

Research Plan
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Title

Addressing inclusive educational environment in Finnish adult education centers: language teachers' professional identity in navigating diversity in classrooms

Abstract

The Finish adult education centers specify that anyone wishing to develop knowledge and acquire new skills can enroll in study courses regardless of age or educational backgrounds. Additionally, recent educational transformations occurring in adult education centers, promoted by the Ministry of Education and Culture, enable students to earn study credits. Hence, language teachers in adult education centers encounter unique challenges and opportunities due to the diversity of their classrooms. This study aims to identify how these teachers develop and adapt their professional identity in response to the varied age groups, educational backgrounds and learning purposes of their students. Understanding this process is crucial for enhancing learning outcomes and creating inclusive learning educational environments. The study highlights the essential role of professional identity in enabling teachers to effectively manage diversity and poses three questions: 1. What kind of challenges do language teachers face in navigating diverse classrooms? 2. What strategies and practices do teachers use to address classroom diversity? 3. How does professional identity impact teaching effectiveness in classroom diversity?

Employing a mixed-method approach, this study will utilize online questionnaires and semi-structured interviews to capture the experiences and challenges faced by language teachers from various adult education centers. Online questionnaires will gather quantitative data on teachers' demographic information and challenges they encounter in classrooms. Semi-structured interviews will provide qualitative insights into teachers' perceptions of their professional identity, their strategies for managing diversity and professional development needs. Statistical data and thematic analysis will identify common themes and patterns related to diversity management and professional identity development.

The expected outcomes of this study aim to provide a detailed understanding of how language teachers develop and adapt their professional identity in diverse adult education centers. Furthermore, the results will identify effective strategies and practices for addressing classroom diversity. The findings will offer practical recommendations for educators, administrators and policymakers to promote inclusive education in adult education centers, providing valuable insights into the development and adaptation of language teachers' professional identity to enhance inclusivity and effectiveness.

Keywords: adult education centers, inclusive educational environment, language teachers' professional identity, navigating diverse classrooms, strategies and practices