

**“THE WORLD HAS GOTTEN SMALLER”**

**Third year IB high school students’ perceptions on  
the International Baccalaureate Diploma Programme:  
internationalisation, English medium instruction and career choice**

Master’s thesis  
Liisa Määttä

University of Jyväskylä  
Department of Languages  
English  
August 2014



## JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Liisa Määttä	
Työn nimi – Title ”THE WORLD HAS GOTTEN SMALLER”  Third year IB high school students’ perceptions on the International Baccalaureate Diploma Programme: internationalisation, English medium instruction and career choice	
Oppiaine – Subject englanti	Työn laji – Level Pro gradu -tutkielma
Aika – Month and year elokuu 2014	Sivumäärä – Number of pages 77 sivua
Tiivistelmä – Abstract  Tämän kvalitatiivisen tutkielman tavoitteena oli selvittää viimeisen vuosikurssin käyneiden IB-lukiolaisten käsityksiä opiskelusta suomalaisessa IB-lukiossa. Aineiston keruussa käytettiin puolistrukturoituja teemahaastatteluja, ja tutkimusta varten haastateltiin seitsemää suomalaisen IB-lukion oppilasta. Tutkimuskysymykset koostuivat seuraavista aihealueista: IB-lukioon hakeminen ja koulutuksen rakenne, IB-opiskelijaprofiili, englannin kielen rooli koulutuksessa, jatkokoulutus- ja uraodotukset sekä kansainvälisyys.  Tutkimustulokset osoittavat, että suomalaiset IB-lukiolaiset kokevat jo kouluaikana olevansa hyvin kansainvälisesti suuntautuneita. He pitävät opiskelua englannin kielellä tärkeänä ja luontevana sekä aikovat hakeutua jatkossa opiskelemaan ulkomaille ja työskentelemään kansainvälisissä tehtävissä. Opiskelijat olivat tyytyväisiä IB-lukion opinto-ohjelmaan. Heidän englannin kielen taitonsa oli parantunut, ja he olivat oppineet työskentelemään paineen alla sekä sietämään stressiä, jota vaativa IB-ohjelma voi aiheuttaa. He kokivat saaneensa valmiuksia kansainväliseen kommunikointiin sekä koulussa että sen ulkopuolella.  Edellä mainitut tutkimustulokset ovat hyvin samansuuntaisia tutkimuksessa vertailtujen kansainvälisten tutkimustulosten kanssa. Yllättävä tulos tässä tutkimuksessa sen sijaan oli, että IB-ohjelmaan olennaisena osana kuuluva tietoteorian kurssi (Theory of Knowledge) ei opiskelijoiden mielestä ollut merkittävästi lisännyt heidän taitojaan kriittiseen ajatteluun, ja he olisivat toivoneet enemmän tietoa oppimisstrategioista. Suomessa opiskelijoiden kokemuksia IB-diplomin suorittamisesta ei juurikaan ole tutkittu aiemmin. IB-ohjelman edelleen kehittämiseksi olisikin tärkeää tehdä kansainvälistä tutkimusta, jossa mm. verrattaisiin eri maissa ja kulttuureissa sijaitsevien IB-koulujen opiskelijoiden asenteita toisiinsa.	
Asiasanat – Keywords career choice, Content and Language Integrated Learning (CLIL), globalisation of education, International Baccalaureate Diploma Programme (IBDP)	
Säilytyspaikka – Depository Kielten laitos	
Muita tietoja – Additional information	



## TABLE OF CONTENTS

1 INTRODUCTION .....	7
2 GLOBALISATION OF EDUCATION .....	9
2.1 Key points of educational globalisation and marketing of knowledge .....	9
2.2 International education .....	11
2.3 International schools .....	13
2.4 International Baccalaureate Diploma Programme (IBDP) .....	16
2.4.1 IBDP: origins, development and aims .....	17
2.4.2 IBDP in Finland .....	21
3 ENGLISH MEDIUM INSTRUCTION .....	24
3.1 Content and Language Integrated Learning (CLIL) .....	26
3.2 CLIL in Finland .....	27
3.3 Teachers in CLIL classrooms .....	29
4 STUDENTS' CAREER CHOICE .....	31
4.1 Social Cognitive Career Theory .....	31
4.2 Boundaryless Career Theory .....	32
5 PREVIOUS STUDIES .....	34
6 DATA AND METHODS .....	38
6.1 Research questions .....	38
6.2 Data and methods of analysis .....	38
6.2.1 Participants' backgrounds .....	41
7 RESULTS .....	43
7.1 Applying for IBDP and students' overall experience concerning IBDP curriculum .....	43
7.1.1 Applying for IBDP .....	44
7.1.2 Structure of education .....	49
7.1.2.1 Pre-Diploma year .....	49
7.1.2.2 Foreign languages .....	50
7.1.2.3 ToK, CAS and Extended Essay .....	50
7.1.2.4 Broadness of the curriculum .....	53
7.1.3 IBDP: pros and cons .....	55
7.2 IBDP students as learners .....	58
7.3 Students' perceptions on using English as the medium of instruction .....	60
7.4 IBDP students' aspirations for post-secondary studies, career choice and the effect of IBDP on students' internationalisation .....	63
7.4.1 Further education .....	63
7.4.2 Career expectations .....	67
7.4.3. Internationality .....	69
8 CONCLUSION .....	71
BIBLIOGRAPHY .....	73
APPENDIX .....	76



# 1 INTRODUCTION

In the rapidly globalising world, the demand for international education has continuously increased in the past decades. The different nations' admiration towards institutions providing cross-cultural knowledge is the main reason for today's thriving global educational market (Spring 2009), and there are multiple schools that are driven by the ideology of multiculturalism and international-mindedness. One of the educational programmes in the field is the International Baccalaureate Diploma Programme (IBDP) which encourages its students to become hard-working and principled risk-takers, who give thoughtful consideration to their own learning and approach life through critical thinking. In its pedagogy, the IBDP intertwine the learning of self-selected subjects in depth and the use of English as the medium of instruction. This rigorous educational approach prepares students for international post-secondary studies (IBO 2014).

This study focuses on four research questions as follows: firstly, the aim is to examine third year IBDP high school students' overall perceptions on the educational structure of the programme. The curriculum, as well as the reasons why students choose to study in the programme is of main interest in the first part of the study. Secondly, the study gives an insight into how the IBDP students perceive themselves as learners. Thirdly, the aim is to gain information about the students' experiences about the CLIL type of provision and what English as a medium of instruction has given to them. Finally, the study examines the participants' career aspirations and if the IBDP has increased their international-mindedness.

The IBDP has been widely researched especially in the USA and Great Britain. In the theory part of the present study, the educational markets which assist in comprehending the framework of the phenomenon called *globalisation of education* is discussed from Spring's (2009) point of view. Hill (2006) and Paris (2003) have a critical stance on using the term *international schools*. The theory part of this study gives an insight into whether the term applies to the IBDP or if one should talk about globalisation instead of internationalisation. In addition, the English medium instruction is discussed. The Content and Language Integrated Learning (CLIL) has been a point of interest among

European researchers for the past decades. Nikula (2007) and Dalton-Puffer (2008) have studied the use of this educational approach in Finland. Finally, career choice theories which are regarded as one of the main framework for the research in the field are presented.

Only little research has been conducted on the IBDP in Finland. Therefore, there is still room for some more studies concerning students' views. It is often that the student-voice remains unheard. The findings of this study give a new dimension on comprehending students' experiences about the IBDP and their aspirations towards post-secondary studies and career choice.

In chapter 2, the key points of globalisation of education are defined and its relation to the marketing of knowledge discussed. Furthermore, the origins, development and aims of international education and schools providing cross-cultural education are presented. As an example of international education I use the International Baccalaureate Diploma Programme (IBDP) which is presented in section 2.4. Chapter 3 then focuses on English medium instruction and gives a framework of Content and Language Integrated Learning (CLIL) and its implementation in Finland. The theme of chapter 4 is career choice and two thriving theories in the field, the Social Cognitive Career Theory (SCCT) and the Boundaryless Career Theory are presented. Some previous studies on the IBDP and English medium instruction are discussed in chapter 5, after which chapter 6 provides information about the data and methods used in the present study. The results of this study are analysed and discussed in chapter 7 by dividing the findings under four main headings which represent the four research questions of the study. Finally, chapter 8 concludes the present study and gives a critical insight into the findings as well as provides some suggestions for further research.



## 2 GLOBALISATION OF EDUCATION

In this section, the field of globalisation in education will be presented and discussed. The term *globalisation* was first used in 1985 to define changes in global economics (Spring 2009: 2). Later on, the term has been applied to political and cultural phenomena (Spring 2009: 2). Schooling can be seen as one of these global phenomena which is growing as a field of study (Spring 2009: 2). According to Spring (2009: 1), globalisation of education means worldwide processes' and institutions' influence on local educational practices, which is why he sees globalisation of education as a *superstructure* for the local and national institutions. There is an ongoing interaction between the global and national education; nations take care of their institutions independently, simultaneously following global trends. The focus of the present study, the International Baccalaureate Diploma Programme, can be seen as an example of globalisation of education and marketing of knowledge. Thus, these topics are discussed in the following.

### 2.1 Key points of educational globalisation and marketing of knowledge

Spring (2009: 2-3) points out that globalisation of education does not directly refer to all schools being similar to each other. Education was started to be seen as an economic investment in the 1990s. The key points of educational globalisation listed according to Spring (2009: 5) are:

1. "The adoption by nations of similar educational practices, including curricula, school organisations, and pedagogies)
2. Global discourses that are influencing local and national educational policymakers, school administrators, college faculties, and teachers
3. Intergovernmental and nongovernment organisations that influence national and local educational practices
4. Global networks and flow of ideas and practices
5. Multinational corporations that market educational products, such as tests, curricula, and school materials
6. Global marketing of higher education, and educational services
7. Global information technology, e-learning and communications
8. The effect of the world migration of peoples on national and local school policies and practices regarding multiculturalism
9. The current effect of English as the global language of commerce on local school curricula and cultures
10. Global models of religious and Indigenous education" (Spring 2009:5).

The International Baccalaureate Diploma Programme has been adopted by numerous countries all over the world. The IBDP represents some of these key points of educational globalisation such as similar educational practices, global networks and global educational products. Furthermore, the IBDP was originally founded for the children of the globally mobile families. Therefore, multiculturalism and English as the medium of instruction are a significant part of the programme.

According to Spring (2009: 89), global *superstructure* (see 2.1) of educational practices and policies is affected by the worldwide marketing of higher education. Other factors influencing the *superstructure* are the activities of multinational learning corporations. Spring (2009: 83) states that there has been trade in educational services for centuries and he uses missionaries and colonialists transporting education abroad as an example of this. This led to international student and scholar exchange. Moreover, some institutions started their internationalisation by opening educational services outside the borders of their own country. Spring (2009: 83) reminds that even if this might sound like the Western cultural imperialism which it was to an extent, one cannot overlook the fact that there were countries involved other than just the western world. The history of international education indicates that, for instance, in the 19<sup>th</sup> century there were Chinese and Islamic scholars who left their country to gain prestigious education abroad.

Spring (2009: 84) states that trade in educational services is a blooming business for nations in today's world. The global market in educational services is greatly affected by GATS (General Agreement on Trade in Services) which enables an effortless movement of students between different nations. GATS is the key to fast communication of scholarly information and it has broadened the worldwide networks of scholars. He continues that in 1995, both free trade in educational materials and services as well as the marketing of higher education, were developing due to the World Trade Organisation (WTO). Furthermore, as the demand for goods and services increased, the General Agreement on Trade-Related Intellectual Property Rights (GATS) started to provide knowledge-related products including the production, distribution, marketing, sale and delivery of a service. Spring (2009: 84-85) continues by saying that the 'cross-boarder supply' provides goods and services for distance learning, e-learning and virtual universities. Thus, the global market in educational

services is mainly getting its profits from the consumption abroad by travel of scholars, researchers and teachers.

Some speculative hypotheses have aroused concerning global marketing of knowledge industries. According to Spring (2009: 88), the consequences of the growth of multinational corporations discussed above might lead to:

1. creating a level of uniformity in global education culture (testing products, global databases, publishing of textbook for global markets)
2. control of the ideologies of schools worldwide
3. displacement of local cultures by globally marketed schools and worldwide information and publishing corporations (Spring 2009: 88).

Indeed, Spring (2009: 92-93) identifies the possibility of e.g. cross-cultural testing. The global marketing tests and testing programmes of international organisations could rebuild the world education culture and promote English as the global language. Paris (2003: 235) sees a potential danger in the globalisation of education. He states that the International Baccalaureate Organisation provides material, on-line support and workshops for teachers all over the world working for IB programmes. According to Paris (2003), this might lead to a homogenisation of educational ideas. Even though Paris (2003) and Spring (2009) refer to these consequences as threats to local institutions, it is by far the positive effects that conduct the globalisation of education. Misso-Veness (2010: 12) agrees with Spring and states that international education has become a huge business due to an increasingly globalised world. He regards the International Baccalaureate Diploma Programme (IBDP) as one of the key factors when thinking of the reasons for the development of international education in practice. The IBDP will be discussed later in chapter 2.4.

## **2.2 International education**

The International Baccalaureate Diploma Programme (IBDP) is generally considered as an international educational approach. However, the concept of *international education* divides opinions among researchers. In the following, the different aspects of the term are discussed.

In her article, Hayden (2007: 52) wants to specify that there is a misconception of the terms *globalisation of education* and *internationalisation of education* and that these terms overlap each other and are often used incorrectly. Hill (2006) points out the same dilemma and illustrates this by providing an example that clarifies the difference between these two phenomena. According to Hill (2006:99), it is not correct to claim that teaching e.g. history of other countries and learning a foreign language constitute an international education when remaining at the level of knowledge only. Hill continues (2006: 99) that to actually be able to call this international education, students have to be provided with tools that enable to process the knowledge, and by doing this students form positive attitudes about people with different backgrounds and origins.

One of the aims of this study was to examine if the students felt that the International Baccalaureate Diploma Programme promoted internationalisation and had an effect on the participants' ways of viewing the world from a more international perspective. Hill (2006) states that the IBDP claims to offer international education. He has a sceptical attitude towards the term international education, and he contemplates whether the IB programmes should rather be regarded as a process of globalisation. Thus, to be able to understand why he wants his readers to question the validity of the term 'international' in the IBDP context, one has to define both terms. Paris' (2003: 235) point of view on the matter is the following:

“Globalisation occurs when there are impositions of ideas involving a dominant-recessive relationship. Internationalisation occurs when there is a sharing of ideas, where ideas are utilized, agreed upon, and mutually accepted.” (Paris 2003: 235)

Furthermore, Walker (2004, as quoted by Hill 2006: 104) identifies three theories of globalisation. In the first one, *hyperglobalism*, a single system of education is used by the whole world. The second, *global scepticism* aims at different regions and countries working in harmony. The third, *transformationalism* focuses on maintaining the national identity simultaneously following global trends. According to Hill (2006: 105), the IB programmes do not intend to abolish national systems. On the contrary, the development committee of the IB consists of practicing teachers and curriculum writers representing different cultures.

Hill (2006: 99) lists the aims of the development of the international education by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and starts with a culture of peace, the ability to value freedom, intercultural understanding and skills of non-violent conflict resolution. He continues that cultural heritage, as well as the protection of the environment is also a part of the list of the development. He finishes by saying that the feeling of solidarity at both the national and international levels is included in this list. This declaration was indeed accepted in 1996 by ministers of education who represent national education programmes. Hill (2006) wants to emphasise the importance of the words respect and feelings as they are considered to be crucial values in international education from UNESCO's point of view.

Hill (2006: 99) discusses the essential elements of international education, and points out that understanding cultural identities is one of them. He states that there has to be knowledge about global issues, critical thinking and appreciation of the human condition when talking about international education. Furthermore, Hill (2006) recognises different levels in intercultural understanding, which move from cognitive to affective domains. According to this pattern, the move from knowledge about other cultures to empathy for those representing a foreign culture, starts from the knowledge of their language, critical thinking of their behaviour and feeling empathy for its nation. Hill (2006: 100) states that when individuals analyse things critically they become more aware of the validity and limitations of their own thinking.

### **2.3 International schools**

According to Hayden (2007: 53), first international schools were introduced in 1866. The spreading of international schools continued and The First World War (1914-1918) had an effect on different nations' commitment to promote international cooperation and understanding. Indeed, in 1924, the International School of Geneva was established for the children of the city's foreign community. Even today several schools founded at this early stage still exist and have grown into successful institutions (Hayden 2007: 53).

International schools have grown in number and one can identify two major influences for the growth; the pragmatic and the ideological dimensions. Many international

schools were designed to meet the needs of globally-mobile expatriate professional families, which is the force behind the pragmatic dimension. This ideology is the basis for an internationally recognised qualification leading to university studies abroad, such as the IBDP for instance (Hayden 2007: 53). Furthermore, Hayden (2007: 54) suggests that the pragmatic dimension prepares students to function successfully in different cultural contexts later in their lives. This educational approach provides information about geography, history and politics on the international level and it encourages students in foreign language learning. In addition, English is generally used as the medium of instruction in the pragmatic approach.

The idea behind the ideological dimension is to educate young people in a world where there is an increasing concern about global wars and conflict. This form of education points out the need for the awareness of all the threats to our planet and thus, students are encouraged to respect and tolerate other people no matter what their ethnic origin is, promote world peace, be responsible when it comes to our planet and other people, and value the importance of human rights (Hayden 2007: 54).

It has been stated above that one of these two major dimensions, the pragmatic or the ideological one are used as the foundation for an international school. Some international schools have a largely pragmatic pedagogy, whereas others seem to obtain a strongly ideological thinking in their rationale (Hayden 2007: 54). A good example of an institution representing the latter is the United World Colleges, a school offering education for students with different origins. The idea is to bring young people together and educate them to reject prejudice and ignorance. Nevertheless, the division between the two dimensions is not black and white, and there are several institutions where both approaches are mixed. (Hayden 2007: 54).

Due to the lack of international control, one cannot count or define international schools precisely (Hayden 2007: 54). Hayden (2007: 54) introduces some of the most common characteristics of international schools. She continues by saying that international schools are often private and fee-paying and carry out a curriculum designed for them only. In addition, they use English as the medium of instruction, without forgetting that by no means it is the only additional language used in the teaching and learning, but certainly the most commonly used. The students attending these institutions have varying multicultural backgrounds, as do the teachers and administrators working in

these institutions. The majority of the staff, however, tends to be native speakers of English (Hayden 2007: 54). Hayden says that in the 1960s, a number of international schools started to feel the need for an international curriculum instead of a national one. In the 1970s, the International Baccalaureate Diploma Programme was first introduced in the demand for a profound platform for future studies in a foreign university. This was a turning point for international curricula, and the demand for and development of both pragmatic and ideological dimensions worldwide have continued to this day (Hayden 2007: 55). Hayden calls this *international mindedness* which includes the following:

- “International Baccalaureate (IB) Diploma programme
- IB Middle Years Programme
- IB Primary Years Programme
- International Primary Curriculum
- International General Certificate of Secondary Education
- Baccalauréat Français Option Internationale
- European Baccalaureate
- International Advanced Placement ” (Hayden 2007: 55).

Thompson (1998, as quoted by Hayden 2007: 55) presents four headings under which the various curricula offered in international schools can be categorised. The first of these is *exportation*, which means the marketing of national programmes worldwide. This is followed by the category of *adaptation*, which means adapting the national curricula for international schools. The third category is named *integration*, where the best programmes are integrated into one single curriculum. Finally, *creation* involves establishing new curricula based on the original ones. Hayden (2007: 55) sees the future of international schools and international curricula bright and estimates that the number of both will continue growing.

Hayden (2007: 56) identifies some issues and challenges which can be spotted now that the international school sector has kept growing over the recent years. Firstly, she questions the actual definition of the term *international* and wants to emphasise that not all international institutions can claim to have a genuine international education or curriculum when in reality what they are offering to their students is closer to a western liberal or even Eurocentric education philosophy. Secondly, Hayden (2007) raises questions concerning the language(s) used in international education. Idealistically, an institution offering international education should, according to Hayden (2007), be provided in several languages. Nevertheless, she realises that English, being the

dominant world language, is the strongest option as the medium of instruction in any international programme, as other languages do not represent such a conquering role in the world. Thirdly, Hayden (2007) discusses the importance of the support that should be given to the students who are globally mobile. The ways the international schools could support these students is by training teachers to be able to identify difficulties within the field of student exchange. This has already been taken into action in some institutions. Finally, Hayden (2007) is concerned about the quality assurance terms and she stresses the need for a more controlled and internationally monitored assessment to insure the quality of the education. For instance, many well-regarded organisations offering inspection such as the Council of International Schools (CIS) are used by some institutions, but sadly only voluntarily.

According to Hayden (2007: 58), there is an increasing interest towards a number of international curricula among national education systems. She uses the International Baccalaureate Diploma Programme as an example and says that it is now offered in more national than international schools all around the world. One of the advantages of this type of educational approach is to promote international-mindedness among students (Hayden 2007: 58). Hayden (2007) predicts that in the future of the rapidly globalising world international education is likely to be more attractive among national students. The dimension that the national system promotes is increasingly the ideological one, whereas in international schools the focus is on the pragmatic one.

On one hand, there is a fear in some countries of the developing world that international schools would some way have a negative impact on the national education system, and therefore these countries have implemented a law that prevents country nationals from attending international schools. On the other hand, in some countries, e.g. in Thailand the English-medium international school education is highly appreciated and seen as an advantage by middle and upper class families who want to insure the future of their children by putting them into an international school (Hayden 2007: 57).

## **2.4 International Baccalaureate Diploma Programme (IBDP)**

In this section, I present the structure of the International Baccalaureate Diploma Programme (IBDP). The aim is to describe the development of the programme from its



origins to this day in a nutshell. In addition, an insight into the IB education in Finland and in the IB World School in Jyväskylä is given.

### **2.4.1 IBDP: origins, development and aims**

After having discussed globalisation of education and international education, it is time to focus on the nature of the International Baccalaureate Diploma Programme (IBDP). In the following section, the term IBDP is defined, and the functioning of International Baccalaureate Organisation is presented. The theory will then focus on the aims of the IBDP and some previous studies are presented. Finally, the IB education in Finland, the IB World School in Jyväskylä and the IBDP curriculum are discussed in depth.

The International Baccalaureate Organisation (IBO 2014) started in 1967 and the next year, the IBDP for high school level was launched at the International School of Geneva. Later, the programme has grown into four programmes comprehending education for students from 3 to 19 years. All levels included, IB provides education programmes for over 1.2 million students in 148 countries in 3,856 schools in total. There are 2,567 schools providing the diploma programme worldwide. In Finland, 19 schools are offering the IB Diploma programme (IBO 2014).

According to Misso-Veness (2010: 2), the IB has continued its exponential growth since the world was yearning for an internationally recognised school after the Second World War due to the following concerns: there was a fear that internationally mobile students were not sufficiently provided with appropriate curricula. Moreover, there was a lack of accessibility to universities other than in one's own country (Hill 2002, as quoted by Misso-Veness 2010: 2).

The first curriculum framework for the IBDP was created in Geneva in 1965. The framework included a first language, a second language, mathematics, social science, experimental science and a sixth subject.



Figure 1. The hexagon is used to indicate the presence of six subjects.

IBO (2014)

In addition, it was decided that students would take part in social service and experiential learning (nowadays known as Creativity, Action and Service, CAS), a formal research project (Extended Essay) and a course that involves objective epistemology (Theory of Knowledge, ToK) (Misso-Veness 2010: 3). The same curriculum framework is in use today, with a little retouch and adaptations of course (e.g. subsequent subject additions). According to Misso-Veness (2010), the Theory of knowledge is considered as one of the principal elements of the ideology of the IBDP, and it will be discussed in the following.

In his guide for teachers, Alchin (2006: 3) describes one of the unique sides of the IBDP, the Theory of Knowledge (ToK) course. The ToK is a course in critical thinking which teaches students skills in the evaluation of evidence through reason and judgement. The course aims at making students to question nearly everything. The teacher of the ToK should stimulate students to reflect and consider the world around them. In this way, students will develop a better understanding of their values, as well as their personal identities. As Alchin (2006: 3) says it, “TOK is a focused intellectual forum”. In his opinion, students are not alone, but the journey of discovery happens with their peers and the teacher. The ideology of the course is based on the assumption

that a human being cannot know everything, and therefore students' minds are set to think that it could all be an illusion. Alchin (2006: 4) argues that a critical thinker is someone who successfully balances between certainty and skepticism:

- “Things are not always what they seem to be; we must examine and analyse.
- Certainty is very difficult to come by in all except the simplest cases (and even in many of those).
- We are all searching for the truth, but it is hard to say that we know we have found it.
- Many standards are defensible; but many are not.
- I have considered several positions and know and can justify what I believe to be reasonable and unreasonable” (Alchin 2006: 4).

Alchin (2006: 5) does not view the ToK as a regular course and he states that education is a discourse; a continuous conversation of humanity, culture, knowledge and civilisation. Conversations across borders promote multiculturalism which is one of the goals of the course as well. Nevertheless, Alchin (2006: 3) says that the idea is to activate students to think themselves and not take anything as it is.

The IBO (2014) determines the aims of the International Baccalaureate and states that the idea is to develop inquiring, knowledgeable and caring young people. According to the IBO, the IBDP wants to educate students who aim at making the world a better place to live in. All this happens through intercultural understanding and respect. Adams (2006, as quoted by Misso-Veness 2010: 4) states that an individual has to make sense of one's own learning. The phenomenon is known as meta-learning. Therefore, he states that education should provide tools for students to learn about learning and reflecting. This kind of meta-learning enables students to examine their thought processes and avoid simplistic acceptance of fact. Furthermore, Hill (2003, as quoted by Misso-Veness 2010: 5) identifies the core meaning of the IBDP: the skill of learning to learn through critical thinking, which should be regarded as far more important than mere memorisation of information.

Misso-Veness (2010: 7) uses Bernstein's Conceptual Framework to build a classification of the IBDP. This social theory has three core themes:

1. Curriculum: valid knowledge
2. Pedagogy: valid transmitter of knowledge
3. Evaluation: valid realisation of knowledge (Misso-Veness 2010: 7).

Bernstein's (2000, as quoted by Misso-Veness 2010: 8) ideology is focused on the inherent characteristics of pedagogic discourse and from his point of view, the explicit curriculum content is not as important as the one mentioned first. This pedagogic identity that Bernstein has created has been used as a theoretical lens to interpret international education, and more precisely the IBDP.

According to the IBO (2014), the primary purpose of the IBDP is to educate students to become familiar with core values of its pedagogy. Moreover, Misso-Veness (2010) stresses that the idea is not only to collect different skills, although this aspect of the programme cannot be forgotten. The learner profile of the IBDP underlines the importance of skills and attitudes as well as international-mindedness.

The IBDP is a cross-cultural education programme and appreciated by universities all over the world. Hill (2006: 103) points out that the IBDP has to meet the requirements of the entry criteria set by universities around the world. When making curriculum innovation within the IBDP, one has to keep in mind that a number of universities remain quite traditional. Therefore, any changes concerning the curriculum have to be considered carefully. The IBPD prepares its students for universities. Paris (2003, as quoted by Hill 2006: 103) agrees with this, and states that the IBDP cannot be considered as a pathway into vocational education. Misso-Veness (2010: 13) states that parents acknowledge its opportunities, e.g. the possibility to apply for prestigious universities around the world. He emphasises that the IBDP has a clear ideological stance, and the pedagogic identity that the programme holds is attractive to parents. According to Gazda-Grace (2002: 84), there are some highly appreciated universities in the education markets that are very familiar with the IBDP due to the fact that many of their best students have undertaken the programme before entering the institution. One other interesting factor that she points out is that many times the IBDP is considered as an education programme only for gifted and talented. Gazda-Grace (2002) claims this is not the case, and that the IBDP makes an equal access possible to anyone who is hard-working and into learning. She gives a definition of the programme as follows:

“The International Baccalaureate Program is all about getting students to think outside the box, to challenge assumptions, and to be prepared to support their arguments.”  
(Gazda-Grace 2002: 86)

Gazda-Grace (2002: 86) argues that it is the teachers' task to create a psychologically safe environment which enables the students to refine their critical and creative thinking skills, as well as look at issues from different perspectives. Moreover, an IB high school is set to encourage their students to explore options, question assumptions and understand global values (Gazda-Grace (2002: 86)). She reports that IB students have said that the programme encouraged them to read, think and write critically. Moreover, the students felt that they had given their best in the programme and pushed themselves to their fullest potential.

In the following section, the IB education in Finland and the IB World School in Jyväskylä where the data of the present study was collected, are discussed. Furthermore, the curriculum used in the IBDP is presented.

#### **2.4.2 IBDP in Finland**

The Finnish Ministry of Education (2014) has discussed the IB education in its "Report of the Committee on International educational needs; International Baccalaureate (IB) in Finland" in 2007. According to the report, reasons for international education Finland are e.g. the growing multiculturalism, the increasing number of return migrants and internationalising education in Finland. The popularity among applicants to the IB schools has increased and in 2006 some 600 students applied for an IB high school but only 60 % were accepted. The committee argues that the intake of especially students with foreign backgrounds to Finnish IB schools should be increased. However, there is no need for more IB institutions or languages of instruction (The Ministry of Education 2014).

According to Järvinen (2003), an experiment of an International Baccalaureate Diploma Programme (IBDP) was launched in two Finnish high schools in Helsinki in 1990. The latest IB high schools in Finland were founded at the beginning of the 21<sup>st</sup> century. Järvinen's study on Finnish IB high school students (2003: 68) suggests that a typical IB student can be described as a determined and accomplishment-orientated young person who has acquired the will to succeed in life. The majority of the participants of his study had a positive attitude towards school and studying. Järvinen (2003: 70)

reports that IB students are adolescents with determined goals. Furthermore, they have higher expectations and aspirations concerning further education and career choices when compared to other Finnish students of the same age. According to the IB World School in Jyväskylä (2014), IB learners strive to be “inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective”.

According to the IB World School in Jyväskylä (2014), the IBDP is designed for ambitious and hard-working high school students (aged 16 to 19 years). The programme leads to rigorous examinations at the end of the last year of studies. The two-year curriculum incorporates requirements of various national education systems and thus allows its graduates to gain the best elements of all of the programmes worldwide. Misso-Veness (2010: 12) postulates that the holistic style of the IB curriculum might be confronting for teachers who work in national high schools. In fact, its pedagogies are that of a constructivist style, and therefore it puts some pressure on teachers to reach dimensions beyond didactic style. The six academic areas involve the two great traditions of learning, that of the humanities and the sciences. In the core of the image the three extended, obligatory tasks are gathered together.

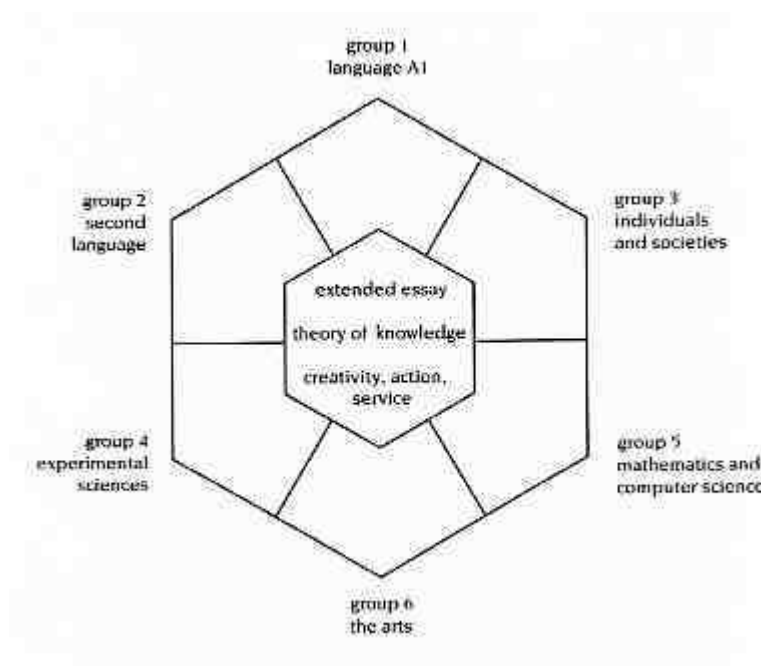


Figure 2. International Baccalaureate Diploma Programme Curriculum Model  
(IB World School in Jyväskylä 2014)

The IBDP students choose one subject from each of the six subject groups and there has to be three to four subjects taken at higher level (HL), all the rest are taken at standard level (SL). The division between higher level and standard level courses is the following: higher level courses represent 240 teaching hours and standard level courses 150 hours, which gives a chance to study some subjects in depth (IB World School in Jyväskylä 2014).

Gazda-Grace (2002: 84) gives an overview of the IBDP structure. She explains that the Theory of Knowledge course can be viewed as the core course around which the six domains revolve. In order to complete the full IB diploma, students choose the courses of their own interest from these six domains which, according to Gazda-Grace (2002: 84) are:

- Language A
- Second language
- Individuals and societies
- Mathematics
- Experimental sciences
- Arts.

The World School in Jyväskylä (2014) indicates that in addition to the six subjects, all IBDP students take part in three other obligatory courses. Firstly, the interdisciplinary Theory of Knowledge (TOK) course “develops a coherent approach to learning”. Secondly, in the Extended Essay (a small research of 4000 words) students are free to choose a topic of their own interest in order to develop independent research and writing skills that are expected at university level later on in their studies. Thirdly, students participate in the creativity, action and service requirement (CAS). The aim of this part of the studies is to encourage students to be involved in activities outside school such as sports, arts and community service work. Hill (2006: 105) emphasises that IB programmes are based on respect for cultural diversity. He uses a history exam as an example: each year, IB students are asked to critically analyse two different texts about the same topic. The gist of the task is that the texts are written by historians with varied cultural backgrounds. All in all, the example demonstrates the ideology of the IB education structure which aims at educating international-minded critical thinkers.

### 3 ENGLISH MEDIUM INSTRUCTION

This chapter gives an overview of English medium instruction from a cross-cultural point of view, but focuses more specifically on the situation in Europe and in Finland. According to Dalton-Puffer (2008: 1), Content and Language Integrated Learning has been a point of interest in European education for several years and one of its aims is to create a multilingual population in Europe. Dalton-Puffer (2008: 2) states that CLIL is an educational approach in which an additional language is used as a medium of instruction. Thus, both learning of language and subjects taught in that language are being learned by students who go through CLIL immersion. CLIL-Compendium (CLIL-Compendium 2014, as quoted by Dalton-Puffer 2008: 3) has listed goals concerning the CLIL approach as follows:

- “develop intercultural communication skills
- prepare for internationalisation
- provide opportunities to study content through different perspectives
- access subject-specific target language terminology
- improve overall target language competence
- develop oral communication skills
- diversify methods & forms of classroom practice
- increase learner motivation” (Clil-Compendium 2014, as quoted by Dalton-Puffer 2007: 3).

These goals show that CLIL is a form of language immersion which aims at not only achieving an excellent language competence in the target language but it also encourages its learners for internationalisation and motivates the learners in a consistent manner. However, all this does not come without a price and it is no surprise that CLIL students might come across feelings of frustration and obstacles hindering their learning experience when learning thorough a foreign language. Dalton-Puffer (2008: 15) points out that CLIL teachers need to apply concrete language learning goals in order to maintain both content- and language learning.



Nikula (2007) has researched Finnish content-based classrooms and how English is spoken in these environments. It is often that CLIL is conducted in English, and therefore the use of English is widely researched in the field of CLIL. Nikula (2007: 206) examined the use of English in biology and physics and found out that were confident in their foreign language use and that they saw themselves users of English, not learners. The findings of her study suggest that the effortless code-switching proves that a CLIL classroom is perceived as a bilingual environment by students. One other important remark of the results of Nikula's (2007: 221) study was that students use English without feeling that it is obligatory and they have a positive attitude towards using it. However, Nikula reminds that formal language teaching could not be replaced by CLIL and stresses the importance of traditional language classes. Moreover, in her study, Nikula (2007) concluded that Finnish students are confident English users in a CLIL classroom and that they use both English and Finnish in a natural manner in their studies. All in all, Nikula (2007: 221) believes that the bilingualism will increase in Finland in the future through CLIL.

According to Shohamy (2013: 196), a phenomenon of using foreign or second language as a medium of instruction has gained a great deal of admiration among educational institutions around the world. In this educational approach, the aim is to teach school subjects in students' non-native language and hence help them acquire a new foreign language. English as the medium of instruction is used in all school levels and the implementation of it is the most common on a tertiary level. Shohamy (2013: 196) states that content based instruction is an umbrella term for numerous language educational practices. An example of this kind of educational form that falls into content based instruction category is the Content and Language Integrated Learning, also known as CLIL. The rationale of these approaches is as follows:

“The learning of academic subjects via another language is instrumental in enhancing language proficiency given that the learning employs meaningful content which in turn creates motivation to learn the language more efficiently.” (Shohamy 2013: 196)

Therefore, the academic content and all fields of learning a foreign language (listening, speaking, reading, writing) will improve simultaneously when an additional language is used as the medium of instruction (Shohamy 2013: 196). Shohamy (2013: 197) points out that according to several studies, this kind of immersion programmes have resulted

in higher levels of language proficiency among students. Moreover, the results show that when compared to students studying in regular foreign language programmes, the bilingual immersion was more efficient. The initial need for such programmes arose in bilingual societies and it is no surprise that many of these immersion programmes have first been implemented in bilingual countries, such as Canada. Shohamy (2013: 197) continues by saying that a variety of educational contexts use content based language learning approaches and they have been implementing them for the past decades. Nowadays, the immersion programmes have spread all around the world, English being the most common choice of language of instruction. This can be explained by a new global world where English is perceived as the lingua franca. Shohamy (2013: 197) stresses that consequently, there is a big shift in the approach to language teaching worldwide. Hence, the term English Medium Instruction (EMI) was launched to increase the exposure to English which is by far the most taught additional language in the world. The expanded use of English as the medium of instruction gives it the status of high prestige which is valued in the world of education.

### **3.1 Content and Language Integrated Learning (CLIL)**

The idea of CLIL is to teach and learn through an additional language. CLIL is an abbreviation for the words Content and Language Integrated Learning and in the following chapters of the present study only the abbreviation is used when referred to this form of education. It has a long historical background, and it is said to be the next phase of the 1970s communicative revolution. This educational approach focuses on using the additional language to learn and teach both content and language. Therefore, it can be said that it is a fusion of language and subject learning (Maljers, Marsh and Wolff 2007: 8-9). To be able to fully understand the definition of CLIL, one has to realise the width of this generic term. According to Maljers, Marsh and Wolff (2007: 8-9), CLIL captures and further develops roughly 20 educational approaches (Maljers et al. 2007: 8). Nowadays, it is not only the special regions or elite forms of education that use this twofold aim, but it is also a part of the mainstream education (Maljers et al. 2007: 9). CLIL was first launched in Europe in 1994 and has ever since continued spreading throughout the continent. This dual-focused approach offers a natural context to language development by adding value, immediacy and relevance to the learning of language (Maljers et al. 2007: 9). It cannot be underestimated that the idea of CLIL is to

give importance to the subject learned through the additional language and the language learning itself (Maljers et al. 2007: 9).

### **3.2 CLIL in Finland**

Marsh, Järvinen and Haataja (2007: 64) report that in the 1970s, the importance of foreign language learning had gained focus in Finland and soon in the 1980s, also the internationalisation of education started to be a field of interest among the Finnish institutions. At the time, communicative language learning was already blooming, but researchers were working on to examine some more ways to improve language learning. According to Marsh, Järvinen and Haataja (2007: 64), this was also the time period when it was not uncommon for Finnish families to have already lived abroad and thus, many children had experience of international schools where learning happened through the medium of English. Only few schools offered education in a foreign language and the languages available were English, French, German and Russian. It was not until in the late 1980s that the types of immersion methodology, which had its origins in Canada, started to gain more of attention in the field of research, and the experiments were made in Finland (Maljers et al. 2007: 64). The year 1991 was a significant turning point for Finland, as it is the year when foreign languages were accepted to be used as the medium of instruction (Marsh, Järvinen and Haataja 2007: 65).

“The 1991-1996 National Development Plan for Education in Finland states that ‘language teaching, cross-cultural understanding, foreign language content instruction, and other forms of instruction which are important from the point of view of increased international contacts and internationalisation of working life, are systematically supported and developed at all levels of the Finnish educational system.’ (Marsh, Järvinen and Haataja 2007: 65)

As can be seen in the quote above, the National Plan for Education in Finland stated in its report to systematically enhance the internationalisation of education in Finland. Moreover, the very same report stated that pursuing studies or work experience abroad should be enabled for all high school students in Finland by the year 2000 (Marsh, Järvinen and Haataja 2007: 65). In 2002, CLIL was available in seven different languages including English, Finnish, French, German, Russian, Sami and Swedish (Marsh, Järvinen and Haataja 2007: 64).

In fact, Finland has played a significant role in CLIL being adopted for use in Europe. More precisely, the two organisations that are considered as the key alliance for the launching of CLIL in Europe are the University of Jyväskylä and the European Platform for Dutch Education (Marsh, Järvinen and Haataja (2007: 65). In 1996, these organisations mentioned above proposed a definition for CLIL as follows: “The diverse types of educational approach in which the learning of second/foreign languages has a joint curricular role.” (Marsh, Järvinen and Haataja 2007: 65-66).

As mentioned earlier, CLIL is a heading for various forms of bilingual immersion. Ten years later, the definition has slightly changed: “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (Marsh, Maljers and Wolff 2006, as quoted by Marsh, Järvinen and Haataja 2007: 66).

Finland has been very active in developing CLIL by having good international relations. Through networking as well as cooperation it has enabled itself to adapt and adopt methodologies that are similar to CLIL and further develop this educational approach (Marsh, Järvinen and Haataja 2007: 66). Marsh, Järvinen and Haataja (2007: 67) remind that the Finnish approach to CLIL is eclectic due to the varying implementations. For instance, the Finnish CLIL experiments at different school levels vary from one week to several years of studies. After the identification of the aims towards which the CLIL approach is wished to move, institutions can choose the approach specifically suitable for their students. Marsh, Järvinen and Haataja (2007: 71) state that CLIL is an educational approach in which students take part in second and foreign language teaching within the same guidelines as presented in the national and local curricula. An additional foreign language as a medium of instruction is something that is perceived as a valuable extra for the studies. According to Marsh, Järvinen and Haataja (2007: 71), CLIL was exceptionally put to practice before it was thoroughly tested in Finland. Therefore, it is only natural that teachers implementing the CLIL approach have noticed some problematic aspects related to it. Teaching in a foreign language does not always allow teachers to cover content to an extent that they would desire to. However, the depth of learning is the compensation for this dilemma. In 2005, some national surveys showed that there is a need for teachers to have a broader insight into methodologies, and stressed the importance to acknowledge that CLIL is a student-centered approach (Marsh, Järvinen and Haataja 2007: 71). These methodological issues have been

addressed over the years and CLIL continues its strong growing and development in Finland.

### **3.3 Teachers in CLIL classrooms**

It is common for a teacher who teaches in CLIL-type provision not to have undertaken formal studies in a language that they use as the medium of instruction. Thus, the typical profile of a CLIL teacher is a subject teacher teaching their subject through a language that they do not necessarily master. However, Marsh, Järvinen and Haataja (2007: 76) point out that there are several programmes offered for CLIL teachers to improve their foreign language skills in which teachers are encouraged to take part. Furthermore, some requirements are set concerning a qualified CLIL teacher. Teachers who teach more than four hours using CLIL per week need to have 110 ECTS of university studies in the target language or they need to have a qualified language proficiency of the Advanced Level of a national language test (YKI). Dual qualification is not widely spread and used in Finland. Nevertheless, there are a number of primary level teachers who specialise in foreign languages and therefore, they can be considered as dual-qualified (Marsh, Järvinen and Haataja 2007: 70).

Hayden (2007: 57) is worried about the inconsistent training of teachers working in international schools. At the moment, a teacher who is trained to teach in a national school is also permitted to practice his/her profession in an international institution. Hayden (2007) questions the ability of a national school teacher being able to teach in a multicultural, multilingual context, not forgetting that the curriculum differs between these two types of education. She goes on saying that sufficient training should be provided for teachers in this situation. As already mentioned in chapter 2, most of the teachers in international schools are native English speakers. Hayden (2007: 57) reminds that this is often ideal for parents and students and whereas some international schools are seeking to extend the multiculturalism among the teachers, it is seen as a negative feature by the families who are persistent to let their children continue their studies in a school where the staff speaks English as their native language.

Marsh, Järvinen and Haataja (2007: 72) specify the idealised competencies that are required of a CLIL teacher. These include the following:

“Sufficient target language knowledge and pragmatic skills for the CLIL type followed, so as to be a producer of comprehensible input for learners”

“Sufficient knowledge of the language used by the majority of learners”

“Fluency in an additional language, which may be the CLIL target language or some other (e.g. one of particular relevance to target language native-speaker teachers as regards to their personal additional-language learning experience).” ( Marsh, Järvinen and Haataja 2007: 72)

Marsh, Järvinen and Haataja (2007: 72) say that in addition, teachers in CLIL classrooms need to internalise the ideology and theory of CLIL. Language learning and language acquisition have similarities, but also differences and a CLIL teacher has to have a clear understanding of them both.

## **4 STUDENTS' CAREER CHOICE**

According to Leung (2008), career guidance and counselling in the western world go back over 100 years in history. During this period of time, various theories and intervention strategies have developed around it. Vocational and career related issues have become global and cross-cultural matters. Leung (2008: 115) identifies five thriving theories in the field of career choices which he calls “the big-five”. One of these is the Social Cognitive Theory and it is presented in this chapter. Moreover, Tang, Mei, Pan, Wei, Newmeyer and Mark D. (2008) have done research on factors influencing high school students' career aspirations and use the Social Cognitive Career Theory (SCCT) as the basis of their study. The SCCT is one of the thriving theories that conduct the research in the field of career choices today. In the following, the two recent international career development models; the SCCT and boundariless career theory are discussed.

### **4.1 Social Cognitive Career Theory**

In their research on high school students' career aspirations, Tang, Mei, Pan, Wei, Newmeyer, Mark D. (2008) present the Social Cognitive Career Theory (SCCT) which originally comes from Bandura's Social Cognitive Theory, according to which an individual's choice of behavior is significantly related to self-efficacy (Bandura 1986, as quoted by Tang et al. 2008: 1). Bandura (1986) claims that the factor influencing an individual's decision to either engage in or avoid a certain task is based on one's self-judgement of their competency in accomplishing the task. Bandura (1986) states that self-efficacy is therefore linked to confidence which is either task- or domain-specific. He lists four factors influencing one's self-efficacy as follows: “verbal persuasion, vicarious learning, task performance and physiological arousal” (Bandura 1986).

According to the SCCT (Lent et al. 1994, as quoted by Tang et al. 2008: 1), an individual's career choice behavior is strongly connected to one's outcome expectancies and career interests, as well as career self-efficacy. The latter is influenced by one's background and interests, as well as the outcome expectancies (Lent et al. 1994, as

quoted by Tang et al. 2008: 1). Other factors influencing career self-efficacy are ethnicity and health status. Moreover, family background and learning experiences are contextual factors, which have an impact on the matter. According to the SCCT theory, an individual's career development is influenced by both contextual factors and cognitive person variables (Lent, Brown and Hackett 2000, as quoted by Tang et al. 2008: 1). This type of career development model suggests that background and individual characteristics influence individual's learning experiences and thus, self-efficacy is influenced as well. The circle of influence would then continue, as self-efficacy has an effect on one's interests and outcome expectations. All this is likely to influence one's career choice (Lent, Brown and Hackett 2000, as quoted by Tang et al. 2008: 1).

Furthermore, Lent et al. (2000, as quoted by Tang et al. 2008: 2) state that an individual's career-decision making can be affected positively or negatively by the environment and they give two examples of the phenomenon; "the quality of educational experiences and the financial support available to individuals" (Lent et al. 2000, as quoted by Tang et al. 2008: 2). Tang et al (2008: 2) suggests that the SCCT model would help school counsellors to design effective career intervention programmes for their students.

## **4.2 Boundaryless Career Theory**

International education programmes, such as the IBDP produce globally orientated and competent employees for the labour market. One theory in the field of career choice is the so called Boundaryless Career Theory. Suutari and Smale (2008) argue that global careers and global competencies have been increasingly a point of interest amongst researchers. In the globalised world, people move after international work assignments cross borders from a country to another, and scientists have created the theory to describe this phenomenon.

The main statement in the boundaryless career theory is that work and jobs have become global instead of the traditional stable and secure long-term employments. Organisations and employees move across borders and negotiate their own contracts of pay, promotion and other working conditions. Suutari and Smale (2008: 171) describe A



*Prototype of the Boundaryless Career* called *Expatriate careers*. Before being selected for an international assignment one has to go through several phases such as suitable education, work experience, preparation and different tests.

According to Suutari and Smale (2008: 174), global careerists may increase their *career capital* through international mobility and demanding responsibilities. Cappellen and Janssens (2005, as quoted by Suutari and Smale 2008: 174) divide *career capital* into three categories: *knowing-why* career capital, *knowing-how* career capital and *knowing-who* career capital. Knowing-why career capital means that a person has self-confidence, self-awareness and motivation needed for a desired career. Knowing-how career capital is an individual's knowledge and skill to perform the job (De Fillippi and Arthur 1994, Inkson and Arthur 2001, as quoted by Suutari and Smale 2008: 177). International competences are essential in this context and can be divided into global competencies and context-related competencies. Global competencies include e.g. cross-cultural sensitivity and interaction, adjustment and language skills (Suutari and Smale 2008: 177). Understanding a specific culture is a context-related skill. In social sciences knowing-whom career capital is often defined as social capital and can be divided into *bonding* and *bridging* between people. A person with bonding social capital is characterised by good skills when acting either in a small or large group (Coleman 1988, as quoted by Suutari and Smale 2008: 177). Bridging social capital is a skill to build connection with social groups (Granovetter 1973, as quoted by Suutari and Smale 2008: 177).

In the globalised world, social capital and networking with people have become extremely important both professionally and in one's free time. The curriculum of the IBDP includes the Creativity, Action and Service (CAS) course which promotes the development of students' social skills and encourages them being active outside school.

## 5 PREVIOUS STUDIES

As a result of the globalisation of education, the number of international schools is continuously growing. One of the branches of cross-cultural education is the International Baccalaureate (IB). The need to provide an equal footing into world universities for students attending international schools was the initial goal of the International Baccalaureate Organisation (IBO) when developing the IBDP. In this chapter, some previous studies on why students choose to study in the IBDP, how they perceive the curriculum used in the programme and students' future plans regarding post-secondary studies are presented.

Paris (2003) examined the reasons why Australian students choose to do the IBDP by using a written questionnaire and focus group discussions as methods to collect the data. His study focused on 60 local Year 10 students and their decision to choose to do the IBDP instead of the South Australian Certificate of Education (SACE). His findings suggest that the cost was preventing some students from applying for the IBDP. Paris (2003) emphasises that most of the schools offering the IBDP curriculum in the area were private. Moreover, the results show that the IBDP was regarded as prestigious by the respondents. The participants acknowledged the opportunity the programme would give to enter universities worldwide. In fact, they saw the IBDP as a fast route into university degrees and they were well aware of the fact that the programme was not a pathway for vocational career. Thus, it can be stated that the students were goal-orientated and driven by the idea of continuing their studies in a post-secondary institution. The participants regarded the IBDP as a programme for only smart adolescents. Furthermore, Paris (2003) examined the students' decision making process when applying for the IBDP. According to his study (2003: 239), 67 percent of the students responded that the decision to apply for the programme was a result of discussions between parents and them. The advantages mentioned among the respondents connected to the IBDP were the following: small class sizes, qualified teachers who are committed to their work and a better curriculum when compared with the national one. Furthermore, a higher entrance ranking score into local universities, as well as the opportunities to study in a foreign country provided by the programme were seen as positive sides of the IBDP.

In a Canadian research on graduates' perspectives on the IBDP, Taylor and Porath (2006) state that IB courses teach students to think critically and flexibly. In their research, the IBDP graduates in British Columbia were 20 statements and seven open-ended questions on whether the IBDP had had a positive impact on their post secondary studies. They consisted of two groups, one containing those who were about to graduate and the other those who had already started their post secondary studies. Therefore, they were in a good position to reflect on their experiences in the IBDP. The results of their study indicate that when compared to national high school, the IBDP introduces a wider range of topics covered in greater detail. Taylor and Porath (2006) claim that IB classes are perceived as more challenging than those of a national high school. Overall, the results of their study show that the curriculum of the IB programme is regarded as intellectually stimulating by students. Moreover, Taylor and Porath's (2006) findings suggest that the IBDP encourages students to take part in extracurricular activities such as artistic pursuits, sports, and community service work. As a result of the CAS course, the students became very involved with different activities in their leisure time, but the amount of work that the required 150 hours of time devoted to CAS added time pressures.

Taylor and Porath (2006) report that a considerable number of the respondents of their study felt that the workload the IBDP requires is excessive, unmanageable and even detrimental to their well-being. However, if they kept up with the homework and studying, the workload was seen as manageable. The majority of the respondents had worries about not meeting the requirements of the IBDP. There was also a fear amongst the students of not being accepted into the post-secondary institution that they had hoped for. In the end, the participants felt they were going to succeed in the final exams of the programme as they considered themselves to be well-prepared. It is evident that the students who took part in Taylor and Porath's (2006) research perceive the IBDP as a highly worthwhile preparatory degree for university studies. Moreover, they had learned time-management skills and felt that they were more disciplined, which they acknowledged to be useful at the university. Indeed, the results show that the respondents were less stressed during the first year of post-secondary studies when compared to their peers who had not attended the IBPD. According to Taylor and Porath (2006), the respondents said that the IBDP assisted them in reaching their career aspirations.

A recent study on the IB Diploma was conducted by ACS International Schools (2012) on the International Baccalaureate Alumni. An e-mail survey was sent to graduate students of the year 2007 in order to gain information about the students' experiences about the IBDP. Its key findings were that due to the IBDP, students felt it was easier to start university studies. Moreover, they had developed their own meta-learning and had different learning strategies which they had learned during the IBDP. According to the respondents, a broad variety of subjects resulted in deeper knowledge. The results show that students considered the IBDP to be very rigorous and required hard work, more so than the national high school. Despite the demanding time-table, they were able to enjoy studying in the programme, and all the extra work was regarded as positive. It was evident that the majority felt that the IBDP helped them in achieving their goals regarding further studies.

According to the previous studies presented in this chapter, it is evident that the decision to apply for the IBDP programme is highly affected by its prestigious reputation with qualified teachers and a curriculum perceived as superior to the national one. Students who choose to do the IBDP are internationally oriented and acknowledge the opportunities to continue their studies easily at a university overseas when having completed the IBDP. Overall, students seem to regard the IBDP as a better form of education than the national high school. However, students who do the IBDP feel that the programme might be overwhelming at times. The workload is excessive and students have to manage their own learning effectively. This means good organisation skills, time-management and enthusiasm and will to learn. The findings for previous studies presented here suggest that even though the IBDP is was seen as a demanding education programme, the benefits it offers overcome all the negative sides. Internationality is clearly a significant part of an IBDP students' life, which they wish to continue pursuing in their post-secondary studies.

The aim of the present study was to collect information on the third year IBDP students' perceptions on why they had chosen to do the programme, what their opinions were on the curriculum and how they perceive themselves as learners. Moreover, the research questions focused on examining English as the medium of instruction, as well as the participants' decisions concerning post secondary studies and career choice. Furthermore, the present study aimed at gaining information on IBDP students' level of internationality and whether they feel that the programme encourages to international-

mindedness. By using semi-structured theme interviews, the study will provide the participants' instant thoughts on the matter. The difference between my study and the previous ones presented here is that it will give results on topics such as how the students perceive the curriculum used in the IBDP in some more detail and not just in general, and what is the importance of English used as the medium of instruction and whether it has a connection to the international way of thinking regarding especially the future studies. The present study focuses on Finnish students and thus, it gives an insight on the field from a Scandinavian point of view – something that is lacking in the research on the IBDP.

## **6 DATA AND METHODS**

In this chapter, the data and methods are presented. Firstly, the research questions are presented in the order that they are discussed and presented in the results of the present study. Secondly, the data and the methods of analysis are explained. I will discuss different interview types and why I chose to use these particular methods.

### **6.1 Research questions**

The main research question is as follows:

What kinds of perceptions do third year IB high school students have about the International Baccalaureate Diploma Programme: internationalisation, English medium instruction and career choice?

The topic can be broken down into four specific questions:

1. Why do the students choose to study in IB high school and what is the students' overall experience concerning the IBDP curriculum?
2. How do the students perceive themselves as learners?
3. What are the students' perceptions on using English as the medium of instruction?
4. What kinds of aspirations and expectations do the students have for post-secondary studies and career choice, and what is the effect of the IBDP on the students' internationalisation?

### **6.2 Data and methods of analysis**

The reason why I chose to use a qualitative method is in line with the factor which Patton (2002: 20-21) points out: the aim was to gain responses that were in accordance with interviewees' instant mind-frame. Dufva (2011: 132-133) discusses the different types of interviews used in a qualitative research. She recognises three types of

interviews: a structured interview is strict framework which includes questions that cannot be changed and are asked in a certain order. A semi-structured (theme interview) interview is not as strict and can develop into a conversation between the participant and the interviewer. Moreover, the order or the actual form of questions is not specifically determined in a semi-structured interview. An open interview is a conversation which possibly has no beforehand formulated questions (Dufva 2011: 133). The data of the present study consists of seven semi-structured theme interviews and it was collected during April 2011. This study is based on a content analysis and the interviews of this study were all conducted using the same structure, although in some cases further questions were needed in order to gain enough information.

The interviews were arranged with the help of the teacher responsible for English and ToK in the IB World School in Jyväskylä. I got a chance to briefly introduce my study, as well as give my contact details to all of the third year IBDP students. Seven out of sixteen students were willing to take part in my research. They e-mailed me during the next few days, and we scheduled the individual interviews for April. The questions were divided into four main themes which can be broken down to eight more specific themes. The average duration of the interviews was approximately 20 minutes. The results are presented with the help of extracts from the interview transcripts. The examples are numbered and translated into English and the original structure and questions of the interview can be found in the appendix. In the following, the specific research questions (1-4) are explained in detail.

The first research question of the study focused on why the students had chosen to apply for the IB programme and what their overall impression of the IBDP's educational structure was. The students were asked to describe studying in an IB high school, tell about their expectations towards the programme and reflect on their experiences to see if those expectations matched with the reality. One field of questions concentrated on the structure of the education in which the goal was to survey the participants' opinions about the Pre-Diploma year, the subjects that the studying programme offers, as well as the students' perceptions on the three courses, specifically designed for IB programme: the Extended Essay, the Theory of Knowledge (ToK), and Creativity Action and Service (CAS).

The second research question was set to examine a profile of an IB student. The participants were asked to analyse themselves as learners in general and users of English. An interesting point was to see if IB programme had taught them any studying strategies.

The idea behind the third research question was to examine the students' opinion on the role of English in their studies. More specifically, questions dealt with factors such as experiences about all teaching being conducted in English, what the advantages and disadvantages of it were, and if the students thought that the lessons encouraged using English both in- and outside the classroom. Furthermore, the focus of the study was to examine the students' perceptions on the teachers' English skills.

Finally, the fourth research question dealt with future plans, career expectations and internationality. The students' aspirations and factors affecting their decisions concerning post-secondary education and working life were examined. One intriguing aspect was to measure the interviewees' knowledge about the value of the IBDP when applying for universities. Another aspect reached as far as into life after university, and the aim was to have the interviewees view themselves as applicants for a job in order to examine their career aspirations. Moreover, the fourth research question focused on the students' ambitions concerning their post-secondary studies and their experiences of the IBDP as a tool to learn about internationality.

Patton (2002: 20-21) states that qualitative findings are long, detailed and variable in content. He uses the term 'open-ended questions', and states that responses to these questions are neither systematic nor standardised. However, qualitative data gives an opportunity to understand the world as perceived by the respondents. Moreover, I wanted to capture their train of thought face to face. According to Patton (2002), direct quotations reveal respondents' depth of emotion and assist in comprehending their way of thinking and viewing the world. Thus, the use of extracts from the interview transcriptions has been rather extensive, merely because it adds value to the research.

A researcher's task is to provide an accurate framework free from preconceptions (Patton 2002: 145). Therefore, the structure of the interview was carefully designed not to include any questions that were too leading, and the themes were narrowed in order to respect the purpose of the study. Patton (2002: 145) continues that qualitative



methods can contribute to organisational or community development. The chapter eight provides information on what kinds of suggestions the findings of this study provide in the field of educational research.

### **6.2.1 Participants' backgrounds**

The participants were all Finnish third year IB high school students aged 18 to 20 years with very different backgrounds. In this section, there is a short description of all of the seven extremely co-operative students that took part in my research. The names have been changed in order to respect the privacy of the participants.

**Kalle:**

An 18-year-old male student who moved to Jyväskylä from another city to study in an IB high school. He has lived all his life in Finland.

**Jaakko:**

An 18-year-old male student who had been living in Germany and studying in an IB school for five years. The decision to apply for the IB programme after moving to Finland had been clear for a long time and it was a natural continuum for his IB studies.

**Sini:**

A 20-year-old female student who had spent a year in the USA as an exchange student before entering the IB high school. The exchange year, as well as her interest towards internationality were factors that affected her decision to apply for the IBDP.

**Heidi:**

A 19-year-old female student who knew since the seventh grade in comprehensive school that she wanted to apply for the IB programme. Her interest towards the IBDP made her search information about it independently.

**Laura:**

A 19-year-old female student who had difficulties in defining her native language. She had spent her childhood abroad, lived in five different countries, and moved 26 times in her life. She has a native speaker fluency in Finnish and English and an excellent fluency in French.

**Juhani:**

An 18-year-old male student who had lived ten years in the USA, Georgia. He speaks better English than Finnish and applied for the IBDP in order to be able to study in English. He did not know what the IB was when he first applied for the programme, only the language of teaching mattered.

**Maija:**

An 18-year-old female student who already during the comprehensive school had decided to apply for a university in some other country and acknowledged the opportunity that IB programme would give when applying abroad.

## 7 RESULTS

In this section, the results of the study are presented, analysed and discussed. The results have been divided into four parts according to the research questions. In each part I present the results of the interviews, analyse them in the light of previous studies in the field and draw conclusions. The four research questions are marked in italics.

In the first part, I analyse the participants' responses to the question "*Why do the students choose to study in IB high school and what is the students' overall experience concerning the IBDP curriculum?*". This topic is divided into three different sections that are the interviewees' reasons for applying for the IBDP, their perception of the structure of the education and their opinions about the IBDP's pros and cons. The second part of this chapter reports the results and discusses them in the light of previous studies regarding "*How do the students perceive themselves as learners?*". In the third part, the focus is on "*What are the students' perceptions on using English as the medium of instruction?*". The last part of this chapter reports the results concerning "*What kinds of aspirations and expectations do the students have for post-secondary studies and career choice, and what is the effect of the IBDP on the students' internationalisation?*" which contains three dimensions: further education, career aspirations and internationality.

### **7.1 Applying for IBDP and students' overall experience concerning IBDP curriculum**

The motive of the first research question was to get a clear view of the students' overall impression of the IBDP. This motive includes both the expectations the students had prior to applying for the IB programme and their perception of the programme once they took part in it. The results are presented and discussed in the following.

### 7.1.1 Applying for IBDP

The interviewees had personal reasons for applying for the IB programme (see students' background profiles in chapter 6.3). Nevertheless, the importance of English as the language of studies was mentioned repeatedly as a major motivating factor to apply for the IBDP. The participants aimed at maintaining and improving their English knowledge and thereby enhancing their possibilities to apply for universities abroad more easily. The following examples 1-3 illustrate this:

- (1) Sini: kiinnostiti sit ehkä se englannin kieli kanssa ni sitte mä vaan päätin et IB-lukio ois se niinku oikee mulle ni sitte hain tänne  
I was interested in the English language so then I just decided that the IB high school was the right choice for me and so I applied here
- (2) Jaakko: silleen ja sitten muutenki se et meinaan ulkomaille sitte hakee niinkun nyt IB:n jälkeen opiskelemaan ni se oli kans sit niinku pystyy ylläpitää englannin kieltä et se oli kans sit yks syy miks tuln tänne  
I'm going to apply for universities abroad after the IB programme so that was one of the reasons I applied here. Another reason was to maintain my level of English
- (3) Maija: periaatteessa sen takia että no just englannin kielellä että vähän ehkä kieli siinä vahvistuu kanssa ja sitte halusin sillon jo niinkun ulkomaiseen yliopistoon hakee basically because I wanted to study in English and improve my English skills and then I already knew that I want to apply for a university abroad

As can be seen in the examples 1-3, participants feel comfortable using English and they are interested in studying in a foreign language. According to Hayden (2007), English is the strongest option as the medium of instruction in any international education programme due to its status as lingua franca in the globalised world. However, it is important to remember that IB high school is not designed to carry out a language centred education (Nikula 2007: 221). In fact, Nikula (2007: 221) states that due to advanced English as a Foreign Language (EFL) education in Finnish national schools students are able to take part in CLIL instruction. Based on the present and previous studies one can conclude that the popularity of the IBDP will be strong in the future as English is both attractive and a natural choice for the medium of instruction. In the light of these findings it is safe to claim that students who apply for the IBDP have a strong will to use English as a tool to study other subjects in depth, not only the language itself. Furthermore, the students acknowledge the value of English when

applying for universities abroad. This implies that the students are interested in having an international education and career.

Some students had spent one or several years of their lives abroad and therefore, internationality and advanced skills in speaking English were factors which facilitated their decision to apply for the programme, as can be seen in the following examples 4-7:

- (4) Sini: no siis ennen ku mä tänne tulin ni ysin jälkeen mä tiesin että mä oon lähössä vaihtoon niinku USA:han ja sit se jotenki niinku koska mua kansainvälisyys kiinnosti well before I started in the IB programme I already knew I was going to spend an exchange year in the USA after the ninth grade and also I was interested in internationality
- (5) Laura: ku mä oon kuitenkin asunu ulkomailla pitkään ja silleen... just sen takia että ku on sitä kansainvälisyyttä ja silleen niinkun kielitaitoo on I've lived abroad for a long period of time... so because of the internationality and my language skills
- (6) Jaakko: no iteasiassa mul oli se et mä oon viis vuotta asunu Saksassa ja siellä sitte oli niinku tää tämmönen IB:n niinkun ala-aste ylä-aste tämmönen programmi (.) niin tota vähän sillee et se tavallaan niinku jatkaa sitte suoraan IB:stä mulla oli semmonen yksityiskoulu mikä oli just IB:tä niinku periaatteessa ihan ala- ala-asteesta asti et se tavallaan sitten niinkun oli sillee että [tuntu luontevalta] well as I said before I've lived in Germany for five years where I went to private school and they had this IB programme for primary and secondary school so it was a natural continuum for my studies
- (7) Juhani: tota suomi on mun äidinkieli mut mä puhun englantia paremmin... mä oon asunu kymmenen vuotta Jenkeissä mut mä oon syntyny Suomessa Finnish is my native language but I speak English more fluently... I've lived 10 years in the States but I was born in Finland

For instance, Laura had lived in five different countries and moved 26 times during her life, which had forced her to adapt in different cultures and learn new languages. Jaakko felt that it was a natural continuum for him to apply for an IB programme as he had studied in one since the elementary school in Germany. Juhani had lived in the United States for ten years before starting in the programme in Finland and he simply did not feel there would have been any other choice for him but to continue his studies in English (see example 8):

- (8) Juhani: en mä ois pärjänny tuossa kansallisella puolella ku en mä puhu suomee kovin hyvin niinku (.) tota en mä osaa opiskella suomeks I wouldn't have done well in the national high school as I don't speak Finnish very well (.) I mean I don't know how to study in Finnish

He felt that English was easier for him to use and understandably it was more comfortable for him to study in the language that he had been used to for the last ten years. Overall, the results show that already in the stage of applying some of the

students had achieved a fluency of a native speaker in English, which encouraged them to choose the IB programme. Internationality was not a new concept to the participants and therefore, it played a major role in their decision to apply for the IBDP. One can say that the students applying for the IB high school are internationally orientated and in many cases have a strong international background. Hayden (2007: 54) states that adolescents who attend international schools have varying multicultural backgrounds. Similarly to Hayden's study, the findings of the present study show that it is common for students to have lived abroad and in many cases the IBDP students already master at least one foreign language as in the case of Juhani (example 8): he speaks both English and Finnish fluently but prefers English as the language of studies. Hayden (2007: 54) points out, that international schools are designed for students with varying origins. Moreover, according to the Finnish Ministry of Education (2014), one of the current development ideas for the IBDP in Finland is to gain more students with multicultural backgrounds.

Even though the majority of the students felt confident about studying in English, it was not self-evident for all of the participants as can be seen in examples 9-11:

- (9) Sini: no ehkä ainaki se että ehkä vähä haastavaa niinku opiskella englanniks koska mä en ollu aikasemmin ikinä opiskellu englanniks et kaikki sit suomeks vaan ni sit silleen en tienny et mitenkä erilaista se sit tulis olemaan mutta emmä nyt tiä siis semmosta kivaa  
It was a bit challenging to study in English because I had never done that before and I wasn't sure what it was going to be like but I don't know fun I guess
- (10) Heidi: että oppii aika luonnollisesti silleen käyttämään englantia muutenki ku pelkästään silleen vaikka tämmösessä vähän epävirallisessa keskustelutilanteessa et ihan silleen virallisestikki  
to learn how to use English naturally in other than informal conversations
- (11) Maija: ja periaatteessa sen takia että no just englannin kielellä että vähän ehkä kieli siinä vahvistuu kanssa  
and basically I also wanted to study in English so that I could improve my English skills

Clearly, the students who had spent years living abroad felt more confident starting in the IB programme. For those who had no or little experience in studying in English it was natural to think more carefully about the nature of studying in a foreign language and some of them specifically aimed at improving their English. This is in accordance with Dalton-Puffer (2008: 3) who states that students with international experience and those who are only starting their internationalisation both apply for the IBDP.

When asked about the sources through which they had heard about the IB programme, the students seemed to have used a great amount of time searching information about the education independently. The sources mentioned were the parents and other relatives, the Internet, the student counsellor, and a visit to school on an open-day where they could hear graduate students telling about their experiences. Friends and family seemed to have the greatest impact on the students becoming interested in the IB programme. This is in line with Paris' study (2003: 129), in which he examined the students' decision making process when applying for the IBDP. He reports that 67 percent of the respondents claimed that the decision to apply for the programme was a result of discussions between parents and students. The student counsellor was mentioned as one source of information regarding the programme. Nevertheless, the information provided at school was not seen as very helpful and the majority of the participants had done some research on the Internet in their own time.

The students described studying in an IB high school as hard, but also challenging, independent and rewarding in the end, as the following examples 12-14 illustrate:

- (12) Sini: mm no aika haastavaa ja ehkä itsenäistä sillee että pitää niinku ite tehdä niitä asioita että ei ne opettajat välttämättä sano että opiskele tätä ja lue nämä vaan ne pitää vaan niinku tehdä  
well I think it's pretty challenging and maybe independent because you have to do things on your own and the teacher won't necessarily say that you need to study this and read that but you just have to do it
- (13) Heidi: elikkä tiivistä ja sitten mut kuitenkin sellasta et tavallaan antaa omaa vapautta aika paljo et missä järjestyksessä haluaa vaikka tehdä (.) et silleen omalla tavalla aika silleen tosi itsenäistä  
it's intense but then again it gives you free hands to for example think of the organisation of your studies (.) so in a way it's very independent
- (14) Laura: rankkaa (.) varmaan oot kuullu aika monesti että no siis mää tykkään ite IB lukiosta sen takia koska tää on silleen projektiluontosta että just arvosanat tulee niinkun loppukokeen mutta myös sitten projektien perusteella mitä tehdään niinkun pitkin vuotta että (.) mitäköhän sitä sanois että rankkaa mutta palkitsevaa lopuks sitte tietenki tough (.) I've said this several times already, I like IB high school because it's project based and the grades are given based on the final exam but also based on the projects that we work on during the academic year (.) I mean tough but rewarding in the end

Taylor and Porath (2006) claim that IB classes are perceived as more challenging than those of a national high school. Overall, the results of their study show that the curriculum of the IB programme is regarded as intellectually stimulating by students.

The results of the present study are similar to those of Taylor and Porath's, as the interviewees reported that in spite of the stress, they valued the rich curriculum that the IBDP offers.

The participants' perceptions on the IB education did not drastically differ from each other. Being able to focus on the interesting subjects on an advanced level and to leave out the ones they had no motivation for was regarded as appealing, as can be seen in examples 18-21:

- (18) Maija: no että pääsee syventymään just niihin muutamiin oppiaineisiin silleen syvemmin  
the good thing is to be able to choose the subjects you want to study in more depth
- (19) Sini: semmosta kivaa ja sitte ku saa just valita ne aineet mitä mitkä niinku itteesä kiinnostaa  
it's great to have the freedom to choose the subjects that you're interested in
- (20) Kalle: et sai opiskella enemmän niitä aineita mitä halus ja kyllä mulle hyvä kova juttu sillon kans oli ettei tarvinnu ruotsia lukee ja  
you had the chance to study the subjects you were most interested in and not having the obligation to study Swedish was the thing for me
- (21) Jaakko: mitä mä nyt IB:stä tiesin siihen aikaan ni oli aika vähän et tosiaan sit niinkun englannin kieleks ja valitaan ne kuus ainetta ja sit siinä on niinku lisähommia kans kaikkee Extended Essaytä ja tällasta että niin tota oli sillee että ihan olin kyllä kiinnostunu niinku enemmän siinä vaiheessa  
I didn't have a lot of information about the IB at the time besides the studying language being English and you can choose six subjects plus that there were these extra work included like the Extended Essay and so that made me more interested in the whole programme

In the IBDP, students choose six subjects at the beginning of their studies on which they will focus during the two year programme (The World School in Jyväskylä 2014). The fact that one could choose the subjects was found appealing among the participants and it was one of the most commonly mentioned expectations towards the programme.

To conclude the reasons for applying for the IBDP based on the present and previous studies, it is clear that students who apply for the IBDP have a strong will to use English as a tool to study other subjects in depth, not only the language itself. Family and friends are a significant influence in the decision making to apply for the programme, although students collect information on the programme independently. In addition, the IB students are interested in having an international education and career. These findings can arise from the fact that the students applying for the IB high school in many cases have a strong international background. When it comes to the content of the



IBDP, the curriculum is well appreciated among the students. However, the programme is considered as more disciplined than the national one.

### 7.1.2 Structure of education

In this section, the results of the present study regarding the participants' perceptions on the different parts of the IBDP curriculum are presented and discussed. The present study focuses on the Pre-Diploma year, foreign languages and the three special courses: ToK, CAS and Extended Essay. Finally, the results of the broadness of the curriculum are presented and discussed.

#### 7.1.2.1 Pre-Diploma year

The first year of studies in an IB high school is known as a Pre-Diploma year during which students decide whether to continue to the actual IB programme or not and prepares students for English medium instruction by providing national high school courses in English (IB World School in Jyväskylä 2014). In the present study, one can notice a clear division to two groups; those who felt that the year was helpful (see examples 22 and 23) and prepared the students well for the IB programme and those who thought that it only revised the ninth grade in comprehensive school (see example 24):

- (22) Kalle: kyllä mun mielestä (oli hyödyllinen)... se kieli tuli siinä että ku mulla ei tosiaan kielitaito ollu koskaan niin semmonen hyvä... ihan sekin että ku tuli uuteen kouluun ja uuteen kaupunkiin et siinä ehti tutustumaan  
I think it was (useful)... the language came with it because my level of English was never anything great... and the fact that you have just started in a new school and come to a new city so that gave some time to get familiar with everything
- (23) Sini: sinällään se oli hyödyllinen et siinä tuli vähän niinku englanniks opiskeluun niinku pehmeä lasku  
it was useful in a way as it gave a smooth start to studies in English
- (24) Jaakko: mulle se oli aika hyödytön... lähinnä vaan ysiluokan kertaamista... tason ylläpitämistä ja sit vasta niinku kunnon opiskelu alko siinä kakkosvuodella  
for me it was pretty useless... mainly just revising the ninth grade... maintaining the level and then the real studying started in the second year

The participants were satisfied with the gradually increased use of English in the classroom during the first year. However, students agreed with the fact that the Pre-

Diploma year was too easy and did not require a great amount of work, which is evident in Sini's comment in example 25:

- (25) Sini: oli ehkä liian lepsu vuos silleen... se on kova lasku IB ykkösvuoteen ku tulee niin paljo kaikkee tekemistä  
the year was a bit too easy in a way... it's a huge change to IB studies' first year because there's so much stuff to do

The participants reported that there is a great difference between the Pre-Diploma year and the actual two year IBDP. Even though the Pre-Diploma year prepared the students for the two year IB programme, it was considered as almost too easy and the following year of studies in the IBDP drastically more demanding.

#### 7.1.2.2 Foreign languages

Studying languages in the IB programme was perceived as different from the methods used in the national section. It has a deeper approach to the subjects and the language courses include for instance more literature and analysing poems. Laura's response (example 26) illustrates this:

- (26) Laura: kielten opiskelu on täysin erilaista et se ei oo sitä että niinkun opiskellaan kielioppia ja päntätään sanoja vaan ett niinku just luetaan kirjallisuutta näin eespäin että analysoidaan runoja ja tämmöstä niin se on mun mielestä ollu paljon paljon paljon mielekkäämpää  
studying languages is completely different when compared to the national high school it's not just grammar and learning words but also reading literature etc analysing poems and I find that so much more interesting

It is an expected response from a student who has chosen to study in the IB programme that studying languages in-depth is worthwhile and interesting. According to Nikula (2007: 221), CLIL does not substitute foreign language teaching. Therefore, it is important to emphasise that formal language teaching is not forgotten in the IBDP either. The majority of the participants had studied foreign languages (French, German and Swedish) in the national high school simultaneously with their IB studies. The results show a sign of independence among the participants when taking self-study courses alongside the IB studies. In the light of this and previous studies one can conclude that the interest towards foreign languages among IBDP students is very high.

#### 7.1.2.3 ToK, CAS and Extended Essay

In addition to normal studies, the IBDP contains three significant parts which are included in the final assessment. The three courses which are obligatory for all students include the ToK, the CAS and the Extended Essay. These are all time-consuming courses which include project-based tasks that require time and independent work and they have been introduced in detail in chapter three.

The Extended Essay is a short research paper that the students are obliged to write in their second year of studies (IB World School in Jyväskylä 2014). All of the participants considered the writing process advantageous, although a rigorous task which prepares them for studies at a university in the future. Furthermore, the students felt that such a time-consuming project teaches them about studying strategies such as organisation and time-management (see example 27):

- (27) Sini: no sinällään se on hyvä koska se on niin iso projekti ni siihen pitää niinku osata sit käyttää sitä aikaa oikein ja pitää niinku keskittyä siihen ja niinku järjestää se oma lukujärjestys tai se niinku aikataulu että sitte kerkee sen tehdä... projektina yleensä niin mun mielestä se oli tosi hyödyllinen et sitte osa valmistautuu ehkä yliopistoonki et jos siellä on jotain isompia  
it's good because it's such a big project so you have to use your time-management and organisation skills so that you'll have enough time to do it... as a project in general I found it very useful because it prepares you for the tasks you might face at a university

Also negative comments on the course were given (see example 28):

- (28) Juhani: no kai se ny auttaa niinku esseen kirjoitusta mut kyllä se mun mielestä ihan aika turha on  
well I guess it helps the process of writing essays but in my opinion it's pretty useless

According to Misso-Veness (2010), the Theory of Knowledge (ToK) has been cited as the core of the IBDP curriculum and ideology. One part of this study focused on examining the experiences that the participants had related to the ToK. The following examples 29-30 illustrate the overall impression of the course among the students:

- (29) Heidi: se jäi aika vieraaks... vähä semmoseks roikkuvaks ja yhtäkkiä ois pitäny tehdä se ToK essee ni se tuli kuitenkin ehkä vähä silleen puun takaa  
it remained pretty distant... kind of detached and suddenly we should've done the ToK essay so it kind took us by surprise

- (30) Juhani: mä en tykkää yhtään tollasist filosofia jutuista... mä en oikeen tiä mitä se oli  
 Haastattelija: et se jäi vähän epäselväks jopa  
 Juhani: no joo  
 Juhani: I don't like those kinds of philosophical things at all... I don't really know what it was  
 Interviewer: so you think it remained even unclear  
 Juhani: well yeah

The participants' perception was that the ToK was a somewhat useful part of the studies. However, the students had some critics to say as well (see examples 29-30); they were not content with the way the course was taught and they felt they did not learn significantly during it. The students wished that it would have activated them more and included more debates. Moreover, at times the ToK felt too philosophical and even boring to their taste. Some of the participants said that the message it conveyed stayed unclear. Moreover, some students had been hoping for a better approach to the subject (see example 31):

- (31) Kalle: epistemylogia on muutenki semmonen niinku vähän silleen uskomattoman kiinnostava et se opetus jäi aika pintapuoliseks... et sitä ois voinu mun mielestä sillee käydä pikkasen syvällisemmin  
 epistemylogy as a concept is extremely interesting and i think the teaching remained pretty superficial... I mean the course could've gone on some deeper level

Even though the course did not receive much admiration, some of the participants saw some positive sides to it (see example 32):

- (32) Laura: monien mielestä ei ollu (hyödyllinen) mutta siis mun mielestä se on sillee että se pistää ihmisen ajattelemaan ihan perusasioita mitä niinkun taas normilukio ei todellakaan tee... kun ToK on semmonen mikä liitetään joka ikiseen aineeseen esimerkiks meidän historian ja fysiikan kirjoissa on lopussa aina semmonen niinkun ToK että mitä ajattelet tästä... et sen voi löytää IB structures joka paikasta mutta eihän sitä niinku käytännössä hirveesti niinkun opettajat muistuttele tai nää eespäin  
 many of us think that it wasn't (useful) but I think it is as it makes you think basic things whereas national high school would never do that... cause the ToK is something that's attached to each an every subject for example our history and physics studybooks contain a little ToK section like what do you think of this... you can find it everywhere in the IB education structure but in the end the teachers don't talk about it in practice

One of the core aims of the IBDP is to educate students to become critical thinkers (Alchin 2006). Nevertheless, according to the results of this study, IBDP students feel like they do not learn as much of critical thinking as one could assume. Moreover, the attitudes towards analysing the world around them seem to be rather neutral, whereas one could have expected more of students emphasising the importance of it.

The third extra course that sets the IBDP apart from the national high school is the Creativity, Action and Service (CAS) course. The opinions about the course varied among students and on one hand, some of them considered it as a useful course and a needed break from intensive reading and studying as can be seen in Laura's response (see example 33):

- (33) Laura: emmä nyt tiää siitä hyödyllisyydestä olihan se hauska ja ei tuu opiskeltuu niin paljon ku niinku koulu tavallaan pakottaa sut harrastamaan samalla (.) et sinänsä hyödyllistä et ei niinku tuu burn out  
I don't know about the usefulness it was fun and you don't study as much because like the school kind of forces you to participate in some hobbies at the same time (.) so it's sort of useful because you won't have a burn out

On the other hand, some of the participants felt that it was more of reporting and writing about the experiences, which added the already high level of stress. All in all, the majority found upsides more than downsides in the CAS (see examples 34-35):

- (34) Jaakko: kyllä se niinkun ihan motivoi tai pakottikin tekemään mä olin Toukofestissä mukana tosi isoissa projekteissa aktiivisesti mihin en ois niinkun normaalisti lähteny missään tapauksessa... siinä mielessä se oli tosi tosi hyvä  
it did motivate and also kind of forced you to do stuff I took actively part in really big projects in Toukofest something that I would've never done otherwise in any circumstances... in that sense it was really really good
- (35) Sini: CAS:n ansiosta tavallaan mä alotin yhdellä tanssikoululla... ja sitte nyt mä alotin viime syksynä Punasella Ristillä vetämään tämmöstä reddie kids kerhoo seittämän viiva kymmenen vuotiaille ja varmaan jatkan sitä nytte myöhemminki vaikka ei tarviikkaa mihinkää CAS:iin enää niitä tunteja  
thanks to the CAS I picked up dancing... and last autumn I started working for Red Cross as an instructor in a club for seven to ten year olds and I'm probably going to continue that later on even though I don't need any hours for the CAS anymore

The CAS course does seem to encourage students in extracurricular activities and the results of other studies in the field support this finding. The students did acknowledge the fun side of it too; doing school assignments subconsciously. Accordingly, Taylor and Porath (2006) report that the IBDP graduates' reflections on the CAS were positive and that the students stated to have been encouraged by the course to take up new hobbies and continue these activities voluntarily.

#### 7.1.2.4 Broadness of the curriculum

As discussed earlier in the section 7.1.1, the results show that the interviewees appreciated the chance to choose the subjects they were most interested in. This can be seen in the following examples 36-38:

- (36) Haastattelija: tosiaan ne oppiaineet poikkeaa tavallisesta lukiokoulutuksesta niin onks ne sun mielestä ollu mielenkiintosia nää oppiaineet täällä IB puolella  
As we discussed earlier the subjects differ from the ones in the national high school so in your opinion have they been interesting here in the IB section
- (37) Jaakko: kyllä mun mielestä et ei tarvii niinku käyä uskonnon kursseja terveystiedon kursseja vaan niinku pystyy just valitsee ne kuus ainetta et saa sitte keskityttyä niihin ja ei tarvi sit mitään semmosia hommia mitä niinkun ei jaksas normaalisti ollenkaan eikä kiinnostas niin tota pääsee tavallaan niistä eroon sitte  
Yeah I think so as you don't have to participate in religion or health education courses but instead you're able to choose the six most interesting subjects and you can focus on them without having to deal with subjects that do not intrigue you at all
- (38) Sini: no siis on mun mielestä todellaki ja mun mielestä siis on hyvä että ku on ne kuus ainetta ni sit että saa niinku osan valita pitkänä ja osan lyhyenä et sitte just et ne et mitkä on niinku kaikkein mielenkiintosimpia ni ne saa ottaa pitkänä  
I think so definitely and I think it's good to have those six subjects which you can choose to study as advanced or basic studies so you can choose the most interesting ones as advanced

Being able to study certain subjects in depth was considered as an important factor. The students knew what subjects they wanted to study and were aware of the ones they did not have to choose when studying in the IB programme. Furthermore, the students felt that the selection available was wide enough, even though it is not the widest one compared to some other IB high schools in Finland (see examples 39-40). This is in accordance with a recent study of the ACS International Schools (2012) on the IBDP graduates and their experiences about the programme. One of the key findings of the study was that students felt more prepared for university studies due to the IBDP curriculum. This implies that even though the variety of the chosen subjects is limited to six, the IBDP students gain a good general knowledge. One could conclude that the subjects have been designed in a groundbreaking manner (see examples 39-40):

- (39) Sini: mulle ainaki niistä niinku oppiaineista löyty ne mieleiset valinnat et tietysti se et ku on niinku tämmönen pienempi koulu Jyväskylässä ni ei välttämättä kaikki niinku löyvä sitä just minkä haluis mitä haluis opiskella koska IB on kumminki niin pieni täällä  
I found the subjects that I liked but of course as our school is a bit smaller here in Jyväskylä it might be difficult for some students to find the subjects that they want to study because the IB is rather small here
- (40) Laura: meilläähä ei oo niin paljo valinnanvaraa niinkun Jyväskylässä kun esim muualla maailmassa mutta just esim mä oon opiskellu teatteria mikä on ollu tosi mielenkiintosta  
we don't have as much choices here in Jyväskylä as in other IB high schools around the world but for example I've studied theatre which has been very interesting

The examples 39-40 illustrate that the participants are well aware of the subjects that the IBDP offers, not only in their own school but also elsewhere, including different countries.

As a conclusion, the structure is well appreciated among the IBDP students. The subjects have been designed in a groundbreaking manner since the curriculum is considered broad and which prepares the students well for university studies. Unsurprisingly, the interest towards foreign languages among IBDP students is very high. One interesting aspect is that the IBDP students feel like they do not learn as much of critical thinking as expected. Moreover, the attitudes towards analysing the world around them remain quite neutral, whereas one could have expected more of students emphasising the significance of it. In this part of the results it is also evident that the CAS course encouraged students to activities outside school, which makes the course a success.

### 7.1.3 IBDP: pros and cons

In order to gain a solid understanding of the students' overall perception of the IBDP, the present study focuses also on the positive and the negative sides of the IB programme. The students were asked to point out the best things that the IB programme has to offer for a student (see examples 41-43):

- (41) Kalle: ensimmäisenä tulee niinku toi ryhmä mieleen ja se niinku et siinä on semmone oma pieni ryhmänsä missä pystyy opiskelemaan ja et semmonen tietty yhteishenki tulee siinä  
the first thing that comes to mind is the small size of the class and the team spirit it brings along
- (42) Heidi: ekana tulee mieleen just tällaset sosiaaliset suhteet et just se porukka on tosi tiivis  
the first thing that comes to mind is the social relationships and the solid group of students
- (43) Maija: päällimmäisenä tulee se ehkä just yhteisöllisyys niinku tavallaan jos vertaa normilukioon että meillä on se oma luokka  
the first thing I can think of is the sense of community when compared to the national high school because we have our own class

The participants mentioned that having a solid class and group was one of the greatest upsides and that it gave them a sense of unity and solidarity (see examples 41-43).

Accordingly, Taylor and Porath's (2006) findings show that students appreciate the feeling of unity in the IBDP class, and that they find it very unique. In addition, a small class gave a better chance to interact with teachers on a deeper, one-on-one level, which gave a chance for some more personal feedback (see example 44):

- (44) Maija: opettajiin tutustuu tosi hyvin ja saa tavallaan hyvää palautetta ja tosi yksilöllistä ku meidän koulussa on niin pienet ryhmät  
you get to know the teachers very well and you get good and personal feedback as we have such small groups in our school

Being able to choose the subjects of their studies freely was also seen as a positive aspect of the programme as well as the fact that all studies were conducted in English. The interviewees recognised the benefit of having an IBDP degree when they would later on apply for universities abroad. This can be seen in examples 45-48:

- (45) Jaakko: on saanu lukee niit aineita mitkä niinku haluaa ja englanniks et mulla on niinkun mukava lukee englannin kielellä ja sit tietää sen et niinkun ulkomaan yliopistot arvostaa IB:tä kans tosi paljo  
we've had the opportunity to study the subjects that we like in English which I enjoy and then the fact that I realise how much universities abroad appreciate the IB
- (46) Juhani: kyllä se on niinku se että voi opiskella englanniks... ohan se ny ihan kiva kans et ku on kuus ainetta ni saan niinku lukee niitä aineita mistä tykkää  
it has to be the fact that one can study in English... and it's pretty nice to be able to study the six subjects you like
- (47) Kalle: ja tietysti sit niinku se kanssa mitä ei alussa välttämättä ajatellu niin paljon mut et se on ulkomaille hakiessa ollu niinku tosi hyödyllinen  
and then of course something that i didn't necessarily think about at the beginning is that when applying abroad the IB is very useful
- (48) Sini: ja sit se tietysti että on englanniks ni siitä mä tykkään tosi paljon  
and of course that we study in English is something that I like a lot

Even though the students may have been surprised by the workload that the programme requires at first, they did see this as a positive side when reflecting their studies (see examples 49-50):

- (49) Sini: et se on tosi haastava et vaik se on niinku hyvä ja huono puoli sinällään mut sillee et mä oon niinku itestäni löytäny monia uusia puolia et ku tarvii tehdä niin paljo ja pitää niinku haastaa itteesä  
it's really challenging it's kind of like an upside and a downside at the same time but I've found lots of new sides about myself because when you have to do so much and you have to challenge yourself
- (50) Heidi: on tehty koko ajan silleen aika tiiviillä tahdilla hommia ... valmistele yliopistoa varten... on kuitenkin silleen oikeesti tuntunu et on tehny hommia



we've worked with a hectic schedule all the time... it prepares you for university studies... I feel like I've worked really hard

Recent studies have gained similar results about the nature of the IBDP perceived by students. The ACS International Schools (2012) surveyed students' reflections on the IBDP in the UK and the respondents felt that the programme requires more work than the national high school. Accordingly, the findings of Taylor and Porath's (2006) study on graduates' perspectives in Canada suggest that studying was considered more challenging in the IBDP. However, the study by ACS International Schools (2012) points out that in the end, students reported being able to enjoy their studies and that there was time to have fun as well.

Especially the project based studies were seen as a positive factor in the programme and that various long-term projects, such as portfolios helped keeping up with the timetable as can be seen in example 51:

- (51) Laura: mun mielestä nimenomaan se että niitä on niitä projekteja että se ei oo niinkun ei tuu sitä semmosta loppukiriä  
että huomaa että kaikki on tekemättä  
in my opinion it's especially the projects so that you don't have to notice at the last minute that nothing's done

One can state that the interviewees had similar thoughts on the positive sides that the IB programme has to offer. What came as a surprise was how much they valued having one stable class instead of various groups. This shows that there was a good team spirit in this particular class. Other pros mentioned were English as the language of studies and being able to apply for universities abroad more easily. The IBDP offers a degree that is highly appreciated all around the world and surely it is expected that a certain number of the IBDP students will carry on their studies in a foreign country.

The students were also given a chance to talk about the downsides of the IBDP and whether they had any suggestions on how to improve it. This topic showed that not everyone was content with the amount of time spent on portfolios and presentations (see example 52):

- (52) Jaakko: meillä on joka aineessa tosi paljon extrahommia... ne vie tosi paljon aikaa pois semmosesta ihan itse lukemisesta... presentationeita ja tota niitä jotenki vähemmäks että portfoliotöitä ehkä yks vaan kahen sijaan

we have a lot of extra tasks in every subject... that takes time away from independent studying ... less presentations and instead of two portfolios just one

Instead, developing the studying programme into a direction where students would have more time to read books and in this way prepare for classes and exams better was suggested (see example 52). Other factors that received criticism were CAS with 150 hours of work and the ToK which was considered too philosophical and abstract. Some students mentioned the Extended Essay as a useless extra work, but mainly the interviewees realised the importance of it and how they would appreciate the ability to write longer texts in the future.

## **7.2 IBDP students as learners**

The participants had difficulties in describing themselves as students. However, the topic itself was broad and it seemed that it might have required more time for the students to profile themselves as IBDP students. Therefore, the responses were limited and rather modest. The adjectives mentioned by the interviewees were such as lazy and unorganised but also ambitious, hard-working, goal-directed, persistent and motivated. In the end, all of the students acknowledged that the IBDP is a rigorous task for anybody to accomplish and they gave themselves credit for having been able to deal with all the pressure it brought along.

It is important for any student to widen their knowledge about different kinds of learning strategies and to be able to pick the ones that suit him/her best. I was interested in examining what kinds of learning strategies the students had learned while studying in the IB high school. The IBDP includes a method course during the Pre-Diploma year where learning strategies are one theme of discussion. Some of the students did not seem to have learned about different learning strategies during the course. Working independently and being systematic as well as well-organised were characteristics that they had learned from working on projects, meeting deadlines and exam dates and not because someone told them to work in a certain way. The students wished there was more of instruction when it came to learning strategies. This is illustrated in example 53:

- (53) Laura: aluks oli kaikkee niinku just opiskelustrategioista puhetta mutta ei sinänsä niin paljoo  
että (.) se on ehkä semmonen asia mitä mä oisin kaivannu enemmän  
at the beginning there was some discussion about learning strategies but not that much (.)  
that's probably one thing I would have liked to have more

Overall, it seems that the IB high school offers tools for developing one's own learning and the interviewees had benefited from the tips given by teachers (see example 54).

- (54) Maija: no se metodikurssi oli itse asiassa mun mielestä ihan jees että siinä oli just kaikkee että miten voit opiskella tehokkaasti ja miten kirjoitat hyvän esseen ja kaikkee tämmöstä  
I found the method course pretty useful because we talked about things like how to study efficiently  
and how to write a good essay etc.

The students appreciated the advice they were provided with during the method course conducted during the Pre-Diploma year. However, the participants felt that there is a lack of teaching of different learning strategies and it would be a good improvement for the IBDP to enhance the learning to learn.

According to the learner profile of the IB World School in Jyväskylä (2014), its students will become independent learners who are able to conduct inquiry and research with the skills acquired during the programme. It was easy for the participants to describe the IBDP studies and enumerate the qualities that an IB learner should have and the kinds of studying manners they should adapt to (see examples 55-57). However, at the beginning of their studies the reality came as a shock for some of the students as they had to be able to organise their own learning and get used to putting a great amount of time in their studies which include long term projects and other demanding assignments. Furthermore, the responses show that according to the participants, the programme requires self-discipline and time-management skills to be able to deal with the workload that the students felt overwhelming at times, as the examples 55-57 show:

- (55) Jaakko: mm no hyvin paljo on kyllä semmonen saa kyllä itsekuria olla et paljo just tämmösiä asioita mitkä pitää niinkun mitkä välttämättä ei liity just siihen niinkun pelkkään lukemiseen vaan just semmoseen niinku omaa- töitä pitää tehdä just tosi paljo et just niinkun nää Extended Essay on tosi (.)ja sit kaikki niinkun portfoliotyöt matikassa et semmosta hyvin niinkun käytetään sitä opittua niinkun tietotaitoa muuhunki ku vaan sitte että vaan pöntätään kirjoja että hyvin semmost soveltavaa (.) soveltavaa  
you need a lot of self-discipline and a lot of the work is done independently, not just reading but I'm talking about all the independent work such as the extendend essay (.)  
and all the portfolio work in maths and so it's not just about reading books but applying your knowledge to different projects

- (56) Sini: no ehkä sit se kans että pitää time-management niinku hallita aika silleen  
I'd say you have to be very good at time-management
- (57) Laura: etenkin nyt kolmannen vuoden aikana on huomannu että on joutunu tekemään aivan tajuttomia määriä töitä että unet on jääny siihen kolmeen tuntiin kahteen tuntiin especially now during the third year I've noticed that I've had to work like crazy and I haven't had enough sleep maybe 2-3 hours per night

IB high school is designed for highly motivated students (IBO 2014) and according to the present study that is how the students who graduate from the IBDP can be described as. The findings are similar to Taylor & Porath's (2006) study that states that the students learn especially time-management and that the programme is more disciplined than the national one. Furthermore, Taylor and Porath (2006) state that the workload in the IBDP is manageable if one keeps up with the homework and studying. Laura states (example 57) that the workload is nearly unmanageable during the third year. However, she had stated earlier that she could have started working on some school tasks earlier than at the last minute. This shows that the results are in accordance with Taylor and Porath's (2006) study.

To conclude the IBDP students' perception of themselves as learners, one can state that they vary from modest responses to ambitious ones. The combining factor is that the students see the IBDP as a rigorous studying programme that requires independent thinking and high motivation. In addition, organisation and time-management skills are necessary in order to accomplish one's studies successfully.

### **7.3 Students' perceptions on using English as the medium of instruction**

The third research question focused on using English language as the medium of instruction in the IB programme. I aimed at finding out what the students considered to be the most difficult thing about having to have studied in English. Moreover, I wanted to know if the IBDP encouraged the students to use English during classes (considering the fact that it is not obligatory to be active in the classroom) as well as outside the classroom. Finally, the theme focused on the teachers' level of English language skills from the interviewees' point of view.

As the results of the chapter 7.1.1 imply, English as the medium of instruction in the IBDP is considered as a gateway abroad. This was something that almost all of the interviewees were looking for in an IB high school. Reflecting these expectations at the end of their studies did not seem to differ drastically from their actual experiences as IB students. However, some of the participants had formed a picture of the studies which is too idealistic and were taken by surprise facing all the hard work.

The students were all content that the studies were conducted in English. This was not surprising because the students had stated that the use of English was one major reason why they chose to apply for the programme. Moreover, especially the students who had experience in studying in English from before felt that it was only natural to continue their studies in English. The students felt that they had improved their level of English during the programme. When asked about the problems or difficulties faced during the programme conducted in English, the students thought that learning vocabulary related to biology, physics, chemistry and mathematics was challenging at times as can be seen in example 58:

- (58) Sini: vaikka joku biologia ni se oli kyllä ihan hirveen haastavaa että mä en tajunnu puoliakaa asioita mitä siellä käytiin tunnilla läpi  
for example biology was extremely challenging at the beginning and I didn't understand nearly half of the stuff that we discussed in the classes

It was mentioned that communicating as well as writing in English was sometimes slightly difficult as it was something totally new after a Finnish comprehensive school (see example 59):

- (59) Kalle: tietysti enemmän hommia joissaki kirjoituksissa ku sit pitää miettiä miten sen ilmasee englanniks (.) mut ehkä niinku eniten suullinen viestintä on se mikä on joskus vaikeinta  
it's a lot harder to write because you have to think how to say it in English (.) but maybe like the oral communication is the most difficult thing about studying in English

The idea of the next theme was to hear about the perceptions that the participants had about the classroom environment as an encouragement for using English. All of the participants agreed with the fact that it was a comfortable environment to use English. Teachers were mentioned to increase the comfortability. The team spirit in this particular IB class is evident and the results indicate that peer support was crucial in using English during classes (see examples 60-61):

- (60) Heidi: ne luokkatilanteet silleen siinä ryhmässä niin kyl se rohkasee käyttää silleen just englantia mieluummin ku suomea ja sitten opettajat (rohkasee) myös  
the classroom situations in that group encourage to use English rather than Finnish and the teacher (encourages) you too
- (61) Laura: ku toi luokka on aina sama eikä niinku oo sitä kurssimuotosuutta ni sit ku se alko niinkun ryhmäytyä ni sit se niinku rohkas ja nimenomaan se luokan oleminen siellä rohkas puhumaan englantia  
as the class is always the same and we always have the same group so when we started to know each other better it kind of encouraged and especially because of the group that it was there it encouraged to speak

The examples 60-61 illustrate that the presence of students whose first language was not Finnish made the use of English even more natural. Therefore, it eliminated the feeling of using a foreign language artificially. Accordingly, in her study, Nikula (2007) concluded that Finnish students are confident English users in a CLIL classroom and that they use both English and Finnish in a natural manner in the classroom settings.

Finally, the interviewees were asked to assess the teachers' level of English proficiency. One of the teachers was a native English language speaker and therefore, it was interesting to hear if the use of English as the medium of instruction met the students' expectations. The results show that overall the participants were satisfied with the level of English used in teaching. The students had already realistic expectations of it because they had discussed the topic with some former IBDP students. However, there were some participants who were taken by surprise when they discovered that only one of the teachers was a native speaker of English (see example 62):

- (62) Kalle: samanlaista se on ku meilläki että siellä on niinku kaikenlaista (.) aluks se tuli niinku yllätyksenä  
it's the same level as ours so there's like all kinds of levels (.) at first it came as a surprise

Mars, Järvinen and Haataja (2007) point out that it is common for a teacher not to have undertaken formal studies in a language that is used in the CLIL type of provision. This was well understood by the participants since they did not want to criticise the teaching and pointed out that they themselves were not fluent English speakers in all situations and many times the teachers had a wider vocabulary related to the subject they were teaching (see example 63):

- (63) Heidi: yleisesti tosi hyvä jos miettii sitä et ne tietää sen aiheen  
overall the level is very good when you think of the fact that they know the subject

To conclude the participants' perception of English as the medium of instruction, one can state that the IBDP students do not feel like their English suffers from the teachers' level of English. On the contrary, it encourages them to speak in the classroom situations even more as they realise that one does not have to be a native speaker in order to accomplish ambitious goals by using another language.

## **7.4 IBDP students' aspirations for post-secondary studies, career choice and the effect of IBDP on students' internationalisation**

In the last part of the results, the interviewees' responses related to post-secondary studies and career aspirations are reported, analysed and discussed. The theme is divided into three sections; further education, career choice and internationality.

### **7.4.1 Further education**

The interviewees were asked about plans regarding their future studies. Two main factors that all of the participants mentioned were university and studying abroad. Clearly, IB students are ambitious, and the studies in the IBDP have a major affect in their decision to continue their studies in English and abroad (see examples 64-68):

- (64) Kalle: hain jykesin kautta britteihin ja sillee et mä hain lukemaan taloustieteitä ja kauppatieteitä muutamaan yliopistoon sinne  
I applied for Great Britain to study - and economics at a couple of universities
- (65) Jaakko: no mulla tosiaan on ulkomaille tarkoitus että tota saksaan pistän hakemuksia ja sitten britteihin ja sveitsiin ois kans tarkoitus... että kauppatieteitä ja taloustieteitä ulkomaille  
well my intention is to go abroad and so I've sent applications to germany and Great Britain and been meaning to apply for Switzerland as well... so economics and - abroad
- (66) Heidi: tos tammikuussa mä hain ton jykesin kautta se on niinku Englannin tai Iso-Britannian tää yhteishaku yliopistoon niin hain viiteen paikkaan että sitten mä sain kaikista niistä tarjoukset (.) kaks on Skotlannissa ja kaks on Englannissa  
in january I applied for Great Britain to five different universities and I got offers for all of them (.) two of them are in scotland and two in england
- (67) Laura: no siis se eka on tietenki se Lontooseen taideyliopistoon hakeminen sitä niinku graafista suunnittelua ja mainontaa opiskelemaan (.) ja tota no sit mulla on Geneveen Sveitsiin niinku ranskan kielellä opiskelemaan samaa aihetta

well the first one is applying for london to university of arts to study graphic designing and marketing of course as i've said before (.) and the one option is to go to Geneve Switzerland to study same subjects in French

- (68) Maija: no siis mä oon menossa ulkomaille ja mulla on ehdollinen Oxfordin yliopistosta lukemaan historiaa  
I'm going abroad and I have an optional to university of Oxford to study history

As can be seen in the examples 64-68, the participants had applied for universities abroad and the most commonly given response was the wish to continue their studies in English, in Great Britain. For some of the interviewees the decisions had already been made and they had taken part in the entrance exams as well as interviews but for some the decision was not quite fully clear yet at this point for understandable reasons (see examples 69-70):

- (69) Juhani: mä lähen armeijaan... ja tota sitte mä varmaan lähen yliopistoon opiskelee jotain (.) jotai economicsia varmaan  
I'm going to the army... after that I guess I'm going to university to study something (.) economics probably
- (70) Sini: mulla oli pienestä pitäen se että musta tulee lakinainen ja sillä selvä mutta nyt se on vähä ruennu mietityttämään että mitähän kaikkee maailmalla on... tai sitte ehkä fysiikkaa ja matikkaa opiskelemaan tai sitte kenties psykologiaki kiinnostaa että nyt on vähä valinnan vaihtoehtoja lisääntyny  
I've wanted to become a lawyer since I was little and that's it but now I've started to think all kinds of options worldwide... or then maybe physics and maths or perhaps psychology I find it interesting so now there are more options

However, some of the participants were not able to determine exactly what their dream future holds, they were almost certain that they would carry on their studies somewhere else but in Finland. Some of the students had rather ambitious views about their future abroad (see example 71):

- (71) Haastattelija: onko sulla jo joku ammatti johon toivoisit jatko-opintojen johtavan?  
Heidi: tällases valtiollisissa tehtävissä tai tämmöses niinkun kansainvälisessä tai politiikassa yleensäkki (.) ei välttämättä kotimaassa  
Interviewer: do you already have a profession in mind that you would like your post-secondary studies to lead?  
Heidi: working for the state or something like international or related to politics in general (.) not necessarily in my home country

The topic concerning the future education was to see what factors influenced the participants when making decisions about their post-secondary studies as can be seen in example 72:

- (72) Jaakko: haluan siinä mielessä pois suomesta ulkomaille mä oon viis vuotta asunu Düsseldorfissa isossa kaupungissa Keski-Euroopassa ni ehkä sinne jäi vähän semmonen



ikävä että niinku takas isoon maailmaan et pois täältä vähän et se on ollu mielessä koko ajan kun hakee noihin yliopistoihin just semmonen paikka missä on paljo ihmisiä  
 I want away from Finland cause I've lived in Düsseldorf in a big city in the middle Europe for five years so I guess I kind of miss that big world and away from here and the thing I've always had in mind when applying for universities is to go somewhere where there are lots of people

Many of the participants said that applying for Finnish universities would have been harder than the process of applying for foreign ones. One reason was that IB high school students have their matriculation examination later than those who study in a national high school. Consequently, it was stated that many times the entrance exams for universities are held when the IB is only preparing its students for the finals. The interviewees had come to the conclusion that overall, applying for universities abroad was easier and they were fully aware of the respected reputation that the IBDP has around the world. For some of the students, having studied in an IB high school and having had such an international background from before it would almost feel like a waste of a degree if not continuing their lives in a foreign country. For Jaakko, Finland was more like of a pitstop on his way to bigger places. Laura's response (example 73) is very similar to Jaakkos' (see example 72) in terms of internationality, although she seems to react to the theme of internationality very passionately every time it is mentioned. She did not feel comfortable living in Finland and was certain to move out as soon as she would graduate from the IBDP:

(73) Laura: no tietenki ulkomaille meno (.) mä oon asunu ulkomailla ja mun niinku koti on siellä että mä en tunne itteeni kotosaks Suomessa ollenkaan  
 well of going abroad of course (.) I've lived abroad and like my home is abroad and I don't feel comfortable in Finland at all

Maija says that she feels like Great Britain would be the right place for her to continue her studies as can be seen in the following example 74:

(74) Maija: Iso-Britannia on mulle maana kuitenkin semmonen että se on tuttu ja jollain tavalla ei kauheen iso kulttuuriero ja on myöskin lähellä Suomea et pääsee sitte lomilla tänne  
 Great Britain as a country is already familiar and somehow I feel like the culture difference is not that big and also it's close to Finland so I can visit during the holidays

It was interesting to examine whether the students felt that they had been provided with sufficient career guidance during the IBDP or if they felt like they had to do all the research concerning further education opportunities and requirements on their own. The responses varied from little or no guidance at all to a satisfied level of information

provided by career counsellors. In the end, the majority felt that it was through independent work that they gained information most efficiently to support the decision concerning their future studies. Furthermore, there was evidence of former and present students sharing their experiences (see example 75):

- (75) Kalle: sit tietysti ollu se vanhempien IB opiskelijoitten tukiverkko että viime vuonna lähti just yks tyttö Cambridgeen ni mä oon sen kanssa ollu paljon yhteyksissä (.) se on niinku auttanu siinä hakemisessa kanssa paljo  
the of course the social safety net of other IB students like for example last year one girl left for Cambridge so I've stayed in contact with her (.) it has also helped in the process of applying a lot

Indeed, Kalle was not the only student who had heard about universities abroad from their friends. It seems that the participants used multiple ways of gathering information for opportunities to study in a foreign country, and sharing experiences with other students was one of them.

The last question concerning future education was about the benefits and prerogatives that the students felt the graduation from the IBDP would give them when applying for further studies. One of the benefits that the participants appreciated was the level of English proficiency that the IBDP offers, and it was regarded as a tremendous advantage when applying for universities abroad. Another factor was the respect that the IBDP degree has around the world which, again, would make it easier to continue studies in some other country. Either one or the other, in some cases both of these two factors were mentioned by all of the participants. One interesting point that one of the participants brought up was the Extended Essay and its positive impact on university studies (see example 76):

- (76) Heidi: itseasia mulla just tuli mieleen tää Extended Essay et oon kuullu tosi paljon niiltä vanhoilta IB opiskelijoilta esim Kanadasta tai tälleen näin että se on antanu niin paljo pohjaa... se opiskelu lähtee jatkuu vähä semmosena totta kai vaativampana mut silleen omalla tavallaan vähän samantyyllisenä  
actually I just thought of the Extended Essay and that I've heard from former IB students for example from Canada that it has given so much basis (for the studies)... the studying continues as more rigorous of course but as kind of like similar (to IB studies)

As stated earlier in the results of this study, the students recognised the positive influence of the Extended Essay when entering universities abroad. The example above shows no disagreement with this. Furthermore, the participants were well aware of the similar type of, although broader, tasks that university studies would include.

Based on the results of this study, one can conclude that the IB students consider the IBDP a rigorous education programme that prepares them for post-secondary studies. The findings suggest that students have an increasing interest towards other cultures, languages and possibilities of working abroad when having studied in the IBDP. Thus, one can say that the IBDP successfully promotes internationalisation. Cross-culturalism is an essential part of the curriculum, and students seem to acknowledge that very well.

#### 7.4.2 Career expectations

The theme concerning career expectations turned out to be somewhat difficult for the participants. Some of the students had already in mind a particular direction they wished their future education would take them to and thus, they were fully aware of the importance and necessity of a degree of higher education. This is illustrated in the following examples 77-79:

- (77) Kalle: akateeminen ura vois olla semmonen (kiinnostava) kans ja siinä tietysti entistä enemmän on sit tärkeempi se opiskelu et kyllä mä koen et se on suhteellisen merkittävä osa  
academic career could be (interesting) too and in that studying plays a significant role so I feel like it's a relatively significant part
- (78) Jaakko: mää ainakin yritän päästä mahdollisimman hyvään yliopistoon ja sitten tehdä siellä niin paljon hommia ku vaan pystyy ja koittaa sitte että se ois avain päästä työhaastatteluihin... mä haluan pankkiin töihin ni niillä on sitte omat koulutussysteemit vielä yliopiston jälkeen... hyvä yliopistotutkinto ois sitte hyvä (olla)  
I'm trying to get to the best university I can and then I'm going to work really hard so that it would be a key to job interviews... I want to work in a bank and they have their own education programmes after university... so it would be a good thing to have a university degree
- (79) Laura: että niinkun mulle se koulutus on ehottoman tärkeä että saisi niinkun hyviä töitä että muuten se on sitä että meitä taittamaan citymarketin mainoksia johon mä en aio  
for me education is important without a doubt so that I would get a good job otherwise it will be working for the citymarket which I won't do

The examples above show that university is the only way to reach the interviewees' goals and that the ranking of the university plays an important role (see example 78). Here is how Maija responded to the question of the significance of further education when applying for a job (see example 80):

- (80) Maija: no siis riippuu just aika paljo siitä et minne tulevaisuudessa suuntaa (.) et Britannia on kumminki perinteisesti luokkayhteiskunta ja nii eespäin ni just sillä

yliopiston nimelläki on tavallaan merkitystä ja no siis mua ittee kiinnostaa isot lakifirmat joilla on suurin 'revenue' koko maassa että mä uskon että sinne haettaessa siitä on aika paljon tavallaan apua  
 well it depends a lot on where you're heading in the future (.) Great Britain is traditionally a class society and so forth so the name of the university plays a significant role and me I'm especially interested in big law companies which have the biggest revenue in the whole country so I believe that in the application process it (a good degree) helps a lot

The comment reflects mature thinking of one's future. Maija has relatives in Great Britain and therefore, she is probably aware of the importance of the classification of universities. Furthermore, she has a very clear view of what she would want to do after graduating from the university. Moreover, the response shows that IBDP students thrive to be successful in the working life and they have ambitious career aspirations.

To actually find out to what extent the students had thought of their future and career, the present study examined what the most important factors when applying for a job was for the participants. The idea was to take the participants' minds as far as to their post university lives and the responses were related to income and comfortability. Other factors mentioned were internationality and challenges as can be seen in example 81:

- (81) Jaakko: finanssit ja kaikki tämmönen ni se ois kyllä tosi mukava (.) ja ehkä sekin et sais olla haastavaa... IB:lläkin oli sillee et mä tiesin et tulee oleen haastavaa mut niinkun sanoin et mä tykkään niinku haasteista ja silleen se ehkä pitää yllä sitä motivaatioo sitten kans niinku jatkaa (.) ja saaki olla vähän stressaavaa  
 finances and all that stuff would be really nice (.) and also I would like to do something challenging... just like IB I knew it was going to be challenging but like I said I like challenges and so it sort of keeps you motivated to continue (.) and I don't mind if it's stressful

Again, the findings suggest that an IBDP student is a hard-working, goal-oriented adolescent who takes life and education seriously and with a healthy amount of self-confidence. According to the Social Cognitive Career Theory (Lent et al. 1994, as quoted by Tang et al. 2008: 1), self-efficacy has an impact on one's career choice and the interaction between contextual factors, and cognitive person variables affect individual career development. Suutari and Smale (2008) state that networking with people has become extremely important both professionally and in individuals' freetime. Maija had clearly spent some time to consider the work related matters already (see example 82):

- (82) Maija: no siis jollain tavalla mukava työyhteisö ja semmonen joka on jollain tavalla myöskin yhteiskunnallisesti vastuullinen että monet lakifirmat tekee just kaikkee vapaaehtoistyötä esimerkiks niinku köyhemmille ja kaikkee ja se on semmonen joka

varmasti tulee vaikuttamaan siihen minne mä tulevaisuudessa tuun hakemaan ja sit tietysti työnkuva

I hope I'll have a nice work community which in some way is also responsible when it comes to the society many law firms do all kinds of voluntary work for example for poor people and everything so it's definitely going to be a factor that affects my decision of where I'm going to apply and also the job description

IB students are stated to be principled and caring (IB World School in Jyväskylä 2014), which is exactly what Maija's response indicates. The ideology of the IB World School in Jyväskylä (2014) is to encompass their students to have a strong sense of fairness and to act with justice and respect for the dignity of the individual as well as communities. The school wishes their students to show empathy towards the needs and feelings of others (IB World School in Jyväskylä 2014).

### 7.4.3. Internationality

The last theme of the fourth research question focused on internationality and the aim was to examine how important it was for the participants when considering their future. The other themes were related to post-secondary studies and if the interviewees had planned to get a degree abroad. It was evident that these adolescents were extremely driven internationalwise. Thus, studying abroad was clearly one object that they were reaching for. Moreover, one of the aims was to view if the students were interested in completing an exchange year in another country while already studying abroad. Moreover, the study focused on examining if the students perceived the IBDP as a preparation for internationality and if they had learned any cross-cultural communication skills while studying in the IBDP. Overall, the results suggest that IBDP students attain a strong international mindset. It was very clear for the students to continue their internationalisation after the IBDP. Sini said that the world has gotten smaller because of the IBDP. This is illustrated in the following example 83:

- (83) Sini: kyllä niinku IB ja sit se vaihtovuos ni on niinku tavallaan pienentäny mun maailmankuvaa sillee että ei oo nii iso juttu lähtä jonnekki käymään Kiinassa tai jossai että se ois ehkä aiemmin voinu tuntuu isolta et sinällään IB on tuonu maailmaa pienemmäks ja vähä lähemmäs mua sillee et on sit mahdollisuuksia eri maihin ja kulttuureihin ja kieliin
- I feel like the IB and the exchange year have sort of dmade the world smaller and the way I look at it and now it's not such a big deal to go visit I don't know China or something like that for example which could've been a big thing before and so during the IB the world has gotten smaller and the IB has brought the world closer to me and brought some opportunities concerning other countries and languages

According to the results of this study, IBDP students gain cross-cultural experiences through the programme and they are encouraged by the IBDP to maintain and increase their interest towards other cultures and languages. As all of the participants had a desire to conduct their future studies abroad, the study then focused on examining whether the participants would be interested in having an exchange year and the majority had already in mind to spend a year in yet another country while studying abroad. Finally, as already discussed earlier, the students had mainly positive comments concerning the IBDP providing its students with prerequisites to internationality. The three main factors that were brought up were the use of English as the medium of instruction, the CAS, and their multicultural IBDP class that consisted of one foreign student and three students with a strong international backgrounds (Jaakko, Laura, Juhani: see chapter 6.2) in addition to the Finnish students. Consequently, the participants felt that their English skills were a key to travelling and making new acquaintances in foreign countries. The CAS course gave a chance to discuss multiculturalism in their writings. Laura's response shows that she has internalised the ideology of the IB high school very well as can be seen in example 84:

- (84) Laura: tottakai että IB ohjelmahan on suunniteltu niinkun diplomaattien lapsille alun perin (.) et se kertoo sen et se on suunniteltu nimenomaan antamaan valmiuksia kansainvälisille vesille että se avartaa tosi paljon... se on just se ToK semmonen asia mikä niinkun antaa tohonkin eväitä että keskustellaan ja käydään läpi tämmösiä asioita of course because in the beginning the IB was designed for the diplomats' children (.) that tells that it's specifically designed to give prerequisites for internationality and it broadens your way of thinking a lot... it's exactly the ToK that gives you tools for that on that course there are discussions and we go over these (international) things

As can be seen in Laura's (84) example, the students acknowledge the international-mindedness of the programme and they know the origins of the programme. According to Hill (2006), in international education, the knowledge about other cultures starts from knowing the language and thinking critically the behaviour of the people who come from another culture. This is exactly what the IBDP and its curriculum promotes.

## 8 CONCLUSION

The results of the present study show that the students who apply for the IBDP have a strong will to use English as a tool to study other subjects in depth, not only the language itself. It was expected that the IBDP students' level of English had improved during the programme. Overall, the use of English in the classroom was seen as a positive factor that encouraged the interviewees to international communication in- and outside of school. Surprisingly, the students did not feel like their English suffered from the non-native teachers' level of English. It is even more surprising that the students emphasise that it encourages them to speak in the classroom situations even more, as they realise that one does not have to be a native speaker in order to accomplish ambitious goals through using another language. Even though the Content and Language Integrated Learning (CLIL) has been widely researched worldwide, there is still room for studies related to the IBDP and English medium instruction. My research approaches the topic from students' perspective and looks into a new dimension where IBDP students' reflections on studying through an additional language are analysed.

Unsurprisingly, the students perceive the IBDP as a rigorous studying programme. They recognise that the IBDP requires independent thinking and high motivation and that the programme is more disciplined than the national one. The present study reports that organisation and time-management skills are necessary in order to accomplish one's IBDP studies successfully. Moreover, the findings suggest that an IBDP student is a hard-working, goal-oriented adolescent who takes life and education seriously and with a healthy amount of self-confidence. Nevertheless, more research on the student profile is needed in order to be able to define the key factors that lead to success when studying in the IBDP in Finland.

One important finding is that contrary to general beliefs, the students did not feel that they would now be more critical in their thinking. This came as a surprise, as the epistemology course, known as the Theory of Knowledge (ToK) is considered to be one of the corner stones of the whole IBDP.

The critical thinking is one of the core ideas of the pedagogy used in the IBDP and it was surprising to hear that the students did not feel they had gained enough information

on learning strategies. Moreover, the attitudes towards analysing the world around them seemed to be rather neutral, whereas one could have expected more of students emphasising the importance of it. However, the programme activated students also outside the educational life.

The IBDP and university entrance have gained attention in the field of research and studies have been conducted to examine the relation between the IBDP and post-secondary studies. The present study showed that students' career aspirations were connected with international assignments. The findings of this study suggest that the IBDP students attain a high level of international-mindedness, which results in applying for post-secondary studies abroad. The highly international backgrounds of some students were a slight surprise and I was impressed by their ambitious educational as well as career aspirations, such as all of the participants considering the continuation of their studies abroad. Overall, the IBDP seemed to at least maintain and as in most cases increase the internationality among the students. However, it would be extremely interesting to do further research on how the career aspirations reflect on the actual career choices.

It is safe to claim that the present study is based on relevant collecting of data and methods of analysis. The results have been compared to other recent studies and the theories presented in the early chapters of the study are linked to the findings. However, some further studies are needed in order to apply the results cross-culturally. The study focused solely on the Finnish IBDP future graduates and thus, the results may not be valid in other countries. Although the ideology of the IBDP is international, one cannot expect that all nations educate adolescents in the same way. Therefore, students' backgrounds, culture and origins should be taken into account before generalising the results of one particular study such as this.

All in all, the results give a new, interesting and encouraging dimension to the way Finnish IBDP third year students perceive their educational programme and life after the IBDP. In the present study, I have examined the factors concerning the IBDP from students' point of view. The results are of great value for the committees refining international curricula since currently students' perceptions on the IBDP curriculum suffer from the lack of research. As a conclusion, one can say that the world has become smaller - from a student's perspective.



## BIBLIOGRAPHY

ACS International Schools 2014: Reflections on the IB Diploma. [http://www.acs-schools.com/media/162204/22159\\_ib\\_alumni\\_survey\\_2012\\_pq2.pdf](http://www.acs-schools.com/media/162204/22159_ib_alumni_survey_2012_pq2.pdf). (15 June 2014).

Alchin, N. (2006). *Theory of knowledge. Teacher's book* (2<sup>nd</sup> edition). London: New Directions Publishing Corp.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Bernstein, B. (2000). *Pedagogy, symbolic control and identity* (2<sup>nd</sup> edition). Maryland: Rowman & Littlefield.

Cappellen, T. and Janssens, T. (2005). Career paths of global managers: Towards future research. *Journal of World Business* 40, 348–360.

CLIL Compendium 2008: Outcomes and processes in CLIL. <http://www.clilcompendium.com>. (August 2014).

Dalton-Puffer, C. (2008). Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe. In W. Delanoy and L. Volkmann (eds.), *Future perspectives for English language teaching*. Heidelberg: Carl Winter.

DeFillippi, R. and Arthur, M. (1994). The boundaryless career: A competency-based perspective. *Journal of Organizational Behavior* 15, 307–324.

Dufva, H. (2011). Ei kysyvä tieltä eksy: kuinka tutkia kielten oppimista ja opettamista haastattelun avulla. In P. Kalaja, R. Alanen and H. Dufva (eds.), *Kieltä tutkimassa*. Tampere: Tammerprint, 131-145.

Gadza-Grace, P. 2002. "Psst... Have You Heard about the International Baccalaureate Program?". *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* [online] 76(2), 84-87. <http://www.riverviewib.com/articles/psst.pdf>

Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology* 78 (6), 1360–1380.

Hayden, M. (2007). International and global dimensions of education. [online]. <http://www.minedu.fi/OPM/Julkaisut/2008/liitteet/opm13.pdf>. (2 June 2014).

Hill, I. (2002) The International Baccalaureate: Policy process in education *Journal of Research in International Education* 1 (2), 183-211.

Hill, I. 2006. Do International Baccalaureate programs internationalise or globalise?. *International Education Journal* [online] 7(1), 98-108. <http://ehlt.flinders.edu.au/education/iej/articles/v7n1/hill/paper.pdf>

International Baccalaureate Organisation 2014: History of the International Baccalaureate. <http://www.ibo.org/history/>. (15 June 2014).

International Baccalaureate Organisation 2014: Diploma programme curriculum framework.

<http://www.ibo.org/diploma/curriculum/>. (15 June 2014).

International Baccalaureate Organisation 2014: IB World School statistics.

<http://www.ibo.org/facts/schoolstats/>. (15 June 2014).

Jyväskylän Lyseon lukio: IB World School in Jyväskylä 2014: IB learner profile.

[http://peda.net/veraja/jklukiokoulutus/lyseonlukio/ib/learner\\_profile](http://peda.net/veraja/jklukiokoulutus/lyseonlukio/ib/learner_profile). (15 June 2014).

Jyväskylän Lyseon lukio: IB World School in Jyväskylä 2014: subjects.

<http://peda.net/veraja/jklukiokoulutus/lyseonlukio/ib/subjects>. (15 June 2014).

Jyväskylän Lyseon lukio: IB World School in Jyväskylä 2014: The IB studies.

<http://peda.net/veraja/jklukiokoulutus/lyseonlukio/ib/studies>. (15 June 2014).

Järvinen, T. (2003). *Urheilijoita, taiteilijoita ja IB nuoria. Lukioden erikoistuminen ja koulukasvatuksen murros*. Helsinki: Hakapaino.

*Kansainväliset opetustarpeet: IB-tutkinnon järjestäminen Suomessa 2014*. Ministry of Education [online].

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/tr03.pdf?lang=fi>. (15 June 2014).

Lent, R.W., Brown, S. D. and Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior* 45, 79-122.

Lent, R. W., Brown, S. D. and Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology* 47 (1), 36-49.

Leung, S. (2008). The big five career theories. In J.A. Athanassou and R. Van Esbroeck (eds.), *International handbook of career guidance*. Hong Kong: Springer Science + Business Media B.V., 115-126.

Maljers, A., Marsh, D. and Wolff, D. (Eds.) (2007). *Windows on CLIL. Content and Language Integrated Learning in the European spotlight*. Graz: European Centre for Modern Languages.

Marsh, D., Järvinen, H-M. and Haataja, K. (2007). Perspectives from Finland. In A. Maljers, D. Marsh and D. Wolff (eds.), *Windows on CLIL. Content and Language Integrated Learning in the European spotlight*. Graz: European Centre for Modern Languages, 63-83.

Misso-Veness, S.P. (2010). A critical review of the principles and philosophy of the International Baccalaureate Diploma Programme focusing on its contemporary pedagogic identity. [online]

[https://www.academia.edu/3628250/A\\_critical\\_review\\_of\\_the\\_principles\\_and\\_philosophy\\_of\\_the\\_International\\_Baccalaureate\\_Diploma\\_Programme\\_focusing\\_on\\_its\\_contemporary\\_pedagogic\\_identity](https://www.academia.edu/3628250/A_critical_review_of_the_principles_and_philosophy_of_the_International_Baccalaureate_Diploma_Programme_focusing_on_its_contemporary_pedagogic_identity). (2 June, 2014).

- Nikula, T. 2007. Speaking English in Finnish content-based classrooms. *World Englishes* [online] 26(2), 206-222. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-971X.2007.00502.x/pdf>
- Paris, P. 2003. The International Baccalaureate: a case study on why students choose to do the IB. *International Education Journal* [online] 4(3), 232-241. <http://ehlt.flinders.edu.au/education/iej/articles/v4n3/paris/paper.pdf>
- Patton, M.Q. (2002). *Qualitative research & evaluation methods* (third edition). Thousand Oaks (CA): Sage Publications, Inc.
- Shohamy, E. (2013). A critical perspective on the use of English as a medium of instruction at universities. In A. Doiz, D. Lasagabaster and J.M. Sierra (eds.), *English-medium instruction at universities. Global challenges*. Bristol: Multilingual matters, 196-210.
- Spring, J. (2009). *Globalization of education*. Oxon: Routledge.
- Suutari, V. and Smale, A. 2008. Designing IB curricula for future global careerists: a boundaryless career perspective. *Journal of Teaching in International Business* [online] 19(2), 167-191. <http://jtib.haworthpress.com>
- Tang, Mei, Pan, Wei, Newmeyer, Mark, D. (2008). Factors influencing high school students' career aspirations. [online] <http://www.thefreelibrary.com/Factors+influencing+high+school+students'+career+aspirations.-a0180860877>. (15 June 2014).
- Taylor, M. and Porath, M. 2006. Reflections on the International Baccalaureate program: graduates' perspectives. *The Journal of Secondary Gifted Education* [online] 17(3), 149-158. <http://files.eric.ed.gov/fulltext/EJ746052.pdf>
- Thompson, J. J. (1998). Towards a Model for International Education. In M. C. Hayden and J. J. Thompson (eds.), *International Education: Principles and Practice*. London: Kogan Page, 276–290.
- Walker, G. (2004). *To Educate the Nations: Reflections on an International Education* (2<sup>nd</sup> edition). Suffolk: Peridot Press.

## APPENDIX

### IBDP third year students' theme interview 3. vuoden IBDP lukiolaisten teemahaastattelu

#### Ikä + äidinkieli

#### I IB-lukioon hakeminen

1. Mikä sai hakemaan IB-lukioon?
2. Miten luonnehtisit IB-lukiossa opiskelua?
3. Mitä odotuksia koulutukseen liittyen?  
→ Mistä sait koulutukseen liittyvää tietoa ennen kun päätit hakea?
4. Onko koulutus vastannut odotuksia?

#### II Koulutusrakenne

5. Mitä mieltä olet Pre-Diploma Program vuodesta? (oliko hyödyllinen/tarpeellinen?)
6. Oppiaineet poikkeavat tavallisesta lukiokoulutuksesta. Ovatko oppiaineet mielestäsi mielenkiintoisia?
7. Oliko IB-lukion opetusohjelma mielestäsi liian suppea?  
→ Puuttuiko siitä oppiaineita, joita olisit halunnut opiskella, ja joita on tarjolla tavallisen lukion puolella?
8. Onko Extended Essay mielestäsi hyödyllinen osa koulutusta? Miksi / Miksi ei?
9. Entäs TOK (Theory of Knowledge)? Miksi / Miksi ei?
10. Ja sitten vielä tuo CAS eli creativity, action, service – kurssi, koitko sen hyödylliseksi? Miksi / Miksi ei?

#### III IB-ohjelman hyvät ja huonot puolet

11. Mikä on ollut parasta IB-lukiossa?
12. Onko jotain, mitä haluaisit muuttaa IB-koulutusohjelmassa?  
→ Onko joku osa ollut pettymys?

#### IV IB- opiskelijaprofiili

13. Miten luonnehtisit itseäsi opiskelijana?
14. Mitä IB-lukio on erityisesti opettanut sinulle opiskelusta/opiskelustrategioista?

#### V Englannin kielen rooli koulutuksessa

15. Miten koet sen, että koko koulutus on englanninkielinen?  
→ Miltä on tuntunut opiskella englannin kielellä?
16. Onko joku ollut erityisen hankalaa siinä, että opetus on kokonaan vieraskielistä?
17. Entäs onko joku ollut erityisen positiivista siinä, että englantia käytetään koko ajan?

18. Rohkaisevatko oppitunnit käyttämään englannin kieltä?
19. Mitä mieltä olet opettajien englannin kielen taidosta?

### **VI Jatkokoulutus**

20. Millaisia jatko-opintosuunnitelmia sinulla on lukion jälkeen?
21. Onko sinulla mielessäsi jo jokin ammatti, johon toivot opintojesi johtavan?
22. Mitkä asiat vaikuttavat jatko-opintojen valintaasi?
23. Oletko saanut mielestäsi riittävästi opinto-ohjausta jatko-opintoihin liittyen?
24. Millä tavalla IB-ohjelmasta on hyötyä jatko-opintoihin pyrkiessä?

### **VII Uraodotukset**

25. Minkälaisen merkityksen uskot jatkokoulutuksella olevan töitä haettaessa?
26. Mitkä asiat ovat sinulle tärkeimpiä asioita hakiessasi työpaikkaa?

### **VIII Kansainvälisyys**

27. Onko kansainvälisyys tärkeä osa tulevaisuuttasi?
28. Uskotko hakevasi vaihtoon jatko-opintojesi aikana / suorittaa tutkinnon ulkomailla?
29. Antoiko IB-ohjelma valmiuksia kansainvälisyyteen? (Esim. kulttuurienväliset kommunikaatiotaidot)