BEHIND TEACHERS' DECISION MAKING: FACTORS THAT INFLUENCE THE CHOICE OF TEACHING METHODS AND MATERIALS

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Abstract

Opettajien käsityksiä ja uskomuksia tutkimalla on pyritty lisäämään tietoa siitä, millaisin periaattein opettajat toimivat työssään. Tutkimus on paljastanut, että opettajien opetusmenetelmien ja luokkahuonetoiminnan taustalla on monenlaisia käsityksiä kielen oppimisesta ja opettamisesta. (Borg 2003) Opettajien omat kokemukset oppimisesta niin nuoruudessaan kuin opettajana toimiessaankin vaikuttavat siihen, minkälaisia käsityksiä opettajat omaksuvat. (Breen et. al 2001: 471) Tämän lisäksi opettajan koulutus ja vallitseva pedagoginen ilmapiiri näyttävät vaikuttavan opettajan ajatteluun (Kansanen et al. 2000: 2–3.) Tämän tutkimuksen tarkoituksena oli selvittää minkälaiset seikat ovat opettajien valitsemien opetusmenetelmien taustalla. Tarkemmin sanoen, tutkimus pyrki selvittämään opettajien ja opettajaopiskelijoiden käsityksiä niistä seikoista, jotka vaikuttavat heidän opetusmenetelmien ja -materiaalien valintaansa. Tutkimusmetodina käytettiin laadullista teemahaastattelua ja sisällönanalyysiä. Aineiston analyysissa ja opettajien uskomusten tarkastelussa käytettiin dialogista lähestymistapaa, mikä tarkoittaa sitä, että uskomuksien nähdään heijastavan niin yksilön kokemusmaailmaa kuin sosiaalista ympäristöäkin. Analyysiin tämä heijastui siten, että huomio on sekä siinä mitä sanotaan että siinä, miten se sanotaan. Tutkimusta varten haastateltiin kahta kokenutta englannin opettajaa sekä kahta englannin kielen opettajaopiskelijaa. Tutkimustulokset paljastavat, että opettajien käsitykset opettajan velvollisuuksista, oppilaiden ominaisuuksista ja luokan toiminnasta yhdessä yksilöllisten kokemusten kanssa kehystävät opetusmetodi- ja -materiaalivalintoja. Myös opetuskonteksti sekä opettajan persoonallisuus näyttävät olevan tärkeä tekijä opettajan toiminnassa; opetusharjoittelu ja ohjaavana opettajana toimiminen voi asettaa rajoituksia yksilön oman opettajuuden toteuttamiselle, toisaalta opettajan persoonalliset mieltymykset ohjaavat opettajaa. Saadaksemme syvempää tietoa opettajien päätöksenteosta olisi hyödyllistä tutkia opettajan käsityksiä spesifejä metodeja ja materiaaleja kohtaan.

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1   INTRODUCTION

As a student of English language and pedagogy, the theoretical side of language learning and teaching has become familiar. The practical side of teaching, however, has remained more elusive; in the classroom, the reasoning behind teachers' actions and decision-making regarding their teaching practices is often left unknown. Indeed, learning is a complex phenomenon and teaching, likewise, is a complex issue that can be operationalised in multiple differing ways in different contexts by different people (Ellis 2012: 1). This begs the question: how do teachers determine which teaching methods and materials to use and what kind of factors surround their decision making? Which factors are seen as most significant since there are so many that influence teachers' work?

Teachers' actions and decision making construct the core of teaching and learning. Consequently, teachers' teaching practices have been widely studied within educational research, especially within teacher thinking and cognition research. Teacher cognition research is a field of study that helps to develop a better understanding of the factors that influence teaching. Indeed, there is an increasing volume of research on teacher cognition that attempts to explain the gist of teaching. The research has focused on studying and explaining the connection between teachers' thinking-processes and teaching practices (Borg 2006: 1).

One of the important outcomes of teacher cognition research is that teachers' beliefs, practical knowledge, and prior experiences are recognised to have a great impact on teacher's actions in the classroom and further still on learning outcomes. It has been concluded that teachers' work includes complex cognitive processing that is present in every aspect of teachers' work, influencing teacher's decision making, classroom practices, and conduct (Borg 2003). Moreover, it is known that teachers tend to have distinct pedagogical principles that guide their teaching, and these principles are shaped by their education, classroom experiences, and beliefs about language learning and teaching. Teaching principles and beliefs have also been discovered to be tied to specific situations and sociocultural context (Breen, Hird, Milton, Oliver & Thwaite 2001: 472–473).

Since teachers' teaching practices reflect their beliefs, education, and the educational system they work in, it is reasonable to say that these same factors are affecting the why and how particular methods and materials are selected. Indeed, it is understood that the way teaching materials are used in the classroom embody teachers' overall beliefs about learning and teaching (Mikkilä & Olkinuora 1995: 84). However, research focusing specifically on teachers' own understanding of the factors behind the choosing of particular methods and materials seems to be rather limited. Also, comparing student teachers' and experienced teachers' beliefs seems to have gained less attention in teacher cognition research (see Borg 2006). Hence, this thesis sets out to examine English as a second language (ESL) teachers' and student teachers' understandings of the aspects which influence their decision making and the choice of teaching methods and materials. The study attempts to identify the beliefs and factors that contribute to teachers' decision making and possible similarities and differences between teachers.

Based on previous research (e.g Farrel & Tomenson-Filion 2014; Breen et al. 2001) and literature on beliefs (see Borg 2003; Hall 2018) as well as my own experiences as a student teacher, my hypothesis is that the factors influencing the choice of methods and materials include beliefs about individual learning abilities and the effect of specific teaching methods as well as beliefs about the teacher's role as a teacher. However, beliefs are individual, context-dependent, and challenging to generalise, which is why it is important to study individual teachers in a particular context. This study concentrates on the Finnish educational system and teacher education. Before discussing the present study, the theoretical background of the study is introduced. Chapter 2 will discuss the various theories and concepts of language learning and teaching as well as the practical aspects of teaching. Chapter 3 will address teacher cognition research and beliefs. In chapter 4, the Finnish education system will be introduced together with the practical and philosophical context of teaching in Finland.

2 UNDERSTANDING LANGUAGE LEARNING AND TEACHING

2.1 Theoretical approaches to language learning

What we know about learning will inevitably affect our understanding of teaching and the way we view language affects our understanding of learning. Consequently, research in linguistics and psychology has resulted in various learning theories and corresponding teaching methods and has shaped and continues to shape our understanding of language learning (Veivo 2014: 26). In this section, I will address some of the most well-known and influential concepts, theories, and methods of language learning that are relevant in today's language classroom.

Second language acquisition (SLA)

Vivian Cook (2001: 12–13) describes second language (L2) as a language that a person acquires in addition to his mother tongue. In Mitchell, Myles & Marsden (2013: 1) second language is described as including any languages that are learned after early childhood and the concepts 'foreign language' and 'foreign language learning' are typically seen as a part of the definition of second language learning, while 'bilingualism' is seen as a separate field of study. Second language acquisition or SLA is a research field that seeks to explain the principles behind language learning that happens after one or more first languages have already been acquired. SLA research covers a vast area of topics since it examines both child and adult language learning, and the research includes different learning environments and purposes, such as

formal language education and informal, unstructured language acquisition (Mitchell et al. 2013: 2).

The terms 'language acquisition' and 'language learning' are frequently used in research, and there is a general acknowledgement of a difference between acquiring a first language and learning a second language. Hence, second and first language learning are typically separated into their own specific fields of research. Also, 'acquisition' typically refers to the type of language learning that happens unconsciously in a natural environment, whereas 'learning' refers to intentional and conscious activity (Pietilä & Lintunen 2014: 12–13). However, SLA research does not by default make a distinction between language acquisition and language learning as the terms acquisition and learning are often used interchangeably (Mitchell et al. 2013: 1).

While SLA does not make an explicit distinction between language acquisition and language learning or second and foreign language, it is important to note that the terms are used varyingly in research and they might hold a more specific definition in some contexts. In other words, they may be used to describe a specific type of learning and/or a specific type of learning environment. In Finland, for example, it is common to make a distinction between the terms foreign and second language. 'Foreign language' means a language that is not part of that society's language environment. This is a language that requires conscious learning in a classroom or other non-authentic environment. The term 'second language', on the other hand, is used to describe a language that is not part of that society's language-scape. In the learning process, thus, a learner is trying to acquire the language of his/her current country, but which is not his/her first language (Pietilä & Lintunen 2014: chapter 13–15). For this study 'second language' is used to refer to any type of language that is not one's mother tongue and 'learning' and 'acquisition' are viewed as two forms of language learning, which can be present in the same learning situation.

Behaviourism and cognitivism

To understand any type of language learning one needs to have an understanding of the nature of language itself. Every language learning theory is based on some type of linguistic perception of language and this perception is always visible in teaching methods, either implicitly or explicitly. In other words, the way language learning is approached, and the kind of teaching methods that are used are influenced by some linguistic theory and view of language. A structuralist view, for example, considers language as a system constructed of different elements. The goal of language learning is, then, to master all the different elements, such as grammatical, lexical, or phonological units. (Richards & Rodgers 2014: 22). In the 1960s, the most prevalent

language learning and teaching theories relied on behaviourist understanding of learning which is based on a structural view of language.

Behaviourism considers learning to be a reflex or a reaction that is triggered by an outside stimulus. This means that individuals learn through imitation and repetition (Järvinen 2014a: 78–79). Because of the structural approach to language, there is a sense of purism in behaviourism; there is a right and a wrong way of using language. Thus, behaviourist teaching is often based on correctness and drilling "good linguistic habits" to reduce errors. Naturally, language learning requires some habit-forming activities, but the behaviourist approach does not take into consideration that language use is creative, and to learn a language is much more complex than acquiring grammar (Hall 2018: 71). While some behaviourist techniques, such as drilling and repeating words, can still be valuable and are still used in classrooms, our understanding of learning has moved closer to psycholinguistic and sociolinguistic theories since the latter half of 20th century.

A cognitive view of language differs quite substantially from structuralist behaviourism since it considers language an integral part of our minds (Richards & Rodgers 2014: 23) instead of an outside system to be learned. Noam Chomsky's revolutionary idea of *universal grammar* and *linguistic capacity* were the first linguistic theories that were based on cognitivism. Chomsky's theories influenced the departure from behaviourism towards psycholinguistic theories which focus on explaining learning through the individual learner and their cognition (Järvinen 2014a: 79). Chomsky's universal grammar considers language learning a biologically determined attribute; language is acquired unconsciously and there is an inner capability to learn languages (Hall 2018: 71). Chomsky's theory suggests that there are certain principles all languages share, but the principles manifest in different ways in different languages. An individual's first language therefore determines the settings and basis for further language learning and second language learning is simply adjusting the universal grammar to new settings. Today, the idea of universal grammar guiding language learning is mostly considered unlikely, but some do believe that it is utilised in either early language learning or constantly in all language learning (Järvinen 2014a: 72).

Another theory based on a cognitive approach to language is Krashen's *language input* or *monitor theory*. Krashen suggested that there is a distinction between natural, unconscious learning and conscious rule-based learning and established the terms 'acquisition' and 'learning' (Hall 2018: 72). The aforementioned distinction was one of the hypotheses of monitor theory; other hypotheses posit the notion that having enough understandable language input and a stress-free learning environment will result in learning. Furthermore, Krashen's theory suggests that language learning happens in a particular order from simple structures to complex ones in both first and

second language learning (Järvinen 2014a: 72–74). While Krashen's hypotheses have been criticised because of the difficulty to empirically measure them, his language input theory was nevertheless influential in leading the way to understanding the importance of adequate language input and positive learning environment in language teaching (Hall 2018: 72).

As a synopsis of cognitive theories it can be said that learning is viewed as a cognitive process that include both conscious and unconscious learning (Richards & Rodgers 2014: 26). Simply put, cognitive approaches attempt to explain learning by examining cognition and memory: how new information is stored, processed, retrieved, and connected in our minds and utilized appropriately (Hall 2018: 72). According to cognitive theories, learning happens gradually and by associating old information to new and making mistakes is a part of the learning process; only by practicing can a new skill become an automatic attribute (Järvinen 2014a: 75). Thus, learning requires meaningful effort and active mental processing (Richards & Rodgers 2014: 26). Both behaviouristic and cognitive approaches focus on explaining learning principally through the individual, whereas interactional approach emphasises that learning happens when learners work together and reach a mutual understanding through negotiations of meaning (Richards and Rodgers 2014: 24).

Sociocultural learning

Sociocultural and/or constructivist theories argue that learning requires some form of social interaction (Hall 2018: 74). Constructivist approaches view learning as a dynamic process that include both individual cognitive processing as well as social interaction and problem-solving through dialogue (Richards & Rodgers: 2014: 27). From a constructivist perspective the role of learners is to construct knowledge from the information surrounding them, in other words learning is not merely transferring information from teacher to learner, instead learners are active participants in creating meanings (Heinonen 2005: 24–25). The constructivist view emphasises the importance of understanding in learning. That is to say, instead of purely concentrating on knowing individual facts or having individual skills, learning is about understanding how individual pieces of information connect in a wider structure of knowledge (Rauste-von Wright, von Wright & Soini 2003: 165).

The constructivist approach also highlights the role of emotion in learning; new information is typically easier to recall when the learning situation has produced emotions and mental images. Thus, learners' motivations, attitudes, feelings, and visions should be considered in designing teaching practices and content (Patrikainen 1999: 57). Teaching based on constructivism is typically student-centred and favours methods which allow students to ask questions and explore the subject from various

angles (Richards & Rodgers: 2014: 27). Thus, teaching material that is based on constructivism is expected to contain tasks that are built on prior knowledge and supports students' development of understanding and re-evaluation of old information (Heinonen 2005: 34).

A practical example of sociocultural learning or socio-constructivism is a situation where a less advanced language user or a learner benefits from an interaction with a more advanced (or native) language user by getting instant feedback and guidance as well as suitable language input. This type of teaching is called *scaffolding*, which is an important concept in the sociocultural approach to learning. In scaffolded learning situations, the learner is able to work at a level higher than their current skills would allow because the learner is supported by their teachers and peers. In other words, the learner can perform a task that she/he would not be able to perform independently. The learner is, then, working in an area which is not too easy or difficult but allows the learner to reach new levels of knowledge. This level is referred as the *Zone of Proximal Development* (Hall 2014: 74).

Sociocultural and constructivist learning approaches fall under the umbrella of functional and communicative views of language. Indeed, the communicative approach to language learning considers language a social construct that is best learned in interactions with others (Richards & Rodgers 2014: 24). From a functional perspective, all (inter)action can be better understood when the function of the situation is known, simply put, when the goal and purpose of a particular action(s) is(are) understood (Rauste-von Wright et al. 2003: 154). In language learning, functionality means knowing the way a language is authentically used in different situations. Language is, thus, considered a means to express thoughts and to operate in the real world. The goal of language teaching is, then, to teach communication skills and communicative competence (Richards & Rodgers 2014: 23–24). The concept of communicative competence, as well as other concepts of language teaching, will be further discussed in section 2.2 which addresses language teaching methods.

Learner individuality

The aforementioned theories of learning are frameworks for understanding the process of learning as a universal concept, however, learning can be further examined by looking into the individual. Research on individual learning has concentrated on identifying how and what learner attributes influence learning (Hall 2018: 141). One of the key factors identified is *motivation*. Low motivation towards language learning or participating in classroom activities hinders learning since successful learning requires learner engagement (Hall 2018: 151–154). Consequently, high motivation results in active engagement and successful learning outcomes (Cook 2001: 117–118).

Learner motivation and successful learning is intertwined with learner attitudes and beliefs; learners' varying beliefs about languages, language learning, and themselves as learners influence their language learning habits (Hall 2018: 154–155).

Yet another way of explaining individual language learning is to address language aptitude, the ability to learn languages. Language aptitude has traditionally been understood as a stable attribute of an individual. However, today, it is viewed as a broader mixture of cognitive abilities, such as working memory or attention control, which can be developed (Hall 2018: 145). The notion of learning styles is a similarly multifaceted learning concept. 'Learning style' describes an individual's preferred manner of learning; an individual responds differently to visual, auditive, kinesthetic, and tactile learning, and can prefer either group or individual learning or authority oriented learning (Richards and Rodgers 2014: 338.). While individuals' learning style is considered to be a rather stable attribute (Pietilä 2014: 61), an individual can, nevertheless, learn through various styles (Hall 2018: 158–159).

Second language learning also differs according to the learners' age. The cognitive skills of children, adolescents, and adults influence the way a language is learned and what type of skills are more easily acquired (Pietilä 2014: 58–59). Children, for example, are typically thought to learn pronunciation faster and easier than adults (Cook 2001: 134), whereas adults are better at learning structures because of their ability to think abstractly (Pietilä 2014: 58). Naturally, the teaching methods to which different-aged learners respond to the best vary; adults may prefer a more formal approach, whereas children may benefit from an informal and natural learning environment. Adolescents, on the other hand, may not engage in classroom activities that requires exposing oneself in front of others (Cook 2001: 135).

The personality traits of learners and their connection to language learning has also been an interest of research, but studies have not proved a significant connection between personality traits and language learning (Pietilä 2014: 54). However, extroversion may be one of the traits that has a universally positive influence on language learning (Cook 2001: 138) and teachers may have beliefs about individual attributes which influence their approach to teaching. For example, in Farrell & Tomenson-Filion (2014: 75) a teacher associated students' extroversion to efficient learning and positive classroom behaviours. Research has, nevertheless, shown that the process of language learning itself does not differ significantly among different learners of the same target language, instead, the differences in language learning relates to the speed one is able to learn and the level of proficiency one is able to reach (Pietilä 2014: 45). From the point of view of this study, it is important to recognise the different understandings and concepts of learning since teachers' teaching is affected by their understanding of learning. Also, because teacher's decision-making forms the

base for classroom (inter)actions, and thus influences the learning of different individuals (Hall 2018: 19).

2.2 Theoretical approaches to language teaching

The principles and practices of language teaching have gone through many changes over the decades due to the extensive research on the nature of language and learning (Richards & Rodgers 2014: 1). New understanding has resulted in the development of new teaching methods, (Richards & Rodgers 2014: 3–4) as such, different methods might put more emphasis on explicit grammar teaching or on communication. In other words, some methods emphasise the structure of a language, others the functional aspect of it (Järvinen 2014b: 89–90). Changes in teaching methods typically result from changes in learning goals and purposes or from efforts to improve learning outcomes. Nevertheless, there is a common belief behind every method that a particular way of teaching will improve the effectiveness of teaching (Richards & Rodgers 2014: 3–4).

The early models of language teaching focused heavily on grammar, vocabulary, and sentence translation and the establishment of reading and writing skills rather than speaking ability. This type of approach to language teaching is known as the *Grammar-Translation Method* (GMT). Teaching based on GMT typically includes studying particular grammar rules and vocabulary through translating texts. Teaching highlights correctness and progression is seen as fewer errors (Richards & Rodgers 2014: 6–10). In other words, the focus of GMT is to learn the target language by analysing the structure of the language and memorising it. The advantage of this technique is the development of strong grammatical skills, but the downside is the lack of informal, colloquial language skills (Järvinen 2014b: 94). Also, since reading and writing are the main focus in GMT, there is no emphasis on developing learners' listening and speaking skills. (Richards & Rodgers 2014: 6–10)

Interest in teaching speaking skills grew when the field of phonetics evolved and gave insight into the speech system, and language specialists started to view speech as the primary form of language over written text. This new approach introduced phonetic training to improve pronunciation and the use of conversational texts and dialogue in teaching as well as an inductive, rather than a deductive, way to teach grammar (Richards & Rodgers 2014: 6–10). *The Direct Method* was one of these new approaches that emphasise oral skills and focuses on teaching both written and spoken language (Järvinen 2014b: 98). The method is based on the idea that language is best learned by using it extensively, thus teachers need to encourage active use of the language in the classroom. It also argues that language can be taught without using learners' native language, which in practice means that all instruction is conducted in the target language and only authentic everyday language is taught. In addition, new vocabulary is introduced and taught using objects, pictures, and

demonstration and grammar rules are taught inductively (Richards & Rodgers 2014: 11–13).

A strict use of the Direct Method has proved to be problematic since it is not likely that every teacher is able to convey the meaning of new words and to ensure comprehension by using only the target language. Also, to teach grammar or other complex issues in a more efficient way, it is often more beneficial to utilise learners' native language (Richards & Rodgers 2014: 11–13). The Direct Method, however, includes many features, such as a strong focus on communication and extensive target language input, that are consistent with today's approach to language teaching (Järvinen 2014b: 99), as today's language teaching is generally based on the idea of communicative competence (Pietilä & Lintunen 2014: 21).

Communicative competence encompasses the idea of having the skills and understanding to use a language "correctly" in interaction with others in different authentic situations (Pietilä & Lintunen 2014: 21). Teaching, then, focuses developing both language knowledge and language skills to appropriately operate in different social situations. In other words, teaching typically focuses on practising for example particular communication situations (e.g. job interview, ordering a meal), participants' roles (e.g. tourist, hotel receptionist), particular communication contexts (e.g. work life, free time activities) or language functions and concepts (phrases, conventions) (Hall 2018: 103–104). Communicative teaching aims to develop functional fluency and language precision, thus, in the early stages of the learning process teachers focus on correcting learners' mistakes to make sure expressions are learned correctly and to avoid automatising incorrect language use. In later stages of learning, however, mistakes are corrected only if they disturb comprehension of the message; the aim of language teaching shifts to understandability and meaning-making (Järvinen 2014b: 102–103).

One noteworthy development of communicative language teaching is a method called Task-Based Language Teaching (TBLT) in which language is learned through tasks that encourage functional language use and authentic communication (Richards & Rodgers 2014: 174). TBLT provides opportunities for problem-solving and multidimensional interaction (Kantelinen & Hildén 2016: 164) and is an approach that can be modified to serve many purposes (Richards & Rodgers 2014: 174). Tasks are meaningful activities which focus on content and function rather than form (Kantelinen & Hildén 201: 164) because meaningful language use supports learners' learning processes. In TBLT learning is considered to be a result of internal processing rather than a straightforward result of teaching. In other words, learners need to construct meaning themselves and teachers are to activate learners' inner processing (Richards & Rodgers 2014: 180).

Different teaching approaches affect the amount of teacher and student talk during a learning situation; communicative or interaction-based approaches usually concentrate on minimizing teacher talk in order to maximize learners' opportunities to practice using the language (Hall 2008: 10). Traditionally the teacher's role in the classroom has been to control the learning situation, but with the rise of communication and interaction-based approaches the teacher is no longer expected to control students' every step, instead the teacher's role is to allow students to be active participants and to take responsibility for their learning. Communication-based teaching does not focus on correctness or correcting mistakes but allowing students to use the language as much as possible to try to overcome communication problems (Cook 2001: 214). Also, socio-constructivist approach to teaching views the role of a teacher as guiding and facilitating the learning of students. The starting point for teaching is to consider the way students perceive the world and to recognise their prior knowledge and develop their learning strategies and prior knowledge (Rauste-von Wright et al. 2003: 162–163).

Today's language teaching culture is beginning to view second or foreign language teaching as a more comprehensive form of foreign language education (Kantelinen & Hildén 2016: 158–159). The purpose of language education is to promote learning that supports an individual's overall growth and is built on social interaction as well as individual experience and self-reflection (OPS 2014: 218–219). Language teaching is viewed as a combination of sociocultural and experiential learning theories that require a new type of *collaborative and interactive learning culture.* Language education has undergone changes in order to correspond to the needs of today's globalised societies and to the need to improve communication between people from different cultures and backgrounds. Consequently, language learning is viewed as an individual journey that is in constant development in and out of school. This means that contemporary language teaching aims to develop functional language proficiency that is useful in different cultural and social encounters. In Finland, the national curriculum recognises concepts such as multiliteracy and multilingualism as a part of the new framework for language education (Kantelinen & Hildén 2016: 158–159).

This section introduced the various ways teaching can be conceptualised. From the point of view of this study, it is important to understand the different ways a teacher may approach teaching to be able to interpret a teacher's decision making and beliefs. Also, while teachers' teaching generally relies on some preferred set of practices that are built on theoretical and experiential knowledge, their teaching practices also evolve over time (Breen et al. 495). Thus, it is valuable to address the evolution of teaching methods and cultures.

3   UNDERSTANDING TEACHING PRACTICES

3.1   Teacher cognition research

Teaching and teacher research is a subfield of educational research that seeks to examine and understand the nature of teaching and further develop educational practices and policies as well as teacher training and student learning. The early days of teaching research concentrated on examining teachers' classroom actions and behaviours and their effects on learning outcomes (Borg 2006: 6–7). Indeed, research was guided by the idea of *effective and good teaching* performed by the teacher (Kansanen, Tirri, Meri, Krokfors, Husu & Jyrhämä 2000: 37). The underlaying assumption was that learning is a product of teaching and that teaching is a series of behaviours performed by teachers. This type of teaching concept or research framework did not recognise the role the teacher's cognition (e.g beliefs, attitudes, and values) might play in the teaching process. However, developments in cognitive psychology shifted the research towards new approaches where it became important to understand the influence teachers' thinking has on classroom actions. Hence, the research focus was no longer purely on observable behaviours but on teachers' mental lives as well. This new approach started the modern day tradition of teacher cognition research (Borg 2006: 6–7).

In theory, teacher cognition research is about examining the psychological aspects of teaching. In practice, however, studying the concept of teacher cognition is arduous because there are varying understandings and definitions of the concept, which make it difficult to conceptualise and operationalise (Pajares 1992: 307–308). Borg (2006: 36) lists over thirty terms that have been used in teacher cognition research. Some of the most commonly used are personal/educational/practical beliefs, practical/pedagogical knowledge, content/subject-matter knowledge, and

situational/general knowledge. In essence, all of these terms attempt to conceptualize teacher's cognition in an educational context.

According to Borg (2006: 35) teacher cognition is *"an often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic (…)"*. By 'dynamic' he means that teacher cognition is an evolving concept that is shaped by individual teacher's educational, professional, and personal experiences. Dufva (2006: 135) views cognition as a situated phenomenon and considers individual beliefs to be a reflection of a particular perspective. In other words, human cognitive processing is tied to and influenced by the physical and social environment within which it functions, and individual beliefs develop and evolve in different social interactions and cultural contexts through time. In this thesis teacher's cognition is referred to as beliefs, and the term is considered to cover all the different types of beliefs teachers might hold, either professional or personal.

Teacher's beliefs

All systematic teaching is based on some type of assumption or assumptions of learning and the nature of the teaching-learning situation. In other words, teachers hold various beliefs, attitudes, and values that influence their understanding of what happens in students' "heads" when they are learning, which further influence their teaching practices (Rauste-von Wright et al. 2003: 139–140). There are several factors that contribute to the formation of teachers' beliefs and actions, such as societal and cultural traditions, norms and expectations, personal knowledge of the world, and theoretical knowledge of learning (Hall 2018: 4–5).

Indeed, beliefs, together with values, are in the core of human actions; beliefs give us the reason to do things the way we do them (Shealy 2016: 3). The vast amount of research in beliefs has generated information about different kinds of beliefs. For example, concepts such as self-efficacy and self-esteem are at the core of many humanistic and cognitive theories (Pajares 1992: 308). Raths and McAninch (2003) talk about beliefs as *propositions that are felt to be true by the person embracing them*. Pajares (1992: 315–316) writes that a belief is *an individual judgement of the truth or falsity of a proposition*, and that the belief system is constructed of various beliefs about different matters (politics, education, art, nature…) that are connected to other cognitive and affective constructs. He describes educational beliefs as follows:

> (…) beliefs about confidence to affect students' performance (teacher efficacy), about the nature of knowledge (epistemological beliefs), about causes of teachers' or students' performance (attributions, locus of control, motivation, writing apprehension, math anxiety), about perceptions of self and feelings of self-worth (self-concept, selfesteem), about confidence to perform specific tasks (self-efficacy). There are also educational beliefs about specific subjects or disciplines (reading instruction, the nature of reading, whole language). (Pajares 1992: 315–316)

Traditionally, research on beliefs in an educational context has focused on learner beliefs: it is thought that beliefs hold an important position in guiding a learner's learning process, which is why it is an important area of study (Woods 2006: 201). Since the early 1990s, the idea of teachers' beliefs influencing teaching practices and learning outcomes started to gain researchers' interest, and since then they have been widely studied alongside learners' beliefs (Ibid.). Indeed, studying teachers' beliefs is considered an important area of research, as studying teachers' beliefs aids in discovering the ways teacher training and different school environments affect teachers' pedagogical practices (Rahts and McAninch 2003: vii). Furthermore, Pajares (1992) writes that educational research should concentrate on examining the beliefs of teachers and teacher candidates to acquire the kind of information about educational practice that more traditional research cannot reveal.

Generally studies on teacher beliefs have concentrated on examining specific topics such as grammar teaching or on more general questions about teacher's thinking processes and their connection to classroom practices as well as the development of beliefs over time. (Kalaja, Barcelos, Aro & Ruohotie-Lyhty 2016: 12–13). Another starting point for research is comparing novice teachers' beliefs with more experienced teachers' beliefs (Borg 2006: 75). In the past decade, the field of language teaching has recognised the significant role of beliefs in the classroom and today it is understood that teaching and learning beliefs are more complex than previously thought (Kalaja et al. 2016: 12–13). Hence, in an educational context, beliefs have been studied in relation to various other concepts such as identity and student and teacher agency. Research has shown that beliefs are content-dependent and dynamic, which means that beliefs can be fairly stable or fluctuate according to and across time and space (Kalaja et al. 2016: 8–10).

Establishing teachers' actual beliefs is a challenging task not only because of the aforementioned dynamicity but also because beliefs are typically unconscious and unspoken; researching them, on the contrary, requires consciousness and the ability to talk about them. The problem becomes clear when what teachers say they believe does not seem to match with their observed classroom actions. There can be several reasons for such discrepancies, such as social expectations and pressures that affect teachers' responses (Hall 2018: 5). As Dufva (2006: 136–137) states, beliefs are not static nor do they live in a vacuum; they are formed and negotiated in interactions with the outside world and are in relation with others and various environments, which inevitably affects the way beliefs are expressed in different contexts and with different people.

According to Clark (1986 in Kansanen et al. 2000: 37) there are three ways a teacher's "job" has been conceptualised in teacher thinking research. The teacher has been viewed as a decision-maker, as a sense-maker, and as a constructivist. The

teacher's task as a decision-maker is to recognise learning problems and needs and to offer appropriate and effective solutions. If the teacher is considered a sense-maker, the task of the teacher is to create meaning for students, to interpret, adapt, and apply knowledge in a professional way according to varying situations. In other words, teachers are regarded as reflective professionals with extensive knowledge of learning and teaching. Teachers as constructivists refers to teachers who modify and evolve their understanding of teaching and education. This final approach recognises the complex nature of a teachers' job and the many factors and beliefs influencing teaching practices.

Kansanen et al. (2000: 81–83) studied teachers' pedagogical thinking by analysing narrative interviews and concluded that teachers approached teaching from two perspectives: 'what' and 'how'. The 'what' perspective refers to teachers understanding of the content of teaching and the 'how' perspective refers to methods and practices. Teachers focused on the 'how' perspective and sharing information about their favourite methods and reasons for using them. Teachers' statements reflected their personal beliefs about teaching in general and these personal views appeared to be connected to their decision making concerning what to teach and how. In addition, the study concluded that when teachers talk about their teaching, they, without exception, talk about their students; teachers teaching is, then, largely defined by their students. The teachers in Kansanen et al. believe that students' 'studying activities' and 'behaviour' affect teaching. Teachers also talked about students' studying more than students' learning. In addition, the teachers' responses were related to their understanding of themselves as teachers; the teachers' personal understanding of their professional self was identified as framing teachers' thinking.

Boulton-Lewis, Smith, McCrindle, Burnett & Campbell (2001) studied secondary teachers' conceptions of teaching and learning and identified four different understandings of each. It was discovered that teachers tend to have a dominant way of viewing teaching, even though a teacher's conception of teaching can fall into several categories. The categories for teaching concepts were as follows: *transmission of content/skills*, in which teaching is seen as transmitting information and the focus is on the teacher and the teaching content. Teaching practices comprise of means of telling and repeating. The category of *development of skills/understanding* contains an understanding that teaching is developing students' knowledge by guiding, building, providing, and reinforcing them. The direction of teaching is from teachers to students. The *facilitation of understanding* category on the other hand has a teacher-student-interaction focus and teaching is viewed as helping the students to understand and develop their skills by stimulating, questioning, discussing, and working with them. The last category, *transformation*, has a student-centred view and teaching is seen as

extending students' cognitive, behavioural, and affective abilities by providing opportunities and experiences (Boulton-Lewis et. al. 2001: 41–47).

The teachers who were in the 'transmission of content/skill' category tended to view learning as *acquisition and reproduction of skills* and teachers in the 'development of skills/understanding' category viewed learning as *development and application of skills/understanding*. Teachers in the 'facilitation for understanding' category tended to believe that learning is the development of one's understanding, whereas the teachers of the 'transformation' category saw learning as transforming students more comprehensively. However, there were also teachers whose concepts of teaching and learning did not "match", which suggests that it is not evident that teachers' teaching and learning beliefs are always consistent with each other (Boulton-Lewis et. al. 2001: 41–47).

Indeed, according to Dufva (2006: 136–139), it is not uncommon to have and to express contradictory beliefs. Beliefs are naturally multi-voiced and multi-layered because they show traces of the various contexts they have been formed. Thus, beliefs may not always form a coherent whole, rather it is likely that beliefs appear as contradictory and incoherent. There are also two opposite sides to beliefs: on one hand beliefs are individual and unique, on the other social and shared. In other words, beliefs are private but also feature aspects of predominant discourses in society. Furthermore, when we speak to each other we commonly say things that we think are expected of us or that are expected in a particular situation, and we use language to make an impression or to present ourselves in a way we would like to be seen by others (Kramsch 2008: 391–392).

3.2   Teaching methods

'Teaching methods' is a term that describes the various means that can be used to reach educational goals (Rauste-von Wright et al. 2003: 204). Heinonen (2005: 50) defines teaching methods as the means and procedures a teacher uses to mediate teaching and to support learning. Richards and Rodgers (2014: 3-4) describes language teaching methods as a set of teaching practices that are based on a specific theory or understanding of language learning. A teaching method is generally chosen based on the goal of the teaching-learning situation (Rauste-von Wright et al. 2003: 204). Language teachers' teaching methods usually contain some type of view, or belief, about second language learning, be it implicit or explicit (Cook 2001: 9). Indeed, an individual teacher's teaching methods can be based on particular values (Järvinen 2014: 90); teachers' teaching has been found to be tied to the values they assign to

teaching and the value they assign to the particular content they are teaching (Pajares 1992: 309).

Furthermore, the expectations teachers have of their own profession (Välijärvi 2006: 10), as well as the expectations of parents and institutions (Hall 2018: 3), influence teachers' teaching practices. Also, it is important to note that the way teaching is valued in cultures and societies influence the way teachers approach teaching, and the images and expectations attached to teaching will determine how appealing the profession appears to be and what the quality of the pedagogical work done in schools is (Välijärvi 2006: 10). In addition, teachers' own skills and competences play a part in determining the style of teaching (Järvinen 2014b: 90).

Teachers' beliefs, then, influence the way they understand language and the way they approach language teaching. If a teacher holds a structural view of language, they might believe that language is best learned by analysing it and breaking it into small pieces and they might focus more on grammar-related tasks. If a teacher sees language as communication and something that is best learned by using it, they might focus on conversational tasks rather than focus on correctness (Hall 2018: 69–70). Teachers might approach teaching from the perspective of teaching skills. A skills-based approach focuses on enhancing language proficiency, which is thought to consist of four separate skills: reading, writing, speaking, and listening. A common understanding is that these skills need to be practiced and acquired individually (Cook 2001: 6).

The way these different skills, grammatical rules, or language components are taught can be divided in two different approaches: deductive and inductive. Teaching deductively means that learners are first introduced to and explained the rule, or any other new information they are to learn, and after 'knowing' the rule it is practiced. This traditional approach is teacher-led, whereas inductive teaching is more student-centred and requires effort from students. In an inductive approach, learners are given language examples to study and they are encouraged to discover the rules themselves (Hall 2018: 78).

There are different ways a teacher can approach teaching, or different attitudes a teacher can have towards teaching. An approach that is based on control and on the idea that individuals will perform tasks appointed to him/her, and an approach that assumes individuals want to understand the world and seek answers. The former approach views the teacher as the leader of the learning situation: it is the teacher's responsibility to lead the way and make sure that students follow. The latter approach focuses on creating a learning environment where students have the opportunity to solve problems, get guidance, and find ways to learn (Rauste-von Wright et al. 2003: 176). More recent approaches emphasise the learner's position in the learning situation. Research on learner styles, strategies, and agency suggests that learners can have a

more active role in managing their own learning and, the goal of teaching, thus, is to enhance learner agency, facilitate self-directed and personalised learning, and encourage learners to take responsibility of their learning (Richards & Rodgers 2014: 329).

The aforementioned approaches can also be described as teacher-led teaching and student-centred teaching. Examples of teacher-led teaching are teacher-led lectures, presentations, or explanations, teacher-led questions addressed to the whole class, and homogenous exercises that each student performs on their own. Student-centred methods allow student participation in decision making and execution of tasks, and students' interests are considered. Some examples of student-centred methods are individualized exercises, student presentations, and group work (Heinonen 2005: 50–51).

3.3   Teaching materials

The term 'teaching material' is used to describe the use of workbooks, textbooks, teachers' guides, and other types of materials to support learning and teaching (Heinonen 2005 29–30). There are various types of teaching materials, such as internet pages, worksheets, and real-life texts, from which a teacher can choose to utilise. However, in Finland, the textbook continues to be the most common teaching material and is often considered to be the leading medium for teaching (Bovellan 2014: 58). Indeed, in the Finnish education system textbooks are believed to represent the national curriculum and the teaching and learning objectives which are set in it. Consequently, textbooks have had a major role in shaping teachers' teaching methods (Heinonen 2005: 39).

Alongside textbooks, however, language teaching has for a long time utilized different authentic materials and non-teaching-specific materials (Gilmore 2007: 97). It is believed that by using authentic language material in teaching that learners develop their communicative competence naturally and their social and cultural understanding of the language increases (Rusmawaty, Atmowardoyo, Hamra & Noni 2018: 608). Indeed, authentic materials are viewed as representing real-life language use, whereas textbook language has been considered as *a poor representation of the real thing* as textbooks traditionally focus on linguistic representation of the language rather than sociolinguistic (Gilmore 2007: 98–99). In other words, textbooks' focus has not been to teach the spoken forms of the language as much as the formal written forms.

Nevertheless, both textbooks and authentic materials have a place in the classroom; authentic materials can be utilised for various types of tasks and they offer

rich language input and motivational content for different learners (Gilmore 2007: 103), whereas textbooks offer structure which helps both learners and teachers tackle the language learning situation (Spirovska Tevdovska 2018: 61). Choosing teaching materials, on the other hand, becomes a subject for consideration when there are many from which to choose. The way teaching materials are chosen and used in the classroom has not been studied in-depth in recent years (Heinonen 2005: 20), however there are indications that the way a teacher designs or chooses their teaching materials is generally connected to their beliefs about the importance of the content they are teaching (Bovellan 2014: 52). Furthermore, teachers' decision making is connected to their beliefs about learning and beliefs about teachers' and students' roles in the learning process (Heinonen 2005: 45). Spirovska Tevdovska (2018: 64) concluded that teaching materials are selected, for example, according to appropriateness, suitability, and accessibility. In other words, materials need to correspond to learning goals and teaching content as well as learners needs. Teachers may vary their approach to material selection depending on the context of teaching but, nevertheless, each teacher has their personal style of utilising teaching materials (Heinonen 2005: 45). Ergo, teachers may have a different way of utilising the same material.

Regarding textbooks, there are at least three different styles teachers may adhere to: coverage style, text-extension style, and text-thinking style. (Zahori 1991 cited in Mikkilä & Olkinuora: 1995: 84) Using coverage style a teacher relies on the textbook by planning the lessons and teaching according to it. This type of teaching operates on the level of 'sharing information' rather than building it. Extension style teaching, on the contrary, considers the textbook as a starting point for discussion and further exploration of the subject. This approach encourages students to make observations and connect old information to new. Thinking style approach goes even further with exploring concepts as the aim is to learn how to analyse and assess information. Texts are, thus, read critically and the main concepts are observed through different contexts in order to create syntheses (Mikkilä & Olkinuora 1995: 84–85)

Eveliina Bovellan's (2014) dissertation examined how teachers' learning and language beliefs reflect their views of teaching materials in the context of Content and Language Integrated Learning (CLIL). The study concluded that there are three factors that CLIL teachers consider when designing teaching materials: the age of the pupils, their language competence and cognitive level. Since Bovellan's study concerned CLIL teachers, its results cannot be directly compared with language teachers' beliefs, but the study revealed some similarities with language teaching research. For example, the differences in learning and language views between novice teachers and experienced teachers: novice teachers' learning views tend to be more teacher-centred than experienced teachers (Tirri 2016: 64; Borg 2003: 95). The study

also supports the understanding that there are various beliefs that influence teachers work and their teaching practices.

In conclusion, there are expectations that teaching materials correlate with different types of teaching and learning, as well as respect the values and culture of society, but also offer modern and novel approaches to teaching. Furthermore, teaching materials are expected to be motivational and support student learning as well as teachers' teaching, in other words materials should correspond with current curriculum and teaching and learning goals (Heinonen 2005: 31).

4 TEACHER EDUCATION AND TEACHING IN FINLAND

Teaching in all school levels in Finland requires a master's level degree since Finnish educational policy aims for fairness and equality in education as well as high quality and responsible teaching (Niemi 2016: 23–25). The Finnish school system and teachers' teaching practices are defined by the idea of inclusion; the education system advocates equity and equal learning opportunities for everyone regardless of any personal attributes or social background. The basic principle of this inclusion policy is that schools must give appropriate support and help to overcome learning difficulties. It is every teachers' duty to recognise possible learning difficulties and seek solutions for them. Teachers need to plan classes accordingly and work in cooperation with student care and special needs education (Perusopetuslaki 628/1998).

Finnish teacher education sets out to educate teachers who are autonomous and whose professionalism is based on research-based knowledge and strong ethical values (Tirri 2016: 66). Indeed, teacher training in Finland is considered to be among the best in the world, and Finnish teachers experience a great amount of independence and autonomy in their work and are generally well respected in Finnish society (Peltonen 2018). Teachers are expected to be familiar with the newest research advances in the subjects they teach and in pedagogy. They are also encouraged to develop critical thinking and analytical skills and to become active participants in developing educational policies (Niemi 2016: 34).

In general, Finnish teachers' teaching policies are acknowledged to be normative in nature and rather context-dependent (Tirri 2016: 66). The normativity stems from the fact that teachers are public officials and there are several laws and regulations guiding their work. Teachers are, thus, expected to act professionally and according to public interest. Basic education in Finland follows national guidelines set by the Finnish National Agency for Education, and teaching is tied to a national core

curriculum. *The national core curriculum for basic education* (OPS) includes objectives and core content for different subjects as well as information about the goals of education and the values and learning theories upon which Finnish education is based. The national curriculum sets a framework for education, which every municipality and education provider draws upon, but individual schools create their own plan and curriculum (Finnish National Agency of Education 2020; OPS 2014). However, teachers are not only followers of guidelines, but they also have agency and an active role in the pedagogical decision-making processes that influence their work. In other words, Finnish teachers participate in the planning of curriculum as well as the administrative work of their own schools (Toom & Husu 2016: 41–44). Finnish educational policy, thus, relies on local responsibility and decision making. This means that teachers have great freedom and opportunities to follow their individual teaching philosophy and methods (Mikkola 2016; Välijärvi 2006).

According to the OPS (2014), the teacher's role in the classroom includes more than teaching a particular subject matter: the teacher's task is to create opportunities for learning and growth, and they are there to guide students towards life-long active learning, which means developing critical thinking skills, improving communication skills, and learning vital sociocultural skills. The national core curriculum is based on a socio-constructivist idea of learning; it emphasises the student's role as an active participant in the learning process together with the teacher and other students. One of the most visible parts of teacher expertise is the understanding of the practical side of teaching, but additionally, teachers' everyday work is also comprised of multidimensional knowledge, that is, pedagogical and content knowledge, which further intertwine with knowledge of the school system and societal aspects of education (Mikkola 2016: ix).

The extensive training Finnish teachers go through gives teachers a rather comprehensive understanding of different teaching theories and methods, which suggests that different teaching methods and materials are most likely chosen consciously using personal knowledge and judgement. Typically teachers have various ways to choose teaching materials since individual schools provide teachers means to work with different materials, from books to digital learning environments and self-designed tasks. Strong teacher autonomy further enables variation in methods and materials. However, despite the freedom to use different teaching methods and materials, Finnish teachers tend to use the textbook as a guide for teaching. Textbooks, indeed, have a pronounced role in Finnish basic education and in formal teaching environments (Heinonen 2005: 34–35).

Heinonen (2005: 35–36) states that in the Finnish context it is considered important that teaching materials are in concordance with the curriculum. Heinonen also points out that there appears to be a belief in the Finnish education system that

educational reforms will transfer into practice through materials. However, textbooks and ready-made materials have been a target for criticism in pedagogical research; it has been suggested that they decelerate the development of teaching, especially in times of curricular reforms, and that textbooks typically contribute to teacher-centred teaching.

There is not any one standard template for language lessons in Finland, however, there are a set of basic guidelines for constructing a lesson that student teachers are provided with in teacher education. Sociocultural, ecological, and cognitive learning theories together with a holistic view of language form the basis for these guidelines, and student teachers are introduced to student-centred and task-based approaches to teaching (Kantelinen & Hildén 2016: 164). In a Finnish classroom, communicative methods with structure-focused grammar teaching are the most commonly used language teaching techniques, however, today there are also newer teaching approaches which focus on learner autonomy and oral proficiency as well as cultural learning and the use of different ICT and social media platforms (Kantelinen & Hildén 2016: 163). However, language classes in Finland tend to be rather traditional, focusing on written production and textbook exercises and giving authentic encounters and materials less attention (Kantelinen & Hildén 2016: 164).

Tirri (2016) concluded in her study *Finnish Teachers' Views on the Educational Purposefulness of Their Teaching* that Finnish teachers and student teachers believe that one of the most important aspects of all teaching is to teach at the appropriate level and emphasised that teaching should move from familiar contents to the unknown and from simple things to more complicated. Tirri's study also found that student teachers' and experienced teachers' views of teachers' role differed: student teachers put emphasis on the teachers and the importance of content knowledge, whereas experienced teachers were more student centred in their thinking. However, both groups recognised the importance of a positive learning environment and teachers' social and ethical skills in teaching (Tirri 2016: 62–64).

Considering that the purpose of this study is to examine teachers' and student teachers' teaching practices it is important to understand the educational policies and discourses which influence teaching in Finland. Indeed, the national curriculum and other legislative prerequisites inevitably give directions to teachers' actions, thus, they cannot be overlooked. Also, the popularity of the teaching profession in Finland and the relatively high education of teachers together with high teacher agency (Toom & Husu 2016) are factors to acknowledge when discussing teachers' teaching practices and beliefs in the Finnish context.

5 THE PRESENT STUDY

5.1 Aim of the study

The aim of the study is to attain a better understanding of language teachers' and student teachers' decision making and teaching principles. Specifically, the study examines ESL teachers' and student teachers' beliefs and understanding of the factors that influence the choice of teaching methods and materials. In addition, the study seeks to examine what kind of language teaching and learning beliefs are present in teachers' and student teachers' thinking and in what way they are connected to their teaching practices. The research questions are as follows:

1. From teachers' point of view, what are the factors that influence the choice of teaching methods and materials?
2. What kind of language teaching and learning beliefs are present in teachers' and student teachers' thinking and how are they connected to teaching practices?

5.2 Participants

This study was conducted with four participants: two experienced English teachers and two student teachers. At the time of the study, all of the participants were teaching at a school that offers both basic education and upper secondary education, and which operates as a teacher training school. Both experienced teachers have 20 years of experience teaching at a basic education and upper secondary level, and years of experience supervising student teachers. Both student teachers were studying in the

combined bachelor's and master's programme of teachers' pedagogical studies for subject teachers. Both student teachers had gained approximately ten lessons of teaching experience from primary and secondary levels of basic education and three to four years of academic studies in English and pedagogy. The background information on the participants' teaching experience is illustrated in table 1.

Table 1. Background information on the participants

Participants	Teaching experience / time	Teaching experience / level
English teacher 1	over 20 years	basic education + upper secondary
English teacher 2	over 20 years	basic education + upper secondary
Student teacher 1	approx. 10 lessons	basic education
Student teacher 2	approx. 10 lessons	basic education

5.3 Data collection

The research data was collected by conducting personal interviews. The purpose of interviews, as stated by Bovellan (2014: 86), is to collect data that reflects the interviewees authentic experiences and views. The selection of interviewees was based on a personal connection to the school where the teachers were working and to the university the student teachers were currently studying. The final selection was based on participants' availability. In other words, the interviewees were selected from the university where I was studying, and from the school I was starting my own teaching practice. Multiple teachers and student teachers were approached, and the ones selected were the first ones to reply in the positive. The interviewees were contacted either by e-mail or personally in autumn 2020, and the interviews took place between late October and early December 2020.

The experienced teachers' interviews took place in the school in an available classroom, whereas the student teachers' interviews took place virtually over the videoconference platform Zoom. The interview manner and length are illustrated in table 2. A personal recording device and a back-up device were used to record all of the interviews. The data was stored on a personal computer and on the back-up device. The participants were informed about the study details via email and/or in person, and research consent was established at the same time either orally or in writing. The participants were informed that the data collected was handled with best privacy practices and that the participants were to be anonymised in the study. To ensure anonymity, the stored interview data did not include any personal information.

The interviews were conducted by combining semi-structured and thematic interview techniques, which means that a set of interview questions were pre-planned

in a thematic order to guide the interview (Eskola, Lätti & Vastamäki 2018; Galletta 2013). The interview themes were as follows: background information, learning and teaching beliefs, and teaching practices. The interview questions were planned by following the method used in Bovellan (2014: 87). More precisely, questions were kept tacit rather than direct because direct questions about may, in fact, produce less reliable information about individual's beliefs than indirect ones. (Correa et al. 2008: 143). In practice, this meant that to find out beliefs, questions like "what is the role of a teacher in the classroom" were asked rather than questions like "what is your teaching philosophy". However, in order to find out what materials and methods were being used, direct questions about teacher's classroom practices were asked.

The pre-planned questions were asked in a similar manner and order in each interview, and follow-up questions were asked whenever an interesting topic emerged. To ensure the authenticity of responses, the participants were informed that there was no right or wrong way to answer the questions and that any response was valuable to the research (Brinkmann 2013: 16). The interviewees answered the questions in their own pace and manner, occasionally directing the interview towards later topics. Therefore, the order of questions was not identical in every interview. Also, some pre-planned questions were left unasked if an answer had already been stated earlier in the interview. Thus, the interviews differed from each other both in structure and in content, and the length of the interviews varied from 35 minutes to 49 minutes. In other words, each interview differed from each other according to the individual participant's style of answering the questions and according to the content of the answers. Therefore, the interview style was not strict but resembled a dialogue. A dialogical approach was chosen because it helps to identify and recognise opinions, attitudes, and beliefs in the analysing process (Dufva 2006: 133). This style also seemed appropriate due to the connection of the interviewer and participant, which allowed space for informal and relaxed conversation that is suitable for discussing and revealing personal beliefs (Brinkmann 2013: 27–28; Galletta 2013: 88).

Table 2. Data collection and length

Participants	Interview location	Interview length
English teacher 1	Live one-on-one	45 min
English teacher 2	Live one-on-one	42 min
Student teachers 1	Zoom one-on-one	49 min
Student teacher 2	Zoom one-on-one	35 min

5.4   Data analysis

Research data consisting of interviews is typically analysed qualitatively utilising content analysing methods (Dufva 2011: 139). This study used a thematic analysis method because the aim of the analysis was to identify the most relevant and interesting aspects of the data and to analyse different patterns within said data (Braun & Clark 2006: 79). Thematic analysis is viewed as a useful method for analysing complex qualitative data because of its flexibility and theoretical freedom (Braun & Clark 2006: 78–79). The chosen method also complements the data collection technique used in the study.

The analysis was conducted with a data-driven approach, which means that the themes were identified by looking into the data rather than reflecting the data to a pre-existing theory. However, the research questions were guiding the analysing process and the analysis focused only on the data that was recognised as being relevant to the research questions. Thus, the data was analysed from a pre-selected perspective (guidelines for analysis: Braun & Clark 2006: 83–84). This type of approach can be viewed as theory-bound, which means that the analysis is linked to a theory or theories but the analysis itself is not based on a particular theory or that a theory is not constructed from the data (Eskola 2018).

Before the analysing process, the data was transcribed. The transcription was done verbatim, and conversational features such as hesitation and emphasis were noted in the analysis to enhance the accuracy of the interpretation (Gibbs 2007: 2; 6). The analysing process followed Eskola's (2018) guidelines for thematic analysis. First the interview transcripts were carefully read, and preliminary notes were made. During the second reading the data was colour coded according to emerging themes and parts of the data that seemed interesting were highlighted. Also, parts of the data were marked as relevant or less relevant. During a third reading, notes regarding the whole data were made and the final themes were selected. The themes are:

1. Teacher's duty and responsibility
2. Teacher's experiences and pedagogical knowledge
3. Pupils' attributes and group dynamics
4. Teacher as an individual

After this, each interview was analysed and marked individually. Finally, relevant excerpts were chosen to further narrow down the data and make the analysing process more focused. However, the entire data was revisited multiple times during the analysing process to ensure the reliability of the analysis and findings.

The analysis concentrated on identifying participants' individual experiences and beliefs as well as shared understandings of teaching and learning, which is why a dialogical approach was adopted. During verbal communication participants might speak from different positions according to their history, experience, and current reality, thus, from a dialogical viewpoint, meaning-making and communication are seen as multi-layered containing different timescales and levels of reality (Kramsch 2008: 391–392). Indeed, dialogical analysis sees the interview data as consisting of individual narratives and individual voices, which makes a useful starting point for identifying an individual's beliefs. Beliefs were, then, analysed as *subjective experiences* (Dufva 2006: 132) that emerged from the interview data. The concepts of 'voice' and 'other' were also a part of the analysis as they are at the core of dialogical analysis.

According to Dufva (2006: 137–139) it is typical for individuals' beliefs to be influenced by and relying on the speech of others, especially by the speech of others in a position of authority. Furthermore, language-use not only reflects meanings, opinions, and attitudes about one's personality and world-view but also about society and different authorities in an individual's life, thus, different voices in narratives expose the fact that words are spoken by someone from some perspective, and it can be analysed by examining both what is said and how (Dufva 2006: 133–134). In this study, a dialogical approach to analysis meant that the data was analysed by examining the content, i.e. 'what is said', but also by examining the participants' language use, i.e. 'how is said'. In other words, interpretations of meanings were made according to the content of responses and according to specific phrases and words used to express thoughts.

A dialogical approach can be used to identify the content of experiences, which in this study means the teachers' own understanding of the factors that influence their work, or it can be used to answer theoretical questions such as what kinds of inferences can be made about the way participants answer interview questions (Dufva 2006: 134). This study focuses primarily on the content of the data, but since the presence of an interviewer has an effect on what is talked about and how, it is important to also consider how it influences participants' narratives. The collected data will not only reflect the position and voice of the interviewee but also the position of the interviewer (Dufva 2006: 133); beliefs can be reconstructed while they are being stated: an individual might become aware of some "new" information he/she has not thought of before when being influenced by an interviewer. The interview questions and the interviewer might drive the participant to reassess their thinking (Dufva 2006: 143–144).

For discussing participants' beliefs and the findings of the study, meaningful parts of the data are presented in the findings section. The data excerpts have been translated from Finnish to English as accurately as possible. However, excessive use

of expletive words, such as 'like' (= 'niinku') and 'well' (= 'tota') have been removed from the excerpts. In some cases the sentence structure of the excerpt was slightly modified for better intelligibility, but without interfering with the core meaning of the excerpt. Elimination of unrelated parts of the quote is marked with square brackets and three dots […] and, in the beginning of a quote, brackets and dots (…) are used to specify that the quote is part of a longer utterance. Words in square brackets were added to clarify the meaning of the quote [*a missing meaning*]. The parts of the excerpts that are considered most relevant are bolded and discussed in more detail. The original Finnish excerpts can be found in the appendices section. The following abbreviations are used to address a particular teacher type or individual participants:

ETs = experienced teachers
ET1 = experienced teacher 1 (English teacher 1)
ET2 = experienced teacher 2 (English teacher 2)
STs = student teachers
ST1 = student teacher 1
ST2 = student teacher 2

6   FINDINGS AND DISCUSSION

In this chapter, the findings of the study are presented in thematic order. The data revealed several factors that seemed to influence the choice of teaching methods and materials and provided information about experienced teachers' (ETs) and student teachers' (STs) multifaceted beliefs about learning and teaching. The following sections will discuss the findings in thematic order, and the research questions of this study are answered. The participants' shared and personal beliefs are discussed within every section. Section 6.1 discusses the participants' beliefs about teachers' duties and responsibilities and how they influence their teaching. Section 6.2 discusses participants' accounts of personal learning and teaching experience as well as their pedagogical knowledge and their connection to teaching practices. Section 6.3 addresses teachers' beliefs about pupils' attributes and group dynamics, which affect teachers' decision making. Section 6.4 discusses the influence that teacher individuality and a particular teaching context has on teaching practices.

Table 3. Four themes influencing teachers' decision making

Research questions	Themes
1. From teachers' point of view, what are the factors that influence the choice of teaching methods and materials?	Teacher's duty
	Teacher's experiences and pedagogical knowledge
2. What kind of language teaching and learning beliefs are present in teachers' and student teachers' speech and how are they connected to teaching practices?	Pupils' attributes and group dynamics
	Teacher as an individual

6.1 Teacher's duty

The data indicates that participants' decision making is influenced by their understanding of teachers' duties and responsibilities. The beliefs about teachers' duties are constructed of a mixture of beliefs, pedagogical knowledge, and educational discourse. In the interview, participants were not directly asked what teachers' duties or responsibilities are; they were only asked about the role of a teacher in the classroom. Nevertheless, the responses highlighted that all of the participants view teachers as responsible actors with particular duties. All of the participants shared a belief that a teacher's duty is to enable learning and to know what is best for pupils. The teacher's duty is to also follow the national curriculum or learning goals in general and plan classes accordingly. In the following excerpt ET1 refers to the curriculum explicitly and talks about teachers' legal duty in Finland. ET2, on the other hand, talks about the overall purpose of schooling.

> (1)   well **I of course know the goals of the national curriculum** and then I need to or **the teacher needs to in any case know the learning goals** of their own school and the goals for different age groups […] and like bring to the class **contents that are in line with the goals** like how would I say it a legal obligation **of course** for what I bring to the class (ET1)

> (2)   (…) **first of all** school's purpose is to give general education **so if we concentrate only on what they** (pupils) **are interested in their horizons won't be widened at all** our **responsibility is after all** to also civilize them and broaden their knowledge beyond their own circles (ET2)

ET1's use of 'of course', and ET2's use of 'first of all' reveals that the cultural and social context in which they operate has a clear influence on their understanding of teachers' duties. There is an underlying expectation in the Finnish education system that teachers know their responsibilities and act according to their legal obligations. Excerpt 1 indicates that ET1 is aware of this societal context and that it is important to acknowledge it; perhaps the fact that ET1 is talking to a future teacher amplifies the need to voice it. Excerpt 2 is not an answer to a direct question about teachers' duties, instead it is a part of a long answer to a final comment "is there anything else you would like to add about methods, materials and language teaching". It seems that the role education has in Finnish society defines ET2's understanding of teacher's duty and further teaching practices. The use of phrases such as 'first of all' and 'after all' highlights the point. Excerpt 2 can also be interpreted as articulating ET2's views about student-centred and teacher-led teaching; a topic that was discussed during the interview. ET2's views indicate that it is teacher's duty to know and decide what ultimately happens in the classroom; pupils' own interests play a smaller role. Since the national curriculum sets the frame for teachers' work it is rather self-evident that it also affects the choosing of teaching contents and materials. It was stated in the

theory section that the textbook has a significant role in guiding Finnish teachers' teaching. This is also clear in the participants' thoughts about textbooks.

> (3)   (…) like I won't start to create that content for every lesson myself for example what I include in that kahoot rather **it is from the creators of the textbook** in a way we proceed according to it or **according to the curriculum which I think the creators of textbooks have followed well** so in my opinion all the contents that need to be done within that year will **be done logically** (ET1)

The textbook seems to be a significant factor in ET1's teaching material decisions; teaching according to the textbook ensures that the goals of the curriculum are carried out appropriately and the duty of a teacher is fulfilled. ET1 further argues for the quality of textbooks by stating that the creators are *experienced colleagues* who *are aware of the research about language learning, and they [textbooks] have actually been made for pupils of certain age group or development level.* ET1, then, justifies her beliefs about textbooks by referring to authorities in the educational discourse. However, ET1 also recognises that the textbook does not necessarily fulfil all the needs of teachers since it does not *necessarily have for example that kind of motivational* or *activating exercises for the beginning of the class.* This produces a need to utilise other *platforms* such as YouTube. The textbook, nevertheless, is considered the main resource for teaching.

> (4)   (…) in a way **fittingly choosing and personally modifying** or modifying an exercise for oral activity yeah I think it's quite possible to construct lessons from them [textbooks] **but of course critically** (ET1)

> (5)   (…) I mean **I have the textbooks so I do use them** I have **never felt** that they should be thrown in the bin um but I'm quite good at like I mean I don't in **any means** use everything in there **I pick and choose** (ET2)

Teachers seem to use the textbook as a frame for lesson planning but ultimately use their personal judgement in the way they utilise it. In excerpt 3, ET1 uses the phrase 'of course critically', which indicates that there is an underlaying belief that teachers ought to be critical towards textbooks and not follow them 'blindly'. ET1 is clearly aware of the criticism textbooks have received in educational discourse but feels that it is not necessarily deserved, instead feels that *theoretical language learning and teaching researchers sometimes underrate textbooks*. There is a similar type of approach to textbooks in ET2's talk demonstrated in excerpt 4. ET2 states that she *does use* textbooks and *has never felt that they should be thrown in the bin*. The emphasis on the wording indicates that there is an underlying belief that 'someone else' does not use textbooks and thinks that they ought to be thrown in the bin. Since the word 'textbook' was not used in the interview questions and there were no questions about the usefulness of textbooks, it is possible to assume that the educational discourse in Finland is that specific 'someone' the teachers base their beliefs about textbooks on.

According to Dufva (2006: 140; 143), the formulation of beliefs is always evoked by somebody or something and beliefs are *always anchored to something*.

The discussion about textbooks was contrasted with the idea of 'authentic teaching material'. ET1 states that *it is somehow thought that teaching is better when the teacher designs authentic materials*. The word 'authentic' is said in an accentuated manner, which implies there is some disagreement with the sentiment. The notion of authenticity is not an unfamiliar topic in the language learning discourse or in teacher education. This has become an issue of frustration for ET2:

(6) (…) **being a supervising teacher you sometimes pull your hair out when the student teacher comes and says that textbooks are like straight from the devil they are awful** they can't be used and then [they say that] I won't teach the passive by using these exercises from the textbooks instead I will do it all using for example internet articles that are authentic texts (ET2)

The way the teachers approach textbook usage in their own teaching seem to reflect their beliefs about the usefulness of textbooks. For the most part, textbooks are viewed as useful sources for material and exercises, and they complement the curriculum. However, there is also a more critical approach present in both teachers talk. There is an understanding that textbooks are not sufficient enough to fulfil all educational needs; the teacher's duty is to educate in a broad perspective, which requires going beyond the textbooks. ET2 describes the textbook as *being only a half of the meal* because *there is going to be so much* that needs to be addresses in different ways. The textbook was also an important topic in student teachers' thinking, however, their beliefs regarding the use of textbooks and authentic material was not as much about teachers' duties as they were about their teaching experience. Both STs mention that the textbook, including teachers' digital material bank, is *the main material source* for them. For student teachers the textbook offers guidance and support (Spirovska Tevdovska 2018: 61), which might explain the limited use of other types of materials. However, ST2 mentioned the use of *all sorts of videos* and *texts related to the topic that can be found on the internet*. ST1, on the other hand did not talk about utilising videos or texts outside the textbook.

The teacher's duty is also to be a leader and guide the learning process. The data suggests that there is a common belief among all the participants that teachers are to know and decide what is best for their pupils and plan their classes accordingly.

(7) **teacher's duty is to be the adult** I think because I have been thinking about my own teaching and **when teaching is in my opinion working so the teacher is the one who sets the boundaries and kind of the stronger or in some ways the supporting party** in that interaction […] **teachers' duty is to sort of know what is best for the children and youth and act accordingly** […] well I think it is important that **the teacher puts** the pupils in class or wherever Zoom or other place to work and **to think for themselves** and um **make them to take responsibility for their own learning if possible** and like teach learning skills and um support their self-efficacy and stuff (ST1)

(8) **teacher's role is to be some kind of a supervisor** […] **learning won't be enabled if the teacher doesn't make sure that the frame is solid** I mean teacher **has to lead in a manner that makes pupils aware of what is expected of them teacher has to also lead** in a manner that she makes sure there is peaceful working environment and everybody has the opportunity to focus and learn (ET2)

(9) in my opinion **you have to be assiduous I mean to work and find solutions** so you can help um **to spell it out for them** if I should use that term yeah for those pupils that struggle with the language to learn those things (ET1)

ST1 uses the phrase 'be the adult' to describe the teacher's duty and ET2 uses the word 'supervisor'. The teacher is viewed as *the stronger and supportive party* who *puts* pupils to work and *makes* them aware of what is expected of them. Teachers *have to lead* in a particular manner to create a *solid* environment for learning. It seems that ST1 and ET2's educational beliefs reflect both traditional student/teacher roles and the socio-constructivist perspective of 'students being active participants in their own learning, or as ST2 stated that the student's role is *not only to listen but actively participate in it* [learning]. In other words, the teacher's duty is to ensure students are learning but at the same time, the students' job is to take responsibility for their own learning. There seems to be a belief that the teacher's duty is related to efficient teaching/learning; if a teacher is not doing his/her duty *learning will not be enabled*. Consequently, teachers also need to be hardworking and utilise various means to accommodate different pupils, as excerpt 9 illustrates.

Indeed, there was a common belief among the participants that a teacher's duty is to utilise various teaching methods to ensure every students' learning. Both experienced teachers and student teachers used the words *versatile* and/or *diverse* on multiple occasions during the interview to describe the construction of teaching practices and the nature of language learning. ET2 highlighted the manifoldness of language learning by stating: "*language is so manifold when you think that there is both productive and receptive side and there is oral and written side.*". ST1 articulated understanding in a similar way: "*language learning is inherently a lot of things…first of all it is divided into comprehension and producing in both written and oral forms.*" The need to use varying teaching methods and materials seems to arise from the shared understanding that language learning requires the use of different teaching methods. In other words, participants' language learning beliefs seems to be based on the idea of different competences; language comprises of different skills that need to be practiced using specific methods. So *depending on the matter if you have let's say pronunciation which is quite clear [a skill] so with that of course you use some type of auditive means […] and written things of course by writing and reading and so forth*, as ST2 describes it. ST2 also highlighted that it is not enough to understand the need for different teaching methods, teachers should also have strong knowledge about the things they are teaching and on the various methods they are using.

> (10)　(…) **the most important thing is that the teacher him/herself knows their stuff** […] like you can have all sorts of gadgets but if you can't use them then well or actually **if you don't know how to utilize them in an appropriate way then it's really not worth anything** (ST2)

The phrases 'most important thing' and 'worth anything' reveals ST2's personal beliefs about teachers' duties. Teachers need to *know their stuff* or otherwise their teaching will not make a difference. ST2's notion seems to imply that one factor in choosing teaching methods is the teacher's familiarity of the chosen method and the understanding of how well that method would suit a particular teaching objective. Thus, a part of the duties of a teacher is to know what to do and how to do it.

The above discussion suggests that the participants' understanding of teachers' duties and responsibilities influence the choosing of teaching methods in general, however, the notion of teacher responsibility varies according to the individual.

> (11)　well I think that in **comprehensive school** teachers have **heavier responsibility** like to take the responsibility of how to reach learning goals and with what kind of contents whereas in **upper secondary school I think my duty is more to tell what they need to know** after this year or course (ET1)

> (12)　(…) a lot of holes in foundations and like after primary school so it's like **what is teacher's duty and has it been left undone** in primary school or did I just have some distorted feeling (ET1)

ET1 approaches teachers' responsibilities differently according to the level of education. In the Finnish education system comprehensive education is compulsory, and there are clearly defined learning objectives to follow. Thus, teachers have to ensure that pupils reach national learning goals. Upper secondary education, on the other hand, is voluntary for the students and the curriculum and goals are not as detailed; students in upper secondary school are expected to plan their own syllabus according to their interests and take responsibility for their own learning. This difference in the teacher's role affects the way ET1 approaches teaching. ET1 describes teachers' duties in comprehensive school as 'heavier', whereas, in upper secondary school, the teacher's duty is to inform students what they need to know after a certain course or a period of time. Excerpt 11 seems to imply that in comprehensive school, the teacher's duty is to be in charge of pupils' learning, whereas in upper secondary school teachers can leave some of the responsibility to students themselves. Excerpt 12 highlights the position 'teacher's duty' have in ET1's pedagogical thinking as ET1's teaching practices were influenced by the notion that someone else had not done their duty and pupils did not have the skills that were expected.

The findings of this section revealed that there is a shared understanding that the teacher's duty is to "know what to do", and to act according to learning goals to enable every pupil's learning. To do that, teachers ought to utilise various teaching methods. The textbook is viewed as an important resource for teaching and

educational traditions in Finland seem to influence teachers' thinking. However, teachers also use their own judgment in deciding how to utilise the textbook, and individual teachers' understanding of teachers' duties differ according to context.

6.2   Teacher's experiences and pedagogical knowledge

The data indicates that ET's and ST's personal experiences as learners and as teachers influence their learning beliefs and teaching practices. All participants shared recollections of their own learning and teaching experiences when discussing the nature of learning and the nature of their teaching practices. The data is in line with the notion that an individual's learning experiences shape one's learning beliefs, and individual's teaching experience influences his/hers approach to teaching (Farrel & Tomenson-Filion 2014: 169). Furthermore, it seems that experienced teachers have more certitude in their pedagogical thinking and decision making, whereas student teachers appear to have an ambivalent approach to their pedagogical knowledge and teaching practices.

> (13)   **I seriously wonder why** the exercises [for grammar] for example in upper secondary are still such that they ask some **isolated thing** I mean shortly put textbooks' exam exercises are sometimes **lousy** same thing with listening comprehension exercises for example because it has evolved so much like pupils' auditive skills in my opinion on average **because you hear that English so much** so listening comprehension exercises in textbook exams do not many times measure the actual skill of listening comprehension (ET1)

In the above excerpt, ET1 appears to question the expertise of textbook makers in designing exams. ET1's teaching experience seems to have influenced ET1's understanding of proper assessment and the way language skills develop, and the approach to textbooks differs from ET1's previous understanding of the overall usefulness of textbooks. ET1 *seriously wonders* the nature of ready-made exams and describes the exercises in them as *lousy*. ET1's approach to textbooks in the previous section was positive, and it was concluded that ET1 considers textbooks to be useful and of good quality because they are made by *experienced colleagues* with theoretical knowledge of language learning. However, ET1's teaching experience and pedagogical knowledge seem to have taught that pupils' listening comprehension skills are better than before and better than the textbook creators anticipate, thus the exercises in textbooks are not adequate anymore. The aforementioned notion indicates that quality is something ET1 considers when choosing teaching materials. However at the same time there is a desire for materials that do not require a lot of work from the teacher. According to ET1, *ready-made exams would make life easier* but unfortunately

textbook creators *have either lost interest or run out of money* when it was time to include proper exam material in the textbook.

In excerpt 13, ET1 also questions the habit of assessing *isolated (grammar) things,* which indicates that ET1 views language from a functional point of view rather than structural. The functional perspective to language learning was present in all of the participants' beliefs since the words 'communication' and 'interaction' were referenced multiple times. Also, "knowing a language" was related to notions such as being *able to express one's thoughts with it in an adequate way,* and the goal of language learning is *to learn how to use it in social interaction.* There was also a shared underlying assumption that language is better learnt when there is plenty of language input available.

(14) (…) **at least I myself heard it** [German] **relatively little so you had to also utilize the kind of consciously the kind of studying methods** yourself so more kind of memorizing certain rules and other things for example or at **least I had to utilize and also of course with pupils** I mean many for example know certain grammar rules of English already a lot when they start secondary school but then with German we started from scratch (ET1)

(15) **back when languages were learnt by learning** there was no internet or anything **from which to acquire English by playing** from telly yeah from music yeah but heck of course it was a lot more limited than nowadays (ET2)

(16) (…) so **when you do the exercise multiple times yourself you instil it into your head** you learn some learn easier **like our maths teacher said if not with head then with butt I mean then you sit down and practise for however many hours so that you'll learn** the word the gifted learnt in few minutes yeah in my opinion this supports many kinds of students (ST1)

The above excerpts illustrate how teachers' learning beliefs reflect their own experiences as language learners and teachers; in all excerpts the process of learning is explained by referring to one's own experiences. Both ETs experiences (excerpts 14 and 15) have led to the understanding that language learning requires effort from the individual and that language learning in a low input context requires more effort from the learner than in a high input context. For example, learning German in Finland is more difficult than learning English in Finland because German is not a language that is heard and used regularly in mainstream media, music, and games. English, on the other hand, is nowadays even easier to acquire because of its position in these aforementioned mediums. Together with large language input, repetition and conscious cognitive work are also considered necessary in successful language learning. For example, learning vocabulary requires revision and repetition and *the more times you hear or repeat or write the words it will enhance learning.* The participants seem to share a common belief that language learning is about *doing the work* and utilising the various ways one can enhance their learning. In excerpt 16, ST1 views learning as a process of repeating an exercise enough times to *instil* the information

into one's *head*. The excerpt also reflects the notion of inherent language abilities; *some learn easier*. The reference to a former maths teacher highlights the personal nature of ST1's understanding and shows the multi-voiced nature of beliefs.

All of the aforementioned excerpts also touch upon the concepts of 'acquisition' and 'learning'. The concepts were present in all of the participants' interviews, and they were approached in a similar manner. 'Acquisition' was connected to unconscious learning that mostly occurs outside a school context, whereas 'learning' was used to describe active learning at school or conscious practice and learning. In-school learning was mostly described as memorising or utilising different learning styles, whereas language acquisition was related to authenticity, which refers to a situation where one learns by *conversing*, *listening*, *seeing*, and *playing*, or otherwise interacting with authentic language users and materials. However, there seem to be contradictory beliefs concerning authenticity in language teaching. In the previous section, ETs questioned the importance of authentic material in language learning, whereas the above excerpts seem to indicate that authentic language input and language use has a positive influence on learning. Authenticity was also mostly seen as a tool to increase student-centredness in teaching by introducing materials that *interests* pupils, as opposed to viewing authentic materials as better tools for learning.

Language learning was in general understood as comprising of both unconscious language acquisition and conscious learning, the school context, however, creates a stronger need for conscious learning and explicit teaching because language learning is about knowing *how to do it and why to do it.* Teachers, then, use their pedagogical knowledge and teaching experience to choose appropriate teaching practices that help the student to understand *the how and why* of language learning so that the pupils do not have *to start guessing was it like this or that or what did they mean.* So, as stated in the previous section, teachers *pick and choose* exercises from textbooks and other mediums according to their understanding of a suitable exercise.

> (17)   (…) also that kind of clarity I mean **I don't want them** [exercises] **to be trick questions** what we do in class in which you trip just because the prompt is clever […] **I probably skip those kinds of exercises that I can't by quick glance tell what the point is** (ET1)

> (18)   (…) for example some textbook exercise if **I can't find the point why it's done** what it aims to do **then I likely will not utilize it** (ET2)

The above excerpts illustrate the 'pick and choose' approach and express some of the reasons for the exclusion of material. It seems that decisions are made according to individual understanding of clear and reasonable exercises. Both ET's understanding of appropriate teaching methods and materials appear to be rather similar; materials and methods need to be *clear,* and exercises need to have *a point.* ST2's thinking agrees with the notion that teaching methods and materials need to have a point. ST2 states

that *writing without a context* or *repeating random lists of words* is not the most useful way to learn a language because of the lack of context and connection to practical language use. ST2 bases this notion on personal experience as a learner of Latin. According to ST2, the teaching methods of Latin are *from the Middle Ages* because there is no effort to try to connect the words to actual context and functions, instead *you are shown charts and then you just conjugate words according to that*. The teachers' understanding of "good language teaching" seem to reflect their personal experiences and there seems to be a mutual understanding that "good language teaching" includes the notion of functionality and purpose.

The concepts of student-teacher hierarchy or student-centredness and teacher-led teaching was discussed in connection to personal teaching experiences and pedagogical knowledge.

(19) **yeah I know to be politically correct in today's educational discourse** […] I should say that teacher-led teaching is a no no and student-centredness is like the only cool […] **it is teacher-led in a sense that the teacher is after all in the end the one who makes the decisions** on what matters are addressed in what lesson and also how um and **of course I mean that knowledge the teacher has to bring for example and the language expertise** (ET2)

(20) **we'd do things that interest him/her too and so on but** like I said before teacher knows the goals of the curriculum so they [goals] **won't necessary always go hand in hand with pupil's interests** (ET1)

(21) (…) so um basically tried to think how they would learn it themselves but **if I know that it requires that teaching first** then I will do it **teacher-led** (ST1)

(22) (…) **there wasn't** that kind of **teacher-student hierarchy** so much in the class and [there was] that kind of environment of open discussion and joking also […] and **a lot of good conversations and you had that interaction um it wasn't only about feeding information but things were processed together considered among students** (ST2)

Teacher-led teaching was seen as an inherent part of teaching; student-centredness, on the other hand, was viewed as the practice of utilising *things that interest* pupils. In excerpt 19, the educational discourse in Finland is viewed as "pushing" student-centredness, however the teachers seem to feel that in order to teach efficiently, and to follow national curriculum, teacher-led methods are necessary as the teachers have the required knowledge and expertise. All of the participants seemed to believe that teachers possess the expertise to judge the usefulness of particular material or methods, and they have the knowledge of how a certain issue is best taught. Excerpt 21 also indicates that teachers *know* that certain areas of language need to be taught more explicitly than others. Indeed, all participants seemed to share a view that there are more suitable and less suitable teaching methods for different topics, and that teaching methods and materials are chosen *according to the subject to be taught* because different language areas require different methods. For example, *grammar stuff*

especially needs to begin just by explaining things first. This notion from ST2 reflects a traditional approach to grammar teaching, that is to explain the rules and structures of grammar explicitly to students (Cook 2001: 40-41). It may also reflect the nature of teacher training and teaching traditions in Finland as grammar teaching is typically understood as being a more "serious" topic of teaching than other activities in the classroom.

ST2's thoughts about student-centredness and teacher-led teaching seem to be related to student-teacher hierarchy. In excerpt 22, a contrast between straightforward teacher-led teaching and more student-centred learning environment is created. There is an implication that a learning environment is more open and fun when there is less of a hierarchy between students and teachers. It seems that ST2's experiences of 'good teaching' seem to reflect a socio-constructivist approach, in which learning happens in interaction with others. Furthermore, ST2 has experienced that *good conversation* and *interaction* in the class creates opportunities for learners to process information. In other words, interactive teaching seems to be valued more than teaching that is about *feeding information*. Furthermore, ST2 mentions that starting the class with *some kind of a warm-up* is a good way to set the right kind of mood for the class. This notion, again, appears to be based on personal learning experiences since ST2's *favourite thing in school* was the habit some teachers had of starting lessons with a song or a video that did not have to be *super related* to the topic but would still *snap pupils' brains on* into 'English-mode'. Personal learning experiences appear to have a distinct role in ST2's pedagogical thinking as the things ST2 *has seen being used before and experienced* functions as *a starting point for lesson planning*. However, ST2 questions whether this type of an approach is *the best possible way* to plan lessons but feels that personal experiences nevertheless *help*.

ETs' confidence in their pedagogical thinking seemed to be rather stable and they expressed their thoughts rather strongly, which was illustrated in the excerpts of this section. It seems that ETs' experiences of teaching appear as certitude in their talk. ST's language use, on the other hand, included hedging, which indicates some uncertainty in their pedagogical expertise and knowledge.

(23)   well **so far** I have relied quite heavily on textbooks and their contents **because there isn't like that strong expertise yet that I would start to create something else** on top of that […] in any case I have followed mainly the structure of the textbook and **the structure that the supervising teachers have given** (ST2)

(24)   **of course the kind of arsenal one has** of those different methods for certain things I mean **at this point in particular there aren't that many** so when you have some kind of a dilemma it is really difficult to **act in the best possible way if you don't have enough different options or that particular right option it makes it** [teaching] **more difficult it limits** and of course it would enhance it if you have a lot of experience and a lot of different options (ST1)

Both STs acknowledge that their limited experience impacts their teaching practices. ST2 feels that the lack of expertise prevents the teacher from going beyond the textbook or beyond the guidance of supervising teachers. Being a student teacher affects ST2's decision making because *there is the supervising teacher also who you watch and observe if they approve your methods*. At this point, ST2's decision making is influenced by the student teacher position, and the selection of materials and methods is not purely based on ST2's own pedagogical thinking but on the supervising teacher's. ST1, in contrast, did not explicitly talk about supervising teachers at any point, instead ST1 expressed apprehension by stating that *one perhaps cannot call my knowledge expertise yet* by ending utterances with phrases such as 'or I don't know' and 'that's all I can say'. In excerpt 24, ST1 indicates that a lack of experience limits a teacher's options; there is an insufficient arsenal of different teaching methods from which to choose the best possible for every situation.

It is recognised that student teachers or novice teachers often believe there is a certain set of guidelines or methods for different situations in the classroom (Galton 2000 in Urmston & Pennington 2000: 90) and that they are inclined to lack in confidence (Stuart & Thurlow 2000: 113), which may be behind their desire to have control of the teaching situation.

> (25) **for the time being I'm quite teacher-led I like to have the class sort of under control** so a lot of teaching from the blackboard and also that we've done some exercise and went through it together (ST1)

> (26) (…) **it won't get so much out of hand** when there are fewer of those pieces (ST2)

Indeed, student teachers' teaching practices are often framed by the notion of capability; they are concerned about their ability to motivate students and to have discipline (Stuart & Thurlow 2000: 114). Excerpts 25 and 26 demonstrate ST's "control-based" approach to teaching methods. ST1 appears to connect control to teacher-led teaching, and the wish to control the class seems to function as a motive for choosing teacher-led teaching methods. In excerpt 26, ST2 summarizes the reason for utilising individual and partner work instead of group work. ST2 feels that the learning situation is less likely to *get out of hand* if there are *fewer pieces* to control. ST2 also described group work as being *a bit risky* because the group might not work well together or there might be *freeloaders*. This notion reflects an authoritarian approach to teaching; pupils are expected to work and participate in classroom activities. The notion of control, then, appears to steer ST2 away from certain teaching methods, and ST1 towards particular methods.

This type of explicit notion of controlling the class was only present in the STs' interviews. Neither of the ETs' mentioned the word 'control' in their interview when talking about their teaching methods, however, the concept is present implicitly in the

data. ET1 talks about *taking charge* and *just telling* pupils that *we are doing these things and that's it* in situations where ET1 notices that there are many pupils with poor knowledge of the basics. ET2 states that complete student-centredness is *utopia* because *you can't really teach much if everybody is just doing their own thing and if the teacher is not aware of what is happening.* The ETs' understanding of control seem to relate more to teachers need to know what is happening in class and ensuring student learning instead of controlling the actual teaching situation.

In this section, the teachers' personal learning and teaching experience together with pedagogical knowledge were recognised as influencing teachers' understanding of "good language teaching" and suitable teaching methods. It was also related to their understanding of the concepts of student-centredness and teacher-led teaching and the use of ready-made or authentic materials. The difference in teaching experience also appeared to influence the participants' language use; experienced teachers seemed more confident and used stronger expressions, whereas student teachers expressed uncertainty.

6.3 Pupils' attributes and group dynamics

One of the most prevalent topics in the data was the participants' notion of *diverse learner*s (= erilaiset oppijat). The existence of different learners and different learning styles in the classroom was named as one of the main factors to consider when planning lessons and choosing teaching methods. The participants voiced a shared belief that individuals learn a language in different ways and have varying abilities to learn a language in general, which is why there is not *one* particular *best* or *right* method, but there are more and less suitable methods for every individual.

> (27) (…) especially with **the weaker pupils** the ones that have some perceptual problem for example then you sort of see by scanning the outcome of your work like look now we **finally** came up with **a method for you to best learn** for example to memorise those words (ET1)

> (28) (…) so to keep in mind that if I'm visual not everyone else necessarily is so **I have to use several different methods** so that there are **appropriate ones for everyone to grab onto** (ET2)

> (29) (…) **is the teacher taking into consideration** for example all of the different learners and different goals and different needs in practice are there **enough** versatile teaching methods (ST1)

> (30) (…) **do pupil's learning styles correspond with teacher's teaching methods** in a way that inspire learning […] in any case having **several options so there's always somebody to catch it** (ST2)

Kansanen et al. (2000: 839) concluded that teachers' teaching is practically defined by their students. The above excerpts illustrate this intertwined relationship teachers' teaching methods and student's learning processes have in teachers' pedagogical thinking. It seems that teachers consider and recognise differences in pupils' learning styles, abilities, and level of competence, which, then, influences their teaching practices. ET1 points out (excerpt 27) that finding a suitable teaching method for the *weaker* pupils is a process: the word 'finally' implies that there have been active efforts to explore different methods before the right one was found. ET2 states (excerpt 28) that one has to consider the fact that not everyone learns the way the teacher does, thus one *has to* use various methods to guarantee *appropriate* ones to everybody. Excerpts 27 and 28 illustrate the ETs' tendency to discuss topics from a personal point of view. The STs, on the other hand, tended to express their thinking from a more general perspective, approaching topics from a third person position, as demonstrated in excerpts 29 and 30. The student teachers seem to base the notion of 'different learner' on theoretical knowledge rather than their experience in modifying teaching according to different learners' needs. Nevertheless, all participants share an understanding that teachers ought to apply different teaching methods to accommodate different learners, and this understanding appears to function as a motive for decision making.

The data do not disclose how teachers act in practice and what methods are considered *appropriate* or *best* for which pupils. However, in the previous section, the appropriateness of a method was connected to the subject that was to be taught and the specific language skill to be learned. The need for versatile methods, then, seem to stem from the understanding that language is a complex subject to learn. In the previous excerpts, on the other hand, the need for versatility stems from learners' different levels of competence or ability. The following excerpt further illustrates this.

(31)   a pupil that has a lot of challenges so **of course** I try to choose exercises that they for real are able to get through for each class so not **too applied too challenging** but then again the other way around so **why you sometimes have to skip things from the textbook** is that they are **too easy for some pupils** so then maybe you gravitate more towards the internet and find that actually **authentic material that would be a bit more difficult** (ETI)

ET1 contrasts textbook exercises with authentic materials; it seems that textbook exercises are believed to be more suitable for the pupils with less competence, whereas authentic material offers positive challenges (Spirovska Tevdovska 2018: 63) for more advanced pupils. Indeed, authentic material typically contains more complex language than textbooks, and the vocabulary and topics are less familiar to students. This can be used to enrich learners' language input; however, the same reasons make the use of authentic materials challenging for some learners (Rusmawaty et al. 2018: 611). It seems that the notion of authenticity is a topic of ambivalence. In the previous

sections, teachers have debated whether authentic material is any better than ready-made materials and on the other hand, the notion of authenticity has been connected to efficient language learning. All participants, however, seem to relate the use of authentic material to student-centred teaching and differentiation of content, and differentiating teaching methods and content appear to be an important factor in decision making.

Differentiating according to individuals' ability to learn is not the only factor that influences participants' decision making; individuals' behaviour and/or personality also seem to have an impact. All of the participants share a belief that certain characteristics of a person or a group makes learning and teaching easier.

(32)   (…) sometimes it feels like **no matter what you try it feels that your actions don't really matter** and **then I think that it's more to do with pupil's motivation** which should be established and if you don't have it even my standing on my head won't help…no matter how motivational the games you come up with are for example **it doesn't get you that far after all if the pupil doesn't have that motivation** (ET1)

(33)   **well without the investment from the individual learning will seldom** occur or it is weak like I can't pour that knowledge in the head of the pupil if the **pupil** like is not **actively using their brain and processing** for example that knowledge or begin to practice that skill yeah I can't transfer that knowledge or skill there and now that I said in the head I know that it is old-fashioned to think that learning happens only in the head of an individual like **of course learning is also a social process** or studying is a social process but I believe that **in the end** the amount of knowledge skills attitudes or other learning contents are learned is the result of individual processing (ET2)

(34)   it [learning] is related to much of **what you ultimately value** like is there **motivation** and are you for example ready to work on your thinking in a way that you for example **decide to learn** things…how an individual spend their free time or that time **they could be spending on learning or studying** (ST1)

(35)   well it's **the interest and attitudes** they are perhaps the most explicitly influencing [things] […] when you have that interest then there are **concrete active efforts to learn from the pupil** (ST2)

An individual's active participation and cognitive processing is seen as the key component of successful learning. The above excerpts indicate that without the learner's own processing learning is unlikely to be effective and all of the participants seem to connect concepts such as 'motivation', 'interest', 'attitudes', and 'effort' to successful learning, thus learning ultimately depends on the learner. Accordingly, teachers' actions will remain fruitless if the learner is not motivated or willing to process information. *In the end* learning happens in the individual's head, as ET2 expresses. However, studying is also *a social process* and related to learner's attitudes and interests that are in connection to one's social environment. It seems that all participants thinking reflect cognitive and socio-constructivist learning views.

The previous excerpts also seem to view learning as a conscious act instead of unconscious acquisition; one can *decide to learn*, as ST1 voices. ST1's notion indicates

that a learner's decision to learn arises from motivation and values, whereas ST2 and ET1 suggest that motivation, interest, and attitude lead to student action. The concept of motivation is seen as either facilitating or hindering learning and teaching. ET1 states further in the interview that *motivation or that kind of positive attitude of course facilitates learning and teaching*. The data also suggest that pupils' lack of motivation produces challenges to the teacher, in terms of knowing which methods and materials motivate pupils. Motivation is, thus, not only viewed as an attribute of the individual, but also understood to define the actions of a whole group.

> (36) (…) like if I thought that we were doing some nice game-like or oral tasks then there started to be bullying and like **those students that weren't motivated or positively orientated towards school** got power in that group then of course it reflected on my method selection **because in the adjacent group there was a happy hustle and bustle going on** and like they wanted to make speeches or have debates and presentations and what have you whereas within this other group everything was seen through negativity **and it unfortunately affected the good pupils too like they didn't participate as enthusiastically in games and other things** (ET1)

In excerpt 36, T1 discusses the effect group dynamics have on teaching practices. A negative attitude within the group seems to hinder teachers' opportunities to utilise methods in a desired way. The negative behaviour of some pupils may influence the attitudes of the whole group and prevent even the *good pupils* from participating in *fun* activities. Whereas, if a group has 'a happy hustle and bustle' going on it enables the use of all different types of activities. It seems that pupils' attitudes and behaviour in class create an obstacle a teacher has to surpass; a teacher needs to change their preferred teaching style and/or methods to accommodate the class and to try to create space for learning. Teachers' choices are, then, influenced by the idea that not every type of method works with every group.

> (37) (…) and of course like what kind of group […] I mean that one eight grade class is so quiet that if you ask them to do a partnered conversation there is just **pure sound of silence in the class no one is doing anything** but then for example with those ninth graders it [conversation] will work let alone with upper secondary groups **they will talk about anything** (ET2)

> (38) primarily the group I mean what kind of people are they and how do they get along um yeah then you know **what kinds** [of methods] **work with them and what kinds definitely won't work** when you sort of know what kinds of people there is (ST1)

Indeed, the data indicates that teachers try to match their teaching methods to correspond to the needs of the group they are teaching and the particular individuals within it. In other words, they think about what kind of methods *work* with different groups and how pupils learning can be facilitated. Excerpts 37 and 38 seem to indicate that choosing a teaching activity is connected to the activity of the group in question, in other words, the way a group is going to participate in different activities influences what kind of activities are done in class, and the way the teacher believes the pupils

are going to participate or react to certain tasks guides the decision making. It could be interpreted that a task is not worth doing if no one is going to participate, and teachers may exclude certain exercises based on their understanding of the expected response to it. However, the way a group is thought to respond to or participate in activities is influenced by several things such as the time of day, the pupils' state of mind and age.

(39) **in the afternoon when they are super tired and restless I have to have a totally different plan** for the class compared to Thursday morning when it's the morning class like these kinds of things make a difference too that Monday [afternoon] class needs to be more structured for instance more exercises from the workbook and clearer pace so that there isn't time for slacking whereas in Thursdays class you can do more things like where the teacher is now teaching this thing to **you because they are able to concentrate better to that talking head** which they can't do at all on Monday afternoons (T2)

(40) there are always **afternoon classes in some periods and teenagers just don't manage** the **same way** so they have to be different those classes compared to if you have a morning class or a class just before lunch **when they still manage** like just the time for the class might have an effect on what we do (ET1)

(41) **eight graders already know** if you say to them that open the book then they quite likely open it but then **with small children you have no guarantee** if you say to them that "open workbook" they might be darting off to somewhere other side of the classroom so I **mean the activities have to be really enjoyable for the little ones and they have to include more that kind of teacher coordination** (ST1)

Excerpts 39 and 40 indicate that the time of day not only affects teachers' teaching methods but also the content chosen for the class. In fact, teachers seem to consider when to introduce new information and utilise teacher-centred teaching and when to offer tasks that keep pupils occupied in practical work. There seems to be a mutual understanding that afternoons are not a good time for lecture-type activities because pupils are already *super tired and restless*. During morning classes, on the other hand, pupils are able to concentrate, and they *manage* better. According to ST1, *you have already set yourself up to fail* if you choose to lecture during afternoon classes, thus one should choose a different time for that type of activities.

Different activities are also chosen according to the learners' age. Excerpt 41 discusses the differences a teacher may encounter teaching pupils of different ages. Young learners need more guidance and *enjoyable* activities, whereas older learners may respond better to more independent work. It is not distinguished what methods are determined to be 'enjoyable', or which activities work better with teenagers. Nevertheless the age of pupils seems to influence teachers' pedagogical thinking. It is important to note that an individual teacher's understanding of the methods that work with differently aged pupils relate to their personal knowledge and experience. Similarly, the knowledge individual teachers have about their pupils will define their understanding of the 'methods that work'.

This section discussed teachers' beliefs about pupils' attributes and group dynamics. The data indicates that teachers share beliefs about positive and negative effects certain individual and group attributes have on teaching and learning. Teachers also hold beliefs about methods that are more or less suitable for different groups, ages, and times, and plan their classes accordingly.

6.4 Teacher as an individual

The previous sections have included notions of the participants' shared and individual beliefs about language teaching and learning. The shared beliefs seem to arise from the shared socio-cultural and pedagogical context the participants are a part of, and the individual understandings arise from the personal experiences of the participants. The data further revealed that each participant had a unique way of approaching the interview questions and the concept of teaching methods, and they seemed to have a particular predominant concept or a "theme" framing their pedagogical thinking. This unique element appeared as a reoccurring feature in every participant's responses. The most visible theme in ET1's approach was the textbook and its quality. Two other recurring features were ET1's approach to oral practice and teacher's efforts.

> (42)   I think that during classes when I teach so **majority of the time is spent practicing orally those things that are meant to be learnt** and in the class just **because there you have friends with whom to practice** so that the training is not done alone […] that is probably the biggest like supporting principle when I'm planning classes so that there would be **cooperation and talk in class** (ET1)

> (43)   I look at even more like is this actually captivating this book so that there are nice texts **so you don't have to start putting so much of your own effort into and search those motivating contents somewhere else** and also that it [textbook] would have a clear layout or whatever that is so sort of clear for example the workbook so that you know what to do (ET1)

The notions of oral practice and cooperation seemed to be stable components of ET1's learning beliefs. Excerpt 42 indicates that ET1 values teaching methods that include oral practice and pair/group work. ET1 mentions having received feedback already in teacher training about the extensive use of oral and partner exercises, but still feels that they form *the supporting principle* of her teaching practices. This particular pedagogical principle seems to have a profound role in ET1's teaching practices. The inclination towards oral practice may suggest that ET1 views language learning mostly from a functional point of view and considers oral proficiency to be an important aspect to practice. The notion of having friends with whom to practice implies that ET1 acts according to socio-constructivist learning beliefs. It may also

showcase ET1's beliefs about the important role pupils' motivation and positive learning environment have in enabling efficient teaching and learning, notions that were discussed in the previous section.

In excerpt 43, ET1 discusses the process of choosing a textbook for teaching and states that captivating or motivating contents and clear layouts are the main characteristics to look for. The textbook needs to include the aforementioned characteristics so that one does not 'have to put a lot of effort' in designing and searching for materials. Excerpt 3 in section 6.1 contained the phrase 'I won't start to create that content for every lesson myself' that further highlights the notion of the teacher's efforts in ET's thinking. This indicates that ET1 chooses to utilise textbooks because they *make teacher's job easier*, but the choosing of a textbook or specific exercises depends on their perceived quality.

The most prevalent feature framing ET2's talk was the tendency to separate oneself from other teachers.

(44)   **I'm not really big on using group work actually I very seldom do that but part of the reason is that now that I teach here you student teachers like to do an awful lot of group work** so then it would just be a swarm of group **work if I crammed mine there too** […] it feels like **everybody is watching videos all the time so now I'm more into something like** well I don't use Kahoot that much because it's starting to be a little I use it but maybe much more those what are they all sorts of quizziz and gimkits and woldwalls and others like that […] like I try to **in any case to have my class not be like everybody else's** like if I say that this book and this text go and have a class it would **not be the same as mine**. (ET2)

(45)   **I have never ever** for example taught grammar by utilizing plain textbook materials […] **I have never done that and I hope I never will** like I think **one of the most fun things in teaching is to plan classes** and I sometimes spend an insane amount of time on that because **I think it's fun to craft all kinds of things** (ET2)

(46)   (…) like when I was in school it was like when we went in class the teacher asked from the head student of that day that oh what did we do last time […] like I **hope I'm not a part of that type of teachers** like the important thing is not what textbook you use or anything like that but that certain type of **personal excitement** and versatility (ET2)

ET2's approach to teaching practices seems to be two-fold: on the one hand, decisions are made in relation to the outside context of teaching by considering "what not to do" and "how not to be", and on the other hand, personal preferences and pedagogical knowledge are adhered to. In excerpt 44, ET2 explains that the reasons for not utilising group work or videos anymore is that student teachers use them so often. Instead ET2 is now *more into* different digital learning games. It seems that ET2's preferred teaching practices change according to the teaching environment and "trends", and according to what is considered *fun*. The notion of "fun" together with *personal excitement* towards planning classes seem to be a stable factor framing ET2's decision making. Also, the strong emphasis and phrases 'I have never ever' and 'I hope I never will' in excerpt 45 implies that there have been and are certain principles guiding ET2's

pedagogical thinking and teaching practices. Excerpt 46 indicates that ET2 acts according to an understanding of what type of teacher or teaching is good instead of acting according to certain teaching methods and materials.

Based on the ETs' language use it seems that they have rather clear personal principles guiding their teaching practices, however, the supervising teacher position also seems to produce a specific type of frame for decision making, as ET1 emphasises that they (supervising teachers) *try to choose different series [of textbooks] so the trainees would have the opportunity to get to know as many different series as possible*. Also, ET2's choice of methods depended on the actions of student teachers. The STs' decision making, likewise, is influenced by the teacher training context.

(47)   (…) maybe one goes a bit like **takes the middle ground there rather than tries to go solo so much about anything** (ST2)

(48)   (…) and **that insecurity about teaching and the feeling that you don't know the things and materials you teach so well** it takes away that relaxedness and maybe **that inclusion of your own persona into that teaching** I mean at this point it's still like transfer a bit you take the text yourself and transfer it into the pupils' head kind of without chewing on it (ST2)

In fact, the teacher student position was the most prevalent theme in ST2's interview and it seems to be an influential factor in ST2's pedagogical thinking. There seemed to be a level of uncertainty distinctively present in ST2's approach to teaching, which appeared to arise from the 'teacher student-supervising teacher' hierarchy. In excerpt 47, ST2 talks about *taking the middle ground* rather than *going solo* in decision making, that is to say, instead of planning classes independently, ST2 follows the instructions and feedback of supervising teachers. It seems that the lack of substance knowledge and pedagogical certitude, together with the teacher student status, greatly influences ST2's decision making at this point. This notion was also demonstrated in section 6.2 and excerpt 23, which illustrated ST2's preference to use textbooks and follow the instructions of the supervising teacher. The difficulty to include one's own persona into teaching further indicates that ST2's teaching practices are tied to the instructions of the supervising teachers as well as ST2's understanding of what is expected. In other words, the expectations teacher education and the educational environment set.

Interestingly, ST1 seems to not experience similar "pressure" from supervising teachers as ST2, instead the things learnt during teacher training and academic studies seem to have had an impact.

(49)   **what I learnt from the latest wave** [= teaching period] so um I choose that method in that way **that first I give the pupil the tools to do the next phase and try to keep as many learners as possible actively working** that whole class like **those are the pedagogical reasons** then […] because still **language learning is cumulative and I think it's important to support that continuity so that one actually learns** that language and not be like well now this present simple was left without learning so try to learn the present continuous after that (ST1)

(50)   **according to research** so for example **young teachers who are just graduated are actually the most conservative** in some respect because they don't yet have so big or good grasp of that working life (ST1)

ST1 approached the interview questions primarily from theoretical and pedagogical points of view; through the knowledge ST1 has gained from academic studies and teacher training. A reoccurring concept in ST1's approach to teaching was the notion of accumulation and continuity, which is visible in excerpt 49. ST1's pedagogical thinking seems to be based on the idea that language teaching needs to be cumulative and to move from old information to new in a manner that supports the learners' own information processing. ST1 tended to refer to *pedagogical reasons* or *academic studies* when voicing opinions about teaching practices or learning beliefs. Academic studies especially seem to have had a major role in ST1's thinking as there were numerous theoretical concepts and references present in the responses. ST1 was also careful in voicing absolute opinions and typically ended utterances with phrases such as "I don't have any sources but", "I dare not take a stance", and "that's all I can say", which further demonstrates the "academic" approach. Excerpt 50 illustrates ST1's habit of relating thoughts to academic research. ST1 recalls a study that discussed novice teachers' conservatism, which seems to be a topic that ST1 identifies with as ST1's speech was framed by several "traditional" notions such as Comenius' Oath and teacher's and student institutional roles. In section 6.2, also described ST1's positive approach to teacher-led teaching. It seems that ST1's approach to teaching reflects the notion that novice teachers' professional development moves from research and value-based teaching to an individual teaching outlook as novice teachers tend to rely on theoretical information until they gain more experience (Järvinen 2014b: 90).

This section discussed the participants' individual approaches to the interview questions and to teaching practices. Each participant appeared to have a certain personal understanding or position which frames their thinking. In addition, the particular context of teaching, in this case teacher training school, appears to create a distinct frame for the participants' decision making.

7   CONCLUSIONS

The goal of this study was to increase the understanding of teachers' beliefs and teaching practices in a particular context, the Finnish education system and teacher training. The study was framed by two research questions which aimed to identify the factors that influence the choice of teaching methods and materials and to identify what kind of language teaching and learning beliefs are present in teachers' and student teachers' thinking and how they are connected to teaching practices. The results suggest that the factors influencing the participants' decision making are framed by multi-layered beliefs regarding teacher's duties, teacher's experiences and knowledge, pupils' attributes and group dynamics, and the teacher as an individual. In other words, teachers' choice of material and method are influenced by a selection of pedagogical principles and socially shared beliefs which are intertwined with the context of teaching and the teacher's persona. The next sections will summarize and discuss the results in reflection to previous research and consideration on the methodology of the research and on future research is made.

7.1   Summary of results

This study supports the findings of previous studies about beliefs, that beliefs consist of different voices and perspectives which reflect the life experiences of the individual as well as the prevalent discursive practices of a particular community or a society (Dufva 2006: 142–143). The participants' teaching practices not only reflected their personal experiences and beliefs, but also the specific context and environment of teaching. The findings revealed similarities and differences between individual teacher's approaches to teaching methods and materials. Various *voices of others,* such as the Finnish educational system and the discourse surrounding it, the participants'

current teaching environment, and the participants' former teachers, influencing all of the participants' pedagogical thinking. The findings reflect the understanding that individual teachers share various beliefs about teaching but also have personal principles that affect their actions (Breen et al. 2001). The relationship of these different beliefs is illustrated in figure 1.
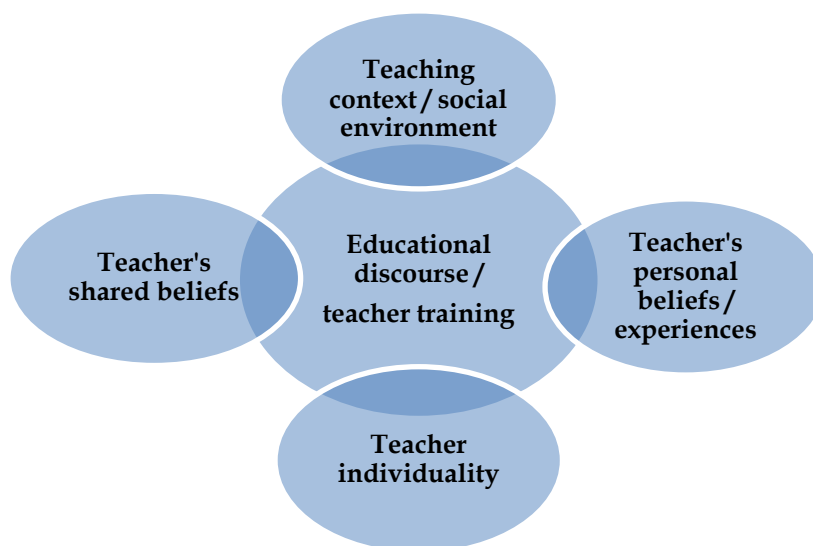

Figure 1. Combination of factors influencing teaching practices

The four themes identified in this study included both shared and individual beliefs that affect these teachers' approaches to teaching practices. Within these themes, particular language and learning beliefs were recognised as influencing teachers' thinking. Each theme also contained separate factors that impact the choice of teaching methods and materials and there are certain shared principles and beliefs guiding all of the participants' teaching practices and the choosing of teaching methods and materials; for example, specific language areas need to be taught in a particular method and order or at a particular time of the day. Learning was mostly approached from a cognitive perspective, however all of the participants also had socio-constructivist views. Language was mainly viewed from a functional perspective and teachers seemed to favour interaction-based methods. Behaviourism and structuralism were connected to grammar teaching and the need for repetition in language learning. The participants' shared beliefs and the common factors influencing the choice of materials and methods are presented in table 4.

Table 4. Summary of shared beliefs influencing teaching practices

Themes	Influencing factors	Learning and language beliefs	Differences between ETs and STs
Teacher's duty	Educational discourse in Finland National curriculum Learning goals	Socio-constructivism 'teacher enables learning, but pupils are responsible for their own learning'	
Teacher's personal experiences and knowledge	Versatility of methods Quality of methods Appropriateness of methods Textbook = curriculum Authentic material = learners' interests	Cognitivism: 'learning requires cognitive processing and active participation from the learner' Behaviourism: 'learning requires repetition and explicit teaching' Functionality: 'language is for communication'	More experience - clear underlying principles - pick and choose Less experience - follow instructions / theory - uncertainty - control over the teaching situation
Pupils' attributes and group dynamics	Learning environment Time of the day Pupils' and groups' - motivation - participation - age - level of competence	Cognitivism: 'learners learn if they are motivated and interested' 'different methods for different learners'	
Teacher as an individual	Educational discourse and teacher training in Finland		Position as supervising teacher Status as student teachers

Previous research has identified some of the main factors influencing teachers' decision making regarding teaching materials and contents of teaching that are textbooks, pupils' interests and traits; teachers' background, experience, and interests; and the curriculum and teaching goals (Heinonen 2005: Spirovska Tevdovska 2018). This study supports the aforementioned conclusions as the curriculum and learning goals together with pupils' attributes were found to have a clear role in the teachers' decision making. Every participant shared a belief that a teacher's duty is to follow the curriculum and learning goals; this notion was connected to the participants' approach to textbooks, which reflected the traditional position textbooks have in the Finnish education system. The textbook was regarded as guiding the choice of

methods and materials, and other material outside the textbook is selected if the textbook does not offer enough options or the quality is interpreted to not correspond to the teachers' understanding of what is good and appropriate.

An interesting finding was that only one of the participants discussed the national curriculum or the specific curriculum of the school explicitly. The role of the national curriculum is generally highlighted in Finnish education policy and teacher training, but the results of this study suggest that teachers' beliefs about learning goals or efficient teaching have a more significant role in teachers pedagogical thinking. However, teachers appear to trust that textbooks are aligned with the goals of the national curriculum, which may be the reason it was not explicitly stated. The notion seems to be a stable feature of the Finnish education system (Heinonen 2005: 35–36). The participants' approach to textbooks also included the notion that teacher-led teaching methods are connected to textbook use, and textbooks tend to steer teaching towards teacher-led methods (Heinonen 2005: 54–55). The use of authentic materials was related to pupils' interests and student-centredness, whereas textbooks were discussed in connection to more traditional views of language teaching.

However, the way textbooks and authentic materials and teacher-led teaching and student-centredness were discussed in the interview suggest that participants have ambivalent understandings of these concepts and the way the textbook is utilised seem to depend on individual teachers' experiences; experienced teachers are more likely to go beyond the textbook and create their own materials, whereas inexperienced teachers seem to rely on ready-made materials. The textbook was simultaneously viewed as helpful and inadequate. Teacher-led teaching was considered an inherent part of teaching, but pupils' interests were also important. Dufva (2006: 140-143) argues that individual's notions of beliefs typically contain both rational and emotional components, which may explain the differences in the participants' beliefs.

All of the participants also believed that teaching methods ought to be versatile and work for individual pupils as well as groups since language can be learned differently, and different learners benefit from different methods. However, the understanding of a teachers' duty or versatility and appropriateness seem to vary depending on individual teacher's personal experiences and familiarity with their pupils. Nevertheless, all participants seem to view learning as a complex issue and believe that there are many different ways individuals can learn. All of the participants shared the notion that one has to consider the needs and makeup of the specific class or group they are teaching when planning classes and choosing teaching methods.

Another interesting finding is the participants' different approaches to the context of teaching, teacher training. The results suggest that the status of teacher trainee and supervising teacher affect teachers teaching practices by limiting options.

However, the educational beliefs of the participants appear to remain stable regardless of their position. Indeed, previous research has found that student teachers' beliefs about language and teaching are not significantly altered during teacher training, instead teacher training influences the behaviours of trainees (Borg 2003: 89). This study indicates that the overall education system and individual experiences have a more profound influence on beliefs, whereas the specific context (pupils, time of day, etc.) influences the daily choices teachers make. The participants' individual preferences and experiences, thus, have a significant role in their pedagogical thinking and decision making. The individuality of the participants was visible in this study in their language; the participants approach to the interview questions and to the different topics addressed differed distinctively. Every participant expressed individual understandings and principles guiding their choices, however, the experienced teachers seemed to have more pronounced principles than the student teachers (Breen at al 2001: 473). These findings regarding teacher individuality are illustrated in table 5.

Table 5. Summary of personal beliefs influencing teaching practices

Themes	ET1	ET2	ST1	ST2
Teacher's duty	'to know and follow the national curriculum'	'school is about general education'	'teachers know what pupils need'	'teachers need to know their stuff'
Teacher's personal experiences and knowledge	Pupils' and groups' motivation is crucial	'teaching is inherently teacher-led'	'by repeating one instils information into one's head'	Less teacher-student hierarchy → better learning environment "group work is risky"
Pupils' attributes and group dynamics	Motivation is key	Learners' efforts required	Learning is connected to values	Pupils' interest lead to participation
Teacher as an individual	'less work for the teacher' Oral practice	'don't be like others' 'planning classes is fun'	Theoretical knowledge Learning is cumulative → teaching needs to be cumulative	Supervising teachers' instructions Personal insecurity

The results of the study suggest that the personality of a teacher has an impact on teachers' teaching practices and the approach to different particular teaching methods and materials. Teachers may choose particular methods and materials because they

feel they are natural to them or they complement their personality (Richards & Lockhart 1994 cited in Farrel & Tomlinson-Filion 2014: 180). This study suggests that the personality of an individual influences the preference of distinct teaching methods. For example, teachers might choose a certain method because they consider it 'fun' or 'better for the learning environment' and, in contrast, might exclude methods because they are 'risky' or 'unclear'. Teachers' understanding of suitable methods also differ according to individual experiences: the approach to different methods and materials seems to be connected to teachers' personal learning experiences. Previous research has also found that teachers choose specific teaching practices according to their negative or positive experiences (Borg 2003: 88) and that teachers' educational beliefs are affected by individual personality factors (Farrel & Tomenson-Filion 2014).

7.2 Considerations on methodology and future research

The goal of qualitative study is to gain a deeper understanding of a selected phenomenon by examining individual accounts and human actions in a specific context (Kiviniemi 2018). This study used thematic interview and content analysing methods as well as a dialogical approach to beliefs to examine the participants' educational beliefs. This proved to be a successful way to gather information and identify and analyse the multifaceted nature of teachers' beliefs. Personal interview as a research method provides a window to the interviewers thinking and further allows the examination of both language use and content (Dufva 2011: 132). The cognition of the interviewer was considered an influential part of the interview and the analysis. The relationship of the interviewer and interviewees and the familiarity to the teacher training system and the specific teaching environment possibly influenced positively to the openness in participants' responses. Furthermore, each interview was conducted in a relaxed environment and the participants seemed to express their thoughts and attitudes openly without much hesitation, which indicates that the participants were being truthful, and the gathered data was suitable for analysing beliefs. However, it is important to recognise that there is a question of reliability always present in research on beliefs as the responses of the interviewee may not correspond to their actual beliefs (Borg 2003: 91).

The methodology, data, and findings of this study were reported as accurately as possible to maintain research procedure transparency. Another ethical issue considered in the research process was the anonymity of the participants. To maintain anonymity and lessen any possible harm caused to the participants, the findings were presented using the selected abbreviations instead of pseudonyms or gendered pronouns he/she. This choice was made since the identity of the participants may

have been inferred from the specific context of the study coupled with the limited number of participants. Similarly, the background information of the participants was reduced and only includes information relevant to the analysis. The assurance of anonymity may have also increased reliability as the participants may have felt more confident in responding openly.

The actions of the researcher are crucial considering the reliability of qualitative research as the researcher's choices before and during the analysing process impacts the course of the study (Braun & Clarke 2006; Eskola 2018). In this study, the research questions guided the interpretation of the data and the analysis focused on identifying the most prevalent aspects of the data. Since 'prevalence' can be determined in numerous ways in thematic analysis (Braun & Clarke 2006: 82), it is noteworthy to state that in this study the most prevalent aspects (i.e. themes) reflect the data as a whole. Choices of elimination depended on the interpreted importance and relevance to the research questions. The data was revisited and thoroughly examined numerous times to increase the reliability of the analysis. However, another researcher may have come to different conclusions and interpretations, and different research questions may have revealed other prevalent aspects in the data (Braun & Clarke 2006: 82).

The analysing process of the study focused on interpreting the data through a dialogical framework, that is to say, the participants' beliefs were analysed in relation the participants histories and social context. Dufva (2006: 140-143) states that when interviewees are asked to talk about their thoughts and beliefs without strict guidance, they typically start by referring to some personal experiences they have about that topic and they reflect both personal experiences and shared societal views. In this study, all of the participants rationalised their views about learning and teaching by referring to some type of authority (e.g. researchers) or scientific theories or knowledge, while at the same time explained their views by talking about their own experiences as a language learner or a teacher. The chosen research methods appear to complement the aim of the study.

The research questions and analysing methodology of this study focused on gaining a general understanding of teachers' decision making regarding methods and materials. The comprehensive examination of the participants' beliefs offered valuable information about experienced teachers' and student teachers' beliefs and teaching practices. However, teachers' expressed beliefs may not necessarily match with their classroom practices (Hall 2018: 5) and straightforward associations of teachers' teaching methods and learning beliefs are difficult to make as it is difficult to associate specific methods to specific beliefs; one method may represent multiple learning and teaching theories (Heinonen 2005: 51). Thus, to increase the understanding of teachers' choices more specific aspects of material usage and method selections would be important for future research. Indeed, the usage of different materials and methods,

for example, could be examined more closely to increase the understanding of the relationship between ready-made and authentic materials in the Finnish educational context.

The limitation of the study is the low number of participants; more reliable inferences could be made by increasing the number of participants or by conducting follow-up interviews and observing the teachers in action. Also, combining different types of data, such as observations and diary entries, could assist in providing more information about the relationship of teachers' beliefs and classroom actions. Indeed, revealing multi-layered and complex meanings through one research method may prove to be inadequate (Bovellan 2014: 86). However, the interview and analysing methods used in this study increased the overall understanding of the participants' reasoning concerning teaching methods and material. Considering future research, more specific examination, for example, on the notions of textbooks versus authentic materials and teacher-led teaching versus student-centred teaching might be fruitful.

Farrel & Tomlinson-Filion (2014) found that teachers' multifaceted beliefs begin to already form before they start their teaching careers, and they evolve once they gain experience and undergo different successes and failures. They also discussed the need for teachers' personal reflection; teachers need to become aware of the connection between their current teaching practices and personal beliefs to ensure that their teaching choices benefit learners. The results of this study do not reveal how well aware the participants are of their beliefs and the principles behind their teaching practices. The data of this study could offer an opportunity to further examine teachers' choice of methods and materials by conducting a follow-up interview in which the participants would reflect on their responses and further elaborate on their pedagogical thinking. This would offer an opportunity for teachers to develop their teaching practices and approaches to different learning situations. For the student teacher, it might be beneficial to reflect on their beliefs during teacher training to enhance their confidence and understanding; for the supervising teachers, it might offer new perspectives on teachers' beliefs regardless of the context control the way a teacher operates in the classroom (Farrel & Tomenson-Filion 2014).

Finally, since today's interactive educational culture creates challenges for teachers and teacher training (Kantelinen & Hilden 2016: 159), it would be crucial to examine the way teachers adapt their decision making to respond to it. Indeed, previous studies have found that teachers beliefs often prevent them from changing along with pedagogical innovations (Uibu, Salo, Ugaste, & Rasku-Puttonen 2017: 2), thus it would be important to examine the construction of beliefs that hinder change. This study showed that individual teachers may develop their teaching practices according to "trends", whereas other teachers, mainly novices, often rely on traditional approaches.

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APPENDICES

APPENDIX 1

Haastattelurunko / Interview frame

Taustatiedot / Background information
- Mitä ainetta/aineita opetat?
- Mitä ikäryhmiä/luokkia opetat/olet opettanut?
- Kuinka kauan olet opettanut? Opetuskokemuksesi
- Koulutukset, jatkokoulutukset?

Oppimis- ja kielikäsitykset / Learning and language beliefs
- Mitä oppiminen mielestäsi on?
- Mitä on kielen oppiminen?
     o Eroaako kielen oppiminen muusta oppimisesta?
     o Onko eri kielen opettamisessa mielestäsi eroja?
- Miten yksilö/oppija mielestäsi vaikuttaa oppimiseen?
- Miten opettaja vaikuttaa oppimiseen?
- Onko joitakin yksilöön kohdistuvia piirteitä/seikkoja, jotka helpottavat/vaikeuttavat oppimista?
- Millainen on mielestäsi hyvä opettaja?

Toimintatavat luokassa / Teaching practices
- Millaisena näet opettajan roolin luokassa?
- Mikä on oppilaan rooli?
- Mitä ajattelet opettaja- /oppilaslähtöisyydestä?
- Millainen on onnistunut oppitunti?
- Mitkä seikat mielestäsi vaikuttavat opetusmetodien ja materiaalien valintaan? Mitä pitää ottaa huomioon?
- Minkälaisia opetusmenetelmiä käytät? (anna mahdollisesti vaihtoehtoja, ryhmätyöt…)
- Minkälaisia opetusmateriaaleja käytät? (millaisista pidät?)
- Miten valitset käytettävät opetusmateriaalit ja metodit? (mikä ohjaa toimintaasi?)
- Onko joitain menetelmiä ja materiaaleja, joita et käytä (joita toiset käyttävät)?

- Mikä on/onko sellainen asia, joka saa muuttamaan metodeja / vaihtamaan materiaaleja?
- Toivoisitko voivasi tehdä jotain toisella tavalla? Onko jotain mikä rajoittaa/edistävää toimintaasi luokassa?
- Tuleeko mieleesi jotain muuta, mitä haluaisit sanoa opetusmetodeista tai materiaaleista?

APPENDIX 2

Citations in Finnish

(1)   no tietysti mä tiedän tavotteet ihan niiku valtakunnallisen opetussuunnitelman mukasesti ja sitte mulla pitää tai opettajalla pitää muutenkin olla hanskassa niin ku se oman koulun ja sen niin kun sen ikästen oppilaiden kielen oppilaiden tavoitteet […] ja tota tuoda niitä niinku tavoitteiden mukaisia sisältöjä sitte tehtäväksi että sillai ihan niinku miten mä sanoisin lakisääteinen velvote siihen tietenki että mitä juttuja mä tuon sinne tunneille (ET1)

(2)   koska ensinnäkin koulun tehtävä on olla yleissivistävä jos koko ajan keskitytään vaan siihen mistä ne (oppilaat) on jo etukäteen kiinnostuneita niin niiden maailma ei laajene yhtään. meiän tehtävä on kuitenkin myös sivistää heitä niinku laajentaa sitä tietämystä myös sen oman hiekkalaatikon ympärillä (ET2)

(3)   että en mä ite rupee keksimään sitä sisältöä joka ikiselle tunnille mitä mä nyt esimerkiks sinne kahootiin laitan vaan kyllä se on sitä kirjan tekijöiden järjestyksessä tavallaan edetään tai siis opetussuunnitelman mukaisessa jota kirjan tekijät ovat mun mielestä noudattaneet tosi hyvin niin loogisesti tulee tehtyä mun mielestä kaikki sisällöt jota on tarkotus sen vuoden aikana tehä (ET1)

(4)   (…) niin niistä sillai sopivasti valiten ja ite muokaten tai jonku tehtävän suullistavaksi muokaten niin musta niistä pystyy ihan mainiosti niinku tunteja rakentelemaan mut että kriittisesti tietenkin (ET1)

(5)   siis mulla on noi oppikirjat et kyllä mä niitä käytän en oo en ole tässä kuitenkaan kokenu missään vaiheessa että ne pitäs roskiin heittää ää mutta mä oon aika hyvä niinku tai siis mä en ollenkaan käytä sieltä kaikkee et mä niinku poimin sieltä omasta mielestä ne rusinat pullista (ET2)

(6)   tällee ohjaavana opettajan niin joskus revit hiuksia ni kun harjottelija tulee hirveen kirkkain silmin ja sanoo että oppikirjat on niin ku suorastaa tuolta jostakin tuolta pirulta ne on ihan kauheita niitä ei saa käyttää ja sitte et en suostu opettamaan passiivia nyt täältä näitten oppimateriaalien harjotusten kautta vaan että revinpä tämän kaiken nyt sitten esimerkiks netistä ää artikkeleista jotka ovat autenttista tekstiä (ET2)

(7)   opettajan tehtävä on olla se aikuinen mun mielestä ihan näin kun sitä on pohtinu sitä omaa opettajuutta ja sitä että millon mun mielestä se opettajana olo toimii niin opettaja on se joka ohjaa asettaa rajat ja niinku on tavallaan se vahvempi vahvempi tai jollain tavalla niinkun sellanen kannatteleva osapuoli siinä vuorovaikutussuhteessa […] opettajan tehtävänä ois tavallaan tietää että mikä on näille lapsille ja nuorille hänen heidän parhaakseen ja toimia sen mukaan […] niin mun mielestä on tärkeetä et se opettaja pistää ne tyypit siel luokassa tai missä

tahansa zoomissa tai muualla niin tekemään ne oppilaat tekemään ja ajattelemaan ite ja öö ottamaan vastuuta siitä omastaoppimisesta jos on ottaakseen ja niinku se opettaa niitä oppimisen taitoja ja hmmm sitä että tukee esimerkiks minäpystyvyyttä ja muuta (ST1)

(8) opettajan rooli on olla se jonkinlainen työnjohtaja […] ni eihän se oppiminen mahdollistu jos ei opettaja pidä huolta niinku tavallaan siitä että raamit on kunnossa eli opettajan täytyy johtaa sitä hommaa niin että oppilaat tietää mitä heidän oletetaan tekevän opettajan täytyy johtaa sitä hommaa myös sillai et hän pitää huolen siitä työrauhasta että kaikilla on mahdollisuus keskittyä ja oppia siellä jotakin (ET2)

(9) mun mielest oikeesti pitää niin kuin olla ahkera sillai että tehä työtä ja etsiä ratkasuja että niinkun sais autettua nii väännettyä rautalangasta jos käytän tällästä termiä niin niille oppilaille kelle se kieli on niinku hankala oppia niitä asioita (ET1)

(10) (…) tärkeintä on se että sillä niinkun opettajalla itellään on suhteellisen selkärangassa ne asiat… että sulla voi olla vaikka minkälaisia hilavitkuttimia mutta jos sä et osaa niitä käyttää tai tota niin no oikeestaan niin et jos sä et osaa niitä hyödyntää siinä sopivalla tavalla niin se ei oo sitte niinku minkään arvosta (ST2)

(11) ni mä aattelen että peruskoulussa kuitenkin niinku opettajalla on vahvempi vastuu siitä just että niinku ottaa sen tavallaan oppilaan puolesta kannettavaksi sen mitä tavoitetta kohden ollaan menossa ja mitä sisältöjä tehdään ja sitte taas ku ollaan lukiossa ni mä aattelen että mun tehtävän on ehkä vaan enemmänkin kertoa että nää jutut nyt tarttis olla hallussa tän vuoden jälkeen tai tän kurssin jälkeen (ET1)

(12) (…)niinkö hyvin paljon aukkoja ihan perusteissa sitte perus niinko alakoulun jälkeen niin just se että mikä opettajan homma on että onks se nyt jääny tekemättä siellä alakoulussa vai tuliko mulle vaan semmonen vääristynyt tuntuma (ET1)

(13) mä ihmettelen suuresti että miksi ne tehtävät on esimerkiksi vielä lukiossa semmosia niinku että kysytään jotain yksittäistä asiaa jossai tehtävissä eli siis lyhyesti sanottuna koepakettien tehtävät on joskus niinku surkeita sama juttu esimerkiksi kuullun ymmärtämisen tehtävät kun se on niin paljon kehittynyt se oppilaiden niinko auditiivinen taito mun mielest keskimäärin kun sitä enkkua kuulee niin paljon niin niin kuullun ymmärtämisen tehtävät koepaketeissa ei mun mielest useinkaan mittaa sitä oikeeta oikeeta kuullun ymmärtämisen taitoa (ET1)

(14) (…) ainaki ite tosiaan kuulin sitä suhteellisen vähän niin niin siinä pitä ottaa käyttöön ne sellaset niinku tietosesti semmoset opettelun keinot myöskin ite että enemmän sellasta ulkoa oppimista tiettyjä sääntöjä ja muita mitä esimerkiks niinku tai ainaki ite opiskellessa piti käyttää ja toki siis oppilaiden kanssa myöskin että monet osaa vaikka yläkouluun tullessaan tiettyjä vaikka kielioppisääntöjä englannista jo tosi paljon mutta sitte taas saksassa lähettiin ihan nollasta (ET1)

(15) siihen aikaan kun kieliä opittiin ihan opettelemalla ei ollu mitään nettiä eikä sellasta mistä omaksua englantia pelaamalla et telkkarista joo musiikista joo mutta totta kai se himputti oli oli kuitenkin paljon paljon rajallisempaa ku se on nykysin (ET2)

(16) (…) kun sä ite teet monta kertaa harjotteen sä iskostat sen sun päähän ni sä opit jotkut oppii helpommin niinku meiän matikan opettaja sano että jos ei päällä ni sitte perseellä elikkä sit sä istut alas ja treenaat vaikka vaikka kuinka monta tuntia et sä opit sen sanan minkä se lahjakas oppi parissa minuutissa ni mun mielestä se tää tukee monenlaisia oppijoita (ST1)

(17) (…) semmonen selkeys myöskin että että mä en halua että ne on semmosia kompa tehtäviä mitä tunnilla tehtään mihin kompastuu ihan vaan koska se on nokkela se

tehtävänanto… mä ehkä skippailen semmosia tehtäviä mistä mä en itekään nopeesti kattomalla niin ku saa selvää että mikä tässä on pointti (ET1)

(18)   (…) vaikka joku työkirja tai oppikirjatehtävä jos mä en löyä siihen niinku oikeen sitä juttua et miks tää tehään mikä mihin tällä pyritään ni mä en varmaan sitä teetä (ET2)

(19)   joo mä tiedän että ollakseni poliittisesti korrekti tämänhetkisessä kasvatustieteellisessä keskustelussa…ni pitäs sanoa et opettajalähtöisyys on hyi hyi ja oppijalähtöisyys on niinku se ainoo pop […] onhan se siinä suhteessa osittain opettajalähtöistä et opettajahan se kuitenkin loppujen lopuks viime hetkellä sitte tekee ne päätökset että mitä asioita milläkin tunnilla käsitellään ja myös miten öö ja totta kai siis se se tieto mitä opettajalla on sitte tuoda esimerkiks ja se taito kielestä (ET2)

(20)   tehtäs niitä juttuja mikä häntäkin kiinnostaa ja sitte näin mutta että kuten sanottu niinkun opettaja tietää sen sen niinku opsinkin tavoitteet niin välttämättä ne ei aina kohtaa ne oppilaan niinku mielenkiinnon kohteet (ET1)

(21)   (…) lähtökohtasesti koittanu miettiä että miten ne oppis sen niinku ite mutta jos mä tiedän et se vaatii sen opetuksen niinku ensin niin sitte mä teen sen opettajalähtösesti (ST1)

(22)   (…) niinku ei ollu semmosta opettaja-oppilas hierarkiaa asetelmaa niin vahvasti luokassa ja semmonen avoin keskustelu ja myös niinku läpänheiton ja semmosen niinku ilmapiiri…ja paljon semmosia hyviä keskusteluja täs tuli niinku nimenomaan myös sitä vuorovaikutusta että ää se ei ollu pelkästään sitä et sieltä syötetään tietoo vaan niinku asioita pureskellaan yhdessä läpi mietitään silleen oppilaitten kesken (ST2)

(23)   no tähän mennessä on aika vahvasti vielä nojautunut niinkun oppikirjojen rakenteeseen ja silleen mitä ne sisältää niinkun koska ei kuitenkaan vielä niin kuin niin vahvaa ammattitaitoo että lähtis hirveesti ite rakentelemaan mitään muuta siihen päälle […] kuitenkin on mennyt aika pitkälti sillä kirjan ja ohjaajien antamalla rakenteella (ST2)

(24)   tottakai se että mimmonen arsenaali itellä niitä on mielessä niitä vaihtoehtosia työtapoja joihinkin asioihin et tässä kohtaa varsinkin eihän niitä öö ihan törkeesti et sitte ku tulee se joku tenkkapoo siellä niin tosi vaikee on toimia niinku parhaalla maholliisella tavalla jos siihen ei oo tarpeeks erilaisia vaihtoehtoja tai jos sitä oikeeta tiettyy vaihtoehtoo niin se vaikeuttaa rajoittaa ja tietysti taas edistäis jos ois paljon kokemusta ja paljon erilaisia vaihtoehtoja sit (ST1)

(25)   mä oon toistaseks aika opettajalähtönen että tykkään niinku pitää sen luokan silleen sillä tavalla hallinnassa että paljon sitä että taululta opetan ja sit sitä että ollaan tehty joku tehtävä ja käydään yhdessä läpi (ST1)

(26)   (…) se ei pääse karkaamaan hirveesti käsistä sitte ku siinä on vähemmän niitä palasia (ST2)

(27)   (…) varsinki niinku tavallaan semmosten heikompien oppilaiden just sellasten joilla on joku hahmottamisen ongelma esimerkiks niin sillon näkee vähän niinku haravoidessa sen työnsä tuloksen aika hyvin että katoppa vaan nyt me keksittiin vihdoin sulle joku keino että miten sä oppisit parhaiten vaikka niitä sanoja painamaan mieleen (ET1)

(28)   (…) et niinku pitää mielessä se et jos mä oon visuaalinen niin välttämättä kaikki muut ei oo sitä vaan että mun täytyy käyttää monia erilaisia keinoja et sieltä löytyy sitte niinku itse kullekin niitä semmosia sopivia mistä saa kiinni (ET2)

(29) (…) et ottaako se opettaja tarpeeks hyvin huomioon esimerkiks ne erilaiset oppijat ja erilaiset tavoittee erilaiset tarpeet siinä käytännön hommassa onko tarpeeks monenlaisia opettamisen metodeja (ST1)

(30) (…) että kohtaako oppilaan oppimistavat ja opettajan opettamistavat toisensa silleen niinkun oppimiseen innostavalla tavalla (ST2)

(31) oppilas jolla on tosi paljon haasteita niin sitten yritän tietenkin valita semmosia semmosia tehtäviä joka tunnille joista hekin niinkun oikeesti selviävät että ei oo liian soveltavia liian haastavia mut että sitten taas toisten päin niin niin tota miksi joskus pitää skipata kirjasta juttuja on se että ne on taas sitte liian helppoja joillekin oppilaille että tota sitten sitä ehkä hakeutuu enemmän sinne netin syövereihin ja ettimään sitä sillä lailla oikeesti autenttista matskua joka ois vähän vaikeempaakin (ET1)

(32) (…) joskus tuntuu että niinkö vaikka mitä yrittäs niin sitte tuntuu että sillä omalla tekemisellä ei oo kauheen suurta merkitystä ja sillon mä aattelen et sit se on enemmän siitä oppilaan motivaatiosta että se pitäis saada hänelle syntymään ja jos sitä ei oo niin sitte vaikka mä seisoisin päällä ni se ei kauheesti auta […] että vaikka yrittäisin itse keksiä miten motivoivia pelejä esimerkiks niin se ei niinku kauheen pitkälle kanna sitte kuitenkaan jos ei sillä oppilaalla oo sitä motivaatiota (ET1)

(33) no niin ilman sen yksilön omaa panostusta niin sitä oppimista tapahtuu tosi heikosti tai tosi harvoin että minä en voi kaataa sitä oppia sinne päähän jos se jos se oppija ei niinkun (.) itse aktiivisesti käytä niitä aivojaan ja aktiivisesti prosessoi sitä esimerkiks sitä tietoa tai sitten lähde harjottamaan sitä taitoo niin minä en sitä tietoo voi sinne tietoo tai taitoo voi siirtää sinne ja nyt ku mä sanoin päähän ni tiedän että on hyvin vanhakantasta ajatella et se oppiminen tapahtuis pelkästään siellä yhden yksittäisen yksilön päässä et tottakai siis se oppiminen on myös niinkun sosiaalinen prosessi tai se opiskelu on myös sosiaalinen prosessi mutta sitten niinku mää uskon siihen et ihan niinku loppujen lopuks ni kuitenkin se että mite itse kullekin siitä tiedosta taidosta asenteesta tai siitä oppimisen sisällöstä jää ni se on kyllä aika lailla sen oppijan oman prosessoinnin tulosta (ET2)

(34) se liittyy niin paljon sit siihen että mitä niinkun pohjimmiltaan arvostaa et onko sitä motia ja onko esimerkiks valmis työstämään omaa ajatteluaan sillä tavalla että päättää esimerkiks oppia asioita […] miten yksilö esimerkiks käyttää vapaa aikansa tai niinku sen ajan minkä hän vois käyttää johon oppimiseen tai opiskeluun (ST1)

(35) no se mielenkiinto ja asenteet on ehkä niinkun semmoset niinku suorimmin vaikuttavat […] kun sitä mielenkiintoo on ni sitten tulee niinkun konkreettisesti myös oppilaalta niin kun aktiivista tekemistä sen oppimisen eteen (ST2)

(36) että kun omasta mielestä oltas tehty kivoja niinku pelillisiä tai suullistavia tehtäviä niin sit sielä rupes ilmenemään kiusaamista ja just sellasta niinku semmoset oppilaat jotka ei ollu motivoituneita ja koulumyönteisiä ne niin kuin sai valtaa siinä ryhmässä elikkä sitte tietenkin se heijastuu myöskin siihen minkälaisia tehtäviä mä valitsen koska rinnakkaisryhmässä oli iloinen pelaamisen tohina ja touhu ja leikkimisen tohina ja touhu ja niinku haluttiin pitää puheita taikka väittelyitä ja esitelmiä sun muita ja sitte taas tossa ryhmässä niin tota kaikki heijastu vähän niinku semmosen negaation kautta ja tota sitte valitettavasti niinku se heijastu niihin hyviinkin oppilaisiin niin että sitten ne niinkun ei suostunu niin innokkaasti osallistumaan niihin leikkeihin ja muihin (ET1)

(37) (…) ja tietysti vähän sit niinku se että minkälainen ryhmä […] et et tota niin se mun kasi luokan ryhmä on niin hiljanen et jos heitä pyytää tekemään jotain parikeskusteluja niin siel on ihan pelkkä sound of silence siellä luokassa kukaan tee mitään sitte taas esimerkiks siinä ysissä ni se toimii puhumattakaan nyt esimerkiks lukioryhmistä et ne puhuu vaikka aidan seipäästä (ET2)

(38)   ensisijaisesti ryhmä elikkä mimmosia tyyppejä ne on ja miten ne esimerkiks tulee toimeen koska ää niin sä sitte tiiät siinä että millaset millaset niillä toimii ja milläset ei ainakaan toimi ku sä vähän tiiät mitä tyyppejä tyyppejä siellä on (ST1)

(39)   iltapäivällä jolloin ne on kauheen väsneitä ja kauheen levottomia mulla täytyy olla ihan erilaiset kuviot sillä tunnilla kun sit on taas torstai aamuna kun on aamu tuntini että tälläsetki vaikuttaa että et sitte se maanantai pitää olla paljon niinnku jotenki semmosta strukturoidumpaa enemmän vaikka jotain työkirjatehtäviä ja jotenki selkeempi tahti et noniin et siellä ei ehitä kauheesti sitte luppoilemaan ja sitte taas sillon torstain tunnilla ni siellä pystyy ehkä enemmän sitte ottamaan myös sitä semmosta opettaja opettaja selittää nyt teille tämän asian koska sillon ne jaksaa ehkä keskittyy siihen puhuvaan päähän mitä ne ei sillon maanantai-iltapäivällä pysty yhtään ottaa vastaan (ET2)

(40)   tota jossain jaksossa on aina iltapäivätunteja niin teinit ei vaan jaksa samalla lailla et sitte ne pitää olla erilaisia te tunnit verrattuna siihen et jos sul on is vaikka aamupäivätunti tai joku sopivasti ennen ruokailua jolloin vielä jaksaa niin niin niin tommoset ihan ajankohdat saattaa joskus vaikuttaa siihen mitä tehään (ET1)

(41)   kasiluokkalaiset osaa jo sillee että jos niile sanoo et kirja aukai ni ne sitte ehkä niinku avaa sen niin ku aika todennäkösesti mut sitte pienten lasten kanssa ei mitään takuita et jos niille sanoo että työkirja auki niin ne saattaa olla sit sinkoomas jonnekin toiselle puolelle luokkaa elikkä niinku just se että pitää olla se tekemisen pitää tosi mielekästä niille pienemmille ja niissä pitää olla paljon enemmän sellasta niinku toiminnan ohjaamista (ST1)

(42)   mä aattelen sillai että niinkö tunneilla ku opetan ni tota käytetään pääosa ajasta siihen että niinkö harjoteltas suullistaen niitö juttuja mitä on tarkotus oppia ja sitte just että siellä tunnilla koska siellä on kaverit kenen kanssa harjotella ni että sitä treeniä ei tehtäisi yksin…se on varmaa se semmonen isoin niinku kantava periaate ku mä suunnittelen tunteja niin että että tota tunnilla ois sitä yhteistyötä ja puhetta. (ET1)

(43)   mä katon kyllä niinkö enemmän viel sitä että onks tää oikeesti niinku mukaansatempaavan olonen tää kirja et siel olis kivoja tekstejä ni että ei tarvi sitte niin kauheesti ruveta näkemään sitä omaa vaivaa ja ettimään jostain muualta niitä motivoivia sisältöjä ja sitte sekin että se ois niinku tosiaan niinku ihan layoutiltaan tai mikä se nyt onkin ni semmone selkeä esimerkiksi se työkirja että tietää mitä tehään. (ET1)

(44)   mä en oo mikään hirveen kova teetättämään ryhmätöitä itseasiassa mä teetän niitä harvoin mut siihen osittain on syynä se että kun nyt opetan täällä näin ni te harjoittelijat tykkäätte teetättää niitä ryhmätöitä hirveen paljon ni siitä tulis sitte semmonen ryhmätyöruuhka jos mäkin sinne tunkisin sitte niitä ryhmätöitä väliin […] tuntuu että se on niinku vähän sillai et hei kaikki kattoo aina videoita et nyt sitte on taas hurahtanut ehkä enemmän johonki just näihin näihin tämmösiin en nyt käytä hirveesti kahootia koska se rupee olee vähän käytän sitä mut en ehkä niin paljon mut että näitä tämmösii mitä nyt sitten on kaiken maailman quizzizia ja gimkittejä ja world walleja ja muita semmosii […] että kyl mä yritän niihin sillain kuitenkin että mun tunti ei näytä samalta kuin kenen tahansa tunti et niinku siis se ei oo sellanen että et jos mä sanon et tää kirja tää teksti mene ja pidä se tunti ni sieltä tulee ihan samanlainen ku se mun

(45)   mä en ikinä koskaan millonkaan esimerkiks oo opettanu kielioppia niin suoraan jollain kirjan materiaaleilla […] et en ole sitä tehny koskaan enkä toivottavasti tee et sillai et must on niinku mun mielestä opettamisessa yks kivimmistä jutuista on suunnitella niitä tunteja mä käytän siihen aivan sairaasti välillä aikaa koska musta on hauskaa askarrella kaikenlaista

(46)   (…) että mun koulu aikaan meinaa elämä oli sellasta ku tultii luokkaan sit opettaja kysy järjestäjältä että aa mitäs me viime kerralla käsiteltiin […] että en toivottavasti ainakaan kuulu tähän opettajakastiin ni sillain että must niinku tärkeintä ei oo niinkään se että mikä oppikirja sul on käytössä tai muuta semmosta vaan siis se tietynlainen oma innostus ja sit se monipuolisuus (ET2)

(47)   ehkä menee silleen vähän niinku tota sillee niinku keskitietä pyrkii kulkemaan siellä ennemmin ku lähtis hirveesti sooloilemaan minkään asian suhteen (ST2)

(48)   (…) ja se epävarmuus siitä opettamisesta ja se että ei tunne tarpeeks hyvin vielä niitä opetettavia asioita ja materiaaleja niin se vie pois sen rentouden ja ehkä sen oman niinku persoonan niinkun sisällyttämisen siihen opettamiseen et tässä vaiheessa on vielä silleen että siirtää vähän niinkun ite ottaa paperilta tekstin ja siirtää sen oppilaitten päähän sillee vähän pureskelematta (ST2)

(49)   mitä tossa viimisimmässä aallossa opin niin ööö sen valitsen sen tavan sillä että ensinnä annan sille oppilaalle välineet tehdä seuraava vaihe ja koitan pitää mahdollisimman monen oppijan niinku tekemässä aktiivisesti töitä sen tunnin ajan et ne on niinku ne pedagogiset syyt sitte […] koska edelleen kielen oppiminen on niinku silleen kumuloituvaa ja mun mielest on tärkeetä tukee sitä jatkuvuutta siinä että sitä kieltä oikeesti oppis eikä oo sillee että noh nyt jää tää yleispreesens oppimatta niin koitas sitte opetellä kestopreesen sen jälkeen

(50)   mitä tutkimusten mukaan niin esimerkiksi siis nuorten nuoret opettajat jotka on just valmistunut niin on oikeestaan kaikista konservatiivisimpia jollain tavalla johtuen siitä että ei oo vielä niin isoo tai hyvää tatsii siihen työelämään (ST1)