

**TEACHER PERCEPTIONS OF FOREIGN LANGUAGE
SPEAKERS IN THE EFL CLASSROOM**

Master's thesis

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Tiivistelmä – Abstract <p>Vieraskielisten opiskelijoiden määrä on kasvanut suomalaisissa lukioissa nopeaa tahtia viime vuosina. Vieraskielisiä opiskelijoita on silti tutkittu melko vähän lukion kontekstissa. Lisäksi Suomessa on tutkittu hyvin vähän maahanmuuttajataustaisten oppijoiden vieraiden kielten opetusta. Siksi tämä tutkielma pyrkii selvittämään, minkälaisia näkemyksiä lukion englannin opettajilla on vieraskielisistä opiskelijoista ja kuinka nämä näkemykset ovat muuttuneet heidän uransa aikana.</p> <p>Tutkielma toteutettiin haastattelemalla viittä lukion englannin kielen opettajaa eri puolelta Suomea. Haastattelut olivat puolistrukturoituja teemahaastatteluja. Haastattelut litteroitiin ja analysoitiin käyttämällä aineistopohjaista sisällönanalyysia.</p> <p>Tutkimus paljasti, että opettajat arvostivat vieraskielisiä opiskelijoita englannin opetuksessa. Opettajat kertoivat, että vieraskieliset opiskelijat lisäsivät monikulttuurisuuden hyväksymistä ja kielitietoisuutta kaikissa opiskelijoissa. Opettajilla oli myös enemmän positiivisia näkemyksiä vieraskielisistä opiskelijoista kuin negatiivisia. Lisäksi opettajat näkivät vieraskieliset opiskelijat yksilöinä, jotka tarvitsevat yksilöllistä tukea niin kuin kaikki muutkin opiskelijat. Opettajien liittämät haasteet vieraskielisiin opiskelijoihin liittyivät enemmän opiskelijoiden mahdollisiin kielen oppimisen vaikeuksiin eikä niinkään haasteisiin kielen opetuksessa. Opettajilla oli sen sijaan vaikeuksia tunnistaa, miten vieraskieliset opiskelijat verrattuna muihin opiskelijoihin ovat muuttaneet heidän näkemyksiänsä englannin opetuksesta ja oppimisesta, koska suurin osa opettajista oli opettanut vieraskielisiä opiskelijoita koko uransa ajan. Opettajat kuitenkin sanoivat, että vieraskieliset opiskelijat ovat auttaneet heitä näkemään opiskelijoiden moninaisuuden.</p> <p>Tutkimus myös näytti, että osa opettajista koki epävarmuuden tunteita vieraskielisten opiskelijoiden opettamiseen liittyen. Eniten epävarmuutta näillä opettajilla aiheuttivat haasteet vieraskielisten opiskelijoiden kanssa kommunikoinnissa sekä vaikeudet havaita, miten vieraskielisten opiskelijoiden äidinkieli vaikuttaa kielen oppimiseen. Opettajat myös tiedostivat, että englannin oppiminen voi olla haastavaa, jos vieraskielisten opiskelijoiden täytyy opiskella samalla suomea vieraana kielenä, mutta opettajat kuitenkin käyttivät suomea englannin opetuksessa. Tutkimustulokset siis viittaavat siihen, että lukion englannin kielen opettajat voisivat hyötyä täydennyskoulutuksesta vieraskielisiin opiskelijoihin liittyen. Koska tämä tutkielma oli kvalitatiivinen ja sen tulokset ovat siten vain suuntaa antavia, lisää laajempaa ja kokonaisvaltaisempaa tutkimusta tarvittaisiin vieraskielisistä opiskelijoista lukion englannin kielen opetuksessa.</p>	
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1 INTRODUCTION

The number of immigrants and refugees has grown rapidly in Finland in the past few decades and with it the number of students who speak a language other than Finnish, Swedish or Sami as their native language (foreign language speaking students or FLS students, for short) has grown in Finnish upper secondary schools (Vaarala et al. 2016: 15, Kumpulainen 2017: 38). The number of FLS students in upper secondary schools has also increased with the preparatory education that has been offered to immigrants since 2014 (Vaarala et al. 2016: 17). Since the number of new FLS students in upper secondary schools has grown with 34 percent between 2010 and 2015 (Kumpulainen 2017: 38), upper secondary schools have become more multilingual and multicultural in a short period of time. With these rapid changes, teaching in upper secondary schools is forced to change and adapt to this new situation. However, it has been discovered that foreign language speakers and people with migrant background have challenges in getting into secondary education and advancing in their studies (Portin 2017: 13). Therefore, it is important to gather more research information on what the teaching of FLS students in Finnish upper secondary schools is like at the moment in order to improve it.

The Finnish National Agency for Education has acknowledged the increased multiculturality in schools in the National Core Curriculum for upper secondary school education (Lukion opetussuunnitelman perusteet or LOPS, for short). LOPS (2015: 16) emphasizes that in upper secondary school, linguistic and cultural diversity is appreciated. Thus, FLS students are welcomed to upper secondary schools by the Finnish National Agency for Education. LOPS (2015: 28) also specifies that every student's cultural and linguistic identities should be supported. The objective of upper secondary school education is to teach students to appreciate different languages and cultures and to promote bilingualism and multilingualism, thus supporting students' language awareness and metalinguistic skills (LOPS 2015: 28). Therefore, the Finnish National Agency for Education recognizes the importance of cultural and linguistic diversity and encourages teachers and students to value and celebrate all the different backgrounds that students have. However, although this is written in the National Core Curriculum for upper secondary school education, it does not mean that these values are realized in upper secondary schools. It has been recognized that the beliefs teachers have about language learning and teaching affect their actions (Barcelona and Kalaja 2013: 2) and, thus, their teaching. If teachers' beliefs do not correspond with the National Core Curriculum,

teachers may not implement the values of the core curriculum into their teaching. It is, therefore, important to gather research data on how these aspects of the curriculum are visible in Finnish upper secondary schools.

This study was done in order to study how multiculturalism and multilingualism are seen in upper secondary schools. One of the objectives of the present study is to examine what perceptions upper secondary school EFL teachers have of FLS students. Teacher perceptions are examined in this study because studying perceptions helps to understand teaching since teachers' perceptions affect their actions and classroom practices (Borg 2006: 1). Therefore, by studying teacher perceptions of FLS students, multicultural and multilingual teaching can be understood on a deeper level. In addition, EFL teaching is the focus of this study since in Finland, little research has focused on the foreign language teaching of immigrants (Harju-Autti 2014: 74). Another objective of the study is to examine how teachers' perceptions of FLS students have changed during their careers. This is investigated to find out whether the increased number of FLS students in upper secondary schools have affected EFL teachers' perceptions and EFL teaching. As the number of challenges grows inevitably when a class is not monolingual (Harju-Autti 2014: 78), it may be expected that teachers may struggle with some aspects of multicultural and multilingual teaching.

I am motivated to study this topic since multicultural and multilingual teaching are of personal interest to me. I study Finnish as a second and foreign language as a minor subject and I will likely teach FLS students at some point in my career. That is why I wish to know more about the foreign language teaching of FLS students and learn what are the advantages and challenges of teaching FLS students. I am interested in discovering how EFL teachers perceive FLS students and what kind of experiences teachers have had with FLS students so that I may possibly learn something from those perceptions and experiences. My goal is also to receive a better understanding of the current state of EFL teaching in Finnish upper secondary schools. When I went to upper secondary school, we had only one FLS student in our class, which seemed to be the norm at least in the upper secondary schools of Ostrobothnia. With the increased number of FLS students in upper secondary schools, it is interesting to examine whether FLS students have affected EFL teaching in some way.

By exploring how the possible challenges and advantages of multilingualism are seen and experienced by teachers, the current study can help to understand current EFL teaching in Finland more deeply. Studies have shown that multiculturalism and multilingualism in

teaching have many advantages (Harju-Autti 2014: 82, Pitkänen-Huhta and Mäntylä 2014: 6) but it is still unclear how EFL teachers utilize these advantages. This study can illustrate how the presence of FLS students in EFL teaching is perceived by Finnish teachers and whether teachers use the increased multiculturalism and multilingualism to enhance teaching. In addition, teaching multilingual classrooms raises currently multiple questions about achieving the goals of the curriculum, implementing assessment, modifying teaching materials and the genuine invocation of multilingualism in teaching (Harju-Autti 2014: 82-83). By examining how some of these questions are experienced by Finnish upper secondary school EFL teachers, the present study can provide significant implications for how multilingualism is perceived in EFL teaching.

The present study is divided into eight chapters. Chapter 2 will go over some terms related to FLS students and foreign language learning. Chapter 3 will explore important concepts related to changes in foreign language teaching and to teacher perceptions. Chapter 4 will introduce some previous studies done on foreign language speakers in Finnish education. Chapter 5 will explain the research design in detail by discussing the aim of the study, methodology, data analysis and ethicality. Chapter 6 will go over the findings of the present study, while chapter 7 will explore the findings in relation to previous studies. Chapter 8 will conclude the study by summarizing the most significant findings, evaluating the study and presenting some ideas for future research.

2 FOREIGN LANGUAGE SPEAKERS IN FINNISH EDUCATION

The number of immigrants in Finland has increased in the last few decades, as has the number of foreign language speakers. Finland's linguistic landscape cannot be considered monolingual or bilingual anymore as there is a great variety of languages besides Finnish and Swedish being spoken in all around Finland. This, in turn, affects Finnish education. In the past, teachers taught mostly linguistically homogenous classrooms, whereas nowadays pupils and students show great variation in everything from linguistic backgrounds to learning styles. In this chapter, I will first go over some information on immigration and foreign language speakers in Finland. Secondly, I will discuss foreign language speakers who are students in Finnish upper secondary schools. In addition, I will define some of the terms used in this study.

2.1 Cultural and linguistic diversity in Finland

Immigration in Finland has grown rapidly over the last few decades. In 1990 only 0.8 percent of Finland's population had a foreign background when in 2017 seven percent of Finland's population were persons with foreign background (Statistics Finland a). A person with foreign background is defined as a person whose both parents or one parent were born abroad (Statistics Finland b). The increase in persons with foreign background has been especially rapid in the last ten years. From the year 2007 to 2017 the number of persons with foreign background has doubled (Statistics Finland a). This surge has made the Finnish population more heterogeneous as people coming from foreign backgrounds bring about new cultural influences to society. This, in turn, is guaranteed to affect Finnish education, as student groups have become more heterogeneous.

An increased number of persons with foreign background can also be seen in the increased number of foreign language speakers. A *foreign language speaker* is someone whose first language is something other than one of Finland's domestic languages Finnish, Swedish or Sami (Statistics Finland c). At the end of 2018, there were 392,000 foreign language speakers living in Finland, which is 7.1 percent of the population (Statistics Finland c). The number of foreign language speakers has grown drastically over the last few decades since in the year 1980 there were only approximately 9000 foreign language speakers in Finland (Laakso and Portin 2017: 14). Since Finland's linguistic landscape has for long been dominated by Finnish and Swedish, foreign language speakers have brought linguistic diversity with their native

languages to Finland. The biggest foreign language groups in 2018 were Russian, Estonian, Arabic, Somali and English (Statistics Finland c).

2.2 Foreign language speakers in Finnish upper secondary schools

The increased number of foreign language speakers in Finland can also be seen as an increase in foreign language speakers in Finnish schools. The increased number of multilingual learners has changed education in all levels and forms of education (Vaarala et al. 2016: 15). This includes secondary education since foreign language speakers from migrant backgrounds participate in the same education as their peers who speak Finnish, Swedish or Sami as their first language (Portin 2017: 13). In this study, I will use the term *foreign language speaking student (FLS student)* when I am referring to foreign language speakers who study in Finnish upper secondary schools.

Although the number of foreign language speakers has increased in the past decades, this has not affected the number of FLS students in Finnish upper secondary schools until recent years. Since there are relatively fewer immigrants in upper secondary schools than in vocational schools, preparatory education for general upper secondary school has been offered to immigrants since 2014 (Vaarala et al. 2016: 17). In 2015, 5.1 percent of upper secondary school students were foreign language speakers (Kumpulainen 2017: 37). With the change in preparatory education policy, this number can be expected to grow in the coming years. The number of new FLS students in upper secondary schools has already grown by 34 percent from 2010 to 2015 (Kumpulainen 2017: 38). Therefore, FLS students are a swiftly growing group of students who need to be taken into consideration in education and in research.

2.3 FLS students as learners of EFL

The role of English in Finland has changed drastically over the last few decades. Until 1980s English was a foreign language (EFL) that was studied and used to communicate with foreigners (Leppänen et al. 2009: 15). With international mobility and media, English has become commonplace in Finland. The familiarity of English can be seen in the language choices upper secondary school students make. In 2017, 98 percent of upper secondary school students studied English as A1 language (Vipunen) which means that they chose to study the long syllabus of English. With the popularity of EFL in Finnish upper secondary schools, it is important to examine EFL teaching and learning from all angles. As the number of FLS students has grown in upper secondary schools, it is especially important to study how FLS

students affect the learning and teaching of EFL. In the following paragraphs, I will examine different concepts relating to EFL students who do not speak the language of schooling as their native language.

In order to discuss the language learning of FLS students, it is first important to understand what is meant by *native language*. The most common way of understanding native language may be according to the definition given in Cambridge Dictionary: a native speaker is someone who learns a particular language as an infant. Thus, according to this definition, native language cannot be learned as a child or an adult. However, Räsänen (2019) adds four different ways to define mother tongue. Firstly, native language can be a socially inherited language that a child hears from a young age from his or her parents or other caretakers and starts to use it. Secondly, native language can be the language that a speaker masters best. Thirdly, native language can be the language that a speaker uses the most. Finally, native language can be the language that a speaker identifies with and feels a part of the language community. Defining a person's native language is simple when they are born and live in a monolingual environment. However, as the world is multilingual for the most part, a native speaker is a much more difficult concept to define (Mesthrie 2010: 600). For example, an immigrant might learn their parents' native language and speak it as a child but growing up in a linguistically different country makes the person use the country's dominant language more than the language learnt as a child. Thus, native language needs to be defined more concisely.

In the present study, the term native language is used in the interviews when discussing the differences between FLS students and other students. However, as the term was not defined in the interview, it depended on the participants' perception of the term. A common but somewhat dated way of referring to a native speaker is as someone who knows the language profoundly and can control how the language is used and shaped (Davies 2003: 1, Love & Ansaldo 2010: 591). Although this perception may be common, widely used languages, such as English, challenge it since it can be argued that other language users in addition to native speakers can have control over the language. However, since the participants of the study are all language teachers, they presumably have a more linguistic definition of native language in mind as they discuss students' native language. Davies (2003: 98) expects a native speaker to have knowledge of how and when it is appropriate to use the language and to be able to recognize others of having or not having the same native language. This definition of native speakers is used in this study since the participants' knowledge of the students' native languages is often

based on how teachers perceive students using Finnish in communicative situations as teachers may not get any direct information about students' native languages.

A study by Aalto (2019) showed that student teachers who were studying to become subject teachers did not utilize the native languages of multilingual learners in a planned way. Some of the aims of the study were to examine the perceptions of how student teachers see the role of language in learning, how they take multilingual learners into consideration in teaching and how they share their knowledge of language awareness in teaching. The study revealed amongst other things that student teachers did not see learners' native languages as tools for learning, as the native language was recognized almost exclusively in relation to using dictionaries when classroom activities demanded it for checking phrases or searching for information. Even though student teachers acknowledged that learners use dictionaries and websites for searching information and other tasks, they did not utilize learners' native languages systematically. Since student teachers could not focus on individual students in heterogeneous groups where immigrants were a minority, they took students' language skills in the language of schooling more readily for granted, although student teachers also acknowledged the linguistic variation between native language speakers. On the contrary, the learners' limited language proficiency was given a more significant role in planning teaching when the learner group consisted of immigrants.

A language learner's native language is often associated with the term *interference* or the broader term *transfer*. The term transfer encompasses all the different ways one language can affect the learning of another language (Ringbom 2007: 30). Positive transfer happens when two languages have common aspects and knowing one language helps to learn the other (Johnson 2013: 66). In other words, similarities between a language learner's native and target language can make the language learning process easier for the learner. In contrast, in negative transfer the positive transfer is missing, and it leads to wrong assumptions about the differences between one's native language and target language (Ringbom 2007: 31). Negative transfer is referred to as interference (Johnson 2013: 66). Interference can be seen, for example, when a language learner uses a word order characteristic to their native language when speaking the target language although the word order cannot be used in the production of the target language. It has been indicated that negative transfers happen more commonly on beginner level language learners (Johnson 2013: 69). Positive and negative language transfers may be seen as one distinct difference between FLS students and other students to Finnish EFL teachers. As FLS

students may speak a native language that is considerably different from the language of schooling, FLS students may show different types of language transfers than the other students, which, in turn, may be more visible to EFL teachers than language transfers between EFL and the language of schooling.

Although Finland is increasingly multilingual, textbooks used in EFL teaching do not reflect the diversity of students' native languages. In a study conducted by Háhn (2017), six EFL textbooks were analyzed and three teachers and one textbook author interviewed. Since the study focused on EFL textbooks made for 3rd, 5th and 9th grade, the study gives a general perspective on the current status of how Finnish is used in comprehensive school EFL textbooks. The aim of the study was to find out how Finnish is used in EFL activity books and why Finnish is predominant in those books. It was discovered that almost 80 percent of the tasks in the EFL textbooks required the pupil to know Finnish, while only 20 percent of the tasks in EFL activity books can be done without knowledge of Finnish. Thus, the study revealed that EFL activity books are made for native Finnish speakers and that currently used EFL activity books require knowledge of Finnish as a prerequisite for learning English. This puts immigrants and non-native Finnish speakers at a disadvantage. As the number of foreign language speakers is growing drastically in Finland (see Statistics Finland c, Laakso and Portin 2017), the result of Háhn's study give cause for concern regarding textbooks used in Finnish EFL education. When teaching materials do not consider FLS students, it raises the question whether Finnish EFL education supports FLS students' learning enough.

3 CHANGE IN FOREIGN LANGUAGE TEACHING

Foreign language teaching has been a part of school curricula all around the world for a long time and thus, it also has longstanding traditions. Researchers as well as official documents traditionally distinguish second language (SL) and foreign language (FL) teaching. As Johnson (2013: 12) reports, in some countries a second language is used widely whereas a foreign language does not have an official status. Therefore, Swedish would constitute a second language in Finland and English a foreign language. Since this study focuses on EFL and since the term ‘foreign’ is more extensive than ‘second’ (Johnson 2013: 12), I will only discuss foreign language teaching in the present study. FL teaching has gone through significant changes in the last few decades. For example, FL teachers have had to reconsider how they can best support their students to become competent language users since the mobility of people and information has changed the way foreign languages are used (Kramsch 2014: 302). In this chapter, I will discuss some of the changes in FL teaching and how teachers’ perceptions affect FL teaching.

3.1 Conceptions of foreign language learning and teaching

In the last few decades, many school subjects have seen a shift from *teacher-centered teaching* to *student-centered teaching*. In the first half of the 20th century, teacher-directed instructions and emphasis on textbooks and drills were dominant in pedagogy (Westwood 2008: v). However, it has been suggested that traditional teacher-centered teaching models, where teachers do most of the work, are less effective and can be harmful to a student’s learning (Doyle 2011: 7). Thus, teaching has gradually moved towards student-centered teaching methods. The purpose of student-centered teaching is to modify the learning environment in a way that gives students the freedom to focus on and actively participate in authentic and relevant learning (Doyle 2011: 9). In addition, in student-centered teaching methods, it is often more important to learn how to learn rather than learning knowledge of the subject at hand (Westwood 2008: 27). The shift from teacher-centered teaching to student-centered teaching combined with the increased number of FLS students in Finnish upper secondary schools challenges EFL teachers since classrooms with FLS students are linguistically and culturally varied and thus the individual support that every student needs varies more than with linguistically homogenous classrooms. Teachers can use different teaching methods to support student-centered teaching, such as differentiation, formative assessment and the increased

focus on language awareness. In the next paragraphs, I will go over these teaching methods in more detail.

With the increased popularity of student-centered teaching methods, FL teaching has started to put more emphasis on *differentiation*. Differentiation can be defined as a proactive reaction from a teacher to a learner's needs (Tomlinson 2014: 20). As Roiha and Polso (2018) report, teachers should know their students' individuality, special needs and strengths and consider these factors when planning teaching. There are different areas where teachers can differentiate. Roiha and Polso (2018) introduce the Five O's model where differentiation should be implemented in teaching arrangements, the learning environment, teaching methods, learning support material and assessment of learning. UNESCO (2014: 14) defines curriculum differentiation similarly by saying that teachers can differentiate curriculum by modifying content, process (learning and teaching methods) and product (assessment). Tomlinson (2014: 20) combines UNESCO's definition and the Five O's model by claiming that teachers may differentiate through learning environment, process, product and content. As differentiation is defined this extensively nowadays, FL teaching has evolved to take individual students better into consideration.

Formative assessment is a vital part of differentiation and student-centered teaching methods. Teachers use formative assessment to gather information on learners' progress throughout teaching (Westwood 2008: 73). Formative assessment is usually given as feedback on strong and weak areas in learning and suggestions on how to revise weaknesses and continue learning progress (Douglas 2014: 72). Thus, formative assessment is a vital part of student-centered teaching as it gives individual students information on their learning process and furthermore, tools for learning how to learn. In curriculum differentiation, formative assessment is used to become acquainted with students: what they know and need to know and what their interests, needs and strengths are (UNESCO 2004: 19). By using formative assessment, teachers respond to the needs of their students in real time and modify their teaching to support those needs accordingly. In differentiated classrooms, teachers also use various assessment methods so that learners can show their skills properly (Tomlinson 2014: 18). This way, for example, the learner's linguistic and cultural background is considered so that FLS students can show their abilities as well as other students. As Grant and Sleeter (2011: 219) note, in multicultural education teachers need to be clear what criteria they use to assess students and students must be able to show their learning in a variety of ways based on those criteria.

Formative assessment has had increased popularity as an addition to or replacement for summative assessment along with a shift from teacher-centered teaching methods to more student-centered teaching. In formative assessment, teachers use different methods of assessment during lessons while in summative assessment, assessment is done at the end of a learning period (Westwood 2008: 73). The aim of formative assessment is to give students information on their learning progress, while the purpose of summative assessment is to measure achievement (Douglas 2014: 72). Some of the most common ways of implementing formative assessment are observation, evaluating learning samples, interviews and informal testing (Westwood 2008: 73). Conversely, summative assessment is usually given as grades or scores although corrective feedback may also be provided (Douglas 2014: 72). Although summative assessment has been used commonly in Finnish upper secondary schools to give students course grades, the use of formative assessment is also encouraged. As LOPS (2015: 108) outlines, in every foreign language course, feedback is given in various ways on the student's progress in different parts of the learning process. Formative assessment benefits also FLS students since formative assessment takes students skills into consideration more comprehensively than summative assessment, where weak language skills in the language of schooling may have a negative effect on taking tests and exams that require fluent language skills in the language of schooling.

FL teaching has also started to put more emphasis on *language awareness* as it is an important part of student-centered language teaching. It is commonly known that in addition to learning about language as a system, language learning is linked to attributes of culture (Cakir 2006: 154). EFL teaching has traditionally been connected to cultures, primarily the USA and the UK, where English is spoken widely as a native language (Fenner 2017: 212). However, since English is spoken around the world as *lingua franca*, EFL teaching should also teach transnational aspects of English (Fenner 2017: 212). It means that EFL teaching should include information about, for example, where English is used as a second or foreign language and how English is spoken there. Thus, by bringing more language awareness to EFL teaching, it makes EFL learning more up-to-date and authentic, which is the purpose of student-centered teaching methods (Doyle 2011: 9). To clarify, language awareness is a broad term since it can entail, for example, how language is seen as a system, how culture is connected to language and what tactics and mechanisms are used to acquire a language (Edmondson 2009: 165). However, in this study I will concentrate mainly on language awareness in relation to intercultural

awareness since the topic of the study emphasizes how FLS students bring intercultural and interlinguistic variation to EFL teaching.

It is important to teach language awareness in EFL education for several reasons. Cakir (2006: 157) reports that teachers should familiarize learners with the cultural components of language because it develops the learners' communicative skills and their intercultural understanding, it helps learners to understand the linguistic systems of native and target language on a conscious level and it gives learners a wider understanding of reality. Fenner (2017: 210) also emphasizes that intercultural communication is difficult without an understanding of the similarities and differences between the native and target cultures. In fact, one of foreign language teachers' duties is to get learners to express, work on and challenge stereotyped perceptions (Fenner 2017: 213). LOPS (2015: 28) agrees with this as one of the objectives of general upper secondary education is to teach students to appreciate different languages and cultures and to promote bilingualism and multilingualism, thus affirming students' language awareness and metalinguistic skills. Thus, having FLS students in upper secondary school EFL teaching is beneficial as FLS students illustrate linguistic diversity to other students. All in all, it can be concluded that putting more emphasis on language awareness has been a beneficial change to FL teaching.

3.2 The role of teacher perceptions in developing teaching

The perceptions teachers have of foreign language learning and teaching are an important study field as teaching is shaped in a dynamic process with teachers' perceptions and experiences as well as classroom context (Borg 2006: 275). That is one of the reasons why teacher perceptions play a vital role in the current study. However, research on teacher beliefs about language learning and teaching has been challenging since the phenomenon is complex and the terminology has been diverse (Barcelos and Kalaja 2013: 2). Some of the terms used to describe this phenomenon have been conceptions of teaching, beliefs and cognition (Borg 2006: 36). Although it may be necessary to use different terms due to the complexity of the subject, some terms overlap with their definitions and identical terms are defined in different manners (Borg 2006: 35). In the present study, I will mainly refer to teacher perceptions although in this chapter I will also explore some of the different terms as used by the different researchers. However, I will not make a distinction between these different terms in this study as I will consider them to have the same meaning as teacher perceptions in order to simplify the complex terminology.

Defining teacher perceptions is not as simple as it would seem at first glance. A simple way of defining teacher cognition is that they are mental and dynamic constructs that teachers have (Borg 2006: 35). A more comprehensive definition is reported by Barcelos and Kalaja (2013: 2) as they describe teacher beliefs in six different ways. Firstly, beliefs are reported to be circumstantial, personal and cognitive. Secondly, they are believed to be dynamic. Thirdly, beliefs are closely related to actions. Fourthly, beliefs are a way for teachers to interpret social situations and to react to challenges they are faced with. Fifthly, beliefs developed earlier in life are claimed to be closely related to teachers' emotions and self-perception thus making them harder to change. Finally, beliefs help teachers to understand themselves and the world around them. All these ways of defining teacher beliefs show that teacher beliefs are multidimensional as they are connected to different mental processes and actions.

Research on teacher perceptions provides valuable information for developing teaching. Although it has been recognized since the 1970s in the educational realm that what teachers do in their classroom practices is molded by their beliefs, the implications of this has not been studied until recently (Barnard and Burns 2012: 1-2). Since teachers have a vital role in shaping classroom practices and research in psychology has shown that perceptions affect actions, it is important to understand teacher cognition in order to understand teaching (Borg 2006: 1). By understanding teaching, education can be modified to best support learning and students. Thus, research on teacher perceptions is vital in order to understand teaching on a deeper level and to enhance the effectiveness of teaching. That is why in the present study I will attempt to examine teacher perceptions of FL students. Although this study is qualitative, the results can hopefully show a brief glance of what EFL teaching and learning for FL students in upper secondary schools is like and help to understand multicultural teaching on a deeper level.

4 PREVIOUS STUDIES ABOUT FOREIGN LANGUAGE SPEAKERS IN FINNISH SCHOOLS

As multicultural education is a topical subject in Finland, there has been numerous different approaches to studying multiculturalism in Finnish education. Some studies have focused on the cultural variation that immigrants and refugees have brought into Finnish education, whereas others have focused on the multilingualism they have brought to Finnish schools. However, most of these studies have focused on primary, lower secondary or vocational schools. Upper secondary schools have not been studied as much, since there have been fewer immigrants in upper secondary schools compared to vocational schools (Vaarala et al. 2016: 17). Nonetheless, as the number of FLS students in Finnish upper secondary schools is growing (Kumpulainen 2017: 38), it is an area that needs to be studied more. That is why the aim of this study is to provide more information on FLS students in upper secondary schools. Next, I will go through some of the previous studies that have examined multiculturalism and multilingualism in Finnish schools.

A study conducted by Suni and Latomaa (2012) showed that immigrant students are seen as a burden in many schools. Their study researched how multilingualism is perceived in schools with a questionnaire that 217 teachers responded to. Most of the participants were subject teachers who taught Finnish as a second language, but other teachers responded to the questionnaire as well. Most of the participants worked in primary schools, which is why the context of Suni and Latomaa's study is fundamentally different from the present study where only upper secondary school EFL teachers are studied. According to Suni and Latomaa's study results, 67 percent of the participants reported that students with immigrant background are seen at least sometimes as a burden in their school. Students with immigrant background were seen as a hindrance since teachers lacked sufficient knowledge on how to modify appropriate assessment methods for multilingual students. Teachers also had a negative attitude toward special arrangements, such as using an interpreter in a parent-teacher conference, needed with these students. On the other hand, teachers who worked in schools that had a long history with multilingual students and experienced staff saw students with immigrant background as an advantage, since they bring linguistic and cultural diversity to school activities.

The study also showed that teachers struggled with the assessing the learning of multilingual students as well as recognizing how multilingual students use their native language (Suni and

Latomaa 2012). In the study, assessment arose as the most common challenge, since 76 percent of the participants said that more information about assessment regarding multilingual students was needed usually or always in their school. In addition, 56 percent of the participants saw the assessment of multilingual students problematic usually or always. This indicates a need to create and convey assessment criteria and use that is fair for all students. Moreover, 41 percent of the participants had at least sometimes prevented students from using their native language during teaching. According to the participants, the reason for forbidding the use of a student's native language in class was the suspicion that the native language was used for bullying or as a means of power in some other way. Overall, the results of the study suggest that multilingual students are not treated equally in Finnish schools. The experiences of the study's participants showed that many teachers are unprepared to deal with multilingual students in their class.

A study done by Harju-Autti (2014) revealed the need for teacher training on multilingualism and multiculturalism. The study examined how children with migrant background learn English and are taught English in Finnish primary schools. In the study, eight primary school English teachers were interviewed. Therefore, the present study was conducted similarly as five EFL teachers were interviewed. However, in the current study the focus is on upper secondary school EFL teachers as opposed to primary school teachers. Harju-Autti's study showed that those teachers who had had their teacher training in Finland had not received any particular pre-service training about working with children with migrant background. Three interviewees had received in-service training on immigrant education, but the training was only, for example, individual lectures and short training sessions. However, most of the interviewees would have wanted in-service training about immigrant education. According to this study and previous research, multiculturalism and multilingualism should be considered more comprehensively in pre-service and in-service teacher training as well as in working life.

The study (Harju-Autti 2014) also revealed that on the one hand, participants regarded multiculturalism as an advantage, and on the other hand, it was seen as an issue that did not have a correct solution. Nevertheless, none of the participants regarded children with migrant background as a burden, which contradicts the research findings of the study done by Suni and Latomaa (2012). Several interviewees mentioned that other pupils besides pupils with migrant background can also have difficulties in general teaching and that cultural and linguistic background is not the only deciding factor in those difficulties. In addition, a feeling of

insufficient linguistic skills troubled teachers. The participants were interested in the native languages of pupils with migrant background, but the teachers did not mention their possible invocation in teaching.

Pitkänen-Huhta and Mäntylä (2014) investigated in their study how multilingualism is utilized in foreign language classrooms. The study consisted of 13 language teachers who answered a questionnaire. Of the participants, four teachers taught in primary school, seven in upper secondary school and three in lower secondary school. Therefore, the research methods and the school level where participants worked differed from the present study. Most participants in their study had experience in teaching students with migrant background. However, none of the participants had received training on how the heterogeneity of linguistic backgrounds, an individual student's native language or multilingualism could or should be taken into consideration in foreign language teaching. Teachers saw traditional language skills areas, such as pronunciation, writing, language structures and listening comprehension, as a challenge for the foreign language learning of students with migrant background. In contrast, as a challenge for the foreign language teaching of students with migrant background, most teachers mentioned students' different linguistic background and thus the absence of a common language. The participants had utilized the linguistic varieties of students with migrant background mostly by comparing different language areas.

The purpose of a study conducted by Virta (2008) was to examine how multiculturalism manifests itself in history education. The study examined history teaching from three different viewpoints as it examined the perceptions of teachers, teacher students and students with migrant background. Seven teachers of history and social studies were interviewed in the study and most of them worked in secondary school. The teachers had work experience from 10 to 30 years and most of them had about ten years of experience in teaching students with migrant students. The training the teachers had received about multicultural education also varied. Although the focus of the study was on history teaching, the research questions had some similarities with the present study's research questions. In the study, most history teachers evaluated that their teaching style has changed during the time they have had students with migrant background. The teachers had simplified and reduced content and tried to find some points of reference with the students' country of origin. Some of the teachers also referenced to slowing down their teaching. In the teachers' opinion, when a large portion of students in

the classroom had migrant background, they had to adapt their teaching more than when there were fewer students with migrant background in class.

In the study (Virta 2008), teachers also emphasized that all classrooms are heterogeneous regardless of whether or not there are students with migrant background in class. Since students are all unique and a student's motivation, activity and attitude to school affect how teaching situations are formed and how the student manages, teachers found it difficult to generalize multicultural teaching. Some teachers had recognized the risk of generalizing and stereotyping and they said that their aim was to treat all students equally and openly. According to the teachers' perceptions, student's migrant background did not require any special arrangements to teaching but a class that has students with migrant background also has students with learning disabilities. This perception might be explained by the fact that these teachers were experienced in teaching multicultural classes, so multiculturalism had become their norm.

According to the participants in Virta's study (2008), the most essential practical problem had to do with the language of the teaching since it caused the greatest changes teachers had made in their teaching during the time they had taught multicultural classes. Most of the teachers interviewed struggled with the problems caused by the lack of language skills. However, a few teachers pointed out that even many students who speak Finnish as their mother tongue have learning disabilities in language learning and occasionally some students with migrant background had better control of Finnish than students with Finnish background. The study showed that there were two separate but overlapping emphases in teachers' perceptions. One was a use-oriented way of thinking according to which a student with migrant background had no problems with participating in teaching as long as they had the necessary language skills. The other way of thinking entailed a fear of stereotypes, a concern about the effects of segregation and the belief that students want to be integrated. Overall, teachers seemed to act as though there were no differences between students from different backgrounds or that they should not affect teaching but rather the differences should be overcome.

5 RESEARCH DESIGN

In this chapter, I will discuss the research design of the present study in detail. Firstly, I will introduce the aim of the study and the research questions. Secondly, I will go over the methodology of the study and discuss why interviews were chosen as the research method and who were the participants of the study. Thirdly, I will explain how the data were analyzed. Finally, I will review how ethicality was taken into consideration in the present study.

5.1 Aim of the study

The purpose of the present study is to examine how upper secondary school teachers perceive FLS students and if and how these conceptions have changed during their career as teachers. In order to investigate this subject, I conducted five semi-structured theme interviews. The participants were upper secondary school EFL teachers who had experience in teaching FLS students. The interviews were then transcribed, analyzed using content analysis and categorized into four different themes.

The research questions are as follows:

1. What kind of perceptions do upper secondary school English teachers have of foreign language speaking students?
2. How have these perceptions changed during their career as teachers?

5.2 Methodology

I chose to study EFL teachers' perceptions of FLS students using qualitative research methods. I conducted five interviews with EFL teachers where I had four different topics. First, I asked some basic information about the participants and their experiences with FLS students. Second, I asked the participants about how they view foreign language learning and teaching, how that has changed during their career as teachers and how those perception of foreign language learning and teaching have been affected by FLS students. Third, I asked the participants about what language choices they make in their teaching and if those choices have been affected by FLS students. Fourth, I asked the participants how they differentiate FLS students. The interview questions can be seen in Finnish in Appendix 1. The participants were upper secondary school EFL teachers from different parts of Finland, who had varying

levels of experience teaching FLS students. Next, I will go into more detail on why I chose interviews as a research method and who the participants were.

5.2.1 Interview as a research method

The aim of the present study is to examine FLS students in EFL classrooms from teachers' perspective. Interviews were chosen as the research method because they are mainly a tool for qualitative studies to examine the world from the interviewee's point of view and to make their voices heard (Dufva 2011: 134). Interviews are a good tool to study perceptions and thus, fit the aim of the study well. In addition, interviews are a flexible research method: the interviewer has the opportunity to repeat questions, clarify misunderstandings and have a conversation with the interviewee (Tuomi and Sarajärvi 2018: 85). Thus, interviews allow the interviewer to discuss the topics of the study on a deeper level with the participants and modify the interview questions according to the answers that the participants give. Another benefit of interviews is that non-linguistic hints help to understand answers and even understand meanings (Hirsjärvi and Hurme 2000: 34). This is one of the reasons for using interviews and not, for example, questionnaires in the present study since non-verbal language helped to interpret the data more comprehensively.

The type of interviews used in the present study were theme interviews. They proceed according to predetermined themes and questions that elaborate on them (Tuomi and Sarajärvi 2018: 87). The themes and questions for the interviews were chosen based on research questions, expected results and a pilot study. The themes chosen for the interviews were teachers' perceptions of FLS students, teachers' perceptions of language learning and teaching, language choices made by the teachers and differentiation in EFL teaching. Although the themes of the interviews are generally based on the theoretical framework of the study i.e., what is known of the phenomenon beforehand (Tuomi and Sarajärvi 2018: 88), the research on the topic of this study was quite sparse and so the interview themes were partly based on expected study results. The expected study results were that since the number of FLS students in Finnish upper secondary schools has grown rapidly in recent past (Kumpulainen 2017: 38), teachers may struggle with some aspects of teaching EFL to FLS students. The interviews were also semi-structured. It is a characteristic of semi-structured interviews that some aspects of the interviews, such as the themes of the interview, are constant but not all aspects, such as specific questions (Hirsjärvi and Hurme 2000: 47). In the interviews of the present study, the themes and most of the questions were the same for every

participant but in individual interviews some questions were added in order to receive more information on a certain topic and some questions were deleted due to their irrelevancy to some of the participants.

The interviews were piloted with the help from my mother who is a teacher. As Dufva (2011: 138) reports, interview questions should be tested before the interview by conducting a pilot study where someone resembling the test subjects is interviewed. This way it is confirmed that the questions are understandable, and the knowledge acquired is desired (Dufva 2011: 138). Since my mother is a teacher in a vocational school, she is close to the target group of the interviews and thus fit to participate in the pilot interview. I modified and added a few questions after I did the pilot interview.

5.2.2 The participants of the study

There were five interviewees in this study. Three of the interviews were done in the spring of 2019 and two were done in the fall of 2019. The participants lived in different parts of Finland: in the capital region and in central and western Finland. The participants were found by emailing several English teachers who at the time taught English in an upper secondary school. In the email, it was specified that the teacher had to have experience of teaching at least one FLS student during their career as an EFL teacher in an upper secondary school. All the participants were offered a gift card to a café in order to encourage more teachers to participate in the interviews.

The sampling of the present study was mostly random since I contacted several upper secondary schools by sending an email to all of the English teachers in those schools. However, the sampling was partially selected since I only contacted schools from cities where the number of immigrants and refugees was relatively high. This was done so that the email would mainly reach teachers who had experience in teaching FLS students. In addition, these cities were selected in order to keep the expenses of the study relatively low as the interviews were done face-to-face and so it was more cost efficient to travel to places where I could interview multiple teachers on the same day. This partially selected sampling maybe part of the reason why most of the participants had plenty of experience in teaching FLS students. However, as this is a qualitative study, the results are not to be generalized and thus, the bias towards more experienced EFL teachers in the participants should not be interpreted to represent the experience level of all Finnish upper secondary school EFL teachers.

In Table 1, some basic information about the participants is displayed. The table shows how long they have worked as a teacher, how long they have taught FLS students, how many FLS students they have taught and what training they have had regarding FLS students. Pseudonyms are used in this study to maintain the participants' anonymity.

Participants	Years working as a teacher	First time teaching FLS students	Number of FLS students	Training had for teaching FLS students
Helena	10	All her career	Several in every class	Nothing official but one of the school's teachers has shared her knowledge with the other teachers
Irmeli	Over 35	Does not remember	One or two at a time; 10-20 in total	None
Leena	28	In the 90s	Few a year	None
Erkki	31	All his career	In his last upper secondary school a lot, in the current only a few per class	None

Johanna	28	All her career	Some every year; at least 50-90 in total	One lecture over ten years ago
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Table 1. Basic information of the participants

As can be seen in Table 1, all the participants had at least 10 years of experience working as a teacher. Helena had the least amount of experience as a teacher, but she has taught FLS students all her career and her school has a large number of FLS students. Irmeli, in contrast, had the most amount of experience as a teacher out of all the participants but she had the least amount of experience teaching FLS students. She had taught only 10-20 FLS students in her career and only one or two at a time. Similarly, Leena did not have as much experience teaching FLS students as the other teachers although she does teach a few FLS students every year. Finally, Erkki and Johanna were the most experienced out of the participants since they both have taught FLS students all their career and they had worked or currently worked in upper secondary schools that have a significant number of FLS students.

5.3 Data analysis

As the data of the present study consisted of five interviews, the data were analyzed using qualitative methods. Content analysis was used to study the data since content analysis examines the meanings of text and its objective is to describe the research problem in a concise and generalized way (Tuomi and Sarajärvi 2018: 117). Thus, it fit the purpose of the study well as the aim was to examine the perceptions teachers expressed in the interviews and gather those perceptions into an organized and concise research data. Thematic analysis was used to categorize the data. In thematic analysis, the idea is to search the data for different perceptions and divide those perceptions to represent different themes (Tuomi and Sarajärvi 2018: 105). In the present study, the themes of the analysis were different from the themes of the interviews in order to clarify the data and to highlight the perceptions that were significant to this study.

Since the study was not based on a theory or a model, the data were analyzed using data-based content analysis where analysis is mainly based on the data of the study (Tuomi and Sarajärvi 2018: 141). The steps used for analysing the data of the present study can be seen in

Figure 1. The first step of the data-based content analysis is reducing the data so that everything unessential to the research is eliminated (Tuomi and Sarajärvi 2018: 123). In the present study, I implemented this by highlighting the transcribed interviews with different colours according to the interview themes. After reducing the data, I clustered the data. When the data are clustered, it is examined for similarities and/or differences and the concepts describing the same phenomenon are united into different categories (Tuomi and Sarajärvi 2018: 124). In this step, I examined the highlighted parts of the interviews and compared the interviews to each other. I then created different themes around the common perceptions I gathered from the interviews. After this, I abstracted the data. In data abstraction, knowledge relevant to the study is separated and the selected knowledge is used to formulate theoretical concepts (Tuomi and Sarajärvi 2018: 125). In this step, I eliminated the themes that were not significant to the research questions and gathered the relevant themes into a table.

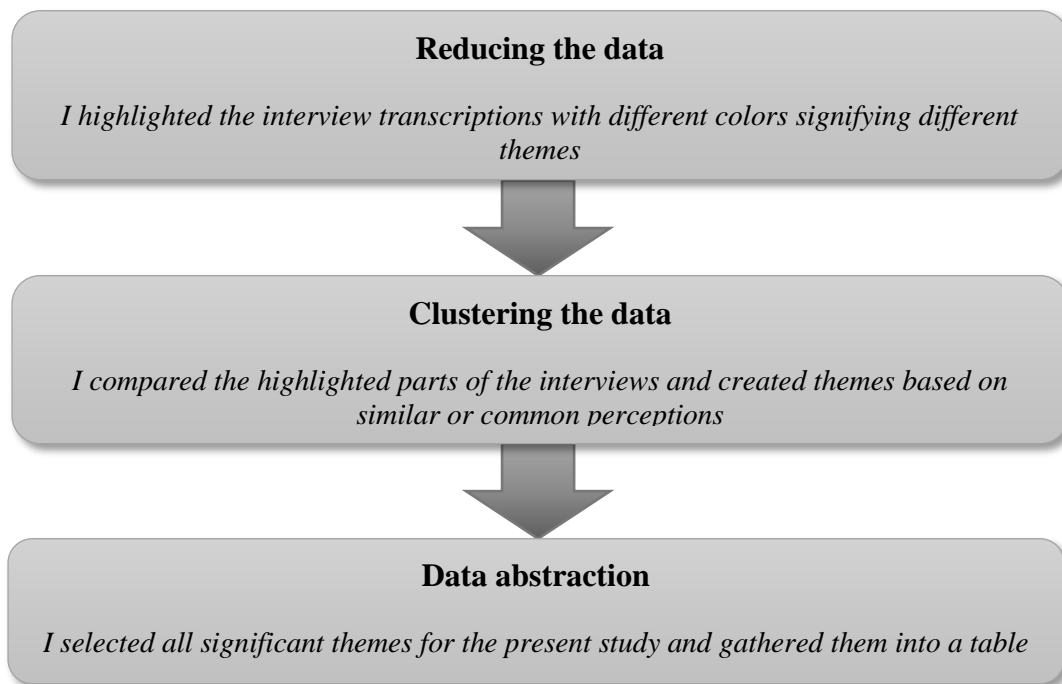


Figure 1. Steps of data-based content analysis for the present study

The themes of the analysis were further modified after I discussed them with my thesis supervisor. In the end, I chose to divide my analysis into four different themes or counter pairings where I compared the teachers' perceptions. In the first theme, the participants saw some aspects relating to FLS students as an advantage or a challenge while in the second theme, they saw some aspects relating to FLS students as certain or uncertain. In the third theme, the participants saw FLS students as being part of a special group or being individual

students. In the fourth theme the teacher's perceptions had either stayed the same or changed. These counter pairings seemed to best summarize perceptions that were most common among teachers and that offered some significant views on the EFL teaching of FLS students. The themes and analysis of data will be discussed in more detail in chapter 6.

5.4 Ethicality

The ethicality of the present study was ensured by giving participants enough information about the study beforehand and maintaining the participants' anonymity throughout the study. Since it is important to receive a great deal of information on the subject at hand in the interviews, it is justifiable to give the participants interview questions or subjects beforehand (Tuomi and Sarajärvi 2018: 85). I gave the participants information about the subject of the study when I first contacted them via email. In the email, I told about the aims of the study and details of how the interviews would be conducted and how the privacy of the participants would be protected (see Appendix 2 for the cover letter I attached to the email). All the participants who agreed to participate in the study signed a research permission form (see Appendix 3) and agreed on a privacy protection notice (see Appendix 4). As Hirsjärvi and Hurme (2000: 20) state, some of the most important ethical principles of human related research are the consent of the participants based on information, confidentiality and privacy. The privacy of the participants was ensured in the present study since the interviews were recorded with tape recorders and uploaded to a personal network disk drive that could only be accessed by me. Furthermore, the anonymity of the participants was maintained by using aliases in the transcriptions of the interviews and by censoring all personal details, such as the names of schools and cities, from the transcriptions.

6 FINDINGS

The results are presented by dividing them into four different categories. The categories were modified to be counter pairings since the perceptions of the participants were extremely divided in these categories. The first category is *advantage versus challenge*, where the teachers found some aspects regarding FLS students either as an asset or as a challenge to EFL learning or teaching. The second category is *special versus individual*, where the participants saw FLS students as a separate group from other students (special), or they saw FLS students as individuals who had their own challenges just as every other student (individual). The third category is *uncertain versus certain*, where the teachers were either certain or uncertain about some aspects regarding the EFL learning and teaching of FLS students. The fourth category is *stability versus change*, where FLS students had either changed the teachers' perceptions of language learning and teaching or they had no effect on the teachers' perceptions. These counter pairings were chosen because they seemed to best summarize the main findings of the interviews. The first research question about what kind of perceptions teachers have of FLS students is answered in chapters 6.1, 6.2 and 6.3 describing the first three counter pairings. The second research question of how these perceptions have changed is answered in chapter 6.4 describing the fourth counter pairing. The findings of the study are first summarized in Table 2 and then discussed more in detail in the following sections.

Counter pairing	Perception	Helena	Irmeli	Leena	Erkki	Johanna
Advantage vs. challenge	Perceptions of FLS students in EFL teaching	Advantage and challenge	Advantage and challenge	Advantage and challenge	Advantage and challenge	Advantage and challenge
	FLS students' native language in EFL teaching	Challenge	-	-	Challenge	Advantage

Individual vs. special	Differentiation in EFL teaching	Individual	Special	Individual	Individual	Individual
	Differentiating assessment	Individual	Special	Individual	Individual	Individual
Uncertainty vs. certainty	The effect of native language on language learning	Uncertainty	Uncertainty / certainty	Uncertainty / certainty	Certainty	Certainty
	Confidence in teaching FLS students	Certainty	Uncertainty	Certainty	Certainty	Certainty
Change vs. stability	FLS students' effect on teacher's perception of EFL teaching and learning	Change	Change	Stability	Change	Change

Table 2. Summary of the perceptions of the participants

In Table 2, the perceptions of the participants are categorized according to the themes of the analysis. Each of the four main themes has one or two subcategories. In Table 2, the teachers' perception in each subcategory is highlighted. The following sections explain and explore these counter pairings and how the participants' perceptions were related to them. In these sections, some extracts from the interviews are presented. The extracts have been translated into English by me and the original excerpts in Finnish can be found in Appendix 5.

6.1 Advantage vs. challenge

There were two types of views in the interviews. One type of perception saw some aspects relating to FLS students as an advantage and the other as a challenge. This distinction between views was found in the teachers' perceptions of FLS students in the EFL classroom and of FLS students' native language in EFL teaching.

6.1.1 Teachers' perceptions of FLS students in the EFL classroom

All the participants discussed the advantages and challenges of having FLS students in the EFL classroom. In this context, the term EFL classroom describes everything that is part of an EFL lesson. This includes, for example, the teaching materials, teaching methods, the physical environment and the class size. When the participants discussed advantages and challenges of having FLS students in the EFL classroom, they mentioned the communication between FLS students and other students in class and between FLS students and the teacher. They also mentioned teaching methods, language attitudes and language learning challenges. Three teachers (Erkki, Helena, Johanna) said that FLS students have increased cultural knowledge and acceptance in Finnish schools and in the EFL classroom:

- (1) *Erkki: Everybody's tolerance towards diversity has increased. [...] These students have also brought to the Finnish school system some understanding about the difficult conditions that people come here from.*
- (2) *Helena: FLS students, of course, bring diversity to EFL teaching. When we speak about different cultures, some of the students are really open and want to tell about how things are done in their homes, but some are really shy.*
- (3) *Johanna: Of course, FLS students bring their own culture with them to EFL teaching if the subject of the lesson discusses internationality, immigration or something similar. But of course, everyone does not want to be in display in that way so it depends on the person if they want to share their cultural knowledge. [...] In any case, it is an advantage to students that they come in contact with students coming from other cultures.*

As Erkki says in Example 1, he thinks that FLS students help to make all students more tolerant of other cultures. He also adds that students coming from immigrant backgrounds have brought understanding towards political refugees and people coming from difficult backgrounds. In Erkki's opinion, this awareness does not only affect upper secondary school students but the entire Finnish school system. As Helena and Johanna demonstrate in Examples 2 and 3, both of them utilize the experiences of FLS students in class if they are willing to share their own culture with other students. Johanna also says that it is always valuable to have FLS students in class as in this way other students encounter different cultures. Thus, these three teachers all

emphasized that FLS students help to increase cultural acceptance of other students. Leena and Irmeli (Examples 4 and 5), in contrast, said that FLS students are an advantage in EFL teaching because they broaden other students' understanding of how English language can be spoken. In addition, they highlighted that FLS students have helped them to improve their teaching:

(4) *Leena: Having FLS students in class diversifies English speech and broadens the perception of what kind of English accents and language you can hear around the world. Other students also have to think about how they can communicate things to a FLS student in group or pair work because they can't use Finnish. The teacher has to come up with alternative ways for students to do word tests.*

(5) *Irmeli: If a student speaks another language than Finnish as their native language, then they are also un-prejudiced to speak English. For example, I have a student who doesn't speak Finnish sort of automatically and so spoken English comes to him more naturally. He has also inspired others to discuss in English since he's used to thinking in English. [...] He has, on the other hand, given me ideas on that I could find methods for teaching English to native Finnish speakers. That I could look at them ((laughs)) as if they don't have Finnish as a native language.*

As can be seen in Example 4, Leena was the only one who mentioned that English is spoken worldwide. She says that FLS students have helped other students to see that English is spoken in many different ways around the world. Leena and Irmeli in Examples 4 and 5 say that FLS students have encouraged other students to speak English. However, their reasons for doing this are different. Leena says that FLS students force other students to communicate in alternative ways since they cannot use Finnish, while Irmeli says that FLS students are not as prejudiced as other students to speak English and thus show a good example to them. Leena and Irmeli also discuss in Examples 4 and 5 how FLS students have helped them to develop their teaching. Leena brings up the fact that the teacher must consider using Finnish carefully, whereas Irmeli talks about how FLS students have made her think about using the teaching methods used for FLS students to teach the whole class. Thus, these two teachers saw FLS students as beneficial for language awareness and for developing teaching.

Next, I will look at the challenges that teachers mentioned relating to FLS students. These were related to the difficulties the FLS students might have, whereas the benefits were more focused on the whole class. Two teachers (Erkki and Leena) said that it can be frustrating to communicate with FLS students if the students and the teacher do not have a common language:

(6) *Erkki: The majority of FLS students I have had have struggled a lot with English. [...] It has been a small minority who have had good grammar skills in English. [...] Sometimes patience is at test. It can be a little frustrating that FLS students don't often have good Finnish skills and then English on top of that.*

- (7) *Leena: Partly the challenges with FLS students can be the same as with other students but it maybe comes up more if they don't know some concepts at all. [...] With exchange students I can sometimes say that give the answer in French since I understand some French. But FLS students can sometimes have very weak English skills so maybe there's more linguistic challenges if they don't necessarily know some words in any language.*

Erkki had an especially strong view on the communication problems between FLS students and the teacher (see Example 6) since in his experience FLS students had often the weakest skills in English. This experience originated from his previous school where FLS students were not as successful in learning English as other students. Erkki said in the interview that his views have changed in his current school where there has been more FLS students with a higher language skill level in English. However, his previous perceptions are still visible in this answer. Leena had a more diplomatic answer to this question as can be seen in Example 7. She implies that there might be some communication challenges between the teacher and FLS students since FLS students might have limited vocabulary in some areas. Both teachers, therefore, mentioned communicational barriers between teachers and FLS students. Johanna (Example 8) commented that some FLS students might have problems learning English:

- (8) *Johanna: Of course, FLS students have different challenges from other students because their native language is different. If their native language doesn't have a written form, FLS students have double the amount to learn. In addition to having a foreign language to study, they have to learn to write Finnish and a foreign language. There's plenty enough challenge for some students.*

Johanna mentions in Example 8 that FLS students may struggle to learn multiple languages simultaneously similarly to what Erkki said in Example 5. Johanna says that FLS students whose native language does not have a written form may struggle with learning Finnish and English. Erkki makes a similar point in Example 6 by saying that if a FLS student does not have good Finnish skills then it is more difficult to learn English. Thus, both of the teachers imply that having insufficient skills in native or second language makes learning a foreign language more difficult. Helena and Irmeli (Examples 9 and 10) express similar opinions about the difficulty of learning Finnish:

- (9) *Helena: It may come as surprise to many FLS students that when you go to a Finnish upper secondary school, the significance of Finnish is quite big.*

- (10) *Irmeli: When the educational materials of EFL courses contain Finnish instructions and exercises and if FLS students have weak language skills in Finnish, then some may not be able to do the exercises at all and others varyingly. It is a little fumbling when they don't understand the Finnish sentence entirely, so that is a challenge.*

As Helena mentions in Example 9, it might come as surprise to FLS students how important a role Finnish plays in Finnish upper secondary schools. Thus, in her opinion, weak Finnish skills

may hinder the studies of some FLS students. In Example 10, Irmeli also tells that FLS students may struggle to do some tasks that require knowledge of Finnish. As Háhn (2017: 131, 133) reports in her study, Finnish is used widely in EFL textbooks as a language of instruction as they are designed for native Finnish speakers. It is interesting that Irmeli does not differentiate teaching materials based on the student's native language as she does differentiate FLS students' assessment by replacing Finnish with English (see chapter 6.2.2 for more information). However, the need for Finnish in a Finnish secondary school was expressed in all the interviews so Helena and Irmeli were in the majority with this perception.

All in all, the participants had more positive than negative perceptions of having FLS students in the EFL classroom. The teachers emphasized that FLS students help to increase cultural knowledge and acceptance and language awareness in other students. FLS students were also said to encourage other students to speak in English and to help to develop teaching. What comes to challenges of having FLS students in the EFL classroom, teachers discussed mainly aspects related to language. The participants reported that communication might be challenging between FLS students and teachers and that FLS students may struggle with learning multiple languages at the same time. The lack of Finnish skills was also mentioned as a challenge that FLS students might encounter during their studies. Therefore, the advantages the teachers raised were focused on group dynamics inside the class while the challenges were more focused on internal struggles that FLS students may experience.

6.1.2 The native language of FLS students in EFL teaching

There were two distinct views on the native language of FLS students in EFL teaching as some teachers saw it as an advantage and some as a challenge. Two teachers (Erkki and Helena) who saw it as a challenge described the native language of FLS students as a secret language that the teacher cannot understand, whereas one teacher (Johanna) saw it more as a tool for language learning. Two teachers (Leena and Irmeli) said that they have rarely more than one FLS student from the same language background at the same time so they hear FLS students speak their native language in class rarely or never. Although Johanna (Example 11) saw the native language of FLS students more as an advantage than the other teachers did, her perceptions varied in this subject:

(11) Johanna: When we go through a chapter, I always do it in English so nobody's native language affects it. Of course, FLS students have to find the vocabulary from a dictionary in their native language or from an English to English dictionary. [...] On the other hand, it's an ideal situation that FLS students use Finnish in school. It's a significant matter to Finnish society whether FLS

students have contacts to Finnish people. [...] If there are some translation tasks then I may have asked FLS students to, for example, translate to their native language.

As can be seen in Example 11, Johanna teaches new chapters in English but the students need to find the vocabulary in their native language. Here Johanna sees FLS students' native language as a useful tool that is available to the students if they are willing to put some effort into it. However, Johanna also says that it is ideal that FLS students use Finnish in school rather than their native language. As for the reason behind this, she says that Finnish helps them to integrate to society and find Finnish contacts. In this way, Johanna sees the native language of FLS students as more of a challenge in the EFL classroom and in school in general. Lastly, in Example 11, Johanna says that she has sometimes asked FLS students to translate some tasks into their native language instead of Finnish. This example shows again that Johanna thinks FLS students' native language can be helpful in learning EFL. Therefore, Johanna sees the value in FLS students using their native language as a tool for language learning but she also gives weight to the usefulness of Finnish as way to assimilate to Finnish society. Erkki and Helena (Examples 12 and 13) see FLS students' native language much more as a challenge than Johanna does:

(12)Erkki: Here FLS students speak either Finnish or English. [...] Maybe in (previous workplace) FLS students spoke their native languages more. There I have had to say to them: don't speak, I don't know what you're talking about. ((laughs))

(13)Helena: In class, students speak mostly English and Finnish. Of course, students from the same linguistic background like to talk to each other so sometimes I hear some Russian. Then I try to say: hey no, let's not speak Russian. Sometimes, for example, FLS students talk Somali to each other so it might be a similar situation that students say: ugh, do we have to talk about these in English and I say: you have to. In a way, it can be a type of secret language to many FLS students. When they speak it, they may think that now even the teacher can't understand us.

In Example 12, Erkki shows prejudice towards FLS students speaking their native language. His answer shows that he feels insecure about the content of what the students are talking about in their native language. He may feel that it is difficult to know whether FLS students are talking about something related to studying or something else. However, he does laugh at the end of the sentence so he may be exaggerating his reaction to the situation. Alternatively, his laugh could signify that he is embarrassed about his reaction as he may realize that it is not a preferred way to react to these situations. Helena shows similar perceptions in Example 13. Although she has denied FLS students of speaking their native language, it is because the students should be doing an exercise in English instead. Thus, Helena does not compare the difference between talking Finnish or other native language as such but rather the difference between speaking the native language and target language. She does point out that FLS students

may consider their native language as a certain secret language when the FLS students are the only ones in class who understand it.

Johanna, Erkki and Helena have surprisingly different views on the native language of FLS students. Johanna sees it more as a tool, whereas Erkki and Helena see it as a challenge to the teacher. Although Johanna's perceptions of the subject were more complicated, she seems to encourage FLS students to use their native language as a tool in language learning. Erkki and Helena, in contrast, think that FLS students' native language brings an uncertain element to teaching, as they do not know whether the students are doing what they are supposed to do. However, since only three teachers had experience in and opinions on the native language of FLS students in EFL teaching, these results are only tentative.

6.2 Special vs. individual

The second counter pairing that could be seen in the interviews was special vs. individual. In this category, teachers saw some aspects relating to FLS students as something that is unique to FLS students or as something that is common to all students as they all are individual. I chose to use the word special as a way to highlight the differing views of teachers. Teachers who saw FLS students as special saw them as students needing special attention and possibly special education, whereas teachers who saw FLS students as individuals saw them as a part of general education and part of the individual variation between students. This contrast arose in the interviews when teachers discussed differentiation in EFL teaching and in assessment. In this context, differentiation in EFL teaching consists of, for example, teaching materials, teaching methods and learning exercises. Differentiating assessment was chosen as a separate topic since the perceptions of differentiating assessment were distinct and varied more than the perceptions of other forms of differentiation in EFL teaching.

6.2.1 Differentiation in the EFL classroom

Most of the participants remarked that they differentiate FLS students in EFL teaching. As a reason for this, they said that they differentiate FLS students since they differentiate all students individually. These teachers differentiated teaching materials and instructions among other things. Most of the participants (Leena, Erkki, Helena and Johanna) said that they differentiated FLS students in class as they do all other students individually:

(14)Leena: *If FLS students can't translate to Finnish then they do it some other way. Then I modify the teaching materials for them. A language teacher does this quite a lot, this sort of normal differentiation where you try to find suitable tasks for everyone.*

(15)Johanna: *Of course, you need to help Finnish students, as well, quite a lot in different tasks so it's the same with FLS students. A student has to be considered as their own self and exactly as the student they are at the moment.*

Of the participants, Helena and Leena were the ones who thought of FLS students as individuals most clearly as they said the phrase *FLS students among other students* in multiple places of the interview. As can be seen in Example 14, Leena says that it is part of a language teacher's occupation to find suitable learning exercises for everyone. She calls the differentiation she does in her teaching to all students as *normal differentiation*. Johanna expresses this same mentality in Example 15 when she says that every student has to be taken into consideration as an individual. Both teachers said that their classrooms are filled with individual students who each have their own challenges and FLS students are no different in this regard. Erkki mirrored this view since he described that he has a wide variety of tasks from which students get to choose something according to their skill level. Thus, he saw FLS students to be individual language learners as all learners are individual. Irmeli (Example 16) was the only participant who saw FLS students as a special group of people when differentiating in class:

(16)Irmeli: *It is pretty usual that I give FLS students different instructions than to other students. I feel that I need to check the suitability of every task for these students.*

As can be seen in Example 16, Irmeli pays special attention to FLS students when she gives instructions and assignments in class. She emphasizes that every single task needs to be checked if they are suitable for FLS students. This perception may come from the fact that she has less experience differentiating FLS students than the other teachers. Other participants had quite many tools at their disposal to differentiate FLS students and with reference to how they discussed differentiating FLS students, it seemed to come fairly naturally to them. Irmeli, however, shows in Example 16 that she has to work consciously to be able to differentiate FLS students. This difference between Irmeli and the other participants may result from the fact that Irmeli had the least amount of experience teaching FLS students.

Overall, the majority of the participants saw differentiating FLS students as part of "normal differentiation". They highlighted that FLS students are not a homogenous group but instead they have unique language skills and challenges just as all other students. Only Irmeli viewed this differently, as she differentiated instructions and tasks specifically for FLS students.

6.2.2 Differentiating assessment

Similarly to chapter 6.2.1, teachers either viewed differentiating FLS students' assessment as part of the "normal differentiation" or something that they do specifically for FLS students. The participants mentioned mainly exams and tests regarding differentiating FLS students' assessment but one teacher (Helena) also discussed formative assessment. Of the participants, Leena and Helena were the most on the individual side. In other words, they see assessment as something that should not be differentiated only for FLS students but for all students since they have individual differences:

(17)Leena: It's the same with FLS students than with everyone else. If a student has dyslexia, they are evaluated differently. You can't demand FLS students to translate something to Finnish.

As can be seen in Example 17, Leena says that every student's challenges have to be considered in assessment and if a FLS student has weak Finnish skills, they cannot be expected to translate something into Finnish. Helena said similarly that all the students, not just FLS students, affect her assessment of EFL learning. Helena said that she does not assess FLS students differently from other students but rather a teacher has to find ways to assess students that benefits everyone. Thus, both teachers have slightly different perceptions of differentiating assessment but they both still see FLS students as individuals who need individual assessment just as everyone else. Erkki (Example 18) perceived differentiating the assessment of FLS students on the individual side of the counter pairing individual-special as well although his reasons for it were different from Leena and Helena:

(18)Erkki: Because many students have dyslexia, I take it into consideration slightly by giving them extra points. [...] If an FLS student says that they have dyslexia, I differentiate them differently. But even then I treat them similarly to others, so I don't simplify their tests. [...] It has to be exactly the same as what is in the Matriculation Examination.

As Erkki says in Example 18, he evaluates FLS students differently only if they have dyslexia. However, he only gives dyslexic students extra points and he does not modify tests or exams in any way. His reason for differentiating assessment in this way is defined by the Matriculation Examination and how the exams are the same for every student. Therefore, he assesses FLS students in the same way as he does everyone else and takes only dyslexia into special consideration in his assessment. Although Erkki's perceptions reflect the mentality of seeing all students as individuals, his methods are fundamentally different from Leena and Helena. Leena and Helena both say that they differentiate their assessment for all students, whereas Erkki does not differentiate his assessment for any student otherwise than giving dyslexic

students extra points. Johanna (Example 19), contrarily, used to differentiate FLS students but does not anymore since she feels it created inequity:

(19)Johanna: Sometimes when there has been more FLS students in class, I have had two versions of an exam where one of them has less Finnish. [...] It's a little problematic because when you do a multiple choice in English, it is likely easier than if you translate something from Finnish to English. It's a two-edged thing. [...] I realized that it doesn't necessarily serve them that I have a different exam all the time because it puts students to an unequal position. [...] Of course, they are in an unequal position from the start because they aren't fluent in Finnish. But because there is Finnish in the English test in the Matriculation Examination, that is in my opinion the starting point that we have to get them integrated into the Finnish system somehow.

As Johanna says in Example 19, she used to have a different version of exams for FLS students, where there was less Finnish. However, she does not differentiate exams in this way anymore because in her opinion, it made the exam easier and it placed FLS students in an unequal position. In addition, she said that reducing Finnish from EFL course exams is a contradictory practice since there is Finnish in the English test in the Matriculation Examination. Thus, Johanna used to see FLS students as a special group when differentiating assessment, but she has since then changed her opinion. Johanna's current views somewhat align with Erkki's (see Example 18) as they both mention Matriculation Examination as a factor that equalizes assessment for all upper secondary school students. Irmeli (Example 20) was the only teacher who said that she currently evaluates FLS students differently from other students:

(20)Irmeli: A teacher has to be sharp-eyed to see whose exam has to be tailored so that there is no Finnish. Often even the student can't say that themselves, so it has to be learned by trial and error. First the student does the same exam as everyone else and when it turns out that they can't do it, you have to adapt the assessment. [...] You're walking on thin ice when you assess FLS students with different criteria but I still do it so that they don't get too low a grade compared to their language skills.

As can be seen in Example 20, Irmeli differentiates assessment for FLS students so that in exams, there is no Finnish and she evaluates their exams with different criteria. She expressed a concern in her interview that she does not know if it is even legal to evaluate differently FLS students who are Finnish citizens but come from immigrant backgrounds. Irmeli, however, justified differentiating assessment by saying that she wants to make sure that the grades FLS students get reflect their actual language skills. Although Irmeli did not say what exactly are the criteria that she uses to evaluate FLS students, from the context in the interview it appeared that she does not evaluate the exams of FLS students as strictly as she does the exams of other students. It is unclear whether she does this only in exams where Finnish is used and FLS students with weaker Finnish skills are at a disadvantage or whether she does this also in exams

where only English is used. Either way, Irmeli considers FLS students to be a group of students who have an unequal position and thus need to be evaluated differently.

In conclusion, the participants had varying views on the assessment of FLS students. Most teachers were inclined to think that differentiating FLS student's assessment was just part of the "normal" differentiation. Leena and Helena reflected this mentality most clearly as they both said that they differentiate every student's assessment individually. Irmeli, in contrast, was situated the most clearly situated on the other end of the special-individual spectrum as she uses different methods to assess FLS students and other students. However, Erkki and Johanna were not quite as clearly situated on either end of the spectrum, but they were inclined more towards the individual side. Erkki did not differentiate his assessment otherwise than giving dyslexic students extra points, while Johanna used to differentiate the assessment of FLS students but does not anymore. Neither of them said directly that they see differentiating FLS students' assessment as part of the differentiating all students' assessment individually, but it was implied in their answers.

6.3 Certainty vs. uncertainty

The counter pairing certainty and uncertainty arose in the interviews when the participants discussed some aspects relating to FLS students. This means that teachers felt uncertain or insecure about some aspects associated with FLS students, while others were more certain about them. This counter pairing was especially evident when teachers examined the effect of the student's native language on language learning and confidence in teaching FLS students.

6.3.1 The effect of native language on language learning

All of the participants agreed that a student's native language has an effect on language learning. However, some of the teachers were uncertain about what this effect was, whereas others seemed to be more assured that they know how native language affects language learning. Teachers discussed mainly language production regarding this topic, namely pronunciation, writing and grammatical errors. Some of the participants also compared the relationship between the students' native language and English. Erkki and Johanna (Examples 21 and 22) were certain about the effects a student's native language has on language learning:

(21)Erkki: Above all, the native language is reflected in, for example, pronunciation. It's almost impossible for FLS students to acquire a pronunciation where their native language can't be heard.

(22)Johanna: If the student's native language is, for example, German then it is easier to learn English than if it's, for example, Swahili. It also matters a lot if the language is a so-called culture language i.e. if it has a written form.

In Example 21, Erkki illustrates that FLS students' native language can always be heard when they speak English. In this excerpt, Erkki is discussing the difficulties he has observed particularly with Somali students. He described all the ways he has seen a FLS student's native language affect their language production. He clarified that of course, there are differences between FLS students, but the effect of FLS students' native language can be seen most clearly in their English pronunciation. Johanna, in contrast, described the difficulties FLS students may have in language learning. As can be seen in Example 22, Johanna reports that it is easier for FLS students to learn English if their native language resembles English and it has a form of written language. Therefore, Johanna and Erkki had quite different approaches to this subject as Erkki focused more on difficulties in language production and Johanna more on difficulties in language learning. Out of all the participants, Erkki and Johanna were most undoubtedly located on certain side of the counter pairing uncertain vs. certain, as they showed in their answers no ambiguity in what effect FLS students' native language has on language learning. Leena and Irmeli (Examples 23 and 24) were much more uncertain about this subject:

(23)Leena: The student's native language always affects language learning but it's difficult to say in what way because our teaching materials are made for students who have Finnish as their native language. [...] Some students with a Russian language background struggle with past tense form. I don't know Russian but I know that they express past tense forms differently.

(24)Irmeli: Since I don't know any fundamentals of Japanese language, it's difficult to recognize how a Japanese exchange student experiences English language. For example, they struggle with pronunciation.

As Leena mentions in Example 23, she finds it difficult to see how FLS students' native language affects language learning since the teaching materials used in class are made for native Finnish speakers. Leena does, however, recognize that students from Russian language backgrounds may struggle with past tense verbs since those are expressed differently in Russian. Therefore, Leena knows some of the ways student's native language can affect learning English, but she struggles sometimes to see the effects in EFL teaching since the teaching materials are not designed to consider FLS students' native languages. Irmeli shares similar concerns in Example 24. She says that since she does not know Japanese, it is difficult to perceive how the native language of students from a Japanese background affects their language learning. Nonetheless, she has noticed that these students struggle with pronunciation. Thus, both Irmeli and Leena have observed how students' native language affects their

language production, but they have difficulties detecting how it affects FLS students' language learning process. Helena (Example 25) was the most uncertain of the participants regarding what effect native language has on language learning:

(25) Helena: If we are talking about Finnish interference in English, I don't necessarily recognize how the student's own language background makes it difficult to understand why something is said in English in a certain way. You need practice to notice when FLS students have some difficulties in, for example, understanding verb tenses.

As can be seen in Example 25, Helena finds it challenging to see how FLS students' native language affects their language learning. She mentions Finnish interference in comparison to interference between English and other languages as she says that it is easier for her to understand how Finnish manifests itself in EFL learning when students speak Finnish as their native language. This may be derived from the fact that since she speaks Finnish fluently, she can see the effects Finnish has on EFL learning more clearly than she does with other languages. Helena also mentions in Example 25 that a teacher needs practice to recognize what effects FLS students' native language has on their language learning. As Helena has the least amount of experience as a teacher of the participants, it may also explain why she feels the most uncertain about the effect of native language on EFL learning.

In conclusion, teachers had varying views on how FLS students' native language affects language learning. Language production was an area that teachers were the most certain about since three teachers (Erkki, Leena and Irmeli) commented that they saw clearly how native language affects language production, such as pronunciation. In addition, Johanna was certain about the fact that it is easier to learn EFL if the student's native language is more like English and has a written language. Two teachers (Irmeli and Helena) were the most uncertain how a FLS student's native language affects their language learning when teachers did not speak the student's native language themselves. Leena also mentioned that since teaching materials are designed for native Finnish speakers, it caused her uncertainty on how a native language that is other than Finnish affects their language learning. Therefore, teachers were more certain about the language learning processes that were visible to them, such as pronunciation and language differences, whereas the internal processes of language learning caused more uncertainty.

6.3.2 Confidence in teaching foreign language students

Most teachers seemed confident about their teaching methods and perceptions of teaching FLS students based on their answers in their interviews. If they had feelings of uncertainty regarding teaching FLS students, they did not at least express it in their interviews. However, there was one teacher who showed uncertainty very clearly. Irmeli has the least amount of experience in teaching FLS students and while she has had some positive experiences of teaching FLS students, her experiences of teaching Japanese exchange students have left her more uncertain about her skills to teach FLS students:

(26)Irmeli: It is difficult ((laughs)) to sometimes recognize what they understand. [...] I haven't yet found what to do with them. I don't know how to teach them English. [...] Their communication in English can be incomprehensible because they have poor language skills or because their pronunciation is so different. It has been a big question mark for me, what to do. ((laughs))

As Irmeli says in Example 26, she has had difficulties communicating with Japanese exchange students and that has made her unable to find ways to find effective ways to teach these students. Irmeli said that she has taught four Japanese exchange students and that she has not had the same difficulties with other FLS students. As can be seen in Example 26, these communication problems were, in Irmeli's opinion, caused by the lack of English skills or a heavily accented pronunciation that these Japanese students have. Interestingly, Johanna had a differing perception of this since she said in her interview that English teachers do not encounter language barriers in the same way as other subject teachers. This implicates that the difference in experience levels teaching FLS students can have a significant impact on the way teachers view FLS students.

6.4 Stability vs. change

Teachers described stability and change when discussing their perceptions of language learning and teaching. They pondered how those perceptions have changed during their career as a teacher and how FLS students have changed them. Leena was the only teacher who said that her perceptions of learning and teaching EFL have not changed during her time as a teacher. The other teachers said that their perceptions have changed but FLS students affected those perceptions varyingly.

Erkki's perception of teaching and learning had changed from using teacher-centered methods to teach English to a more student-centered approach. Erkki said in his interview that at the beginning of his career as a teacher he led his classes with teacher-centered teaching methods.

He reported that after eleven years of teaching in a lower secondary school and then moving to upper secondary school, he started to change his teaching methods to more student-centered ones. He described that this change was the result of change in the workplace and teacher training courses he has had abroad. FLS students have helped Erkki to realize the need for student-centered teaching:

(27)Erkki: FLS students have affected my view on teaching at least in a way that I understand how many students need help. [...] I got this thought from there that I have to have some kind of a contact with each student in every single class. It is important for me nowadays.

As Erkki discusses in Example 27, FLS students have helped him to realize how many students need help. This perception comes from Erkki's experiences in his last school where most of the FLS students had weaker English skills than other students. However, this led him to developing his teaching so that he tries to pay attention to every student in class. Since Erkki has taught FLS students his entire career, the shift from teacher-centered to student-centered teaching cannot be entirely attributed to FLS students. However, FLS students have given Erkki confirmation that the student-centered approach is effective in a class where students have varying language skills.

Helena's language learning and teaching had not changed in her opinion. This may be partly because of the participants Helena had the least amount of experience as a teacher with her 10 years of being a teacher. Although her views on teaching had not changed, the biggest difference for her was the change in her perception of students' language skill levels at the beginning of upper secondary school. She said that she was surprised how much upper secondary school students need to be taught basic language skills and how much time she has to spend managing her teaching groups. FLS students have no special effect on Helena's perceptions since Helena has taught FLS students her whole career similarly to Erkki. Still, Helena remarks that FLS students have expanded her understanding of different learning styles:

(28)Helena: In some of my EFL courses, there are FLS student friend groups. [...] They can focus on the subject well but I remember that I may have felt it to be more disruptive than I feel it is now.

In Example 28, Helena explains that earlier in her career she felt uneasy about some friend groups that FLS students formed in class. She described that these groups had some attention-seeking students who like to take their own space. These student groups created uncertainty for Helena since she did not initially understand that their behavior might derive from cultural differences and different learning styles. Thus, FLS students have broadened Helena's

conception of how varied students' learning methods can be and how the teacher has to accept those differences.

Irmeli said that her perceptions of language learning and teaching have changed during her career. She noted that the foreign language teaching she had received as a child was very analytical and rational, where the objective was to produce grammatically flawless language. During her career as a teacher, Irmeli's views have changed drastically from seeing grammatically perfect language as a goal to seeing language as a way to express one's thoughts. To teach this, Irmeli saw that the most effective way is to expose students to the language. Her views have changed due to her experience as a teacher and as a language learner. As to how FLS students have affected this change, Irmeli said that FLS students have modified her perceptions to a similar direction. However, she did not specify which experiences with FLS students have affected this and how exactly FLS students have affected her perceptions.

Johanna reported that her views on language learning and teaching have changed over the years. She said that to her generation communicative language teaching was important, but she has come to realize that on top of speaking in the target language learners need a great deal of guided practice on vocabulary and structural elements of the language. In addition, Johanna mentioned that the needs of the language learners vary since groups are heterogeneous and thus differentiation is needed. Johanna says that FLS students have affected her conception of language learning:

(29) Johanna: My eyes have, in a way, opened to how many different language skills a person can have. By this I mean what their spoken language is like and what their written language is like; how much their native language messes it up or not, helps or not etc.

As Johanna describes in Example 29, FLS students have helped her to realize how one person can have different language skills in different areas of language learning and how a person's native language can help or hinder language learning. She also said that FLS students must have affected her views in many ways, but she could not specify how at the moment of the interview. Like Helena and Erkki, Johanna has taught FLS students her entire career and thus the effect of FLS students on her perceptions of language learning and teaching is difficult to determine. However, FLS students have broadened Johanna's understanding that all students have differences and are all individual language learners. Her language awareness has increased with teaching FLS students since she is now more able to see the effects students' native language has on language learning.

To summarize, FLS students have affected the perception of language learning and teaching of all the four teachers who saw a change in their perceptions. Leena was an exception to this since she did not think her views on language learning and teaching have changed. Some of the participants struggled with identifying how exactly FLS students have affected their perceptions but all four showed some evidence that FLS students have affected their perceptions in some way. Three of the teachers (Erkki, Helena and Johanna) expressed that FLS students have helped them to see every student's individuality. Erkki said that teaching FLS students has helped him to realize how many students need support, whereas Johanna said that she has come to realize how varied students' language skills can be. Similarly, Helena reported that FLS students have developed her view of the different types of learning styles. Irmeli did not specify the way FLS students have affected her perceptions but she agreed that they have reinforced the change in her perception of language learning.

7 DISCUSSION

In this chapter, I will go over the most important findings of the present study and compare them to previous studies done on the subject. Firstly, I will go through the findings related to the first research question, the aim of which was to study what perceptions teachers have of FLS students. The most significant findings regarding this question were related to advantages and disadvantages of having FLS students in the EFL classroom, the use of FLS students' native language in the EFL classroom and seeing the individuality of FLS students. The need for teacher training on multilingual and multicultural EFL teaching also surfaced in relation to these findings. Secondly, I will discuss the findings of the present study related to the second research question of how teachers' perceptions of FLS students have changed.

Having FLS students in EFL teaching as an advantage or a challenge

One of the main findings of the study was that teachers had more positive perceptions of having FLS students in EFL teaching than negative perceptions. Teachers said that it was beneficial to have FLS students in the EFL classroom since they bring cultural knowledge and acceptance to all students, increase language awareness in all students and help to develop teaching methods. What comes to challenges, teachers mentioned that they have some problems communicating with FLS students and that poor language skills in Finnish and/or in the FLS student's native language can make EFL learning more challenging. The challenges of teaching a foreign language to a FLS student were thus similar to the study by Pitkänen-Huhta and Mäntylä (2014: 10) since in their study most teachers remarked that the lack of common language between students with foreign background and the teacher was challenging to FL teaching. The participants of the study done by Pitkänen-Huhta and Mäntylä (2014: 9) also saw language production and listening comprehension as a challenge for the FL learning of students with migrant background. This finding is similar to the results of the present study as a few participants stated that FLS students struggle with grammar or pronunciation. All in all, since teachers showed more positive attitudes towards FLS students than negative, it implicates acceptance towards having FLS students in EFL teaching. This is a significant finding since it implies that multilingual and multicultural teaching is valued in Finnish upper secondary schools at least by EFL teachers.

The participants connected many benefits to having FLS students in EFL teaching. They mentioned, among other things, that having FLS students in their classroom increased

cultural acceptance and language awareness. This is in accordance to Suni and Latomaa's (2012:77) study results as in their study, participants saw people with migrant background as beneficial, since school activities are more linguistically and culturally diverse with them. However, this opinion was expressed by teachers who worked in schools which had a long history with multilingual students and an experienced staff. It is difficult to know whether the present study's results were dependent on this same factor as details about the teachers' schools were not asked in the interviews. Teachers were only asked about the number of FLS students they teach approximately. Based on what teachers answered to that question, two of the participants worked currently in highly multicultural and multilingual schools, whereas the other three participants worked in schools with fewer FLS students. Therefore, the results of Suni and Latomaa's (2012) study seem to be valid to a larger group of teachers than just teachers who work at schools with a long record of culturally and linguistically diverse students.

Although the teachers discussed the disadvantages of having FLS students in their EFL classrooms, no one saw FLS students as a hindrance. This result is similar to the result in the study by Harju-Autti (2014: 78), where none of the teachers saw pupils with migrant background as a burden. However, the study done by Suni and Latomaa (2012: 77) showed opposite results to this since in their study teachers found students with migrant background to be a burden because the teachers had insufficient knowledge on suitable assessment methods for FLS students. Interestingly, two of the participants of the current study also struggled how to differentiate the assessment of FLS students but neither of them blamed FLS students for it. Instead, they described that learning how to differentiate FLS students' assessment has been a learning process for them, but they did not express having any negative feelings towards that learning process. In addition, none of the participants mentioned FLS students' need for special arrangements as a burden like the participants in Suni and Latomaa's (2012:77) study did. However, this might be due to the fact that the present study focused on upper secondary school EFL teachers who may not have to organize any special arrangements to FLS students, whereas the participants in Suni and Latomaa's (2012) study mainly worked in primary schools. In any case, it is extremely positive that none of the participants shared the opinions of the participants in Suni and Latomaa's study (2012), who saw FLS students as a burden. It shows that EFL teachers are prepared to have FLS students in class and to use the tools necessary to best support the learning of FLS students.

The challenges that teachers brought up were more focused on the learner (e.g. learning multiple languages simultaneously), while the advantages were more focused on the relationships between the learner and the teacher (e.g. developing teaching) or the learner and other learners (e.g. raising cultural awareness). This result may be related to how the questions about challenges and advantages of having FLS students in EFL teaching were worded in the interviews. However, it can also be an indication of more general acceptance towards FLS students. Since the advantages teachers mentioned were focused on interpersonal relationships and thus on EFL teaching more generally, it would seem that teachers thought that FLS students are an asset to EFL teaching. Since the challenges teachers mentioned focused on the internal qualities of FLS students, teachers seemed to think that the only challenges of speaking a native language that is different from the language of schooling are that FLS students might struggle more with learning EFL. Therefore, teachers did not perceive FLS students as a challenge for EFL teaching but rather that FLS students might struggle with EFL learning. This would indicate that teachers accept and value having FLS students in EFL teaching.

Another alternative as to why teachers connected the challenges of having FLS students in EFL teaching to EFL learning is that teachers may not feel as responsible for the learning of FLS students but instead that FLS students are themselves responsible for solving the challenges they face. One participant even said that since the Matriculation Examination is the same for everyone, he does not differentiate the assessment of FLS students in his teaching. He directly indicated that it is the student's responsibility to study harder if they, for example, have a learning disability. However, since the other teachers explained that they try to find appropriate assessment methods for FLS students and all the teachers differentiated students' learning to some extent in EFL teaching, it indicates that teachers do feel responsible for the learning of FLS students and they try to give FLS students the best tools for learning that they can.

FLS students as individuals

From the results of the present study, it was apparent that most teachers saw FLS students as individuals and not a part of a special group. When teachers differentiated FLS students during EFL teaching or regarding EFL assessment, they usually did it because FLS students were individuals just like all students and FLS students needed differentiation because they had unique challenges and strengths that may not be connected to the fact that they do not

speak the language of schooling as their native language. This result resembled the results of two previous studies as studies done by Harju-Autti (2014) and Virta (2008) also reported that teachers perceived that other students beside students with migrant background had learning difficulties and their linguistic background did not solely determine those difficulties. Especially the results of Virta's (2008: 83) study were close to the results of the present study, as in Virta's study teachers either acted as if there were no differences between students or thought that those differences should be overcome. The same type of perceptions surfaced in this study as some participants expressed that since the Matriculation Examination is the same for everyone, every student should be treated equally. At the same time, some participants expressed that all students are the same in that they are individuals and linguistic or cultural background was just part of that individuality. There was one teacher who saw FLS students as a separate group that needed special differentiation, but other teachers saw FLS students as individual students who cannot be categorized into one group based on their native language. This indicates that most teachers are used to multicultural classrooms and accept FLS students as part of the diversity between all students.

The view that FLS students are individuals the same as all students was surprising since it contradicted my original hypothesis that led me to study how FLS students as a separate group from other students have affected teacher perceptions. The research questions and interviews were based on the conception that FLS students are a relatively new sight in Finnish upper secondary schools and thus in EFL classes. That is why I expected to find in this study that teachers may struggle with finding appropriate teaching methods for FLS students. One of the participants did express that she was sometimes puzzled with how to teach FLS students since she had communication problems with them. However, the other four teachers emphasized that FLS students are individuals just as all students are and that a student's native language cannot be considered to be a factor that puts them in a different group. These four teachers all had experience in working with FLS students and thus the expectation that most upper secondary school teachers may have only a little experience in teaching FLS students was not applicable to this group of participants. However, this separation with the expectations and the reality largely depends on the sample as most of the interviewed teachers come from multicultural cities and schools. In addition, the fact that the participants expressed views contradictory to the expected study results shows that the

interviews were successful as they did not limit the teachers from expressing their perceptions.

Need for special teacher training

The participants of the present study had all received little to no special training on how to work with multilingual or multicultural students. This was not an unexpected result as teachers in other studies reported this as well (Harju-Autti 2014, Pitkänen-Huhta and Mäntylä 2014). It was not discussed in the interviews whether teachers would have liked to receive more special training but the need for it surfaced particularly in one of the interviews. The participant who had the least amount of experience in teaching FLS students said that she had struggled to find ways to teach EFL to some FLS students as she and the students had severe communication problems. The teacher did not have problems with every FLS student she taught but it is alarming that she had this serious a problem even with one FLS student. Since the other teachers, who had more experience in teaching FLS students, did not express these kinds of concerns, it may indicate that experience had given these teachers necessary confidence to work with FLS students. It is also possible that teachers did not express their insecurities in the interviews as sincerely as the one teacher did. Whichever may be the case, it would be important that EFL teachers are offered teacher training on how to teach FLS students in order to avoid other teachers from having feelings of insecurity. The need for this kind of teacher training has been reported on previous studies as well (Sunni and Latomaa 2012, Harju-Autti 2014).

The need for teacher training also surfaced since teachers struggled to find ways to support the simultaneous learning of multiple foreign languages. Many FLS students are in a situation where they have to learn the language of schooling at the same time as EFL. This proves to be a problem since a few studies have pointed out that foreign language learning in Finnish schools requires fluent Finnish skills as Finnish is used as an auxiliary language in EFL teaching and in EFL teaching materials (Harju-Autti 2014, Pitkänen-Huhta and Mäntylä 2014, Háhn 2017). This forces FLS students to learn EFL through another foreign language. Although all the participants recognized that FLS students may struggle with learning EFL if they were learning Finnish at the same time, none of them offered any solutions on how they help FLS students in that process. Instead, the teachers seemed to think that Finnish is needed in EFL teaching. Many participants pointed out that students need Finnish in a Finnish upper secondary school since it is the language of schooling in their school and the Matriculation

Examination is in Finnish. Teachers felt that the use of Finnish in EFL teaching was necessary or even beneficial to FLS students since it prepares students for the Matriculation Examination. Therefore, teachers thought that Finnish is needed in EFL teaching although they also acknowledged that using Finnish in EFL teaching can make language learning more difficult to FLS students who have weak Finnish skills. Consequently, teachers need teacher training on how to teach EFL to FLS students in order for them to recognize this contradiction and to rethink why and how much they use Finnish in EFL teaching.

FLS students' native language in EFL learning

The present study showed that FLS students' native languages divided teachers to feeling uncertain or assured. The participants were certain about how a FLS student's native language affects language production, but they were more uncertain about how it affects internal language learning processes. Some teachers said that they recognized that a FLS students' native language affects their pronunciation, whereas some teachers had observed that transfer between a FLS student's native language and English affected, for example, their grammar and that similarity between a student's native language and English affected how easy it was for them to learn English. In addition, three teachers reported that they had difficulties in perceiving how a FLS student experiences EFL learning since they were not sure about what kind of transfer happens between the student's native language and English. Furthermore, two teachers had forbidden FLS students from using their native language in class. One participant had done this because it caused him uncertainty about what they were discussing and the other because the FLS students were supposed to do tasks in English. These results were similar to the results of a study done by Suni and Latomaa (2012: 80-81), where 41 percent of participants had forbidden FLS students from using their native language in class since the teachers were unsure if the language was used as a means of power or bullying. Thus, it would seem as though the uncertainty teachers experienced regarding FLS students' native language made teaching EFL to FLS students challenging in some part.

Interestingly, one teacher mentioned that she had difficulties in seeing how a FLS student's native language affects their language learning since the teaching materials she uses are designed for Finnish native speakers. As already mentioned, several studies have shown that in Finnish schools, Finnish is commonly used as an auxiliary language in EFL teaching and materials (Harju-Autti 2014, Pitkänen-Huhta and Mäntylä 2014, Háhn 2017), which is challenging for those FLS students who do not speak Finnish fluently. Aalto's (2019: 69)

study even discovered that student teachers did not see FLS students' native languages as tools for learning but rather as a necessity to use dictionaries when learning activities demanded it. Since teaching materials used in Finnish schools often require fluent Finnish skills, it may give EFL teachers and students the impression that learning EFL through Finnish is the best option for all students even if they do not speak Finnish as a native language. Subsequently, this might prevent EFL teachers from seeing what advantages learning EFL through other languages might have. This seems to be the case with the participants of this study who expressed having difficulties in seeing how a FLS student's native language affects their learning. However, one participant also remarked that it is important for FLS students to use Finnish in school and to find native Finnish speaking friends since they help FLS students to integrate into society. Therefore, although putting an emphasis on Finnish in EFL teaching materials may be harmful to the teaching and learning EFL of FLS students, some use of Finnish in the EFL classroom might be beneficial to FLS students as it may help FLS students to adapt to a Finnish learning environment and to Finnish society.

Changes in teachers' perceptions of language learning and teaching

The most inconclusive findings of the present study were related to the second research question of how teachers' perceptions of FLS students have changed. Four out of the five teachers said that their perceptions of learning and teaching EFL have changed during their careers as a teacher, but the participants struggled to analyse how FLS students had affected their views. Three participants noted that FLS students have helped them see how diverse their students are as FLS students had shown teachers how some students need more help, how some students have different language skills in different language learning areas and how students have different learning styles. Virta's (2008: 74) study showed similar results as most history teachers evaluated that their teaching style had changed during the time that they had taught students with migrant background. The teachers had simplified and reduced content and had tried to find links to students' country of origin. In the present study, however, most teachers said that they did not modify their teaching or teaching materials solely because of FLS students. Rather, it was part of the "normal differentiation" where teachers tried to offer best learning tools for every student to learn EFL. Some teachers also mentioned that they did not need to modify their teaching as EFL textbooks already discussed different cultures in a versatile manner. This might be why Virta's (2008) study showed

different results as history textbooks might not take different cultures into consideration as well as EFL textbooks.

The present study did show that FLS students have affected teachers' perceptions of EFL teaching and learning but teachers also said that all students have affected these perceptions and that FLS students are not solely responsible for the change in their views. Since three teachers said that they have taught FLS students all their career, it is difficult for these teachers to recognize how FLS students apart from other students have affected their perceptions of language learning and teaching. In order to study how FLS students affect EFL teachers' perceptions of EFL teaching and learning, a longitudinal study would have to be made. If this study would have been conducted with interviews or other study methods that were carried out with the same participants every few years, teachers would likely be more equipped to notice how FLS students affect their perceptions. Thus, the present study can only show some indication as to how much and in what ways FLS students have affected EFL teachers' perceptions of this subject.

8 CONCLUSION

The goal of the present study was to examine what kind of perceptions upper secondary school EFL teachers have of FLS students and how these perceptions have changed during their careers as teachers. In order to study this, five semi-structured theme interviews were conducted, transcribed and analysed using data-based content analysis. The first research question about what perceptions teachers have of FLS students yielded several findings. In general, teachers had more positive views on FLS students than negative, and they seemed to value having FLS students in EFL teaching. The participants saw FLS students as part of the diversity of all students since the teachers said that FLS students should be encountered as individuals with their own strengths and challenges. The lack of teacher training the participants had received seemed to cause feelings of uncertainty to some of the teachers as they struggled to find appropriate teaching methods or see how students' native language affects language learning. The second research question about how teachers' perceptions of FLS students have changed did not produce any significant results. Although teachers generally agreed that their perceptions of language learning and teaching have changed during their careers, they struggled to recognize how and to what extent FLS students have affected these views. Some participants did note that FLS students have helped them to realize the diversity of students since FLS students have shown them that some students have different learning styles or need a different amount of help than other students.

The findings of the present study offered some positive insights into the current state of EFL teaching as EFL teachers seemed to value and accept having FLS students in their classrooms. Since teachers did not see FLS students as a separate group but rather as individuals and as a part of diversity among all students, it would seem that FLS students are well integrated into EFL teaching in the Finnish upper secondary school. The disadvantages that teachers mentioned relating to FLS students were connected to personal challenges in language learning that FLS students may have. Thus, teachers seemed to be worried about how challenging EFL learning might be for those who do not speak the language of schooling. At the same time, teachers were not as concerned that having FLS students in class may be challenging for the teachers. As for the advantages of having FLS students in EFL teaching, teachers appreciated how FLS students bring cultural acceptance and language awareness to all students. These findings are significant since they show that EFL teachers have a great deal of positive perceptions of teaching FLS students.

Even though teachers valued having FLS students in class, the need for special teacher training emerged from the findings of the present study. All of the participants of the current study had received little to no teacher training on how to work with FLS students. To some teachers this resulted in feelings of uncertainty, since one teacher said that she had severe communication problems with FLS students, and some teachers expressed feeling uncertain of how FLS students' native language affects their EFL learning. To avoid these feelings of uncertainty, special teacher training on multicultural and multilingual teaching would be valuable to current and future EFL teachers. In addition, teachers need more training to recognize how to best support FLS students' learning. Teachers emphasized that Finnish is needed in EFL teaching since the Matriculation Examination is in Finnish but at the same time, teachers recognized that learning two foreign languages (Finnish and English) can be challenging for FLS students. Especially since most teaching materials used to teach EFL in Finnish schools are meant for native Finnish speakers (Háhn 2017), teachers need training in order to realize how those materials may not be well-suited for FLS students and to reconsider the amount of Finnish they use in teaching. The participants of the study had all been working as teachers for more than 10 years and thus the findings may not reflect the current state of teacher training in universities. However, this does suggest that upper secondary school EFL teachers would benefit from in-service training related to FLS students.

8.1 Evaluation of the study

Since there were only five interviews, the results of the present study cannot be generalized. There were only five participants as most teachers did not respond to the email that I sent them when I searched for participants. However, as this study is qualitative, the purpose of the study was not to conduct a high number of interviews and to draw general conclusions about them. As Martella et al. (2013: 311) reports, qualitative research is not primarily concerned with generalizability. Instead, in qualitative studies the quality of the data and the way the data are analysed is highlighted. Furthermore, in qualitative research, validity is defined by how truthful the collected accounts are, not how truthful the data or the data collection methods are (Martella et al. 2013: 308). Thus, it was especially important in the present study that teachers' perceptions were presented and analysed as accurately as possible. Next, I will analyse some of the choices I made in the present study and how they affect the quality of the study.

One of the challenges of the present study was that the study subject was a somewhat sensitive topic. To ensure the ethicality of the study, a research permission form and a privacy protection notice (Appendix 3 and 4) were signed by the participants. As the privacy protection notice states, individual participants cannot be recognized from the study results and the data collected in the study were stored in a secure network disk. Although the participants remain anonymous in the study, most teachers did not want that their perceptions of FLS students come across as racist or offensive towards different cultures. One of the teachers even mentioned that she noticed that she was being careful in her answers during the interview. Virta's (2008: 77) study showed similar results, as teachers were careful about the way they viewed dissimilarity since they were aware of the premises of multicultural teaching and they tried to avoid stereotyped reactions. The participants of the present study were likely trying to avoid stereotyping students and cultures, as well, as several teachers mentioned that since FLS students are a varied group, it is impossible to say, for example, what are the best methods to teach FLS students. However, since all the participants shared openly what they thought about some cultures when prompted to discuss the differences between FLS students and other students, the perceptions expressed by the participants seem to be genuine for the most part. Thus, the data collected in the present study appears to be reliable in this regard despite the sensitive cultural matters.

A problem that came up already in the search of participants was that teachers did not always necessarily know whether a student is a FLS student or not. Some of the teachers I contacted declined from participating in the interviews as they said that they taught individual English courses to upper secondary school students and during those courses they did not have the time to get acquainted with students well enough to know whether they are foreign language speakers. In the interviews as well, one of the participants said she does not always know which students are FLS students if they do not mention it to her, since some FLS students speak Finnish fluently. This means that when the participants thought about FLS students in the interviews, they were likely thinking of those FLS students who have had noticeably weaker Finnish skills or who have told them that they are FLS students. This does not diminish the current study as the purpose of this study is not to generalize the results of the study to all FLS students. However, it is important that readers should consider that the results of the present study may be more inclined towards FLS students with weaker Finnish skills than all FLS students.

The definition of FLS students used in this study may have been too wide as it contained immigrants, refugees and international or exchange students. It is mainly problematic since exchange students and immigrants or refugees come from vastly different environments. The way teachers described teaching exchange students, the teachers were not as careful to utilize their cultural and linguistic knowledge than with immigrants or refugees. As some of the teachers explained, people who come to Finland as refugees may have a difficult relationship with their home countries and may not want to discuss the culture or language of their country of origin. Thus, there is an important distinction in who the teachers thought about when they discussed FLS students. The original aim of this study was to focus on immigrant and refugee students as the number of immigrants and refugees has grown rapidly in the past years. However, the term FLS student was chosen deliberately as it may be easier for teachers to observe that a student's native language is something other than one of Finland's official languages than it is to know a student's country of origin. Therefore, although the definition of FLS student is wide and it may be debatable in some places in the interviews whether teachers are discussing immigrants, refugees or exchange students, it was necessary to use the term FLS student in the present study.

8.2 Ideas for future research

Many other research methods could also be used to study upper secondary school EFL teachers' perceptions of FLS students. Although interviews were an appropriate method to study teacher perceptions of FLS students, the study could have benefitted from the added view of classroom observations as it could be then compared whether teacher perceptions are realized in their teaching. This could be implemented in a more extensive study on the subject. Triangulation method could be also used to unite quantitative and qualitative research methods, for example, by sending a questionnaire to a large group of EFL teachers and then interviewing some of those teachers. This way the study results could be generalized more than with only the qualitative methods used in the present study. As mentioned above, the study could also have benefitted from a more longitudinal approach as the change in teacher perceptions could be observed more accurately that way. Especially with the number of FLS students growing at a fast rate in Finnish upper secondary schools, it would be important to collect more research information on how FLS students are perceived by EFL teachers who have had little to no experience teaching FLS students and how those perceptions change after experience in teaching FLS students.

The present study could also be expanded in future studies by including the point of view of FLS students. In this study, only teacher perceptions were studied in order to examine the underlying values of teaching FLS students in the EFL classroom. In order to get a more complete picture of FLS students in EFL teaching, FLS students could also be interviewed, or some other study method could be used to study the perceptions of FLS students. It would be interesting to contrast how FLS students experience EFL teaching and if those experiences are similar to how EFL teachers perceive FLS students in EFL teaching. With the time frame and resources of the current study this was not possible, but this could be carried out in a larger study.

All in all, there seems to be need for this kind of research. Many of the participants of the present study responded well to the topic of the study as they said that they participated in the interviews because they found the study topic interesting and useful. Since FLS students in Finnish upper secondary schools has been researched only a little, all research done on this research field offers valuable knowledge.

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APPENDIX 1. INTERVIEW QUESTIONS

Kiitos haastatteluun osallistumisesta! Kysyn ensin pari taustakysymystä.

Alustavat kysymykset

Kuinka kauan olet ollut töissä täällä?

Kuinka kauan olet ollut opettaja?

Tutkimuksen esittely

Tämän tutkimuksen tarkoituksena on selvittää, miten suomi toisena ja vieraana kielenä (S2) opiskelijat ovat vaikuttaneet englannin opettajien käsityksiin opettamisesta ja oppimisesta. S2-opiskelijat ovat siis opiskelijoita, jotka puhuvat äidinkielenään jotain muuta kuin suomea tai ruotsia eli tällaisia opiskelijoita voi olla esimerkiksi maahanmuuttajat tai vaihto-opiskelijat. Tutkin juuri lukion opettajia, koska S2-lukiolaisten määrä on kasvamassa, mutta heidän vaikutustaan opetukseen on silti tutkittu hyvin vähän. Yritän selvittää opettajien mielipiteitä siitä, ovatko S2-opiskelijat vaikuttaneet opetuksen eriyttämiseen sekä kielivalintoihin. Itse olen kiinnostunut tästä aiheesta, koska opiskelen sekä englantia että suomea toisena ja vieraana kielenä ja siten opetan luultavasti maahanmuuttajia tulevaisuudessa.

Opettajan kokemus S2-opiskelijoista

Kuinka paljon sinulla on ollut S2-opiskelijoita?

Milloin opetit ensimmäisen kerran S2-opiskelijoita?

Oletko saanut koulutusta S2-opiskelijoiden tai maahanmuuttajaopiskelijoiden kanssa toimimiseen?

Onko S2-opiskelijoilla erilaisia haasteita kielen oppimisessa kuin kantasuomalaisilla?

Mitä etuja S2-opiskelijoista on oppitunnilla?

Millaisia kielitaustoja opettamillasi S2-opiskelijoilla on ollut? Onko jollain ollut englanti käyttökielenä? *Miten tämä on vaikuttanut eriyttämiseen?

Käsitys opettamisesta ja oppimisesta

Muistatko, millainen käsitys sinulla oli opettamisesta urasi alussa (millaiset opetusmenetelmät toimivat parhaiten yms.)?

Onko käsityksesi opettamisesta muuttunut urasi aikana? Miten / miksi?

*Miten S2-opiskelijat ovat muuttaneet käsitystäsi opettamisesta?

Onko opiskelijoiden äidinkielellä vaikutusta siihen, miten he oppivat englantia?

Vaikuttaako se, että opiskelijat tulevat eri kulttuurista, heidän oppimistyyleihinsä? Tuleeko sinulle mieleen konkreettisia tilanteita, missä tämä on näkynyt?

Käytätkö erilaisia opetusmenetelmiä S2-opiskelijoiden takia (esim. pari tai ryhmätöitä)?

Opettajan kielivalinnat

Kuinka paljon käytät englantia oppitunneilla? Entä suomea?

Onko sinun pitänyt muuttaa englannin/suomen käyttöä oppitunneilla S2-opiskelijoiden takia?

*Jos käytät suomea oppitunneilla, huomaatko muokkaavasi sitä enemmän selkosuomen kaltaiseksi S2-opiskelijoiden takia?

Mitä kieltä opiskelijat puhuvat yleensä oppitunneillasi?

Käyttävätkö S2-opiskelijat omaa äidinkieltään oppitunneilla?

Oletko törmännyt kielimuureihin S2-opiskelijoiden kanssa? Miten olet selvittänyt ne (esim. eleillä, sanakirjan avulla)?

*Auttaako älypuhelimet kielimuurien selvittämisessä?

Opetuksen eriyttäminen

Käytätkö erilaista opetusmateriaalia S2-opiskelijoiden kanssa?

Minkälaista oppimateriaalia hyödynnät eniten S2-opiskelijoiden kanssa (oppikirjan materiaaleja, netistä saatuja materiaaleja yms.)?

Millä keinoilla eriytät S2-opiskelijoita?

Onko sinun täytynyt muokata käyttämäsi opetusmateriaalia S2-opiskelijoiden vuoksi (esim. oppikirjan valinta)? Miten?

Oletko muokannut opetuksen sisältöä S2-opiskelijoiden takia (esim. aihepiiriä kansainvälisemmäksi)?

Hyödynnätkö S2-opiskelijoiden kulttuuritietoa oppitunneilla? Millä tavoin?

Ovatko S2-opiskelijat vaikuttaneet käyttämiisi arviointimenetelmiin (esim. sanakokeet)?

Tuleeko jotain vielä mieleen keskustelemistamme asioista tai haluaisitko nostaa esille vielä jotain aiheeseen liittyen?

Kiitos haastattelusta!

APPENDIX 2. COVER LETTER

Hei!

Opiskelen englannin ja suomen toisena ja vieraana kielenä opettajaksi Jyväskylän yliopistossa. Olen tällä hetkellä tekemässä maisterintutkielmaani, jossa tutkin opettajien kokemuksia suomea toisena kielenä (S2) käyttävien opiskelijoiden opettamisesta. Tarkoitukseni on selvittää, miten S2-opiskelijat vaikuttavat opettajien tekemiin kielivalintoihin ja opetuksen eriyttämiseen sekä ovatko S2-opiskelijat vaikuttaneet opettajien näkemyksiin oppimisesta ja opettamisesta. Tästä aiheesta on tärkeää saada tutkimustietoa, koska S2-oppijoita lukio-opetuksessa ei ole tutkittu juuri ollenkaan, vaikka S2-opiskelijoiden määrä lukiossa on koko ajan kasvamassa. Opettajien näkemys S2-oppijoihin on tärkeää myös, koska se tarjoaa arvokkaan näkökulman opetukseen ja sen kehittämiseen.

Tutkielman aineisto kerätään haastattelemalla lukion englannin opettajia, jotka työskentelevät tai ovat työskennelleet maahanmuuttajataustaisten lukiolaisten kanssa. Haastattelun ajankohdasta sovitaan jokaisen opettajan kanssa erikseen ja tutkimukseen osallistujilla on mahdollisuus vetäytyä tutkimuksesta missä vain vaiheessa kertomatta syytä.

Haastattelumateriaali käsitellään ehdottoman luottamuksellisesti ja osallistujien henkilöllisyyttä ei voi tunnistaa tutkimuksesta. Tutkimusaineistoon on käyttöoikeus ainoastaan tutkielman tekijällä eli minulla ja aineistoa käytetään ainoastaan kyseiseen tutkielmaan. Aineisto hävitetään tutkielman teon jälkeen.

Toivon, että Sinulla on aikaa osallistua haastatteluun huhtikuun aikana. Tarjoan haastateltaville palkkioksi tutkimukseen osallistumisesta pullakahvit. Jos haluat tietää lisää tutkielmasta, vastaan mielelläni kysymyksiisi.

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Jyväskylässä 29.3.2019
Mari Mäki-Leppilampi



APPENDIX 3. RESEARCH PERMISSION FORM

JYVÄSKYLÄN YLIOPISTO

TUTKIMUSLUPA

Minut on kutsuttu osallistumaan tutkimukseen Opettajien käsitykset vieraskielisistä opiskelijoista lukion englannin kielen opetuksessa (Teacher Perceptions of Foreign Language Speakers in an EFL Classroom).

Olen perehtynyt tutkimusta koskevaan tiedotteeseen (tietosuojailmoitus) ja saanut riittävästi tietoa tutkimuksesta ja sen toteuttamisesta. Minulla on ollut mahdollisuus myös saada lisätietoa tutkimusta koskeviin kysymyksiini. Minulla on ollut riittävästi aikaa harkita tutkimukseen osallistumista.

Ymmärrän, että tähän tutkimukseen osallistuminen on vapaaehtoista. Minulla on oikeus milloin tahansa tutkimuksen aikana ja syytä ilmoittamatta keskeyttää tutkimukseen osallistuminen tai peruuttaa suostumukseni tutkimukseen. Tutkimuksen keskeyttämisestä tai suostumuksen peruuttamisesta ei aiheudu kielteisiä seuraamuksia.

Allekirjoittamalla tämän lomakkeen vahvistan osallistuvani tutkimukseen ja annan luvan käsitellä tietojani tietosuojailmoituksessa kuvatulla tavalla.

Paikka ja aika

Allekirjoitus

Nimenselvennys

Alkuperäinen asiakirja jää tutkimuksen tekijälle ja tutkimukseen osallistuja saa asiakirjasta kopion. Tutkimuslupaa säilytetään tietoturvallisesti niin kauan kuin haastattelun aineisto on tunnisteteellisessä muodossa. Kun haastattelun alkuperäinen aineisto anonymisoidaan ja hävitetään, myös tämä asiakirja hävitetään.



APPENDIX 4. PRIVACY PROTECTION NOTICE

TIETOSUOJAILMOITUS TUTKIMUKSESTA TUTKIMUKSEEN OSALLISTUVALLE

15.03.2019

Tutkimukseen osallistuminen on vapaaehtoista, eikä tutkittavan ole pakko toimittaa mitään tietoja, tutkimukseen osallistumisen voi keskeyttää.

1. TUTKIMUKSEN NIMI, LUONNE JA KESTO

Maisterintutkielman nimi on Opettajien käsitykset vieraskielisistä opiskelijoista lukion englannin kielen opetuksessa (Teacher Perceptions of Foreign Language Speakers in an EFL Classroom). Tutkimus toteutetaan haastattelemalla noin kuutta opettajaa kertaluontoisesti. Tutkielman on tarkoitus valmistua vuoden 2019 loppuun mennessä.

2. MIHIN HENKILÖTIETOJEN KÄSITTELY PERUSTUU

EU:n yleinen tietosuojasetus, artikla 6, kohta 1

Tutkittavan suostumus

3. TUTKIMUKSESTA VASTAAVAT TAHOT

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4. TUTKIMUKSEN TAUSTA JA TARKOITUS

Tämän tutkimuksen tavoitteena on selvittää, kuinka vieraskieliset opiskelijat ovat muuttaneet opettajien käsityksiä opettamisesta ja oppimisesta. Lisäksi on tarkoitus selvittää, kuinka opettajat eriyttävät vieraskielisiä opiskelijoita ja mitä kielivalintoja opettajat tekevät oppitunneilla.

Tutkimukseen osallistuu noin kuusi lukion englannin opettajaa, jotka opettavat tai ovat opettaneet vieraskielisiä opiskelijoita.

Tutkimuksessa on välttämätöntä käsitellä opettajista seuraavia henkilötietoja: uran pituus ja historia opettajana. Tiedot ovat äänitallenteella, josta ne litteroidaan tekstimuotoon.

5. TUTKIMUKSEN TOTEUTTAMINEN KÄYTÄNNÖSSÄ

Tutkimukseen osallistuminen kestää noin 45 minuuttia. Tutkimukseen sisältyy yksi haastattelu jokaista opettajaa kohti.

6. TUTKIMUKSEN MAHDOLLISET HYÖDYT JA HAITAT TUTKITTAVILLE

Tutkimus tuottaa tietoa lukion englannin opettajien käsityksistä vieraskielisistä opiskelijoista.

7. HENKILÖTIETOJEN SUOJAAMINEN

Tutkimuksessa kerättyjä tietoja ja tutkimustuloksia käsitellään luottamuksellisesti tietosuojalainsäädännön edellyttämällä tavalla. Tietojasi ei voida tunnistaa tutkimukseen liittyvistä tutkimustuloksista, selvityksistä tai julkaisuista. Tutkimusraportissa voidaan käyttää sitaatteja haastatteluista. Tällöin tunnistamisen mahdollistavat tiedot (esim. paikan/koulun ja henkilöiden nimet) on kuitenkin poistettu aineistokatkelmista.

Henkilötietoja säilytetään Jyväskylän yliopistossa tutkimuksen tekijän henkilökohtaisella tietokoneasemalla. Vain tutkimuksen tekijällä on pääsy aineistoon. Henkilötietoja suojataan myös anonymisoimalla aineisto.

Tutkimustuloksissa ja muissa asiakirjoissa sinuun viitataan vain tunnistekoodilla.

Tutkimusaineistoa säilytetään Jyväskylän yliopisto tutkimusaineiston käsittelyä koskevien tietoturvakäytänteiden mukaisesti.

8. TUTKIMUSTULOKSET

Tutkimuksesta valmistuu opinnäytetyö.

9. TUTKITTAVAN OIKEUDET JA NIISTÄ POIKKEAMINEN

Tutkittavalla on oikeus peruuttaa antamansa suostumus, kun henkilötietojen käsittely perustuu suostumukseen. Jos tutkittava peruuttaa suostumuksensa, hänen tietojansa ei käytetä enää tutkimuksessa.

Tutkittavalla on oikeus tehdä valitus Tietosuojavaltuutetun toimistoon, mikäli tutkittava katsoo, että häntä koskevien henkilötietojen käsittelyssä on rikottu voimassa olevaa tietosuojalainsäädäntöä. (lue lisää: <http://www.tietosuojafi.fi>).

Tutkimuksessa ei poiketa muista tietosuojalainsäädännön mukaisista tutkittavan oikeuksista.

HENKILÖTIETOJEN SÄILYTTÄMINEN JA ARKISTOINTI

Säilyttäminen

Rekisteriä säilytetään Jyväskylän yliopistossa tutkimuksen tekijän henkilökohtaisella tietokoneasemalla kunnes tutkimus on päättynyt. Tämän jälkeen aineisto hävitetään. Rekisteri säilytetään ilman tunnistetietoja anonymisoituna.

10. REKISTERÖIDYN OIKEUKSIEN TOTEUTTAMINEN

Jos sinulla on kysyttävää rekisteröidyn oikeuksista voit olla yhteydessä tutkimuksen tekijään.

APPENDIX 5. EXTRACTS FROM THE INTERVIEWS IN FINNISH

Litteroinnissa käytettyjä merkkejä (mukailtu lähteestä Ruusuvuori ja Nikander (2017)):

. laskeva intonaatio

, jatkuva intonaatio

? nouseva intonaatio

- sanan keskeyttäminen

(()) ei-sanalliset toiminnot

() anonymisoitu kohta

// selvennys

[...] haastattelusta poistettu kohta välistä

- (1) Erkki: ”suvaitseminen kyllä kasvaa kaikilla [...] he on tuonu Suomeen myös tämmöstä, suomalaiseen koulujärjestelmään semmosta, vähä niinku enemmän ymmärrystä. että vaikeista tilanteista ihmisiä tulee tänne”
- (2) Helena: ”kyllähän siinä on se sellanen niinku moninaisuus ja joku tosi jos puhutaa just ajatellaan puhutaa vaikka just eri kulttuureista ja muusta nii semmonen, toisilta tulee hirveen spontaanisti sitä et he haluaa jakaa sitä että et me että mä oon tiiätkö et meillä tehään näin tai mun kotona tehään näin mut sit toiset on hirveen sellasia niinku. ujoja sit siinä”
- (3) Johanna: ”no tietenki sen oman oman tuota kulttuurinsa mukanaan että jos on aihe semmonen jossa jossa nimenomaan käsitellään jotakin kansainvälisyys asioita tai tai maahanmuuttoa tai tai jotain tähän liittyvää niin luonnollisesti sitte heiän jos riippuu tietenki henkilöstä eihän kaikki halua olla niinku millää tavalla esillä [...] jo se että oppilaat on tekemisissä myös muista kulttuureista tulevan opiskelijan kans nii totta kai se on heille rikkaus joka tapauksessa”
- (4) Leena: ”se vaan rikastuttaa myös sitä tavallaan sitä englannin kielen puhumista ja käsitystä siitä että minkälaisia aksentteja ja minkälaista englannin kieltä voi kuulla maailmalla. ja sitten myöskin tietysti opettajan kannalta se että, ja ehkä oppilaittenkin ku tehään ryhmissä tai pareissa et hekin joutuu miettiin että nyt ihan oikeesti mä en voikkaan käyttää suomea tässä mun pitää jollain muulla, keinolla yrittää selvittää tää

asia tälle tälle kaverille tai opettaja joutuu miettiin just näitä keinoja että miten sanakokeen voiki tehdä jollain eri tavalla ja näin”

- (5) Irmeli: ”jos hän on oppinu puhumaan, muuta kuin suomen kieltä ja myös silloin hän on myös tuota niin niinku ennakkoluulottomampi puhumaan, siis käyttämään suullisesti englannin kieltä ja oon esimerkiksi nyt juuri mulla on opiskelija joka, tavallaan ku hänellä se suomen kieli ei tuu sillä tavalla automaattisesti suusta niin hänellä tuleekin englannin kieli paljo helpommin ja hän on niinku herättänyt sitte muitaki keskustelemaan joissakin tilanteissa. että hän on tottunut ajattelemaan englanniksi [...] on toisaalta itselle tuonut niinku niitä ajatuksia että. siitä vois löytyä niitä metodeja myös myös englannin opetukseen suomea puhuville. että katsois heitä ikään kuin ((naurahtaa)) ihmisinä joilla ei oo sitä äidin- suomea äidinkielenä”
- (6) Erkki: ”valtaosa mitä minulla on ollu niin heillä on englannin kanssa valtavia vaikeuksia [...] kyllä se on pieni joukko se joka on niinku jyvällä kieliopista [...] joskus oli kärsivällisyys koetuksella ja se oli semmosta joskus vähä turhauttavaa ettei sitte sekä että heidän suomen kielen taito, monesti on tuota. heillä ei niinku siitäkään oo, kovin hyvää taitoa ja sitte englanti vielä siihen”
- (7) Leena: ”osittain ne voi olla just näitä samoja mutta tietenkin ehkä enemmän vielä tulee se et ei vaikka oo niitä käsitteitä ei oo sanoja niille [...] vaihtareitten kans voi joskus sanoa et vastaa ranskaks mä nyt sen verran ymmärrän ranskaa ja näin, mut tota, ja sitte voi olla jos se englannin kielen taitoki on hyvin heikko, niin ehkä sitten on vielä enemmän niitä kielellisiä haasteita et jos ei ole joitain sanoja millään kielellä välttämättä olemassa”
- (8) Johanna: ”no on tietysti koska se äidinkieli on jotain muuta ja erityinen haaste on se et jos se oma äidinkieli on vielä semmonen josta ei oo olemassa kirjoitettua kieltä nii silloinhan siinä tulee niinku aivan tuplasti sen lisäksi että sulla on vieras kieli opeteltavana nii täytyy sitte niinku opetella useampaa niinku suomea ja sitte vielä sitä vierasta kieltä kirjoittamaa niin totta kai siinä o haastetta riittää joillekin”
- (9) Helena: ”monelle saattaa tulla yllätyksenä että kun käy suomalaista lukiota nii se suomen kielen merkitys on aika suuri”
- (10) Irmeli: ”se ilmenee siitä e- siinä jo niinku kursseilla kun opetusmateriaalithan sisältää suomenkielisiä ohjeita, ohjeistuksia ja tehtäviä niin niin tuota. jos tosiaan se suomen kieli on heikko niin se on niinku eri asteisesti sitte, joko- jotku ei pysty tekemään ollenkaan niitä, ja sitte jotku, eri asteisesti tai siis sillä tavalla että se on pikkusen haparoivaa kun ei ihan täysin ymmärrä sitä suomen kielistä lausetta, nii se on se haaste”
- (11) Johanna: ”käyään kappaletta niin mä aina teen sen englanniksi nii että siinä ei vaikuta kenenkään äidinkieli mutta tietysti se opiskelija joutuu ite sitte ettimään ne sanastot omalla äidinkielellään jostaki tai sitten englanti-englanti sanakirjasta [...] mikä on toisaalta koulussa minusta aika ihanne tilanne että ne S2-opiskelijat sitte kuitenkin niinku sitä suomea käyttävät et se on aika semmonen tuo on niinku semmonen aihe joka

on minusta koko yhteiskunnan kannalta merkittävä just että onko niitä kontakteja suomalaisiin vai ei [...] sitten tietenkin jos on joitaki semmosia käännoستهتviä nii sitte minä oon saattanu tehdä niin päin että mä oon pyytäny heitä esimerkiksi omalle äidinkielelle kääntämään”

- (12) Erkki: ”täällä ei, ei et ne ne puhuu suomee tai sitte englantia [...] ehkä siellä (edellisessä lukiossa) siellä oli kyllä. et joutunu niinku sanoo et älkää puhuko mä en tiä mistä te puhutte älkää puhuko ((naurahtaa))”
- (13) Helena: ”varmasti englantia ja suomee aika paljon ja sitte on tietysti jonku verran meillä sitte saman taustaset opiskelijat tykkää jutella keskenään että joskus mä kuulen vähä venäjää ja sit mä yritän sanoa et hei ei, ei puhuta täällä nyt venäjää ja sitte joskus sit esimerkiks somalia keskenään saattaa sama sama juttu siinä että että et ah pitääkö näistä nyt englanniks keskustella nii mä sanon et pitää et et onhan se semmonen tavallaan monelle voi ollaki semmone salakieli, et se on semmone että nyt opettajakaan ei ymmärrä meitä”
- (14) Leena: ”jos ei pysty suomentaa sitte tekee sen muuten, et sitä oppimateriaalia itte muokataan sitte tai ehkä peda nettiin tai tai jotain tällasta, et sitä sitähän kielten opettaja tekee aika paljon et jälleen kerran semmonen normaali eriyttäminen nii että yritetään sitte löytää jokaisella se, niin pitkälle ku pystytään niin tota sellanen sellasta tekemistä mitä he pystyy tekeen”
- (15) Johanna: ”toki niinku pitäähän suomalaisia opiskelijoitaki melko paljon auttaa monenlaisissa hommissa nii sama homma S2 tämmöstä niinku opiskelija pitää aina ottaa omana itsenänsä ja juuri sinä opiskelijana mikä hän nyt on”
- (16) Irmeli: ”semmone on aika tavallista että, annan erilaiset ohjeet mitä muille on, ja, niin että kyllä he vaa- he tarvitsevat sen eriyttämisen että jokainen tehtävä mitä tehdään niin täytyy kattoa että okei että soveltuuko tää tälle”
- (17) Leena: ”he varmaan muiden mukana et samallailla jos on vaikka lukivaikeus niin sitten arvioidaan eri tavalla et niinku et eihän voi vaatia et he kääntää suomeksi jotain”
- (18) Erkki: ”se on enimmäkseen se että ku monilla on lukihäiriö nii mä silloin otan huomioon sitä lievästi että mä annan lisäpisteitä [...] jos se s-kaks opiskelija sanoo että hänellä on tuota lukihäiriö nii silloin mutta siinäki se et sama kohtelu valitettavasti että mä en niinku lievennä sitä että kokeessa ei tule lievennystä [...] se pitää olla tiukasti se, sama mikä ylioppilaskokeessa”
- (19) Johanna: ”joskus on semmonen tilanne että on kokeesta ollu semmone versio missä ei jossa on ollu useammin niinku enemmän S2-opiskelijoita nii mulla on saattanu olla kaks versiota että toinen missä on vähemmän sitä suomea ja toinen sitte [...] se on vähä problemaattista koska jos sä teet jonku monivalinnan englanniksi nii väistämättä se todennäköisesti on helpompi ku se että jos sä käänät jotain suomesta englantiin tai silleen nii se on se on vähän kakspiippunen juttu [...] sen jälkeen kun mä niinkö tajusin

sen että se ei välttämättä palvele heidän se että mulla on koko ajan se toisenlainen koe niin kun se on kuitenkin, toisaalta- se niinku se asettaa opiskelijat sitte kuitenkin eriarvoiseen asemaan [...] totta kai he on alunperinki eriarvoisessa asemassa koska sitä suomen kieltä ei oo heillä että se on vähä niinku että miten sen kompensoi mutta kun englannin yo-kokkeessaki on suomea nii se on niinku se minusta se lähtökohta että kuitenkin heidät pitäis jotenki saada integroitua siihen suomalaiseen systeemiin”

- (20) Irmeli: ”opettajallaki on niinku. pitää olla tuntosarvet hirveen tarkkana että että kenelle pitää niinku räätälöidä koe semmoseks että siinä ei oo äidin- siis suomen kieltä. ja. sitä ei ope- oikeestaan opiskelijakaan osaa sanoa monesti itse. tai siinä mennään niinku tuota nii yrityksen ja erehdyksen tietä että ensin se ope, hän tekee saman kokeen ko muutki ja sitte ko käy ilmi että ei hän siihen pystykkään niin tuota sitte sen jälkeen pitää ruveta, sitte mukauttamaan sitä arviointia [...] siinä ollaan pikkusen semmosella rapisevalla jäällä että ko arvioi eri eri tuota kriteereillä mutta silti mä arvioin eri kriteereillä jotta sille oppilaalle ei tuu niinku liian alhainen numero siihen kielitaitoon nähden”
- (21) Erkki: ”se on just ennen kaikkea se äidinkieli sitten myös heijastuu siinä esimerkiks ääntämisessä joka on heidän tuntuu ikään kuin heille ois mahotonta omaksua semmosta ääntämistä joka ei jossa ei kuulu se heidän äidinkielensä”
- (22) Johanna: ”jos opiskelijan äidinkieli on vaikka saksa niin onhan se toki paljo helpompaa kuin että jos se on vaikka joku swahili elikkä tietysti sillä on hyvinki paljon ja just se että onko se oma kieli niin sanottu tämmönen. kulttuurikieli että löytyykö siitä tekstejä sillä kielellä vai eikö löydy”
- (23) Leena: ”kyllä se aina vaikuttaa, joo vaikuttaa, tietenkin sitä nyt on vaikee silleen sanoa koska meillähän se oppimateriaalikiha perustuu siihen et kuitenkin äidinkieli on suomi [...] joku venäjän kielen taustainen vaikka luokassa, heille on ihan selkeesti vaikka menneen ajan muodot vaikeita koska siellä on se, en osaa venäjää mut tiän sen verran että ajatellaan eri tavalla tai ilmastaan ne”
- (24) Irmeli: ”kun en itse osaa japania enkä tiedä siitä kielestä, mitään fundamentteja, niin niin tuota, on vaikea hahmottaa että miten japanilaine kokee sen englannin kielen. mutta kun siinä tulee, esimerkiks heillä on jo ääntäminen. ääntäminen on vaikeeta”
- (25) Helena: ”jos puhutaa suomen kielen interferenssistä niinku englannin englannin kielessä nii mä en sitte niinku hahmota välttämättä sitä et kuinka se opiskelijan oma kielitausta saattaa jotaki jonkun asian niinku ymmärtämistä vaikka vaikeuttaa et miksi se pitää sanoa englannissa näin, et se on sit vaa ehkä vähä tulee sitte sit siitä käytännön kautta huomaa että ahaa että oisko nyt jotai, et onks täs nyt jotai hankaluutta ymmärtää vaikka tätä niinku et miksi miksi nää miksi tää just tämä vaikka aikamuoto asia tuntuu niin vaikeelta”
- (26) Irmeli: ”on vaikea ((naurahtaa)) vaikea niinku oikeestaan hahmottaa että mitä he ymmärtävät ja mitä ei [...] en oo vielä löytäny niinku sitä. sitä että mitä heidän kans voi niinku tehdä. että en osaa opettaa heitä sanotaanko näin. en osaa opettaa heille englantia

[...] se kommunikointi englannin kielellä voi olla hyvin vaikeeta. joko vajaan kielitaidon takia tai sitte että ääntäminen on niin erilaista. se on. se on mulla nyt semmonen suuri kysymysmerkki, mitä tehdä ((nauraa))”

- (27) Erkki: ”no ainaki siinä mielessä et miten paljon monet opiskelijat tarvii apua [...] siitä mulle on tullu tämmönen ajatus joka mulle on nykyään tärkeä et joka ikinen tunti pitäis jokaiseen opiskelijaan olla jonkulainen kontakti”
- (28) Helena: ”mulla on niinku joissaki ryhmissä missä sitte on semmosia, niinku, kaveriporukoita [...] heillä saattaa iha hyvin niinku he pysyy asiassa mut sit mä joskus mä muistan et mä oon ehkä joskus kokenu sen niinku häiritsevämpänä ku mä koen sitä nykyään”
- (29) Johanna: ”silmät on tavallaan ehkä auenneet sille että kuinka monta erilaista kielitaitoa ihmisellä voi olla siis tarkoitan just sitä että minkälainen se on se puhuttu kieli ja minkälainen on kirjoitettu kieli ja ja minkä verran se oma äidinkieli sitä sitten sotkee tai ei sotke tai auttaa tai ei auta ja niin pois päin”