupils' learning had to do with language: for instance, some teachers mentioned making different types of exercises, removing translation exercises from exams, or measuring the extent of the pupils' vocabulary in other ways than by comparing it with their Finnish vocabulary. One of the eight

teachers she interviewed (2010: 85-85) was willing to facilitate immigrant students' learning the most: 'Jane' mentioned using pictures and making the teaching as illustrative as possible. She also explained that she used clear, precise and straightforward phrases and even changed her approach if it seemed that the pupils had not comprehended her. Suutari (2010: 86) emphasizes that Jane's responses show her attitude towards all teaching, not only pupils of multicultural background: she clearly wanted to facilitate all her students' learning processes and was willing to work for that goal. All in all, most of the Suutari's interviewees did not possess any specific ways to take multicultural pupils into account but rather taught all pupils the same way (Suutari 2010: 84).

In Nakari and Salvanto's study (2012) regarding English teaching to multicultural pupils, these pupils' need for support and differentiation in English learning was seen as individual and was not particularly connected with the pupils' multilingualism. The need for support was, however, mainly connected with weak Finnish skills. As tools for support, comparing different languages was mentioned by two teachers, and they also said they used the pupil's first language according to their own linguistic abilities. In addition, two of the teachers mentioned simplifying their speech when multilingual pupils were present, and one used more Finnish to clarify the teaching. (Nakari & Salvanto 2012: 83-85.) Ranta (2015: 78) also discovered that class teachers pay attention to their own language to support immigrant pupils and cooperate with other teachers, such as Finnish as a second language teachers.

Harju-Autti (2014: 79) reports that the teachers she interviewed told that as they may not have a shared language with an immigrant pupil, it is more difficult to support these pupils' learning so that the teacher could be sure the learning is proceeding. In practice, grammar and the structures of English are often dealt with by comparing them to the Finnish language. In addition, published teaching materials are Finnish-English -based. These aspects of EFL can cause challenges to the immigrant pupils whose Finnish skills are weak. (Harju-Autti 2014: 79.)

The teachers interviewed by Saarela (2013: 48) believed one of the most important things in teaching a multicultural student was to make sure the student had understood what has been said or asked. Saarela (2013: 41) discovered that the EFL teachers' knowledge of their immigrant pupils' Finnish skills, in particular, affects the teaching: when the teacher knows how much the immigrant pupil is able to understand Finnish, it has an effect on the way the

teacher goes through and repeats task instructions in class. This modification of the use of Finnish could be seen as a means of differentiation, and a similar trend has been discovered in other studies regarding immigrant teaching in Finland, as well (e.g. Suutari 2010; Nakari & Salvanto 2012). In addition, Saarela (2013: 51-52) lists a few other ways of differentiation that were brought up in the teacher interviews: divided classes and hence smaller English groups, facilitated learning materials or single tasks for immigrants, possibly modified tests and clarified instructions for tasks and tests. It is worth noting that, as Saarela (2013: 53) points out, there are also immigrant pupils who demand differentiation due to their more advanced level, and that support or differentiation needed by immigrant pupils is, after all, individual.

5 PRESENT STUDY

My study is a qualitative study as I aimed to discover individual teachers' perceptions about teaching English to multicultural pupils. As Kalaja, Alanen and Dufva (2011: 20) point out, the aim of a qualitative study is not generalization, but rather, by analysing certain phenomena, the researcher seeks to comprehend the phenomenon and its nature. Thus, the research questions of the present study are not set to get direct answers and numbers that can be generalized but rather so that the topic of Finnish as a second language learners in EFL classes can be looked at and understood from the point of view of the EFL teachers better. In this chapter, I will describe the data, methods and aims of the present study. First, in section 5.1, I will introduce the main aims of the present study alongside the three research questions to which my study seeks answers. Next, in subchapter 5.2, I will introduce the process of collecting data for the study and give reasons for the choices regarding the data. After this, the methods of analysis in my study are addressed and rationalized with some theoretical background.

5.1 Aims of the study

The main aim of the present study is to find out EFL teachers' perceptions to teaching Finnish as a second language pupils (henceforth F2 pupils) in mainstream classrooms. There is relatively little research on multicultural pupils in Finnish EFL classrooms and, naturally, few studies on language teachers' views and experiences, as well. Therefore, the present study focuses on the EFL teachers' views and their work with multicultural pupils. The second aim of the study was to find out what kind of support EFL teachers give to multicultural pupils, as well as research the teachers' own ideas about their know-how when it comes to working with F2 pupils. Relevant for the present study is also the question of how well teacher training has prepared EFL teachers for teaching Finnish as a second language pupils. The methods of study were chosen based on these aims and will be discussed further in subchapter 5.2.1. The present study was based on the following three research questions:

1. What are the main challenges in teaching EFL to multicultural pupils?
2. In which ways do EFL teachers differentiate the language teaching to multicultural students?

3. How did teacher training prepare EFL teachers to teach multicultural pupils?

Questions 1 and 2 focus on teaching English to Finnish as a second language students. Question 1 aims to discover whether the teachers feel that teaching EFL to multicultural pupils differs from teaching those with Finnish as their mother tongue, and whether the teachers have encountered challenges in teaching multicultural pupils. This kind of question was included in the present study since previous research has shown that some teachers find teaching multicultural pupils different from teaching the mainstream Finnish pupils (e.g. Suutari 2010, Ranta 2015). Using the word “challenge” in this research question, rather than merely speaking of differences, is based on the fact that the purpose of the present study is to hear EFL teachers’ perspectives on teaching multicultural pupils and supporting them in the diverse classroom. It seems logical to bring the learners’ possible challenges to the focus as differentiation and support are central themes in the study. That is, the choice of focusing this research question on challenges does not indicate that F2 pupils in English classrooms automatically mean challenges for the teacher per se. Positive aspects of teaching EFL to F2 pupils were brought up in the interviews and the questionnaire, as well.

The second question focuses on the role of differentiation and support in the EFL teachers work: do they differentiate teaching to their multicultural pupils, and if yes, how? This question is relevant for several reasons. Firstly, previous research regarding Finnish as a second language pupils gives reason to assume that the EFL teachers of the present study utilize different support methods with these pupils (see e.g. Harju-Autti 2014, Ranta 2015), and for this reason it was logical to include differentiation in the present study, as well. Secondly, there is little research on subject teachers’ views and experiences on differentiating their teaching. It is important to demonstrate that subject teachers, too, encounter learners with different backgrounds and challenges in their work; such demonstration could, at its best, lead to developing subject teacher training in universities further or looking at the need of school resources, such as special needs assistants, differently.

The third question sought answers to how teacher training prepared the teachers for teaching multicultural pupils; whether teacher training had given adequate competence, skills and “know-how” to the participants of the present study when it comes to teaching EFL to multicultural pupils. While the main focus was on the teacher training these teachers have completed in university, the possibility of in-service training and other courses or education

on multicultural education were brought up in the interview or questionnaire questions the participants answered. There are two main reasons for why this question was included in the present study. Firstly, I had studied English teacher's studies right before the present study took place, and I felt there were rather little studies regarding multicultural pupils in mainstream classrooms - although the number of F2 pupils in schools is constantly increasing. I was interested to discover whether teachers who have been in working life for some years felt the same way. Secondly, as my hypothesis was that at least some of the teachers were not content with their studies from this point of view, such results could have an effect on the development of teacher training, as well as the in-service training for the teachers who already work with F2 pupils even if they do not feel they have proper competence for it.

5.2 Data of the study

The data of the present study consists of two semi-structured EFL teacher interviews and 11 questionnaire responses, that is, 13 teachers' responses in total. The interview questions are shown in their original form in Appendix 1, and the web questionnaire can be seen in Appendix 2 in the original form in which it was linked to the respondents. Semi-structured interviews and a partially open questionnaire were chosen as the methods for gathering data, as the aim of the present study is to look at the phenomenon in question from the EFL teachers' points of view. As Dufva (2011: 134) explains, interview as a method is primarily one of qualitative research; though a questionnaire could be seen as a tool for quantitative analysis, for the present study, its main aim was to give descriptive, qualitative data of EFL teachers' perceptions. These two methods of data collection were chosen for the present study to reach teachers in different parts of the country and to gain different aspects from the participants; the interviews offered fruitful and detailed discussions with two teachers who had different amounts of experience, whereas the questionnaire worked well for both comparing a larger group's views on teaching multicultural pupils and the respondents telling about their thoughts in their own words. The idea of using interviews as data was completed with the use of a questionnaire, and I wanted to make sure the interview questions and the questionnaire were in line with each other by following similar themes in both.

I intended to use some EFL classroom observations as data, as well, but due to issues related to this method that are more specifically explained in Chapter 7, the observations of a total of seven lessons did not offer applicable data for the study and will thus not be discussed further

in the analysis. In subchapter 5.2.1, I will describe the collection process of the data and give reasons for the choices made along the way. In 5.2.2, the process of analysing the data will be explained.

5.2.1 Collecting the data

The interviews, observations and the questionnaire responses were collected during the late autumn of 2017. Both the interview questions and the questionnaire were designed by me; I used previous research on teaching F2 pupils as guidance while planning the questions for the present study but no direct examples were used. More so, I aimed for a broad picture of EFL teachers' work with F2 pupils and designed the questions with that in mind; that is, the questions cover the themes of teaching F2 pupils, differentiation and the teachers' perspectives on their own competence when it comes to teaching multicultural pupils. The interview question sheets and the questionnaire are attached in the present work as Appendix 1 and Appendix 2. When the questions had been formed, interview and class observation requests were sent via email to several English teachers in different Finnish cities. To avoid contacting EFL teachers with only Finnish-speaking pupils, the contacted schools were multicultural - which was estimated based on the situation of their Finnish as a second language teaching and/or home languages taught, as well as their geographical location in larger cities. In addition to approaching the EFL teachers via email, three schools were contacted by phoning and/or emailing the principals who agreed to pass on the message to their ELT staff. Finally, after the third principal was approached via email, two teachers (henceforth Teacher A and Teacher B) in that school agreed to participate in the study. One specific reason for why this school's staff responded quickly and had a positive mindset towards the present study from the beginning could be the fact that this school is located in a city where there are no universities or teacher training units and thus, research conducted in the school is assumably more unusual than in university cities. The interview questions, as well as the research permits for both the teachers and the pupils' guardians, were sent to the participants in advance.

The teachers' interviews and classroom observations were conducted in a comprehensive school located in a mid-sized city in Southern Finland. The interviews were semi-structured and they were conducted in Finnish and audio-recorded. As is typical of semi-structured interviews (Dufva 2011: 133), my interviews either were not restricted by very detailed

question or order but rather, the interview situations developed according to the conversation with the interviewees. The duration of the interviews were about 20 minutes for Teacher A, and 35 minutes for Teacher B. Four English classes of Teacher A and three from Teacher B were observed, filmed and audio-recorded. There were from one to three multicultural pupils in each of the observation groups. There was no specific sheet or grid that was followed during the observations; focused attention was paid on the multicultural pupils in each class, and the teachers' interaction with these pupils was observed. The cameras in the classes were set so that they would record the multicultural pupils' work in the classroom but would not be too obviously pointed towards individual pupils in order to keep the interaction as natural as possible. However, as mentioned briefly above in Chapter 5.2 and further explained in Chapter 7, there were notable challenges related to the data gained from the observations and this data was, thus, left out of the present study.

The questionnaire was created through Webropol. Alanen (2011: 147) points out that in a questionnaire, the researcher cannot clarify the ambiguity in ways that could be utilized in discussions. For this reason, the questionnaire should be designed and created carefully to meet the aims of the study in question. The present study's questionnaire was designed based on the research questions and to match the interview questions. The questionnaire was piloted and corrected before sharing it to the participants. The link to the Webropol questionnaire was published in a private Facebook group for foreign language teachers in secondary school. The group has teachers of many different languages taught in Finnish schools so the target group of the present study was specified by asking for English teachers with some or several Finnish as a second language pupils in their teaching groups. 11 responses were given in a relatively short amount of time, and due to the schedules of the present study, the questionnaire was closed soon after receiving the answers.

5.2.2 Data analysis

The recorded Finnish interviews were transcribed and analysed qualitatively. Content analysis was chosen as the method of analysis. Dufva (2011: 139) lists themes, categories, types, occurrences and absences as ways to organize what has been discovered in the transcription. For the present study, organizing the interviews by themes seemed reasonable, as both the interview questions and the research questions themselves were categorized by themes to begin with. The guideline themes for the analysis were, thus, *teaching English to a F2 pupil*,

supporting learning/differentiation and *teacher's knowledge on teaching multicultural pupils*. The two interviewees' answers are divided under these themes and discussed in relation to each other and previous research in Chapter 6.1.

The questionnaire responses were put into PDF format and saved from Webropol, analysed and translated into English for the purposes of the present study. The respondents are identified as R1, R2 and so forth in Chapter 6 for the analysis and discussion purposes. Questionnaires are diverse tools that may be used for both quantitative and qualitative studies (Alanen 2011: 146). It must be kept in mind that a questionnaire and its pieces are, in fact, an instrument that *measures* the respondent's qualities, opinions or experiences (Alanen 2011: 147). Thus, even the questionnaire responses for the open questions were analysed based on occurrences by the respondents; that is, e.g. the challenges that EFL teachers encountered in teaching multicultural pupils were listed as occurrences and measured numerically (see Chapter 6.2.1). As some of the questionnaire questions were so-called open questions, same terms occurred in one teacher's response sometimes more than one time as the open responses were, in many cases, explanatory and descriptive. That is, my definition of an occurrence in the analysis means that a certain term by each teacher is only counted once, even if the term in fact *occurs* in the answer more than one time. This way, I find it more reliable to compare the actual amounts of occurrences as the number is based on how many different respondents mentioned it rather than how many times it was mentioned in total. Different occurrences were picked out of each open response and similar ones were then categorized under the same title, that is, seen as instances of similar thoughts between different teachers. For example, the theme of multiculturalism or multilingualism as a positive aspect in teaching multicultural pupils was mentioned rather differently by different teachers, which is further demonstrated in subchapter 6.2.1.

6 RESULTS AND ANALYSIS

This chapter focuses on presenting and analysing the data of the current study. First, in chapter 6.1, the teacher interviews will be covered and analysed under three different titles and themes that match the themes of the interview questions (see Appendix 1). The two teachers' responses will be presented, analysed and discussed in subchapters 6.1.1, 6.1.2 and 6.1.3. Next, the responses to the web questionnaire (see Appendix 2) will be presented and analysed in chapter 6.2 in categories that match the original questionnaire's idea. In subchapter 6.2.4, I will present other, uncategorized thoughts or concerns mentioned by the respondents and summarize the analysis briefly. Concluding thoughts regarding the present study in total, as well as the results and limitations of the paper will be presented in Chapter 7, alongside some future suggestions and references.

6.1 Teacher interviews

As explained in chapter 5.2.2, the interview questions were organized under three different themes. The themes were *teaching English to multicultural pupils*, *differentiation / supporting learning* and *teacher's transferable skills in teaching multicultural pupils*. This chapter will be divided under those themes for clarity and the answers of Teachers A and B will be discussed, analysed and compared with one another. Quotations will be presented in English, according to the translations I have made from the original Finnish data. I believe that for the purpose of this study, it is not relevant to include each short phrasing in both Finnish and in English, as the total length of this paper would exceed greatly and as all relevant points made by the teachers are presented in the English translations, as well. However, for the longer quotes that are included in this chapter, I have included their original Finnish forms in Appendix 3.

As for the background information of Teacher A and B, they were asked when they participated in teacher training, how long they had worked as English teachers and how many of their pupils were Finnish as a second language pupils during the time of the interviews. Teacher A had completed her teacher training a few years ago and had worked as an English teacher for about two years in total, whereas Teacher B went to teacher training earlier in the 21st century, having thus worked as an English teacher for nine years at the time of the interview. They both estimated that about 10 per cent of their pupils were Finnish as a second

language pupils, or, as Teacher B stated, “a few pupils per class”.

6.1.1 Teaching English to multicultural pupils

A central theme in the interviews was teaching English to F2 pupils, its positive and challenging sides and how it may differ from teaching the “mainstream” classrooms with only Finnish-speaking pupils; Teachers A and B had different views about those differences. Teacher A did not see much difference between teaching F2 pupils and Finnish-speaking ones; she mentioned adjusting her language if needed when going through something with an F2 pupil one on one but she also said that she does not take this issue into account too much in lesson planning. As a difference to a class with only Finnish-speaking pupils, Teacher A also mentioned that she had realized to pay attention to her handwriting on the blackboard; she pointed out that “if reading Finnish is difficult as it is”, messy handwriting by the teacher would not make it easier.

Teacher B listed several points on how English teaching to F2 pupils differs from teaching Finnish-speaking pupils, as presented in citation 1 below:

[1] “--well surely the biggest thing there is that (.) that when they study a foreign language in a foreign language (.) and th-- and many times we do not kind of have any other language in common with which I could like explain if the pupil doesn't understand the explanation in Finnish (.) and then very often they are those who haven't studied English before at all, so kind of the possibilities to explain those things are quite, quite minimal” (Teacher B)

Teacher B found the greatest difference to be the fact that F2 pupils study a foreign language in a foreign language, that is, English in Finnish. She pointed out that often there is no other shared language between the teacher and the pupil, a language that the teacher could utilize to explain something that the pupil may not have understood in Finnish. Teacher B also pointed out that F2 pupils very often had not studied English before “at all”, which also limited the possibilities for the teacher to explain things in other words or phrases. Thus, as Hakkarainen (2011: 1) suggests, not having a language in common could create a dilemma for both the language learner and the teacher. Teacher B pointed out that she tries to focus on F2 pupils learning the basic things in English and called out again the problemacy regarding their Finnish skills; according to Teacher B, “if one doesn't know some issue in Finnish, it's quite impossible to learn it in English”. Regarding this, she also mentioned having conversations with the F2 teacher and finding out how much, for instance, certain grammatical structures

have been covered in Finnish with the F2 pupil in question. F2 pupils' weak Finnish skills have previously been brought up in several studies (e.g. Suutari 2010, Nakari and Salvanto 2012 and Saarela 2013).

As for the positive aspects of teaching English to F2 pupils, Teacher A said that she had not experienced that such pupils would be somehow different by nature that much, or that possible cultural differences would come across in the classroom greatly. She emphasized her will to treat everyone equally and to avoid separating the pupils from one another. One of the teachers interviewed by Suutari (2010: 89) had rather similar views; this teacher did not "feel the need to exaggerate" the significance of multiculturalism and saw it as unnecessary to take immigrant pupils into account differently. Teacher B also mentioned that many F2 pupils in the school have, in fact, such strong Finnish skills that she may not have even noticed before having read in the pupil's documents that he/she has a Finnish as a second language curriculum. Teacher B, on the other hand, pointed out that F2 pupils are often grateful and there is not much of so called "whatever" -atmosphere among them; they take all the assistance that they get with gratitude. In addition, she mentioned many F2 pupils to be hardworking and that there are usually no "troublemakers" or "bad guys" among Finnish as a second language pupils. Suutari (2010: 91) lists the motivated and active attitude of many F2 pupils as a positive aspect, too.

The challenges that the teachers had faced in teaching English to multicultural pupils were rather similar to those that have been brought up in previous research, as well. Teacher A mentioned having thought about how much the F2 pupils dare to ask for help themselves and admitted that she would be quite timid about that in their position. The same dilemma was pointed out by Teacher B, as she said that F2 pupils are rarely the kind of pupils who ask for help; that they just sit quietly and nicely without saying anything, which is why the teacher should also remember to go and check where the pupils are at and whether they have understood the instructions. As a reason for the unwillingness to ask for help, Teacher B stated: "They don't want to stand out." Harju-Autti (2014: 79), too, mentions that these pupils sometimes spend a great deal of energy to hiding the fact that they are not keeping up. In addition, Teacher B mentioned some more challenges related to teaching English to multicultural, or F2, pupils; she brought up their weak Finnish skills, again, in the sense that teaching English on the level that middle schoolers are at is challenging when the language proficiency even in Finnish are not that good. Since many of the F2 pupils have not studied

English previously, the teacher should be able to start with the basics with these students. In addition, due to the differences in their linguistic skills, F2 pupils often have a different pace with the rest of the class. This, according to Teacher B, is difficult as the teacher should “tear up in two” to be able to instruct and advise the F2 pupils and the rest of the class separately. That is, an issue such as a pupil’s weak Finnish skills that cannot be fixed by an EFL teacher alone causes a great deal of extra workload for the teacher. The question of preparing F2 pupils with stronger Finnish skills before going to school in Finland was also brought up by a web questionnaire respondent in the present study, as presented in subchapter 6.2.4.

In addition to the challenges the teachers had faced in teaching English to F2 pupils, Teachers A and B also gave examples of what they find to be the most common challenges when it comes to the English learning of the F2 pupils. Teacher A named tenses that are, according to her, a challenge for Finnish speakers, too. She gave past perfect as an example; it may be very difficult for pupils, not only those with multicultural background, to understand even the correct Finnish tense from a clue. Similar challenges were mentioned by Teacher B, as well: according to her, “perceiving the structures of the English language” in general can be very difficult for F2 pupils. What she meant by this was that these pupils do learn single words when they study them hard enough, whereas understanding for instance the difference between some tenses often seems very difficult. She even implied to these difficulties as that the pupils are missing the understanding of “the idea that goes on in the language”. Furthermore, Teacher B named the influence of the pupils’ home languages as a factor here: for instance, pupils with Somali as their mother tongue seem to struggle with English structures such as the tenses that she mentioned, while those with, for example, Russian as their home language, rarely have similar challenges with perceiving and learning tenses. Similar results are reported by Saarela (2013: 48).

In previous research, missing a shared language has been seen as a challenge with multicultural pupils (e.g. Saarela 2013, Harju-Autti 2014). As seen above, Teacher B pointed this out in the interview, as well. As the question of languages used in the classroom is particularly relevant when there are multicultural pupils present, Teachers A and B were also asked about the languages they use in their teaching. Teacher A said she uses mainly Finnish; she mentioned giving the instructions in English, if possible, but that with weaker groups she uses Finnish more. Teacher B also mentioned using Finnish for the most part, and English to some extent, “depending on the mood”. Whereas Teacher A mentioned weak skills of the

group for a reason for increasing the use of Finnish, Teacher B explained that she tends to leave out English more if the group demands discipline a lot of the time. As this question was more of a general one, neither of the teachers drew F2 pupils in the focus at this point - which, to me, shows that the linguistic or cultural landscape of the groups did not have a relevant effect on the teaching language used by these teachers.

Cooperation with other teachers was included in the interview questions, as previous studies have shown that many times teachers call out for their colleagues' proficiency or support when it comes to working with multicultural pupils (Ranta 2015: 77-78, Harju-Autti 2014: 80). Teacher A mentioned other language teachers in the sense that they have, for instance, pondered some instructions together, and that she as a relatively new teacher has asked for help from other teachers. Teacher B emphasized the role of the special education teacher (henceforth SET) in cooperation about F2 pupils. In addition, she explained that F2 teachers sometimes come to her if a pupil has, for example, challenges with a task the ELT has given him/her; and, as mentioned before, the F2 teacher is also consulted by Teacher B if she is about to teach some grammatical aspect and needs advice in knowing where the pupils are at on that topic in their Finnish skills. So, as Teacher B put it herself, she gets more of conversational aid from F2 teachers, whereas the SET may come to the classroom or take F2 pupils with her to work in smaller groups. Another central person of cooperation to Teacher B was a special needs assistant, who sometimes takes F2 pupils to work on a different task outside the classroom. Teacher B points out that she would be happy to have the F2 pupils in class and hear them complete those tasks, too, but that the pupils themselves are shy to speak when others may hear or notice that they have a different task. Thus, the pupils themselves would rather go somewhere else with the assistant - which Teacher B notes as "pedagogically not a very sustainable solution in the sense that the assistant is not a teacher". Additionally, she does reason making such choice in some classes with the fact that the F2 pupils may have more courage to speak when they get to work with an easier task in a smaller group of people.

All in all, both Teachers A and B had several thoughts regarding EFL teaching to multicultural pupils. To summarize, Teacher A did not find it necessary to separate F2 pupils from their Finnish-speaking peers when it came to the positive or challenging sides of teaching EFL to multicultural pupils, whereas Teacher B mentioned their motivation and attitude as a positive aspect and listed several challenges in teaching EFL to these multicultural pupils. Teacher B also emphasized the roles of an SET and a special needs assistant when it comes to

cooperation regarding F2 pupils and Teacher A spoke on a more general level, from the perspective of a relatively new teacher. Most challenges related to F2 pupils' teaching seemed to be connected to these pupils' weaker Finnish, and possibly also English, skills; that is, for example cultural factors were not seen as negative or challenging. Multiculturalism has also been seen as a resource by, for instance, Ranta (2015: 88) and similar answers were given by the web questionnaire respondents, which will be more precisely discussed in chapter 6.2.

6.1.2 Differentiation and supporting the pupils' learning

The second theme in the interviews was differentiation and supporting the F2 pupils' learning. The interviewees were asked about scaffolding, what ways of differentiation or support they use in their work, and what they believe works with F2 pupils and what does not. As for scaffolding, neither Teacher A nor Teacher B gave direct examples. Teacher A mentioned utilizing scaffolding as she did with other pupils, as well, as she believed "a little challenge, but not too much, gives good results" and aimed to follow this idea in all her teaching and testing. Teacher B stated that one perhaps paid more attention to it when working with F2 pupils. I believe that scaffolding could have been such a concept that neither of the teachers were able to come up with examples of how they utilized it even if they, in fact, did, as scaffolding is so strongly tied to the context and situation in the classroom.

As for the differentiation or support tools used by the teachers, Teacher A admitted first that she had used such tools fairly little by the time of the interviews; it was, in fact, the first semester for her with multiple F2 pupils in her groups. However, she mentioned also that she will pay extra attention to the English exams, to both the instructions and tasks so that there would be as much English as possible, to minimize the amount of translating from Finnish or into Finnish; with this, she also mentioned the aim of creating exams that could work for the entire class at once. In addition, Teacher A mentioned a few other ways of support that can be used with F2 pupils; extra time for completing tasks or tests; assisting if needed; explaining and giving the F2 pupils the possibility to ask during exams, too; and not demanding the perfect linguistic forms if the F2 pupils had to write Finnish in, for instance, translation exercises. As for reading and listening comprehension, Teacher A mentioned that the control questions can, again, be in English, as well as the answers - but admitted that, on the other hand, such instructions create more challenges for a Finnish speaker. She also brought up plain language if the questions were in Finnish, so that the words or concepts that were more

difficult to understand were eliminated. Teacher A also stated that when giving instructions for the whole class, she did not pay attention to simplifying her own speech; if it looked like extra explaining was needed, she would explain or use another word. She pointed out that the teacher could often tell by the student's face or the fact that he or she just sat and waited that the student may not have understood, and then the teacher could go over to the student for clarification.

Teacher B mentioned, firstly, the help of the SET and the special needs assistant as a way to support the pupils; with the SET or the assistant, F2 pupils got to sometimes be in a little smaller group which, naturally, was a tool of differentiation itself. Teacher B spoke for working in smaller groups so that the pupils got courage to speak and were able to “get a little more individual instruction”. As for facilitated exercises and tasks, Teacher B gave credit for the book series that she used in her teaching, as there were facilitated versions of the chapter texts which the teacher could copy out for F2 pupils. She also mentioned that with vocabulary exams, she picked about half of the words - the ones that she found the most important - for the F2 pupils to study so that they had less words to study for the test. For grammar, she stated the following:

[2] “--and then of course with the grammar you have to go with what they can [do] (.) so then if you're in the situation where they don't know even the basic tenses you cannot, very much, like build on top of that, so I'm a bit nervous about that previous ninth grade when we went to the passive so

I: mmm yea that was --

TB: so that started off alright but I think I'll need to focus there, for example with Ahmed³, on that if he for example would know the passive present tense

I: mm m

TB: so that when we will go through all the tenses very rapidly after this (.) it may be that I tell him that he can work on the present tense exercises for that time” (Teacher B)

That is, Teacher B pointed out the already existing English skills of F2 pupils, or the lack of them to be more precise. According to her, if a pupil did not know the basic tenses, it was difficult to build on that with, for instance, passive tenses, as she later mentioned as an example. Teacher B gave the example of a ninth grade pupil, “Ahmed”, with whom she would focus on the passive present only, instead of loading the pupil with all the different passive tenses that the rest of the group would go through “very rapidly”.

Additionally, Teacher B discussed creating tests and exams in regards of differentiating the

³ Pseudonym: the original name of the pupil referred to as “Ahmed” is not published in the study.

teaching; she explained that she tried to avoid putting in tasks that require translating to Finnish or long translation sentences. There is similarity between the interviewees here, as Teacher A also mentioned trying to minimize the role of Finnish in exams. Teacher B gave an example of modifying tests: if there was an English fill-in text where the pupils must fill in the correct words in English, while other pupils had the clues for the words only in Finnish, for F2 pupils, Teacher B could, for instance, translate the entire text below the exercise. She rationalized such modifying by explaining that “the single Finnish words may not necessarily awake too many thoughts” in the F2 pupils. Regarding listening comprehension, Teacher B mentioned that one way of checking whether an F2 pupil has understood the instructions given was to simply check whether he or she has started working on the exercise in question. She pointed out that these pupils kept up in class quite well, which, she believed, was also affected by the fact that when the pupils sat in groups, they could often see what the others start doing and follow their example. As for listening comprehension tests, Teacher B stated that she may very well have given the control questions in both Finnish and English for the F2 pupils, and the pupils got to choose in which language they responded. All in all, some methods discussed by, for example, Roiha and Polso (2018) were mentioned by both teachers: Teacher A mentioned extra time as a possible way of differentiating and Teacher B discussed the importance of dividing the pupils into smaller groups, as well as modifying tasks or exams for F2 pupils. Ranta (2015: 77) lists these methods, too, as well as others that came up by Teacher B, such as the support of an SET or a special needs assistant. Modifying EFL exercises for F2 pupils has also been in the findings of Suutari (2010) and Saarela (2013).

As support methods that worked or did not work with F2 pupils were covered, Teacher A stated that it was important to encourage F2 pupils to ask for help, as asking for help is a good skill over all. She also pointed out that she did not believe F2 pupils should be “pampered” or “separated” and thus she also thought that the best ways of support for the pupils depended on the situation greatly. She explained that if we think about language learning in general, the best way to learn, though “slightly rough”, is to go to a foreign country and “jump in the water and try and learn to swim”. Teacher B, then, saw taking the F2 pupils into account “even in some ways” as the most important thing. She stated that the teacher had to become aware of the fact that he/she could not, in fact, demand F2 pupils the same things that were expected from other students “just like that”; that is, Teacher B also mentioned “no support at all given to F2 pupils” as the greatest problem. She continued to explain why customizing the teaching, as possible, to match the pupils’ level “even somehow” was necessary: “so that they

don't get the feeling that this is completely incomprehensible and there is no way I could understand this, so that they wouldn't get that giving up feeling". Instead, she prompted giving the pupils the chance to "get those feelings of 'I got this' and 'I can do this'". I agree with this view by Teacher B; once a student gets a feeling of self-efficacy, it is likely to affect his or her confidence and self-esteem in a positive manner, which, then, may very well have a positive effect on the learning. The importance of these feelings in learning is even mentioned in the NCC (2014: 17): "The -- emotions of the pupils, as well as their experiences and ideas of themselves as learners, influence their learning process and motivation."

6.1.3 The teachers' ideas of their competences in teaching F2 pupils

Both Teacher A and Teacher B described their transferable skills in working with F2 pupils as "quite good"; Teacher A stated that she believed such work can be managed quite far with common sense, if one just had time and put energy into it. She did not believe there was something specifically hard about working with F2 pupils but pointed out that the settings could be challenging for some of the pupils; that there had been situations when "you don't envy the student". In contrast, Teacher B explained that she was "starting to have experience" and through that, understanding about how to approach teaching F2 pupils, as well as understanding of what kind of things may be difficult to the pupils and where one may need to facilitate. In addition, when asked about where the know-how for teaching F2 pupils had come from, Teacher A responded more generally: "here and there, talking with people and getting to know the field". Teacher B gave credit to practice again: her know-how on the topic was, practically, what she had picked up herself and the tips she had gotten from other teachers. Regarding the fact that Teacher B had several more years of teaching practice than Teacher A, it seems rather natural that Teacher B emphasized the role of experience in her professional skills, whereas Teacher A spoke mostly on a more general level.

Neither Teacher A nor B had, at the time of the interviews, participated in in-service training regarding the topic of multicultural pupils in English classes. Finally, the interviewees were asked how they thought teacher training in university had prepared them for teaching languages to multicultural pupils. On this, the respondents were very like-minded: both said that their teacher training had not prepared them for teaching multicultural pupils. Their experiences were similar to one another despite the fact that Teacher A had been in teacher training more than five years after Teacher B. Previous studies have discovered similar

dilemmas, as well: most of the teachers interviewed by Suutari (2010) had not had multicultural education included in their teacher training, and very similar results have been discovered by Harju-Autti (2014) and Pitkänen-Huhta and Mäntylä (2014), as well as by Soilamo (2008) in her study regarding class teachers. The teachers' thoughts both in the interviews and the web questionnaire (see subchapter 6.2.3) on their teacher training are some of the most central findings in the present study, and the inadequacy of teacher training will be discussed more thoroughly in Chapter 7.

6.2 Questionnaire responses

There were 11 answers to the web questionnaire for the present study. The answers and comments are discussed below. When there are quotations by the respondents included, I have used identifiers R1, R2 and so forth, up to R11, where the "R" refers to "respondent". These are used to distinguish between different respondents and to clarify what kind of views different respondents had, as there were some notable differences, for instance between the length of responses depending on the respondent. Additionally, in subchapter 6.2.1 where the positive aspects and challenges of teaching English to F2 pupils are presented, I have utilized occurrences in the analysis (see Chapter 5.2.2 for more definitions).

The first questions were about the teachers' background. Five out of the 11 respondents had worked as teachers for less than two years. Two teachers reported having worked for 5-10 years and four teachers had been in the field for more than 10 years. Based on this, it can be concluded that there was notable variety in the experience levels of the respondents. Most of the respondents taught in secondary school: 7 teachers (63,64 %) were secondary school teachers, one of whom worked simultaneously in a primary school. The remaining four teachers worked in primary schools only.

As for the amount of Finnish as a second language pupils in their classes, nearly all respondents had less than 30 % multicultural pupils in their classes: five teachers estimated that less than 10 % of their pupils were multicultural, and five said the amount was between 10-30 %. One teacher out of the 11 said there were from 30 to 50 % multicultural pupils in his or her teaching groups. The languages the teachers used in their teaching were studied as follows: the teachers were asked to estimate on a scale from 1 to 10 whether their teaching

was entirely in Finnish (1) or entirely in English (10). Ten out of the 11 respondents answered this question. There was variation in the answers here: the average value was 4.1. 70 % of the respondents were on the Finnish side of the scale more or less - one teacher reported using entirely Finnish (value 1) as the teaching language, two said they used mostly Finnish as well (value 2). In contrast, two teachers estimated the relationship between Finnish and English in their teaching to be about fifty-fifty (value 5) and two slightly towards English being the dominant language (value 6). Only one teacher reported using English more dominantly than that, giving his or her teaching the value 7. The use of languages in teaching was included in the questionnaire since it has been mentioned in previous research (e.g. Suutari 2010, Nakari and Salvanto 2012, Pitkänen-Huhta and Mäntylä 2014) that weak Finnish skills of multicultural pupils sometimes cause these pupils difficulties in keeping up with the teaching. Of course, it is likely that teachers' use of a certain teaching language depends on several things, such as the tasks of the class in question or the group itself, as Teachers A and B also mentioned in the interviews. No clear conclusions can be made of the respondents' estimations of their teaching languages; nevertheless, according to the majority of these responses, Finnish seems to be somewhat present in the English classrooms of these respondents.

6.2.1 Positive aspects and challenges in teaching EFL to multicultural pupils

The teachers were asked about the positive aspects with the following open question: "What kind of positive aspects do you perceive there are regarding teaching English to F2 pupils?" (for the original Finnish questions, see Appendix 2). When put as such, the form of the question itself clearly includes some ambiguity; it could be decoded so that it takes into account, as stated in the question, *the teaching* of these pupils - and nothing more. On the other hand, the mention of F2 pupils in the question seemed to lead to many of the teachers pondering both the teaching and their F2 pupils in the classroom, that is, what kind of pupils these multicultural children often are, what is the level of their English skills and so forth. I believe that pupils and teaching are difficult, if not impossible, to separate from one another when considering positive - or for that matter, negative - aspects in teaching; pupils have a great effect on the teacher's teaching, being the 'audience' of it, or rather, the counterpart of the interaction called teaching. That being said, several different positive aspects came up in the questionnaire responses. The total amount of positive features mentioned was 19, varying between one to three per respondent. I have categorized the occurrences into five categories: *multiculturalism or multilingualism, the pupils' individual features, the use of English*

(teacher and/or pupils) and clarifying the teaching and comparing languages to each other. The occurrences of each were counted, and the categories will be specified and the occurrences presented below.

Multiculturalism or multilingualism was the category with the most occurrences in the responses: there were six mentions of it by different teachers. For this category, all responses including the terms “culture”, “internationality” or “multilingualism” were accepted. Most teachers simply mentioned the topic, for example by naming “teaching culture”, utilizing the pupils’ linguistic backgrounds or “internationality in the classroom” as the positive aspects. One of the respondents, R3, verbalized this more by saying that “it is a richness that they are from different cultures”, and he/she also gave an example of how these cultures affect the teaching in a good way by explaining that together with his/her pupils in the classroom, they “often discuss how different cultures and practices must be taken into account”. General diversity as a positive aspect in the classrooms has been previously reported by, for example, Suutari (2010: 89) and Ranta (2015: 88). All in all, the fact that the EFL teachers in the present study saw cultural diversity as mostly positive rather than negative, indicates that these teachers were able to, or at least thrived towards, an atmosphere where cultural and linguistic differences were appreciated. This kind of atmosphere, I believe, offers all learners but particularly F2 pupils positive feelings and strengthens their ideas of self-efficacy, which has an impact on learning (see e.g. NCC 2014).

The second most common occurrences were those related to the pupils’ individual features: there were four such occurrences. Naturally, the answers varied from one another, as the category “pupils’ individual features” itself is very broad and could include endless variations of such “features”. Due to the variance in the responses, I will present each response separately below; each quotation is from a different respondent as can be seen in the identification numbers at the end of each quotation.

[3] “--many are already very talented in English, that is, they have communicated in English first” (R2)

[4] “F2 pupils are often eager to speak and aren’t shy.” (R6)

[5] “Depending on the culture, motivation.” (R7)

[6] “Some have [English] as the strongest subject of all.” (R11)

As can be seen from the quotations above, the category of pupils’ individual features included

several different points. Respondents 2 and 11 emphasized the strong English skills of F2 pupils, whereas Respondent 6 took a more personal point of view by stating that often F2 pupils are “eager to speak” and are not shy. Motivation of the pupils, “depending on the culture”, was mentioned by Respondent 7. A similar point was mentioned by Teacher B in the interviews and, for example, Suutari (2010: 91).

The remaining three categories, i.e. the use of English, clarifying the teaching and comparing languages to each other were equally common, as each had three occurrences among the responses. The use of English was mentioned by the perspectives that “F2 pupils challenge the rest of the group to use more English” (R1) and that when F2 pupils are present in the classroom, multilingualism occurs when “the perspective is not only Finnish to English” (R9). The third response considering the use of English is presented below:

[7] “As a teacher, one must consider how to explain things clearly in the target language (English), which is used in teaching more when there are F2 pupils involved. This, I guess, is beneficial to those who have Finnish as their mother tongue, as well.” (R4)

Here, Respondent 4 stated that English was used in teaching more when there were F2 pupils present; the respondent believed that this could benefit the Finnish-speaking pupils in the classroom, too. One of the other respondents, R10, also stated: “you pay more attention to your own speech and its clarity which surely benefits all pupils”, but as it was not mentioned whether this citation regarded Finnish or English, it was not counted as an occurrence of “the use of English” per se. However, this response, alongside two others, was categorized under “clarifying the teaching”. The broader version of the latter quotation regarding the clarification of the teaching is given below:

[8] “F2 pupils bring new perspective to language teaching. One must take more into account their linguistic challenges (in Finnish) and sometimes the same challenges occur with native Finnish speakers, too. As a teacher, you may discover through an F2 pupil that something that is clear to yourself, may in fact be difficult to all pupils. Though I have only been a teacher for a while, I feel that F2 pupils develop me as a teacher more. In class, we may discuss some phenomenon more because it needs to be explained to F2 pupils. You pay more attention to your own speech and its clarity which surely benefits all pupils. Alongside teaching I learn new things about other cultures.” (R10)

This teacher emphasized the role of F2 pupils in the clarification of teaching by giving examples: a phenomenon may have been discussed more in the classroom because it needed to be explained to F2 pupils. He/she explained that F2 pupils sometimes helped the teacher

see that something the teacher had considered “clear” may, in fact, have been difficult not only to the F2 pupils but others, as well. This teacher felt that F2 pupils brought new perspective to language teaching and even stated that these pupils developed him/her as a teacher more; this is, very likely, due to the fact that need for more clarification and for different ways to explain seems to increase when there are F2 pupils present in the classroom. The other teachers who listed “clarification of the teaching” as positive aspects in teaching F2 pupils in my questionnaire responses stated one must pay attention to “how to explain things clearly in the target language (English)” (R4) and “reification and clarification of the teaching is paid more attention to when there are F2 pupils in the class” (R5).

The final category, “comparing languages to each other” received three rather similar responses. Each teacher who mentioned this was very precisely referring to *comparing* different languages - instead of, for example, simply noting that there are many different languages in the world without actually implying this as a topic in the teaching. Two out of three respondents used the exact term *compare* and the third teacher said they often discuss “-what is common or different between different languages” (R3). Thus, each of the three occurrences was easy to categorize under language comparison.

What should be mentioned about the responses regarding the positive aspects of teaching F2 pupils is that all occurrences in the responses were, in fact, categorized under the five aforementioned categories. That is, there were no random or miscellaneous positive aspects that would not have been categorized as explained above. Though the number of respondents in the current study was not great enough to draw any generalizations, this similarity between the responses shows that there is some accordance in language teachers’ experiences regarding multicultural pupils in their classrooms. Some similarities occurred also in the responses regarding the challenges that the teachers have encountered, which are presented below.

The teachers were asked “What kind of challenges have you encountered in teaching English to F2 pupils? (e.g. the level of Finnish, cultural differences, translating from one language to another, listening or reading comprehension in particular...)” (for the original Finnish form, see Appendix 2). The examples were given after the question for the purpose that the teachers could specify their answer by naming e.g. particular areas of learning that create challenges instead of simply stating, for instance, “language learning over all is difficult” as such

imprecise responses would have served the purposes and aims of the present study less efficiently. The total amount of different occurrences was 32, and the variance between respondents was notable: some teachers listed two to three points and others had more to say, so that one of the teachers listed a rather great amount of different things in his/her response, 9 in total. I find it worth noting that the difference between the occurrence amounts in positive and negative aspects was clear: there were 13 more points in the section that covered the challenges than in the positive aspects section. This may, of course, be due to many things, one of which could be the form of the question; as explained above, in the question focusing on the challenges, direct examples of possible challenges were mentioned, which could have led to the teachers coming up with more issues than they would originally have thought of. In addition, as mentioned, one respondent mentioned several more challenges than any of them did in the answers regarding the positive sides. However, the extent of one response does not explain the entire difference of the occurrence amounts, as more challenges were listed in many other responses, as well: for the positive aspects, four responses out of 11 included a single occurrence, whereas in the challenge related responses, only one conducted of a single occurrence.

The occurrences regarding the challenges in teaching F2 pupils are categorized into eight different categories plus a miscellaneous one I named “other”, thus making up nine categories altogether. The eight more precise categories of the challenges are *weak Finnish skills*, *translation*, *listening comprehension*, *other comprehension*, *vocabulary learning*, *exams*, *the level of the pupils’ English skills* and *studying habits*. There were the most occurrences of *weak Finnish skills*, as it was mentioned by eight different respondents, that is, more than 70 % of the teachers saw the F2 pupils’ Finnish skills as a challenge. The next most popular categories were *translation* and *other comprehension*, which were both mentioned five times. There were four occurrences for both *listening comprehension* and the miscellaneous *others*, which will be explained more carefully further - as well as the aforementioned “other comprehension”. *Vocabulary learning*, *exams*, *the level of the pupils’ English skills* and *studying habits* each had only two occurrences but were still categorized as their own themes since each occurrence was similar to the other.

As for the weak Finnish skills, a couple respondents used other descriptive words instead of weak: “insufficient” and “inadequate” were both mentioned. One respondent, R1, stated descriptively that “weak Finnish language affects everything” in these pupils’ learning.

According to Respondent 8, the weak skills “cause several challenges and demand a great amount of differentiation” and another respondent, R5, pointed out that in these cases where the Finnish skills are weak, “teaching is challenging”. Due to the amount of the occurrences and the reasons many teachers gave for their statement, weak Finnish skills can be said to be a central challenge in teaching English to F2 pupils. The theme of weak Finnish skills came up in the interviews for the present study, as well; Teacher B, in particular, pointed out the fact that the Finnish skills of F2 pupils, or rather the lack of them, cause challenges in their English learning as they are studying a foreign language in a foreign language.

The categories of translation, listening comprehension and vocabulary learning are rather self-explanatory and will thus not be discussed further; that is, these occurrences did not have broader explanations, descriptions or variety and therefore I see they do not demand further explanations. On the contrary, the rest of the categories and their occurrences are perhaps all not as clear, and there were also broader explanations and variety in these responses, which is why I will explain *other comprehension*, *the level of the pupils’ English skills* and *studying habits* more precisely and compare the responses regarding them - if there were differences in them - to each other and also previous studies’ findings.

The category named as “other comprehension”, with five occurrences in total, included mentions of reading comprehension (3) and two other responses. One teacher, R2, listed that he/she felt assignments were “difficult to understand” for F2 pupils, and another teacher, R6, said that even if an F2 pupil had competent Finnish skills, writing Finnish is “often more difficult than English and errors may occur”. In the present study, both teachers who were interviewed also pointed out that they aim to minimize the role of Finnish in, for example, tests.

The level of the pupils’ English skills came up two times in the responses. Respondent 5 explained that there are many pupils in his/her groups whose “English language level is at the very basics and their Finnish is what they have accomplished in instruction preparing for basic education”, which, the respondent emphasized, is a challenging combination in secondary school English classes. The other respondent who mentioned the F2 pupils’ English skills, R9, stated that sometimes, Finnish may be stronger for the pupils than English - even when their Finnish is not particularly advanced. Weak level of English skills was also brought up by Teacher B in the interviews: she stated that many times F2 pupils had not

studied English at all, and that the teacher should somehow have been able to start with basic things with such pupils who are studying English with a group whose level in English is remarkably more advanced because they have studied English for years by the time the F2 pupil may have just begun his/her studies.

Studying habits and the remaining “others” were the occurrences which were not directly related to the F2 pupils’ learning and/or linguistic challenges. Respondent 7 stated that there are “differences” in some F2 pupils’ studying habits, and Respondent 10 explained that “some F2 pupils have quite different skills in learning a language” and gave the example that for vocabulary tests, “some don’t know how to or don’t have the energy/feel like reading at all”. Harju-Autti (2014: 79) reports that the elementary school English teachers in her study were worried about how the learning techniques that are not learnt in elementary school would affect studying in high school; variety in multicultural pupils’ backgrounds when it comes to studying is also mentioned by Pitkänen-Huhta and Mäntylä (2014: 98).

The miscellaneous category of “others” consisted of four occurrences, each different from one another and for this reason the category was given a very non-descriptive name. One occurrence regarded cultural differences; or, this is how the response was interpreted, since one respondent, R4, named as challenges “all of the aforementioned”, referring to the examples listed after the questionnaire question - the level of Finnish, cultural differences, translating from one language to another, listening or reading comprehension in particular. As this respondent stated that all of these are challenges he/she encounters in the teaching, this response was thus counted as an occurrence of the pupils’ Finnish skills, translation, listening comprehension and other comprehension, as well as cultural differences - here categorized under “others”. The second response about “other” challenges regarded resources. For this, one teacher, R2, stated: “The biggest challenge is the lack of resources, to be able to help personally more.” The remaining two occurrences were found in Respondent 9 and 10’s responses: R9 stated that since learning texts and vocabulary demands a great amount of work from the pupil “and if the motivation is weak, the learning is left very thin”. That is, this respondent sees it as a challenge that learning often demands such great effort from the F2 pupil, in which case possible weak motivation would have a severe effect in the learning. Finally, Respondent 10 gave a different point of view to the challenges that is linked to the pupils’ linguistic differences. This teacher explained that sometimes an F2 pupil said he/she understood a text in English but could not translate or explain it due to his/her Finnish skills;

however, in such a situation the teacher could not necessarily know for sure whether the pupil had actually understood or whether he/she just claimed so.

Furthermore, Respondent 10 mentioned that the pupil may not necessarily understand the thing either in Finnish, English or by using gestures. This response, of course, refers to the pupils' weak skills in Finnish and/or English. A very similar note was made by Teacher B in the interviews of the present study; she expressed concern over the fact that often there was no other shared language, in addition to English, between the teacher and the pupil, a language in which the teacher could explain something the pupil had not understood. That is, if and when some pupils' English skills are on a very basic level or otherwise weak, the lack of a "shared" language may cause issues in occurrences of miscomprehension. The issue of a shared language lacking between the pupil and the teacher has been brought up by, for example, Hakkarainen (2011), Saarela (2013) and Pitkänen-Huhta and Mäntylä (2014).

All in all, there was variation in the responses regarding both the positive aspects and the challenges that EFL teachers encounter in teaching F2 pupils. I, personally, found it as a positive note that the category of multiculturalism or multilingualism and that of the F2 pupils' individual features were popular when the teachers listed the positive sides in teaching these pupils: multiculturalism or multilingualism had five occurrences and the pupils' individual features had four. On the contrary, for the question regarding the challenges in the teaching, multiculturalism or individual features of these pupils were not brought up precisely; of course, cultural differences were mentioned once and differences in studying habits twice, but the overall presence of these themes was still minimal in the section regarding challenges. This, I believe, supports the view (shared by e.g. Ranta 2015) that many teachers see the theme of multiculturalism and the pupils as individuals more as a positive resource rather than a challenge.

6.2.2 Differentiation and supporting the learners

Support and differentiation in the respondents' EFL teaching was covered by asking about cooperation with other teachers or personnel, followed by a question about the methods of differentiation or support that the teachers use in their work. This subchapter will present the data of those questions. Regarding the cooperation, the respondents were asked to estimate how often they cooperate with an F2 teacher, a special education teacher (henceforth SET), a

special needs assistant (henceforth SNA) and, if needed, an additional colleague (“someone else, who?”). The respondents were given the options for the frequency of cooperation, that is, they chose between “about weekly”, “about monthly” and “less often than monthly” for each colleague. As for the support and differentiation methods, the teachers were asked to estimate how often they used the given methods in their work with F2 pupils on a scale from one to five, where the value 1 equaled “never” and value 5 stood for “very often”. There were six methods of support listed in the questionnaire (see Appendix 2), as well as an extra option titled “Other, what?” where the respondents got to add, if needed, other methods they used for supporting their F2 pupils.

The most frequent cooperation seems to occur with special education teachers: nine English teachers out of the 11 responded that they work with an SET “about weekly”. One said he/she cooperates with an SET about monthly and one less often than monthly. That is, more than 80 % of the teachers work with an SET fairly often. In the interviews of the present study, Teacher B also emphasized the role of the SET in her work with F2 pupils greatly. The second most popular colleague for cooperation, according to the questionnaire responses, was a special needs assistant. Eight teachers reported weekly cooperation with an SNA, one about monthly and two teachers said they used an SNA’s assistance less often than monthly. The majority of the respondents were, again, similar to the interviewed Teacher B, according to whom the role of an SNA is important to her work with F2 pupils. The need for SNAs’ support is mentioned by Harju-Autti (2014: 81), as well. As for the F2 teachers’ role in cooperation, five respondents said to work with one “about monthly”. Three teachers reported “about weekly” cooperation with F2 teachers, and three said such cooperation is rarer, taking place less often than monthly. That is, there was more variation in the responses regarding working with F2 teachers than the other options; for this, I believe, there may be several reasons. First, the availability of F2 teachers may be more limited, particularly if the school only has e.g. one or two F2 teachers who also teach Finnish as a mother tongue. Additionally, the type of cooperation done with F2 teachers may, in many cases, be different than the one with, for example, an SET and for this reason be needed less frequently. That is, as, for instance Teacher B mentioned in the interviews, she sometimes discussed with the F2 teacher to know how much a certain grammatical structure had been studied with an F2 pupil, whereas the work done with an SET was much more everyday level and practical, as it was tied to the English classes more directly; the SET may have, for instance, taken a few pupils to work with her in a smaller group. For this reason, I believe the less frequent cooperation

with F2 teachers does not, directly, suggest that the importance of these teachers is lesser, but that the type of cooperation can, in fact, vary greatly and thus take place in different contexts and times. In addition to the given options, six teachers replied to also work with “someone else”, i.e. another colleague they cooperate with regarding their F2 pupils. However, only four of these respondents named these colleagues in the response field that was put there for specification. The responses included the teacher of instruction preparing for basic education, other subject teachers and two separate mentions of class teachers.

The respondents were asked to estimate the frequency of several support and differentiation methods in their work with F2 pupils. The methods listed in the questionnaire were *extra time for doing tests or tasks*, *differentiated exercises*, *a differentiated test*, *scaffolding in the classroom*, *modifying one’s own speech (in e.g. instructions)* and *remedial teaching*. These specific methods were chosen so that there would be several options that differ from one another; I wanted to include tasks and/or exams, the use of time and the teacher’s own speech, as it is clear that differentiation is not a narrow phenomenon that only covers one section of teaching but can, in fact, be visible on several sections. Keeping this in mind, the respondents could also mention any additional methods in the “Other, what?” field. Working with colleagues such as a special education teacher was covered in a different question in the questionnaire, and thus the support of colleagues was not brought up here. The interest of the present study was to see how often different tools of differentiation are used by EFL teachers when they work with F2 pupils, and thus the teachers were asked to estimate the usage on a scale between “never” (value 1) and “very often” (value 5). The results are presented in Figure 1 and analysed below.

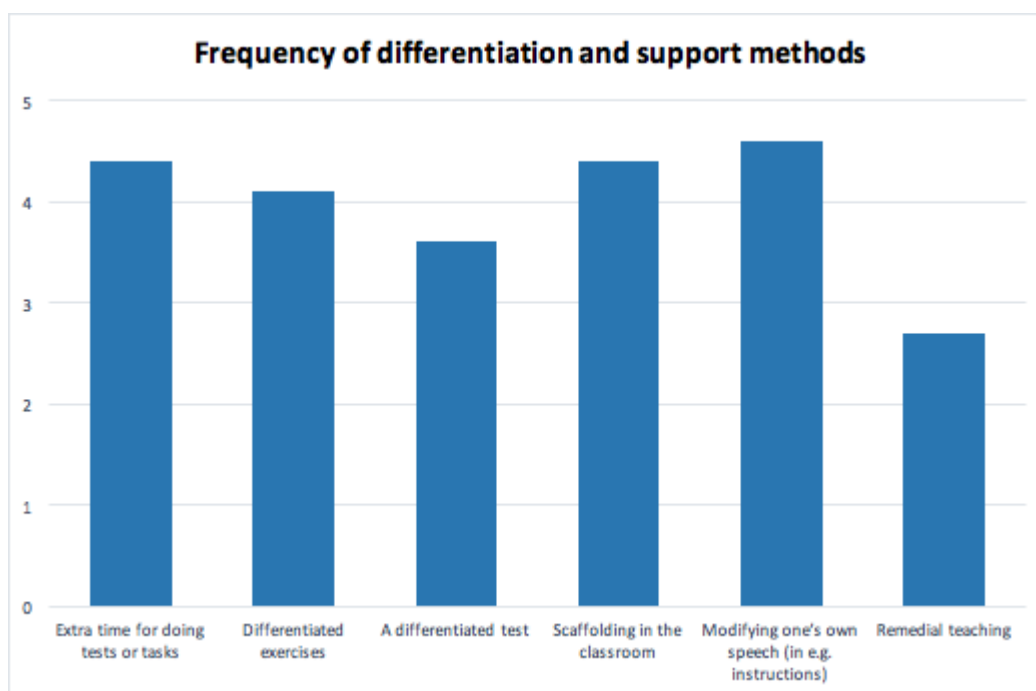


Figure 1. EFL teachers' (N = 11) usage of support and differentiation methods with F2 pupils.

1 = never; 2 = rarely; 3 = occasionally; 4 = fairly often; 5 = very often.

As can be seen on the chart above, there are several methods that many teachers reported using fairly or very often (4-5). Based on their average values, the most popular method was *modifying one's own speech* with the average of 4.64, followed by *extra time for doing tests and tasks* and *scaffolding in the classroom*, both of which had 4.36 as their average value. That is, with all of these methods, a clear majority of the respondents had chosen the value 4 or 5; in fact, all values responded to these methods were 3 or above, with the exception of one teacher having reported utilizing scaffolding "rarely" (value 2). This one response aside, these three methods of support and differentiation were notably the most used ones among the respondents, having the most "fairly often" or "very often" occurrences. The greatest amount of high frequency usage was related to *modifying one's own speech*, which was reported as a method used "very often" by eight teachers out of 11.

The next highest average, that of 4.09, was on *differentiated exercises*. Five teachers reported utilizing them "very often", three "fairly often", two "now and then" and one "rarely". However, *differentiated exams* were not as frequently used; as can be read on Figure 1, there was slightly more variation in the teachers' responses regarding the tests. Still, nine teachers used differentiated exams or tests either "occasionally" or (fairly/very) often, and only two

said to use them “rarely” or “never”. Differentiating the exams for F2 pupils was mentioned by both Teacher A and Teacher B in the interviews of the present study. Additionally, modifying exercises for F2 pupils has been reported in earlier research (e.g. Suutari 2010, Saarela 2013).

Rather frequently used methods were also those mentioned by the teachers in the “Other, what?” field; there were five answers in total, all of which were different from one another. The methods listed by the teachers were *an extra round for listening exercises and the chance to complete the answer orally, the support of a special needs assistant, a phone/an iPad for working with vocabulary, a facilitated vocabulary test (less words) and a classmate’s support during the lesson*. As can be seen, the teachers that frequently used these additional methods, had differing ways of working. Two of these were related to the F2 pupils getting help from other people; an SNA or a classmate in the English class. The other three regarded other ways of facilitating the F2 pupils’ work; some pupils were given additional rounds in listening comprehension tasks and the possibility to complete their answers orally, some got to work with their phone or an iPad, and some had vocabulary tests that were facilitated so that they contained less vocabulary. Narrowing the vocabulary lists for tests was also mentioned by Teacher B in the interviews.

The least often used method of support was, according to the questionnaire responses, remedial instruction. As can be seen in Figure 1, its average was 2.73 and thus notably lower than the averages of the more frequently used methods. Five teachers reported giving remedial instruction to F2 pupils “rarely” and four “occasionally”, whereas only two respondents stated remedial instruction to be a “fairly often” used method. However, I believe this does not directly suggest that remedial instruction was not an effective way of working or something that the teachers did not want to do, per se, but rather that it is a method that, naturally, demands the teachers a great deal more time, effort and resources and is thus not, perhaps, even possible to take place very frequently. In addition, one must keep in mind that remedial instruction is such a method that conducting it less frequently than, e.g. extra time for tests and tasks, does not automatically mean it is not utilized “enough”; in remedial instruction, the teacher often covers and revises a topic or topics with the pupil more thoroughly, and it can be used, for instance, to go through an entire grammatical structure that the pupil has struggled with. Thus, it is, in fact, in accordance with the nature of remedial instruction that it is not a daily method of support but rather weekly, monthly, or according to

the pupil's needs.

As can be seen in Figure 1, the support and differentiation methods are, all in all, rather frequent for EFL teachers working with F2 pupils. Most of the methods listed had an average of more than 4, which showed that the teachers reported to use them either “fairly often” or “often”. Of course, these results do not indicate that having F2 in the EFL group would automatically mean that the teacher must use more differentiation in the teaching; these and other limitations are discussed more in Chapter 7.

6.2.3 Teacher training and in-service training

The final official section of the questionnaire covered the respondents' teacher training from the point of view of multiculturalism and whether or not they had attended to in-service training regarding multicultural pupils and their teaching. As for the in-service training, the teachers were given the response options of “Yes (, I have.)”, “I have not attended but I would like to/I am going to” and “I have not attended and am not interested in attending” (responding to the question “Have you attended in-service training regarding the teaching of immigrant pupils?”). Only one teacher had attended such training by the time of the present study, and the remaining ten teachers chose the option of “I have not attended but I would like to/I am going to”. As mentioned in the beginning of Chapter 6, there was variety in the lengths of the respondents' careers, as five teachers had worked in the field for less than two years, two teachers between five and ten years and four teachers for more than ten years. Therefore, it is likely that the amounts of in-service training in total vary between the respondents, as well. In addition, there may have been e.g. regional differences between the topics and contents of in-service trainings available for each respondent, which is why major conclusions cannot be drawn based on the responses regarding the teachers' attendance in in-service training about F2 pupils.

However, the questionnaire responses offered a rather clear trend when the respondents were asked about how their teacher training prepared them for working with F2 pupils, i.e. how much competence they felt they received from the training. The teachers were asked to estimate this preparation on a scale from one to ten, where value 1 equaled “not at all” and value 10 equaled “very much”. Firstly, all 11 responses were of value 5 or lower; that is, all responses very clearly implied that there was rather little to very little preparation regarding

F2 pupils' teaching in their teacher training. This is an issue worth noting, as each respondent was, after all, a teacher of (a) foreign language(s) and thus had received education on languages, cultures and pedagogy. In addition, as mentioned before, the teachers had been working in the field for different amounts of time, which is likely to indicate that their teacher trainings had, at least to some extent, taken place in somewhat different times and perhaps places, too. Secondly, nearly all responses were, in fact, located on the 1-10 scale between values 1-3, that is, even further from the “positive end” of the scale. The responses are demonstrated in Figure 2 below.

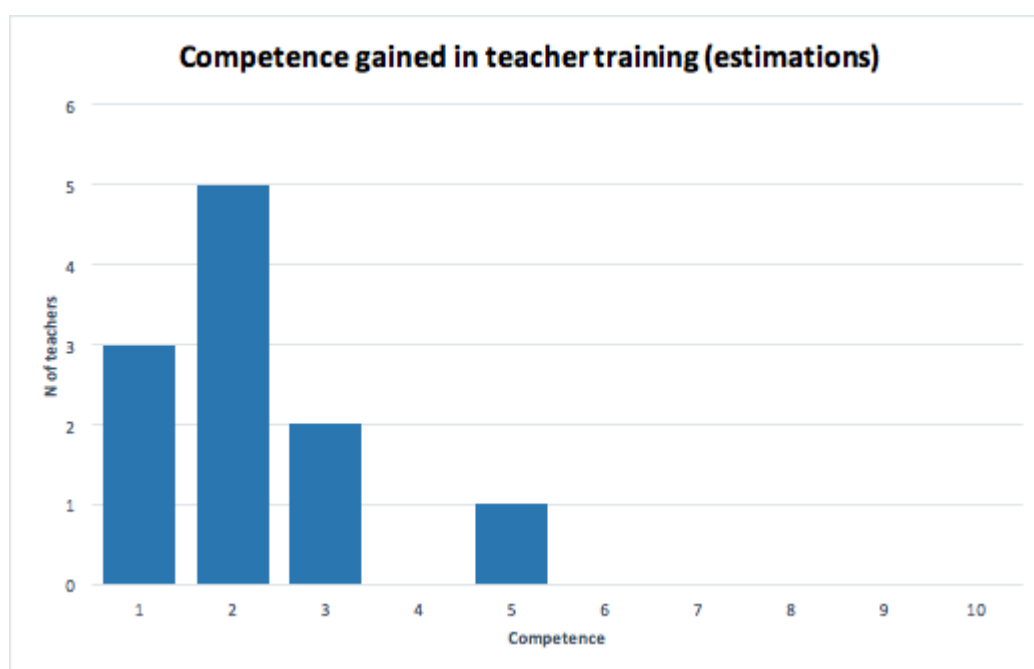


Figure 2. EFL teachers' (N = 11) estimations of how much competence their teacher training gave them for working with F2 pupils.

1 = not at all; 10 = very much.

As shown in Figure 2, the respondents had very similar perceptions of the amount of competence they had received in teacher training. The results clearly indicate that the respondents felt like the training had not prepared them for working with F2 pupils too much; similar results came up in the interviews of the present study, as Teachers A and B both responded that they did not recall their teacher trainings having prepared them for this area of EFL teaching (see chapter 6.1.3). More thorough thoughts regarding teacher training in relation to multiculturalism will be presented in Chapter 7.

6.2.4 Other concerns and comments made by the teachers

At the end of the questionnaire, there was a voluntary question regarding possible additional thoughts the respondents could have had on the topic of teaching F2 pupils; the precise word form of the question was “What else have you wondered about, been surprised/confused/happy about regarding EFL teaching to F2 pupils? Or do you have other thoughts related to the topic? Comment freely!”. Seven out of the 11 respondents took time to answer this final question, which I find positive from the point of view of the present study. I also see it as a sign of commitment towards responding to the questionnaire that more than half of the teachers were interested in giving voluntary extra comments in addition to responding to the compulsory questions. The comments were, naturally, unique in form and content and will thus be presented individually below.

[9] “Mapping the language level is not problem-free in all schools. Due to lack of resources the F2 pupils may be put in groups where teaching/supporting them is the easiest without looking at the group from the point of view of the skill level.” (R1)

[10] “The lack of education/training for subject teachers. Cooperation with F2 teachers is difficult as they often work in several schools and there are tens of pupils whose situations should be discussed. The lack of general support material for language teaching.” (R2)

[11] “The lack of supporting resources. The special education resource is not used for e.g. asylum seekers and there is F2 teaching for them rarely so the subject teacher is left alone with them.” (R4)

[12] “At the moment I’m thinking about my own time consumption. with those who don’t know the language, differentiation is needed constantly and preparing materials takes up plenty of time. Also, the paucity of resources is troublesome. The special needs assistant is available for a few classes a week.” (R5)

[13] “With Islamic pupils the fact that one should avoid talking about e.g. pigs. I think the vocabulary must be learnt even if your religion does not approve pigs and angels, but I am not going to eliminate teaching vocabulary for the rest because of a few pupils.” (R6)

[14] “For the pupil’s sake, the Finnish of the child should be developed into something first, before pushing him or her into classes of English, that is, another foreign language for the child.” (R7)

[15] “I’m puzzled how it can be thought that after one year of instruction preparing for basic education the pupil is competent to fully participate in secondary school teaching. E.g. a pupil who understands only everyday Finnish and studies English from a 3rd grade book was thrown into my 8th grade with 21 pupils. That makes absolutely no sense for anyone! There should also be proper material from the Finnish National Board of Education that does not rely on Finnish, exactly for the F2 pupils who come to Finland secondary school aged with nonexistent English skills. The workload is, otherwise, unreasonable for the teachers!” (R9)

As can be seen in the citations above, there were also some similar themes that arose in the comments a few times, and I have categorized those into occurrences as was also done in e.g. chapter 6.2.1 with the positive and challenging sides of teaching F2 pupils. The categories of

occurrences are *the F2 pupils' language level, the workload of English teachers, the lack of resources* and *the lack of teaching materials*. The first three categories occurred in four different respondents' comments, and the lack of teaching materials was mentioned by three respondents. It should be, firstly, noted that the F2 pupils' language level has already been discussed in the section regarding the challenges in teaching English to F2 pupils (subchapter 6.2.1), so many teachers saw it as a theme worth re-mentioning and, as can be seen above, they gave criticism to the system of how the F2 pupils' linguistic abilities are not supported or taken into account enough. Additionally, some of these occurrence categories are, partially, natural consequences of the other; e.g. the lack of resources and/or teaching materials will, probably, lead to the English teacher having to work more on his/her own than if there was sufficient support resources and materials available. All in all, I find it interesting that these themes came up in many of the teachers' responses.

As for the category of the F2 pupils' language level, some of its four occurrences had to do with mapping the pupils' linguistic skills, as explained by Respondents 1 and 9 above. R9 gave an example of a pupil with very basic Finnish skills and 3rd grade level English, who was, despite this level, "thrown" into the teacher's 8th grade. Needless to say, such settings must have caused the teacher extra work, while also being troublesome for the F2 pupil in question. The teacher, in fact, stated that such a situation "makes absolutely no sense for anyone" which I see as a comment of frustration. Furthermore, Respondent 5 stated that "with those who don't know the language, differentiation is needed constantly" and continued to give the example of preparing materials. The fourth occurrence of the F2 pupils' language level can be seen in Citation 14; here, R7 explained that the Finnish skills of the pupil should be developed "into something first", before pushing the pupil into classes of English which is, again, another foreign language for the child - R7 points out that the level of Finnish must be improved, above all, "for the pupil's sake". I see this comment as complementary to the earlier discussion of the F2 pupils' Finnish skills that arose in both the interview with Teacher B and the questionnaire responses regarding the challenges in teaching English to F2 pupils.

The second category covered the comments on the workload of English teachers and was addressed by four teachers in their responses - one of which was, in fact, more ambiguous than the others. R2 mentioned "The lack of education/training for subject teachers" as a topic that he or she had thought about; I chose to categorize this in the group of occurrences regarding the workload of English teachers, as I see that lack of training would likely lead to

the teacher having to study and find things out more on his or her own, which then would add to the workload of the teacher. The other concerns that the respondents had about the teachers' workload were made in Citations 11, 12 and 15. Respondent 4 explained that the English teacher was "left alone" with, for instance, asylum seekers with whom the supporting resources, such as special education or F2 teaching were used rarely or not at all. Respondent 5 stated that at the time of the questionnaire responses, he or she was particularly thinking about his or her "own time consumption" regarding the F2 pupils and reasoned this with the need for differentiation and materials prepared by the teacher. Respondent 9 reasoned that, for instance, the lack of proper materials to match the different levels of F2 pupils led to "unreasonable" workload for the teacher.

The lack of resources was brought up by several respondents. Respondent 1 believed that F2 pupils were sometimes put in groups where "teaching/supporting them is the easiest" even when the group did not, in fact, match the F2 pupil's skill level due to the lack of resources, i.e. the possibility to choose otherwise. Respondent 2 emphasized the role of F2 teachers who often worked in several schools, which made the cooperation with them much more difficult. This was seen as an occurrence of lack of resources, as F2 teachers are a central resource in dealing with possible challenges with F2 pupils. In the remaining two occurrences, the teachers stated that "the lack of supporting resources" (R4) and "the paucity of resources" (R5) were troublesome.

Finally, three teachers brought up the lack of teaching materials for F2 pupils as something they had been concerned about. R2 simply listed "the lack of general support material for language teaching" as an issue; R5 explained that his or her time consumption had been a concern since very much differentiation was needed and "preparing materials [took] up plenty of time", as well. It can be concluded that, according to this teacher, either, there was not enough teaching materials for F2 pupils since he or she had to prepare them personally. The third teacher, R9, who referred to the lack of teaching materials pointed out that as the F2 pupils that came to Finland in their teenage years had "nonexistent English skills", there should have been proper teaching material - national and official, from the Finnish National Board of Education - that did not rely on Finnish. As teaching materials in Finland do not, for the most part, come from the Finnish National Board of Education, perhaps Respondent 9 felt that immigration and multilingual pupils in Finnish schools was the kind of issue that should have been taken into account better and supported by the education officials in the form of

e.g. teaching materials for immigrants.

In addition to the themes discussed above, there was one response that had a different concern to it. R6 stated that he or she had found it somewhat problematic that one should have avoided talking about, for example, pigs with Islamic pupils. The teacher explained: *“I think the vocabulary must be learnt even if your religion does not approve pigs and angels”*. That is, the teacher did not see religious aspects as something that should limit the language contents or learning or, at least, he or she was not going to “eliminate teaching vocabulary for the rest because of a few pupils”. Suutari (2010: 87) explains that the teachers in her study found it challenging to “make their teaching as culturally neutral as possible when they still had to teach cultural aspects as language teachers”. Harju-Autti (2014: 81), too, mentions that some of the teachers in her study had thought about the problematic regarding the cultural connections in the EFL materials in Finland. Thus, although cultural diversity has been mainly seen as an asset in previous research and in the results of the present one, too, sometimes having different religions and cultures in the class may require awareness by the teachers, and even decisions of either following the teaching materials or taking an alternative route.

7 CONCLUSION

In this chapter, I will discuss the results of the present study from the point of view of the research questions presented in subchapter 5.1.1 and previous research regarding teaching F2 pupils. First, I will look at the findings of the present study in relation to what the teachers viewed as main challenges in teaching EFL to multicultural pupils. Next, the teachers' ways of differentiating their teaching for F2 pupils are in the focus, and the teachers' perceptions of their own competence in teaching multicultural pupils are compared to previous findings on the topic. The limitations are discussed next, in relation to the results of the present study. Finally, I present my ideas for future references on the topic of teaching EFL to multicultural pupils.

The EFL teachers encountered several different challenges in their work with multicultural pupils. Both the interviewees and the questionnaire respondents discussed the weak Finnish skills of multicultural pupils, and lack of materials and/or resources came up several times, as well; for example these two are challenges that cannot be solved by EFL teachers alone. Of course, all teachers in Finnish schools teach Finnish to some extent, too, as at least parts of their teaching are most likely in Finnish. Nevertheless, the F2 pupils' Finnish skills should be strengthened before the pupils are put in a class with native Finnish speakers who, possibly, in addition to the difference in Finnish command, have a different background academically and therefore work in a different pace with the F2 pupils. As Respondent 9 pointed out in subchapter 6.2.4, such a situation "makes no sense for anyone" - neither the F2 pupil(s), the other pupils nor the teacher. As for materials, EFL teachers may, of course, create facilitated materials for their F2 pupils by themselves - but instead of easing and supporting the teachers' workload, this would only add to it. As Roiha and Polso (2018) suggest, the existing devices and free online materials can also be used for differentiation purposes; however, utilizing these still requires extra work from the teacher as one must make sure that the materials are accurate, up to date and appropriate for the learners in question. Having a variety of valid and reliable support materials within reach would, certainly, make EFL teachers' work easier when it comes to differentiating teaching to F2 pupils. All in all, the pupils' existing language skills and materials that support their learning are something that should, for the most part, at least, come from outside the English classroom.

The teachers mentioned several other challenges related to EFL teaching to F2 pupils, such as different learning habits and having a different pace with the rest of the group which, of course, is related to the F2 pupil's linguistic skills to some extent, at least. On a more positive note, cultural differences were not brought up as a challenge - with the exception that Respondent 6 mentioned the challenge if discussing certain culture related themes should be "avoided" when there were F2 pupils present. Above all, cultural and linguistic diversity was seen as a resource that teaches both the EFL teacher and other pupils in the class, as well.

Differentiation methods used by the teachers were, to a great extent, in line with those discussed in previous research (e.g. Suutari 2010, Ranta 2015). Worth noting is that several teachers in the present study worked with a special education teacher and, for example, a special needs assistant rather frequently; it was also brought up by some teachers that it would be good to have more possibilities to work with these or an F2 teacher. These are, again, such questions that go beyond the limits that individual EFL teachers can affect in their work; that is, as the resources of working with such colleagues are important to EFL teachers with F2 pupils, it should be guaranteed that there is a chance for these cooperations often enough to support both the EFL teacher and the F2 pupil.

As all studies, the present one has some limitations to it. The study was conducted via two interviews and a web questionnaire with 11 responses, which itself could be seen as a limitation of some sort. It was not rational to use the exact same questions in the interviews and the questionnaire, as the kind of open questions presented in the interview would not have worked similarly in the web questionnaire; in the interviews, it was possible for the interviewer to ask for examples and/or clarification, whereas the questionnaire offered no such chance. Thus, having several open questions in the questionnaire would have added the risk of miscomprehension or limited responses if a respondent would have understood the question differently than what was the researcher's idea of it. As Alanen (2011: 147) points out, a metric, or here the questionnaire, cannot be fixed afterwards so it should be created in a way that we can trust our observation, that is, so that the participants understand the questions the way we had intended. For this purpose, some clarifications were included in the questionnaire questions (see Appendix 2). Of course, these clarifications could be seen as something that may have affected the respondents' answers in some ways. In the present study, the questionnaire respondents had, all in all, several thoughts that came up in the open responses and it seemed they were not merely repeating the example answers given along the

questions. Another language related dilemma in a questionnaire is that people may have differing ideas of some words or phrases; in the present study's questionnaire, examples of such ambiguous words are the expressions of time ("rarely", "often" etc.) and the term "scaffolding" in question 8. However, in the original Finnish version, the Finnish explanation of scaffolding was used (see Appendix 2), which, I believe, minimizes the possibility of notably different interpretations.

Another limitation regarding the web questionnaire is that the respondents were reached through a Facebook group for language teachers. One could question that in an online social media group anyone could pretend to be anything, which would, naturally, make the questionnaire somewhat unreliable. However, I find this concern irrelevant for two reasons: first, the Facebook group in question is a so-called closed group, which means that people who wish to join the group must themselves ask the administration for membership and answer a randomly chosen pedagogy related question to get into the group. Secondly, taking part in the questionnaire of the present study took up some 15 minutes, perhaps even more, and each respondent had been thorough with their time and effort which can be seen by looking at their comments to the open questions. This minimalizes the risk of fake responses - though it must be admitted that such a risk always exists with connections based on the Internet.

Other challenges regarding the present study had to do with the data collection. The intention was to use classroom observations as part of the data and the permission handouts were given to all pupils in the groups in advance. However, approximately half of the pupils in each observed group had not gotten their guardians' permission to be filmed or audio-recorded in the class, which made it extremely challenging to set the cameras and recorders in proper positions. Furthermore, among those who did not return the permission handout or did not have their guardian's permission to be recorded were, in fact, several F2 pupils - that is, the pupils for whom the observation sessions were organised in the first place. Due to these reasons, gaining data in the classrooms was practically impossible and the observations were left out of the data. Additionally, finding teachers for the interviews was more challenging than expected. Several schools and their EFL teachers were approached via e-mail but very few responses were received. A couple of schools were also reached by directly calling the principal. I believe the difficulty of getting interviewees for one 20-minute interview shows, perhaps to some extent, lack of interest among the teachers, but more importantly how busy

teachers in different parts of Finland were for such extra effort, as many did not answer the e-mail even briefly.

As for the data and results of the present study, it should be noted that the study is, indeed, a small-scale one with its 13 respondents. The data is not limited when it is perceived as a qualitative study aiming to discover individual teachers' perceptions but more general trends or issues cannot be created by simply looking at a study that is the scale of the present one. However, similar results and comments by teachers are already gained in previous research (see e.g. Harju-Autti 2014, Ranta 2015). Should the work of EFL teachers with F2 pupils be studied in the future, the results of earlier studies including the present one add to a significant amount of data on the topic.

It must also be kept in mind that there are, naturally, differences between the F2 learners, working with whom the present study regards; the pupils are individuals. Hence, gaining the full picture regarding teachers' perceptions related to F2 pupils and the support and differentiation that teachers give to them is a job that will, to some extent, remain unfinished regardless of the methods of study used. Despite the aforementioned limitations, I see that the interviews and the questionnaire gave reasonable data for the present study and its aims and purposes.

The most central strength of this study is that it gives individual English teachers a chance to share their views on teaching multicultural pupils. Arslan (2012: 31) points out that the changes happening in schools are "major changes for teachers" who encounter these changes in their daily work. Thus, it is important to hear subject teachers' views on the change towards more multiculturalism in the Finnish society and schools and so far, EFL teachers' perspectives have been studied little in Finland. The teachers who participated in this study had different amounts of experience and worked in different parts of Finland and thus have somewhat different viewpoints on the topic. Additionally, teachers get most of their preparation for their work in teacher training and previous research (e.g. Soilamo 2008, Harju-Autti 2014, Pitkänen-Huhta and Mäntylä 2014) has brought up the question of whether the training is adequate from the point of view of multicultural working environments. The present study, too, shows that 13 English teachers working in Finnish schools feel their teacher training did not prepare them for working with F2 pupils enough - if at all. Though the EFL teachers were asked about challenges in working with F2 pupils, EFL teachers

generally did not see F2 pupils as a burden per se; the teachers could and wanted to support these pupils. However, teaching F2 pupils with varying Finnish and English skills demands the teacher to differentiate and stretch possibly more than with a Finnish-speaking group - that already has variety in the sense of language skills and learning. To summarize, the present study adds to existing data on EFL teachers working in multicultural classrooms and proves that there is room for future research and discussion on the topic.

In the future, the perspectives of EFL teachers and other subject teachers could be studied more thoroughly, as well as the experiences of the F2 pupils themselves. All these would assist in drawing a more complete picture of the situation of F2 pupils in Finnish schools which is relevant when support resources and other aspects of education are planned. The present study also points out what could already be done to support EFL teachers in their work with multicultural pupils. The lack of support materials was mentioned by the participants several times; better language teaching materials for F2 pupils are surely needed in the future, as the number of these pupils keeps growing in schools. Furthermore, as explained above, the teachers in the present study felt their teacher training had not prepared them for working with multicultural pupils; the development of teacher training is essential in order for it to match the demands of today's working environments in schools and better prepare English teachers for working with multicultural pupils in practice. As Szpara and Ahmad (2007: 194) explained the second language users' situation in the U.S. schools, similarly in Finland teacher educators must integrate F2 pedagogy and curriculum into the ongoing teacher training programs and also serve as "consultants to in-service teachers". Finland is becoming more multicultural in the near future so schools and the professionals working in them must have enough tools to work with pupils of different linguistic and cultural backgrounds. This demands actions in teacher training development, getting adequate resources into schools, more up to date materials for teaching languages to F2 pupils as well as mapping the F2 pupils' linguistic level better and coming up with educational solutions that are reasonable for both the pupils and their teachers.

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Appendix 1 - The interview questions

Opettajan taustatiedot / *The teacher's background*

1. Minä vuosina kävit opettajankoulutuksen? / *When did you have your teacher training?*
2. Kauanko olet työskennellyt englannin opettajana? / *How long have you worked as an EFL teacher for?*
3. Kuinka suuri osa oppilaistasi on S2-oppilaita? (arviolta, %) / *How many of your pupils are F2 pupils? (estimated, %)*

Maahanmuuttajien opetus / *Teaching immigrants*

4. Millä tavoin S2-oppilaiden englanninopetus eroaa suomenkielisten oppilaiden opetuksesta? / *How does teaching EFL to F2 pupils differ from teaching pupils with Finnish as their first language?*
5. Mitä kieliä käytät opetuksessasi ja minkä verran? / *Which languages do you use in your teaching and how much?*
6. Oletko kohdannut maahanmuuttajien opetuksessa haasteita? Millaisia? / *Have you encountered challenges in teaching immigrants? What kind of challenges?*
7. Mitä positiivisia puolia miellät S2-oppilaiden englannin opetukseen liittyvän? / *What kind of positive aspects do you think there are in teaching EFL to F2 pupils?*
8. Teetkö yhteistyötä muiden opettajien kanssa S2-oppilaiden suhteen? (Jos kyllä, keiden erityisesti?) / *Do you cooperate with other teachers regarding F2 pupils? (If yes, with whom particularly?)*
9. Millaiset haasteet ovat S2-oppilailla mielestäsi yleisimpiä englannin opiskelussa? / *What kind of challenges do you find to be the most common ones among F2 pupils in studying English?*

Opetuksen eriyttäminen ja tukeminen / *Differentiation and support*

10. Millaisia eriyttämisen tai tukemisen keinoja käytät S2-oppilaiden kohdalla? (oppimisen eri osa-alueet: kuullun ymmärrys, kirjalliset taidot jne.) / *What ways of differentiation or support do you use with F2 pupils? (different areas of learning: listening comprehension, writing and reading etc.)*
11. Hyödynnätkö oppimisen aikaista tukemista (*scaffolding*) S2-oppilaiden kanssa? / *Do you utilize scaffolding with F2 pupils?*
12. Millaiset tukikeinot ovat mielestäsi parhaita S2-oppilaille? Entä mitkä eivät toimi? / *Which support means do you find to be the best ones for F2 pupils? Which ones do not work with them?*
13. Mitä toivoisit voitavasi tehdä eri tavoin opetuksessasi? / *Is there something you wish you could do differently in your teaching?*

Opettajankoulutus ja opettajan valmiudet / *Teacher training and the teacher's competence*

14. Miten kuvailisit omia valmiuksiasi S2-oppilaiden parissa työskentelyyn? / *How would you describe your transferable skills regarding working with F2 pupils?*
15. Mistä S2-oppilaiden opetukseen liittyvä tietotaitosi on peräisin? / *Where have you gained your know-how in teaching F2 pupils from?*
16. Miten käymäsi opettajankoulutus valmisti sinua kielten opetukseen maahanmuuttajille? / *How did teacher training prepare you for teaching languages to immigrants?*
17. Oletko ollut aiheeseen liittyvässä täydennyskoulutuksessa? / *Have you participated in in-service training on this topic?*

5. Millaisia positiivisia puolia miellät S2-oppilaiden englanninopetukseen liittyvän? *

6. Millaisia haasteita olet kohdannut S2-oppilaiden englanninopetuksessa? (esim. suomen kielen taso, kulttuurierot, kääntäminen kielestä toiseen, erityisesti kuullun- tai luetunymmärrys...) *

7. Arvioi, kuinka usein teet seuraavien henkilöiden kanssa yhteistyötä S2-oppilaisiin liittyen.

	Noin viikoittain	Noin kuukausittain	Harvemmin kuin kuukausittain
S2-opettaja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erityisopettaja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulunkäynnin ohjaaja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muu, kuka?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opetuksen eriyttäminen ja oppilaan tukeminen

8. Arvioi, kuinka usein käytät seuraavia eriyttämisen tai tukemisen keinoja S2-oppilaille englanninopetuksessa.

1 = en koskaan, 2 = harvoin, 3 = toisinaan 4 = melko usein 5 = todella usein

	1	2	3	4	5
Lisäaika kokeen tai tehtävän tekemiseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eriytetyt tehtävät	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eriytetty koe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oppimisen aikainen tukeminen tuntityöskentelyssä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oman puheen mukauttaminen (esim. tehtävänannoissa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tukiopetus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muu, mikä?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muu, mikä?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opettajankoulutus ja opettajan valmiudet S2-oppilaiden kanssa työskentelyyn

9. Arvioi asteikolla 1-10: kuinka paljon tietoa ja taitoa S2-oppilaiden kanssa työskentelyyn sait käymästäsi opettajankoulutuksesta? (1 = en lainkaan, 10 = todella paljon) *



10. Oletko käynyt täydennyskoulutuksessa maahanmuuttajaoppilaiden opettamiseen liittyen? *

- Kyllä.
- En ole mutta haluaisin/aion käydä.
- En ole enkä ole kiinnostunut käymään.

11. (Ei pakollinen.) Mikä muu sinua on S2-oppilaiden englanninopetuksessa mietityttänyt, yllättänyt, hämmentänyt, ilahduttanut...? Tai onko muita aiheeseen liittyviä ajatuksia? Sana on vapaa!

English translation of the web questionnaire:

F2 pupils in EFL classrooms

Teacher's background

1. How long have you worked as an EFL teacher for? *

- Less than 2 years
- 2-5 years
- 5-10 years
- More than 10 years
-

2. In which of these do you work at the moment?

- Primary school
- Secondary school
- Both of the aforementioned
- Upper secondary school
- Somewhere else, where? _____

3. How many of your pupils are F2 pupils? Estimate the percentage. *

- Less than 10 %
- 10-30 %
- 30-50 %
- More than 50 %

English teaching and F2 pupils

4. Estimate from 1 to 10 how much you teach EFL in Finnish and how much in English (approximately). (1 = teaching is completely in Finnish, 10 = teaching is completely in English)
(If you cannot estimate the amount, please choose the option "I don't know.")

My teaching is completely in Finnish.  My teaching is completely in English. I don't know.

5. What kind of positive aspects do you perceive there are regarding teaching English to F2 pupils? *

6. What kind of challenges have you encountered in teaching English to F2 pupils? (e.g. the level of Finnish, cultural differences, translating from one language to another, listening or reading comprehension in particular...) *

7. Estimate how often you cooperate about F2 pupils with the following people.

	About weekly	About monthly	Less often than monthly
F2 teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone else, who?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Differentiation and supporting the learners

8. Estimate how frequently you use the following differentiation and support methods in teaching English to F2 pupils.

1 = never, 2 = rarely, 3 = occasionally, 4 = fairly often, 5 = very often

	1	2	3	4	5
Extra time for doing tests or tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A differentiated test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying one's own speech (in e.g. instructions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remedial teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, what?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, what?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher training and teacher's competence in working with F2 pupils

9. Estimate how much the teacher training in which you participated prepared you for working with F2 pupils? (1 = not at all, 10 = very much) *



10. Have you attended in-service training regarding the teaching of immigrant pupils? *

- Yes, I have.
- I have not attended but I would like to / I am going to.
- I have not attended and am not interested in attending.

11. (Not compulsory.) What else have you wondered about, been surprised/confused/happy about regarding EFL teaching to F pupils? Or do you have other thoughts related to the topic? Comment freely!

Appendix 3 – The quotes by the teachers in Finnish

[1] ”no siis kyllähän siinä kaikista suurimpana on se että (.) et kun he opiskelee vieraalla kielellä vierasta kieltä (.) niin s ja monestikaa meillä ei oo sitten tavallaan sellasta yhteistä muuta kieltä millä vois niinkun selittää et jossei se oppilas ymmärrä sitä selitystä suomeksi (.) ja sitte tosi usein he ovat sellasia jotka ei oo opiskellu englantia aikasemmin ollenkaan, niin tavallaan ne mahdollisuudet selittää niitä asioita on aika h aika vähäset” (Teacher B)

[2] ”-ja sitten tietenki sen kieliopin kanssa on pakko mennä silleen että et mitä he pystyy (.) että sitte jos ollaa siinä tilanteessa et ei osaa edes perusaikamuotoja ni sit ei voi kyllä, hirveesti siitä niinku siihen päälle rakentaa et mua nyt vähän jännittää toi ku äskeinen ysiluokan tunti ku mentii siihen passiiviin että

M: mmmm ni se on jo--

O: että se lähti kyllä ihan ookoo menemään mutta mä luulen että siinä pitää sitte keskittyä esimerkiks Ismailin kohalla siihen et jos hän vaikka osais sen passiivin presensin

M: mm m

O: et sit kun me mennään niinku aika tykittämällä kaikki ne aikamuodot sitte tän jälkeen ni (.) voipi olla että sanon hänelle et hän voi tehdä sit niitä presenstehtäviä koko sen ajan” (Teacher B)

[3] ”--moni jo tosi taitava englannissa eli kommunikoinut ensin englanniksi” (R2)

[4] ” S2-oppilaat ovat usein innokkaita puhumaan eivätkä arastele.” (R6)

[5] ” Kulttuurista riippuen motivaatio.” (R7)

[6] ” osalla vahvin oppiaine kaikesta” (R11)

[7] ”Opettajana joutuu pohtimaan miten selittää asioita selkeästi kohdekielellä (englanti), jota tulee käytettyä opetuksessa enemmän kun s2-oppilaita on mukana. Tästä hyötynevät myös suomea äidinkielenään puhuvat oppilaat.” (R4)

[8] ” S2-oppilaat tuovat uutta näkökulmaa kielenopetukseen. Täytyy ottaa enemmän huomioon heidän kielelliset haasteensa (suomen kielessä) ja välillä samoja haasteita on myös äidinkielenään suomea puhuvilla oppilailla. Opettajana saattaa juuri S2-oppilaan kautta huomata, että jokin asia mikä itselle on selkeä, onkin kaikille oppilaille vaikea. Vaikka olenkin ollut opettaja vasta vähän aikaa, koen, että S2-oppilaat kehittävät minua opettajana enemmän. Tunneilla saatetaan keskustella joistain ilmiöistä enemmän, kun niitä pitää selittää joillekin S2-oppilaille. Omaan puheeseen ja sen selkeyteen kiinnittää ehkä enemmän huomiota, mistä on varmasti hyötyä kaikille oppilaille. Opetuksen ohella opin uutta muista kulttuureista.” (R10)

[9] ”Kielitason kartoitus ei kaikissa kouluissa suju ongelmitta. Resurssien puutteen vuoksi s2-oppilaita saatetaan laittaa ryhmiin, jossa heidän opettaminen/tukeminen on helpointa, eikä ryhmää katsota aina taitotason mukaan.” (R1)

[10] ”Koulutuksen vähäisyys aineenopettajille. S2-opettajien kanssa yhteistyön tekeminen vaikeaa, kun usein jalkautuvat monelle koulullr ja oppilaita kuitenkin kymmeniä joiden asioista pitäisi jutella. Yleisten tukimateriaalien puuttuminen kielenopetukseen.” (R2)

[11] ”Tukiresurssien puute. Esim. turvapaikanhakijaoppilaisiin ei käytetä erityisopetuksen resurssia, eikä s2-opetusta tarjota heille läheskään aina, joten aineenopettaja jää heidän kanssaan yksin.” (R4)

[12] ” Tällä hetkellä mietityttää oma ajankäyttö. Kieltä taitamattomien kanssa eriyttämistä vaaditaan jatkuvasti ja materiaalien valmistamiseen menee runsaasti aikaa. Myös resurssien vähyys on harmillista. Avustaja on saatavilla muutamalle tunnille viikossa.” (R5)

[13] ” Islaminuskoisten opetuksessa se, että pitäisi välttää esim possuista puhumista. Mielestäni sanasto täytyy opetella, vaikkei uskontoon kuuluisikaan possut ja enkelit, mutta en aio karsia muilta sanaston opettamista muutaman oppilaan vuoksi.” (R6)

[14] ” Oppilaan takia pitäisi ensin saada lapsen suomen kieli jonkinlaiseksi, ennen kuin sysätään englannin eli lapselle toisen vieraan kielen tunnille.” (R7)

[15] ” Minua ihmetyttää miten voidaan ajatella että vuoden valmistavan opetuksen jälkeen oppilas kykenee osallistumaan täyspainoisesti yläkoulun opetukseen. Minulle esim heitettiin 21 oppilaan 8. luokkaan oppilas, joka ymmärtää suomea vain jokapäiväisissä yhteyksissä ja opiskelle englantia 3.lk:n kirjasta. Eihän siinä ole mitään järkeä kenenkään kannalta! Suomessa pitäisi myös olla oph:lta kunnollinen, ei suomeen nojaava materiaali nimenomaan s2 oppilaille, jotka tulevat Suomeen yläkouluikäisinä ja joiden englannintaito on olematon. Työmäärä on muuten kohtuuton opettajille!” (R9)