Class teachers and subject teachers' perceptions of teaching English at primary school

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ABSTRACT

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Tutkimuksen tavoitteena oli selvittää, miten englannin opettajien käsitykset englannin opettamisesta eroavat toisistaan alakoulun kontekstissa. Kohderyhmänä olivat englannin aineenopettajat ja luokanopettajat, joilla oli pätevyys opettaa englantia alakoulussa. Englannin opetus on vuoden 2014 opetussuunnitelmassa kokenut muutoksia muun muassa aloitusvuodessa ja opetustavoissa, joten opettajien käsitykset englannin opettamisesta ovat saattaneet muuttua. Englannin opettamisen käsitysten tutkimisesta voivat hyötyä erityisesti ne opettajat, jotka uudistusten myötä pääsevät opettamaan englantia alakoulussa englannin opettajien tarpeen mahdollisesti lisääntyessä.

Kyseessä on laadullinen tutkimus, joka toteutettiin haastattelemalla neljää englannin aineenopettajaa ja neljää luokanopettajaa, joilla oli englanninopettajan pätevyys. Haastattelut kohdistettiin neljään teemaan: käsityksiä englannin roolista luokassa, käsityksiä englannin opettamisesta, käsityksiä opetuksen tavoitteista sekä käsityksiä eduista ja haitoista englannin opettamisessa.

Tulosten perusteella sekä aineenopettajat että luokanopettajat opettivat englantia pääasiallisesti toiminnallisesti. Suullisella kielitaidolla ja kommunikoinnilla oli suuri rooli opetuksessa. Tavoitteena molemmilla ryhmillä oli opettaa oppilaille käytännöllistä kielitaitoa. Pääsääntöisesti opettajat olivat tyytyväisiä opetukseensa. Suurimmaksi haasteeksi he kokivat resurssien puutteen. Molempien ryhmien opettajat kertoivat opettavansa opetussuunnitelman mukaisesti. Luokanopettajat perustelivat opettamiseen liittyviä päätöksiään ja näkemyksiään oppilaiden kautta, aineenopettajien viitatessa useammin opetussuunnitelmaan.

Avainsanat: kieli, vieraat kielet, opetus, käsitykset

ABSTRACT

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The aim of this study was to find out how English teachers' perceptions on teaching English differ in primary school context. The target group was English subject teachers and class teachers, who had qualification to teach English in primary school. English teaching has gone through changes in the curriculum of 2014 in starting year and teaching methods, so the perceptions of teaching English might have changed. Studying the perceptions of English teachers can be especially beneficial for those teachers, who get to teach English in primary school after the changes in the curriculum, which possibly demand more English teachers.

The study is a qualitative study, which was made by interviewing four English subject teachers and four class teachers, who have English teachers' qualification in primary school. The interviews were categorized into four themes: perceptions of the role of English in the classroom, perceptions of teaching English, perceptions of aims of teaching and perceptions of advantages and disadvantages in teaching English.

Both the subject teachers and the class teachers with a qualification to teach English used mainly action-based teaching. Oral skills and communication had a big emphasis in their teaching. One of the aims was to teach the pupils functional language skills. For the most part the teachers were happy with their teaching. Biggest disadvantage was a lack of recourses. Both groups taught according to the curriculum (POPS 2014). The class teachers justified their decisions and opinions though the pupils, whereas the subject teachers referred to the curriculum more often.

Keywords: language, foreign languages, teaching, perceptions

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1   INTRODUCTION

Language teaching in Finland has gone through major changes in the past few years and will continue to change in the near future. The biggest changes concern mandatory languages, English and Swedish for the most part, which start a year earlier than before. The Finnish national core curriculum (POPS 2014) brought Swedish to primary school's sixth grade and English to second grade, but from 2020 onwards English or other A1-level language will start from the first grade (Finlex, 2018). With these changes, the job of a language teacher has to evolve as well. Studying perceptions can help to understand how these changes have affected the teachers on the field and how they have been received. As Borg (2012) says, new curricula only come to action, if teachers on the field believe in the ideas they introduce. Thus, studying perceptions is even more important after the curriculum changes, because it makes it easier to see how the teachers have applied the new methods into practise - and what are their thoughts about this. Teachers' perceptions have been studied before (see e.g. Borg, 2012) and so has been language subject teachers' perceptions (see e.g. Skinnari & Nikula, 2017), but class teachers, with qualification to teach English in primary school have not been.

In this study I will look into the perceptions of English teachers from two different groups: English subject teachers and class teachers, who have studied a minor called JULIET in the University of Jyväskylä as part of their class teacher education. JULIET is an abbreviation from Jyväskylä University Language Integration and English Teaching Programme. It is a specialisation that is only offered in the University of Jyväskylä for those who study to become class teachers. JULIET prepares future class teachers to teach in CLIL contexts (see chapter 3.3), bilingual education, or teach English as a class, not subject, teacher. The programme includes 25-35 credits and the courses are about language development, culture, CLIL and language in education. (University of Jyväskylä, 2018.) Thus, the focus is more on using the language, than on the language itself. This is different from

the English subject teacher studies, where the focus is more broadly on the language itself and its underlying systems, such as semantics, pragmatics and grammar. The other main difference is that unlike in JULIET, where the students apply to become class teachers to begin with, subject teachers first choose the subject they want to teach and add pedagogical studies to it. The class teachers with JULIET-programme as a minor, who participated in this study will be referred as former JULIETs or JULIETs and English subject teachers as subject teachers.

Developing the education of future teachers is one of the main jobs of those universities who offer teacher education. This study can give the universities' decision-makers updated information on how the teachers see their occupations after the changes in the curricula. This helps to offer the future teachers the skills they will need once they step into the field. Comparing two different groups of English teachers can show what can be learned from one another and how the educations can be made better.

As class teachers are qualified to teach all mandatory subjects in primary schools, they might have to teach English (and Swedish) as well without any language teaching related courses or studies. Now that languages are being taught more in primary school, it is possible that teachers are also needed more. This will most likely increase the number of class teachers teaching English. This thesis might help shed light to the perceptions of different type of English teachers, which can help these class teachers, who teach languages to understand better the job that is teaching English. Both English subject teachers and former JULIETs can find the results helpful when developing their teaching, because both groups can learn from one another.

I myself have done the JULIET-programme as a minor and continued to study to become an English subject teacher. I have noticed how the courses from these studies complement each other and how much both educational pathways could

learn from the other. This provoked my interest in finding out how the percep-
tions of former JULIETs and English subject teachers differ in working life and
what could be learned from it.

The second chapter of this study will focus on second language learning: how
second languages are acquired, how different learning styles and methods affect
it and how language teachers can benefit from knowing these. The third chapter
looks at languages from the teacher's perspective, more precisely teaching meth-
ods and approaches, curriculum and language awareness. The fourth chapter fo-
cuses more closely on teachers' perceptions. The present study is a qualitative
study of eight participants, four being English subject teachers and four former
JULIETs. The data was gathered with individual interviews and analysed with
theory driven content analysis. More information on this is in chapter 5. The find-
ings were divided into four themes: perceptions of the role of language in the
classroom, perceptions of teaching English, perceptions of aims of teaching and
perceptions of advantages and disadvantages. This is also the order in which the
findings will be presented in chapter 6.

2   LEARNING A SECOND LANGUAGE

In this chapter, the focus is on learning languages, especially additional ones. The chapter begins by explaining what languages are, how they can be seen and why this is important knowledge for a language teacher. The second part of the chapter focuses on second language acquisition, what different theories there are in relation to that and what should be considered when talking about second language learning. The last part is about different learning styles in a second language learning and why these should be taken into account when teaching and learning languages.

2.1   What is language?

Language is part of our everyday life. Nunan (2013, 5) states that "language is the phenomenon that defines us as humans". It is acquired at the early stages of life by almost everyone and it lasts the whole life, being a very important part of humanity. According to van Lier (1995), language is the biggest difference between humans and animals. Our ability to use language to learn about the world around us, thus being able to develop it, has helped humans to get to the point where we are today. Language is the main tool of communication between humans, which makes it an important target of research. (Nunan, 2013; van Lier, 1995) However, there are still things that cannot be said for certain, for example how language originated (Nunan, 2013). Language is not only speaking, writing and communicating with others but it is also in our minds. It helps us to shape the way we see the world, reflect ourselves and build our identities and everything around us. Language has been a part of everything humans have made, since it is a vital feature in forming social connections and making sense of ourselves. (van Lier, 1995.)

Language can be viewed in a number of different ways (e.g. Moate & Szabó, 2018). Larsen-Freeman (2003) outlines a number of these views including cultural

transmission, where language is seen as means of transferring cultural knowledge for example via literature, history and vocabulary. Another definition is that language is an instrument of power, which means that languages can be used to getting or doing something, such as getting a new job or an education, expressing opinions or negotiating about civil rights. Third way to define a language is seeing it as a holistic way of communicating. Therefore, it should be seen as one coherent text or discourse in its natural environment, instead of breaking it into pieces. Language can be seen as a way of accomplishing something, for example agreeing or disagreeing on a plan or doing a task, such as buying milk. These definitions do not cover all parts of language and are not the whole truth, just examples of the different ways in which languages can be seen. (Larsen-Freeman, 2003.) Another way of thinking language is dividing it into three parts: social, cognitive and physical. Social point of view means that languages are meant to be used in social situations when communicating with others. Cognition part includes the knowledge of the language itself, such as grammar, vocabulary and pronunciation. Physical aspect studies the language from the point of view of different muscles, speech organs and tongue that are needed when producing language. (Lwin & Silver, 2014.)

As Nunan (2013) points out, language is not just about words. Pictures and symbols also carry a meaning, making them a part of language. A traffic sign tells how to behave in traffic and an emoji conveys an emotion. This is called multimodality. According to Lehtonen (2001), all texts and speeches are multimodal. In speech there are always for example intonation, body language and choice of words that add their nuances to the message. In written text, for example, the font and design affect the way the text is interpreted. Finnish national core curriculum for basic education (POPS 2014) emphasizes using multimodal texts in teaching, texts being symbols, words, pictures, numbers, auditory and kinaesthetic, and a mix of all of these.

Understanding what language is and what it is used for is important for a language teacher. It helps to understand why languages have to be studied and what

aspects, such as cultural and social parts they have. As Larsen-Freeman (2003) states, teachers should know why and how students or pupils are learning a language. This means that depending on if the goal is to do well on a final test or be able to talk to locals on a holiday, a teacher should teach according to that. However, since English is a mandatory language in Finnish schools and different pupils can have different goals in learning, the teaching should be aimed for all of them. Knowing the different definitions of language and being able to connect them to pupils' lives can help teachers to motivate them to learn and use languages better.

2.2   Second language acquisition

Second language (L2), in this study and often in the research literature, refers to a language that has been learnt after childhood and it is not widely spoken in the area where the child lives (Sajavaara, 1999). In many studies, second language has been referred to as a foreign language (see e.g. Ellis, 2012; Rast, 2008), although the word *foreign* refers to a language that is spoken abroad. In this study, the terms second language, L2 and foreign language are used interchangeably. Even though often researchers talk about second language acquisition, some say that a second language is learned instead of acquired. Learning in this division means that the process is more conscious (Littlewood, 1984; Yule, 2010) and includes learning the different features of language, such as grammar or pronunciation (Yule, 2010). Learning often happens in school, whereas acquisition happens more in an informal context (Littlewood, 1984; Yule, 2010), for example when moving to a different country or area and learning the language that way. Since acquisition means developing language skills among other speakers of the language by using it in natural situations, it can be harder to realize in school settings (Yule, 2010). However, nowadays in Finland English can also be learned or acquired in informal settings, for example through television, music or gaming. The division between learning and acquiring is not accepted by all researchers (Krashen & Terrell, 1988; Mitchell, Myles & Marsden, 2013). According to

Krashen and Terrell (1988), learning languages involves knowing the rules of grammar, whereas acquiring is a natural way of learning a language and being able to speak it well. Acquiring happens subconsciously, whereas learning consciously. Mitchell et al. (2013) say that this division has been criticized, because testing whether children are learning subconsciously or consciously is hard and Krashen has not clarified the terms. In this study, these two terms are used interchangeably.

Second language acquisition has a lot of similarities and differences compared to first language acquisition. It has been believed that behaviourist approach, in which a child learns his/her mother tongue by imitating other people's speech (Hummel, 2014; Skinner, 1992), for the most part applies to learning additional languages as well. Repetition and exposure to the language being learned is an important part of behaviourist theory, so in that matter it is true that second language acquisition shares characteristics with the theory in question. (Hummel, 2014.) Behaviouristic theory has been supported in the second language learning field, but sociocultural theory has become more and more popular. According to the theory, children first learn in a social context and later they internalize what they have learned. (Kim & Yoon, 2012.) Learning should be understood in its natural context, since humans tend to be social and reflexive, which affects our behaviour and thinking (Schoen, 2011). This theory makes children active learners, unlike the behavioural theory. The learning and development happen when interacting with more capable and less capable people. Vygotsky saw language as the main part of learning, which makes sociocultural theory interesting from the point of view of second language learning (SLL), although he did not talk specifically about SLL when introducing his theory, but other researchers have connected the two.

Vygotsky created another theory connected to the sociocultural theory called zone of proximal development, which means that a child learns the best with the help of his or her parent, teacher or someone more informed individual something that they he or she would not learn alone. Learning should be focused to

this zone, in order to make the zone grow bigger. Eventually, the child can do alone what he/she was first able to do with the help of others. (Cameron, 2001.) In a school setting, pupils' and teachers' continuous interaction leads to learning and developing, making the zone expand. In order to help them learn more efficiently, teachers should be aware of the different zones their pupils are in. Over the time, the pupils should be able to take responsibility of their learning by making their own zones, and the role of the teacher or other instructor gets smaller. (Kim & Yoon, 2012.) As stated earlier, interaction is a vital part of the sociocultural theory, so the role of interaction between a teacher and a pupil should be natural part of teaching to achieve more effective results in second language learning.

Krashen (1985) argues that languages can be learnt by being exposed to speech. This is called the input-theory. The speech should be understandable and include already known parts of the language, so the learner can understand the speech with the help of the context, even though they do not know all parts of the speech. In this theory, acquisition and learning are not interchangeable. According to Krashen's theory, learners do not have to produce the target language, because it is believed that after enough understandable input, being able to produce language eventually emerges. Grammar does not have to be explicitly taught either, providing that the input is sufficient and on the right level. The right level can be marked with *i+1*, where *i* marks input and *+1* means that the input should be understandable but include more advanced parts of language as well. If the input is too easy, difficult of there is not enough of it, learning does not happen. (Krashen, 1985, 1982.) Input theory has been criticised, because it does not tell how to find out the right level of *i* and *+1* (Mitchell et al. 2013). Another theory, called the output-theory, highlights the importance of producing speech in a second language. These two theories do not cancel out each other, but they can be used together, since hearing the language san help to learn it better. (Krashen, 1985.) Important part of the output is that the language produced is meaningful (van Lier, 2004).

One of the biggest differences between first and second language acquisition is that when learning a second language (L2), the learner already knows one language. Learners are already familiar with basic structures of language, such as past tenses, so they understand the concepts. (Hummel, 2014.) In some cases, it can also help to learn vocabulary, if the languages have a lot of similar words, like French and English have (Jernigan, 2015). However, the knowledge of the first language (L1) can lead to grammatical errors in L2 (Hummel, 2014). For example, since Finnish does not have future tense, one could translate the sentence "minä tulen huomenna" as "I come tomorrow" instead of "I will come tomorrow". Even though it would be an understandable sentence, it would be grammatically incorrect. Knowing when to utilize the mother tongue and when to suppress it can make learning more effective (Kamińska, 2014).

Whereas first language is usually learned at home, second language, in particular foreign language learning tends to occur in school or other formal environment. At home when learning L1, a baby is exposed to the language all the time, but a second language learner possibly is only exposed to the language at school a few hours a week. With L1, learning usually happens as a result of parents, caregivers or other adults communicating with the child, while in L2, learning is usually the target and a teacher, a professor or other instructor is carrying out the teaching. A lot of the times L2 learners learn all aspects of language at the same time, meaning that they study writing, speaking, reading and listening, as well as the grammar simultaneously, which is quite unnatural way of learning L1. A child first learns to listen and speak, whereas reading and writing come much later in school age. However, this is not always the case, since L2 learners, especially adults, can choose to focus only on some aspects, for example speaking or writing, when others can be left for less attention. The order can vary according to teacher and the teaching material as well. Some teachers or materials put more focus on speaking and listening in the beginning of learning a new language and reading and writing come later, as they do with L1. Common for both first and second language learners is that they usually understand more than they can

produce themselves. (Hummel, 2014.) From year 2020 onwards, second language learning begins in the first grade in Finland (Finlex, 2018). The curriculum for early language education emphasizes action-based learning, observing the world around the pupils and encourage them to use the language as they learn more. The focus is on speaking and communication, getting to know different cultures and learning about languages. Writing and reading come in later grades. (Ope-tushallitus, 2019.) These aims and teaching methods are much more alike with L1 learning, than L2 learning typically is, although action-based learning has gotten more attention lately, as will be discussed in chapter 3.2.

Second language learner rarely becomes so fluent in their L2 that they could pass for L1 speaker, but it is possible, especially when studying has begun at a young age. Pronunciation is often the biggest problem. (Hummel, 2014; Marinova-Todd, Marshall & Snow, 2000.) This could be explained with Critical Period Hypothesis (CPH), according to which languages are best learnt before puberty, when learning becomes more difficult, thus native-like speech is harder to achieve. CPH has been debated over, because many researchers believe that there are more factors that affect the second language learning than the age, for example motivation, intelligence, education, social and cultural aspects and learning strategies (Marinova-Todd et al. 2000; Sajavaara, 1999). According to Pinter (2012), providing learners with opportunities to use the languages is more important than the age of the learner. Almost all L1 speakers are fluent and it is considered as a norm, but that is not the goal for all L2-learners. Aims of studying additional language or languages can range from everyday language to fluency. (Hummel, 2014.) For the most part, the main goal is to be able to communicate, read or write in L2 in personal or professional context (Tavakoli & Jones, 2018). Since the meaning of language is to be able to communicate, being able to speak perfectly is not necessarily a reasonable goal. Language changes and evolves constantly, so knowing all aspects of it perfectly can be hard or close to impossible, even for a native speaker. With a language like English, which is spoken around the world, both as a L1 And L2, having only one standardized model that is considered as the

right one can be unrealistic, although nationwide standard versions of English exist.

When talking with L1 learners, adults often use Child-directed speech (CDS), which means using repetition and exaggerated intonation, but that tends not to be the case with L2 learners. According to Hummel (2014) native speakers often do not adapt their speech at all to the level of the listener, which can make it harder to understand. However, she does not say, whether by native speakers she means teachers or people in general. It could be assumed that she is not explicitly talking about teachers. Since it is not common that L2 teachers in Finland are native speakers, it is probable that they adapt their speech so that the listeners can understand better, since they are possibly more aware of the language and the language learning levels than an average native speaker.

2.3   Different learning styles and methods in second language learning

It has been argued that each learner has their own way of learning. These learning styles are affected by learner's biological characteristics (Dryden & Vos, 1996; Prashnig, 2003), but environmental factors can also affect the preferred methods (Kamińska, 2014). However, scientists do not agree on which has bigger impact on learning styles, biological factors or social experiences and environment (Kamińska, 2014). Learning styles do not tell much about the learner's abilities or intelligence as a learner, but rather about how they take advantage of those things (Kamińska, 2014). Some researchers separate learning strategies from learning styles, while others see them as the same thing. Sternberg and Grigorenko (2001) separate them with the level of consciousness involved, styles being subconscious and strategies conscious. Oxford (2003) sees styles as the general approaches, whereas strategies are more specific ways of doing each task.

Learning styles can be categorized in many different ways, but in this study the focus is in the following four types, since they are the most relevant ones due to

their visibility in teaching languages. One way of categorizing learning styles is to divide them using human senses, visual, verbal, auditory and kinaesthetic. Visual learners learn from different visual aids, such as pictures, charts and demonstrations. Remembering what has been said can be hard for them. They find conversations and lectures useful. (Felder & Silverman, 1988.) On the other hand, Banner and Rayner (2000) say that visual learners tend to be introverts, who do not like group work, which might lead to poor pronunciation. Verbal learners, however, enjoy working in groups and having conversations, which can show in good pronunciation skills. They might not like working individually and their spelling is not as good as those with other learning styles. (Banner & Rayner, 2000.) Auditory learners learn the best from listening, whereas kinaesthetic learners benefit from moving and using their whole body and doing things themselves (Dryden & Vos, 1996). According to Keefe (1982) and Dunn (2000), usually kinaesthetic learning is the first one to develop at a young age. Visual learning follows and finally auditory style. Prashnig (2003) says kinaesthetic learning is the most natural way to learn even in school age, which supports using kinaesthetic methods in teaching. Piaget and Inhelder (1977) support this idea, because according to his theory, young children solve concrete problems in their environment, which helps them learn.

Learners typically have one or more preferred styles but being able to utilize all of them leads to more effective learning results (Griffiths, 2013; Keefe, 1982). According to Dunn and Dunn (1978), visual and kinaesthetic learners are the most common ones (30-40% of all learners), whereas 20-30% are auditory learners. Thus, using all of them in school can be beneficial, since one class is likely to have many different types of learners, so it is important that everybody can find their style and learn to use others as well. It should be considered that if environment does affect learning styles, as stated above, these percentages might not be relevant in the Finnish context, since culture and social habits are different. The book is also quite old, so there have been many curricula since then and the world has changed, which possibly has affected the learning environment, thus possibly

changing the amounts of different learning styles. More recent studies, preferably in Finland, could shed light into this matter.

The benefits of knowing about learning styles affect both the learner and the teacher. If teachers knew what kind of learners they have in their classes, they could easier aim their teaching to fit the class, acknowledging different types of learners. Pupils can be more motivated to learn, if they find the teaching suitable for them (Williams & Williams, 2011). Knowing the learning style(s) that fit the pupils themselves best could help them learn better and take more responsibility of their learning, which is why it could be beneficial to talk about learning styles in school. Emphasizing kinaesthetic methods with young learners can be a natural way for them to learn, but teachers should also remember that not everyone wants to learn by communicating. Some might prefer working alone or having a teacher lead lesson (Dunn, 2000). These pupils should be taken into account when planning the teaching. However, an important part of language learning is speaking and communicating, so learning should not be done completely alone.

Although learning styles have been widely acknowledged theories, there are studies that do not support them. In a study made in the USA by Massa and Mayer (2006), participants' own learning styles did not affect the learning outcome. The study consisted of three experiments, one with altogether 52 college students, where the aim was to find out if visual learners (n=26) benefitted from multimedia help instructions with pictures and verbal learners (n=26) from multimedia help instructions with words. First, the participants filled in a questionnaire, which determined whether they were visual or verbal learners. Then they took an online lesson on electronics and at the end of the lesson, there was a test. The results showed that there was no need for separate help instructions for both learning style groups. Same experiment was made with adults that had not been to college. Visual learners' group had 30 participants and verbal learners' group 31. The results of this part supported the results of the first experiment. In the third experiment, one group (n=31) got both the visual and verbal helps, whereas the other group (n=31) got none. The learning outcomes of verbal and visual

learners did not show any significant differences. (Massa & Mayer, 2006.) Although the study shows valid criticism towards the existence of different learning styles, the samples of each group were not big enough to make any generalizations. Since the study consisted of adults and if experiences can affect learning styles, it could be that by adulthood, making good use of many learning styles has become easier. The study did not address the possibility of the participants age affecting the results. Therefore, if Prashnig (2003), Dunn (2000), Keefe (1982) and Piaget and Inhelder (1977) are correct and different learning styles come in different ages, testing the existence of these styles should be done with younger learners to see, if the results would be the same as in Massa and Mayer's (2006) study. Also, the results of this study show that separate help instructions are not needed for students with different learning styles, but making sure that there are different stimuli in the lessons and offering something for all learning styles helps to make sure that if someone prefers a certain style, they can use it for their advantage, and there is no need for separate anything.

Several studies show the benefits of adding movement to lessons. Physical exercise can help pupils to concentrate better (Mullender-Wijnsma et al. 2015), get better learning results (Donnelly et al. 2009; Mullender-Wijnsma et al. 2015) and increase cognitive skills (Reed, Einstein & Hahn, 2010). A study made in the United States (Donnelly et al. 2009) studied the effects of ten minutes of physical exercise done during the normal lessons. The study consisted of twenty-four elementary schools and it lasted three years. The classes had all together 90 minutes of exercise in a week. The physical activity was always integrated to the topic of the lesson. The results showed that the pupils improved significantly their performance in mathematics, reading and writing compared to the control group. (Donnelly et al. 2009.) The length of the lessons was not specified in the study, which makes it harder to say if the results would be relevant in Finland as well. It did state that normally children sit quietly for six hours a day in the lower grades, which implies that at least the school days are longer than in Finland.

Here the pupils have typically a 15-minute recess after 45-minute lesson, so pupils at least have a possibility to get some exercise during the school day. The results were explained with how physical exercise affects the brain. Regular exercise adds metabolism in the brain, which helps bloodstream and improves brain's ability to get oxygen and nutrients (Davenport et al. 2012). Although the positive effect of added movement on learning outcomes was not explained with different learning styles, it still should be taken into account when aspiring the most effective and sensible learning methods. Especially kinaesthetic learners can find this helpful. Even though the study did not cover foreign language learning, the results are encouraging to use physical exercises during lessons.

Morret (2019) studied the benefits of pictures, glosses and iconic gestures in L2 vocabulary learning in the beginning level. She had a group of twenty-eight English speaking college students in New York, who were taught words in Hungarian. None of them were familiar with the language before the study. The study consisted of twenty concrete words that could be presented with still pictures and iconic gestures. The results showed that pictures were the most effective way to learn new words. Glosses were found unnecessary in vocabulary learning, and the benefits of watching iconic gestures were limited. These results support the use of multiple senses and visual aids in teaching. However, the study focused on adult learners, so the results could be different with young learners of L2. Also, the iconic gestures were shown from a video tape, thus the results could be better if the learners were to do the gestures themselves, which could be beneficial for kinaesthetic learners, whereas visual learners can find pictures helpful.

3   TEACHING SECOND LANGUAGE

In this chapter, the focus is on teaching a second language. First part of the chapter goes through some teaching methods that are used in SLL and why those are popular. Second part of the chapter is about the current curriculum and what is the role of languages in it. Integrating subjects, including languages, is a visible part of the curriculum (POPS 2014), thus it will be discussed in more detail. The chapter ends with a discussion about language awareness and its importance on teaching languages.

3.1   Teaching methods and strategies in second language learning

According to Luukka et al. (2008), language teaching in Finland is typically lead by a teacher. Some researchers find this an effective way to teach, while others disagree. Saloviita (2013) thinks that teacher directed teaching offers pupils clear goals, which they need, and the teacher helps them to get there by guiding them. The teacher can teach quickly yet effectively, and the results are good. However, Hämäläinen, Väisänen and Latomaa (2007) state that direct teaching is ineffective in basic education. They do not explain this statement further but say that there should be more activating methods and materials that are more interesting to the pupils. Luukka et al. (2008) agree by saying that a big part of language teaching is speaking, which means that pupils should be producing speech themselves instead of just listening to the teacher. As stated earlier, the new curriculum (POPS 2014) also emphasizes the role of communicating during the lessons. Although Saloviita (2013) defends direct teaching, he does say that in order to make differentiation easier, other methods should be used as well. Giving more responsibility to the pupils and making them more self-directed makes the pupils more active, which enables moving on different paces in class. Saloviita (2013) sees directed teaching especially good for those teachers, who are feeling insecure and want to control the class better. Once the teacher gets more confident, adding

other methods to teaching is easier. Neither Saloviita (2013) nor Hämäläinen et al. (2007) mention any sources or studies that would support their opinions, so it is unclear how they justify their thoughts. However, the current curriculum (POPS 2014) encourages to use active based teaching and versatile teaching methods and materials, which would support the thoughts of Hämäläinen et al. (2007).

Communicative language teaching (CLT) is one of the most popular ways of teaching languages in Europe at the moment (Tavakoli & Jones, 2018). The main principle is that the target of the teaching is communicating, not the language itself (Littlewood, 1981). Outside of school, being able to convey a message to others is more important than grammatically correct sentences and proper pronunciation, so there is no need to correct pupils if their communication is understandable (Tavakoli & James, 2018), although typically in Europe CLT has been taught with clear grammar instruction (Littlewood, 1981). Using authentic materials, role-plays, visualization and problem solving are examples of CLT activities that can be used in teaching (Tavakoli & Jones, 2018). The studies of the effectiveness of CLT are conflicting. Some say that grammatical oriented teaching is more effective, while others find CLT superior or do not find significant differences between the two. Introducing both CLT and grammar-oriented exercises to teaching could be the solution. (Tavakoli & Jones, 2018.)

Task-based language teaching (TBLT) is relatively new teaching method that has been developed from CLT. In TBLT, languages are learned by using the target language in different tasks that are close to authentic situations. The main principle of TBLT is that the tasks have a meaning. They should be connected to real world, for example asking for directions, and pupils should know what is expected of them and what is being evaluated. (Ellis, 2003; Nunan, 2004.) The tasks can be done alone, in pairs or groups, or with the whole class (Ellis 2018) and the main emphasis is on oral skills (Ellis 2003). Ellis (2018) stresses out that TBLT is an approach to teaching languages, not a method. This means that there is no one right way of using TBLT in teaching, and it can be used with other language teaching methods or approaches, such as direct teaching.

Ruohotie-Lyhty et al. (2016) did a study about English teachers' beliefs on reading and writing. The study consisted of 16 primary or lower secondary school teachers working in Finland. The results show that teachers still have "old-fashioned" beliefs about the importance of reading and writing. Nine teachers out of 16 were classified as old-fashioned, meaning that they saw these two parts of language studying as an important part of the teaching and everyday classroom. They used tasks such as writing, translating chapters and reading aloud. They did not necessarily see these methods negatively, but as vital part of studying. Some of them did not believe that languages could be learned only through speaking and playing, as the new curriculum (POPS 2014) suggests according to them. On the other hand, ten teachers out of 16 were classified as "modern", meaning that some of the teachers were both old-fashioned and modern. (Ruohotie-Lyhty et al. 2016.) This study was published in 2016 and the interviews were made in 2011-2013, which was before the publication of the new curriculum in 2014. Even though the previous curriculum (POPS 2004) also emphasized oral communication, the new version took it further. Therefore, the results of this study could be different now that the new curriculum (POPS 2014) has been in action for a couple of years. The sample of this study was also quite small, only 16 teachers, but the findings indicate the range of positions that teachers can hold.

Understanding the cultural backgrounds of pupils is a vital part of teaching. The past experiences, knowledge and lives outside school shape the pupils, thus making it important information for teacher to capitalize in teaching. If the teacher does not understand the culture and background of the pupils, the teacher loses an opportunity to use the pupils' own experiences, strengths and resources to help the pupils scaffold their learning to the next level of ZPD (zone of proximal development). This is especially important in language teaching, where culture is a big part of learning. (Bezdicek & García, 2012; Kim & Lee, 2012.) Although Kim and Lee (2012) focus on native English teachers working in other cultures, such as Korea, where the cultural differences are quite big, this ideology can be extended to Finish context as well. In Finland, teachers tend to be Finnish, but

among the pupils there are these days more and more immigrants, which makes cultural understanding important. Even among Finnish teachers and Finnish pupils, knowing the background and the culture of the community the pupils live in can be helpful when building teacher-pupil relationship and help pupils to learn and grow.

As stated above, CLT is one of the most popular language teaching methods (Tavakoli & Jones, 2018), but according to Luukka et al. (2008) that is not the case in Finland. Even though our last two curricula (POPS 2014; POPS 2004) have retold the ideas behind TBLT, it seems that they have not been widely accepted in the field. This could be because in Finland the teachers have a lot of power to decide what kind of teaching they want to implement. If they do not have enough knowledge on the area or possibilities to attend in service teacher trainings, transferring from the traditional methods to more modern ones can be difficult. This could have changed after the latest curriculum change, but more research on that is needed. One challenge on this can be the timing. Skinnari and Nikula (2017) studied teachers' perceptions on language in the new curriculum, but teachers were reluctant to be involved in a study. This could be because the curriculum is still relatively new, so teachers have not had time to adjust to the changes, thus did not want to participate (Skinnari & Nikula, 2017). This was noticeable in this study too, even though the curriculum (POPS 2014) had been in action for two years when gathering the data.

3.2   Curriculum on second language learning

In the core curriculum of the Finnish basic education that stepped in to action in 2004, it was stated that language teaching should provide pupils with skills to act in different situations with different languages, make them comfortable and confident with their language skills and help them understand and appreciate other cultures as well as their own (POPS 2004). Even then the idea of integrating lan-

guages to other subjects was visible in the curriculum, stating that school's teaching language does not have to be the only language used in teaching. This idea shows also in the new curriculum (POPS 2014), published ten years later in 2014, but takes the idea even further. The new curriculum (POPS 2014) introduces the idea that every teacher is a language teacher, which means that on top of the subject they are teaching, they are also teaching the language they use to teach the subject. Understanding and appreciating different cultures is tied together with language learning in the new curriculum also. Using multiple languages parallelly should be natural part of the school environment. This way pupils' language awareness and metalinguistic skills are supported. (POPS 2014.)

The aims of language teaching have stayed the same in the last two curricula, but in the latter one they have not been defined as much in detail and different teaching methods, such as action-based teaching, have gotten more emphasis (POPS 2004; POPS 2014). Authentic use of the language, utilising information technology and integrating languages to other subjects are some of the major changes in language teaching in the new curriculum. Pupils should be actively involved in the classroom. When providing children with happy experiences in language learning, they are more likely to be motivated to keep studying and choose more languages to study. To provide these experiences, the new curriculum lists methods such as games, physical activity, playing and experimenting to lead to successful experiments. (POPS 2014.)

For the first time, Finnish national core curriculum 2014 (POPS 2014) gives more detailed instructions to bilingual teaching. The curriculum divides different teaching methods with the amount of teaching done in the target language: more than 25 percent or less than 25 percent. In all these methods, it is important to make sure that the pupils are sufficiently competent to be able to aim for further studies (POPS 2014.)

Extensive bilingual teaching, also called complete immersion in early education (in Finnish varhainen täydellinen kielikylpy), means that learning of the target

language, called the immersion language, starts normally in preschool or in the lower grades of school. In preschool, everything is taught in the additional language, in grades 1-2 about 90%, and in 3-4 about 70% of all the lessons are taught in the language bath language. For the rest of the comprehensive school about half of the teaching is done using the target language. The idea is that the pupil is part of the immersion class the whole school time, from preschool to ninth grade, and it is aimed for pupils who do not use the immersion language as a mother tongue. All subjects are taught in both languages, but one teacher uses only one language, not both. (POPS 2014.)

Other extensive bilingual teaching (in Finnish Muu laajamittainen kaksikielinen opetus) means that one or more additional languages are used in teaching. This language is called the target language. This method includes at least 25% of all teaching to be done in the target language. It can last only some time or the whole comprehensive school. Pupils who do not speak the school's official language or have spent extensive periods abroad can benefit from this method, assuming that necessary support is provided. (POPS 2014.)

Language enrichment teaching (in Finnish kielirikasteinen opetus) means that less than 25% of the teaching is done using the target language. Just like the extensive bilingual teaching, this can last only some time or the whole comprehensive school, including preschool. The aim is to engage pupils to actively use and enjoy the language outside of the language classroom. (POPS 2014.)

3.3   Integrating language and content

Integrating subjects has gotten a bigger role in teaching during the last couple of years. The new Finnish curriculum (POPS 2014) has brought integrating into every school by mentioning it in several occasions. The idea is that by making cohesive wholes from themes being taught, pupils can understand them better, they learn to combine knowledge and see the relationships between different phenomena, instead of just separate school subjects. This is possible to achieve

by integrating subjects and themes. (POPS 2014.) This ideology is supported in studies as well. Aalto, Kauppinen and Tarnanen (2014) say that language should be a tool in integration, not just a separate subject. During the beginning of the millennium all throughout Europe, teaching through a second language was getting more popular (Marsh & Hartiala, 2001), but after a few years the numbers started to go down in Finland (Lehti, Järvinen & Suomela-Salmi, 2006). The changes in the curriculum might have changed the direction, since even kindergarten teachers and teachers of lower grades are encouraged to combine language teaching and content (Mård-Miettinen & Björklund, 2007). The Finnish national curriculum introduces couple ways to combine language teaching and the content together, as seen in chapter 3.2, which might have increased the use of foreign languages in other subjects as well.

One of the aims in integrating the language and the content is that pupils would be learning the language, but also using it actively in an authentic environment. Pupils get a good start to a lifelong learning and learn to appreciate languages and cultures. Teacher has to make sure that pupils learn and develop their skills on the same level as others their age. The content of the different subjects stays the same, no matter what language or how much it is used in teaching. The teacher only decides the aims and content of the target language, as stated earlier. Appropriate support has to be offered for pupils as soon as it is needed. (POPS 2014.)

Nowadays it is not uncommon that a teacher has pupils whose first language is not Finnish, since the number of immigrant pupils is growing (Opetushallitus.fi). This gives teachers a good opportunity to introduce other languages and cultures to the rest of the class, just like the new curriculum says. Instead of ignoring the language capacity or even forbidding its use, teachers should embrace bilingual and multilingual students. If schools do not act this way, they can turn bilingual pupils into monolingual (Cummins, 2005). Cummins (2001, 2005) has argued that using pupil's mother tongue and an additional language can deepen the

knowledge of the languages and the cognitional capacities develop as the information is processed in both languages. Since knowledge transfers from one language to another, using two languages in teaching does not harm learning in mother tongue (Cummins, 2001).

As stated earlier, the new curriculum (POPS 2014) introduces also an idea that every teacher is a language teacher, therefore they are teaching the language that is typical for their own subject in addition to the content of the subject. This differs from the previous curricula, where only language teachers were considered to have obligation to teach languages. Aalto and Tarnanen (2015) report that the new ideology has not been well adapted within subject teacher students, and neither was the idea of integrating a foreign language to their teaching. In their study, they investigated fourth year students (n=221), who were studying one of 16 different subjects, including for example music, languages, natural science subjects or general studies. The data was gathered with questionnaires and applied exercises, and some of the students had teacher practise lessons that were recorded and used as a data as well. Language was seen mostly in positive ways in students' own subjects, but the participants role as language teachers was mostly seen as teaching the subject specific vocabulary and making sure the texts were understood. The school subjects were not seen as possibilities to teach writing, reading or other language skills. Idea of integrating other languages to teaching was not familiar to the students. (Aalto & Tarnanen, 2015.) At the time of the study, the new curriculum had just been published, so the results might be different after universities have had time to acquire the new ways of teaching and pass them on to the students.

CLIL is one way of integrating languages to other subjects. Montalto et al. (2016) define CLIL (Content and Language Integrated Learning) as integrating content and language learning. The pupils are studying content through additional, foreign language instead of only using their mother tongue. Pupils learn the additional language as they learn the new content, thus they do not need to be fluent in it. Both content and the language have the same importance. (Montalto et al.

2016.) When teaching CLIL, it is important that the teacher thinks about the activities and the methodologies they use in order to make a coherent whole (Llinares, 2015). They also need to think what they are teaching and how they will do it to meet the goals of CLIL-teaching. To make sure they success in these aims, it helps if the teachers use both formative and summative assessing. (Llinares et al. 2012.) Mixing languages and even learning languages has not been seen as something good in the past (Creese & Blackledge, 2010), but this has started to change into a completely opposite direction, as the new Finnish National Core Curriculum for Basic Education (POPS 2014) also has an emphasis on integrating subjects and using languages to enrich the teaching. It is no wonder, since around two thirds of the people in the world are multilingual (Baker, 2011). In Finland the number are high as well: according to European Union's report in 2017 (Eurostat, 2017) over 98% of Finnish secondary school students studied at least two foreign languages, although in the report Swedish was counted as a foreign language despite Finland being bilingual. The two most spoken languages were English and Swedish, which is of course because they are mandatory. Nowadays there are many theories that support using CLIL in teaching. Cummins (2001) argues that using two or more languages in a classroom helps pupils to get a deeper understanding of the content and their cognitive skills are developed when they think in both languages. According to Aalto (2014) language should be used as a tool to integrate subjects, instead of focusing on its grammar or in the language itself. Her thoughts are supported by the new curriculum (POPS 2014). The JULIETs who participated in this study, have studied CLIL as part of their education, thus being capable of implementing CLIL in their teaching.

So far it has been a norm that languages are kept separate in classroom context, since moving between languages has not been seen appropriate (Creese & Blackledge, 2010). CLIL and integration of subjects has brought changes to this setting. The Finnish national core curriculum (POPS 2014) states that a teacher can use other languages than just the official school language in teaching, as long as it does not harm the pupils' possibility to learn. The organizer of the teaching can

decide the contents, aims and hours used for the target language, but the content and aims of the subjects taught via the additional language come from the curriculum. (POPS 2014.) As seen in chapter 3.2, the new curriculum gives some guidelines and amounts to language integration and CLIL has its own criteria, but teachers can decide their own teaching and integration as they wish. Using another language in teaching does not require any permits (POPS 2014), but the teacher has to be excellent in both writing and speaking of the target language (Opetushallitus, 2005). Teachers also have to be aware of the language in order to teach properly (see chapter 3.4) (POPS 2014). Hämäläinen et al. (2007) bring language integration even further saying that language teachers should co-operate with mother tongue teachers more than they have done so far. They justify it by saying that many of the systems behind languages, just as text interpretation, writing, reading and grammatical features are same in most languages. By combining mother tongue and a second language, pupils might be able to benefit from their earlier language skills in the learning project. Canagarajah (2011) is on the same track, encouraging translanguaging, which means that the speaker can change between languages effortlessly. According to him, this leads to languages being one integrated system, not separate languages.

3.4   Language awareness

In order to teach languages, or any other subject, effectively and develop the teaching, teacher needs to be aware of the language. Teacher Language Awareness (TLA) means that the teacher knows the structures of the language. (Aalto, 2014; Thornbury, 1997.) According to Carter (1994), language awareness helps teachers to understand the connection between culture and language on a general level and on a word level, in idioms and metaphors. A teacher recognizes that languages have quite systematic patterns and the forms and meanings are not necessarily following certain rules. It should also be recognized that language affects the way we see the world and it might have several meanings in different

contexts. (Carter, 1994.) Aalto et al. (2014) add that teachers with language awareness can analyse the language and its meanings. Understanding that languages have rules that have been agreed upon or normalized and how the language changes are part or TLA. They continue that TLA is important to teachers because it helps them pedagogically. The teachers can simplify the language structures to pupils and connect it to the world outside the classroom. They recognize their own skills and are able to reflect and develop own teaching and pedagogical methods. (Aalto et al. 2014.)

Teacher Language Awareness is not only beneficial for the teachers, but for the pupils as well. TLA helps the teacher to be better at the job, which affects the pupils by helping them learn better (Andrews, 2007). Language awareness helps the teachers to look at their subject more widely, thus language becomes part of the pedagogical thinking (Aalto, 2013.) It also makes them think the vocabulary they use with the pupils, what kind of words are specific to his/her subject and how pupils understand the kind of language that is being used (POPS 2014). TLA makes it easier to help the pupils to develop their language skills and recognize their level. (Aalto et al. 2014.) By teaching pupils how to observe the language and its use, they can be more motivated and notice the details in the language (Aalto et al. 2014), which can help them get a bigger picture of the language and learn it more deeply.

Aalto et al. (2014) observed in their study that not all teacher students have TLA. 126 first year class teacher students took part in the study. The data was gathered with questionnaires. Language was seen as technical terms that had been memorized, instead of seeing it as wholesome unit formed by the meaning, form and usage of the language. Some of the students thought that being able to recognize, and name different grammatical categories would be the main aim of language study. (Aalto et al. 2014.) Being able to use and apply that knowledge is what language aware teacher should do, so the results of this study should be taken into account in teacher educations. However, although the number of participants in this study was good, they were only first year students in the university.

The participants had not studied for very long and had majority of their studies ahead of them, so the results cannot be generalized to all class teacher students, since the participants can learn about teacher language awareness in the coming years of their education. The same study should be done with class teacher students in their final years of the university in order to say whether the education provides the students with enough tools to understand and benefit from teacher language awareness.

4 TEACHERS' PERCEPTIONS

When studying perceptions, it should be remembered that they are not facts, nor are they supposed to be. They reflect the reality the participant sees, rather than what actually is the truth. (Denzin & Lincoln, 2018.) This does not mean that studying perceptions is not useful. On the contrary, sometimes it can be even more beneficial than studying the facts. This is because perceptions can help to explain behaviour (Denzin & Lincoln, 2018; Levine & Wang, 1983), which can be important when studying teachers and their methods. When doing research, it should be considered, whether the goal is to present facts or what meanings the participants have for the target of the research (Denzin & Lincoln, 2018). In the latter one, studying perceptions can be suitable.

Teachers' beliefs, thoughts and knowledge are an important part of their work, because they shape the teachers' perceptions on their teaching. In this study I use the word *perception* to indicate teachers' viewpoints, but they have been referred to for example as teachers' cognition (Borg, 2006, 2012) and beliefs (Kalaja, 2017). Da Silva (2005) also used the term perception. The term was chosen for this study, because perception points to the way in which teachers see and make sense of things. Studying teacher's perceptions is important, because teachers are vital part of developing teaching. Without teachers, new curriculums and teaching methods will not be used. Teachers are the ones, who decide which procedures will be taken into practice and which not. (Borg, 2012; Skinnari & Nikula, 2014). Book makers, curriculum planners or authorities can affect teachers' beliefs and knowledge, but in the end, it is the teacher who decides what to do (Borg, 2012). This is can be true especially in countries like Finland, where teachers have a lot of freedom to decide what kind of teaching they want to provide and what materials to use.

Barnard and Nguyen (2010) studied 23 English teachers in Vietnam. They investigated how the teachers used task-based language teaching (TBLT) in their lessons. TBLT-methods were emphasized in the local curriculum, as well as in most of Asia. The data was gathered with narrative-frames, where the participants wrote their thoughts by continuing sentences that were given. This was done multiple times, so the participants got to practice writing their thoughts, which was important because at first some of the writings were not as good as needed for reliable results. The participants understood the importance of TBLT-methods in motivating the students, but it did not show much in their teaching. The teachers valued grammar and saw it as necessity to produce correct language. The writers thought that the teachers did not follow the curriculum when it comes to TBLT, because they did not have proper training for it. Therefore, they lacked knowledge on the area, which made their beliefs and perceptions contradict with the curriculum, thus they did not realize the curriculum in their teaching as they were intended to. (Barnard & Nguyen, 2010.) The sample of this data was quite small, so the results cannot be generalized to wider communities, but it supports the thought that teachers' perceptions affect the realization of new curricula and it should be considered more when planning new changes.

Teachers' background affects the thinking as well. Their positive and negative experiences with language studies in all levels of their education, their training in the university or other professional training, including in service teacher training and seminars, and their experiences as a teacher can affect teachers' perceptions on their work. Teachers' develop their knowledge and beliefs by reading relevant literature and articles and interacting with colleagues and students. Self-reflection can also be one method of learning more about teaching. (Borg, 2012). Support and communication with colleagues are especially important for developing perceptions in the first year of being a teacher (Borg, 2006).

Da Silva (2005) studied three Brazilian pre-service teachers who were doing their teacher practices. One of the aims of the study was to find out how perceptions

are constructed in their education. Da Silva (2005) was able to divide the perceptions to two groups: the perceptions that were formed from their teacher education and the perceptions that came from their experiences as a language learner throughout their lives. The sample of the study was very small, only three students, so the results should not be generalized, but they give support to what Borg (2012) said about teachers' backgrounds affecting their perceptions. In Le's (2011) study, the results imply that colleagues and other members of the school affect more on the perceptions of the teachers, than past experiences and theory knowledge. Teacher training did not have much influence on the perceptions. His study consisted of eight Vietnamese teachers and the data was collected through interviews and observations. According to Le (2011), in Vietnam the teachers have to observe other teachers and let others observe them, which can explain why colleagues have such an influence. On average, the participants had been working for over 12 years, so the influence of the teacher education can have faded away and been replaced by the peer's beliefs.

According to a study made by Richards et al (1992), new teachers and teachers without proper qualifications perceived teaching grammar as more valuable than teachers who had more experience on the field. They also thought that writing is the most important part of language learning. The study consisted of 249 secondary school English teachers in Hong Kong. (Richards et al. 1992.) The results are interesting, even though it cannot be assumed that they are true in Finland as well. Hong Kong and Finland have a lot of cultural differences, which shows in school environment. However, in the past in Finland grammar and writing skills have been emphasized more than oral skills in teaching of additional languages, as stated earlier. Also, in Finland all teachers have to go through teacher education to be able to have a permanent job, so there are not so many unqualified teachers. The study is already quite old, which can mean that the results are not relevant anymore. However, Le's (2011) study supports these results as well. The participants in his study valued grammar, thinking that it was one of the most important parts of language learning.

5 RESEARCH TASK AND QUESTIONS

The research task will be to identify differences and similarities between the teachers' perceptions about the teaching of English from former JULIETs and English subject teachers in order to see how these two groups see teaching English.

The research questions are about how teachers see the language and its role in the classroom, how they teach it, what are the goals and what possibilities and difficulties they have in teaching.

1. How do class teachers and subject teachers perceive the role of English in the classroom and in teaching?
2. How do class teachers and subject teachers perceive teaching English?
3. How do class teachers and subject teachers perceive the aims of teaching English?
4. How do class teachers and subject teachers perceive the advantages and disadvantages in teaching English?

In the first question the aim is to find out what kind of role English has in the classroom and in teaching. This helps to get a clearer picture of the amount of English and how it is used in teaching as well as the reasons why the participants think English is important to study. The second question looks into the methods used in English teaching and the teachers' views on their own teaching. In the third question the teachers tell their aims for both themselves and the pupils. The final question concerns the advantages and disadvantages that the teachers have in their teaching as a fulltime language teacher and as a class teacher who teaches English. These research questions help to get a thorough picture of the teaching and the perceptions of the participants of this study.

6   PRESENT STUDY

6.1   Participants

The target teachers of this study were class teachers who had done JULIET-minor during their studies and English subject teachers. The only criteria for the possible participants were that they were teaching English at the moment in an elementary school somewhere in Finland and that they had the education described. Teaching experience, other minors or teaching grades did not matter. The age of each participant, teaching experience and gender are irrelevant to the results, but are presented in this study to give more knowledge of the participants to the reader.

I interviewed four former JULIETs and four subject teachers (table 1). Former JULIETs were between ages 25 and 39 and subject teachers were from 25 years old to over fifty. Since JULIET-program is only offered in the university of Jyväskylä, all of the former JULIETs had studied there. All of the subject teachers were also from the university of Jyväskylä, but that was a coincidence. Seven participants were female, and one was male.

The newest teacher had been working for one year and the oldest at least 27 years. Three out of four former JULIETs had their own class and they taught English to other classes as well. Only one of them taught only English to different grades. On top of English and class teacher studies one of the former JULIETs had a minor in special education, one had pre-education and one had music. Three of them also had English subject teacher qualification. All of the subject teachers taught English and some other language whenever there were enough pupils to form a group. Two of the subject teachers had French, one had German and one had Spanish.

In the results the teachers are presented as JULIET 1-4 and Subject teacher 1-4. The order is randomly chosen and does not present anything.

TABLE 1 The participants

TEACHER AND GENDER	AGE	TEACHING EXPE-RIENCE (years)	CURRENT SUBJECTS	INTERVIEW LENGTH (minutes)
JULIET 1 (F)	35-39	8	Second grade + music and English to other classes as well	30:35
JULIET 2 (F)	35-39	7	English 3th-6th grades	37:59
JULIET 3 (F)	25-29	1	5th-6th grade including English	44:19
JULIET 4 (M)	30-34	5	Fifth grade + English 6th grade	27:05
Subject 1 (F)	40-44	9	English and French 2nd-9th grades	71:45
Subject 2 (F)	40-44	12	English 2nd-6th grades, German 6th grade	25:31
Subject 3 (F)	25-29	4	English fifth grade, Spanish 2nd - 8th grade	27:52
Subject 4 (F)	50+	27	English 2nd - 6th grade, French 4th-5th grade	38:47

6.2   Research methods

I chose to do a qualitative study, because as Tuomi and Sarajärvi (2018) state, one of the aims in qualitative study is to understand the target of the research and get deeper knowledge, which was one of my intentions in this study. Practical reasons affected my decision as well. Since JULIET-program is only in the University of Jyväskylä and only around 12 students are admitted every year, getting enough answers for quantitative study could have been challenging, since the amount of former JULIETs is quite small, finding them is hard and all of them are not working as class teachers who teach English at the same time. Interviews were chosen as a data gathering method, because with them the researcher can gather a lot of information from the participants (Tuomi & Sarajärvi, 2018). I

wanted to compare the perceptions of these two groups, English subject teachers and JULIETS who are class teachers with an English minor, because the aim was to find out how their educational background and different job descriptions affect their way of thinking of English as a school subject. Although the study is comparative, the purpose is not to find out which group is better but find the differences and the similarities between the two groups and see what can be learned from them.

This qualitative study consists of eight teachers, four of them being former JULIETs and four English subject teachers (see table 1). I applied for a research permit from the city and once I was granted it, I started gathering participants. I contacted possible candidates and asked if they would be willing to take part in the study. I got in touch with the possible participants mostly via email and a Facebook group. A few of the participants I found through mutual acquaintances. All of the interviews were individual, because I thought that it would be easier to get teachers to agree to take part in this study if they could choose the time and place of the interview, and I wanted to get their opinions and thoughts without others affecting their answers. Five of the interviews were done face to face and three via phone, depending on the location and schedule of the participants. Before the first interview I piloted the questions and made a few changes. All interviewees got a chance to see the questions (see appendix 1) beforehand if they wanted, in order to prepare themselves for the interview. I wanted to give the participants the questions beforehand, so they could think of them and answer as truthfully as possible, since it could be harder to remember everything in the spot. Tuomi and Sarajärvi (2018) recommend this, so that the participants are able to give as much information as possible.

One of the strengths of interviews is their flexibility, which means that interviewee can ask for clarifications or explain the questions better, if there is a misunderstanding (Tuomi & Sarajärvi, 2018). I wanted to have this possibility, so that I could have a better understanding of the answers. I did a half-structured interview, which gave me the possibility to alter the interview if needed (Tuomi

& Sarajärvi, 2018). I chose to use the same questions for everyone, so that the results would be as cohesive as possible, but I did ask different follow-up questions, depending on how the conversation went. The original questions were fitting for both groups, former JULIETs and English subject teachers, so there was no need to alter them. In the beginning of each interview I asked about the participant's background in order to get to know them better. The interviews were thematic interviews, consisting of four themes: the role of English in the classroom, teaching, aims of teaching, and challenges and strengths. These themes were constructed via background reading, the curriculum and my own interests as a researcher. Each theme had 4-6 questions. Some of the questions were overlapping, depending on how thoroughly the participants answered them, in order for the participants answer thoroughly. However, if the participant had clearly answered a question in previous questions, I only asked if they have anything else to add to it. If yes, we discussed about it more, and if not, we moved onto the next one. Thematic interviews were chosen, because they fit well for interviews, where the aim is to find out about the participants' interpretations on the subject (Tuomi & Sarajärvi, 2018).

All interviews were held in Finnish, since it was everyone's native language and I wanted them to be able to express themselves completely, without being lost in translation. In this study I will put examples of the interviews in Finnish, but I will also translate them into English as close to the original version as possible. This means that the grammar mistakes, sentence structures, shortenings and other means of speech have been translated whenever possible. In these extracts I might have left some words out to make them easier to read, for example if some words repeats many times in a row (se se se se = it it it it) to clarify the text, if it has no effect to the message.

The interviews were done in spring 2018. They were recorded with the permits of the participants, in order to analyse them as carefully as possible. I also kept notes during the interviews, but they did not offer anything new to the analysing process. They were more just a reminder for me in case I forget something. The

interviews lasted in average 37 minutes, shortest being approximately 25 minutes and longest 1 hour and 11 minutes. After the interviews I transcribed them (see appendix 2). The transcription was 72 pages long, with a font size 12 and line spacing 1,5. Next, I familiarized myself with the interviews by reading them several times and looked for similarities and differences. I themed the answers with the help of the themes I had in the interview questions. That is also how I will be presenting the results in this study.
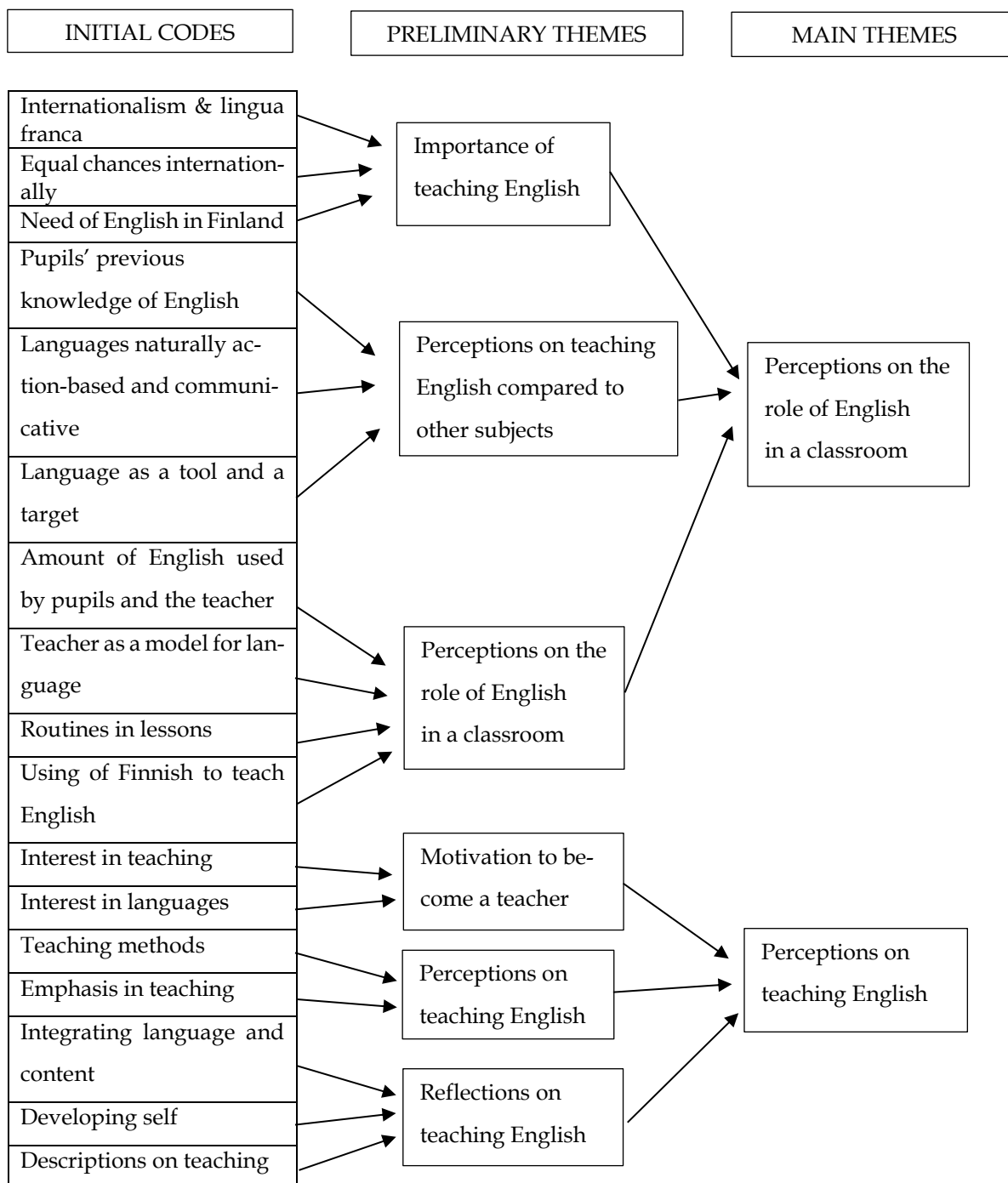
Although the study consists of only eight teachers, I found it to be enough. I was prepared to interview more, but since the participants' answers were quite similar to each other, I did not see the need to contact more teachers.

6.3   Data analysis

The data was analysed with theory driven content analysis. This method means that the theory gives the basis to the research and the data is in connection to it. This was chosen, because the idea was not to test the existing theories, although the influence of them have been acknowledged, but to open a new discussion. In the beginning of the analysis, the data has been analysed on its own and after that the theory is connected to the findings. (Tuomi & Sarajärvi, 2018.)

When starting to analyse the data, I read through the transcriptions several times, since familiarizing with the data is important when making analyzation (Patton, 2002). I was already familiar with the data, after listening to it multiple times when transcribing, but reading through it made it easier to start finding themes. I had preliminary themes in the interview (role of language in the classroom, teaching of English, aims of teaching, and advantages and disadvantages), which I changed to be more fitting with studying perceptions. These themes linked to the research questions presented in Chapter 5. Changing of the themes more drastically was possible in the data analysis part, but since those were also the themes that rose from the interviews, I did not see the need for it.

TABLE 2 Figurative illustration of the codes

INITIAL CODES	PRELIMINARY THEMES	MAIN THEMES
Internationalism & lingua franca	Importance of teaching English	
Equal chances internationally		
Need of English in Finland		
Pupils' previous knowledge of English	Perceptions on teaching English compared to other subjects	Perceptions on the role of English in a classroom
Languages naturally action-based and communicative		
Language as a tool and a target		
Amount of English used by pupils and the teacher	Perceptions on the role of English in a classroom	
Teacher as a model for language		
Routines in lessons		
Using of Finnish to teach English		
Interest in teaching	Motivation to become a teacher	Perceptions on teaching English
Interest in languages		
Teaching methods	Perceptions on teaching English	
Emphasis in teaching		
Integrating language and content	Reflections on teaching English	
Developing self		
Descriptions on teaching		

In coding, I followed Tracy's (2013) instructions. When I was reading the data, I first underlined the main points from the interview and read them through a few times, until I had a clear understanding of them. Then I started to classify the main points, by generating them to initial codes (see table 2 above). I went through the codes a few times and changed them until they all fitted. With these

codes I formed the preliminary themes by finding connections between the codes and coming up with names for them. The final themes were constructed from these themes, connecting them to four themes that would answer the research questions.

6.4   Trustworthiness

The results of this study cannot be generalized to all language teachers, nor should they be, since this is a qualitative study (Tuomi & Sarajärvi, 2018), but they can give an idea of teachers' perceptions on teaching English. The interviews were recorded, so I was able to listen to them many times, which made it easier to make sure that I understand what the participants want to say. The only way of gathering data in this study was through interviews, so I did not observe the teachers' lessons. Thus, they could realize different kind of teaching that they said in the interview, but I have no reason to believe so. Since the focus of the study was in the participants' perceptions on teaching English and not the way they teach, I did not see observing the lessons necessary. Although using only one way to gather data can lead to more mistakes (Patton, 2002), I did not find any other data gathering way useful. To make sure that mistakes were in minimal, I checked everything in the data analysis multiple times. Two of the four JULIETs had continued their English studies, which made them qualified to teach English in basic education, which includes primary school and secondary school. Since is possible for JULIETs to continue their English studies and get some of the courses compensated, it is not uncommon that they do that. I did not want to limit the criteria for the participants for only those JULIEts, who had not done the subject studies, because the number of possible participants would have been even smaller and recruiting them harder. This might have affected the results, but as discussed in chapter 8 in more detail, it did not show in their answers.

In the previous chapters the implementation of this study is explained so thoroughly that an outsider could repeat the same study. The results would of course

differ depending on the participants of that study. It is possible that the teachers who volunteered to take part in this type of studies tend to reflect on their teaching more than those who do not, which can show in the results. Since the interview consisted of open questions, the teachers might have forgotten to say something or did not realize to say something, which could have had altered the results.

6.5 Ethical solutions

The participants of this study were all adults, so they had the right to decide themselves of their participation. All of them gave a research permit and in the beginning of each interviews they gave a permission to record them. The city approved the study. The participants were informed about the reasons for doing the study and they had the right to stop at any time. The topic and the questions were told beforehand, so they knew what the study was about. Some of the participants had mutual acquaintances with me, which could have affected their reasons to participate in this study. However, this does not show in their answers.

I chose to do a comparison between the two groups to find out how teachers with different qualifications see language teaching. Even though the study consists of two groups, the idea is not to rank them, but to see the differences and the similarities. Teachers' methods or opinions are not presented in a negative way. The questions were formed so that they were not judgemental, and the teachers had the right to not answer if they did not want to, but none of them wanted to do so. I am a JULIET-student, but I will also be a subject teacher, thus, I am not biased to neither of the two groups.

Any information that could lead to identifying the participants is hidden. This means that the schools, towns, names and any other personal information will be excluded from the study. However, some teachers had teacher trainees in their classes, which limits the possible schools. Since teacher practices can be done in many schools in the Jyväskylä area, this does not reveal the schools they work

in. All the participants in question gave a permission to mention the trainees in the results, because they felt that it is part of their job, thus part of their answers. In their answers the teachers did not speak of individual pupils, only classes.

 The data of this study is stored according to the information security instructions of the University of Jyväskylä. The recordings of the interviews are stored in a computer that is secured with a password and only I have access to it. The data will not be handed over to any third party, including web-based storage units, such as Google Drive, and only I have access to them. The recordings, transcriptions and all other data will be destroyed once this study is published. The study will be published in Jykdok, where it is available for everyone to read, so the participants will have access to it.

All the references have been cited according to the APA rules and all the thoughts and ideas that belong to someone else have been referenced to in a correct way. At the end of the study, all the references have been listed in alphabetical order.

7   FINDINGS

In this chapter, the results will be presented according to the four themes mentioned in the previous chapter. The first theme is Perceptions of the role of English in the classroom, which answers to the fist research question. The second theme Perceptions of teaching English gives an answer to the second research question. Perceptions of aims of teaching, which is the third theme, answers the third research question and the perceptions of the advantages and disadvantages on teaching English answers the fourth one. The quotes are from the interviews with the participants. Subject teachers are marked as Subject teacher 1-4 and former JULIETs as JULIET 1-4.

7.1   Perceptions of the role of English in the classroom

At first, the teachers were asked to think about the reasons why English needs to be studied in school. The teachers gave mostly reasons that benefited the pupils, but they also mentioned the society's point of view. All of the teachers thought that from the international aspect knowing English is extremely important. They mentioned increasing travelling and globalism as reasons to need English in a global context. Many of the teachers (6/8, three from both groups) said that as a nation we cannot expect to succeed without international contacts and in order to get them, English skills are vital, since it is considered as lingua franca. Two subject teachers and three JULIETs mentioned the need of English in Finland as well. The job markets use a lot of English and immigration brings the need of language skills to daily life. Poor Swedish skills were also seen as a reason to study English (example 1).

Example 1

> "- ehkä varsinkin nyt Suomen näkökulmasta niin suomi on aika pieni kieli ja tota se rooli niinkun kansainvälisessä ja ylipäätänsäkin työelämässä -- ni me ei voida täällä olla eristyksissä täällä Pohjolassa, et mun mielestä niinku siitä näkökulmasta se on tärkeä. Suomalaiset myös mun mielestä osaa aika heikosti ruotsia, en tiedä miks,i valitettavasti -- ni näissä meidän naapuri suhteissa mä oon kuullu että aika moni käyttää enkkua, mutta

ehkä mä nyt ajattelisin vielä globaalimmin niin kuin kansainvälisesti me ei olla yksin täällä ylhäällä eikä haluta olla täällä yksin täällä ylhäällä Pohjolassa vaan että me voitaisi toimia tuolla muuallakin kun täällä Suomessa. " (Subject teacher 1)

"- maybe especially from Finland's point of view so Finnish is quite a small language and uhm the role in like an international and overall in working life -- so we cannot be isolated here in the Nordics, so in my opinion like from that point of view it is important. Also Finns in my opinion know Swedish quite poorly, I don't know why, unfortunately -- in our neighbour relationships I have heard that quite many use English but maybe I would think even more globally like internationally we are not alone up here and we don't want to be alone up here in the Nordics but so that we could act in other places as well other than just here in Finland." (Subject teacher 1)

One of the subject teachers said that nowadays English it is assumed that everybody can speak at least little English and it is hard to find a job where at least little knowledge is not needed. She considered English skills to be an automatic assumption, not something that needs to be asked or told. One former JULIET thought that learning English gives Finnish pupils equal chances to succeed both in Finland and around the world. Both the subject teachers and the JULIETs had very similar thoughts on the reasons why English should be studied. The biggest difference was the need of English in Finland: three out of four JULIETs mentioned English skills being important in Finland as well, not just internationally, whereas only two of the four subject teachers said that. None of the teachers justified the need of language learning through cognitive reasons, which meant the understanding of the language itself (Lwin & Silver, 2014), whereas cultural transmission (Larsen-Freeman, 2003) and social aspect (Lwin & Silver, 2014) were mentioned by everyone.

Five teachers out of eight, four of them being subject teachers and one JULIET, thought that teaching English was different from other languages because the pupils have more knowledge of the language already when they start learning. The pupils see, hear and read English all around, which makes them learn it faster, compared to other languages. One subject teacher had noticed that even though French is more regular than English when it comes to grammatical rules, pupils still consider English to be easier than French. Another subject teacher said that they need to do more work in German class to make sure that pupils remember the words, whereas in English the vocabulary grows faster. The difference of the beginning levels of different languages has been taken into account in the

new curriculum (2014) as well, according to one of the subject teachers (example 2).

Example 2

> "Sanotaan et opetussuunnitelmasta lähtien ne tavotteet on eri englannissa kuin muissa kielissä eli tää on tiedostettu jo ihan Opetushallituksen tasolla että että englantia on meidän yhteiskunnassa jokapuolella , sitä näkyy ja kuuluu eli tavallaan valmiudet oppia sitä englantia on jo ihan eri luokkaa ku esimerkiks ranskan tai saksan opettelemisessa." (Subject teacher 4)

> "Lets say that even from the curriculum the aims of English are different than in other languages so this acknowledged in the leel of National Board of Education that English is everywhere in our society, it's visible and it hears so in a way the readiness to learn the English is already in a different class than for example in French or German." (Subject teacher 4)

One of the subject teachers said that pupils' opinions on English are quite positive, which makes it easier to teach it, compared to for example Swedish, which according to her, is considered as something that has to be studied, instead of seeing it as an opportunity. She thought that positive attitude could be, due to pupils' connections to English - when they see and hear it outside of school, they can understand its importance better.

Four teachers, three former JULIETs and one subject teacher, told that they use quite a lot of action-based teaching. JULIET 1 said that it is more natural for example to play games, sing and do groupworks in English lessons, where communicating is one of the goals in learning, whereas subjects such as history are more teacher oriented. One of the JULIETs used a lot of oral exercises in English, because it was much more natural, than in other subjects. One subject teacher thought that the faint amount of lessons in a week means that there has to be a lot of action if the teacher wants to cover everything, but she also said that to be the case in all languages she taught. When comparing English teaching to other subjects in school, half of the interviewees, two JULIETs and two subject teachers, said that the biggest difference is that in English the goal is to teach the language but it is also used in teaching of other parts of the language, making it is both a target and a tool (example 3).

Example 3

> "Muissa aineissa sä niinku opetat sitä ainetta ainoastaan, esim matikassa opetetaan vaan sitä matikkaa suomeks, mutta englannissa opetetaan sitä kieltä mutta myös sen kielen avulla eli se on niinku se väline ja opetettava asia. Ja sit kummiski englannin avulla opitaan myös kulttuurista ja historiasta esimerkiks." (JULIET 4)

> "In other subjects you like teach only the subject, f. ex. in maths you only teach maths in Finnish, but in English you teach the language but also you teach with the language so it is like both the tool and the target in teaching. And then anyway with English you teach about culture and history for example." (JULIET 4)

Once again, the answers of the both groups were quite similar. JULIETs saw English teaching as more action-based than other subjects they had, but they were comparing to subjects like history, mathematic and social studies. Since the subject teachers only taught languages, it was natural that they taught all their subject the same way, which would mean that they did not see English as more action-based than other languages. However, all of them had noticed the difference in the language skills of the pupils when they start studying English compared to other languages, when only one JULIET mentioned that.

All subject teachers aimed to use English as much as possible, whereas from JULIETs only one said the same. For the rest of them the amounts varied depending on what was the goal of the lesson and the age of the pupils. All of these five teachers used more English with older pupils. With younger pupils the routines, songs, playing and simple phrases were ways to introduce more English to the classroom. The teachers saw routines as a good way to use English as much as possible, because the pupils learned them quickly and started to understand the language, which increased their confidence. These methods continued with older pupils as well, but more of the instructions were given in English. One JULIET had noticed that routines and predictability helped to control the older classes. Only one teacher, a JULIET, said that she used more English with young pupils, solely because she tended to forget to use it with older ones. Although the most of the JULIETs (¾) said that the amount of English depends on the lesson, they might have meant the same thing as the subject teachers: they use English as much as possible. The subject teachers did say that they teach certain things, such as grammar in Finnish to make sure that everyone understands. Two JULIETs

justified their amount of Finnish during the lessons with their backgrounds in special education, which made them more aware of different skill levels, thus they wanted to make sure that everyone follows by using Finnish.

Although all of the subject teachers wanted to communicate with the pupils in English, they admitted that it was not always possible or for some reason they did not do it as often as they wanted to. One subject teacher said that controlling the class in Finnish was much easier, even though she tried to do it in English. The same five teachers (one JULIET and four subject teachers) who tried to communicate in English as much as possible wanted to make the pupils do the same. According to one of the subject teachers, if the teacher used English, the pupils were more likely to do so as well. One of the subject teachers aimed for 80% and other said at least three quarters have to be in English. The other three had not thought of any numbers. Subject teacher 2 thought that it was important that pupils spoke more than the teacher (example 4).

Example 4

> "Koko ajan kaikessa mä yritän puhua englantia niin paljo ku mä pystyn ja yritän saada lapset puhumaan englantia niin paljon ku mä pystyn ja mä yritän käyttää sitä englantia niinku koko ajan siinä kommunikoinnissa siellä luokkatilanteessa, välillä onnistuu paremmin välillä huonommin. Jos minä olen enemmän äänessä kun lapset onko se onnistunut kielen tunti, ei, vaan onko ne ite joutunu käyttää omaa päätä siinä, käyttää sitä englanniksi, kuinka paljon ne on ollu äänessä, kuinka paljon on tehnyt sillä kielellä asioita niin se on se paras mittari." (Subject teacher 2)

> "All the time in everything I try to speak English as much as I can and I try to get the children to speak English as much as I can and I try to use English like all the time in the communication in the classroom, sometimes it works better, sometimes worse. If I am speaking more than the children, is it a successful language class, no, but have they had to use their own head in it, use it in English, how much they have spoken, how much they have done with the language, so that is the best indicator. " (Subject teacher 2)

Two subject teachers said that although the communication was not authentic in the classroom, they tried to make it as everyday life as possible. The aim was to get the pupils to talk to the teacher in English once they stepped into the classroom. One of the subject teachers compared English classes, where all the participant can speak Finnish, yet they choose not to do so, to playing, where everyone has their own role and they play in English. Subject teacher 1 wanted to do all

communicating in English, as can be seen in example 5, but had noticed that the children's emotional language is Finnish, and it cannot be ignored.

Example 5

"Tilanteissa jos niin kuin haluis päästä lähelle sitä oppilasta niin kuitenkin meidän se tunnekieli on se mikä on lähinnä äidinkieli eli -- on tilanteita joissa se äidinkieli on ehdottomasti järkevää ja viisasta et mielummin valita se jos joku tulee itkien niin ja sillä on niinkun paha mieli niin kyllä se lohdutuksen kieli ja se tunne kieli on se suomi vaikka mä olisin kuinka ajatellut että täällä luokassa puhutaan vaan englantia." (Subject teacher 1)

"In the situations if like you want to get close to the pupil, then nevertheless our emotional language is usually the mother tongue so -- there are situations where the mother tongue is definitely reasonable and wise so preferably to choose if someone comes crying so and he/she is in like a bad mood then yeah the language of comfort and the emotional language is Finnish no matter how I had been thinking that in this classroom we only speak English." (Subject teacher 1)

In conclusion, the role of English in a classroom was quite similar in both groups. Everybody saw (English) language as a social phenomenon, and understanding it is important in global and Finnish context. Former JULIETs naturally looked at teaching of English more from the point of view of a class teacher, which showed from the way they compared English to other non-language subjects, whereas language teachers mostly thought about languages. The subject teachers had more concrete goals to the amount of English used in their classes by the teacher, but almost all of the interviewees said that all of the pupils have to use English in every lesson. Only two JULIETs did not say that. Subject teachers seemed to justify their use of English more through the aspect of teaching and learning of languages, whereas JULIETs talked more about the differences between pupils, classes and lessons, which made it hard for them to say any generalizations or specific goals when it came to use of languages in the classroom.

7.2   Perceptions of teaching English

The JULIETs and the subject teachers' reasons to become teachers varied a lot between the two groups. All JULIETs said that they had known that they would become teachers when they were young. Some of them wanted to be a model of a safe adult and provide support for those children who did not have it at home.

They found out about JULIET-programme when looking into the university options and due to their interest in languages, they applied into the programme. Three of the subject teachers wanted to study languages without any intention of becoming a teacher. Once they were in the university, they chose the pedagogical studies and realized that they liked teaching. Only one subject teacher wanted to be a teacher from the beginning of her studies. One of the subject teachers went into the university thinking that she would not be a teacher, but eventually changed her mind. Part of the change was her positive experiences with one of her old language teachers, which helped her like languages more. This supports Borg's (2012) thoughts on teachers' past experiences having an effect on choosing the occupation. This was also proven in Da Silva's (2005) study, as presented in chapter 4. Although most of the subject teachers did not intend to be teachers, all of them said that they really liked their jobs.

All of the teachers favoured action-based teaching methods. They had exercises where pupils had to communicate, such as pair and group works. Emphasizing oral skills was the goal for all subject teachers and two JULIETs, whereas the other two JULIETs favoured all parts of language studying: oral, listening, writing and reading. None of the teachers stated any specific teaching methods or ideologies they followed, but the descriptions of their teaching methods go alongside with the ideas of both communicative language teaching and task-based language teaching, where communication and using the target language are emphasized (Ellis, 2003; Littlewood, 1981). Two teachers, one JULIET and one subject teacher, said that they focused on pronunciation in order to get the pupils to speak confidently, while others did not mention pronunciation skills at all as a part of oral exercises. One of the two JULIETs, who mentioned using all parts of languages in their teaching, did so because of the different ways of learners presented in the class, those who learn by reading, listening or doing. She wanted to make sure that there is something for everyone. This division between different learning types was very similar as Dryden and Vos's (1996) categorization.

By offering different kind of stimuli for all pupils, they can learn to utilize different learning styles and achieve more effective results (Keefe, 1982). In the example 6 below, JULIET 3 describes a typical English lesson, which includes activities and movement.

Example 6

> "mun opetus on yleensä sellaista että meillä on se alkuun saatetaan ottaa jotain edellisen tunnin asiaa, vähän kerrata sitä, sitten on yleensä semmonen uus asia mikä käydään ja yleensä aina joku aktiviteetti ja se on yleesnä semmonen että se peppu nousee sieltä penkistä että vähän sitä liikettä ja että tulee myös sitä kieltä." (JULIET 3)

> "My teaching is usually so that we have in the beginning we can have something from the previous lesson, we revise it, then we usually have like a new thing we go through and usually always we have some activity and it is usually the kind that the bum gets up from the chair and a little bit movement and that the language comes in it as well." (JULIET 3)

The current curriculum (POPS 2014) also highlights oral skills more, which supports the teachers way of teaching. However, none of the JULIETs mentioned the curriculum (POPS 2014) when talking about their teaching, whereas all subject teachers mentioned it when talking about the emphasis of the lessons. They all said that since oral skills have a big role in the curriculum (POPS 2014) that should be the case in their lessons as well. Although JULIETs did not justify their decisions or teaching through the curriculum (POPS 2014), their descriptions of their teaching was very similar to its instructions.

All of the teachers in both groups used English books, but one of the JULIETs wished she had the resources to make all the material herself. On the other hand, one subject teacher and one JULIET brought up the usefulness of books as a basis for the teaching. All of the teachers did exercises outside the books. Three of out four subject teachers specifically said that they did not do writing exercises from the books in class, because they considered them as homework. The JULIETs mentioned using books in classes, but they also preferred action-based teaching, so the two options did not cancel each other out. One JULIET said that using writing exercises from the books was easier for some pupils and when there was another adult in the class (example 7). In the study by Ruohotie-Lyhty et al. (2016)

presented in chapter 3.1, most of the language subject teachers (9 out of 16) used traditional exercises, such as writing, which is inconsistent with the results of the current study. However, Ruohotie-Lyhty et al. (2016) also found out that most of the teacher in their study (10/16) used both traditional and modern ways of teaching, such as playing, which would be more consistent with the way JULIETs describe their teaching in this study.

Example 7

> "Se on vähän sellainen perisynti se et toisaalta sitten taas kirjallisten tehtävien painotta-minen siinä et kun se on niin helppo sellaiselle oppilaalle joka kaipaa sen rakenteen että ja sitten toinen mikä on ehkä sitten on et enemmän puhutaan sitten resurssikysymyksistä ja muista että mullakin tosi vaihtelevat ne aikuisresurssit niin jotenkin sekin vaikuttaa siitä minkälaisiin tehtäviin niitä lapsia ohjais ja sitte kun ohjaaja saattaa pölähtää ihan nollista ja puskista ja ne ei tiiä mitä me ollaan tehty niin ohjaaja on helpompi käyttää kir-jallisessa tehtävissä jos ei kerkeä briiffata ohjaajaa siihen että miten hän voi avustaa vaikka sitten suullista tehtävää." (JULIET 1)

> "It's kinda like an original sin so on the other hand emphasizing writing exercises there because it is so easy for the kind of pupil who wants the construct and the other one that is maybe so the question is more about the resources and other things that I have very varying adult resources so somehow that affects also to what kind of exercises should I lead the pupils and then when the instructor comes from nowhere and they don't know what we have been doing so the instructor is easier to use in writing exercises if there is no time to brief the instructor to how he/she can instruct for example oral exercise." (JU-LIET 1)

Talking about pupils' emotional needs was more common among JULIETs than subject teachers. All JULIETs and one subject teacher wanted to make sure that the pupils felt safe in their classroom and were not afraid to try and use English. They helped the pupils to gain confidence and courage with exercises, where they had to produce language themselves. Three teachers, one JULIET and two subject teachers, felt that in language lessons making mistakes should be natural and the pupils should not be afraid of them. In Communicative language teach-ing the goal is the same: to teach pupils to use the language without thinking of mistakes, because conveying a message is more important than correct language (Tavakoli & James, 2018).

Two of the JULIETs had pupils with a foreign background in their class. One of these teachers had only one pupil, who did not speak Finnish nor English, so taking advantage of the pupil's own mother tongue and other language skills

was challenging, but she did try to take it into account whenever possible. JU-LIET 4 had pupils with very strong English skills in his class. Those pupils were in the normal English lesson, but they got more advanced material and sometimes work as the teacher's helpers. One of the subject teachers mentioned doing the same with a pupil who had lived abroad. The JULIET also included the foreign pupils' cultural backgrounds into teaching, but tried not to do it too often, because the pupils also wanted to fit in with the rest of the class and felt like too much attention given to their backgrounds would separate them from others. Embracing multicultural students and their backgrounds is important according to Cummins (2005), as stated in chapter 3.2.1. It helps the pupils to make good use of their backgrounds and keeps them from not turning into monolingual. JULIET 4 was clearly aware of the importance of embracing differences but struggled to balance between the pupils' wishes and helping them understand the richness of them (example 8).

Example 8

> "Se et miten sais ne oppilaat ymmärtämään et erilaisuus on oikeesti rikkaus ja niillä ois paljon opetettavaa meille muille ja et niiden ei tarvii luopuu omasta taustastaan saadakseen kavereita ois tosi tärkeetä. Kummiski usein ne ei oo halunnu kauheesti puhuu näistä jutuista, vaikka ei oo siis mitään traagista siellä taustalla et ihan vaan töiden perässä on tullu tänne. Et se niiden oppilaiden omien tahtojen kunnioittaminen mut samalla niiden erojen juhliminen ois hyvä saada balanssiin ja ehkä samalla ne oppilaat ymmärtäis et nillä on oikeus olla omanlaisia eikä sulautua suomalaisuuteen." (JULIET 4)

> "How to get those pupils to understand that differences really are richness and they could have a lot to teach us others and they don't have to give up their own backgrounds to get friends would be very important. Regardles, they often have not wanted to talk of these things, even though there is nothing tragic behind so they have come here to work. So respecting the wishes of the pupils but at the same time celebrating the differences would be good to get balanced and maybe at the same time the pupils would understand that they have the right to be themselves and don't have to melt into being Finnish." (JULIET 4)

All of the JULIETs integrated English to other subjects on some level. One of them did not do it as much as she wanted, but she did differentiate with English in other subjects with those pupils, who needed extra challenges in other subjects and were proficient in English. Another JULIET's teaching was very similar to CLIL (Content and Language Integrated Learning, see chapter 3.3), but he did not want to label it that, because he felt that it would have put too much pressure

on him, but he did say that he could implement CLIL fully later. Third JULIET planned on adding integration next semester. Usually the teachers integrated English to mathematics, arts, history and physical education.

From the subject teachers only two used integration on their own classes. One of the subject teachers worked with a class teacher, so that when the class was studying for example cities in social studies, she had the same theme in the English classes. She also combined coding and information technology to English. Even though she was a subject teacher, she did not see it as a big problem, because she felt that with her own interest she was able to create a whole, where she integrated two or more subjects. She had plans to continue cooperation with the class teacher and try integration in secondary school as well with a teacher of another subject. In a study made by Aalto and Tarnanen (2015), presented in chapter 3.3, the results show that subject teacher students were not familiar with the idea of integration, which does not support the findings of the current study. Although only half of the subject teachers integrated subjects regularly, the other two said that they would like to integrate more, but it was not possible due to lack of time. They had participated in the whole schools' projects and were available if a class teacher needed them. One of them pointed out that the themes in English books covered many subjects, such as history and geography, which could be considered as integration. This shows that the idea of integration was familiar, and they did try to implement it into their teaching according to the available resources. Other subject teacher who integrated subjects focused mostly on physical education and arts, as described in the example 9. As stated in chapter 2.3, adding movement and physical exercises to normal lessons can result in better learning outcomes (Donnelly et al. 2009; Mullender-Wijnsma et al. 2015). Although the subject teacher 3 did not mention the benefits of integrating physical education and languages, she did seem to do it regularly, which would show that she was aware of its effect on learning. The reasons she gave for this kind of teaching was more versatile lessons, small classroom and big classes and motivating pupils by doing different things with the language.

Example 9

> "Vaikka toi koris esimerkkinä et mä saatan ite niinku pitää vähän niinku liikuntatuntia siinä samalla, polttopallot ja systeemit et näitähän pystyy aika hyvin vääntää niinku kielen tunneille, mennää hyppi ruutua , pistetään ne numerot sinne ja hypitään englanniks aina sanontaan. Eli liikuntaan saa aika kivasti integroitua , kuvaamataito, me voidaan vaikka piirtää jotain kuva sanastoo, vaikka jos mä opetan jotain ruoka sanoja he voi maalata vesiväreillä, me voidaan mennä kuvisluokkaan, he maalaa ne ja jos ei vielä osaa kirjottaa ni se ei haittaa mut jos osaa ni se voi kirjottaa. Sit voidaan järjestää tänne semmonen niinku taidenäyttely ja kuljetaan ja katellaan ja suomeks keskustella vaikka niistä tai espanjaksi kysymyksiä jos me osataan värit, mitä värejä näät kuvassa.". (Subject teacher 3)

> "Well the basketball as an example that I can like have kinda like a PE-class at the same time , dodgeballs and others like these can be pretty well turned to language classes, lets go jump hopscotch, lets put the numbers there and jump in English always saying it. So to physical education it can be nicely integrated, arts, we can go to the art class, they paint and if they cannot write yet it doesn't matter but if they can, they can write. And then we can organize like an art exhibition and we wander and look and discuss in Finnish for example about them or in Spanish questions of we know the colors, what colors can you see in the picture." (Subject teacher 3)

There were no significant differences between the two groups in their ways of developing the teaching. JULIETs (¾) used a bit more internet, including Facebook's teaching groups and researches, and talking with colleagues than the subject teacher (2/4), whereas the subject teachers mentioned in service teacher trainings more often (subject teacher ¾, JULIETs 2/4). Two JULIETs mentioned a lack of resources, which made attending to trainings hard, especially when they had other subjects to teach, so attending language teacher trainings was rare, because they had to choose between different subjects. Two JULIETs said using teacher's guides from different language books was one way of developing teaching. Three subject teachers mentioned reflecting their own teaching and learning from it, whereas only one JULIET said the same. One subject teacher said she got bored easily, so using new methods and activities was a good way to enjoy the job more. The developing methods were very much alike of those mentioned by Borg (2012, 2006) in chapter 4. All of the participants mentioned multiple ways of developing their teaching, which shows that they were eager to learn more, although none of them specified how often they do the things they mentioned.

When asked to describe their teaching, all of the JULIETs used the word pupil oriented. They wanted to offer all pupils the possibilities to do their best and reach their own goals. Two of the subject teachers had the same aim. JULIET 1

mentioned the heterogeneous classes, where some of the pupils could have had lived abroad, while others had personal plans concerning organizing the education, so the goals could not be the same for everyone. The teacher felt that it was her job to believe in the best of the pupils and support them so that everyone could reach their maximum. One of the JULIETs thought that it was important to offer visual, auditory and kinaesthetic models for all pupils, so that everyone could benefit from the teaching. Another JULIET adjusted her teaching to fit the group: with the wilder classes she was more behaviouristic, and with others she used more constructivism. One of the subject teachers defined her teaching through practicality, because she wanted to teach practical language skills, so that the pupils could use it in their lives outside of school. Two of the subject teachers saw their teaching as versatile, which they thought to motivate the pupils, but one of the two mentioned that sometimes the teaching can be monotonous. The other one felt that if she enjoys her teaching, the pupils will like it better as well (example 10).

Example 10

> "No toivottavasti (opetus on) niinku vaihtelevaa, että mä yritän, no tässävaiheessa se on vielä helppoa et ei kangistu kaavoihin ja tee aina kaikkiea samalla tavalla. Must tuntuu et jos se on miellyttävää opettajalle opettaa ni se on myös miellyttävää oppilaille oppia." (Subject teacher 3)

> "Well hopefully (the teaching is) like versatile that I try, well at this stage it is still easy not to be a creature of habits and do always everything the same way. I feel like if it is pleasant for the teacher to teach, it is also pleasant for the pupil to learn." (Subject teacher 3)

According to Luukka et al. (2008), language teaching has been in the past typically lead by a teacher, as stated in chapter 3.1. The results of this study seem to be the opposite: all participants used action-based methods and six out of eight (all JULIETs and two subject teacher) saw their teaching as pupil oriented. None of the teachers mentioned any language teaching methods or theories by name, but their descriptions of their teaching reminded closely task-based language teaching and communicative language teaching (see chapter 3.1). The ideas of these methods are close to the curriculum's (POPS 2014) action-based teaching, so it could have had an influence their teaching. As Skinnari and Nikula (2014)

and Borg (2012) have stated, new curricula only come to action if teachers internalize them and agree with them. This seems to have happened in the case of the teachers of this study. All of the subject teachers mentioned the curriculum (POPS 2014) when talking about their teaching, whereas the JULIETs did not talk of it at all. They talked more about the needs and emotions of the pupils and justified their teaching decisions through them.

In conclusion, all of the teachers preferred action-based teaching and focused on communication in English lessons, but JULIETs focused more versatilely in all aspects of language, oral, listening, writing and reading that they justified with different learning styles and differentiation. The subject teachers based their teaching methods partly on the curriculum (POPS 2014), whereas none of the JULIETs did that. They talked more about the needs of the pupils. JULIETs, being class teachers, had more chances to integrate different subjects to English and they all did it on some level, and almost all of them wanted to integrate more. From the subject teachers only two used integration regularly, while the other two did not have much chances to do it. Both groups had very similar ways of developing their teaching. The biggest difference was that the JULIETs did not mention self-reflection as a way of developing and they could not go to language teacher trainings as often as the subject teachers.

7.3   Perceptions of aims of teaching English

For all of the teachers, the aims of teaching were more or less the same. Almost all of them (4 JULIETs and 3 subject teachers) emphasized the functionality as one of the aims in learning a language: pupils should learn the kind of language they need. When asked about the most important thing in language learning, two former JULIETs stated functionality, whereas two subject teachers said being able to communicate is the main goal, since languages are made for communicating. This tied together with finding courage to use the language, both in school and outside of it, which was important to two JULIETs and one subject teacher. Once

again, these aims are similar with the ones of Task based language learning and Communicative language learning, which are further explained in chapter 3.1 and the aims of second language learning presented in the curriculum (POPS 2014. See chapter 3.2). Hämäläinen et al. (2007) called for more materials that were interesting for the pupils when learning languages. Motivating pupils with relevant materials could help them to learn the kind of language they need. Two JULIETs and one subject teacher thought that helping the pupils to find motivation and joy of learning languages was the most important thing (Example 11). One way of reaching this was creating a safe environment for the pupils, where they were not afraid of making mistakes and felt like they could be themselves. As mentioned in the previous chapter, this was important for all JULIETs and one subject teacher. The same subject teacher also saw motivation and succeeding as a circle, where experiences of success increase motivation and vice versa, which makes learning more fun and efficient.

Example 11

> "Motivaatio, se on ihan siinä kärjessä että vaikka ei oppilas olisikaan mikään kympin op-pilas niin se että hän löytää semmosen oman sisäisen motivaation jonka avulla hän sitten niin kun pyrkii sillä omalla tasollaan etenemään niissä opinnoissaan, ja semmonen että siitä jäisi, toinen ehkä olis sellanen, semmosia hyvien kokemuksien mielikuvia niin et kie-len tunneilla on ollut kivaa ja saisi edes joskus positiivista palautetta" (JULIET 2)

> "Motivation that is right there on the top, so even if the pupil was not a ten out of ten - pupil, finding his/her own inner motivation, with what he/she will strive to proceed on his/her own level in the studies, and that it would leave, another thing would be like im-ages of good experiences so that language lessons have been fun and at least sometimes they would get positive feedback" (JULIET 2)

When discussing about the aims of teaching, functionality was once again present. Two JULIETs and one subject teacher thought that knowing the basic vocabulary was enough. According to them, the pupils should be able to talk about themselves on a simple level that fits their age and survive in situations that might come across outside school. Only two teachers, both JULIETs, said oral skills to be one of their aims, even though in previous questions oral skills had had more emphasis in both groups. It could be that the teachers were focusing on language as a whole, instead of smaller pieces of it, although grammar was

mentioned by almost all of them. Three JULIETs and four subject teachers considered grammar as something to focus on but not too strictly. They all thought that conveying a message was more important than its accuracy. This was significantly different from the studies of Le (2011) and Richards et al. (1992), where the teachers valued grammar over other parts on language learning, as stated in chapter 4. For two teachers from both groups, one of the aims was to make sure that all pupils learn on their own level and no-one is left behind. They emphasized that not everyone has to get ten out of ten in all tests, but everyone should reach their own learning goals. As Hummel (2014) said, in second language learning the learner can decide what kind of language skills they want work towards, since different learners need languages for different things in life. Only one teacher, a subject teacher, mentioned the curriculum (POPS 2014) when talking about aims in teaching, even though the curriculum (POPS 2014) is the what determines them. Even though JULIETs talked more about the needs and emotions of the pupils, one subject teacher talked about them too. For subject teacher 1, more important than the linguistic aims were the emotional needs of the pupil (Example 12). She thought that as a teacher her main job was to be present and be there for the pupils, as a supportive adult.

Example 12

> "jos ajattelee mitä tavoitteita (mulla on) niin sit mennään jo niin syvällisiin asioihin, että mun mielestä sit ne kielen opetukselliset tavoitteet on sitten niitä toissijaisia et jos sä niinku ihmisenä löydät itsesi ja kasvat siihen potentiaaliin mikä sulla on ja niinku kokisit että sua tuettais sillä myös sillä kielen tunnilla myös niinku sitä kohti, mulle on ihan oikeastaan loppuviimeksi niinku sama mikä se sun enkun tai Ranskan kielen arvosana on" (Subject teacher 1)

> "If you think about the aims (I have), we go to so deep things that in my opinion, the educational aims of language are secondary, so if you as a human finds yourself and grow to the potential that you have and like experience that you are being supported also in the language lessons towards that, in the end I don't really care, like, it doesn't matter what is your English of French grade." (Subject teacher 1).

The teachers had quite similar ways to make sure they get to the aims mentioned above. Two of the teachers, one JULIET and one subject teacher mentioned the curriculum (POPS 2014) as way to reach the aims. They both agreed that by following the curriculum (POPS 2014), the aims would be reached, but they did not

clarify the statements. They both added that using formative assessment was helpful as well. This was the only time any of the JULIETs mentioned the curriculum. According to two JULIETs and two subject teachers, planning the lessons was a good way to reach the goals. When the aims of each lesson, as well as longer periods, were clear, it was easier to plan the lessons accordingly. For example, if one of the aims was functional language skills, the tasks in the lessons should be the kind of situations where the pupils could end up in outside of school, such as giving directions. Three JULIETs and two subject teachers talked about the features of formative assessment, although none of them mentioned the term. They went around the classroom during lessons, listening and watching how the pupils used the language. One of the JULIETs tend to have one-on-one time with her pupils whenever possible, so she was able to tell better how the pupils were developing. Another JULIET tended to take a few pupils in each task and observe them more closely and then move to the next few pupils. On top of the formative assessment, three JULIETs and one subject teacher mentioned exams. All of those JULIETs justified the need for tests through the pupils: tests help pupils to see what they know, and the teacher knows better what needs to be revisited. All of them held both oral and written exams to support the evaluation. One subject teacher noted that it was important to evaluate what had been taught and teach what will be evaluated. As seen in Example 13, subject teacher 2 used exams only to confirm the levels of the pupils. She used other methods of evaluation as well, such as formative assessment, so before the test she already knew what the results of individual pupils would be.

Example 13

> "Se on aina, se voi olla vaan yksinkertanen peli, se voi olla, tietysti se voi olla koe, ihan siis kirjallinen koe, mut se voi olla ihan hyvin suullinen tehtävä. Mutta se on aina tavote ja sen jälkeen se varmistus että et mun mielestä niinku se koe on viimenen paikka saada selville osaako lapsi jotain, mun mielestä mun pitäs tietää jo ennen koetta että millä tasolla se lapsi on. Ni, tavallaan se et mul, että niinku välietappeja, välitsekkauksia, missä mennään, koko ajan. Kerään dataa erilaisilla konsteilla." (Subject teacher 2)

> "It is always, it can be a simple game, it can be, of course, it can be an exam, like a written exam, but it can also just as well be an oral exercise. Mut it is always a goal, and after that a confirmation, so that in my opinion, like, the exam is the last place to find out whether the child can do something, I think that I should already know before the test that in

which level the child is. So, in a way having the intermediate stopping points, intermediate checkings, were we are, all the time. I gather the data different ways." (Subject teacher 2)

In conclusion, the aims in teaching were quite similar between the subject teachers and the JULIETs. Functional language skills were an important goal in both groups. According to the teachers, grammar should not be too important. The main thing was that the language was understandable. In both groups, formative assessment was popular, but JULIETs mentioned written or oral exams more often as a way of making sure the pupils reach the aims. Reflecting the goals to the lesson plans was mentioned in both groups. The curriculum (POPS 2014) was only referred to twice, once by a JULIET and once by a subject teacher. Both agreed that following the curriculum (POPS 2014) is a good way to reach the aims of English teaching. The JULIETs, once again, talked more about the needs and emotions of the pupils, whereas only on subject teacher did that. Finding the courage and motivation was especially important to them.

7.4 Perceptions of advantages and disadvantages on teaching English

All of the participants were able to teach as they wanted to on some level and benefit from the advantages they had, but they did had disadvantages that were out of their control. JULIETs mentioned more disadvantages in their teaching than the subject teachers. Many of those were due to their work as a class teacher as well as an English teacher or lack or resources. One JULIET said that she had a lot of subjects, which meant that there was not enough time to focus on English. She also mentioned that she had not been able to attend in service -teacher trainings concerning language teaching, since she had to choose between all of the subject she taught. Three JULIETs wished for more resources for special education teachers as well as school assistants (example 14). The same JULIETs also said that having pupils with special needs in the class took a lot of energy from the teacher and they were not able to focus much on other pupils. Having pupils

with special needs in class did not automatically mean that there would be a special education teacher as well. One JULIET said that she did not know if she would have an assistant in her class or not, which made planning the lessons and taking the best advantage of the assistant difficult. The assistants were often used as substitutes instead of hiring an educated teacher or a teacher student, which did not serve the purpose of the assistants. These three JULIETs also mentioned the size of the classes and the lack of split classes (example 14).

Example 14

"Oishan se kiva saada välillä joku erityisope siihen avuks, kun kuiteskin on noita erityis-oppilaita tossa. Ei nyt onneks mitään kovin vakavia tapauksia, mut siinä ku on muutama vähän enemmän apua tarttevaa ni helposti ne loput kakskyt - kakskytviis jää vähemmälle huomiolle ja kummiski pitäis kaikkia niitä opettaa. Et kyllä nää aikuisresurssit on vähän turhan tiukilla tai sit luokat on liian suuria. Jakotunneista ois apua varsinkin esim kielissä ja matikassa, mutta ei niitäkään aina oo." (JULIET 4)

"It would be nice to have sometimes a special education teacher as a help, because I have pupils with special needs. Luckily nothing very severe cases, but when there are a few pupils who need more help, the rest twenty - twenty five are easily left with less attention and regardless of it, I should teach them all. So yeah these adult resources are bit too tight or the classes are too big. Split classes would be useful f. ex. in languages and math, but I don't always have them". (JULIET 4)

Two of the JULIETs had logistical issues. Their lessons were in different classrooms, or even in different buildings, which made it hard to carry too much teaching material with them. This affected especially use of iPads and laptops, since they weight a lot. One JULIET said that internet did not work properly in all parts of the school, which made using technology frustrating. Also, the breaks between the lessons were short, so the teaching equipment had to be easily transferred. One JULIET and one subject teacher had had a lot of English classes on Monday mornings or Friday afternoons, which made teaching more difficult, since the pupils were tired. One JULIET felt that she would like to teach without workbooks but did not feel brave and ready enough to do it, because books gave clear structure to teaching and presented grammar and vocabulary in a good way. She also thought that books were good for the pupils who wanted the security from their own book. One subject teacher, who worked in a school where students did their teaching practices in, felt that she had so many students in her classes that she was not able to do all the things she wanted to, but when she

taught herself, there was no problem. One teacher from both groups felt that they had to work with their feeling of incompleteness, since they felt that they would never be fully ready, and things would not always go as they wanted to in class (Example 15).

Example 15

> "Ainut muuttuva tekijä en ole minä vaan muuttuvia tekijöitä voi siellä luokassa olla hyvin monta … että välillä sitte joku muu asia on tärkeämpi kuin se mitä mä olin ajatellut pystyväni tällä tunnilla opettamaan, niin mun mielestä silloin on myös asioita joskus jotka on tärkeämpiä kuin se mun imperfektileikki" (Subject teacher 1)

> "The only changing factor is not me, but there can be very many changing factors in the class… so sometimes some other thing is more important than the thing I was thinking of teaching in this class so in my opinion there are sometimes things that are more important than my game about imperfects." (Subject teacher 1)

Three JULIETs and two subject teachers had noticed the changes in pupils over the years, which caused some challenges. According to two JULIETs, the classes were more heterogeneous than before. Integrating pupils with special needs was seen as a nice idea, but the implementation was not successful, as can be seen in example 15. This was due to the lack of resources, such as special education teachers and inservice teacher trainings. The teachers felt that it was problematic not only for the children who needed extra support, but for the rest of the class as well, who had to wait while teacher helped or told the few pupils. One JULIET had noticed pupils' concentration skills being worse nowadays. One of them thought this could be because of pupils' hectic lives. Hobbies, media and electronics produce lot of stimuli, which weakens the attention span. She also thought that parents do not have as much time for their children, which caused problems in concentrating in school. Both subject teachers also said that pupils were not able to do persevering work as much anymore as they were before. They liked the new curriculum (POPS 2014) and its ideas, such as integration and phenomena-based learning, but were worried that they might not be the best methods for those pupils who had problems in concentration. Both of them stated that not all that is old is bad, and it should not be forgotten. One subject teacher said that pupils nowadays were more individualistic, which showed in their selfish behaviour. She was worried that children are not capable of thinking others as

well as they were before. She said that it was clearly visible in language classes, even though the saw the pupils only one or two times a week. One JULIET had noticed the growing problems in children's mental health (example 16.) She was worried that schools were not able to react well enough to learning difficulties that were symptoms of psychological malaise.

Example 16

> "Yksi minkä mä ite oon havainnu on lasten pahoinvointi. Että perusasiat ei oo kunnossa, että semmosia psyykkistä oiretta on yllättävän paljon, ja sitten se että miten siihen pysty- tään koululla reagoimaan, ja myös ne oppimisvaikeudet, johtuuko ne niistä psyykkisistä vaikeuksista vai onks sitten muita syitä niiden taustoilla. Vaikka se on niinkun ajatuksena älyttömän hieno se integraatio, mutta sitten kun se viedään liian pitkälle ilman kunnolli- sia resursseja, että siellä ei oo niitä ohjaajapalveluita tarpeeks saatavilla, niin sen mä koen niinku suureksi ongelmaksi, se että se opetustyö ei oo se pääasia mitä joskus tekee vaan se se on se että pistetään se lapsi kuriin ja toiset oottaa. (JULIET 2)

> "One thing that I've noticed is childrens' malaise. So that the basics are not okay, so there are quite much like psychological symptoms, and then how can the school react to them, and also the learning difficulties, are they because of the psychological difficulties or are there other reasons behind them. Although as an idea it is really nice the integration, but if it is taken too far without any proper resources, so that there are not enough assistant services available, I feel that that is like a big problem, so that the teaching is not the main thing sometimes, but controlling the child while others wait. (JULIET 2)

All of the eight teachers had access to technology, such as iPads or laptops. They all used them, some more than others. Two JULIETs mentioned having tests sometimes online. Two JULIETs and two subject teachers stressed that using technology should always be justified, and not used just because they have the chance to use them. One subject teacher mentioned green screens and smart- boards as a possibility in teaching, whereas one JULIET provided authentic con- versations to her classes when having the class talk to her friends through Skype. Having books was a positive thing to one subject teacher, but she did say that being able to do something outside the books was a seen as a possibility as well. Two subject teachers occasionally organized small, one or two lesson trips to areas nearby, such as parks or museums. They did them either by themselves, or as a cooperation with other classes. They had done longer, whole day trips, but they felt that those were too hard to organize since it was harder to clear out the whole day. Two subject teachers talked about learning environments outside the classroom. They were able to use for example gym halls, computer classes,

school libraries or go outside if they wanted without planning far away. Going outside the classroom also gave an opportunity to cooperate with other teachers and even use integration, as described in example 17.

Example 17

> "Jos mä tahon pitää kollegan kanssa yhteis tunnin ni ei muuta ku mennään. Tällä viikolla me oltiin kaikki kakkosluokasta englannit ja espanjat oltiin pihaleikkejä leikkimässä kaikilla kielillä ja se on vaan ihan siit kiinni että senkus vaan otat hanskasta kiinni ja rupeet touhuun. Et tota monesti rajotukset on niinku korvien välissä, et ei meitä mikään estä" (Subject teacher 4)

> "If I want to have a lesson with a colleague we'll just do it. This week we were all second graders, English and Spanish playing yardgames outside in all languages and that just depends on that you'll just start to work for it. Often the limitations are only between our ears, so there's nothing stopping us." (Subject teacher 4)

Unlike the one subject teacher who said she was not able to teach completely as she wanted due to her teaching practice students, another subject teacher, who also had students, saw them as a possibility. She said she learned a lot from them and was able to do different projects with them. She also liked to coteach with the students. Whereas the three JULIETs had challenges, because they did not have enough adult resources, such as special education teachers, two subject teachers had good amount of help from them. One of the two subject teachers had a meeting with two special education teachers, so she was able to plan her lessons so that the pupils would get the maximum benefits from all the teachers. The other subject teacher had a special education teacher available for two hours a week, which she used either in simultaneous teaching or sending the pupil/pupils to the special education teacher's class.

In conclusion, the teachers were content with their teaching, but could not affect all parts of their job, which created challenges. These things were mostly lack of resources, such as time, special education teachers and assistants. JULIETs had more problems with the resources than the subject teachers. That was because of the multiple subjects they taught, which meant less time for English, and how their lessons were located in the school area. They also mentioned the lack of adult resources, such as assistants or special education teachers, more often than

subject teachers, who considered their chances for additional help in the classroom as a possibility. Both JULIETs and the subject teachers had noticed the changes in pupils, which created challenges in behaviour and more need for help. Even though the subject teachers spent less time with the pupils than class teachers, the changes were visible to them as well. All participants saw technology as an advantage, which they utilized in teaching in various ways, such as Skype-conversations or Green Screen. The meaningfulness of using technology was mentioned in both groups. Teaching outside the classroom was mentioned only by two subject teachers.

8   DISCUSSION

The aim of this study was to find out how former JULIETs and English subject teachers' perceptions on teaching English in primary school differ. The first research question was how the participants of this study, former JULIETs and English subject teachers perceive the role of English in the classroom. The results were quite similar between the two groups. English was seen both as a tool and a target of teaching and communication in the target language was important for the teachers. For all subject teachers and two JULIETs it was important that the pupils use the language in every lesson. All subject teachers wanted to use English in teaching as much as possible during the lessons, but acknowledged that it was not always possible, for example when comforting a pupil or maintaining the work peace. Only one JULIET said the same. Others adjusted their language use to the level of the pupils and goals of the lesson. This could be because subject teachers only teach languages, so they might be more aware of the situations where they use English. Most of the JULIETs (3/4) taught English to their own classes, which could mean that they knew their pupils better and were able to more easily to adjust their teaching to each pupil. Two of the JULIETs had studied special education as part of their studies in the university, which made them more aware of the importance of differentiation. In the University of Jyväskylä, where all of the JULIETs had studied, the department of special education is part of the department of class teacher education, which means that they can choose certain amount of studies from each other. This can give advantage to class teachers, who can choose studies that help them with pupil-oriented teaching.

The main reasons the participants, both the subject teachers and the JULIETs gave for studying English were cultural (Larsen-Freeman, 2003) and social (Lwin & Silver, 2014): learning languages are vital in a global world, where travelling and moving abroad has become more popular. Growing need of English in Finland was acknowledged as well from both groups. The reasons the teachers gave show that they thought about the importance of learning English from the perspective

of the pupils, which can help to make the teaching more pupil oriented, although, the society's need for English skills was mentioned as well. There were no differences in these between the JULIETs and the subject teachers.

The second research question aimed to find out what the participants perceptions on teaching English are. Luukka et al. (2008) had stated that language teaching in Finland is typically lead by a teacher and in in need of more activating methods (Hämäläinen et al. 2007), but the results of this study show the opposite. All of the participants preferred action-based teaching and communication was one of their main goals. The current curriculum (POPS 2014) emphasizes the role of oral skills and action-based teaching, which could explain the changes, at least partially. Since teachers have to believe in the methods any curriculum introduces in order for them to be taken into use (Borg, 2012), it is very likely that the teachers of both groups believed those to be effective in language teaching. They all seemed certain about the importance of communication, since languages are meant to conveying messages and transferring information. The most significant difference in the participants' perceptions was how they justified their decisions and opinions concerning teaching. The subject teachers all mentioned the curriculum (POPS 2014), whereas none of the JULIETs did. JULIETs justified their teaching methods more through the pupils, such as what kind of language skills the pupils will need outside the classroom. However, the teaching of both groups seemed very similar and both taught like the curriculum (POPS 2014) instructed. The reason for this could be the education. In the subject studies, theory of language learning and the language itself is much more present, whereas the class teacher education emphasizes more how to teach and why. Although JULIETs preferred action-based methods, half of them also used focused on other parts of language in the lessons, including writing exercises. They wanted to make sure that there is something for all kinds of learners. Three subject teachers out of four did not do writing exercises in class, because they considered them as homework. In another study, subject teachers used traditional methods, such as reading and

writing, but most of them mixed modern methods, such as playing, to their teaching as well (Ruohotie-Lyhty et al. 2016). The results of that study were closer to the JULIETs way of teaching, since they also mixed methods. Most of the subject teachers (3 out of 4) went to study languages, because those were their main interest, whereas all of the JULIETs wanted to become teachers and since they also liked English, they chose JULIET-program as their minor. This could also explain why the subject teachers talked more about the curriculum and its goals, since their interest has originally been in the language, not in teaching, whereas for the JULIETs the focus has been more in the teaching and the pupils. More research about the effect of education in different teachers' perceptions is needed in order to say for sure. It is also possible that JULIETs know their pupils better, because they are more with them, which might help the teachers to see the needs of individual pupils and show in this study as more pupil-oriented thinking.

In the third research question the purpose was to find out what the participants perceptions on are aims of teaching English. Both groups saw functional language skills as an important part of the teaching. Pupils should learn the kind of language they need outside the school and being understood was more important than correct language. In previous studies (Le, 2011; Richards et al. 1992) grammar has been seen as one of the most important parts of language, but that was opposite to the results of this study. Oral skills were seen as the most important part of language learning, but most of the participants (¾ JULIETs and 4/4 subject teachers) thought that grammar should be focused on, as long as it was not emphasized too much. Nowadays communicative language teaching (CLT) is one of the most popular language teaching method (Tavakoli & Jones, 2018), which probably has affected the way language are seen and taught. Since in CLT the aim is to produce the language, instead of making sure it is grammatically correct (Littlewood, 1981; Tavakoli & Jones, 2018), it is likely that the teachers were using at least some of the ideas from CLT; although none of them mentioned it. Since CLT has gotten more and more popular, there probably are more researches made of it, which could explain why its ideas were so popular

amongst the participants of this study, since all of them were actively developing their teaching in multiple ways, such as talking with colleagues and reading teaching related material from different sources. Formative assessment was the most popular way of making sure the aims of individual lessons and longer periods were reached. All of the participants used tests as well, but only JULIETs (¾) justified their use though the pupils by stating that they help to give the pupils better understanding of their skills. The subject teachers did not give any specific reasons for having tests. This once again shows, how JULIETs seem to justify their decisions with what benefits the pupils the most. This does not mean that the subject teachers would implement any worse assessment. They all described multiple ways of making sure they know the pupils' levels and all favoured formative assessment, but none of them said any specific reasons for that.

The last research question looked into the participants' perceptions on the advantages and disadvantages on teaching English. For understandable reasons, the disadvantages regarded mainly lack of resources, such as time and limited use of special education teachers and teacher assistants. JULIETs had more trouble with the available resources. This could be because as class teachers, they might be more aware of the pupils' need of extra help in all subjects. One might need help with languages, whereas other with mathematics. This can result in JULIETs experiencing the need for extra help more often than subject teachers. Class teachers have to teach more lessons in a week than subject teachers, which means more lessons to plan in the same amount of hour than subject teachers, which can lead to feeling of rush. However, subject teachers have usually more classes to teach than class teachers, thus they may be aware of the need for extra support of many different classes and grades. Another challenge the teachers in both groups had noticed was the changes in pupils. According to the teachers, pupils' attention span and concentration skills have gotten worse over the years and they are not as capable to work perseveringly as before. They were worried that the methods the new curriculum (POPS 2014) introduces do not work for

those pupils, who have problems in concentrations. Even though they had noticed the increasing number of concentration problems and how action-based and phenomena-based teaching might not be the best methods for them, they did not seem to be against them at all. For the most part, they described their teaching to be as the curriculum (POPS 2014) says. This creates a conflict between the methods in use and their amount. As stated in the chapter 2.3, mixing teaching styles and methods could ensure that pupils learn variety of working skills. However, subject teachers are with one class only a couple of hours a week and languages are meant for communicating, so action-based teaching that requires communication can be a natural way to teach and learn a foreign language. JULIETs had noticed more emotional changes in pupils, such as psychological malaise, which can be because they most likely spend more time with one class and get to know them better, whereas subject teachers can have many classes and pupils to teach. All in all, both groups were happy with their teaching and felt that they could teach how they wanted, which shows that they did not have any pressure to implement the ideas of the new curriculum (POPS 2014) into their teaching, but they believed in their professional skills.

It is important to note that just because the JULIETs seemed to think more of the pupils in their decisions and the subject teachers more of the curriculum (POPS 2014), neither of the two groups is better than the other. Both groups were well-prepared to teach English in primary school, regardless of their educational background. Since the implementing of teaching was very similar in both groups and no other significant differences were found, it seems that the way in which the teachers justify their decisions does not affect the end result in the case of these eight teachers, because the end result is the same: all of them describe their teaching to be like the curriculum (POPS 2014) instructs. This leads to important questions: what affects the perceptions of these eight teachers and what is the role of education in it? The teachers all developed their teaching in more than one way, usually through reading, talking with colleagues or attending in service teacher trainings. These probably have affected their perceptions on teaching along with

their experiences as a teacher. The participants' working experience as a teacher varied from one year to 27, which means that they had been to university in very different times. The assumption is that the education in universities has changed over the years, but this did not show in the results, since all of them described their teaching to be similar to each other. None of the subject teachers mentioned their education when talking about their teaching or perceptions; only time education was mentioned by any of them was when talking about how they became teachers. This would imply that education does not have as significant role in teachers' perceptions as their experiences and information they have acquired from reading. Is supports Le's (2011) study on teachers' perceptions, where it was discovered that teacher training did not affect the perceptions significantly. It could also be that their education has given them basis for their professional knowledge, upon which they have scaffolded more information, and the role of their education has gotten smaller. The JULIETs mentioned their education more often. Two of them mentioned having studied special education, which helped them to differentiate, whereas two of the JULIETs who had done English subject studies, which were more or less the same amount as the courses on the JULIET-programme, said that the studies did complement each other, but for their jobs JULIET-programme had been more beneficial. Their answers did not differ from the other two JULIETs significantly that the effect of the extra English studies could be noticed. JULIETs mentioned their education more often than the subject teachers, but this could be because they were more recently graduated: on average, JULIETs had been working for around five years, whereas the subject teachers had been working for 13 years.

Although both of the groups implemented the curriculum (POPS 2014), they did not talk of their personal feelings about it. Subject teaches did refer to it multiple times, but it was mostly done in a neutral way. The teachers purely stated what the curriculum (POPS 2014) says and did not comment on whether that was good or bad. The only time any feeling was shown was when the two subject teachers wondered if the new methods were best for pupils with concentration problems.

Language awareness, which is one of the themes in foreign language teaching in the curriculum (2014) was not mentioned by that name, but a part of it was talked about, when the teachers mentioned connecting the language to pupils' own lives. Although language awareness is beneficial for pupils as well (Andrews, 2007), it is possible that the teachers only think of it as something the teacher should have, since many of the benefits concern language teachers (see e.g. Aalto et. al. 2014; Carter, 1994) and did not think of it from the pupils' point of view. Multimodality, which is one aspect of language and mentioned in the curriculum (POPS 2014), was not mentioned at all in the interviews. Language was mostly seen as a way of communicating and getting to know the culture. Pupils in primary school have grown up in a world that is more and more multimodal due to technology, so adding multimodality to language teaching could help pupils to understand its concept and complexity of languages.

In order to tell whether the differences between the two groups, especially JULIETs way of justifying their decisions through the pupils' needs and the subject teachers way of doing the same though the curriculum (POPS 2014) are because of their education or their different kind of jobs, there should be more research done on it. One way of doing it would be studying the perceptions of teacher students, both class teachers in the JULIET-program and English subject teachers, or studying how the perceptions are put into practice. These have not been studied at all from the point of view of both groups, so it would give important information on the effect of education in the formation of future teachers' perceptions on teaching English, which could be useful when developing the educations of these two groups.

As stated earlier, it would seem that both JULIETs and English subject teachers are well-prepared to teach English in primary school. Since languages will be taught in the near future from the first grade, language teachers might be needed more. However, a class teacher is qualified to teach all of the mandatory subjects in primary school, so any English studies are not needed. Studying the perceptions of teaching English of these teachers could give important information on

how teaching is executed and whether universities should offer more English studies for the future class teachers or if the current amount of English studies combined to other courses is enough.

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APPENDICES

Appendix 1: Interview questions in Finnish and in English

Tutkimuksen tarkoitus, nauhoittaminen ja luvat.

Taustatiedot

    o Ikä, työkokemus vuosina, koulutus, nykyinen työ

TEEMA 1 – ENGLANNIN ROOLI LUOKASSA

    o Miksi englantia pitää opettaa?

    o Miten englannin opetus eroaa muista aineista/kielistä mitä opetat?

    o Mikä mielestäsi on kielen rooli luokassa? Miten se näkyy opetuksessa?

    o Kuinka paljon englantia käytetään oppitunneilla?

TEEMA 2 – ENGLANNIN OPETUS

    o Miten/miksi päädyit valitsemaan englannin opetettavaksi?

    o Millä tavalla toteutat opetusta? Minkälaisia harjoitteita teetät?

    o Onko jollain kielen alueella suurempi painotus kuin muilla?

    o Integroitko kieltä muihin aineisiin? Miksi/miksi ei?

    o Miten kehität opetustasi/työtapojasi?

    o Millaisena näet opetuksesi?

TEEMA 3 – OPETUKSEN TAVOITTEET

    o Mikä on tärkeintä kielen opetuksessa?

    o Mitä tavoitteita sinulla on opetuksessa?

    o Miten pääset tavoitteisiin? Miten varmistat sen?

    o Minkälainen kielitaito on tavoitteena englannin opetuksessa?

TEEMA 4 – EDUT JA HAASTEET OPETUKSESSA

    o Opetatko siten kuten haluaisit? Miksi/ miksi ei?

    o Mitä mahdollisuuksia sinulla on opetuksessa? Miten hyödynnät niitä?

    o Mitä ongelmia sinulla on opetuksessasi? Miten ratkaiset niitä?

    o Onko jotain mitä tahtoisit tehdä, mutta ei syystä tai toisesta ole mahdollista? Kerro lisää

    o Lisättävää? Kiitos osallistumisesta!

The purpose of the study, recording and permissions.

Background

    o Age, work experience in years, education, current job

THEME 1 – THE ROLE OF ENGLISH IN A CLASSROOM

    o Why English should be taught?

    o How does teaching English differ from other subjects/ languages you teach?

    o What do you think is the role of English in the classroom? How does that show in teaching?

    o How much English is used in the lessons?

THEME 2 – TEACHING ENGLISH

    o How/why did you choose to teach English?

    o How do you implement teaching? What kind of practices do you use?

    o Does some part of language have bigger emphasis than others?

    o Do you integrate English? Why/why not?

    o How do you develop your teaching?

    o How do you see your teaching?

THEME 3 – AIMS OF TEACHING

    o What is the most important thing in teaching languages?

    o What aims do you have in teaching?

    o How do you get to those aims? How do you make sure it?

    o What kind of language skill is the aim in teaching English?

TEEMA 4 – ADVANTAGES AND DISADVANTAGES

    o Do you teach as you wish?

    o What kind of possibilities you have in teaching? How do you use them?

    o What challenges there are? How do you solve them?

    o Is there something you would like to do that is not possible? Explain

    o Anything to add? Thank you for participating!

Appendix 2: Sample of transcription

I= interviewer   T=teacher

I: Mikä sun mielestä on se kielen rooli luokassa?

T: Mun mielestä kielen tunnilla sillä on tärkeetä olla rooli elikkä mä mielelläni käytän sitä kieltä koska mä opetan sitä eli myös opetan tavallaan jo sen kielen-käytön kautta eli mä sanon perus fraasit vaikka onkin pienistä lapsista kyse, perus fraasit he ymmärtää ihan täysin englanniksi ja paljon myös selostan enkuksi, he ymmärtää sen sitten. Esimerkiks mä voin näyttää käsien avulla, kuvien avulla, osoittamalla eli vaikka sä et kaikkia sanoja tiedäkään ni sä pystyt ymmärtää että mitä on meneillään. Kielitiedot ja tällaiset vaativammat opetan suomeksi se on ihan eriyttämisestä myöskin niinkun heikot täytyy huomioida siinä elikkä he, idea ei oo se että ymmärtääkö he sitä mitä mä sanon vaan ku heidän pitäs ymmärtää se itse opetettava aihe ni se on tosi tärkee tehdä suomeksi.

I: ja entäs kuinka paljon sitä sitä englantia käytetään oppituntien aikana? Eli miten paljon oppilaat ja sitte miten paljon sä käytät?

T: No se riippuu tietysti sitten oppilaan iästä eli mitä vähemmän on kapasiteettia käyttää ja ymmärtää niin suuremmassa osassa on sit suomen kieli. Esimerkis jos mä mietin nyt mun kakkosluokkalaisia englannin opiskelijoita, mutta heille yhtä lailla mä opetan alusta asti kaikki fraasit englanniks eli ne tietää kaiken tän perus setin, ymmärtää ku mä kyllä vaikka avaan kirjan tai kuuntelemaan tai puhun parin kanssa tai tämmöset kaikki, kyllä mutta sitä mitä pidemmälle mennään niin sitä enemmän pystyy ottaan sen kielen sinne työkaluksi mukaan.