

Finnish preschool children's experiences of an English language shower

Master's thesis
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Tiivistelmä – Abstract <p>Tämän tutkimuksen aiheena ovat esikoululaisten kokemukset englannin kielen kielisuihkutuksesta. Tutkimuksen tarkoituksena on selvittää, mistä kielisuihkutuksen aikana käytetyistä harjoituksista ja aiheista lapset pitivät ja mistä eivät, kuinka kielisuihku vaikutti heidän käsityksiinsä englannin kielestä sekä motivoiko kielisuihku heitä oppimaan englantia. Kielisuihku on vieraskielisen opetuksen muoto, jonka aikana oppilaat tutustuvat yhteen tai useampaan vieraaseen kieleen leikkien, laulujen ja pelien kautta. Sen tavoitteena on tutustuttaa lapsia vieraisiin kieliin sekä motivoida heitä vieraiden kielten opiskeluun. Kielisuihkutuksen kesto voi vaihdella yhdestä lyhyestä tuokiosta pidempään kokonaisuuteen.</p> <p>Tutkimus on laadullinen tapaustutkimus, jota voidaan myös luonnehtia toimintatutkimukseksi, sillä tutkimuksen toteutukseen kuului englannin kielen kielisuihkutuksen suunnittelu ja toteutus syksyn 2012 ja kevään 2013 aikana. Kielisuihkutusta järjestettiin yhteensä kymmenen kertaa. Lisäksi tavoitteena oli selvittää, miten kielisuihkutusta voisi lasten kokemusten perusteella kehittää. Tutkimuksen aineistona ovat esikoululaisten piirrokset heidän kokemuksistaan englannin kielestä ennen ja jälkeen kielisuihkutuksen sekä näihin pohjautuvat ryhmähaastattelut. Aineisto analysoitiin käyttäen sisällönanalyysia.</p> <p>Tutkimuksen tuloksista käy ilmi, että kielisuihku oli lapsille pääasiassa positiivinen kokemus. Mukavinta kielisuihkutuksessa oli heidän mielestään englannin kielen oppiminen sekä mukavat leikit. Erityisesti harjoitukset, joissa lapset pääsivät liikkumaan ja osallistumaan aktiivisesti olivat heidän mielestään hauskoja. Lapset eivät puolestaan pitäneet siitä, jos he joutuivat istumaan pitkään paikallaan tai eivät päässeet osallistumaan leikkiin yhtä paljon kuin muut. Kuvien perusteella heidän kokemuksensa englannin kielestä liittyivät ennen kielisuihkutusta joko englannin kielen taitoon tai tilanteisiin, joissa englantia puhutaan. Kielisuihkutuksen jälkeen suurin osa piirsi kuitenkin joko sanoja, joita oli oppinut tai muita kielisuihkutuksessa käytyjä aiheita. Myös haastatteluista käy ilmi, että lapset oppivat kielisuihkutuksen aikana jonkin verran englanninkielisiä sanoja ja suurin osa heistä sanoi haluavansa oppia lisää englantia tulevaisuudessa.</p> <p>Kielisuihkutusta on tähän mennessä tutkittu vasta vähän, joten jatkotutkimukselle on tarvetta. Erityisesti tulisi selvittää, millaisia vaikutuksia kielisuihkutuksella on oppilaiden motivaatioon ja kykyyn opiskella vieraita kieliä pidemmällä aikavälillä eli kuinka esimerkiksi esikoulussa järjestetty kielisuihku vaikuttaa lasten kieltenopiskeluun peruskoulun aikana.</p>	
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1. Introduction

Language shower is an educational approach in which foreign languages are introduced to children during short sessions by using activities such as songs, games and rhymes. The goals are to make children aware of foreign languages, develop positive attitude towards those and motivate them for foreign language learning. Language shower has similar background and principles as other educational approaches in which foreign languages are used for instructions, as for example immersion and the content and language integrated learning (CLIL). All these approaches aim to make language learning more effective by combining language with other subjects or activities, but they differ a lot in intensity and duration (Haataja 2007). Compared to the other approaches language shower offers only short-term exposure to foreign languages and cannot on its own lead to high proficiency in a foreign language. However, it has an important role in motivating or preparing children for foreign language learning, which is why it usually precedes the actual language teaching. Language shower can also offer a possibility to get to know different languages before pupils decide which language they want to learn at school.

In the recent years language showers have been organized in many Finnish schools, for example during the *Kielitivoli*-project (Tuokko, Takala, Koikkalainen and Mustaparta 2012), but this approach has not been researched much yet. Some pro gradu-theses have been written about it in the University of Jyväskylä (Mela 2012; Pynnönen 2012), but further research is needed to develop the practice of language shower. One important aspect on this field is to investigate how children experience language shower to discover if it really can motivate and prepare them for foreign language learning. In my MA-thesis for German I discovered that the pupils who attended a German language shower had mainly positive experiences of it and were interested in learning German also in the future (Pynnönen 2012) and I am now interested to discover if the results will be the same in case of the English language shower. Since English is a global language, the children attending the language shower will most likely have some kinds of experiences of the English language already before the language shower, which makes the setting different compared to my earlier MA-thesis, in which the children had had very little or no experiences of the German language before the language shower.

The aim of this study is to investigate Finnish preschool children's experiences of an English language shower. In more detail, which activities and topics of the language shower the children liked and which they did not. In addition, children's views of the English language before and after the language shower will be examined. A further aim is to discover, if the children feel that they learned English during the language shower and do they want to learn it also in the future, even though their language skills will not be tested.

The study is a qualitative case study, which can also be described as an action research, because planning and organizing of an English language shower for a group of preschool children is a central part of this study. In the language shower, the English language is introduced to preschool children through playful situations by using songs and games. English is used for instruction as much as possible and the children will also be encouraged to use English themselves, even though they can also use their mother language. The aim of the language shower is that the children would gain positive experiences of the English language and the foreign language learning already in preschool before the language teaching actually starts.

Even though this study will be a case study with sixteen participants, the children's drawings and interviews can offer valuable insights of how they experience the language shower and what kind of impact it has on them. This information can hopefully be used to develop the practice of a language shower and make it more effective. The data of this study consist of children's drawings before and after the language shower and theme interviews based on these. For the analysis of the data the content analysis is used to arrange the elements found from the data in themes that are relevant for the research questions (Tuomi and Sarajärvi 2009: 108-109).

In chapter 2, studies on early foreign language learning will be introduced, because the participants of this study are young learners and the language shower was therefore based on the principles of early foreign language learning. Chapter 3 defines the background and terminology of teaching in a foreign language. Teaching in a foreign language is used in this study as an umbrella term for different approaches, as for example language shower, in which a foreign language is used for instruction. In chapter 4, the goals and practice language shower will be defined. Chapter 5 introduces

the methodological framework of the study. In chapter 6, the results of the study will be introduced. Chapter 7 concludes and discusses the findings and methods of the study.

2. Early foreign language learning

The aim of this chapter is to introduce the background and principles of early foreign language learning. In chapter 2.1., the benefits of an early start in foreign language learning will be discussed based on earlier studies on this field. In chapter 2.2., the principles of early foreign language teaching will be described. These were taken into consideration while planning and organizing the English language shower for preschool children in this study.

2.1. Foreign language learning: the earlier the better?

Recently different types of early language teaching programs have been organized in many European countries (eg. Elvin, Maagero and Simonsen 2007; Brumen 2010). In addition, early language learning and teaching have become an important area in applied linguistics and a lot of teaching materials as well as handbooks about early language learning and teaching have been published (Nikolov and Mihaljevic Djigunovic 2011: 96). The European Commission has also set a goal that European citizens should learn at least two foreign languages, preferably from an early age (European Commission 1995) and several language policy documents emphasize the benefits of an early start of foreign language learning (eg. European Council 2003; European Commission 2011). This increasing interest in the early start of foreign language learning is based on the benefits of an early start in foreign language learning. There is, however, an ongoing debate on whether or not the early start in language learning will actually ensure better learning results than starting to learn a new language as an adult. Next, the research on the age factor in foreign language learning will be discussed.

The question of physiological factors in language learning has interested many researchers and many have concluded that children are more capable of learning language than adults. Penfield and Roberts (1974) claim that there is *an optimal age* for language learning, whereas Lenneberg (1967) suggests a *critical period* for language

learning. Both hypotheses suggest that unless a language is not acquired before puberty, it will most likely not be learned at all. Most researchers agree that this is true in the first language acquisition, but the question remains whether or not the critical period hypothesis also plays part in learning foreign languages (Johnstone 2002: 6).

Based on their neurophysiologic study Penfield and Roberts (1974: 235-257) claim that there is an optimal age for language acquisition, which means that children under nine years old can acquire languages effortlessly, because the brain of the child is more plastic than adult's. They claim that after the puberty it is very difficult or even impossible to achieve good results in language learning, because of physiological reasons. Based on their studies they also argue that the best age to start the foreign language teaching would be between the ages of 4 and 10, even though their studies concentrated mainly on first language acquisition (Penfield and Roberts 1974: 255). This hypothesis has been supported by other researchers as well. For example, Lenneberg (1967: 176) hypothesized that there is a critical period for foreign language learning, which means that after puberty, the automatic acquisition of languages from mere exposure to it disappears. In addition, Johnson and Newport (1989) studied the critical period hypothesis in foreign language learning and their results supported the view that children have a special capacity for learning languages, which declines with maturation. Also other studies have shown that at least in phonology younger second language learners have better possibilities to achieve native like skills compared to those who start learning language as adults (Huneke and Steinig 2002: 10-11; Moyer 2004: 7).

Even though the critical period hypothesis for language learning has been supported by many researchers and it is often stated that children are more capable of learning languages than adults (Penfield and Roberts 1974; Lenneberg 1967; Johnson and Newport 1989), the hypothesis that children are more effective second language learners than adults has also been questioned (Dechert 1995; Bialystok 1997; Marinova-Todd Marshall and Snow 2000). Dechert (1995) claims that the critical period hypothesis is oversimplified and states that it is evident that also older children and adults can and do learn foreign languages successfully. In addition, Bialystok (1997) concludes that the age is not a significant factor in foreign language learning. Furthermore, Marinova-Todd et. al. (2000) claim that even though there is some evidence that adults tend to achieve lower levels of foreign language proficiency than younger learners, these results

are not enough to prove that a critical period for foreign language learning would exist. They argue that children's ability to learn foreign languages is not based on physiological reasons and state that adults can actually learn foreign languages faster and more effectively than children (Marinova-Todd et. al. 2000: 12). Even though it is clear that the age of the learner affects language learning in many ways, the age factor might not be as crucial in foreign language learning as the critical period hypothesis suggests. As Moyer (2004) points out other aspects, such as the learning environment, motivation and teaching methods, might be more important factors in the learning process than the age of the learner. However, in many cases the children learn foreign languages in an environment favorable for good learning results.

Regardless of whether or not a critical period for language learning based on biological qualities exists, it cannot be denied that young children are in a highly developmental stage (Edelebons, Johnstone and Kubanek 2006: 26) and for reason, the early foreign language learning can have many benefits. For instance, positive experiences of early foreign language learning can produce linguistic self-confidence, develop children's language awareness and teach the children that there is more than one way to realize meaning. All these things can benefit the language development in general. (Elvin et. al. 2007.) Furthermore, as Johnstone (2002: 12) argues, children usually are less anxious during language learning than older learners, which can help them to absorb the language. One benefit of an early start in foreign language learning is that it naturally gives more time for language learning, which might ensure permanent learning results as well as make the learning of other languages easier in the future. However, for it to be effective, the early foreign language teaching must be planned and organized carefully. In the next chapter, the main principles of early foreign language teaching will be discussed.

2.2. Principles of early foreign language teaching

Even though the main principles of early foreign language teaching do not greatly differ from the principles of language learning in general, some tenets are unique or especially important when the learners are young. Children's cognitive abilities, memory development, attention span and linguistic abilities all have an effect on the learning and should, therefore, be taken into account when planning early language teaching

(Malkina 2009: 54). Next, the main principles, which were also the basis for planning and organizing the language shower for the pre-school pupils in the present study, are introduced.

Usually, the main goal of early foreign language teaching is to make the children aware of foreign languages, raise their interest in exploring and learning them and build a good basis for language learning in the future. The focus of the early foreign language teaching should be primarily on meaningful communication, the spoken language and pronunciation, rather than the written form and grammatical rules of the language (Lauren 2008: 67). The teaching should concentrate primarily on comprehension and not so much on production of the target language (Edelebons et. al. 2006: 118). Consequently, children should be offered as much input as possible in the foreign language, for example through teacher's speech, songs and rhymes. Besides, even though children should also be encouraged to use the foreign language during the teaching, they should be able to express themselves in their mother language, when they do not feel comfortable speaking the foreign language (Björklund, Buss, Lauren and Mård 1998: 176; European Commission 2011: 11). However, it is valuable to make the children familiar with the sound system and practice the pronunciation, since the young children are more capable of learning the phonological features than older learners (Moyer 2004:7).

Early language teaching should be organized so that it enhances the children's natural curiosity and motivation to learn new things. The activities should be age-appropriate and integrated into meaningful contexts that are part of the everyday life of the children. For example, games and playful situations are good ways to teach languages for young learners, because play is a natural medium of learning for pre-school children and can create situations in which the language is acquired spontaneously. (Malkina 2009: 54; European Commission 2011: 14). Moreover, it is important that the activities are diverse, so that the children can learn with all their senses, through seeing, hearing and movement (Moilanen 2004; Edelebons et. al. 2006). In addition to providing visual materials and possibilities to listen the language as much as possible, it is important to activate the children with many kinesthetic activities, because as Pica (2007: 11) points out, especially the children learn best by doing and therefore profit from activities that include movement. Even though the activities should be varied, repetition and routines

are also important for young children, since they will make the learning situation more comfortable and enhance learning of the most important phrases (Björklund et. al. 1998: 178; Edelebons et. al. 2006).

Teachers have a central role in early foreign language teaching programs. The good practice of early foreign language teaching requires that teachers organizing it have both pedagogical and language skills as well as general knowledge of early foreign language learning. (European Commission 2011: 17-18.) Moreover, to ensure success in foreign language learning, one important factor is the continuity and co-operation between pre-primary and primary school teachers. The primary school teachers should be aware of pupils' earlier experiences and knowledge of foreign languages, and not expect that every pupil would start language learning from the same level (European Commission 2011: 12). However, this is not always the case and it might happen that the primary school teachers do not know if the pupils have learned foreign languages earlier (Malkina 2009: 53). If the earlier knowledge of the pupils is not acknowledged and they have to start from the beginning even though they would know the basics of the language already, their motivation might suffer, which undermines the benefits of an early start. Therefore, the early foreign language programs should also include co-operation between the pre-primary and primary schools to find ways towards more effective language teaching.

3. Teaching in a foreign language

Language shower is one approach of teaching in a foreign language (in Finnish *vieraskielinen opetus*). In this chapter, first the background and terminology in the field of teaching in a foreign language will be discussed. Second, the different approaches will be introduced, because they have similar principles as the language shower, which itself has not been much researched.

3.1. Background and terminology

Teaching in a foreign language is not a new invention (see eg. Baker 2011: 183), but in the recent decades it has become more popular in many countries, because the need of making the language teaching more effective has been acknowledged. Teaching in a foreign language means all kinds of teaching of non-language subjects partly or only through the medium of foreign languages. This means that the foreign language is seen as a vehicle for learning, not only as the subject to be learned as such (POPS 2004: 272). Combining language and content is often thought to be a way to more effective language learning, because it offers more meaningful and authentic learning situations than the traditional language teaching. Teaching content through a foreign language can make the learners more motivated, because in this way they feel that the learning has a purpose.

The terminology of the field of teaching in a foreign language is complex, which makes the discussion of the theory and practice of teaching in a foreign language difficult. In the European Union, CLIL (*Content and Language Integrated Learning*) is widely used to refer to all the different approaches in which foreign languages are used for instruction (European Commission 2012:137; Mehisto, Marsh and Frigols 2008). However, the overstretched use of the term CLIL can be problematic. Ioannou Georgiou (2012: 497-498) claims that if the term CLIL is used too widely without a clear definition, there is a risk that this successful approach will be watered down or misapplied, which might generate unwanted results. She also argues that CLIL should be used to describe only those approaches that are clearly content driven, not of approaches that use content in foreign language teaching, but still primarily aim to language gains. Sometimes also the term bilingual education is used as the umbrella term for using a foreign language in teaching (Baker 2011), but this can be easily misinterpreted to mean teaching of those pupils who are bilingual, not teaching a non-language subject through a foreign language (Rasinen 2006: 36). Therefore, in this study, the term *teaching in a foreign language*, which I find the easiest to understand, will be used as an umbrella term for all the different approaches in which foreign language is used in teaching the non-language subjects at school.

In the national core curriculum for basic education in Finland (POPS 2004) it is stated that also the non-language subjects can be taught in a foreign language. Similarly in the national core curriculum for preschool education (ESIOPS 2010: 53) the possibility to offer teaching in a foreign language is mentioned. However, it is not defined how this kind of teaching should be organized and each school can decide which term they use of the teaching (POPS 2004: 272). Moreover, most of the terms in this field do not have an established meaning yet, which makes the comparison of teaching in a foreign language between different schools difficult. Some terms that are used of these forms in the Finnish schools are *vieraskielinen opetus* (teaching in a foreign language), *CLIL*, *kielikylpy* (immersion), *kielirikasteinen opetus* (language enriched teaching), *kielisuihkutus* (language shower) and *kielipesä* (language nest). (Kangasvieri, Miettinen, Palviainen, Saarinen and Ala-Vähälä 2012: 54-55). Immersion is the only one of these that has an established meaning; others can refer to many different approaches depending on the context. Because same terms can refer to different approaches in different contexts, it is important to define what are the goals and principles of each program in which a foreign language is used for instruction.

In Finland it has been possible to teach also other than language subjects through a foreign language without special permission from 1991 (Mustaparta 2011), but first time that teaching in a foreign language was mentioned in the national core curriculum was 2004 (POPS 2004: 272). In a survey from 1996 Nikula and Marsh (1996) discovered that teaching in a foreign language was organized in some form in 8.4 % of the primary schools and 14.4 % of the secondary schools. However, in 2005 only 3.6 % of the primary schools and 9 % of the secondary schools offered teaching in a foreign language (Lehti, Järvinen and Suomela-Salmi 2006). Lehti et. al. (2006: 310) explained this decrease in teaching in a foreign language with loss of interest and with financial reasons.

3.2. Different approaches of teaching in a foreign language

As discussed earlier, the complexity of the terminology in the field of teaching in a foreign language makes the definition and comparison of different approaches complicated. The different forms of teaching in a foreign language differ in duration and intensity. Sometimes foreign language is used only during one event, whereas in some

cases all teaching from preschool onwards is in other language than the first language of the pupils, which is the case in Swedish immersion in Finland.

Immersion (in Finnish *kielikylpy*) has been researched more than the other forms of teaching in a foreign language (Laurén 2000; 2008; Harju-Luukkainen 2007; Björklund et. al 1998) and it has its own goals and curriculum. Therefore, it is also the most established approach of teaching in a foreign language (Kangasvieri et. al. 2012). It was developed in 1960s in Canada (Baker 2011: 239) and the first Swedish immersion program in Finland began in 1980s in Vaasa (Mustaparta and Tella 1999). Immersion programs vary in aspects of age of the participants and time spent in immersion from early total immersion to late partial immersion (Laurén 2000: 30-31; Baker 2011: 239, 244). The most common form of immersion in Finland is the early total immersion in Swedish, which follows the model of the Canadian immersion (Laurén 2000). In the immersion programs, children are usually taught through a minority language, as in the French immersion in Canada and the Swedish immersion in Finland. However, also programs in which English or German is used as the school language in Finland have been defined as immersion, which makes the terminological field of teaching in a foreign language even more complicated. (Kangasvieri et. al. 2012: 19). The early total immersion aims to bilingualism without loss of achievement in other contents and is most effective when the immersion language is a minority language of the country. Immersion education is based on the idea that language should be learned through meaningful communication, without any specific teaching of the grammar of the language, in the same way as children acquire their first language (Laurén 2008: 67). To accomplish this, the immersion teachers should speak only in the immersion language from the beginning. However, in the beginning the children are allowed to use their first language if they do not feel comfortable speaking in the immersion language, which is why the teachers should be bilingual or at least understand the first language of the children to make the learning situation less intimidating for the children (Björklund et. al. 1998: 176).

Sometimes only part of the curriculum, for example biology or geography, is taught in a foreign language. The language used is not necessarily the minority language of the country as in immersion. In Finland, the most common foreign language used in teaching of other subjects is English, but also for example French and German are used.

Among the most common subjects taught in a foreign language in primary, secondary and upper secondary schools in Finland in 2005 were environmental science, history, biology and geography. (Maljers, Marsh and Wolff 2007: 69.) In this kind of an approach, similarly to immersion education, the language is learned as a by-product of meaningful and authentic communication in the foreign language. However, teaching a specific subject through a foreign language differs from immersion in a sense that it is more content driven, whereas immersion aims primarily to bilingualism. Teaching of a non-language subject through a foreign language aims to the ability to use the foreign language in academic domains, not necessarily in social situations. (Baker 2011: 245-246). When a non-language subject is taught through a foreign language, the teacher should not only be a professional of the subject that is taught, but also speak the foreign language fluently. As Pihko (2010) discovered, the students learning a non-language subject through a foreign language, think that the good language skills of the teacher are highly significant to make the teaching effective.

4. Language shower

Language shower is an educational approach, which has been organized in many Finnish schools in different forms in the recent years, but has not been researched much yet. Compared to the other approaches of teaching in a foreign language it is short-term and aims primarily to motivating the pupils for foreign language learning. In this chapter, I will first define the term language shower and then introduce some ways in which language shower has been organized in Finland.

4.1. Definition and goals of language shower

Language shower is an educational approach in which foreign languages are introduced to pupils during short sessions by using activities such as songs, games and rhymes. It aims to raise pupils' awareness of other languages and prepare them for the foreign language learning. Because the teacher will speak mostly the foreign language, repetition and routines are important to create an enjoyable and secure atmosphere. (Mehisto et. al. 2008: 13). Language shower is a very flexible way to introduce foreign languages to pupils, because it can be organized any time and by any multilingual

person, not necessarily a language teacher (Bärlund 2012a). The duration of a language shower can vary, it can be only one session or organized once a week during a longer time. In addition, it is possible to introduce many different languages during a language shower or concentrate only on one language, which was the case in my MA-thesis for German (Pynnönen 2012) as well as in this study.

Language shower has similar background and principles as the other educational approaches in which foreign languages are used for instruction, as for example immersion, which was introduced in the previous chapter. Both of these approaches aim to make language learning more effective by combining language with other subjects or activities, even though they differ a lot in intensity and duration. However, compared to the other approaches, language shower offers only short-term exposure to the foreign language and focuses more on speaking and communication in a foreign language in authentic situations for short periods than content or language learning. Whereas immersion aims to bilingualism and learning of a non-language subject through the medium of a foreign language, language shower has as its main goal to create positive attitudes towards the foreign languages and language learning before the actual language teaching.

Because of the short-term nature of the language shower, it cannot on its own lead to high foreign language proficiency. However, it has an important role in motivating or preparing children for the foreign language learning, which is why it usually precedes the actual language teaching. The main goal of the language shower is that the participants would become aware of foreign languages and cultures as well as to create positive attitudes towards those. As a result, children will be more motivated to learn foreign languages, which is important since motivation has an important role in the language learning process (Dörnyei and Ushioda 2011).

Language shower can also offer a possibility to get to know different languages before pupils decide which language they want to learn at school, which is why it is most often organized before the pupils choose their first or second foreign languages (Tuokko et. al. 2011: 33.). English language shower before the actual language teaching can be valuable, even though most of the pupils in Finland study English as their first foreign language in school (Kangasvieri, Miettinen, Kukkohovi and Härmälä 2011: 9), because it prepares the pupils for the foreign language learning and offers positive experiences

of it. If the children have learned English already in preschool, they will have a good basis for the language learning in primary school and might be more motivated to learn other foreign languages as well (European Commission 2011). However, as Edelebons et. al. (2006) point out, the continuity of the language learning is highly significant to ensure the best learning results. Cooperation between preschool and primary school is therefore important. The language teachers should be informed of children's possible experiences of language learning before the actual language teaching begins (Malkina 2009: 53). Language shower could be a good start for life-long foreign language learning, if it reaches its goal to be interesting and motivating way to get to know foreign languages. Naturally, it will be most effective, if the pupils have the possibility to continue the language learning as soon as possible after the language shower (Edelebons et. al. 2006: 26).

4.2. Language shower in practice

In the recent years language showers have been organized in many Finnish schools, for example during the *Kielitivoli*-project (Tuokko et. al. 2012), but this approach has not been researched much yet, which is why the practice can vary in different contexts. Some MA-theses have been done about the language shower (Mela 2012; Pynnönen 2012) and the results of these small studies so far are promising. Mela (2012) discovered that Finnish children learned Swedish words and phrases during twenty hours of a Swedish language shower, even though they did not learn morphological or syntactical rules. In my MA-thesis, which was a case study of a group of pupils attending a German language shower, all children thought language shower was fun, even though sometimes difficult, and most of them were interested in learning German also in the future (Pynnönen 2012). It is, however, very important to study language shower further to form consistent principles and practice for it. Next, I will introduce some ways in which language shower has been organized in Finland, before moving on to describe how the English language shower in this study was planned and organized.

In Jyväskylä, language showers have been organized as part of after school activities or during summer (in *Jälkkäri*) from the year 2010 (Pynnönen 2010, Kallonen 2011, Bärlund 2012a). In this way the foreign language learning is not part of teaching other subjects, but part of after school activities, which, according to the national core

curriculum, should provide diverse and meaningful activities as well as positive communication with others (POPS 2004: 25). Language shower as part of after school activities has been a good and effective way to combine the foreign language learning with meaningful communication, in which also those children take part, who are not especially interested in foreign language learning. It is possible, however, to organize language showers during the actual teaching as well. In Tampere, the language teachers and class teachers have been cooperating to organize language showers as part of the teaching of non-language subjects, so that the language teacher has taught one lesson of their schedule in French or German. (Tuokko et. al. 2011: 69.)

A further possibility to organize a language shower for a large group of pupils are language theme days, during which one or many foreign languages are introduced to the pupils and possibly their parents through different activities. These kinds of days usually are organized before pupils decide which language they want to learn as an optional foreign language at school and thus aim to make the choice easier by introducing the languages they can choose. (Tuokko et. al. 2011: 72). It is also possible to organize this kind of theme days for the parents of the pupils to give them the possibility to get to know foreign languages (Tuokko et. al. 2011: 71). This can also have a positive effect on the language choices, because the parents have an important role in deciding which languages their children will choose to learn at school (Kangasvieri et. al. 2011: 37).

Having covered the theoretical background of the present study in the first chapters, I now move on to describe the methodological approach and aims of the study.

5. Methods and data

This chapter defines the methodological approach and the research questions of the present study. In chapter 5.1., the methodological framework of the study is discussed. In chapter 5.2., the planning and organization of the English language shower are described. The data collection and analysis are introduced in chapter 5.3., and research questions are stated in chapter 5.4.

5.1. Qualitative action research

The present study is a qualitative case study, which aims to examine one phenomenon, in this case preschool children's experiences of an English language shower, as accurately as possible, without trying to gain quantitative data about it. The views and beliefs of the participants as well as my own observations have an important role in the study, because as typical to qualitative research, the people are seen as reliable source for data collection (Hirsjärvi et. al. 2009: 160-166). Moreover, based on the social constructivist theory, children are seen as active constructors of the social meaning, who are not only shaped by their environment, but also act on it themselves (Freeman and Mathison 2009: 1-17).

This study can also be described as action research, because the planning and organization of an English language shower was a central part of the study and therefore, I as a researcher was an active participant in the study rather than an objective observer (Heikkinen 2010: 221). According to Heikkinen (2010: 214), action research is actually rather a research strategy than an actual research method and it aims to combine the research and action as well as to gain practical profit by improving the phenomenon that is researched. Characteristically for action research, the present study aims to discover ways to improve the practice of language shower through examining the experiences of the children who have participated in a language shower.

5.2. Planning and organizing an English language shower

As stated earlier, planning and organizing an English language shower was an important part of this study, which is why it can be described as an action research. It is stated in the national core curriculum for preschool education (ESIOPS 2010: 53) that it is possible to base the preschool education on such pedagogical decisions, which emphasize language learning, and therefore use a foreign language for instruction. The reason for using a foreign language in preschool education can be for example preparing the children for teaching in a foreign language in primary school or on smaller scale raising their awareness and interest towards foreign languages. The aim of the language shower in this study was mainly to raise children's awareness of the English language

and create positive experiences of the English language and foreign language learning. Depending on the goal, a foreign language can be used all the time or only for short periods, as in the language shower.

The participants of the study were sixteen children of a Finnish preschool. Because of research ethical reasons, I asked permission for the participation in the study from the children's parents before organizing the language shower and collecting the data (see eg. Aarnos 2010). It is also important that the parents are aware of the principles and goals of the education that is organized in a foreign language (ESIOPS 2010: 53), which is why I introduced the aims and practices of the language shower when asking for the permission (see Appendix 1). All of the parents gave permission for their children to participate in the study. Permission to organize the language shower was also asked from the preschool head teacher.

The language shower was organized during autumn 2012 and spring 2013 altogether ten times. The children were divided in two groups for the language shower, so that the group would not be too big. Therefore, I organized the language shower for each group separately once a week for half an hour. While the other group was at the language shower, the others were playing in another room or outside. With both of the groups, we handled the same topics each time, but sometimes we did a bit different activities according to the preferences of the children. For example, I sometimes gave the children a possibility to choose if we would listen to a song or play a game and the two groups chose different things. My role as a researcher was not to be an objective observer, but an active participant in the study. This had as an advantage that I learned to know the children well, which made the interview situation more comfortable for them. On the other hand, it might have had an effect on the children's answers in the interviews that I as an interviewer was the one who also had organized the language shower.

The topics of the language shower were numbers, colors, animals, emotions, fruits, emotions and body parts. In addition, we practised greetings and phrases such as *"Hello"*, *"Good morning"*, *"My name is..."*, *"I am ... years old"* and *"How are you?"*. I aimed to select topics that would be interesting but also useful for the children in everyday situations. I wanted to consider what the children wanted to learn, because I assumed it would raise their motivation to learn English if the language shower would be based on their interests and needs (see Bärlund 2012b: 179). That is why I, for

example, asked them what their favorite animals are and then we learned the names of those animals instead of animals I would have chosen myself. One of the teachers also mentioned before the language shower that the children were very interested in the game *Angry Birds*, which is why I decided to use the *Angry Birds*-characters when we practiced numbers and colors. In addition, the children asked the meanings of words I had not planned to include in the language shower. For example, there were pictures on the wall of some other animals that we had learned and the children were interested to learn their names as well, so we included those animals to the activities. In addition, they wanted to learn numbers over ten, so during one session, we counted postcards that we had on the wall and by so doing counted to thirty.

Some of the children were already able to read, but some of them were not, which is why I mainly used visual materials and gestures to explain meaning of the words that we practiced, but I also had the words written for those who were able to read. I collected the materials for the language shower myself. For most of the topics, I drew pictures of the words that we practiced, but in addition, I used postcards and photos. Because it is important that the children have the possibility to learn through all their senses and children learn effectively through kinesthetic activities, I also wanted to use as many activities as possible that would include movement (Moilanen 2004; Pica 2007). For example, when we practiced colors, we played a game in which the children were standing in a row and when I said a color, all of them who had that color in their clothes were able to take a step forward. We also played a game in which one of the children had to seek a picture of a fruit that the others had hidden in the room. In this game, one of the children, who had been waiting outside the room when the picture was hidden, asked for example, “*Where is the banana?*” The others then gave advice by saying either “*hot*” if the child was close to the picture or “*cold*” if he or she was looking from a wrong direction. In addition, most of the songs that we listened, such as *Head, shoulders, knees and toes* and *Clap, clap, clap your hands*, included movement. When we listened the song *If you’re happy and you know it* we also watched a video and did the movements by following that. In this way, the children were able to use seeing, hearing and movement at the same time to learn the words of the song. Some of the songs did not include movement, for example, during the song *Old McDonald had a farm* the children had to close their eyes and try to find out which animals Old McDonald has at his farm by listening to the song.

The aim was that the children would hear as much English as possible during the language shower, which is why I spoke English most of the time and we listened many songs during the language shower. However, I also used Finnish for instruction, for example when I explained the rules of the games, so that the children would know what they were supposed to do. I also wanted to give the children the possibility to talk English as much as possible during the games, but if they did not feel comfortable in speaking it, they were able to use Finnish or participate in other ways (see Björklund et. al. 1998: 176). Since routines and repetition are important for young children (Björklund et. al. 1998: 178) we practiced the most important phrases many times. For example, we always began the language shower by saying “*Good morning*” after which I asked the children “*How are you?*” to which the children answered “*Fine, thanks. And you?*” and in the end of each session, we said, “*Bye bye*”. The children learned these phrases very quickly. I also combined different topics to repeat the things that the children had already learned. For example, we practiced emotions by organized postcards, which had different characters, which were happy, sad, angry or scared on them in groups and then counted how many of them were happy and so on. Moreover, when we practiced animals and fruits, I also asked the children, which color these were. In this way, the children had the opportunity to repeat the words they had learned during the earlier sessions.

5.3. Data collection

Since the social constructivist perspective, (see e.g. Freeman and Mathison 2009: 1-17), is adopted in this study, such data collection methods were selected, which ensure that the participants would have the possibility to express their own views and experiences as freely as possible. Therefore, the data of this study consists of children’s drawings before and after the language shower, and theme interviews based on these drawings. Next, these data collection methods and the way they were used in the present study will be described.

5.3.1. Children’s drawings as research data

Children’s drawings have been used for a long time for example in child psychology, but using drawings to elicit children’s experiences is still a relatively new phenomenon.

Nowadays drawings are seen as valid and reliable data, which offers a new mode of sense making and representation. (Freeman and Mathison 2009.) In the recent times, participants' drawings have been used as a research data in many studies. For example, Kalaja, Alanen and Dufva (2008) studied the Finnish university students' experiences of learning English by using students' self-portraits as research data. Drawings have also been used to study language identity, multilingualism and children's experiences (Pietikäinen 2010; Lundell 2010; Pynnönen 2012).

Drawings can elicit different themes than verbal answers and allow the participants to express issues that would be difficult to express verbally (Dufva, Alanen, Kalaja and Surakka 2007: 316), which was one of the reason to use drawings as research data in this study. In addition, drawings allow the children to express their own ideas and issues that I might not have thought to ask about myself. It is, however, valuable if the participants have a possibility to tell what they have drawn, because otherwise the interpretation of the drawings can be difficult (Freeman and Mathison 2009). That is why I also interviewed the children based on the drawings (see the next chapter).

In this study, I collected children's drawings about their thoughts of the English language before and after the language shower to discover whether their views of it would change during the language shower. Before organizing the language shower, I asked the children to draw a picture of their views of the English language. That time twelve of the children were present. As an instruction, I told them to, "*Draw a picture of what comes to your mind about the English language*". I did not want to give instruction that is more specific to allow the children to draw things that they themselves associate with the English language and think are important and most of them started to draw right away. However, two of the children hesitated and told me that they did not know anything about English, so I tried to help them by asking questions such as, "*Have you heard English somewhere?*" and "*Have you seen any movies that are in English?*". They still did not know what to draw, so I told one of them that she could also draw what they would like to learn about English. I realized that the other one had a shirt that had a picture of the movie *Cars* on it, so I asked if he knew the name of the movie. After a while, he answered in English: "*Disney pictures Cars*". I told him that he had just spoken English and that is why he ended up drawing a

character from the movie *Cars*. In this way, I had more influence than I had planned on what these two children drew, which will be taken into consideration in the analysis.

After the last session of the language shower, I asked the children to draw a new picture with the same instruction as in the beginning. This time thirteen of the children were present. Some of them had not drawn the first picture, because they were absent that time. However, this time they all had ideas for the drawings without any extra instructions.

5.3.2. Interviewing children

Interviewing is the most common research methods in qualitative research, mainly because of its flexibility. In an interview, it is possible to ask for clarifications or more information, which makes the interpretation of the answers easier compared to other methods such as questionnaires. (Hirsjärvi and Hurme 2009: 204). Interviewing is always a conversation, which has a specific topic and purpose that the interviewer has decided beforehand, but during which the participants have a possibility to tell about their interests and ideas, even about things that the interviewer has not thought of. (Eskola and Vastamäki 2010: 26-27). In other words, interviews allow the participants voice to be heard, and gives them a possibility to construct knowledge about the topic with the interviewer (Dufva 2011: 131-132). The fact that interviewing is quite time-consuming can be seen as a drawback of this method (Hirsjärvi and Hurme 2000), but since there were only 16 participants in this study and I chose to do group interviews, this was not a problem.

Interviewing children differs from interviewing adults. When the participants are children it is important to ask permission from the parents and make sure the interviews will not do any harm for the children or the schoolwork. Furthermore, the participation in the interview should be fun and the atmosphere relaxed, so that the children feel comfortable. (Aarnos 2010.) In addition, the interviewer must plan carefully which terms to use and to keep in mind that the children's thinking is very concrete. Children might not understand abstract expressions or terms that are everyday language for an adult, which is why it is important to explain the terms carefully and keep the questions as clear and short as possible. (Kirmanen 1999.)

In this study, I interviewed the children after they had participated in the English language shower. The purpose of the interviews was to discover in more detail what the children think of the English language and of the English language shower. The interviews were theme interviews in which the form of the questions and their order were not strictly decided beforehand, but the most important thing was that all the important themes were discussed during the interview (Eskola and Vastamäki 2010). The frame for the theme interviews can be seen in Appendix 2. The children participated in the interviews in groups of three. I chose to do group interviews, because all the children shared the same experience of participating in the English language shower and the topic was not too personal (see Aarnos 2010: 148). A further reason was, that it might be easier for the children to discuss about their experiences in a group and the presence of other children can make the situation more comfortable for them (Hirsjärvi and Hurme 2000: 63). A disadvantage of a group interview is that one person might dominate the discussion, which is why it is important that the interviewer leads the discussion and listens to each participant at a time and then encourages them to discuss the theme together (Aarnos 2010: 147-149).

I conducted the interviews during the week after the last session of the language shower. The place for the interviews was a small quiet room at the preschool, where we were able to discuss without interruptions. Altogether fifteen children participated in the interviews and I interviewed them three at a time. Four of the interviews were recorded on video, so that it would be easier to know who is talking. However, I had to do one interview on another day and that was recorded only on mp3-player, because I could not get the video camera for that day. This was not a problem, because I was able to recognize the children's voices from the recording easily. Each interview took fifteen to twenty minutes, depending on how much the children talked and how long they were able to concentrate on the interview. However, I made sure that each theme was handled during each interview. Afterwards I transcribed the interviews for the analysis.

5.4. Data analysis: content analysis

According to Krippendorff (2004: 18-19) content analysis is a research technique which enables making replicable and valid inferences from the data. Content analysis can be used to analyze written or spoken texts (Tuomi and Sarajärvi 2009) as well as images

(Rose 2007: 54-73). The analysis of both texts and images follows the same steps. First, one must decide the research questions, which will be answered by finding relevant elements from the data. Second, one should form a set of categories for coding the data. Third, the data should be coded according to these categories and then analyzed. (Tuomi and Sarajärvi 2009: 92; Rose 2007: 61-71). As in any qualitative analysis, it is important to make a clear decision which phenomenon will be studied from the data and the elements that are irrelevant for the research questions should be left outside the analysis (Tuomi and Sarajärvi 2009: 92).

In this study, the content analysis is used as a methodological framework to organize the elements found from the data under themes that are relevant to the present study. After transcribing the interviews, I organized the interview answers and elements from the drawings under different themes according to the research questions. Elements that were irrelevant to the research questions were left outside the analysis.

5.5. Research questions

The aim of this study is to investigate Finnish preschool children's experiences of the English language and an English language shower. The research questions are:

- What kinds of experiences do the children have of the language shower?
- Which activities and topics used in the language shower do the children like and which not? Why?
- What do the children think about the English language before and after the language shower?
- Do the children feel that they learned English during the language shower, and do they want to learn it also in the future?

To answer the research questions, the children's drawings and theme interviews were analyzed by content analysis as described earlier. Next, the results of the study will be introduced.

6. Results: Children's experiences of the English language shower

In this chapter, the results of the study will be introduced. The analyzed data consists of drawings of twelve children before the language shower, drawings of thirteen children after the language shower and five group interviews based on these drawings. Ten children drew a picture both before and after the language shower. The elements from the data were organized under three main themes. Section 6.1 introduces children's experiences of the methods and topics of language shower. In section 6.2, children's experiences of the English language will be described and section 6.3 illustrates children's experiences of the foreign language learning. The interview extracts have been translated into English, but since the children used both Finnish and English in their comments, the words that were originally in English are bolded in the extracts. The transcription conventions and the original interview extracts can be found in Appendix 3. The names of the participants have been changed.

6.1. Experiences of the language shower

The first research question was what kind of experiences the children have of the language shower. In more detail, the aim was to discover which methods and topics of the language shower the children liked and which not. In this chapter, children's experiences of the language shower will be introduced based on the interviews. Section 6.1.1 introduces children's experiences of the methods used at the language shower, whereas section 6.1.2 concentrates on their experiences of the topics of the language shower.

6.1.1. Methods of the language shower

When I asked the children how it felt to be at the language shower, most of them stated that the language shower was fun or nice. One child told it felt funny to be at the language shower and one mentioned that it was also a bit weird, because of all the new words that they learned. Based on their comments about the language shower in general it can be said that the children seemed to have mainly positive experiences of it.

However, I wanted to discover in more detail what the children liked about it and what they did not like. In this chapter, their views of the methods used at the language shower will be introduced.

To find out children's opinions of the methods that I used at the language shower, I asked about their favorite and least favorite activities. In addition, I asked their opinion about the songs that we listened during the language shower. For some children it was difficult to remember any activities and they simply stated that everything was nice, but others remembered many different things. In the next comments, children bring out some of their favorite aspects of the methods used at the languages shower:

1. Interviewer: *what did the language shower feel like in your opinion?*
 Milja: *nice*
 Venla: *nice*
 Interviewer: *why was it nice?*
 Venla: *because I liked to learn english*
 Milja: *and it was nice that we had those fun games*
 Venla: *yeah for me it was the same*

2. Interviewer: *which things were nice at the language shower?*
 Elina: *that when there were those things all around and we just ran to show them*

3. Interviewer: *so what was your favorite topic of these that we handled?*
 Niklas: *fruit salad*
 Interviewer: *why was it so nice?*
 Niklas: *well 'cause we had to run (draws circles on the table with his finger) had to run to other's places*

In the interview extract 1, where I asked why the children liked the languages shower, Milja says that she liked it because of the nice games and activities that we had and Venla says that she agrees, which shows that games and playing are suitable ways for children to learn languages (see Malkina 2009: 54). I also asked in more detail about the favorite activities and for example in interview extract 2, Elina mentions an activity from the last session of the language shower, in which I had put pictures of the different topics that we had handled on the walls. Then I asked questions such as, “*Where is the dog?*”, and the children had to run to the right picture and touch it. In addition, in interview extract 3 Niklas states that he liked the most the activity called *fruit salad*. In this game, the children were sitting in a circle and each of them had a picture of a fruit on a piece of paper. One of the children was in the middle of the circle and had to say names of the fruits. When he or she said, for example *banana*, those children who had a picture of banana switched places and the one who was in the middle tried run to one of

the places. Another activity that was mentioned by a couple of children in the interviews was for example a color game, during which the children were standing in a row and when I said a color, all children who had this color in their clothes took a step forward. One child also told that she liked the activity during which the children had to mime different animals, when I told them for example, “*You are dogs*”.

We also listened to songs during the language shower and I wanted to find out, what the children thought of those. When I asked their opinions of the songs that we had listened, the children told about their experiences as follows:

4. Interviewer: *what did you think about the songs that we listened?*
 Elina: *fun at least when there was the thing touch your nose ... turn around*
 Interviewer: *yeah it was **if you're happy and you know it** was it that song?*
 Elina: *yes it was fun at least with the video*
5. Interviewer: *do you remember the songs that we had?*
 Elli: *I remember the Old McDonald ... there were those animal sounds and so ... I already thought of another one that hmm if you're happy*
 Interviewer: *yes **if you're happy and you know it?***
 Elli: *mm*
 Kasper: *I remember the head shoulders*

The children did not remember the names of the songs, which might be the reason why some of them told that they did not remember any of the songs. The ones, who did remember songs, described the activities that were connected to those. In the interviews, three children mentioned the song *If you're happy and you know it* and two said they remembered the song *Head, shoulders, knees and toes*. Both of these songs included movement when we listened to them. The song *Old McDonald had a farm* was mentioned only by one child. During that song, the children were supposed to listen to the song eyes closed and try to identify which animals are mentioned in it.

I also wanted to discover which things the children did not like so much at the language shower. When I asked this, most of the children told that everything had been fun. However, some of the children had also had negative experiences at the language shower, which are illustrated in the next interview extracts:

6. Interviewer: *what things were there that you did not like at the language shower what would have been irritating or so?*
 Janne: *I know*
 Interviewer: *yes?*
 Janne: *sitting I don't like sitting*
 Interviewer: *why was it unpleasant the sitting?*
 Janne: *because I don't stay still*

7. Interviewer: *what about Konsta what did you think was not nice?*
 Konsta: *well the one where we had to change places because I didn't get to run at all in that because no one had those*
 Interviewer: *oh was it the fruit salad?*
 Konsta: *yeah*
 Interviewer: *you probably had such a difficult fruit that no one said that*

As the interview extracts 6 and 7 illustrate, the children did not like it if they had to sit or wait for their turn during a game for a long time. During the language shower, I noticed that most of the children were not able to concentrate long if they were not able to participate actively and move, which is why I tried to include as many kinesthetic activities in the language shower as possible. However, it seems that there could have been even more activities that include movement. In addition, one should make sure that the children can take part to the games equally, since as Konsta points out, it can be frustrating if one is not able to take part as much as the others.

In conclusion it can be said that the activities and songs children remembered and liked the most were those which included some kind of movement (see interview extracts 1, 2, 3, 4 & 5). In addition, the things the children did not like were those, in which they had to sit or wait for a long time for their turn to participate (see interview extracts 6 & 7). This supports Pica's (2007:11) statement that movement is a suitable way to learn especially for young children. Moreover, as Malkina (2009: 54) points out, games and playful situations are good ways to teach foreign languages for children, because they can enable spontaneous language acquisition.

6.1.2. Topics of the language shower

I also wanted to discover what the children thought about the topics of the language shower. I aimed to choose topics that would be interesting and useful for the children, to make the language shower more motivating and enjoyable for them. For many children, it was difficult to understand what I meant with the term *topic* (in Finnish *aihe*). Some of them mentioned activities or games as an answer for this, others simply told they do not know, which might mean that they did not understand the question (see Hirsjärvi and Hurme 2000: 131). To get this question answered I sometimes had to form the question so that I listed some of the topics that we had handled and then asked which of them was their favorite one, which might have affected children's answers. In the next interview extracts, some of the children's favorite topics are mentioned:

8. Interviewer: *what was the favorite topic?*
 Venla: *well maybe the animals were one of my favorite topics*
 Interviewer: *can you tell why?*
 Venla: *well they were so nicely drawn and it was nice to talk about those*
 Interviewer: *what about Inka what was your favorite topic?*
 Inka: *animals*
 Interviewer: *why?*
 Inka: *because I like animals*
9. Interviewer: *what was your favorite topic?*
 Kasper: *well probably the colors*
 Interviewer: *why were those your favorite?*
 Kasper: *well because I knew those a little so it wasn't so difficult*

In the interview extract 8, Venla and Inka point out that they liked the animals the most, because it was fun to talk about them and it was an interesting topic for them. In addition, three other children told that they liked the animals the most of all the topics. In the interview extract 9, Kasper, on the other hand state that the colors were his favorite topic, because some of the colors were already familiar to him and it was therefore easy. One other child told that colors were her favorite topic. The activities related to animals and colors were mentioned by others as well when I asked about their favorite topics.

When I asked, which topics the children did not like, most of them answered that they liked all of them. Only one of the children named a topic that she did not like so much, as the following interview extract shows:

10. Interviewer: *well what about were there things that you didn't like?*
 Elina: *I didn't really like the fruits that much*
 Interviewer: *ok why is that?*
 Elina: *'cause I knew already many of those*
 Interviewer: *ok so those were already familiar for you?*
 Elina: *yeah*

In the interview extract 10, Elina points out that she did not like it so much when we learned the names of fruits. The reason for this was that she already knew many of them, so it was a familiar topic for her. When I asked what it felt like when we handled that topic, she was not able to describe her experience in more detail, but it might be that she got bored, because her earlier knowledge was not taken into consideration and therefore she did not like the topic.

Five of the children named animals as their favorite topic, because they were interested in that topic and therefore liked to learn the names of animals. Two children said that their favorite topic was colors. Other children said that they do not know, even though I

listed the topics that we had handled, or told that everything was so nice that they cannot pick one topic that was the best. Earlier knowledge of English affected children's views on the topics in different ways. Kasper's favorite topic was the one that was already familiar to him, whereas on the contrary Elina's least favorite topic was fruits, because she already knew most of the words in advance. It seems like earlier knowledge can motivate the children to take part. However, the teacher should be aware of children's earlier knowledge and consider this during the language shower, so that the children will not feel they are not learning anything new and therefore get bored.

6.2. Experiences of the English language

A further research question was what the children think about the English language before and after the language shower. To answer this question, I collected children's drawings before and after the language shower in order to explore their views of the English language. The reason for collecting drawings twice was that I wanted to discover whether their views of the English language would change during the language shower. The children had also the opportunity to describe their drawings in the group interviews, during which I also asked additional questions about their views of the English language. Only one child was not able to participate in the interview. Most of the children already had experiences of the English language before the language shower, which are illustrated in their first drawings. Next, children's views of the English language before and after the language shower will be introduced in more detail by using drawings and children's descriptions of those as examples. These were organized in two themes: drawings illustrating the knowledge of English in section 6.2.1. and drawings illustrating the usage of English in section 6.2.2.

6.2.1. Knowledge of English

Some of the children associated the English language with the knowledge of English, in other words, what they already knew about the language. Before the language shower, in two drawings out of twelve, children illustrated words that they knew in English. These two children drew also after the language shower words they had learned. Their drawings and descriptions of those reveal that they already knew some words in English before the language shower, and had learned more words during the language shower.

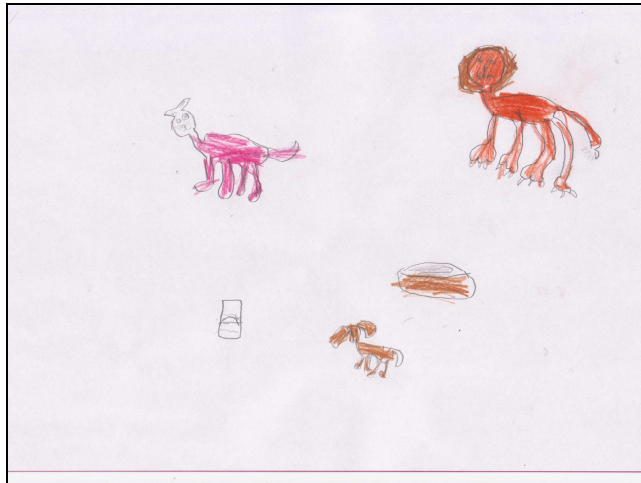
One of the children, on the contrary, told me that she did not know anything about the English language and therefore she drew things that she would like to learn about the English language (see chapter 5.2.1). After the language shower, seven drawings out of thirteen illustrated words that the children had learned during the language shower.

For example, in her first drawing Elina illustrated words that she already knew in English (drawing 1) and after the language shower, she drew what she had learned during the language shower (drawing 2). Elina had been earlier in a kindergarten, where English had been used for instruction, which is the reason she already knew some English before the language shower. Elina described her earlier experiences of the English language in the following way:

11. Elina: *at my earlier kindergarten we spoke English almost all the time for example could I have more and so **bread please milk please***

She said the phrases that they had used at the kindergarten in English and when she talked about her drawings, she used English to describe the things she had drawn, as the following interview extract, where she talks about her drawings, shows:

12. Interviewer: *then what had Elina drawn?*
 Elina: *I had drawn here **dog lion and cat***
 Interviewer: *yeah so that was the first drawing?*
 Elina: *yeah*
 Interviewer: *you knew those already then*
 Elina: *this is new there is **sad the blue angry** here is the **dog redefrog here is duck here is banana sad pig green pig orange and apple ... and here are colors as well I remembered those***
 Interviewer: *yes great and what differences those two have then?*
 Elina: *in this one there are like only these animals and in this one there aren't in this one there are colors and in this one there aren't and also in this one there are these different figures and for example this **frog duck angry birds blue** and the **pig** and this **orange***



Drawing 1: Elina 1/2



Drawing 2: Elina 2/2

Similarly, Jenni illustrated words she already knew in her first drawing, and had even written the words *nou* (no) and *jees* (yes) on her drawing. She told in the interview that she already knew some English, because her mum had been teaching English to her at home. After the language shower, Jenni drew more words, including animals and colors.

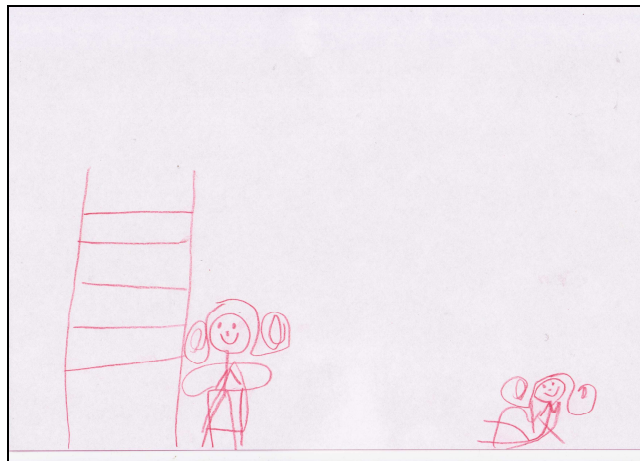
Both children, who associated the English language with the knowledge of English words already before the language shower, told that they had earlier experiences of learning the language at the kindergarten or at home. Their earlier experiences of learning English enabled them to illustrate their knowledge of the English language already before the language shower. In the drawings after the language shower, altogether eight children associated English with words that they knew in English.

6.2.2. Usage of English

Some children, on the other hand, associated the English language with places or situations where English, or possibly other foreign languages, are spoken. Before the language shower, six drawings illustrated places or situations, which the children associated with the English language. After the language shower, however, only two drawings illustrated places or situations, where English is used. That time the others drew topics of the language shower or words, which they had learned.

Noora, who had already been in an English club in kindergarten, illustrated her earlier experiences of learning English in her first drawing (drawing 3) and in her second drawing she drew herself at the English language shower (drawing 4). Nora described her drawings in this way:

13. Interviewer: *ok would Noora tell first what you had drawn?*
 Noora: *well here I am like in my earlier English club and there is my teacher*
- ...
- Interviewer: *what do you have in the other picture then?*
 Noora: *well here is me and here around me is a house and here next to me is the English flag and therefore and I wonder why it is there ... and when it has been there long enough it will rise like higher all the time*
- Interviewer: *yeah why will it rise higher can you tell?*
 Noora: *well because like this gir- I don't know that there are fewer and fewer times left of my English club and that's why it rises higher all the time*



Drawing 3: Noora 1/2

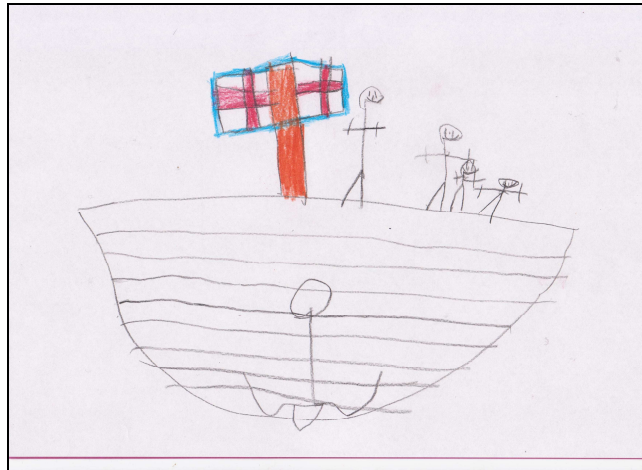


Drawing 4: Noora 2/2

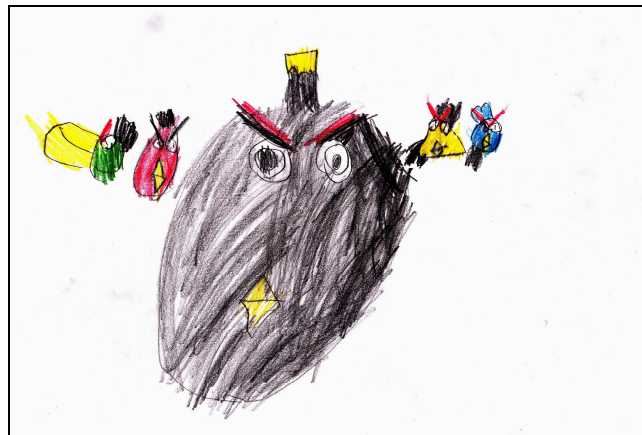
As can be seen from her drawings, Noora associated the English language with her experiences of situations where she had used the language, as in her first drawing at English club in kindergarten and in her second drawing at the language shower organized in this study. Since she has drawn herself smiling in the first picture, it has obviously been a positive experience for her to participate in the English language club. She explained that in her second drawing she is looking in amazement at the English flag, which rises higher and higher as the language shower proceeds. The flag symbolizes how there will be less session of the English shower left each week and Noora is surprised of this.

Valtteri's first drawing (drawing 5), on the other hand, illustrates a boat, because he had traveled to Estonia by boat and he associated this trip with the English language. In his second drawing (drawing 6), however, were *Angry Bird*-characters, which we had used in the language shower to practice numbers and colors. He told about what he had drawn before and after the language shower as follows:

14. Interviewer: *yeah what about Valtteri then what had you drawn at the first time would tell that one?*
 Valtteri: *this is a boat to Estonia*
 Interviewer: *mm why did you draw that one there?*
 Valtteri: *'cause I have been to Estonia*
 Interviewer: *yeah ok then what was your second drawing?*
 Valtteri: *about the **angry birds***
 Interviewer: *mm why did you draw those?*
 Niklas: *because he likes them*
 Valtteri: *yeah and I also have it as a game*



Drawing 5: Valtteri 1/2



Drawing 6: Valtteri 2/2

Valtteri had obviously heard English, or possibly other foreign languages, during his trip to Estonia and therefore associated the English language before the language shower with traveling. However, after the language shower, the English language reminded him of the *Angry Birds*-characters that we had used in the language shower, because he liked those and had been playing the game *Angry Birds* at home.

Similarly, five other children illustrated places and situations, which they associated with the English language, in their first drawings. Topias drew also a boat, Venla a landscape from England, Kasper a soccer field and Janne had drawn the English flag. This shows that already before the language shower these children had some kinds of experiences of the English language and culture or an idea of where English is spoken. They had heard English when they had been traveling or knew places where it is spoken. After the language shower, similarly as Valtteri, Venla drew her favorite topic of the

language shower, animals. Kasper drew a soccer field again. Unfortunately, Janne and Topias were absent at the last session of the language shower and therefore did not draw second pictures at all. The children who only drew a picture after the language shower illustrated things they had learned during the language shower or topics that they liked.

6.3. Experiences of the foreign language learning

In this study, I did not test the children's knowledge of English before or after the language shower, because the main goal of the language shower was to provide positive experiences of the English language and increase interest towards foreign language learning. However, one aim was to discover whether the children had the feeling that they had learned English during the language shower or not. Therefore, I asked the children in the interviews to tell me some words or phrases that they remember in English. In addition, I asked if they would like to learn English also in the future. There were also other occasions where they mentioned the language learning in the interviews and those comments will be introduced in this chapter as well. Section 6.3.1. introduces the English words that children remembered and section 6.3.2. discusses their motivation to learn English after the language shower.

6.3.1. Words that children remembered

To discover whether the children felt like they had learned some English at the language shower, I asked them to tell me some words or phrases that they remember in English. I also asked if they remembered any of the phrases, such as greetings, that we had used during the language shower. Twelve children were able to remember at least one word in English, most of them listed several words that they knew. The three others said they did not remember any words in English. These children were very shy and did not talk much during the whole interview and their anxiety might have affected the fact that no English words came to their minds in the interview situation. The following interview extracts illustrate how most of the children were able to name English words or phrases that they remembered:

15. Interviewer: *would you now tell me some words or sentences that you remember in English?*
 Noora: *well the **banana** and then the the **orange** and//*
 Sara: *you can say three*
 Noora: *and then mm I remember that that what was it*

- Sara: *you can think about it can I say now? ... I remember **blue** and then that **dog** and then **black***
- Interviewer: *yeah what about Jenni?*
- Jenni: *well **dog cat angry birds***
16. Interviewer: *would you now tell me some words or sentences that you remember?*
- Elina: *I remember **angry sad cat dog frog lion** and **banana pig guinea pig** ... hundreds*
- Interviewer: *hundreds good you remember many what about Silja what do you remember?*
- Silja: ***orange** no I don't remember anything else*
17. Interviewer: *what did we say in the morning when I arrived do you remember?*
- Elli: ***good morning***
- Interviewer: *yeah good do you remember any other greetings or what does one say when one leaves?*
- Elli: ***bye bye***

Some of the children were very confident of their knowledge of English. They listed words in English and some of them would have mentioned even more words if they would not have been interrupted by the other children as in the interview extract 15 where Sara interrupts Noora by saying that she can name only three words and continues listing words in English herself. In the interview extract 16, Elina states after mentioning nine words in English, that she actually remembers hundreds of words.

Even though most of the children seemed to remember words in English, not many children remembered the phrases, such as “*Good morning*”, which were repeated many times during the language shower. Only one child remembered the phrase “*Good morning*” after I asked whether they remember what we said in the beginning of each session (see interview extract 17). A couple of the other children remembered the greeting “*Hello*” and the phrase “*Bye bye*”. None of them mentioned other phrases, such as “*My name is...*” or “*How old are you?*”, which might be because we did not repeat those as often as the greetings. However, when I used phrases that we had learned in the beginning of the language shower and asked questions such as “*What color is the banana?*”, “*How many Angry Birds are there?*” the children understood the phrases without translation and were able to answer. Similarly, Mela (2012) discovered in her MA-thesis that the children who participated in a Swedish language shower twenty times in kindergarten were able to learn a small amount of words and phrases that had been used at the language shower and understood some phrases in Swedish, but were not able to apply their knowledge to create own sentences. In conclusion, it can be

said that after the ten times of language shower children remembered some words in English, but did not remember longer phrases even though they understood those during the language shower.

6.3.2. Motivation to learn English

One goal of the language shower is to motivate the children to learn foreign languages, in this case English, by providing positive experiences of foreign language learning through playful situations. Therefore, I wanted to discover if the children were motivated to learn more English after the language shower.

Some children mentioned in the interviews that the nicest thing in the language shower was to learn English, which shows that they were motivated to learn it. As Brumen (2010) discovered, children aged 4 - 6 are often intrinsically motivated to learn foreign languages and enjoy the process of learning new languages, not only because of the fun activities, but also because it provides intellectual challenge for them. As Noora, Jenni, Sara and Venla state in the following interview extract, in their opinion the language shower was fun especially because they were able to learn English during it:

18. Interviewer: *I would like to hear how it was at the language shower so what did the language shower feel like?*
 Sara: *well nice*
 Jenni: *nice*
 Interviewer: *what about Noora?*
 Noora: *well it was very so that it taught a lot and then also at the school I will know some English*
 Haastattelija: *what about Jenni and Sara can you say a little more about why it was nice?*
 Jenni: *well because one learned [english] there*
 Sara: *[lear-] yeah learned English*

I asked the children whether they would like to learn English also in the future and what things they would like to learn about it. Thirteen children answered that they would like to learn more English, for example more words and to speak more. Two children told that they would not like to learn more English, but were not able to explain why. In the next interview extracts, some things are mentioned that the children would like to learn:

19. Interviewer: *ok then would you like to learn more English?*
 Jenni: *yeah*
 Sara: *yeah*
 Interviewer: *what things would you like to learn?*
 Jenni: *everything*
 ...

- Sara: *I dunno names of berries*
 Interviewer: *what about Noora what would you like to learn?*
 Noora: *mm I would like to learn more of those colors and//*
20. Interviewer: *would you like to learn more english in the future?*
 Milja: *ye[ees]*
 Venla: *[yees]*
 Interviewer: *what things would you like to learn?*
 Milja: *well I would like to learn to speak it more*

As the interview extracts above illustrate, after the language shower most children were motivated to learn English also in the future. It is, however, difficult to evaluate how much the language shower affected children's motivation, because for most of them the language shower was not the first encounter with the English language. For example, Elina had been in a kindergarten where English was used for instruction and Noora told that it was familiar for her to speak English, because she has learned English at the kindergarten and her brother has taught her at home. Similarly, Jenni, Sara and Konsta told that they had been learning English at home on their own or with their parents. All of them told that they would like to learn more English. Elina and Konsta mentioned also other foreign languages that they would like to learn, such as Swedish and Russian. As for example Elvin et. al. (2007) discovered, the early encounter with foreign language learning could produce linguistic self-confidence and desire to learn foreign languages in the future, if the experiences are positive. Children's positive experiences of learning English might have had an effect on her motivation to learn English and other foreign languages in the future. The children who said that they were interested to learn more English wanted to learn more words or to speak it better. For example, Sara and Noora state in the interview extracts 20 and 21 that they were interested to learn more names of colors and names of berries. In addition, Milja points out that she would like to learn speak more English (see interview extract 21).

7. Discussion and Conclusion

In section 7.1. of this chapter, the results of the study will be summarized and their implication for organizing a language shower discussed, in section 7.2. the methods will be evaluated and in section 7.3 suggestions for further research will be introduced.

7.1. Summary of the results

The present study is a qualitative case study, which aimed to explore preschool children's experiences of an English language shower to find ways to improve the practice of language shower. It can be concluded that the language shower was mainly a positive experience for the children and that they enjoyed learning English as well as the activities of the language shower. It was discovered that children's favorite activities and songs were those, which included movement. In addition, the children did not like it if they had to stay still for a long time or if they were not able to participate as much as the other children did. These results were similar as in my MA-thesis for German (Pynnönen 2012). These findings indicate that the language shower should be planned so that there are many kinesthetic activities and the all of the children are able take part to the activities equally.

It was difficult for most of the children to name the topics of the language shower that they liked the most, but the topics that were mentioned as favorites were animals and colors. During the language shower, we learned the names of the favorite animals of the children, which might have had an effect on the fact that some of them liked especially this topic as it can motivate the children to learn if their opinions are taken into consideration when the topics for the language shower are chosen (see Bärlund 2012b: 179). I could have given the children even more opportunities to decide which topics we handled by asking which words they would like to learn, even though they seemed to be interested in the topics that I had chosen. Only one child mentioned a topic that that she did not like, because she already knew most of the names of the fruits that we learned. This shows that the language shower might not be the first encounter with the foreign language for the children and therefore their earlier knowledge should be taken into consideration at the language shower.

When children were asked to draw what comes to their minds of the English language, they ended up illustrating many different themes. Some children drew which words they already knew in English, which shows that they associated the English language with words that they already knew in English. Others drew places or situations, which they associated with the English language, such as England, traveling abroad or earlier experiences of learning English. However, most of the children's drawings after the

language shower illustrated something they remembered of the language shower even though the instruction for drawing was the same as before, “*Draw a picture of what comes to your mind about the English language.*” This time they drew words that they remembered or topics that we had handled in the language shower, such as animals, *Angry Birds*-characters, colors and fruits. Two of the children had also drawn themselves at the language shower. The aim of the drawings was to find out if children’s views of the English language would change during the language shower. Most of the children did draw different things before and after the language shower. The children, who drew words that they knew or would like to learn in English, drew more things in their second drawings, so it can be seen that they had learned new words in the language shower. Some children who at the first time had drawn a place or situation associated with English, in their second pictures illustrated topics of the language shower. Only one of the children, Kasper, drew the same thing both before and after the language shower. Therefore, it can be concluded, that the English shower had an impact on children’s views of the English language, so that after the language shower more children associated the English language with knowledge of it.

Even though children’s knowledge of English was not tested during this study, I also wanted to discover whether they felt that they had learned some English during the language shower. Most of the children remembered at least one word in English and some of them used English even when they described their drawings. This shows that they had learned some English during the language shower. However, only few children remembered sentences or phrases that we had used at the language shower. As Mela (2012) found out, children are able to learn some words and phrases during the language shower, but the time is too short to develop their syntactical skills so that they would be able to form own sentences. Most of the children were also motivated to learn English also in the future; they told that they would like to learn more words and to speak English better. It is, however, difficult to evaluate how much the language shower affected their motivation, because most of them had learned English already before it.

7.2.Evaluation of the methods

Because the study had only sixteen participants, the results of the present study cannot be generalized, but they still offer valuable insight of children’s views and thoughts of

language shower. Moreover, the results support the findings of my MA-thesis for German, in which I explored children's experiences of a German language shower (Pynnönen 2012) as well as the results of Mela's MA-thesis of Swedish language shower at kindergarten (Mela 2012).

The fact that I was an active participant in the study offered me a great chance to get more experience of organizing language shower and to explore children's experiences of it. During then ten times of language shower and visits at the preschool before and after it made it possible to get to know the children, which made the data collection and analysis easier for me. Of course, the fact that I organized the language shower and conducted the interviews myself might have affected children's comments during the interviews and therefore the results of the study. However, the interview situation was new and exciting for the children and the fact that they knew me already made it less intimidating for them.

I chose to use interviews and children's drawings as research data, because these methods offered the children a way to express their thoughts freely and, especially by drawing, enhance themes that I would not have thought to handle otherwise. The drawings on their own would have been very difficult to analyze and the interviews offered a chance for the children to tell more about their drawings. Combined with the interviews, during which the children were able to describe what they had drawn and why, the drawings served as valuable data and offered insights of their views of the English language.

7.3.Suggestions for further research

The results of this study support the assumption that language shower can serve as a tool to motivate the children to learn foreign languages by providing positive experiences of foreign language learning. However, as the study was only a case study and not many other studies of language shower have been conducted yet, this approach should be studied more to discover how it actually affects pupil's motivation to learn foreign languages. It should also be studied what is the optimal way to organize a language shower for it to have a positive effect on pupil's motivation to learn foreign languages. In more detail, it should be discovered at what age should it start, how long

should it last and should it be included in pupil's schedules or organized as after-school activities.

In addition, the long-term effects of a language shower should be studied. It would be interesting to find out whether the language shower, which lasted only ten times, will have any effects on children's foreign language learning in the future. This aspect was unfortunately not possible to include in this small-scale study. Therefore, further research is needed to explore the effects of language shower in more detail. Especially longitudinal research of the effects of a language shower on pupils' language skills and motivation to learn foreign languages should be conducted to discover what kind of an impact the language shower has on pupil's foreign language learning in the future.

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Appendix 1: Permission form for parents

Tutkimuslupahakemus

Hei!

Opiskelen englannin kieltä Jyväskylän yliopistossa ja teen gradua, jonka aiheena ovat esikoululaisten kokemukset englannin kielestä sekä kielisuihkutuksesta. Kielisuihkutuksen tavoitteena on leikkien, runojen ja laulujen avulla tarjota lapsille maistiaisasia englannin kielestä sekä herättää kiinnostusta vieraita kieliä ja niiden oppimista kohtaan.

Tarkoitukseni on järjestää syksyn 2012 ja kevään 2013 aikana kielisuihkutusta x päiväkodin esikoululaisille yhteensä 10 kertaa. Ennen kielisuihkutusta ja sen jälkeen aion pyytää lapsia piirtämään kokemuksistaan englannin kielestä. Lisäksi aion haastatella heitä selvittääkseni heidän kokemuksiaan kielisuihkutuksesta. Piirroksia sekä haastatteluja on tarkoitus käyttää graduni aineistona. Aineistoja tullaan käsittelemään luottamuksellisesti, niin ettei oppilaiden henkilöllisyys tai päiväkodin nimi käy ilmi missään tutkimuksen vaiheessa.

Toivon, että annatte lapsellenne luvan osallistua tähän tutkimukseen allekirjoittamalla tämän lomakkeen.

Ohjaajanani toimii dosentti, FT Katja Mäntylä.

Johanna Pynnönen

jomapynn@gmail.com

044-3756272

Oppilaan nimi: _____

Huoltajan allekirjoitus ja nimenselvennys

Appendix 2: Frame for the theme interviews

Teemahaastattelun runko:

Esikoululaisten kokemuksia englannin kielen kielisuihkutuksesta

1. Englannin kieli

- Kerro piirroksistasi: Mitä piirsit ennen kielisuihkutusta? Entä mitä piirsit kielisuihkutuksen jälkeen?
- Mitä eroja piirroksissasi huomaat?

2. Kokemukset kielisuihkutuksesta

- Miltä kielisuihkus tuntui?
- Mikä kielisuihkutuksessa oli mukavaa? Miksi?
- Mistä asioita kielisuihkutuksessa et pitänyt? Miksi?

3. Kielisuihkutuksen metodit ja aihepiirit

- Mistä leikeistä tai peleistä pidit eniten? Miksi?
- Mistä leikeistä tai peleistä et pitänyt? Miksi?
- Mitä mieltä olet lauluista, joita kuuntelimme kielisuihkutuksessa?
- Mistä aiheista pidit eniten? Miksi?
- Mistä aiheista et pitänyt? Miksi?

4. Kielen oppiminen

- Miltä englannin kieli mielestäsi kuulostaa?
- Miltä tuntui puhua englantia?
- Mitä asioita sinulle jäi mieleen englannin kielestä?
- Kertoisitko joitakin englanninkielisiä sanoja tai lauseita, joita muistat?
- Haluaisitko oppia lisää englannin kieltä? Mitä asioita haluaisit oppia?

Appendix 3: Transcription conventions and the original interview extracts

Transcription conventions

[indicates the beginning of overlapping utterances
]	indicates the end of overlapping utterances
?	utterance functions as a question
(nods)	transcriber's comments about the character of talk or addressed recipients
-	a cut-off word
//	a cut-off utterance

The original interview extracts

- Haastattelija: *miltä se kielisuihkutus tuntu teidän mielestä?*
 Milja: *kivaa*
 Venla: *kivaa*
 Haastattelija: *no minkä takia se oli kivaa?*
 Venla: *siks sillä mä tykkäsin opetella englantia*
 Milja: *ja sit se oli kivaa ku siinä oli niitä hauskoja leikkejä*
 Venla: *nii mulla oli sama*
- Haastattelija: *mitkä jutut oli mukavia kielisuihkutuksessa?*
 Elina: *että ku siellä joka paikas oli niit juttuja ja me vaan juostiin näyttää niitä*
- Haastattelija: *nii mikä oli teidän lempiaihe näistä mitä me käytii?*
 Niklas: *hedelmäsalaatti*
 Haastattelija: *minkä takia se oli nii kivaa?*
 Niklas: *no ku piti juosta (piirtää sormella pöytään ympyröitä) piti juosta toisten paikalle*
- Haastattelija: *mitäs te olitte mieltä niistä lauluista mitä me kuunneltii?*
 Elina: *hauskoja ainaki kun oli se juttu mukana kosketa nenää ... pyörähdä*
 Haastattelija: *niin se oli if you're happy and you know it olikse se se laulu?*
 Elina: *joo se oli hauskaa ainaki sen videon kaa*
- Haastattelija: *muistatteks te niitä lauluja mitä meillä oli?*
 Elli: *mää muistan se Piippolan vaari ... siinä oli niitä eläinten ääniä ja niitä ... mä oisin keksiny jo toisenki se öö että mikä on lysti*
 Haastattelija: *joo se if you're happy and you know it?*
 Elli: *mm*

- Kasper: *mulla oli se pää olkapää*
6. Haastattelija: *mitäs semmosia asioita oli mistä te ette tykänny siinä kielisuihkutuksessa mikä ois ollu ärsyttävää tai?*
 Janne: *minä tiedän*
 Haastattelija: *no?*
 Janne: *istuminen mä en tykkää istumisesta*
 Haastattelija: *minkä takia se oli inhottavaa se istuminen?*
 Janne: *koska minä en pysy paikallani*
7. Haastattelija: *entäs Konstan mielestä oliko semmosia mikä ei ollu kivaa?*
 Konsta: *no se ihme jossa piti vaihtaa niitä paikkoja koska minä en saanut yhtään juosta siinä koska ei kenelläkään ollut niitä ai oliko se se hedelmäsalaatti?*
 Haastattelija: *niin*
 Konsta: *niin*
 Haastattelija: *sulla oli varmaan nii vaikee hedelmä että kukaa ei sanonu sitä*
8. Haastattelija: *mikä oli lempiaihe?*
 Venla: *no ehkä ne eläimet oli yhet mun lemppariaiheet*
 Haastattelija: *osaatko sanoo miks?*
 Venla: *no koska ne oli nii hienosti piirretty ja oli hauska puhua niistä*
 Haastattelija: *entäs Inka mikäs sun lempiaihe oli*
 Inka: *eläimet*
 Haastattelija: *minkä takia?*
 Inka: *sen takia koska mä tykkään eläimistä*
9. Haastattelija: *mikä oli sun lempiaihe?*
 Kasper: *no varmaan ne värit*
 Haastattelija: *minkä takia ne oli lempparit?*
 Kasper: *no kun mä tunsin niitä vähä eniten niin ei ollu niin hankalaa*
10. Haastattelija: *no entäs sitte mikä oli semmosta mistä te ette tykänny?*
 Elina: *mä en tykänny oikein niistä hedelmistä kauheesti*
 Haastattelija: *okei minkä takia?*
 Elina: *ku mä tiesin jo ainakin monta valmiiksi*
 Haastattelija: *okei että ne oli sulle ihan vanhoja juttuja jo?*
 Elina: *nii*
11. Elina: *mun vanhas päiväkodissa me puhuttii aina melkei englantia vaikka saisinko lisää ja sullei bread please milk please*
12. Haastattelija: *sitte mitäs Elina oli piirtäny?*
 Elina: *mä olin piirtäny tänne dog lion ja cat*
 Haastattelija: *joo elikkä se oli se ensimmäine piirros*
 Elina: *nii*
 Haastattelija: *sää sillon osasit jo ne*

Elina: *tää on uus siinä on sad se blue angry tässä on se dog punasilmäsammakko tässä on duck tässä on banana sad pig green pig orange ja apple ... ja täällä on värejä myös mielessä*

Haastattelija: *joo hyvä ja mitäs niissä oli eroja nyt sitte vielä?*

Elina: *tässä on niinku näitä eläimiä pelkää ja tässä ei tässä on värejä ja tässä ei ja lisäksi tässä on näitä erilaisia kuvioita ja niin vaikka tää frog duck angry birds blue ja se pig ja tää orange*

13. Haastattelija: *okei sanooks Noora sitte eka mitä sää olit piirtäny*

Noora: *no tässä mä oon niinku mun vanhassa enkussa ja tossa on mun ope*

...

Haastattelija: *mitäs sitte siinä toisessa kuvassa sulla on?*

Noora: *no tossa oon mää ja tässä tässä mun ympärillä on talo ja tässä mun vieressä on enkun lippu ja sen takia ja mää ihmettelen miks se on siinä ... ja sitte kun se on ollu siinä tarpeeks pitkään nii sitten niinku se nousee koko ajan pidemmälle*

Haastattelija: *joo minkä takia se nousee pidemmäks osaatko sanoo?*

Noora: *no koska niinku tää tyt- mä en niinku tiä että mun enkun kerho kokoajan alkaa vähenemää ja vähenemää sen takia se nousee kokoajan ylemmäks*

14. Haastattelija: *joo entäs sitte Valtteri mitäs sää olit piirtäny sillo ensin vaikka kerrotko sen?*

Valtteri: *tää on viron laiva*

Haastattelija: *mm minkäs takia sää piirsit sen siihen?*

Valtteri: *ku mää oon käyny virossa*

Haastattelija: *joo okei sitte mikäs se sun toinen piirros oli?*

Valtteri: *angry birdseistä*

Haastattelija: *mm minkäs takia sää piirsit niitä?*

Niklas: *koska se pitää niistä*

Valtteri: *nii ja mulla on se pelinä*

15. Haastattelija: *kertositteks te mulle nyt jotain sanoja tai lauseita mitä teille jäi mieleen enkuks?*

Noora: *no se banana ja sitte se se orange ja//*

Sara: *kolme saa sanoo*

Noora: *ja sitten öö mulle jäi myös mieleen se se mitä se nyt oli*

Sara: *sä voit miettiä sitä saanks mä nyt?*

Sara: *mulla jäi mieleen blue ja sitten tuo dog ja sitte black*

Haastattelija: *joo entäs Jennille?*

Jenni: *noo dog cat angry birds*

16. Haastattelija: *kertositteko vielä jotain sanoja tai lauseita mulle mitä muistatte?*

- Elina: *mä muistan angry sad cat dog frog lion ja banana pig guinepig ... satoja*
- Haastattelija: *satoja hyvä sullon jääny paljon mieleen entäs Silja mitäs sulle on jääny?*
- Silja: *orange ei muuta en muista*
17. Haastattelija: *joo nii on mitäs me aina sanottiin aamulla ku mää tulin muistatteks te?*
- Elli: *good morning*
- Haastattelija: *joo hyvä muistatteks te muita tervehdyksiä tai mitäs sanotaan ku lähetään?*
- Elli: *bye bye*
18. Haastattelija: *mä haluisin kuulla että minkälaista teillä oli siellä kielisuihkutuksessa eli miltä teistä tuntu se kielisuihkutus?*
- Sara: *no mukavalta*
- Jenni: *kivalta*
- Haastattelija: *entäs Noora?*
- Noora: *noo se oli tosi sellasta se opettaa paljo ja sitte koulussaki mä osaan vähä englantia*
- Haastattelija: *mitäs osaatteks te Jenni ja Sara sanoo vähän tarkemmin miks se oli kivaa*
- Jenni: *no sen takia että siellä op[pi englantia]*
- Sara: *[opp-] nii oppi englantia*
19. Haastattelija: *okei sitte vielä haluisitteks te oppia sitte lisää englantia?*
- Jenni: *joo*
- Sara: *joo*
- Haastattelija: *mitäs asioita te haluaisitte oppia?*
- Jenni: *kaikki*
- ...
- Sara: *emmä tiää marjojen nimiä*
- Haastattelija: *entäs Noora mitä sä haluisit oppia?*
- Noora: *mm no mä haluisin oppia lisää niitä värejä ja//*
20. Haastattelija: *haluisitteks te oppia englantia vielä myöhemmin lisää?*
- Milja: *joo[oooo]*
- Venla: *[joooo]*
- Haastattelija: *mitä asioita te haluaisitte siitä oppia?*
- Milja: *no mää haluan ainaki oppia vielä lisää puhumaan sitä*