

**Teacher perspectives on collaboration between English
Foreign Language and Special Education teachers in
Finnish primary schools**

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Master's thesis in Education
Autumn 2019
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TIIVISTELMÄ

Horelli, Iida. 2019. Teacher perspectives on collaboration between English Foreign Language and Special Education teachers in Finnish primary schools. Kasvatustieteen pro gradu -tutkielma. Jyväskylän yliopisto. Opettajankoulutuslaitos. 64 sivua.

Tässä tutkimuksessa tarkasteltiin neljän englannin aineenopettajan (EFL) sekä kahden laaja-alaisen erityisopettajan (SPED) näkemyksiä kyseisten ammattiryhmien välisestä yhteistyöstä sekä kolmiportaisen tuen mallin toteutumisesta vieraan kielen opetuksen näkökulmasta. Tutkimuksen aineisto kerättiin yksilöhaastatteluilla, jotka analysoitiin laadullisin menetelmin. Tutkimuksessa keskityttiin (1) opettajien yhteistyön käytänteisiin; (2) yhteistyötä tukeviin ja rajoittaviin tekijöihin; (3) kolmiportaisen tuen mallin hyötyihin ja sitä rajoittaviin tekijöihin vieraan kielen opetuksessa. Tutkimuksen tavoitteena oli jakaa yksittäisten opettajien kokemuksia erityisopettajien ja englannin aineenopettajien välisestä yhteistyöstä sekä mahdollisesti herättää keskustelua yhteistyön ja vieraan kielen tuen tämänhetkisestä tilasta ja mahdollisista kehityskohteista alakoulussa.

Tutkimuksessa opettajien asenteet yhteistyötä kohtaan vaikuttivat myönteisiltä, mutta käytännössä yhteistyötä toteutettiin arjessa harvoin. Yleisin opettajien esiintuoma yhteistyömuoto oli konsultointi. Osallistujien kokemissa samanaikaisopetustilanteissa erityisopettaja oli usein toissijaisessa roolissa englannin aineenopettajaan nähden, minkä uskottiin johtuvan rajallisesta yhteissuunnitteluajasta. Osallistujat toivoivat enemmän mahdollisuuksia yhteistyön toteuttamiseen, sillä yhteistyöstä koettiin olevan hyötyä opettajille ja oppilaille. Yhteistyötä rajoittavimmaksi tekijäksi opettajat kokivat ajanpuutteen, minkä lisäksi erityisopetuksen resurssit olivat osallistujien mukaan riittämättömät. Näiden riittämättömien resurssien nähtiin rajoittavan myös tehokkaan kolmiportaisen tuen toteuttamista.

Hakusanat: opettajien yhteistyö, vieraan kielen opetus, erityisopetus, kolmiportainen tuki, yhteisopetus

ABSTRACT

Horelli, Iida. 2019. Teacher perspectives on collaboration between English Foreign Language and Special Education teachers in Finnish primary schools. Master's thesis in Education. University of Jyväskylä. Department of Teacher Education. 64 pages.

In this study, four English as a foreign language (EFL) and two special education (SPED) teachers' perspectives on their collaboration and the three-step support model as a part of foreign language education were gathered through individual interviews and analysed in qualitative methods. The focus of the study was on (1) these teachers' collaboration practices; (2) the enablers and barriers of their collaboration; (3) the benefits and limitations of the three-step support model in the context of EFL. The aim of this study was to share individual teachers' experiences of the collaboration between SPED and EFL teachers and to possibly evoke discussion on the current state and possible areas for development in the collaboration and EFL support in Finnish primary school education.

The teachers' attitudes towards teacher collaboration appeared positive, yet there was infrequency in their practical implementations of collaboration. The most common collaboration method among the participants was consultation. In co-teaching settings, the SPED teacher was frequently in a subordinate position, which was considered to result from the lack of co-planning. The participants wished for more opportunities for collaboration, as it was considered beneficial for teachers and pupils. Time was considered as the most limiting factor of co-teaching and the amount of SPED resources was experienced as insufficient by the participants. These resources were also perceived as a limiting factor for the effective implementation of the three-step support model.

Key words: teacher collaboration, EFL, special needs education, three-step support model

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1 INTRODUCTION

The idea of multi professional cooperation and shared knowledge through teamwork has become more popular in today's knowledge-based society. This society has enhanced the idea of systemic thinking, where people create knowledge together by identifying different aspects of an issue and bringing them together to see the wider view rather than focusing on the separate parts of a certain matter (Collinson & Cook, 2007). This concept of collaborative thinking has also been spreading to education.

Traditionally, teachers have worked in isolation from other teachers, focusing solely on their own teaching policies (Creese, 2005; Ahtiainen, Beirad, Hautamäki, Hilasvuori & Thuneberg, 2011). However, with the ideology of inclusion, meaning that all pupils receive differentiated support in the general classroom, the profession of teaching has been moving in a cooperative direction in an increasing number of countries worldwide to ensure the pupils receive sufficient support daily (Desurmont, Forsthuber & Oberheidt, 2008; Dahlgrén & Partanen, 2012; Chitiyo, 2017). Initially, collaboration occurred between special education and general education teachers, but the idea of cooperation has spread since, and is now practiced by teachers with varying specializations (Dahlgrén & Partanen, 2012; Saloviita, 2016). This has resulted in teachers collaborating with one another and planning, preparing and teaching their lessons together. Teachers can collaborate in various methods and with diverse levels of intensity – not all the approaches being efficient (Vangrieken, Dochy, Raes & Kyndt, 2015).

As the methods for collaborative teaching vary, it has been referred to with multiple names, such as co-teaching, team teaching, collaborative consultation and cooperative teaching (Mitchell, 2014). In research, one of the most commonly applied terms for intense collaboration between teachers is co-teaching. In its multiple definitions, co-teaching is frequently described as a situation in which two or more teachers share their professional responsibilities and teach the same group of pupils either in a shared space or concurrently in multiple places (see e.g. Villa, Thousand & Nevin, 2004; Ahtiainen et al., 2011; Pulkkinen & Rytivaara,

2015; Fluijt, 2016). Another key aspect of co-teaching is that the teachers involved attend to the planning and teaching of the lessons, as well as the assessment of the pupils (Friend & Cook, 1996; Villa et al., 2005; Fluijt, 2016). Thus, co-teaching could be perceived as the ideal situation of teacher collaboration, in which the teachers are equally involved and responsible for the lessons.

In research, the concepts of co-teaching and team teaching appear to overlap, as the definition of team teaching is nearly identical to that of co-teaching in multiple studies. However, originating from the definitions of Friend and Cook (1996), the concept of team teaching is frequently described as a sub-term for co-teaching, describing a more specific form of co-teaching in which the teachers are equally active in a long-term practice of sharing the same classroom (see e.g. Villa et al., 2005; Ahtiainen et al., 2011). In this study, co-teaching is defined as a collaboration method in which the teachers involved teach the same group of pupils simultaneously in one or more locations. Accordingly, team-teaching is defined as a sub term for co-teaching to describe situations in which teachers teach the same lesson together in a shared place, both equally involved in the planning, teaching and assessment of the lessons.

The research base for co-teaching and its effects is still growing, yet the approach has been implemented in multiple countries. Teachers are required to cooperate in developing the assessment of pupils and subject-based curricular content in most European countries (Desurmont, Forsthuber & Oberheidt, 2008). For instance, in the UK, teachers are endorsed to apply collaborative approaches in their teaching to best support the learning of all pupils (Mitchell, 2014). In the US, the idea of general and special educators co-teaching to meet the needs of each individual pupil has been spreading particularly in schools where pupils are taught in inclusive classrooms, which require diverse teaching methods (Friend & Cook, 1996; Meadows, 2018; Mitchell, 2014; Faraclas, 2018). Even though co-teaching among teachers has been spreading worldwide, there are numerous countries in which the profession of teaching has remained rather isolated

(Piesanen & Välijärvi, 2010). In France among other cultures, teaching as a profession has traditionally been considered as truly individual and thus, there are teachers refusing collaboration.

The concept of an individual teacher making independent decisions on how they interpret the national curriculum and which methods they apply in their own teaching has been the common ideology in Finland, as well (Välijärvi, 2017). In the last few decades, however, the amount of teacher collaboration has been increasing and the teachers' attitudes towards it have grown more positive (Saloviita & Takala, 2010; Saloviita, 2016).

Teacher collaboration in Finland has mainly been studied through interviews regarding teacher identity and professionalism (see e.g. Rytivaara, 2012; Rytivaara & Kershner, 2012), and questionnaires of the teachers' experiences of and attitudes towards co-teaching (e.g. Saloviita & Takala, 2010). Based on their interview and observation data from numerous teachers and principals, Ahtinen et al. (2011) discovered that collaborative approaches differ depending on the area and individual schools, varying from unsystematic consultation to intensive team teaching as a daily practice, during which teachers continuously share the same group of pupils. These different forms of collaboration appear to most frequently occur between two class teachers, or a class teacher and a special education teacher. Takala and Uusitalo-Malmivaara's (2012) findings were similar in their questionnaire study of the development of co-teaching in Finland, as it appeared that special education teachers and class teachers were the most experienced in co-teaching, and that class teachers mostly collaborated with other class teachers. With a wider range of participants, Saloviita and Takala (2010) found that special class teachers and resource room teachers participated more in co-teaching in comparison to other teacher groups, and that subject teachers were less frequently involved in co-teaching. These varying results could be explained by regional differences between Finnish towns, or the individual differences between the participants, as each school with its individual teachers and culture might value collaboration differently.

Despite there being research on teacher collaboration in Finnish compulsory education, there is limited research on the topic of English as a foreign language (EFL) and special education (SPED) teacher collaboration. Finnish teacher collaboration has most frequently been studied from the perspective of multiple class teachers or a class teacher and a SPED teacher, but the collaboration between EFL and SPED teachers has been overlooked to date. There are several master's theses on the topic of subject teacher and SPED teacher collaboration in Finnish lower secondary schools (see e.g. Arnala, 2009; Hattukangas & Kotimäki, 2010; Salo, 2014), but no available research on these teachers' collaboration at the primary school level. This gap in research raises the question of how common this sort of collaboration is in the primary level education of Finland.

Hence, this study focuses on the collaboration between EFL and SPED teachers in Finnish primary schools. The topic is current, as in their latest national curriculum, The Finnish National Board of Education strongly recommended multi-professional cooperation, which includes teacher collaboration (OPH 2016). The hours spent on multi-professional cooperation and co-teaching in Finnish schools have, correspondingly, been increasing in the last few years (OAJ 2017). Furthermore, language education is currently going through adjustments. Finnish pupils have conventionally begun learning their first foreign language in the third grade, but the Finnish government has decided that the learning of the first foreign language should begin in the first grade, at age seven, by the year 2020 (OPH 2019). Foreign language acquisition has been considered to be the most effective in the critical period of language learning during the early childhood (DeKeyser, 2000) and thus, gaining sufficient support in the first years of foreign language teaching could possibly prevent later challenges in the language. Additionally, challenges in foreign language learning could be identified earlier, as the pupils' development would be observed from an earlier age. As stated in the Finnish National Curriculum, pupils are justified to receive individual differentiation and support in their learning (OPH 2016, 2019), and with the first foreign language of Finnish pupils often being English, this change into early

foreign language learning could emphasise the need for SPED support in EFL learning in the future.

The results of this study offer an insight into the practical solutions of EFL and SPED teacher collaboration and how it is perceived by teachers themselves. The participating teachers' considerations on the barriers and enablers of their ideal collaboration will be examined and possible ideas for the development of teacher collaboration and special education in the context of EFL will be formulated. Thus, the goal of this study is to open the way for further studies on the collaboration between EFL and SPED teachers by sharing these teacher groups' perspectives on the collaboration, and to raise some key issues on the practical solutions of the collaboration for discussion and possible later development.

In the following sections, different aspects of teacher collaboration in Finland will be discussed. First, various practical solutions to teacher collaboration worldwide will be introduced. Second, the idea of co-teaching and its positive and negative effects for teachers and pupils will be observed. Third, previous research on the enablers and barriers of teacher collaboration will be examined. Last, some insight on Finnish special education and its relation to teacher collaboration will be discussed.

1.1 Practical solutions to teacher collaboration

Teachers' approaches to collaboration have been found to vary depending on the school setting and the needs of the pupils (Friend & Cook, 1996; Mitchell, 2014). In these collaborative settings, the roles and responsibilities of the teachers involved appear to alter. One of the primary forms of collaboration is consultation, where commonly a SPED teacher functions as a consultant for the other teacher, offering guidance on pupils with special educational needs (Idol, Paolucci-Whitcomb & Nevin, 1995; Mitchell, 2014). Idol et al. (1995) have considered this form of collaborative consultation to allow teachers to share their expertise and to learn from one another, developing their professionalism as teachers. They describe the communication as two-sided, both teachers respectfully listening to the other

and discussing their opinions on varying matters. Simultaneously, more innovative and effective approaches can be created to better support the learning of the pupils when teachers discuss topics such as individual learning processes and techniques, assessment, and student achievement measurement.

Creese (2005) identified a similar form to consultative collaboration as a part of her discourse analysis on the collaboration between English as an additional language teachers and subject curriculum teachers in British schools, in which she defined modes of collaboration based on Bourne and McPake's (1991) definitions of support, partnership and intermediary position of co-operative teaching. In Creese's mode of observational and advisory support, the English teacher was observing the lessons of the subject teacher without participating in the actual teaching of the lessons, and later offered them suggestions on possible areas of development in their teaching to better support the pupils with English as their additional language.

Conversely, Friend and Cook (1996) have criticised consultation as a form of collaboration. They describe consultation as an approach to interaction rather than collaboration, as the teachers involved might have differing responsibilities and thus, the teacher roles are unequal. According to Friend and Cook, collaboration requires equal participation which rarely occurs in consultation situations. Multiple researchers have also ignored consultation as a form of collaboration (see e.g. Villa et al., 2005; Saloviita, 2016). However, it could be considered reasonable to include consultation as a form of collaboration, as it frequently occurs during the processes of planning, teaching and assessment (Idol et al., 1995; Vitka, 2018), which are the common processes of co-teaching. Furthermore, in research, teacher participants appear to frequently describe consultation as a form of collaboration (see e.g. Laatikainen, 2011; Vitka, 2018). Thus, in this study, consultation is seen as a form of collaboration, as it includes two teachers working towards shared goals through mutual discussions. Yet, the concept of consultation should be distinguished from the more intense form of collaboration, co-teaching. In this study, both are considered as practical solutions to collaboration.

One of the most common models to define co-teaching practices in research is Friend and Cook's (1996) six types of co-teaching: one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternative teaching; and team teaching. In the first of these, one teacher takes the lead while the other gathers observational information on the pupils, similar to that of Creese's mode of observational and advisory support. In the second type, one teacher functions as a teaching assistant, drifting around the room and providing basic support for the pupils, while the other teacher leads the lesson. In these two types of co-teaching, it is recommended for teachers to alternate the roles of the lead and supportive teacher to prevent the supportive teacher from feeling unappreciated and functioning as a teaching assistant instead of a teacher. According to Scruggs, Mastropieri and McDuffie's (2007) metasynthesis, varying versions of the one teach, one assist -form were the most prominent co-teaching methods among general and special education teachers in the US. However, it appeared that the SPED teachers frequently filled a subordinate role, leaving the leading role to the general educators.

Creese (2005) identified similar roles in her research. The main responsibility of the lessons was often on the subject teacher, who planned the curriculum for all pupils and was often more visible in the classroom. There was rarely any consultation between the teachers beforehand, but the English teacher joined the class, offering support for a certain group of pupils with the material of the general subject teacher. At times, the English teacher produced additional material for the whole class, yet the subject teacher remained in control of the lessons. Thus, the role of the English teacher resembled that of a teaching assistant, likewise in Friend and Cook's one teach, one assist -model.

Friend and Cook (1996) also introduced the modes of station, parallel and alternative teaching, in which pupils are divided into small groups. In station teaching, each teacher has their own location in the classroom where they teach their part of the lesson to a group of pupils, and then switch the groups to repeat the same instruction for all pupils. In parallel teaching, all pupils are taught the same content simultaneously in smaller heterogeneous groups, each led by one

of the teachers. In alternative teaching, a small group of 3–8 pupils are taught by the other teacher, while the rest of the pupils are with the other teacher. These small groups are frequently used to pre-teach and re-teach content for pupils in need of more support, or to offer opportunities for the pupils to receive individual attention from the teacher. These three forms of co-teaching provide more opportunities for the pupils to receive individual support, to respond aloud and to interact with one another. Especially in alternative teaching, the pupils divided into the small group would ideally alter (Friend & Cook, 1996), but it has been discovered in multiple studies that the same pupils can be repeatedly situated into a small group and thus, separated from the rest of the class (e.g. Scruggs et al., 2007). In her study, Creese (2005) described these situations as withdrawal modes of collaboration, in which one of the teachers has a certain group of pupils in another classroom for either a part of the lesson or for the whole lesson.

In the last form of Friend and Cook's (1996) types of co-teaching, team teaching, both teachers are in lead of the lesson and take equal part in instructing the pupils. For instance, they might lead a discussion in turns, or the other might demonstrate or model what the other is explaining to the pupils. This resembles Creese's (2005) mode of partnership collaboration, where the roles and responsibilities are not as strictly divided between the collaborating teachers. According to Creese's findings on this collaboration, the goals, contents and methods were often planned together, and both teachers were equally guiding the pupils during the lessons. The teachers were teaching the same group of pupils, or the pupils could self-select by which teacher they preferred to be taught. Outside of class, the teachers continued to discuss and reflect on their teaching. (Creese 2005.)

Friend and Cook's (1996) types of co-teaching have also been applied to Finnish research of teacher collaboration. Rytivaara, Pulkkinen and Takala (2012) formed three types of teacher collaboration based on Friend and Cook (1996) and Villa, Thousand and Nevin's (2004) categories of co-teaching. The first of these types, supplementary teaching (*"avustava ja täydentävä opettaminen"*), resembles the one teach, one assist -type. One teacher is responsible for the whole class,

whereas the other has varying roles of supporting the pupils and assisting the lead teacher. This was described as the first mode of co-teaching in situations where the co-teachers are getting used to the idea of having another teacher in the classroom. In situations in which one of the teachers is always working with the same group of pupils and the SPED teacher is present occasionally, the SPED teacher was found to frequently end up in the role of a teaching assistant.

The second type, collateral teaching (*“rinnakkain opettaminen”*) combines Friend and Cook’s (1996) types of parallel, station and alternative teaching. In collateral teaching, both teachers are responsible for teaching and the pupils are divided into smaller groups (Rytivaara et al., 2012). Teaching can take place in one or multiple locations, and the teachers can work with the same group of pupils throughout the lesson or switch groups in the middle of the lesson. The groups may also vary in number and be both homogeneous and heterogeneous. The last of the three types, team teaching, is identical to that of Friend and Cook (1996), with two teachers being equally involved in the lessons and planning, teaching and assessing the lessons together.

When comparing these three types of co-teaching, Rytivaara, Pulkkinen & Takala (2012) considered the types of supplementary and collateral teaching less demanding to apply, as co-planning is only required when forming the structure of the lesson, the grouping of pupils and the division of responsibilities. In these types, teachers have clear roles, which allows them to plan their own parts of the lesson individually. In team teaching, however, teachers are required to loosen their control of the lesson and co-plan and -reflect on the lessons to be able to simultaneously teach the same group of pupils.

It appears that the ideal co-teaching model in research is often based on Friend and Cook’s (1996) team teaching. This sort of role-balanced and reflective partnership teaching offers teachers possibilities to build on new shared understandings and continuously develop their own proficiency of teaching. In other collaborative methods, the roles of the teachers are inclined to position them in an unequal setting, frequently leaving the SPED teacher to work in a subordinate position.

1.2 The effects of co-teaching

Co-teaching and its effects have previously been studied through interviews (see e.g. Ahtiainen et al., 2011), observational studies (see e.g. Lakkala, Uusiautti & Määttä, 2016) and questionnaires (see e.g. Saloviita & Takala, 2010; Takala & Uusitalo-Malmivaara, 2012; Chitiyo, 2017). However, the concept of co-teaching appears to vary in each study and culture and thus, the results diverge depending on the intensity and practices of co-teaching, and how the participants have understood the concept of co-teaching. In their survey study, Chitiyo (2017) discovered that for co-teaching to be truly effective, teachers should receive more support for its implementation and thus, recommended for teacher education programmes to include co-teaching practices for novice teachers to receive training on its effective implementation (Chitiyo, 2017).

According to various studies, effective teacher collaboration has been seen to support the well-being and performance of both the teachers and their pupils (see e.g. Scruggs et al., 2007; Visscher & Witziers, 2004; Vangrieken et al., 2015). It has been regarded to develop the teaching methods of teachers and thus, enhance the versatility of the lessons and support teachers' professional development and motivation towards teaching (see e.g. Rimpiläinen & Broom, 2007; Ahtiainen et al., 2011; Rytivaara et al., 2012). In addition to this, teachers can share their responsibilities and receive collegial guidance and support from their co-teacher (Ahtiainen et al., 2011; Rytivaara et al., 2012; Mitchell, 2014). Having two teachers in the classroom has also been considered to decrease disruptive behaviour among the pupils, as one of the teachers can focus on classroom management while the other teaches (Hang, 2009; Ahtiainen et al., 2011). As teachers are offered more opportunities to observe the pupils and have dyadic discussions with them, co-teaching has been considered to support the teachers in gaining a better understanding of their pupils (Rimpiläinen & Broom, 2007; Ahtiainen et al., 2011; Rytivaara et al., 2012). With two teachers involved, pupils with disabilities can actively participate in general education classes, and all pupils are offered more varying teaching methods that support their academic achievement (Mastropieri, Scruggs, Graetz & Conners, 2005; Hang, 2009; Saloviita, 2016)

Consequently, co-teaching has been proposed to enhance the academic performance and well-being of the pupils (see e.g. Scruggs et al., 2007; Hang, 2009; Conderman, Bresnahan & Pedersen, 2009; Ahtiainen et al., 2011; Dahlgrén & Partanen, 2012; Rytivaara et al., 2012). With varying teaching methods, the pupils are more likely to be taught in their own learning style. In addition, they receive more individual attention from the teachers. However, the true effectiveness of co-teaching is challenging to measure, as teachers often have varying understandings of the concept of co-teaching (Ahtiainen et al., 2011). Furthermore, there are differing opinions on how to best measure the effects of co-teaching, as teachers apply it differently and in varying context, which might affect the results. Thus, the effectiveness of co-teaching is frequently based on teachers', pupils' or principals' perspectives on it rather than objective performance data.

In their one-year study of co-teaching in Finnish schools, Takala and Uusitalo-Malmivaara (2012) discovered similar results of the benefits for teachers and pupils. According to their findings, the participating teachers felt that the quality of their teaching improved with co-teaching, as the planning of their shared lessons demanded greater effort. In their discussions, they were able to learn from each other and gain new perspectives on teaching. Furthermore, the well-being of the teachers appeared to increase throughout the study, as they were able to share their responsibilities. In addition to these positive effects for themselves, the teachers considered co-teaching beneficial for the pupils, who received greater individual attention and differentiation due to the increased number of adults in the classroom. In general, the co-teaching lessons appeared to be calmer than other lessons. (Takala & Uusitalo-Malmivaara, 2012.) Thus, co-teaching could offer support for teachers and pupils in multiple ways, and even enable learning in a peaceful environment.

However, collaborating with other teachers does not always support the individual teacher (Friend & Cook, 1996; Conderman et al., 2009; Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012). A part of teachers prefer to brainstorm with colleagues when planning a lesson, but others are keen to work in isolation (Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012). Being used

to working alone, teachers might struggle with sharing their responsibilities and ideas, giving up control, and letting another teacher observe their teaching (Friend & Cook, 1996; Conderman et al., 2009; Rytivaara et al., 2012). Thus, the best results of cooperation are often reached with voluntary collaboration, where the teachers share the same pedagogical values (Mastropieri et al., 2005; Takala & Uusitalo-Malmivaara, 2012; Fluijt, 2016). Similarly, in their critical literacy review of collegiality, Hargreaves and Dawe (1990) emphasised the importance of voluntary collaboration in which teachers have autonomy on their actions and have a balanced personal relationship with their colleague. Furthermore, the most beneficial collaboration requires a trusting relationship between the teachers for them to openly share their ideas and communicate with one another (Mastropieri et al., 2005; Collinson & Cook, 2007; Conderman et al., 2009; Ahtiainen et al., 2011). This sort of sincere interaction appears rather improbable in co-teaching situations where cooperation is compulsory for teachers. Thus, it is probable that by forcing teachers to collaborate, the intended goals for improved teaching and learning will not be achieved.

1.3 Factors affecting teacher collaboration

In their study, Ahtiainen et al. (2011) formed two scenarios for co-teaching: co-teaching at its best and at its worst. At its best, co-teaching is based on shared values and continuous development of teaching. The teachers involved have a shared vision of the daily practices and are determined to take on responsibility and work towards the shared goals. With the teachers being in the same physical space, they can both observe the classroom and support the pupils individually. This could also lead into a shared mental space and create a more peaceful atmosphere, in which the teachers would also appear calmer due to being able to share their burdens with their colleague.

At its worst, however, Ahtiainen et al. considered the co-teaching to be based on external pressure instead of internal motivation towards collaboration. As a result, the situation is perceived as temporary and the co-planning remains

shallow with there being no common ground between the two teachers' pedagogical beliefs. Instead of both teachers intensively supporting the pupils, all pupils are seen to be the responsibility of the other teacher and thus, are left to struggle with their difficulties on their own. As the teachers do not have a clear vision of their cooperation, they might be unwilling to let go of control, leading the lessons in teacher-centred manners. This lack of variation in teaching methods, in turn, might demotivate the pupils and lower their academic performance.

Multiple researchers have discovered similar external and internal factors that could possibly affect the quality of teacher collaboration. As for the internal factors, especially the earlier mentioned values and pedagogical preferences of teachers have been emphasised. Teaching is often conceived to reflect the personality of an individual teacher and can, therefore, be strongly influenced by the teacher's personal values (Collinson & Cook, 2007). If the collaborating teachers share the same ideals for teaching methods and routines, they are often more motivated to cooperate (Takala & Uusitalo-Malmivaara, 2012; Fluijt, 2016). Multiple researchers have suggested for co-teachers to discuss their beliefs and develop a shared vision of their teaching methods, goals and daily routines in order to smoothen their collaboration (see e.g. Meadows, 2018; Conderman et al., 2009; Brown, Howerter & Morgan, 2013).

In addition to this, it has been proposed that positive interaction and chemistry between the teachers might support their open communication, enabling them to share their burdens and responsibilities (Mastropieri et al., 2005; Meadows, 2018; Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012; Shin, 2015). Intensive co-teaching requires flexibility from the co-teachers involved, as they decide on various matters together (Rytivaara et al., 2012). Thus, it is important for the co-teacher relationship to be built on mutual trust and respect for the other's professionalism (Mastropieri et al., 2005; Conderman et al., 2009).

Tightly connected to this respect for the co-teacher is a clear understanding of the roles and responsibilities in collaboration situations (Friend & Cook, 1996; Mastropieri et al., 2005; Scruggs et al., 2007). It appears that the co-teachers often have differing opinions on the practices of collaboration, especially the division

of responsibilities (Young Buckley, 2005; Hang, 2009; Conderman et al., 2009; Ahtiainen et al., 2011). According to Young Buckley's (2005) qualitative study, general and special education teachers' perspectives on their roles in co-teaching situation varied. Multiple general educators felt responsible for the whole group of pupils and considered the SPED teacher less involved in the lessons. They considered the SPED teachers to be responsible for paperwork and the differentiation of individual pupils' materials. SPED teachers were perceived as additional teachers, who "jumped in" for occasional support. From the perspective on the SPED teachers, however, general educators were considered inflexible, frequently taking the leading role in the classroom and not allowing space for the other teacher. Thus, SPED teachers frequently felt as outsiders in the class, being responsible only for the pupils with learning difficulties. These results are in line with multiple researchers' considerations of ideal collaboration to be built on mutual trust and respect, with both teachers taking responsibility and openly communicating with one another (see e.g. Scruggs et al., 2007; Conderman et al., 2009; Ahtiainen et al., 2011).

As for the external factors affecting collaboration, the most frequently mentioned factors are related to the school environment and resources. For teachers to be able to share their ideas and reveal their ignorance, they must feel secure enough among their colleagues (Collinson & Cook, 2007). In a toxic environment where teachers work merely towards their individual goals with no dialogue or sharing of ideas with colleagues, teachers are less likely to communicate or ask for help and thus, co-teaching might be more challenging (Collinson & Cook, 2007; Conderman et al., 2009). At its worst, collaboration can be perceived as a stressful obligation, if teachers do not share the same principles, or their roles in the collaboration are unclear (Takala & Uusitalo-Malmivaara, 2012). This, in turn, might have a negative effect on the well-being of the teachers, especially if teachers consider the collaboration impractical. In addition to the collaborative culture of the school, administrative support has also been considered as either a limiting or an encouraging factor, depending on its level (see e.g. Friend & Cook, 1996; Scruggs et al., 2007; Conderman et al., 2009; Ahtiainen et al., 2011).

In numerous studies, teachers have been worried about the resources for collaboration, especially collaboration with SPED teachers. Multiple class and subject teachers in Finland have been demanding more special education resources for their pupils in need of support (Pulkkinen & Jahnukainen, 2015). Teachers frequently experience that they have limited time to plan lessons together with their colleagues due to their schedules being filled with other responsibilities (Collinson & Cook, 2007; Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012; Brown, Howerter & Morgan, 2013). Thus, the role of the SPED teacher is frequently limited to that of a teaching assistant (see e.g. Ahtiainen et al., 2011; Shin, 2015). In Vannest's (2010) observational study on special education teacher time use in the United States, special education teachers reported spending over half of their day on tasks other than teaching, such as documentation, consultation and administration. In Finland, SPED teachers' responsibilities have also become wider in range and are now including more coordination, consultation and documentation (Jahnukainen, Pösö, Kivirauma & Heinonen, 2012). With an increasing number of responsibilities, SPED teachers might lack the time to co-plan lessons with general educators.

1.4 Finnish special education and teacher collaboration

As special education is always related to the culture and current ideals of each society, there might be wide variation in its practices worldwide (Jahnukainen et al., 2012). The Finnish special education system relies on early prevention of learning difficulties and challenges (Rytivaara et al., 2012). Traditionally, the pupils in need of special education have been taught in their separate groups in part-time education (Rytivaara et al., 2012; Jahnukainen et al. 2012), but in the last few decades, the global idea of inclusion – all pupils being taught in the same classroom with the support that they need – has spread to Finnish education (Saloviita, 2006).

The idea of inclusion can be seen in the new model of special education, which has been implemented in primary school education since the Finnish national core curriculum for basic education was reformed in 2011. This model of three-step support emphasises the enhancement of the self-efficacy and -confidence of the pupils and divides their support into three levels: general support, intensified support and special support (OPH 2016). Each of these levels involves cooperation between the class teacher, possible subject teachers and the special education teacher. (OPH 2016.)

The aim of general support is to prevent later learning difficulties (OPH 2016). General support is present in the classroom daily, as it is provided for all pupils through differentiation and flexible teaching methods. If pupils are seen to possibly benefit from additional support, they are offered individual pedagogical solutions, such as remedial teaching, more intense guidance or part-time special education, in which an individual pupil is occasionally taught by a SPED teacher. If the support does not appear sufficient, the teachers will perform a pedagogical assessment together, and the pupil will be moved from general to intensified support.

In intensified support, the supporting methods are similar to those of general support, only more long-term and intense. In addition, the pupil will have an individual learning plan, which includes information on the decisions made on various pedagogical solutions, assessment and required collaboration. If the intensified support does not appear to enhance the learning of the pupil, the teachers among other specialists – such as the school nurse, psychologist or a doctor – write a pedagogical statement on the pupil's learning progress, and the level of support is strengthened to special support. Pupils on the level of special support always have their own individual education plans, which are created in cooperation with the earlier mentioned specialists, the pupil and their guardian. These education plans might include strong individualisation in subject contents. (OPH 2016.)

Cooperation with a SPED teacher is relevant on all these levels of support, as it is advised in the Finnish national core curriculum (OPH 2016). This often

means consultative discussions between the teachers, or co-teaching in its multiple forms. The pupils on the level of intensified support frequently attend part-time special education, meaning that they gain more individual guidance from the SPED teacher. This guidance is provided either in a small group or an individual learning setting, or through co-teaching among the whole group in the general classroom. To gain the best outcomes of part-time special education, collaboration between the SPED teacher and the class or subject teacher is central, as through collaboration they both can develop an understanding of the pupil's strengths and challenges (Rimpiläinen & Bruun, 2007; Sarja, Janhonen & Puurunen-Moilanen, 2013).

According to the Trade Union of Education in Finland's (OAJ 2017) report on the current state of the three-step support model in schools, there are multiple challenges when it comes to part-time special education and co-teaching with a SPED teacher in Finnish schools. In the report, the main concern of the participating teachers and principals was the amount of resources targeted for SPED. Only 3% of the participants considered the funding sufficient when compared to the SPED needs of the pupils. In theory, the support methods should be adjusted for the needs of each pupil (OPH 2016), but as stated by the participants, the funding for SPED appears to define which supporting methods are available for the pupils (OAJ 2017). Especially for small town pupils, school social workers and psychologists are rarely available. The resources for offering added part-time SPED lessons for pupils on the level of intensified or special support are frequently considered insufficient. Multiple class and subject teachers find it difficult to organise co-teaching, as the number of SPED teachers is unsatisfactory and the time for co-planning is limited due to the amount of other responsibilities.

Similar challenges were identified in Pulkkinen and Jahnukainen's (2015) questionnaire studies on SPED resources and practical solutions after the implementation of the three-step support model in 2011. According to their article, the administration hope for more resources for part-time SPED for general educators to be able to co-teach with the SPED teacher. Several participants considered the

amount of resources satisfactory but were unsatisfied with its allocation, as they would rather limit the number of separated small SPED classes and instead focus on part-time SPED in general education. (Pulkkinen & Jahnukainen, 2015.) Yet, the general attitude towards co-teaching between general and special education teachers appears positive (Saloviita, 2018).

To overcome the challenges, the Trade Union of Education in Finland proposes an addition of SPED resources – including funding and SPED teachers – for schools (OAJ 2017). By hiring more SPED teachers, more part-time SPED lessons could be offered for pupils, and the lessons could be better divided between the teachers. According to the Union, this could offer more time to organise smooth collaboration between teachers.

However, it could be beneficial to first gather information on how the current resources are being utilised. As discussed earlier, SPED teachers are frequently left in the role of a teaching assistant, which is not considered as an effective co-teaching method. Furthermore, teachers have been reporting on a lack of support from the administration and are struggling to find the time for co-planning due to overlapping schedules. Yet, researchers have reported on successful co-teaching practices in Finland (see e.g. Lakkala et al., 2016). As the Trade Union's report is based on teachers' personal perspectives, the true amount of resources and their targeting is left unknown and thus, it is challenging to interpret whether the struggles emerge from the sufficiency or the targeting of the resources.

Although there is ample research on teacher collaboration in Finland, the collaboration between SPED and EFL teachers is rarely discussed. According to Saloviita's (2018) study, SPED teachers appear to collaborate more with class teachers than subject teachers, with only a fifth of the participating language teachers applying co-teaching in their lessons. Even with part-time special education being aimed at pupils in need of general and intensified support in all subjects, there is limited research on the amount and practices of collaboration between SPED and EFL teachers. This gap in research raises the question of whether

there is collaboration between the SPED and EFL teachers in Finland in the primary school level, and if yes, what are the practical solutions for these teachers' collaboration.

From the perspective of Finnish primary school SPED and EFL teachers, this study examines: (1) these teachers' collaboration practices; (2) the enablers and barriers of the collaboration; (3) the benefits and limitations of the three-step support model in the context of EFL. The aim of this study is to share individual teachers' perspectives of the collaboration between SPED and EFL teachers and to possibly evoke discussion on the current state and possible areas for development for the collaboration and EFL support in Finnish primary school education.

2 METHODOLOGY

In the following sections, the process of this qualitative study will be explained in more detail. First, more information will be offered on the context of the study, especially its design and the participants. Second, the processes of collecting and analysing the data will be shared. Last, a few ethical considerations will be observed in reflection to this study.

2.1 Context of study

This study examines teacher collaboration as a part of EFL education and support in Finnish primary schools from the perspective of the teachers. The data for this study was collected and analysed in 2019 – a year before the nationwide educational reform of foreign language teaching. At the time of this study, several schools were already teaching the first foreign language – frequently English – from the first grade onwards. Thus, the shift towards nationwide early foreign language learning had already begun.

In Finland, the autonomy of teachers has been respected and their teaching has remained loosely controlled (Väljjarvi 2017). The profession of teaching requires a master level education and thus, teachers are considered the experts of pedagogy. Teachers can interpret the national curriculum independently and are free to teach the pupils through the methods they consider beneficial, though they are expected to follow the main guidelines of the national curriculum when it comes to the teaching content and goals of primary education. The key aspect of teaching profession is the morality of the teachers, as they face ethical struggles in their profession daily.

Lately, the idea of teacher collaboration has been spreading in Finland. Research suggests that teachers' attitudes towards collaboration are mainly positive and the amount of collaboration has been increasing (see e.g. Saloviita 2018). Furthermore, university teacher education programmes have begun to encourage

future teachers to collaborate, breaking the traditional image of teachers working in isolation.

This study draws on the different models of collaboration outlined by Rytivaara, Pulkkinen and Takala's (2012) definitions, which originate from Friend and Cook (1996) but have been modified to fit the Finnish context of teacher collaboration. In addition, Creese's (2005) modes of collaboration and Idol et al.'s (1995) definition of consultative collaboration have been applied in the forming of these types of collaboration. Thus, the types described in table 1 will be applied throughout this study.

TABLE 1. Types of collaboration based on Friend & Cook (1996), Idol et al. (1995), Creese (2005), and Rytivaara et al. (2012)

Consultation	Outside of class, teachers discuss topics related to the pupils, such as individual learning processes and techniques, supporting methods, assessment, and student achievement measurement (Idol et al., 1995; Creese, 2005).
Supplementary teaching	One teacher is responsible for the whole group of pupils. The other teacher circulates around the classroom, supports the pupils and assists the lead teacher. (Friend & Cook, 1996; Rytivaara et al., 2012; Creese, 2005.)
Collateral teaching	Pupils are divided into multiple groups. Both teachers are responsible for teaching their own homogenous or heterogenous group. Teaching can take place in one or multiple locations. (Friend & Cook, 1996; Rytivaara, et al., 2012.)
Team teaching	Both teachers are in lead of the lesson and take equal part in instructing the pupils. Both are equally involved in planning, preparing, teaching and assessing the lesson. (Friend & Cook, 1996; Creese, 2005.)

2.2 Participants

The participants in this study consist of six qualified teachers with a Master's degree - four EFL teachers and two SPED teachers - who were working in different schools located in the same town at the time of the data collection. During the interviews, all participants were working in primary school level with pupils aged between 6-13, yet multiple EFL teachers had experiences of working with

older pupils, as well. An EFL teacher mentioned having been studying special education in addition to language studies, whereas the participating SPED teachers had no specialisation in foreign language studies. The teaching experience of the participants varied from less than three years to around 30 years of teaching. All participants had been teaching in various schools around Finland during their career. However, half of the participants had been working in their current school for ten or more years.

The participants were selected by purposive sampling (see Lavrakas 2008) to produce a representative sample of teachers from a specific area where the shift into early language learning was already implemented. Emails were sent to all primary school level EFL and SPED teachers working in the town of interest, and altogether six teachers were interested in participating in the study. It would have been ideal to have the same number of EFL and SPED teachers participating in the study for optimal balance in responses, but due to challenges in finding participants, the division between these two groups of teachers remained slightly uneven. However, the focus of the study is on individual perspectives rather than large-scale statistics and thus, each individual interview can be considered as significant data from the field of primary school education. Furthermore, compared to questionnaires, the amount and depth of information gained from each participant has been considered higher in individual interviews (Hirsjärvi & Hurme, 2008; Atkins & Wallace, 2012). Thus, with a small-scale study of interviews, an understanding of these individual teachers' perspectives on collaboration can be formed and observed to create a base for possible further research.

These participating teachers were all working in different schools and thus, had differing perspectives and experiences of the topic of the study. Most of the interviews lasted for nearly an hour. Therefore, the amount of data appeared sufficient for the study, as saturation on the topics occurred, meaning that the participants were raising similar issues into discussion during the interviews (Eskola & Suoranta, 2008). Yet, the participants had both similar and differing perspectives on these topics, creating the opportunity for a study to take place.

2.3 Data collection

The data was collected in spring 2019 through individual interviews lasting for 30–60 minutes each. The data was collected through interviews, as the main interest of the study is on the teachers' personal experiences and perspectives on collaboration, and interviews can function as an effective tool for gaining a deeper understanding of individual thought processes (Eskola & Suoranta, 2008; Stake, 2010; Atkins & Wallace, 2012). In addition, interviews offer the possibility for the researcher to request clarifications and to grasp interesting points by asking follow-up questions, which can be useful especially in situations in which no hypothesis can be formed due to limited previous research (Hirsjärvi & Hurme, 2008; Atkins & Wallace, 2012). Individual perspectives can also be quite challenging to discover without interviewing the participants. With observations, for instance, the reasoning behind the participants' actions cannot be understood without interviewing them, and with online questionnaires, the participants might misunderstand the questions, or their responses might be limited to certain options or an amount of characters. A journal of collaborative practices, on the other hand, could have been experienced as time-consuming by the teachers, and its focus would have been on the actual practices rather than how teachers perceive the collaboration.

However, interviews as a data collection method have also been criticised of being biased, as the legitimacy of the participants' responses cannot be proven, and they are more open to interpret as surveys, for instance (see e.g. Hirsjärvi & Hurme, 2008). Furthermore, interviews are based on the interaction between the interviewer and the interviewee. Consequently, the gathered data is affected by how the interviewees interpret the questions and how openly they are willing to share their private thoughts to the interviewer. The interviewer, on the other hand, forms the questions and interprets what is being said in the interview. Thus, the interaction between the interviewee and the interviewer is highly relevant to the outcome of the data and the study, as the balancing between what is being said and how it is interpreted is constantly present in the interview settings.

However, for gaining a deeper understanding of individual teachers' perspectives, interviews can be quite beneficial, as they allow the interviewer an opportunity to ask follow-up questions, clarify misunderstandings and interpret the facial expressions and tone of voice connected to the responses (Tuomi & Sarajarvi, 2018).

The data could have been collected through group interviews involving one pair of teacher colleagues at a time, but this method would have raised its own issues. For instance, the dynamics between the co-teachers could have affected the participants' turn-taking and responses during the interview (Eskola & Suoranta, 2008), as they might have lacked the courage to reflect on their current practices honestly with their colleague present. On the contrary, the colleagues could also have encouraged one another to raise interesting points into discussion during the interviews, in which case the presence of the colleague would have been beneficial. However, without any prior knowledge on these groups of teachers' collaboration methods, individual interviews appeared as a more valuable tool to discover the basics of the collaboration. Another possibility would have been to interview pairs of co-teachers individually, but even then, the participants could have been restrained and self-conscious of their replies, being aware of their colleague possibly reading the results of the study and identifying the participant.

By interviewing multiple individual teacher from various primary schools, this study gathers information on six unique situations around the same area, offering an insight into various perspectives and methods for collaboration with similar communal resources. Of course, the individual co-teaching experiences are only shared through one half of the co-pair and could be perceived differently when described by the other colleague. Yet, the focus is not on drawing any generalisations but instead, to get acquainted with the variation of collaboration through these teachers' unique descriptions, and to develop possible questions and keys of interest for further research.

The interviews were semi-structured theme-based interviews (see Appendix 1). Half-structured interviews were chosen as the interview method, as they

enable participants to talk in their own words and discuss the issues that matter to them the most (Eskola & Suoranta, 2008). The participants were sent a few questions beforehand via email, which provided them an opportunity to be prepared for the topics discussed in the interview. The interviews took place in varying settings chosen by the participants to enhance their sense of safety and comfortableness (Eskola & Suoranta, 2008). The main themes and questions were the same for each participant, but additional questions were asked for clarification and to gain more information on certain topics raised by the participant. The interviews were recorded with a dictaphone to ensure the transcriptions' and future quotations accuracy (Atkins & Wallace, 2012). The recordings were transcribed into their own word files on a secured computer hard drive in respect of the participants' privacy.

2.4 Data analysis

The research process began in spring 2018, when the main interest of the study was settled on collaboration between SPED and EFL teachers. Before conducting the interviews, both theoretical and practical knowledge on the topic were gathered through readings of previous research and discussions with SPED and EFL teachers. Based on personal experiences and theory, the main questions of the occurrence and methods of collaboration were raised, and the interview form was drafted. The interviews were carried out in January and February of 2019.

The interview data was analysed through thematic content analysis, in which data- and theory-driven approaches were combined. This sort of theory guided ("*teoriaohjaava*") analysis begins similarly to data-driven analysis, but the coding process is slightly guided by theory and thus, the forming of the final themes includes more deductive logic than a solely data-driven approach would (Eskola & Suoranta 2007). This theory guided approach appeared the most beneficial for this study, as previous research on the topic was limited and hence, it would have been challenging to stick to a certain theory from the beginning of the research process. However, as similar topics have been studied before, there

is ample theory related to this study, which is why it seemed convenient to rely on previous theory on certain matters during the analysis process.

The analysis process of this study began during the interviews, as the key interests of this study began to form during those situations. The thought process continued throughout the transcription of the interviews, during which some interesting quotes were already highlighted for later observation and ideas were written down on paper. The interviews were transcribed each as their own password secured text file.

After the process of transcribing, the transcriptions of the interviews were read repeatedly to gain a better overview of the data, and the coding process began. Points of interest – especially similarities and differences between the participants' answers – were identified and organised under four sections based on the main themes of the interview form: background information, teacher identity, collaboration, and EFL teaching and support. Under these themes, the interview quotes were simplified and organised under temporary subthemes (see Table 2). These temporary subthemes included collaboration methods, limiting and supporting factors affecting collaboration, EFL support, and the effects of collaboration. These initial data-driven codes classified the data and thus, created structure for a deeper analysis later (Stake, 2010).

TABLE 2. Two examples of the simplification of interview quotes into codes and their division under temporary subthemes

Extract	Simplified code	Subtheme
<p>koulussa on tosiaan yksi opettaja, joka jakaa aikansa kaikille luokille [- -] elikkä lisää [- -] määrällisesti sitä opetusta - niitä tunteja sinne, eli opettajia lisää (EFL 1)</p> <p><i>[there is one teacher who shares their time between all classes [- -] so there should be more [- -] more teaching - more lessons, which means more teachers] (EFL 1)</i></p>	<p>limited resources for special education - lack of staff (SPED)</p>	<p>limiting factors affecting collaboration</p>
<p>hän on myös mun wilma-tuki, koska siis tai hän on koko koulun wilma-tuki, mutta että opastaa niitten papereitten täytössä ja siinä että miten niitä hoidetaan (EFL 3)</p> <p><i>[they also work as my wilma-guidance, because - I mean - they are the wilma-support of the whole school, but they help with the filling of forms and how to do those sort of things (EFL 3)]</i></p>	<p>consultation in paper-work/documentation</p>	<p>collaboration methods</p>

After this identification, the main thematising began from the beginning. The transcriptions were read again, this time highlighted using a different colour for each candidate theme: one for collaboration methods, one for factors affecting collaboration, one for collaboration experiences and perspectives, and one for EFL teaching and support. These highlighted extracts were again simplified and coded under subthemes. These subthemes were combined to form wider subthemes and organised under main themes (see Table 3), and the number of participants mentioning each subtheme was counted (see Figures 1 and 2).

TABLE 3. An example of how codes were divided under wider subthemes and wider themes

Code	Subtheme	Wider subtheme	Theme
school location	physical structures	environment	external factors affecting collaboration
shared meeting places			
support from administration	atmosphere in the organisation		
staff attitude			
SPED teacher's responsibilities	targeting resources	resources	
division of SPED lessons			
amount of SPED teachers			
co-planning time	time		
schedules			

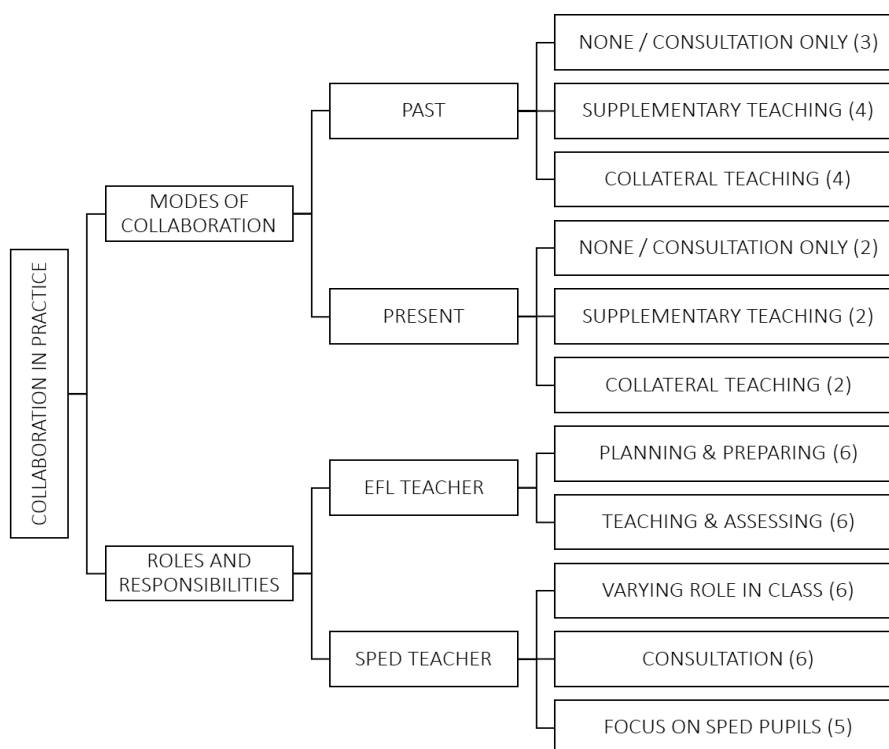


Figure 1. Organising data: the past and present types of collaboration with the number of participants mentioning each topic

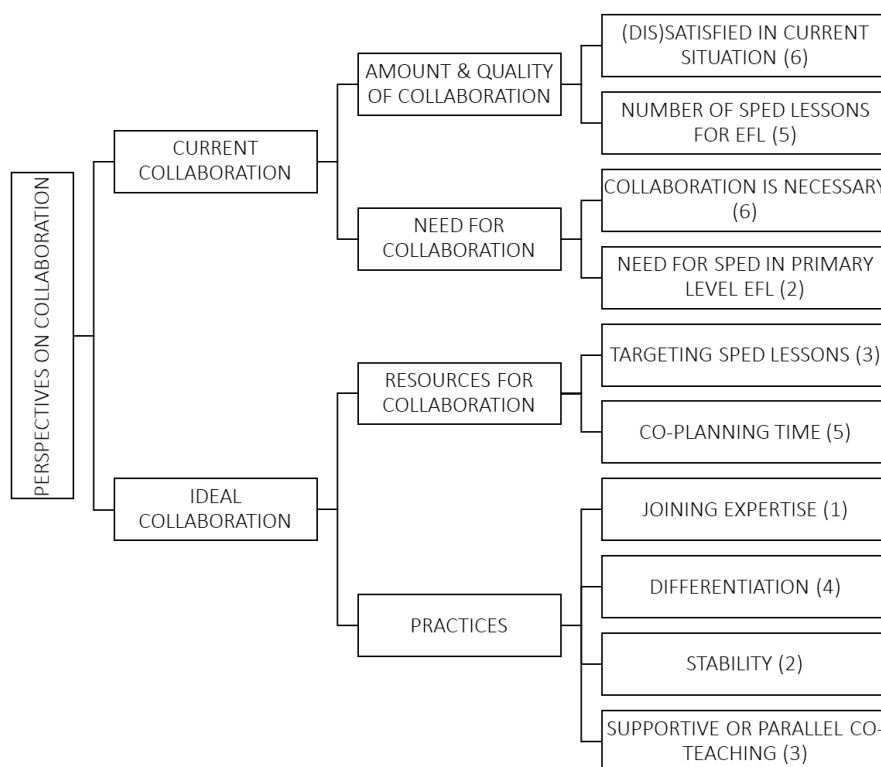


Figure 2. Organising data: teachers' perspectives on collaboration with the number of participants mentioning each subtheme

Last, the candidate themes were critically considered in relation to the study as a whole to make sure they represent the data accurately and are relevant to the research questions. The themes were renamed and modified, and the number of participants mentioning each theme was recalculated to ensure that the results are based on the actual data.

2.5 Ethical considerations

Researchers are ought to follow a certain etiquette for their study to be ethically sustainable (Atkins & Wallace, 2012; Tuomi & Sarajärvi, 2018). This responsible conduct of research requires the researcher to be honest and accurate when collecting and presenting their data and findings. The ethical aspects to consider in research are related to the participants, the methods of the study and the researcher.

Before this study was conducted, the town in which the participants work granted permission for the study, as the study required teachers to discuss their

perspectives on the current conditions of primary school education in the light of collaboration. In addition, each participant signed their informed consent of participating in the study (see Appendix 2). As required, this informed consent included an explanation of the goal, procedures and possible risks and consequences of the study for the participant (see e.g. Ryen, 2007; Hirsjärvi & Hurme, 2008; Tuomi & Sarajärvi, 2018). The participants had the right to withdraw from the study at any time, and they were not required to share anything they did not feel comfortable with, or any personal details of themselves. The participants are unaware of the other participants of the study and thus, should not be able to conclude whose quotes are referred to in the study.

In research, the trustworthiness of the researcher is highly important (Eskola & Suoranta, 2008; Hirsjärvi & Hurme, 2008; Tuomi & Sarajärvi, 2018). The researcher is not allowed to mislead, harm or offend the participants. In this study, this has been pursued by treating the participants with respect and by working according to the informed consent. The participants and their privacy were respected throughout the research process, as each participant was contacted individually and their privacy was guaranteed by removing each mention of a person, school or town from the data. The researcher must protect the participants' identity and location (Ryen, 2007) and thus, the name of the town in which the study occurred is not revealed in the study. In the transcriptions, all names were removed, and the participants were given pseudonyms. In this thesis, the participants are referred to as EFL or SPED teachers without revealing their name, gender, age or location. In addition, the participants were sent a list of extracts from their interviews before the publication of this study and thus, all extracts in this study are included with a permission from the participants. Throughout the research process, the transcription data was preserved in a secure folder and the audio recordings were never transferred from the dictaphone. After the study is finished, the audio recordings will be deleted and the anonymised transcriptions will be relocated in a secure databank of the University of Jyväskylä for possible later research according to the participants' consent.

Another ethical consideration in research is the relationship between the researcher and the subject (Atkins & Wallace, 2012; Tuomi & Sarajärvi, 2018). In qualitative studies, the effect of the researcher is frequently inevitable when it comes to the interpretation and findings of the study, as each individual can interpret the same set of data differently due to personal factors. In addition, the culture and attitudes of the researcher might affect the outcomes of the study (Tuomi & Sarajärvi, 2018). In this study, there was no personal relationship between the researcher and the participants, as they were unfamiliar with each other before the study. The researcher of this study will be qualified to work as both an EFL and a SPED teacher and thus, can empathise with the teachers of both groups. However, these interests and experiences in education might unconsciously affect the researcher's interpretation. Yet, with neither of the professions of interest in this study being the researcher's main educational programme, primary school class teaching, there should not be bias towards either group of teachers' perspectives.

Nevertheless, it is challenging for the researcher to stay completely neutral and objective when studying the field of education, as they have been surrounded with teacher discussions related to the topics of co-teaching, special education and language learning in Finnish primary schools. As a future teacher, it is inevitable for the researcher to have their own opinions on the topic of this study, as it is highly relevant and a current topic in pedagogical discussions. However, it is important to consider that the focus of this study is specifically on the perspectives on these individual teachers, and the researcher has endeavoured to observe these perspectives objectively, leaving their own attitude towards collaboration out of the analysis.

3 RESULTS

The results will be presented under three themes. First, the teachers' experiences and ideals of the practical solutions of collaboration will be outlined. Second, the teachers' perspectives on the internal and external factors limiting and enhancing collaboration will be shared. Last, the participants' experiences of the three-step support model and EFL support will be disclosed.

3.1 Types of collaboration

When describing their previous practices of collaboration, three of the six participants reported situations with no collaboration at all, or consultation only. Two of these teachers considered this practice to result from limited SPED resources which were targeted for other subjects, whereas an EFL teacher did not consider there to be a need for more intense collaboration. Four participants mentioned having been involved in collateral teaching, in which a specific pupil in need of special education or a certain group of pupils were occasionally taught by a SPED teacher in a different classroom. The frequency of the lessons spent with a SPED teacher varied from weekly encounters for a part of a lesson to the SPED teacher teaching most of an individual pupil's English lessons.

Four of the teachers reported having been involved in supplementary teaching, which was frequently described as a situation where the EFL teacher had the leading role, and the SPED teacher joined in to support pupils individually. The frequency of the lessons involving both teachers varied from less than once a week to approximately half of a pupil's English lessons. An EFL teacher described a situation in which the pupils were taught English in two groups, and the SPED teacher attended the lessons of the group with more difficulties. One EFL teacher shared their experience of the SPED teacher's attendance always being uncertain, as situations would occur unexpectedly where the SPED teacher was needed someplace else, for instance to discuss with individual pupils with socioemotional challenges.

During their most present teaching semester, all teachers were practising consultation, two teachers were practicing collateral teaching, two supplementary teaching and two were involved in a collaboration with consultation only. The EFL teacher currently involved in collateral teaching described splitting a group of pupils with a SPED teacher multiple times a week. In this collaboration situation, the teachers would settle the content of each lesson together, after which the SPED teacher would take the pupils, who were considered to focus better in a group with less pupils, and teach them in a separate space.

Another participant, a SPED teacher, described a situation in which a pupil with an individual learning plan would attend part-time special education for every other EFL lesson. Due to these frequent individual lessons with the pupil, the SPED teacher reported on weekly co-planning sessions with the EFL teacher for both teachers to stay on track with the pupil's learning.

The two participants - an EFL and a SPED teacher - involved in supplementary teaching were practising it at least every other lesson. The EFL teacher described their colleague focusing on a few pupils in need of more support during the lessons. The SPED teacher, on the other hand, shared their experiences of supporting a few pupils individually either in the classroom or in a small group outside of class for a part of the lesson.

Two EFL teachers were currently only receiving consultation from the SPED teacher. One of these teachers was co-teaching with a SPED teacher during other language classes but considered the resources insufficient for co-teaching during EFL lessons. The other EFL teacher was content with the current situation of consultative collaboration, but instead voiced a need for someone to individually guide the pupils to focus during the lessons and thus, saw more need for a teaching assistant than for a SPED teacher in the classroom.

3.1.1 Teachers' roles in collaboration

When considering their roles in collaboration throughout their career, all teachers reported on variation in collaboration types and roles. The most frequently prac-

ticed type of collaboration was consultation, in which the SPED teacher functioned as a consultant and was not attending the lessons, leaving the main responsibility of teaching for the EFL teacher. All participants described the SPED teachers to consult EFL teachers in these situations, for instance in differentiation, modification of teaching methods, assessment, and documentation.

In co-teaching situations, the planning of the lessons was mentioned as the responsibility of the EFL teacher by all participants. In these situations, the EFL teacher asked for consultation from the SPED teacher when facing difficulties. The teachers frequently reported on casual check-ups outside of class, where they discussed the situation of the pupils briefly. These check-ups were described to happen during breaktime or after hours, lasting for 15–30 minutes. According to the teachers' experiences of supplementary co-teaching, the SPED teachers were not necessarily aware of the lesson plan beforehand, but rather adapted to the EFL teacher's lesson as it occurred. Thus, their role resembled that of a teaching assistant. The following sample represents the frequently hectic and unpredictable features of supplementary co-teaching:

Se on semmosta vaan, että heitetään äkkiä siinä välitunnilla juostessa, että voitsä ottaa, voitsä tehdä, voitsä nii ja näin. Ja tästä ny tulis nämä ja nämä [oppilaat]. Ja sit saattaa yhtäkkiä [olla], että erityisopettaja sanooki, että eiku emmä voi, ku mulla on jotaki muuta. (*English subject teacher 2*)

It's like – while running around during breaktime, we just ask them – can you take, can you do, can you this and that. And here come these and these [pupils]. And then all of the sudden it might be that the special education teacher says that they can't 'cause they have something else to do. (*English subject teacher 2*)

Most of the teachers considered that with pupils in need of intense or special support, more co-planning occurred before lessons, as the SPED teachers modified the EFL teachers' methods and materials to be more applicable for these pupils. The SPED teachers were also more involved in the assessment of these pupils through observation and consultation. If a SPED teacher was regularly working with certain pupils in part-time SPED small groups, they appeared more involved in the planning and preparation of those pupils' lessons, as described by four participants. However, they often planned the lesson based on the EFL teacher's content goals and lesson plans. In the following extracts of teachers considering the division of responsibility in co-teaching, teachers describe the EFL

teachers planning the lessons and the SPED teachers following those plans. The EFL teacher considers the SPED teacher's amount of responsibilities as impossible to manage:

Kyllähän se on käytännössä nii kuitenkin, että mää suunnittelen. Ja koska erityisopettaja joutuu hyppäämään joka tunti eri konseptiin, niin ei hän niinku mitenkää pystyis niitä kaikkia ennakoimaan, että missähän tuo opettaja on menossa nyt ja missähän tuo on menossa nyt ja mitä tulee seuraavaks. Et käytännössä mää niinku aina suunnittelen, missä me ollaan menossa ja mitkä on ne päivän aiheet. (*English subject teacher 4*)

In practice, I do the planning. And 'cause the special education teacher has to jump into a new concept each lesson, it would be impossible for them to be prepared for everything – like I wonder where this and this teacher is at right now, and what are they going to do next. So, in practice, I always do the planning of where we are headed and what are the topics of the day. (English subject teacher 4)

Hän [aineenopettaja] ehkä sit kuitenkin sanoo ne pääasiat siinä, mitkä on käytävä tai opeteltava tai näin. [- -] Sit osittain mä oon sitten räätälöiny siihen jotaki muuta [- -], mul on välillä ihan jotain pelejä tai jotain monisteita, tai mitä nyt sitte oon ite joskus tehny jotain materiaalia. (*Special education teacher 2*)

Perhaps, [the subject teacher] says the main things about what we have to go through or practice and so on. [- -] In addition, I've partially modified some materials [- -], like I might have games or paper sheets, or whatever I've prepared for a lesson. (Special education teacher 2)

All participants reported that the SPED teacher focuses on certain pupils in the class, often those with learning or socioemotional difficulties. It appeared common for teachers to switch between sole consultation, supplementary and collateral co-teaching depending on the situation. However, in co-teaching situations with both teachers teaching the pupils, it was more frequent for teachers to divide the group and teach the pupils in separate spaces, especially in cases in which the pupils appeared to benefit from a calmer learning environment or slower learning pace. One of the EFL teachers shared a past experience of teaching only one pupil while the SPED teacher was teaching the rest of the class. In other scenarios, the SPED teacher was working with a smaller number of pupils than the EFL teacher. In the following samples, teachers discuss the division of pupils, the first extract describing the mainstream approach and the latter a unique situation during the EFL teacher's career:

Hän [erityisopettaja] ottaa sitte pienemmän porukan itselleen, jotka sitte työskentelee paremmin, kun ne on pienessä porukassa. Et tavallaan sit, jos he oisivat niinku koko luokan kanssa nämä oppilaat, niin sit se ois kaikille huono ratkasu ja vaikea ratkasu. Et eihän he tietenkään opiskele kaikkia enkun tunteja erityisopettajan kanssa, mutta aina jonku tunnin viikossa. (*English subject teacher 4*)

[The special education teacher] gathers a smaller group of pupils who work better in a small group. So in a way, if they were with the whole class – these pupils –, it would be a bad solution for everyone and a difficult solution. Of course, they're not studying all their English lessons with a special education teacher, but usually one of the weekly lessons. (English subject teacher 4)

Se [oppilas] ei koskaan siellä enkun tunnilla pystynyt tekemään sen lapsen kanssa yhtään mitään, koska se [oppilas] ei suostunut siihen, et se menee siihen erityisopettajan eesviereen. Niin mä istun sen [naurahdus] oppilaan vieressä, ja sitte se erityisopettaja hoitaa niitä kaikkia muita siinä, ja mää teen sen oppilaan kanssa siellä. (*English subject teacher 2*)
During the English lessons, [the special education teacher] was never able to do anything with the child, as [the pupil] never agreed to even sit next to the special education teacher. So, I sit with [chuckles] the pupil, and then there we are – the special education teacher deals with all the other pupils, and I work with the individual pupil. (English subject teacher 2)

According to the participants, it appears that the EFL teachers frequently had the leading role in the classroom, putting more effort into the planning, preparation, teaching and assessment of the lessons. Both participating SPED teachers reported working extra hours and yet, appeared slightly disappointed in their lack of opportunities to be more involved in EFL teaching. All participants felt that the number of SPED teachers and available SPED lessons was limited and wished for more SPED resources. Overall, they considered collaboration between EFL and SPED teachers necessary, even though a third of the participants viewed only a slight need for SPED in primary level EFL. In the following samples, teachers discuss the current need for collaboration, revealing the varying perspectives on the necessity of collaboration and the SPED teachers' desire to be more involved in the lessons:

Meillä ei oo ollu niin isoja pulmia vielä [tai] niin isoja ryhmiä, millä ois ollu samantyyppistä pulmaa, et me ollaan täällä pärjätty aika hyvin sitte [ilman erityisopettajaa]. [- -] Tässä kielenopetuksessa – ehkä väärä ajatus – mut mä tunnen olevani jotenki niin vahvoilla. Et esmeiks joku tukiopetuksen pitäminen, ni emmä tartte siihenkää häntä [erityisopettajaa], et kyl mä pystyn sen pitämään ihan ite [naurahdus]. Mutta hänellä on siis ihan hyvä taito niinko englannin osaltaki, että ei oo siitä kiinni. (*English subject teacher 3*)

We haven't faced such big problems yet [or] such big groups with similar struggles, so we've been doing fine [without a special education teacher]. [- -] When it comes to teaching languages – this might be a wrong thought – but I feel like it's my strength. For example, I don't need them [the special education teacher] in remedial teaching, I can manage it on my own [chuckles]. I mean, they [the special education teacher] are pretty skilled in English, too, so it's not about that. (English subject teacher 3)

Jos jotain muuttais [yhteistyössä] niin sitä, et pystyis oleen enemmän mukana oikeesti siinä arjessa. (*Special education teacher 1*)

If I had to change one thing [in collaboration], it would be for me to be more able to actually be a part of the daily routine. (Special education teacher 1)

3.1.2 Teachers' ideals of collaboration

Most participants mentioned being somewhat content with their current collaboration situation and described their ideal collaboration in relation to their past experiences. Multiple EFL teachers appeared fairly satisfied with even a small

number of lessons with a SPED teacher, as they had experienced situations with no collaboration at all. In the following sample, an EFL teacher describes being satisfied with the current amount of co-lessons, which represents most of the participants' experiences:

Mullaki on mejän erityisopettajan kanssa monta tuntia viikossa sillein, et me ollaan pystytty pitämään esimerkiks samanaikaisopetusta. [- -] Kun ottaa huomioon, että meillä on vaan yks laaja-alanen erityisopettaja ja meil on likimmäs kolmesataa oppilasta, niin se, että sieltä ylipäänsä riittää jotaki [tunteja] [naurahdus] mulleki kielenopetukseen, niin se on aika paljo. [- -] Mun mielest tällä hetkellä aika hyvin pystytään tekemään - aika laajastikin pystytään tekemään yhteistyötä. (*English subject teacher 4*)

Having lessons together with the special education teacher for multiple times a week, we have been able to co-teach, for example. [- -] Considering that we only have one part-time special needs education teacher and close to three hundred pupils, the fact that there is even some [lessons] to spare for me and language education is a lot. [- -] At the moment, I think we're able to do pretty well - we can collaborate pretty extensively. (English subject teacher 4)

When describing their ideal collaboration, all participants mentioned sufficient resources - especially time - as a key factor in enabling their ideal collaboration. The participants wished for more scheduled time to co-plan their lessons thoroughly, which they considered to possible enhance the quality of their teaching, as illustrated in the following extracts:

Ideaalitilanne, että ois niinku sellanen tietty aika, missä kaikki suunnitellaan. Niin sitten varmaan tehtäis hienoja juttuja yhdessä ja näin. (*Special education teacher 2*)

The ideal situation would be for us to have a certain time when everything would be planned. That way, we would probably be able to do great things together, and so on. (Special education teacher 2)

Sitte se, että ne [tunnit] on järjestetty sillee, et pystyy oikeesti suunnittelemaan sitä [yhteistyötä]. (*English subject teacher 1*)

For [the lessons] to be organised in a way that we could actually plan it [collaboration]. (English subject teacher 1)

Teachers wished for a reasonable number of pupils per SPED teacher, and for pupils to always receive the support they require. When describing their ideal setting, four teachers mentioned occasionally dividing the group between the teachers based on the skills of the pupils and teaching each group separately. In the following extract, an EFL teacher describes their ideal collaboration situation as two EFL teachers co-planning their lessons together with a SPED teacher as a team, all the teachers being familiar with the group of pupils and sharing their professionalism:

Vois olla sellanen tiimi, missä ois ne kaks kieltenopettajaa ja erityisopettaja. Ja sitten sen tiimin kanssa suunniteltas sitä opetusta, kun tunnetaan ne oppilaat. Suunniteltas pitkäjänteisemmin [- -]. Sillä tavalla se erityisopettaja tois sen oman osaamisensa ja sit ne kieltenopettajat tois sen oman osaamisensa. (English subject teacher 3)

There could be a team with two language teachers and a special education teacher. And then with the team, we could plan the teaching, when we would all be familiar with the pupils. We could plan more long-term [- -]. That way, the special education teacher would bring their own expertise and the language teachers could bring their own expertise. (English subject teacher 3)

Two teachers hoped for stability when describing their ideal collaboration. They found it ideal for a group of pupils to have the same teachers for several years. In this manner, the teachers would be familiar with their pupils and thus, develop a stronger awareness of the pupils' strengths and challenges in EFL learning.

3.2 Factors affecting collaboration

The participating teachers mentioned both internal and external factors that they considered to affect their collaboration by either enhancing or limiting it. In figure 3, an overview of the main themes of the internal and external factors mentioned by the participants can be observed.

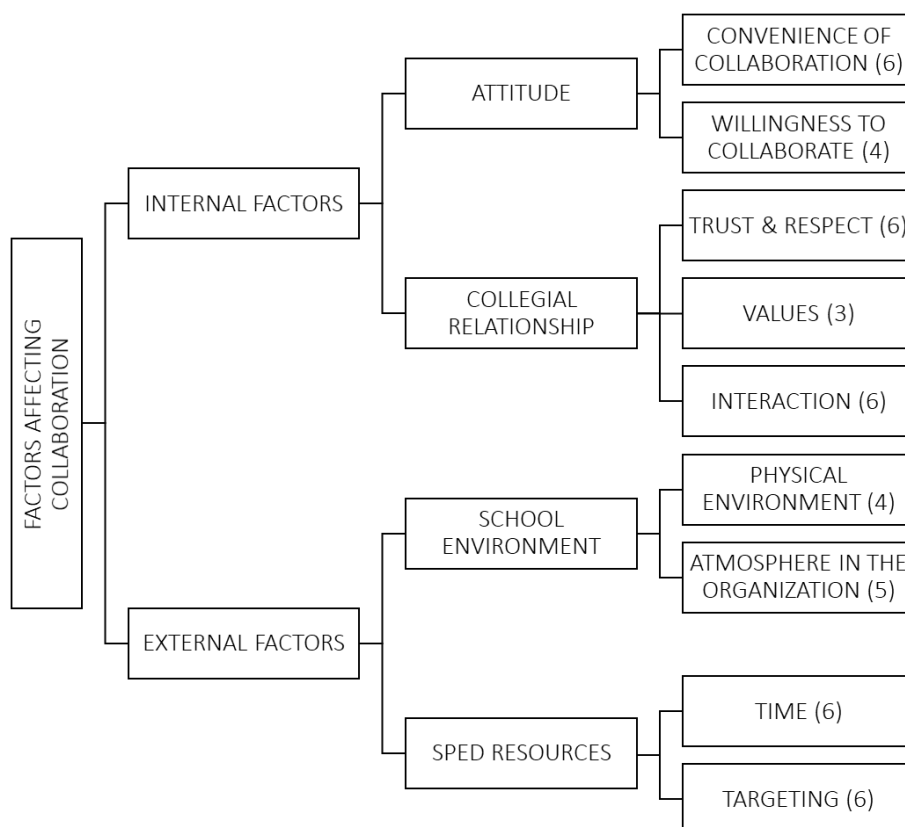


Figure 3. The internal and external factors affecting collaboration with the number of participants mentioning each subtheme

3.2.1 Internal factors

The internal factors mentioned by the participants were related to two main themes: the teachers' attitudes towards collaboration and the state of their collegial relationship (see Figure 3). The attitudes affecting the collaboration were related to the teachers' willingness to collaborate and their perspectives on the convenience of collaboration.

Half of the participants described the efficiency of collaboration to depend on how meaningful and voluntary the teachers consider it. This meaningfulness was related to the actual need for collaboration, and whether it was experienced as beneficial or as a mandatory burden, as described by an EFL teacher in the following extract:

Koetaan, että [- -] siitä [yhteistyöstä] on hyötyä, ja että molemmat sitä myös haluaa tehdä. [- -] Että se tarve on oikeesti todellinen, et sit sielt ei tuu semmosta, et toinen kokee olevansa turhaan siellä luokassa. No emmä täällä mitään tee, että mä voin täs täyttää vaikka wilmaviestejä samalla, tai jotain tämmöstä. (*English subject teacher 1*)
For the teachers to feel that [- -] it [collaboration] is useful, and for both of them to be willing to practice it. [- -] For the need [for collaboration] to be real, so it won't end up with one of them to feel as if their participation in the classroom is for vain. Like I'm not doing anything here, I might as well fill out these messages, or something. (English subject teacher 1)

The teachers' willingness to collaborate was mentioned as an important factor by four teachers. Voluntary co-teaching was considered to possibly motivate teachers, whereas collaboration forced by the administration was considered to cause negative feelings among the collaborating teachers, and even limit the teachers' self-expression.

As teaching is often defined as a profession in which the teacher's personality is fully involved, it was considered essential by half of the participants for teachers' personalities to be suitable for co-teaching. This suitability for co-teaching was frequently defined through openness to fresh ideas, commitment to the collaboration, and the capability to let go of control, allowing space for the other teacher in the classroom. When considering the possible disadvantages of co-teaching, half of the teachers mentioned a scenario where co-teaching is mandatory, or the teachers are not equally involved in it, burdening the other teacher more than the other. However, none of the participants had experience of com-

pulsory co-teaching. The following extracts represent the participants' considerations on the possible obstacles for their willingness to collaborate, including the teachers' personality, attitudes and conflict situations:

Molemmat tyypit on siinä mukana täysillä tavallaan, että et sä voi lähtee vastenhakosesti tekemään vaikka jotain yhteisopettajuutta. [- -] Opettaminen on niin jotenki henkilökohtanen juttu – varsinki niinku perinteisesti ajatellaan, että mä oon yksin täällä luokassa, ja sä otat jonku toisen ihmisen sun kanssa tekemään sitä työtä, niin se vaatii sellasta tietynlaista asennoitumista. (*English subject teacher 1*)

For both of them to be fully involved in it in a way, like you can't involuntarily take part in something like co-teaching. [- -] Teaching is somehow so personal – especially from the traditional point of view, that I'm alone here in the classroom, and you take someone in there to work with you, it requires a certain mindset. (English subject teacher 1)

Ihmiset kun halua aidosti tehdä yhteistyötä, niin et jos sitä ei ois, niin vaikeeta ois. [- -] Jos joku kokis et haluis tehdä itsenäisemmin ja ei [- -] sais siihen tilaa, et hei mä haluan tehdä tän jutun eri tavalla [- -]. (*Special education teacher 1*)

When people genuinely want to work together, like if you didn't have that, it would be difficult. [- -] If someone felt that they would like to work more independently and they weren't [- -] given any space for it, like hey I want to do this thing differently [- -]. (Special education teacher 1)

Voisin tavallaan kuvitella, et jos ois joku semmonen tilanne, että kerta kaikkiaan ei vaan näkemykset tai ajatukset kohtaa, tai toinen ei suhtaudu työhönsä sen vaatimalla vakavuudella ja tunnollisuudella, ja sit siihen pakotetaan väkisin joku yhteistyö, ni se voi olla hyvin raskasta. Mutta mä en oo kohdannu sellasta. (*English subject teacher 4*)

I could imagine a situation, in which the teachers' perspectives and thoughts just wouldn't meet at all, or one of them would not take their job as seriously or conscientiously as required, and then they would be forced to collaborate somehow, for that to be extremely heavy. But I haven't faced anything like that. (English subject teacher 4)

The teachers' willingness to collaborate was also considered to depend on how convenient they experienced the collaboration itself. The participants perceived collaboration as beneficial for both the teachers and the pupils, as they considered the collaboration to enhance their teaching. Two EFL teachers mentioned that with the help of a SPED teacher, they were able to better focus on teaching rather than nursing the pupils. Half of the participants thought that they gained more ideas for teaching when planning together with another teacher. Three participants also stated that collaboration allowed them to share their thoughts, expertise and responsibilities with another teacher, consequently lowering their amount of work and enhancing their well-being.

All participants mentioned that by sharing their professional knowledge and information on the pupils, they were able to better support the learning of the pupils. In co-teaching situations, the SPED teacher was frequently regarded as the supporting teacher for pupils with learning difficulties, whereas the EFL

teacher was considered to be the expert of the subject of English. The SPED teacher was considered to know the pupils better compared to the EFL teacher by half of the teachers, as the SPED teacher had frequently worked with the same group of pupils for multiple years before the teaching of EFL had begun. There were also situations where the SPED teacher had more information on the pupils' needs for differentiation. In the following extracts, the teachers describe the benefits of learning from their colleague and brainstorming together for fresh ideas:

On ollut useampia tilanteita tänä vuonna, missä oikeesti omat keinot ei enää riitä. Et totta kai joka vuosi on oppinu uutta, ku häneltä on saanu vinkkejä [- -]. (*English subject teacher 3*)

There have been multiple situations this year, as well, in which my own methods just have not been enough anymore. So of course, I've learnt something new each year, when they have offered me tips [- -]. (English subject teacher 3)

Kyllähän sitä keksii paljon siistimpiä juttuja, kun yhdessä miettii. Ei todellakaan just niinku oma luovuus tai taito tai tietomäärä [- -] riittäis yhtään sellaseen, mitä se on ja mitä se voisi olla, jos sitä aikaa miettii yhdessä ois enemmänki. Et just ku yhdistää monen vahvuudet ja taidot ja tiedot niin on se ihan eri. (*Special education teacher 1*)

You can come up with so much cooler stuff, when you think together. No way my own creativity or skill or amount of knowledge [- -] could reach to what it is and what it could be, if there was more time to think together. When you combine the strengths and skills and knowledge of many people, it's a whole different thing. (Special education teacher 1)

As for their pupils' benefits, the participants experienced that through collaboration they had more time to support the pupils individually and differentiate their learning both above and under the average level. The well-being of the pupils was perceived to be slightly better in co-teaching situations, as the atmosphere in the class was more peaceful and the pupils gained more opportunities for feelings of success. The following extracts illustrate the participants' perspectives on these benefits, including differentiation, varying teaching methods, individualisation, well-being and motivation:

Mä pystyin antamaan niille ehkä vähän nopeammin eteneville ja nohevimille tyypeille enemmän tavallaan buustausta ylöspäin, ja sitte se erkkaope pysty auttamaan niitä, jotka tartti siinä perusjutussa tosi paljon tukea. Koin sen hyväksi kaikille meille. (*English subject teacher 1*)

I was able to boost the slightly faster and skilled ones even further, in a way, and the special education teacher was able to help those, who needed a lot of support in the basics. I felt it was a good thing for all of us. (English subject teacher 1)

Saahan siinä [jaetuissa tiloissa] varmaan oppilaat enemmän [- -] itelleen sitä omaa aikaa ja - pystyy puhumaan toistensa kanssa jotai haastatteluja tai leikkejä tai mitä nyt teekään. Niin vois kuvitella, et se auttais ja ois niinkun mielekkäämpää tekemistä ja innostais sitten - toivon mukaan kieliin. (*Special education teacher 2*)

I guess [in divided spaces], the pupils receive more [- -] time to themselves and - are able to talk with one another, like interviews or plays or whatever they're doing. So I could imagine that it

could help and be more sensible for the pupils, and would then inspire them – hopefully, to learn languages. (Special education teacher 2)

Innostusta mun mielestä saa siitä fiiliksestä kun tajuaa, et hei mä opin ja mä pystyn. [- -] Mä toivon, että parhaimmillaan – ja toivottavasti nykyäänki – meidän yhteistyö takaa sitä, että mahdollisimman monella on mahdollisimman hyvät mahdollisuudet saada niitä onnistumisen elämyksiä. (English subject teacher 3)

In my opinion, you get excited from the feeling that you get when you realise that hey, I'm learning something and I can do this. [- -] I hope that at its best – and currently, hopefully – our collaboration guarantees for as many pupils as possible to have a great possibility to experience those feelings of success. (English subject teacher 3)

The participants saw no possible harm in co-teaching in situations in which the relationship between the teachers is pleasant and the collaboration is voluntary. However, one of the SPED teachers saw a threat in co-teaching for the pupils in situations in which the teachers work closely together and begin to develop negative attitudes towards their pupils:

Siinä [yhteistyössä] täytyy olla tosi herkillä [- -] sen suhteen, et miten puhuu oppilaista. [- -] Sellanen voivotteleva ja jotenki sellanen puhe tarttuu kauheen helposti ja jää elämään, että [- -] taas se ei ollu tehny läksyjä tai muuta. Et jotenki se voi taas sit sen oppilaan kohalla lisätä sellasta negatiivista kehää, jos se yhteistyö niinku lähtis niille urille. (Special education teacher 1)

In it [collaboration] you have to be very aware [- -] of how you talk about the pupils. [- -] The sort of bemoaning and that sort of talk catches terribly easily and keeps on living, like [- -] they hadn't done their homework again and so on. That somehow it could, in turn, add to this negative circle around the pupil, if the collaboration was to drift into those tracks. (Special education teacher 1)

The collegial relationship between the teachers was related to the respect and interaction between the teachers, as well as their pedagogical values. All the participants seemed to value the other's expertise as a teacher and appreciated how they could trust the other to take on responsibility. Especially in collateral co-teaching situations, multiple EFL teachers mentioned how they trusted the SPED teacher to have sufficient knowledge of EFL pedagogy to teach their lessons in a separate space following the EFL teacher's plan. Similarly, SPED teachers valued the EFL teachers' ability to differentiate their teaching in the general level of support. Correspondingly, a few participants mentioned inequality and disrespect as threats to collaboration. In the following extracts, the participants describe their respect towards their colleagues:

Sillee vois [yhteistyöstä] olla haittaa, jos esimerkiksi erityisopettaja ois sit sen tyylinen, että [- -] se haluaisi et tehään just hänen tyyllillään tai ei ollenkaan. [- -] Ku kuitenkin mä koen, että se kiele opettamisen osaaminen on mulla vahvempi, et hänellä on taas paljon vahvempi tää tuntemus erilaisista oppimisen pulmista ja niitten ratkasuista. Niin jos sitte

hänen mielestään se ainut ratkasu ois aina se, että lähetään [- -] pulmien ratkasu edellä [- -], koska sekää ei välttämättä oo sitte aina se paras ratkasu. (*English subject teacher 3*)
[Collaboration] could be harmful if, for example, the special education teacher's style was to [- -] do everything as they say or then not at all. [- -] 'Cause I feel like the foreign language pedagogy is more a strength of mine, whereas they have a much stronger knowledge on different learning difficulties and how to solve them. So, if they thought that the only solution would always be to go at it [- -] putting the difficulties first [- -], 'cause that's not necessarily the best solution either for all cases. (English subject teacher 3)

The quality of the interaction between the co-teachers was described as an essential factor by all participants. All but one mentioned the lack of personal chemistry and not getting along with the other teacher as issues that could lower their motivation to collaborate. Half of the teachers discussed long-time interaction as a positive factor, as being friends with a colleague and being familiar with their pedagogical methods was considered to enhance the communication and trust between the teachers, which in turn was seen to strengthen their co-planning process. An EFL teacher described a situation in which they had not received sufficient support from the SPED teacher, as the two teachers' methods and opinions collided, complicating their collaboration. In interaction, the ability to show vulnerability by asking and therefore gaining support from the co-teacher was mentioned as a reinforcing factor by four participants. In these extracts, the participants describe the interaction between the co-teachers, especially the benefits from knowing their colleague for multiple years:

Yleensä sit kun on jo pitempään ollu töissä, ni [- -] sä niin kun tiedät, miten jonkun kans tehdään yhteistyötä. [- -] Jos sen aineenopettajan [- -] kans yhteistyö pelaa, niin sit se pelaa ja se on helppoo. (*Special education teacher 2*)
Usually when you've worked for a longer time, [- -] you kind of know, how to cooperate with someone. [- -] If the collaboration works [- -] with a subject teacher, then it works, and it's easy. (Special education teacher 2)

Me ollaan kanssa [naurahdus] hänen kanssaan niin tuttuja, että ei tarvi paljon selittää, mitä pitää tehdä. Että hän kyllä tietää, että missä mennään. [- -] Hänen kanssa on helppo tehdä töitä. [- -] Se on pelkkä vilkasu, ni me tiedetään, mitä toinen tarkoittaa, niin se on [- -] tosi kätevää. (*English subject teacher 2*)
We're so [chuckles] familiar with each other, that we don't really have to explain what to do. Like they know, what's going on. [- -] It's easy to work with them. [- -] It's only a look, and we both know, what the other means, and that's [- -] very convenient. (English subject teacher 2)

Sit hänki tuntee mut jo monen monen vuoden takaa, et tietää millä tavalla tai millanen opetustyyli mulla on. Ni sit pystyy aika hyvin myös näkemään niitä, että mitkä voi olla ne mun opetustyylin haasteet jolleki tietylle oppilaalle, ja pystyy heti siitä sanomaan, et hei ku sä teet yleensä näin – mitä jos sä tekisitki näin. (*English subject teacher 3*)
They've known me for so many years that they know how I teach or what's my style of teaching. So, then they can see pretty well the possible struggles that a certain pupil can face in my way of teaching, and they can say straightaway that hey, when you usually do it like that – how about you did it like this. (English subject teacher 3)

Meil on ihan hirveen ihana porukka täällä, ja jotenki kaikki on sellasia – niinku mul on aidosti sellanen olo, et vaik mä oon ollu puoltoist vuotta työelämässä, niin arvostetaan kauheesti sitä tietoa, mikä mulla on. Ettei koskaan tuu silleen sellasta oloa, et mä en viittis ehdottaa vaik jotain tai en viittis kysyä jotain. (*Special education teacher 1*)

We have such a lovely group there, and somehow everyone's like – I genuinely feel that even though I've only been working for a year and a half, they still respect the knowledge that I have. So, I never feel that I wouldn't dare to suggest something or to ask something. (Special education teacher 1)

As a part of fluent communication, two EFL teachers also discussed their interest in the field of special education, and how this knowledge might enhance their communication with the SPED teacher, as they are familiar with the jargon and have a deeper understanding on the pupils' possible challenges. Two EFL teachers also mentioned the importance of honesty and openness in communication to ensure the best outcomes for collaboration.

3.2.2 External factors

From the participants' perspectives, the annual targeting of special education resources guides the possibilities for collaboration in each school. All of them described situations where their time for co-planning and co-teaching was limited due to their differing schedules and amount of other responsibilities, such as documentation. Accordingly, multiple participants wished for a scheduled time and place for co-planning.

When considering the different responsibilities of the SPED teachers, the participants experienced that the part-time SPED teachers often focus on learning difficulties in Finnish and mathematics in addition to socioemotional challenges and thus, interact more with class teachers than subject teachers. SPED teachers were frequently mentioned to be responsible for over a hundred pupils. Thus, they had to divide their lessons according to the pupils' needs, which multiple participants considered to limit the number of EFL lessons involving a SPED teacher, as the need was greater in other subject areas. The following extracts illustrate the division of SPED lessons:

Nykyssäki koulussa on tosiaan yksi [erityis-]opettaja, joka jakaa aikansa kaikille luokille. Ja enkku siellä jää kyllä aika jalkoihin, koska tuntuu, et [se] on aika marginaaliaine ja toisaalta [siinä on] valmiiksi jakotunnit ja näin. (*English subject teacher 1*)

At my current school, there is one [special education] teacher, who shares their time between all classes. And English is often walked over, as it feels like [it] is rather a marginal subject, and on the other hand, [it] already [includes] half group lessons and so on. (English subject teacher 1)

Mä en niinku purnaa sitä vastaan, et se matikka ja äikkä on niinku ykkösenä ollenkaan, mutta sehän on tietysti, kun ne aina katotaan ekana. Että mitä meille jää, niin sitte jää. (English subject teacher 2)

I'm not complaining about math and Finnish being the main focus, but of course those subjects are always considered first. So, what is left for us, then that's it. (English subject teacher 2)

Hän on pienluokan oppilas ollu ennen, mut nyt se on purettu se paikka. [- -] Sitte menee yksittäisii tuntei ihan sellaseen, että saadaan kirittyy sitä - ydinsisältöjä kasaan kaikista oppiaineista, kun sitä koulupoissaoloo on niin paljon. Niin oikeestaan sellanen vie kauheesti sit taas ihan niiltä oppiaineilta tilaa. [- -] Mä luulen, et aineenopet on aika tottuneita siihen, että aika pitkälle tässä itekseen eriytetään. [- -] Se voi olla [aineenopettajille] tosi kuormittavaa [- -]. Sit taas yläkoulussa ku on aineopejärjestelmä, ni ehkä se on siinä mielessä niinku tasa-arvoempi [tuntien jaon suhteen]. (Special education teacher 1)

The pupil used to be in a small class before, but has now transferred to the general classroom. [- -] We spend lessons on trying to catch up with all the core contents of each subject, as the pupil has been absent from school a lot. So, actually that sort of thing takes a lot of room from the general subjects. [- -] I think that subject teachers are pretty used to the idea of having to differentiate pretty much on their own. [- -] It can get very heavy [for the subject teachers] [- -]. Then again in lower secondary school, where they have a system based on subject teachers, then it might be that it's more equal there [when it comes to dividing the SPED lessons]. (Special education teacher 1)

As discussed before, time was considered a limiting factor. Multiple teachers defined their current job description as hectic, having significant amounts of responsibilities and only finding time for shared discussions during breaktime. Scheduling longer co-planning sessions was found challenging, as the teachers' schedules frequently overlapped, and they had ample other responsibilities. Several teachers mentioned a need for a scheduled co-planning hour each week to ensure the presence of all teachers. Overlapping schedules were also considered to limit the possibilities for co-teaching in practice, as the EFL lessons were frequently taught at certain hours each week, and the SPED teacher might be needed elsewhere at the time. In the following extract, a SPED teacher describes their challenges in finding the time to collaborate even if they were willing:

Itekki vois varmaan vähän enemmän suunnitella ja panostaa, mutta sitte ku mieltii, että mihin sitä aikaa käyttää, niin [- -] pitää vähän niinku priorisoida. Että jos mul on vaan yks enkun tunti [viikossa], niin en mä ny hirveesti siihen sit sillein niinku panosta. [- -] Ihmisillä on niin erilaiset lukujärjestykset, et sit se ajan löytäminen ei aina oo niin helpoo. (Special education teacher 2)

I guess I could plan a little more and put more effort [into co-teaching EFL], but when you think about what to spend your time on, then [- -] you have to prioritise. Like if I only have one English lesson [per week], then I'm not going to put tremendous effort into it. [- -] People have such different schedules, so finding the time is not always so easy. (Special education teacher 2)

Related to difficulties with finding the time, half of the participants mentioned a need for more SPED resources to enhance the pupils' chances in receiving the support that they need. However, in addition to increasing the number of SPED

teachers, multiple teachers wished for more teaching assistants and school psychologists, as these were considered to lessen the SPED teacher's amount of work and thus, to possibly offer more opportunities for co-teaching. Half of the participants described SPED teachers spending their time on supporting individual pupils with socioemotional challenges, which was considered important but not necessarily to be the responsibility of a SPED teacher. The following samples describe the participants' experiences of SPED teacher's time use:

Erityisopettaja on tässäki koulussa se henkilö, kenelle kaikilla opettajilla on asiaa, ja ihan jatkuvasti, koska kaikkien luokkien oppilaat on hänen asiakkainaan. Ja sit siel on semmoisia, joilla on vielä todella valtavan kokosia ongelmavyhtejä - niin hän on niinku jonkun kanssa koko ajan tavallaan keskustelemaan jostaki tää meidän erityisopettaja - siis hänellä on valtavan iso toi työlasi. [- -] Meidänki koulussa ois ihan selkeesti paikka kahelle laaja-alaselle erityisopettajalle, jos ois oikeesti panostettu tähän asiaan, jos ois resursseja - ja silloin vois olla myös enemmän sitä suunnittelu-aikaa. Mut tällä hetkellä siih ei vaan niinku tunnu löytyvän minkäänäköstä rakosta, et se jää hyvin vähälle. (*English subject teacher 4*)

In this school, as in others, the special education teacher is the person to whom everyone wants to talk to, and all the time, because the pupils from each classroom are their clients. And then there are pupils, who have a huge amount of problems - and the special teacher is sort of spending all their time talking about something - they have an awfully huge load of work. [- -] In our school, too, there is clearly a need for two part-time special education teachers, if they had really put effort into this issue, if there were resources - and then we might have more co-planning time. But at the moment, we just can't seem to find any place for it, so it's very little. (English subject teacher 4)

Nä on laskennallisia, esimerkiksi tää että minkälainen olis ohjaajaresurssi. Niin meillä on kuulemma liikaa ohjaajia. Ja siis niinku tervetuloa kattoomaan niitten, jotka siellä laskee niitä, että mikä on laskennallinen resurssi - ni tulis kattoon, ku siellä tosiaan erityisopettaja istuu käytävällä ja kattoo sitä kirkuvaa kakaraa - anteeks nyt vaan - joka istuu kirjahyllyn päällä ja huutaa ja kiroilee siellä. Että tuossahan on opettaja tosiaan - että hänet on koulutettu vuosikautia, että hän istuu kattomassa ettei se lapsi riko itseensä. Eihän sil oo mitään väliä, mitä muuta rikkoo, mut kunhan ei riko itseensä - eikä toisia kavereita. (*English subject teacher 2*)

These [resources] are calculated, for example how much resources can be offered for a school to hire teaching assistants. Apparently, we have too many assistants. And I mean they're welcome to come and see, all those people over there counting the correct amount of resources - they should come and see, how a special education teacher is over there sitting in the hallway and looking after a screaming brat - excuse me - who is sitting on top of the shelf and screaming and swearing over there. Like there we a teacher indeed - educated for years just to sit there watching that the child doesn't break themselves. It doesn't matter what else they break, as long as they don't break themselves - or their friends. (English subject teacher 2)

Sellaseen ahdistuspuoleen - mielenterveyspuoleen menee aika paljon mun resurssii. Myös sen takii, et koulupsykologi on niin ylityöllistetty, et hänel on kolme isoo koulua [vastullaan]. (*Special education teacher 1*)

Quite a lot of my resources go to some sort of anxiety - mental health. Also because the school psychologist is so overworked, they are responsible for three large schools. (Special education teacher 1)

Four participants considered the physical environment to have a significant role regarding collaboration. Half of the teachers mentioned the importance of shared meeting places in collaboration. One of the SPED teachers described a situation in which the collaborating teachers had no individual offices and thus, they spent

more of their time in the teacher lounge. The SPED teacher experienced this positively, as it offered more opportunities for the teachers to discuss their pupils and possible teaching approaches. An EFL teacher described a situation in which the collaborating teachers' classrooms were close to each other, and the teacher found it easy to approach the SPED teacher when required. However, a participating SPED teacher also had experiences of EFL teachers having their shared office next to the SPED teacher's office. Yet, whenever the SPED teacher was trying to approach the EFL teachers, they were on the other side of the building working on something else. Thus, the location did not appear to automatically enhance collaboration.

As for the atmosphere in the organisation, two participants mentioned administrative support as a possible affecting factor to collaboration. An EFL teacher hoped for the administration to guide the teachers to collaborate by offering them scheduled co-planning sessions. A SPED teacher, on the other hand, mentioned how important it was that the school principal encouraged the teachers to collaborate. This principal was also openly collaborating with other principals, which the SPED teacher perceived as showing an example. The teacher considered this to enhance the collaborative culture and communal atmosphere in the school.

Three participants mentioned other factors related to the atmosphere in the organisation, the staff in particular. A SPED teacher found that with a small number of teachers in the school, it was easier to collaborate. This teacher was also content with the atmosphere among their staff that perceived collaboration as a relief and a possibility to share responsibilities. An EFL teacher, on the contrary, described a situation in which the job position of the SPED teacher was constantly going through recruitment. This EFL teacher saw both positive and negative aspects to these recurring changes, as a new person could always offer a fresh perspective, but the arrival of a new staff member always required time for the latest addition to adapt to the routine.

The participants' main concern with finding the time to co-teach appeared to be the amount of resources for SPED in general. Teachers wished for an addition of SPED teachers to enhance the pupils' possibilities to receive SPED support in the general level. Two EFL teachers raised their worry on the future outcomes of these limited resources for the pupils' mental health. One of these teachers experienced that the amount of child service reports had gone up, as various family issues and feelings of insecurity affected pupils' wellbeing. The other EFL teacher emphasised the importance of early prevention in school. The EFL teacher considered primary education to build the basis for life and was concerned about the limited funding for supporting children – including SPED resources – having severe causes in the future.

3.3 Three-step support model in the context of EFL

The participants described English as an important subject in today's society, as it was perceived to open doors for international communication and to develop the pupils' understanding of different cultures. Two of the participants mentioned English as a basic life skill and equated its importance to that of the subjects of mathematics and Finnish, the common first language of pupils in Finland. Four participants mentioned how it was important for pupils to receive support in learning EFL. The English language was described as abstract for the pupils, and the pupils were considered to frequently have difficulties in learning languages. In addition, the challenges pupils experienced in their first language were often seen to reflect their challenges in learning English. Considering the support for EFL in primary school, the participants had varying opinions on the three-step support model and its practical solutions on the general, intensified and special levels of support (see Figure 4).

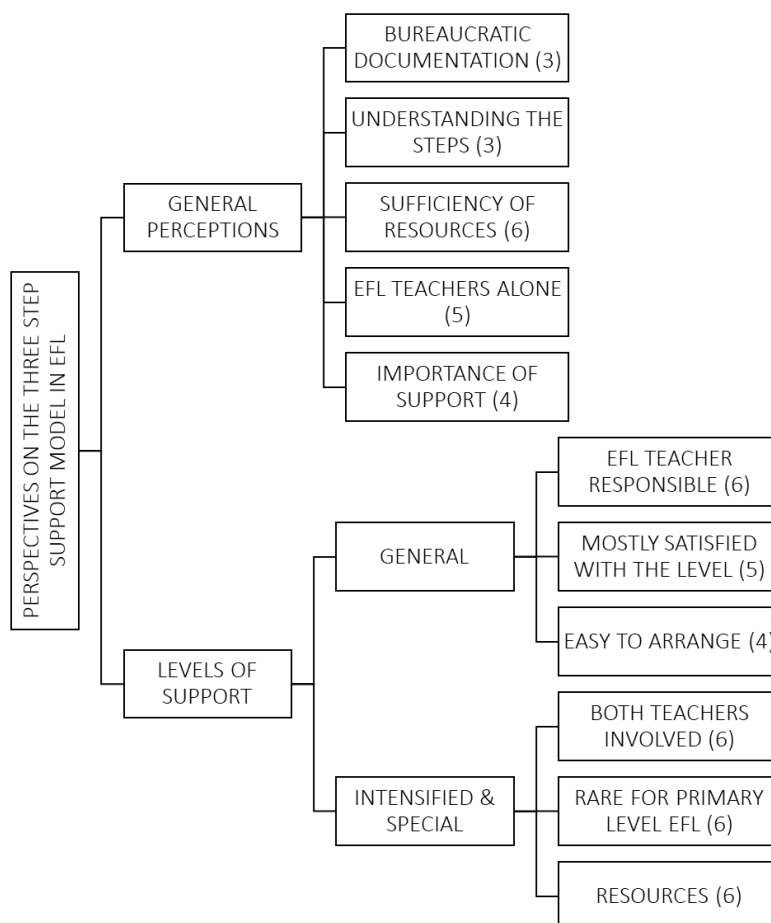


Figure 4. Teachers' perspectives on the three-step support model in EFL including the number of participants mentioning each subtheme

The participants found the three-step support model ideal in theory but were experiencing challenges with its practical solutions. Three EFL teachers mentioned perceiving the documentation related to the model bureaucratic, time-consuming and rather forced. An EFL teacher described a situation in which it appeared to both the SPED and the EFL teacher that a pupil needed an individual learning plan. Instead of offering the most intense support for the pupil, they were forced to go through the different levels of support, which the EFL teacher found time-consuming and possibly harmful for the pupil, as the bureaucracy of the documentation process was limiting the pupil's possibilities to receive the support they required. Another EFL teacher, on the other hand, mentioned the benefits of documentation in situations where a pupil transfers to another school, as it is easy for a new teacher to become familiar with how the pupil has been

supported in the past by reading the previous teachers' notes. Thus, the documentation was perceived to have both benefits and burdens to it.

Five participants discussed how the EFL teacher often has to manage alone. Several teachers mentioned how the SPED teacher works more closely with class teachers, leaving the EFL teacher alone in the classroom. Two teachers also considered the role of the EFL teacher challenging, as EFL teachers might be teaching over a hundred pupils weekly and are expected to offer individual support for all pupils and stay updated on their skill level. In comparison, the participants mentioned class teachers frequently teaching most of their lessons to the same group of 20–30 pupils. Both SPED teachers participating in the study wished to be more available for the EFL teachers and described the EFL teachers as skilled at differentiation on a general level. An EFL teacher referred to EFL teachers as magicians, describing how their amount of responsibilities feels rather overwhelming at times:

Se luokanopettaja saa olla niitten samojen oppilaitten kanssa – ja tuntee ne oppilaat [– –]. Me [englannin aineenopettajat] ollaan sitte sellasia taikureita, että meidän pitäis tietää kaikki, että miten tuon kanssa ja tuon kanssa ja tuon kanssa pärjätään. Että jos on tällönen diagnoosi, niin mitä mä sitten teen. Et sinänsä mä kyllä aattelen, että – ihme että on hengissä pysynyt tähän asti, ja kaikki on hoidettu. (*English subject teacher 2*)
The class teacher can be with the same pupils – and knows the pupils [– –]. Then we [English subject teachers] are such magicians, that we should be able to know everything, like how to manage with that and that and that pupil. Like if they have this sort of diagnosis, then what do I do. In a way, I do think that – it is miracle to have stayed alive so far and that everything has been taken care of. (English subject teacher 2)

The participants discussed challenges in relation to the vagueness of the three-step support model. Half of the participants found it challenging to separate the three levels of support from one another. An EFL teacher described being worried about whether the pupils are left on the general level for an extended time, or whether they are being transferred to the level of intensified support too hastily. The participating SPED teachers, however, discussed the thin line between intensified and special support and how it might be challenging to decide on the need for special support in EFL, as pupils are only studying the subject for a few years in the primary level.

Considering the different levels of support, the participants perceived the general level to be the most functional in EFL. Most of the teachers were content

with the general level of support, and EFL teachers found the general differentiation methods, such as varying teaching methods and purposeful seating arrangements, undemanding to apply in their daily teaching. The participants mentioned several support methods in the general level which were performed in cooperation, including precautionary check-ups on the pupils' possible need of support in the future, remedial support at times performed by a SPED teacher, and discussions on possible differentiation methods. However, most of the methods applied in the general level only required the involvement of the EFL teacher, who occasionally approached the SPED teacher when in need of consultation. The EFL teachers appeared confident with their differentiation skills on the general level of support.

As for the intensified and special levels of support, all participants mentioned the SPED teacher being more involved compared to the general support. The participants frequently discussed these two levels of support as one instead of creating a distinction between what counts as intensified or special support. Two teachers mentioned that the need for intensified or special support in EFL appeared rare, as the pupils were often struggling with Finnish or mathematics, those then being the focus of SPED support. These participants also considered that due to English being taught only for a few years in the primary level, the need for support is not as visible. In the following extract, a SPED teacher ponders on the line between intensified and special support, and whether the current change into earlier EFL learning could change the support practices of EFL, which represents the participants' perspectives:

Tietysti se on tollases uudes kieleles vaikee arvioida, et missä vaiheessa on oikeesti tarpeen yksilöllistää [opetusta]. Et nyt tää ei oo enää yhtään ikätason mukasta. Et just sen takii alakoulun puolella varmaan on aika vähän ainaka meillä eriytetty enkkuu, ku sitä on ollu niin vähän aikaa vasta. No nyt on kyllä ykkösluokkalaiset jo nää meidän nykyset [opiskelleet], et se on kyl mielenkiintosta nähä, et miten se [varhennettu kieltenopetus] vaikuttaa siihen [tuen tarpeeseen] et ku se [englanti] on koko koulun ajan. (*Special education teacher 1*)

Of course with a new language like that, it is challenging to assess when it's actually necessary to individualise [the subject content]. Like this doesn't go in line with the general level of this age group. Because of that, probably, there is so little differentiation in English at least in our school, 'cause it's only been studied for such a little time. Well, now our current first graders are already [studying it], so it's interesting to see, how it [early language learning] affects it [the need of support] that it [English] is present throughout all the school years. (Special education teacher 1)

The participants appeared somewhat content with the current practices of the three-step support model. However, multiple teachers defined their contentment in contrast to the resources they had available for SPED, feeling that they are doing the best that they can with the resources that they have. Several teachers stated that they were not able to offer all sorts of support methods on the levels of intensified and special support due to the lack of funding. They wished for more staff – including teaching assistants, psychologists and SPED teachers –, as well as more opportunities for remedial instruction and individual guidance. Multiple teachers appeared to belittle the three-step support model, describing it as an idealistic approach that is far from the realistic school practices, as illustrated in the following extracts:

Tää on näitä hienoja ajatuksia, joita tuodaan ylhäältä päin miettimättä sitä, että mitä se kustantaisi. Että raha tulee vastaan aika monesti. (*English subject teacher 1*)

This is one of those great thoughts that they bring from the upper steps without taking into consideration what it would cost. The question of money steps in pretty often. (English subject teacher 1)

Kolmiportainen tuki toteutuis, jos olis mahdollisuuksia sitä toteuttaa. Mut esmerkiks sellanen, että kun siellä [lomakkeissa] kysytään että minkälaisia toimenpiteitä [on tehty] [- -] on se aika ikävä ku ei voi koskaan laittaa että ohjaajan tuki tunnilla. [- -] Tää on vähän vitsi tää kolmiportainen tuki. Et onks tää niinku joku siis oikeesti säästötoimi? [- -] Hyvä ajatus, mutta ei se toimi. Ei se todellakaa toimi. Ainakaa meidän koulussa. (*English subject teacher 2*)

The three-step support model would come true if we had a chance to put it into practice. But for example, when they ask [in the form] what sort of actions [have been taken] [- -], it is pretty unfortunate that I can never write that the pupil is receiving support from a teaching assistant in class. [- -] It's a bit of a joke, this three-step support model. Like for real, is this some sort of a budget solution? [- -] It's a nice thought, but it's not working. It's certainly not working. At least in our school. (English subject teacher 2)

In general, the three-step support model was perceived ideal in theory, yet the participants faced challenges in its practical applications. The teachers were struggling with its vagueness, as they were unaware when to transfer a pupil to the more intense levels of support. The documentation was experienced as time-consuming and bureaucratic, even though its benefits were acknowledged. The participants perceived the general level to be quite functional, yet wished for more SPED resources and thus, involvement from the SPED teacher on the more intense levels of support. A SPED teacher voiced their interest in how the shift into early language learning might affect the pupils need for special education support in EFL, as currently the participants experienced it rare for pupils to be on the level of intense or special support in the subject of English.

4 DISCUSSION

In this small-scale interview study, EFL and SPED teachers' perspectives on their collaboration and the three-step support model as a part of foreign language education were analysed. The participants had varying experiences of co-teaching, which was expected, as teachers' approaches have previously been found to alter depending on the area and culture of the school (Ahtiainen et al., 2011).

4.1 Collaboration between EFL and SPED teachers

The most commonly practiced type of collaboration among the participants appeared to be consultation. Consultation has previously been criticised as a form of collaboration due to the participating teachers' unequal roles. In their study, Friend and Cook (1990) found that the role division into a consultant and a consultee creates an unbalanced setting between the teachers and thus, the collaboration between them remains narrow. Yet, the participants in this study frequently mentioned consultation as a collaboration method. Consultation was described as shared discussions between the teachers, and both teacher groups showed appreciation towards the expertise of the other teacher, accordingly to Idol, Paolucci-Whitcomb and Nevin's (1995) ideas of consultation. A few of the participants portrayed the position of the SPED teacher as an expert, who shares their insight on pupils' individual teaching solutions and offers guidance to the EFL teacher through consultation. Thus, the participants in this study appeared to practice consultation both as a mutual discussion, where both teachers are engaged in finding the optimal pedagogical solutions, and a one-sided setting with one of the teachers offering advice to the other in their practices. The balance between the teachers in a consultative setting could be related to how they consider their roles in the collaboration in general, and whether they regard themselves as a consultant and a consultee or as equals, who both have their own pedagogical expertise to share.

Those participants who had been applying the mode of supplementary teaching described the SPED teacher as a teaching assistant appearing in the classroom without any prior knowledge on the goals or structure of the lesson. These SPED teachers frequently focused on specific pupils in the classroom. This finding is connected to Friend and Cook's (1996) earlier research, and they have recommended that teachers would alter their roles to avoid situations in which one of the teachers is in a subordinate role. Furthermore, Scruggs et al. (2007) and Shin (2015) found it common for SPED teachers to be in a minor role in the classroom when collaborating with general educators, which is in line with this study's findings. Rytivaara et al. (2012) suggested the one teach, one assist -model to be implemented in the early stages of co-teaching, yet multiple participants in this study had been collaborating in this same manner for a longer period of time. The participants perceived this ongoing assisting model to result from the lack of time to co-plan other collaborative methods.

The participants who had been involved in collateral co-teaching described their pupils to be frequently split into the same two groups, with only a small number of pupils working with the SPED teacher. This result is similar to previous research, as Scruggs et al. (2007) discovered that the same pupils are often separated from the rest of the class based on their lower performance skill, even if it has been considered ideal for the group division to alter (see e.g. Friend & Cook, 1996; Rytivaara et al. 2012). In this study, however, the pupils in the small group were occasionally described to be chosen due to their socioemotional difficulties instead of their linguistic skills. These pupils were considered to focus better in a small group and thus, were taught by the SPED teacher in a space with less irritating stimulation. According to the participants, the pupils appeared to benefit from the separate space and were, therefore, repeatedly taught through the method of collateral co-teaching.

These findings could raise the question of whether it would be a cheaper option to focus on hiring teaching assistants instead of SPED teachers, if the role of a SPED teacher frequently resembles that of an assistant. A few of the partici-

pants voiced their concerns about SPED teachers spending their time on responsibilities which could be performed by a teaching assistant, a school counsellor or a school psychologist. In cases in which a pupil is struggling with their behaviour in the general classroom, a teaching assistant could perhaps be a more beneficial option. However, if the same pupils were repeatedly separated from the group to be taught by a teaching assistant, questions could be raised about the quality of the pedagogical solutions offered to these pupils. The SPED teachers in this study were reported to modify materials and focus on teaching the pupils on the levels of intensified and special support. Thus, their pedagogical understanding of learning difficulties, differentiated pedagogical solutions and individual support methods, which teaching assistants are not necessarily specialised in, was present in the classroom regardless of the mode of collaboration. Thus, the pedagogical expertise of the SPED teachers and their role as the supporter of individual pupils cannot be disregarded in this matter.

As for the effectiveness of collaboration, an interesting finding in this study was that none of the participants had been involved in team teaching, which has been considered perhaps as the most beneficial form of co-teaching (Friend & Cook, 1996; Creese, 2005). In addition, the participants' descriptions of their practical solutions to collateral and supplementary teaching differed from those of their ideal practices, and the teachers were most commonly relying on consultation. Yet, the participants mentioned ample benefits previously discovered in research, including the well-being and performance of the teacher and their pupils (see e.g. Scruggs et al., 2007; Visscher & Witziers, 2004; Vangrieken et al., 2015), enhanced teaching and shared professionalism (see e.g. Rimpiläinen & Broom, 2007; Ahtiainen et al., 2011; Rytivaara et al., 2012), the support received from their colleague (see e.g. Rimpiläinen & Broom, 2007; Ahtiainen et al., 2011; Rytivaara et al., 2012), and a more peaceful atmosphere in the classroom (see e.g. Hang, 2009; Ahtiainen et al., 2011). In addition to these, the participants mentioned being able to better focus on the teaching rather than the nursing of the pupils. The participants' overall attitude towards collaboration appeared positive, which has been earlier identified in research on Finnish teachers' attitudes (see e.g. Saloviita

& Takala, 2010). Most of the participants saw no harm in collaboration in situations in which the teachers participating in it considered themselves as equals and were able to share their responsibilities evenly. Similar findings on equality and role division have been discovered in previous research (see e.g. Hargreaves & Dawe, 1990; Rytivaara et al., 2012).

With none of the participants having been involved in the most effective form of co-teaching, it could be relevant to consider whether the benefits of co-teaching can occur already in less intense practices of collaboration, or whether the participants were aware of these possible benefits prior to the study. With prior knowledge on the benefits, the participants might have been more aware of these benefits in their daily practices. It has been noted in earlier research that the effectiveness of co-teaching is challenging to measure, as it has frequently been assessed through teachers', pupils' or principals' perspectives instead of objective performance data (Ahtiainen et al., 2011). Similar struggles can be identified in this study, as the effectiveness was not measured but rather observed from the perspective of the teachers.

Throughout the collaboration types, the roles of the teachers were described to be quite similar, with each teacher focusing on their own responsibilities. The EFL teachers were considered to be in charge of the planning, preparing and teaching of the lessons, occasionally asking for the SPED teacher's opinion on certain matters. The SPED teachers, in turn, were seen to be frequently focusing on individual pupils and their struggles, not being able to attend the general EFL lessons as much as they wished to even when working extra hours. Most of the part-time SPED lessons were aimed at Finnish and math, enhancing the collaboration between SPED teachers and class teachers. The SPED teachers were described to co-teach more with class teachers than subject teachers, which is similar to previous findings on SPED teachers working more intensely with class teachers (Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012), and subject teachers being involved in co-teaching less frequently compared to other teacher groups (Saloviita & Takala, 2010). However, this study focused only on primary level teachers, which partly explains why subject teachers as the minority group

of teachers received less time from the SPED teachers in comparison to the class teachers who teach most subjects to the pupils.

According to Young Buckley's (2005) study, general educators often consider themselves as responsible for the classroom in co-teaching situations, with the SPED teacher attending the lessons only occasionally and focusing on the differentiation of specific pupils. In these settings, general educators were responsible for preparing and teaching the lessons, as well as managing the class. The SPED teachers, however, considered themselves as outsiders and the general educators as inflexible. The SPED teachers felt that the general educators did not allow space for them in the classroom.

The role division in this study was similar to that of Young Buckley's, yet the teachers did not express any frustration towards the situation but were rather empathising with each other's situations. In the interviews, the EFL teachers discussed the amount of responsibilities that SPED teachers have and appeared pleased for receiving even consultative support from the SPED teacher. Likewise, the SPED teachers expressed their concern of the EFL teachers having to survive on their own with a large number of pupils with their individual needs each week and felt guilty about not being able to join the EFL lessons more frequently. Yet, even in the collateral and supplementary co-teaching situations in which a SPED teacher was involved in nearly half of the lessons, EFL teachers frequently planned the content of the lessons. In addition to time limitations, EFL teachers being in control of the lessons and not necessarily experiencing a need for further collaboration could be connected to previous research findings on teachers preferring to (Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012) and being used to working alone and thus, possibly struggling to share their classroom and responsibilities (Friend & Cook, 1996; Conderman et al., 2009; Rytivaara et al., 2012). In this study, the participants' considerations on the necessary amount of collaboration varied from infrequent consultation to recurring supplementary teaching, and a part of the EFL teachers was content with the least intense collaboration model, consultation.

All teachers considered there to be a need for SPED support in EFL and, accordingly, collaboration between SPED and EFL teachers. The participants were somewhat content with the current situation of collaboration, even if their ideal collaboration involved sufficient time to co-plan more efficient lessons and possibilities for the pupils to receive their required support. The participants appreciated stability among the staff, with all teachers involved in the collaboration being familiar with each other and the group of pupils. This was considered to enhance the most beneficial collaboration, which is according to previous research (see e.g. Friend & Cook, 1996; Scruggs et al., 2007; Conderman et al., 2009; Ahtiainen et al., 2011; Chitiyo, 2017).

When describing the factors affecting the collaboration practices, the participants mentioned more limiting than supporting factors, which could imply a slight dissatisfaction towards the current opportunities for collaboration. The participants frequently seemed to address the enhancing factors as a hypothetical situation, which could imply that they experience obstacles in reaching their ideal modes of collaboration. Collaboration was considered to be affected by the teachers' personalities and willingness to cooperate, as well as their perspectives on the convenience of the collaboration and their collegial relationship, which are similar to previously studied factors (see e.g. Hargreaves & Dawe, 1990; Mastropieri et al., 2006; Collinson & Cook, 2007; Meadows, 2018; Ahtiainen et al., 2011; Takala & Uusitalo-Malmivaara, 2012; Shin, 2015). Mandatory co-teaching was described as the worst possible situation by the participants, even if none of them had personal experiences of it. This idea of involuntary co-teaching as a threatening situation could be partly evoked by the tradition of Finnish teachers being autonomous in their profession and being able to decide on their own teaching methods (see Välijärvi, 2017).

The participants also considered collaboration to be affected by the administration and atmosphere among the staff. These factors have been considered to affect the implementation of co-teaching in previous research, as well (Friend & Cook, 1996; Scruggs et al., 2007; Conderman et al., 2009; Ahtiainen et al., 2011; Chitiyo, 2017). The participants reported on varying levels of support from the

administration and did not mention any attended programmes considering co-teaching. In situations in which the school administration appeared to support co-teaching through scheduled co-planning times and showing an example of cooperation in practice, the teachers expressed appreciation towards these efforts.

The participants mentioned time as the most limiting factor of collaboration. Accordingly to previous research (see e.g. Pulkkinen & Jahnukainen, 2015), they wished for more SPED resources and staff to relieve the burden of individual SPED teachers who were frequently responsible for over a hundred pupils. By lessening the responsibilities of SPED teachers, the participants considered that they would have more time to co-plan. However, even with scheduled co-planning times, it might be challenging and time-consuming for an individual SPED teacher to effectively co-teach with possibly even ten teachers at the same time. The SPED teachers were described to spend their time on multiple other responsibilities similar to previous research, such as documentation and administration (Vannest, 2010; Jahnukainen et al., 2012), which can limit their time even further.

The participating teachers felt that they were lacking the resources for efficient SPED support, which is a similar experience to OAJ's (2017) study. However, it is uncertain how the current resources were targeted in these schools and thus, the amount of resources and their sufficiency would be extremely challenging to measure. Yet, the amount and targeting of resources could be studied further to discover the most effective practices for supporting pupils in need of SPED in primary schools.

One possibility for enhanced co-teaching could be for SPED teachers to implement more intensive intervention programmes, during which the teacher could focus on a certain grade level of pupils, for instance. Instead of planning a schedule for the whole year including all classes, SPED teachers could be able to focus on a certain grade at a time and possibly better attend to the planning, teaching and assessment of those lessons. Of course, there are pupils in need of

intense and special support throughout the year, which is why it might be challenging to limit the pupils' support to intervention periods if the number of SPED teachers per school is limited. An ideal setting could be to hire one special education teacher for each grade level of pupils for them to be able to support the pupils more holistically, yet the resources for this can be challenging to organise. On the other hand, with arranged schedules where each grade level would be taught mathematics at the same hours could perhaps enhance the SPED teachers' possibilities to divide their lessons in a manner which would support more pupils, as the number of those lessons in their schedule would decrease, offering space for other subjects. Finnish, on the other hand, could be integrated into other subjects and thus, the SPED teacher could support the pupils' linguistic skills during other subject lessons.

To develop teacher collaboration, training on collaborative practices could be offered to teachers, as previously suggested by Chitiyo (2017). The concept of co-teaching remains rather misunderstood among teachers and hence, by spreading awareness of the benefits of it, teachers' attitudes towards more intense collaboration could develop. With co-teaching being a rather fresh concept, teachers have not necessarily been practising it since the beginning of their careers. They might be accustomed to having a teaching assistant in their classroom and thus, be unaware of the varying models of collaboration outside of the one teach, one assist -model.

Furthermore, separate teacher groups might be oblivious to each other's practices and the possibilities of combining their expertise, as they are more experienced in working alone. Having to combine their teaching methods and routines after years of independent work might be challenging without additional training and support on how to practice co-teaching, as has been suggested in previous research (see e.g. Friend & Cook, 1996; Conderman et al., 2009; Rytivaara et al., 2012). A possible solution for limited co-planning time, as suggested by the participants, could be to schedule common hours for co-planning. These could be scheduled either on a weekly basis or more intensely when shifting from one school period to another. By going to work a week earlier in August,

for instance, teachers could have a whole week's worth of hours devoted to co-planning. This could enhance the possibilities for optimal co-teaching, which includes co-planning and shared responsibilities.

4.2 Three-step support model in the context of EFL

As for the three-step support model, the participants appeared content with the general level of support, perhaps as it was considered to be the responsibility of the EFL teacher and thus, required less co-planning than the levels of intensified and special support. Most pupils were on the level of general support in EFL with the participants not necessarily perceiving a need for further levels in the early primary school level. As an EFL teacher described, it might feel overwhelming for EFL teachers to stay updated on each individual pupil's needs when teaching close to a hundred pupils each week, which might be a partial reason to why the support from SPED teacher was frequently appreciated. In theory, part-time SPED is mentioned as a support method from the general level onwards, yet the participants described situations in which they were left with no part-time SPED lessons due to the subjects of Finnish and mathematics being prioritised, leaving the pupils without support.

The participants were frequently referring to the levels of intensified and special support as one and appeared confused as to where to draw the line between the levels. EFL teachers appeared to struggle with the levels of general and intensified support, whereas SPED teachers perceived a thinner line between intensified and special support. This could result from SPED teachers being more closely involved with pupils on the levels of intensified and special support, whereas the EFL teachers have more experience of pupils on the general level. All three levels also include similar supporting methods with varying intensity, which might confuse teachers.

The three-step support model was perceived as a budget solution by a few of the participants, as its paperwork appeared bureaucratic and the pupils could not be transferred into the more intense levels of support without practising a

variety of support methods on the previous level first. Yet, there were situations in which the resources were not sufficient for all support methods to be practiced, and the participants were disappointed in the practical solutions of the theoretically idealistic model of support. This critique towards SPED resources is in line with that of the teachers' participating in OAJ's (2017) study of Finnish SPED support. As the model is quite recent, it might be that teachers understand how to implement it but have not yet internalised it and thus, are not able to consider it as a beneficial pedagogical tool. This finding could be connected to Hargreaves and Dawe's (1990) findings in their literacy review, in which they emphasised the importance of collaboration as a tool to internalise new pedagogical approaches. With more intense collaboration, teachers might be able to share their expertise better and thus, implement innovative pedagogical methods and models, such as the three-step support model. Furthermore, the aspect of IT programmes and their user-friendliness could be considered as a factor in this manner, as the documentation for levels of support is frequently implemented through certain national programmes, as mentioned by one of the participants.

The participants were experiencing multiple challenges with the support model and were mainly raising similar issues as in previous studies. Insufficient co-planning time due to other responsibilities, the funding for SPED, how the funding instead of the actual need for support appears to determine a pupil's support methods, the lack of staff especially in small towns, and the insufficient number of part-time SPED teachers in comparison to the pupils in need of support are all issues that have also been previously raised into discussion by teachers in research (OAJ 2017; Pulkkinen & Jahnukainen, 2015). Yet, all these studies have been focusing on the teacher perspective instead of factual numbers and thus, the amount of resources can only be considered as a subjective perspective from the field. However, if an increasing number of teachers are voicing their concern on the amount of resources, it could be reasonable to further investigate the issue.

4.3 Conclusion

Even with its results being connected to the findings of previous research, there are limitations to this study. As this is a qualitative study, the data was gathered and interpreted by an individual researcher. Thus, it would be expected for another researcher to interpret the data rather differently and possibly focus on aspects that have not necessarily been observed in this study. As for the interviews, the concept of collaboration could have been defined in more detail for the participants, as currently their understandings of it appeared to vary from casual encounters to intense team teaching. Furthermore, the participants were discussing multiple co-teaching methods simultaneously and thus, it is impossible identify which method they were referring to when discussing the limitations or benefits of co-teaching, for instance. With a clearer definition of collaboration, the results could have been more specific. However, teachers do not necessarily perceive collaboration as separate manners of collaboration, but rather as two teachers working together towards a shared goal. Thus, the results of this study can offer some insight on these teachers' perspectives on the limiting and supporting factors of collaboration, its frequency, and the varying methods connected to collaboration on the field.

With a wider range of participants from varying areas in Finland, a more general view on the collaboration between these teacher groups could have been formed through quantitative methods. Furthermore, the participants in this study volunteered to participate and thus, it is likely that these teachers had stronger opinions and more personal experiences of collaboration compared to the average teacher. This study was based on teacher perspectives without any additional data, such as observation on practical solutions to collaboration or interviews from these participants' colleagues, whose perspectives could have differed from the current participants' perspectives. For instance, a long-term field study with an intervention during which the teachers would be introduced to the different co-teaching methods in more detail, and their considerations in addition to their pupils' academic performance would be gathered, could offer a wider view on the practical solutions, perspectives and effectiveness of co-teaching.

In addition, this study raises multiple other considerations for further research. A wider questionnaire to create a greater overview of the current collaboration practices, teacher roles and perspectives nationwide could be sent to a larger number of teachers. Furthermore, the participants in this study and in previous research appear to have differing experiences of the sufficiency of resources, which could be further investigated to discover why variation occurs, what are the differences in the amounts of funding and how are schools targeting their resources for SPED. As for a long-term study, it could be researched whether early language learning affects the involvement of a SPED teacher in EFL, and whether it increases the amount of co-teaching or early interventions to language learning. It could also be interesting to discover how early language learning affects the pupils' linguistic skill development and thus, their need for SPED in the future.

An interesting aspect of this study was how both teacher groups appreciated each other's expertise and appeared to rely on the other for support. The SPED teachers valued the EFL teachers' understanding of foreign language pedagogy and content knowledge, whereas the EFL teachers appreciated the SPED teachers' differentiation skills and understanding of the pupils. Yet, their collaboration remained minor and was based on the least intense type of collaboration, consultation. This study suggests further research on the amount of collaboration in relation to the targeting of SPED resources and the teachers' knowledge on varying collaborative teaching methods.

Collaboration could offer a possibility for SPED and EFL teachers to combine their areas of expertise and to develop their teaching approaches to better support the pupils. The participants in this study were not intensely involved in collaboration and, yet, considered it beneficial and wished for more opportunities to co-teach. With the ongoing changes in both language education and teaching profession in Finland, it will be interesting to observe whether these transitions will affect the amount of SPED support in EFL and thus, collaboration among the SPED and EFL teachers.

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APPENDICES

Appendix 1. [Interview structure – translated from Finnish to English]

Background information

- Teaching background: number of years as a teacher, working in one or multiple schools, specialisation in..., additional programmes? Why?
- Why did you want to be a language/sped teacher?
- Has your thought about what it means to be a language/sped teacher evolved during the years? How?

Collaboration

What sort of collaboration have you had with a SPED/EFL teacher?

- Teachers' responsibilities throughout the teaching process: planning and preparing, setting goals, teaching in practice, assessment – how have these been divided between the teachers?
- Frequency of collaboration? How has it developed throughout the years?
- What made you collaborate in this manner?
- How do you perceive your role in this collaboration?

How have you experienced this sort of collaboration / lack of collaboration?

- Feelings and thoughts about the (lack of) collaboration?
- Which factors might have affected your experiences of collaboration?
- Which factors could possibly have changed your experiences in the opposite direction?
- Is there a need for collaboration? Why (not)?

In your opinion, which factors have supported or could support the collaboration / limited or could limit collaboration?

How would you describe your ideal collaboration between a SPED and an EFL teacher?

- What sort of opportunities can it offer?
- What sort of disadvantages are there to collaboration?

Foreign language teaching and support

How would you describe foreign language learning?

- What is the most important element in language learning?
- When do you feel the most accomplished as a foreign language teacher?

How do you behave with a pupil who is struggling with foreign language learning?

- What sort of challenges are there?
- Through which methods can you support a pupil?
- Whose responsibility is it to support these pupils? Why?

What are your experiences of the three-step support model as a part of foreign language teaching?

- General, intensified, special support → Practical solutions on each step?
- Have there been any educational programmes for implementing the three-step support model?
- Theory vs. practice?
- Whose responsibility is it to support pupils in each step?
- How do you consider different learners when teaching EFL?

Any additional thoughts of the topics of the interview?

Appendix 2. [The informed consent gathered from the participants]

EFL and SPED teachers' perspectives on their collaboration in Finnish primary schools

TIEDOTE TUTKITTAVILLE JA SUOSTUMUS TUTKIMUKSEEN OSALLISTUMISESTA

Tutkijoiden yhteystiedot

Vastuullinen tutkija (ohjaaja):

Josephine Moate, yliopistonlehtori Jyväskylän yliopistossa

Muut tutkijat:

Iida Horelli, kasvatustieteen kandidaatti

Tutkimuksen taustatiedot

Kyseessä on yksittäinen tutkimus Jyväskylän yliopistossa. Aineiston pohjalta laaditaan pro gradu -tutkielma kasvatustieteen laitoksella. Tutkimus toteutetaan alkuvuodesta 2019.

Tutkimuksen tarkoitus, tavoite ja merkitys

Tutkimuksen tarkoituksena on kartoittaa englannin aineenopettajien ja erityisopettajien välisen yhteistyön tämänhetkistä tilannetta Suomen alakouluissa. Tutkimuksessa tarkastellaan yhteistyön mukanaan tuomia mahdollisuuksia ja siihen liittyviä haasteita. Keskiössä ovat opettajien itsensä kokemukset yhteistyöstä. Tutkimuksen tavoitteena on kehittää kyseisten ammattiryhmien välistä yhteistyötä.

Tutkimusaineiston käyttötarkoitus, käsittely ja säilyttäminen

Haastatteluaineisto on tutkimuskäyttöön. Haastattelut litteroidaan, ja aineisto säilytetään tutkimuksen ajan salatussa kansiossa, johon ainoastaan tutkimuksen toteuttajilla on pääsy.

Litteroinnissa aineisto anonymisoidaan niin, ettei yksittäisiä vastaajia voi tunnistaa aineistosta myöhemmin. Kaikki haastattelussa mahdollisesti mainitut nimet ja tunnistustiedot vaihdetaan peitenimiin tai jätetään pois tilanteesta riippuen.

Tutkielman valmistuttua aineisto tuhoaan tutkielman laatijan tiedostoista. Äänitetyt haastattelut tuhoaan, mutta litteroitu anonymisoitu aineisto säilötään Jyväskylän yliopiston tietopankkiin mahdollisia jatkotutkimuksia varten.

Menettelyt, joiden kohteeksi tutkittavat joutuvat

Tutkittavat on valittu satunnaisesti useista eri alakouluista Suomessa. Tutkimuksen aikana tutkittavat osallistuvat noin tunnin mittaiseen yksilöhaastatteluun, joka äänitään.

Miten ja mihin tutkimustuloksia aiotaan käyttää

Tutkimuksen tulokset julkaistaan pro gradu -tutkielmassa. Ennen tutkielman julkaisua tutkimukseen osallistujat saavat halutessaan varmistaa anonyymiytensä säilymisen tutkielmassa, sekä tiedon tutkimuksen tuloksista.

Tutkittavien oikeudet

Osallistuminen tutkimukseen on täysin vapaaehtoista. Tutkittavilla on tutkimuksen aikana oikeus kieltäytyä tutkimuksesta ja keskeyttää tutkimukseen osallistuminen missä vaiheessa tahansa ilman, että siitä aiheutuu heille mitään seuraamuksia. Tutkimuksen järjestelyt ja tulosten raportointi ovat luottamuksellisia. Tutkimuksesta saatavat tutkittavien henkilökohtaiset tiedot tulevat ainoastaan tutkittavan ja tutkijaryhmän käyttöön ja tulokset julkaistaan tutkimusraporteissa siten, ettei yksittäistä tutkittavaa voi tunnistaa. Tutkittavilla on oikeus saada lisätietoa tutkimuksesta tutkijaryhmän jäseniltä missä vaiheessa tahansa.

Tutkittavaan suostumus tutkimukseen osallistumisesta

Olen perehtynyt tämän tutkimuksen tarkoitukseen ja sisältöön, kerättävän tutkimusaineiston käyttöön sekä tutkittavien oikeuksiin. Suostun osallistumaan tutkimukseen annettujen ohjeiden mukaisesti. Voin halutessani peruuttaa tai keskeyttää osallistumiseni tai kieltäytyä tutkimukseen osallistumisesta missä vaiheessa tahansa. Tutkimustuloksiani ja kerättyä aineistoa saa käyttää ja hyödyntää sellaisessa muodossa, jossa yksittäistä tutkittavaa ei voi tunnistaa.

 Päiväys

 Tutkittavan allekirjoitus

 Päiväys

 Tutkijan allekirjoitus