Implications for primary education teachers' self-efficacy in early foreign languages teaching
Master's Thesis in Education

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ABSTRACT

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The purpose of the study was to provide information about lower grades' teachers' descriptions of their experiences in planning, executing, and evaluating early foreign language teaching (FLT), and the researchers' analysis on how those descriptions provide insights into teachers' self-efficacy. Moreover, the matters supporting teacher self-efficacy were studied. As a result of posting the online questionnaire link to two vocational Facebook groups, twenty early foreign language teachers took part in this study answering five open-ended questions. Qualitative content analysis was used to analyse the data. The teachers' descriptions of their experiences in planning, execution and evaluation were divided in three feeling-based categories: positive, neutral, and negative. The supporting matters of teacher self-efficacy (TSE) were formed into two themes, environmental and teachers' personal matters.

The results of the study indicate that Finnish teachers have a relatively good sense of TSE on early FLT. However, even though a participant positively described planning early FLT, they still could have negative feelings about executing or evaluating early FLT. Evaluating early FLT created the most negative feelings. It was unclear whether the participants saw planning, executing and evaluation as a continuum, or as separate functions. The matters that supported TSE included especially collaboration, earlier teaching experience, and educational background. Some of the participants had not gotten any support. In conclusion, teachers should be supported better when facing new changes in the field. A ready-made evaluation criterion would help with evaluation. Moreover, the significance of pushing answers to societal changes into primary schools was challenged in this study.

Keywords: Teacher self-efficacy, early foreign language teaching, lower grades

Tiivistelmä

Muhonen, Melisa & Rintala, Juulia. 2021. Päätelmiä alakoulun opettajien minäpystyydestä varhennetun kielen opettamisessa. Kasvatustieteen pro gradu -tutkielma. Jyväskylän yliopisto. Opettajankoulutuslaitos. 66 sivua.

Tutkimuksen tarkoituksena oli tuottaa tietoa alkuopetuksen opettajien kokemuksista liittyen varhennetun kielenopetuksen suunnitteluun, toteutukseen ja arviointiin. Tutkijat analysoivat minkälaista tietoa opettajien kokemukset antavat heidän minäpystyvyydestään. Lisäksi minäpystyvyyttä tukevia tekijöitä tutkittiin. Kaksikymmentä varhennetun kielen opettajaa osallistui tutkimukseen vastaamalla Facebook-ryhmiin julkaistuun internetkyselyyn. Laadullista sisällönanalyysiä käytettiin datan analysointiin. Osallistujien kuvaukset heidän kokemuksistaan suunnittelussa, toteutuksessa ja arvioinnissa jaettiin kolmeen tunneperustaiseen kategoriaan: positiiviseen, neutraaliin ja negatiiviseen. Minäpystyvyyttä tukevista tekijöistä muodostettiin kaksi teemaa, jotka olivat ympäristötekijät ja opettajan henkilökohtaiset tekijät.

Tutkimuksen tulokset osoittavat, että suomalaisilla opettajilla on suhteellisen hyvä opettajaminäpystyvyys varhennetussa kielenopetuksessa. Kuitenkin vaikka osallistuja kuvasi positiivisesti varhennetun kielenopetuksen suunnittelua, heillä saattoi olla negatiivisia tuntemuksia opetuksen toteutuksesta tai arvioinnista. Varhennetun kielenopetuksen arviointi herätti eniten negatiivisia tuntemuksia. Jäi epäselväksi, näkivätkö osallistujat suunnittelun, toteutuksen ja arvioinnin jatkumona vai erillisinä osa-alueina. Opettajaminäpystyvyyttä tukeviin tekijöihin lukeutui erityisesti yhteistyö, aiempi opetuskokemus, sekä koulutustausta. Osa osallistujista ei ollut saanut minkäänlaista tukea varhennettuun kielenopetukseen. Tiivistettynä kentällä olevia opettajia tulisi tukea paremmin muutoksissa. Valmis arviointikriteeristö helpottaisi varhennetun kielenopetuksen arvioinnissa. Lisäksi tutkimuksessa kyseenalaistettiin sitä, kuuluuko suomalaisen koulujärjestelmän vastata kaikkiin yhteiskunnallisiin ongelmiin.

Hakusanat: Opettajaminäpystyvyys, varhennettu kielenopetus, alkuopetus

CONTENT

1   INTRODUCTION

Foreign language teaching in Finland has been changed to start two years earlier than before, as, from the beginning of the year 2020, every first-grade student in Finland has started to study a foreign language (Ministry of Education and Culture, 2018). Early foreign languages teaching (early FLT) concerns also the second-grade students, as they will be studying a foreign language for at least 1,5 week-hours [viikkotunti] (Basic Education Act 628/1998). In this research we will use the term 'lower grades' to refer to grade one and two of Finnish basic education. In Finland children begin their first year of basic education in the year they turn seven, and the year before basic education consists of mandatory pre-primary education.

According to the Finnish National Agency for Education (2019a), which will be further referred to as EDUFI, the early start of learning foreign languages is based on the decision made by Sipilä's government. The government made an amendment to the Basic Education Act (628/1998) and alterations were made to the Foreign Languages section of the National Core Curriculum for Basic Education. The alterations in the core curriculum were made based on the statements both from the Federation of Foreign Language Teachers in Finland (SUKOL) and the Trade Union of Education in Finland (OAJ). Both SUKOL (2018) and OAJ (2018) had an opportunity to comment on the aims and contents of the alteration suggestion. Both had a positive view on the decision on starting foreign language teaching earlier and they also agreed with the contents of the alteration suggestion. Furthermore, SUKOL states that the early start of foreign language education enhances the meaning of language education as a part of child's growth (SUKOL, 2018).

The national core curriculum for basic education (EDUFI 2014) suggests that every teacher is a language teacher, and that language is present in all everyday activities in school. Language teaching has gained more importance in the core curriculum, and the core curriculum (2014) can be seen as 'language friendly' because foreign languages are introduced earlier than before. The

earlier foreign language teaching also gives teachers opportunities to integrate language teaching into everyday activities. Furthermore, the national core curriculum highlights the role of language use and gives room for integrating language learning into wider cross-curricular themes (Moate, 2017). As the curriculum has been developed, language education has received more attention and different language education initiatives have developed in Finnish schools. These initiatives have aimed for developing language education in the lower grades of basic education and even in pre-school education (Inha, 2018). Skinnari and Halvari (2018) state that all different initiatives in the field of language teaching should be grounded in the basic premises of the core curriculum and that the different working methods should be further explained in the local curriculums. Therefore, the methods can be varied within different municipalities in Finland, but the aims should still be based on the aims and objectives presented in the core curriculum.

Foreign language education in the lower grades has gained significant attention since the government's decision to start foreign language teaching with the first graders. The foreign language education in the lower grades should be functional and it should build pupils' excitement towards foreign language learning (EDUFI, 2019a). The pupils should be offered with opportunities to take part in teaching activities with their developing language skills (EDUFI, 2019a). As Inha (2018) states, during the past years there have been a significant range of initiatives across Finland to develop the teaching and learning of foreign languages in the lower grades. Some of the initiatives, such as the Government Key project for language learning, have been funded by the Ministry of Education and Culture as well as the EDUFI, and some have been based on teachers' own interests towards developing language education and integrating foreign language learning to everyday life in school (Inha 2018).

In Finland foreign languages have been conventionally taught by subject teachers or class teachers that have studied a language as a minor subject, but with changes in the curriculum more class teachers can be required to teach foreign languages. The qualification requirements are defined in the basic education act (986/199) and based on the act, both class teachers, subject teachers

and special needs teachers with a qualification to conduct classroom teaching are all qualified to teach second or foreign language in the lower grades of basic education (Skinnari & Halvari, 2018). In Finland class teachers are generally qualified to teach all subjects, including languages, in grades 1-6 based on obligatory language studies at university.

With these changes some teachers are now for the first time teaching a foreign language. It is therefore important to research primary education teachers' experiences about early FLT in order to ensure that the teacher's feel comfortable towards teaching an early foreign language. Moreover, class teachers' self-efficacy in early teaching of foreign languages is still a new topic in the field of Finnish basic education. In this research, we will use Bandura's theory of self-efficacy as the key theory of our research and to build a bigger picture of what role teachers' self-efficacy might have in their teaching. Bandura (1997, p. 37) defines self-efficacy as follows: "perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances".

2 EARLY TEACHING OF FOREIGN LANGUAGES

In this chapter we will outline early foreign language teaching in Finland. First, we will consider how early FLT has been defined. Secondly, we will examine the reasons behind the decision to start teaching foreign languages in first grade. In addition, we will view the goals related to early FLT in the context of Finnish curriculum for basic education. Lastly in this chapter we will investigate the background of early FLT in Finland.

According to Skinnari and Halvari (2018) early FLT is a relational concept without a single definition. For this reason, the term is always related to the usual starting age of FLT. In Finland, the FLT has officially started in the third grade, so FLT before the third grade has been defined as early teaching of foreign languages (Skinnari & Halvari, 2018). In this research we define early FLT as teaching that starts in the first grade of basic education. In the past, some schools already taught foreign languages in the lower grades before the government's official decision (Mård-Miettinen & Mattila, 2018).

Mård-Miettinen and Mattila (2018) state that the goal behind early FLT is to expand the language repertoire of Finnish people. In order to expand the language repertoire, the foreign language in question should be a language other than English, because English has already been a mandatory language in Finnish basic education (Mård-Miettinen & Mattila, 2018). In practice, most municipalities offer English as an option that many parents tend to choose for their children as their first foreign language in school. Furthermore, this has led to a reduction of the language repertoire, as in 2017 the most popular foreign language in basic education was English and 89,9 percent of students chose English as their second language. In addition, English is learnt well in basic education and the overall strong learning results indicate students have a good language level (EDUFI, 2019b; Härmälä et al., 2018).

In addition to a wider language repertoire, an earlier start in FLT can also be proposed on the basis of the so-called sensitive period. Long and Granena (2018) explain the sensitive period as a time period during which a child has

special aptitude and sensitivity towards learning, for example, a foreign language. Moreover, according to Pinter (2006) language development also requires language stimulus and in foreign language learning the teacher's language skills and pedagogical strategies have a significant impact. In addition, the teaching methods and classroom practices affect language learning (Pinter, 2006). Therefore, it is important to understand teachers' perceptions about their own self-efficacy in language teaching, so that teachers can receive an adequate amount of support and guidance. The link between teachers' perceptions of their self-efficacy and pedagogical practice and children's learning is further examined in section 2.2 of the present study.

2.1 The background of early foreign language teaching in Finland

According to Sokka-Meaney (1995), English has been taught as an early foreign language for example in the University of Eastern Finland Teacher Training School from the year 1992. In Joensuu, early FLT started with mainly the same principles as today. Sokka-Meaney (1995) states that the principles of lower grades education were considered, for example, pedagogical methods suitable for the age group and plentiful nonverbal communication. Games, plays, songs, and different kinds of teaching materials were used to execute teaching to be able to consider many kinds of language learning models (Sokka-Meaney, 1995). Early FLT began with the English language, but nowadays pupils and parents can choose whether to start studying Russian, Swedish, German, or English as an early foreign language (City of Joensuu, 2019). However, from 2019 English is the main language taught in the lower grades in Joensuu, and the other languages are taught only in the University of Eastern Finland Teacher Training School, Steiner school, and Eastern-Finland's school (City of Joensuu, 2019).

As reported by Huhta and Leontjev (2019), before the execution of the amendment, the Centre for Applied Language Studies studied early FLT in the Government Key Project for Languages, funded by the Ministry of Education and Culture. The key project was a part of a new comprehensive education

programme by the Government. Over 700 first, second, and third grade pupils, over 200 of their teachers and about 80 parents participated in the study. The aim of the study was to study the pupils' attitudes towards foreign language learning and the foreign language being studied. Also, the pupils' use of language and their six months' development in the language skills were evaluated in the study. The results in the final report of the Key Project for Languages are clear – third-grade pupils learn the foreign language vocabulary faster than first and second grade pupils in the same amount of time. The study could not specify the relations between learning in school and learning in free time. Other possible matters that explain the difference between the grades are pupils' reading and writing skills, which are a great help when learning languages, as well as maturity levels of the pupils. Third-grade pupils have developed those skills considerably more than first and second grade pupils (Huhta & Leontjev, 2019).

Findings from the Key Project for Languages also include teachers' perspectives on early FLT. The aim was to study teachers' reflections on and experiences of their own teaching of early foreign languages. More than 70% of the teachers who participated in the study taught English, almost 10% taught German, 5% taught French and 4% taught Swedish as the early foreign language. Russian, Spanish, and some other languages that were not specified were also taught as the early foreign language. A third of the teachers that participated in the study were class teachers, another third were subject teachers. Roughly 12% of the teachers were teachers with dual qualification for languages and classroom teaching, 11% were class teachers specialized in the language they taught and the remaining 11% represented other education, mostly special education teachers, and kindergarten teachers. The findings highlight that the class teachers who participated in the study felt that their educational background did not provide them with language teaching skills needed in early FLT. On the contrary, the subject teachers had challenges with lower grades pedagogy, since their higher education did not equip them with enough skills for teaching younger children. Both class and subject teachers felt the need for in-service training on these matters. More than half of the participants had already participated in in-service

training, but still, 47 % of all teachers felt the need for in-service training on early FLT (Huhta & Leontjev, 2019).

Using data from the Key project, Hallila (2019) studied six teachers' perceptions of early FLT and their readiness to teach English to young learners. These findings indicate that teachers' perception of early FLT is mainly positive, and its place was recognized in the lower grades of primary school. In relation to the readiness, the majority of participants received support from various resources with collegial support and the work environment recognized as the most influential source of support (Hallila, 2019). On the contrary, two of the six participants in Hallila's (2019) research stated that they had not gotten any support for early teaching of foreign languages. The availability of materials divided the participants as for some, too much material was available, whereas others felt the need for specifically designed study books. However, the most prominent predictor of readiness was teachers' own educational background and willingness to develop their skills, as well as their own interest towards English or language education (Hallila, 2019).

Hahl, Savijärvi and Wallinheimo (2020) have conducted research on practices in early FLT in three different early language learning projects. This research studied teachers' experiences of success and challenges with early FLT. During the time of the research early FLT was still voluntary and the new curriculum changes were not yet published. Hahl et al. (2020) show in their research that teachers had positive experiences about early FLT, but the teachers had also faced some practical and pedagogical challenges. The practical challenges reported were insufficient guidelines to teaching, uncertainty about working methods, heterogeneous groups, and challenges in co-teaching. Pedagogical challenges concerned matters such as lack of learning materials, large group sizes and inadequate learning spaces as well as lack of time in co-planning. Hahl et al. (2020) suggest that to deal with the challenges, teachers need to be offered in-service training that allows teachers to develop their language and pedagogical skills continuously. Furthermore, in-service training should focus on, for example, enhancing teachers' collaboration skills (Hahl et al. 2020).

2.2 Teaching young learners

This chapter aims to build a picture of young children as language learners. The term young learners is used, and according to Pinter (2006) young learners are a varied group of different aged children that have certain characteristics that make them different from older learners. In Bland's (2015) publication the term 'young learners' refers to children aged from the age of three to twelve. The characteristics of young learners are further examined in this chapter. This chapter also aims to introduce what the core curriculum demands from teachers and what challenges teachers might encounter now that foreign language learning (FLL) is introduced earlier in the curriculum.

Teaching young learners requires teachers to have pedagogical skills and working methods that are suitable for the age group. As Pinter (2006) proposes, children as language learners are all unique, and teachers need to be able to respond to the children's needs and to accommodate different learning materials and activities to suit all learners. Although teachers can make use of the different learning and development theories, it is important that teachers approach all learners with interest and openness to use different approaches for language learning (Pinter, 2006). Not all children benefit from, for example, singing and role-play even though for some children these might be the best possible ways to introduce foreign language learning (Pinter, 2006). Children as language learners are still very dependent on their teachers, and they need their teachers' support in acknowledging and mastering general learning strategies (Bland, 2015).

Based on the Finnish core curriculum, the particular aim of foreign language teaching in the grades one and two is to awaken pupils' interest towards learning a foreign language (EDUFI, 2019a) Pupils' excitement is to be built by active learning methods where, for example, play, music and physical activities are used (EDUFI, 2019a). The renewed curriculum proposes that varied working methods are used to support a positive attitude towards foreign language learning and to awaken interest towards surrounding cultures and languages. Furthermore, oral language skills are emphasized in the teaching, because in the beginning of basic education pupils are not expected or required to have skills in reading or writing. Pupils are encouraged to express themselves

even with minor language competence, and gradually pupils' interest towards reading and writing in a foreign language is to be supported (EDUFI, 2019a).

The curriculum requires teachers provide a joyful, creative, and positive introduction to language learning. Early FLT is aimed for building a safe foundation for the pupils' further journey with language learning, so it is a highly important opportunity for building positive attitudes towards foreign language learning. It's important that the pupils' first contact with the foreign language teaching in a school setting is positive, and to comprehensively meet this aim, the teachers need to have a positive belief in their ability to use and teach a foreign language. This proposes a challenge for the teachers because they face a situation where their own relationship with language might affect the way FLL is introduced to the pupils in the lower grades. Teacher's own attitudes towards foreign languages might be anything but positive and joyful if the teacher has negative experiences about language learning or feels that his or her own language skills are inadequate.

The characteristics of young learners and the demands from the core curriculum can be challenging to meet for teachers. Teachers need to be able to meet children's interests and their curiosity for different aspects of learning while the children are still getting familiar with the school setting and general learning strategies (Bland, 2015). When it comes to building motivation towards early FLL, Pinter (2006, p.42) points out that "the teacher is also the main source of motivation for many young children". Hence, the teacher's own attitudes and motivation towards teaching a foreign language are crucial. Furthermore, the importance of teacher education cannot be underestimated, and both pre-service training and in-service training are of crucial importance in ensuring the quality of early FLT (Bland, 2015; Pinter, 2006).

In conclusion, the role of the teacher is highly significant with regard to young learners. The approach chosen by the teachers can make a significant difference in the pupils' willingness to take part in the foreign language classes and furthermore in their enthusiasm towards foreign language learning in the future. In order to be able to meet the pedagogical demands of early FLT teachers have to have confidence in their own self-efficacy to be able to trust in the

approaches they have chosen. Moreover, teachers need to feel self-efficacious about their foreign language use and about their pedagogical skills needed for working with young learners. The following section aims to cover self-efficacy as a theoretical concept and to specify what difference teacher's self-efficacy beliefs make in regard to their teaching.

3 SELF-EFFICACY AS A THEORETICAL CONCEPT

3.1 Social cognitive theory

Albert Bandura has been listed as the fourth most eminent psychologist of the 20th century (American Psychological Association, 2002) and social cognitive theory remains a key theory used in the field of social cognitive research (e.g., Dembo & Gibson 1984; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Fackler & Malmberg, 2016; Klassen & Chiu, 2010). Bandura's social cognitive theory provides a useful lens for this study in understanding and examining the role and beliefs of a teacher as self-efficacy beliefs have been demonstrated to be a critical concept in examining the role of different processes that may affect teachers' performance. This section begins by first discussing Bandura's theory of self-efficacy and then proceeds by discussing more recent research.

From a social cognitive perspective, self-efficacy beliefs are connected to multiple relationships between causal factors as well as neurological thought processes (Bandura, 1997). Bandura (1986) defines this as triadic reciprocality, in which human behaviour, personal factors (cognitive, affective, and biological events) and environmental factors are in relation to each other. Cognitive processes and self-reflection are in a key role in social cognitive theory because with self-reflection one can understand the meaning of events that have happened to them, and one can conduct self-evaluation. Moreover, with self-reflection people can change their way of thinking and acting (Pajares, 2002; Schunk & Pajares 2005).

Bandura (1997) states that one's efficacy beliefs have an impact on how one decides to act in certain situations, and that "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (ibid. 1997, p.3). Furthermore, people's efficacy beliefs have causal and direct effects on the action they conduct, and efficacy beliefs can affect, for example, the amount of effort given (Bandura, 1997; Schunk

& Pajares, 2005). The following section provides a review of the sources of self-efficacy.

3.2   Sources of self-efficacy

According to Bandura's (1997) social cognitive theory, the primary sources of people's self-efficacy are mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. It is through these four principal sources of information that people receive information about their efficacy and form their self-efficacy beliefs (Bandura, 1997). These self-efficacy beliefs in turn provide insights about how self-efficacious one feels and, for example, what goals one sets.

According to Bandura (1997), mastery experiences are the most significant source for self-efficacy, and, for example, by mastering a reasonably challenging task and by overcoming obstacles one builds a sense of efficacy. Successes build self-efficacy beliefs only if they require a decent amount of effort, as tasks too easy to accomplish make people seek for quick rewards (Bandura, 1997). Failures, on the other hand, tend to lower self-efficacy, but a single failure might not have a strong effect on self-efficacy (Schunk & Pajares, 2005). In addition, as Bandura (1997) states, enactive mastery experiences alone do not build peoples' self-efficacy, as critical reflection and cognitive processes are also part of the process. That is, experiences of success or failure alone are not enough for constructing self-efficacy (Bandura, 1997).

As stated by Bandura (1997), one does not build self-efficacy entirely based on one's own experience, but vicarious experiences or modelling also play an important role. By comparing one's own achievement to others' achievements, one can form an idea of what is expected for successful results (Bandura, 1997). Pajares (2002) suggests that vicarious learning allows an individual to learn from others' experiences without the threat of having to experience the possible failure. An individual can follow others' actions and with engagement in the observations, one can adopt the behaviour and try to behave in the same way (Pajares, 2002).

According to Bandura (1997), by verbal persuasion from influential people in one's life, one can strengthen the beliefs that one has what it takes to succeed. Verbal persuasion is mainly feedback from others, and it can be both negative and positive. Positive verbal persuasion from influential people can increase the likelihood that a person will succeed even when facing obstacles. Unrealistic positive feedback on the other hand can lead to disappointment and to a lower sense of efficacy (Bandura, 1997). Thus, it is not indifferent what kind of feedback one receives. As Bandura (1997) explains, in addition to verbal persuasion, also the emotional and physiological state that one is in will affect how one judges the capability to succeed. For instance, anxiousness and stress can lower the beliefs of one's efficacy, affect somatic symptoms, such as heart rate and sweating, and inform people about their physiological state in stressful situations. One's emotions also have a role in this process (Bandura, 1997). As a conclusion, it can be said that people can judge their self-efficacy based on their emotional and physiological state.

4   TEACHER SELF-EFFICACY

This chapter introduces the concept of teacher self-efficacy and how it has been conceptualized in previous studies. First, we will consider how Bandura's (1997) theory of self-efficacy has been used as a base to create the concept of teacher self-efficacy. Following on from this we will define the concept of teacher self-efficacy and move on to problematizing the concept.

Dembo and Gibson (1984) have drawn on Bandura's theorisations to develop the notion of teacher self-efficacy (TSE). Dembo and Gibson (1984) carried out a study which aimed to find correspondence between Bandura's self-efficacy theory and teachers' self-efficacy. The first phase of the study was analyzed with a factor analysis method and yielded two main factors - personal teaching efficacy and teaching efficacy. Both factors correspond to Bandura's self-efficacy theory, personal teaching efficacy corresponding to perceived self-efficacy and teaching efficacy to outcome expectations (Dembo & Gibson, 1984).

Previously, teacher self-efficacy has been studied for example in relation to pupils' motivation (e.g., Mojavezi & Tamiz, 2012), job satisfaction (e.g., Vieluf, Kunter & Vijver Van De, 2013; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010) and teachers' classroom behaviour (Dembo & Gibson, 1984). Previous theses considering teacher self-efficacy have for example addressed classroom management (Mäkelä & Viherkorpi, 2015), student teachers' perceptions on teaching physical education (Laukkanen, 2015) and mathematics teachers' self-efficacy and stress (Tapaninen, 2015).

Teacher self-efficacy as a concept has been defined by Barni, Danioni and Benevene (2019) as "teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity" (p.1). In turn, higher levels of teacher self-efficacy can lead to higher levels of job satisfaction among teachers. As Klassen et al (2009) suggest if teachers' self-efficacy beliefs are strengthened, teachers will be more likely to be satisfied with their occupation. Moreover, Klassen et al (2009) state that "school administrators would do well to focus on building teachers' self-efficacy by providing clear

opportunities for successful experience, positive modeling from successful peers, and verbal encouragement". It could be said that teacher self-efficacy plays an important role in exploring teachers' beliefs and experiences about their work.

As Skaalvik and Skaalvik (2010) emphasize, teacher self-efficacy is a problematic area of study because there is a lack of common understanding on how it should be measured. Most of the studies using the notion of self-efficacy have been quantitative, and, for example, self-efficacy scales have been used for measuring teacher self-efficacy. This present study has a qualitative approach to teacher self-efficacy. This way it is possible to get the teacher participants to define their own perceptions with their own words. Also, the participants in this study are prompted to define the matters that have supported their teaching early FLT without asking directly if a specific matter has affected their self-efficacy. Open-ended questions should not lead the participants to any specific directions (Tracy, 2013).

Teacher self-efficacy has been a focus of research during the past decades, and in the following section we will focus on what elements affect teachers' perceptions of their teacher self-efficacy. The following chapter is arranged into three subchapters, of which first two are personal and environmental factors, after Bandura's (1968) concept of triadic reciprocality. First, we will define personal matters that affect teachers' self-efficacy. Next, we will proceed to present environmental matters that influence teachers' self-efficacy. Lastly, we will examine how teacher self-efficacy influences teachers' job performance. We as researchers have decided to use the term "matter" instead of "factor" in this research, as we find it more suitable for qualitative research context. Thus, from now on, the term "matter" will be used. In this research the term "matter" covers the different sections that might have a role in building one's teacher self-efficacy.

4.1   Personal matters in teacher self-efficacy

According to Fackler and Malmberg (2016, p. 191), teacher's self-efficacy correlates with years of experience, meaning that teachers with a longer teaching career possess a higher sense of teacher self-efficacy. Klassen and Chiu's (2010, p.

764) findings are in line with that, since according to them, teachers' self-efficacy is low in the beginning of one's teaching career but increases as teachers gain experience. The results are also supported by Yost (2006, p. 66), since according to her study about novice teachers the results showed that experiences of success boost one's confidence, which in turn leads to greater self-efficacy. One of the participants of Yost's (2006, p. 66) study emphasized that experience from the field was "the most influential" thing to affect her teacher's self-efficacy. Although teacher self-efficacy is increased as teachers gain experience, Klassen and Chiu (2010, p. 764) also add that towards the end of the career, teachers feel less efficacious. Huberman (1989) suggests that this may be the result of disengagement due to bitterness, or on the contrary, serenity. Furthermore, age may factor in declining self-efficacy. According to Kooij, de Lange, Jansen and Dikkers (2008, p. 14), how one perceives their own age presumably influences their self-efficacy beliefs. It could be said that up to a certain point teachers' self-efficacy increases, until they reach the point of disengagement, or perceive their age in a way that declines their self-efficacy. We want to note that despite our thorough formation of theoretical background, we did not seem to find studies in which the personal matters in relation to teacher self-efficacy would have been recognized.

4.2   Environmental matters in teacher self-efficacy

Environmental matters include the web of relationships that are part of a teacher's daily interaction including relationships both with other teachers, pupils and the principal as well as the parents. Skaalvik and Skaalvik's (2010, p. 1065) study on teachers' relations to parents indicates that these relations strongly affect teachers' perceptions of their self-efficacy. Positive relationships with parents led to higher self-efficacy, whereas negative relationships lowered one's perception of self-efficacy. For example, parents' critique, the feeling of not being trusted by parents, and difficulties in cooperation with parents led to teacher's lowered self-efficacy (Skaalvik & Skaalvik, 2010). Parents' increased curiosity and involvement towards children's education might be the reason why

teachers' self-efficacy is so affected by the parents (Skaalvik & Skaalvik, 2010). This increased involvement might be due to Norwegian parents' level of education, which has increased during the last decades (Skaalvik & Skaalvik, 2010).

Besides the parents, also the pupils and the principal of the school influence teachers' self-efficacy beliefs. Fackler and Malmberg (2016, p. 193) state that pupils' good school performance is in relation with higher teacher self-efficacy. In relation to previously mentioned age-matter, Klassen, and Chiu (2010, p. 748) add that besides teachers' own perception of their age, pupils' stereotyped views about teachers' age may affect the teacher's self-efficacy. Moreover, the principal's work experience and leadership style affect teachers' self-efficacy (Fackler & Malmberg, 2016, p. 193). Evidence from previous research suggests that the principal's leadership style can be part of vicarious experience, for example, if the principal shows good example in their leading style. As mentioned previously, modelling is a part of vicarious experiences. In this case, teachers can, for example, learn from principals' experiences and how the principal portrays their experiences in their leading styles. It can be proposed that the importance of the surrounding environment and the web of relationships has a significant role in building teacher's self-efficacy. The following section aims to provide information about the relationship between teacher self-efficacy and job performance.

4.3   Teacher self-efficacy and job performance

According to previous research, the performance of a teacher, meaning the way in which they do their work, can affect teachers' self-efficacy in a number of ways. Gibbs (2003, p. 2) states that teachers' self-efficacy affects their capability for survival, resilience and persistence, and innovativeness. Yost (2006, p. 74), on the other hand, states that resilient teachers have matters such as the ability to think deeply and meet their students' needs, which leads to increased self-efficacy. Increased self-efficacy in turn could lead to teachers' higher levels of persistence (Yost, 2006, p. 74). Self-efficacious teachers have thought control over their

actions and are more motivated to stay in their teaching profession (Gibbs, 2003, p.10).

In Dembo and Gibson's (1984) study they observed teachers while they were teaching. The aim of the study was to get information about the differences between high- and low-efficacy teachers in academic focus and teacher feedback in the classroom. The results of the study indicated that in 4% of cases low-efficacy teachers criticized students if they answered incorrectly, while high-efficacy teachers did not give feedback in the form of criticism even when receiving an incorrect answer from a student (Dembo & Gibson, 1984). Dembo and Gibson (1984) also report that one's perceived self-efficacy affects one's persistence. Low-efficacy teachers lack persistence compared to high-efficacy teachers, since low-efficacy teachers were more likely to either give the correct answer or allow another student to answer instead of leading the student to the correct answer, which high-efficacy teachers would do (Dembo & Gibson, 1984). According to Dembo and Gibson (1984), the lack of persistence in low-efficacy teachers was also found in situations when the teacher was interacting with a small group, as they were flustered if they were interrupted by the students. High-efficacy teachers did not seem to be bothered by the interruption, and they handled the situation with ease (Dembo & Gibson, 1984). It seems that high-efficacious teachers are more confident in the classroom and trust their expertise. On the contrary, it might be that low efficacy teachers try to maintain order to compensate for their lack of knowledge of how to handle situations of disorder. The lack of persistence in giving the correct answer might be due to the feeling of unease when things do not go according to the low efficacy teachers' plan.

Vieluf et al. (2013, p. 100) state that at the individual level, high teacher self-efficacy correlated positively with job satisfaction. Klassen and Chiu's (2010, p. 747) study supports that statement, and they add that especially teachers who had high self-efficacy for classroom management were more satisfied in their occupations. Self-efficacy for student engagement, on the other hand, did not directly correlate with job satisfaction (Klassen & Chiu, 2010, p. 747). Skaalvik and Skaalvik (2010, p. 1066) also add that job satisfaction is in negative relation with burnout and feeling emotionally drained. Klassen and Chiu's (2010, p. 747)

results are in line with that, since according to the teachers who suffered from higher levels of job stress felt less satisfied in their jobs. Higher levels of job stress also led to lower self-efficacy in classroom management, student engagement and instructional strategies (Klassen & Chiu, 2010, p. 748). Emotional drainage was caused by time pressure and discipline problems (Skaalvik & Skaalvik, 2010, p. 1064). Studies did not indicate the cause of job stress. In conclusion it can be said that teacher self-efficacy is a matter that can affect teachers job performance, job satisfaction and resilience, in both positive and negative ways.

In relation to studies on TSE, some researchers have studied professional self-image connected to teacher self-efficacy. According to Korpinen (1996, pp. 141–142), self-efficacy is a part of a teacher's professional self-image. As Korpinen (1996, pp. 141–142) states, a teacher's professional self-image consists of one's perception of how one manages his or her occupation, and what he or she is capable of doing in their job. A teacher's professional self-image starts to develop during teacher education and continues to do so when one proceeds to work as a teacher (Korpinen, 1996, pp. 141–142). Gibbs's (2003, p. 9) findings are in line with this, suggesting that teacher education should focus more on developing student teachers' sense of self-efficacy and how to enhance it. Teacher's professional self-image can be connected to the previously mentioned environmental matters too. A professional self-image also forms in social interaction with other people, for example when feedback is received (Korpinen, 1996, pp. 141–142). This is in line with Bandura's (1997) theory of verbal persuasion. According to Bandura (1997), other people's judgments affect one's self-efficacy; positive judgment empowers one's self-efficacy when on the contrary, negative judgment may weaken one's perception of his or her capabilities. As Qadeer, Tahir, and Muhammad (2018) state in their research, a teacher's professional self-image is in correlation for example with classroom management and an individual's teaching skills.

4.4   Research task

Previous research of teacher self-efficacy has been mainly focused on getting the overall picture of teacher self-efficacy in different contexts. Previous research has been mainly quantitative, and different kinds of teacher self-efficacy scales have been used in order to measure teachers' self-efficacy. Quantitative research methods might give useful insights about teachers' self-efficacy in larger scale studies, and they are effective in providing numerical data about teachers' self-efficacy, but they might not reach teachers' beliefs and experiences in all contexts.

In this research qualitative approach is used in order to get a more in-depth view of how Finnish primary education teachers see their own self-efficacy in teaching early foreign languages. In addition, the number of participants in this research is more suitable for qualitative research. That said, using a ready-made quantitative self-efficacy scale would not be as useful, because it would not reach issues regarding the new situation Finnish primary education teachers are facing. The methodology of this study is further examined in the following chapter. The two research questions underpinning this research are as follows:

1. What insights into teachers' self-efficacy are provided by the teachers' descriptions of their experiences?
2. What supports primary education teachers' sense of self-efficacy in early teaching of foreign languages?

5   METHODOLOGY

5.1   Research Context

In this chapter the research context of this study is presented. As this research is focused on early teaching of foreign languages, it is noteworthy that this research is firmly connected with the time of changes in foreign language teaching in Finland. Although all changes in education affect both pupils and teachers, this study focuses on the teachers' point of view and takes into consideration how teachers' responsibilities have changed. After the decision on starting foreign language teaching earlier, both class teachers and subject teachers are facing new situations and possible challenges that they most likely were not trained for during their teacher education. Because of this, it is important to gather information from this context with qualitative research, as Finnish teachers' changed job descriptions could not be researched with any general teacher self-efficacy scale.

In this study the research context is not any particular school, as this research aims to provide information about teachers' experiences everywhere in Finland and not in any particular area. Still, it is necessary to note that the local differences in, for example, local curriculums and schools' language choices might make up a number of differences in how early teaching of foreign languages is conducted locally.

5.2   Research Participants and Research Data

After deciding the research context and defining the focus of this research we then proceeded to choose the target group of our research which is teachers working with children in the lower grades of basic education who had experience of teaching early foreign languages. To recruit participants, an open invitation was posted in two Facebook groups (Varhennettu kieltenopetus ja kielirikasteinen opetus & Alakoulun aarreaitta – Ideoita ja oivalluksia opetuksen

tueksi). Twenty teachers volunteered to participate in the study. The majority of the teachers (N=19) taught English, and one teacher taught Swedish.
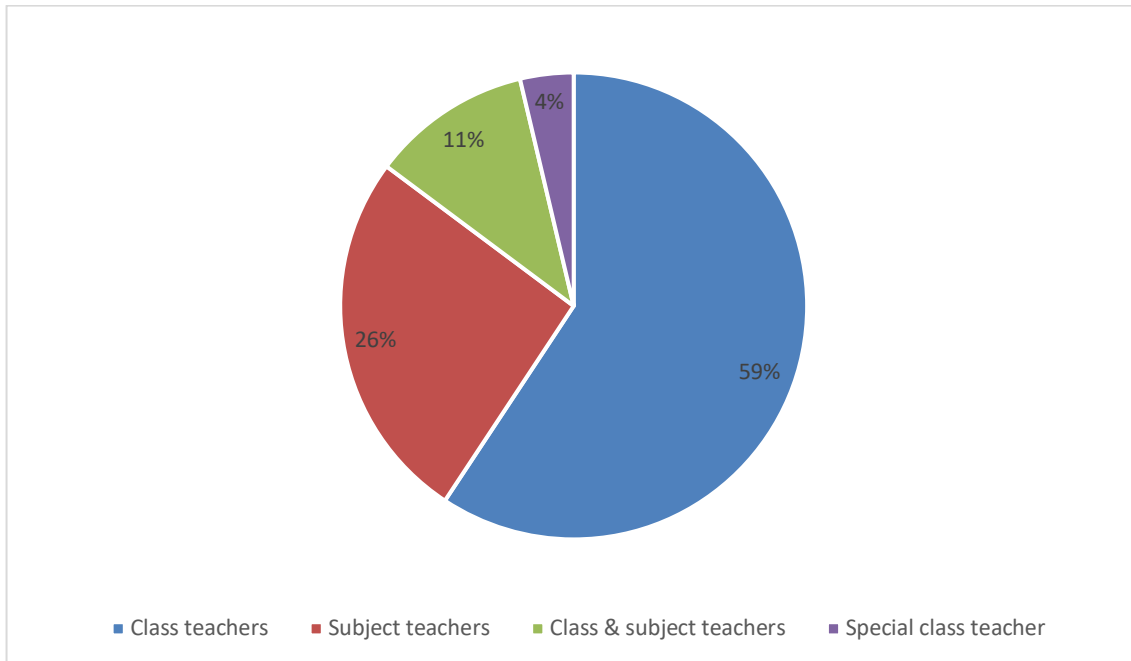

Figure 1 Research participants divided by their teacher qualifications

As can be seen in Figure 1, the participants were class teachers, subject teachers, special class teachers, and teachers with dual qualifications as class and subject teachers. All subject teachers in this study were language teachers.

5.3   Data Collection

In this section the data collection process of this research is explained. The primary goal of this research is to collect qualitative data about teachers' experiences and opinions. A questionnaire was used as a data collection method in this research, and the data was collected through Webropol. The questionnaire involved a section for both participants' background and for open-ended questions. We wanted to reach as many teachers as possible and get a broad insight into the teachers' experiences of early FLT, but since this is a smaller scale research, we did not have the resources to invite a large number of teachers to interviews. As Cohen, Manion and Morrison (2011) suggest, open-ended questions can be a useful device for smaller scale research.

The open-ended questions were at the heart of the questionnaire, and they aimed to cover different aspects of early FLT and gather information about teachers' experiences about early FLT. To ensure that the questions would reach all aspects of teaching, we decided to use planning, execution, and evaluation as the basis of our questionnaire. We saw these three as crucial parts of teaching because teachers' job is more than just carrying out the lessons. In order to meet the curriculum demands mentioned earlier in the thesis, the teachers need to plan their teaching in relation to the aims and objectives in the curriculum. Teachers also need to choose the right methods and approaches in their execution of teaching to suit young learners. Finally, the curriculum guides teachers in the evaluation process.

Designing a questionnaire is not a straightforward process, as there are no strict theoretical guidelines and the researchers' own intuition has a significant role in conducting a well-designed questionnaire (Crawford, 1997). However, it is possible to follow the steps involved in questionnaire design that Crawford (1997) proposes to ensure a sound questionnaire. We approached the questionnaire design by first deciding on the question content and then developing the questions and finalizing the word formation of the questions. For the final version of the questions, see appendix 1.

To make sure that the questions were adequately designed for our research purposes, we piloted the questionnaire. Cohen, Manion and Morrison (2011) state that creating and testing a pilot questionnaire will help with increasing the reliability and validity of the research, or in other words to make sure that the questions answer the research problem and that the researchers' opinions are not involved in the questionnaire questions. In addition, a pilot questionnaire will ensure the clarity of the questions and the possible need for more prompts in the questions (Cohen, Manion & Morrison, 2011, p. 402). After receiving the pilot questionnaire answers, we figured that the pilot questionnaire answers were fitting for our research purposes, because the respondents seemed to understand the questions in the way that we meant them to be understood. Thus, we did not make any changes to the formatting of the original open-ended questions. However, before sending out the final questionnaire we noticed that not enough

options for teachers' qualifications were included and that the possibility of studying English as a major subject at university had been omitted by mistake. We therefore decided to add these options to the background section of the questionnaire. After completing the finalization process of the questionnaire, the questionnaire invitation was sent to the participants to answer. Ethical considerations will be examined later in the thesis. In the following section the data analysis process is explained.

5.4 Data Analysis

In this section, the qualitative content analysis approach used to analyse the dataset is outlined. Generally, in qualitative content analysis, core consistencies are identified from the data creating the dataset for the study (Patton, 2002). The process of finding codes and eventually forming themes from the dataset is distinctive to qualitative content analysis (Graneheim, Lindgren & Lundman, 2017). Keeping the research problem in mind while doing the analysis helps with big amounts of data, as it is easier to focus on the important matters and rule out the things that are not relevant for the research (Elo & Kyngäs, 2008). We processed both of our research problems separately in this manner. The analysis process is described in detail in the following chapters.

While analysing the data, it is difficult for one to separate themselves completely from the theoretical background (Braun & Clarke, 2006), and the same applies in this research. We did not force the analysis to fit any previous theory, but we can recognize the influence of earlier studies. Thus, our analysis process was implemented in an abductive sense. Features from both inductive and deductive analyses are combined in abductive analysis (Patton, 2002). Typically, in an abductive analysis, the researchers move between the data and the theory to find consistencies (Timmermans & Tavory, 2012). In this research, the movement was not active, but the unconscious influence of the previous research is visible particularly in the theme development process of identifying and classifying the supportive matters for teachers' self-efficacy.

The collated amount of data for the five open-ended questions, which were mostly used for the analysis from the questionnaires, was six A4-pages of text in font size 12 and 1,0 line spacing. However, during the analysis, we only used each participant's separate answer sheets, and not the collated answers. To start with the analysis, we printed each participants' answers and gave pseudonyms to the respondents. After this we proceeded to read one participant's answer at a time. At this point we wanted to familiarize ourselves with the data and approach our data with curiosity and did not make any notes about the data at this point. After carefully reading through the data, we started more in-depth analysis and started to focus on how the teachers' descriptions of their experiences about early FLT provided insights into their self-efficacy. This was followed by a focus on what seemed to contribute to the teachers' self-efficacy. In both of the focal points we followed Vaismoradi, Jones, Turunen and Snelgrove's (2016) theme development theory, which consists of four phases. Our adaptation of the phases is illustrated in figure 2.

Figure 2 Theme development process adapting Vaismoradi et al.'s (2016) theory.
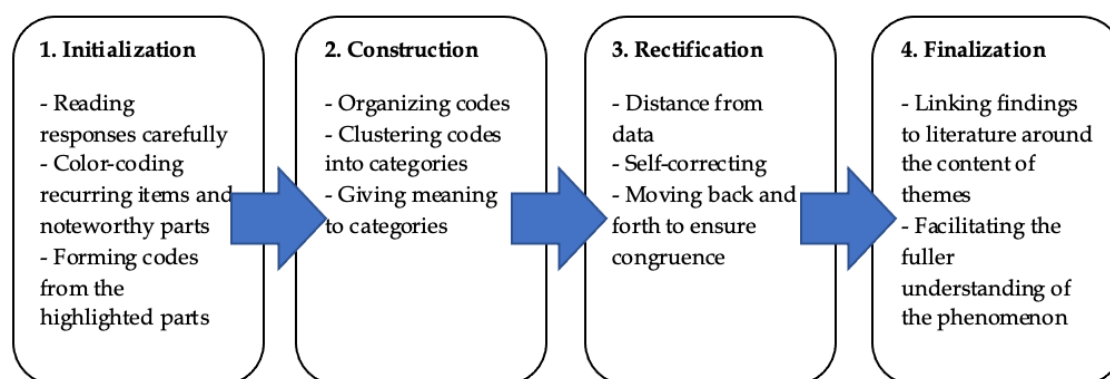
The first phase is initialization in which the data is carefully read through, interesting, unusual, and noteworthy things are highlighted, and that included in the initial codes (Vaismoradi et al. 2016). The second phase is construction which consists of organizing and clustering the codes and giving names to categories. The third is rectification which means that the researcher takes distance from the analysis which enables the researcher to self-correct and ensure that the process is in line with the focus of the study. The last phase of the process

is finalization. In finalization, results of the present study are linked to theory as an indication of evolving the theoretical framework (ibid., 2016).

5.4.1 Analyzing teachers' descriptions of their early foreign language teaching experiences

As we started the analysis, we first focused on how the teachers' descriptions of their experiences about early FLT provided insights into their self-efficacy. Then we approached reading the answers carefully with the first research problem in mind. We started to highlight the parts that had important information related to our first research problem which ended up being singular words. We then read through the data again with a focus on the color-coded parts. After multiple times of reading the dataset, we started to identify which parts of our dataset provided insights specifically into teachers' self-efficacy.

We had originally created the questionnaire questions based on the three aspects of teaching, which are planning, execution, and evaluation. As the dataset was abundant, we thought it would be beneficial to process each part of teaching according to our questionnaire questions. After forming the three categories, we created a visual representation of the categories. In order to support the navigation of the data we made a clear visual representation of all of the answers. After comparing the singular words in our dataset, we started to notice that the words had interpretations about different feelings. We then tried clustering the different words into positive, neutral, and negative groups. As we examined the content of our clusters in more detail, we were able to test the idea of our clusters' adequacy. This way we were able to construct our informed response to the first research question. Our justification for the feeling-based clusters can be seen below in figure 3.

Figure 3 Forming the feeling-based categories.

Quote	Feeling
Excellently, English has been a beloved hobby of mine. (v3)	Positive
I see that I manage planning moderately – there is enough ideas. (v17)	Neutral
I'm not satisfied with my execution of teaching. (v20)	Negative

Because we as researchers were working together throughout the whole analysis process, we were able to exchange thoughts and ideas freely. After forming the feeling-based clusters, we distanced ourselves from the analysis which gave us space to self-correct. This combined with reading theoretical articles about content analysis allowed us to consider our analysis process and theme development from various perspectives and ensured that we were able to make reasonable and justifiable choices throughout the analysis process. In the next chapter the analysis of the second research problem is presented.

5.4.2   Analysis of what supports primary education teachers' self-efficacy in early foreign language teaching

The analysis continued with re-reading the questionnaire answers with a focus on what supports teacher self-efficacy. The focus helped us to highlight the expressions that had valuable information about the supporting matters for teacher self-efficacy. These highlighted expressions were the base of forming our codes. To make the dataset more coherent and visual, the codes were written down on small pieces of paper. We noticed that among the codes there were similarities between the codes, and even some of them were exactly the same. Those codes were easy to put in the same groups as we started to cluster the codes. We processed the different codes and started to make meaningful connections within the clusters. This process resulted in six different groups that were not yet named. The six groups were "mutually exclusive" (Vaismoradi et

al., 2016, p. 105), meaning that based on our understanding, we could not put a single code in a different cluster. With having the codes on separate clusters, it was easier to think about what the categories represented. After processing and examining the content of our different clusters we were able to identify what they represented. Based on that process, we were able to start naming the categories. We then proceeded to analyze the categories even further. In the analysis process we examined if we could reduce the number of categories by connecting the ones that had similarities. We deduced that we could form two themes from these six categories. The theme development process is pictured in figure 4.

Figure 4 Moving from codes to themes.

Codes	Categories	Themes
General collegial support Coworkers' support Cooperation between a classroom teacher & a subject teacher Vocational Facebook groups	Collaboration	Environmental matters
Published teaching materials Free materials	Teaching materials	
Pupils' excitement Curriculum Evaluation rubrics Support from school's management	Non-teacher related matters	
In-service training Educational background Other studies	Education, expertise	Teacher's personal matters
Work experience School routine Learning by doing	Experience	
Teacher's excitement Interest Teacher's perceived language skills Foreign language as a free time hobby	Personal matters	

As can be seen from the figure 4 above, we managed to form two themes, environmental matters, and teacher's personal matters. After forming the themes, we stepped back from the analysis and saw the connection with the theoretical background presented earlier in this research. These two themes will later form the structure of our results section. In the next chapter, we will consider the ethical solutions of this research.

5.5   Ethical Solutions

According to the Finnish National Board of Research Integrity (2019), research should be based on ethical principles. It includes for example the researchers' transparency and honesty, and appropriate reporting of previous research. In depth reporting of the analysis process is also a part of ethical principles of research, and according to Vaismoradi et al. (2016) it also increases the research's reliability. Therefore, we included visual representations of different phases of the process and the results and reported them in detail in writing.

Before the participants got to answer the questionnaire, they had to read a a letter of introduction of the research (appendix 2), and a privacy notice (appendix 2) and in which the use of their information, how the answers are stored, and pseudonymity were discussed. To be able to take part in the research, participants had to fill an agreement (appendix 4), otherwise the Webropol questionnaire would have closed. In the questionnaire itself, the only personal data that was gathered was profession and educational background. The given information was used for the research purposes only and was appropriately disposed after the finalization of the research. All the answers were stored in the university's U-drive, and the printed answers in a locked cabinet. For the whole research process the participants remained anonymous, and in the reporting of the results pseudonyms were used. The participants' answers could not be connected to the personal information; thus, participants could not be recognized.

Since the questionnaire was in Finnish, we had to translate the answers into English to fit the research's purposes. We were careful translating the answers so that the meaning of the answers would not change in the process.

6   RESULTS

In this chapter, the results of the present study are presented. This chapter is divided into two subchapters according to the two research problems. The first research problem aims to answer how the presence of emotions in the teachers' descriptions of their experiences about early FLT provide insights into their self-efficacy. The second research problem aims to depict the different matters that support teachers' sense of self-efficacy in early teaching of foreign languages. Direct quotations from the questionnaire responses are inserted into the results. Participants' pseudonyms are used, v1 meaning the first participant, v2 the second and so on.

6.1   What insights into teachers' self-efficacy are provided by the teachers' descriptions of their experiences?

The results of the first research problem are presented in an order that follows our questionnaire questions. Teachers' descriptions of their own self-efficacy and our interpretations about them are considered in relation to planning, execution, and evaluation. These three processes are concerned as crucial steps in teaching based on the Finnish national core curriculum for basic education. The results of the first research problem were not equivocal in a sense that even though a teacher might feel like they perform well in planning early FLT, they might not feel the same way about executing early FLT. Rather, there was differentiation between the responses for each aspect of teaching in a respondent's answers.

Planning of teaching

The results indicate that planning does not create too many challenges for the teachers teaching an early foreign language. Teachers' positive expressions, such as excellent, suggest that most teachers in this study feel self-efficacious in regard to planning the teaching of early foreign languages. These positive expressions can be seen in the following quotations: "I experience that I have pretty good readiness for it [planning]." (v9), "I experience that I have both the expertise and

the excitement." (v2), "The challenge with early teaching of English is mainly the richness of the materials." (v6)

In this study, one teacher implied that planning is easy and that it is easy to plan teaching content in relation to the school and pupils' needs: "--easy to plan content regarding the needs of my own school and my own groups." (v6). This finding supports the previously mentioned finding that planning goes well for most teachers. In addition to this, one teacher implied that development in planning the teaching has come through experience: "I have developed in teaching with experience." (v1)

On the contrary to the positive descriptions of planning, only one teacher said that planning goes "moderately". It needs to be noted that even this teacher still felt that there are enough ideas to plan the teaching moderately, so it could be said that this finding is not entirely negative. Furthermore, this teacher emphasized that in the middle of everything else happening, they have not been able to familiarize themselves enough with this new matter: "I see that I manage planning moderately -- there is enough ideas. With everything else going on I have not been able to familiarize myself enough with this new matter." (v11)

Based on the analysis of the participants' responses, it could be said that planning does not raise any significant challenges, that in turn could possibly make teachers feel less self-efficacious. Thus, in this study teachers' self-efficacy beliefs in relation to planning can be seen as relatively high. It needs to be noted that good planning might not lead to successful execution. This point will be further discussed in the discussion section of this thesis.

Execution of teaching

In relation to planning, there was more variation in responses in regard to executing the teaching of early foreign languages. Nevertheless, the majority of the responses suggest that most teachers in this study feel self-efficacious in regard to the execution of teaching, because most teachers described their teaching experiences in a positive sense. Terms such as "excellently" and "well" were used often to describe the respondents' perception of their execution of early foreign languages teaching.

Some respondents felt that their execution of teaching is varied because of different kinds of learners and because the place and time of the lesson is difficult. Those can be depicted in the following quotations: "The realisation of the teaching varies. It is sometimes hard to execute functional activities as there are 21 different types of learners in the classroom." (v11) and "It [execution] varies. The placement of the class, Thursday afternoons, is hard and oftentimes the children are tired at this hour. It is not possible to change the placement of this class because of the integration of the classes." (v19) These are the matters that teachers might struggle with each school subject, and probably teachers come up with different means to tackle them. However, some incidents can surprise even the best prepared teachers because no one can control everything.

In this study one respondent described that the execution of teaching requires more work than planning and that execution is sometimes difficult regarding the large group size. It could be that this teacher considers planning and execution as two different activities rather than a continuum. Elements of functional learning are especially difficult to execute in a large group. It could be said that large group sizes are not that suitable for early teaching of foreign languages and that when teaching larger groups, teachers might sense that they need to do more work. This can be seen from the following quotation from respondent 6: "Execution requires more work than evaluation -- in a big group of almost 80 one to two graders it's hard to execute certain games, plays or functional learning -- that would work better with a smaller group size." (v6)

In this study, only one of the respondents describes their execution of early FLT negatively, which is highlighted in this following quotation: "I am not pleased with my execution of the teaching. I feel that my skill levels are inadequate." (v13) In the quotation, this respondent specifies that the feeling of dissatisfaction is caused by the respondent's perception of their insufficient skill level. The respondent did not specify whether the insufficient skills are their language skills or language teaching skills. It needs to be highlighted that not all of the respondents' self-efficacies can be defined as "high" in relation to the execution of teaching. Still, it is clear that most teachers in this study had positive

feelings towards their execution of teaching, and that they could be described as high self-efficacy teachers in relation to execution of teaching.

Evaluation of teaching

In contrast to planning and execution, teachers' perceptions of evaluation were divided rather evenly between positive and negative. On the subject evaluation, teachers mainly focused on describing how they evaluate, and what the evaluation is based on. Some even criticized evaluating the subject. One respondent (v2) described that it is against the subject's goals to evaluate pupils in the early years of foreign language teaching.

Six of the respondents in this research described their self-efficacy in evaluation with positive descriptions. They saw evaluation as easy and clear, and felt that evaluation is continuous and does not evoke any challenges. Overall, these six respondents felt that they perform well in evaluation, as is highlighted in the following quotations: "So far evaluation has been easy and clear." (v6), "Evaluation of the teaching is continuous, and I feel that there are no challenges in it either. (v10)"and "I see that I perform well [in evaluation]." (v15)

On top of the good performance in evaluation, one of the respondents described that they could be better at evaluating the subject. This teacher described that they do not evaluate learning continuously, because there is no need to give a numerical grade, as is expressed in the following quotation: "There is room for improvement in this. I don't do regular evaluations because there's no grades for this subject. Rather I evaluate during the class if the pupils know the vocabulary and if we can go to the next part [evaluation]." (v19)

Whereas six of the respondents had positive experiences about evaluation, six of the respondents described their experiences in evaluation with negative descriptions, three of them describing it as "challenging" and the other three as "difficult". This is summarized in the following two quotations: "Evaluation is challenging." (v17) and "Evaluating is difficult --." (v14)

To further examine why evaluation is seen as difficult and challenging, it needs to be noted that one teacher emphasized that evaluating early teaching of foreign languages is difficult if the evaluation is something else than just pass or

fail, as one participant highlights in their response: "I experience that it is hard - - to evaluate learning in early foreign language teaching in any other way than pass/fail principle." (v13) In other words, numerical grading of early FLT might not be necessary at this level, when the subject only aims for functionality and getting to know the language. Moreover, one participant felt that there is a lack of a proper evaluation criteria, thus, it "felt like jumping on a moving train, and learning while going forward with a high speed." (v6)

In conclusion, it could be said that in relation to planning and execution, some teachers feel less efficacious in evaluation. This could be due to the fact that some teachers felt that evaluating the language education in the lower grades feels wrong and even opposite to the goals of the teaching, as was highlighted above. It is important to state that a respondent could have varied perceptions towards different aspects of teaching. Even though this respondent felt that planning and execution of teaching is going well, evaluation might have felt difficult. And even though one respondent (v13) felt dissatisfied with executing and had difficulties with evaluation, they stated that planning is going quite well. Thus, it cannot be generalized that teachers perceive the same way about all aspects of teaching.

6.2   What supports primary education teachers' self-efficacy in early foreign language teaching?

Based on the analysis of the participants' responses, we have identified matters that have supported teachers' self-efficacy. These are crucial to investigate because building one's self-efficacy consists of a number of different matters. By identifying the different matters that support teachers' sense of self-efficacy we can provide information about what really helps teachers in their profession.

6.2.1   Environmental matters

The environmental matters found in this study are collaboration, teaching materials, and non-teacher related matters. Based on this study it can be said that

these different matters build teachers' sense of efficacy in the teaching of early foreign languages. These matters are described in more detail in this chapter.

Collaboration

We have identified that discussing with colleagues, and a good and supportive work environment builds one's self-efficacy in early FLT. It can be identified in following excerpts: "I have gotten support from the conversations with my colleagues." (v12) and "I experience that I manage planning quite well when we are planning together with my colleague." (v13)

In addition to general collegial support, one respondent described co-worker's support as important. V10 describes that they have been teaching an early foreign language together for a couple of years now, but co-worker's support was the most valuable when early teaching of foreign languages started in their school. Now, co-worker's support enables the use of diverse teaching methods in the classroom. V10 describes teaching with a co-worker as follows: "In the beginning I had help from my co-worker -- we use various teaching methods." (v10) This indicates that working together with a co-worker can be a great help for adjusting to the teaching job, as well as for diversifying teaching.

In this study one environmental matter that supports teachers' sense of efficacy is cooperation between a class teacher and a subject teacher. Class teachers in this study reported that working together with English subject teachers has supported them. In addition, one English subject teacher described that working together with the lower grades class teacher has been beneficial. The results of this study suggest that the cooperation between class teachers and subject teachers is beneficial both for class teachers and subject teachers. Both teachers can learn from each other and share their own expertise regarding the teaching of early foreign languages, and this can build their sense of self-efficacy. The relationship between class teachers and subject teachers is highlighted in the following quotations: "I have worked together with the subject teacher –-." (v1), "-- In addition, we received plenty of support from our school's full-time English teacher who teaches in the lower grades--." (v10) and "--The cooperation between

subject teacher and class teacher has been fruitful because both have been able to bring their own expertise into early teaching of foreign languages --." (v6)

All the teachers in this study are a part of vocational Facebook groups, because the webropol link was posted in these groups, but based on our study it is not evident how active the participants are in these groups. Usually, teachers use these Facebook groups to, for example, share and collect material and exchange thoughts about teaching and learning. In this study participants reported that vocational Facebook groups have supported them in teaching early foreign languages. This can be seen from three different data excerpts: "--other types of vocational support in different kinds of teacher groups." (v14), "Also the vocational facebook groups have helped a lot." (v7) and "-- teachers' facebook sites [have helped]." (v18)

Teaching materials

In addition to collaboration, teachers in this study reported that different teaching materials have supported them. We discovered that both published and free teaching materials are important in building self-efficacy. In addition, some teachers still felt that they would have benefited from more materials. Some teachers felt the need for, for example, more resources for materials, more written materials, and better teachers' materials. In addition, one teacher felt the need for ready-made materials that would support functional and active learning. These can be depicted from the following quotations: "-- Ongoing development of online teaching materials and good textbooks." (v20), "In the ready-made teaching materials [I would have needed] more ideas that support functional learning." (v12), "[I would have needed more] resources for the materials." (v3) and "--The challenge with early teaching of English is mainly the richness of the materials." (v6) From these perspectives it can be interpreted that teaching materials have a role in supporting teachers' teaching and therefore their sense of efficacy. On the contrary, one teacher said that there has been a challenge with too wide a range of materials. This finding suggests that the teaching materials should be straightforward and easy to find, for teachers to get full potential out of them.

Teachers in this study depicted that pupils' excitement at learning a language increased the teachers' own excitement for teaching early foreign language: "My own attitude regarding the teaching of early languages is excited, because the pupils are excited." (v12). The pupils' excitement was also identified as a feature which has helped to build teachers' self-efficacy, as well as increased teachers' perception of their capability of executing early teaching of foreign languages: "Both my own and the children's excitement about the subject in question [has supported the development of my own teaching]." (v10). In this study teachers specified that pupils' excitement "was contagious". What the teachers did not talk about was the possibility that an excited teacher could also lead to excited pupils.

Non-teacher related matters

From the non-teacher related matters curriculum raised the most thoughts. Four teachers in this study mentioned the curriculum for basic education in different contexts. One of them had participated in making the school's curriculum for early teaching of foreign languages: "I took part in the curriculum work regarding early teaching of English in our school with our language teacher. The contents, the goals and the working methods were easy to justify based on the curriculum. (v15)" One teacher described that executing early teaching of foreign languages is clear, because the teacher has gotten familiar with the curriculum's content: "I have gotten familiar with the contents of the national core curriculum. (v2). The curriculum is seen as flexible, which gives the teachers freedom to plan the contents of teaching according to the interests of the pupils: "I am pleased with the fact that the curriculum gives freedom to plan the [teaching] contents based on the pupils' own interests. (v9)" One teacher said that the curriculum's goals are great, but the limited time for early teaching of foreign languages causes an issue for reaching the goals: "The goals are great, but I feel that the lack of time is hard." (v17)

6.2.2 Teacher's personal matters

Based on the analysis process, the teacher's personal matters were divided into three categories which were education and expertise, experience, and personal matters. In this chapter, the teacher's personal matters are described in more detail.

Education and expertise

In this study, education and expertise can be seen as matters that build teachers' sense of self-efficacy. In this research, in-service training was recognized as one of the matters that has supported the building of one's self-efficacy. This can be seen from these quotations: "The early English teaching course that I took [has supported the development of my teaching]." (v11), "In-service training [has supported me]. There would be a need for more native English-speaking educators for the upkeep of teachers' own pronunciation and speech." (v17), "Quality in-service training [has supported the development of my teaching]." (v9) and "The in-service trainings [have supported the development of my teaching]." (v2)

One teacher described that in-service training provided good patterns for planning early foreign language lessons and making materials: "From the in-service training I received a good model for planning teaching contents and for preparing materials." (v9) The quality of the in-service is crucial, because not everyone who had gotten in-service training mentioned the importance of in-service training in their answers. With a well thought out content the quality of training could increase, and the in-service training might feel more meaningful. Additionally, a couple of respondents stated that they would have wanted to participate in an in-service training but had not gotten the opportunity to do so.

Educational background was identified to be a matter that builds one's self-efficacy in early FLT. These two teachers had studied languages in their university studies. The other one has a double qualification as a class and subject teacher, the other one has studied in the JULIET-programme and specialised in language integration and English teaching. The meaning of educational background can be depicted from the two quotations: "Good base education

(From the Juliet-program class teacher, subject teacher and CLIL-teacher) [has supported the development of my teaching]." (v8) and "double qualification [has supported the development of my teaching]." (v2)

Experience

In this study, many teachers reported that earlier teaching experience has been beneficial for them. Earlier work experience was seen as something that in general gives insights and perspective to how teaching should be conducted in the lower grades of basic education. One teacher described that "-- former teaching job in primary school has demanded functional and interaction focused teaching of foreign languages, so in early FLT this was even easier to execute --." (v17). In addition, one teacher mentioned that "During years I have gotten a view of what kind of contents and arrangements serve the little language learners the best." (v8). As these quotations highlight, earlier work experience in teaching can make teachers feel more self-efficacious. Having experience can create a sense of security and certainty which can help even with the unpredicted incidents. Because of earlier work experience, one teacher reported that keeping up with the school routine makes it also easier to plan the teaching of early foreign languages. Learning by doing was also mentioned by one teacher: "Because educating is very routine-based for me, I experience that I can plan [language lessons]." (v7)

Personal matters

From the data, some personal matters were discovered. These personal matters are related to teachers' interests and personality. As one teacher describes in the following excerpt, their own excitement towards teaching an early foreign language has developed their teaching: "--Excitement [has supported the development of my own teaching]." (v2). Teachers' own perceived language skills were used to describe the reason for one teacher's good performance in planning/executing/evaluating early foreign language as follows: "I experience that I manage well, because I know English well myself." (v19) The tendency to use languages in free time was also listed as one of the reasons for developed

teaching. Teacher 3 described their use of English on free time and their personal interest to be the only matter in developing their teaching. The lack of support from elsewhere can be noticed in the following excerpt: "--English has been a beloved hobby of mine and I have always used it in teaching -- Only my own hobbies and own interest [have supported the development of my own expertise]. I have not gotten any support or materials whatsoever." (v3)

Based on the analysis of the teachers' responses, it can be said that teachers have varied experiences and opinions towards early FLT, and that there are a number of matters that can support teachers' self-efficacy in early FLT as addressed in the following discussion section.

7   DISCUSSION

The aim of this research was to study primary education teachers' self-efficacy in the context of early FLT in Finland. The first research problem focused on finding answers to how the teachers' descriptions of their experiences about early FLT provide insights into their self-efficacy. The second research problem aimed to find what supports teachers' sense of self-efficacy. These research problems were answered through an analysis of an online questionnaire that was completed by 20 primary education teachers. Through the analysis of teachers' responses two main themes were identified, and these themes were named as personal matters and environmental matters. One of the main results of this research was that overall teachers' feel that they have a good sense of self-efficacy, yet still evaluation is seen as a challenging matter. The results highlight the perceived need for ready-made materials and materials that would have both written and functional content. The analysis of teachers' answers also expressed that collegial support has been in a crucial role in supporting teachers' sense of self-efficacy in early FLT.

We will begin this section with first outlining the key conclusions regarding teachers' self-efficacy in early FLT and then move onto discussing the matters that support teachers' sense of self-efficacy. We will then present a discussion of the limitations of this research and finally proceed to end this section with presenting ideas for future research.

One of the main results of the study is that teachers' self-efficacy in early FLT is mostly good, but there is variation on teachers' self-efficacy perceptions among planning, execution, and evaluation. Planning felt the easiest to the teachers. As the contents of the subject may be relatively easy, the planning of the contents does not take as much time as in other subjects. This might create a false image of easiness. Due to their education, class teachers might lack the knowledge of teaching foreign languages to young learners as has been identified in the earlier research (see Huhta & Leontjev, 2019; Hahl et al. 2020). Consequently, teachers might not be able to consider different learning methods

for early FLT. As the teachers at the planning stage might not consider how languages should be taught, they might not be that satisfied with their execution. However, teachers' self-efficacy was relatively good in executing early FLT. That could be because the content and vocabulary of early FLT is relatively simple. What seemed to lower teachers' self-efficacy on executing was considerations that are out of their control. Teachers cannot have control over the timing of the lessons and group sizes, and according to the analysis of the participants' responses, those things might cause lack of concentration and furthermore problems with keeping the volume level of the classroom on a reasonable level. Likewise, Dembo and Gibson (1984) state, a teacher with a high self-efficacy does not get flustered when interrupted. It could be that the teachers who felt like environmental matters negatively affected their self-efficacy were not very self-efficacious in the first place.

Of the three aspects of teaching, teachers' self-efficacy on evaluation was clearly lower than the others. This roots back to the planning stage, as teachers should plan beforehand how they are evaluating the children in specific tasks. As the demands of the subject are different from a lot of other subjects, it may be difficult to know how to use other evaluation methods besides numerical grades and pass/fail. Concerning that, one of the results of the study is that there is no clear evaluation criteria available. Moreover, there is a lot of variation between schools on how early teaching of foreign languages is evaluated. First step to enhance this would be making coherent evaluation criteria for all schools. From there, it would be easier to create support materials for evaluation. Some of the participants in this study raised a question about whether it is relevant to evaluate early foreign language or not. As the subject aims for functionality, and has elements of playing and singing to it, it might be difficult for shy pupils to participate. Thus, there would not be much to evaluate the shy pupil from, and the evaluation might focus on the pupil's personal features rather than his or her language skills.

What needs to be taken into account about the results of this study is the fact that even though most participants had gotten support in many ways, there were still two out of twenty participants who felt that they had not gotten any

support. If that result was generalized, it would mean that one tenth of teachers in Finland have not gotten enough, if any, support for the development of their expertise in teaching early foreign language. We as researchers recognize the limitations of this study and understand that we might not be able to generalize the results that way. Still, it is meaningful to point out that some teachers feel that they are left alone with no support in any way at all. The previous research done on early FLT also supports this finding (Hahl et al. 2020; Hallila, 2019; Huhta & Leontjev, 2019). Hence, we think it is safe to say that teachers in general need more support on this relatively new change, as well as with other major changes in the curriculum, too. As Bland (2015) and Pinter (2006) propose, good quality in-service training is in key role in assuring the quality of the teaching.

As one of the participants stated, they felt like they had "jumped to a moving train" without proper, ready-made evaluation criteria to help with evaluating. As is interpreted from our data, many of the teachers that this change considers had to adapt to the change "on the go" without proper support before the change. Hallila (2019) got similar responses on her master's thesis study. This cannot be a sustainable model on adapting to the changes on the field. We feel like this might be the case for other major curriculum changes, too, and should be looked into in more detail, as the changes are coming from above, from people that may not even have any experience from the teaching field.

In this research, the meaning of the work community was significant. Its significance is emphasized, as it is listed in the matters that supported the development of teachers' self-efficacy on early FLT. Vieluf et al.'s (2013) statement supports this result, as they state that job satisfaction and self-efficacy are positively correlated. Teachers should feel being taken care of in their occupation, as feeling otherwise can decrease their self-efficacy, and as a result, impair the quality of teaching. Thus, schools should focus on building a good and supportive working environment which enables teachers to learn and grow in their profession.

Besides the work environment, this research showed that all other forms of collegial support increased the experienced self-efficacy, too. Just as Huhta and Leontjev (2019) reported about class teachers' and language teachers' having

different strengths in relation to early teaching of foreign languages, the present study suggests that they could support each other in that sense. If a class teacher is unsure about their language skills, a language teacher's support is very valuable - and vice versa, if a language teacher is hesitant about how to connect and communicate with younger pupils, a class teacher might have tips and suggestions for easing those situations.

As this present study proposes that some teachers experience the lack of proper materials, interaction with other teachers on different social media platforms can be very helpful in filling out the gaps. On vocational Facebook groups, teachers tend to share ideas, and ask for help when in need of inspiration. Moreover, it is not rare for teachers to seek peer support and share thoughts about matters that cause anxiety, stress, or irritation. All the matters listed helped teachers to build and develop their self-efficacy on early teaching of foreign languages. This phenomenon of collegial support is related to Bandura's (1997) theory of vicarious experience, as by comparing each other's strengths one can form a vision of a successful practise. In the light of the present study, Vieluf et al.'s (2013) investigation, as well as Bandura's (1997) theory, teachers' onboarding, and familiarization to the new workplace, as well as networking with co-workers and colleagues should be emphasized and encouraged more.

As has been stated in this present research, language education during the lower grades of basic education is not an entirely new phenomenon in the field of language teaching in Finland, but nowadays more teachers are facing the need of teaching languages already in the primary school. There have been different types of initiatives in developing language education in the earlier years of basic education (Inha, 2018; Skinnari & Halvari, 2018). On the other hand, it has only been since the year 2020 that the Finnish national core curriculum mandates all first graders to officially start foreign language learning as a part of the syllabus (Mård-Miettinen & Mattila, 2018). Consequently, early language teaching is a new matter for those teachers who have not used foreign language enriched methods in their teaching before. This present study suggests that some teachers feel the need for improvement in their own skills regarding, for example, evaluation of early language teaching.

This study suggests that teachers' insufficient skill levels could be associated with lower self-efficacy. Lower self-efficacy in turn could lead to the amount of effort given, as Bandura (1997) proposes that people's self-efficacy beliefs have both causal and direct effects on how people act in certain situations. Consequently, if a teacher has low self-efficacy, it could affect the amount of effort a teacher would be ready to give in order to conduct quality early language teaching. If the effort given is low, it may contribute to lower quality of teaching and furthermore to lower learning results among pupils. Hence, teachers' self-efficacy beliefs should be enhanced with adequate amounts of support and guidance especially in the beginning stages of early language teaching.

The start of changes in the field of education usually derives from the needs of surrounding society. School has been seen as a place for making changes in the way people, for example, act, speak and spend their free time. School reaches a large number of people, and young school aged children are most likely seen as the future adults who are creating the world in which we live in the future. Hence, school can be seen as a channel to increase physical activity or as a tool in building our democratic society. Likewise, in the time of climate change schools have been encouraged to include ecological thinking into everyday school routines. In other words, the changes and challenges in our society are clearly present in our schools too. So is the case with early language teaching, as it strives to build Finnish peoples' language repertoire to be more versatile. There has been an ongoing debate about Finnish peoples' language repertoire being too narrow, so the answer to this problem is now trying to be tackled with early FLT.

The real question is how these changes are actually working, how they are put into practice, and if it is even meaningful to push all these agendas on the shoulders of primary schools' teachers. This present study evoked issues regarding teachers' feelings under the pressure of on-going changes, and the way that some teachers have felt that they are left alone without any support. As was discussed earlier, this cannot be a sustainable way of introducing changes in the field of education. We can only wonder if the number of changes and varying

adaptations and support just makes teachers weary and the school days confusingly full of different contents.

In relation to the concept of language repertoire, Huhta and Leontjev's (2019) research depicted that class teachers feel that their educational background does not provide them with the crucial language skills needed in early language teaching. If the amendment's purpose is to broaden Finns' language repertoire, can it be broadened by adding week-hours to lower grades, where the teachers' language repertoire generally consists of the same languages as before? Moreover, what if the language started in primary school cannot be continued in secondary school because there are not teachers or enough pupils to participate in those language classes? The continuity of the purpose of this change provokes many unanswered questions.

7.1   Limitations of the study

In this present study the method for gathering data was an anonymous questionnaire. Perhaps the most serious disadvantage of this method is that we as researchers were not able to contact the participants afterwards in order to ask for more information or more explicit answers. This disadvantage makes it difficult to use all the data gathered, as in some answers the participants did not explain their points thoroughly, and we were unable to use those answers as we did not want to make any false assumptions. Moreover, the motivation to answer an online questionnaire can vary greatly, and thus some responses we received seemed to be filled in a rush.

We were able to get a response from only one teacher who taught a language other than English which makes the data less variable, and thus the results can not exactly be generalized to teaching other languages than English. Also, the respondents were a part of occupational Facebook groups, and thus could be implied that they were interested in networking and getting and sharing advice and for that reason had mostly positive emotions towards planning.

As we discussed the continuum of planning, execution, and evaluation, we want to express that the structure of our questionnaire might have guided the participants' responses. Some participants may have thought that they needed to process the three aspects separately and not as a continuum, because in the questionnaire we had separate questions for planning, execution, and evaluation. However, it is also possible that the participants who felt that planning in early FLT is easy, but the execution is more difficult have not yet grasped the nature of continuity of the three aspects.

7.2   Challenges for future research

Like we stated in the limitations, we had only one participant teaching a language other than English. It would be interesting and necessary to research the differences in available language options and the languages taught in certain areas to gain knowledge about the equality of foreign language teaching. Other local differences that could be studied are the local curriculums that define early FLT. Besides these points, it would be useful to investigate whether the decision of starting the A1 language has widened the language repertoires all over Finland, or does the change only create a greater gap between the bigger cities and countryside in terms of available language options. Foreign language learning as a continuum should also be researched because the longer-term effects of an early start can only be seen in longitudinal studies by following the development of the learning results.

Publishing companies' role and the meaning of textbooks in early FLT could also be researched in the future, because early FLT is also a new orientation for the publishing companies in Finland, and they have faced the need to develop language books for young learners. The issue that the teachers evoked in this research is that the materials provided for early language teaching are not all suitable for the age group of first and second graders. Furthermore, there is especially a lack of functional learning materials in the books. From the teachers' perspective it can be concluded that sufficient learning materials would support

equality among different schools in Finland when it comes to early language teaching. Both written and functional materials provided from publishing companies could enhance the quality of early language teaching and possibly help build teachers' sense of self-efficacy and increase the quality of teaching.

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APPENDICES

Appendix 1 Questionnaire

2. Koulutustaustasi? *

Luokanopettaja

Aineenopettaja

Muu, mikä:

3. Kokemuksesi opettajana? *

0-1v

1-3v

3-6v

6-15v

15-25v

25-35v

35v+

4. Kauanko olet opettanut varhennettua kieltä? *

1-3kk

3-6kk

6-12kk

1v-2v

2v-3v

3v+

5. Mitä kieltä / kieliä opetat varhennettuna kielenä? *

Englanti

Ruotsi

Venäjä

Saksa

Espanja

Ranska

Muu, mikä:

6. Oletko opiskellut varhennettuna kielenä opettamaasi kieltä / kieliä? (Jos et ole opiskellut kieltä, voit jättää vastaamatta)

Pääaineopinnot

Sivuaineopinnot

Erikoistuminen yliopisto-opinnoissa

Muu, mitä:

7. Oletko saanut täydennyskoulutusta varhennetun kieltenopettamisen saralta? *

En ole saanut

1-3h koulutus ("yksityinen")

Avoin webinaari

Erillinen kurssi (1-3 opintopistettä) Kielten tutoropettajatoiminta

Muu, mikä:

Avoimet kysymykset:

8. Kuvaile yhden tekstikappaleen verran, kuinka koet suorituvasi varhennetun

kieltenopetuksen sisältöjen ja opetusjärjestelyiden suunnittelusta? *

9. Kuvaile yhden tekstikappaleen verran, kuinka koet suorituvasi sisältöjen ja

opetusjärjestelyiden toteutuksesta? *

10. Kuvaile yhden tekstikappaleen verran, kuinka koet suorituvasi oppimisen arvioinnista? *

11. Mikä on tukenut oman osaamisesi kehittymistä? *

12. Minkälaista tukea olisit kaivannut lisää? *

Appendix 2 A letter of introduction

JYVÄSKYLÄN YLIOPISTO

TIEDOTE TUTKIMUKSESTA
Tutkimuksen nimi ja rekisterinpitäjä

"Primary education teachers' self-efficacy in the early teaching of foreign languages: teachers' self-efficacy beliefs and experiences".
Rekisterinpitäjä on Jyväskylän yliopisto.

Pyyntö osallistua tutkimukseen

Sinua pyydetään mukaan tutkimukseen, jossa tutkitaan alakoulun opettajien koettua minäpystyvyyttä varhennettuun kieltenopetukseen. Tämä tiedote kuvaa tutkimusta ja siihen osallistumista. Liitteessä on kerrottu henkilötietojen käsittelystä.

Tutkimukseen osallistuminen edellyttää, että sinulla on kokemusta varhennetusta kieltenopetuksesta

Tutkittavien tarkka lukumäärä ei ole vielä tiedossa, koska tutkittavia pyydetään osallistumaan avoimella kutsulla.

Tietoja ei kerätä muista lähteistä

Vapaaehtoisuus

Tähän tutkimukseen osallistuminen on vapaaehtoista. Voit kieltäytyä osallistumasta tutkimukseen tai keskeyttää osallistumisen kyselylomakkeen täyttämisen aikana.

Tutkimuksen kulku

Tutkimus on kertatutkimus, eli kyselyyn vastaajat vastaavat kyselyyn vain yhden kerran. Tutkimuksessa kerätään kokemuksia ja näkemyksiä avoimien vastausten muodossa. Tutkimukseen vastaaminen kestää arviolta Tutkimustulokset valmistuvat arviolta vuoden 2021 aikana.

Tutkimuksen kustannukset

Tutkimukseen osallistumisesta ei makseta palkkiota.

Tutkimustuloksista tiedottaminen ja tutkimustulokset

Tutkimuksesta valmistuu opinnäytetyö.

Lisätietojen antajan yhteystiedot
Juulia Rintala, juulia.a.e.rintala@student.jyu.fi
Melisa Muhonen, melisa.s.muhonen@student.jyu.fi

Appedix 3 Privacy notice

J YVÄSKYLÄN YLIOPISTO

Kuvaus henkilötietojen käsittelystä tieteellisessä tutkimuksessa (tietosuojailmoitus EU (679/2016) 13, 14, 30 artikla)

1. **Tutkimuksessa "Primary education teachers' self-efficacy in the early teaching of foreign languages: teachers' self-efficacy beliefs and experiences" käsiteltävät henkilötiedot**

Tutkimuksen tieteellisenä tavoitteena on kerätä totuudenmukaisia kokemuksia ja tietoja varhennetusta kieltenopetuksesta.

Tutkimuksessa Sinusta kerätään seuraavia henkilötietoja: kyselyvastaukset

2. *Henkilötietojen käsittelyn oikeudellinen peruste tutkimuksessa/arkistoinnissa*

☐ Käsittely on tarpeen tieteellistä tai historiallista tutkimusta taikka tilastointia varten ja se on oikeasuhtaista, sillä tavoiteltuun *yleisen edun mukaiseen tavoitteeseen nähden* (tietosuojain 4 §:n 3 kohta)

Henkilötietojen siirto EU/ETA ulkopuolelle

Tutkimuksessa tietojasi ei siirretä EU/ETA -alueen ulkopuolelle.

Henkilötietojen suojaaminen

Henkilötietojen käsittely tässä tutkimuksessa perustuu asianmukaiseen tutkimussuunnitelmaan ja tutkimuksella on vastuuhenkilö. Henkilötietojasi käytetään ja luovutetaan vain historiallista/ tieteellistä tutkimusta taikka muuta yhteensopivaa tarkoitusta varten (tilastointi) sekä muutoinkin toimitaan niin, että Sinua koskevat tiedot eivät paljastu ulkopuolisille.

Tunnistettavuuden poistaminen

☐ Aineisto anonymisoidaan aineiston perustamisvaiheessa (kaikki tunnistetiedot poistetaan täydellisesti, jotta paluuta tunnisteelliseen tietoon ei ole eikä aineistoon voida yhdistää uusia tietoja).

Tutkimuksessa käsiteltävät henkilötiedot suojataan

Käyttäjätunnuksella ja salasanalla

Tutkimuksesta on tehty **erillinen tietosuojan vaikutustenarvio**/tietosuojavastaavaa on kuultu vaikutustenarvioinnista

Ei, koska tämän tutkimuksen vastuullinen johtaja on tarkastanut, ettei vaikutustenarviointi ole pakollinen.

HENKILÖTIETOJEN KÄSITTELY TUTKIMUKSEN *PÄÄTTYMISEN JÄLKEEN*

Tutkimusrekisteri hävitetään opinnäytetyön valmistumisen jälkeen

Rekisterinpitäjä(t) ja tutkimuksen tekijät

Jyväskylän yliopisto, Seminaarinkatu 15, PL 35, 40014 Jyväskylän yliopisto. Vaihde (014) 260 1211, Y-tunnus 0245894-7. **Jyväskylän yliopiston tietosuojavastaava:** tietosuoja(at)jyu.fi**, puh. 040 805 3297.**

    Juulia Rintala, juulia.a.e.rintala@student.jyu.fi
    Melisa Muhonen, melisa.s.muhonen@student.jyu.fi

Rekisteröidyn oikeudet

Oikeus saada pääsy tietoihin (tietosuoja-asetuksen 15 artikla)
Sinulla on oikeus saada tieto siitä, käsitelläänkö henkilötietojasi ja mitä henkilötietojasi käsitellään. Voit myös halutessasi pyytää jäljennöksen käsiteltävistä henkilötiedoista.

Oikeus tietojen oikaisemiseen (tietosuoja-asetuksen 16 artikla)
Jos käsiteltävissä henkilötiedoissasi on epätarkkuuksia tai virheitä, sinulla on oikeus pyytää niiden oikaisua tai täydennystä.

Oikeus tietojen poistamiseen (tietosuoja-asetuksen 17 artikla)
Sinulla on oikeus vaatia henkilötietojesi poistamista tietyissä tapauksissa. Oikeutta tietojen poistamiseen ei kuitenkaan ole, jos tietojen poistaminen estää tai vaikeuttaa suuresti käsittelyn tarkoituksen toteutumista tieteellisessä tutkimuksessa.

Oikeus käsittelyn rajoittamiseen (tietosuoja-asetuksen 18 artikla)
Sinulla on oikeus henkilötietojesi käsittelyn rajoittamiseen tietyissä tilanteissa kuten, jos kiistät henkilötietojesi paikkansapitävyyden.

Profilointi ja automatisoitu päätöksenteko

Tutkimuksessa henkilötietojasi ei käytetä automaattiseen päätöksentekoon. Tutkimuksessa henkilötietojen käsittelyn tarkoituksena ei ole henkilökohtaisten ominaisuuksiesi arviointi, ts. profilointi vaan henkilötietojasi ja ominaisuuksia arvioidaan laajemman tieteellisen tutkimuksen näkökulmasta.

Sinulla on oikeus tehdä valitus erityisesti vakinaisen asuin- tai työpaikkasi sijainnin mukaiselle valvontaviranomaiselle, mikäli katsot, että henkilötietojen käsittelyssä rikotaan EU:n yleistä tietosuoja-asetusta (EU) 2016/679. Suomessa valvontaviranomainen on tietosuojavaltuutettu.

Tietosuojavaltuutetun toimiston ajantasaiset yhteystiedot: https://tietosuoja.fi/etusivu

Appendix 4 Agreement

SUOSTUMUS TIETEELLISEEN TUTKIMUKSEEN

Minua on pyydetty osallistumaan tutkimukseen "Primary education teachers' self-efficacy in the early teaching of foreign languages: teachers' self-efficacy beliefs and experiences"

Olen perehtynyt tutkimusta koskevaan tiedotteeseen (tietosuojailmoitus) ja saanut riittävästi tietoa tutkimuksesta ja sen toteuttamisesta. Tutkimuksen sisältö on kerrottu minulle ja olen saanut riittävän vastauksen kaikkiin tutkimusta koskeviin kysymyksiini. Minulla on ollut riittävästi aikaa harkita tutkimukseen osallistumista.

Ymmärrän, että tähän tutkimukseen osallistuminen on vapaaehtoista. Minulla on oikeus, milloin tahansa tutkimuksen aikana ja syytä ilmoittamatta keskeyttää tutkimukseen osallistuminen tai peruuttaa suostumukseni tutkimukseen. Tutkimuksen keskeyttämisestä tai suostumuksen peruuttamisesta ei aiheudu minulle kielteisiä seuraamuksia. Ymmärrän, etten voi poistaa vastaustani enää sen lähettämisen jälkeen Webropol surveys -ohjelmasta.

Olen tutustunut tietosuojailmoituksessa kerrottuihin rekisteröidyn oikeuksiin ja rajoituksiin.

Allekirjoittamalla suostumuslomakkeen hyväksyn tietojeni käytön tietosuojailmoituksessa kuvattuun tutkimukseen.

☐ Kyllä