

Multiple benefits but almost as many obstacles:

Teachers and students' perceptions of the integration of
English and vocational studies in University of Applied
Sciences

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Tiivistelmä – Abstract <p>Integraatio on opetusmenetelmä, jossa pyritään häivyttämään eri aineiden välisiä rajoja muodostamalla aineiden välille yhteyksiä. Integroitu opetus voidaan nähdä erityisen hyödyllisenä ammattikorkeakoulujen kontekstissa, jossa opetuksen tavoitteena on tarjota opiskelijoille työelämän tiedot ja taidot kokonaisvaltaisessa muodossa. Tämän tutkimuksen tavoitteena oli selvittää ammattikorkeakoulun opettajien ja opiskelijoiden käsityksiä ja asenteita englannin ja ammattiaineen integraation tavoista sekä hyödyistä ja haitoista.</p> <p>Tutkimuksen teoreettinen viitekehys kartoittaa englannin kielen opetusta ammattikorkeakoulussa ja integraatiota opetusilmionä korkeakoulutuksen kontekstissa. Tutkimus toteutettiin sekä laadullisia että määrällisiä tutkimusmenetelmiä hyödyntävänä monimuototutkimuksena. Tutkimuksen aineisto koostuu kahdesta opettajien ryhmähaastattelusta, joissa haastateltiin kahta englannin kielen opettajaa ja kahta ammattiaineen opettajaa. Lisäksi ammattikorkeakoulun opiskelijoille lähetettiin sähköinen kysely, johon vastasi 51 opiskelijaa. Tutkimus toteutettiin yhden ammattikorkeakoulun sisällä.</p> <p>Tutkimuksen tuloksista kävi ilmi, että englanninkieliset kurssit ja projektit, autenttiset asiakastapaukset sekä työelämän tapauksia simuloivat tilanteet olivat opettajien ja opiskelijoiden suosimia integraation tapoja. Yhteisopetus puolestaan nähtiin niin opettajien kuin opiskelijoiden toimesta haastavana toteuttaa. Integraation hyödyiksi arvioitiin parempi työelämän kielitaitojen oppiminen, kielen oppimisen konkreettisuus ja kieliopinnojen tasaisempi sijoittuminen tutkinnon osaksi, kun taas haitat liittyivät vahvasti heterogeenisten opiskelijaryhmien, heikkojen kielenoppijoiden ja virallisen yleiskielen opetuksen kärsimiseen. Sekä opettajien että opiskelijoiden asenteet ilmensivät myös varautuneisuutta englannin kielen sisällyttämistä kokonaan ammattiaineen opintoihin kohtaan.</p> <p>Tutkimuksessa nousi esiin, että vaikka integraatio on jo osa tutkitun ammattikorkeakoulun kielen opetusta, integroitu opetus perustuu satunnaisuuteen ja yksittäisiin opetuskokeiluihin. Jatkotutkimus voisi keskittyä suunnittelemaan konkreettisia toimenpiteitä ja kurssipaketteja, joilla integraatio voidaan toteuttaa ammatillisessa kielenopetuksessa säännöllisesti ja suunnitelmallisesti.</p>	
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INTRODUCTION

The emphasis in language education has shifted from explicit and separate language teaching towards more comprehensive and communicative ways of teaching. The model of teaching different subjects in isolation from each other has been challenged by more modern and fluid teaching models, integration being one of them. This shift can be perceived to have happened especially with English that is no longer seen as a foreign language needed occasionally but a global language that is being widely and regularly used both domestically and internationally in working life (Horppu, 2005; Confederation of Finnish Industries, 2014). Although integration is not a phenomenon merely restricted to education but rather a term that is used in multiple fields, such as politics, sociology and economics (Aaltonen, 2003: 48), it is still a concept mainly linked to education. Even within the context of education integration can, however, come to mean several things from immersion education to CLIL teaching. In general, integration is defined by Drake and Burns (2004: 2) as a way of teaching where various disciplines are combined into meaningful clusters. The aim of integration is therefore to remove the boundaries between different subjects and make the connections between them clearer. The methods of doing this are many, such as projects and co-teaching (Dudley-Evans and St John, 1998; Aaltonen, 2003). The main advantages of integration are seen to be mainly related to improved learning and student motivation as well as better teacher collaboration (Song, 2006; Baik and Greig, 2009; Aaltonen, 2003).

Integration is often seen as a useful method of teaching especially in higher education where the connections between different subjects and skills are essential in order to provide the students with the kind of comprehensive knowledge needed in working life. Regardless of the future profession of the student, they are likely to need expertise where both the content and language and communication skills are intertwined and work fluently together. For this reason, integration is a relevant theme also in Universities of Applied Sciences in Finland. The current situation of English language teaching in Finnish Universities of Applied Sciences represents ESP teaching where the focus of teaching is on equipping the students with the specific language skills needed in their future profession (Kantelinen and Airola, 2009). Nevertheless, there are still many challenges related to the current system of teaching language and communication studies. The limited amount of language studies, the timing and placement of the language courses and the language teachers' lack of expertise of the vocational content are a few of those problems (Kostiainen, 2003; Aromäki, 2015; Sajavaara, 2000). Although integration is present in the language studies in University of Applied Sciences at least to an extent,

it is still rarely implemented as a regular practice but rather as occasional experiments and single courses.

Integration is not a topic that has gone unnoticed by the research community. In fact, there has been a lot of research on the integration of language and content as well as language teaching in University of Applied Sciences during the past decades. However, the studies have mainly focused on language and communications teaching in higher education in general (Kostiainen, 2003; Aromäki, 2015), integration of different languages with each other (Pirhonen, 2015) or the integration of Finnish and communication studies in University of Applied Sciences (Rajander, 2008). Until now, there has been no previous research on the teachers and students' perceptions of the integration of English and vocational studies in University of Applied Sciences. Thus, the present study focuses on investigating the teachers and students' perceptions of integration in a Finnish University of Applied Sciences. The research questions investigate which ways of integration the teachers and student prefer, what advantages and disadvantages they perceive in integration and what their attitudes towards integration are. The aim is to gather information that helps higher education units plan and organise a more sustainable model of integration where the wishes and views of both the teachers and students have been taken into account.

The present study was conducted as a mixed method study where both qualitative and quantitative research methods were used for data collection. The research was conducted within one University of Applied Sciences. First, I interviewed four teachers, two English language teachers and two vocational teachers. The interviews were conducted as group interviews with the English teachers forming one group and the vocational teachers another. Second, I sent out an online survey for the students of the University of Applied Sciences. In total 51 students answered the survey. For the data analysis I also used both qualitative and quantitative methods. The teacher interviews were analysed through content analysis whereas quantitative analysis of frequencies and percentages as well as correlations and mean values was used for the student surveys.

The present study is divided into three parts: the theoretical background, the research questions and the methods used in the present study and the presentation and discussion of the results. In the first part of the present study I will introduce the reader to the terms, phenomena and previous studies that are needed to understand the present study and the issue of integration better. The framework for and the current situation of the English language teaching in University of Applied Sciences is also discussed. In addition, the definition and ways of the integration of language and content studies

together with the advantages and disadvantages of it are presented. In the second part the research questions and the methods of data collection and analysis are introduced to the reader. In the third part of the present study I will present and discuss the results of the teacher interview and student survey. In the final chapter I will also evaluate the present study and its findings as well as give ideas and proposals for future research of the integration of language and vocational content.

1 ENGLISH LANGUAGE TEACHING IN UNIVERSITY OF APPLIED SCIENCES

1.1 Legislation and curriculum

The Finnish legislation lays the ground for how higher education in University of Applied Sciences* in Finland should be organised. It states, for instance, the goal of the studies, the criteria for an eligible applicant, the guidelines for planning the curriculum and the general requirements for students' language skills. In order to be able to observe and reflect on the nature and role of the English language teaching in University of Applied Sciences, it is essential to be familiar with the legal framework surrounding it. For this reason, I will now discuss how language teaching is presented in the Finnish legislation and the curriculum of the University of Applied Sciences studied in the present study.

The aim of the studies in University of Applied Sciences, i.e. what the main goal of the studies is, is stated in the Finnish legislation, more precisely in the Polytechnics Act (932/2014, 4 §). The goal is to provide tuition that prepares students for the demands of the working life and gives them skills and knowledge to develop it. The studies should prepare students for the academic duties they will be faced with in their future profession and support students' professional development. The tuition and research in University of Applied Sciences should emphasise lifelong learning.

In order to understand the target group of English language teaching in University of Applied Sciences, the reader needs to be familiar with the application criteria. The Polytechnics Act (932/2014, 25 §) defines an eligible applicant for a bachelor's degree to be a person who has either completed (1) an upper secondary school degree, (2) a vocational school degree or similar studies, (3) an adult vocational school degree or (4) a foreign degree that qualifies the person to apply for higher education in the target country. The applicant who does not fill the above mentioned criteria can also be accepted to study if the University of Applied Sciences sees them as having required knowledge and skills for the studies. From these criteria it is possible to see the varied backgrounds that different applicants can have. Kantelinen and Airola (2009: 36) support this observation in their research on language education in Finnish University of Applied Sciences by remarking the varying number of English courses that students from different educational backgrounds have taken before

* The present study uses the term University of Applied Sciences to refer to *ammattikorkeakoulu*. The previous term used was polytechnic that was officially changed to University of Applied Sciences in 2006; yet is still being used in some instances.

entering University of Applied Sciences. It is therefore clear that the English language groups in University of Applied Sciences are likely to consist of very heterogeneous learners who start their language studies with different skills levels.

The legislation gives general guidelines for the goal of the studies and the applicant criteria but there are no national guidelines for how the curriculum and especially the language tuition should be planned. The Polytechnics Act (932/2014, 14 §) decrees that each University of Applied Sciences is responsible for its curriculum. In other words, this gives each educational unit freedom to define its own way of implementing not only education in general but also language education. For this reason, it can be that the quality of, for example, language studies varies between different educational units. Indeed, Kantelinen and Airola (2009: 41) reported that they found several inconsistencies in language tuition practices both between and within Universities of Applied Sciences. For example, whether or not the aims of language tuition were explicitly defined varied between institutions. Moreover, on which level of the institution and by whom the language studies were planned followed a different model in each University of Applied Sciences (Kantelinen and Airola, 2009: 42). The lack of national curriculum therefore is the reason why higher education students can receive very different kind of language education depending on their place of study.

The Government Decree on Polytechnics (1129/2014, 7 §) gives general requirements for the language skills that students who have completed a bachelor's degree in University of Applied Sciences should possess. In addition to fluent language skills in Finnish and Swedish students should have both written and spoken language skills in one or two foreign languages. The decree does not further define that English should be one of these languages. The foreign language skills should be on the level where students can survive in their future profession and also be able to develop themselves and progress in their career. However, there is no mention of what these written and spoken language skills include and if the students should also possess cultural knowledge in addition to purely mastering the language. In the goals for the tuition in University of Applied Sciences by Ministry of Education and Culture, the international context and co-operation are, nevertheless, also taken into account. Accordingly, language and communication skills good enough for working in international contexts are listed among the goals (Ministry of Education and Culture, 2015).

In addition to legislation and curriculum, it is important to briefly define what is meant by integration in the present study before moving on to discuss English teaching in University of Applied Sciences in more detail. A more detailed definition of integration will be introduced in chapter 2.1. In the

present study integration is understood as a teaching phenomenon where the subjects are not strictly separate from each other but more intertwined. The aim of integration discussed in the present study is therefore not to promote, for instance, teaching only in English but to seek ways how English can be placed as a more natural part of the vocational studies instead of being organised as separate and intensive courses.

1.2 Language skills needed in working life

The type of language skills required in working life naturally depends on the field of work but it is certain that foreign languages have an increasing and permanent role in modern working life. A report focusing on the language skills needed in working life by Confederation of Finnish Industries (2014: 7–8) confirms that foreign languages and especially English are needed in working life both in big international companies and smaller businesses. English language skills are not needed just occasionally but on a regular basis (see for example Sajavaara, 2000; Horppu, 2005). It is therefore not only the management and specialists who need good language skills but fluent language skills are nowadays a basic requirement for all the employees (Confederation of Finnish Industries, 2014: 7). The need for fluent language skills is only likely to increase in the future as working life in Finland is getting more international: many employees work in multinational companies where English is often the working language with both clients and colleagues (Confederation of Finnish Industries, 2014: 7; Rontu, 2010: 294). For this reason, the language teaching in University of Applied Sciences should be able to answer the demands that working life sets for the future professionals.

Despite the growing demand for fluent foreign language skills in working life, the language education as well as students and employees' language skills do not seem to be changing at fast enough pace. Students in comprehensive school and high school choose to study less foreign languages and the trend is likely to continue in higher education unless the courses are compulsory (Confederation of Finnish Industries, 2014: 18; Aromäki, 2015: 88). The decline in the numbers of languages studied is especially strong with languages with fewer students, such as French and German, whereas English as a global language still enjoys popularity among students (Finnish National Board of Education, 2014). Possibly as a consequence of the decline in language choices, every tenth employer reported having trouble recruiting employees with high enough language skills. Especially the low level of English skills was seen as a more serious issue than lack of, for instance, Russian skills (Confederation of Finnish Industries, 2014: 11). It therefore seems that although English is still studied extensively throughout one's education, the skills might still not always be good enough for

professional use. When language skills both in English and in other foreign languages are increasingly in demand, it is alarming that recent graduates' skills do not meet the requirements or that students opt to choose fewer language courses.

What language skills are needed varies between different professions and work contexts, but reading documents and oral interaction skills are among the most important ones in many fields (see Sajavaara, 2000; Karjalainen and Lehtonen, 2005; Rontu, 2010). Sajavaara (2000) reports of her study of Finnish officials (n=88) working in the European Union and the language skills they have needed in their work. The majority of the officials reported that they have always needed foreign languages in their work, but these days the languages are no longer separate from regular work tasks. In other words, foreign languages are needed in their work on a daily basis and not just in special occasions. Language skills were mostly needed for reading documents but also for speaking and writing with foreign colleagues. Karjalainen and Lehtonen (2005: 139–143) made similar findings in their report where 19 managers from 15 companies were asked for their opinions on language skills needed in academic professions. Being able to read and produce field-specific texts was one of the most crucial skills but also oral skills, such as giving presentations, taking part in meetings and interacting with the client, were needed. The managers also emphasised the importance of the connection between the substance knowledge and the language skills as well as communicative fluency and cultural sensitivity. Furthermore, Rontu (2010: 293) found out in her research on language skills needed in technology companies that both oral and written skills are essential but the job position may affect which one of them is more important. Oral skills, such as negotiation and presentation skills, were valued especially in the case of managers whereas experts were more likely to need especially written skills for completing reports and summaries. In conclusion, it seems that although the emphasis between different professions and disciplines may vary, both oral and written language skills are needed to manage various work tasks. The teaching of languages in University of Applied Sciences should therefore be able to provide students with adequate language skills in both oral and written language.

1.3 The approach to English teaching in University of Applied Sciences

As stated in the Polytechnics Act (932/2014), the goal of the studies in University of Applied Sciences is first and foremost to prepare students for working life and lifelong learning and development in their future profession, which is why the language studies have to take working life and the future profession as their starting point. As a consequence, language teaching in University of Applied

Sciences cannot follow the same pattern as in comprehensive school where the language studies take a more general approach to learning, for instance, English. Dudley-Evans and St John (1998: 8–9) view English language teaching as a continuum that moves from teaching General English towards teaching more specific and focused language courses. Clearly University of Applied Sciences is at the end of this continuum where more specific English teaching is required in order for students to learn the skills needed in working life.

There are special pedagogies for teaching English that are aimed at giving students the required language skills for specific situations and contexts. Vogt and Kantelinen (2012: 63) discuss how English for Specific Purposes (ESP) and Vocationally Oriented Language Learning (VOLL) are often terms linked to English language learning for professional and vocational needs. Moreover, Kantelinen and Airola (2009: 38) acknowledge that language studies in University of Applied Sciences in Finland are a good representative of ESP and VOLL. These two terms are often used interchangeably even though certain concepts of work-related language learning are more related to one than the other. Because of this it is important to not only define these terms, but to also discuss their role in English teaching in University of Applied Sciences and the differences that these terms have.

1.3.1 English for Specific Purposes (ESP)

The definition of ESP is best understood when reflected through its history and relationship with more general English teaching methods. Hutchinson and Waters (1987: 19) define ESP as “an approach to language teaching which is directed by specific and apparent reasons for learning”. In other words, the decisions as to what kind of content to teach and which methods to use should be based on the learner’s needs and reasons for learning. ESP is a language teaching phenomenon that came to existence after the Second World War due to the demands of the new linguistic needs of technology and commerce, the interest in the learner needs and the new kind of linguistics (Hutchinson and Waters, 1987: 6–8). Dudley-Evans and St John (1998: 4) remark that ESP methodology steps away from General English teaching and rather reflects the needs of a particular profession or discipline where the learner will be placed in the future. Whereas General English might be suitable both in comprehensive school and higher education, students in University of Applied Sciences may benefit more from learning more specific language skills. However, more generic language skills should not be ignored as they are often needed in more commonplace communication situations in working life when, for instance, serving customers or interacting with colleagues.

Nevertheless, Räisänen and Fortanet (2008: 12) argue for the need for more specialised language teaching because most students come into higher education with prior knowledge of the language due to the widespread use and tuition of English. Thus, Dudley-Evans and St John (1998: 5) note that ESP is often designed for adult students who already possess basic knowledge of English language skills and have more specialised needs.

The fact that ESP is an approach to language teaching that deviates from General English teaching affects how ESP is implemented and what the course content usually is. Dudley-Evans and St John (1998: 4) emphasise that ESP teaching is not always directly related to the content of each field but it should always somehow reflect the underlying concept of the broad discipline. Juurakko-Paavola and Mård-Miettinen (2012), for instance, stress the communicative side of Language for Specific Purposes (LSP) against the learning of grammar and other details of the language. For example, in the context of University of Applied Sciences, English teaching should always focus on the language skills, discourse and genres appropriate in working life. Because of the stricter focus on which skills and what content is relevant to teach, the course design in ESP requires careful needs analysis. Hutchinson and Waters (1987: 54–55) recognise two dimensions of needs analysis: target needs (i.e. what skills the learner needs in the target situation) and learning needs (i.e. what is needed for learning those skills). Needs analysis is not, as Dudley-Evans and St John (1998: 122) remind, a new phenomenon in language teaching but it is the cornerstone of ESP and helps the teacher build a more focused course. Because the teacher has to narrow down the content and language skills that are essential for certain student groups, the course design process and implementation of ESP differs from that of General English and often puts the ESP teacher in a different position.

Despite the fact that ESP certainly has a different approach to, for instance, course design and language teaching in general, there is no specific teaching methodology that would drastically differ from the methods used in General English teaching (Vogt and Kantelinen, 2012: 64). Just as with General English classes, ESP classes can employ several methods depending on the educational unit and teacher. Dudley-Evans and St John (1998: 146–147) illustrate two ways of teaching ESP: as an intensive or an extensive course. Intensive courses that are often taught at the beginning or even before the vocational studies are favoured in ESP teaching and have the advantage of a total focus on the language matter and the absence of distractions. However, the intensive courses can often make students question the relevance of the content as it is not in contact with the actual subject. Extensive courses, on the contrary, that are run over a longer period of time and parallel with the subject course

can better fit the profile of ESP teaching as the content of them can be made directly linked to the subject course.

The role of the teacher and students in an ESP class is different from that of a teacher and students in General English class. Dudley-Evans and St John (1998: 4) as well as Brinton, Snow and Wesche (2003: 53) comment how especially in the more specific ESP classes the teacher often acts more as a language consultant. Likewise, Juurakko-Paavola (2012) hypothesises that in the future there may no longer be teachers in the traditional sense of the word but rather “instructors” or “coaches”. The teacher’s role is therefore more equal to students and it is the students who have expertise in the subject matter. Even though the teacher is required to know the topic that they are teaching, they often need to negotiate with the students how to best exploit the subject matter to meet the linguistic needs that the students have (Dudley-Evans and St John, 1998: 14). Often the evaluation of which skills students will need can be difficult if the teacher is not an expert in the study field. For this reason, ESP differs from General English teaching also in the sense of teacher collaboration: cooperation between the language and the subject teacher is often encouraged in order to be able to make the language content taught relevant for the students’ study field (Dudley-Evans and St John, 1998: 16).

1.3.2 Vocationally Oriented Language Learning (VOLL)

The definition of VOLL is not clear-cut and there are different views on VOLL. Hutchinson and Waters (1987: 16) define VOLL (also known as Vocational English as a Second Language, English for Occupational Purposes and English for Vocational Purposes) as one part of ESP alongside English for Academic Purposes (EAP). Students in VOLL need to learn the language for occupational purposes to succeed in working life. In this more traditional model VOLL can be seen as a sub-category of ESP, just as ESP is viewed to be a sub-category of English Language Teaching in general. However, the more modern approach to defining VOLL claims that this is not always the case. Vogt and Kantelinen (2012: 62) challenge the theory of VOLL being simply a sub-category of ESP. They imply that VOLL is often a broader concept that involves more languages, more varied target learner groups and more target situations. To summarise, although VOLL can be seen as part of ESP, there are reasons for why it cannot always be presented as such.

The main difference between ESP and VOLL is that the latter answers the learner’s needs in a more thorough manner. Vogt and Kantelinen (2012: 64–65) describe the more comprehensive and holistic nature of VOLL. Whereas ESP aims to fulfil the concrete and immediate needs of a learner on their

way to working life, VOLL also recognises the changing nature of language skills required for work. For example, comprehensive working life communication, international interaction and cultural understanding define the language use in workplaces in addition to simply surviving from work tasks. VOLL is oriented towards the vocational aspects of the learner's needs but it also goes beyond these and is not limited to teaching only the skills needed in vocational tasks but also the skills needed in, for example, interacting with the colleagues. Thus, Vogt and Kantelinen (2012: 65) suggest that it is because of this that VOLL cannot always be observed to be a form of ESP.

1.4 The current situation of English teaching in University of Applied Sciences

As the legislation does not give clear guidelines for how the curriculum and language education should be implemented, it is important to view what the current situation of English teaching in the University of Applied Sciences studied in the present study looks like. According to the curriculum of the target institution, all students enrolled in Finnish-speaking study programs are obliged to study one compulsory course of English that is part of the common basic studies (University of Applied Sciences Curriculum, 2014: 5). The course is called English for Working Life and it focuses on the language skills that are required in the students' future profession. As this is the only compulsory English course, it is supposed to equip the students with all the English language skills needed in working life if they do not choose optional courses. The work load of the course is equal to 4 ECTS credits (total 108 hours of work, circa 35 of which are contact studies) (English for Working Life course description, 2014). The recommended time for studying the course that is taught as an intensive course is during the first or second academic study year. In order to keep the content field-specific, students usually study the course in groups consisting of students of the same study field. However, the course is being taught by a language teacher alone who is usually not an expert in the field that the students are studying.

The learning outcomes and course content in English for Working Life follow the guidelines of ESP as they promote working life language skills. Performing in English in central work duties and interaction situations, managing interactive and international work tasks and being able to assess one's language skills and having motivation to further develop them are listed as the learning outcomes for the course (English for Working Life course description, 2014). Clearly the point about lifelong learning and continuous development of skills is adopted in the course description from the goals of the studies in University of Applied Sciences stated in the Polytechnics Act (932/2014, 4 §).

The course content includes learning central field-specific concepts, applying for a job, oral communication in working life, formal written English as well as an advanced part such as a project or a portfolio. Undoubtedly, working life is taken as the focus in the course content and both oral and written skills are taken into consideration.

1.5 Challenges in the current situation of English teaching in University of Applied Sciences

Despite the ESP and VOLL focus of the compulsory English for Working Life course in the University of Applied Sciences studied in the present study, there are many challenges in the current model of English teaching. It can, for instance, be questioned if the students are able to learn all the language skills needed during one compulsory English course. The timing and placement of the studies, poor student motivation, lack of collaboration between teachers and the language teacher's often limited experience within the vocational discipline are among other challenges in the current system that I will discuss next.

The fact that students only have to study one compulsory English course as part of their bachelor's degree has raised doubts about whether or not the amount of language studies in University of Applied Sciences is enough. As was discussed in chapter 1.2, foreign language and especially English skills are needed in working life on a daily basis yet the language teaching in University of Applied Sciences does not seem to match with the increased requirements. One compulsory language course may not be enough to cater for the needs of the students. In fact, Aromäki (2015: 75) reports in his recent study on the students' experiences of foreign language teaching in University of Applied Sciences that the students themselves (n=163) wished for more language studies and felt that one compulsory course was not enough. None of the students reported having to study too many language courses. Furthermore, Kostianen (2003: 173) describes in her research on the relationship of communication and vocational competence and the vocational orientation in the communication teaching in Finnish Universities of Applied Sciences that the students interviewed (n=64) felt that there is not enough time for communication courses and the learning is often felt to be shallow because there is no time to further discuss each theme. However, as the recommended duration of bachelor's studies in University of Applied Sciences is set to be minimum three and maximum four years (Polytechnics Act, 932/2014, 14 §), it may be difficult if not even impossible for education providers to increase the number of English courses especially if they are taught separately from the vocational courses.

Even though the amount of compulsory language studies may not be enough, students are unlikely to choose optional courses. As was discussed above, students are not completely satisfied with the amount of language studies that they have. While this may be true, Aromäki (2015: 88) discusses how students are reluctant to choose optional language courses even if they wish for more language teaching. Interestingly, unless the students are obliged to study more English courses, they are unlikely to act on it out of their own will. Aromäki (2015: 88) describes the students' reluctance to choose additional courses despite their desire for it as "peculiar yet inherently human". Voluntarily choosing additional work is not something that comes naturally of the students or any human beings. Kostiainen (2003: 173) speculates that another reason for not choosing optional courses could be the fact that language courses are taught as separate courses on top of the vocational courses. The tight study schedule in University of Applied Sciences is not very flexible and keeps students from choosing additional language and communication courses even if they wanted to improve their skills. Optional courses would be a good way for students to build upon the knowledge acquired in the compulsory course but only a few choose to do this because it might put extra strain on them and even lengthen the duration of their studies.

In addition to the small amount of language studies, the timing of language and communication courses may hinder students from thoroughly understanding what they are learning and the relevance of it in their future profession. Kostiainen (2003: 173) points out that the timing of the communication courses in the current system is problematic. Language and communication courses are often placed either right at the beginning or at the end of the studies. On the one hand, teachers feel that having the communication courses during the first study year does not serve the goal of learning the required skills: first-year students simply do not know what communication skills will be needed for in their future profession. On the other hand, communication studies organised during the last year of studies are too late because students would have needed the skills taught on the course already during their vocational studies. Pirhonen (2015: 79) interviewed in her recent study first-year physics students about their perceptions of studying foreign languages in a Finnish university. Her findings support the statement that if the language studies are very early on in the studies, students may not fully comprehend why they need to study language and communication skills. Indeed, Kostiainen (2003: 173) reports that the majority of students were of the opinion that communication courses should be a continuous part of their studies over a longer stretch of time instead of being taught as an intensive course.

Kostiainen (2003: 177) also draws attention to students' poor motivation because they do not see the connection between the communications studies and working life. Tasks in the class can often feel made-up and not relevant. Communication is viewed by students as a general subject that is not as important as the vocational studies. Consequently, they do not have to put as much effort into it. One reason for lack of motivation could be that students do not see the relevance of language skills in general in their future profession. Pirhonen (2015: 79, 91) remarks how first-year university students of physics had no clear understanding of the purpose of communication and language studies and what kinds of language skills are required in their future profession. Students only seemed to understand the value of language if they found concrete use for it, which was difficult at the beginning of their studies. As Kostiainen (2003: 200) criticises, it is difficult to learn the communication skills needed in working life if there is no context or content where to place the skills. The risk in intensive language and communication courses is that the knowledge often lies dormant and disconnected from the professional context (Dudley-Evans and St John, 1998: 147). Another reason for poor motivation could also be that students might be used to studying foreign languages in a certain way in their previous schools and might resent the way languages are taught in University of Applied Sciences. If students are familiar with the General English teaching model where language is taught explicitly according to different categories such as grammar and vocabulary, the ESP approach in higher education may feel difficult to get accustomed to and can contribute to poor student motivation.

Heterogeneous student groups and different skills levels are a challenge that language teachers in University of Applied Sciences are faced with on a daily basis. Kantelinen and Airola (2009: 36) discuss how students' educational backgrounds often vary tremendously, which leads to heterogeneous student groups especially when foreign languages are concerned. For example, students who have completed their matriculation examination have studied at least six courses of English whereas students from vocational backgrounds are likely to have studied only two courses. Moreover, the intensity of the vocational English courses has been considerably lower than the ones in upper secondary school when looking at the number of contact lessons required per credit. The students coming from high school have studied courses, the content of which consists of, for example, grammar, oral and written language skills and different theme vocabularies (The Finnish National Curriculum, 2013: 101–103) whereas the students who have completed a vocational degree have only studied courses worth of 3 ECTS credits on average and the focus has been mainly on building a base for vocational language skills which will be developed in working life (Juurakko-Paavola and Mård-Miettinen, 2012). The heterogeneity of the groups may bring problems with the level of the course. For instance, some students feel unmotivated because they feel the courses are not demanding enough

whereas others are struggling with very basic things. Aromäki (2015: 78) reports that even though the majority of the students in his research were satisfied with the quality of foreign language teaching in University of Applied Sciences, some students mentioned the courses being too easy and not providing enough information to the knowledge they had from upper secondary school. To summarise, in the current model the varying skills levels of students may often make it difficult for the teachers to offer tuition that would benefit students from different educational backgrounds.

Furthermore, in the current model of English teaching there are problems related to the role of the language teacher. Firstly, Kantelinen and Airola (2009: 42) report that in most Finnish Universities of Applied Sciences there is little co-operation between the language and vocational teachers. Hence, the aims of language teaching were decided by language teachers alone and were rarely if ever discussed at the level of the entire educational unit. In some cases the aims of language courses were even defined by an individual teacher. The findings by Aromäki (2015: 52–53) support this as the language teachers interviewed reported that they rarely work together with the vocational teachers. This lack of co-operation may lead to gaps or overlaps in teaching certain topics. Kostiainen (2003: 201) reveals that communication teachers are rarely aware of how communication skills are taught in other subjects. In brief, in the current model the language teacher is working very independently without much co-operation with the vocational teacher. This will ultimately lead to problems in designing a coherent study program where different subjects complement each other.

Secondly, language teachers' expertise in the vocational subject and possible lack of it can be seen as a challenge that is present in the current model of teaching English mainly separately from the vocational courses. Unlike other teachers in University of Applied Sciences, language teachers are not required to have working life experience of the field where they are teaching languages (Juurakko-Paavola, 2012). It could be therefore questioned whether the language teacher can evaluate well enough what language skills the future professionals are going to need. Kostiainen (2003: 171) discusses how communication teachers often do not possess enough knowledge of the vocational fields and are therefore not aware of all the skills required in the students' future professions. Similarly, Sajavaara (2000: 102) found that language teachers who taught EU officials did not have a clear understanding of what the work tasks of their students would be like. This lack of knowledge can sometimes lead to the teachers not knowing, for example, what kind of teaching materials to use. Dudley-Evans and St John (1998: 28) point out that it is because of this that authentic texts in ESP are problematic: it is not sure whether the language teacher can fully understand the content of the field and the language needed. Consequently, the teacher may misconstrue the carrier content or write

in an unnatural way that is not authentic. Teachers may sometimes be able to focus on teaching only certain fields of study but in many language teaching contexts teachers are required to teach students from many disciplines. If this is the case, it might not simply be possible for the language teacher to successfully tackle several disciplines and the different language skills needed in all of them. Teachers also have few possibilities and limited time to develop their expertise both during their studies and alongside their work (Juurakko-Paavola and Mård-Miettinen, 2012: 3; Sajavaara, 2000: 107). In conclusion, in the current model the language teacher is expected to be familiar with several different disciplines and various language needs that different student groups have. This may simply not be possible as language teachers are rarely experts in any other field than their own.

In conclusion, this section has sought to describe the current situation of English language teaching in University of Applied Sciences as well as the language skills needed in the modern working life. Understanding the framework for English teaching in University of Applied Sciences is important when discussing the integration of English and vocational content. Comprehending the nature of ESP teaching and its special characteristics in comparison to more general English teaching is essential when planning integration of English and content studies. Moreover, the language skills required in working life should always be guiding the planning of language teaching whether it is integrated or not. Consequently, this section has laid the ground for what will be discussed in the next section of the present study. Next I will introduce integration as a phenomenon in more detail and discuss the ways of integrating language and content studies. I will also discuss the advantages and disadvantages of integration together with the teachers and students' attitudes on the basis of previous studies.

2 INTEGRATION OF LANGUAGE AND CONTENT STUDIES

2.1 The definition of integration

Integration is not a new phenomenon either in the educational field in general or in foreign language teaching. It was born out of a need to replace the standard curriculum with a more relevant and vibrant one where the contents of various disciplines can be combined into meaningful clusters (Drake and Burns, 2004: 2). The dictionary definition of integration is “the act or process of uniting different things” (Merriam Webster, 2016). Despite the seemingly simple definition, there are nowadays multiple ways of implementing integration in education. As a consequence, the terms and concepts used to discuss it are not always clear. Aaltonen (2003: 48, 54) explains in her research on vocational teachers’ pedagogical thinking and action in the context of integrated learning how the use of several definitions and concepts of integration make the discussion often blurred. In fact, there is often no explicit definition of integration or the definitions and views vary so drastically that comparing different theories is difficult. She also draws attention to the many dimensions that integration as an umbrella term has: integration is a term that is used not only in education but also in politics, sociology, psychology and economics (Aaltonen, 2003: 48). For this reason, it is essential to narrow down the definition of integration out of all the possible theories to the one that is relevant in the present study.

The present study focuses on integration within the field of foreign language teaching. However, even in this field integration can become to mean several things. Integration is a word used for, for instance, such teaching models as immersion and Content and Language Integrated Learning (CLIL). Both of these models, however, are concerned with teaching the content solely in a foreign language (Dalton-Puffer, Nikula and Smit, 2010: 1). However, in the present study I am more interested in how English studies can be made a more natural and interwoven part of the vocational studies without necessarily changing the teaching language of the study program. As English has become more interwoven with every-day work tasks and workplace interaction, it is strange to think that English and the subject matter are still taught in separation. Thus, the definition of integration used in the present study takes content-based second language instruction (Brinton, Snow and Wesche, 2003) and interdisciplinary integration (Drake and Burns, 2004) as its starting point. However, it is important to point out that integration is understood in a very loose way in the present study as one of the aims is to find out which way of implementing integration students and teachers favour. Although the basic definition

of integration is needed, the different forms that it can take can vary and are among the points of interest in the present study.

Brinton, Snow and Wesche (2003: 2) define content-based second language instruction “as the integration of particular content with language-teaching aims”. More specifically, since this method of teaching is most often used in higher education, they emphasise that the method consists of teaching the academic content and second language skills at the same time. The aim of this method is therefore to eliminate the artificial separation between language and subject instruction. However, it could be argued that the English language teaching in University of Applied Sciences is already content-based at least to an extent as the courses are designed around those language skills and topics that students are likely to need in their future professions (English for Working Life course description, 2014; Kantelinen and Airola, 2009). For this reason, to arrive at a better understanding of integration and what it means in the present study, I will look at the different ways of content-based instruction.

Content-based instruction is a method that takes many forms. Brinton, Snow and Wesche (2003: 14–17) recognise three teaching models in higher education: theme-based, sheltered and adjunct language instruction. Theme-based language courses are structured around topics or themes that are relevant for the target student group. In theme-based language instruction the language items are usually contextualised through relevant themes and varied, often teacher-generated materials. Sheltered language instruction is often used in immersion education where second-language learners need to be separated from native speakers for extra language tuition. In a sheltered course the content is taught in the second language by a content teacher who is a native speaker of the target language. The adjunct language instruction model, however, consists of two linked courses, a language course and a content course, in which the students are enrolled simultaneously. The idea behind this model is that the courses share the same content base and mutually coordinated assignments. Second language learners attend both the language course and the content course where they study together with native speakers. As is evident from chapter 1.3, the current way of teaching English in University of Applied Sciences follows to a large extent the theme-based second language instruction model. Although relevant themes are taught in the current model, a tighter connection between the language and vocational studies would help bind the themes together and, for example, make the students see the relevance of the language courses in relation to their future career.

Similarly to the adjunct model, Drake and Burns (2004: 12) define interdisciplinary integration as an approach where teachers organise the curriculum around common learnings across disciplines. In other words, common learnings are combined in order to emphasise interdisciplinary skills and concepts. In this model the disciplines can be identified but the emphasis on each is less pronounced than, for instance, in the multidisciplinary approach where there are more disciplines combined and the focus is much more on each discipline. Although Drake and Burns (2004) discuss interdisciplinary integration mainly within the context of comprehensive school, it could also be implemented in higher education and the model introduced by them bears resemblance to the adjunct model by Brinton, Snow and Wesche (2003).

In the present study I understand integration as a way of teaching that is inspired by the two models discussed above: the adjunct model and interdisciplinary integration. To meet the needs and aims of the present study, I define integration in the present study as a model where the artificial separation between the language and subject instruction is removed and English language skills are taught as part of the vocational courses with the vocational and language teacher collaborating. More importantly, in this model of integration language teaching is integrated into the vocational courses over a longer period of time instead of being implemented as an intensive language course during the first study year. This way English would be better integrated with the vocational studies over a longer stretch of time instead of being taught in isolation as an intensive course by the language teacher alone. However, unlike in the adjunct language instruction model there are no native English-speakers involved in the present study. Integration can also follow either a model where English is only taught within vocational courses or a model where the students study English within vocational courses but also participate in supporting language classes.

Integration of language and vocational content has been implemented recently in Finnish higher education. Pirhonen (2015) reports of a pilot program started at the University of Jyväskylä Language Centre in 2014. The participants of the programme were first-year physics students. The goal was to meet the demands of the increasingly multilingual and multicultural working life and to make language and communication studies a more natural part of the studies instead of being seen as extra courses. To reach this goal, the pilot program looked for ways of making the language studies a more integral part of the discipline-specific courses and steering away from the current model where languages are taught separately from each other and from the subject courses. The teachers designed the courses around topics and language skills that were relevant and needed both during the first-year studies and in the future. However, instead of language teachers collaborating with subject teachers,

in the pilot program the different language teachers collaborated with each other by co-teaching courses. The findings of the program will be reported later on in chapters 2.4 and 2.5.

2.2 Different ways of integration of language and content studies

Just as integration can be defined in multiple ways, it can also take many forms. The main goal behind all of the forms should be creating coherent learning experiences where the various subjects and themes blend together. Takala (2004: 15) describes that the ideal environment for integration is one where the vocational studies and general studies, such as language courses, form theme-based unities where none of the subjects are separated into isolated blocks. She introduces co-teaching, cooperative learning, problem-based learning, project learning and portfolio work as some examples of integration of language and content. Theme-based unities are likely to enable students to piece together information in a comprehensive way, which often increases their motivation. In this section I will discuss some of these ways of how different subjects can be integrated. Moreover, as higher education is of the interest of the present study, I will focus on the ways of integration within that context although there may be many other ways of implementing it. For example, Drake and Burns (2004: 7) describe that integration among young learners can be implemented as well through arts and dancing as through after-school programs where pupils can practice and apply the skills learned in traditional classes in a more creative environment.

One of the most common and efficient ways of implementing integration is through co-teaching. For instance, Dudley-Evans and St John (1998: 16) suggest that the best way to successfully teach ESP students is through collaboration between the language teacher and subject specialist. According to Aaltonen (2003: 57), co-teaching has both a narrow and broad definition. In the narrow definition teachers plan the tuition together but teach separately whereas, in the broad definition, collaboration is present from the beginning until the very end. In the broad model teachers plan, teach and assess the class together as well as support and give feedback to each other. As Aaltonen (2003: 57) points out, in order for an individual teacher to successfully teach an integrated lesson, they must be familiar with both subject contents. For this reason, the broad definition of co-teaching seems to be better when integrating language and vocational content because both teachers are present throughout the teaching process. For example, Snow, Met and Genesee (1989: 205) suggest a model where content and language teachers maintain their areas of responsibility but work in tandem. The language learning objectives are drawn from both foreign language and content curriculum. This kind of model has the benefit of combined expertise: the content teacher knows the key concepts whereas the

language teacher knows how to teach the language skills. Burger (1989: 47) describes the role of the language teacher to be mainly a facilitator for the students and a consultant for the subject teacher. Although the teacher being seen as a facilitator is not a new trend but rather something that has been present at least for the past two decades, co-teaching is likely to change the role of the teacher who normally teaches their own subject in separation from others. Co-teaching both enables and forces the teachers to collaborate with each other and consult not only other teachers but also students and it therefore shifts the emphasis away from the more traditional role of the teacher. When speaking of co-teaching, it is also important to notice that co-teaching is a teaching method that can in itself be a way of integration or it can be a basic underlying method that is present in and combined with other ways of integration.

Teaching specific courses in English can be one way of integrating language and content. Unlike in CLIL where the whole study program is taught in a foreign language, this way of integration would mean simply changing the language used for the duration of one or two courses. Projects are a case in point of this kind of integration and as Dudley-Evans and St John (1998: 195) point out, they already are a standard feature of ESP and especially EAP (English for Academic Purposes). Beckett and Slater (2005: 108) discuss how projects are a good way to promote simultaneous acquisition of language, content and skills. Projects are a natural way to create links between language learning and its application in professional context and project work is used extensively in working life, too. Moreover, projects often require students to use multiple language skills and therefore bear a resemblance to many real life situations where the language skills are rarely used one skills set at a time (Dudley-Evans and St John, 1998: 196). In conclusion, project courses where English is either the only language used or the dominant language are a good way of combining language and content into a unity that is a good representation of what the students are likely to be faced with in working life.

All of the ways of integration discussed above are mainly implemented through normal tuition but integration can also be realised in a more creative way or outside of the educational unit. Experiments are one way of doing this. Kennedy (2001) reports of a pilot program where medical students (n=132) were taught clinical skills including communications skills through role play where the students were required to “treat” actors with supposed health problems. The results showed that the students enjoyed such way of teaching communications skills and that integrating the teaching of those skills with the subject throughout the curriculum could improve the current situation. However, Kostianen (2003: 188) presents both positive and negative student attitudes towards case studies and simulations in her

research: some students regarded simulations as not serious and unrealistic whereas other students considered them a useful way of preparing for communicative situations in working life. Furthermore, internships where students use a lot of English, for example, abroad or in a multinational company are another way of efficiently integrating language and content in an authentic environment. Tarkoma (2004: 6–7) believes that combining general studies, such as Finnish or in the case of the present study English, with internships is a good and more advanced way of integrating. Nevertheless, Kostiainen (2003: 173) comments that collaboration between teachers and companies may not work for various reasons, such as companies being very busy. If the collaboration works poorly, it may be difficult to set communicative and language learning goals for internships

2.3 The advantages of integrating language and content studies

It is clear that integration could not have gained such popularity within the field of foreign language education unless it did not have many advantages. The advantages that I will discuss in more detail in this chapter are often linked to improved learning of practical language and communication skills, better student motivation as well as support and collaboration between teachers. It is important to notice the multi-dimensional nature of the advantages: students are not the only ones to benefit from integration but also teachers gain if the artificial barrier between language and vocational courses is removed.

Better academic performance is one of the advantages of linking language studies more closely with content studies in higher education. A longitudinal research conducted by Song (2006) aimed to evaluate higher education students' performance over a period of five years in a higher education unit in New York. The majority of the students were recent immigrants with different linguistic backgrounds (Song, 2006: 422). The research compared the academic achievement of ESL students (n=385) taking part in a content-linked ESL program to the achievement of non-content-linked ESL students (n=385). In the content-linked ESL program the students received ESL writing and reading tasks in the content course and the ESL classes were mainly for support and discussing the tasks. The regular ESL program, however, had no thematic link between the content and language education and the ESL courses were organised separately. The findings showed that the students in the content-linked ESL program were more likely to pass their courses and proficiency tests as well as receive better grades. Song (2006: 432) even found that the students enrolled in the content-linked ESL program studied more credits and were more likely to graduate with a degree than their non-content linked peers. Baik and Greig (2009) had similar findings in their research on an ESL tutorial program

that followed the adjunct model of concurrently teaching both the content and language course in an Australian university. The non-native English speaking students (n=37) who regularly took part in the tutorial program demonstrated better academic success both immediately after the program and a year after it (Baik and Greig, 2009: 411–413). There are also other studies that report of better learning and academic performance as a result of integration (see Kemp and Seagraves, 1995; Kennedy, 2001).

It is important to point out that it is not always the most talented students who benefit from integration: also the weaker students may be able to improve their performance if language and vocational content are integrated. Takala (2004: 15) argues that using diverse teaching methods such as integration can help students with learning difficulties. For instance, the participants in the tutorial program studied by Baik and Greig (2009: 406–407) were students who had been at risk in regard of their language studies and had failed their previous courses. These kinds of findings are significant because they show that integration does not only benefit the students who already master the language but it can also improve the performance of weaker students.

Integrating the foreign language studies with the content courses may not always bring a substantial improvement in academic performance but it can enhance students' confidence. Burger (1989) compared two ESL groups of psychology students in her research: an experimental group (n=16) where the students received language tuition before or after a psychology lecture and a comparison group (n=17) where the students attended regular ESL courses for three or four hours a week. The experimental group's language assignments were always related to the content of the psychology lecture and had a focus on reading and writing. Burger (1989: 54–55) found out that there was no significant gain for the experimental group in regard to language proficiency. However, the students in the experimental group reported gaining more confidence from the integrated teaching model.

Foreign language teaching that is integrated with the content courses has also been claimed to be more cognitively challenging and likely to help students develop fluency in the target language. Snow, Met and Genesee (1989: 203–204) discuss how separate language classes rarely offer students cognitively challenging situations despite teachers trying to provide contextual cues and support. Whereas children benefit from simpler tasks, using them with older students might not be worthwhile because simple tasks rarely require the students to apply the language in situations requiring higher order thinking. Consequently, there is also likely to be a lack of realistic situations where students need to actively use English in more natural settings. Integrating language with the content would bring with it more sophisticated tasks where more advanced cognitive skills are needed (Snow, Met

and Genesee, 1989: 204). Furthermore, Ewert (2014: 265) discusses in her article on teaching literacy skills for adult ESL learners how learning the content naturally motivates deep processing of language and the use of higher order thinking skills which are essential when learning higher order literacy skills. Ewert (2014: 270) continues by pointing out that in adult ESL the focus has been more on language accuracy rather than fluency development, even though it is exactly the ability to engage with more content that brings with it the linguistic accuracy. Integration would therefore bring with it more cognitively challenging situations and would tackle the issue that some students find the English courses too easy as was discussed in chapter 1.5. More cognitively challenging situations would also better imitate authentic situations that the students will be faced with in working life where they are required to fluently combine different ways of communicating from giving presentations to interacting with colleagues.

Student motivation is another issue that could be relieved with better integration of language and vocational studies. As was discussed in chapter 1.5, poor student motivation in generic foreign language courses is a common issue in many higher education units. Baik and Greig (2009: 409–410) report that all the students in the ESL tutorial program found the integrated ways of teaching language and content relevant and useful. Students valued that the focus of the program was on the content rather than teaching generic language and academic skills. Furthermore, Snow, Met and Genesee (1989: 202) offer support for this by noting that content can provide a motivational and cognitive basis for language learning. Interesting content brings value to the learners and makes it therefore worth learning. This point is especially important in the context of University of Applied Sciences where the content in language learning should reflect the needs of the future profession. Although the current language courses follow the model of theme-based second language instruction, a closer link between the content and the language would be likely to bring improvement to student motivation.

One of the greatest benefits of integrating language and vocational studies is better teacher collaboration and the positive consequences of it. Aaltonen (2003: 61) brings up the point of professional support as one of the benefits. In integrated teaching teachers can support each other both on a professional level by, for example, providing their expertise in the planning of the teaching and on an emotional level by sharing the feelings of possible disappointment. The results from a study conducted on ESL and content teacher collaboration in an English-medium elementary school in Asia by Davison (2006: 466) seem to confirm this. The teachers taking part in the experiment gave positive feedback in the research. Collaboration evolved to be seen as a normal and even preferred way of teaching and especially the content teachers expressed benefitting from having an ESL teacher in

their class. Although the context of the study was an elementary school, similar results could well be derived from higher education. For example, Savonmäki (2007: 83–84) discusses in his research on teacher collaboration in University of Applied Sciences the support and concrete benefits that the teachers received from collaborating with colleagues. Although co-teaching still seems to be a fairly rare form of teaching in higher education, even asking for help or teaching materials from colleagues brings some of the benefits of collaboration. Consequently, integration is likely to benefit not only the student but also the teachers through collegial support and combined expertise.

2.4 The disadvantages of integrating language and content studies

Better integration of English with the vocational subject has many advantages but there are also possible disadvantages. The downsides are, however, often not discussed to the same extent as the positive sides. For instance, Aaltonen (2003: 49) points out that integration experiments have often highlighted the benefits and positive sides of integration whereas critical voices have been left to little if no attention. The reason for this could lie in the fact that the research results of integration are often mixed or not suitable for comparison due to different definitions of integration (Aaltonen, 2003: 48). The disadvantages that have been observed are mainly related to doubts about students learning everything they are required to learn and to difficulties in teacher collaboration. Next I will discuss the possible disadvantages of integration for both teachers and students.

Although one of the advantages of and reasons for integration is making language learning more implicit, authentic and natural, it can be challenging to make students aware of the language skills that they are learning. For instance, Baik and Greig (2009: 410) list the fact that language and content learning were so intertwined in the ESL tutorial program as a problem. Even though 100 % of the participants found the program motivating, only 68 % of them thought that their language skills had improved. Similarly, Pirhonen (2015: 91) reports that some of the physics students participating in the integration pilot program found the classes scattered and were confused about the new form that the language classes took. These findings imply that language teaching should be made as explicit as possible in order for students to be aware of the language skills that they are acquiring. When students are more aware of these skills, it is also likely that they are better at applying them in real life contexts (Baik and Greig, 2009: 411). Teachers should therefore pay attention to clear learning goals in regard to language skills already in the planning phase of the course to avoid making students feel confused about what they should have learned.

If the teachers are not successful at making different skills explicit enough, students could even be left with a worse learning experience than with subjects that are taught separately. Aaltonen (2003: 49) discusses speculations of how students might be left with gaps in their learning of certain skills and concepts. On the one hand, integration is likely to produce deeper and more coherent learning experiences. On the other hand, if not planned and implemented well, integration can produce scattered and confusing learning experiences as observed by Pirhonen (2015: 91). In order to make the shift from more traditional language teaching to an integrated way of teaching language and content as smooth as possible, teachers should explain the new ways of teaching and learning together with the reasons for choosing them to students. By making students aware of the pedagogical purpose of integration and continuously tracking how the different skills and themes merge into a seamless unity is crucial for a good and coherent learning experience.

The issue of whether or not integration truly is a useful way of learning for weaker learners and students with weaker language skills has also been raised. While some claim that integration brings benefits even to the weaker students (Baik and Greig, 2009; Takala, 2004), others suspect that, for instance, in the case of teaching literacy, too much focus on the content can be difficult for learners (Ewert (2014: 268–269)). Although relevant content is often a motivating factor especially in ESP teaching, it can also be challenging for learners to try to learn language through, for example, articles and texts that contain a lot of content knowledge. As a solution Ewert (2014: 268–269) suggests using scaffolding and teaching explicit language learning strategies. However, as the schedule for language learning is already tight, adding scaffolding to integration may add up to the time pressures.

There are possible disadvantages of integration of language and vocational content also on the teachers' side and especially the fact that teachers have either no or limited knowledge of each other's subjects may prove to be a problem. Aaltonen (2003: 49) describes that one of the disadvantages of integration that has come up in the critical discussion includes teachers' knowledge of the vocational subject and the motives for integration. Integration and teacher collaboration is seen as laborious and difficult to implement when the teachers represent different disciplines. It is also possible that teachers have very different views on integration itself, which may cause problems in planning and implementing integrated teaching. Sometimes teachers' restricted knowledge of each other's subjects is not merely a disadvantage simply making collaboration more difficult, but a hindrance that stands in the way of successful integration. For example, Savonmäki (2007: 89) talks about borders that are easily formed between teachers who are experts in different fields. These borders are made concrete, for instance, by favouring separate working spaces for different teacher groups. These kinds of

arrangements are likely to prevent teachers from working together. Keeping the teachers of different subjects from meeting each other or working together is likely to contribute to the thinking that they do not know enough about each other's subjects in order to make the collaboration work.

One of the clear disadvantages of integration is the fact that it is time-consuming and requires more planning outside of the classes than regular teaching. Venville, Wallace, Rennie and Malone (1998: 299) observed in their research on integration that ongoing collaborative planning time was among the most asked for things by the teachers (n=36) who were interviewed for the study. Planning time built into the timetable was seen as necessary for successful integration. However, sometimes additional time may simply not be possible and teachers are not enthusiastic about integration due to its time-consuming nature and a schedule not suited to the needs of integration (Davison, 2006: 470). Especially coordinating the schedules of vocational and communication teachers has been found out to be challenging (Kostiainen, 2003: 190). When the issue of time and careful planning is not taken into account, problems may follow. According to the observations made by Forcey and Rainforth (1998: 378) in their article on their own experience of team teaching, inadequate planning was the cause for some of the problems in integration. Despite their effort to meet weekly for mutual planning sessions, many problems emerged that had to do with each of the teachers coming up with new ideas independently after those sessions. As even regular teaching already requires teachers to do planning outside of classes, it is no wonder that the fact that integration and teacher collaboration require even more resources is seen as a major disadvantage in the hectic world of teaching.

2.5 Attitudes towards integration of different subjects

Teachers and students' attitudes towards integration are more crucial than many would think. In order to successfully implement integration and make it the favoured way of teaching languages in University of Applied Sciences, teachers and students have to view it positively. Next I will present what some of the previous studies have found out about teacher and student attitudes. It is important to notice that many of these studies have not studied merely the integration of language and content studies but the integration of various subjects in many other contexts than higher education.

2.5.1 Teachers' attitudes towards integration of different subjects

Teachers' attitudes are especially important as they are the ones in charge of integration and how it will be realised. Aaltonen (2003: 72) remarks that teachers' perception of integration affects the planning of the curriculum, teaching and assessment of learning. For instance, whether the teacher

views integration essentially as a model where the subject boundaries must be removed or as a phenomenon where subjects are kept separate but connections between them should be made more visible will have different outcomes in teaching. Moreover, teachers' attitudes not only affect how they teach but how they work with other teachers. As integration, especially the integration of English and vocational studies, often requires close teacher collaboration, teachers cannot operate blindly without knowing each other's preferences. Aaltonen (2003: 73) concludes that different opinions and ways of implementing integration are not a problem if teachers are aware of them and they are not contradicting each other.

Teachers' attitudes may not always be purely positive towards integration and there may be resistance towards new phenomena such as integration. Venville et al. (1998: 299) found out in their research on integrating science, mathematics and technology in Australian high schools that the teachers interviewed were of the opinion that the subjects were too different to be integrated. One of the fears that the teachers had was that integration would make the subjects seem unclear and blurred. Although the context of the research by Venville et al. (1998) was very different, the attitudes of teachers are valid to be considered in the present study as the same issues might be present in higher education. Takala (2004: 15) suggests that the reason behind teachers' resistance to integration is often ignorance. Teachers are often not familiar with each other's subjects or cannot see how different subjects could be integrated to best support each other. Consequently, it is important that, for instance, co-teaching is realised in close collaboration between the teachers in order to make the underlying connections between different subjects clearer. Collaboration also ensures that teachers do not have to be experts in each other's subjects and can negotiate the best ways of integrating specific subjects.

Teacher collaboration may be the key to successful integration but it is not always viewed positively by teachers. For example, Forcey and Rainforth (1998: 373) describe that the initial problems were related to different teaching methods and pedagogical assumptions. These conflicts caused problems but were resolved after negative student feedback and a careful analysis of the issues hindering a successful outcome. Furthermore, Venville et al. (1998: 299) reports that teachers expressed a lack of confidence in their ability to teach outside of their field of specialty and missed the departmental support of colleagues teaching the same subject. One reason for negative and reserved attitudes towards teacher collaboration can lie in the fact that teachers are used to working independently (Kostiainen, 2003: 201). Forcey and Rainforth (1998: 383) describe this as "the individualism of academe": teachers in higher education are used to mastering their domain and may find it difficult to adjust their way of teaching with someone else's. Negative attitudes may also have their roots in

real barriers for collaboration. Many sources point out that there are often institutional constraints, such as strong faculty divides and the different regulations and schedules of each faculty, that discourage collaboration across disciplines (Takala, 2004; Forcey and Rainforth; 1998; Aaltonen; 2003; Kostiainen, 2003).

Despite sometimes negative and reserved attitudes, integration is also viewed positively by teachers. The benefits that integration can bring to students seemed to be one of the main reasons why teachers had positive attitudes. For example, teachers thought integration offered them a possibility to choose motivating and interesting content for their students. The teachers were of the opinion that students could better transfer knowledge between different subjects and make connections across disciplines because of integration (Venville et al., 1998: 299). Another point raised by Venville et al. (1998: 299) was that teachers reported enjoying working with teachers from other disciplines and felt that integration was a good method for co-operation and professional development. According to Kostiainen (2003: 200), teachers are often open to, for instance, teacher collaboration and strive for it, but find it hard to find functioning and purposeful ways to do it. Savonmäki (2007: 83) brings up the support received from other teachers when working together. The teachers interviewed emphasised the positive aspects of collegial support that comes with sharing experiences and helping each other solve problems. Integration may also be a chance for the teachers themselves to explore and renew their pedagogy. For instance, Pirhonen (2015: 81) tells how one of the English teachers interviewed had not felt like an English teacher in the integration experiment but rather as a communications teacher. To summarise, although teachers may feel integration is hard to implement and working with other teachers is not ideal due to different teaching methods, the motivating aspect of integration, the support received from colleagues and the chance to diversify one's own work are themes related to integration that are viewed positively by many.

2.5.2 Students' attitudes towards integration of different subjects

Student attitudes are as mixed as teacher attitudes. Students sometimes feel that integrated classes are scattered and blurred. Venville et al. (1998: 299) described how teachers were concerned that integration would make the subjects "an amorphous mass", which would make it difficult for students to be conscious of what skills they are learning. Aaltonen (2003: 49) also ponders this by raising the question of whether integration would leave holes in students' learning. The results from Pirhonen (2015) suggest that this might be true. According to Pirhonen (2015: 79, 82), the physics students who participated in the pilot program were not sure of the purpose of the language and communication

studies and some students felt they had not learned any language at all. Some students also expressed a wish for more “theoretical classes”. The attitudes of some students could be considered somewhat negative and not completely satisfied with the new approach to language and communication teaching.

Students’ negative attitudes and especially the feelings of not learning can result from poorly planned teaching but there can be another explanation for them. Beckett and Slater (2005: 109) analyse that the reason behind students’ negative attitudes towards integration of content and language often comes down to different beliefs and goals than what the teacher has. Both Beckett and Slater (2005: 19) and Moulton and Holmes (2000: 28) describe that an ESL class is usually viewed by students as a place for learning strictly linguistic elements such as vocabulary and grammar rather than learning more applied and comprehensive language skills. If the teacher, however, wishes to integrate the linguistic elements with the learning of content and vocational skills without explicitly explaining it to their students, the differences in beliefs may cause conflicts. Indeed, Pirhonen (2015: 82) suggests that students’ restricted perception of what language classes and skills consist of often remains from previous experiences in school. These expectations and views may be even a bigger factor affecting students’ attitudes than poorly planned and conducted teaching.

If students are open towards new teaching methods, they often view integration as a refreshing and relevant way of teaching. For instance, the results from Beckett and Slater (2005: 114) demonstrate student satisfaction with content-based approach to ESL learning: 79 % of the students felt project learning was useful. The students thought that they had learned language, subject content and skills simultaneously. Similarly, medical students (n=132) taking part in the experiment of teaching communication studies through role play evaluated the experience positively (Kennedy, 2001: 120). According to the results, 80 % of the students evaluated the experiment as very good and 20 % as good. The comments from the students brought up the point of the class being more relevant than regular lectures. Moreover, Pirhonen (2015: 80) reports that despite some students being confused about integrated classes in the pilot program and not seeing the relevance of them, there were also students who acknowledged the new way of teaching as “a nice change”.

Integration and a more practical way of teaching languages where the language teaching is implemented regularly over a longer period of time is often what students wish for. In the current situation in University of Applied Sciences languages and communication are taught as separate and intensive courses, which is not always viewed positively by students. In fact, Kostiaainen (2003: 173)

comments that the majority of University of Applied Sciences students wished that language and communication studies were more spread out throughout their whole degree instead of being taught as an intensive course either during the first year or right at the end of their studies. Kostiainen (2003: 200) continues to support this view by stating that students often feel that communication is a subject that crosses the boundaries between different disciplines. Skills and topics related to communications often come up in other courses: for example, marketing students view marketing to be essentially about communications. For this reason, integrating the language and communication courses that are currently taught as intensive courses with the subject courses could help solve the problem of timing of language and communications studies as well as the issues with student motivation. General studies, such as language courses, are often viewed by students as extra or something that they have to do only to complete their degree (Pirhonen, 2014: 84; Kostiainen, 2003: 177). As discussed in chapter 1.5, this view may result from the students not seeing the relevance of their studies in their discipline or working life. Hence, Takala (2004: 15) proposes integration as a solution for changing negative attitudes towards general studies such as language studies.

In conclusion, this section has sought to introduce and elaborate on integration, especially in the context of integration of language and content studies. In addition to the various definitions that integration can have, integration can also take many forms, some of which are more relevant in the context of higher education. According to the previous studies, the main advantages of integration are related to better learning of language and improved student motivation whereas some of the main disadvantages are the difficulty of making language learning goals explicit enough and the time-consuming nature of integration. Teachers and students' attitudes vary: they are mainly positive but teachers are especially concerned with teacher collaboration and its successfulness whereas students sometimes feel integration is confusing and wish for language teaching that focuses on strictly linguistic elements. Understanding integration as a phenomenon in University of Applied Sciences is needed when moving on to discuss the methods, research questions and results of the present study. In the next section I will introduce the research questions of the present study together with the methods of data collection and analysis.

3 THE PRESENT STUDY

3.1 Research questions

Foreign language teaching in Finnish higher education is a theme that has been researched but no previous studies on the integration of English and vocational studies in University of Applied Sciences could be found. Recent studies on language teaching in University of Applied Sciences have focused on foreign language teaching in general and teachers' and students' experiences of it (Aromäki, 2015) or on the integration of Finnish language and communication courses with the content courses (Rajander, 2008). Furthermore, Aaltonen (2003: 73) notes that teachers' understanding of each other's concepts and ways of integration and how they affect the overall performance in schools has not been widely researched. Juurakko-Paavola (2012) also believes that research, development and innovation projects will be integrated increasingly with teaching in University of Applied Sciences in the future and the role of the language teacher will not be minor in this. Consequently, as integration is gaining popularity in higher education, more research is needed to be able to successfully implement it as a natural and efficient part of the teaching in University of Applied Sciences. It is important to fully understand the phenomenon and especially the opinions and attitudes towards it by those who will be the ones in contact with it: teachers and students.

The present study is aimed at finding out what the teachers and students' opinions on integration, the different ways of implementing it and its advantages and disadvantages are in a Finnish University of Applied Sciences. In the present study I am especially interested in not only how the teachers and students perceive integration but also in how beneficial the students find it from the perspective of their future profession. As has been argued above, better integration of the language studies with the content studies is likely to prepare students better for the language demands of their future profession. It is of the interest of the present study whether or not the teachers and students agree with this. The possible disadvantages and perceived obstacles for integration are also mapped especially from the teachers' point of view as they are the ones designing and implementing integrated teaching. In addition to attitudes and opinions on integration, I will seek to find out the preferred ways of integrating English and vocational studies in University of Applied Sciences. The research questions of the present study are therefore following:

1. What ways of integration of English and vocational content do vocational and language teachers as well as students prefer in University of Applied Sciences?

2. What advantages do they think integration of English and content could bring? What disadvantages?
3. What are their attitudes towards integration of English and content?

The first research question about the ways of integration is important when implementing integration on a larger scale. There are several different ways of doing integration and only the most relevant ones in the context of University of Applied Sciences are discussed in the present study. Even though the list of ways is not exhaustive, finding out which ways of integration both students and teachers find useful brings important information to those educational units who are interested in developing their models of integrated teaching. By mapping and investigating teachers and students' preferences it is possible to focus on planning and implementing only the ways of integration that are perceived as motivating and possible to carry out.

The second research question focusing on the advantages and disadvantages of integration helps understand the phenomenon on more levels than merely finding out which ways of integration the teachers and students prefer. Answering this question gives the researcher a better understanding of why teachers and students may think integration is useful and what possible disadvantages they may see to be related to it. For example, when the biggest concerns that teachers and students have about integration are brought to attention, it is easier to plan tuition that takes into account how the disadvantages could be avoided or eliminated.

The third research question about the attitudes towards integration offers a possibility to understand what the general attitude of teachers and students is towards integration. Although attitudes are usually tightly connected to and visible in how the research participants answer the first two research questions, it is worthwhile to study attitudes also as a question of its own. For instance, if teachers view integration positively but are resistant towards actually implementing it, there might be underlying attitudes or beliefs to explain that resistance. Moreover, in the previous studies students have been found to be prone to think that language teaching should be organised as specific language classes where the focus should be only on the linguistic items. It is therefore important to study whether or not this is the case in the present study, too.

3.2 Data collection

Next I will present the methods of data collection, the participants and the methods of data analysis in the present study. First, I will discuss the methods used for data collection and the reasons for choosing them. I will also introduce the data collection process, i.e. how the research was conducted. Second, I will present the methods used for data analysis.

3.2.1 A mixed method study

The present study was conducted as a mixed method study. A mixed method study is simply a combination of qualitative and quantitative methods within one research project (Dörnyei, 2007: 44). According to Sandelowski (2003), there are two main reasons for choosing a mixed methods research: one is to achieve a fuller understanding of the phenomenon being studied and another is to verify one set of findings against the other. Furthermore, Dörnyei (2007: 167) emphasises that the strength of a mixed method research lies in the resulting situation where the combination of methods promotes complementary strengths and non-overlapping weaknesses. As I was interested in mapping both the teachers' and students' attitudes and opinions towards integration, it was important to use two different methods that would be suitable for both target groups. In this case, different methods also give different kind of information about integration that is not a one-dimensional and easily understood phenomenon. In the present study the chosen methods were an interview for teachers and an online survey for students. Next I will discuss the reasons for choosing these methods, their advantages and disadvantages and how these methods were planned and implemented in the present study.

3.2.2 Teacher interview

A theme interview conducted with the teachers was chosen as one of the methods of the present study as it allows for more detailed answers and participant elaboration on more complex topics. Hirsjärvi, Remes and Sajavaara (2009: 205) describe how an interview gives the researcher multidimensional knowledge that brings up many points of view. As teachers are the ones responsible for the planning and implementation of integration, I wanted to ask about their attitudes and opinions in more detail. Furthermore, Hirsjärvi and Hurme (2008: 35) comment that in an interview it is possible to find out the motives behind the answers: why do the teachers, for instance in the case of the present study, view integration as they do. For instance, if the teachers do not want to take part in co-teaching, the researcher can ask them to elaborate on it and give reasons for why they think so. This possibility for

elaboration is especially interesting when interviewing both language and vocational teachers whose answers can bring up many interesting points and differences between the teachers. Hirsjärvi and Hurme (2008: 35) count this as one of the reasons for choosing interviewing: if the research is expected to give many-sided results, an interview is the best method for investigating them thoroughly. Whereas a survey would be helpful for gathering a larger set of answers from teachers, it would not be useful in providing detailed explanations for the teachers' answers that might be very contradicting. In addition, a survey is a very structured and carefully planned method of data collection where the questions and guidelines for answering are regulated in advance. In a semi-structured theme interview, however, the researcher has defined certain themes and assumptions before the interview but the participants are allowed to answer in their own words and bring up new points (Hirsjärvi and Hurme, 2008: 47).

More specifically, the interview in the present study was implemented as a group interview. The previous is often an umbrella term used for all interviews involving more than one participant. In the case of the present study the interviews were pair interviews with two participants in each: vocational teachers in one and English language teachers in another. A group interview was an efficient way of conducting the research yet not one without risks. On the one hand, Dufva (2011: 135) describes how a group interview can sometimes result in a situation where some of the participants get to talk more than others. Hirsjärvi and Hurme (2008: 63) add that the group dynamics and power hierarchy often affect who talks most and one or two people dominating the conversation can result in problems. Naturally in a pair interview with only two participants the risk of more dominating speakers is lower than, for instance, in a group interview with more than three people. On the other hand, a group interview is a good way of making the interview more diverse. Both Dufva (2011: 135) and Hirsjärvi and Hurme (2008: 61) argue that when there are more interviewees, the discussion is likely to be more diverse and fruitful due to counter-arguments and the participants being inspired by each other's answers. This is the main reason why I chose to interview the participants in groups.

The interviews were conducted in January and February 2016 as two separate group interviews: two English language teachers and two vocational teachers were interviewed in groups. All of the teachers taught in the University of Applied Sciences that is the target educational unit in the present study. The criteria for choosing the interviewees were rather loose: with the language teachers the requirement was that they taught English but with the vocational teachers I had no restrictions in regard to the field or study program they were teaching in. The interview participants were contacted in January 2016 after the research permit was granted in December 2015. A pilot interview was also

conducted in January and the interview questions were adjusted according to the results and feedback received from the participant (n=1) in the pilot interview. The interviews were recorded with an audio recorder. The interviews were conducted in Finnish as that was the native language of all the research participants. The interview questions can be viewed in Appendix 1 in both in their original form in Finnish and in translated form in English.

3.2.3 Student survey

There are many reasons for choosing a survey as one of the data collection methods. A survey is a good way to collect information of, for instance, people's actions, attitudes and opinions, which made it suitable for use regarding the research questions in the present study (Vehkalahti, 2014: 11). There are many reasons for choosing a survey over, for example, an interview when studying the opinions of the students. Firstly, a survey is a good method for collecting larger quantities of data fast and cost-efficiently (Hirsjärvi, Remes and Saajavaara, 2009: 195). A multiple-choice survey is easy to fill in and enables collecting answers from a large group of people. Secondly, whereas the focus with researching teachers was on finding out the underlying motives and reasons for their attitudes and opinions towards integration, the interest with students was mainly on mapping their opinions and attitudes. For example, in order to plan and carry out integrated teaching that students find relevant and motivating, it is important to know their preferences. A survey was therefore an excellent way of finding out important information about how students viewed integration.

The survey consisted mainly of close-ended questions with the exception of one open-ended question that was directed to students who reported having previous experience of integration. In the open-ended question, the students were asked to briefly describe their experience. According to Dörnyei (2009: 26), the advantage of close-ended questions is that the coding and analysis is straightforward and efficient. It is also easier for the respondent that the survey is kept short and efficient: many open-ended questions require a lot more of participant effort and time. The rater subjectivity is also left to minimum when close-ended questions are favoured (Dörnyei, 2009: 26). Open-ended questions are not only more laborious to analyse (Vehkalahti, 2014: 25) but they are also difficult to code reliably (Dörnyei, 2009: 37). Close-ended questions therefore provide more reliable and similar enough answers that can be compared with each other. Consequently, a survey made it possible to make generalisations about the student group in the present study and to avoid researcher subjectivity in analysing the answers.

The questions of the survey had to be planned carefully in advance. Alanen (2011: 146, 151) critiques how a survey is often seen as an easy way of presenting questions to the target group. In contrast to this common belief, a survey requires careful planning in order for the results to give answers to exactly what they were supposed to measure, i.e. the research questions. In order to gather data about the participants' attitudes and opinions, attitudinal questions about the ways of integration as well as its advantages and disadvantages were included. According to Vehkalahti (2014: 35), the best way of measuring attitudes is through measuring on a scale and most commonly on a Likert scale. Hence, the survey was designed to consist of statements about integration which the participants had to assess according to their opinion. The options differed slightly according to the type of questions but the options were mainly *1=strongly disagree*, *2=slightly disagree*, *3=slightly agree* and *4=strongly agree*. Although a Likert scale often involves a neutral option in the middle of the scale, it can as well be omitted in the fear of the participants opting for the easy option of not taking a clear stand (Dörnyei, 2009: 28). Consequently, I decided to leave out the neutral option in order to avoid the problem of having too many students choose the neutral option.

In addition to the attitudinal questions, factual or background information questions where the participants had to choose one option suitable for them were included. Factual questions are important in gathering demographic data about the participants: these characteristics may be relevant when analysing the results (Dörnyei, 2009: 5). For this reason, questions about the educational background, field of study, self-assessed English grade and possible previous experience of integration were placed at the beginning of the survey. These were the variables that were hypothesised to possibly influence the students' perceptions of integration and that were taken as specific points of interest in the analysis.

It was important to pay attention to the overall clarity of the survey especially language-wise. A survey has to function on its own without the researcher present, which means that the questions have to be simple and straightforward enough for all the participants to understand them (Dörnyei, 2009: 7; Alanen, 2011: 151–152). If the survey questions are too ambiguous and difficult to decipher what the researcher means with the questions, there is a risk that the participant gets frustrated and in the worst case, fails to finish the survey (Vehkalahti, 2014: 23–24). The word choices and length of the questions were therefore optimised to make the survey as clear and simple as possible. I also made sure that the questions or statements did not ask about two things simultaneously, which would have made answering difficult. Moreover, as has been discussed previously, integration is not an unambiguous phenomenon: it has different meanings in different contexts and may not be familiar to

the respondents who are not experts in, for example, education. Dörnyei (2009: 41) stresses that the researchers should always opt for using simple and natural language without, for example, jargon and technical terms. As integration as a term may be understood by only a few people and the risk is that even in those cases it might not be understood in the way that the present study does, I avoided using the term itself. Instead, I used paraphrasing and described the phenomenon in more common terms.

The survey was conducted as an online survey and sent out to the students in the target University of Applied Sciences in January 2016. The survey was created with the online survey platform Webropol. Similarly to the interview process, the survey was piloted before sending it to the actual study participants in January. Final adjustments were made to the survey according to the feedback from the pilot study participants (n=5). The survey was distributed through the weekly newsletter and student intranet in the University of Applied Sciences. The survey was also directly sent to student groups through the office of the Language Centre. In total 51 participants answered the survey. The survey questions can be viewed in Appendix 2.

3.3 Data analysis

3.3.1 Interview analysis

Content analysis was chosen as the method of analysis for the teacher interviews. Breaking down the interview into themes, categories and types are all types of content analysis, which is used as an umbrella term for qualitative interview analysis (Dufva, 2011: 139). As the interview was conducted as a theme interview built around the research questions, it was natural to also analyse the material according to the research questions. Comparison was also an important aspect of the interview analysis as the interviewees were experts of different fields. The content analysis therefore sought to both explain the teachers' views and attitudes but also to find possible similarities and differences between them. Hirsjärvi and Hurme (2014) recognise several phases in the analysis process: description, labelling, combining and interpretation. I will discuss the interview analysis according to these phases next.

First, in order to make the interview content easy to analyse, the recorded interviews were transcribed. At this point it was also important to maintain the anonymity of the interview participants, which is why the names of the participants were changed. The English language teachers are called Tuija and Harri and the vocational teachers are called Petri and Jukka in the present study. Second, before

looking at the interview material in more detail, it was important to read it through and simply describe what the interviewees had said. Hirsjärvi and Hurme (2014: 145) remark that description forms the basis of the analysis and it is mainly trying to describe the participants, their characteristics and the events that are related to the phenomenon. In the case of the present study, this meant, for instance, going through the transcribed interview material and taking notes. Third, after having mapped what the teachers had said in the interview, I labelled the answers according to how they were related to the research questions. This part of the analysis already involved what Hirsjärvi and Hurme (2014: 149–150) identify as combining: finding connections between the different themes in the interview and naming and labelling those themes. In the present study, I opted to introduce the results and analysis in the order of the research questions so the questions and their themes acted as the labels. Fourth, the final step in the analysis process was the interpretation of the results. After the description and structure of the results was clear, it was important to analyse the results. As Hirsjärvi and Hurme (2014: 152) note, the researcher interprets the results throughout the research process. However, it is at this final stage of analysis where the researcher should be able to make thorough and comprehensive interpretations of the phenomenon. After having presented and described the interview results, I also sought to provide an explanation and reason for the teachers' perceptions. Whenever possible I opted to reflect the findings in the interview to the theoretical background of the present study in order to find similarities and differences as well as explanations.

3.3.2 Survey analysis

The survey analysis was conducted as quantitative analysis except for one open-ended question that required content analysis. Similarly to the teacher interview analysis, I analysed and structured the student survey results according to each research question. The analysis followed three steps described by Dörnyei (2009): data coding, descriptive analysis of frequencies and inferential analysis of variables. Next I will describe the analysis process according to these steps.

The analysis process was started by transferring the data from Webropol to SPSS which is a statistical software used for analysing, for instance, quantitative survey data. As the coding of the data was mainly conducted by the program, the data entering and coding process was left to a minimum of entering any missing values, checking for possible errors and simplifying the label names. At this stage I also checked for how the answers in the factual questions about the demographic data were divided. Those questions where the answers were divided very unevenly were filtered out as they could not be used for a reliable analysis. I will discuss this in more detail in chapter 5.1.

After the coding I started the actual analysis of the data. According to Dörnyei (2009: 96–97), there are two levels of analysis: descriptive analysis and inferential analysis. First, I used descriptive analysis to summarise the sets of numerical data and to see the distribution of answers. Vehkalahti (2014: 52) emphasises that it is important to conduct a basic analysis of quantitative data, such as observing the frequencies, before any further analysis. I therefore created visual figures to present the frequencies and percentages of the students' answers about the ways of integration as well as the advantages and disadvantages of integration. Moreover, despite being basic analysis this kind of descriptive analysis already provided answers to the research questions and enabled the analysis of possible reasons for why the students answered like they did. Second, after charting the frequencies and percentages, I was interested in finding out whether or not certain variables influence the students' answers. Dörnyei (2009: 97) notes that descriptive and inferential analysis partly overlap here: although analysing, for instance, means and correlations is part of descriptive analysis, it can also be considered inferential analysis as the software tests whether the results are powerful enough to be generalised. In this case, I compared whether or not certain variables, such as the educational background and self-assessed English grade, had an effect on how the survey participants viewed integration. This was done through the analysis of mean values and p-values as well as correlations. The significance threshold was set at 0.05. In other words, the relationship between the variable and the question or statement could be interpreted as statistically significant whenever the mean values or p-values were less than or equal to 0.05 (Vehkalahti, 2014: 88). However, it is important to note that due to the small number of survey participants, the effects of certain demographic variables cannot be generalised to a bigger group of students and should be viewed only as an indication of possible statistical significance in the present study. Statistical significance also may not automatically translate to significant findings and it is up to the researcher to decide whether or not the finding is worthy of interest (Vehkalahti, 2014: 88).

4 TEACHERS' PERCEPTIONS OF THE INTEGRATION OF ENGLISH AND VOCATIONAL STUDIES

4.1 The interview participants

The teachers were asked to tell about their professional background at the beginning of the interview. In addition to the self-evident questions about the name and the subject that they taught, I also wanted to know about their previous experience in teaching, their teaching experience in years and whether or not they already had experience of integration. The issue of experience in all its forms was especially important as it could help in the analysis of the teachers' perceptions of integration. The information of the interview participants can be viewed in Table 1 below.

Table 1. The interview participants

Name	Subject	Teaching experience	Teaching experience in years	Experience of integration
Tuija	Language teacher: English, German	High school, mainly teaching in adult and higher education	30 years	Yes; extensive experience (projects and client cases, teacher collaboration)
Harri	Language teacher: English, Swedish	Adult and higher education	32 years	Yes; a lot of experience (authentic simulations, teacher collaboration)
Petri	Vocational teacher: anatomy and physiology (Social services and health care)	Adult and higher education	25 years	Yes; some experience (English-speaking materials, teacher collaboration)
Jukka	Vocational teacher: logistics (Technology and transport)	Adult and higher education	5 years	Yes; some experience (mainly of using English-speaking materials)

As can be seen in the table, all teachers were familiar with integration and not merely on the level of concept: both the language and vocational teachers had implemented integration in their teaching. Tuija commented that integration is old as a phenomenon and that most likely all the language teachers had done it at least to some extent. All the teachers therefore had some kind of experience with integration: Petri and Harri were even currently in the process of teaching a vocational and English course alongside each other in an integrated way. This finding therefore supports what was said in chapter 2.1 about integration not being a new phenomenon. Actually, it was even a little unexpected that all the teachers reported having experience of integration. However, as Aaltonen (2003: 48, 54) mentions, integration can be understood in a manifold way with different levels of integration from basic ESP teaching to more advanced co-teaching and this can also be seen in the teachers' answers. I will discuss the teachers' views of the ways of integration next.

4.2 Teachers' perceptions of the ways of integration of English and vocational studies

The teachers' views on what integration is and how it can be implemented varied. On the one hand, it seemed that their view of integration leaned more towards a theme-based content-based second language instruction. Hence, in some instances the language teachers mentioned bringing, for example, vocational texts into the language class as a way of integration. Similarly, the vocational teachers regarded using English-speaking learning materials as integration. As was discussed earlier, this is a more traditional way of teaching ESP in a theme-based way and a method of integrating the vocational element into language teaching that is quite common in University of Applied Sciences. On the other hand, the language teachers reported of their experiences with integration where they had, for instance, worked closely together with the vocational teachers. This way of integration represents a more advanced way of integration. The teachers seemed to understand integration in many ways and on many levels. Next I will present and analyse the ways of integration discussed by the teachers in more detail.

Both language and vocational teachers talked extensively about learning materials, articles and texts in English as a way of implementing integration. For example, both English language teachers interviewed described that they used articles and texts received from the vocational teachers in their teaching.

(t1) *Tuija*: Niin ja ammattikirjallisuuden lukemista. Kaikkea enkun tunnilla ei pysty mut jos joku suosittelee meille vaikka jonkun kirjan sieltä ammattiaineen puolelta nii me on tehty vaikka silleen että niissä ryhmissä jokainen on vaikka ottanu yhden pienen chapterin siitä ja tehny tiivistelmän siitä ja se on ollu heillä tenttikirjallisuutena.

(*Tuija*: Yeah and reading professional literature. We cannot do everything during English classes but if someone from the vocational subject recommends us, for instance, a book, we have done, for example, so that everyone in the group has chosen one short chapter from it and made a summary of it and it has been their exam literature.)

Furthermore, the lack of Finnish-speaking teaching materials, which led to the use of a lot of English-speaking videos and texts, was a major theme in the vocational teachers' talk. The teachers' comments can be viewed in more detail in the extracts t2 and t3 below.

(t2) *Petri*: No hyvinvointipuolella ainakin on paljon videomateriaalia, opiskelumateriaali julkaistu englannin kielellä ihan vapaasti netin kautta käytettäväksi elikkä sitä kautta se volyyymi englanninkielisen opiskelumateriaalin osalta on huikea verrattuna suomenkieliseen.

(*Petri*: Well at least at the school of Social services and health care there is a lot of video material, study material published in English on the internet that is free to use so this way the volume of English-speaking material is huge compared to Finnish-speaking material.)

(t3) *Jukka*: No mehän taas esim. tuotantoteknologiassa käydään erilaisia valmistusmenetelmiä läpi et esim. sorvaaminen, jyrsiminen ja valaminen. Mä käytän aika paljon YouTube-videoita että eihän ne nyt lainausmerkeissä ehkä tieteellisesti käypäsiä ole mutta käytännössä kyllä --

(*Jukka*: Well we, for example, in industrial engineering go through different manufacturing methods, such as turnery, milling and casting. I use quite a lot of YouTube videos even though they are not scientifically qualified, so to speak, but in practice yes --)

English-speaking texts and learning materials as a way of integration seemed to be neither preferred nor rejected by the teachers: it was often considered something that had to be done because all the good materials were in English or it was an easy way of working together with other teachers and bringing vocational content into language teaching. Nonetheless, Harri also described that some of his worst experiences have also been with this kind of integration when the vocational teacher has merely given him an article to be translated with no real collaboration. As Tuija analysed, this also reflects the old-fashioned concept of language teaching that the vocational teachers often have. The vocational and language teacher collaborating only in the planning phase is a good representation of a narrower model of integration. Although it cannot be denied that this kind of integration makes the connections between language and vocational studies better, it still leaves the subject boundaries put. Furthermore, using texts and materials in English is still a passive way of integration for the students: this type of integration does not necessarily encourage speaking and interacting in English but the vocational language use often stays on the level of merely reading.

A more advanced way of integration came up in the interviews when the teachers talked about using authentic simulations that resembled real-life working situations in their teaching. For example, Tuija had a lot of experience of authentic client cases where the students conducted a project often for a real client. Her description of this kind of integration can be found below in the interview extract t4.

(t4) *Tuija*: Meillä on nyt yks tai niinku tän kevään juttu, yks kokonainen Työelämän englanti on integroitu semmoseen ku System Project, englanninkieliseen -- et siinä esim. tänään siihen projektiin pitää kääntää projektisopparit ja pitää rueta tekemään niitä vaatimusmäärittelyjä, mitä asiakas on antanu, niiden pohjalta ja sitten me käännetään ja tehdään se projektisuunnitelma. Kaikki dokumentit siinä koko projektissa tehdään englanniksi ja ympäristö missä he toimii on englanninkielinen. Et me englannin tunnilla käytetään aika paljon aikaa semmoseen kirjottamiseen, ohjaukseen, miten kirjottaa hyvin. Ne tehdään tunnilla ja sit katotaan, et kaikki saa ne kunnolla tehtyä. Sit on projektikokoukset, pidetään ne englanniksi. Mä valmistelen sen kokous, koko sen tavallaan paketin et miten tehdään kutsu, asiallista, miten tehdään kokouksesta muistiin- tai pöytäkirja. Sit ne vedetään englannin kielellä --

(*Tuija*: We have now one or it is more like the thing for this spring, one whole English for Working Life is integrated with a course called System Project, it is in English -- so there, for example, today the students have to translate the project contracts and they have to start working on the demands given by the client, on the basis of them and then we translate and write the project plan. All the documents in the whole project

are made in English and the environment where they work is in English. So during the English class we use quite a lot of time for writing, instructing, how to write well. Those we make during the class and then we see that everyone gets them done properly. Then we have project meetings, we have them in English. I prepare the meeting, kind of like the whole package of how to write an invitation, business-like, how to write meeting notes or minutes. Then we have them in English --)

Her description of the integration of English and vocational courses is a case in point of integration where the language course is not a completely separate unit. Moreover, Tuija had experience of integrating vocational content and language through excursions abroad. Both in the client cases and excursions Tuija described that she worked together with the vocational teacher. Harri illustrated authentic situations where the students could mimic real-life situations, such as physiotherapy students practicing patient situations. Authentic simulations and client cases are undoubtedly a way of implementing integration that goes further than more traditional ESP teaching and using English-speaking texts. Tuija's description of authentic client cases functions as a prototype of integration that offers the students motivating content with the added focus on English and the teachers a chance to collaborate where each of them is responsible for their own field of expertise.

Integration on the level of specific courses was a popular way of bringing vocational content and language together. Although authentic client cases and projects described by Tuija combine meaningful integration, authenticity and close teacher collaboration, they do not seem to be the norm yet. The teachers listed several different ways of how English and vocational content can be integrated on specific courses. Firstly, Harri and Petri illustrate their experience of collaborating on a physiology course for physiotherapists where the vocational course and English for Working Life course coincide. They describe how Harri can utilise the materials designed by Petri in his language courses and this way bind the themes of the two courses more closely together. Petri's illustration of this can be seen in the extract below.

(t5) *Petri*: No meillä itse asiassa alko tammikuussa kollega Harrin kanssa, joka täällä on kieltenopettajana, tällanen integroitu englannin opintojakso ensimmäisen vuoden fysioterapiaopiskelijoille, jolloinka tää englannin opetus sijoitettiin näiden minun opettamien englanninkielisten opintojaksojen yhteyteen ja sisälle, jolloinka se tukee nimenomaan siltä osin, että Harri pystyy sitten omassa opetuksessaan käyttämään osittain sitä materiaalia, mitä minä opetan opintojaksolla, mutta näkökulma totta kai on hieman toisenlainen.

(*Petri*: Well we actually started in January with my colleague Harri who is a language teacher here this kind of integrated English study module for first-year physiotherapy students where English teaching was connected with and placed within these English-speaking study modules taught by me so that it supports especially in that sense that Harri can in his own teaching partly use the material that I am teaching in the study module but the point of view is of course different.)

As mentioned by Petri, this way of integrating offers a possibility for the English course to support the vocational course and vice versa. Secondly, Jukka told about his experience where he collaborated

with a language teacher who designed tasks in English that were implemented during the vocational classes. Thirdly, the teachers also talked about many vocational courses being taught in English even in Finnish-speaking study programs. This, however, rarely involved the language teacher and is mainly organised so that the vocational teacher teaches in English. All of the ways presented above are in use in University of Applied Sciences. However, from the teachers' description it seems that courses taught in English are more common than, for instance, the model where vocational and English course are taught alongside each other. Although the integration pilot that Harri and Petri were currently involved in is likely to bring the best results both in the language and vocational content, it may be difficult to implement in the tight schedule of studies that University of Applied Sciences has. As stated in the Polytechnics Act (932/2014, 14 §), a bachelor's degree should take the students minimum three and maximum four years to complete. A more extensive implementation of integration is likely to require more time, which may not be possible in the current timeframe.

Almost all of the ways of integration discussed above involved co-teaching at least to an extent. As was discussed in chapter 2.2, co-teaching is not only a way of integration but it is also a method of teaching that can be present in other ways of integration. The teachers interviewed had done co-teaching but mainly on the level of planning together yet teaching alone. The two models of co-teaching discussed by Aaltonen (2003: 57) were therefore present in the answers of the teachers. Especially the client cases and projects are a good example of co-teaching that follows a broad model of co-teaching where teachers collaborate both in the planning and teaching phase. Using mutual teaching materials and discussing the goals of the vocational and language courses together yet teaching the courses separately, however, represent a narrow definition of co-teaching. Although the broad model of co-teaching was still quite rarely implemented, it was positive to find out that the teacher collaboration did emerge in multiple occasions during the interview and seemed to be a regular part of the teachers' work.

Despite co-teaching being actively implemented at least to some extent, the teachers had some doubts about it actually being a long-term solution that could be used continuously. It is important to point out that the attitudes towards co-teaching have changed drastically according to the language teachers. Harri reported that systematic integration and co-teaching were not encouraged back in the late 1980s when he started his career. As is clear from the teachers' description of the ways of integration, the general attitude towards collaboration and integration has changed but co-teaching is still not considered a realistic possibility for integration in University of Applied Sciences. Both language and

vocational teachers were of the opinion that co-teaching is difficult to implement even in the current situation. The extracts t6 and t7 demonstrate the teachers' views.

(t6) *Tuija*: Yhteisopetus taitaa olla aika hankala järjestää.

Harri: Se on.

Tuija: Se ois tosi ihanaa, jos pystyis mut just nää tämmöset esittämiset, seminaarit, workshopit, niiden vetäminen onnistuu mut eiköhän se oo jollain lailla resurssikysymys ja löytyykö sellasta sitte, en määhän ainakaan pystyis välttämättä opettaan mitään... tän tyyppistä.

(*Tuija*: Co-teaching can be quite difficult to organise.

Harri: It is.

Tuija: It would be really great if we could but exactly these kinds of presentations, seminars, workshops, organising them can be managed but I think it is a question of resources and if we can then find them, I probably could not teach anything... like that.)

(t7) *Jukka*: Et oltais yhtä aikaa luokassa?

Haastattelija: Esimerkiksi tällä tavalla, ei välttämättä koko kurssia mutta jollain tavalla.

Jukka: Se ei nyt oikein tue tätä kustannusjahtia.

Petri: Tota, ehkä tämä kokeilu, joka alko vois antaa semmosen mahdollisuuden. Eli tähän asti juuri tästä kustannuslaskentasyistä niin kaikki opintojaksot on käsitelty erillisinä kokonaisuuksina ja siitä vastaa yks opettaja, ja tuota, opintojaksojen toteutuksen monimuotoistaminen on kyllä ehdottomasti, näkisin, että tämän tyyppin lähestymistapa vois olla sitä tulevaisuutta. Mutta tällä hetkellä sitä ei vielä ikävä kyllä oo ainakaan minun kohdalle sattunut.

(*Jukka*: That we would be together in the classroom?

Interviewer: For example, like that, not necessarily for the whole course but in some way.

Jukka: It does not really support the race to cut down the costs.

Petri: Well, maybe this experiment that we started could offer an opportunity for that. So up until now exactly because of the costs all the study modules have been handled as separate entities and one teacher is responsible for each and, well, diversifying how the study modules are implemented is definitely, I would think, that this kind of approach could be what we call the future. But right now at least I have not unfortunately seen it.)

The teachers had two main views on what hinders co-teaching. First, as can be seen in the extracts above, both teacher groups suspected that the biggest reason for why co-teaching is not practiced widely is the lack of resources. In the current system the financial and administrative resources are not planned to cover for two teachers collaborating and co-teaching on a course. In addition to the lack of financial resources, this finding speaks for what previous studies (Venville et al. 1998; Davison, 2006; Kostainen, 2003) have revealed: organising the teachers' schedules so that there is mutual planning time and a possibility for co-teaching may prove to be difficult. Yet without proper planning and consistent support for the implementation of integration the risk of producing poor learning experiences for the students is high. Second, especially the language teachers talked about the difficulty of finding a teaching partner to collaborate with. Tuija, for instance, stressed the importance and difficulty of finding a partner to work with as the language and vocational teachers' views on pedagogy and teaching methods are often very different. Moreover, as can be detected in the extract t6 above, Tuija suspects that even if they had resources, she is not sure if she could take part in co-teaching as a more regular pattern of teaching. This comment could be seen as a demonstration of what Forcey and Rainforth (1998: 383) described as "the individualism of

academe”. The idea of continuous and close teacher collaboration may be viewed by the teachers as a foreign concept. Seminars, workshops and projects taught in collaboration with a teaching partner are welcomed by the teachers but they also seem to value independence in their work. The issue of teacher collaboration will be further discussed in chapter 4.5 when the teachers’ attitudes towards integration are analysed in more detail.

To summarise, authentic simulations and projects, specific courses taught in English and integrated English and vocational courses that were taught alongside of each other and were thematically related were the preferred ways of integration by the teachers. Using texts and teaching materials in English was also considered a popular form of integration by the teachers. However, although the teachers had done co-teaching at least in the form of planning and teaching occasional classes together, they did not regard co-teaching as a likely solution that could be implemented more regularly and comprehensively. The main concern lay with the lack of resources but also the teachers’ appreciation of the independence of teaching seemed to be one of the factors causing them to reject the idea of teaching together more continuously. Next, I will present the teachers’ perceptions of the advantages of integration.

4.3 Teachers’ perceptions of the advantages of integration of English and vocational studies

Better student motivation, especially when the integrated courses simulate real-life working situations in students’ future profession, was mentioned as one of the advantages of integration by the teachers. According to the teachers, close links between the language and the vocational content are the key to successful language learning in University of Applied Sciences. Petri’s comment on the meaningful learning of the language in the extract t8 sums up the teachers’ views on how motivation is present in integrated teaching.

(t8) *Petri*: Mutta kaiken kaikkiaan näkisin, että ammattikorkeakoulussa se ammattiaineisiin, ammattiaineiden ja kielen integrointi on perusedellytys sille, että sitä kieltä tarkoituksenmukaisesti sitten opitaan ja silloin se konkreettinen hyöty siitä kielen oppimisesta niinku nyt varmasti tässä logistiikassakin tulee aika hyvin esiin.

(*Petri*: But all in all I would think that in University of Applied Sciences the integration to, the integration of vocational subjects and the language is the basic condition for that the students learn the language in a meaningful way and in that case the concrete benefit of learning the language, just like surely with this case of logistics, is highlighted quite well.)

All the teachers saw that integration gave meaning to learning the language, which is likely to positively affect their motivation. The teachers’ perceptions of improved motivation kept in line with the findings by Baik and Greig (2009: 409–410) who reported that integration was thought to be useful and relevant by the students. Linking the vocational content and the language together makes

the students see the relevance of the language skills in their future profession and prepares them better for the language needs in working life. As discussed in chapter 4.2, authentic language situations, such as projects and client cases, are the best ways of doing this in the teachers' opinion as they are simulations of what the students are likely to be faced with in the future.

Although the teachers reported that student motivation is often a clear advantage of integration, there is also another side to it and integration was not seen as something that would automatically result in improved student motivation. The teachers' views on the aspect of motivation seemed to be line with what Kostiaainen (2003: 188) claimed: the key to the students finding integrated teaching either useful or necessary depends to a large extent on if they think they will need English in their future profession. In other words, whether or not students see English as an integral part of their future profession has an effect on their motivation on language learning in general and on integration. The extract t9 demonstrates Tuija's experience of this issue.

(t9) *Tuija*: -- mut sitten mä en tiä jollain koulutusaloilla, esim. rakennuspuoli on sellanen et ei heitä hirveesti kiinnosta se englannin opiskelu. Yleensä IT:llä ei tarvii yhtään motivoida, enkku on sun alan kieli, sillä sä toimit ja firmoissa usein englanniks tehään kaikki, koodaaminenkin on englantia, ei yhtään suomeks koodata. Sitte joku raksan poika, joka sanoo että ”en mää tarvi sitä koskaan, sitä enkkuu enkä varsinkaan ruotsia” että mites tässä integroidaan sitte --)

(*Tuija*: -- but then I do not know in some fields of study, for example, construction is like that that they are not very interested in studying English. Generally in IT the students do not require any motivating, English is the language of your field, that is what you use for working and in companies everything is usually done in English, also coding is English, nothing is coded in Finnish. Then some boy who is studying construction says that “I will never need it, English and especially not Swedish” so how do you integrate in this case then --)

As is visible from the above interview extract, for instance, IT students did not require any reasoning for the integration of English with vocational content: the students were accustomed to using English and saw the relevance of using it, for instance, in project meetings and presentations. Jukka had similar comments about logistics and it being such an international business that the students simply had no chance of surviving only in Finnish. On the contrary to the students who already know they will need English in their work, there are therefore also student groups for whom integration does not act as an instant motivator. In the extract t9 Tuija uses construction students as a case in point of a student group who struggles to be motivated to learn English. The reason for poor motivation within some student groups could well lie within the fact that in some professions English is indeed needed less than in others. However, although not directly addressed by the teachers, the reason could also be related to what both Kostiaainen (2003: 173) and Pirhonen (2015: 79) discussed in their research: if the students attend language courses very early on in their studies, they might not be able to see the benefit of them in regard to their field of study. Motivation is therefore not a direct advantage of

integration for all students but rather something that may occur more easily within certain student groups and study programs. If the students think that they will not need English in their future profession, their motivation is unlikely to improve due to integration. The placement of language courses may add up to the difficulty of seeing the relevance of studying English: courses studied very early on in the degree do not help the students understand the relevance of the language skills studied in regard to their profession.

One of the advantages of integration perceived by the teachers was concreteness and the positive influence of integration on student confidence. This point is also closely related to better student motivation and Petri's earlier comment about the meaningful learning of language. In other words, the teachers thought that integration offers a better chance to make language learning more concrete and bring it closer to the students' field of study. What is more, as the extract t10 below proves, the teachers thought that integration could be especially good for students coming from vocational backgrounds who already possess a lot of vocational knowledge and work experience that they can connect with English.

(t10) *Tuija*: Niin, tässä on vasara, a hammer niin kerro siitä vasarasta. Esittele meille vasara, mihin sä käytät sitä. Sitte ne tuo nauloja ja laudan ja pam pam pam, siihen pystyy kuka vaan hakkaamaan ja toinen voi paremmin sitten "tässä Pekka nyt hakkaa sitä naulaa ja tässä on tän kokoisia nauloja ja tän näköisiä vasaroita ja". Et me on otettu just aina raksalla Työelämän englannissa et jokainen, ne on konkreettisia, ne voi tuoda sen työkalun ja show and tell että mitä tällä tehään, how stuff works, et ne on hirveen innoissaan ite niistä ollu. Työturvallisuudesta, kypärät ja kaikki nää lasit ja muut et silleen ne vie sen sinne lähelle sitä, mitä se nyt on mitä sä työssä käytät, mitä turvavarusteita sulla pitää olla ennen ku sä pääset edes sinne raksalle. Ja onhan heillä monella työkokemusta, varsinkin jos tulee ammatillista väylää niin ne on rakennelleet jo taloja että ne haasteet on sitten ihan siellä eri paikassa et se asia on tuttu mut sit ne sanat saattaa olla hakusessa vähän.

(*Tuija*: Well, here is the hammer, a hammer so tell us about the hammer. Present the hammer to us, what do you use it for. Then they bring nails and a plank board and bang bang bang, anyone can bang that and then the other one can better "here Pekka is nailing the nail and here we have nails that are this size and hammers that look like this and". So we have taken in construction in English for Working Life so that everyone, they are concrete, they can bring the tool and show and tell what can be done with this, how stuff works so they have been very enthusiastic about them themselves. Work safety, helmets and all these glasses and other things so that way they bring it close to that whatever it is that you use at work, what safety gear you need to have before you are even allowed to the construction site. And many of them have work experience, especially if they come from a vocational school so they have already built houses so the challenges are in a completely different area so the topic is familiar but the words need some searching.)

According to Tuija, keeping the language teaching as concrete as possible therefore helps the students see the relevance of the language. Integrating the vocational content is also likely to provide students with a positive learning experience, i.e. even if learning the language is difficult, the students can manifest and use the skills they already know. As a result, integration may give the students more encouragement and confidence to use the language as Petri discusses in the extract t11.

(t11) *Petri*: Niin rohkenee käyttämään sitä kieltä, sekä puhekieltä että kirjallista tuottamista. Et kyllä se, kyllä nää englanniks toteutetut opintojaksot, missä nyt on, missä nyt on ollu mukana niin kyllä se ensimmäinen viikko aina on sitä että tota opiskelijat mieluummin kuuntelee, et mihinkähän tää lähtee mut pikkuhiljaa he sit rohkaistuu kyselemäänkin englannin kielellä ja sitten. Niinku monesti käy, että ensimmäisellä viikolla jos jotain keskusteluja oppitunnilla on niin ne pulisee ensin suomen kielellä, mutta sitten kun kurssi etenee niin sekin vaihtuu.

(*Petri*: Yeah, they are encouraged to use the language, both spoken and written language. So yeah, so the study modules conducted in English where I have now, where I have now been participating so the first week goes always like so that the students rather listen where this is going but little by little they are encouraged to also ask in English and then. Like many times it happens that during the first week if there are some discussions during class they first talk in Finnish but when the course progresses that changes, too.)

Indeed, the teachers' opinions seem to indicate towards what Burger (1989) found out in her research on integrated psychology and language teaching: although the students' learning results and academic performance might not improve drastically or at all, the students are likely to gain more confidence in integrated teaching. The concreteness and positive learning experiences that affect the student confidence are therefore likely advantages of integration observed by the teachers.

One interesting point that was raised up in the interview by Jukka was related to the continuity of the courses. That is, he thought that it would be important for the courses to somehow be linked to each other and follow a logical order. In addition, the vocational content and language content should be intertwined so that there would be what Jukka calls a story-like quality to the teaching. His comment can be viewed in the extract t12 below.

(t12) *Jukka*: Mut tähän opetukseen pitäis liittyä joku tarina. Eli se lähtee siitä et mun aineet sattuu tai on satutettu mukavasti sillä tavoin et ne lähtee kasvamaan ja osa menee siitä sitten jo, et menee se kieli ja teknologia kans. Et se tarinanomaisuus kurssista toiseen, se olis tärkeä.

(*Jukka*: But the teaching should have some story linked to it. So it starts from there that my subjects coincide or have been coincided in a suitable manner so that they start to grow and some of them go already like so that the language and the technology, too. So the story-like quality from one course to another, that would be important.)

Although not directly listed as an advantage of integration, Jukka calls for more coherent teaching where both language and vocational teaching follow a logical order and are intertwined with each other. Harri also mentions this issue by pointing out that the integration experiment that he is currently implementing with Petri is a step towards a closer link between the vocational and language studies. In his comment he emphasises that as many of the study programs in University of Applied Sciences already have courses taught in English, the ideal situation would be to integrate English for Working Life with these studies.

(t13) *Harri*: On tai siis silleen että nythän on tullu lähes joka alalle meillä täällä AMK:issa se, että osan näistä opinnoistaan muodostetaan tekemään englannin kielellä, lähes kaikissa näissä oppiaineissa on se. Ja se tarkoittaa, siis ihannetilannehan olis silloin nimenomaan yrittää integroida englantia, englannin opiskelua tai sitä pakollista jaksoa jotenkin näihin mutta se tota, että millä tavalla se nytkin tällä hetkellä on tässä ensimmäinen kokeilu tohonkin suuntaan, ainakin mun kohdalla.

(*Harri*: Yeah or so that that right now we have almost in every field of study here in our University of Applied Sciences that part of these studies are conducted in English, in almost every subject they have it. And that means, well, the ideal situation would be to specifically integrate English, studying English or the compulsory unit somehow with these but that, well, how it is now at the moment is the first experiment towards that direction, at least in my case.)

One of the possible advantages of integration could therefore be the fact that it enables a more coherent learning path for both vocational and language content. The teachers' opinions reflect the findings by Kostiainen (2003: 173) who reported that the students in University of Applied Sciences wished that, for instance, communication courses were a more continuous part of their studies and not intensive courses. The story-like quality of teaching that allows for gradual development and a more seamless transition from one course to another is important in building a coherent learning experience. In this kind of model the language and vocational themes could be bound together in a more natural way and the students would be able to see the connections between the different subjects more easily, which is one of the skills emphasised by the managers studied by Karjalainen and Lehtonen (2005: 139–143). Building a knowledge base where the vocational and language skills are closely intertwined and merged into one is essential for future graduates and a more coherent learning path where the courses gradually develop following a logical order is likely to contribute to this kind of knowledge.

In conclusion, the teachers' views on the advantages of integration did not bring up any major differences between the teachers or the two teacher groups. Improved student motivation, the concreteness of integrated teaching, encouragement to use the language as well as a more coherent learning path were listed by the teachers as the likely advantages of integration. However, as was brought forward during the interviews, improved student motivation was not seen as an instant result of integration. The teachers emphasised that there are big differences between different student groups in how relevant they view learning English in their field of study. For example, whereas IT students see English as an integral part of their future profession, construction students often struggle with being motivated to learn English because they think they will not need the language in working life. Next I will move on to discuss the teachers' views on the disadvantages of integration.

4.4 Teachers' perceptions of the disadvantages of integration of English and vocational studies

All teachers were of the opinion that the possible harm that integration could do for weaker language learners as well as for heterogeneous student groups is one disadvantage that may result from integration. Although some researchers (Takala, 2004; Baik and Greig, 2009) argue that using diverse teaching methods such as integration can help students with learning difficulties, the benefits of integration for weaker language learners were questioned by the teachers in the present study. Both vocational and language teachers expressed their doubt that integration could offer a possibility to support the weaker students or teach a heterogeneous student group. Their comments can be viewed in the extracts t14, t15 and t16.

(t14) *Jukka*: Niin, tommonen massaräätälöinti, että tulis niinkun erilaista vaihtoehtoa ryhmän sisään, niin ei se niinku oo mahdollista. Ne on kauniita juhlapuheita, mut et yks noin ja toinen noin.

(*Jukka*: Well that kind of mass tailoring where there would be different options within a group, well that is not possible. They are nice ideals but that one person like this and another person like that.)

(t15) *Harri*: Voishan se olla, tietysti sitä aina sanotaan, että siellä on ne väliinpuotoajia, joille kielen oppiminen on isoin haaste tuolla englannin tunnilla, niin ei ne varmaan hirveesti hyödy myöskään siitä integraatiosta, koska millä välineillä he sitä tuota englanniksi puhuttua kurssia --

(*Harri*: It could be, of course it is always said that there are those weak ones to whom learning the language is the biggest challenge in the English class, well it is unlikely that they will benefit from integration because with what tools do they that English-speaking course --)

(t16) *Tuija*: Yleensä jos ryhmissä tehdään, ne pysyy siinä ryhmän mukana toki, mutta, no mulla oli viime vuonna sellasia, pari kaveria, tuolla softa-puolella tätä projektia tehtiin, mutta pikkasen matalammalla että ei tehty ihan kaikkea englanniks kuitenkin, mutta siellä niinku he ei sanonu ensinnäkin mitään. Kokouksissa istu hiljaa, mut sit esim. kirjoittaminen saatto olla aivan fantastista. Et sitte on vaan näitä, jotka ei suostu puhumaan.

(*Tuija*: Usually when we work in groups, they keep up with the group of course but, well, I had last year those, a couple of fellows, in the software study program we did this project but with a little lower profile so we did not do everything in English but there they did not, for one thing, say anything. In the meetings they sat quiet but then, for example, writing could be absolutely fantastic. So then we just have these who refuse to talk.)

If learning the language is already difficult, teaching the content and language simultaneously may not help the weaker student to learn. For instance, Jukka is clearly of the opinion that implementing different ways of teaching suited for both talented and weak learners within one class and group is not possible in the current system and unlikely to happen in integrated teaching either. Harri's point is mainly concerned with the courses taught in English: he doubts that the students with difficulties in language learning would have the tools to learn in an integrated English-speaking course. Clearly, the findings here are conflicting. On the one hand, as was discussed in chapter 4.3, the teachers were of the opinion that integrated teaching that harnesses the vocational knowledge and work experience which especially the students from a vocational background already have could help the weaker students at least be more motivated. On the other hand, the teachers think that integration is not a

sustainable model of teaching weaker students or heterogeneous student groups as there is no real possibility for extra attention in teaching. There is therefore no clear consensus on this issue but the results seem to point more towards the claim made by Ewert (2014: 268-269) that adding a focus on content in the teaching of language skills may interfere with the language learning. This together with the fact that the teachers have limited time for each student is unlikely to increase the chance of better learning.

If the teachers have not planned integrated teaching well and made clear what language skills should be learned, integration may not be successful. Especially the language teachers stressed the importance that the teacher knows the learning goals for each course and is able to communicate them to the students. Tuija and Harri's discussion can be viewed below in the extract t17.

(t17) *Tuija*: En osaa heti keksiä hirveitä haittoja, jos sitä ei tuu ihan kauheita määriä, että opiskelija menee ihan lukkoon, että tulee sitä tavaraa yhtäkkiä tuutin täydeltä.

Harri: Ja jos siinä ei oo niin selkeesti sitä tuota --

Tuija: Niin, mikä siinä on se tavote ja --

Harri: Niin, jos sitä ei oo että opettaja ei oo itelleen tehny selväks, että minkä takia me tätä tehdään ja että miten mä niinku teen opiskelijallekin selväksi, että mitä hänen tulis oppia siitä kielen puolesta, että silloin se varmaan --

Tuija: Niin, koska yleensä esimerkiks meidän pitää tällöinen tehdä, miks me tehdään tää. Niin sit sun pitää pystyä perusteleen, miks me nyt tehdään tää.

(*Tuija*: I cannot come up with many disadvantages unless there is an awful lot so that the student completely freezes because there is suddenly so much information coming from every direction.

Harri: And if it does not have so clearly the --

Tuija: Yeah what is the goal there and --

Harri: Yeah if it does not exist so that the teacher has not made it clear for themselves why we are doing this and how I make it clear for the student, as well, that what they should learn about the language so then it probably --

Tuija: Yeah because usually, for example, we have to make this, why are we doing this. So then you have to be able to give reasons for it, why we are doing this now.)

This may be self-explanatory when planning separate language courses but in integrated teaching the clear goals and focus on specific language skills may easily be left to little attention because there are so many other issues that require attention. There are two risks that make this a possible disadvantage. The first risk is that if the goals of integrated teaching are not made clear to the students, they are not motivated. If the students do not understand what the integrated teaching is aiming for, they can be confused and lack motivation. Whenever something new is introduced, the education planners and teachers should pay extra attention to clarifying the goals of the teaching and motivating students to see the outcome of the new teaching method. The second risk is related to what previous studies have already pointed out (Venville et al., 1998; Pirhonen; 2015; Baik and Greig; 2009): if integration is poorly planned, the learning experience may end up disordered and the students may not be able to recognise the language skills gained or they may even fail at learning them. Despite the goal of

helping the students build coherent knowledge base where the vocational and language skills are intertwined, the students should still be made aware of the language skills that they are learning. The lack of clear goals and thorough planning as well as too much content at once without a focus on the explicit skills that should be learned are therefore possible disadvantages of integration.

Continuing on a similar note with the possible ambiguous learning goals in integrated teaching, the teachers suspected that integration may also make the control and assessment of language skills learned difficult as well as stress the importance of spoken language skills at the expense of written skills. Especially Petri expressed a concern for if the students are able to learn all the language skills required, both oral and written skills, in integrated teaching. His comment is presented below in the extract t18.

(t18) *Petri*: No siis kielen oppimisen varmistus varmasti on se haaste. Elikkä pystyykö opiskelija tuottamaan sanallisesti ja kirjallisesti sitä materiaalia niinku vieraalla kielellä on se haaste. Että tuota, miten se sitten kontrolloidaan ja arvioidaan, niin se on iso kysymys.

(*Petri*: Well ensuring the language learning certainly is the challenge. So can the student produce the material in a foreign language orally and in writing is the challenge. So, well, how do we control and assess it, that is a big question.)

As can be seen in the extract above, Petri has concerns for how the teachers can assess the skills learned. The teaching and especially the assessment of the language skills may be more challenging in integrated teaching although especially the language teachers thought that integration could also offer a chance for having more versatile writing tasks, such as project contracts, reports and meeting minutes. Moreover, what language skills are best learned in integration raised discussion in both teacher interviews. All teachers were united in their opinion that the students learn oral skills that can be used in everyday communication better in integration and are more encouraged to use the language. Yet especially the vocational teachers commented on the possibility that integration could, on the one hand, improve the students' spoken language skills but, on the other hand, have a negative effect on the more official language skills, such as written language skills. Both teacher groups were of the opinion that these two sets of skills might not be balanced leaving the students with strong oral skills but poorer written skills. The extracts t19 and t20 demonstrate the teachers' answers.

(t19) *Petri*: Joo, mutta että jossainhan se tulee sitten se todellisen kielen osaaminen ja sitten tämä käyttökielen osaaminen, ne asettuu vastakkain. Mutta se, että mitä me halutaan, mihin me pyritään, niin sehän siinä on se pointti.

Jukka: Mut ihan sama juttu, jos niinku nuori insinööri valmistuu johonkin, sitte menee töihin ja kirjottaa ensimmäisen projektiraportin ja jos se on surkeeta suomen kieltä, niin kyllähän siitä nyt tehdään sitten johtopäätöksiä, että mitähän muuta toi ei osaa. Et siinä mielessä kyllä se kielen tekninen osaaminen ois tärkeätä.

(*Petri*: Yes but it emerges somewhere then the real knowledge of the language and then this knowledge of everyday language, they are set against each other. But that, what we want, what we aim for, well that is the point in it.)

(*Jukka*: But exactly the same thing if a young engineer graduates with a degree, then they go to work and write the first project report and if it is bad Finnish, well, surely people will come to a conclusion that what else they cannot do. So in that sense the technical knowledge of the language would be very important.)

(t20) *Tuija*: -- se on ehkä suurin haaste mun opiskelijoilla ku osaa englantia hyvin, mut sit se oikea tyyli, semmosen asiattylin kirjottaminen, niin se ei ookaan niin kauhean yksinkertaista.

(*Tuija*: -- that is probably the biggest challenge with my students that they know English well but then the right style, writing that kind of official language, well that is not so simple.)

Although the goal of integration is not to set the two sets of skills against each other, the more applied nature of integrated teaching where the focus is on the authentic use of the language rather than teaching explicit language skills separately makes it possible that the teachers' concern is a valid one. As is stated in The Government Decree on Polytechnics (1129/2014, 7 §), it is not only the oral skills that are important for future professionals but the graduates should also possess good written skills. Indeed, previous studies (e.g. Sajavaara, 2000; Karjalainen and Lehtonen, 2005; Rontu, 2010) have argued for the necessity of good written language skills in working life and according to Confederation of Finnish Industries (2014), many employers are struggling to find employees with good enough language skills for professional use. The emphasis on and the importance of teaching written language skills should therefore not be forgotten. As Jukka comments in the extract t19, in the worst case, poor written skills may signal the employer or co-workers that the graduate is lacking in other skills, too. Once again, careful planning is the solution to ensure that the teaching of written language skills is still kept as part of the curriculum. In order to be able to control and assess the skills that should be learned as well as ensure that there is enough emphasis on written skills, the teachers should have clear goals for integrated teaching.

The time-consuming nature of integration and lack of resources was recognised as a disadvantage by the teachers. As was already discussed in chapter 4.2, extensive integration, such as co-teaching, is not always possible because of lack of resources. The language teachers' description of how integrated courses often require more working hours than the teachers have in the extract t21 illustrates the tight schedule that integration has to be implemented within.

(t21) *Tuija*: Ja se että ne, kyllä ne mielellään, jos ne saa lisäresursseja niin aina on tulleet ne ammattiaineen opettajat mukaan, mut sit, jos mä sanon, että tää nyt tehään tässä, et tässä ei oo yhtään tuntia niin monet sanoo et "ei kiitos" et se oli siinä. Et sit on nää jotkut nuoret innokkaat, jotka jaksaa vielä, jotka on tullu uusina taloon --

Harri: Se on tiukkaa, siis joskus tommonen integraatiokurssi on myös vienyt enemmän aikaa, ku siihen on varsinaisesti ollu työresursseja tarjolla.

Tuija: Niin joskus käy näinkin. Aika usein.

Harri: Sillon varsinkin, kun meillä on täys työvelvollisuus niin tuota, että kerkiää tekemään kaiken muunkin työn niin siinä joutuu tällastenkin kysymysten kanssa painimaan joskus.

Tuija: Kyllä siinä tulee niinku ylimäärästä opettelemista.

(Tuija: And that they, they will gladly if they get extra resources, they have always participated, the vocational teachers but then if I say that this has to be done here that there are no hours, well, many say that "no thank you" so that was it then. So there are some of those young and enthusiastic ones who have the energy to still who have started here as new teacher –

Harri: It is tight, so sometimes that kind of integrated course has also taken more time than there has actually been resources for.

Tuija: Yeah, sometimes it is like this. Quite often.

Harri: Especially when we have full working hours, well, to have the time to do all the other work, too, we sometimes have to deal with these kinds of questions, too.

Tuija: There is definitely extra learning involved there.)

The teachers' stand is clear: although integration is seen as a useful method of teaching, in the current situation it often requires extra resources from the teachers. Also, during the interview Harri also talked about the fact that English for Working Life has a very tight schedule of teaching everything needed for the students. Integrating multiple vocational themes and topics on top of teaching more general language skills is not always possible and was not viewed always necessary by the teachers who also valued the teaching of more general language skills during the course. According to the language teachers, the vocational teachers are often also reluctant to take part in integration if they have no extra time resourced for the planning and teaching of the course. The teachers' experience that younger teachers are usually more enthusiastic to participate in teaching experiments is interesting. On the one hand, it is expected that recent graduates or young workers are more eager to try new things and want to invest in developing their own teaching methods in the early stages of their career. On the other hand, young teachers are often the ones with the most limited time resources whereas more experienced teachers may not need as much time for planning due to their teaching experience and already existing materials. It would therefore be logical to think that the experienced teachers would have more resources to invest in integration yet the willingness to implement integration and try new methods of teaching seems to be a bigger factor.

The teachers' answers about the time-consuming nature of integration seem to manifest what previous studies (e.g. Davison, 2006; Kostiainen, 2003; Forcey and Rainforth, 1998) have observed: coordinating the teachers' schedules and reserving extra time for integration is one of the biggest hindrances on the way to successful integration. The institutional constraints hindering teacher collaboration and therefore integration (see e.g. Takala, 2004; Aaltonen, 2003) seem to be put also in the University of Applied Sciences studied in the present study. It is understandable that even if the teachers want to implement integration on a more regular basis, they are reluctant to do so if it puts an extra strain on them time- and work-wise. For this reason, the initiative to reserve more planning

time for integration has to start from the level of the organisation. Teacher collaboration is also easier when the vocational and language teachers already know each other well. Tuija, for instance, commented in the interview that it was easy for her to propose collaboration to her vocational colleagues because she was already familiar with them because of, for example, shared working space. Increasing the possibility for vocational and language teachers to interact and work together is also likely to contribute positively to the issue of resources as the teachers are more comfortable working with each other. Moreover, they may not be so reluctant to invest additional time to mutual planning when they are already on good terms with their colleagues. In other words, in order to make integration a more regular part of the tuition in University of Applied Sciences, the teacher collaboration across discipline boundaries has to be made easier by including more mutual planning time in the teachers' schedules and making it easier for them to collaborate across discipline boundaries.

In conclusion, the teachers looked at the disadvantages of integration both from the students' and their own perspective. The possible harm for weaker students and heterogeneous student groups as well as the risk for lack of clear learning goals and structure in integrated teaching were considered disadvantages for the students. The difficulty of controlling and assessing the language skills learned together with the time-consuming nature of integration, instead, were identified as disadvantages especially from the teacher's perspective. The results highlighted important issues about, for instance, the importance of also teaching written language skills and reserving enough planning time for the teachers involved in integration. This chapter also showed that the advantages and disadvantages of integration are more linked than one would think and they are not always completely separate issues but rather two sides of one issue. For example, the teachers regarded the concreteness of integrated courses as an advantage yet, at the same time, they feared that integration could weaken the focus on teaching written language skills needed for reporting and documenting and make it more difficult to control and assess the written skills. In the next section, I will conclude the results of the teacher interviews by discussing the teachers' attitudes towards integration of English and vocational studies.

4.5 Teachers' attitudes towards the integration of English and vocational studies

The teachers' attitudes have naturally been visible throughout the interview in how they perceive integration and what kind of advantages and disadvantages they associate with it. However, it is worthwhile to discuss the attitudes as a chapter of its own as there are some themes and topics that do not directly fall into, for instance, the category of advantages or disadvantages. Especially the

teachers' attitudes towards teacher collaboration and the value of integration were such issues and I will discuss them next.

Before discussing the teacher attitudes in more detail, it is, however, important to point out that both the language and vocational teachers' attitudes towards integration were mainly positive. Firstly, the fact that all the teachers had implemented integration in their own teaching at least in some form speaks for itself. Clearly the teachers viewed integration as a way of teaching that could bring additional value to learning both English and vocational content. Secondly, especially the language teachers reported that they will gladly participate in teaching experiments and pilots. Moreover, Tuija mentions that co-teaching enables better teaching where the teachers can complement each other's expertise and therefore provide the students with, for example, more challenging and multidimensional teaching. In practice, in situations like student presentations the vocational teacher can ask more detailed questions about the content whereas the language teacher can assess the presentation from the linguistic and communicative point of view. Tuija elaborates on this in the extract t22 below.

(t22) *Tuija*: -- ja se on semmosta pariopettamista se viimeinen kerta. Siinä ollaan tiimi, koska me kumpikin kysellään ja varsinkin se ammattiaineen opettaja osaa kysyä niitä hankalia kysymyksiä, et miks toi on tossa ja miks sulla on vaan yks noita laitteita, joita mä en osaa kysyä ja osaan heittää vaan pari semmosta katuuskottavaa kysymystä, jotka sit se ei välttämättä niinku kannu. Et se on hirveen iso lisä sille kurssille, jos se tulee sinne ammattiaineen opettaja sinne kurssille mukaan, et se on laatinu sen keissin.

(*Tuija*: -- and it is like co-teaching the last time. We are a team there because we both ask questions and especially the vocational teacher knows how to ask the difficult questions, such as why is that there and why do you have only one of those appliances, those questions I do not know how to ask and I can only throw in a couple of credible questions that might not bring us very far. So it is a huge addition to the course if the vocational teacher joins us in the course because they have drafted the case.)

Overall, the teachers considered integration as a useful way of teaching that is likely to make the learning more concrete and connected, improve student motivation and prepare students for the language needs in their future profession. Although integration is still not implemented consistently and continuously and was thought time-consuming and difficult to organise, the teachers expressed willingness to participate in integration in the future if more opportunities for more advanced integration occur.

The teachers' attitudes towards the role of the teacher in integration as well as teacher collaboration, however, were not so trusting and positive all the time. Instead, a worry for the teacher roles and the influence of integration on them could be detected in both the language and vocational teachers' answers. The issue lay not so much with the fact that the teachers would not know enough about each

other's subjects for integration to be successful like Venville et al. (1998: 299) claimed. Instead, the teachers were concerned that integration would allow for thinking where the teachers are seen as multi-talents who should possess knowledge also outside of their own expertise. Both the language and vocational teachers expressed concern over that they would be expected to handle both contents. The teachers' views are displayed in the extracts t23 and t24.

(t23) *Petri*: No vaikka englannin kielen taito on ihan kohtuullinen niin en, en koe, että minä pystyisin kieltä opettamaan. Kyllä se sisällön opettaminen on minun tehtävä, kielen opetus on ihan toisten henkilöiden tehtävä –

(*Petri*: Well even though my English skills are quite good, well, I do not think that I could teach the language. My task is, indeed, to teach the content, language teaching is completely someone else's job.)

(t24) *Harri*: Niin, et me ei olla ammattiaineen opettajia eikä ammattiaineen opettajat ole kieltenopettajia.

Tuula: Niin, se on just se ongelma, et siinä menee puurot ja vellit sekaisin.

(*Harri*: Yeah, we are not vocational teachers and vocational teachers are not language teachers.

Tuula: Yeah, that is exactly the problem that things get all mixed up.)

The teachers' concerns highlight the importance of respecting the teachers' own field of expertise. In other words, although the goal of integration is to make the connections between different subjects clearer and the boundaries less dominant, the teachers should not be expected to handle all the topics fluently. It is possible that some teachers' negative attitudes stem from this fear: if the teachers are convinced that integration means that one teacher has to be able to teach all the skills, it is likely they will be resistant towards implementing integration. Even if the resources for teaching in an integrated way in University of Applied Sciences are limited, expecting the teachers to master content they are not experts in should not be one way of saving time and finances. In order to guarantee that the teachers have the right idea of what integration is and hold positive attitudes towards it, the educational unit should emphasise that the teachers are not expected to become experts in multiple fields.

The expectations for the teachers to be multi-talents handling both the language and vocational content often come from the organisational level but these expectations can also lie between the teachers. For instance, Harri mentioned that some vocational teachers saw that integration would simply mean teaching the language teacher the vocational content that they would then teach in language class. Harri's comment can be viewed below in the extract t25.

(t25) *Harri*: Mut joillekin ammattiaineiden opettajille se tuntuu olevan sitä, että tuota, että ne ois opettanu mulle suurin piirtein tunnin sisällön ja mä oisin vetäny sen englanniks, et ei se ois --

Tuija: Eiks se oo vähän sitä että se opettaa konepuolella lujusoppia englanniks.

Harri: Musta se on niinku aika, aika tyhmää.

(Harri: But for some vocational teachers it seems to mean that, well, they would have basically taught me the content of the class and I would have taught that in English so it would not be –

Tuija: Is it not like kind of like that they teach strength of materials in English in machine engineering.

Harri: I think it is rather stupid.)

Harri's comment about the vocational teachers' thinking proves that integration is not always understood correctly by all parties involved. As was visible in chapter 4.2, although the vocational and language teachers in the present study understood integration in a fairly similar way, there were some subtle differences. For example, the vocational teachers seemed to understand integration more often as English-speaking materials provided by the language teachers whereas the language teachers talked more about project courses and client cases co-taught by both teachers. To prevent false and contradicting ideas from gaining ground in the teacher community, it is important to promote mutual negotiation and clear definition of integration. As Aaltonen (2003: 73) analysed, different concepts and ways of integration are not an obstacle for integration as long as the teachers are aware of them and able to discuss them. In order for the teachers to be able to find the integration model suitable for both parties, they need to be able to negotiate the possibly contradicting views that they have.

In addition to different expectations, the teachers may also find it difficult to work with teachers who have very different teaching methods and pedagogic views and who they do not know well. Tuija discussed the importance of finding a suitable partner for integration and mentioned her integration experiments being easier because she knew her colleagues within ICT quite well. Being familiar with each other and each other's teaching methods is essential for a teaching experience that both parties can be satisfied with. If the teachers do not have the same understanding of how integration should be implemented, there is a risk that the responsibilities will be divided unequally between the teachers as Tuija reports in the extracts t26 and t27.

(t26) Tuija: Mutta se vaatii sitten sen, että sulla on semmonen neuvottelupari siinä ammattiaineessa, kenen kanssa se juttu menee ja luistaa. Et sitte se ei vaikka kaadu sun niskaan se niinku mä vähän pelkään, et saattaa kokoukset kaatua vähän enemmän mun niskaan.

(Tuija: But then it requires that you have a negotiation partner in the vocational subject with whom things work out. So that it does not end up as only my responsibility like I am afraid it will that I will be the one who is mainly responsible for the meetings.)

(t27) Tuija: Et nyt me tehään semmonen leikki-integraatio vielä tietoverkkoja ammatillisessa, mistä mä en äsken sanonu mitään, koska se on oikeestaan, et se on kaatunu kokonaan mun niskaan. Mää opetan käytännössä semmosia asioita, mitkä ei oikeastaan mulle kuulu tai mun pitää ainakin opiskella niitä asioita tai saada ne etsimään niitä asioita.

(Tuija: So now we are doing a not so serious integration with the information network in the vocational, which I did not talk about a moment ago because it is actually, it has all become my responsibility. In practice I teach those kinds of things that are not really my responsibility or at least I have to study these things or make them search for those things.)

In the case of possible communication breakdowns and different pedagogic views, it is not only the teachers' experience of integration that suffers but also the quality of teaching. If the responsibility for teaching an integrated course ends up mainly on the language teacher, the quality of vocational content and the details related to it suffer because of the teacher's lack of expertise in that field. This finding about the teachers' attitudes towards collaborating is consistent with what Forcey and Rainforth (1998: 373) reported of their teaching experiment. The main problems at the beginning of their experiment were related to different teaching methods and assumptions about the teaching. In order to avoid these problems both teachers involved in integration should be devoted to planning and teaching the course. Having a familiar colleague as a partner makes teacher collaboration easier but even with a new teaching partner the teachers should be able to openly discuss their pedagogic views and expectations for the course in order to avoid a bad teaching experience and negative attitudes resulting from that.

Especially the language teachers held reserved attitudes towards integration if it encourages thinking that explicit language teaching is no longer needed. This worry is understandable: in the modern world where English is no longer viewed as a foreign language but rather as a basic skill everyone is expected to have, the role of English teaching has drastically changed. The general attitude might be that because young people are surrounded by English regularly in their everyday life, separate English language teaching might not be needed anymore. According to Tuija, this trend has already been observed previously when some of the vocational courses were taught in English. Her recollection can be viewed in the following extract t28.

(t28) *Tuija*: Tätä tehtiin Tekulla, ja mun mielestä siinä ei kyllä mennyt ihan hirveen hyvin. Et meille oltiin silleen, et ”tarviikohan kielten opetusta enää ollenkaan, ammattiaineen opettajat opettavat englanniksi, opiskelijat oppii sanaston siinä, mihinkä sitä kieltenopettajaa siinä enää tarvitaan”. Et meillä se keskustelu meni tällaseks.

(*Tuija*: This was done at Teku and I think it did not go very well. People told us like “I wonder if language teaching is needed at all anymore, vocational teachers teach in English, students learn the vocabulary there, what do we need a language teacher for anymore”. So here the discussion moved towards that direction.)

In addition, the language teachers reported that in some cases where the vocational teachers have taught courses in English, the quality of teaching has suffered to an extent where the students have had to retake the course. This implies that although the language teachers held positive attitudes towards integration, they were concerned that it could have an effect on how English teaching and the language teachers' role in it is viewed. It is interesting that at the same time both the vocational and language teachers pointed out that the teaching of written language skills should still be considered an important part of language teaching even in integrated teaching. In other words, the

teachers thought that explicit language teaching is still important even in the globalised world of today where English is considered the norm yet they were worried that the importance of language teaching would be questioned if, for instance, vocational teaching in English would become more popular.

The teachers' attitudes towards the effects of integration especially on the learning of language or vocational content were contradictory. Similarly to the claims made by Kostiainen (2003: 171) and Dudley-Evans and St John (1998: 28), both teacher groups interviewed regarded ESP teaching as challenging when only done by the language teacher. The language teachers said that ESP teaching is very challenging and often requires extra training from the teachers. However, due to the financial restrictions the University of Applied Sciences rarely offers additional training to its language teachers. From the vocational teachers especially Jukka doubted that the language teachers could master the field-specific terminology so fluently that they could teach it properly. His comment on the issue is presented below in the extract t29.

(t29) *Jukka*: -- kielenopettajien pitäis hallita suunnilleen kymmenkunta erilaista teemaa sillon ku puhutaan logistiikasta. -- kymmenkunta erilaista teemaa, jonka terminologia on jokainen erilainen. Niin ei kai semmosta taida ollakaan.

(*Jukka*: -- language teachers should handle ten different themes when talking about logistics. – about ten different themes, the terminology of each being different. Well I guess that is just not possible.)

Jukka's comment seems to go along with what Dudley-Evans and St John (1998: 28) outlined about the ESP teachers not necessarily understanding all the content of, for instance, field-specific texts. It is unrealistic to assume that the ESP teachers are able to handle the field-specific terminology especially when one field can have multiple themes and the teachers often teach students from various study programs. In the light of these comments, it would therefore be natural to think that both teacher groups would count integration as the best option for, for example, teaching field-specific English. On the contrary, although integration was seen as a good way of learning concrete language skills needed in the student's future profession, the teachers were critical towards integration being implemented only for the sake of it. As became clear in chapter 4.4, the language teachers put value on learning good general English language skills and did not consider the vocational terminology as something overpowering them. Similarly, especially Jukka was critical of implementing integration only for the sake of it if it meant that some topics would be left out from the vocational content due to language teaching slowing down the pace of integrated teaching.

(t30) *Jukka*: Ja sit toisaalta se et se kielen opetuksen yhdistämisen ammattiaineisiin ei pidä olla itseisarvo sillä kustannuksella, että siitä ammattiaineesta jää jotain käsittelemättä, ku se vie aikaa tai hidastaa sitä toimintaa.

(Jukka: And then, on the other hand, integrating language teaching with vocational subjects should not be done only for the sake of it at the expense that there will be things left out from the vocational subject because it takes time or slows down the teaching.)

The teachers' attitudes towards ESP teaching seemed to imply that teaching English skills for working life needs is difficult as it is now but, at the same time, the teachers were not completely positive that integration would help solve the situation. Again, the main problem came down to the tight schedule of teaching in University of Applied Sciences. On the one hand, the language teachers were seen to be unable to teach the field-specific language and the terminology related to it. On the other hand, investing a lot of time and resources into developing the ESP teaching through integration was viewed negatively if it affected the teaching of general language skills or the progress made in teaching in general. The teacher attitudes were therefore in line with what Aaltonen (2003: 49) suggested about the possibility that the students are left with holes in their learning, not necessarily because of scattered teaching but simply because there is not enough time to go through all the themes due to integrated teaching.

In brief, the teachers' attitudes towards integration were mainly positive and despite many restrictions and lack of resources in the current system it was viewed as a teaching method that could bring additional value to the students' learning. Yet, the attitudes of the teachers interviewed in the present study seemed to also project many concerns about the teacher roles and the difficulties of collaboration. Although the teachers were also concerned about the practical issues hindering integration, their attitudes showed signs of worry that integration might change the teachers' job description and threaten especially the language teachers' job. These kinds of negative attitudes are likely to make the teachers resistant towards integration even if they agreed to the advantages of the method. Consequently, although integration is bound to change the nature of both language and vocational teaching, the teachers' expertise and wishes should be respected and taken into consideration to ensure the best result for all parties involved. In the next chapter I will discuss the results of the student survey and the students' perceptions on the integration of English and vocational studies. I will also compare and reflect the teachers' perceptions to those of the students when relevant.

5 STUDENTS' PERCEPTIONS OF THE INTEGRATION OF ENGLISH AND VOCATIONAL STUDIES

5.1 The survey participants

In total 51 students answered the online survey that was distributed through the weekly newsletter, student intranet and Language Centre of the University of Applied Sciences. Before reporting and analysing the survey participants' views of integration, it is worthwhile to understand the target group better. As was discussed in chapter 3.2.3, the first part of the survey consisted of five questions mapping the students' background. These background questions were used to receive information of the participants that could be used in the analysis of the results. The first four questions handled the survey participants' educational background, field of study, self-assessed English grade and previous experience of integration. The fifth question was not compulsory for everyone: it was an open-ended question directed to those students who reported having previous experience of integration and asked the students to elaborate on their experience. Next I will present how the 51 survey participants answered the background questions and discuss the results of each question in relation to whether or not the results can be used in further analysis of the students' perceptions of integration.

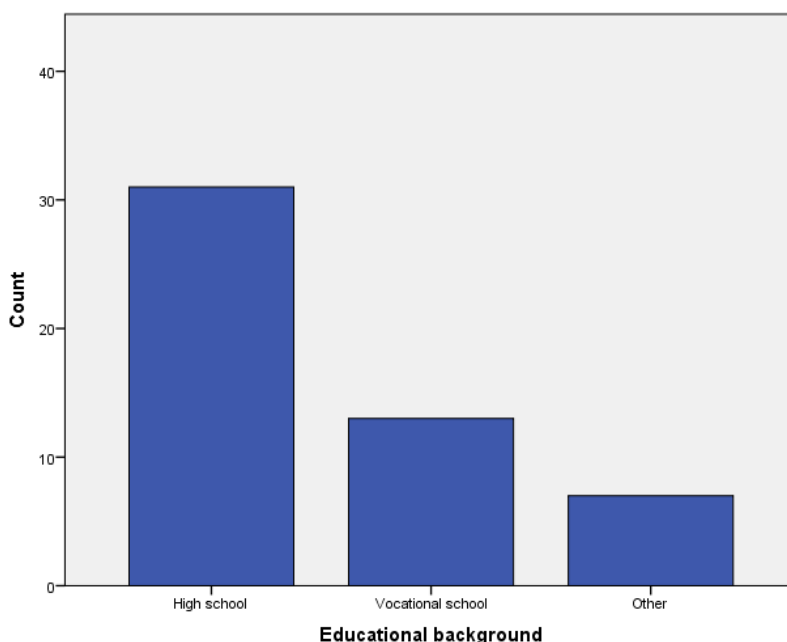


Figure 1. The educational background of the students

The distribution of the student answers according to their educational background can be seen above in Figure 1. As is clear, the majority of the students came from a high school background. 31 students

had studied in high school while only 13 students reported of having completed a vocational degree before studying in University of Applied Sciences. As was discussed in chapters 1.1 and 1.5, the student backgrounds in University of Applied Sciences can vary drastically. For this reason, the students were also given the option to answer “Other” if they came from other educational background than high school and vocational school or wanted to briefly elaborate on their education. Only 7 survey participants chose this option. Most of them listed having studied a joint degree where they had both completed a high school certificate and studied a vocational degree. One survey participant, however, had a master’s degree in social sciences. The educational background was chosen as a relevant and interesting variable that was used to find out whether or not the students’ background had an effect on how they perceive integration.

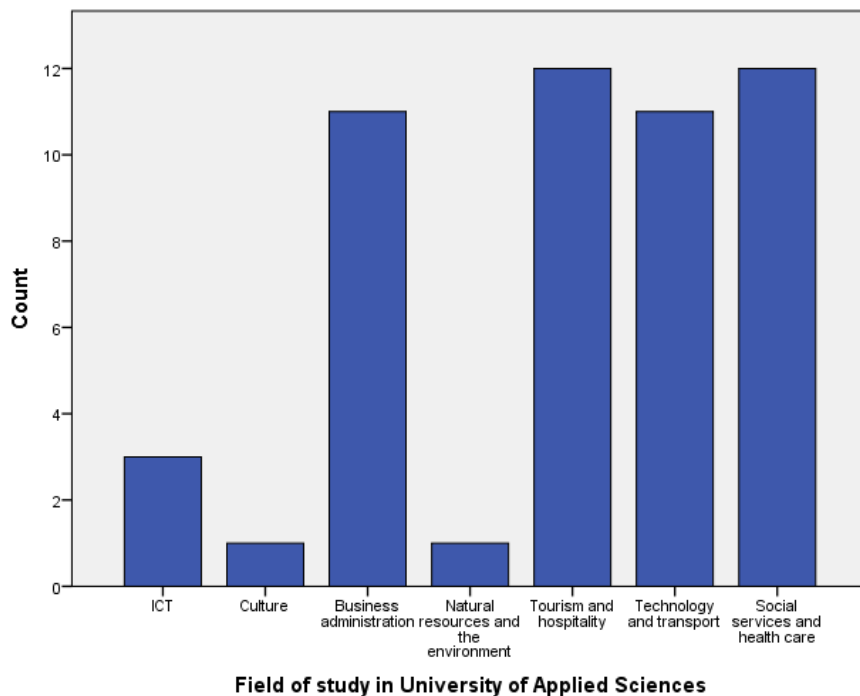


Figure 2. The students’ field of study in University of Applied Sciences

The next question was aimed at finding out in which field of study the survey participants were studying. As is visible above in Figure 2, there were survey participants of every study program in the University of Applied Sciences studied in the present study. However, the distribution of the students between the study programs was not even. For instance, whereas Tourism and hospitality and Social services and health care both had 12 representatives in the survey, Culture and Natural resources and the environment both had only 1 student each. Similarly, only 3 students from ICT

answered the survey. Technology and transport together with Business administration had similar participant numbers to Tourism and hospitality and Social services and health care: both had 11 students. The uneven distribution of students according to their field of study is likely to be the result of the survey being sent to certain student groups through the office of the Language Centre. Due to the unevenness of the student groups, the field of study is not taken into account in the analysis of the results as it is not possible to compare groups that have such big differences in the number of representatives with each other.

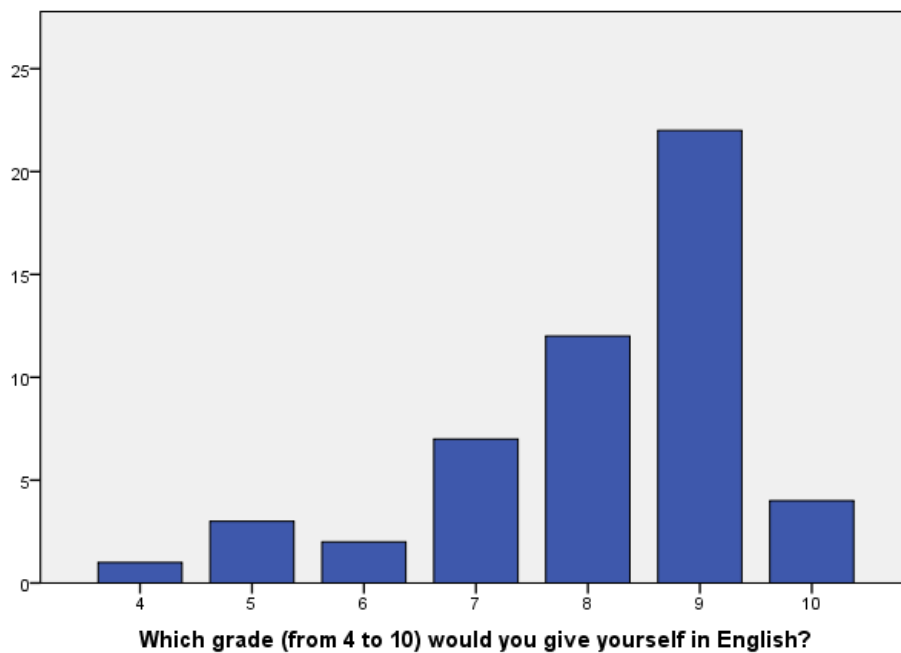


Figure 3. The students' self-assessed English grade

In the third question the students were asked to give themselves a grade in English that they thought described their language skills. As displayed in Figure 3, all of the options in the self-assessed English grades received answers with only one of the grades receiving a visibly higher number of answers than the others. As can be seen, the higher grades received more answers than the lower ones. For example, 22 students assessed themselves as having the grade 9 whereas the grade 10 received a more moderate number of answers with 4 students and the grade 8 was chosen by 12 students. Fewer students chose the lower grades from 4 to 7: the grade 4 received only 1 answer, the grade 5 had 3 answers, the grade 6 had only 2 answers whereas 7 students chose their self-assessed English grade to be 7. The self-assessed English grade was chosen as one of the variables to be used in the analysis of the questions regarding the students' perceptions of integration.

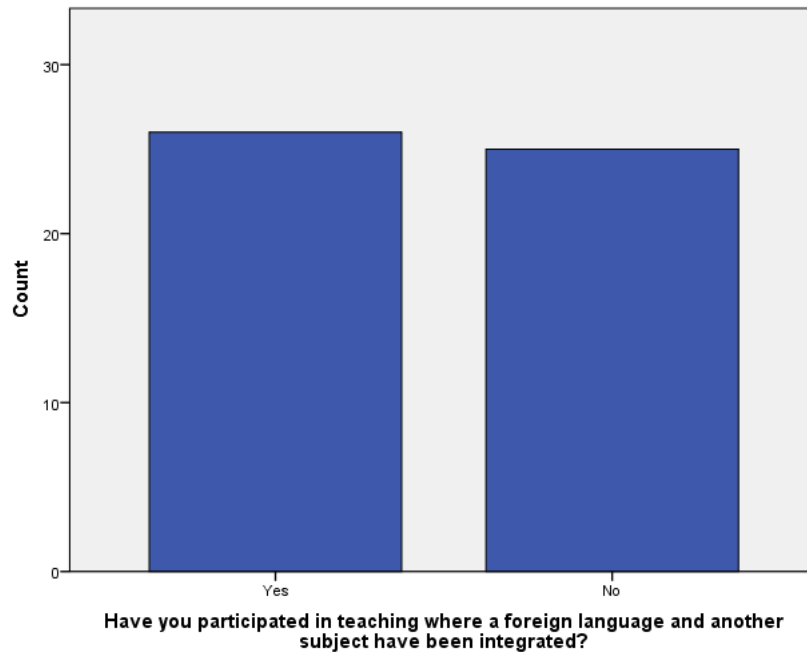


Figure 4. The students' previous experience of integration

The fourth question about the students' previous experience of integration of a foreign language and another subject received a very even number of answers as is visible in Figure 4. The survey participants were divided in half in this matter. Namely, 25 students reported not having experience of integration whereas 26 students answered that they had previous experience of integration. The students who had experience were presented with an additional open-ended question where they were asked to elaborate on their experience. The answers received touched on many interesting points about the ways of integration, its possible advantages and disadvantages and the students' attitudes towards integration. I will discuss the answers in more detail later in the coming chapters. Previous experience was also chosen as one of the variables that were used for analysing the survey results.

To summarise, the survey participants' educational background, self-assessed English grade and experience of integration were chosen as the variables used in the analysis of the results. The students' field of study was left out due to the unevenly distributed student groups, which would not make for reliable comparison between them possible. However, it is important to point out that although certain variables were chosen to be used in the analysis, only the correlations and means that were found to be significant were chosen to be discussed in the coming chapters. Not all of the variables were found to bring forward significant information on, for instance, possible differences between the different

student groups. In the following section I will move on to present and discuss the survey questions concerning the ways of integration.

5.2 Students' perceptions of the ways of integration of English and vocational studies

One of the important aspects of the present study was to find out in what kind of integrated teaching of English and vocational content the students would most likely participate and in what kind of integration they would not be likely to participate. In the sixth question the students were asked to evaluate the different ways of integration on a scale from 1 to 4 where 1= *I would not participate*, 2= *I could participate*, 3= *I would participate* and 4= *I would most definitely participate*. There were five ways of integration listed which together with the results can be seen below in Figure 5. Next I will present and discuss the results in more detail.

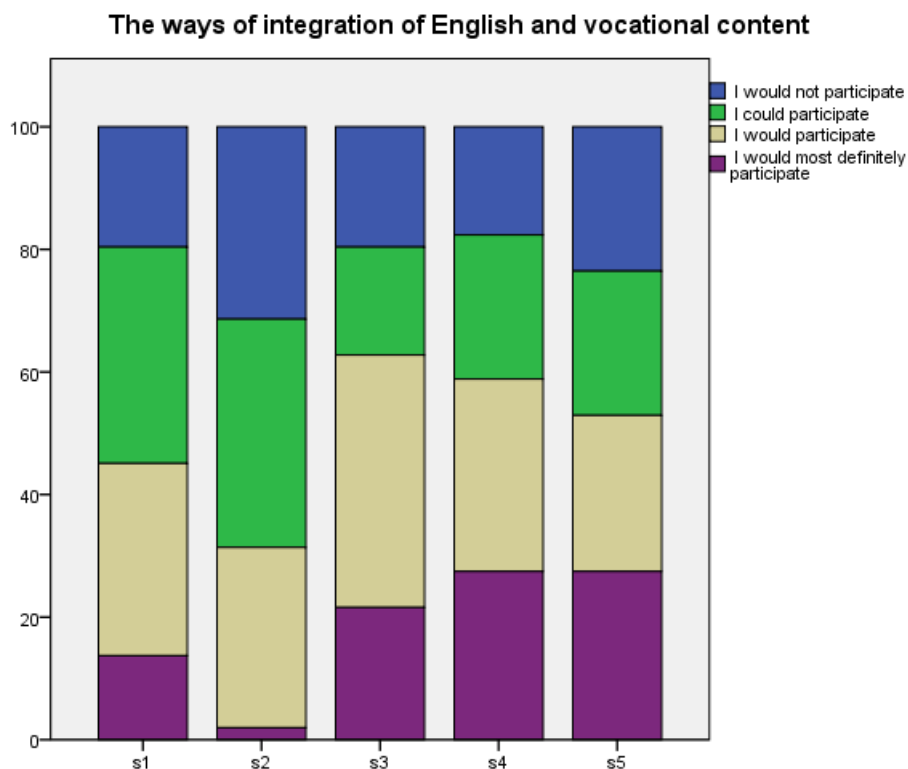


Figure 5. The students' perceptions of the ways of integration

s1= English and vocational teacher teach together on vocational courses without a separate English course.

s2= English and vocational teacher teach together on vocational courses but students also participate in a separate compulsory English course.

s3= Single courses, such as projects, are taught in English.

s4= English and vocational content are taught together through practical situations, such as simulated customer service situations.

s5= Students go on an internship where they use English.

Single courses, for instance, projects taught in English and integration through practical situations such as simulations were the ways of integration that the survey participants preferred most. 41.2 % of the students answered that they would participate and 21.6 % that they would most definitely participate in single courses taught in English. With practical situations taught in English the percentage of students saying they would most definitely participate in this kind of integration was higher with 27.5 % of the students whereas 31.4 % answered they would participate in practical situations, such as simulations of customer-service situations, in English. Also internships where the participants would use English received more positive than negative answers. However, the opinions were more divided in this one: in total 53 % of the students answered they either would or would most definitely participate in internships whereas almost as many (47%) answered they either would not participate or could participate.

The ways of integration that were not favoured by the students were related to co-teaching. For instance, 31.4 % of the students reported they would not participate in classes where English and vocational teachers taught together with a separate English course. The percentage of students saying they could participate in such teaching was a little higher with 37.3 %. However, the number of students' viewing this type of integration as a possibility was considerably lower with only 2 % reporting they would most definitely take part in co-teaching with separate English courses and 29.4 % answering they would participate in this kind of integration. The option of English and vocational teachers teaching together with no separate compulsory English courses also received more negative answers although it was considered a better option than the type of co-teaching with separate English courses. 19.6 % of the students said they would not participate in this kind of integration whereas 35.3 % said they could participate. In total 45.1 % said they either would or would most definitely participate in co-teaching where English is not taught separately.

The reasons for the results presented above can be manifold. Firstly, the favoured ways of integration were both quite practical: projects and simulations provide an opportunity to put language skills into use in a very practical manner. They are also usually considered as learning events taking place outside of the regular classroom in a more authentic environment. The idea of integration in this context may be a natural one: English is used mainly in spoken interaction without the restrictions of the classroom. This could be one reason why the students feel projects and practical situations are good ways of integration. Secondly, the fact that the students did not consider co-teaching as a way

of integration they would like to take part in might be explained by their inexperience in it. As was evident from the teacher interviews, co-teaching is mainly implemented according to the narrow model and teachers rarely teach together as in the broad model described by Aaltonen (2003). Consequently, the students are unlikely to be familiar with co-teaching and may resent the idea of it as being a suitable way of teaching. The idea of having English both integrated into vocational courses and as a compulsory course alongside the integrated teaching may also elicit thinking that integration is laborious for students. As was discussed by Kostianen (2003: 173) and Aromäki (2015: 88), the students in University of Applied Sciences rarely choose optional language courses and see that having many extra courses makes their already tight schedule even more difficult. This could also be a reason for the survey participants' negative views on co-teaching: it might be seen as something that brings extra work both for the teachers and students without many clear benefits.

The data about the educational background of the survey participants provided a possibility for further analysis of whether or not the background had any effect on which ways of integration the students preferred. The results of the analysis are presented in Table 2 and Table 3.

Table 2. The effect of the educational background on the students' perceptions of the ways of integration (the mean values)

Group Statistics					
	Educational background	N	Mean	Std. Deviation	Std. Error Mean
English and vocational teacher teach together on vocational courses without a separate English course.	High school	31	2,42	,958	,172
	Vocational school	13	2,31	1,109	,308
English and vocational teacher teach together on vocational courses but students also participate in a separate compulsory English course.	High school	31	2,00	,816	,147
	Vocational school	13	2,00	1,000	,277
Single courses, such as projects, are taught in English.	High school	31	2,74	1,064	,191
	Vocational school	13	2,46	1,050	,291
English and vocational content are taught together through practical situations, such as simulated customer service situations.	High school	31	2,97	,948	,170
	Vocational school	13	2,15	1,144	,317
Students go on an internship where they use English.	High school	31	2,87	,991	,178
	Vocational school	13	2,23	1,235	,343

Table 3. The effect of the educational background on the students' perceptions of the ways of integration (the p-values)

		Independent Samples Test				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
English and vocational teacher teach together on vocational courses without a separate English course.	Equal variances assumed	,738	,112	,332	-,558	,781
	Equal variances not assumed	,755	,112	,353	-,624	,847
English and vocational teacher teach together on vocational courses but students also participate in a separate compulsory English course.	Equal variances assumed	1,000	,000	,288	-,582	,582
	Equal variances not assumed	1,000	,000	,314	-,657	,657
Single courses, such as projects, are taught in English.	Equal variances assumed	,428	,280	,350	-,426	,987
	Equal variances not assumed	,429	,280	,348	-,440	1,001
English and vocational content are taught together through practical situations, such as simulated customer service situations.	Equal variances assumed	,019	,814	,333	,142	1,486
	Equal variances not assumed	,036	,814	,360	,061	1,567
Students go on an internship where they use English.	Equal variances assumed	,076	,640	,352	-,071	1,352
	Equal variances not assumed	,114	,640	,386	-,168	1,449

The results showed that the educational background seemed to have an effect on how the students in the present study perceived the ways of integration. As can be seen in Table 2 and Table 3, no significance was found with the first three options that were related to co-teaching and single courses taught in English. However, the last two options related to practical situations and internships showed significance. First, the p-value ($p < 0.5$) of the option *English and vocational content are taught together through practical situations, such as simulated customer service situations* demonstrated that the relationship between the educational background and this option was statistically significant. The students from a high school background were more likely to prefer integration through practical situations than the students coming from a vocational background. Second, also the option *Students go on an internship where they use English* was found to be statistically significant. Again, the students with an educational background in high school were more likely to participate in internships where English is used than the students from a vocational background.

The finding that the students with a high school background viewed practical situations more positively than the students from vocational backgrounds is interesting as it could have been assumed that the more vocationally oriented students would have also preferred more practical and concrete ways of integration. This was also what the teachers suggested in chapter 4.3 when they talked about

one of the advantages of integration being the concreteness of it and the benefit of that for the students who have a vocational background. What could explain both of these findings is the possibly better knowledge of English that the students with a high school background have. Both ways of integration, practical situations and internships, require fluent use of oral and communicative English language skills. It is likely that the students from a high school background master the English language better due to the larger number of language courses that they have taken. As a result, the students from high school backgrounds are likely to view more practical ways of integration where they are required to use English extensively in spoken language situations more positively. The reason could therefore lie in language competence and the possible insecurity with the English language of the students from vocational backgrounds.

In addition to the students' educational background, the students' self-assessed English grade was also used in the analysis to find out whether their level of English affected which ways of integration they preferred. The results of the correlations analysis are presented below in Table 4.

Table 4. The effect of the self-assessed English grade on the students' perceptions of the ways of integration (correlations)

			Correlations					
			Which grade (from 4 to 10) would you give yourself in English?	English and vocational teacher teach together on vocational courses without a separate English course.	English and vocational teacher teach together on vocational courses but students also participate in a separate compulsory English course.	Single courses, such as projects, are taught in English.	English and vocational content are taught together through practical situations, such as simulated customer service situations.	Students go on an internship where they use English.
Spearman's rho	Which grade (from 4 to 10) would you give yourself in English?	Correlation Coefficient	1,000	,320*	,087	,609**	,136	,408**
		Sig. (2-tailed)	.	,022	,546	,000	,340	,003
		N	51	51	51	51	51	51
	English and vocational teacher teach together on vocational courses without a separate English course.	Correlation Coefficient	,320*	1,000	,384**	,331*	,411**	,304*
		Sig. (2-tailed)	,022	.	,005	,018	,003	,030
		N	51	51	51	51	51	51
	English and vocational teacher teach together on vocational courses but students also participate in a separate compulsory English course.	Correlation Coefficient	,087	,384**	1,000	,130	,199	,202
	Sig. (2-tailed)	,546	,005	.	,365	,162	,154	
	N	51	51	51	51	51	51	
Single courses, such as projects, are taught in English.	Correlation Coefficient	,609**	,331*	,130	1,000	,228	,590**	
	Sig. (2-tailed)	,000	,018	,365	.	,108	,000	
	N	51	51	51	51	51	51	
English and vocational content are taught together through practical situations, such as simulated customer service situations.	Correlation Coefficient	,136	,411**	,199	,228	1,000	,351*	
	Sig. (2-tailed)	,340	,003	,162	,108	.	,011	
	N	51	51	51	51	51	51	
Students go on an internship where they use English.	Correlation Coefficient	,408**	,304*	,202	,590**	,351*	1,000	
	Sig. (2-tailed)	,003	,030	,154	,000	,011	.	
	N	51	51	51	51	51	51	

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

The results indicate that the students' self-assessed English grade seems to have an effect on which ways of integration the students preferred. There was a moderate relationship ($r=0.32$, $p=0.02$, $N=51$) between the English grade and the option *English and vocational teacher teach together on vocational courses without a separate English course*. Moreover, there was a moderate relationship ($r=0.41$, $p=0.003$, $N=51$) between the English grade and the option *Students go on an internship where they use English*. A strong relationship was found between the English grade and the option *Single courses, such as project, are taught in English* ($r=0.61$, $p=0.000$, $N=51$). In other words, the better the students assessed themselves to be in English, the more positively they viewed these three ways of integration.

The reason for these results could again lie in the fact that those students who consider themselves more competent and fluent in English are also more confident to take part in integrated teaching that requires more extensive use of the language. A case in point, projects and internships are language use situations where there is not as much opportunity to resort to books or any other support material as, for instance, in more regular language classes and even in classes taught through co-teaching. It is also possible that the more competent students are likely to view integrated co-teaching with no separate English courses more positively because they may feel no need for explicit English teaching. Thus, although due to the small number of the survey respondents the results cannot be generalised, it seems that a higher language competence contributes to more positive attitudes towards those ways of integration where more free and spoken language skills are used or where language teaching is not necessarily organised as explicit and separate courses.

To summarise, the students preferred authentic and practical language use situations, such as project courses taught in English and simulations over co-teaching. Internships where the students would have to use English as a way of integration divided the students more with only a slight majority expressing interest in this kind of integration. In the further analysis of the effect of the educational background and the self-assessed English grade on how the students perceived the ways of integration it was found that the students with a high school background and a better self-assessed English grade viewed single courses taught in English, authentic language use situations and co-teaching with no separate English language courses more positively than the students from vocational backgrounds. In the next section, I will present and discuss the students' perceptions of the advantages of integration of English and vocational content.

5.3 Students' perceptions of the advantages of integration of English and vocational studies

After mapping the students' opinions of the ways of integration, the survey moved on to investigate the advantages of integration of English and vocational content. Similarly to how the survey questions in the previous section were formulated, the students were asked to evaluate different statements about the likely advantages of integration. These statements were presented together with the possible disadvantages that will be discussed in the next section. There was therefore no clear separation between the two groups of statements that the students would have been made aware of. The statements were evaluated on a scale from 1 to 4 where 1= *Strongly disagree*, 2= *Slightly disagree*, 3= *Slightly agree* and 4= *Strongly agree*. The students' perceptions of the advantages of integration of English and vocational content are displayed in Figure 6.

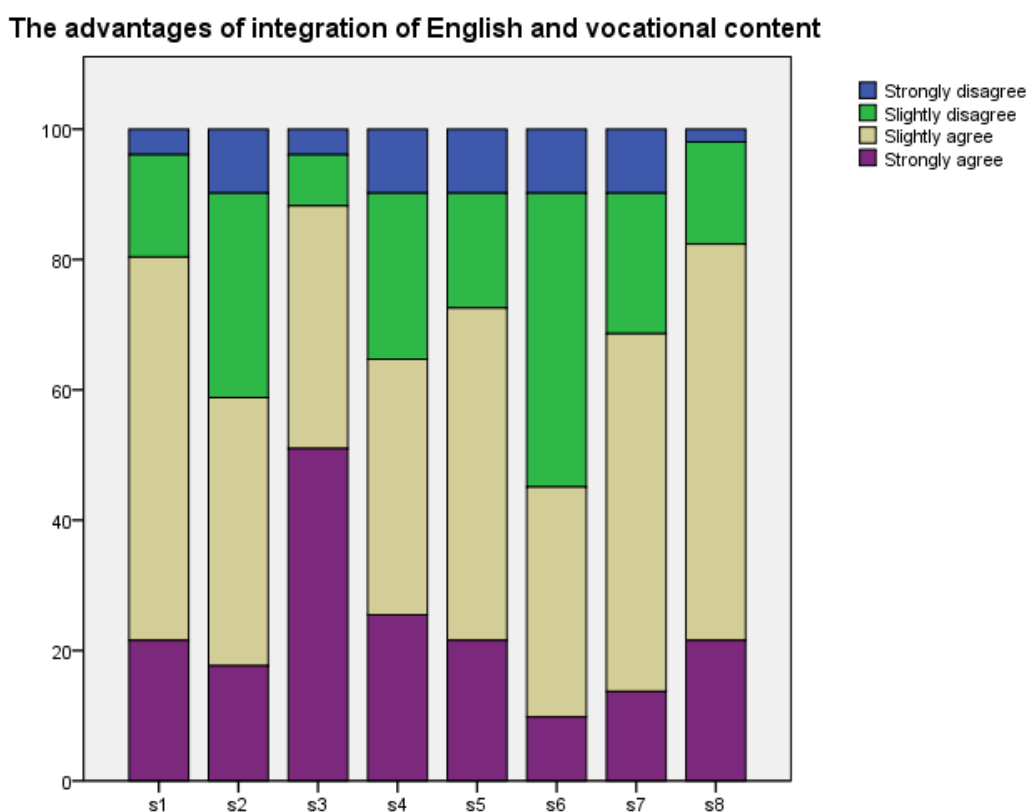


Figure 6. The students' perceptions of the advantages of integration

s1= Students learn English better when it is integrated with vocational teaching.

s2= Students who have difficulties in learning learn English better when it is integrated with vocational teaching.

s3= Integration of English and vocational content teaching prepares students better for working life.

s4= Co-teaching enables English teaching that is more challenging.

s5= Students get more confidence to use English in integrated teaching.

s6= Integration of English and vocational content enables the teaching of both talented and weak language learners.

s7= Students' motivation to study English improves in integrated teaching.

s8= Integration allows English teaching to be placed as a more coherent part of the studies.

The biggest advantages of integration according to the survey participants were mainly related to better preparation for working life, better learning of English and better placement of English studies. For example, in total 88.3 % of the students either slightly agreed or strongly agreed that integration of English and vocational content prepares students better for working life. This indicates that the students feel they would learn English skills needed in working life better in integrated teaching. This assumption also receives support from the fact that 21.6 % strongly agreed and 58.8 % slightly agreed that integration helps students learn English better. The majority of the students also thought that integration is likely to contribute to English teaching that is more challenging. 39.2 % slightly agreed and 25.5 % strongly agreed that integrated English teaching is more challenging while in total only 35.5 % either slightly or strongly disagreed. In addition, the statement that integration would allow for better and more coherent placement of English studies within the studies in University of Applied Sciences received strong support: in total 82.4 % either slightly agreed or strongly agreed that integration makes the better placement of English studies possible whereas only 2 % strongly disagreed and 15.7 % slightly disagreed.

The advantages of integration that did not receive such strong support from the survey participants were related to the teaching of students with difficulties in learning as well as the teaching of heterogeneous student groups. Although 58.8 % of the students either slightly agreed or strongly agreed that integration would help students with learning difficulties learn English better, 41.2 % of the students did not agree with this view. Not only did the survey participants feel that the issue of students with learning difficulties is not as clear-cut as with some of the statements mentioned above, they also did not consider the teaching of both talented and weak language learners as a likely advantage of integration. 45.1 % of the students slightly disagreed and 9.8 % of the students strongly disagreed with this whereas only 9.8 % strongly agreed and 35.3 % slightly agreed. Clearly the majority of the survey participants were therefore not of the opinion that integration would help with the teaching of heterogeneous language learner groups.

The results of the student survey are interesting especially as they are to a large extent in line with the results from the teacher interviews. Both the students and the teachers agreed that integrating English and vocational studies would contribute to better learning of English and prepare the students for working life. As Kostianen (2003: 200) and Snow, Met and Genesee (1989: 203–204) discussed,

separate language and communication classes often take the language out of context and make the learning more difficult. The results seem to therefore support their stand that integration is likely to place the English skills into a relevant context that helps both learning and being more motivated to learn. However, the teachers in the present study also discussed the issue of learning general language skills and the importance of that kind of linguistic knowledge in working life. Integration was therefore not viewed by them as something that should be implemented merely for the sake of it. The students, nevertheless, were quite united in their opinion that the clearest advantage of integration was a better preparation for working life. As the survey did not allow for further elaboration, it is difficult to interpret what skills the students thought they would specifically gain in integrated teaching but it is likely that they put more emphasis on field-specific vocabulary and language use than general language skills.

Another similarity between the teachers and students' views was related to the role of integration when teaching heterogeneous language learner groups or students with learning difficulties. Similar to the teachers' opinion the students also thought that the teaching of heterogeneous learner groups with both talented and weak language learners in it would not benefit from integration. The benefits of integration for weaker language learners were mainly questioned by both research participant groups although the teachers thought that the concreteness of integration is useful for especially the students coming from a vocational background. As was evident in chapters 2.3 and 2.4, there is no consensus on this issue in the research community either. Nevertheless, the results from the teacher interview and the student survey seem to lean more towards what Ewert (2014: 268-269) claimed about too much content being difficult for weaker learners. It is likely that the students think that those students struggling with language learning need more instruction in the basic things rather than introducing field-specific language knowledge to them. In addition, the issue with heterogeneous student groups is also likely to come down to time and resources. As was discussed by the teachers in the present study, like in the current situation of teaching also in integration there are no resources that allow for taking into account the different levels of learners. Integration may therefore be seen as time-consuming and not helpful for heterogeneous learners in the already tight schedule of University of Applied Sciences.

The fact that the students felt that integration would allow for English studies to be better placed among their studies in University of Applied Sciences provides support for what Kostianen (2003: 173) found in her research: the students wish that language and communication courses were a more coherent and continuous part of their studies. The students' answers reflect the changing nature of

foreign languages in Finland where, for example, English is no longer a separate item only needed in special occasions but rather something that is regularly present in vocational studies, at work and during free time. Although the teachers mentioned that there are an increasing number of courses taught in English, integration and even explicit English teaching still seems to be scarce and occasional. The students' opinion was therefore consistent with the teachers' view that continuity and coherence of the language studies would be possible advantages of integration. The matter of course placement is also closely related to the small amount of English studies in University of Applied Sciences. As was discussed by the teachers in the present study and in chapter 1.5, the fact that the students are expected to learn the language skills needed in working life during one compulsory course in University of Applied Sciences may not simply be possible. The issue of the current situation of English teaching being inadequate arose also in the students' answers about their previous experience of integration. One student opinion can be read below in the extract s1.

(s1) Mielestäni englanninkieliset kurssit ja muutenkin englannin yhdistäminen ihan tavallisiin opintoihin on kaikkein paras tapa oppia englantia, erilliset kurssit ovat kuitenkin niin pieni osa opintoja, että en usko niistä jäävän kovin monelle paljoakaan käteen. Ainakin niille, jotka osaavat englantia jo valmiiksi hyvin, ei muutaman esseen kirjoittaminen enkukurssilla lisää kielitaitoa millään lailla, sen sijaan muilla kursseilla artikkelien lukeminen, toisten kanssa englannin kielellä työskenteleminen ja erityisesti englanniksi esiintyminen on parantanut sekä sanavarastoani, ääntämistäni että itsevarmuuttani puhujana.

(In my opinion courses taught in English and in general integrating English with the regular studies is the best way to learn English, separate courses are still such a small part of the studies that I do not think many will learn a lot from them. At least for those who already know English well, writing a few essays during the English course will not improve the language skills in any way, instead, in other courses reading articles, working with others in English and especially presenting in English has improved my vocabulary, pronunciation and confidence as a speaker.)

Although the above extract is only one student's opinion, the survey results imply that the students' attitudes towards integration are positive especially when it is seen as a way of possibly increasing the amount of English studies and changing the status of language courses from separate entities to a more continuous and coherent part of vocational studies. Moreover, as is brought forward by the student in the extract s1, the current system rarely favours those students who already know English well. Integration would therefore not only help make English teaching a more continuous part of the studies but it could also help make it more challenging for many of the students who do not benefit from the more simple writing tasks in English for Working Life.

The effect of the students' previous experience of integration on whether or not the students thought they would learn English better, have more confidence in using the language or be motivated was also investigated. The results of this analysis can be viewed in Table 5 and Table 6.

Table 5. The effect of experience on how the students perceive the advantages of integration of English and vocational content (the mean values)

Group Statistics					
Have you participated in teaching where a foreign language and another subject have been integrated?		N	Mean	Std. Deviation	Std. Error Mean
Students learn English better when it is integrated with vocational teaching.	Yes	26	3,23	,587	,115
	No	25	2,72	,792	,158
Students get more confidence to use English in integrated teaching.	Yes	26	2,85	,967	,190
	No	25	2,84	,800	,160
Students' motivation to study English improves in integrated teaching.	Yes	26	2,96	,599	,117
	No	25	2,48	,963	,193

Table 6. The effect of experience on how the students perceive the advantages of integration of English and vocational content (the p-values)

		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students learn English better when it is integrated with vocational teaching.	Equal variances assumed	,012	,511	,195	,120	,902
	Equal variances not assumed	,012	,511	,196	,116	,905
Students get more confidence to use English in integrated teaching.	Equal variances assumed	,980	,006	,249	-,494	,507
	Equal variances not assumed	,980	,006	,248	-,493	,505
Students' motivation to study English improves in integrated teaching.	Equal variances assumed	,036	,482	,224	,032	,931
	Equal variances not assumed	,039	,482	,226	,026	,937

As is visible from Tables 5 and 6, the students who had previous experience of integration answered more positively to the questions regarding better learning of English as well as improved motivation. The relationship between the students' previous experience of integration and the statements *Students learn English better when it is integrated with vocational teaching* and *Students' motivation to study English improves in integrated teaching* was therefore found to be statistically significant. However, the relationship between the students' previous experience and improved confidence was not found to be statistically significant. Thus, the students who already had experience of integration in one form or another were more confident that integration would contribute to better learning of English and improved motivation. The reason for this could be that the students who are already familiar with

integration are also aware of its possible advantages and have personal positive experiences of learning better and being more motivated. The students who have no previous experience of integration could have more negative attitudes towards and doubts about the benefits of integration. As a result, they are also more unlikely to agree with the possible advantages of integration. In addition, the fact that the students with previous experience did not think that their confidence would improve with integration could be explained by the fact that they could consider integration more challenging a way of teaching. In this case, although they would think that they would learn English better and be more motivated to do so, they might still not consider themselves to be more confident to use the language.

To conclude, the results of the student survey pointed towards a mindset where better learning and preparation for working life as well as a better and more continuous placement of English studies into their bachelor's studies were considered likely advantages of integration whereas better teaching of heterogeneous student groups and students with learning difficulties were perceived as more unlikely advantages of integration. However, despite the statement about teaching talented and weak learners, most of the advantages in the survey received mainly answers of either slightly or strongly agreeing. Overall, the students therefore perceived the advantages mainly positively. In addition, a closer investigation showed that the students with previous experience of integration were more likely to observe the advantages related to better learning and improved motivation positively than the students with no previous experience. In the next section I will discuss the students' perceptions of the disadvantages of integration.

5.4 Students' perceptions of the disadvantages of integration of English and vocational studies

As mentioned earlier in chapter 5.3, the students' perceptions of the disadvantages of integration were asked together with the advantages. The disadvantages like the advantages were formulated into statements that the students had to evaluate on a scale from 1 to 4. The evaluation options and the values received by each of them can be found in chapter 5.3. The students' views on the disadvantages of integration of English and vocational content are displayed in Figure 7.

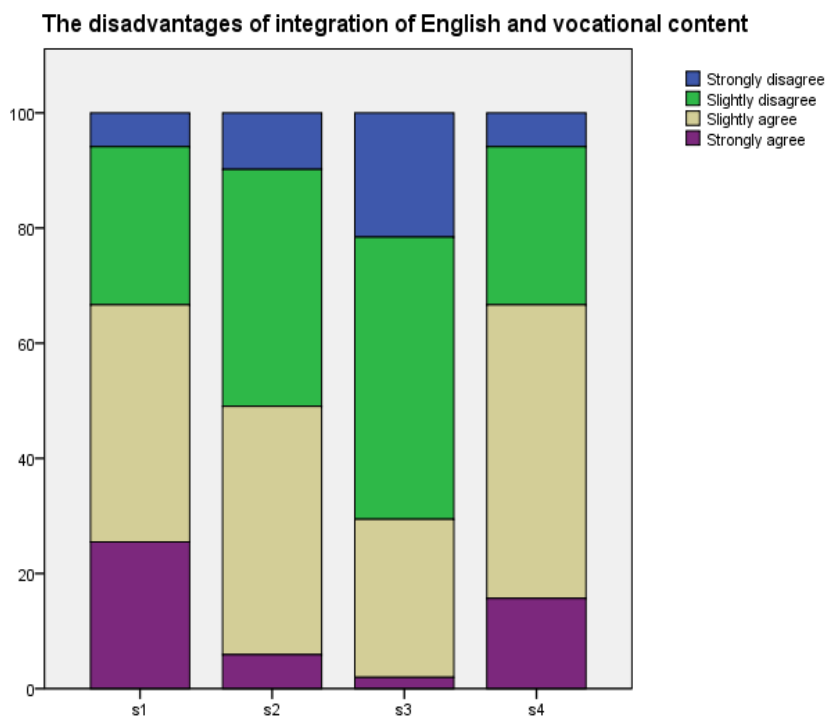


Figure 7. The students' perceptions of the disadvantages of integration

s1= Students who have difficulties in learning suffer from the integration of English and vocational subject.

s2= Integrating English and vocational content makes the teaching confusing.

s3= The learning of English suffers if English is integrated with the vocational subject.

s4= English and vocational teachers are not familiar enough with each other's subjects for integration to be successful.

The disadvantages that received strong student support were related to the poorer learning of students who already have difficulties in learning and unsuccessful teacher collaboration. Both statements received in total the similar percentage (66.7 %) of either slightly or strongly agreeing. However, the statement about students with learning difficulties suffering from the integration of English and vocational content had 25.5 % of the survey participants strongly agreeing and 41.2 % slightly agreeing. A clear minority of in total 33.4 % respondents disagreed with the statement. The possible poorer learning of students who are already struggling learning-wise was therefore considered the biggest disadvantage of integration. It is interesting that teacher collaboration and its possible unsuccessfulness due to the teachers not knowing enough about each other's subjects was also thought to be a disadvantage by the students. 51 % slightly agreed and 15.7 % strongly agreed that the teachers did not know enough about each other's subjects for integration and possibly co-teaching to be possible.

Interestingly, although the survey participants thought that the learning of students with learning difficulties is a disadvantage of integration, they were not of the opinion that the learning of English in general would suffer. Namely, only 2 % strongly agreed and 27.5 % slightly agreed that the learning of English suffers from integration. The majority of the students (70.5 %) therefore disagreed with the statement and thought that the students would not necessarily learn English worse in integrated teaching. As discussed in chapters 2.4 and 2.5, integrated teaching can sometimes leave the learning experience scattered and blurred. However, the results of the student survey in the present study do not bring a clear answer to this: in total 51 % of the students either slightly or strongly disagreed whereas in total 49 % either slightly or strongly agreed with the statement that integration makes the teaching confusing. The survey participants were therefore quite evenly divided on this issue with only a slightly bigger majority leaning towards the opinion that integration would not make teaching confusing and scattered.

From the results it is clear that the students are not strictly of the opinion that poorer learning is automatically a disadvantage of integration. The majority felt that the poorer learning of English would not necessarily be a result of integration but most of the students agreed that those students with learning difficulties would be likely to suffer if English and vocational content were integrated. It is positive that the students do not find it likely that integration will negatively affect learning. This may, however, result from the students' understanding of integration as a way of simply adding vocational content to the tasks completed in language classes. In this case the students would not necessarily think learning suffers but the opinions might be more divided if the question had been specifically linked to more advanced ways of integration, such as co-teaching, which the students are not so familiar with. However, the students' opinion that the poorer learning of students with learning difficulties is a likely disadvantage seems to suggest that integration is still likely to be seen as a way of teaching that puts extra strain on the students. Firstly, integration requires the students to acquire two themes simultaneously, which can be regarded as more challenging than a more traditional way of teaching where most of the teaching focuses on one topic or skill at a time and where the subject boundaries are more clearly present. Secondly, as discussed by Venville et al. (1998: 299) and Pirhonen (2015: 79, 82), integration may leave the learning experience scattered and the students confused even if they do not have any learning difficulties. Although the slight majority of the students did not think integration would make teaching confusing, it is possible that the students would think the case is different with weaker language learners. The reason behind the students' opinion could therefore be that they view the combining of multiple themes and topics in one class too stressful and challenging for the students who already have difficulties.

As discussed earlier in chapter 5.2, courses taught in English were considered mostly a useful way of integration but in the students' elaborations on their previous experiences of integration, the issue of vocational teachers' language skills was brought up. As the courses that were taught in English were mainly taught by vocational teachers, the varying level of their English skills was sometimes considered a negative thing. The extracts s2 and s3 below are taken from the students' descriptions of their previous experience of integration.

(s2) Ammattikorkeakoulussa toisen vuoden syksyn osalta kurssit käytiin englannin kielellä (mm. fysiikan, matematiikan, projektinjohtamisen ja rakennustekniikan osalta). Ajatus oli hyvä; oppia käyttämään englantia opiskelussa, mutta toteutus jäi puutteelliseksi. Opettajien englannin kielen taidot olivat vaihtelevat, eikä luokassa puhuttu avoimesti englantia, vaan vastailtiin lähinnä suomeksi kysymyksiin. (During the autumn of the second year in the University of Applied Sciences the courses were taught in English (for instance, physics, mathematics, project management and construction engineering). The idea was good; to learn how to use English in studying but the implementation was lacking. The teachers' English skills varied and there was no free discussion in English but the questions were rather answered in Finnish.)

(s3) Opettajien kielitaito vaihteli todella paljon ja siten ei välillä olisi oppinut kuin rallienglantia, mutta oppi siinä sanastoa. (The teachers' language skills varied a lot and sometimes I could have only learned the rally English but I did learn vocabulary.)

One of the disadvantages of integration could lie in the teachers' poor language skills if the plan is to only implement integration through courses taught in English. Both the language and vocational teachers also discussed the issue of the teachers' language expertise: the language teachers recalled instances where the students had to retake courses due to the teachers' poor teaching in English and the vocational teachers supported this comment by reporting not having the language skills to only teach in English. This is just another side to the issue discussed by Kostainen (2003: 171) and Sajavaara (2000: 102) about the language teachers' limited knowledge of the vocational topics. Similarly, the vocational teachers might not possess fluent English language skills, which makes it difficult for simply one teacher to implement successful integration. Undoubtedly, these comments and observations speak for the importance of teacher collaboration in integration. Even if co-teaching is not viewed as a realistic solution by the teachers and students, it is important to involve both teachers at least in the planning phase and at regular intervals during the course and make sure each teacher is responsible for their own field of expertise. Otherwise the issue of poor language skills, or vice versa poor vocational knowledge, may turn into a disadvantage.

To summarise, one of the biggest disadvantages considered by the students was the possible harm that integration would do the learning of the students with difficulties in learning. Although the

students did not entirely agree with the statement that the learning of English in general would suffer they seemed to support the view that those students who already struggle with learning languages would not benefit from integration. The opinions on the issue of whether or not integration would make the teaching confusing were divided with 51 % of the respondents disagreeing with the statement. In addition, the teachers' limited knowledge of each other's subjects was perceived as another disadvantage of integration. In addition to the students thinking that teacher collaboration would not necessarily work because of the teachers' subjects being too different, they brought forward the vocational teachers' weaker language skills if integration is implemented merely through vocational courses that are taught in English. Next I will finish the discussion of the students' perceptions of integration by presenting and summarizing their overall attitudes towards integration.

5.5 Students' attitudes towards the integration of English and vocational studies

One of the interests in the present study was to find out the students' attitudes towards integration: what seems to be the students' opinion towards the phenomenon beyond the preferred ways of integration and the perceived advantages and disadvantages. Understanding the student attitudes gives the education providers important information about whether or not students prefer language and vocational teaching to be separate or if they think it is useful to combine them. Implementing new ways of teaching is always easier when the attitudes and wishes of the target group have been mapped and investigated beforehand. For this reason, I will now discuss the student attitudes that arose in the present study.

In general, the survey participants possessed positive attitudes towards integration. As could be viewed in chapter 5.3, the students mainly agreed with the advantages with only a couple of exceptions related to the teaching of heterogeneous groups and students with difficulties in learning. In addition, the students' answers to the open-ended question about their previous experience of integration provided important insights as to what the students' overall attitudes were. However, it is important to remember that only those students who reported having previous experience of integration answered the open-ended question and it is therefore possible to analyse only the attitudes presented in their answers. Many of those students reported positively about their experiences of integrated teaching. For example, the students were of the opinion that the integrated studies they had taken part in had been interesting especially because the focus had not only been on grammar. This comment reflects what Beckett and Slater (2005: 114) reported in their study: the students were satisfied with a method that focused on multiple language and content areas rather than only, for

example, grammar. Moreover, the extensive use of English was viewed positively by some of the students. The extracts s4 and s5 demonstrate the students' comments.

(s4) Jos ymmärsin oikein niin tällä hetkellä opiskelemani venäjän kieli ja kulttuuri -opintopaketti kuuluu tähän. Olen ammattikorkeakoulussa matkailu- ja ravitsemisalalla. Kurssilla käymme läpi venäjän kieltä, kulttuuria, vertailemme niitä historiaan ja omaan alaamme. Tosi hyvä oppimispaketti jossa tulee ymmärtämään kielen ja kulttuurin taustan. Auttaa alalla eteenpäin ja mielenkiinto säilyy, kun ei käydä pelkkää kielioppia läpi.

(If I understood correctly, the Russian language and culture course that I am currently studying belongs to this. I am studying tourism and hospitality in University of Applied Sciences. On the course we study the Russian language, culture, we compare them to the history and to our own field of study. A very good learning package that allows for understanding the background of the language and the culture. It helps with the career and staying interested when we don't only study the grammar.)

(s5) Oli mukavaa kun opettaja ei puhunut yhtään suomea tuntien aikana ammattikorkeakoulussa. Kaikki oli englanniksi. Mielestäni voisi olla enemmän muissakin opinnoissa olla englantia.

(It was nice when the teacher did not speak any Finnish during the classes in University of Applied Sciences. Everything was in English. I think there could be more English in other studies, too.)

However, the student attitudes were not purely positive but even the students who expressed positive attitudes also acknowledged the possible downsides of integration. For instance, the students pointed out that although it is useful having courses in English, they may only benefit those students who already know the language well. Those students who were not as competent in English did not perform well on the course. Furthermore, the issue of learning and understanding the vocabulary and terminology was brought forward as one of the students felt that understanding the field-specific vocabulary was difficult during integrated teaching because it had not been explicitly taught before. The students' comments regarding these issues are presented below in the extracts s6, s7 and s8.

(s6) Jos käytetään liikaa ammattisanastoa opiskelematta sitä ensin, tunnit tuntuvat liian haastavilta ja tulee tunne ettei tässä ole järkeä. Täällä ammattikorkeakoulussa meillä on kohtuullisen paljon englanninkielisiä kursseja matkailun koulutusohjelmassa, osa valinnaisia osa pakollisia. Se on ehdottoman hyvä, mutta niihin pitäisi silti kuulua kunkin alueen erikois sanastoon perehdyttäminen.

(If there is too much technical terminology without studying it first, the classes feel challenging and I get the feeling that this makes no sense. Here in University of Applied Sciences we have quite a lot of English-speaking courses in the study program of tourism, some optional some compulsory. It is definitely good but there should still be an introduction to the terminology of each field.)

(s7) Meillä oli gerontologinen hoitotyö -kurssi englanniksi (amk:ssa). Siinä ei tosin ollut ideana opetella englantia vaan opetella gerontologiaa. Itse pidin kurssista, koska siellä pääsi pitkästä aikaa puhumaan englantia. Olen itse hyvä englannissa, koska olen asunut useamman vuoden Englannissa. Käsittääkseni suomenkielisistä opiskelijoista vain muutama piti kurssi hyvänä, suurin osa ei ymmärtänyt sisältöä kokonaan. Mielestäni kurssi oli tärkeä hoitotyön perusosaamisen kannalta, joten jos joku ei ymmärtänyt luennoilla opeteltavia asioita, hänelle jäi heikot tiedot hoitotyön perusteita. En ole varma oliko kirjallisia materiaaleja (dioja yms.) saatavilla myös suomeksi, siitä varmasti olisi ollut monelle apua.

(We had the gerontologic nursing course in English (in University of Applied Sciences). The point was, however, not to learn English but gerontology. I myself liked the course because I could speak English after a long time. I am good at English because I have lived in England for several years. As far as I understood only a few of the Finnish-speaking students thought the course was good, the majority did not understand the content completely. I think the course was important for knowing the basics of nursing so if someone did not understand the things we were learning during the lectures, they would have been left with weak

knowledge of the basics in nursing. I am not sure if the written materials (slides etc.) were available also in Finnish, that would have definitely helped many.)

(s8) AMK Global business environment. Toimi ihan hyvin, kun osasi englantia. Ne jotka eivät osanneet, ei tulleet tunneille, eivät osallistuneet ja joutuivat uusimaan tenttiä useita kertoja. Mielestäni voisi olla useampiakin aineita eri kielellä, mutta pitää ymmärtää, missä aineissa hyötyy vieraasta kielestä. Esim kirjapidossa ei ole apua englannista juurikaan, mutta markkinoinnissa on.

(University of Applied Sciences Global business environment. Worked quite well when you knew English. Those who did not know did not come to the classes, did not participate and had to retake the exam several times. I think there could be more subjects in a different language but there has to be an understanding of in which subjects people benefit from the foreign language. For example, in accounting English is not really useful but in marketing it is.)

The student's comment about English being more important a language for some fields of study than others is in line with what the teachers already discussed in chapter 4.3. Even if English is these days a global language likely to be present in every profession, it is worthwhile to consider how important it is in every field. As the teachers described, if the students do not see the relevance of English in regard to their future profession, they are also unlikely to be motivated to study in integrated courses where English is used extensively. This view seemed to gain support in some of the student answers and should therefore be taken into account when planning integration.

In addition to the students who saw integration as a mainly positive phenomenon and the students who viewed integration positively but also acknowledged the possible downsides of it, some students expressed more negative attitudes towards integration. The comments of these students can be viewed below in the extracts s9 and s10.

(s9) Itselleni kieli englannin kieli on todella vaikeaa ja koen etten saa englannin kielisistä opintojaksoista yhtään mitään irti. Kaikki energia menee suomentamiseen, joten sisällöstä en opi juuri mitään. Lisäksi ymmärrän usein tehtävät ym väärin, joten koko tehtävä menee väärin.

(For me English is really difficult and I feel I gain absolutely nothing from the English-speaking study modules. All my energy is spent on translating so I barely learn anything from the content. On top of that I often misunderstand the tasks etc. so the whole task goes wrong.)

(s10) Mielestäni korkeakoulussa on liian paljon englanninkielen kursseja. Pääsykokeissa ei ollut vaatimuksena englanninkielen osaamista, mikä kostaatuu opiskelussa. Koen että suomenkielisessä korkeakoulussa on englanninkielen vaatimus vähän liian korkea.

(I think there are too many English courses in higher education. In the entrance exam there was no requirement for knowing English which backfires on you in the studies. I feel that in a Finnish-speaking University of Applied Sciences the requirement for English is a little bit too high.)

The students who struggled with the language were not satisfied with the fact that there are many courses taught in English in University of Applied Sciences these days. As becomes clear in the student comments, the students with weak language skills do not often benefit from the courses as it is difficult for them to understand the vocabulary and tasks during class. Indeed, if educational units are planning on implementing integration, it is clear that they should consider how to better prepare

the students for studying and using English in more diverse situations than in a regular language class. The students' attitudes seem to be consistent with those of the teachers: integrating English teaching completely into the vocational studies, for instance, in the form of courses taught in English is not seen as a desirable solution. In fact, it would be useful to have some separate English teaching alongside integrated teaching to ensure additional support for the students in need of it and to guarantee that certain skills, such as written skills needed for writing reports and official documents, are also taught explicitly and by the language teacher only.

The issue of whether or not the students prefer English teaching that is organised according to the traditional model as separate classes or as integrated into the vocational courses was also asked as a separate question in the survey. The results were interesting as the answers were rather divided as is visible below in Figure 8.

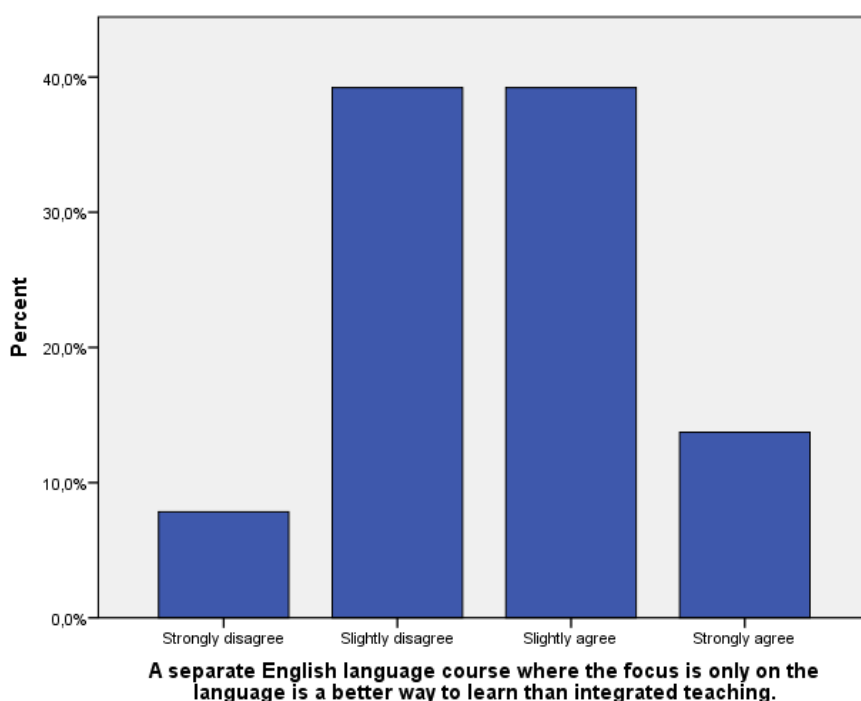


Figure 8. The students' attitudes towards a separate English language course instead of an integrated course

In total 47 % either strongly or slightly disagreed that English should be taught as a separate course with a focus on the language whereas 52.9 % either strongly or slightly agreed with this statement. The numbers were very evenly divided but the survey participants seemed to be leaning more towards

the opinion that separate English classes where the focus is only on the language are better than integrated teaching. Although foreign language teaching is moving towards a more communicative way and ESP teaching is already tightly linked to the field of study of the students, it is interesting that the students seem to be prone to favour English teaching where there is a separate language course with a focus on purely linguistic elements. Although there is also a big group of students that does not view separate English language teaching as better than integrated teaching, the results seem to be in line with what Beckett and Slater (2005: 19) together with Moulton and Holmes (2000: 28) reported of students still possessing a more old-fashioned view on language teaching where the focus should be on linguistic items. The students' preference for separate language classes may stem from their experience of language teaching in school as Pirhonen (2015: 82) suggested. It is also possible that weaker students prefer separate language classes if they find it hard to understand both the language and vocational content simultaneously during integrated teaching. However, in further analysis there was no evidence that, for example, the educational background or self-assessed English grade would have influenced how the students' responded to the question. This may, of course, result from the small number of respondents in the present study but it cannot be confirmed whether or not, for instance, the students who gave themselves a lower grade in English preferred separate English language teaching.

In brief, the students' attitudes followed along the lines of what the teachers' attitudes were: integration is a positive teaching phenomenon yet not one without problems and risks. Although the students expressed positive attitudes towards integration and, for example, courses taught in another language than Finnish, the students' stand on the issue of integration overall was not that clear. Some of the student comments also manifested attitudes that were critical towards integration. Courses taught in English were thought to be too challenging and the difficulty of understanding all the terminology in another language was counted as one of the things causing concern. Moreover, just as the teachers remarked, one theme that arose in the students' answers handled the necessity of English in the student's own field of study and the view that English is more important in some fields than others. Finally, the question of whether or not the students thought that separate English language courses are better than integrated ones illustrated the difficulty of choosing the right teaching method. The opinions for and against the statement were almost evenly divided with slightly more students thinking that a separate English course is better.

6 CONCLUSION

The aim of the present study was to map and investigate the teachers and students' perceptions of the ways of integration in University of Applied Sciences as well as the perceived advantages and disadvantages of integration. The attitudes of both groups towards integration were also investigated. Overall, the findings indicated that integration was viewed mainly positively by the teachers and students. What became clear was that integration is not certainly a new phenomenon unfamiliar to the teachers and students. The language teaching in the University of Applied Sciences studied in the present study already had many elements to it that manifested integration and contacts with the vocational content, which is very positive.

Although integration was something that was already present in the University of Applied Sciences studied, the results of the present study indicate that there were also problems related to it and how it was implemented. The problems that arose in the present study were mainly related to the different understandings of integration that, for example, the teachers had as well as the lack of consistency in the implementation of integration. Both Drake and Burns (2004) and Aaltonen (2003) noted that although integration is nothing new in education, the definitions and ways of implementing it are various. This was also evident in the teachers' answers as well as in the students' reports of their previous experience of integration: the term integration yielded many different kinds of definitions from the use of English-speaking materials in the vocational courses to co-taught project courses where the students conduct a case for a real client. The variety of definitions was to be expected as integration is not a teaching method that seemed to be implemented rigorously neither in the students' previous schools nor in the University of Applied Sciences studied in the present study. Indeed, as was discussed in chapter 4.5 and by Forcey and Rainforth (1998: 373), the different definitions, expectations and teaching methods that the teachers have may often contribute to a negative teaching experience unless discussed properly. For this reason, it is important to ensure that especially the teachers have similar understandings of what integration is to avoid problems with, for instance, an unequally divided work load and contradicting views on how the teaching should be implemented. The education providers interested in integration should strive for consistency where there would be a set framework and ready-made course plans for implementing integration in order to avoid occasional experiments where the risk of misunderstandings and poorly delegated tasks and responsibilities between the teachers is high.

The results of the present study indicate that practicality, concreteness and a better placement of the language studies were advantages that both the teachers and students connected with integration. Integration implemented through projects, specific courses and authentic simulations was considered the preferred way of teaching by the research participants. These kinds of ways of integration often imitate authentic situations in working life and take, for example, the teaching of English out of its usual context of a regular language class where the focus is on learning grammar and vocabulary. In addition, as the biggest advantages perceived by the teachers and students were the concreteness of English teaching and better preparation for working life, it is evident that by integrating English and vocational teaching the students are better able to make connections between the two subjects and build a knowledge base where the two are intertwined just like they will be in working life. Integration was therefore seen as a possible solution for the problem introduced by Kostiainen (2003: 173): when language and communications teaching is organised as intensive courses, there are problems related to their placement and the difficulty of the students to see the relevance of the language skills they are learning. Integrated teaching highlights the importance and the uses that English language skills have in working life. The results of the present study therefore seem to speak of the teachers and students' wish for the English and vocational studies to be more intertwined where there is a chance for interaction between the various courses.

However, despite the perceived advantages, concerns for the learning of weaker language learners and the teaching of general language skills were raised. The research participants in the present study were therefore not unanimously for integration. One of the biggest challenges in the current situation of ESP teaching in University of Applied Sciences is most likely the heterogeneous backgrounds of the students as acknowledged by Kantelinen and Airola (2009: 36). In the results of the present study it could be detected that the teachers and students were not confident integration could solve this problem. The limited time resources and some students' weak language skills and motivation are issues that cannot be solved with integration at least in the current system. Moreover, mainly the teachers were concerned about the effect that integration and, for instance, the emphasis on spoken language skills in the different ways of integration, such as authentic simulations, would have on the teaching of general language skills. Especially written language skills and the ability to write official reports and documents were viewed by the teachers as an essential part of every graduate's work tasks. The teachers' concern is relevant as previous studies (e.g. Karjalainen and Lehtonen, 2005; Rontu, 2010) listed writing skills as one of the most important language skills needed in working life. The teachers' views could be interpreted as open to new phenomena but cautious about how these phenomena would affect the teaching of certain language skills. Although the students' English skills

these days are often fluent, the teachers were of the opinion that their writing skills are not necessarily on the same level. This could be explained by the fact that integration often requires more time as Davison (2006: 470) acknowledged: sometimes not only from the teachers outside of class but also during the class. As Jukka suspected in chapter 4.5, integrated teaching may sometimes be implemented at the expense of teaching certain topics. Explicit attention should therefore be paid to the teaching of writing and more formal language skills even in integrated teaching.

The perceived disadvantages steer the attention to the question of whether or not separate English language teaching with explicit focus on, for instance, grammar is needed. The teachers in the present study mainly agreed that there is still a need for specific English language teaching because vocational teachers were not seen as competent enough language users most of the time. The fact that the student opinions on this matter were so divided could be explained by the diverse student backgrounds: it is likely that the more talented students enjoy teaching that is in English and do not have the need for explicit language teaching whereas the weaker students do. Although this possible difference could not be confirmed in the present study quite likely due to the limited respondent number, it is an explanation worth considering. Moreover, the fact that integration was seen to contribute to more challenging English teaching together with many of the students voting for a completely integrated model of English teaching seems to offer support for what Aromäki (2015: 78) observed: many students do not find ESP teaching challenging enough as it is now. It is worth considering if the language studies in University of Applied Sciences could become more flexible and alternate. In other words, the students could be offered a chance to choose how they would like to study their compulsory English course. Integration could offer a chance for the more competent language students to study English within and as part of the vocational courses whereas those language students who need additional support and focus on more basic language skills could benefit from separate ESP classes.

As was discussed in chapter 2.2, integration is a teaching method that is difficult for the teacher to implement individually yet the results of the present study showed that the teachers and students did not hold entirely positive attitudes towards co-teaching and teacher collaboration. It is interesting that the idea of co-teaching was received with slight resistance by the teachers and students: although co-teaching was already implemented to an extent in the University of Applied Sciences studied, both research participant groups did not choose it as the favoured way of integration. In addition to the lack of resources to implement co-teaching, the teachers' reserved attitudes towards collaborating with another teacher closely seemed to be part of their resistance. These results hint that both the teachers and students have a more traditional understanding of what teaching is: one teacher teaches

one class where the focus is mainly on the teacher's own field of expertise. However, although also the resources and the organisational structure in University of Applied Sciences support this kind of teaching, it is likely that if the teaching moves more towards project-based teaching, co-teaching becomes more frequent. The integration experiments discussed by Tuija in chapter 4.2 are a good example of how teacher collaboration and co-teaching could be implemented at least partially throughout the course. The project courses where the vocational and language teachers plan the content together and take part in the final presentations together are a good representation of the model that Snow, Met and Genesee (1989: 205) drafted where content and language teachers are responsible for their area of expertise while working in tandem. Co-teaching throughout the course might not be a sustainable choice or a way of integration regarded useful by the teachers and students but implementing it at regular intervals on a course is likely to be a good solution that deepens the students' learning experience. Furthermore, the current situation of integration in University of Applied Sciences seems to be largely based on the teachers' own interests and willingness to take part in experiments. There seem to be no clear guidelines or a regulated system for integration, which may add up to the teachers' doubts about teacher collaboration. A suggestion for the future would be to implement integration more systematically where the initiative for integration starts from the level of the organisation. For instance, organising trainings for the teachers and setting general guidelines for integrated teaching is likely to reduce communication and collaboration breakdowns and make the teacher collaboration smoother when the framework within which integration has to be implemented is clearer.

One of the strengths of the present study has most definitely been that it has investigated both the teachers and students' perceptions and sought to offer an understanding of how both of these parties view integration. There are, however, ways how the present study could have been revised. Nevertheless, it is important to point out that due to the limitations of the present study, a more thorough or wide-scale research would not have been possible to conduct. First, interviewing more teachers would have given a better understanding of the teachers' perceptions of and attitudes towards integration. Especially in the case of vocational teachers it would be important to investigate whether the field of study has an impact on the teachers' perceptions. For example, one of the results of the present study was that the teachers thought that student motivation depended on the discipline that the students are studying. It would be interesting to find out whether teachers from different study programs think this holds true. In the present study such comparison was not possible as the vocational teachers interviewed represented only two different study fields. Second, in order to gain a deeper understanding of the students' perceptions of the integration of English and vocational

content, it would have been worthwhile to also interview them. For instance, had there been more resources, it would have been ideal to first conduct a survey for the students and after that interview some of the respondents to receive more elaborate answers. The students' views in the present study now stayed on a more shallow level compared to the teachers' views as they could not be asked to elaborate and give reasons for their answers. Third, the distribution of the student survey could have been more carefully planned. In addition to being distributed through a weekly newsletter and student intra, the survey link was also sent directly to some student groups to ensure that there would be enough respondents. This resulted in, for instance, unevenly divided respondent numbers between different study programs and made the comparison between the fields of study not possible.

The present study has searched to study and map the teachers and students' perceptions and attitudes in general but there are many ways how integration in University of Applied Sciences could be further studied. Firstly, it would be useful to investigate how the obstacles for subject integration and teacher collaboration could be overcome. As the results in the present study indicated, the obstacles were mainly related to limited resources, organisational constraints and the teachers' reluctance to invest extra time and resources into integration or the difficulty of finding a suitable teaching partner to work with. A concrete idea for further research would be to research how integrated teaching be organised and design course plans or packages focused on integration. Secondly, future research could also compare the perceptions and attitudes of teachers who have experience of integration with those who do not have any extensive experience of integration. In the present study, all the teachers interviewed had implemented integration at least to some extent in their work. It would be interesting to see whether or not experience of and familiarity with integration affects the teachers' perceptions. Thirdly, in the present study the consensus among the teachers and students seemed to be that integration would not help tackle the issue of heterogeneous learner groups or weak language learners. A point of interest for future research could be how integrated teaching could be implemented so that also the weaker students and heterogeneous language groups will benefit from it.

In conclusion, the results in the present study indicate that the teachers and students saw integration as a teaching model that brings concreteness and continuity to the teaching and helps form connections between the vocational content and English. The disadvantages were perceived to be related to the problem of teaching heterogeneous student groups, teacher collaboration and the teaching of general language skills. It is important to point out that due to the limitations of the present study, the results cannot be generalised and should only be taken as an indication of opinions of a small group of teachers and students. However, the results raised interesting points about how the

teachers and students perceive integration and the possible differences between the research participants' views. In brief, these findings indicate that the education providers willing to implement integration more extensively in the future are going to be introduced to a challenging era. Clearly, the ESP teaching in University of Applied Sciences has for a long time focused on providing the students with more specific language skills needed in their future profession. However, the implementation of integration is still based on a model where the subject boundaries keep the language and vocational courses mainly separated from each other. More concrete changes and actions are needed from the level of the organisation in order for integration to take place more regularly. Striving for a more advanced model where English would be integrated with the vocational courses over a longer period of time and with clearer connections made between the two subjects could offer a solution for, for example, the problem of the placement of English studies. The present study has sought to bring more information about the teachers and students' perceptions of the ways of integration as well as the perceived advantages and disadvantages to help the education providers more easily choose the right direction. The next phase is to go beyond occasional teaching experiments and plan concrete action steps for implementing integration on a more regular basis.

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APPENDICES

Appendix 1. Teacher interview questions

PERUSTIETOJA

BACKGROUND INFORMATION

Nimi?

Minkä aineen opettaja olet? Kauanko olet opettanut? Mikä on työhistoriasi?

Millä koulutuslallalla opetat pääasiassa?

Name?

What subjects do you teach? How long have you been teaching? What is your work history like?

In what field of study do you mainly teach in?

YLEISTÄ INTEGRAATIOSTA

INTEGRATION IN GENERAL

Mitä englannin kielen ja ammattiaineen integraatiolla mielestäsi tarkoitetaan?

Onko sinulla kokemusta integraatiosta omassa työssäsi? Millaista?

In your opinion, what does the integration of English and vocational content mean?

Do you have experience of integration in your own work? What kind of experience?

INTEGRAATION TOTEUTUSTAPA

THE WAYS OF INTEGRATION

Mitä integraation toteutustapoja tiedät?

Mitkä integraation toteutustavat olisivat mielestäsi parhaita? Mitkä eivät niin hyödyllisiä?

Mitä integraation onnistunut toteuttaminen vaatii (esimerkiksi opettajalta, organisaatiolta, opiskelijoilta)?

Mitä esteitä integraatiolle voi olla? Mistä ne johtuvat?

What ways of integration do you know?

Which ways of integration do you think are most useful? Which ways are not so useful?

What does a successful implementation of integration require (for example, from the teacher, the organisation and the student)?

What obstacles can there be for integration? What causes them?

ASENTEET

ATTITUDES

Mitä mieltä olet englannin kielen ja ammattiaineen integraatiosta?

Mitä mieltä olet kielen- ja ammattiaineen opettajan tiiviimmästä yhteistyöstä?

What is your opinion of the integration of English and vocational content?

What do you think of a closer collaboration between the language and vocational teacher?

Kielten opettajille:

Millaista kielitaitoa ammattikorkeakoulusta valmistuva opiskelija mielestäsi tarvitsee?

Saavatko opiskelijat tällä hetkellä kielten opetuksessa mielestäsi työelämässä tarvittavat kielitaidot?

Millaiseksi koet ammattikielen opettamisen?

For language teachers:

In your opinion, what kind of language skills does a University of Applied Sciences graduate need?

Does the current language teaching provide the students with the language skills needed in working life?

How do you find vocationally oriented language teaching?

Ammattiaineen opettajille:

Millaista kielitaitoa ammattikorkeakoulusta valmistuva opiskelija mielestäsi tarvitsee?

Saavatko opiskelijat tällä hetkellä kielten opetuksessa mielestäsi työelämässä tarvittavat kielitaidot?

For vocational teachers:

In your opinion, what kind of language skills does a University of Applied Sciences graduate need?

Does the current language teaching provide the students with the language skills needed in working life?

HYÖDYT JA HAITAT

ADVANTAGES AND DISADVANTAGES

Mitä hyötyjä englannin kielen ja ammattiaineen integraatiossa mielestäsi voi olla?

Mitä kielen osa-alueita ja taitoja voitaisiin opettaa paremmin integraation avulla?

What advantages can the integration of English and vocational content have in your opinion?

Which language skills and areas could be taught better in integrated teaching?

Mitä haittoja englannin kielen ja ammattiaineen integraatiossa mielestäsi voi olla?

Mitä kielitaitoja ei pystyittäisi opettamaan kovin hyvin integraation avulla?

What disadvantages can the integration of English and vocational content have in your opinion?

Which language skills and areas could not be taught well in integrated teaching?

Appendix 2. Student survey questions

0% valmiina



Englannin ja ammattiaineen opetuksen yhdistäminen ammattikorkeakoulussa

1. Pohjakoulutus: *

Lukio

Ammattikoulu

Joku muu -

mikä?

2. Koulutusala: *

ICT-ala

Kulttuuriala

Liiketalouden ala

Luonnonvara-ala

Matkailu- ja ravitsemisala

Tekniikan ala

Sosiaali- ja terveysala

3. Millä kouluarvosanalla (4-10) arvioisit englannin kielen osaamistasi? *

4

5

6

7

8

9

10

4. Oletko osallistunut opetukseen, jossa vierasta kieltä ja jotakin toista ainetta on opetettu yhdessä? *

Kyllä

Ei

5. Kuvaile kokemuksiasi vieraan kielen ja jonkin toisen aineen yhteisopetuksesta (esim. mitkä aineet, millä kouluasteella, oma mielipide ja oppimiskokemus).

1000 merkkiä jäljellä

6. Millaiseen opetukseen osallistuisit mieluiten? Valitse sopivin vaihtoehto kunkin väittämän kohdalla. *

	En osallistuisi lainkaan	Voisin osallistua	Osallistuisin miehelläni	Osallistuisin erittäin miehelläni
Englannin kielen opettaja ja ammattiaineen opettaja opettavat ammattiaineen kursseilla yhdessä ilman erillistä pakollista englannin kielen kurssia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kielen opettaja ja ammattiaineen opettaja opettavat ammattiaineen kursseilla yhdessä, mutta opiskelijat osallistuvat myös erilliselle pakolliselle englannin kielen kurssille.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yksittäisiä kursseja, esimerkiksi projekteja, opetetaan kokonaan englannin kielellä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kieltä ja ammattiainetta opetetaan yhdessä käytännön tilanteiden, esimerkiksi näyttelyjen asiakaspalvelutilanteiden, kautta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opiskelijat menevät harjoitteluun, jossa jossa käytetään englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. (1/2) Alla on väittämiä englannin opintojen yhdistämisestä ammattiaineen opintoihin. Arvioi väittämät. *

	Täysin eri mieltä	Jokseenkin eri mieltä	Jokseenkin samaa mieltä	Täysin samaa mieltä
Englannin kieltä opitaan paremmin, kun se on yhdistetty ammattiopetukseen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opiskelijat, joilla on vaikeuksia kielen oppimisessa, oppivat paremmin englannin kieltä, kun sitä on yhdistetty ammattiopetukseen.	Jn	Jn	Jn	Jn
Englannin kielen opetus valmistaa paremmin työelämää varten, kun se on yhdistetty ammattiopetukseen.	Jn	Jn	Jn	Jn
Yhteisopetus mahdollistaa haastavamman englannin kielen opetuksen.	Jn	Jn	Jn	Jn
Opiskelijat saavat enemmän itsevarmuutta itsevarmuutta englannin kielen käyttöön yhteisopetuksessa.	Jn	Jn	Jn	Jn
Opiskelijat, joilla on vaikeuksia kielen oppimisen kanssa, kärsivät englannin kielen ja ammattiaineen yhdistämisestä.	Jn	Jn	Jn	Jn
Erillinen englannin kielen kurssi, jossa keskitytään vain kieleen, on parempi tapa oppia kuin englannin ja ammattiaineen yhdistetty opetus.	Jn	Jn	Jn	Jn

8. (2/ 2) Alla on väittämiä englannin opintojen yhdistämisestä ammattiaineen opintoihin. Arvioi väittämät. *

	Täysin eri mieltä	Jokseenkin eri mieltä	Jokseenkin samaa mieltä	Täysin samaa mieltä
Englannin kielen ja ammattiaineen yhdistäminen tekee opetuksesta sekavaa.	Jn	Jn	Jn	Jn
Englannin ja ammattiaineen yhdistäminen mahdollistaa sekä lahjakkaiden että heikkojen kieltenoppijoiden opetuksen.	Jn	Jn	Jn	Jn
Englannin kieltä opitaan huonommin, jos sitä opetetaan yhdessä ammattiaineen kanssa.	Jn	Jn	Jn	Jn
Opiskelijoiden motivaatio englannin kielen kielen opiskeluun paranee yhteisopetuksessa.	Jn	Jn	Jn	Jn
Englannin kielen opetus voidaan paremmin sijoittaa tasaisesti osaksi opintoja, kun se yhdistetään ammattiaineen opetukseen.	Jn	Jn	Jn	Jn
Englannin kielen ja ammattiaineen opettajat eivät tiedä tarpeeksi toistensa aineista, jotta yhteisopetus onnistuisi.	Jn	Jn	Jn	Jn