

“I don’t have any idea of what I should know in working  
life”:

The role of English in the profession of a classroom teacher  
and how teacher training prepares students for working life

Bachelor’s thesis  
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<p>Englannin kielellä on Suomessa merkittävä asema yhtenä käytetyimmistä vieraista kielistä ja sitä voisikin siis epävirallisesti kutsua kolmanneksi viralliseksi kieleksi. Lisäksi englanti on vahvasti esillä koulutusjärjestelmässä jo ala-asteella. Vuonna 2018 valtioneuvosto päätti A1-kielten varhennetun opetuksen aloittamisesta. Käytännössä muutoksen takia vuoden 2019 syksyllä koulunsa aloittaneet oppilaat aloittivat A1-kielen opiskelun ensimmäisen luokan kevätlukukaudelta lähtien. Varhennetun kieltenopetuksen päätöksessä opetuksen järjestäjille annettiin mahdollisuus päättää hyödyntävätkö he varhennetun A1-kielen opetuksessa luokan- vai aineenopettajia. Koska englanti on Suomessa yksi eniten tarjotuista ja opiskelluista A1-kielistä, on hyvin mahdollista, että luokanopettajat tulevat jatkossa opettamaan englantia esi- ja alkuopetuksessa.</p> <p>Tämän tutkimuksen tavoitteena on selvittää millaisissa tilanteissa luokanopettajat tarvitsevat englantia työelämässään ja valmistaako nykyinen luokanopettajakoulutus tulevia luokanopettajia työelämään englannin kielen suhteen. Tutkimus suoritettiin laadullisena tutkimuksena hyödyntäen puolistrukturoituja teemahaastatteluja ja sisällönanalyysiä. Tutkimuksessa haastateltiin luokanopettajaopiskelijoita ja valmistuneita luokanopettajia. Ryhmien vastauksia verrattiin keskenään, jotta saatiin selville, millainen käsitys luokanopettajaopiskelijoilla on englannin kielen käytöstä työelämässä ja kuinka nämä käsitykset vastaavat todellisuutta.</p> <p>Tulokset osoittavat luokanopettajaopiskelijoiden olevan suhteellisen tietämättömiä englannin kielen tarpeellisuudesta luokanopettajan työssä. Opettajaopiskelijoiden käsitykset tiivistyivät englannin käyttämiseen ulkomaisten vierailijoiden sekä muuta kuin suomea äidinkielenään puhuvien vanhempien ja oppilaiden kanssa. Verrattuna valmistuneiden luokanopettajien kokemuksiin, opiskelijoiden lista jäi lyhyeksi. Molemmat kohderyhmät toivat esille toiveensa englannin vahvemmassa sisällyttämisestä luokanopettajaopintoihin. Tulosten pohjalta luokanopettajakoulutus kaipaa englannin kokonaisvaltaisempaa integroimista osaksi luokanopettajaopintoja. On kuitenkin muistettava, että tämän tutkimuksen pohjalta ei voida vetää yleistettyjä johtopäätöksiä ja aiheesta tarvitaan enemmän tutkimusta varsinaisten muutosten oikeuttamiseksi.</p>	
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# 1 INTRODUCTION

In the global world, foreign languages have progressively become tools for international communication and a part of our everyday life. Being able to speak more than one's native language is highly valued and this is reflected in the Finnish education system and the national core curriculum as well. In 2018, the Finnish government passed a law stating that the teaching of students' first foreign language (A1) will begin earlier than before (Ministry of Education and Culture 2018). From the beginning of 2020, first year elementary school students begun learning their A1 language during the spring semester of the first grade. In many schools, the languages offered as A1 languages are limited due to resources (Skinnari and Sjöberg 2018) and English remains the language most chosen by the students (Skinnari and Sjöberg 2018, Pyykkö 2017, [vipunen.fi](http://vipunen.fi) 2018).

The role of English in the Finnish society has expanded from being a foreign language to being an unofficial second language (Skinnari and Sjöberg 2018: 14). English has increasingly become the language of mainstream media and for many adolescents it is a natural part of their language catalogue (Skinnari and Sjöberg 2018, Pyykkö 2017). Moreover, English is the native language of approximately 20 000 people living in Finland (Statistics Finland 2018) and it is also the unofficial working language in many professions (Piekkari 2010).

Since English has a considerable role in the Finnish society and thus, the Finnish education system, it evokes a question of the role of English in the profession of a classroom teacher. How much and in what situations do classroom teachers need English in their working life and does the ordinary classroom teacher training program prepare the students for working life regarding the use of English? These are the questions this thesis aims to answer.

First, chapter 2 will focus on the role of English in the Finnish society and the Finnish education system as well as the different aspects of classroom teacher training significant for this thesis. Second, chapter 3 will present the research problem together with the research questions and describe how the data were collected and analysed. Third, in chapter 4 the focus is on the results and how they might have implications on the classroom teacher training program followed by the conclusion in chapter 5.

## **2 THEORETICAL BACKGROUND**

This chapter aims to describe and discuss the different factors that motivated the topic of this thesis. First, the role of English in the Finnish society and thus, the Finnish education system are briefly discussed in sections 2.1 and 2.1.1. Second, the recent changes to the national curriculum concerning the teaching of A1 languages and how they might have an impact on that role, as well as on the job description of a classroom teacher, are shortly presented in section 2.1.2. Third, section 2.2 aims to explain how teacher training plays a part in helping the students form their perceptions of their future. Since the study focuses on the ordinary classroom teacher training program, several different ways to train as a classroom teacher are briefly presented to help exclude them from the study. The last themes discussed are the role of English in classroom teacher training and the transferable skills classroom teacher training aims to equip the students with.

### **2.1 English in the Finnish Society**

The goal of this section is to briefly review the role of English in the Finnish society, as the role of a language in a society will inevitably impact its role in the society's education system.

In the constantly globalizing world, diverse language skills are valued as a means of communication. However, English still stands out when people speaking different native languages need to find a way to communicate. In present day, English is widely granted the title of a lingua franca: "a shared language of communication used between people whose main languages are different" (Oxford Learner's Dictionaries 2019).

The status of English in Finland is greater than that of a foreign language in its official sense (Skinnari and Sjöberg 2018), where a language is learned in an environment where it is not frequently spoken (The Helsinki Term Bank for the Arts and Sciences 2019). A more precise description for English in Finland would be an unofficial second language (Skinnari and Sjöberg 2018: 14). English can be seen almost everywhere from the moment one leaves the house and even within one's home. Different media are broadcasted in English with the subtitles being in Finnish; advertisements utilize English regularly; the Finnish language is constantly being influenced by English, leading to the formation of anglicisms.

The influence of English is especially notable among adolescents, as a national survey on the role of English in Finland reports (Leppänen et al. 2009). Adolescents use English more than other age groups and it is perceived as a natural tool of communication not only with people whose native language isn't Finnish but among native Finnish speakers as well (Leppänen et al. 2009). However, the role and importance of English varies depending on people's background and a distinct difference can be seen especially between elderly people who live in less populated areas, such as the countryside, and adolescents who live in cities where they are more easily exposed to the use of English (Leppänen et al. 2009).

In addition to English being used by native Finnish speakers, English is also the native language of roughly 20 000 people living in Finland (Statistics Finland 2018) and it is used in many workplaces as an unofficial working language (Piekkari 2010).

Having reviewed the status of English in the Finnish society I will next discuss its role in the Finnish education system.

### **2.1.1 English in the Finnish Education System**

This section will focus on how English is seen in the Finnish education system. I will direct the focus on the role of English in the elementary school as it is the part of the Finnish education system that is relevant to this thesis. English and its role in the world of tertiary education, specifically teacher training, will be discussed in later sections.

Compared to other foreign languages, English has a unique status in the Finnish education system. It is the language most chosen by students from elementary school to high school and its role in the everyday life of Finnish people is significant (Leppänen et al. 2009). Looking at the language choices of elementary school students, English is clearly number one (Skinnari and Sjöberg 2018, Pyykkö 2017: 9). Roughly 60-70% of students from classes 1-6 have chosen English as their A1 language since 2001 ([vipunen.fi](http://vipunen.fi) 2018). Various factors affect these language choices. Teachers' attitudes towards languages and how well the students are informed of the languages being offered can be counted amongst these (Pyykkö 2017). The financial situations of municipalities also play a role in guiding students' language choices (Pyykkö 2017). Some schools are able to offer more languages whereas others struggle to find the resources and settle for the languages that are most

influential in Finland. This needs to be taken into account when discussing language choices as the choices are inevitably limited by what languages are being offered.

The teaching of English in the Finnish elementary school draws from the national core curriculum and is loosely guided by the Common European Framework of Reference for Languages (CEFR) (National Core Curriculum 2014). For example, the national core curriculum aims for students to have reached the CEFR level of A2.1 in English at the end of sixth grade. It is noted that adolescents use English in their free time and this should be considered in the planning of English teaching. The teaching methods emphasize student involvement and the national core curriculum instructs that the teaching include games, group work, plays and acting as a way to wake up the students' interest towards English (National Core Curriculum 2014).

In addition to English being taught as a school subject, it is visible in other areas in Finnish schools. Students from immigrant backgrounds bring language variation to the school world and to a classroom teacher's profession. Finnish can be a foreign language to them, in which case it is helpful for the classroom teacher to be at least aware of the student's language background even if they cannot speak the language themselves. In some cases, English can be the language of communication in lack of a common native language. If the preschool and elementary education is taught in a language other than the official schooling language, the teacher is expected to be proficient in the language in question (Finnish National Agency for Education 2005).

Additionally, English can be used in different projects inside and between schools. Many schools in Finland participate in different programs of twinning of schools, in which the students from both participating schools have the chance to practice both the language of the twin school and English. These programs also require the teachers to practice their language in order to be able to communicate and organize lessons and other learning situations for the students of both schools.

As can be gathered from this, English has a notable role in the Finnish education system and elementary schools. However, due to recent changes in the national core curriculum (Ministry of Education and Culture 2018, Finnish National Agency for Education 2018), the role of English in Finnish elementary schools might change in the near future. These changes will be discussed in the following section.

## 2.1.2 Early A1 Language Teaching

In 2018, the Finnish Government decided that from the beginning of the year 2020, elementary school students will begin learning their first foreign language (A1 language) during the spring semester of the first grade (Ministry of Education and Culture 2018, Finnish National Agency for Education). In practice, this means two weekly lessons per year will be added to the national curriculum for the grades 1 and 2, regarding the teaching of the students' first foreign language. The change will affect students beginning elementary school during the fall of 2019 and is effective from there on (Varhemmin, hauskemmin, enemmän -seminar 2018, Ministry of Education and Culture: Ohjauskirje A1-kielen toimeenpanosta).

The Ministry of Education and Culture justifies earlier language teaching with two main factors: utilizing children's natural sensitivity to learn a new language and equalizing the language teaching in Finland (Ministry of Education and Culture 2018). The idea that children have a sensitivity to learn languages derives from the critical period hypothesis (CPH), according to which there exists a period beginning in childhood and ending around the age children reach puberty, during which learning a new language is most efficient (for example Fullana 2006: 41, García Mayo and Garcia Lecumberri 2003). CPH is at present replaced by the idea of sensitivity periods, according to which children have several unique individual periods when they are more sensitive to learning a new language (Bialystok and Hakuta 1999: 162, as cited in Skinnari and Sjöberg 2018: 13). Although there is still much controversy on the subject, the hypothesis has often been used as an argument for earlier language teaching (Skinnari and Sjöberg 2018).

The second main argument is making early language learning more available for all students in all schools in Finland (Ministry of Education and Culture 2018). Until now, the Finnish Government has offered funding for the education organizers to begin their foreign language teaching earlier than is required by the national core curriculum (Skinnari and Sjöberg 2018). The advancing of foreign language teaching has mostly been applied to the A1 languages and in most municipalities the only A1 language offered has been English (Skinnari and Sjöberg 2018). However, regardless of funding being available, not all education organizers have taken the chance to begin foreign language teaching earlier. Municipalities report various reasons for why they have decided not to advance foreign language teaching in their schools. These include, for example: lack of resources, unwillingness of teachers and lack of interest (Skinnari and Sjöberg 2018). Since not all education organizers have offered their students the opportunity to begin foreign language learning earlier,



language learning has been unequal between schools until now. As the change makes the advancing of foreign language teaching compulsory, it aims to remove the inequality between different schools (Ministry of Education and Culture 2018).

Following the change in the teaching of A1, the education organizers have the opportunity to utilize the knowledge of both language and classroom teachers regarding the teaching of A1 in the grades 1 and 2 (Varhemmin, hauskemmin, enemmän -seminar 2018, The Trade Union of Education in Finland 2018). Drawing from earlier language choices, English will likely continue being the language chosen by most students. Therefore the need for English in the profession of a classroom teacher will likely rise. The government offers funding for in-service-training directed at classroom teachers in order for them to be better able to teach languages for first and second grade students (Ministry of Education and Culture 2018).

As there is a possibility that newly graduated classroom teachers will be teaching English to first and second grade students, the perceptions of current classroom teacher students on the use of English in the working life are of considerable interest. It is important to research whether the students, who might in the near future teach a foreign language to first and second grade students, have a realistic perception of the language skills required in the working life.

## **2.2 The Role of Teacher Training in Constructing the Perceptions of Teacher Students**

This section will focus on the role of teacher training in constructing how the classroom teacher students see their future profession and the role of English in it. First, I will present different educational paths to becoming a classroom teacher with qualifications to teach English. This is necessary, as it helps to limit the focus group of this thesis to exclude students and alumni from these programs. Second, I will discuss the role of English in teacher training and third, how teacher training prepares students for working life in general.

### **2.2.1 The Different Training Possibilities**

Teacher training plays a notable role in preparing teacher students for their future profession. There are many possible programs that lead to reaching the official qualifications to work as a classroom

teacher and a language teacher. It is good to review the different paths in order to define what is and what is not included in the ordinary classroom teacher training program. In this section, I will briefly present five different paths that lead to qualifying as both a classroom and an English teacher.

In Finland, there are two universities that offer programs directed at people who wish to become classroom teachers with qualifications to teach English. The university of Jyväskylä offers a Jyväskylä University Language Innovation and Educational Theory Programme or JULIET for short. The program is aimed at students studying in the Department of Teacher Education and it emphasizes English as a part of classroom teacher studies (University of Jyväskylä 2019, Pihko and Bursiewicz 2012). The university of Oulu is the second university in Finland that offers international classroom teacher education in its International Teacher Education program ([opintopolku.fi](http://opintopolku.fi) 2019, Pyykkö 2017). In addition to these, the university of Jyväskylä debuted the KiMo training program in 2018 (Kielitietoisuutta ja monikielisyttä tukevan pedagogiikan opettajankoulutus). The program gives students the qualifications to work both as classroom and subject teachers and it emphasizes linguistic awareness and multilingualism (University of Jyväskylä 2019).

There are also more traditional paths to becoming a classroom teacher with qualifications to teach English. One of them is to apply to a classroom teacher training program and to study English as a minor subject. Classroom teachers are required to complete the basic and subject studies in order to gain the qualification of an English teacher in elementary school ([opintopolku.fi](http://opintopolku.fi) 2019). If an English major studying to be a subject teacher wishes to expand their studies to classroom teacher studies, they can apply for separate studies aimed at subject teacher students. These studies are called POM (Perusopetuksessa opetettävien aineiden ja aihekokonaisuuksien monialaiset opinnot), which is a group of courses that combine different areas taught in the elementary school ([opintopolku.fi](http://opintopolku.fi) 2019, University of Jyväskylä 2019).

Students graduated from the programs mentioned above will be qualified to work as classroom teachers as well as English teachers in elementary school. Students graduating from the JULIET and the International Teacher Education programs can also work in the field of Content and Language Integrated Learning (CLIL).

It is important to be aware of all the different possibilities of training to be both a classroom and a subject teacher. Research on how teacher students from the different training programs perceive the usefulness of the programs in working life has been conducted before. For example, in their master's thesis, Kantonen and Oksa (2011), studied how JULIETs had proceeded after graduating and whether they saw the JULIET program as beneficial and preliminary enough for their current profession. The majority of the study's 41 participants taught at elementary schools and only few of them in high schools or junior high schools. During their years after graduating from the JULIET program the participants in Kantonen and Oksa's study (2011), had gained varied experiences working as classroom teachers, subject teachers, special education teachers, part-time teachers or substitute teachers among others. Most of them had taught English at some point in their career in different situations. These included, for example, teaching English to one's own or other classes, giving remedial instruction on English, teaching English to lower grades, running an English club or tutoring. In addition to teaching English, a few of the participants had also worked as CLIL teachers. On the whole, the participants in Kantonen and Oksa's study had been satisfied with how their studies had prepared them for their careers. Many felt that they had benefited from the JULIET program and had used the knowledge gained during the program in their working life.

There is also research on classroom teachers who had studied English as their minor during their studies in university (Siltaoja and Vilhula 2000) but this particular study focused more on the teachers' perceptions of the English language and language learning, making it not as relevant to this thesis.

These studies focused mainly on the graduated teachers' perceptions on the usefulness of the specific training program and their perceptions of teaching and learning English. Although the studies have provided much needed information in the field of classroom teachers working as language teachers, it is of importance to research how the ordinary classroom teacher training program prepares the students for the reality of English use in their future profession since it is probable that even they will encounter English in their working life. Therefore, in this thesis, I will focus on researching the perceptions of the classroom teacher students who are not participating in any of the above-mentioned training programs but will enter working life with the knowledge achieved in previous training and in the one obligatory English course that is part of the classroom teacher studies.

## **2.2.2 English in Classroom Teacher Training**

In this section, I will briefly review how English relates to teacher training and how much it is to be studied according to the classroom teacher training program curriculum.

Recently, the changes made in the national core curriculum concerning the teaching of A1 languages have opened up the opportunity that classroom teachers might be teaching English in elementary school (Varhemmin, hauskemmin, enemmän -seminar 2018, The Trade Union of Education in Finland 2018). This should be taken into account in the classroom teacher training.

In the world of tertiary education, students are required to pass a course in at least one foreign language in addition to the second domestic language (Pyykkö 2017). For many students, this language is English and in many training programs there is an obligatory English course. This is the case with classroom teacher training as well (University of Jyväskylä 2017). However, compared to the total amount of 300 study credits in the bachelor's and master's degrees, the obligatory English course only accounts for 3 credits (University of Jyväskylä 2020).

According to Pyykkö (2017), the objective of language studies is to prepare the students for working life. In pedagogy, as in many other fields, much of the study and theories are originally in English. The aim of the obligatory English studies is to give the students the skills needed to understand and utilize academic English relating to their field of study (University of Jyväskylä 2017). In summary, the obligatory English studies enable the students to understand, learn from and apply pedagogical knowledge, originally in English, to their teaching.

## **2.2.3 Transferable Skills**

In this section, I will discuss the role of teacher training in constructing the perceptions of students and how the classroom teacher training program aims to prepare the students for working life.

Classroom teacher training aims to prepare the students for different situations arising in working life. The studies include courses on the subjects taught in elementary school. The reason for this is to offer the teacher students a base on which they can build and rely on after graduating. The

students are also required to participate in practical training courses during which they will work as classroom teachers and thus, gather experience (University of Jyväskylä 2017).

However, students might feel that working life is a topic disconnected from the studies regardless of participating in practical training. The classroom teacher training program is shattered into different courses and topics, which does not support the learning and adapting that which is learned into one's own teaching (Blomberg 2008: 188, 191, as cited in Halmesaari and Alanko 2018: 17). The students interviewed in a study by Tikkanen (2009) shared a similar view to that of the participants of the study by Halmesaari and Alanko (2018). According to Tikkanen (2009), classroom teacher students wish that the connection between working life and current studies was made clearer from the beginning of their studies. This would help the students form a comprehensive understanding of a teacher's profession and its requirements. The students also wished that the teacher training would focus more on describing and presenting the reality of a classroom teacher's profession (Tikkanen 2009).

Transferable skills are relevant from the point of view of this thesis, since I aim to discover how the classroom teacher training program prepares the students for working life concerning English and how the training program affects their perceptions on the use of English in their future profession.

## 3 PRESENT STUDY

This chapter presents the aim of the study together with the research problem and the research questions. To give a better understanding of the two focus groups, the participants are presented. The chapter also describes the data and the methods used to both collect and analyze it.

### 3.1 Aim and Research Questions

As mentioned in section 2.1, English is granted the status of a lingua franca, which is why it plays a notable role in the Finnish society and therefore in the Finnish education system. It is likely that classroom teachers will need English in their working life regardless of whether they will teach English themselves. Moreover, the recent changes to the national curriculum regarding the teaching of foreign languages have implications on the job description of a classroom teacher. Since this particular topic is relatively new, there is little to none existing research on it. The lack of former research was one of the factors that motivated this study as it is important to research whether the changes to the national curriculum have been considered in the classroom teacher training program. Although the changes to the national core curriculum concern all foreign languages, the current study focuses on the perceptions of English use, as it is the language most often chosen and offered as the first foreign language learnt in school ([vipunen.fi](http://vipunen.fi)).

The main objective of this study is to discover how English is used in the working life of a classroom teacher and whether the classroom teacher training program prepares the students for the use of English in their future profession. The study is conducted by comparing the experiences of in-service classroom teachers with how the classroom teacher students see and understand the use of English in their future profession. The interviewees' answers are presented as their own small case studies from which the main perceptions and experiences are gathered before comparing the two focus groups together. The research problem is the basis for the analysis. To solve the problem, the following questions were generated:

1. How do classroom teacher students perceive the use of English in their future profession?
2. What is the need for English in the working life of a classroom teacher?

3. Do the classroom teacher students and the in-service classroom teachers have any wishes concerning English in the classroom teacher studies?

## **3.2 Participants**

To be able to compare the perceptions and experiences of the two focus groups, three classroom teacher students, one male and two females, and three classroom teachers already entered in working life, similarly one male and two females, were interviewed. The participants were recruited with an open advertisement about the study. The classroom teacher students were found via their university e-mail list and the classroom teachers by word of mouth. The three first people from each focus group to contact the researcher were selected and the interviews were arranged according to the schedules of the participants.

To protect their identity, the participants were given pseudonyms. When referring to the teacher students later on, they will be called H1, H2 and H3. Similarly, the in-service teachers will be referred to with H4, H5 and H6.

### **3.2.1 The Classroom Teacher Students**

The teacher students had been studying for varying periods of time. One of them was in their second year of classroom teacher training, the other two in their fourth and fifth year. None of them had been studying English in addition to the one obligatory English course included in the classroom teacher training program and one of them had not yet participated in said course either. However, other language courses were mentioned and one of the students had taken several courses on various foreign languages. Two of the teacher students had been working as substitute teachers previous to or during their studies, which could have given them insight into the role of English in the profession of a classroom teacher. Similarly, two of the students had spent longer periods of time abroad, which could have affected their perceptions.

### **3.2.2 The In-service Teachers**

To understand how the need for English might vary in schools of different sizes and geographic locations, the in-service teachers selected taught at somewhat different schools. The schools varied from a relatively big school in Southern Finland to a suburban school in Central Finland and a village school in Päijänne Tavastia. The in-service teachers had all entered the working life shortly after their graduation but had been working as teachers for varying periods of time. H5 had been teaching for over 25 years whereas H4 and H6 had been teaching for 1-5 years. All three had also taught English at some point in their careers whereas one out of the three was currently teaching English. It is also important to mention that the in-service teachers were teaching different grades. H4 was currently teaching third graders, H5 fifth and sixth graders and H6, although graduated as a classroom teacher, was currently working as a resource teacher. These varying years of experience and the different schools the in-service teachers were teaching at, ensured that the answers would give as versatile a picture as possible concerning the need for English in the profession of a classroom teacher. It should also be noted that the job descriptions of classroom teachers can vary depending on many different factors such as the interests of the teachers or the size of the school.

### **3.3 Data**

This section will describe how the data was gathered and give arguments for why this method of data collection was selected for this particular study.

The data was gathered using six individual interviews. Interviews can be used in both quantitative and qualitative research, however, they are broadly used as a tool of qualitative research (Eskola 1998). Individual interviews were selected over group interviews due to both scheduling reasons and in order to be better able to analyze and compare the answers of both focus groups. According to Brinkmann (2013), individual interviews allow for the interviewer to direct the conversation towards the topics that are relevant for the study in question. It is also easier to create trust between the interviewer and the interviewee when there are only two people in the interview situation (Brinkmann 2013). This trust may lead to the interviewee feeling more at ease to talk about the topics brought up by the interviewer.

The interviews were constructed as semi-structured theme interviews. The questions were divided into corresponding themes between the focus groups to ensure that they can be analyzed and



compared with each other. Before beginning the interviews, a pilot interview was conducted to test the functionality of the recording equipment and to allow the researcher to practise their interviewing technique. The pilot interview was later added as a part of the main interviews as it was deemed successful regarding the interview technique and the equipment.

The participants were provided with information about the faculty policies on the preservation of the collected data and the purpose of the study. They were asked to give their informed consent to participate in the study in written form as is required by proper scientific customs (Saaranen-Kauppinen and Puusniekka 2006). The interviews were recorded with the equipment provided by the university and the data will be preserved according to faculty policies.

According to Pietilä (2017), the researcher should pay particular attention to the recording of the data. The location where the interviews take place should be quiet enough in order for the recording to be as clear as possible (Eskola 1998). The interviews in this study were arranged in various settings, including separate work spaces in the local library, the home of the researcher as well as the homes and workplaces of the participants. Furthermore, it is important to make the participants feel comfortable in the interview situation (Eskola 1998). Thus, the participants were allowed to choose the time and the location of the interviews in order to make them feel more at ease to talk about their perceptions, opinions and experiences.

It should be noted that due to the small sampling of the study and the way the participants were chosen, the results of the study are not generalizable.

### **3.3 Methods of Analysis**

In order for analysis to take place, the interview data had to first be transcribed into written form. The interviews were originally in Finnish and were translated into English for the purpose of using English citations from the interviews. The full citations and their Finnish counterparts can be found in the Appendix. According to the regulation of the European Parliament (European Parliament and the Council 2016/679), the voice of a person is counted as identifiable data and therefore, the researcher must pay specific attention to the processing and preserving of the said data. All identifiable information in the interviews was either anonymized or pseudonymized. The participants were assigned individual identifiers (H1, H2 etc.) to protect their anonymity and to signify that more than two people were interviewed, which increases the validity of the study. As

the research questions were content focused, the transcription did not need to be as precise as for example in the case of conversation analysis (Nikander and Ruusuvuori 2017, Ruusuvuori 2010).

The collected data was analyzed using qualitative content analysis, specifically a thematic analysis. First, the interviews of the two different focus groups were analyzed separately using a method of thematic content analysis marking passages that expressed thoughts on the selected themes from each of the interviews. The research questions set a clear division between the focus groups, which is why it was logical to analyze the answers of both groups separately before comparing them with each other. The aim of this first stage of analysis was to discover what the members of the focus groups thought about a certain theme and to see if other, additional themes would arise. Furthermore, the participants were together with their perceptions and experiences were first discussed as their own case studies before drawing conclusions on the main themes that arose from the groups.

After analyzing the data from the two focus groups, the groups were compared to each other theme by theme to see if there were any uniformities or differences between the teacher students and in-service teachers. From this comparison, conclusions were drawn. These conclusions will be further discussed below in Chapter 4.

## **4 RESULTS**

This chapter will present and discuss the findings of the study. For this study, six participants were interviewed; three of them classroom teacher students (H1, H2 and H3), the other three in-service teachers (H4, H5 and H6). Section 4.1 will first present how the classroom teacher students perceive the use of English in their future profession. Second, section 4.2 will discuss the in-service teachers' experiences on using English in their working life to gather an understanding of the reality of English use in the profession of a classroom teacher. These experiences will then be compared with the perceptions of the teacher students in the discussion in section 4.4 but first, section 4.3 will illuminate the hopes and wishes of the classroom teacher students and the in-service teachers concerning English in their studies.

### **4.1 Classroom Teacher Students' Perceptions on the Use of English in Their Future Profession**

As the first research question of this study is how classroom teacher students perceive the use of English in their future profession, three classroom teacher students (H1, H2 and H3) were interviewed on their perceptions of the instances where they might need English in their working life. Regardless of the differences between the teacher students, their answers were relatively unanimous with some deviation. The topics they discussed were mainly limited to using English with foreign visitors, immigrant pupils or in the correspondence between the school and parents.

#### **4.1.1 Perceptions of H1**

When asked about the situations where a classroom teacher might need English in their working life, H1 listed several different examples among which correspondence between the school and the parents as well as teaching abroad or in schools or classes that emphasize English were the prevalent ones. Although in the following citation they admit not having a comprehensive understanding of what is needed with regards to English in the working life, the examples listed show that they are not completely unaware of the possibilities where English could be used. It should be noted that H1 had not searched for information about the need for English in the

profession of a classroom teacher themselves and therefore, they relied mostly on the information provided by the classroom teacher studies.

*"Nooo, I don't have any idea of what I should know in the working life. (laughing)"*

As the changes in the national curriculum have implications to the amount of English needed in the profession of a classroom teacher, it was interesting to notice that H1 was not aware of these changes. Their first impression was that classroom teachers would manage with the English taught in elementary school and high school:

*"I don't believe it's like a very demanding amount of English that you have to know if you don't yourself teach the English lessons."*

As can be seen from the citation above, H1 did not think that the amount of English needed in the profession of a classroom teacher would be high. However, after being informed about the reform of the national curriculum concerning the A1 languages and how schools are allowed to choose whether they want classroom teachers or language teachers to teach the A1 languages to the first and second grades, H1 changed their answer and felt that people proficient in English would have an advantage to those not proficient. For the purpose of this study, the first answers were more interesting as they portrayed a more truthful picture of the perceptions of a classroom teacher student who might not be aware of the national curriculum reformation.

### **4.1.2 Perceptions of H2**

H2 expressed their uncertainty about the need for English in the future several times. Although they mentioned not having studied many language related courses, one course in particular, Finnish as a Second Language, had impacted their understanding of the role of English in the profession of a classroom teacher.

*"(...)There can be bilingual families and surely the home language can be some other than English but certainly English is the one used between the home and the school."*

*"Maybe with the Finnish as a Second Language I've realized that yes, I will need it, that English is one of the tools to interact with the parents and why not with the children as well. I don't know at all, what the language skills of the people I'll meet later will be (...)."*

As H2 states in the citation, they view the correspondence between the school and the parents as one of the possible instances where English could be used. However, they point out that one can never know people's proficiency in any language beforehand, which can cause uncertainty about the English proficiency requirements for classroom teachers. H2's mention about the native language of the parents possibly being some other than English but nevertheless, trusting that English will be the language of correspondence demonstrates their attitude towards English. They are used to English being the lingua franca, a vehicular language between people who share no other common language.

Another instance where H2 saw the need for English to be greater was if they were given the responsibility of teaching English. It should be noted that H2 was to some extent aware of the national curriculum reform but they believed that language teachers would continue to teach the upper grades as they say in the citation. Regardless of having heard about the reform, H2, similarly to H1, had not been independently researching how much and in what kind of situations they could need English in their working life as a classroom teacher.

*"Maybe I could imagine that it would be possible to teach first graders but I do still somehow believe that upper grades will be taught by the English subject teacher."*

Altogether, H2 viewed the need for English in the profession of a classroom teacher to be minor. There could be instances, where English would be needed as a lingua franca but the overall impression H2 portrayed was that their focus would be in other subjects instead of English.

### 4.1.3 Perceptions of H3

H3's perceptions were in part similar to the ones of H1 and H2 but differed in their scope. They expressed being unaware of the requirements of working life regarding not only the need for English but anything at all as is seen in the following citation.

*"I don't truly have any experience being a teacher, like real experience, so I don't really even know what it could entail. Well, I haven't really investigated it either because I haven't had, haven't had a feeling that maybe I would need this (...)."*

Similarly to H1 and H2, H3 had not investigated what the requirements of working life could be. However, unlike the other two teacher students, H3 had not been working as a substitute teacher and was thus reliant on the information provided by their studies when it came to the requirements of working life. This could be one of the factors that created the gap between the perceptions of H3 and the other two teacher students.

Regardless of feeling unaware, H3 mentioned a handful of instances where they felt the need for English could appear. Among these were for example foreign visitors and pupils whose native language was not Finnish. H3 felt that a classroom teacher should possess 'basic conversation skills' in English to be able to interact in the situations where English would be needed but noted that the requirements of classroom teachers' English proficiency could vary according to the geographic location of the school.

When it came to the reform of the national curriculum, H3 had heard about it but was not sure how it would affect the job description of a classroom teacher, if it would at all. This was a similar notion to both H1 and H2, who either had not heard about the reform or were uncertain about its implications to their future career.

### 4.1.4 Summary of the Perceptions of the Classroom Teacher Students

As mentioned earlier in section 3.2.1, the classroom teacher students differed from each other in their experiences with using English while travelling abroad, learning other languages in university and working as a substitute teacher. These are the experiences that can affect one's attitude towards

English and change the perceptions they have about its role in the working life. However, while interviewing the classroom teacher students, it became evident that their perceptions were relatively similar to each other. All of the teacher students mentioned possibly using English with foreign visitors or non-Finnish-speaking parents. These answers might give insight into what areas of English use have been discussed in the classroom teacher studies or they might reflect the experiences the teacher students have had previous to their university studies.

Another common factor between the teacher students was that regardless of knowing some of the instances where English could be used, they felt uncertain about the requirements of working life concerning English. That is to say, they felt that they did not have a clear enough understanding of how much they would need English in their future profession. This was especially true in regards to the national curriculum reform that only two of the teacher students had heard about. The topic had not been discussed in their studies and having not sought out more information they seemed to think the reform would not have an effect on their careers concerning English.

## **4.2 In-service Teachers' Experiences on Using English in Their Working Life**

To answer the second research question, three in-service teachers (H4, H5 and H6), were interviewed on their experiences of using English during their years as classroom teachers. When interviewing the in-service teachers it became evident that the degree to which they used English in their work varied noticeably depending on the size of the school they taught at, the school's policies, and the location of the school. As mentioned before, three of the teachers were currently teaching at schools of different sizes varying from less than 80 pupils to more than 200 pupils. Furthermore, the schools were situated in different geographic locations. These factors were reflected in their answers and the need for English seemed to be greater in the larger schools located in or near cities.

### 4.2.1 Experiences of H4

H4, who was currently teaching third grade pupils, mentioned that regardless of not teaching English at present, they constantly utilized English with their own class as the following citation demonstrates:

*"We usually say 'good morning' in English with my third grade pupils and then today we used English when we watched Moomins (...). And we have the day of the week visible on the wall (...). We also revised words for the English test they had in the following lesson."*

As mentioned in the citation, H4 brought English to the class on a regular basis from greetings to having the days of the week visible to the pupils. These examples were not officially part of the class but they were implemented habits that increased the amount of English in the pupils' lives. When the situation required, H4 was willing to help the pupils revise for their English test, although it was not their area of expertise.

H4 was also one of the teachers affected by the changes made to the national curriculum and would begin teaching English to first graders during the year 2020, which they felt to be an exciting new experience. For this reason, they had participated in a course aimed at in-service classroom teachers who would be teaching English to the first and second grade pupils.

### 4.2.2 Experiences of H5

When it came to H5, they had taught English for two to three years in all of their career but were currently not teaching English at all. This could have been due to the fact that they were teaching the fifth and sixth grade to whom English was taught by the municipality's language teacher. However, as can be seen in the following citation, they too utilized English as part of lessons of other subjects such as music.

*"(...) but of course we come across English expressions and even today during the music lesson we sang English music while looking at the words from the screen and such."*



With the exception of these sporadic instances, H5 did not encounter English in their work particularly often. As the school was relatively small in size and located in a small village, there had not been many immigrant pupils and the language teacher had almost always been the designated English teacher instead of the classroom teachers. Due to the national curriculum reformation concerning the teaching of A1 languages, some of the teachers in the school had participated in in-service training and would be teaching English to first and second grade pupils. However, the reformation would not affect H5 personally as they taught fifth and sixth grade pupils.

According to H5, most of the instances where they had needed English during their career had been twin school projects or meetings with foreign visitors. However, more often than not, these had been surprising situations that they had not been able to prepare for, which in their opinion increased the need for a basic English proficiency:

*"That's a good question because they are almost always surprising situations. So, suddenly a visitor comes to the classroom or we go somewhere where we need to use English and the situation is that since the use of English has been so minimal, the fluent use of English has become quite poor in my case."*

### **4.2.3 Experiences of H6**

The third in-service teacher (H6) was the one who was currently teaching English. Although their job description was at present a resource teacher instead of a classroom teacher, they had graduated as a classroom teacher and since working as a resource teacher is one of the possibilities for graduating classroom teachers it was of interest to hear about the reality of English use in the profession of a resource teacher as well.

H6 was teaching several English lessons per week at the time of the interview but her need for English was mostly limited to those lessons. As a resource teacher, the English lessons were aimed towards pupils struggling with the language for some reason or another. The pupils' difficulties with English and/or Finnish necessitated the use of different online translators and pictures, which were mentioned as some of the main tools used in the class. Outside the English lessons, H6 tried to integrate English where possible, as a game in PE or asking the pupils to tell their stories in English. The latter was often used as a way to save time during the lesson instead of forbidding the pupils to talk altogether.

Other instances where H6 had needed English were related to administration and concerned relations between the school and the home as is seen in the following citation. H6 also mentioned self-study and in-service training as situations where English could be needed:

*"Now that I think about it, sometimes there are English speaking parents or guardians and then I have to call or write Wilma messages in English and...umm, well topics that you want to study yourself, those materials are often in English and possibly some introduction texts for in-service training, if you want to participate, those are the instances that first come to mind."*

#### **4.2.4 Summary of the In-service Teachers' Experiences**

Where the classroom teacher students' perceptions had been quite uniform, the in-service teachers listed experiences that varied from each other greatly. The variability seemed to be dependent on the size and geographic location of the school. In both the larger school in Southern Finland as well as the suburban school in Central Finland, English seemed to be integrated into the everyday of the teachers (H4 and H6). Whether they were teaching an English lesson or not, they found ways to implement English as part of their daily routines with the pupils and thus increased the pupils' exposure to English. The teachers from the above-mentioned schools were also the ones who were currently teaching English either to full classes or to pupils struggling with English. The amount of English needed in these two schools was considerably higher from the village school in Päijänne Tavastia where H5 taught. However, even in the village school, H5 used English almost on a daily basis. To gather the overall experiences of the in-service teachers, they included noticeably more instances of English use than the perceptions of the classroom teacher students'.

The most common situations where the in-service teachers had used English was teaching English to their pupils, although currently only two of them were teaching English. They also attempted to integrate different games and activities in English during classes of other subjects. Daily routines were often in English as mentioned earlier and sometimes the need for English occurred surprisingly when parts of the authentic materials in certain subjects included English. Other situations where the in-service teachers had needed English were administrative responsibilities such as correspondence between school and home or working with twin school projects. Using English with pupils whose native language was not Finnish was also mentioned by two of the teachers.

### **4.3 Wishes of the In-service Teachers and Teacher Students Concerning English in Their Studies**

To be able to answer both the third research question and the research problem of whether the current classroom teacher training program prepares the teacher students for the requirements of working life regarding the use of English, the interviewees were asked about their wishes concerning English in their studies. As the in-service teachers had already taught for varying periods of time, they had formed views on how the classroom teacher studies had prepared them for their current working situations. It should be noted that the in-service teachers had studied in different times and in different universities, and thus, their experiences during studies varied considerably. However, when asked about what they would have wanted to learn, a consensus was reached. Generally but especially in light of the national curriculum reform, all three would have wanted to learn more about how to teach English and possibly how to teach in English as well. Some concrete ways to improve the linguistic and pedagogic resources of classroom teachers were mentioned. For example, H6 proposed optional language courses available for classroom teacher students as a possible enhancement of the classroom teacher training program. These wishes and propositions can be seen in the following citations:

H4: *"(...) some kind of preliminary course about how language is learned especially now that this curriculum reform has been done."*

H5: *"(...) when they could have especially invested in the school vocabulary and what is needed in teaching, teaching vocabulary and how to use it and perhaps short lessons in English or something else. Really just practical professional English use."*

H6: *"But maybe just something about how to teach the basics of English best in different ways, so that the ones who might otherwise fall behind could also find the core parts of English."*

As mentioned in section 2.2.2, the current classroom teacher training entails a single English course, the goal of which is to provide the students with the basic proficiency of English needed in public servant professions (University of Jyväskylä 2019). According to the course description, the Academic Reading and Communication Skills mainly focuses on the academic uses of English, which include using English as a tool to understand field-specific research material, delivering presentations and writing academic texts in English (University of Jyväskylä 2019). The classroom teacher students concurred that English did not play a major part in their studies and was mostly needed for academic purposes such as reading research materials for coursework and theses. This could explain why the obligatory English course has such academically inclined goals. The following citations demonstrate the experiences of the classroom teacher students concerning English in their studies:

*H3: "Otherwise we have had fairly little English anywhere during the studies except for that one course and then we need to read a lot, so of course the materials are in English then (...)."*

*H2: "We have a lot of literature in English especially now in the master's studies when almost everything I read needs to be in English."*

These experiences of the teacher students seemed to be fairly uniform with the experiences of the in-service teachers who also mentioned English mainly being present in reading materials. Interestingly, one of the teacher students mentioned being required to use an international source as their main master's thesis source, which suggests that although English does not seem to be emphasized in the classroom teacher studies, it is, nonetheless, needed in order to accomplish the academic goals required to graduate as a classroom teacher.

Since the classroom teacher students had not completed their studies and their perceptions of the need for English in the profession of a classroom teacher varied, not all of them had formed as clear wishes about their studies concerning English as the in-service teachers. In the brief mentions by one of the teacher students however, similar themes to the in-service teachers' arose:

H1: *"(...) that I had at least some pedagogic insight, more about English, like what kind of exercises I could (do) and what do I have to pay attention to during the lessons."*

H1: *"So I would gladly have some kind of course about that (language pedagogy) so I could have some kind of basis on which to lead (the lessons) from the beginning to the end."*

These thoughts were generated after H1 had heard about the national curriculum reform and their perception of the need for English in their future career changed from what they had previously stated. It seems that being more aware of the possibilities in which English could be used affected H1's attitude towards their studies and made them wish they received more training relating to their future working life. H1's wishes after hearing about the national curriculum reform reflect the wishes of the in-service teachers, who similarly wished they had received more training relevant to their current working life.

## 5 DISCUSSION AND CONCLUSION

English has gained a notable role in the Finnish society and according to Skinnari and Sjöberg (2018: 14), it could be called an unofficial second language instead of a foreign language. Due to the role English has obtained in the Finnish society, its role in the Finnish education system is different from other languages. English is the language most often chosen as the first A1 language studied by the pupils (Skinnari and Sjöberg 2018, Pyykkö 2017, [vipunen.fi](http://vipunen.fi) 2018). Furthermore, due to the changes in the national curriculum and the way they are organized in different schools, classroom teachers might have to teach English to the earlier grades of elementary school regardless of their varying stages of English proficiency. In addition, English is often used by classroom teachers, not only when teaching it, but in the administrative and social factors of their work. These include correspondence with parents and other schools as well as foreign visitors.

As the classroom teacher training program plays an integral part in constructing the perceptions of the teacher students and in preparing them for the working life, it was of interest to investigate whether the ordinary classroom teacher training program prepares the teacher students for these instances of English use. Moreover, there is not much existing research on this topic which is why this study aimed to provide the needed information on whether classroom teacher training prepares the students enough. This was done by interviewing three classroom teacher students on their perceptions of using English in their future profession and three in-service teachers on their experiences of using English during their years of teaching. Both groups were also asked about their wishes concerning English in their studies.

Having given the basis and motivation for the study, the rest of this chapter focuses on discussing the differences and similarities between the two focus groups and drawing conclusions from the results. Second, the chapter aims to explain how these results might have implications on the current classroom teacher training program and if they are needed. Lastly, this chapter reflects on whether such changes are happening in the near future.

As a whole, the two focus groups demonstrated some similarities between their perceptions and experiences. All of the teacher students mentioned using English with either foreign visitors or as a language of communication between the school and home. As became evident from the experiences of the in-service teachers, these were concrete examples of the instances where they had needed English during their careers. Another similar theme between the answers of the two groups was

using English with students whose native language was not Finnish. These similarities show that the teacher students do have some kind of an understanding of the reality of English use in the profession of a classroom teacher. Whether they had gathered these perceptions solely from their studies or from somewhere else, could not be fully answered by this study.

In addition to these similarities between the two focus groups, there were relatively many differences. Although the teacher students mentioned a handful of the situations where the in-service teachers had needed English, the in-service teachers listed many instances lacking from the answers of the teacher students. Among these were, for example, preparing to teach English to the first and second grades due to the national curriculum reform concerning the teaching of AI languages, teaching English to pupils who had difficulties with languages, teaching English to any and all grades, twin school projects, using English with the pupils outside of English lessons and collaborating with language teachers to integrate English as part of other subjects; and using English to improve one's own teaching through courses and various international reading materials.

The examples mentioned by the in-service teachers constituted the bulk of the instances where they had needed English during their careers. These experiences also demonstrate the situations where the teacher students would possibly need to use English as well. Thus, it is interesting that the teacher students had not taken such situations into account when thinking about their future careers. As mentioned by one of the in-service teachers (H4), the training programs of classroom and English language teachers were quite separate during their studies, which they are to this day as the classroom teacher training program includes a single English course (University of Jyväskylä 2019). This could explain why the teacher students might not have felt English to be relevant to either their studies or to their careers. However, as mentioned in section 2.2.3, the goal of the teacher training program is to prepare the students for the reality of working as a classroom teacher. This would entail that when the job-description of a classroom teacher changes, the training program should change accordingly.

Similarly to the views of students in Halmesaari and Alanko's (2018) and Tikkanen's (2009) studies, the teacher students felt that there was a gap between their studies and what would be expected of them in the working life. The teacher students had not been informed about the national curriculum reform, which is understandable, as its execution has been on-going and in progress since August 2018. It might have been reasonable to not drastically change the classroom teacher training program when the implications the reform could have on the job-description of a classroom

teacher were still unclear. In addition, curriculum reforms, whether they concern elementary school or university training, are processes that require time and no great changes should be made hastily. However, as the reform has been effective since the autumn of 2019, it is curious that the teacher students had not been informed about the changes concerning many classroom teachers and possibly themselves as well.

Coming back to the aim of the classroom teacher training program, one might ask whether it prepares the students well enough if they are not informed about the recent changes happening to the job-description of in-service classroom teachers. As mentioned by the in-service teachers, they would have wanted to learn more about how to teach English in elementary school. Further, they provided some concrete examples of how such goal could have been accomplished. H6 proposed voluntary courses on language pedagogy that would be included in the POM courses and similar wishes were expressed by H1, one of the teacher students. The in-service teachers also mentioned that due to the national curriculum reform a course dedicated to teaching English to the first and second grades could be useful. These findings show that there might be a need for more English and language related courses in the classroom teacher training program. In addition, drawing from the differences between the perceptions of the teacher students and the experiences of the in-service teachers, there seems to be a need for linking the classroom teacher studies more closely to the working life and to inform the teacher students about the relevant topics affecting the work of a classroom teacher. Having classroom teachers who are educated and prepared for the instances of English use serves not only the teachers themselves but the pupils as well, since teachers who possess the transferable skills to teach English have a greater chance to motivate and inspire the pupils to learn. Moreover, if English and language pedagogy courses were already studied during the ordinary classroom teacher training program, the graduated teachers would be prepared enough and not as many additional in-service training courses on English and language pedagogy would be needed.

It should be noted that this study was conducted before the reform of the classroom teacher training program curriculum (University of Jyväskylä 2020), and thus, the names and content of some courses mentioned have since been changed. The new course called KTKM1000 Ajankohtaista kasvatuksessa ja kasvatustieteissä (Current Issues in Education and Education Theory), is supposed to deal with current issues related to education and education theory (University of Jyväskylä 2020),



but whether the changes concerning the teaching of A1 languages and how they affect the need for English in the profession of a classroom teacher are one of these issues is yet to be determined.

This qualitative study has aimed to answer the research problem of whether the classroom teacher training program prepares the students for working life concerning the use of English. The aim was to discover the perceptions of the participants, which was accomplished. However, due to the nature and scale of the study, the results should not be used to generalize the views of all classroom teacher students or the experiences of all in-service teachers. More research could and should be done on a larger scale to determine how the results of this study might have implications on the classroom teacher training program.

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# APPENDIX

## The Citation Translations

### H5:

- ”Toi on hyvä kysymys, koska ne on melkeen aina yllätystilanteita. Eli tota tulee yllättäen joku vierailija luokkaan tai sit mennään johonkin käymään, jossa tota tarviikin yhtäkkiä käyttää englantia ja tilanne on se, että kun se käyttö on ollu niin vähäistä, niin tällanen luonteva englannin kielen käyttö, niin se on mulla menny aika heikoksi.”
  - *”That’s a good question because they are almost always surprising situations. So, suddenly a visitor comes to the classroom or we go somewhere where we need to use English and the situation is that since the use of English has been so minimal, the fluent use of English has become quite poor in my case.”*
- ”Noh, englantia koulussa en varsinaisesti muuten ole opetuksessa käyttäny, mutta totta kai jossain tulee englanninkielisiä ilmasuja ja nytkin musiikin tunnilla ni, laulettiin englanninkielistä musiikkia srciiniltä katottiin sanoja ja laulettiin sellasia.”
  - *” (...) but of course we come across English expressions and even today during the music lesson we sang English music while looking at the words from the screen and such.”*
- ”(...) kun olis nimenomaan voinu panostaa siihen, että tota koulusanastoon ja siihen mitä opetuksessa tarvii opetussanastoo ja sen käyttöön ja vaikka opetustuokioita englanniksi tai jotain muuta. Ihan niinku tällasta käytännön ammattimaista englannin käyttöä”
  - *”(...) when they could have especially invested in the school vocabulary and what is needed in teaching, teaching vocabulary and how to use it and perhaps short lessons in English or something else. Really just practical professional English use.”*

### H4:



- "Omien kolmosluokkalaisten kanssa nyt aamuterveydyksissä nyt, me toivotetaan yleensä englanniksi aina 'good morning' ja sitte tänään viimeks katottiin, käytettiin tänään viimeksi, kun katottiin englanniksi Muumeja (...). Ja sit meillä on viikonpäivät myös näkyvillä seinällä englanniks (...). Kerrattiin myös enkun kokeeseen, kun heillä oli seuraavalla tunnilla tulossa, niin sanoja tunnilla"
- *"We usually say 'good morning' in English with my third grade pupils and then today we used English when we watched Moomins (...). And we have the day of the week visible on the wall (...). We also revised words for the English test they had in the following lesson."*
- "(...) jonkilainen valmistava kurssi, joku semmosesta et miten kieltä opitaan, et nyt varsinkin kun tää tämmönen OPS-uudistus on tullu."
- *"(...) some kind of preliminary course about how language is learned especially now that this curriculum reform has been done."*

## H6:

- "No joo, no siis nyt kun mietin, niin huoltajia on joskus englanninkielisiä ja sitte täytyy soittaa tai kirjoitella wilma-viestejä englanniks ja...öö no jotakin tällasta mitä haluat itse opiskella, niin niitä materiaaleja on usein englanniks ja jotain mahdollisia koulutusten sellasia esittelytekstejä, että jos haluais osallistua johonki koulutukseen, ni sellasia tulee nyt ehkä ekana mieleen."
- *"Now that think about it, sometimes there are English speaking parents or guardians and then I have to call or write Wilma messages in English and...umm, well topics that you want to study yourself, those materials are often in English and possibly some introduction texts for in-service training, if you want to participate, those are the instances that first come to mind."*
- "Mut ehkä ihan semmosia, että miten englannin kielen perusteita sitten vois parhaiten opettaa jotenkin monipuolisesti niin, että sitten myöskin ne, jotka meinaa vähän tipahtaa väliin, ni tota vois saaha sieltä enkusta niitä ydinasiota kuitenkin."

- *"But maybe just something about how to teach the basics of English best in different ways, so that the ones who might otherwise fall behind could also find the core parts of English."*

## H1:

- "Eei, ei ole niinku mitää hajua mitä mun pitäs työelämässä osata."
  - *"Nooo, I don't have any idea of what I should know in the working life."*
- "Mä en usko että se on ees kovinkaan niinku vaativa määrä englantia, mitä tarvii osata, jos sä et opeta ite niitä englannin tunteja."
  - *"I don't believe it's like a very demanding amount of English that you have to know if you don't yourself teach the English lessons."*
- "(...) et sais jotain ainaki niinku pedagogista näkemystä myös tästä englannista enemmän, että minkälaisia erilaisia harjotteita just pystys ja mitä kaikkea sit pitää huomioida niitten tuntien aikana."
  - *"(...) that I had at least some pedagogic insight, more about English, like what kind of exercises I could (do) and what do I have to pay attention to during the lessons."*
- "Nii, kyllä mielelläni jonkunlaisen tämmösen kurssin ottasin kyllä tuosta et sais jonkunlaista pohjaa lähtee vielä vetämään noita niinku ihan alusta loppuun asti ite."
  - *"So I would gladly have some kind of course about that so I could have some kind of basis on which to lead (the lessons) from beginning to the end."*

## H2:

- ”Ehkä niinkö just S2:sen myötä on niinku tajunnu sen, et joo, et siinä varmasti tarvitsee sitä, että englantia on se yks työväline asioida vanhempien kanssa ja miksei lastenkin kanssa kyllä, että ku ei yhtään tiiä, että minkälaista porukka tulee sitte kielitaidoltaan vastaan myöhemmin (...).”
  - *”Maybe with the Finnish as a second language I’ve realized that yes, I will need it, that English is one of the tools to interact with the parents and why not with the children as well. I don’t know at all, what the language skills of the people I’ll meet later will be (...).”*
- ”Toki jos työyhteisössä on englantia puhuvia henkilöitä, vanhemmissa toki jonkun verran on niinkun kaksikielisiä perheitä ja toki se kotikieli voi olla jokin muu kun englantia, mut ei varmasti se englantia on kuitenkin se sit millä asioidaan niinkun kouluun päin.”
  - *”(...) There can be bilingual families and surely the home language can be some other than English but certainly English is the one used between the home and the school.”*
- ”Et ehkä voisoin kuvitella, et just joillekki ykkösluokalle nyt ois niinkö mahdollista opettaa, mutta kyl mä silti jotenki uskon siihen että, et sit ylemmille luokille niin tulee sit se englannin niinku aineenopettaja.”
  - *”Maybe I could imagine that it would be possible to teach first graders but I do still somehow believe that upper grades will be taught by the English subject teacher.”*
- ”Kirjallisuutta on paljon englanniks, varsinkin nyt graduvaiheessa, maisterivaiheessa, niin kaikki melkeen pitää olla englanniks mitä niinkun lukee.”
  - *”We have a lot of literature in English especially now in the master’s studies when almost everything I read needs to be in English.”*

### **H3:**

- ”Mulla ei tosiaan oo kokemusta siitä oikeesta opettajan työstä sillee niiku, niinku oikeeta kokemusta, niin ei oikein osaa ees aatella, et mitä siellä niinku tulis silleen. Et en olla kyllä ottanu selvääkään, mutta ku ei oo ollu sellasta, tullu sellasta fiilistä, että, et tässäköhän mä tarttisin (...).”

- *"I don't truly have any experience being a teacher, like real experience, so I don't really even know what it could entail. Well, I haven't really investigated it either because I haven't had, haven't had a feeling that maybe I would need this (...)."*
- "Meillä aika vähän on englantia niinku muuten ollu opintojen aikana missään, muuta ku just se yks kurssi ja sitte et tosi paljon pitää lukea, et on tietysti sitä kirjallisuutta englanniksi (...)."
- *"Otherwise we have had fairly little English anywhere during the studies except for that one course and then we need to read a lot, so of course the materials are in English then (...)."*