ENGLISH TEACHER ETHICS:

Upper secondary school students' perceptions

Master´s thesis

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Tiivistelmä – Abstract

Tämä pro gradu- tutkielma käsittelee opettajien ammattietiikkaa opiskelijan näkökulmasta. Opettajuus on yleisesti tunnistettu eettiseksi ammatiksi, ja opettajien on hyvin tärkeää olla tietoisia heidän toimintaansa ohjaavista erilaisista arvoista ja käytänteistä. Opettajien etiikkaa on tutkittu Suomessa pääosin peruskoulussa ja ulkomailla korkea-asteen opetuksessa, mutta tutkimuksessa on selkeä aukko suomalaisen lukiokoulutuksen ja aineenopetuksen näkökulmasta. Myöskin opiskelijoiden näkökulma on vähemmän tutkittu kuin opettajien, ja tarve lisätutkimuksista englanti vieraana kielenä – ympäristöissä on tunnistettu.

Tämän pääosin määrällisen tutkimuksen tavoitteena oli selvittää, kuinka tärkeinä opiskelijat (N=214) pitävät erilaisia opettajan eettisyyteen liittyviä tekijöitä ja kuinka hyvin nämä tekijät näkyvät lukion englanninopettajien toiminnassa. Lisäksi tutkimus pyrki selvittämään sitä, kuinka tärkeinä erilaisia englannin oppiaineeseen liittyviä eettisiä tekijöitä pidetään. Opiskelijoilta pyydettiin myös kuvauksia heidän kokemuksistaan eettisistä ja epäeettisistä englanninopettajista heidän kouluaikansa varrelta tilastoanalyysin tueksi. Aineisto kerättiin Webropol-kyselyllä lukio-opiskelijoilta ympäri Suomea, ja analysoitiin tilastollisesti sekä sisällönanalyysin keinoin.

Lukiolaiset pitivät kaikista tärkeimpinä eettisinä tekijöinä reilua arviointia, luottamuksellisuutta, kiusaamisen suvaitsemattomuutta, opettajan aineenhallintaa sekä tasa-arvoista kohtelua. Vähiten tärkeäksi koettiin se, ettei opettaja jakaisi henkilökohtaisia asioitaan sekä se, ettei opettaja käyttäisi sopimatonta kieltä. Analyysi osoitti, että lukiolaiset kokivat nykyisten englanninopettajiensa toiminnan erittäin eettisenä. Opiskelijoiden laajempien kuvauksien perusteella eettiset opettajat kohtelivat opiskelijoita tasapuolisesti ja positiivisesti, mm. auttaen, kannustaen, kuunnellen ja kohdellen ystävällisesti ja kunnioittaen. Kokemukset epäeettisyydestä englanninopettajien taholta liittyivät epäoikeudenmukaisuuteen sekä mm. nolaamiseen, vähättelyyn, kannustamattomuuteen, välinpitämättömyyteen ja ilkeyteen. Neljäsosa vastaajista ei kuitenkaan ollut koskaan kokenut epäeettistä käytöstä englanninopettajilta. Englannin oppiaineeseen liittyen opiskelijat arvostivat eniten opettajan kielitaitoa ja heidän kehityksensä tukemista kielenkäyttäjänä. Puolueettomuutta mm. englanninkielisten maiden politiikan suhteen ja etiikan käsittelemistä aiheena englannintunneilla sen sijaan ei pidetty kovin tärkeänä. Opettajat voisivat hyödyntää opiskelijoiden kokemuksia aiheesta työkaluna reflektointiin ja ammatilliseen kehitykseen.

Jatkotutkimuksissa voitaisiin huomioida myös muut aineenopettajat ja selvittää sitä, millaisista toimintatavoista opiskelijoiden kokemukset epätasa-arvosta ja epäoikeudenmukaisuudesta johtuvat. Lisäksi olisi hyödyllistä tutkia sitä, millaisena opettajat näkevät omien eettisten periaatteidensa ja toimintansa suhteen. Lisäksi erityisesti englannin oppiaineessa voitaisiin perehtyä siihen, kuinka etiikka näkyy osana opetussisältöjä ja siihen, liittyvätkö eettiset kysymykset itse englannin kieleen.

Asiasanat – Keywords ethics, professional ethics, general upper secondary school, perceptions, language teaching
Säilytyspaikka – Depository JYX
Muita tietoja – Additional information

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1 INTRODUCTION

Teaching is a job where ethical considerations are fundamentally present, and teachers balance between different sets of values and various possible ways to approach ethical dilemmas and conflict situations (see e.g. Tirri 1998, Carr 2000, Fisher 2013, Campbell 2003, Brady 2011, Oser 1991). The daily decision-making teachers must do highlights the moral dimensions, and Oser (1999:191) points out that good teaching requires ethical considerations, and the instructional success is often dependent of it. Thus, all teachers need understanding of ethics as a part of the profession in order to succeed in their work.

Maxwell and Schwimmer (2016: 259) note that every aspect of a teacher's work is accompanied by ethical considerations; teacher-student relationships, collaboration with parents and colleagues, evaluation, teaching content, pedagogical practices and so on. However, Campbell (2003: 1) argues that there is a common belief that teachers are not completely aware of the ethical implications their actions have. That is why it is important to study these different aspects in various contexts to draw attention to the issue, as well as to develop teachers' consciousness of the ethicality of their job.

Teacher ethics is often studied from the point of view of the teacher, as the teachers themselves are the only ones who can analyze their own ethical decision-making process. However, studying student perceptions is also beneficial for examining how teacher ethics is manifested in the classroom, since the students' experience is the real measure of how the teachers' principles are enacted (see e.g. Lehtovaara 1999).

This study focuses on the Finnish upper secondary school context from the point of view of the students (N=214), as there seems to be a clear gap in research on teacher ethics there. The study will map the students' opinions about the factors in teacher ethics they consider the most important. Moreover, the actual situation among upper secondary school English teachers is examined through student perceptions. Another important approach that has

not been studied enough worldwide (Johnston 1998, Mangubhai 2007) is the relationship of English as a foreign language teaching and ethics. Therefore, this study aims at providing insights into how upper secondary school students view different aspects of English teaching in terms of ethics.

The data for this study was collected through an online questionnaire and analyzed using both quantitative and qualitative methods. Statistical analysis focused on general tendencies, including the considered importance of different factors, the enactment of these factors by the upper secondary school teachers, differences in these perceptions by genders and students of different years and students' views of the English-specific factors. Content analysis was used to complement these findings by expanding the students' experiences of unethical and ethical teachers.

Chapter 2 will provide the background theory for this study by defining the main concepts. In chapter 3 the concept of teacher ethics is examined through various models and discussing in terms of established codes, language teaching and teacher education. Chapter 4 will focus on the Finnish context by discussing the Trade Union of Education's ethical guidelines and values and objectives stated in the National Core Curriculum (2015). Then, chapter 5 presents previous studies on teacher ethics and chapter 6 outlines the aims and methods of this study. Chapter 7 introduces the findings of how teacher ethics are perceived by students in the Finnish upper secondary school context. Chapter 8 discusses these findings and the implications they could have and concludes by evaluating the study and giving suggestions for the future.

2 ETHICS IN TEACHING

Teaching is an essentially ethical profession, which is a commonly accepted and acknowledged fact (see e.g. Tirri 1998, Carr 2000, Fisher 2013, Campbell 2003). The moral responsibility of education is heightened for two reasons: students, especially children, are

susceptible to teachers' actions and thus vulnerable, which creates a state of inequality between teachers and students. Secondly, in compulsory education, attendance is non-voluntary, which highlights the relevance of the first point; students cannot choose not to be influenced by teachers. (Campbell 2003: 104). Atjonen (2015: 8), referring to her earlier work, also argues that the core of the ethics of the teaching profession lies in the idea that teachers' responsibility as supporting adults is significant in promoting students' growth and development, regardless of the undergoing changes in teachers' tasks. That is, the essential educational nature of a teacher's work already defines the profession as ethical activity.

This chapter will outline the basic underlying concepts related to teacher ethics. First, the definitions of ethics, moral and values are given in the first section, 2.1. Moving towards the context of education, sections 2.2 and 2.3 examine the concepts of teacher professionalism and professional ethics to give a framework for defining teacher ethics. Finally, section 2.4 will focus on teacher personality, examining the concept of teacher ethics from the point of view of an individual teacher.

2.1 Defining ethics, moral and values

Any discussion on ethics must begin with a definition of the terms, as there is a notable amount of differences in the way the key concepts are defined. First, the relationship between *ethics* and *moral* is discussed, and then the discussion moves on to how the concept of *values* is connected to the former terms.

2.1.1 Ethics and moral

To begin with, in Anglo-American literature there is no commonly accepted difference between the two terms *ethics* and *moral,* whereas Finnish research separates ethics as contemplating issues from a moral perspective, i.e. ethics is the philosophy of moral (Tirri 2002: 23, Pursiainen 2002: 35, Uusikylä 2002: 13). Lindqvist (2002: 76) adds that when separated, ethics means objective and conceptual theory and research of moral, whereas moral is the experiences and choices individuals and communities make on value basis in

everyday life. The Collins Cobuild English Language Dictionary (1987: 480) distinguishes the word ethics as plural and singular:

- Ethic: An ethic of a particular kind is an idea or moral belief that influences the behaviour, attitudes, and philosophy of life of a group of people
- Ethics are the moral beliefs and rules about right and wrong
- Someone's ethics are the moral principles about right and wrong behaviour which they believe in
- Ethics is the study of questions about what is morally right and wrong.

In this study, no distinction is made between the two terms ethics and moral, but they are treated as synonyms for an individual's principles about right and wrong. Also, the topic is more present in literature about teaching with the term *teacher ethics,* which is why it is used throughout this thesis as well. Drawing from the definitions presented above, in this study ethics is defined as everyone's personal principles and beliefs about right and wrong, and how these are visible in the person's actions and attitudes.

2.1.2 Values

As for the third underlying concept, *values* are central to the study of ethics, as they are what constitutes an individual's a or a professional's ethics. The Oxford English Dictionary (OED 'value, *n.'*) defines it in this context as following:

> In *plural* (frequently collectively). The principles or moral standards held by a person or social group; the generally accepted or personally held judgement of what is valuable and important in life. Also occasionally in *singular*: any one of these principles or standards. (Oxford English Dictionary 'value, *n.'*)

Thus, the concept of ethics is connected to the notion of values in the sense that both represent a set of beliefs, which guides the individual's behavior. Values can be regarded as a representation of what a person considers ethically right. To sum, ethics is a wider concept referring to all right or wrong behavior and attitudes, whereas values is a more specific term for what is judged as morally right and important or appreciated.

Values can be categorized in various ways and in different contexts, one extensive classification being that of Ahlman (1976: 23-27). He divides values into hedonistic (e.g. joy, happiness), vital (life, health), aesthetic (beauty, art), cognitive (truth, knowledge), religious (faith, holiness), social (altruism, friendship), power (authority, wealth), justice (human

rights, equality) and ethical (goodness, moral right) values. These different sets of values guide action in different contexts, e.g. art derives from aesthetic values, churches follow religious values and scientists function based on cognitive values (Ahlman 1976: 21).

Another categorization that could be made here is between personal and professional values, since it is relevant when discussing teacher ethics: the teacher has values as an individual person, but also as a teacher, a representative of the profession. As an example of personal values, Teikari's (2016: 38) grouping of personal value conceptions are 1) *respect*, including values of honesty, trust, self-esteem, empathy etc., 2) "*an ordinary person's good life*", with values such as work, home, religion, fatherland, nature and safety, 3) *getting along*, which include e.g. fairness, justice, tolerance, courage and responsibility, and 4) *as such*, which are goodness, truth and beauty. Thus, personal values cover a wide range of aspects in life.

As for professional values, which also play a significant role regarding this study, Maxwell and Schwimmer (2016: 476) list six in the context of teaching: *care* (including general welfare and safety), *solidarity* (including healthy work environment, commitment to the profession and mutual assistance), *pedagogical excellence* (including quality of learning experiences and the system and professional development), *liberal democracy* (including citizenship education, fairness and neutrality and equality), *integrity* (including moral uprightness), and *reliability* (including respecting duties, rules, agreements, protocols and hierarchy).

In the education context, teachers often face the dilemma of balancing between personal and professional values due to the socio-moral nature of teaching (Brady 2011: 56). Brady (2011: 57) notes that teachers bring a set of both personal and professional values to the classroom environment, and that developing both values should be recognized also in teacher education. As an example of how personal and professional values might conflict each other, Atjonen (2005: 59), points out that teachers might struggle with teaching contents that clash with his or her personal values. For instance, a teacher with a strong Christian conviction might try to dismiss the evolution theory due to the personal contradiction, or a

teacher with negative personal attitudes towards foreigners might intend to cover multicultural themes in a seemingly tolerant manner, but at the same time communicate his or her real opinion and attitude non-verbally, which is easily picked up by students. This issue has been discussed also in the media rather recently in Finland, when a politician and a teacher brought up her strong views denying evolution (Sandell 2015).

That is, the division into personal and professional values in no way means that the categories are separate or mutually exclusive. Teachers will encounter situations in their work, where personal, professional, organizational and societal values are all at play in mediating private and public interests (Husu 2003: 311). That is, having strong personal values is not enough for a teacher: the professional values must also be acquired and implemented to act in an ideal manner as a professional. Soini et al. (2014: 69) add that in a school environment, teachers' ethical decision-making is based on professional values and experiences, which shows in making professional judgements. They also point out that due to the school environment's social complexity, value judgements are an intrinsic part of the work. Considering the fundamental nature of values, it could be stated that any discussion on teacher ethics should be foregrounded with a look into the underlying values and value combinations. As for this study and the context of the Finnish education field, the values set by the Trade Union of Education and the National Core Curriculum (2015) will be discussed in chapter 4.

2.2 Teacher professionalism

Moving on to examining the concept of *professionalism*, the term can be defined as the following:

> "professional quality, character, or conduct; a professional system or method. In early use frequently: the characteristics of a particular profession; (now usually) the competence or skill expected of a professional"
>
> (Oxfod English Dictionary, professionalism, *n.*)

That is, the term entails aspects of competence in the profession and the kind of behavior that is expected or required from a practitioner of a profession. A more elaborated

description of what professionalism entails is provided by Carr (2000: 58) through five factors that are considered the criteria of professionalism:

> "1) professions provide an important public service; 2) they involve a theoretically as well as practically grounded expertise; 3) they have a distinct ethical dimension which calls for expression in a code of practice; 4) they require organisation and regulation for purposes of recruitment and discipline; and 5) professional practitioners require a high degree of individual autonomy – independence of judgement –for effective practice."

In sum, professionalism has a practical, theoretical and ethical basis, which manifests in autonomous, organized and regulated activity. Naturally, the manifestation of the principles is determined by the nature of the profession, as each profession has different practices and objectives. As for the education context also present in this study, teaching is commonly accepted as a profession. Although the terminology has been discussed from various viewpoints, pondering whether teaching should be conceptualized more as a vocation, in the way priests are characterized, as a profession such as doctors are described or a trade, which often refers to fields of work like plumbing (Carr 2000: 55), the concepts of profession and professionalism are most commonly used in the case of teaching. Drawing from these notions, in this study *teacher professionalism* is regarded as the principles of professionalism specific to the teaching profession. The discussion will now move on to examining ways of conceptualizing the more specific concept of teacher professionalism.

Seghedin (2014: 15) proposes a three-element model for teacher professionalism. The components of the model are *1) technical elements*, which refer to the scientific and didactics knowledge and skills, *2) moral elements*, involved in everyday teaching activities, and *3) the reflective capacity*, which works as a link between the other two. Another model that complements this categorization is the Hoyle's professionalism model (1975, as cited in Seghedin 2014: 14) that describes teacher professionalism as a combination of autonomy, knowledge and responsibility. However, there are numerous ways in which teacher professionalism can be described and creating standards for practicing it is not a simple task due to its complex nature (Seghedin 2014: 13).

Although all of the aforementioned principles seem fitting to describe what teacher professionalism consists of, Seghedin's (2014: 15) model is adopted as the framework conceptualizing teacher professionalism in this study. The reason for this is that it covers basically all the principles from Carr's (2000: 58) list regarding professions on a more general level, but adds the reflective level, which connects the teachers' expert knowledge and skill to the moral dimensions of teaching, thus highlighting the ethical nature of the profession and the everyday work. This dimension is discussed in the next section, as the concepts of professional ethics and teacher ethics will be examined.

2.3 Professional ethics and teacher ethics

Professional ethics means the ethical aspect of professionalism, as Campbell (2003: 12) states: "Professional ethics is the extension of everyday ethics into the nuances of the professional's practices". The aim of professional ethics is making sure that professional action lives up to the trust society has put on it, and at best can help professionals recognize professional problems and find solutions to them (Atjonen 2004: 43-44). Seghedin (2014: 20) divides professional ethics into two categories:

1. "Group professional ethics, which is developed in time, by acquisitions regarding the practice quality of each professional and of the professional community as a social group;
2. A personal professional ethics, which is formed on several levels of individual moral development given as evolution opportunities, carried on at the same time with the professional development steps; represents one of the in-service teacher education purposes."

The duality of the concept is also recognized by Lindqvist (1998: 15), who adds that the commitment to the group professional ethics is made on a joint agreement on a voluntary basis, and that on an individual level, the professional commits to his or her own ideals and principles, which functions as a basis for his or her personal professional behavior.

Examining professional ethics in the context of teaching brings about the term *teacher ethics*, which is the core concept of this study. It refers to the professional ethics of the specific group of teachers, and can be defined as follows:

"a set of beliefs that a teacher accepts concerning relationships with students, colleagues, employers and parents (or guardians and caregivers of children), all of whom are stakeholders in the life of a teacher". (Fisher 2013: 299)

Oser (1999: 193) suggests that the components of teacher ethics are 1) "awareness of responsibility", 2) "balancing of conflicting variables" and 3) "commitment to the act", meaning that a teachers should be conscious of the status they pose, understand the conflicting nature of ethical dilemmas and fully commit to operating as a practitioner of the profession. Along similar lines, Atjonen (2004: 43) states that ethical thinking, commitment to the work and a teacher's own moral personality are all essential parts of the profession, which means that the connection between expertise, knowledge and ethical responsibility is highlighted in a teacher's professional ethics.

Therefore, a strong professionalism is embedded in the concept of teacher ethics; ethical teacher behavior requires good professional practice. A professional teacher should also aim at being and becoming conscious of their observations, interpretations, assumptions, emotions, objectives and actions to ensure ethically sustainable decision-making (Ahonen 2002: 66-68), which supports the fundamental aim of this study: raising teachers' awareness of their own professional practice.

2.3.1 Pedagogical ethics

A concept closely related to teacher ethics used by Atjonen (2004: 17), *pedagogical ethics*, can also be raised here. This concept could be considered as the collective form of teacher ethics, and Atjonen (2004: 17) defines it as the questions of education, teaching and instruction concerning right and wrong, good and bad, as well as good and happy life and the decision-making and social norms related to it. That is, it concerns not only the individual teacher but the representatives of the profession and the field itself in general, and thus relates to the notion of group professional ethics described by Seghedin (2014: 20).

Pedagogical ethics can be described as *the map* and *the compass* of education (Atjonen 2004: 141), which seems to explain quite well on a concrete level why ethical considerations are

important in the teaching profession. In conflict situations, pedagogical ethics helps visualize the educational contents that the school and its people are built on; that is the map function. As for the compass function, when trying to solve these conflicts, pedagogical ethics can guide teachers in reflecting on e.g. the emotions the conflict raises in each party, why the issue cannot go unaddressed, whose justice is at play in the situation, and on whose terms should the solution be discussed.

In effect, the basic function of pedagogical or teacher ethics is to guide all conflict-solving through an ethical consideration. Thus, ethics is not just ideals to be pursued, but an actual framework for teachers to process everyday dilemmas in the school environment. In the everyday school life, ethical reflection as a skill and a professional action strategy should be learned and constructed constantly (Soini et al. 2014: 79). The key is interaction between the stakeholders, i.e. teachers, their students and peers, and at best it contributes to the construction of well-being in school. This is also mentioned in the ethical guidelines compiled by the Finnish Trade Union of Education (2018, see section 4.1). Also illustrating the concrete nature of teacher ethics, Campbell (2003: 9) points out that a teacher's professional ethics is expressed in "the nuances of attitudes, intentions, words and actions of the professional teacher". To conclude, this means that good ethical practice in educational contexts is created together with all the people involved in the school life, and profound interaction skills are necessary for a teacher to convey professional ethical expertise.

2.3.2 Ethical aspects in teachers' work

The range of aspects where ethics is intrinsically present in a teacher's work is wide, and e.g. Keith-Spiegel et al. (2002) have gathered case examples of these aspects. The cases are set in college education, so possibly not all these aspects are present in every education level or cultural context in a similar manner. Nevertheless, to concretize the appearance of ethical decision-making in teachers' everyday work as methods and practices, I will briefly present the main aspects here.

First, the instructors' classroom policies concerning e.g. discipline issues and excuse policies are of an ethical nature: how does a teacher justify his or her methods of keeping order in the classroom and how does he or she react to or act on different kinds of student behavior (Keith-Spiegel et al. 2002: 3)? Another notable aspect is the classroom learning experience and the question of the ethicality of the teacher's behavior (Keith-Spiegel et al. 2002: 29). Possible issues can include the use of inappropriate language, presenting sensitive materials, revealing personal issues, emotional outbursts, biased pedagogical content, political and public statements, discrimination etc.

Moreover, assessment is one major area that has to do with ethical considerations and where fairness is the common nominator (Keith-Spiegel et al. 2002: 61). The use of tests, grading methods and feedback policies and the way of dealing with cheating all have possible pitfalls for unethical conduct. Keith-Spiegel et al. (2002: 109) also note that every instructor is bound to face the dilemma of how to treat students in an unbiased way. In addition to these aspects, Keith-Spiegel et el. (2002) discuss ethical teacher behavior in terms of interacting with students outside of the school context, confidentiality and competency, and teachers' responsibilities to students and colleagues. As the range of issues shows, almost all of teachers' work seems to have an ethical undertone.

2.4 Teacher personality

The relationship between teacher professionalism and teacher personality is also a topic of interest in research concerning teacher ethics. As discussed in section 2.1.2, personal and professional values are intertwined in the teacher's ethics, and this section elaborates on how a teacher's personality is connected to the notion of teacher professionalism.

Campbell (2003: 23) notes that a teacher is essentially a person, and the personal traits are bound to be a part of the teacher-self. Consequently, a teacher's personal ethical principles and values by which he or she abides are the basis for the moral agency of the professional practice. Due to the nature of teaching, it is sometimes difficult to distinguish professionalism and rational thinking from the teacher's own personality (Tirri 1998: 30).

This could be a challenge for recently graduated teachers: what kind of a relationship is there between me as a teacher and me as a person?

A teacher's professional development regarding ethical issues is rooted in his or her background beliefs (Husu 2003: 314). Therefore, all teachers should become aware of their ethical ideals as well as the reference groups that have contributed to the development of their ethical thinking (Tirri 1998: 39). The process of becoming conscious of one's ethical ideals should be encouraged and supported, and Heikkinen and Huttunen (2007: 15) note that comprehensively supporting teacher's identity work is a challenge for the modern teacher education.

The expectations for a teacher's personality have developed throughout history. During the 1900s, an ideal teacher in Finland was a model citizen, representing virtues such as purity of reputation, physical health, regularity and musicality, but towards the end of the century, performance skills, good manners, school success and aptitude were added to the list. There were also laws concerning teacher behavior both inside and outside of school. It was only after those demands regarding teacher personality were made that subject knowledge became a requirement. At present, teachers modify and break those traditions of the teacher's role as individuality has become a desired trait. However, teacher identity is still commonly created among the mainstream culture instead of countercultures. (Heikkinen and Huttunen 2007: 22-25). As for the future, it seems possible that the diversity of teacher personalities, identities and ideologies will increase even more, as it seems to have been the trend so far. As the modern education aims at highlighting difference and diversity as a richness (see e.g. the National Core Curriculum for General Upper Secondary Schools 2015: 13), and the traditional image of what a teacher should be like is substituted with a more modern notion, it is possible that an increasingly diverse group of people might aspire to attend teacher education and thus contribute to this trend. Also, it could be argued that as the school and curricula change, teachers can and should change with it, in order to sustain continuous personal and professional development.

3 MODELS AND APPLICATIONS OF TEACHER ETHICS

The previous chapter has outlined the foundation of teacher ethics by defining the key concepts. The concepts were discussed in relation to the practical aspects of a teachers' work, and the notion of teacher personality was examined. To continue, this chapter will elaborate on the topic of teacher ethics. The first section will provide ways of modeling the concept, and the following sections will focus on how teacher ethics can be standardized in codes of ethics, what kind of a role ethics has in teacher education and how teacher ethics is present in language teaching.

3.1 Models of teacher ethics

There are several models that aim at depicting the essence of teacher ethics, and this section will present a brief review of four of them. They were selected here as they cover the range of what teacher ethics is quite widely from various perspectives: the first model in section 3.1.1 describes ethical educational practice as a wider concept, as the foundation of education. Then, the following three models focus on the teacher as an individual, each demonstrating a slightly different side of what kind of ethical work is required from a teacher. Section 3.1.2 focuses on the components of teachers' ethical expertise, section 3.1.3 illustrates the concept of teacher as a distributer of justice, and the final subsection presents the teacher as a solver of moral dilemmas.

3.1.1 The nature of ethical educational practice

When teacher ethics is considered in the basic education context, the strong and important rearing function arises as a fundamental component. Aijasaho, Vaismaa, Uusiautti and Määttä (2012) created a model of the nature of ethical educational practice based on empirical interview data (see section 5.1). The model illustrates the specific nature of a classroom teacher's work and its moral dimensions, as presented in Figure 1:

The need for educational work

• breaks, transitions, classroom environment, other situations at school

The manifestation of educational work in everyday life

• conflicts, subjects, spontaneous situations, planned situations – a constant part of the everyday life at school

INTERACTION BETWEEN A TEACHER AND A PUPIL

Looking for solutions

• educational conversations (dialogue), other methods

The solution and achieving the goal

• increasing awareness, learning from the situation / ignorance → justice, trust, solidarity → respect for others

Figure 1. Teacher's perceptions of ethical educational work in the school context (Aijasaho et al. 2012: 10)

As Figure 1 demonstrates, the model presents ethical educational work from four perspectives, its core being interaction between a teacher and a pupil. Starting from the outer circle, the need for educational work stems from the daily environments at school, such as breaks and the classroom environment. In those environments, the educational work manifests itself in planned or spontaneous situations either as a part of the teaching of a school subject or in solving conflicts. Then, ethical solutions are looked for in educations conversations, which can at best lead to finding a solution to the conflict or the dilemma. If this is not reached, the solution finding process must be restarted. When the process is successful, ethical educational work meets its goal, that is, increases awareness so the involved parties can learn from the situation. All in all, the final goal of the ethical

educational work is to create and reinforce the students' understanding of the notions and norms of justice, trust, solidarity and respect for others (Aijasaho et al. 2012: 10-11).

Although this model was created in the context of Finnish basic education, it is worthwhile to present also in the framework of the present study on upper secondary school education, in order to better understand what kind of ethical aspects and evolutions the teacher's work includes starting from the lowest levels of education. When students move on to upper secondary education, they have already experienced these processes with their classroom teachers. This could thus have a significant impact on how well and to what extent students are able to comprehend the notion of teacher ethics; it could be assumed that if the classroom teachers in their past have conducted consistent and transparent ethical educational work, the abovementioned goals and norms are much more familiar to the students and contribute to the development of their ethical thinking later in life.

3.1.2 Teachers' critical incidents: ethical dilemmas in teaching practice

The second model focuses on the types of moral dilemmas teachers recognize in their work. It derived from a study where 50 Israeli secondary and upper secondary school teachers were interviewed about the ethical dilemmas of teaching. Based on the findings, Shapira-Lishchinsky (2011) created a model representing the ethical dilemmas deriving from the critical incidents that teachers face at school. Critical incidents refer to situations that have been experienced as displeasing by the teacher, however minor, that teachers react to, attributing a degree of importance and meaning to them (Shapira-Lishchinsky 2011: 649). The model is illustrated in Figure 2.
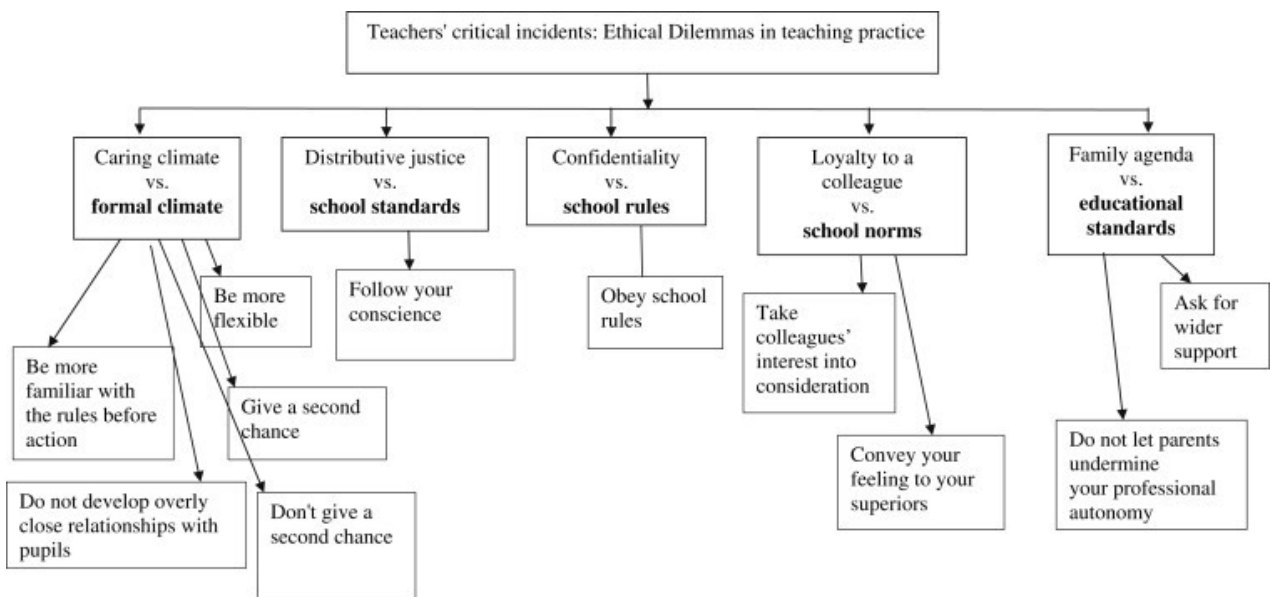
Figure 2. The nature of critical incidents in the ethical dilemmas in teaching practice (Shapira-Lishchinsky 2011: 652)

In the model, the five main categories of critical incidents are the ones where two situations contrast each other. Shapira-Lishchinsky (2011: 652) notes that the bold items refer to the formal aspect of the teachers' moral dilemmas, whereas the ones above them are the opposing side, the teachers' personal aspect. Caring vs formal climate refers to the teacher having to decide whether he or she should act based on personal needs or if obeying school rules is more important. The items listed below the main category are the teacher reactions to critical incidents they have encountered; they represent the consequence of the ethical decision-making process. For instance, giving a second chance in this category stemmed for example from a situation where a student should have been expelled due to school rules (formal climate), but instead the teacher decided to give him a second chance (caring climate). (Shapira-Lishchinsky 2011: 652).

As for the distributive justice view, the dilemma lies in whether the teacher should follow the school's standards with clear criteria for decision-making or if it would be acceptable to reward students for their effort, i.e., the distributive justice view. Then, the confidentiality aspect refers to the tension between teacher discretion about maintaining confidentiality when students confide in the teacher and the duty to follow school rules. Such instances

could include e.g. not reporting incidents that students have confidentially confessed (Shapira-Lishchinsky 2011: 653). In addition, the tensions can derive from collegial relationships or between colleagues and pupils. Finally, the dilemma of balancing between family agenda and educational standards is one that in the Finnish context might take place in the basic education context; the students' family norms might contradict the teacher's professional decisions, which could lead to parental pressure (Shapira-Lishchinsky 2011: 654).

This model proves that there can be very opposing forces at play when the teachers try to make ethically considerate calls as a part of their job. What makes this model significant for this study is the fact that these categories have been derived from the context of secondary and upper secondary teaching: thus, it is possible that Finnish upper secondary school teachers could face these dilemmas in their work as well. As upper secondary school students approach adulthood and in Finland their workload is quite significant, incidents related to e.g. the confidentiality aspect and distributive justice could be likely to occur in this context as well.

3.1.3 The teacher as a distributer of justice

The third model is an adaptation made by Tirri (1999: 47), and it is based on Deutsch's theory on distributive justice (Deutsch 1985, as cited in Tirri 1999: 47-50). It was chosen here as it deepens the concept of distributive justice already discussed in the previous model by Shapira-Lishchinsky (2011). The three principles of justice are the following: 1) equality principle, 2) equity principle and 3) necessity-based distribution principle, and here they are applied to the school context, as used by teachers in solving ethical dilemmas (Tirri 1999: 47-50).

The first principle aims at an even distribution of benefit and harm, which in school life would manifest as ignoring personal differences and needs and following an impartial policy of equal distribution. The second principle emphasizes dividing resources to participants according to their contribution, which in practice can mean e.g. focusing more

resources on the talented students. The last principle directs resources to the weakest participants of the conflict, i.e., the teacher makes sure that the weakest and disadvantaged students are treated justly (Tirri 1999: 44-57). Tirri (1999: 47) also notes that different teachers apply these principles in different manners, as the view of what is just and impartial can vary according to individuals.

This model illustrates how strongly the teacher's ethical decision-making relies on the teacher's personal choices of how the justice is distributed. As discussed in the previous section about Shapira-Lishchinsky's model (2011), in addition to the three possible principles of distributing justice, there is the underlying dilemma of whether the chosen way accompanies the school policies or not. As teachers use these principles differently, the student experiences of the teachers' ethical behavior are thus also different. Students may encounter various approaches to ethical decision-making by teachers and observing that process is likely to affect what students consider ethical or unethical from the part of the teacher. Another point of interest in this model regarding the current study is the fundamental notion of justice, as it seems that issues of equality and fairness are among the most important ones when ethics are discussed in the school context (see e.g. sections 2.3.2, 5.1 and 5.2).

3.1.4 The teacher as a solver of moral dilemmas: the discourse approach

Finally, the fourth model for teacher ethics presented here is the discourse approach created by Oser (1991), which focuses on the role of the teacher as a solver of moral dilemmas. It is based on the three core dimensions of a teacher's professional ethics: justice, care and truthfulness. Moral conflicts emerge when these three dimensions enter in a contradictive situation (Tirri 1999: 51), and in the usual conflict situations in school life, it is difficult to include all three towards all involved people (Oser 1994: 104). Oser (1994: 70) states that this model focuses on conflict solving with a basis of sharing viewpoints and considering needs, and that it describes the moral process in a relatively concrete manner. Figure 3 presents Oser's model of the dimensions of teacher ethics.

Figure 3. Dimensions of the teacher's ethos model (Oser 1991: 202)

The idea presented in Figure 3 is that when a task or a dilemma is recognized, the teacher must decide whether it should be dealt with by applying professional knowledge or if an ethical consideration must also be made. Then, teacher takes on the responsibility for finding a balance between the justice, care and truthfulness. Finally, the teacher must also balance between committing to nonmoral duties (teaching subject matter) and to solving the ethical dilemma, that is, how much resources he or she is willing to allocate to the problem-solving process (Oser 1994: 104).

Naturally, as teachers are individuals, they have distinct approaches to handling the conflict situations. Five general types of teacher responses to moral dilemmas have been found: 1) avoiding, 2) delegating, 3) unilateral decision-making, 4) incomplete discourse and 5) complete discourse (Oser 1991: 202-203). Figure 4 below shows how these strategies could be illustrated.
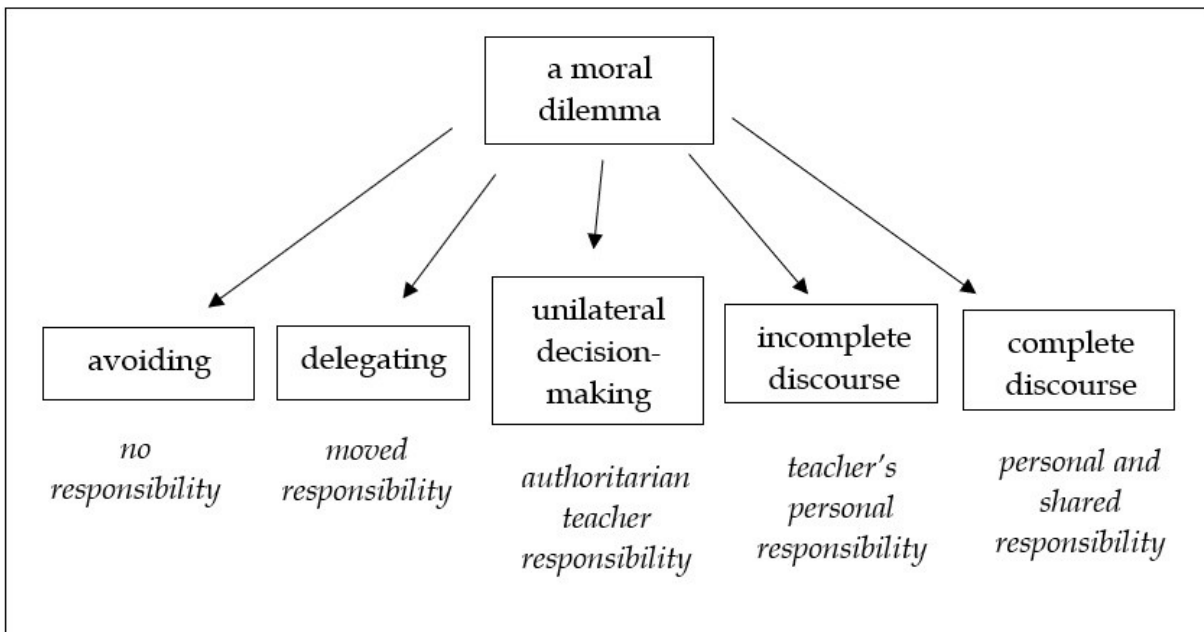
Figure 4. Strategies of teachers' ethical decision-making

Figure 4 shows how the use of different strategies involve a different degree of responsibility towards solving the problem. The avoiding strategy refers to teacher action where the problem is simply ignored; i.e. the teacher does not engage in solving the dilemma (Oser 1991: 203). Thus, someone else would have to find the balance between the three components (see Figure 3). The delegating strategy differs from the avoiding strategy in the sense that there the teacher realizes that the he or she must address the problem somehow (Oser 1994: 105). Thus, the teacher shifts the responsibility for the dilemma to another authority, e.g. the school principal or a school psychologist (Oser 1991: 203). The third strategy, also called single handed decision-making, is an authoritarian model of the teacher solving the dilemma quickly on their own, relying solely on his or her own expertise and not including the involved parties (Oser 1991: 204).

As for the incomplete discourse strategy, a teacher takes full responsibility of balancing between the aspects of caring, justice and truthfulness, committing to creating a just environment by providing explanations, giving reasons for his or her actions and making sure that students understand why a certain decision was made (Oser 1991: 204, 1994: 105). The final strategy, complete discourse, refers to teacher action that also enables students to

express their feelings about possible careless, unjust and untruthful actions and aims in solving the situation, in the best interest of everyone involved. In this strategy, all parties are expected to understand and participate in the problem-solving process, and decisions are made through an open and considerate practical discourse that contributes to social equilibrium (Oser 1994: 105), that is, the responsibility is also shared.

To conclude, the four models described in this section fundamentally portray the same concept: the teacher must balance between opposing tensions in the ethical decision-making process in order to find a sustainable and just solution to a possible dilemma. In terms of the present study, these models are treated as a continuum. The Aijasaho et al.'s (2012) model of ethical educational practice is more of a background to what kind of ethical work students might have experienced from the part of the teacher earlier in education, as the need for educational work is arguably quite different in the higher level of education. Then, Shapira-Lishchinsky's (2011), Tirri's (1999) Oser's (1991) models represent on a more concrete level what the process is behind the ethical decision-making and what course of action it creates. Considering the context of this study, it could be argued that similar processing takes place in upper secondary school teachers' daily activities. Therefore, it would be important for teachers to acknowledge the tensions at play in moral dilemmas, as well as their personal reactions to them, in order to actively and reasonably act on them.

This section has outlined several ways of modelling the nature of teacher ethics, and these models have depicted how teacher ethics work in action and how diverse the concept is in practice. The following sections will now move on to examining how an explicit focus on the concept can and should be made by creating codes of ethics and addressing the phenomenon in teacher education.

3.2 Codes of ethics

Numerous codes of ethics have been compiled internationally to guide, protect and inspire practitioners and their stakeholders (Campbell 2003:103, Schwimmer and Maxwell 2017: 141). The purpose of these codes is to draw attention to the issue of professional ethics and

to formalize the essential moral principles of professions. Codes of ethics are written documents that provide guidance to the practitioners of the profession and aim at protecting those using the services, as well as preserving the profession's reputation (Fisher 2013: 299). That is, these documents, that can be created by professional associations or other occupational regulatory bodies, attempt to give structured principles according to which the practitioners should operate. However, as Hannah and Jindal-Snape (2014: 9) note, the codes are only guides, whose application is open to interpretation. Consequently, they are not necessarily implemented as established practices, nor are they legally binding.

Therefore, the existence of codes of ethics is only significant if they truly make teachers aware of the ethical nature of their daily practices and their role as a teacher; mere political statements pretending to include several interests and agendas or only advertising presumed responsibility have no value whatsoever for the profession (Campbell 2003: 108). Schwimmer and Maxwell (2017: 150-151) argue that codes of ethics should meet three conditions in order to positively contribute to the practice and improvement of professional judgement: first, the obligation statements should be open and flexible instead of closed and restricting, which on the other hand is criticized by Campbell (2003: 109) for the ambiguity of positive requirements. Secondly, teachers should be encouraged to critically judge practices or ideals that are not in the best interest of the students or the education system. Thirdly, the codes of ethics should neither moralize teachers by painting an exaggeratedly noble image of them, nor smear them with expectations of corruption or unreliability.

Campbell (2003: 109) also criticizes codes often written by teachers' unions that in addition to honoring values of human worth and respect for values such as justice, fairness, truthfulness, consistency, impartiality, confidentiality and integrity include contractual obligations such as commitment to the union itself. The critique seems justified: the purpose of the codes of ethics should not be promoting union membership or dividing the practitioners based on their will to belong to a union, but to provide guidance to all teachers in dealing with the moral dilemmas the work will inevitably bring about. The ethical guidelines of the Finnish Trade Union of Education (OAJ) are presented in section 4.1.

3.3 Professional ethics in teacher education

Teacher education in North America and Europe has aimed at preparing student teachers for functioning as a moral role model ever since the formalized teacher education was established (Maxwell and Schwimmer 2016: 354). From the professional ethics perspective, teacher education should prepare future teachers to become members of a community of practice that shares a conception of ethical and responsible actions when working in the educational field (Maxwell and Schwimmer 2016: 356).

This view is shared by many researchers, for instance Campbell (2003: 130-131), who argues that teacher education must prepare student teachers for functioning in the role of a teacher and train them to contemplate the moral and ethical side of their profession. She (2003: 130-131) justifies this argument by saying that "Moral agency is not simply an inevitable state resulting from being a teacher but instead a professional quality exemplifying ethically good practice". A code of teacher ethics could function as a pedagogical tool contributing to the professional socialization of teachers, thus promoting the official recognition of the aspects of teacher ethics (Schwimmer and Maxwell 2017: 145).

Thus, teachers should be prepared to consider the ethical nature and dimensions of their work, and critical self-reflection could be the tool for approaching the ethical dilemmas teachers face at work (Aijasaho et al. 2012: 12). As every educational situation and every teacher is different, no ready solutions can be offered. Therefore, teachers should learn to analyze the relationship between their personal and professional beliefs, ethics and action to be able to overcome the ethical dilemmas they face in their work. Seghedin (2014: 21) adds that teacher education should transmit a conception of teacher ethics that enables teachers to develop their professional moral through reflection.

Research with a specific focus on teacher education has been conducted, e.g. by Ewing (2001), discussing the role of cultural background and ethics in teacher education, and Ayeni (2014), who studied the Nigerian teacher education from the point of view of social ethics. Ayeni (2914: 4) notes that since teachers are regarded as instruments of change in any known

society, they must be educated to meet the moral demands of the society in question. Bringing this notion to the context of Finland, Kontturi (2011) found that the Finnish classroom teachers interviewed in his study (N=6) regarded teacher education insufficient for working life regarding ethical education and the readiness provided by it, and that work experience correlated with ethical expertise.

In terms of the Finnish education field, Tirri (2002: 32) has gathered education sector professionals' opinions (N=34) on the current central ethical problems in teaching through a survey, and these problems included e.g. the haziness of the educational vision, contradictions in enforcing individuality and communality, questions of power and leadership as well as some more concrete issues such as stressfulness of the work, lack of time and resources as well as a sense of undervaluation. She concludes that the Finnish teacher education must develop to provide teachers with a readiness to recognize ethical obstacles in a teacher's work and to overcome them. In addition to the readiness to practical approach to the actual problems, teacher education should provide teachers with a readiness to discuss ethical issues in general and especially regarding the problems occurring in their own work community. That would require more interaction skills, basic knowledge of ethics theoretically and a better understanding of the basis of one's own pedagogical thinking (Tirri 2002).

As the previous discussion shows, understanding ethics is a fundamental part of a teacher's professional development. There seems to be consensus on why ethics should be part of teacher education but also that there is a clear need for developing teacher education programs in terms of teacher ethics (see e.g. Maxwell and Schwimmer 2016, Zheng and Hui 2005, Husu 2003, Shapira-Lishchinsky 2010). When the role of ethics in teachers' work is made conscious already during teacher studies, it might be easier to continue the development throughout the career. However, as the education seems to be generally insufficient in terms of professional ethics, it is crucial that the issue is addressed in work orientation and continuously in the everyday life in schools. In addition, teachers should on their own initiative reflect on their own practices and pay attention to the ethical decision-

making they do daily. Therefore, it is important to study how the ethicality of teachers' practices shows in the classroom, as it can provide the teachers with important information for personal and professional development, and that is exactly what this study aims to do. As this study focuses specifically on English teachers, the next section will look into professional ethics in the context of language teaching.

3.4 Professional ethics in language teaching

Not much research has been conducted on professional ethics in the specific context of language teaching. In the second language teaching context, the ethical discussion has focused on the political and social ramifications of the supremacy of English (Mangubhai 2007). Mangubhai (2007) studied six teachers of other languages than English on elementary and secondary levels, looking at their personal practical theories of teaching a foreign language in Australia. The analysis of the interview data showed that the teachers involved in the study had long-term sociomoral goals going beyond teaching merely the language and culture content, the main goal being caring for people. Mangubhai (2007: 186-187) states that there is a need for further research on the particularities of the moral dimension of foreign language teaching and whether they arise from the nature of the subject.

Johnston et al. (1998: 163-164) argue that there are some generalizable issues of relevance considering the moral dimensions of English as a second language (ESL) teaching. Firstly, language teaching signifies the encounter of two or more cultures, and culture and morality are essentially intertwined. Thus, in ESL teaching, individual values must meet cultural values. Secondly, ESL students are at a disadvantage in educational contexts where English is the dominant language in society, in the sense that their command of the language is imperfect. That is, their ability y to exercise power is compromised due to language skills, which creates a moral dimension to ESL teaching in the specific context. Thirdly, as for adult learners, explicit teaching of morality is often excluded from the classroom.

These notions presented by Johnston et al. (1998) are not universally generalizable as they mostly apply to contexts where English is a dominant language in society but suggest that

ESL teaching is fundamentally moral in nature, and it could be hypothesized that it is also true for contexts where English is taught as a foreign language, such as Finland. The question arises: What are the specific ethical features of teaching English as a foreign language (EFL), or do such features exist? What are the cultural values that are transmitted in EFL teaching and how do they combine with the values and codes guiding teaching in that specific country? As Mangubhai (2007), also Johnston et al. (1998: 179) call for more research on the topic, especially on how students perceive in moral terms what is said and done by the teacher, which is adopted as an approach in the present study.

The previously presented studies focus on the ethics of English in a second language context. In addition, e.g. Christenbury (2008) discusses the issue from a first language point of view in the context of the U.S., pointing out that literature and writing are areas where ethics can be taught and discussed explicitly. For example, ethical themes and their meanings can be found in books and ethical issues can be the topic of writing tasks. Although this could be done in foreign language (FL) settings as well, it seems more likely that ethical considerations are left out or in a minor role, as the emphasis in FL classroom in that context would most likely be on text comprehension. Discussing ethical issues might also not reach a very deep level due to limited capacity of expression in a FL, as Johnston et al. (1998:163-164) suggested above.

In addition to first and second language context, some smaller-scale studies from the EFL point of view in the Finnish context have been conducted. For example, Lindström (2012) in her BA thesis examined how different English-speaking cultures were represented in upper secondary EFL textbooks between 1980 and 2010 in Finland. Based on a small sample, it was found that British and North American cultures dominated in the textbooks, although in the newer books more variation was found regarding the representation of cultures and the globality of the topics. Cultural stereotypes were also found.

Lindström (2015) also explored the representation of the British culture in Finnish EFL textbooks, finding also that the upper secondary textbooks lacked presentations of other

English-speaking countries, and the view of the United Kingdom was slightly biased towards England. This indicates that ethics in education goes beyond the concrete teaching situation: the textbooks also convey images and values, and they are statements on what is considered important. Atjonen (2005: 58) supports this by noting that studies have shown that textbooks try to romanticize contradictory topics and issues of dissent might be left out from the book and the syllabus. She also emphasizes that the selection of which subject contents are covered and which ones are left out is an ethical judgement. Thus, teachers should evaluate the ethicality of the teaching material in addition to their own conduct in the classroom. Especially, drawing attention to issues that are left out in teaching could reveal interesting underlying ethical conceptions.

Indeed, more research is clearly needed on the ethics of teaching a foreign language, and this study focuses on this important aspect, intending to find out what kind of factors are considered important in the specific context of English as a foreign language. A good starting point could be what Mangubhai (2007) and Johnston et al. (1998) also mentioned: the role of English and English-speaking cultures in EFL teaching and the way they are represented. In the present study this view is contrasted with the objectives of acquiring language skills defined in the National Core Curriculum (see section 4.2.) in order to see how highly upper secondary school students do appreciate the different sociomoral, language and culture aspects possibly present in language teaching. Thus, the present study aims at finding out whether the sociocultural aspects of English teaching or the skill-oriented views of language learning are considered more important by students.

4 TEACHER ETHICS IN FINLAND

(Launonen 2000) argues that the basic objective of school education has remained the same since the foundation of the Finnish school system, and that objective is to raise students into a moral self-direction and freedom. He explains that throughout history, the ethical educational thinking in schools has undergone several transformations ideologically, and the focus has shifted from transmitting societal values to encouraging students to make

individual value choices. Some ideals had not changed, though, during the whole period of his study (1863-1999): the stable and permanent moral ideals of Finnish education include honesty, diligence, work, fairness and courtesy, more specifically in the context of social interaction (Launonen 2000: 332).

As for the role of ethics in the Finnish education context, the Trade Union of Education OAJ has established The Ethical Committee for the Teaching Profession, whose purpose is to endorse discussion on matters related to teaching and ethics, and to produce statements on these issues. The existence of this independent national body speaks for the significant position ethics have in the Finnish education sector. However, although teachers' basic tasks and responsibilities are defined by legislation, the professional ethics are not and cannot be based on obligation or outside surveillance (OAJ 2018). Thus, it is every teacher's personal responsibility to live up to the profession's moral demands according to their own understanding of them.

In the following sections, I will first describe the ethical principles created for teachers by OAJ and the values on which they are based, and then briefly review the values presented in the National Core Curriculum for General Upper Secondary Schools (2016).

4.1 Trade Union of Education's teachers' ethical principles

OAJ (2018) has outlined ethical principles to guide the profession's practitioners. They are based on the underlying values of human worth, truthfulness, fairness, and rights and responsibilities. The first value means that teachers should treat and respect every child, pupil or student as equally worthy, regardless of gender, sexual orientation, appearance, age, religion, social status, origins, opinions, skills or achievements. Secondly, the teachers search for the truth while guiding learners and being honest to themselves and others. Fairness is an essential component of any interactions with learners, such as evaluation and conflict management, and thus teachers should promote equality, be impartial, and avoid favoring. Finally, the last value binds teachers to applying the legislation and the curriculum, while permitting them to have their own personal values and opinions.

The six principles cover the broad scope of teachers' work and the relationships with the stakeholders that essentially belong to it. I will now briefly explain what each principle contains.

1. *"A teacher's relationship to his or her work"*. This principle describes the commitment teachers must make to the norms and ethics of the profession, reminding them to be responsible, to be ready to develop oneself and to expect fair treatment. The teacher personality, discussed section 2.4, is acknowledged and teachers can and should develop themselves as people as well as teachers.

2. *"Teacher and learner"*. This is the essential principle regarding this study: it describes the teacher-student relationship. The learner should be respected as an individual and is to be treated fairly, and teachers should try to understand the student's perspective and be discrete regarding the privacy of the student. This principle also calls for intolerance of any form of bullying, collaborative development towards becoming members of society and the promotion of trust. The younger the pupil, the more cooperation there should be with parents or guardians.

3. *"The working community"*. Teachers should respect and understand also their colleagues as individuals, striving towards a pooling of resources.

4. *"Teachers and other interest groups"*. Teachers should support learning with the help of parents, guardians, specialist advisers, authorities and other necessary parties.

5. *"Teachers and society"*. With their actions, teachers should help the students "become responsible and able members of a democratic society".

6. *"Teachers in a pluralistic world"*. Teachers should make sure no one is discriminated against based on their culture or world view; each learner is equal as a member of the community.

(OAJ 2018)

Thus, these principles cover a wide range of responsibilities and suggestions for teachers. The principles are not very specific and the extent to which they are to be followed is not defined; neither are they legally binding. However, they form the expected or ideal ethical basis of a Finnish teacher's professionalism. Tirri (1998: 13) points out that the principles are intentionally designed broad, as their main function is to be a reminder of the ideals each teacher should strive for, instead of offering concrete solutions to problematic situations. They are a good starting point for studying ethics in the Finnish school context. However, as Campbell (2003) suggests, the ethical principles should derive from the teacher's consciousness instead of being merely a given set of principles to follow. In other words, only when the principles are intrinsic, the teacher can act in a truly ethical manner. This in mind, the vagueness of the OAJ principles is positive: each teacher can define what the principle means for him or her personally and in what way he or she wants to efficiently enforce them. As discussed in section 3.3, competent teacher education should provide teachers with a readiness to consider and apply these principles.

4.2 Curriculum values

In the National Core Curriculum for General Upper Secondary Schools 2015 (hereafter NCC 2015), the most recent curriculum, certain values are set to function as the basis of the general upper secondary education. These values are of personal, collective and global nature. The foundation of these values is the Finnish tradition of education or general knowledge, which refers to the notion that studying and learning can renew culture and society. With general knowledge, individuals and communities should be able to make decisions and find solutions based on ethical reasoning, putting oneself in another's place and knowledge-based deliberation. (NCC 2015: 12). That is, the ability to consider the ethical

perspective of issues is regarded as a skill that general upper secondary students should acquire from their education.

In addition to that, the NCC 2015 (2015: 12-13) names values such as respect for life and human rights, the integrity of human worth, equality, well-being and democracy, and states that an upper secondary student should form a conception of the methods that promote these values and norms. Caring for others, creativity, honesty and perseverance help in creating an equal community that strives for cooperation, and the community is appreciated in all its humane and cultural diversity. As for a broader perspective, sustainable living, eco-social education, global responsibility and international cooperation and global citizenship are valued e.g. in terms of preserving natural diversity and restraining climate change. It is also stated that upper secondary education does not commit students to a religious or a political viewpoint and cannot be used as a commercial influencer (NCC 2015: 13). This is an area where the teacher ethics emerge: the teacher must act in a manner that does not conflict with these curricular values.

It is noted that these values are to be concretized in teaching of each subject, as well as in the operations of the entire school, and in the way in which work is organized. Also, the NCC 2015 (2015: 12) mentions that general upper secondary education aims at developing students' understanding of values by dealing with the tensions between the publicly expressed values and the reality. That is, values are not only to be transmitted as such but also brought out as a skill; students should be taught to create and recognize their own values and to analyze and apply them. Considering the NCC 2015 from the perspective of the teacher's responsibility as a transmitter of these values, the teacher is implicitly obligated to promote certain ideals both in his or her own actions as well as the teaching content. The nature of these values, together with basic human rights and the Finnish law, already dictates an ethical starting point for a Finnish teacher's work.

Finally, the objectives and content of A1-English courses in upper secondary education will be briefly described. A1-language refers to the language that has been started as the first

foreign language in basic education and is obligatory for all. These studies have so far begun in 3rd grade (see SUKOL), and from 2020 onwards they will begin in 1st grade (see Opetus-ja kulttuuriministeriö). The NCC 2015 (2015: 109) defines the objectives of upper secondary school A1-English teaching: the aim is that the students develop as language users and agents in the domains of the multicultural world, understand the meaning and role of English in the world, are able to assess their own skills and plan their language studies for future language needs, get experiences in reading, interpreting and treating vaster English texts and can compare their language skills to the framework of reference level B2.1, as well as assess and further continue their personal development.

As for the content of the obligatory A1-English courses, the following list summarizes the main themes that according to the curriculum are to be covered in the courses (NCC 2015: 110-111):

> *1. The English language and my world:* the universal linguistic diversity, the globality of English and language skills as a tool for increasing cultural skills
>
> *2. The individual in networks:* international communication, wellbeing and the effect of technology and digitalization on them
>
> *3. Cultural phenomena*: culture, media in English and creative activity
>
> *4. Society and the surrounding world*: active agency in English, societal phenomena, citizenship, individual and collective responsibility
>
> *5. Science and the future*: technology, digitalization and English as their language, future visions
>
> *6. Study, work and livelihood*: language skill as working life skill and social capital, plans, economy

Thus, A1-English teaching in Finland deals with language and culture content very diversely. These themes and objectives have served as a foundation in creating the questionnaire items of the present study concerning the student perceptions of the important factors in English teaching. As the curriculum covers both, understanding the sociocultural aspects of language (see also section 3.4) and the skills-based goals of language learning, it is interesting to see how these are rated by students, especially considering them from an ethical point of view.

5 STUDIES ON TEACHER ETHICS

Teacher ethics has been studied from different perspectives and in different settings and instruments for measuring it have been created (Schwimmer and Maxwell 2017: 141), as also partly discussed in sections 3.3 and 3.4 in terms of ethics in teacher education and the context of language teaching. This chapter provides an outline of other research conducted in the area of ethics in education. The first section presents a variety of studies that approach teacher ethics from the point of view of the teacher, and the second section focuses on the approach also taken in this study, the students' perceptions.

5.1 Studies on teacher ethics: teachers' perspective

Many studies on teacher ethics approach the theme from the teacher's point of view. In the basic education context, the focus of ethics is often on education more generally: how can the pupils be reared to become good citizens and people? For instance, Aijasaho et al. (2012) studied Finnish classroom teachers' (N=6) perceptions of ethical education. The study was a phenomenographic interview study, and the aim was to study classroom teachers' values and their practical applications. The interviews focused on the teacher's goals for their educational work, their ethical principles guiding it, their reflection process and the visibility of ethical educational work in everyday school life.

Aijasaho et al. (2012: 5) found that the most prominent teacher values included "the teaching of humanity and basic life skills, creating an atmosphere, moral education and the societal importance of educational work". Cooperative skills and interaction were also emphasized, together with the notions of attention and trust in teacher-student relationships. As for the principles of educational work, the teacher's personal values, the framework guiding education (e.g. the curriculum) and different norms teachers follow emerged as the most fundamental ones. In addition, the importance of professional ethics was highlighted in the everyday work. Reflecting one's own ethical work, the teachers' feelings and ideas of inadequacy, experience, competence, the nature of the work and the values related to it came up as important viewpoints. Finally, it was highlighted that the everyday school life contains holistic educational situations with educational conversations with students and

teachers. Based on these findings, the model of the nature of ethical educational practice, presented in section 3.1.1, was created.

As discussed in section 3.3, teacher education should prepare teachers for the reality of a teacher's job. However, since teacher education regarding teacher ethics is often considered insufficient, where are teacher ethics learned? Kontturi (2011), who studied the development of classroom teachers' (N=6) ethical values in Finland, found that at least for the interviewed participants in his study, the basic values stemmed from their upbringing. Nevertheless, the teachers in the study felt that work and life experience changed those values, which suggests that some aspects of teacher ethics are partially learned only in practice and can be developed based on gained experiences.

Opportunities for learning from concrete experiences and situations are numerous, as moral conflicts and dilemmas are a part of everyday school life. Tirri (1999: 60) notes that in some moral questions that arise in the school context, the teachers' views might significantly deviate from the students' views. Thus, she conducted a study (1999) where both the teachers' and the students' perspectives were combined to map common moral dilemmas at school. The data was collected in two secondary schools, the number of participants varied from 13 to 93 in each part of the study and the instruments used were interviews, questionnaires and essays.

Based on the moral dilemmas recognized by teachers and students as well as perceptions of the fairness of procedures from both groups, four main categories of moral dilemmas were found: 1) problems related to teacher procedures, 2) students' work ethic, 3) the rights of the minorities and 4) school's common rules, the first category being the biggest (Tirri 1999: 67). The first category included the following factors: assessment, punishments, criticizing teaching, professional secrecy, sensitive issues, problems regarding teacher colleague's work, shouting and blaming, indifference and partiality. These factors are in line with the university level case examples presented by Keith-Spiegel (2002) in section 2.3.2., which suggests that the moral dilemmas in education are fundamentally of similar nature

regardless of the education level, at least in relatively similar cultural contexts. For this reason, some of these factors by Tirri (1999) are also included in the instrument of this study (see section 6.3.1), in the context of upper secondary school education.

Moving to the other end of the education spectrum, several studies have been conducted on the ethics of teachers and professors in higher education. Among others, Birch, Elliot and Trankel's (1999) study aimed at finding out university faculty members' perceptions of ethical and unethical conduct on a university campus in Montana, U.S., creating a portrait of an ethical professor based on the results. A questionnaire containing a list of 64 teacher behaviors was answered by faculty members (N=147). The answers were categorized, and the analysis showed that equity and fairness in applying course requirements and in grading are crucial for ethical academic behavior. Also, forbidding sexual relations with students who take the professor's class was considered a required trait of an ethical professor. However, some aspects of teacher ethics were marked by uncertainty and considerable disagreement, the most notable factor being expectations concerning nonsexual relationships with students.

Another study from the context of higher education, Johnston et al. (1998) studied the ESL teachers as moral agents, focusing on how this is realized and how it could be conceptualized. The qualitative study was conducted in a large midwestern university in the United States. The data (N=3) consisted of researcher observations, audio recordings of lessons, handouts and syllabuses and teacher journals, and was collected in three classes in the Intensive English Program (IEP). In the data analysis of the recordings and transcripts, tripartite coding schemes were used to identify morally significant incidents in the teachers' actions. The other data was handled through literary analysis. The findings were discussed in terms of Jackson et al.'s (1993, as cited in Johnston et al. 199: 164-165) classification of the three manifestations of the morality of teaching.

The findings showed that the teachers often faced issues of control in terms of students returning assignments, cheating and being late. As the first important point, Johnston et al (1998: 170) related the issue of control and discipline to those of trust and care, stating that

the power relations reflect and include teacher judgements of the students. The second aspect that Johnston et al. (1998: 172-173) highlighted was that of the curricular substructure and the deeper values included in it about what is an acceptable form of education. In ESL classes, where the students are from various backgrounds, the expectations about e.g. the teacher's and the student's roles can be quite different and the teacher must consider the moral dilemma of possibly conflicting values. Finally, the third aspect of the findings concerns the teacher's expressive morality as a part of classroom interaction. That is, teachers might send morally charged messages to students without explicitly doing so, or without intending to change anyone towards their personal values. Johnston et al. (1998: 178) conclude that the teacher's language and behavior displays expressive morality, which plays a significant role in the teacher-student relationships.

These studies show that the dimensions of teacher ethics can vary depending on the education level: in basic education the teacher's job entails a more significant rearing aspect, which naturally manifests in the increased need and more diverse situations for ethical considerations. In higher education, the teacher's role as an ethical role model is highlighted, as the nature of the education is different. Another factor that appears in higher education levels is the fact that the students are youngsters or adults, which brings about a new dimension to the teacher-student relationships; possible sexual attraction, advances or even harassment are clearly ethical issues. However, no matter what the education level, the teacher-student relationship is always of moral nature.

The upper secondary education falls into the middle ground between the obligatory basic education, where children are reared to becoming good and considerate human beings, and the higher education, where students are expected to behave like adults. Therefore, it could be considered a platform of transformation and growth, and for this reason it is an interesting target group for researching teacher ethics.

5.2 Student perceptions of teacher ethics

As teachers are the experts in the education field and ethics is a core part of teacher professionalism, it can be assumed that they can professionally reflect on the ethical nature of their work. However, when it comes to daily life in the classroom, the experienced reality of the students should also be acknowledged. It could be argued that while teachers can subjectively evaluate their own actions regarding ethicality, it is what the students perceive and experience that in fact makes a difference.

Lehtovaara's (1999: 61) point supports this approach: "Whatever we think and say ethics is, is empty talk in comparison with the ethics that is realized in our acts, in our choices." What can be objectively valued in theory, is a lot more difficult to observe in oneself in actual teaching situations. That is, teachers might think they are following certain principles, but in the fast-paced classroom reality that includes possibly frequent ethical decision-making, it is natural that teachers do not have the time to stop to evaluate their every action separately. Therefore, asking students what they experience reveals if teachers really live up to their ideal practices and if there are certain areas where the ethical perspective could be considered more.

The previous section outlined teachers' views on ethical education and teacher behavior, but as discussed, that perspective does not manage to provide descriptions of the experienced reality of classrooms. In this section, the focus is on the students' perceptions of teacher ethics. Three studies will be briefly presented, all conducted from the students' point of view. The first two are set in the university context in the U.S. and the third one is from the Finnish secondary school context.

Firstly, a study by Friedman et al. (2005) focused on finding out whether university students perceived their professors as ethical and if taking an ethics course affected that view. The data was gathered among the students (N=350) in a large urban university, the location of which was not explicitly mentioned but deducing from the context, very likely in the United States. The data collection method was a questionnaire, which consisted of four close-ended

questions about the perceived teacher ethicality regarding ten factors and two open-ended questions asking for descriptions on the behavior of the most and the least ethical teacher the students had had. Statistical analysis revealed that only a little more than 50% of students regarded their professors as extremely ethical or ethical. Fairness in grading was found to be the most critical factor affecting the judgement of teacher ethicality, other important factors included not playing favorites, being on time, presenting unbiased class materials and caring for students. Taking an ethics course did not affect the students' perceptions of teacher ethicality. However, women considered making sexual advancements and flirting and playing favorites as more unethical than men.

Kuther (2003) studied college students' perceptions of professors' ethical responsibilities. The study was conducted in a public university in the Northeast of the US, and it consisted of two parts: in Part 1 students (N=249) rated the ethical nature of 25 behaviors in a questionnaire. The findings indicate that not using alcohol or substances while teaching, respect for students, objective teaching, honest grading and intolerance of cheating and plagiarism arose as the most important factors in high perceived teacher ethicality. In Part 2, qualitative data was gathered through a survey (N=58) on 8 behaviors the ethicality of which was found more ambiguous in the first part. Qualitative analysis of the data revealed that excellence and professionalism were expected of the professors, as well as employing a great amount of content knowledge and concern for student welfare. The findings are similar to what Birch, Elliott and Trankel (1999, see section 5.1) found when studying faculty members' perceptions of ethical and unethical behaviors. Thus, students and faculty members seem to agree on the important factors in teacher ethics.

Whereas Friedman et al. (2005) and Kuther (2003) examined factors of teacher ethicality in general, Pusa (2018) studied student experiences on unethical teacher behavior during primary school in Finland. She also sought to find out how unethical teacher behavior was dealt with and what kind of effects it has had on the lives of the students. Interviews (N=42) showed that unethical teacher behavior is common; over a third of the participants had experienced inappropriate behavior from the part of the teacher. Most commonly it

included unequal treatment of students based on their socio-economic background. There were also gender differences: girls' highlighted issues related to school catering, whereas boys had experienced discrimination based on their gender. The inappropriate behavior was not addressed in any way according to the participants, and it affected their school enjoyment and experienced stress and caused sensations of inadequacy.

As Friedman et al.'s (2005) and Pusa's (2018) findings suggest, teachers do not always behave according to the ethical standards which they are expected to follow. That calls for more research on the issue, so that the extent of the problem can be understood, and solutions can be found. Pusa's (2018) findings also give rise to similar studies in other education levels in Finland: is unethical behavior common throughout the country and in for example secondary and upper secondary education? Nevertheless, it is positive that both teachers and students seem to somewhat agree on what kind of behavior is ethical or unethical in the school context from the part of the teacher; thus, there is a common goal towards which the school communities should work.

Surely, there are pitfalls in asking for students' opinions on teacher ethics. Especially younger students might not be able to understand the concept of ethics, or it can be confused with evaluating how well the teacher does his or her job. Indeed, evaluating the teachers' pedagogical skills is common in higher education especially the United States (Cahn 2010: 34). However, Cahn (2010:35) argues that students are poor judges of teachers' skills as the educational values are best judged by the experts in education, the teachers. Consequently, the challenge is to make students understand the difference between their own perceptions of teacher's behavior's ethicality and their judgements of the teacher as a person or a professional.

Still, verbalizing the students' opinions and drawing attention to possible problems can be very valuable for teacher's professional ethical development, and at best can lead to a more communicative and fairer atmosphere in classroom. Teachers could and should mirror research results to their own practices and evaluate how well they are performing in the

issues that are considered most important, and thus, it is no longer about students judging teachers but teachers critically evaluating their own actions based on feedback. This study aims at contributing to the integration of the students' voices and experiences as a tool for teacher development.

6 PRESENT STUDY

This section gives an overview of the current study. The research setting of this study is quantitative with a small qualitative part. The purpose of the latter is to support the quantitative analysis by giving voice more explicitly to the student opinions. Both quantitative and qualitative methods of analysis were used. The first two sections will provide a presentation of the aims of this study and its research questions. Next, in section 6.3, the study procedure will be explained, together with the creation and contents of the data collection instrument. In addition, section 6.4 will describe the participants, and the final part explains in more detail the methods of analysis used in this study.

6.1 Aims of this study

The aim of this study is to find out whether Finnish upper secondary school students perceive their English teachers as ethical in their job and their role as a teacher overall, and which factors are the ones where the ethicality is especially high or low. In addition, this study attempts to find out which factors of English teacher ethicality students consider the most and the least important. The subject-specific factors related to the subject of English will also be examined, as research has shown it to be an area lacking research knowledge.

Answering these questions can have several positive outcomes: firstly, this study can raise awareness on the issue of ethics in upper secondary school English subject teachers, and possibly bring to light some problems or challenges experienced by students. Teachers can gain valuable information on what Finnish students consider important in teachers' ethics and through reflection adjust possible negative habits and so develop their professionalism as a teacher. Secondly, it can increase teachers' understanding of the reality of their

classrooms not only as self-evaluation of their own ethicality and behavior but as their students experience it, and maybe this could inspire teachers to ask for feedback about the atmosphere of their classrooms. Thirdly, this study can open the issue of ethics for wider discussion amongst students, teachers of all subjects, and pre-service teachers in Finland.

It must be noted that the purpose of this study is not to make students evaluate their teachers' pedagogical skills or their personal liking of the teachers, but the aim is to look into students' *perceptions* and *experiences* of how different factors of teacher ethics are or are not present in the English teaching they have received and their opinions about the importance of these factors. As the focus is on subject teachers of English, with this study I also attempt to find out which aspects related to the subject specifically are considered important by students, with the sociocultural starting point discussed by Johnston et al. (1998) and Mangubhai (2007) (see section 3.4).

This topic is worth investigating since ethics is one of the major components of a teacher's work and it is present in several aspects of teachers' work, as discussed in the previous chapters. Teacher ethics as a topic has not been studied in Finland specifically in the context of upper secondary schools, which indicates a clear gap in the research. Another notable gap is the lack of studies in the foreign language teaching context, which this study also intends to elaborate on.

Focusing on the upper secondary level could shed light on where that age group fits in relation to the existing research on teacher ethics: do upper secondary students consider the role of a subject teacher more similar to classroom teachers whose ethics emphasize educating children or to university professors, who are examined mainly by the fairness and appropriateness of their practices? This study can bring about a new perspective to teacher ethics and professionalism in Finland that can open new research possibilities in the field. Hopefully, it can also inspire discussion on the topic in upper secondary level more broadly, as more often the focus of teacher ethics in Finland is on classroom teachers.

6.2 Research questions

The questions I am attempting to answer in this study concern the experienced ethical reality of English classrooms. The object is to describe the English teachers' ethicality demonstrated in their behavior as perceived by the students. The first research question attempts to distinguish which factors of teacher ethicality are the most and the least important to students. The second research question focuses on finding out if, in the students' opinion, the English teachers are ethical in their work or not on a general level. Finally, the third research question seeks to find out how well these factors are present in the English teachers' behavior.

RQ1: Which factors of English teacher ethics do the students consider the most and the least important?

RQ2: How ethical do students perceive the practices of their current English teachers?

RQ2.1: How do student conceptions of important factors in teacher ethics compare to their evaluations of their experiences with English teachers?

RQ3: Which subject-specific ethical aspects of English teaching do the students consider the most important?

The first research question is important as it sets the foundation for understanding what kind of practices and behaviors are valued by students. That is, it can shed light on the students' conceptions of ethical teaching practice and thus can have a significant impact on how the students describe ethical or unethical behavior. The second research question can reveal the actual situation in upper secondary school English teaching, and those findings can serve as a tool for teacher reflection. Also, looking at the difference between what students consider important and how they perceive the teachers' practices can provide valuable information about possible differences in how ethics is understood between teachers and students. Finally, the third research question can offer a new point of view to

the inadequate existing research on the particularities of ethics in English as a foreign language teaching.

6.3 Procedure

The data collection method used in this study was an online questionnaire, which was created based on literature on the topic. After the questionnaire was drafted, it was piloted with two participants belonging to the target group. Slight modifications in word forms and some clarifications were made based on the feedback. Then, a link to the questionnaire was distributed through various channels: the researcher's own personal contacts though e-mail and Facebook, a Facebook group directed at upper secondary school English teachers, and randomly selected upper secondary school principals around Finland by e-mail. YLE's listing of general examination results by upper secondary school was used as a starting point, and schools were randomly selected from the list and their contact information was sought online.

A general research permission was applied from one municipality that required it. The data was collected anonymously, thus the identity of the participants is unknown. No such information was gathered from the participants that would make them identifiable. When the data had been gathered, the analysis stage began with statistical analysis using the SPSS program, followed by content analysis of one part of the data. The results were then deciphered and will be elaborated in section 7. The data was disposed of immediately after the analysis was finished.

6.3.1 Questionnaire

The questionnaire was chosen as the data collection method as it is the most suitable method for gathering information from a large group of participants. The questionnaire used in the data collection was created online via Webropol. The reasons behind choosing an online questionnaire were that it is the most effective way to conduct a self-administered questionnaire (Tourangeau, Conrad and Couper 2013: 1), and considering the age of the

participants, it is an easier and a more natural channel than a paper-and-pencil questionnaire (see e.g. Valli and Perkkilä 2015). The focus of the questionnaire is explorative, i.e., it concentrates on gathering participants' opinions and perceptions about the topic (Alanen 2011: 147). Creating the questionnaire based on previous research knowledge and piloting it increased its reliability and validity (Alanen 2011: 159).

The questionnaire content was created based on previous literature and research, including the objectives for A1 English defined in the NCC 2015 (2015: 109-110), Tirri (1999), Friedman et al. (2005), Birch et al. (1999) and Atjonen (2004). Based on them, factors of teacher ethics were selected and modified to suit the age of the participants in this study and the Finnish upper secondary school context. The questionnaire was administered in Finnish, and the analysis will use the English translations of the questionnaire items.

The questionnaire (see Appendix 1 for the original one in Finnish and its English translation) consisted of several parts. It began with a cover note, that explained briefly the topic and the aim of the study. It is also emphasized that no previous knowledge of the topic of ethics is required to answer the questionnaire, and that all answers should be based on personal opinions and experiences. It was also highlighted that all answers would be anonymous, so that nobody can be personally linked to their answers. In addition, participants under 18 years of age were required to ask for their guardian's permission to answer the questionnaire.

The first part of the questionnaire gathered basic demographic information about the participants, making sure that all the respondents belong to the target group. Participants who did not currently study in upper secondary school level were excluded from the analysis. Year of studies and gender were asked to see if any differences arise statistically based on those factors. No personal data was collected.

The second part consisted of four-point Likert scale questions about the students' perceptions of the importance of several factors of teacher ethics as well as their appearance

in the behavior of the respondent's current or latest English teacher. This limitation is useful as it helps the students focus their thinking and make connections between the factors and one person, instead of potentially a dozen teachers. It also helps in avoiding that the student intentionally chooses their favorite or least favorite teacher as a point of reference, which improves the validity of the questionnaire as the choice of teacher is randomized. The scale did not include an option "I don't know" or "I cannot say", so that the students would be encouraged to form opinions of the factors.

Then, the fourth part focused on subject-specific factors, using also a four-point Likert scale to measure how important the students consider different actions and attitudes of an English teacher. It brings this study closer to the subject of English, as other parts concerning teacher ethics more generally could be possibly applied to teachers of other languages or other subjects as well. This part was based on Mangubhai (2007) and Johnston et al.'s (1998) suggestions that the role and representations of English and English-speaking cultures in EFL teaching could work as a starting point for further studies. The factors derived from the NCC 2015 regarding the objectives and content of A1-English courses with an intention to see if the sociocultural goals or the skill-driven learning objectives are considered more important.

The fifth part of the questionnaire consisted of two open-ended questions asking for a description of an unethically acting teacher and an ethically acting teacher the students had had during their studies, in terms of the behavior and attitudes of that teacher. This part aimed at complementing the data from the previous parts, as well as at exploring if any new factors of teacher ethics would arise that were not included in the questionnaire factors. At the end of the questionnaire, the participants could leave their e-mail address in order to participate in a raffle for movie tickets, which functioned as an incentive to fill the questionnaire. It was highlighted that the e-mail address will never be linked to the participant's answers to protect their anonymity and they were deleted as soon as the data collection process ended.

6.4 Participants

Altogether 220 participants filled in the questionnaire. Of these, 6 (2.73%) did not currently study in upper secondary school and were excluded from the study automatically by Webropol, i.e. the number of actual participants was 214. Table 1 below presents a categorization of the participants by their year of studies in upper secondary school, and Table 2 presents the participants by gender.

Table 1. Participants by year of studies

Participants	n	%
1st year student	89	41.59
2nd year student	84	39.25
3rd year student	38	17.76
4th year student	3	1.4
Other	0	0
Total	214	100

Table 2. Participants by gender

Participants	n	%
Male	60	28.04
Female	144	67.29
Other / did not want to say	10	4.67
Total	214	100

As Tables 1 and 2 show, most of the participants are first- or second-year students and females. During the time the questionnaire was administered, upper secondary school seniors had already finished the courses for the year and were on a leave for studying for matriculation examination, which could be why the questionnaire did not reach as many of those students. However, altogether the number of participants is relatively high, and thus will allow for cautious generalizations in terms of the results.

6.5 Methods of analysis

This section explains the methods of analysis used in this study. The main approach in this study is quantitative, which was chosen in order to find systematicities within the phenomenon (Metsämuuronen 2005:27). Qualitative analysis methods were used as a supportive method in one part of the analysis (Metsämuuronen 2005:245, Tuomi and Sarajärvi 2002: 80).

6.5.1 Quantitative analysis methods

Statistical analysis was conducted using the IBM SPSS Statistics 24 program. Questions 4, 5 and 6 (see Appendix 1) were analyzed by crosstabulations, which is the most basic method for observing connections between variables (Metsämuuronen 2005:333). To get more exact knowledge of these connections (Metsämuuronen 2005:333), Pearson´s chi-square tests were used to compare the distribution of the two categorizing factors, gender and year of studies, and the items producing p-values under 0.05 were considered statistically significant. The purpose of this was to find out whether there are any differences between genders and students of different years of studies.

During this stage, the gender option "other / I do not want to say" was excluded from the analysis, as the percentage was too small (4.67%) to produce equally comparable results. As for the year of studies, 3rd and 4th year students were grouped together, to form a group of 41 students (19.16%), and the category "other" was excluded, as there were no answers in that group.

Sum variables and factor analysis were used for creating a scale, i.e., combinations of variables (Vehkalahti 2008: 106,120). However, in the end crosstabulations were conducted for each questionnaire item separately, as the reliability for possible sum variables did not prove to have a good enough Cronbach's Alpha coefficient. Factor analysis did not produce any reliable categories either. In other words, the inter-item correlations were not as strong that they could have been grouped together as a larger entity, as the items were of individual

nature, measuring different aspects of teacher ethics instead of being representations of the same aspect.

After the crosstabulations, a paired samples t-test was used as it is suitable for situations when the same phenomenon is measured twice from the same people (Metsämuuronen 2005:372, Nummenmaa 2009: 180). In this context, this refers to comparing the means of questions 4 and 5 (see Appendix 1) that is, between how important the factors teacher ethics are considered and how well they are experienced by students. Items with $p<0.01$ were considered statistically significant and items with $p<0.001$ were considered statistically very significant.

6.5.2 Qualitative analysis methods

The analysis of the open-ended questions 7 and 8 (see Appendix 1) was conducted using content analysis, in order to systematically describe the meanings by categorizing the data (Schreirer 2012: 1, Alanen 2011: 151, Tuomi and Sarajärvi 2002: 105). The coding frame was created combining both the concept-driven and data-driven strategies, that is, the categories that emerged from the questionnaire and new categories that emerged from the data itself (Schreirer 2012: 89).

The initial main categories were formed based on the questionnaire to function as a foundation for the categorization process. Next, each student answer was reduced into individual factors i.e., simplified into general topics (listed as items) and listed (Tuomi and Sarajärvi 2002: 114, 123). Then these items were grouped into subcategories, which were included in the different main categories. Finally, the labels of the main and subcategories were refined and adapted to increase precision and to avoid overlapping (Tuomi and Sarajärvi 2002: 114). The frequency of items in each category was calculated to illustrate the student descriptions are distributed, that is, the data was quantified (Tuomi and Sarajärvi 2002: 119, 135-137). Sections 7.3 and 7.4 will present the quantified data in figures as well as

verbally describe it based on the qualitative content analysis (Tuomi and Sarajärvi 2002: 119).

7 ENGLISH TEACHER ETHICS IN FINNISH UPPER SECONDARY SCHOOLS

This section will present the results of the data analysis. The analysis will begin with an overview of the factors that Finnish upper secondary school students consider the most and the least important in terms of teacher ethics. Differences based on gender and year of studies will be provided with the results, as well as possible reasoning for the findings. Then, the focus is turned to the actual student perceptions of their English teachers, which will be discussed also in terms of comparisons between what is considered important and what is experienced in the classroom reality. Also, student descriptions of their experiences of ethical and unethical teachers will be presented and contrasted with the statistical data. Finally, the English-specific ethical factors will be reviewed.

7.1 Factors considered important in teacher ethics

To begin with, it is useful to consider which factors of English teacher ethics upper secondary students consider important on a general level, which corresponds to the first research question. Taking this approach helps teachers understand what aspects of their actions will affect their students the most; an issue that might seem small or insignificant to the teacher can be of great importance to the students. Table 3 below presents how important students (N=214) consider the ethics factors measured in the questionnaire (see Appendix 1), organized in a descending order by mean.

Table 3. Importance of teacher ethics factors by mean

	1 Not at all important	2 Not very important	3 Quite important	4 Very important	Mean
Assessment is fair and consistent	0	0	11	203	**3.95**
The teacher keeps the students' confidential information in secret	0	1	11	202	**3.94**
The teacher does not accept bullying	0	3	15	196	**3.9**
The teacher masters the teaching content	0	0	21	193	**3.9**
The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements	2	1	16	195	3.89
Assessment is based on a student's individual performance and not on other characteristics, such as personality	1	2	27	184	3.84
The teacher is encouraging and does not e.g. belittle students	1	5	33	175	3.79
The teacher listens and tries to understand the students	0	1	44	169	3.79
The teacher respects the students	3	2	39	170	3.76
The teacher is truthful in his or her actions, and does not e.g. lie to students	0	5	46	163	3.74
The teacher treats students in a friendly manner	1	4	52	157	3.71
Cheating in exams is not accepted	0	7	51	156	3.7
The teacher cares about the students and their wellbeing	2	9	78	125	3.52
The teacher is prepared for lessons	0	7	112	95	3.41
The relationship with students is professional, and not e.g. too friendly or sexual	2	21	84	107	3.38
The teaching material the teacher uses is appropriate and impartial	3	16	94	101	3.37
Disciplinary actions (e.g. warnings, removing from the classroom) are fair towards everyone	2	29	72	111	3.36
The teacher intervenes with students' inappropriate or disruptive behavior	1	13	111	89	3.35
The teacher does not speak ill of other teachers	5	50	79	80	3.09
The teacher does not swear or use otherwise inappropriate language	21	80	79	34	**2.59**
The teacher does not share too much of his or her personal issues with the students	19	130	49	16	**2.29**
Total					**3.54**

As Table 3 shows, most of these factors of teacher ethics are perceived by students as quite or very important, only two items having received a value lower than three. Furthermore, as many as 12 items have received a value over 3.5, which means that their importance is very high. In addition, 19 out of 21 factors (90.5%) are considered at least quite important. This overall tendency suggests that upper secondary school students consider ethics as an important dimension in the teacher's behavior. The highest and the lowest scores will now be discussed in more detail.

The two most important factors of teacher ethics are "*Assessment is fair and consistent*" (mean=3.95) and "*The teacher keeps the students' confidential information in secret*" (mean=3.94). The first one is in line with the findings of Friedman et al. (2005), which indicates that university and upper secondary school students view the importance of fair assessment similarly. As Birch, Elliot and Trankel's (1999) study also shows that teachers consider it as a cornerstone for good ethical practice, it seems that there is a consensus on fair assessment being the most important factor in teacher ethics.

Interestingly, in this study, privacy was considered the second most important factor. Although the confidentiality issue has been risen by e.g. Keith-Spiegel et al. (2002, see section 2.3.2), the fact that it had not emerged among the most important factors in the studies of Friedman et al. (2005) or Kuther (2003) on student perceptions of teacher ethics could be an indicator of a cultural difference. This is supported by the fact that in Tirri's (1996: 67) study, professional secrecy was among the most common moral dilemmas in Finnish secondary schools. Apparently, Finnish students value their privacy highly, at least in the school context. Perhaps, as OAJ's (2018) ethical guidelines for teachers explicitly mentions the teachers' duty to respect student privacy in the second principle (see section 4.1), this is transmitted by teachers in such a way that students have learned to appreciate it as well.

The items "*The teacher masters the teaching content*" and "*The teacher does not accept bullying*" were also considered very significant (3.9). The former aligns with the findings of Kuther

(2003): US college students expected their teachers to show excellence, professionalism and vast content knowledge. Similarly, in the case of Finnish upper secondary school, the teacher's knowledge and mastery of their area of expertise is considered crucial. A possible reason for the demand for expertise could be the nature of the Finnish upper secondary education, where the main objective is to take the matriculation examination. Thus, students expect a high level of knowledge from the teachers as they want to succeed in the final exams.

The latter item, not accepting bullying, could be an indicator that students in upper secondary school also want to be cared for by the teachers and they want them to address the problems between students. As it should be, since the second principle of OAJ's (2018) guidelines explicitly mentions it. This was also found by for example Friedman et al. (2005) and Kuther (2003), whose studies showed that caring for students and concern for student welfare were highly valued by students. This item could also indicate that bullying indeed occurs in upper secondary school level as well, which is why students would expect teachers to address it.

As for the least important factors, it seems that students do not expect the teacher to keep a distance to the students on a personal level, as sharing personal information is mostly considered quite acceptable. This suggests that students appreciate some level of friendliness from the part of the teacher, but as the item "*The relationship with students is professional, and not e.g. too friendly or sexual*" (mean=3.38) shows, it is considered important that there are some limits to the extent of it.

Furthermore, swearing and inappropriate language was not considered a very important factor in teacher ethics (mean=2.59), that is, the type of language teacher uses does not seem to affect the students' evaluation of the teacher's ethicality. This could indicate that students prefer the teachers to be authentically themselves and to use more informal language, or it is possible that if the teacher uses inappropriate language, the students would see him or her more as a peer, as swearing is often common amongst teenagers. This connects to the

idea discussed above about students preferring somewhat friend-like behavior from the part of the teacher. However, it could also be that swearing or inappropriate language in general is simply not considered unethical, not even from a representative of a profession of authority.

Similarities to Kuther's (2003) findings are visible especially in the relatively high ratings of the factors related to respect for students and intolerance for cheating in exams, although they were not among the most important factors based on the present study. Mastery of teaching content, on the other hand, was rated as very important in both studies, and it could be argued that so was professionalism, as several of the factors in the present study belong to good professional behavior. Impartiality or objectivity of teaching was not among the most important factors here, whereas it was in Kuther´s (2003) findings. Perhaps that speaks of the age difference; adults in higher education seem to value it even more than upper secondary school students.

7.1.1 Gender differences

As for the differences between genders regarding the importance of the factors of teacher ethics, statistical analysis yielded statistically significant results in 10 items testing by Pearson's Chi-square. In most cases the difference was that most female participants considered the factors as very important, while most male participants regarded them as quite important, or that the distribution of the male participants' answers was more even between the choices "quite important" and "very important". For a list of these items and the distribution of opinions, see Appendix 3. Friedman et al. (2005) found a similar tendency, as in their study women rated sexual advancements, flirting and favoring as more important in determining the teacher's ethicality than men, but in the present study more factors were considered more important by female students than male students.

An explanation could be that girls simply have stronger opinions about teacher behavior than boys, which is why the analysis produced statistically significant differences, although the differences are of a very minor nature. All in all, most factors were considered important

(see Table 3), only the degree of importance varied slightly between genders. However, the factor "*The teacher does not swear or use otherwise inappropriate language*" showed a more varied tendency. Table 4 presents an overview of the distribution of the opinions, which received statistical significance testing by the Pearson's chi-square.

Table 4. Gender differences within the factor "*The teacher does not swear or use otherwise inappropriate language*"

	Female %	Male %	Sig.*
Not at all important	5.6	18.3	.003
Not very important	32.6	45.0	
Quite important	42.4	26.7	
Very important	19.4	10.0	

* values lower than 0.05 considered statistically significant

As Table 4 shows, the teacher's language use divides opinions between genders. If combined, the factor is considered quite or very important by 61.8% of the female participants and not very important or not at all important by 63.3% of the male participants. Therefore, the previous discussion on this factor at the end of the section 7.1 can be complemented by stating that girls do expect proper and polite language use from the teacher, whereas boys do not mind if the teacher swears or uses inappropriate language. Perhaps this kind of language use is more common amongst boys, which could explain their tolerance towards the issue.

7.1.2 Differences based on year of studies

As for differences of opinion based on year of studies, the distinctions were very minor. The crosstabulations and Pearson's chi-square tests yielded statistically significant differences in 4 factors. In the first one, "*assessment is fair and consistent*", the Pearson's Chi-square showed p<.044, but the real differences were minor: the accordance with the option "very important" was 98.9% for first-year students, 90.5% for second year students and 95.1% for students in year three or four.

As for the factor "*The teaching material that the teacher uses is appropriate and impartial*" (p=.032), the most noteworthy finding was that 17.1% of third- and fourth-year students did not consider it very important, whereas others rated it notably more important. Still, 78.1% of the third- and fourth-year students' group considered the factor quite or very important, whereas the figures for first- and second-year students were 94.3 % and 94.0 % respectively. A possible explanation for this could be that as the 3rd and 4th year-students have developed better critical thinking skills throughout their studies, they trust their abilities to separate possible inappropriateness and partiality from the objective teaching content. Therefore, they might take more responsibility for what kind of information they accept and acquire from teaching, whereas younger students still rely more strongly on what the teacher conveys.

As for the factor "*the teacher cares about the students and their wellbeing*" (p = .017), the tendency was descending: 62.5 % of first-year students considered this very important, while the figures were 59.4 % for second-year students and 48.8 % for third- and fourth-year students. One explanation for this could be that as the upper secondary studies go forward, the students start focusing on the matriculation examination, which shifts the expected role of the teacher towards more of an academic guide than an affective caretaker. During the first year of studies, students are more likely to need more psychological and emotional support, whereas later, the students might feel that they are already old enough to take care of themselves.

The factor "*The teacher does not swear or use otherwise inappropriate language*" produced the most dispersion. Table 5 shows the distribution of opinions about the teachers' language use categorized by the year of studies of the participants.

Table 5. Year-of-studies differences within the factor "*The teacher does not swear or use otherwise inappropriate language*"

	1st year students %	2nd year students %	3rd and 4th year students %	Sig.*
Not at all important	7.9	14.3	4.9	.021
Not very important	32.6	41.7	39.0	
Quite important	33.7	35.7	46.3	
Very important	25.8	8.3	9.8	

* values lower than 0.05 considered statistically significant

The tendencies that can be seen from Table 5 suggest that one fourth of first-year students consider not swearing nor using inappropriate language as very important, and this opinion quite drastically changes during the second year of studies: over half, 55.8 % of second-year students do not see this as important. Upper secondary school seniors then seem to gain slightly more appreciation for teachers' proper language use. One can only make guesses about the reasons that cause this tendency. Possibly, as the students and teachers get to know each other during the first year, the students start preferring more friend-like behavior from the teacher's part.

To conclude, this section has shown that upper secondary school students regard almost all the factors of teacher ethics as important. There are some differences between genders and students of different years, however, these differences are relatively minor, and the variation is mostly in whether the factors are considered "quite" or "very" important. The factor that showed most diversity of opinion related to the type of language the teacher uses, is a tendency that cannot be directly compared with previous studies, as the factor has not come up as strongly in them as in this study. The analysis will now move on to how students perceive the actions of their current or latest English teachers regarding the factors of teacher ethics, which provides an opportunity to see whether the ethicality of the English teachers lives up to the expected standards of the students.

7.2 Student perceptions of their English teachers

As for the second research question, examining students' views of the reality of the classrooms and the teachers' actions, the general tendency seems very positive. Table 6 below presents the factors of teacher ethics as experienced by students (N=214) of their current or latest English teacher, organized in a descending order by mean.

Table 6. Student perceptions of the ethicality of their English teachers

	1 Not at all	2 Not very well	3 Quite well	4 Very well	Mean
The teacher is truthful in his or her actions, and does not e.g. lie to students	0	2	32	180	**3.83**
The teacher does not speak ill of other teachers	1	2	30	181	**3.83**
The teacher keeps the students' confidential information in secret	0	2	40	172	3.79
The relationship with students is professional, and not e.g. too friendly or sexual	1	7	34	172	3.76
The teacher masters the teaching content	0	2	51	161	3.74
The teacher does not accept bullying	0	5	49	160	3.72
Cheating in exams is not accepted	6	5	32	171	3.72
The teaching material the teacher uses is appropriate and impartial	0	3	57	154	3.71
The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements	0	8	56	150	3.66
The teacher does not swear or use otherwise inappropriate language	3	8	50	153	3.65
The teacher treats students in a friendly manner	1	10	56	147	3.63
The teacher respects the students	1	13	63	137	3.57
The teacher does not share too much of his or her personal issues with the students	3	10	65	136	3.56
Assessment is based on a student's individual performance and not on other characteristics, such as personality	1	10	74	129	3.55
The teacher is encouraging and does not e.g. belittle students	2	15	62	135	3.54
Assessment is fair and consistent	2	14	73	125	3.5
The teacher is prepared for lessons	2	15	74	123	3.49
Disciplinary actions (e.g. warnings, removing from the classroom) are fair towards everyone	0	14	88	112	3.46

The teacher cares about the students and their wellbeing	3	28	95	88	**3.25**
The teacher intervenes with students' inappropriate or disruptive behavior	4	30	96	84	**3.21**
The teacher listens and tries to understand the students	5	31	91	87	**3.21**
Total					**3.59**

As Table 6 shows, all the factors have received a value greater than three, which means that all the factors are realized at least quite well in the teachers' actions in the students' opinion. The two factors with the highest scores are *"The teacher is truthful in his or her actions, and does not e.g. lie to students"* and *"The teacher does not speak ill of other teachers"* (both with a mean of 3.83), which means that honesty and collegial loyalty seem to be among the strengths of many Finnish upper secondary school English teachers, as perceived by students. As for the factors in which the teachers are perceived as least ethical, intervening with inappropriate student behavior (mean 3.21), listening to students (mean 3.21) and caring about students and their wellbeing (mean 3.25) fall into the lowest end. However, it cannot be said that teachers would act unethically in these factors either, as all values over 3 mean that the teachers are perceived to realize these factors "quite well". In sum, students see their English teachers' actions in a very positive light in terms of ethicality.

There is quite a big contrast to Friedman et al.'s (2005) findings about how only slightly over half of the students considered their professors as ethical. In the present study, students were not separately asked to give an overall rating of their teacher, but the different aspects were evaluated. The reason for this was that by focusing on the specific factors it was assumed to be easier for the students to evaluate the teachers' ethicality than by simply giving an overall rating, partly because the upper secondary school students are still quite young and cannot be expected to be able to take all the different aspects into consideration while giving an overall rating. Still, the means indicate that the respondents in this study consider their current or latest upper secondary school English teachers as very ethical.

Having demonstrated that the general tendency of the upper secondary English teacher ethics seems to be very positive, the specific factors will now be examined in more detail.

The following sections will discuss differences in the students' perceptions of their current or latest English teachers and make comparisons between the considered importance of the teacher ethics factors and the experienced classroom reality as perceived by students.

7.2.1 Differences based on gender and year of studies

Testing by Pearson's chi-square, no statistically significant gender differences were found in terms of how students perceived their current or latest English teachers. In other words, both genders regarded their teachers' actions in a similar manner, which could be an indicator of teacher behavior that is consistent to all students, regardless of gender. This suggests that the equal treatment of students in terms of gender might improve towards the higher levels of education, if compared to Pusa's (2018) findings about boys feeling as if they were treated unequally based on their gender in primary school.

As for the year of study, testing by Pearson's chi-square, two items received statistically significant values: *"The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements"* and *"The teaching material the teacher uses is appropriate and impartial"*. The distribution of the opinions regarding these items is presented in Table 7.

Table 7. Year-of-study differences within two factors

The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements		1st year	2nd year	3rd – 4th year	Sig.*
	2 Not very well	3.4%	4.8%	2.4%	.007
	3 Quite well	13.5 %	36.9%	31.7%	
	4 Very well	83.1%	58.3%	65.9%	
The teaching material the teacher uses is appropriate and impartial	2 Not very well	0.0%	0.0%	7.3%	.002
	3 Quite well	20.2%	29.8%	34.1%	
	4 Very well	79.8%	70.2%	58.5%	

* values lower than 0.05 considered statistically significant

Comparing the first item in Table 7 to the fact that the Pearson's chi-square test by gender did not yield any statistically significant results, it could be assumed that the unequal treatment refers to other factors than gender. The second-year students showed most critique towards the teachers' actions in terms of equal treatment, but in general the differences between the groups are minor. Still, all groups show small percentages stating that teachers do not consider the individual differences very well in their actions. As the item does not separate these background factors, the analysis at this point cannot point to any of these factors specifically. However, it seems that teachers could reflect on how aspects such as the students' background or habitus affect their approach to them.

The situation is quite interesting regarding the teaching material: most first- and second-year students accept the teachers' teaching material as such, but the oldest students seem clearly more critical. This tendency was visible already in section 7.1.2, where student opinions of the importance of ethics factors was discussed. The possible reason for this, better-developed critical-thinking skills, could be the reason why they are more eager to register occurrences of inappropriateness or partiality. This is also in line with Kuther's (2003) findings about college students highly valuing objectivity in teaching, which indicates that critical approach and expectations of neutrality in educational settings increase towards adulthood.

7.2.2 Comparison of the considered importance and the experienced reality

In order to answer the other part of the second research question, a paired samples T-test was conducted to compare the means of the questionnaire questions 4 and 5 (see appendix 1), i.e. the considered importance of the factors (q4) and the experienced reality of their occurrence (q5). Table 8 presents these results.

Table 8. A comparison of means between considered importance (q4) and experienced reality (q5)

	Mean q4	Mean q5	Sig. (2-tailed)
Disciplinary actions (e.g. warnings, removing from the classroom) are fair towards everyone	3.36	3.46	.141
The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements	3.89	3.66	.000**
The teacher does not share too much of his or her personal issues with the students	2.29	3.56	.000**
Assessment is fair and consistent	3.95	3.50	.000**
The teaching material the teacher uses is appropriate and impartial	3.37	3.71	.000**
The teacher cares about the students and their wellbeing	3.52	3.25	.000**
The teacher does not swear or use otherwise inappropriate language	2.59	3.65	.000**
The teacher intervenes with students' inappropriate or disruptive behavior	3.35	3.21	.059
The teacher listens and tries to understand the students	3.35	3.21	.000**
The teacher keeps the students' confidential information in secret	3.94	3.79	.000**
Assessment is based on a student's individual performance and not on other characteristics, such as personality	3.84	3.55	.000**
The teacher does not accept bullying	3.9	3.72	.000**
The relationship with students is professional, and not e.g. too friendly or sexual	3.38	3.76	.000**
The teacher masters the teaching content	3.9	3.74	.000**
Cheating in exams is not accepted	3.7	3.72	.623
The teacher respects the students	3.76	3.57	.001**
The teacher is prepared for lessons	3.41	3.49	.198
The teacher treats students in a friendly manner	3.71	3.63	.138
The teacher is truthful in his or her actions, and does not e.g. lie to students	3.73	3.83	.010*
The teacher does not speak ill of other teachers	3.09	3.83	.000**
The teacher is encouraging and does not e.g. belittle students	3.79	3.54	.000**
Total	**3.54**	**3.59**	

*statistically significant at the 0.01 level

**statistically significant at the 0.001 level

That is, most factors produced a statistically significant difference, 15 out of 21 factors at the 0.001 level, as Table 8 shows. Two tendencies can be raised from these results: 1) factors that are considered more important than how they are perceived in the classroom reality, and 2) factors that are realized better than what students expect from their teachers.

As for the first tendency, the factors that were considered more important than how well they were realized included equal student treatment, fair and consistent assessment, caring about students, listening and understanding students, protecting confidential information, performance-based assessment, not accepting bullying, mastering the teaching content, respecting students and encouraging students. However, the discrepancies are not yet alarming, as the means for experienced reality are also relatively high, corresponding in all factors to a minimum of "quite well". Still, as these differences are statistically significant, it would be noteworthy for teachers to reflect on their actions especially regarding these issues.

One possible explanation for why these factors arose here could be that there might be more dispersion among individual teachers in how these factors are executed. Within bigger schools such differences might lead to students preferring to take some teachers' courses and to avoiding others', which might add a sense of inequality among teachers. It should be noted that one explanation could also be that the student expectations for teachers appear more demanding in a research setting than they might be in practice. Even though it seems that Finnish students agree with North-American university students' high expectations for teachers in terms of quality, professionality, skill and care (Kuther 2003, see section 5.2), it could still be that students might express their opinions more strongly when they are simply opinions instead of evaluations of a person they know. Also, in real situations students might be more understanding of the teachers' workload, big group sizes etc., which is a justified point, since on average the students thought their teachers did perform quite well in these factors, as mentioned above. However, feelings of inequality experienced by upper secondary school students should be studied more closely either on national level or as case examples within schools.

The following is a closer look at the factors with the lowest scores in experienced reality. It seems that although the experienced reality has a mean over 3 in all these factors (i.e. "quite well"), they are all considered slightly more important than what the real situation is. Table

9 presents a comparison of those values with the values of considered importance in terms of mean.

Table 9. The experienced factors with the lowest mean compared to their considered importance

	Experienced reality (q5)	Considered importance (q4)
The teacher listens and tries to understand the students	3.21	3.35
The teacher intervenes with students' inappropriate or disruptive behavior	3.21	3.35
The teacher cares about the students and their wellbeing	3.25	3.52

According to Table 9, students would hope for slightly more listening, understanding, intervening with inappropriate behavior and care from the teacher's part. As a speculation for possible reasons for the items of listening and caring, it could be pointed out that upper secondary school classes tend to be big, which inevitably reduces the teacher's possibilities and resources for focusing on individual students on a deeper level. In big groups where the teacher barely has time to get to know the students individually, there is bound to be greater distance between them. Also, it is possible that some teachers consider upper secondary students as old enough not to need clear discipline or prefer a more informal atmosphere in the classrooms, which could explain the lower score of the teacher intervention in disruptive student behavior.

Moreover, looking at this tendency from the other end of the scale, the factors that were considered the most important are not experienced quite as well in reality. Table 10 illustrates this, also in terms of mean.

Table 10. Most important teacher ethics factors compared with the experienced reality

	Considered importance	Experienced reality
Assessment is fair and consistent	3.95	3.5
The teacher keeps the students' confidential information in secret	3.94	3.79
The teacher does not accept bullying	3.9	3.72
The teacher masters the teaching content	3.9	3.74

As can be seen from Table 10, the differences are not very big, although in each factor the value for experienced reality is slightly smaller. It could be that it is easier to assess the personal importance of the ethics factors in a more extreme way, displaying stronger opinions, than to determine how those factors are really performed by an actual person that the respondents know. Thus, the students could have been slightly more cautious when assessing the appearance of these factors in their teachers, especially when it comes to "quite well" versus "very well". On the other hand, there could also simply be more variation in the realization of these factors, which would explain the results. All in all, if this tendency, where students would hope for more ethical solutions from the teachers' part, is visible at schools, a solution could be the adaptation of the teachers' reaction patterns to the dilemmas. For instance, students might feel that they are not a part of the ethical decision-making process and thus experience it as unfair, and therefore the school could work towards using more incomplete or complete discourse strategies when ethically problematic situations emerge (Oser 1991:202-203, 1994: 105, see section 3.1.4).

Moving on to the second tendency, teachers performing better in the factors than how important students consider them, the following factors appeared: sharing personal issues, appropriate teaching material, swearing, the nature of the relationship with the students, honesty and collegial loyalty. Table 11 illustrates this tendency in terms of mean.

Table 11. Factors with higher experienced reality than considered importance

	Experienced reality	Considered importance
The teacher does not share too much of his or her personal issues with the students	3.56	2.29
The teaching material the teacher uses is appropriate and impartial	3.71	3.37
The teacher does not swear or use otherwise inappropriate language	3.65	2.59
The relationship with students is professional, and not e.g. too friendly or sexual	3.76	3.38
The teacher is truthful in his or her actions, and does not e.g. lie to students	3.83	3.74
The teacher does not speak ill of other teachers	3.83	3.09

What Table 11 indicates is that students recognize that teachers perform well regarding these issues, given that they perceive their importance as less crucial in terms of teacher

ethics. In other words, the teachers exceed the students' expectations when it comes to these issues. Comparing this to the discussions about the previous tendency, it is possible that these are the type of issues that are executed more evenly by most English teachers. It could be that these six items relate to more straightforward behaviors that are easier for students to acknowledge, whereas the previous ones leave more room for interpretations. Also, these items might be considered more as rules of professional conduct, basic principles of good manners, while the former items relate to teachers' individual choices and practices.

This type of comparison is useful especially from the point of view of the teachers: these are the findings that show how well the teachers' intentions are transmitted through their actions. Thus, teachers should reflect on especially the factors that students considered more important than how they were enacted by teachers. In order to gain even better understanding of how upper secondary school students view ethical issues, the analysis will now expand to an overview of what kind of unethical and ethical behaviors and issues students have experienced from their English teachers during a longer time period. The following two sections will present the findings of the qualitative content analysis, deriving from the two open questions of the questionnaire (see Appendix 1), and they will also be discussed in relation to the findings of the statistical analysis.

7.3 Student descriptions of unethical teacher behavior

In the questionnaire, students were asked to give descriptions of teachers throughout their studies that had in their opinion displayed unethical behavior. A total of 148 answers were given for this question, 14 of which were answered with a dash indicating no answer. Table 12 presents the categorization of the items that students recognized as unethical in teachers during their studies.

Table 12. Categorization of student descriptions of unethical teachers

CATEGORY	SUBCATEGORY	ITEMS
Teacher behavior		
	Personal statements	*political views* *sexual orientation* *gender* *climate change* *favoring language varieties*
	Attitudes	*regarding English skills as self-evident* *bad attitude*
	Negative treatment of students	*laughing at students* *embarrassing students* *bullying* *belittling students* *not being encouraging* *harassment* *violating student privacy*
	Unequal treatment of students	*injustice* *inequality* *favoring* *taking eye-sores*
	Teacher's negative characteristics	*rudeness* *being mean* *indifference* *not caring about students* *being strict* *being too demanding*
	Display of emotions	*getting angry at students* *emotional volatility*
	Language use	*swearing* *shouting*
Teaching methods		
	Inadequate teaching	*not ensuring that students understand the teaching* *not answering student questions*
	Ignoring student learning needs	*forcing students to speak* *not taking students into account* *ignoring learner differences*
	Lesson content	*lack of diversity of tasks* *lack of cultural knowledge* *not staying on topic*
Teacher professionalism		
	Preparedness	*not being prepared* *making students do the teacher's work*
	Mastery of teaching content	*insufficient English skills*
	Unprofessional behavior	*Not taking the job seriously* *Being late* *Not setting an example* *Being too much of a friend* *Sexual references*
Assessment		

	Feedback	*Negative feedback* *Unclear justification for assessment*
	Fairness	*inconsistency* *inequality* *affected by student personality* *not taking classroom activity into account* *partiality* *tests not measuring what was learned* *too strict assessment*
Classroom atmosphere		
	Emotional	*fear* *tension*
	Discipline	*teacher exceeding their jurisdiction* *unclear disciplinary actions* *failures in maintaining discipline*
No unethical teacher behavior		

As shown in Table 12, in addition to the main categories, several subcategories were formed. All main categories except for "No unethical teacher behavior" contained subcategories, and some of them might be slightly overlapping, e.g. negative treatment of students an unequal treatment of students, as the latter could be understood as a negative teacher action. However, as there were so many other types of identifiable ways of treating students, the equality factor was separated as its own subcategory. The items listed in each subcategory are the general topics that emerged from student responses. To give perspective to how frequent each category appeared, the following Figure 5 demonstrates the distribution of the main categories of students' perceptions of unethical teacher behavior.
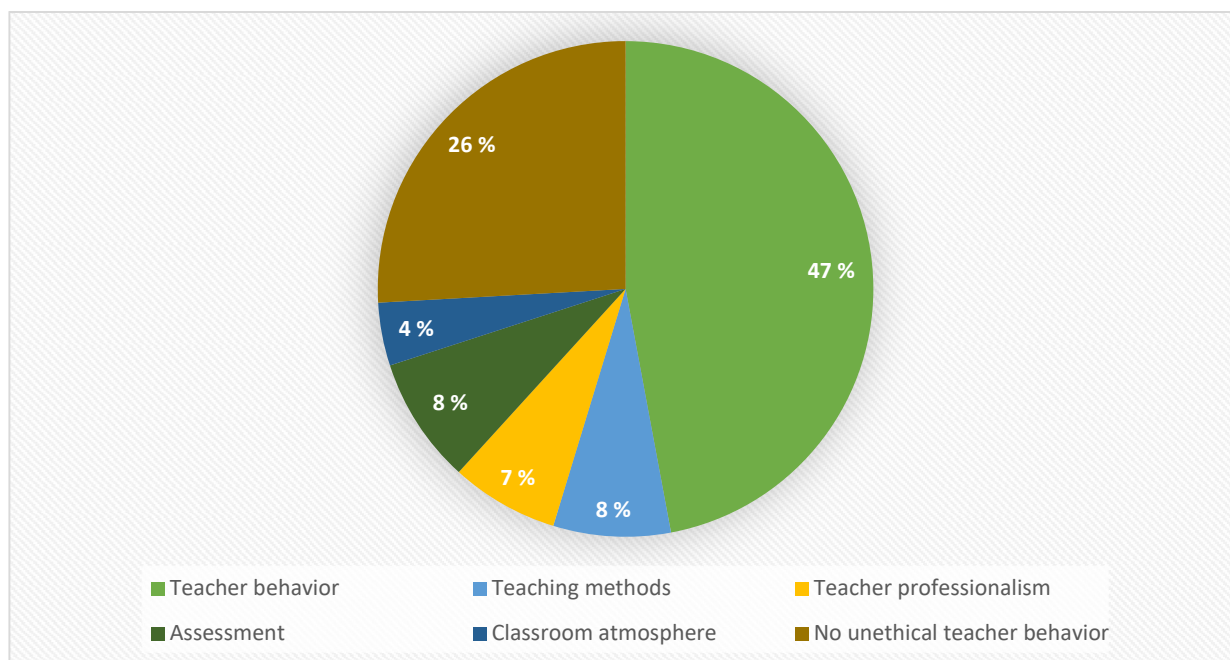
Figure 5. Main categories of student perceptions of unethical teacher behavior

As Figure 5 shows, the main category of teacher behavior received the most mentions, and it was also divided into several subcategories (Table 12). It is not surprising that teacher behavior arose as the prominent category, as it is among the easiest ones for the students to observe, and teacher procedures was also found as a main category of school's moral dilemmas by Tirri (1999: 67, see section 5.1). For it being the largest category, Figure 6 demonstrates the distribution of the subcategories within teacher behavior, which will be followed by examples from the data.
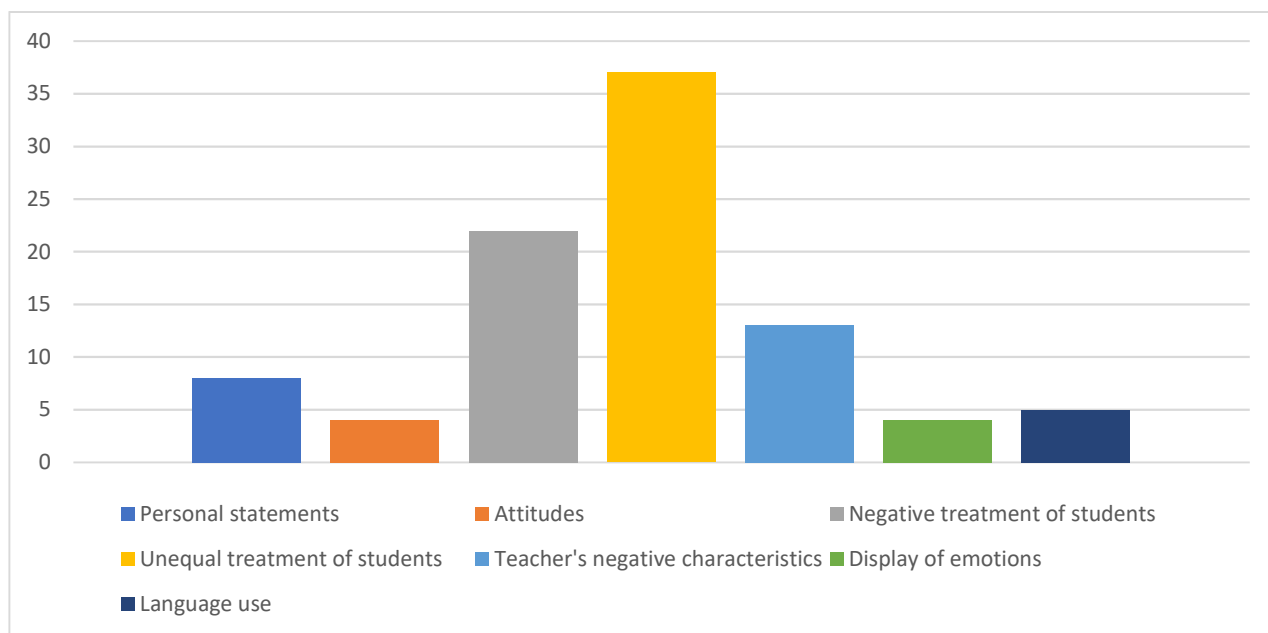
Figure 6. Distribution of the student perceptions of unethical teacher behavior

Most student responses consisted of several items from multiple categories. The biggest subcategory was unequal treatment of students (Figure 6), favoring and taking eye-sores rising as common items, as the following examples show:

> *(1.) 7.-9. luokan opettaja kohteli oppilaita mielestäni eriarvoisesti, itse esimerkiksi olin luokan parhaimpia, ja jos olin unohtanut tehdä kotitehtävät, niin sitä katsottiin ns. "läpi sormien", kun taas huonommin menestyneet oppilaat saivat huomattavasti helpommin negatiivisia merkintöjä esim. Wilmaan.*
> (The teacher in years from 7 to 9 treated students in an unequal manner in my opinion, I for instance was among the best in the class, and if I had forgotten to do my homework, the teacher turned a blind eye, whereas more poorly performing students received notably more easily negative marks in Wilma.)

> *(2) Hän suosi tyttöpuolisia oppilaita ja tuomitsi poikien englannin kielen taidot helpommin.*
> (He/she favored female students and judged boys' English skills more easily.)

In other words, favoring based on skill level, gender and personality came up in several responses. Unbiased treatment of students indeed seems to be quite challenging for teachers at least in Anglo-American cultures, as discussed by Keith-Spiegel et al. (2002: 109). Most commonly the favored groups were the more proficient students and girls and the eye-sores were poorly performing students and boys, but also the opposite tendency was present:

> *(3) Hän myöskin vähätteli ja katsoi huonommin opiskelijoita, jotka hän koki erittäin hyväksi englannissa ja arvosteli heitä tarkemmin kuin muita opiskelijoita. Usein tuli sellainen olo, että kyseinen opettaja koki olonsa uhatuksi, kun opiskelijat olivat oikeastaan parempia englannissa, kuin hän.*

(He/she also belittled and looked down on students, who he/she considered very good at English and assessed them more strictly than other students. Often it made me feel like that teacher felt like he/she was threatened by the fact that the students were actually better at English than he/she was.)

This example shows that assessment and unequal treatment were often intertwined, although many of the items regarding inequality referred to unequal treatment on a more general level. According to the answers, inequality in assessment was also related to personality:

(4) *Hän antoi esimerkiksi luonteenpiirteen (ujous) perusteella huonomman arvosanan vaikka koetulokset olivat hyviä.*
(He/she gave a worse grade based on a personality trait (shyness) although exam results were good.)

In addition, negative treatment of students consisted of a variety of other types of teacher behavior (see Table 12). Behaviors such as "*sanallista alentamista*" (verbal demeaning) and "*vähättely*" (belittling) as well as embarrassing students came up several times. Consider e.g. the following example:

(5) *Hän teki tahallaan naurunalaiseksi koko luokan edessä ja nauroi itse mukana.*
(He/she intentionally ridiculed in front of the class and laughed along.)

This kind of teacher behavior is very harmful for students, and it is alarming how clear they arose as quite common experiences. Referring to Johnston (1998: 170, see section 5.1), such behavior might be a way of restoring control over the students, but due to the teacher's power status, the chosen strategy does no longer transmit an intention of care. No matter what the teacher's intentions had been, the student's experience of the situation as belittling or ridiculing already calls for reflection and actions from the teacher's part to change their behavior.

Another one of the biggest subcategories within teacher behavior related to students' interpretations of the teacher's personal characteristics, such as rudeness and indifference, as the following examples demonstrate:

(6) *Opettaja puhui ilkeästi eikä ollut yhtään kannustava.*
(The teacher spoke in a mean manner and was not at all encouraging.)

(7) Hän oli oppilaita kohtaan tyly, eikä suoraan sanottuna välittänyt heistä ollenkaan.
(He/she was rude towards students, and frankly, did not care about them at all.)

Although it is possible that students might interpret certain behaviors more negatively than they are intended from teachers that they personally dislike, teachers should always remember that the moral dimension in normal, everyday teaching activities is a strong component of teacher professionalism (Seghedin (2014: 15). Thus, teachers should always keep in mind what the small nuances of their actions and words can tell students implicitly about their attitudes and thoughts (Campbell 2003: 9). In addition to the teacher's perceived personality or perhaps rather the student interpretations of the teachers' delivery, the topic of teacher professionalism emerged explicitly in the answers, especially the boundary between being a teacher and a friend:

(8) Opettaja heittäytyy liian kaverilliseksi sanoen kommentteja esim. silloiseen parisuhteeseeni liittyen, jotka kavereiden sanomina olisivat ok, mutta opettajan sanomana ei.
(The teacher starts acting too friendly, making comments e.g. related to my relationship of that time, which would be ok if said by friends but not said by a teacher.)

(9) Yksi lukion opettaja heittää välillä seksuualista vitsiä (ei kuitenkaan koskien ketään oppilasta). Se on kuitenkin viatonta, enkä ole kokenut sitä uhkaavana. Ennemminkin hieman kiusallisena.
(One upper secondary school teacher sometimes makes sexual jokes (not about any students, though). However, it is innocent, and I have not experienced it as threatening. Rather a bit awkward.)

It seems that in upper secondary schools, teachers might start treating the students more as adults, which could make the professional boundaries more wavering. This connects to Birch, Elliot and Trankel's (1999) findings about teachers displaying the most uncertainty regarding nonsexual relationships with students, which could be possibly a case in the Finnish upper secondary school level too. As the students start approaching adulthood, the teacher-student relationship is bound to be different than e.g. in primary or secondary education, and it would be interesting to research how teachers see this issue in the Finnish upper secondary school context.

As for the main category of teaching methods, the results must be examined critically, since not all the items can be considered as ethical issues. Of the subcategories "inadequate

teaching", "ignoring student learning needs" and "lesson content" (Table 12), the last one consisted mainly of students' opinions of what kinds of tasks or exercises the teacher uses in class. The first two categories, on the other hand, contained items that can be considered as ethical issues, and they slightly overlapped with the categories of classroom atmosphere and discipline, for instance:

> *(10) Opettaja ei huomioinut erilaisia oppijoita, vaan hän antoi äänekkäiden oppilaiden riehua lukion tunneilla. Jouduin jättämään kurssin kesken, sillä en pystynyt keskittymään kurssilla ollenkaan.*
> (The teacher did not take different types of learners into account, but let noisy students run wild in upper secondary school lessons. I had to drop out from the course because I could not concentrate at all.)
>
> *(11) Katsoimme tunnilla kissavideoita emmekä keskittyneet tunnin aiheeseen. Jos kysyi jonkun ns "tyhmän kysymyksen" hän katsoi hiukan vinoon ja kysyi ettenkö oikeasti tiedä. Joiduin vastaamaan, että vitsailin vain ja hänen poistuttua paikalta, kysyin kavereilta apua.*
> (We watched cat videos during lessons and did not focus on the topic. If someone asked a so called "stupid question", he/she looked down on me and asked if I really did not know. I had to answer that I was just joking and after he/she left, I asked my friends for help.)

Nevertheless, also a clear positive tendency was visible in the descriptions of unethical teacher behavior, that is, one fourth of the students had not experienced unethical teacher behavior at all (see Figure 5). Consider for instance the following examples from the data:

> *(12) Kaikki englanninkielen opettajani ovat olleet todella rentoja, mukavia ja ystävällisiä oppilaita kohtaan. Kaikista oppiaineista englannin tunneille on aina ollut mukavinta tulla opettajien positiivisten ja humorististen asenteiden seurauksena. Joten epäeettistä käytöstä en ole englanninkielen opettajien keskuudessa havainnut.*
> (All my English teachers have been very laid-back, nice and friendly towards students. Of all the school subjects, coming to English lessons has been the nicest because of the positive and humoristic attitudes of the teachers. So, I have not observed any unethical behavior amongst English teachers.)
>
> *(13) Minulla ei koskaan ole ollut englanninopettajaa, joka olisi toiminut epäeettisesti.*
> (I have never had an English teacher, who would have acted unethically.)

In addition to these explicit statements of not having experienced unethical behavior, also the answers of the type "I do not remember" were included in this category, as it could be assumed that the answers referred to the student not remembering any unethical instances of teacher behavior. All in all, the notable size of this category within unethical teacher behavior is a very good sign, as it indicates that although unethical practices in English teaching are present, there are still numerous students who genuinely enjoy English classes and perceive their English teachers as highly ethical.

Considering this in relation to the earlier findings related to the positive student perceptions of their current or latest upper secondary school teachers' ethics (see section 7.2), it is possible that the unethicality issues are more common in primary or secondary school contexts, as Pusa (2018) also demonstrated. However, since the answers did not always specify the education level, this cannot be generalized. However, it could be argued that e.g. in secondary school, the students' higher tendency to question the authorities as a part of their phase of development might increase the predisposition for conflict situations at school where the teacher's actions are evaluated in terms of ethicality. In contrast, upper secondary education is optional, so the probability for conflict situations could be lower, as the students are approaching adulthood. This could correlate to the students' perceptions of teacher ethics.

In sum, the qualitative analysis showed that instances of unethical teacher behavior were the most commonly experienced issues in the English lessons (47%, see Figure 5). The most common situations within unethical teacher behavior referred to unequal and negative treatment of students and teacher characteristics, the latter consisting of student interpretations of the teacher as e.g. mean, rude or indifferent. However, 26% of the respondents had not experienced unethical behavior from the part of the English teachers, which is extremely positive: it seems that many a teacher in Finland display expertise when it comes to teacher ethics. Having stated that one fourth of the respondents perceive all their English teachers throughout their studies as very ethical, the following section intends to examine in more detail what the experienced ethical teacher behavior consists of in the students' opinion.

7.4 Student descriptions of ethical teacher behavior

The students were also asked for descriptions of ethical teachers they have had during their studies (see Appendix 1). Altogether 139 students responded, and of these 8 answered with a dash indicating no answer and 9 with phrases such as "I do not remember" or "Does not come to mind". These have now been excluded from the categorizations, as it is more likely that instead of meaning that none of their teachers would have been ethical, they rather

suggest that no instances of especially good ethical behavior or any specific situations came to the participants' minds. This deduction is justified in the light of the high level of perceived ethicality of upper secondary school English teachers (see Table 6) and the fact that 26% of the descriptions about unethical teacher behavior were in fact no unethical teacher behavior (see Figure 5).

In addition to the 26 % that already in the questionnaire question 7 (see appendix 1) mentioned that all the English teachers throughout their studies had been ethical, 7 students (5.0%) also stated the same in question 8, as the following example shows:

> (14) *Kaikki opettajat ovat olleet osaavia ja toimineet eettisesti omasta mielestäni.*
> (All of the teachers have been skillful and have acted ethically in my opinion.)

As discussed already earlier, this indicates that there are many students in Finland who have encountered only good, ethical behavior from the teachers throughout their school life, or that at least the possible unethical instances have not been so crude that they would have remained as memories. As for the other end of the scale, only one student (0.7%) felt that none of his or her English teachers had been ethical, but as this is a very marginal case, it cannot be generalized.

As in the analysis of the descriptions of unethical teacher behavior, the main categories were complemented with several subcategories. Again, some of them are slightly overlapping, e.g. teacher's positive actions and equal treatment of students, as the latter could be understood as positive teacher action. However, as the equality factor arose so frequently, it was separated as its own subcategory. Also, as earlier, the items listed in each subcategory are the general topics formed based on student answers. Table 13 below shows the categorization of student perceptions of ethical teacher behavior.

Table 13. Student perceptions of ethical teacher behavior

CATEGORY	SUBCATEGORY	ITEMS
Teacher behavior		
	Personal statements	*political views* *sexual orientation* *minorities* *objectivity, impartiality* *equal treatment of cultures*
	Attitudes	*positivity* *caring about learning* *acceptance*
	Positive treatment of students	*taking everyone into account* *encouragement* *listening to students* *helping and supporting students* *justice* *not calling names* *not insulting* *flexibility*
	Teacher's positive characteristics	*caring about students* *being nice and friendly* *being polite* *being understanding* *respect for students* *not being mean*
	Equal treatment of students	*Fairness* *Not favoring* *Not discriminating*
Classroom atmosphere		
	Teacher's positive influence	*liveliness* *comfort* *possibility to challenge oneself* *safe learning environment*
	Casual teacher behavior	*not being too strict* *laughing with students* *"laid-backness"*
	Discipline	*Equal discipline methods for all* *good enough discipline* *not too strict discipline*
Teaching methods		
	Diverse teaching strategies and materials	*Tasks, exercises* *Differentiation*
	Diverse language use and cultural knowledge	*Cultural understanding* *Active language use* *Future language needs*
Teacher professionalism		
	Preparedness	*Course plans* *Lesson plans*
	Mastering teaching content	*Expertise in the field* *Teacher's language skills* *Interest towards the subject*

	Professional behavior	*Relationship with students* *Understanding what is right* *Exemplariness* *Professionality*
Assessment		
	Fairness	*Equal assessment principles* *Transparency* *Individuality*
	Feedback	*Praise* *Individuality*

Looking at Table 13, the main categories are almost identical to the ones that emerged in the analysis of unethical teacher behavior (see Table 12). Comparing the two, the subcategories are slightly different, and some similar sounding items are placed in different subcategories as their context was slightly different than in descriptions of unethical behavior. For instance, the subcategory "casual teacher behavior" was placed in the main category of classroom atmosphere, as the items in the subcategory were mentioned as contributors to the classroom atmosphere, although they could also be treated as positive teacher characteristics.

A closer look at the main categories shows a clear majority of items related to teacher behavior as the ones that came up the most. Figure 7 illustrates the distribution of the main categories found in the descriptions of an ethical teacher.
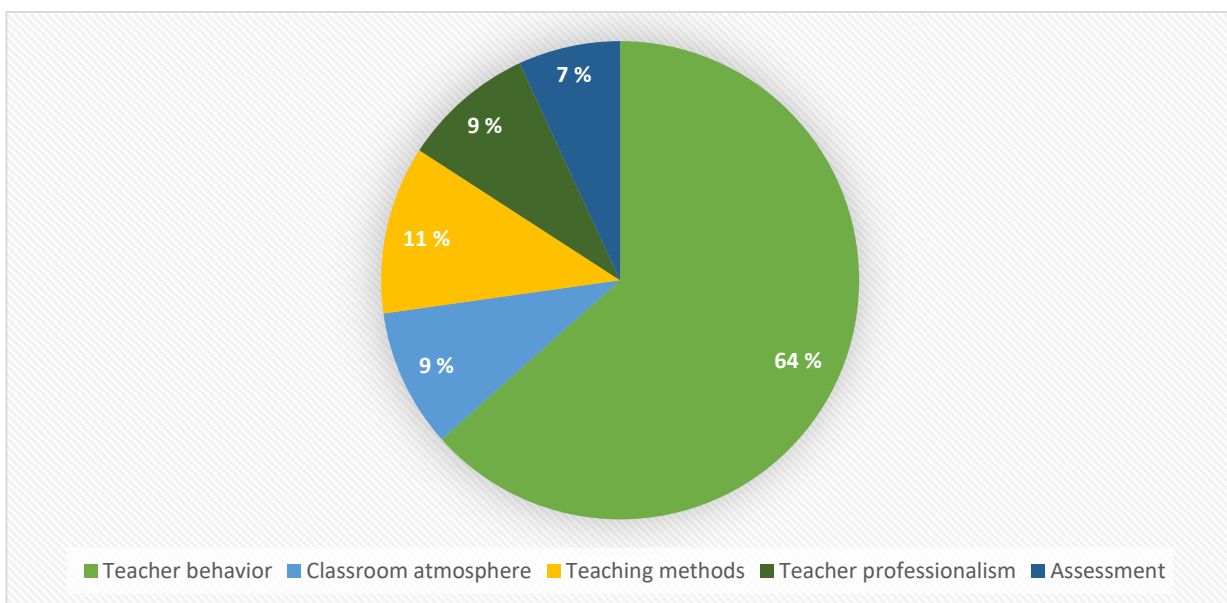
Figure 7. Main categories of student perceptions of ethical teacher behavior

Again, a similar reasoning for this distribution could be made: the teacher behavior is the most visible aspect to students and thus easiest to assess. The rest of the categories were distributed quite evenly, and they will be discussed in more detail later. Starting from the largest main category, a closer look at the category-internal distribution is presented in Figure 8.
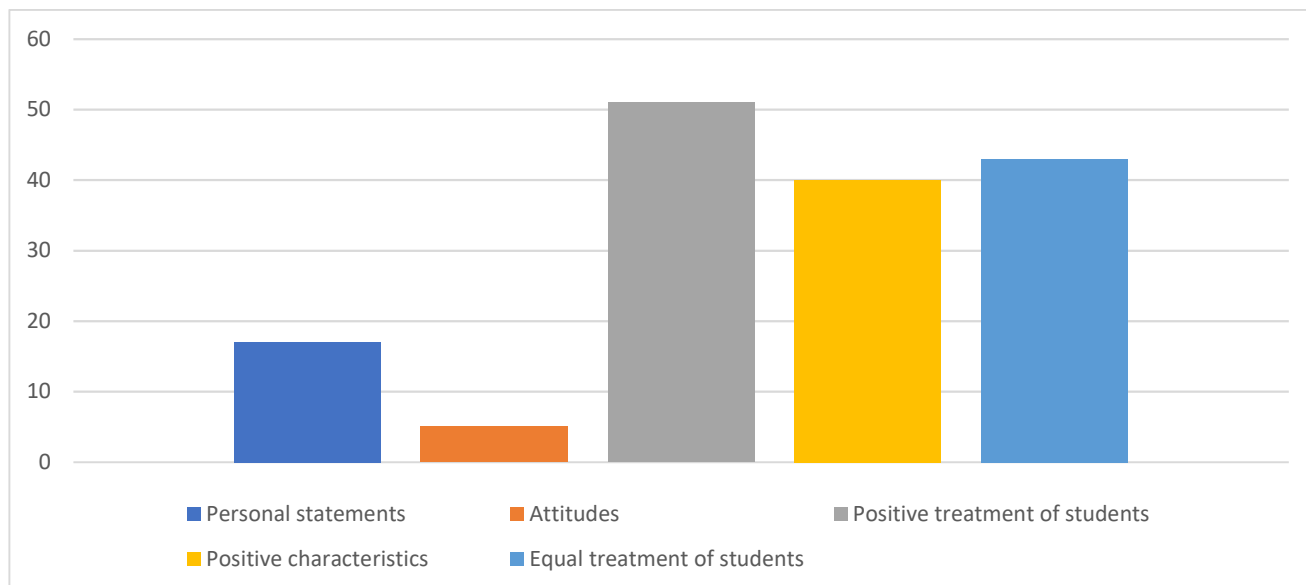
Figure 8. Distribution of the student perceptions of ethical teacher behavior

In the case of ethical teacher behavior, positive treatment of students was the most common aspect. Most student answers included items from several categories, but as the following examples show, taking everyone into account in class, listening to students as well as encouraging and helping them emerged frequently:

> *(15) Hän otti kaikki huomioon, kuunteli oppilaita, kertoi mukavia juttuja jotka oppilaita kiinnosti, kehui ja oli kiltti.*
> (He/she took everyone into account, listened to students, told nice stories that were interesting to students, complimented and was nice.)

> *(16) Ihan sama mitä häneltä kysyi hän auttoi ja yritti saada minut ymmärtämään asian. Kysyy omia mielipiteitäni asioihin ja vertaa niitä omiinsa ihan opetuksen kannalta. Ei anna mielipiteiden vaikuttaa ja haluaa kaikkien kehittyä mahdollisimman hyvin.*
> (No matter what you asked him/her, he/she helped and tried to make me understand the issue. Asks for my opinions about things and compares them to his/her own for the sake of the teaching. Does not let the opinions affect and wants everyone to develop as well as possible).

(17) Ala-asteen opettaja joka oli kannustava ja hyväntahtoinen.
(Primary school teacher who was encouraging and kind.)

These positive actions were also complemented by the notion of equality. Teachers promoting equality seemed to include it in all aspects of teaching, as stated in this example:

(18) Nykyinen opettajani kohtelee kaikkia tasavertaisesti, esim. mahdolliset rangaistukset ovat kaikille samat, olit sitten hyvä tai hiukan huonompi kyseisessä aineessa ja kokeiden sekä muiden arvosteltavien töiden arviointi on kaikilla sama.
(My current teacher treats everyone equally, e.g. possible punishments are the same for all, whether you were good or a little worse at the subject and the assessment of exams and other assignments is the same for everyone.)

That is, the mentions of equality referred to both overall equality towards students as well as specific aspects of teaching, such as assessment or discipline. This indicates that many a teacher does live up to the guidelines set by OAJ (2018, see section 4.1) related to the relationship between the teacher and the learner.

Positive teacher characteristics included various forms of kindness the teachers showed towards students. Friendliness, politeness, understanding and respect came up in several answers, and many respondents had also acknowledged the care the teachers had for students:

(19) Eräs opettajani ymmärsi aina ja luki oppilaita todella hyvin. Esimerkiksi jos huomasi jollain oppilaalla olevan erittäin huono päivä, ei kysellyt häneltä vastauksia kysymyksiin jos oli pakko kysyä sattumanvaraisesti joltain.
(One of my teachers always understood and read students very well. For example, if he/she noticed that a student had a very bad day, he/she did not ask them for answers to questions if he/she had to randomly ask someone.)

(20) Kyseistä opettajaa oikeasti kiinnosti oppilaiden oppiminen.
(The teacher in question was truly interested in whether the students learn.)

These examples show how detailed observations the students can make about the teachers' actions and how the students are able to mirror the teacher's attitudes and values, whether it expressed explicitly or implicitly. They also show that students notice these kinds of issues in the teachers' actions and personality and can appreciate the goodness the teachers show towards them.

The students also pay attention to the way teachers express their opinions; impartial and appropriate approaches to culture, minorities and language varieties emerged in the student responses. This suggests that the teachers understand the moral dimension of language teaching that derive from the encounter of cultures and create a balance where the personal and cultural values meet (Johnston et al. 1998: 163-164). The following example emphasizes this by stating how the purpose of examining cultural issues is to understand, not to judge:

> (21) *Kulttuureja ja erimaiden tapoja käydään läpi objektiivisesti tarkoituksena ymmärtää eikä arvostella. Samalla voidaan käydä läpi paikallisia kielellisiä poikkeavaisuuksia kuten sanojen erilaista lausumista.*
> (Cultures and habits of different countries are covered objectively with the purpose of understanding, not judging. At the same time, local linguistic deviations can be covered, such as different pronunciations of words.)

Also, at least upper secondary school teachers promote critical thinking skills according to the students by stating their own personal opinions but also teaching how they are to be taken:

> (22) *…jakaa omia mielipiteitään ja kokemuksiaan oppilaiden kanssa, mutta muistaa aina mainita oppilaille näkemysten olevan henkilökohtaisia ja todellisuudessa tarkoitettu vastaanotettavaksi pienen kritiikin kanssa.*
> (…shares his/her own opinions and experiences with the students, but also remembers to mention to them that those views are personal and, in reality, are meant to be received with criticism.)

This seems positive; in addition to being explicit about the personal nature of opinions and statements and thus demonstrating that they have considered making such comments from an ethical point of view, the teachers contribute to the aims of the curriculum regarding value education (NCC 2015: 12, see section 4.2).

Moving on to the second largest main category, teaching methods, the point that must be made is that although the subcategory of diverse teaching strategies and materials largely consisted of student judgements about how well they liked the methods, there were also comments that considered the issue from an ethical point of view, for instance equality, taking everyone into account as individuals or the teacher's contribution to the emotional atmosphere of the classroom:

(23) Opettaja antaa esimerkkejä omasta elämästään joko liittyen aiheeseen, oppilaiden tilanteeseen tai tuomaan pirteämpää tunnelmaa tunnille.
(The teacher gives examples from his/her own life either related to topic, the students' situation or to create a livelier atmosphere to the class.)

(24) Ala-asteella englanninopettaja antoi heikolle oppilaalle helpomman englanninkirjan ja edistyneelle oppilaalle vaikeamman kirjan. Hän osasi toimia hyvin jokaisen omalla kehitysvyöhykkeellä.
(In primary school, the English teacher gave a weaker pupil an easier English book and to a more advanced pupil a more difficult book. He/she knew how to work well in each pupil's own zone of development.)

That is, the respondents were also able to ponder what made those teaching methods ethical; for instance, differentiation was considered from the point of view of the teacher treating and acknowledging each student as an individual. This kind of ethical reasoning skills are also mentioned in the aims of upper secondary school education (NCC 2015: 12), and it seems that students do have these skills. As for the classroom atmosphere, in addition to discipline, some of the teachers' positive actions and characteristics were mentioned specifically as contributors to a good atmosphere, and for this reason were treated separately in this category. The following example illustrates this:

(25) Opettaja kaveerasi koko luokan kanssa ja sai tunneilla olemisen tuntumaan hyvältä. Hänen tunneillaan tuntui, että pystyi haastamaan itsensä ja omat taitonsa, mutta samalla pitämään hauskaa. Hänen englanninkielensä oli todella luontevaa.
(The teacher consorted with the whole class and made being in the lessons feel good. In his/her lessons it felt like you could challenge yourself and your skills but also have fun at the same time. His/her English was very natural.)

That is, this category includes also other items from other categories, as it seems that there can be a positive correlation between the teacher's behavior and the classroom atmosphere. Also, teachers' professional expertise and the mastery of the subject is seen in relation to the classroom atmosphere. Also the following example mentions both.

(26) Tämän hetkinen opettajani on aivan mahtava. Hän välittää opiskelijoista, hänellä on kuria mutta osaa olla myös rento eli pystyy nauramaan opiskelijoitten vitseille ja hauskoille näytelmille. Hän on myös aina valmistautunut tunnille eli hänellä on opetusmateriaali mukana, tehtynä ja tunnin kulku on suunniteltu läpikotaisin.
(My current teacher is great. He/she cares about the students, he/she has discipline but can also be laid back so he/she can laugh at the students' jokes and funny plays. He/she is also always prepared for lessons, that is, he/she brings the ready-made teaching material along and the progression of the lesson has always been thoroughly planned.)

That is, students appreciate it when the teachers are well-prepared for the classes in addition to how the teacher acts during lessons and what kind of personality traits are reflected in the actions. Also, the concept of professionalism seemed to be familiar to the students, as several mentioned it explicitly:

> *(27) Kaikki englanninopettajani ovat olleet hyvin opettavaisia sekä tarpeeksi ammatillisia olematta liian tiukkoja. Näihin toimintatapoihin kuului oppilaiden kuunteleminen sekä auttaminen lukuisissa asioissa, ammatillinen käyttäytyminen luokassa sekä tietty rentous.*
> (All my English teachers have been very educational and professional enough while not being too strict. These kinds of actions included listening to student and helping in various issues, professional behavior in class and a certain relaxedness.)

The final main category, assessment, had several answers with the undertone of equality and transparency in assessment. In addition to that, teachers' use of praise and the individual nature of both assessment in general and feedback was acknowledged by students. Consider, for instance, the following examples:

> *(28) Hän arvioi kaikki yksilöt heidän oman kehityksensä mukaan ja arviointiperusteet ovat reilut ja oikeudenmukaiset. Opiskelijoiden kohtelu on erittäin ystävällistä ja tarpeeksi ymmärtäväistä esim. myöhästelyjen suhteen. Kunnioitus on tällöin molemmin puolista ja tunnille tuleminen on mielekästä.*
> (He/she assessed all individuals based on their development and the assessment principles were fair and just. The treatment of students was very friendly and understanding enough regarding e.g. being late. The respect was thus mutual and coming to class was pleasing.)

> *(29) Hän kuuntelee oppilaitaan ja kohtelee heitä hyvin. Hän antaa henkilökohtaista palautetta ja kehuu hyvistä suorituksista.*
> (He/she listens to students and treats them well. He/she gives personal feedback and praises for good achievements.)

As the previous examples have shown, student perceptions of ethical teacher behavior are very diverse and acknowledge several aspects, from the teachers' actions and personality to interpretations of the teachers' professionalism and teaching methods. As a final example, the following student answer summarizes well the students' ability to evaluate their teachers from an objective point of view:

> *(30) Kyseinen englanninopettaja oli sovitteleva ja puolueeton. Hänellä ei ollut suosikkeja ja kohteli kaikkia tasapuolisesti. Hän osasi pitää kuria, mutta oli myös lempeä ja kannustava. Hän selvästi välitti oppilaistaan.*
> (The teacher in question was conciliatory and impartial. He/she did not have favorites and treated everyone equally. He/she knew how to keep discipline but was also gentle and encouraging. He/she clearly cared about his/her students.)

In sum, students consider ethical the kind of teachers who treat them well, have both boundaries and liberties, and implement diverse pedagogical skills in their teaching. The teacher's actions and personal characteristics through which the actions are displayed seem to be the foundation of ethical teacher behavior in the students' opinion, equality being one of the major factors underlying all behavior, in agreement with e.g. Friedman et al. (2005) and Birch, Elliot and Trankel (1999). This supports the findings of the statistical analysis as well: the factors considered among the most important ones by students included fairness in assessment and equal treatment "regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements" (see Table 3).

It must be noted that the statistical analysis focused on student experiences of their current or latest English teacher, whereas the qualitative analysis consisted of descriptions of teachers throughout the students' school years. Thus, the findings are not directly comparable, as it could be that students hope for different kinds of emphases from teachers in different levels of education. However, these descriptions provide a better understanding of what kind of aspects are considered ethical or unethical and can support the previous findings of the statistical analysis.

The past two sections have presented the findings of the qualitative analysis of the open questions in the questionnaire, illustrating how different aspects of teacher ethics were visible in the respondents' experiences of English teachers. The teacher's treatment of students was the most significant category regarding both unethical and ethical behavior, which is quite logical given that it is the easiest aspect for the students to observe. These findings largely support the findings of the quantitative analysis in terms of the second research question. The final section related to the findings of this study turns the focus more specifically on the English subject and the question whether sociocultural aspects or skill-based goals were considered more important in English teaching.

7.5 The importance of English-specific factors

One of the aims of this study was to find out which factors related to the English subject specifically are considered important by students (N=214), from an ethical viewpoint, as stated in the third research question. The factors and their importance are presented in Table 14, organized in a descending order by mean.

Table 14. Considered importance of ethical factors related to the English subject

	1 Not at all important	2 Not very important	3 Quite important	4 Very important	Mean
The teacher masters the English language comprehensively (both the grammar and communicating in the language)	0	1	20	193	**3.9**
The teachers help students develop themselves as language users	0	4	26	184	3.84
With his or her teaching, the teacher provides students with preparedness to act in English-speaking cultures	0	7	54	153	3.68
The teacher connects the teaching content to the students' future language use needs	0	8	71	135	3.59
The teacher has knowledge of the cultures of English-speaking countries	1	33	86	94	3.28
The teacher does not favor some English-speaking countries or cultures and belittle others in the teaching content	10	29	79	96	3.22
The teacher covers the status of English in the world	2	52	84	76	3.09
The teacher covers ethics as a topic in relation to the teaching content of English (language, culture, literature, etc.)	12	53	95	54	**2.89**
The teacher is impartial e.g. regarding the politics of English-speaking countries	18	48	89	59	**2.88**
Total					**3.38**

What Table 14 indicates is that the teacher's expertise in the subject is considered the most crucial, which was also discussed in section 7.1 (see Table 3). That is, also in English teaching the teacher's model of using the language is what matters most to students. The second most important factor, *"The teachers help students develop themselves as language users"*, supports the assumption that the teacher's language mastery could be appreciated for the modeling function, as the goal of the students is to develop as language users themselves.

Moreover, the earlier findings of experiences of ethical teacher behavior showed an appreciation for teachers helping students (see Table 13), and it could be that the helping refers to this – development as a language user. Also, the second factor in Table 14 could refer to the students' desire for opportunities for practicing language use in action, instead of learning the language in theory.

Among the lowest-rated items was impartiality in covering issues such as politics related to English-speaking countries. It could be that since foreign politics might not directly affect Finnish upper secondary school students' lives and neither the students nor the teachers are themselves involved in foreign politics, talking about these issues is mostly exchanges of opinions instead of trying to affect other people's opinions.

Thus, it is possible that students can separate the teachers' possible biased comments as personal opinions from what could be considered as biased teaching content. The earlier findings showed that students consider appropriate and impartial teaching material indeed quite important (see Table 3 in section 7.1), and teachers' expressions of their political views was considered unethical (see Table 12 in section 7.3), which support the deduction. In sum, it could be argued that students consider it unethical for teachers to try to impact students with their own political agendas, whereas discussing more distant issues that none of them are actively part of, such as foreign politics, is not considered that unethical, even if the opinions are partial. It would be interesting to examine teachers' views of this issue: do they avoid political themes in fear of possibly presenting themselves as unethical or do they emphasize the need for objective political discussion and encourage students towards it?

In addition, covering ethics as a topic in English teaching was not considered very important. It could be that since the students want to learn the language to be used in real life is so strong, ethics as a topic is not seen as a crucial aspect that would directly affect their ability to become active language users. Perhaps there is still a relatively strong mindset that separates school subjects quite strictly, where ethical issues might be seen more as belonging to philosophy or native language courses than English. Indeed, Christenbury (2008) argued

that first language literature and writing might be the areas where ethics could be included (see section 3.4). However, this finding could mean that although the other curricular ideals of global citizenship etc. (NCC 2015, see section 4.2) seem to be well adopted by students and possibly especially promoted in language teaching, the explicit focus on ethics is either not experienced or not considered that important.

Moving on to examining student differences in the considerations of these factors, statistically significant differences were found between genders in five factors, testing by Pearson's chi-square. The factors that yielded the significance are presented in Table 15 below.

Table 15. Gender differences within factors of the ethical aspects of English teaching

Factor		Female	Male	Sig.*
The teacher has knowledge of the cultures of English-speaking countries	1 Not at all important	0.7%	0.0%	.017
	2 Not very important	9.7%	26.7%	
	3 Quite important	41.0 %	36.7%	
	4 Very important	48.6%	36.7%	
The teacher does not favor some English-speaking countries or cultures and belittle others in the teaching content	1 Not at all important	2.8%	10.0%	.017
	2 Not very important	12.5%	15.0%	
	3 Quite important	34.0%	45.0%	
	4 Very important	50.7%	30.7%	
The teacher covers ethics as a topic in relation to the teaching content of English (language, culture, literature, etc.)	1 Not at all important	2.1%	15.0%	.001
	2 Not very important	22.9%	30.0%	
	3 Quite important	50.0 %	31.7%	
	4 Very important	25.0%	23.3%	
The teachers help students develop themselves as language users	1 Not at all important	0.0%	0.0%	.029
	2 Not very important	1.4%	1.7%	
	3 Quite important	8.3%	21.7%	
	4 Very important	90.3%	76.7%	
With his or her teaching, the teacher provides students with preparedness to act in English-speaking cultures	1 Not at all important	0.0%	0.0%	.002
	2 Not very important	1.4%	6.7%	
	3 Quite important	19.4%	36.7%	
	4 Very important	79.2%	56.7%	

*values lower than 0.05 considered statistically significant

As Table 15 shows, most of these differences refer to girls considering the factors notably more important than boys. Teacher knowledge of cultures is not very important for one

fourth of the boys participating in this study, whereas the equivalent percentage for girls is only 9.7%. The teacher's partiality towards countries and cultures, although still relatively important to both, is clearly an issue that divides opinions within both girls and boys. The issue of covering ethics as a topic in English teaching was only considered very important by approximately one fourth of both girls and boys, and as already discussed above, this factor was clearly the one that a considerate number of students did not regard as important.

As for the last two items in Table 15, the general tendency was the same as in the gender differences in general importance of teacher ethics factors found in this study (see section 7.1.1): both genders considered them important, but girls even more so than boys. It is possible that girls enjoy a more well-rounded approach to cultural themes, whereas boys would do with a little less. In addition to gender, the Pearson's chi-square test yielded statistically significant differences regarding year of studies as well in two factors, as Table 16 shows:

Table 16. Year-of-study differences regarding factors of the ethical aspects of English teaching

Factor		1st year	2nd year	3rd– 4th year	Sig.*
The teacher is impartial e.g. regarding the politics of English-speaking countries	**1 Not at all important**	5.6%	9.5%	12.2%	.033
	2 Not very important	23.6%	15.5%	34.1%	
	3 Quite important	36.0 %	46.4%	43.9%	
	4 Very important	34.8%	28.6%	9.8%	
The teacher covers ethics as a topic in relation to the teaching content of English (language, culture, literature, etc.)	**1 Not at all important**	1.1%	6.0%	14.6%	.030
	2 Not very important	21.3%	31.0%	19.5%	
	3 Quite important	52.8%	36.9%	41.5%	
	4 Very important	24.7%	26.2%	24.4%	

*values lower than 0.05 considered statistically significant

From Table 16 it seems that first- and second-year students consider teacher's political impartiality in the English subject context notably more important than third- and fourth-year students. It is possible that upper secondary school seniors as closest to adulthood start showing more interest towards politics and have the skills and willingness to discuss deviating political opinions. The other factor, covering ethics as a topic in English teaching,

shows a descending trend for its importance as the students proceed in their studies. Perhaps the need for explicit ethics teaching is considered increasingly unnecessary as ethical issues might be implicitly or explicitly covered in other subjects. However, a clear majority in all groups still considered it at least somewhat important in English teaching as well.

It was relatively clear that students valued more the aspects of teaching that prepares them for actively using the language and participating in the cultures in question. In other words, it seems that the skills-based goals seem to overpower the general cultural understanding, as teachers' general cultural knowledge, covering the status of English in the world and impartiality in the context were not rated as highly. As they are included in the NCC 2015 course descriptions (see section 4.2), it is possible that they are considered more as topics among others in course contents rather than special ethical issues to be considered in other contexts too.

However, Johnston et al.'s (1998: 163-164) point about the moral dimension in ESL teaching related to students' disadvantage in exercising power with imperfect language skills could be contrasted with the findings in the English as a foreign language context. As the students rated gaining preparedness for acting in English-speaking cultures as the third highest aspect, it could be argued that the need for language skills in order to function in an English-speaking society and culture is recognized by students. Therefore, students want to gain the power in order to become members of the English-speaking world by learning the language, thus transcending the inequal setting of power in English-dominant cultures.

The findings presented in this section have supported the ones already stated in earlier ones: students expect and value English teachers' mastery of the language to a great extent. The priorities in English teaching for students seem to be learning skills that will help them in the future, in real-life language use situations in English within the cultural context in question, whereas an explicit approach to ethical issues in terms of cultures, politics or the topic of ethics itself in English teaching is not considered that important. Female students considered most of the aspects slightly more important than male students, and political

impartiality and covering ethics as a topic seemed to lose its importance the further the students got in their studies.

Chapter 7 has presented the findings of this study, and possible reasons for the emerged tendencies have been given. These findings will be summarized in the following chapter, and the discussion on the possible reasons and implications will be expanded.

8 DISCUSSION AND CONCLUSION

This chapter will begin with a summary of this research and based on the findings, answer the research questions. Then, the findings will be elaborated and additional reasoning behind the found tendencies will be given. Finally, this study will be evaluated for its strengths and weaknesses, its possible implications for teaching will be discussed and suggestions for future studies will be given.

8.1 Summary of the research

This study was both quantitative and qualitative, and it approached the topic of teacher ethics from the point of view of the students. The reason for this approach was that these results could help teachers reflect their own behavior in comparison with how students experience the reality in the classrooms, and thus gain important insights to support their professional development (see e.g. Soini et al. 2015, Seghedin 2014). The data was gathered through an online questionnaire (N=214), and most of it was analyzed statistically. The open-ended questions were analyzed with content analysis, where categories and subcategories of student descriptions of unethical and ethical teacher behavior were formed.

The research questions for which this study aimed at answering were the following:

RQ1: Which factors of English teacher ethics do the students consider the most and the least important?

RQ2: How ethical do students perceive the practices of their English teachers?

RQ2.1: How do student conceptions of important factors in teacher ethics compare to their evaluations of their experiences with English teachers?

RQ3: Which subject-specific ethical aspects of English teaching do the students consider the most important?

As for the first question, the answer is clear: students view most of the factors presented in this study as important in teachers' ethicality. The most important factors included fair and consistent assessment, confidentiality, not accepting bullying, mastery of the teaching content and equal treatment of students regardless of the students' background and personal aspects. The factors that students considered the least important were teachers' boundaries in sharing personal issues with students and teachers' inappropriate language use, e.g. swearing.

As for the second main research question, the analysis showed that upper secondary school students perceive their teachers as very ethical; all factors were rated clearly over "quite well". This means that upper secondary school teachers seem to have high moral standards that are also transmitted to the students extremely well. According to the students, the teachers excelled in being truthful and not speaking ill of their colleagues. Also, respecting student privacy and having a professional relationship with students were positively experienced by students. The factors in which the students considered the teacher behavior as the least ethical included listening and trying to understand students, intervening with disruptive student behavior and caring about students and their wellbeing. However, the students still considered their teachers to perform quite well regarding these three factors, as the means indicate (see Table 6), so the results do not in any way mean that students regard teacher behavior in those factors as unethical.

Students were asked to give descriptions of any teachers throughout their studies to see which factors arise as the ones defining ethical and unethical behavior the most in the students' opinion. Several factors emerged in the analysis, most of them manifesting the same aspects that appeared in the questionnaire. The student views of ethical teacher behavior were centered around teacher behavior, e.g. equal and otherwise positive treatment of students (encouraging, helping, listening etc.) and positive teacher characteristics (niceness, politeness, respect etc.). Teaching methods emerged as the second most important issue, in terms of diverse teaching materials, strategies, language use and cultural knowledge. Issues related to the classroom atmosphere arose as a view that was not very explicit in the questionnaire items, which signifies that the teachers' actions in the classroom have a great impact on the overall classroom experience. Assessment emerged as the smallest category, but the category also overlapped with equal treatment of students.

The students had also experienced several unethical issues in English teaching, a bit under half of them relating also to teacher behavior: unequal and otherwise negative treatment of students (embarrassing, belittling, not being encouraging) and teacher's negative characteristics (rudeness, being mean, indifference etc.). On a positive note, about one fourth of the students had not ever experienced unethical behavior from English teachers, which indicates that good ethicality could be the major tendency in primary and secondary education as well. However, the other aspects where unethical teacher behavior was recognized included assessment, teaching methods, teacher professionalism and the classroom atmosphere.

As for the comparison between what was considered important and what was experienced by students, two tendencies were found. First, students considered several factors as more important than how well their teachers enacted them. They included equal treatment, fairness and individual performance in assessment, care, listening, confidentiality, intolerance of bullying and encouraging students. Secondly, the experienced reality was better than the considered importance in several factors, including teachers' personal issues,

appropriateness in teaching materials, teachers' language use, level of friendliness in teacher-student relationships, honesty and not speaking ill of colleagues.

Finally, the third research question focused on the English subject, with an intention to see whether the most important factors in English teaching related to wider cultural issues or students' personal objectives as language users. The statistical analysis showed that the teachers' diverse mastery of the English language is the most important factor, which emerged on a general level as well (see Tables 3 and 14). The second most important factor was the teacher helping students develop themselves as language users. At the other end of the scale were teacher impartiality in covering e.g. political issues in English-speaking countries and treating ethics as a topic in English classes. These findings suggest that students consider more important the kind of English teaching that prepares them for being active users of the language and members of the English-speaking world, whereas an explicit focus on ethical issues and impartiality in covering political and cultural issues falls secondary to that objective.

8.2 Elaborating on the findings

Quite a few interesting tendencies emerged in the findings of this study. Among others arose the students' high appreciation for privacy, i.e. teachers preserving the confidentiality of student-related information, rated the second most important factor. Comparing to e.g. Friedman et al. (2005) and Kuther (2003), this did not emerge as a prominent factor, whereas Tirri's (1999) study did find the privacy issue as a school's moral dilemma. It is possible that students in Finland expect or require relatively more confidence from the teacher, perhaps the teacher's role is seen as such that students should be able to confide in them with personal matters.

On the other hand, one reason could be that in the often achievement-oriented Finnish school environment, assessment documents etc. are considered more personal than in other countries. In addition, another factor that could also influence the students' high demand of confidentiality could be the GDPR reform (see European Commission) which has been very

topical in Finland recently. It is possible that due to the wider societal discussion on privacy issues, students have increased their privacy expectations in school as well.

The fact that no gender differences were found in student perceptions of their current or latest English teachers is positive, as already discussed in section 7.2.1, as it indicates that teachers treat students relatively similarly regardless of gender. However, a question remains: which of the other student background factors are the ones that affect teachers' behavior, if any? Pusa's (2018) findings suggested that unequal treatment of students in primary school often stemmed from their socio-economic background. Also, in this study, unequal treatment of students was among the most frequent categories in student descriptions of unethical teacher behavior (see Figure 6), and at least students' skill level, gender and personality emerged in the descriptions. These findings call for more research on the types of inequality students experience from English teachers or teachers in general.

Another tendency that should be highlighted is the frequency of student descriptions related to teaching methods. Although some of the descriptions clearly showed ethical considerations, many included mainly student opinions about good or desired teaching methods (see sections 7.3 and 7.4). Thus, it must be noted that the main categories illustrated in Figures 5 and 7 only describe the distribution of the students' descriptions, even though not all the descriptions were strictly related to ethics.

Although in general students seemed to grasp quite well what was meant with the concept of ethics and did not resort to evaluating the teachers' pedagogical skills as discussed in e.g. Cahn 2010 (see section 5.2) or their personality, the concept of ethics seemed to turn out slightly vague or unclear in terms of thinking about teaching methods. Thus, it could be wondered whether the students can be considered as competent for analyzing teacher ethics, especially the aspects of it that are not always completely visible to students (e.g. pedagogical decision-making). At least more explicit discussion or explanations would be required to ensure students understand what it is they are supposed to evaluate, one solution being qualitative data collection methods such as interviews.

Furthermore, the findings indicate that the situation might vary quite much in terms of education level. Although most student descriptions did not mention from which level the examples were from, the examples of unethical teacher behavior included more explicit references to primary and secondary school than upper secondary school. In the descriptions of ethical teacher behavior, only few explicitly mentioned the school level, but all levels emerged equally in the ones that did bring it up.

It must be taken into account that upper secondary school students can only assess their previous teachers from their memories of them from when they were younger, and it could be that in those situations in the past the students have not been capable of understanding the motives behind the teachers' actions, which could affect the interpretation of the events. Also, students might compare the teachers with each other, which might result in determining some behaviors as unethical merely based on being considered worse than others in certain aspects.

8.3 Evaluations and implications of this study and suggestions for further research

As the number of participants was relatively big in this study (N=214), cautious generalizations can be made about the positive tendency of the good upper secondary school English teacher ethics in Finland. However, the different aspects of teacher ethics should be studied more in detail to be able to make statements about how they are executed and to see where the experiences of unethical teacher actions derive from. Hopefully, this study could inspire the English teachers in all levels to take a more active role in creating more open discussion between teachers and pupils or students about the methods and decisions the teacher makes. Thus, the teachers could ensure that their actions are transparent, and the students could also learn about ethical decision-making.

This study succeeded in describing upper secondary school students' perceptions about what is important in teacher ethics and how their teachers enact the different aspects. However, although the students' views of aspects of English teaching specifically were

found out, it could be argued that that part of the study did not manage to shed much light on how ethics is present in the English subject in the Finnish upper secondary schools. Perhaps the factors included in that part were too different to determine if ethicality is a common nominator for them. In other words, it is not clear if skill-based objectives can be compared with sociocultural aspects of language on the same scale. Still, it could be that Finnish upper secondary students simply prioritize the personal language development before learning and understanding English-related themes from an ethical viewpoint. The implication this could have for English teaching in Finland is that more explicit focus could be given to discussions on the relationship between language and ethics.

Also, based on the analysis of the open-ended questions, the immediate consequences of unethical teacher behavior could be examined more closely. The qualitive analysis showed how students connected the teachers' actions to the classroom atmosphere, both in the positive and the negative sense. Thus, a more explicit point about that could be added to the instrument used in this study, or it could be studied as a separate phenomenon.

In the future, this type of study could be executed more widely in schools in Finland to see if there are any differences between teachers of different subjects in terms of teacher ethics. Also, qualitative studies could be conducted to deepen the understanding of how upper secondary students understand the concept of ethics and in what ways ethics is taught in the different subjects or whether it is mostly implicitly present. Taking the students' and the teachers' points of view into account in the same study could also yield interesting results in terms of how well the teachers' intentions are transmitted through their actions and whether teachers consciously reflect on the ethicality of their actions.

In addition, there is a need for more studies focusing on the ethical aspects of teaching English as a foreign language , in order to determine whether the issues derive from the subject itself or if the ethicality in English teaching is related to other factors, e.g. the cultural context and the teacher's influence. Moreover, in the Finnish context, it would be interesting

to examine more closely on the content of English teaching in terms of the presence of ethical issues explicitly and implicitly.

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APPENDICES

Appendix 1. The original questionnaire in Finnish and its English translation

Lukiolaisten näkemykset englanninopettajien eettisyydestä

Hei!
Opiskelen Jyväskylän yliopistossa englanninopettajaksi, ja teen parhaillaan maisterintutkielmaani, joka käsittelee lukio-opiskelijoiden näkemyksiä englanninopettajien eettisyydestä. Etiikalla tarkoitetaan jokaisen henkilökohtaisia periaatteita ja uskomuksia siitä, mikä on oikein ja väärin, sekä kuinka nämä näkyvät henkilön toiminnassa ja asenteissa.

Tutkimuksen tarkoituksena on **perehtyä siihen, millaiset asiat opiskelijat kokevat tärkeiksi englanninopettajien toiminnassa ja miten nämä asiat näkyvät käytännössä**. Opiskelijoiden mielipiteet ja näkemykset asiasta ovat tärkeitä, sillä niiden kautta opettajat voivat pohtia omaa toimintaansa sekä yhdessä opiskelijoiden kanssa kehittää vuorovaikutusta ja tarvittaessa puuttua mahdollisiin ongelmakohtiin. Kyselyllä halutaan **kartoittaa lukiolaisten omakohtaisia kokemuksia ja omia mielipiteitä**, eli kysymyksiin ei siis ole oikeita tai vääriä vastauksia. Et myöskään tarvitse aikaisempaa tietoa tai kokemusta etiikasta aiheena.

Tutkimuksen aineisto kerätään tämän Webropol-kyselyn kautta, ja vastauksia käytetään ainoastaan tämän tutkimuksen aineistona. Aineisto analysoidaan tilastollisesti ja laadullisesti, ja tuhotaan heti tutkimuksen valmistuttua. Tutkimus julkaistaan Jyväskylän yliopiston julkaisuarkisto JYX:ssä. **Jos olet alaikäinen, sinun tulee pyytää huoltajaltasi lupa osallistua tutkimukseen. Täyttämällä kyselylomakkeen vakuutat, että olet täysi-ikäinen tai alaikäisenä sinulla on huoltajasi suostumus vastata kyselyyn.**

Kyselyyn vastaaminen vie noin 10-15 minuuttia. Luethan kaikki kysymykset huolellisesti, ja vastaat oman mielipiteesi ja kokemuksesi mukaisesti kunkin sivun ohjeiden mukaan. Kyselyyn vastaaminen tapahtuu nimettömästi. Halutessasi voit jättää viimeisellä sivulla sähköpostiosoitteesi osallistuaksesi kahden Finnkinon elokuvalipun arvontaan. Sähköpostiosoitteesi pidetään erillään vastauksistasi, joten henkilöllisyyttäsi ei voida yhdistää vastauksiisi. Osoitteet poistetaan heti kyselyn päätyttyä.
Kiitos jo etukäteen!

Maisa Kolehmainen
Kielten aineenopettajan maisteriohjelma, englannin kielen opintosuunta
Jyväskylän yliopisto

OSA 1. Vastaajan taustatiedot

1. Opiskeletko tällä hetkellä lukiossa?

   Kyllä
   En

2. Monesko vuosi lukio-opintoja sinulla on menossa?

   1.
   2.
   3.
   4.
   Muu, mikä? _____

3. Sukupuoli

   Nainen
   Mies
   Muu / en halua sanoa

OSA 2. Opiskelijoiden näkemykset englanninopettajien toiminnasta yleisesti

4. Kuinka tärkeitä seuraavat asiat ovat mielestäsi englanninopettajien toiminnassa yleisesti? Vastaa valitsemalla sopiva vaihtoehto: 1= ei ollenkaan tärkeää, 2= ei kovin tärkeää 3= melko tärkeää 4= erittäin tärkeää

	1 Ei ollenkaan tärkeää	2 Ei kovin tärkeää	3 Melko tärkeää	4 Erittäin tärkeää

Kurinpidolliset toimet (esim. varoitukset, luokasta poistaminen) ovat tasapuolisia kaikkia kohtaan				
Opettaja kohtelee opiskelijoita tasavertaisesti riippumatta sukupuolesta, seksuaalisesta suuntautumisesta, ulkonäöstä, iästä, uskonnosta, sosiaalisesta asemasta, lähtökohdista, mielipiteistä, taidoista tai saavutuksista				
Opettaja ei jaa liikaa yksityisasioitaan opiskelijoiden kanssa				
Arviointi on reilua ja johdonmukaista				
Opettajan käyttämä opetusmateriaali on soveliasta ja puolueetonta				
Opettaja välittää opiskelijoista ja heidän hyvinvoinnistaan				
Opettaja ei kiroile tai käytä muuten epäsoveliasta kieltä				
Opettaja puuttuu opiskelijoiden epäsoveliaaseen tai tuntia häiritsevään toimintaan				
Opettaja kuuntelee ja yrittää ymmärtää opiskelijoita				
Opettaja pitää opiskelijoiden luottamukselliset tiedot salassa				
Arviointi perustuu opiskelijan yksilöllisiin suorituksiin, eikä muihin ominaisuuksiin, kuten persoonaan				
Opettaja ei hyväksy kiusaamista				
Suhde opiskelijoihin on ammatillinen, eikä esimerkiksi liian kaverillinen tai seksuaalinen				
Opettaja osaa itse opetettavat asiat				
Huijaamista kokeissa ei hyväksytä				
Opettaja kunnioittaa opiskelijoita				
Opettaja on valmistautunut tunneille				
Opettaja kohtelee opiskelijoita ystävällisesti				
Opettaja on totuudenmukainen toiminnassaan, eikä esim. valehtele opiskelijoille				
Opettaja ei puhu pahaa muista opettajista				
Opettaja on kannustava, eikä esim. vähättele opiskelijoita				

5. Keskity nyt pohtimaan nykyistä / viimeisintä englanninopettajaasi. Kuinka hyvin seuraavat asiat toteutuivat hänen toiminnassaan oppitunneilla ja niiden ulkopuolella? Vastaa valitsemalla sopiva vaihtoehto: 1= ei ollenkaan 2= melko huonosti 3= melko hyvin 4= erittäin hyvin

	1 Ei ollenkaan	2 Melko huonosti	3 Melko hyvin	4 Erittäin hyvin
Kurinpidolliset toimet (esim. varoitukset, luokasta poistaminen) ovat tasapuolisia kaikkia kohtaan				

Opettaja kohtelee opiskelijoita tasavertaisesti riippumatta sukupuolesta, seksuaalisesta suuntautumisesta, ulkonäöstä, iästä, uskonnosta, sosiaalisesta asemasta, lähtökohdista, mielipiteistä, taidoista tai saavutuksista				
Opettaja ei jaa liikaa yksityisasioitaan opiskelijoiden kanssa				
Arviointi on reilua ja johdonmukaista				
Opettajan käyttämä opetusmateriaali on soveliasta ja puolueetonta				
Opettaja välittää opiskelijoista ja heidän hyvinvoinnistaan				
Opettaja ei kiroile tai käytä muuten epäsoveliasta kieltä				
Opettaja puuttuu opiskelijoiden epäsoveliaaseen tai tuntia häiritsevään toimintaan				
Opettaja kuuntelee ja yrittää ymmärtää opiskelijoita				
Opettaja pitää opiskelijoiden luottamukselliset tiedot salassa				
Arviointi perustuu opiskelijan yksilöllisiin suorituksiin, eikä muihin ominaisuuksiin, kuten persoonaan				
Opettaja ei hyväksy kiusaamista				
Suhde opiskelijoihin on ammatillinen, eikä esimerkiksi liian kaverillinen tai seksuaalinen				
Opettaja osaa itse opetettavat asiat				
Huijaamista kokeissa ei hyväksytä				
Opettaja kunnioittaa opiskelijoita				
Opettaja on valmistautunut tunneille				
Opettaja kohtelee opiskelijoita ystävällisesti				
Opettaja on totuudenmukainen toiminnassaan, eikä esim. valehtele opiskelijoille				
Opettaja ei puhu pahaa muista opettajista				
Opettaja on kannustava, eikä esim. vähättele opiskelijoita				

OSA 3. Opiskelijoiden näkemykset englanninopettajien toiminnasta liittyen erityisesti oppiaineeseen

6. Kuinka tärkeitä mielestäsi seuraavat asiat ovat englanninopettajien toiminnassa? Vastaa valitsemalla sopiva vaihtoehto 1=ei ollenkaan tärkeää 2= ei kovin tärkeää 3= melko tärkeää 4=erittäin tärkeää

	1 Ei ollenkaan tärkeää	2 Ei kovin tärkeää	3 Melko tärkeää	4 Erittäin tärkeää
Opettaja hallitsee englannin kielen kokonaisvaltaisesti (sekä kieliopin että kielellä kommunikoinnin)				
Opettajalla on tietoa englanninkielisten maiden kulttuureista				

Opettaja käsittelee englannin kielen asemaa maailmalla				
Opettaja on puolueeton esim. englanninkielisten maiden politiikan suhteen				
Opettaja ei suosi opetussisällöissään joitain englanninkielisiä maita tai kulttuureita ja vähättele toisia				
Opettaja käsittelee etiikkaa aiheena liittyen englannin opetussisältöihin (kieli, kulttuuri, kirjallisuus tms.)				
Opettaja liittää opetussisällöt opiskelijan tulevaisuuden kielenkäyttötarpeisiin				
Opettaja auttaa opiskelijoita kehittymään kielen käyttäjänä				
Opettaja antaa opetuksellaan opiskelijoille valmiuksia toimia englanninkielisissä kulttuureissa				

OSA 4. Opiskelijan kuvaukset englanninopettajista

Etiikalla tarkoitetaan jokaisen henkilökohtaisia periaatteita ja uskomuksia siitä, mikä on oikein ja väärin, sekä kuinka nämä näkyvät henkilön toiminnassa ja asenteissa. Epäeettinen toiminta on sellaista, joka on mielestäsi väärin, ja eettinen toiminta sellaista, jota pidät oikeana.

7. Muistele kouluaikasi varrelta sellaista englanninopettajaa, joka mielestäsi ei toiminut eettisesti. Millaisia toimintatapoja tai asenteita hänellä oli?

_____
_____
_____
_____
_____

8. Muistele kouluaikasi varrelta sellaista englanninopettajaa, joka mielestäsi toimi hyvin eettisesti. Millaisia toimintatapoja tai asenteita hänellä oli?

_____
_____
_____
_____
_____

9. Olet nyt päässyt kyselyn loppuun. Halutessasi voit nyt jättää sähköpostiosoitteesi osallistuaksesi kahden Finnkinon elokuvalipun arvontaan. Arvonnan voittajille ilmoitetaan sähköpostitse kyselyn sulkeuduttua.

Sähköposti _____

Kiitos vastauksistasi!

Upper secondary school students' perceptions of the ethicality of English teachers

Hello!

I am studying at the University of Jyväskylä to become an English teacher, and I am currently working on my Master's thesis, which is about upper secondary school students' perceptions of the ethicality of English teachers. The term ethics refers to each individual's personal principles and beliefs about what is right and wrong and to how these are visible in the person's actions and attitudes.

The aim of this study is to **find out which factors students consider important in the English teachers' behavior, and how these factors show in practice**. Students' opinions and views of the issue are important, since through them the teachers can reflect on their own actions and together with the students develop their communication and address possible problems if needed. This questionnaire aims to **map upper secondary school students' personal experiences and opinions,** so there are no right or wrong answers to the questions. You will not need prior knowledge or experience about ethics as a topic.

The data of this study will be collected through this Webropol-questionnaire, and the responses will be used as the data of this study only. The data will be analyzed statistically and qualitatively and destroyed as soon as the study is completed. The study will be published in the Jyväskylä University Digital Repository (JYX). **If you are a minor, you must ask for your guardian's permission to participate in the study. By filling out the questionnaire form, you guarantee that you are either of age or you have your guardian's consent for participating in the study.**

Answering the questionnaire will take approximately 10-15 minutes. Please read all questions carefully and answer according to your personal opinion and experience following the instructions given in each page. Answering the questionnaire will happen anonymously. If you want, you can leave your e-mail address at the last page in order to participate in a raffle for two Finnkino movie tickets. Your e-mail address will be kept separate from your answers, so your identity cannot be linked to your answers. The e-mail addresses will be deleted as soon as the questionnaire closes.

Thank you in advance!

Maisa Kolehmainen
Master's programme for language subject teachers, specialization programme of English
University of Jyväskylä

PART 1. Respondent background information

1. Do you currently study in an upper secondary school?

   Yes
   No

2. Which year of studies are you currently at?

   1.
   2.
   3.
   4.
   Other, what? _____

3. Gender

   Female
   Male
   Other / I do not want to say

PART 2. Student perceptions of English teachers' actions in general

4. In your opinion, how important are the following issues in the English teachers' actions in general? Answer by choosing a suitable option: 1= not at all important, 2= not very important 3= quite important 4= very important

	1 Not at all important	2 Not very important	3 Quite important	4 Very important
Disciplinary actions (e.g. warnings, removing from the classroom) are fair towards everyone				
The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements				
The teacher does not share too much of his or her personal issues with the students				
Assessment is fair and consistent				
The teaching material the teacher uses is appropriate and impartial				
The teacher cares about the students and their wellbeing				
The teacher does not swear or use otherwise inappropriate language				
The teacher intervenes with students' inappropriate or disruptive behavior				
The teacher listens and tries to understand the students				
The teacher keeps the students' confidential information in secret				
Assessment is based on a student's individual performance and not on other characteristics, such as personality				
The teacher does not accept bullying				
The relationship with students is professional, and not e.g. too friendly or sexual				
The teacher masters the teaching content				
Cheating in exams is not accepted				
The teacher respects the students				
The teacher is prepared for lessons				
The teacher treats students in a friendly manner				
The teacher is truthful in his or her actions, and does not e.g. lie to students				
The teacher does not speak ill of other teachers				
The teacher is encouraging and does not e.g. belittle students				

5. Now focus on thinking about your current / latest English teacher. How well were the following issues fulfilled in his or her actions during outside of lessons? Answer by choosing a suitable option: 1= not at all, 2= not very well 3= quite well 4= very well

	1 Not at all	2 Not very well	3 Quite well	4 Very well
Disciplinary actions (e.g. warnings, removing from the classroom) are fair towards everyone				
The teacher treats students equally regardless of gender, sexual orientation, appearances, age, religion, social status, background, opinions, skills or achievements				
The teacher does not share too much of his or her personal issues with the students				
Assessment is fair and consistent				
The teaching material the teacher uses is appropriate and impartial				
The teacher cares about the students and their wellbeing				
The teacher does not swear or use otherwise inappropriate language				
The teacher intervenes with students' inappropriate or disruptive behavior				
The teacher listens and tries to understand the students				
The teacher keeps the students' confidential information in secret				
Assessment is based on a student's individual performance and not on other characteristics, such as personality				
The teacher does not accept bullying				
The relationship with students is professional, and not e.g. too friendly or sexual				
The teacher masters the teaching content				
Cheating in exams is not accepted				
The teacher respects the students				
The teacher is prepared for lessons				
The teacher treats students in a friendly manner				
The teacher is truthful in his or her actions, and does not e.g. lie to students				
The teacher does not speak ill of other teachers				
The teacher is encouraging and does not e.g. belittle students				

PART 3. Student perceptions of English teachers' actions regarding specifically the subject

6. In your opinion, how important are the following issues in the actions of English teachers? Answer by choosing a suitable option: 1= not at all important, 2= not very important 3= quite important 4= very important

	1 Not at all important	2 Not very important	3 Quite important	4 Very important
The teacher masters the English language comprehensively (both the grammar and communicating in the language)				
The teacher has knowledge of the cultures of English-speaking countries				

The teacher covers the status of English in the world				
The teacher is impartial e.g. regarding the politics of English-speaking countries				
The teacher does not favor some English-speaking countries or cultures and belittle others in the teaching content				
The teacher covers ethics as a topic in relation to the teaching content of English (language, culture, literature, etc.)				
The teacher connects the teaching content to the students' future language use needs				
The teachers help students develop themselves as language users				
With his or her teaching, the teacher provides students with preparedness to act in English-speaking cultures				

PART 4. Student descriptions of English teachers

The term ethics refers to each individual's personal principles and beliefs about what is right and wrong and to how these are visible in the person's actions and attitudes. Unethical activity is such that you consider wrong, and ethical behavior is such that you consider right.

7. Think back to an English teacher you have encountered during your school years whose actions were unethical. What kinds of methods or attitudes did he or she have?

_____
_____
_____
_____
_____
_____

8. Think back to an English teacher you have encountered during your school years whose actions were very ethical. What kinds of methods or attitudes did he or she have?

_____
_____
_____
_____
_____

9. You have now reached the end of the questionnaire. If you wish, you can leave your e-mail address in order to participate in a raffle for two Finnkino movie tickets. The winners or the raffle will be notified by e-mail as soon as the questionnaire closes.

E-mail: _____

Thank you for your answers!

Appendix 2. Gender differences in considerations of the importance of the teacher ethics factors

Factor		Female	Male	Sig.*
Assessment is fair and consistent	**1 Not at all important**	0.0%	0.0%	.004
	2 Not very important	0.0%	0.0%	
	3 Quite important	2.1%	11.7%	
	4 Very important	97.9%	88.3%	
The teaching material that the teacher uses is appropriate and impartial	**1 Not at all important**	0.7%	3.3%	.003
	2 Not very important	6.3%	10.0%	
	3 Quite important	37.5%	58.3%	
	4 Very important	55.6%	28.3%	
The teacher intervenes with students' inappropriate or disruptive behavior	**1 Not at all important**	0.0%	1.7%	.006
	2 Not very important	4.2%	11.7%	
	3 Quite important	47.2%	60.0%	
	4 Very important	48.6%	26.7%	
Assessment is based on a student's individual performance and not on other characteristics, such as personality	**1 Not at all important**	0.0%	1.7%	.014
	2 Not very important	0.0%	3.3%	
	3 Quite important	9.7%	18.3%	
	4 Very important	90.3%	76.7%	
The teacher does not accept bullying	**1 Not at all important**	0.0%	0.0%	.001
	2 Not very important	0.0%	5.0%	
	3 Quite important	3.5%	13.3%	
	4 Very important	96.5%	81.7%	
The relationship with students is professional, and not e.g. too friendly or sexual	**1 Not at all important**	0.7%	1.7%	.004
	2 Not very important	6.3%	20.0%	
	3 Quite important	35.4%	43.3%	
	4 Very important	57.6%	35.0%	
The teacher respects the students	**1 Not at all important**	1.4%	1.7%	.007

	2 Not very important	0.7%	1.7%	
	3 Quite important	11.8%	31.7%	
	4 Very important	86.1%	65.0%	
The teacher treats students in a friendly manner	**1 Not at all important**	0.0%	1.7%	.005
	2 Not very important	1.4%	3.3%	
	3 Quite important	18.8%	38.3%	
	4 Very important	79.9%	56.7%	
The teacher is encouraging and does not e.g. belittle students	**1 Not at all important**	0.7%	0.0%	.000
	2 Not very important	0.7%	6.7%	
	3 Quite important	9.0%	26.7%	
	4 Very important	89.6%	66.7%	

*values with p<0.05 considered statistically significant