

**A CLIL community at work: an ethnographic case study
of a Finnish early childhood education centre.**

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ABSTRACT

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The thesis describes an ethnographic case study research carried out at a public early childhood education centre (ECEC) in Central Finland. The aim of the study was to gain a deep understanding of the current implementation of content and language integrated learning (CLIL) provision, with a view to how this may be developed in the future. The views of multiple stakeholders were sought and this study aims to reflect the views, beliefs and practices of staff, parents and children at the ECEC.

Multiple data collection tools were used to provide a rich data set, which would allow for triangulation. Semi-structured group interviews, observations, and questionnaires were among the tools selected for this study. Semi-structured interviews were conducted in four groups of three to four staff members in each. The interviews with staff were recorded and then analyzed using qualitative content analysis to answer the research questions.

The research identified the key challenges which the various stakeholders face in terms of CLIL practices at the ECEC. The research also identified positive beliefs, feelings and outcomes surrounding CLIL. Finally, the study considers ideas for the continued development of CLIL at the ECEC.

Keywords: CLIL, bilingual education, ECEC, stakeholders' beliefs, ethnographic case study.

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1 INTRODUCTION

This study examines the phenomenon of a bilingual working community in Central Finland. The community is evolving from a mainly monolingual, monocultural setting promoting bilingualism through the provision of content and language integrated learning (CLIL), into a culturally diverse, multilingual setting. In some ways it is a challenge typical of the changing demographics in Finnish early childhood education centres (ECECs). In other ways the uniqueness of this community warrants attention in its own right.

Finland is a bilingual country, with official languages being Finnish and Swedish, as well as Saami languages in certain areas (Latomaa & Nuolijärvi, 2002). There are claims however, that Finland's bilingualism is more accurately described as parallel monolingualism (Palviainen & Mård-Miettinen, 2015). The minority language Swedish is usually introduced to the Finnish speaking majority at fifth grade, when students are around 11 years old. English is usually introduced earlier (often at first or second grade when students are seven or eight) and is considered by many to be a necessary life skill (Taavitsainen & Pahta, 2003). It is possible to register only one mother tongue in Finland (Oikeusministerio, 2012).

Multilingualism and bilingualism are heavily loaded terms, which carry with them generations worth of emotional and practical baggage. There are vast cultural differences in the ideas that surround language and language learning. Not only cultural differences stemming from geography but also differences that are temporal or generational, influenced by history, politics or scientific trends. In India, for example, it is the rule rather than the exception, to speak multiple languages. Mohanty (2006), suggests that many Indian children learn 'multilingualism as a first language'. Manjula Datta (2007), in an account of her experiences growing up multilingual, describes a joyful and easy acquisition of multiple languages. She notes how each language made sense and

complemented the others; in all she views her own learning experiences as harmonious. Mohanty (2006), shares similar experiences, noting how her languages served a variety of purposes and social functions.

Bilingualism is the norm for many minority communities where multiple languages are necessary to participate in everyday life; how harmonious this assimilation of languages is, and the identity issues it raises, depends on social and political circumstances. Education plays a key role in shaping the experiences of individuals and communities with regards to attitudes to languages. Datta (2007), goes on to write about an identity crisis, when her natural multilingual roots were displaced; transferred to 1970s London where, as a teacher, she noted that her multilingual pupils were seen as disadvantaged and multilingualism was associated with poor educational outcomes. This concept was and is shocking, but it is not extinct and remnants of fear surrounding multilingualism still linger despite concerted efforts to change perceptions of multilingualism (Cummins, 2000).

Even the terminology is ambiguous; multilingual, bilingual and plurilingual are often used interchangeably (Cenoz, 2013). However, these terms are also used separately to describe different phenomena. Cenoz (2013), in a comprehensive review article notes that the usefulness of these definitions lies in the possibility they offer to consider the many dimensions of multilingualism. Specifically, he refers to: the individual versus social dimension, the proficiency versus use dimension, and the bilingualism versus multilingualism dimension (Ibid., 2013:5). Along with a range of dimensions, as mentioned above, a wide spectrum of disciplines take an interest in multilingualism, from linguistics through psychology, sociology, or anthropology to education. Looking at multilingualism from so many angles means that there is a huge amount of research published offering valuable insights. However, empirical knowledge on the topic has become so diverse that in recent years a shift in paradigm is forming: a holistic study of multilingualism which puts the multilingual speaker at its centre, rather than the atomised aspects of bilingualism. Cenoz (2013) notes that

both paradigms continue to make valuable additions to knowledge of multilingualism.

With a holistic approach to multilingualism in mind, contextual studies which put the multilingual speaker (or multilingual community) at the centre make sense. Looking through a phenomenological lens (see van Manen, 1990) it becomes meaningful to explore lived experience. This study aims to do just that. It is a case study about “Marshlands”, an early childhood education centre (ECEC) in Central Finland. The study considers multiple perspectives of the community with regards to CLIL practices. By telling this story, I hope that a genuine reflection of the concerns and assurances of the community will be presented and that development within the community will be possible, as well as sharing the experiences with wider CLIL and early childhood education communities.

Sections 2 and 3 provide a review of literature written about bilingual education identifying different models and approaches, specifically the CLIL approach, and go on to look at research about language learning in early childhood education (ECE). Finally, section 3 places this study in the context of previous research done about the community in question.

Section 4 provides background information for the study. Firstly, my background as a researcher is presented. Next, a portrait of Marshlands, in the context of ECE in Finland is painted including demographic, geographical and statistical features of the ECEC. Finally, the aims of the research are raised, and the research questions are posed.

Section 5 reports on the implementation of the study including the methodology, methods and ethical considerations, while section 6 presents the findings of the study. Section 7 goes on to discuss the findings with reference to relevant literature and makes suggestions for future developments. Lastly, section 8 provides the conclusion of the study.

2 BILINGUAL EDUCATION

Bilingual education is by no means a new phenomenon. The need for bilingual education has stemmed from the fact that throughout history speakers of different languages have had to live alongside one another (Llinares, 2015). Millennia have passed since the Romans educated their children in Greek to improve their chances of success (Coyle, Hood, & Marsh, 2010). In the current world view the necessity for bilingual education has remained strong and the motivations are partly the same (Llinares, 2015) but are becoming ever more nuanced.

Globalisation and immigration mean that learning multiple languages is now necessary for far more reasons than economic success and good opportunities in the job market. For many it is also a requisite for integration and education (Lasagabaster & Sierra, 2010). This means not only that there is a diverse educational need for bilingual education but that each version is also representative of its own socio-political context (Schwartz & Palviainen, 2016).

2.1 Models of Bilingual Education

2.1.1 Definition of bilingual education

Bilingual education is a broad term which embraces a wide expanse of educational programs designed for an even wider range of audiences and contextual circumstances (Bialystok, 2016). In such a broad field there are diverse definitions which represent different contexts. Baker sums up the problem stating that the term bilingual education is “a simplistic label for a complex phenomenon” (Baker, 2011, p.207). He identifies distinctions between types of bilingual education based on the aims or motivations behind them. Likewise, Bialystok (2016) notes that many researchers have adopted the general term

bilingual education to refer to a particular model based on a specific motivation. She provides the example of Genesee (2004, as cited in Bialystok 2016, p. 548) who defines bilingual education as “education that aims to promote bilingual (or multilingual) competence by using both (or all) languages as media of instruction for significant portions of the academic curriculum”. Bialystok notes that this motivation is worlds apart from Rossell and Baker’s (1996) definition of “teaching non-English-speaking students to read and write in their native tongue, teaching them content in their native tongue, and gradually transitioning them to English over a period of several years”. (Rossell & Baker, 1996, as cited in Bialystok, 2016 p.7) It is clear from both Bialystok’s and Baker’s observations that a simplified definition of bilingual education would be futile, and this thesis therefore considers it as an umbrella term used to refer to education where more than one language plays a role. Each interpretation and implementation of bilingual education is inseparable from its socio-cultural context (García, 2009; Baker, 2011; Schwartz & Palviainen, 2016; Bialystok 2016). It is therefore useful to look at an overview of some of the different kinds of bilingual educational models and their motivations to place this study within its rightful context.

2.1.2 Categorizing types of bilingual education

The historical and social backgrounds of bilingual and multilingual education are multitudinous and often politically charged. In such a climate the number of bilingual educational models that exist means that categorization and generalization can be problematic, even futile. However, multiple scholars have tackled the subject and come up with theories of categorization that shape interpretations of bilingual education today (see Baker, 2011; García, 2009; Hickey & de Mejia, 2014).

Baker (2011) divides different types of bilingual education into what he determines to be weak or strong forms. Weak forms include those models which in actual fact are not bilingual at all but simply educate bilingual children with the aim of them becoming proficient in a target language and show little regard

for the learner's other language or languages. Strong forms of bilingual education strive for learners to become balanced bilinguals:

Weak Forms of Bilingual Education *				
Type of Program	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
SUBMERSION (Structured immersion)	Language Minority	Majority Language	Assimilation	Monolingualism
SUBMERSION with withdrawal classes / sheltered English	Language Minority	Majority Language with pull-out L2 ** lessons [held in a different location]	Assimilation	Monolingualism
SEGREGATIONIST	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism
TRANSITIONAL	Language Minority	Moves from Minority to Majority Language	Assimilation	Relative Monolingualism
MAINSTREAM with Foreign Language Teaching	Language Majority	Majority Language with L2/FL ** Lessons	Limited Enrichment	Limited Bilingualism
SEPARATIST	Language Minority	Minority Language (out of choice)	Detachment / Autonomy	Limited Bilingualism

Strong Forms of Bilingual Education				
Type of Program	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
IMMERSION	Language Majority	Bilingual with initial emphasis on L2 **	Pluralism / Enrichment	Bilingualism & Biliteracy
MAINTENANCE / HERITAGE LANGUAGE	Language Minority	Bilingual with emphasis on L1 **	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
TWO-WAY / DUAL LANGUAGE	Mixed Language Majority & Minority	Minority & Majority	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
MAINSTREAM BILINGUAL	Language Majority	Two Majority Languages	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy

* In some cases the weak forms of bilingual education may actually be monolingual forms of education.

** L2 = [Students'] 2nd Language, L1 = 1st [or native] language, FL = Foreign Language.

FIGURE 1. Baker's categorization of bilingual education. Retrieved from <https://medium.com/@alvarado8668/types-of-bilingual-education-97c2652bb2e0>

Schwartz and Palviainen (2016), referring to early childhood models, which is highly relevant to this thesis, identify three main types of bilingual education. They maintain Baker's idea that forms of bilingual education can be strong or weak and recognize that this correlates to whether a particular form is additive or subtractive.

The first type, which Baker (2011) refers to as strong, is an additive model which aims to support the heritage language of the child. This model can be called heritage language education and offers bilingual education to groups of children mostly from minority-language homes. Such programmes offer a gradual addition of a majority language while continuing to support the children in their first language (L1). Addition of the second language (L2) usually increases along with the competences of the child (Schwartz & Palviainen, 2016).

The second type identified by Schwartz and Palviainen is broadly recognized as immersion education. In these cases, the child's L1 is often secure and the addition of another language to the children's repertoire is the aim. As noted by García (2009), these programs usually aim to educate the children in both languages on a time-share basis, whether the division is through subject, teacher or time, but the two languages themselves remain separate from each other. The motivations behind immersion language programs are diverse and they can be used to teach minority or majority languages either to enrich and integrate, as in the French immersion programs in Canada, or to revitalize a heritage language as in Welsh immersion schools.

The third model contrasts with the other models and is referred to as a weak form in Baker's table (see fig.1). This weakness is because in a sense it is not a form of bilingual education at all (Baker, 2011) but merely tries to transfer minority language children from their L1 to a majority language or L2. This model does not acknowledge or support the child's L1 and is therefore a subtractive model. Forms falling under this category can be harmful not only to children's language development but also to their emotional and cognitive development. (Schwartz & Palviainen, 2016).

García (2009), in an in-depth consideration of categorizing models of bilingual education adds a further dimension to the subtractive versus additive approach equated to convergent/immersion education programs. She talks about a flexible use of multiple languages. She calls this category of bilingual educational 'a multiple model' and classifies it as dynamic, using teaching strategies such as responsible code-switching (swapping of languages) translanguaging (using two or more languages within a single task) and other cross-linguistic practices. García (2009) locates content and language integrated learning (CLIL) programs within this flexible, dynamic, multiple model.

3 CLIL

This thesis is concerned with a particular form of bilingual education known as Content and Language Integrated Learning (CLIL). CLIL as a term was conceived by Do Coyle, David Marsh and others in 1994 to refer to a specific type of bilingual education where content and language are taught together rather than language teaching being confined to the foreign language classroom. The French acronym EMILE is also used and referred to in literature however in this thesis I will solely use the CLIL acronym.

The context of CLIL has its socio-political roots in the European Union and was fuelled by a need for better communication and cultural understanding within the context of a united Europe. However, the duality of motivations in the development of CLIL are certainly as much educational as political (Coyle, Hood & Marsh, 2010). This is partly due to an influx of interest in integrated content and language learning after reports of the successes of Canadian experiences of immersion education.

The term CLIL has become almost synonymous with the integrated teaching of English, as English is the most commonly the language taught through CLIL (Dalton-Puffer, 2011; de Zarobe, 2013). However, CLIL programs have existed with other languages as their target languages such as CLIL

programs in the United Kingdom. Although CLIL is not widespread in the United Kingdom, with Welsh and Northern Irish schools tending to lean towards immersion programs, the EURYDICE report (2004/2005) claims that 47 schools in England had at some point used CLIL initiatives in their teaching of foreign languages.

Many researchers view CLIL as an umbrella term which covers multiple forms of bilingual education (Mehisto, Marsh & Frigols, 2008). There is on-going debate about whether it is necessary or helpful to define CLIL in more accurate terms (see Cenoz, Genesee & Gorter, 2014; Llinares, 2015). Although an interesting debate, this topic falls beyond the remit of this thesis and I therefore embrace the invitation cordially extended by Dalton-Puffer, Llinares, Lorenzo and Nikula (2014) "You can stand under our umbrella". I accept the premise that CLIL programs exist in forms of bilingual education as broad ranging as language showers, bilingual language camps and immersion education environments (Mehisto et al., 2008).

3.1.1 Key features of CLIL

As an educational method CLIL is based on several main concepts and has its own framework which allows for planning, assessment and evaluation. Firstly, as its name suggests, is the idea of integration. Content and language learning are integrated, and this complex concept of integration, which recent studies explore (see Nikula, Dafouz, Moore & Smit, 2016) deserves to be the centre of attention (Llinares, 2015). CLIL does not work through stand-alone language lessons, rather, language is the tool through which content is learned and this relationship is reciprocal; language is also learned through the wider context of content. Understanding this integrated language aspect of CLIL is central to understanding its pedagogic value. Language can be seen as the mediator in the learning process. In other words, the learning takes place through language (Moate, 2010). Coyle et al. (2010), discuss three 'types' of language that need to be considered in integrated learning: language *of* learning, language *for* learning and language *through* learning. The first two are in a way similar and refer to how

we scaffold children's learning by providing them with the tools and knowledge they need in order to use language effectively within the learning process. A language *of* learning refers to the subject specific language required, linked closely to the context. Language *for* learning is about how to use language for the purpose of learning, how to ask questions, how to explain processes etc. Finally, the language *through* learning is the emergent language that is created through the learning process, this needs to be effectively utilised by pupil and teacher to become part of the pupil's cognitive repertoire, resulting in the synergic quality that CLIL seeks to offer.

3.1.2 The four C framework

Coyle suggests that CLIL is "the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al., 2010, p.6). This has been readily adopted by CLIL advocates and become known as the four C's; an effective tool for use in planning, delivering and evaluating CLIL teaching and learning. Context can be considered a fifth 'C' and is important not least because the content provides a meaningful context or purpose for acquisition of language skills and language learning, Coyle suggests that successful language learning should be authentic and relevant and occurs within a 'naturalistic' environment. (Ibid., 2010, p.11) This has much in common with mother-tongue language acquisition.

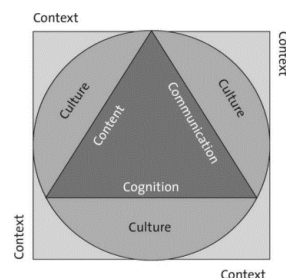


FIGURE 2. Graphic showing the 4 C framework (Coyle et al., 2010)

The figure stresses the integrated nature of CLIL, if read from the outside in we could say that, taking place within a particular context, and embedded within the

encompassing concept of culture (which is crucial because culture provides meaning and opportunities for meaning-making), central importance is equally divided between content, communication and crucially here, if we are to view CLIL as a pedagogic phenomenon, also to cognition. Cognition is central to the pedagogical values of CLIL and emphasises the interplay between language acquisition and subject knowledge. CLIL pedagogy then draws its strength from this integration (see Nikula et al., 2016).

3.2 Situating the study within CLIL and early childhood bilingual education research

3.2.1 From Piaget and Vygotsky to a modern view of the child

It is relevant for this study to look briefly at some theories behind young children's learning and development. Decades of research provide a rich soil in which to cultivate new ideas. Some important theories such as Piaget's stages of cognitive development and Vygotsky's socio-cultural theories and the zone of proximal development remain among the most influential for early childhood educators. A modern view particularly adhered to in Nordic settings is that of the agentic child or competent child actor. In this subsection the above-mentioned theories will be considered in terms of their meaningfulness to young learners and foreign language pedagogy.

In 1936, Jean Piaget first published his theory of stages of cognitive development. Piaget (1936, 1952) described four distinct stages of cognitive development these are briefly described in Table 1.

TABLE 1. Piaget's Stages of Cognitive Development

Stage	Description
Sensorimotor stage (0-2 years)	The child experiences the world and constructs an understanding of it through physical sensory experiences and interactions. Object permanence (memory) is achieved. Language begins to develop toward the end of this stage.
Pre-operational stage (2-7 years)	The child's use and understanding of symbols and language matures. Pretend play, imagination and memory develop. Thinking is predominantly ego-centric.
Concrete operational stage (7-11 years)	The child is capable of conceptualization and can use abstract thought to understand concrete operations. The child becomes less ego-centric as logical understanding (including operational and reversible thought) increases.
Formal operational stage (adolescence to adulthood)	The adolescent develops complex abstract and hypothetical thinking. Early in this stage is a return to egocentric thinking.

Over decades the theory has evolved and is still widely recognized and used by the education community, in research, in teacher education and in practical educational settings. Early childhood education models particularly tend to base their practice on 'stage appropriateness': discovery learning and hands-on experiences form the basis for many early childhood curriculums (Huitt & Hummel, 2003). What Piaget does not consider is that language acquisition as an integrated part of a child's development, whether in one or in many languages, is socio-culturally situated.

Vygotsky's Socio-cultural approach to cognitive development holds language as a central tenet. Whereas Piaget looked at the neurological development of the individual, sociocultural theory describes children's learning from a social perspective, centralising the role of adults and peers in the child's development. Children are active participants in the learning process who are influenced by the culture of the environment in which they develop (Anning, Cullen, & Flear, 2008).

Much of sociocultural theory has been applied to second language learning (see Lantolf, 2000) because learners acquire language through interaction with

other speakers. Two main points are worth considering here, firstly the sense of language as a mediator; the interwoven nature of speech and thought. Vygotsky believed language provided a connection between 'the interpsychological plane' and 'the intrapsychological plane' in other words, through linguistic social interaction, personal growth and assimilation occurs. Under this premise, language (specifically social talk) is crucial to thought and higher-level processing (Bancovic, 2013). When understood in relation to very young learners this underlines the importance of games and play, role play and social free play for language and cognitive development.

Vygotsky's Zone of Proximal Development (ZDP) has received much attention from the perspective of foreign language learning because it forms part of dynamic learning and development processes acknowledged by sociocultural theory (Kao, 2010). Vygotsky defines the ZDP as

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

Multiple scholars have added their own interpretations, and this has led to the widely used concept of scaffolding children's learning.

The modern view of the child, particularly adhered to in Nordic settings, moves us away from Piaget's view of the child as 'becomings' a developing 'adult-in-the-making' who must negotiate various stages in order to become complete; through Vygotsky's view of the child as a social actor, to a view of children not only as social actors (having a role in society and taking part in a wider context than simply their own individual lives) but as social actors with agency; an ability to shape, construct, change and actively engage in this surrounding environment. Children in the modern view are not 'becomings' they are 'beings' whose 'doings' are worthy of attention. Children are co-constructors and co-navigators of their own sociocultural worlds. It is vital that we respect and observe children as they collectively participate in their own learning (Long, Susi, Volk, Dinah & Gregory, 2007).

3.2.2 CLIL and bilingual education in early childhood

The majority of CLIL research concerns secondary education. There is a wealth of research covering multiple angles regarding secondary classrooms, language development, integration, organization, learner attitudes, teacher attitudes and learning outcomes. However, less research is available on primary classrooms and CLIL. Marsh (2012, p. 175) writes that “statistics are particularly hard to obtain on kindergarten and pre-schooling”. Anderson, McDougald, and Cuesta Medina (2015) offer two contrasting interpretations of why less research has been done on young learners and CLIL. Firstly, is the suggestion that CLIL is more suited to older learners who already have higher functioning cognitive skills along with some knowledge of the target language. Secondly, and in contrast, is the idea that with younger learners CLIL practice is almost synonymous with good practice (Anderson et al., 2015). Coyle, et al., (2010), similarly claim that in early childhood CLIL is hard to separate from good practice in early language learning, where Young learners’ “main focus is on the doing – be it playing, singing, drawing, building models, or other activities” (Coyle, et al., 2010, p.17)

It is interesting that there is such a gap in the research when it comes to CLIL and early childhood because as Bialystok (2016) notes, early childhood education is the foundation of future academic outcomes. She particularly notes how basic skills and attitudes to learning are shaped at this early stage. Despite the lack of CLIL focused studies of early childhood, there are studies on bilingual education and outcomes in early childhood. Significant findings from such studies have been accepted into mainstream debate. Firstly, is the claim that there are effective and non-effective bilingual programs (such as those discussed in the previous section). Secondly, some studies show that bilingual programs in early childhood offer children cognitive advantages over monolingual programs (Bialystok, 2016) and thirdly, children with specific challenges (socio-economic, linguistic, developmental, learning) experience no extra burden from bilingual education when appropriate comparisons are made with similar children in monolingual programs (Bialystok, 2016; Kohnert & Danah, 2007).

In light of the complexity and diversity of issues that surround early childhood bilingual education Schwartz and Palviainen (2016) note the dual necessity to research bilingual early childhood education from specific socio-cultural perspectives, and simultaneously the need to find universal features. They highlight the need to consider children’s diverse linguistic circumstances, debunking the myth that children come from largely monolingual backgrounds, and to recognise that “the child population in preschools today is, as a rule, culturally and linguistically diverse and complex” (ibid. 2016, p.611).

Schwartz and Palviainen (2016) have developed a theoretical framework which aims to shift both the research and teaching focus from ‘bilingual instruction’ to ‘educating for bilingualism’. This is not a far cry from García’s (2009) call for a dynamic use of multiple languages, and resonates with the sentiments of Llinares’ (2015) plea to allow diverse and flexible CLIL models to stand under the same umbrella. However, this framework emphasises the demand for a greater understanding of educating for bilingualism from multiple perspectives and it accentuates the central agentic roles of children, parents and teachers in their contextually embedded communities.

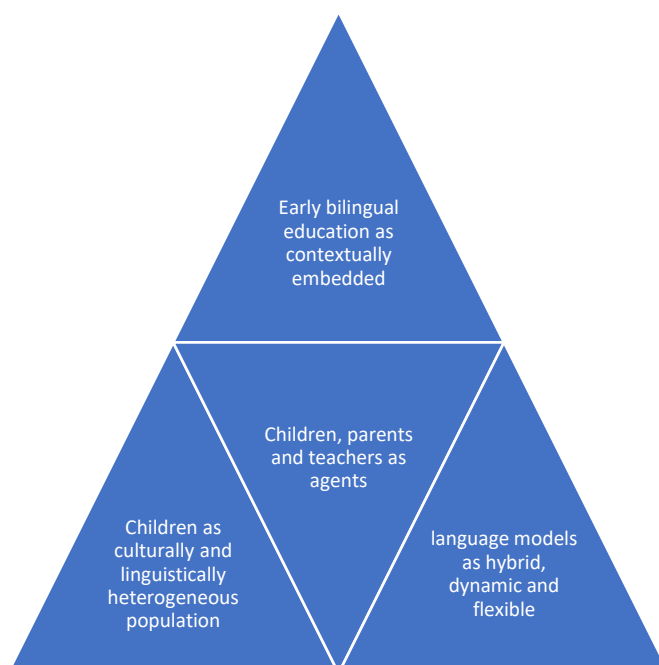


FIGURE 3. Adaption of the framework explaining educating for bilingualism (Schwartz and Palviainen, 2016, p. 611)

3.2.3 The CLIL pathway

In a study about a CLIL teaching community in Central Finland, of which Marshlands (the subject of this study) forms a part, Moate (2014) together with the teacher community, developed a theoretical framework which sets out the community's understanding and experiences of CLIL by means of a CLIL-based educational pathway (Moate, 2014).



FIGURE 4. The CLIL Pathway: a transitional dynamic. Adapted from Moate (2014)

The pathway is laid out as a series of stages, representing pre-primary, primary, secondary and tertiary education; each one builds upon the last, purposefully moving learners forward while they are supported by the foundations laid previously. Moate refers to this as a “transitional dynamic” (Moate, 2017, p.3).

This study focuses on the pre-primary stage of the pathway. Described by Moate (2014) as a “play-oriented, gentle approach”, the first stage of the pathway is intended to instigate an enthusiasm for the foreign language, to make learning accessible and safe for all children. Moate (2014) describes the physical, cognitive and social foreign language space created during the first stage, which children negotiate as they take their first steps along the pathway. Even at this first stage, the importance of CLIL's underlying tenets of content, culture, communication

and cognition (Coyle et al., 2010) as well as the three types of language: language *of* learning, language *for* learning and language *through* learning are already fundamental at this stage of the pathway.

As relevant as the pathway itself, is Moate's dialogical approach to its development. Her recognition of the importance of "mutual pedagogic relationships" (Moate, 2014, p.384), and her narrative approach which acknowledges the value of the story of the community, resonate deeply with the aims of this study.

Although originally developed in 2009, the pathway is not a static concept but rather develops and adapts with the community. In a more recent article the image of the pathway appears river-like (see Nikula & Moate, 2018), with the transitional dynamic becoming somewhat more of an ebb and flow, skills and goals are gathered up along the way, but the boundaries are less solid, the model becomes more cohesive, living, and representative of a continuous educational pathway.

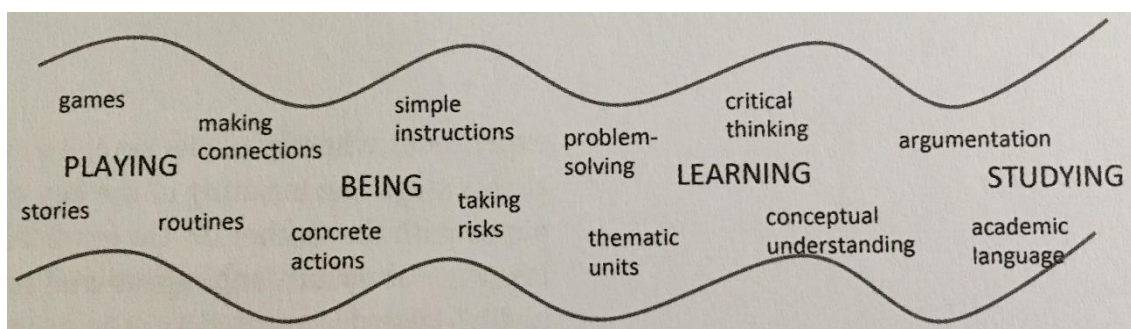


FIGURE 5. The CLIL pathway (Nikula & Moate, 2018)

4 THE STUDY

This chapter provides details about the study. First some information on the background of the researcher is given and then a description of ECE in Finland is provided. Specific details of the ECEC where the project took place are

addressed as well as some details about CLIL provision. Finally, the aims of the study are presented.

4.1 Background for the study

4.1.1 My background

People live storied lives (Etherington, 2004). It seems to be a human need to tell stories, they allow us to construct our identities through reflection and understanding of our lived experiences. My own story creates a natural space for this research to inhabit. In a sense, I grew up as a world citizen, in the roughest definition of the term. At the age of six I was uprooted from my familiar surroundings and taken, by my family, aboard a small sailing boat. We spent two years on and off, departing and arriving. Some sections of our travels were long, such as our epic trek across the Atlantic Ocean, others were short; port hopping from location to location. In terms of staying stationary in any one place, we never did for long. Chances to make friends, bond and learn about people and places were fleeting. I learned very quickly that communication was the key to a positive interaction.

Later, back on dry land again, during my teenage years we hosted homestay students from across Europe, most often teenagers, at our home. They became our friends, we became teachers for one another, and it deepened our understanding of culture, intercultural relations and communication.

As a university student I studied Spanish and spent significant amounts of time studying and working Spain and Mexico. In the final year of my bachelor's degree I met a Finn who later became the father of my three bilingual children and the reason why I ended up in Finland, working in a CLIL preschool. My international past has a great influence on how I view language and learning. When I look back at my own story, I see how it naturally contains many elements of CLIL; communication, culture, content and cognition have been continually present as I have negotiated my path. For me, language is a tool to shape and

create, to explore and discover, of course to learn, but also to live and evolve with the people who use it.

I first came to Finland from the UK in 2008, as a qualified primary school teacher with a few years of experience behind me, teaching children in Key Stage Two of the English education system. With small children of my own I started to run a small bilingual family childcare group from my own home. In 2010, I got the job of “native English-speaking nursery nurse” at Marshlands ECEC. However, not wishing to place my own small children in childcare I took parental leave and continued in my previous role until 2013 when I began my work at Marshlands.

In 2015 I took study leave to complete a master’s degree at the University of Jyväskylä, returning to Marshlands in the autumn of 2017. It was during my master’s degree that I was introduced to CLIL theory, having signed up for a course on CLIL. During the course I realised how much experience I had of ‘living’ and ‘doing’ CLIL and yet how lacking I was in theoretical knowledge.

My experiences at Marshlands, coupled with the insights I gained during my master’s degree provided me with the idea to write this thesis. The climate of early childhood education (ECE) in Finland has undergone many changes in recent years; an updated curriculum, with its increased emphasis on foreign language pedagogy, as well as local organizational, economic and demographic changes mean that there is no-longer a possibility to simply maintain a status quo. Marshlands itself is, in the next two years, to undergo a merger with another non-CLIL Early Childhood Education Centre (ECEC) and the local CLIL primary school. With all this in mind, I was keen to find out more about how CLIL is perceived and implemented at Marshlands and how we can ensure high quality CLIL provision in the future. This research will help to clarify the questions that different members of the CLIL community may have, identify strengths and weaknesses in the current implementation of CLIL and provide a foundation upon which to build future CLIL provision at Marshlands. To the wider audience this research provides an intimate vignette of a working CLIL

community. It is a grass roots level project which illustrates the challenges, triumphs and concerns of an innovative language project.

4.1.2 Early childhood education in Finland

Finland is internationally recognised for providing high quality early childhood education (ECE). All children in Finland have the right to communal childcare (Venninen, Leinonen, Lipponen, & Ojala, 2014). ECE in Finland is firmly rooted within the Nordic tradition of social pedagogy (Einarsdottir, Purola, Johansson, Broström & Emilson, 2014) meaning it takes a child-centred, holistic approach based upon caring and democratic values. As child-centred learning environments Finnish ECE institutions use play-based pedagogies, focus on small group activities and have few formal learning situations compared to many of their European or American counterparts. Following the Nordic model, Finnish ECE sees the child as an individual and competent social actor and aims to acknowledge the views of the child (Alasuutari, 2014). These concepts of children's participation and child agency, specifically referred to in section 3.1 of the most recent National Core Curriculum for Pre-Primary Education, 2014 (National Agency for Education, 2016) are a driving force in the implementation of ECE in Finland. In turn, this view has also influenced my approach to this project. Finnish ECE staff are highly qualified in European terms with kindergarten teachers requiring at least a bachelor's degree. The staff in Finnish ECE institutions is made up from qualified kindergarten teachers, special kindergarten teachers (trained in special educational needs) nursery nurses, who require a vocational work certificate and assistants (assigned to groups or children on needs-based criteria). The academic year before a child attends primary education is known as the pre-school year and became compulsory in Finland in 2015.

4.1.3 Marshlands Early Childhood Education Centre

Marshlands is an averaged sized, state maintained, Early Childhood Education Centre (ECEC) in Central Finland. It serves the surrounding local community

which constitutes a mixed demographic of socio-economic backgrounds and has a significant minority of international migrants. Around 20% of the children currently on roll come from migrant families. The area where Marshlands is situated is urban, and the families live mainly in blocks of flats or terraced houses. There are good playgrounds in the area and easy access to forests and other natural environments. There are over 100 children on roll, and they are cared for in 5 groups. The groups are age based, with two groups for children aged two and under, two groups for children aged three to five years and one group for six-year-old pre-school children (which sometimes also caters for some five-year-olds depending on the number of pre-school children on roll). Each group has one to four staff at any one time and in total, at the time of data collection, there were 15 childcare staff at the ECEC as well as assistants, kitchen staff and cleaners. The director of the ECEC is responsible for another ECEC within the same area.

4.1.4 CLIL at Marshlands ECEC

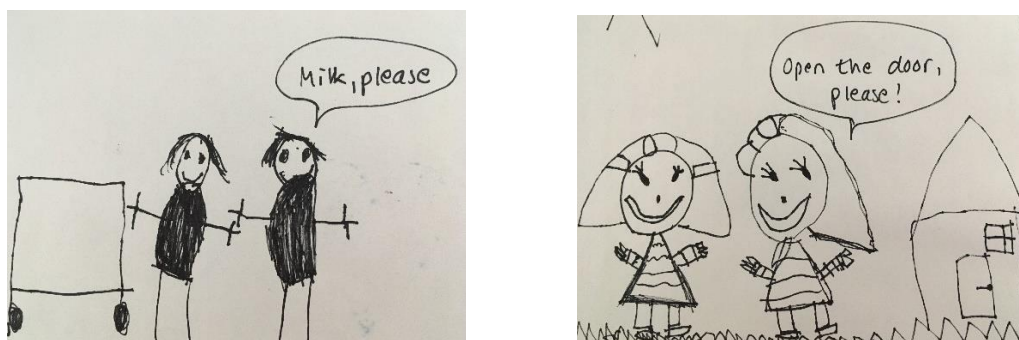


FIGURE 6. Children's drawings showing their ideas about CLIL at Marshlands

The implementation of CLIL at Marshlands began in 1999 as part of a wider CLIL cascade group in the municipality. Marshlands is one of several feeder pre-schools for the local primary school which also implements CLIL from grades one to six. During its 20 years of CLIL provision, Marshlands has offered CLIL to all children aged three and over. In its most recent yearly plan Marshlands states:

CLIL-opetus Marshlands päiväkodissa

- Marshlands päiväkodissa järjestetään sisällön ja kielen (CLIL) yhdistävää englanninkielen opetusta, osana Jyväskylä CLIL Cascade-yhteistyöverkosta.
- Englannin kieli on mukana 3-6-vuotiaiden arjessa päivittäin, ja painottuu erityisesti esikoulu ryhmässä, jossa työskentelee lastenhoitajana englantia äidinkielenään puhuva ”natiivi.”

CLIL-teaching at Marshlands Daycare

- Marshlands organises content and language integrated learning (CLIL) English language teaching as part of the Jyväskylä CLIL cascade group.
- English language is included in the daily life of 3-6 year old children with special emphasis on the preschool group where a native English speaker works as a nursery nurse.

Initially when CLIL was introduced, the idea was that all workers should use some English within daily activities and routines. As well as this, a native speaker of English was employed to speak exclusively English at all times. The inclusion of the native speaker was found to be a valuable asset to the CLIL program at Marshlands and the role of ‘English-speaking nursery nurse’ became accredited as a permanent position in 2010.

The most recent version of The Finnish National Core Curriculum for Pre-Primary Education 2014, (2016) recognises the importance of multilingualism and foreign language learning. In a section devoted to special questions of language and culture, bilingual pre-primary education is addressed. Bilingual pre-primary education is divided into two categories; large-scale and small-scale. Large-scale refers to total immersion language programs and to pre-primary education that implements at least 25% of its program in a language other than

the language of instruction. Small-scale bilingual pre-primary education is therefore defined in contrast to large-scale, as those institutions that regularly and systematically provide less than 25% of their activities in a language other than the language of instruction.

Marshlands ECEC sits somewhere between these two camps with the younger (3-5 year olds) groups resting within the small-scale camp and the pre-school group hovering around the border between a small-scale and large-scale bilingual childcare environment.

Furthermore, it is important to note that there will be a merger of two ECECs and the local primary school in the near future. Preparation for this is already underway. This will have a significant impact on Marshlands and its CLIL provision. With this in mind, the timing is apt to carry out this study with a view to assessing the current situation and thinking about future developments of the community.

4.2 The aims of the study

The aim of the present study is to provide a deep exploration of how Marshlands works as a CLIL community. The study aims to accurately represent the views of multiple stakeholders including staff, parents and children. The purpose of this in-depth examination is to evaluate the CLIL program at Marshlands with a view to future development. The focus will be on identifying the main challenges faced by members of the CLIL community as well as considering the strengths of the program in its current form. The research questions are as follows:

1. What do different members of the CLIL community view as the challenges of CLIL?
2. What do different members of the CLIL community value about CLIL?
3. What implications do these have on the future provision of CLIL at Marshlands?

5 IMPLEMENTATION OF THE STUDY

5.1 A word on Ethnography for Education

Ethnography can be used “to research social action within a discrete location from first-hand experience” (Pole & Morrison, 2003 p.17). Its overarching purpose is to convey, through the collection and analysis of predominantly qualitative data, the subjective realities of the lived experiences of the subjects of the research (Pole & Morrison, 2003). Ethnography is usually carried out by a researcher, who comes into a community from the outside but studies the community from within. Ethnography in education often relies on a participant or insider researcher. In either case, Geertz (1998) notes the importance of the ethnographer’s capacity to interact with the research subjects, to be present and ‘experience’ the lives of others.

While ethnology as a methodology has received a good deal of criticism and has been accused of lacking rigor by some positivists (Pole & Morrison, 2003), it has proven itself for its ability to offer deep insights into the lives of the societies it studies. In the case of this research, an ethnographic stance provides a lens through which to focus the collection and analysis of data.

5.2 Case study Research

5.2.1 What is Case study Research?

A case study is an empirical investigation of a contemporary phenomenon researched from within its real-life context using multiple sources of evidence (Yin, 2009). Historically, case study as a form of educational research began to gain attention during the 1970s and 1980s partly as a reaction against the heavy bias toward quantitative research methods used at that time (Hamilton & Corbett-Whittier, 2013). Case study research acknowledges the complexities in the field of education and strives to deepen understanding of the studied phenomena.

Stenhouse (1979), one of the earliest supporters of case study research for education, acknowledged the similarities that case study has with ethnographic field research. However, he challenged the view that the two were indeed the same because of the fundamental differences between them. Perhaps most importantly he considered the positions of the researcher to be different; whereas in ethnography the researcher was traditionally an outsider/spectator temporarily in an insider role (as in anthropological field work), the case study researcher is often a permanent fixture within the place of study, or at least may be already familiar with the context to be studied.

Robert Yin (2009) explains three forms of case study: exploratory, descriptive and explanatory. The three forms range from simple data collection and presentation of patterns as for an exploratory case study to the last form, explanatory which aims to answer how and why questions of the phenomena being studied.

Sharan Merriam's description of heuristic, ethnographic, evaluative case study broadly aligns with what I have tried to achieve with this research project (see Merriam, 1998). Heuristic because, according to Merriam, it is appropriate 'for questions, situations, or puzzling occurrences arising from everyday practice' (Ibid., 1998, p.29). Ethnographic because the study focuses to a large degree on the culture of the community and seeks to represent the voices of its members, and thirdly, evaluative because the thesis aims to answer the how and why of the phenomena by analyzing and evaluating the data with a view to providing a deeper understanding of the community, for the benefit of the community itself.

5.2.2 Case Study Research in This Study

Hamilton and Corbett-Whittier (2013, p.43) state that "... a good case study will be driven by a clear sense of purpose that is reflected upon throughout the research journey and well documented within the research findings." They see case study research as an opportunity to build communities of researchers,

chances to collaborate, innovate and evaluate collectively. I interpret this not only to mean in the wider research community but also at a grass roots level, where communities can work together for a deeper understanding of relevant issues.

As Tracy (2012) notes, some of the best ideas for qualitative research come from real life; as both a student of education and a practitioner within the CLIL field my desire to bring my academic experiences and my work life experiences together drove me to think about how a project like this could be realized. I had noticed how much my own working climate had changed since starting to work at Marshlands a few years ago. Some of the old CLIL advocates had left to work elsewhere or retired, including the director; two subsequent directors had different views about CLIL; and many new workers had started with little or no theoretical knowledge of CLIL. I remembered how when I started to work at Marshlands, I had never heard of CLIL as a language learning method but felt my way through the daily routines and learned from those around me. I felt that there was a sense of insecurity surrounding CLIL practices at Marshlands, lots of unspoken doubts and no forum, no time or space to have a conversation about CLIL and deal with questions, concerns and equally to celebrate the positive feelings surrounding CLIL in the community. This scene provided the clear purpose mentioned by Hamilton and Corbett-Whittier (2013). The research was therefore driven not only by my need as a researcher for a relevant thesis topic but also by the needs of a professional community for a 'space' to start a conversation that was overdue.

A case study afforded me with the possibility to take a detailed look at the CLIL community from multiple perspectives. By including multiple perspectives, the overarching aim of the thesis: to consider where CLIL stands and how it can be democratically developed, becomes possible.

Many scholars argue that there are many benefits in using various data collection methods, such as interviews, observations and document analysis, in case study research (Mabry, 2008; Freebody, 2003). Using various methods is known as methodological triangulation (Gillham, 2000, p. 13). In this case, such triangulation occurs not only in the data collection methods but also in terms of

the multiple perspectives approach, providing a deeper view of the community than it would if only a single perspective had been considered.

5.2.3 Practitioner Research

Practitioner research exists in many forms, it is often synonymous with action research. However, each has their own characteristics and require definition to some extent. Recognised as a movement, action research encourages a teacher to reflect on his own practice in order to enhance self-reflective inquiry (Hamilton and Corbett-Whittier, 2013). Action research can be interpreted as “the study of a social situation with a view to improving the quality of action within it” (Elliot, 1991, p.69). Theory and practice are interconnected, and the cyclical process of action and reflection creates a dialogic space for change to occur.

Not all practitioner research requires the structure of cycles of data collection, reflection and action. A case study fits well within the remit of practitioner research. What this case study does is aims to create the dialogic conditions for the reflection to take place. Menter, Elliot, Hulme, Lewin and Lowden (2011, p.3) provide the following simple definition: “Practitioner research in education is systematic enquiry in an educational setting carried out by someone working in that setting, the outcomes of which are shared with other practitioners.”

5.3 The participants

5.3.1 Staff

The staff who took part in this study included ECE teachers, nursery nurses, assistants, a special needs ECE teacher and a student ECE teacher. Participation in the study was entirely voluntary. The director of the ECEC took part in the study by answering a questionnaire and the other staff members took part in group interviews, in groups of three or four, determined by their working teams. One team of two did not take part in the interviews due to time constraints. Because of the large number of participants involved the views portrayed in this

thesis are not attributed to individuals, neither are descriptions of any individuals given. Ethical considerations also played a role in this decision as the project was also practical in nature and required a feedback session for staff of two ECECs once the data collection and analysis were complete. This meant that it was more sensitive for comments to remain anonymous and not appear labeled by pseudonyms, as staff could easily recognize each other from professional descriptions.

5.3.2 Parents

All parents from the pre-school group at Marshlands were asked to voluntarily fill in a short questionnaire containing both open and closed questions. The questionnaire was distributed to 24 families and in total there were 16 responses. Three out of 16 responses were from parents who identify their children as multilingual or have a mother tongue other than Finnish. Some of the parents have had more than one child attend the pre-school at Marshlands. Most of the questionnaires were completed anonymously with a few parents choosing to talk directly and openly using their names. However, as the majority of questionnaires were anonymous, no profiling of the parent participants will be given.

5.3.3 Children

The children at Marshlands pre-school all took part in providing data through interviews, observations, written vignettes and in some cases expressing their opinions through their parent's questionnaires. At the time of this study in the pre-school group at Marshlands there were 24 children aged between five and seven years old.

5.4 Collecting Data: Data Collection Tools

I wanted the data collection methods to fully reflect the ethical considerations of my study; to engage the community as far as possible without placing on them

too much of a burden. To gain a broad, but in-depth and nuanced picture of CLIL at Marshlands it was necessary to take multiple viewpoints into account. I have always tried to make sure that stakeholders' voices are accurately represented in this thesis, therefore showing what CLIL means to staff, parents and children at Marshlands.

The first step in the data collection design was to consider what data I would need as a researcher to be able to answer my research questions. Case study research typically promotes the use of multiple data collection tools (Hamilton & Corbett-Whittier, 2013). I viewed the use of multiple data collection tools as essential for building up a clear picture to accurately represent the CLIL community at Marshlands. In doing this I wanted the diversity of the data collection tools to reflect the diversity of our community, with its varying stakeholders and community members. I wanted there to be a variety of possibilities for participants to express their views and so the data collection tools for this study are the result of both careful thought and consideration not only by the practitioner-researcher but also through the involvement of and negotiations with other members of the Marshlands community. The data collection tools evolved with the research project itself (see Table 2).

TABLE 2. Data Collection Tools in Chronological Order

Time frame	Data collection tool	Description
Throughout data collection: October 2017- May 2018	Open Ideas book	A notebook, placed in the staff social area where anonymous thoughts and comments could be written.
October 2017	Map	A pre-existing map of the ECEC marked with observations of where English (CLIL) was visible, audible or otherwise present. Photographs could be used alongside the map to illustrate examples of where CLIL was visible.
October 2017- February 2018	Vignettes/field notes	Small detailed summaries of specific instances involving children, recorded because they showed examples of CLIL in children's lived experiences.

November-December 2017	Semi-structured group interviews	Interviews carried out semi-formally in team meetings, usually with three or four participants and the researcher.
March-April 2018	Questionnaires	Printed questionnaires for parents with open ended questions, closed questions and one question using a Likert-type scale.
May 2018	Children's Interviews	Very short interviews, with just four questions were carried out by an assistant at the ECEC.

5.4.1 Justifications

For a study such as this, a qualitative approach is the best option. Quantitative studies provide broad views that can generalize issues within educational research. They can provide scientific evidence for example of whether certain programs or initiatives improve student outcomes in certain areas. However, they lack the capability to gain in-depth knowledge and understanding of a phenomenon from any individual point of view (Miletic, 2018; Gillham, 2010; Mabry, 2008). Researchers use qualitative research in order to gain detailed insights into, and understanding of, issues (Creswell, 2007). Because this study aims to gain in-depth, descriptive knowledge from the perspectives of stakeholders, about the challenges and assurances of the CLIL community, qualitative research methods were chosen.

The following descriptions explain and justify my choices of the various data collection tools I used:

Open ideas book

I created the open ideas book as an anonymous space to record any ideas, thoughts, feelings or criticisms that members of staff at Marshlands may have. The book was introduced to staff during a weekly staff meeting and was then left on the coffee table in the staff social area. Initially, I planned to create an ideas wall but later decided that a book would be more appropriate as it affords more privacy to the participants and would therefore give more freedom for staff to include negative as well as positive comments. The ideas book also received

comments for example from student practitioners who had placements at the ECEC and who were not present at the interviews, further broadening the community perspectives.

Mapping of physical spaces (and photographs)

The idea of mapping physical spaces was to get an idea of how English (the main CLIL language) was spread around the whole house and used by the whole community. The map was later edited during the data analysis process, as it became clear after the interviews just how much English was apparent throughout Marshlands, even in the “non-CLIL groups” thus changing my own perception of the uses and value of English at the ECEC.

Vignettes (researcher/participation journal)

The purpose of the vignettes was to provide snap shots of moments where the significance of CLIL in the children’s lives was illustrated. The Vignettes are accounts written in situ or from memory of observations of or conversations with children. The vignettes were handwritten in the form of field notes and later typed up for use in the data analysis process.

Informal semi-structured group interviews

Initially the questions for the interviews were designed to be answered as a qualitative questionnaire, individually by all members of staff at Marshlands. However, during discussions with staff members and the director off the ECEC, this changed and informal group interviews were chosen collectively by the participants as a preferred tool.

Questionnaires for parents with open ended questions

The questionnaire was designed to be accessible, short and easy to answer in the hope of achieving a high response rate. The open-ended questions provided space for participants to freely express their opinions about the CLIL program at Marshlands. The closed question determined whether the child's mother tongue was Finnish or other than Finnish in order to see if there were notable differences in the concerns of parents of multilingual children. The Lickert-type scale question provided the researcher with a quick way of seeing how important the CLIL program, and its continuation, was for the parents at Marshlands.

Interviews with children

The interviews with children were designed to illicit the children's views about their experiences of being members of the CLIL community. The interviews were conducted in Finnish in informal casual settings such as the rooms and corridors of the ECEC. The group's special assistant carried out the interviews which contained only four questions and took only a few minutes to complete. The assistant transcribed the children as they spoke. This form of interviewing is very familiar to the children because they often participate in interviews of this kind. It was therefore a natural way to collect data from the children as they took it as par for the course in their daily lives.

5.4.2 The Course of the Data Collection

As mentioned above the data collection for this study developed over the course of the study itself. This allowed for gaps to be filled along the way, and in a sense reflects the cyclical nature of action research which is resonant throughout this study although case study was chosen as a methodology. The data was gathered from October 2017 to May 2018. As an emic researcher the familiarity of the setting meant that data collection was driven by a pre-existing knowledge of the

community. The collaboration with members of the community meant that a flexible approach to timing as well as to the data collection tools was required. The group interviews for this study were recorded on a voice recording device and transcribed from the recordings.

5.4.3 Interview and Questionnaire Design

Initially the group staff interviews were designed as open-ended questionnaires. This was because as a participant researcher I had a clear idea of the time restraints staff were under. However, after discussing the idea at a staff meeting and showing the staff participants the questionnaire, it was collectively decided that staff wanted to have the chance to engage in conversation with each other about the topic. Tracy, (2012) suggests that interviews provide an opportunity for mutual discovery and reflection and that the interviews themselves can be energizing. This cathartic need was felt by the staff community, and so various options were discussed such as teams of staff answering the questionnaire together or recording their conversation in their own staff meetings without the presence of the participant researcher. Focus group discussions were also considered. However, collectively it was decided that informal group interviews, carried out by the participant researcher, in the working teams' weekly meetings would work best. The staff were happy with the questions presented on the original questionnaire and so these were adapted to fit the conversational style of group interviews.

Informal, semi-structured group interviews have much in common with focus group interviews. The group-effect referred to by Tracy, (2012) of participants in focus groups having a cascade effect on each other allowing for rich data to emerge from conversation, is apparent in this study, as is the comforting factor of talking with well-matched others, in this case working teams. However, the informal group interviews were much shorter than focus group interviews, typically lasting around 25 to 30 minutes.

The questions were designed to be open-ended to generate discussion (Lates, 2008) and to offer enough scope to collect rich data in order to answer the research questions. The tone of the interviews was intended to be conversational, as such there is variety in the interviews as sometimes new questions arose from the participants.

The parent questionnaires were designed to be as simple as possible. Allowing for parents to freely express their views as well as clearly determining the value parents assigned to CLIL at Marshlands. The inclusion of a Lickert-scale type question was useful on this point. The questions focused on the three main research questions; positive experiences, challenges and future direction. The questionnaires were provided in bilingual format. Questionnaires were chosen to maximize potential participation in the study.

The children's interviews were designed with ethical considerations at the forefront. The concept of informed consent was difficult to convey because of the young ages of the children, but the project was explained to them and they were free to decide themselves whether to participate even after parental consent was sought. The interviews were designed to be very short and contained only four questions in simple language: How has it felt to have English this year? What have you learned? Has it been easy or difficult? What do you do if you don't understand? These questions were designed to consider the children's lived experiences in the context of the research questions.

5.5 Data Analysis

The Data analysis process was present throughout the study. As a participant researcher I noticed certain patterns and themes arising during the data collection phase. I decided to use qualitative content analysis to analyse the data. Once all the data was collected it was organised into different data sets ready for analysis (see table 3).

TABLE 3. Organisation of Data

Set 1 orientation	Maps. Photographs. Field notes
Set 2 Staff perspectives	Interviews. Ideas book.
Set 3 Parent perspectives	Questionnaires.
Set 4 Child perspectives	Vignettes. Interviews.

Data set 1 was used primarily to orient the researcher and clear pre-assumptions that I may have had due to the familiarity of the setting. It was a chance for me to look at the ECEC through new eyes. No coding as such was used at this stage.

Data set 2, including the staff interviews and ideas book provided rich and saturated data and required detailed reading, re-reading and coding. Initially, I read through and re-read the transcriptions, as part of the “data immersion phase” (Tracy, 2012, p.188) before beginning coding. During this phase certain themes already stood out, but I was careful to code the data intricately to capture the essence of all that was in the data, not only the major themes I could already see emerging (see Table 4).

TABLE 4. Primary cycle coding

Code	Definition of the Code.
Natural	The suggestion that CLIL is a normal, natural part of everyday life.
Special	The feeling that the daycare centre is special because of CLIL. Set apart from the rest (other non-CLIL daycare centres).
Positive	Positive views of CLIL. “I think it’s very good thing.”
Extra	What CLIL adds to the community.
Implementation	How CLIL is implemented. What goes on?
Competence and self esteem	Refers to references to children’s competences and self-esteem.

Adults' English development	How adults view CLIL as an opportunity for their own language learning.
Community	Includes feelings about being in a community, belief in the community and support from the community.
Importance of English	Views about how important it is for children to learn English. "...and the door to the world is open."
Subsequent/Additional language	Concerning children who are learning Finnish as a language other than their mother tongue.
Language beliefs	Beliefs about mother tongue language acquisition, learning a foreign language and multilingualism.
Finnish first	Refers specifically to the belief that you should speak good Finnish before learning English. "when you can speak first Finnish good."
Language experiences	Staff's own experiences of learning a foreign language
Staff knowledge	Refers to staff's own perceptions of their knowledge about CLIL "It's rather difficult to tell exactly what it is because we don't know."
English skills	Refers to staff's own perceptions of their English language skills.
Pathway	Refers to the progression from pre-primary to upper secondary education within the CLIL pathway (see Moate, 2017)
Planning	Mentions of how CLIL is planned for (or not).

After initially coding the data from the interviews and open comments book, I identified patterns in the data and organised these into themes. I then re-read the transcripts scanning them thematically and broke down each theme into elemental aspects, to get to the deeper meaning (see Table 5).

TABLE 5. Secondary cycle coding: Building themes

Theme	Sub-codes included in the theme marked on the data as number and letter e.g. 2d
1. The added value of a CLIL community	<ul style="list-style-type: none"> a. Denotes something extra/added/a positive view of CLIL b. Children's confidence/competence c. Lifelong learning d. Sense of community e. Versatile and changing
2. Beliefs about Language Learning	<ul style="list-style-type: none"> a. The belief that mother tongue should be secure before learning a second language b. The belief that exposure to a second language is positive c. The belief that multiple languages are confusing d. The age which language learning is appropriate e. The belief that multiple languages are not confusing f. The individual needs of the child should be considered when learning a foreign language
3. Children with Finnish as an additional language	<ul style="list-style-type: none"> a. The belief that multilingual children should learn Finnish before English b. Strategies for teaching English that would include separating multilingual children from the group c. An increase of multilingual children d. The belief that multiple languages are confusing e. The belief that multiple languages complement each other f. The presence of multilingual children is prohibitive to the presence of English g. Multilingualism as confusing for staff
4. The importance of English	<ul style="list-style-type: none"> a. A positive view of learning English/English is important b. Children's competence and confidence c. Lifelong learning/pathway d. Inclusion
5. Knowledge	<ul style="list-style-type: none"> a. Lifelong learning b. Confidence and competence c. Lack of knowledge about CLIL d. Negative view of own language skills e. Limitations and need for knowledge f. Community practices

-
- | | |
|----------------------|--|
| 6. Implementing CLIL | <ul style="list-style-type: none"> a. Natural way of life b. Community/continuity/pathway c. Useful in daily life d. Little planning e. Examples of CLIL in action. What is done f. Integration g. The native English speaker |
|----------------------|--|
-

As seen in the table above, many subthemes transcend the boundaries of their theme and essentially take on the importance of a theme in their own right. These recurrent sub-themes such as lifelong learning, children's confidence and competence, and a sense of community can be understood as values which are central to the Marshlands community.

Data set 3, the Parents questionnaires, were analysed using the codes, themes and subthemes that had already emerged in the analysis of data set 2. This allowed for comparison and triangulation. The concerns and opinions of the parents were naturally diverse and differed from the staff at times. However, the themes proved just as relevant across both sets of data.

Data set 4, the children's perspective was coded from scratch using qualitative content analysis (see Table 6). Because of the nature of the children's interviews the codes related closely to the questions.

TABLE 6. Coding of Children's Data

Code	Sub-codes
1) Thoughts and feelings	a)Nice, b)Fun, c)odd, d)easy, e)difficult
2) confidence and competence	a)Learn, b)can do, c)understand, d)speak
3) Lifelong learning/ pathway	a)I'll know it for school, b)I learned it already c)progression (at first I couldn't now I can)
4) Successes and challenges	a)Fun, b)easy, c)difficult, d) don't understand, e) strategies

The final stage of the data analysis process was to organise, interpret and report the findings in such a way that I could answer the research questions. To do this I organised the themes into two overarching and inclusive strands, entitled

'Beliefs about language and language learning' and 'Being part of a CLIL community'. I then interpreted and reported on each of these strands from staff and parent perspectives, considering in each case the positives and challenges presented, in-line with the research questions. The children's data was interpreted and reported separately in order to give greater validity to their views and a louder voice within this study.

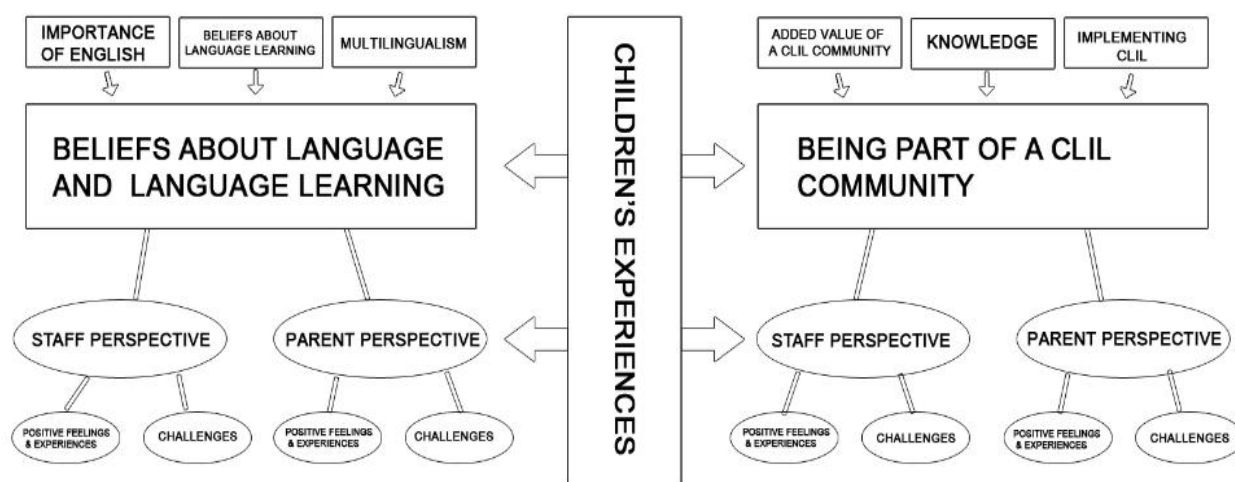


FIGURE 7. A visual representation of the data analysis process

5.6 Objectivity, Reliability and Validity

According to Elliot Eisner (1992), in the field of educational research, objectivity is so cherished as an ideal that “if our work is accused of being subjective, its status as a source of knowledge sinks slowly into the horizon like a setting sun” (Eisner, 1992, p.9). However, the meaning of objectivity has different nuances and interpretations. Eisner points out that interpretations of objectivity can be based on diminishing or eliminating bias; showing all sides of the argument; being fair. In this case study research, I hope that objectivity is partially achieved by the inclusion of multiple voices in the data. I have tried to represent those views accurately and given equal weight to both concerns and satisfactions expressed by the participants.

However, as van Manen (1990) explains, a human science or phenomenological orientation to education sheds a new light on concepts like "objectivity" and "subjectivity,". He goes on to explain the balancing act that bridges the two fields. In van Manen's eyes, objectivity is the researcher's orientation to the object of the study, it is therefore the object that remains at the centre and it becomes the responsibility of the researcher to show the true nature of the object. Simultaneously "Subjectivity" according to van Manen (1990) is necessary to "be as perceptive, insightful, and discerning as one can be in order to show or disclose the object in its full richness and in its greatest depth" (van Manen, 1990, p.20). It is important to be aware of this objectivity/subjectivity interplay to maintain a personal orientation to the study while not giving in to bias or in van Manen's words "unreflected preconceptions" (Ibid., p.20). Throughout this study I have tried to be aware of this balance. I have not shied away from the subjective nature of researching this lived experience, as a participant researcher and I have been aware of the experiential nature of this research and believe that this increases its pedagogical value. Through the research process, as a participant researcher I have gained, and believe some participants have gained new possibilities for action, reflection and understanding (Biesta & Burbules, 2003).

The validity of this research can be expressed in terms of what it sets out to do, what it achieves and in its transparency. By writing this case study I am offering a glimpse of the experiences of a community as they negotiate their relationships with the object of this study: CLIL as a learning method in a demographically, pedagogically and environmentally changing community. As Biesta and Burbules (2003) state, "the more we can share in the experiences of others, the more resources we will have for dealing with our problems, and hence the more intelligent our collective problem solving will be" (Biesta & Burbules, 2003, p.70). This has certainly been true within the working context of this project and I hope it will also offer insights to the wider CLIL community or other groups who may wish to share the experiences of the trials and achievements of a living, dynamic language learning community.

Finally, throughout the research process from the data collection, through the analysis process and following interpretations, I have been transparent and provided as much detail as possible. This allows readers to consider the transferability of the results (Elo, Kääriäinen, Kanste, Pölkki, Utriainen, & Kyngäs, 2014; Zhang & Wildemuth, 2016).

5.7 Ethical Considerations

Ethical considerations run deep within this research and have been adhered to throughout the project. They cover specific implications which are relevant to all ethnographic research as well as considerations which are relevant to this particular ethnographic case study research.

Firstly, in line with the basic principles of ethnographic research (see Pole & Morrison, 2003) the informed consent of all participants was sought. Initially permission for the project to proceed was sought through the city council's civil sector development office, with help from the director of the ECEC. After that, the staff participants were informed about the project by means of a written description. Staff were asked to sign a consent letter if they agreed to take part in the research. The consent letter set out the aims for the project, asked for permission for the researcher to visit groups, take photographs, conduct observations, ask questions, take field notes and explained the ideas book. They were also informed that they could withdraw from the project at any time. These rights were reiterated at each of the staff interviews. Moreover, as this was a community project guided by a participant researcher, the role of the researcher was discussed openly. Each stage of the data collection, including the interview design, was discussed with staff members and their views were considered.

Consent from parents was sought by means of a covering letter on the questionnaires which they returned only if they gave permission for their data to be used in the research. Parents were also asked for their consent to interview their children for the project. The children themselves were told the purpose of the mini-interviews and were asked for verbal consent on an individual basis to

avoid possible feelings of peer pressure or persuasion (ethicsguidebook.ac.uk, retrieved on 22.05.2019).

The project was continually monitored by the researcher to protect the participants from harm. Harm, may be seen as a strong concept for this kind of research but I have used it to include feelings of doubt or insecurity experienced by the participants and also the possibility that certain viewpoints could be excluded or voices of only more powerful or higher status members of the community could be represented. Care was taken in this project to ensure that the voices of all community members were heard and are audible in the data. Specific strategies for this included the use of both Finnish and English language so that language barriers would not hinder the ability to of the participants to respond. The participants were also offered the possibility to express their views anonymously through the 'ideas book' if they viewed that as a preferred place to share their thoughts. Also, by eliciting and analyzing the views of different community members it is hoped that democratic values underpin this whole research project and will remain at the centre of future developments.

Any stress or burden to the participants was aimed to be kept to a minimum. The interviews were designed to take place within a set time frame and the timeframe was adhered to. The children were interviewed by a familiar staff member in a familiar setting. Parents returned the questionnaires anonymously in a drop box on a purely voluntary basis.

The issue of confidentiality was observed by using a synonym for the ECEC. No participants are referred to by name in the study. Issues of anonymity were discussed by the community and highlighted on the consent forms as it was not possible to guarantee anonymity considering the nature of the project, where it could be possible for readers to identify the ECEC from its location, characteristics, and involvement in other research. It also may be possible for participants to recognize each other's comments from the data.

Including children's perspectives was a decision taken because it is important to value and listen to children's voices and doing so enriches qualitative research (Crump & Phipps, 2013). Especially in this context where the

children are at the heart of the community being studied. The community exists for the children.

It is hoped that this project will benefit the community. The project has given a space for valuable reflection and conversation to take place. The findings of the project were shared in an inset training day and since then the findings of the project have influenced the implementation of CLIL at Marshlands and will continue to do so.

6 FINDINGS

The following section presents the findings of the study. The findings include three different perspectives: staff, parents and children. Because of the design of the study the amount of data representing each perspective is not equal and this is apparent in the reporting of my findings. However, this imbalance is not representative of how important each perspective is and as such I will present the findings according to the following system. Firstly, I will present the findings from the Staff interviews and Parents' questionnaires alongside each other on a thematic basis. Although I present these two perspectives alongside each other, the concerns of the parents and staff vary. The findings do not therefore follow staff and parent perspectives on a point for point basis but rather where a theme is in common these are reported on respectively. Where a theme is only relevant to one group, this will be mentioned in the reporting. In addition, I will devote a separate section to discussing child perspectives as this paints a more accurate picture of their experience and gives importance to their own ideas rather than trying to make them fit alongside adult views. I feel their voice will be stronger if given its own space.

6.1 Beliefs about Language and language learning

6.1.1 The Importance of English

One key belief that is apparent in the data is the fact that the adult participants view English as an important and necessary language to learn. They recognize English as an international language which creates possibilities to participate in an international world.

Among the staff there is clearly a positive view of learning English. When asked if they thought learning English was important for children in Finland the answers range from a simple “yes”, to “very important”, “really important” or “I think it’s the most important”. The idea that a knowledge of English is essential to operate in the wider world is evident: “nowadays they hear English everywhere and they need it...” another member of staff refers to the importance of English for her own teenage children acknowledging, “I think it’s the most important because I see it in my own children. They are so capable to understand teens from different countries and they have a common language and can do anything.” Furthermore, one member of staff suggests not knowing English is prohibitive to life in the current global society: “it’s really hard to cope somewhere if you can’t speak any [English] or you don’t understand.” - In sum, the phrase “it’s the door to the world” taken from the data represents the high value that staff at Marshlands assign to learning English.

Similarly, parents assigned a high importance to their children’s opportunity to learn English. On their short questionnaire was a Likert type scale question which asked: “Would you like the emphasis on English (CLIL practices) to continue at Marshlands? How important do you feel this is?” They were asked to circle a number between one and five, with one being not important at all and five being very important. In total 16 questionnaires were returned. 16 respondents circled the number five, meaning very important and two circled the number four, interpreted by the researcher as important. This is a clear indication of the high value parents assign to English provision at Marshlands.

In addition, one parent noted the importance of learning English in contemporary Finland, "Erittäin hieno asia. Englannin kielen käyttö on yleistynyt väestön muuttuessa. Valmistaa tulevaan. [A very good thing, the use of English has become more common with the changing population. They [the children] will be ready.]" Another parent notes that, "English is an international language" and goes on to say, "I want that my child can be understood [in] English and Finnish equally. That's why I thought that English is always important besides Finnish in the daycare." The parental viewpoint reflects the staff perspective that English is important for children to learn in our contemporary global society: "Our children will grow up to be native world citizens. That's my dream as a parent."

Another facet of the importance of English which is present in the data is the idea that English at Marshlands promotes inclusion and helps to create a supportive international learning community. One staff member states, "I think it's a very good thing, and important and here is very many kind of families so I think it's very good we can offer this kind of thing." Another agrees, "and we have so many English-speaking families here so we need English here, even though we are not talking with our small children like that, but we must talk with adults, parents."

This sentiment is reciprocated by some of the parents. The parent of a bilingual child says, "Englanninkielinen toiminta tosi hyvää. Meidän kohdalla auttaa lasta oppimaan kun on vahvempi kuin Suomenkieli. [The English provision is really good. In our situation it helps our child to learn as [his/her] English is stronger than Finnish.]" Another parent of a multilingual child writes, "English is an international language. Who are the foreigners, they must need English language besides Finnish. My child prefers English most."

6.1.2 Beliefs about Language Learning

References relating to the complex theme entitled "Beliefs about language learning" are diverse and prolific within the data. These beliefs at times present as challenges for the participants and at other times as tools and strategies for

language teaching and learning. The staff were asked about the age at which they thought it best for children to start learning a foreign language. All the staff agreed that learning a foreign language was beneficial for children during their early childhood education. Some members of staff had a specific age in mind, "Children can learn all the time, from one year to adults but I think that perhaps it's like three years, or something like that." Another member of staff suggests, "I would say four or five..." One participant suggested it is "best to make use of this natural learning age so because children nowadays they hear English everywhere and the need it, they will need it, so it's just a clever idea to use this age when it's natural."

To an extent this question about age opens a debate about an individualistic approach to language education: "depending on the child" is one staff member's answer. Another considers special needs and says, "But then if there are linguistic problems, or something like that, then, oh it's really hard to say an age." Added to that debate is the following point of interest which is a recurrent theme in the data. Many members of staff express a belief that in order to learn a second language you must first be a master of your own mother tongue:

I think it depends on the mother language, which stage it's gonna be and I think some of the three-year-olds are really ready to use English and it comes I think quite naturally...but some of the children who has, didn't learn Finnish so well maybe comes a little later. I don't know.

A member of staff working with the babies and toddlers says, "but here in small children we cannot do so much English because they must learn first Finnish." Her colleague agrees that learning English is possible "when you can speak first Finnish good, yeah."

6.1.3 Multilingualism and Finnish as a Second Language

There are multiple references in the data about Multilingualism and the provision of English for those children who are learning Finnish as a second (or subsequent) language. Firstly, the staff acknowledge a change in circumstances of Marshlands noting an increase in the number of children not speaking Finnish as a mother tongue: "it's huge difference from the past years, there were no S2

children now there's many" notes one staff member. Because of this demographic change staff feel the need for dialogue and development of the way CLIL is used at Marshlands:

I think we have to talk about this now, a little more because this daily life is changing all the time and we have a lot of different cultures in our daycare. So, I think it's more important now to discuss these situations together.

It seems there is confusion among some of the staff about whether CLIL provision for children learning Finnish as a second language is a positive addition or a cause for concern. A teacher notes:

Now I think those who have to learn Finnish are learning in English and they... we cannot perfectly see how they use Finnish because they have changed the language and now speak English and we don't know now how they can speak Finnish and what's their Finnish level.

In other groups staff members are also concerned: "It's been really on my thoughts though if I'm harming those who are learning Finnish, so it's made me go maybe a little bit backwards."

There is confusion about multilingualism in general with some staff members believing that learning multiple languages may in itself be harmful: "If you have too much languages it's hard to understand." This viewpoint is reflected by the belief that it is important to limit language learning in some way such as, "there's many families in the group that we have talked with that it's very important first to learn Finnish and their own mother language and not English, their third language because they are not learning anything."

Due to these beliefs and doubts it seems that some staff members are questioning their use of CLIL, either for children from multilingual backgrounds or indeed the whole group. One member of staff says:

For me it's very hard to remember that now, this autumn we need to speak more Finnish in our group, because of a few children, but the English comes so naturally I have to just wake myself, in Finnish, in Finnish!

Much later in the interview she reiterates, "I would like to have it [English] more but we can't. We have to speak Finnish." Another staff member in the same interview says, "but we have to remember in my opinion, that we have to teach Finnish language here so much, now that there are so many [migrants] that stay

here, they don't just come and go." In a separate group interview, the same sentiment resonates. A teacher notes, "this year I've been thinking about strengthening Finnish skills in our group, so I think I've been making [doing] CLIL less." The same teacher however, referring to an in-service training on language provision in early childhood education notes:

last week they said that if you are learning another language it just strengthens the other languages, so maybe it's more of a problem in my head. Maybe we should just add it even more and with those [children] who are learning Finnish, when you are alone with them speak more Finnish.

Another staff member makes a distinction between CLIL provision for monolingual and multilingual children:

I have noticed that when we are all the Finnish children are in the same group, when we have some kind of a Finnish S2 club with the special teacher for example, when we are all Finnish children we can use many, many ways for that English.

Such worries about multiple language learning have the risk of creating divisions within the system. Another teacher explains:

I'm also thinking that yeah, what if there's that twenty percent Finnish as a second language, what about that eighty percentage, do we have to leave it out because of that? I still think that there are many children who are capable to learn. It's an extra challenge, it's challenging to us but, erm...

Although she recognizes the challenge for the community, she cannot offer an immediate solution but clearly believes in keeping the CLIL project going for children of all backgrounds.

As a participant researcher, I identify this uncertainty surrounding CLIL provision with specific reference to an increase of multilingual children, as one of the leading challenges for the staff at Marshlands. This area of uncertainty creates a divide between the belief of some staff members that multilingualism has harmful implications for children's development and the idea that multilingualism is enriching and positive. A divide which in my opinion needs to be bridged in order to continue to offer CLIL at Marshlands.

There is also a glimmer in the data which shines a more positive light on CLIL provision for multilingual children. The idea that languages work together

and complement each other in group situations one teacher explains an activity where the children are naming colours:

Those children who can't speak very well Finnish can name those [colours] in Finnish and those children who speak Finnish they will [say] –blue, green, yellow' and the both are complimenting in that situation and I think that is a nice way.

In this way the use of multiple languages naturally reinforces the children's learning as they all hear the unfamiliar language used alongside the more familiar language. Similarly, one teacher notes how the integrated nature of CLIL helps children from multilingual backgrounds to function more fully within the group:

But I do see CLIL as covering some of these things, maybe feelings...there's definitely an advantage having someone who can put their expressions into words... so even more than learning a language it's the daily life skills and it's therefore more important that it's really integrated. Because what is the thing that we learn at this age? To be with each other, to be part of the group, having the kind of working skills...

This suggests that the integration of CLIL into the curriculum has a special role in helping children to integrate and assimilate their knowledge with their actions and provide a space where children can learn across the curriculum, through language acquisition, which is surely a worthy goal for bilingual educational settings.

The parents of children who are identified as multilingual did not raise concerns about their children's exposure to English alongside Finnish at the ECEC. One parent of a multilingual child who does not have exposure to English at home says, "the great thing is that English became in the last year something normal and familiar to our kid where he does not have to be afraid or even surprised." As quoted previously, another parent of a child who is exposed to English outside of the ECEC, although not as a mother tongue, notes the cultural importance of English for their family, "In my view it [English] of course has positive effects. English is an international language. [Those] who are the foreigners they must need English besides Finnish."

In sum, as mentioned previously this research identifies this uncertainty surrounding CLIL provision for multilingual children as one of the biggest challenges felt by staff at Marshlands. This research illustrates an uncertainty

about multilingualism in general and raises the concerns of staff members regarding the Finnish language acquisition of multilingual children when CLIL is viewed as an extra complication, rather than an additional tool. This view does not seem to be reciprocated by the parents of multilingual children, however the questions offered to the parents provided less opportunity for complex responses (for example through follow up questions or prompts) there is a need for further in-depth research to add nuance to their views and concerns.

6.2 Being Part of a CLIL community

The findings reported below all contribute to the central idea of what it is like to work in this CLIL community. The many layered themes that are represented in the data by members of this community often appeared repeatedly: lifelong learning, a sense of community, competence and confidence are among themes that transcend the boundaries suggested by the subheadings.

6.2.1 The Added Value of a CLIL community

Despite the challenges and concerns expressed in the previous subsections, there was an obvious thread of positivity surrounding CLIL that was woven through the data. Not only in the transcripts of the staff interviews but also in the responses of the parents in their questionnaires and in the transcripts of the mini interviews with the children. This positive thread is best identified by the researcher as 'the added value of a CLIL community' and will be reported in this subsection.

Firstly, is the idea that CLIL gives something extra to the Marshlands community; the feeling of being special and different. A nursery nurse says, "I think we are a special and different daycare, it sets us apart from the others. It's like we have English as a special theme here." Another nursery nurse in a separate group interview says, "It's great that we have it [CLIL] here. It isn't in other places. We are proud of it." Her colleague adds to this sentiment saying, "I also think it's

important, nice and a good addition to our work which we are doing very well anyway.” “It enriches” suggests another Staff member.

For some, this feeling of enrichment goes further and contributes to their work satisfaction, “That’s [CLIL is] one reason I’m here. So, it’s important for me. Yeah, I really wanted to come to this daycare.” Her colleague agrees, “I also feel it’s important to be just in this house [ECEC]. And here is this English and it’s important to me also.”

This feeling of added value or the idea that CLIL gives something extra and special appears also in the parents’ responses. As three parent participants write:

Lasteni tutuille ja sukulaisille, kun olen kertonut että päiväkodissa on myös englannin kielen harjoittelua lapsille niin usein kommentiksi olen saanut ‘wau! Hienoa’ [When I have mentioned to my child’s relations and acquaintances that children also practice English at daycare, I’ve usually got the response ‘Wow! Wonderful’.]

Meistä on hienoa, että kunnallisessa varhaiskasvatuksessa on englantti painolteisuutta ja että lapset oppivat kieltä luonnollisesti ilman suurempaa opiskelun ‘vaivaa’. [In our opinion it is wonderful that in [this] public early childhood education there is an emphasis on English and the children learn a language naturally without a greater need to study it.]

Arvostamme, että laadukkaan varhaiskasvatuksen lisäksi, ‘kaupan päälle’ lapsi oppii englantia. Uskomme, että se antaa erinomaisen paljon lapselle tulevaisuuden kielten opiskelulle. [We value that as well as receiving high-quality early childhood education, our child learns English ‘on the house’. We believe this give a real advantage to our child’s future language learning.]

The sense of added value goes alongside the feeling of being part of a wider community. Within this is the idea of transition. Staff and parents alike comment on the transition from early childhood education and school. One parent, who says her fourth child is about to attend Marshlands, notes:

Olen ollut hyvin tyytyväinen englanti painotteisuuteen päiväkodissa. Tästä on ollut hyötyä koulussa hyvin paljon. [I have been really pleased with the emphasis on English at the daycare centre. It has been a great benefit at school.]

Another parent writes, “Kahden haastavan lapsen kohdalla se auttaa paljon koulun käynnissä. [In the case of two challenging boys, it helps greatly with going to school.]” Another notes, “Lapsi on selvästi innostunut englannista tämän myötä, ja varmasti luo hyvää pohjaa koulua ajatellen. [My child is clearly enthusiastic about English with this (CLIL), and I am sure this lays a good foundation for school.]”

In the staff interviews these thoughts about transition and links to the school community are also present: "I think it's an important thing because there is also English in this school and children can go from here, to school there and it's a very good thing." In the same interview the participant reiterates later on, "Perhaps I said earlier that it's very very good that it's here, and many children go from here to the local school and they have the same, the same thing is going on there...it's easier to go to school if you've had it in the daycare centre, I think."

In a separate interview a teacher says:

This is a good base for this whole learning path, we are doing the basic job here with the early childhood education and then the kids are going to school it continues even more and more and then they can go to high school in English and so we are kind of the earliest part of the whole thing. We have an important role for the whole CLIL field.

Her colleague notes, "We are the base for the future." The idea of being a part of something purposeful runs through the data and reinforces a positive view of CLIL; it is helpful and necessary and part of the CLIL pathway from pre-primary through to tertiary education.

As a further element of the added value of a CLIL community is the perceived benefit that CLIL has on the children's competences, confidence and their attitudes towards foreign language learning. When asked to describe their child's views about English in the pre-school group, many of the parents described their child's attitude towards English as positive: "Lapsen mielestä englanti on avian kiva. [In my child's opinion English is really fun.]" another writes, "Pitää erittäin paljon ja kotonakin kuuluu usein good morning ja muutakin. [He really likes it a lot and at home we hear good morning and other things.]" Other parents wrote simply, "Lapsella on hyvä asenne kieltä kohtaan. [My child has a good attitude towards language learning.]" or, "Hyvin positiivinen asene [A very positive attitude]" or, "Asenne englannin kieltä kohtaan on positiivinen ja halukas [her attitude to English language is positive and keen.]" Other parents also note their child's enthusiasm for English saying, "Lapsi on selvästi innostunut englannista tämän myötä. [My child is clearly enthusiastic about English because of this [CLIL].]" Another describes their child's attitude as, "luontava ja innostunut suhtautuminen englanninkieleen [a

natural and enthusiastic approach to English language.]” Similarly, a parent writes “he likes it and just takes it as a normal part of the day.” There were no comments in any of the questionnaire responses to suggest that a child did not like or was uncomfortable with the English language learning arrangements, one mother who points out her child’s special educational needs writes, “Vaikka pojallani on omat haasteensa niin löytyy halua opia englantia. [Even though my son has his own challenges, he is still motivated to learn English].”

As well as motivation, pride and confidence are also themes in the data: one parent notes, “He likes to show his skills when grandparents are here for example counting, colours are his favourite.” Another parent says, “Hän on ylpeä oppimistaan, osaa toista kieltä, ymmärtää, tehnyt hyvää itsetunnolle. [She is proud of her learning, she knows another language, she understands, it’s been good for her self-esteem.]” Staff members also refer to children’s competences and confidence. One member of staff talks about asking the children what different foods they will be eating at lunchtime, a practice that is routine in some groups: “They are proud when they, when their answer is correct, and they are very proud to know it.” Another member of staff notes that “when someone is going to another country the children can use it ‘bread and butter please’ and they love to do that ‘we are speaking English, yay!’”. A student who was present in one of the interviews notes, “I was practicing in another daycare and when I came here, I like noticed right away the difference [CLIL] in here and most of the kids are really proud of that.” A teacher says:

It’s nice to see that the children understand and are able to work with the instructions even though you are speaking English. Even children who have recently started; for example, with ‘wash your hands’ they understand and are able to do it and feel good.

One teacher brings in another dimension, the idea that CLIL offers another chance for success for some children: “it might be that they are not so clever at some other area, maybe they can’t read or write so well but they can do this English, so it might be that they are really proud.”

6.2.2 Knowledge and lifelong learning

This subsection again covers a spectrum of themes in the data. The first is the idea of knowledge and preparedness. This theme appeared in the data from the staff interviews, particularly in response to the question “do you feel that the knowledge you have about CLIL is sufficient?” Some staff members who felt confident in their knowledge of CLIL: “I feel that I’m quite comfortable with it and I kind of know things because I’ve been in those [CLIL cascade] meetings twice and because this is all I know, I’ve never worked in any other house [ECEC].” Another staff member who has been at Marshlands since the introduction of CLIL mentions her experiences:

We’ve been part of the CLIL cascade in this house. When we first started having, I don’t know if you’d call it CLIL but maybe just what support we got when we first started, we did visit some international daycares in Southern Finland... I think we got quite a lot from Kerava that year, just what are their routines and stuff.

I did go to this CLIL conference in Utrecht a couple of years ago, actually years back! Two teachers from the local school and me we were three days in a conference in the Netherlands. Yeah, that was a big thing.

This mixture of some recent training opportunities and the knowledge gained through a long practical history of doing CLIL makes some members of staff confident. However, for other members of staff a lack of knowledge about CLIL is a concern. Many staff members had never had any training about CLIL and feel they are lacking in knowledge: “I don’t really know anything, except a long time ago as a parent I got some information, but as a worker I don’t know anything about CLIL.” A teacher from another group says, “I don’t think I know enough...because nobody has said, has told us. I hope perhaps you can do, you can open that enough, what is it?” Her colleague adds, “I don’t know about this thing, about nothing.” In another group a teacher says, “very little, I would like to know more.” This lack of even basic knowledge about CLIL is one contributing factor to some of the confusion or insecurities that staff members feel regarding their use of English as a CLIL language at Marshlands.

Further to this there are some concerns held by staff members about their own personal level of knowledge and proficiency of the English language,

particularly by those members of staff who feel they are not competent English speakers. When asked what she finds difficult about implementing CLIL one teacher says:

I think it's not difficult anything, but sometimes I think I cannot remember that word, or I cannot, I have not good English so it would be better to learn, to know English and then it would be easy to do that [implement CLIL] but I don't think anything else is so difficult.

Similarly, another staff member later remarks, "but you have to know words, how can you say it right? It's difficult for me because I don't remember every words."

Despite these feelings of insufficient knowledge, there are also multiple references in the data to learning opportunities, knowledge improvement and lifelong learning within the community. A teacher says:

I have noticed that I have been very shy to speak English because I have been worried to speak correctly every time but now when you [the participant researcher] have been working here, it's much easier, I don't have to think all the time, ah how can I say that? Very often I have to think oh, what is the word? How can I say? But it's ok.

Later in the interview the same teacher says, "I think it's very important that we encourage each other to speak. I think I have learned a lot in this year, I think it's a whole community thing." Similarly, in a separate interview another teacher says:

In the beginning when I came to this daycare centre it was rather difficult to talk to the adults because I thought, oh I cannot do that, or I don't know that word and I cannot say that but you [the participant researcher] said that, I remember you said, 'I understand you and you can say like you want and I understand you'. It is better to only speak even if it's not so right everything.

Such personally felt experiences of learning to thrive within a multilingual working environment are multiple within the staff interviews. Another teacher notes, "It's very good. I'm learning all the time...it enriches" and later, a staff member tells an anecdote about how CLIL has contributed to her own lifelong learning journey: "for example I was hoovering and I found under my bed a book I ordered to improve my English and now I read that from time to time. Yes, it's nice to be in this house and have English here."

These sentiments were also reflected in the parents' views. One parent nervously notes:

Päivänportin saaminen englanniksi on välillä (jollain...) tuntunut hieman kiusalliselta jos ei ole itsellä kielitaitoa hirveästi (toki sitten aikuinenkin toisaalta kokenut myönteisenä että oppii ja kehittyy kielessä) 😊 [When bringing my child to daycare or picking him up, English can sometimes feel a bit of tease, when my own language skills aren't great (on the other hand as an adult I've experienced that I can learn and develop my language skills. 😊)

Another parent notes that:

Vanhemmatkin saa pientä opetusta, mikäli Englanti ei ole halussa, Zoe opettaa hiensosti, myös vanhempaa mikäli jotkin englannin sanat on hukassa. Ei ole jäänyt epäselväksi mitä jutellaan. [Parents can receive a bit of teaching when their English isn't the best, Zoe nicely teaches the parents too, when some word is lost; I haven't been left uncertain of what we've talked about.]

This sense of lifelong learning affects many members of the community.

6.3 How CLIL is implemented

The next subsection deals with the implementation of CLIL. How present CLIL is in the daily lives of the participants. It looks at the successes and challenges of CLIL implementation as well as participants ideas to change or develop the ways CLIL is implemented.

6.3.1 Mapping the presence of CLIL

When this study was in its initial stages. I undertook an exercise to see how present our CLIL language was at marshlands. How present was English in the community? As a participant researcher how closely did this meet with my expectations and preconceptions? One way I did this was to create a visual representation of English within the ECEC. Initially I took a preexisting map of the building and walking around the site I took photos, I listened and observed and marked on the map, examples of English and its uses.

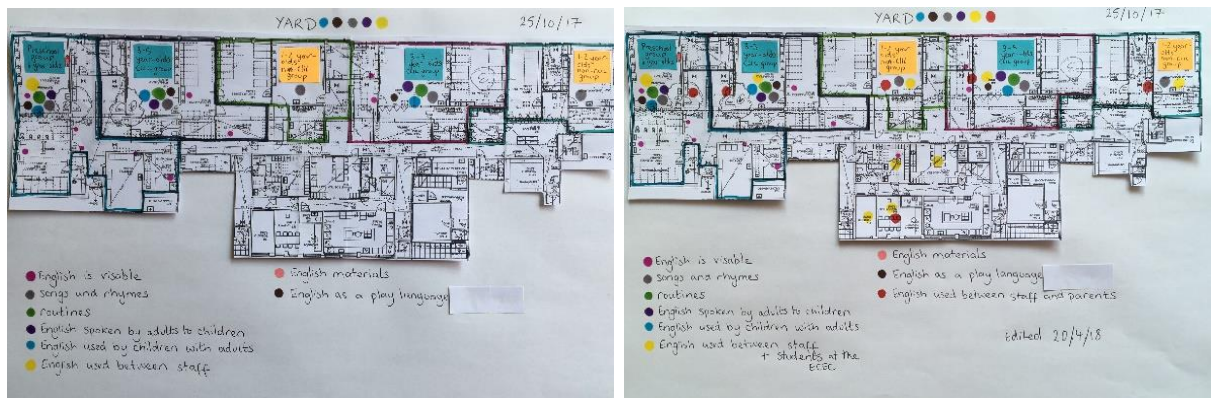


FIGURE 8. Annotated maps of English uses at Marshlands

The first image shows the map as completed in October 2017 and the second image shows the updated version of the map from April 2018 after all the other data had been collected. The second image shows how English was more prolific throughout the ECEC than the participant researcher had first assumed. It emphasizes the importance of English to the community and shows that it is not possible or helpful to distinguish the use of English in the ECEC from our use of CLIL practices. Rather, it can be interpreted as a necessary tool which serves an inclusive, multilingual community.

Another finding from the analysis of the maps is that where English is more visible, more other uses of English are also present. This is due in a large part to the way Marshlands implements CLIL only for those children aged three and over. However, it also perhaps suggests that where the CLIL language is visible it acts as a reminder to use it.

6.3.2 Current CLIL provision

The diagram shows how CLIL is represented at Marshlands.

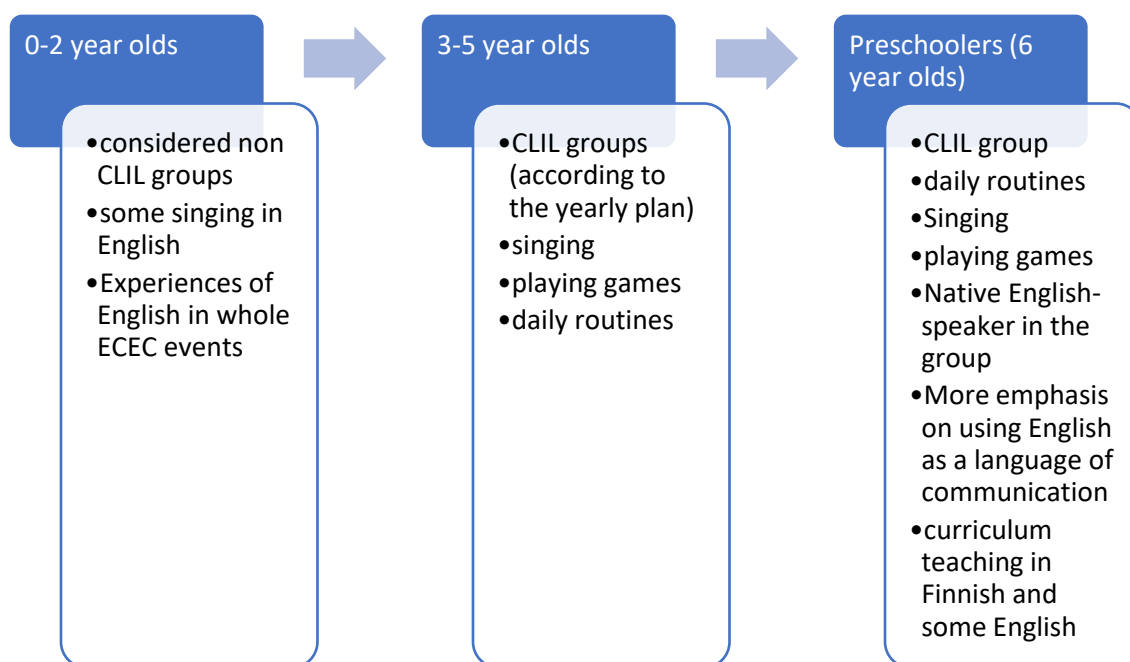


FIGURE 9. Representation of CLIL implementation at Marshlands

It is apparent in the data that different groups provide for CLIL in different ways. From the groups where 0-2 year old children are cared for, which are not officially CLIL groups but where English songs are sometimes sung, such as *Happy Birthday* or *Twinkle, Twinkle Little Star*, through to the pre-school group where having a native English-speaker as a fulltime worker means that English is a constant presence in the children's daily lives.

In the 3-5 year old groups, there is mention in the data of learning English vocabulary: "In our group we speak very much of the colours in English" or "we have before lunchtime, we sometimes ask 'what are we going to eat today?' and we ask from the children those things and they can answer in Finnish or English?" A teacher also says, "we have lots of songs like *Four Little Monkeys Jumping on the Bed* and they can, if they don't know English, they can look the model and learn together and they always wanting to play that game *Five Green and Funny Frogs*, and all those songs, I think it's part of our CLIL."

In the other group for 3-5 year-olds, the situation is similar. They discuss CLIL provision together in their group interview:

Teacher: We do use it daily and we could do it more and we could...

Nursery Nurse: yeah, we have songs and food language, games, colours, 'would you like a little or lot?'

Teacher: yes, but for example clothes, we could do that in English, well they know 'help me please' but they don't use it a lot. They use outside that 'open the door please'. But we could say good morning, goodbye, have a nice weekend- in a way it doesn't take more than that.

Participant researcher: yes

Teacher: also last year we were having games like that KIM leikki [what is missing?] but I've done it in English, we've had animals or colours but this year I don't know what's happened.

Nursery Nurse: and sometimes when I'm reading books and there's for example animals I say 'do you know what is that animal in English? What colour is that? How many elephants?'

This excerpt of conversation demonstrates the way that CLIL is casually blended into the daily routines and activities at Marshlands. This is interpreted by the researcher to be the result of the many (almost twenty) years that CLIL has been present at the ECEC. This is only possible because CLIL has been so seamlessly blended into life at Marshlands. In a critical assessment this casual attitude to CLIL has two sides. On the one hand, the natural, seamless nature of the CLIL provision is something which bonds and supports the whole community. On the other hand, the apparent easiness with which CLIL slots into daily life may mean that planning for and developing CLIL does not advance and reach its full potential. However, as a participant researcher I do feel that it is essential that CLIL is not felt as an extra burden on any members of the community. One teacher puts it nicely: "the easiest thing is to realise that it's not a big thing; that it's those small things that matter."

6.3.3 Planning for CLIL and the Integrated nature of CLIL

There is no fixed agenda laid down for CLIL provision at Marshlands, implementation is flexible and depends largely on the group and the individual

staff members: “It depends on the people, it depends on the native speaker, what kind of personality, as this kind of work is” says one teacher. Many members of staff commented on the easy-going nature of CLIL; how CLIL is a part of everyday life: “toiminta nivoutuu saumattomasti päiväkodin arkeen ja se on osa päivittäistä toimintaa [actions are seamlessly intertwined into the daycare day and it’s part of the daily activities.]” Another member of staff says, “CLIL is a part of our everyday life.” She continues a little later in the interview:

I think it’s quite a normal thing here, in our house [ECEC] that it’s um, erm, ‘tapa’ way of life and we always didn’t recognize all the time that we speak English or Finnish, then it’s quite a normal thing I think.

In another interview a teacher says, “I kinda feel that it’s a normal way of our being, that it’s a normal part of our day.” Later she goes on to say, “so I think it’s just a way of doing this work. So, I don’t think about it... maybe I should think about it more.”

This natural, laid-back approach to CLIL is welcomed by most staff members. They feel that what is easy and natural for them is also good for the children: “there’s no pressure for them to learn, it’s more like playing”. CLIL feels so natural to some staff members that planning for CLIL is usually impromptu. When asked the question, how do you take CLIL into consideration in your planning? One teacher replies, “not very much I think.” Her colleague continues, “yeah, I mean it just comes when there’s a moment” Another teacher says, “I do, but maybe I should take it more.” One teacher describes, that her “brains are anyway that way that they think, what could be there in English?” From all the interviews the data shows that there is little planning when it comes to CLIL provision. From my experience as a participant researcher I can add that planning in the pre-school group is often determined by who is present during an activity. As the English speaker I plan specifically for CLIL activities. However, other staff members use the CLIL target language as an integrated part of their daily routines.

CLIL is slotted into an already existing routine of daily life, one member of staff uses the word “blended” to describe the bilingual practices of the group.

Another says, “it’s rooted here.” But so many changes, such as changing demographics of the community, staff changes, and the new way of working due to the new curriculum have together created a situation where the role of CLIL is at times unclear. One teacher thinks aloud:

there’s something going on that we’re in a new curriculum, that we’re kind of in transition, we’re figuring out what to do and how, and sometimes maybe taking somethings into the forest, doing things in a different order, I think that effects, but all that...the thing is the language is there all the time, it’s living, it’s our daily life. But then how can we put more? What do you think?

This teacher is referring to the 2014 curriculum, where language and multilingualism plays a bigger role. There is also an emphasis on other areas such as sport and outdoor nature education. Her reference to taking things to the forest literally refers to taking things, such as math and music activities, out into the forest. As she notes, CLIL is already integrated into these activities. In response to this we reflect:

Participant researcher: um, yes. I also feel that there’s less this year than previously. There’s less of those kinds of ‘teaching moments’ I’m making inverted commas here with my fingers... in English. But I think we’ve really upped on the integration side of CLIL. I think that English is even more present in our routines and everyday things, maybe that balances in some way. But there’s less of those kind of ‘actual teaching’ oh I don’t like saying that but you know what I mean... and I think that partly loses something but I think that as you say, to an extent it’s because of the transition phase that we are in and also that we have quite a challenging group this year

Preschool Teacher: Yes, and the challenges are in many ways. But I do see CLIL as covering some of those things, maybe feelings... So even more than learning a language it’s the daily life skills and it’s therefore more important that it’s really integrated. Because, what is the thing to learn at this age? To be with each other, to be part of the group, having the kind of working skills, so I think also, yeah.

Participant researcher: Yes, I know. Like we teach children how to dress themselves, and how to cope with that. That’s one of the learning targets as it were, one of their goals and that we are using English in that situation, which is completely integrated rather than a separate thing, it’s more than lesson type learning.

That exchange demonstrates the current uncertainty about CLIL within the curriculum which is felt by staff members throughout the ECEC but especially in the pre-school where the native speaker of English works. On the one hand the richness gained from the integrated nature of CLIL is strongly felt by workers but on the other hand, perhaps through a lack of planning or a struggle to balance so many aspects: the new curriculum; daily challenges and changing demographics, some facets of CLIL are being unintentionally forced aside.

6.4 The Children's perspectives

The children's views represented here are interpreted from the analysis of mini interviews carried out by the special assistant. The findings are organized thematically. After analyzing the data separately, it is interesting that the themes loosely reflect those found in the staff interviews and parents questionnaires. However, I believe that by devoting this specific section to them it gives more power to the children's voices.

6.4.1 A positive view of learning English

The first finding from a child's perspective is that overwhelmingly, learning English is viewed positively. Eighteen children from the pre-school group were interviewed and nine of those answered the first question: What has it been like for you, to have English here this year? With the word "kiva" meaning nice in English. Three children used "hauskaa" meaning fun. Two children chose the word "hyvä" meaning good. One child experienced it as "vähän oudolta" a bit odd, and another described her experience as "jännittävä" meaning exciting. Two children did not respond directly to the question. Overall, the children express positive feelings surrounding CLIL at Marshlands.

6.4.2 Englanti on helppoo ja pikkasen vaikeeta - English is easy and a little bit difficult

The children were asked if they had learned something new this year and whether they had found English easy or difficult. Many children were able to identify and recall specific things that they had learned: "olen oppinut monta uutta sanontaa; thank you, snack time, lunch time. [I've learned a lot of new words; thank you, snack time, lunch time.]" Another child says, "Olen oppinut monta sanaa ja pitkä ruokaloron. [I've learned a lot of words and a long lunchtime rhyme.]" One child is at first unsure: "Mä en oikein muista olenko

oppinut uutta, tai joo, sen Five Little Monkeys laulun. [I can't really remember if I've learned something new, or yes, the Five Little Monkeys song.]” She seems pleased to remember that she has in fact learned something.

One girl seems aware of her ability to function practically in English:

Englanti tuntuu ihan hyvältä täällä, koska se on mulle helppoo. Oon oppinut pyytää ruokaa. Sitten kun en ymmärräkään Zoea, niin kysyn toiselta aikuiselta mitä se sanoi. [English feels quite good here because it's easy for me. I've learned to ask for food. Then when I don't understand Zoe, I ask another adult what she said.]

Her pragmatic approach seems to radiate a sense of self confidence that is present in many of the children's comments. This reinforces the adults' idea that CLIL at marshlands has positive effects on children's competence and confidence.

There is a pattern in the data that shows a dichotomy of thought in the children's own perceptions of whether English is easy or difficult. For many of the children it is both. However, this seems to be natural and matter of fact for the children, of course it can be easy and difficult simultaneously. One child says, “On ollut kiva oppia englantia ja oon oppinut sitä paljon. Englanti on helppoo ja pikkasen vaikeeta. [Learning English has been nice, and I've learned a lot. English is easy and a little bit difficult.]” The same dichotomy is present for another child who says, “se englannin puhuminen on aika vaikeeta. On kuitenkin oppinut puhumaan sitä vähäsen, aika helposti opin sitä. [Speaking English is very difficult. However, I have learned to speak it a bit; very easily I learned it.]” Another child separates this dichotomy into two concurrent concepts “On kiva tää englanti täällä. Välillä se on vaikeeta ja välillä ihan helppoo. [It's nice this English we have here. Sometimes it's difficult and sometimes it's easy.]” What is interesting in all these is that the challenge or difficulty of learning English does not seem to put children off; learning English is anyway described positively by most children.

6.4.3 A learning Journey

One child, who started at Marshlands only at the start of the preschool year, situates his experience of English at Marshlands, on his own pathway or learning journey:

Englantti täällä on aika hauskaa, koska sitä oppi ja osaan sit koulussa. Olenkin oppinut täällä paljon kaikkea. Aluksi se olli vähän vaikeeta, mut nyt jo ihan helppoo! Jos on jotain mitä en ymmärrä, niin joskus käyn kysymässä toiselta neuvoa. Aika hyvin osaan jo sitä ja ymmärän kans! [English here is really fun because I can learn and then I'll know it in school. I've learned a lot about everything here. At first it was a little bit difficult but now it's easy! If I don't understand something, then I'll sometimes go to ask advice from someone else. I am very good at it [English] now and I understand as well.]

This child's experience contrasts with his classmate's who has been at marshlands for several years:

En kerro mitään siitä! No okei, se on tuntunut vähän oudolta. En oo täällä opinut oikein mitään, koska mä oon oppinut vanahassa rhymässä melkein kaiken. Enkku on niiiiin helppoa, kun mä on tiennyt jo siitä kaiken. Kun Zoe höpöttää jotain mitä en tajuu, niin yritän miettiä mielessä mitä se tarkoitti. Joskus keksenkin, välillä en vaan jaks. Sit en kerro enempiä! Vähän vaan. [I won't tell you anything! Well, ok it [English] has felt a bit odd. I really haven't learned anything here, because I learned nearly everything in my old group. English is soooooo easy, because I already knew everything about it. When Zoe is playing around and I don't get it, I try to think in my head what it could mean. Sometimes I think of it and sometimes I just can't be bothered. That's it, I won't tell any more. Just a bit.]

This response stands out from the others in that, despite the child's feeling that English is easy, he also feels uncomfortable with his experience. In any case he is aware to a degree of his learning journey; he recognises that he can already derive meaning from a context: "I try to think in my head what it could mean." This valuable skill develops of course in the child's own mother tongue but perhaps the children are more aware of it through learning a foreign language. This strategy is mentioned by several children: "Aika paljon käy niin, että en ymmärrä, niin sit vaan mietin mitä se vois tarkoittaa. [It often happens that I don't understand, then I just think what it could mean.]" One child says, "jos en ymmärrä jotain, mietin mitä se voisi tarkoittaa tai kysyn apua [If I don't understand something, I think what it could mean or ask for help.]" She recognises that there are limits to this contextual understanding and that it is sometimes important to understand, she has a multi-layered strategy to cope with this aspect of her daily life.

Another child who had also been in the ECEC for several years finds that:

On ollut ihan kiva, että on ollut enkkua. En ole opinut paljoa, mutta kuitenkin vähän. Bowling-Keilaus. Kun Zoe puhuu englantia mulle niin se on helppoa, 'cheese' ainakin. Jos en ymmärrä niin jätän vaan asian väliin. [It's been really fun to have this English here. I haven't learned much but anyway a little. Bowling -keilaus. When Zoe talks English to me it's easy, at least 'cheese'. If I don't understand then I just let it be.]

These comments come from a child with exceptionally good English skills. His choice of the word bowling to demonstrate he has learned something new underlines that he is one step beyond many other classmates. He perhaps feels he has not learned much because like the boy above, he feels he knew most of it to start with. However, it doesn't prevent him from enjoying English.

Many children from the preschool group recognise that they have strategies for coping with a limited understanding of one of their learning languages. These range from 'just letting it be' to 'thinking what it could mean' to 'asking for help from someone else' or 'just saying yes or ok'. Two children in the group do not seem aware of any strategy, one answers only with silence and body language and the other says "en oikein tiedä mitä tekisin, jos en ymmärrä englantia [I don't really know what I'd do, if I don't understand English.]"

6.4.4 Children from multilingual backgrounds

In the analysis of the staff interviews a major area of interest and concern was how children from multilingual backgrounds are affected by CLIL provision. The parent responses did not raise the same concerns and because of this discrepancy and because this topic became a key theme in the data, I have decided to include this separate section in my analysis of the data from the children.

Two of the responses are very similar one boy says "On tuntunut kivalta, kun on ollut englantia. Olen oppinut sitä vähän. Englanti on ollut mulle helppoa. Jos en ymmärrä, kysyn mitä se tarkoittaa. [It's felt nice having English here. I've learned a bit. English has been easy for me. If I don't understand I ask what it means.]" Another boy says, "Kivaa, että täällä puhutaan englantia. Puhun kyllä suomeakin. En ole oppinut uutta, koska se on jo helppoa. Sanon aikuiselle jos en ymmärrä asiaa englanniksi. [Nice, that we speak English here. I speak Finnish

too. I haven't learned anything because its already easy. I tell a grown up if I don't understand something in English.]" These straightforward responses do not ring alarm bells that somehow the children are overwhelmed with the presence of another language as is the concern in this staff member's comment: "tuleeko joillekin [monikielinen] lapsille liikaa ärsytkkeitä CLIL toiminnan johdosta? [Are there too many stimuli for some [multilingual]children because of CLIL provision?]"

For another multilingual child, who is supported by special needs provision due to possible learning difficulties, and who is more comfortable speaking English than his mother tongue (Finnish), English is something of a sanctuary:

Tuntuu hyvältä kun päiväkodissakin puhutaan englantia. Ma puhun sitä kononakin! Mun isi on englantilainen. Olen oppinut uusia sanoja englanniksi, ehkä. Se kieli on mulle helppoa. Zoe autaa mua aina englanniksi, kun en ymmärrä. [It feels good that we speak English at daycare. I speak it at home too! My dad is English. I've learned new words in English, maybe. The language is easy for me. Zoe always helps me in English when I don't understand.]"

With his last comment he feels supported by the presence of English, he is helped to understand daily situations (the "always" in his sentence is potent) because of the presence of English. His mother earlier referred to English as his "rakkaampi kieli [more loved language]".

Finally, one boy, leaping over the first question launches enthusiastically into his response:

Kuka ei tiedä mitä English se sanoo, kun se Zoe sanoo. Kuka ei tiedä sitä. Minä tietää kun mitä se sanoo! Se English mulle helppo. Olen opinut 'cartoon' se uusi sana. En tiedä mitä suomeksi sanoo, englantia vaan. [Nobody knows what English she's saying, when Zoe's saying it. Nobody knows it. I know what she says! English is easy for me. I've learned 'cartoon' that's a new word. I don't know how to say it in Finnish, only in English.]

For this child his knowledge of English correlates positively to his self-image. He is obviously proud. He sees his skills as being unique and recognises that as his strength.

7 DISCUSSION

Now that the findings of the study have been presented, they can be discussed more closely and related to the theoretical framework for this study. Firstly, with reference to the research questions, a summary of results is presented. Secondly, the results are discussed alongside the theoretical framework and relevant literature. Thirdly, the limitations of the study are discussed. Finally, implications for future CLIL provision at Marshlands as well as implications for wider future research are considered.

7.1 Summary of results

The overarching aim of this thesis is to assess how Marshlands ECEC can democratically develop its implementation of CLIL. To do this the study asks the following research questions:

- 1) What do different members of the CLIL community view as the challenges of CLIL?
- 2) What do different members of the CLIL community value about CLIL?
- 3) What implications do these views have for future provision of CLIL at Marshlands?

The following subsections deal with each of these questions by providing a summary of the findings which relate to the research questions. Section 7.1.1 deals with the challenges identified in the data and section 7.1.2 summarizes the positive findings of the study. Section 7.2 looks at themes identified in the data and relates them specifically to CLIL literature. Section 7.3 addresses perhaps the main concern which arose in the data: CLIL for multilingual children, and discusses a shifting paradigm within the field of bilingual education. Section 7.4 considers the limitations of the study while Question 3 will be dealt with in section 7.5, where future direction will be discussed.

7.1.1 The main challenges identified by the study

Due to the multiple perspectives considered by this study, so far the reporting has largely highlighted the findings separately from each stakeholder perspective: staff, parents, and children. This section aims to summarize and present the findings from a community perspective.

The main challenges faced by the Marshlands community come under three focal areas. Firstly, and most obviously in the data is a confusion about language learning; more precisely, language learning for multilingual children or children with special educational needs. On this point, there is a misalignment between the perspectives of staff, parents, and children. The point which the data most clearly raises is that staff are unsure about how teaching and using multiple languages impacts on children's language learning, particularly referencing children with Finnish as a second or subsequent language. Ideas of doing less CLIL or divisive practices which would separate groups of children based on language skills are raised by some members of staff. This misaligns with the data from the parent questionnaires which seems only to express an appreciation for the use of multiple languages with multilingual children or those with special educational needs.

Secondly, the data shows that many staff members feel that their own knowledge of CLIL is insufficient both in terms of CLIL theory and also in terms of their own knowledge and capabilities of English (the CLIL language at Marshlands). This feeling finds resonance within the wider community where some parents feel unsure about their own language skills.

Thirdly, is the concern originating in the data and observed by the researcher that the very positive, natural attitude towards a seamless blending of CLIL into everyday life at Marshlands, at a time when the demands of managing everyday routines and content are ever more complex, can mean that planning and implementing CLIL at times falls short. Although, the value of the presence of CLIL is a feeling shared by all stakeholders in the community, the data shows

that among the staff community there are doubts about where CLIL stands, with the changing demographic landscape of the ECEC.

7.1.2 The main positive findings of the study

At the heart of the community's perception of CLIL at Marshlands is the unified sense that English is an important life skill. Staff, parents and children all view learning English positively and the sense of lifelong learning is spread across the whole community.

There is a feeling that Marshlands is special and different from other ECECs because of its CLIL provision. There is a belief that CLIL helps to create a more inclusive environment. These factors influence the children's positive attitudes to language learning acknowledged by parents, staff and the children themselves within the data. Learning English is viewed by the community as a valuable opportunity, with a belief that it has positive effects on children's self-esteem and competences and that it provides an important base for the children's continued learning paths as they transition to school.

CLIL at Marshlands is considered to be easily implemented with staff feeling that it does not burden them with a heavy workload. To staff, parents and children it feels like a positive addition to their daily lives. Staff and parents value the presence of a native speaker of English in the pre-school group.

7.2 How CLIL are we?

One of the initial definitions of CLIL referred to earlier in this study, defines CLIL as "the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al., 2010, p.6). These tenets known as the four C's are fundamental to CLIL provision. However, it is apparent in the data that in the daily CLIL provision at Marshlands there is little planning for CLIL activities. In fact, only the participant researcher

uses the CLIL framework when planning activities. This does not mean that the four C's are not present. Coyle, et al.'s (2010) claim that in early childhood CLIL is hard to separate from good practice in early language learning stands true to a degree here and lessens the need for specific plans within CLIL practice.

It is important to note that this study represents a snapshot in time of a CLIL learning community and must be viewed as such. That there is little planning at the current time, is partly because staff feel that CLIL already functions smoothly and naturally at the ECEC as current CLIL practices stand on the shoulders of almost 20 years of CLIL provision that has been based on thoughtfully planned, pedagogic integration of content and language teaching. However, with new concerns raised by the study, along with new developments in the curriculum, it is important to take stock and rethink current practices.

In reference to the four C's and the implementation of CLIL at Marshlands, there are specific examples in the data where their relevance is highlighted. For instance:

So, even more than learning a language, it's the daily life skills and it's therefore more important that it's really integrated. Because, what is the thing to learn at this age? To be with each other, to be part of the group, having the kind of working skills...

Within this vision of early childhood education, content, culture, communication and cognition are central and Coyle et al's (2010) claim rings true.

If one accepts the basic premise that the aim of strong bilingual education models, including CLIL, is to improve the educational outcomes of children (Baker, 2006, García, 2009, Bialystock 2016), we would have little evidence to conclude anything about the outcomes of children at Marshlands. There are no set goals, no learning targets specifically in relation to CLIL. However, it has become clear from the data that CLIL has a positive influence on children's attitudes to language learning as well as an advantage in their transition to schools where English is taught through CLIL or independently.

The CLIL pathway (Moate, 2011; Nikula & Moate, 2018) provides a strong theoretical framework which engulfs CLIL at marshlands. This justification of

Marshlands CLIL practices as part of something bigger emerges from the data as important for staff:

This is a good base for the whole learning path, we are doing the basic job with the early childhood education and then they are going to school and it continues even more and more and then they can even go to high school which is in English so we are kind of the earliest part of the whole thing. We have an important role for the whole CLIL field.

This connects the CLIL community written about in this thesis, to the whole CLIL community as represented by the pathway.

Interestingly, in the newer version of the pathway, barriers which separated the different age-stages have been removed and the continuous flow of the pathway seems to capture the sense of ongoing progression. As a CLIL practitioner you are not limited to “doing your bit” but rather can see what skills and experiences children need in order to move forward on their learning journeys. This goes some way towards realising a flexible, inclusive language learning community as suggested by Schwartz and Palviainen (2016) who put the agency of the community stakeholders at the centre of focus. Both this and the pathway will be discussed further in section 7.5.

When all things are considered CLIL practices at Marshlands do fit very well into the CLIL theoretical framework, which is also in the process of shifting from a strongly European focused paradigm into a more openly global model (see Rangarajan, 2017; Darn, 2006; Wei & Feng, 2015) that fits well with the changing demographics and views in many European countries. The assumption that CLIL has many guises, along with the close-knit connections between good CLIL practices and good ECE practices (Coyle et al., 2010) and specifically the context-based theoretical framework offered by Moate (2011) and Nikula and Moate (2018) known as the CLIL Pathway, means that I do not hesitate to acknowledge the language teaching and learning practices at Marshlands as fitting beneath the CLIL umbrella (see Llinares, 2015).

7.3 Changing times, changing paradigms

Perhaps the greatest concern that arose from this study was the confusion of staff about language learning practices for the diverse and changing ECEC population. There was clearly a concern among some staff members that CLIL, when viewed solely as English language teaching and learning, may be somehow damaging the children's progress, especially with children with additional needs or those learning Finnish as a second (or subsequent) language. Some staff feel they have had to cut back on CLIL content because there are multilingual children in the group while one even suggests divisive practices such as separation of the multilingual children from the group when CLIL teaching takes place. The data also shows a misalignment between views expressed by parents, children and a few staff members on the one hand, who did not raise concerns about CLIL provision, compared to the majority of staff members on the other hand, who had doubts or concerns about learning multiple languages.

This confusion is unsurprising at a time when the quickly changing demographics of the community lead to situations and concerns that have not previously been experienced, as was noted in the data: "it's huge difference from the past years, there were no S2 [Finnish as a second language] children now there's many". However, research has rejected such fears and acknowledges that children with specific challenges (socio-economic, linguistic, developmental, learning) experience no extra burden from bilingual education when appropriate comparisons are made with similar children in monolingual programs (Bialystok, 2016; Kohnert, 2007). Therefore, as natural as this apprehension may be, it is still a cause for concern for me as a researcher, and a point which I feel needs addressing further especially in the practical context of the ECEC.

Ellis (2006) notes that there are far more multilingual people in the world than monolinguals and yet monolingualism is still regarded as the norm. Schwartz and Palviainen (2016) refer to debunking the monolingual myth and call for an acceptance that increasingly, groups of children are linguistically and culturally diverse. This is certainly the case at Marshlands and in the bigger

picture of Finnish ECECs. As always, there is much to be learned from history. Looking back to Manjula Datta's (2007) account, we learn about the confusion caused to her sense of identity, when transferring from the naturally multilingual culture of her international childhood to her immersion into a teaching community in London in the late 1970's where multilingualism was seen as a cause for concern, and an indicator of poor educational outcomes for children, and where cultural differences failed to be seen in a positive and enriching light. Such atmospheres, where language and culture are not allowed to coexist harmoniously, where a single language is given higher status than another, have been consistently highlighted in research as unworthy. Baker's (2009) classification of bilingual education models, as well as García's (2009) work provide damning evidence that such views are harmful.

All this represents a paradigm shift that has been decades in the making. Although the harmful effects of the monolingual myth have been known for many decades, as demonstrated by Goodman's 1984 comment that "one of the major problems has been that educators have taken the view that any child that speaks differently is deficient in language ability" (Goodman, 1984 as cited in Datta, 2007 p.16) the shift towards a more plural and inclusive approach to multilingual education has really gained ground more recently.

García's appeal for the flexible use of multiple languages which use dynamic teaching strategies such as responsible code-switching (swapping of languages) translanguaging (using two or more languages within a single task) and other cross-linguistic practices (García, 2009) are now recognised by educators and are shaping the future of bilingual education models. These fundamental principles can be seen for example in the new Finnish pre-school curriculum where a whole section is now devoted to language and children's linguistic worlds (Finnish National Agency for Education, 2016). It has become the norm that evidence of children's mother tongues should be visible within the ECEC. Making connections between children's cultural and linguistic literacies is now desirable.

At Marshlands, during the course of this research, and since the data collection stage, changes have also occurred. As a participant researcher I have seen attitudes as well as environments and techniques gradually changing. I have actively contributed to implementing change. As people become more familiar with cultural and linguistic diversity, practices will be enhanced and improved. At Marshlands this shift is already happening as can be seen in the data there is a desire for open dialogue:

I think we have to talk about this now, a little more because this daily life is changing all the time and we have a lot of different cultures in our daycare. So, I think it's more important now to discuss these situations together.

Eyes are opening: “last week they said that if you are learning another language it just strengthens the other languages, so maybe it's more of a problem in my head.”

At this point it is important to recognize that the staff at Marshlands are not alone in their doubts and concerns. It is characteristic of an institution which has historically not focused on linguistic diversity as only a small minority of children in the past had mother tongues other than Finnish. Rather, it is this shift demographics and in paradigm that will affect and shape the way that bilingual education and its role in the community develop. Progress in the wider educational community towards an acceptance of cultural and linguistic diversity has led to developments like Schwartz and Palviainen's (2016) theoretical framework which is highly applicable to this thesis and will provide a sound basis for future development at Marshlands. This will be addressed in section 7.5: future direction.

7.4 Limitations of the study

As a case study research, this project has delved into the lifeworlds of the participants. However, there are two concerns: firstly, although efforts were made to accurately represent their concerns and views, due to the involvement of the participant researcher, and my role as a native speaker of English at the

ECEC, it may be that the study naturally contains a positive bias of attitudes to CLIL. Furthermore, it is likely that more questionnaires were returned by parents with positive views of CLIL. It would be interesting to see what differences there would be had there been a higher response rate. It would also be interesting to find out if an outsider researcher had conducted a similar study, how this would be reflected in the findings. Secondly, the large number of participants in this study meant that real depth of knowledge about individuals' views and concerns was not reached. Further study could provide a deeper vision of different stakeholder perspectives.

Case study provides an in-depth picture of the case in question. However, it cannot produce generalizations of a scientific kind (Pole & Morrison, 2003). This can be considered a limitation of this study as the community researched here is unique, culturally and temporally situated and may not be reflected by any other.

My inexperience as a researcher must also be noted here. Every step of the research process has presented challenges. Time constraints and changing schedules meant that the research design changed during the process and that meant that optimal design was not always possible. This is evident, for example, in the case of using the questionnaire design to form a base for the interviews rather than designing the interviews specifically.

7.5 Future direction

In this section I will consider implications for the future of CLIL at Marshlands, based on the literature that has given theoretical substance to this study, and the findings from the study itself. I will discuss how CLIL practices at Marshlands can be (and are being) developed as dynamic, flexible and innovative, in-keeping with García's (2009) concept of a 'multiple model' form of bilingual education, Schwartz and Palviainen's (2016) model, and the CLIL Pathway (Nikula & Moate, 2018). This is especially relevant as the ECEC soon merges with another

non-CLIL ECEC and the local CLIL primary school. Finally, I will suggest how this research offers possibilities for further research in the field of CLIL in early childhood, as well as demonstrate its relevance to early childhood CLIL settings.

Since starting this project in 2017, Marshlands has reopened a dialogic space for developing its CLIL provision. Changing staff and management, changing times and demographics, and changing paradigms mean that such a dialogic space is vital. My own dual role as a researcher and an educator, has meant that I have been able to bring new ideas and angles directly into the workplace. My own learning and growth have given me confidence to challenge certain aspects of my work. A concrete example of this has been the native English speaker's use of languages. Previously it was policy that the native English speaker would use exclusively English language with the children and even feign incomprehension, in order to encourage the children to speak English. Not only that but the native English speaker would only use English with parents and staff. All this however, often felt awkward and unproductive and dialogue which opened during the course of this study has led to the adoption of a far more flexible approach to language use, including translanguaging, responsible code-switching and use of multiple languages (García, 2009) by all members of the community. It is my recommendation that Marshlands keep the dialogical space for CLIL open and use CLIL pedagogy to support a wider provision of a language and culture rich ECE program.

Through a feedback session, as part of an in-service training day, some of the main concerns of different stakeholders were raised as well as presenting the positive findings from the data. The session tried to address some of the concerns with a view to moving forward, improving knowledge and confidence and encouraging staff to keep discussing ideas, concerns and experiences surrounding CLIL and language issues. An important note that was addressed is that CLIL is a language teaching and learning method. It is not synonymous with English and as such, the knowledge staff have of CLIL practices should be utilized to promote an inclusive, dynamic and flexible language-rich

environment where integrated content and language teaching meets the needs of the linguistically diverse community.

In a recent end of term celebration in the pre-school group, new attitudes to language and a flexible approach was evident. From text images on the wall, welcoming parents in the mother tongues of the children, to the interchanging use of Finnish and English in songs and presentations, and the native English speaker singing along for the first time in Finnish, is one example of how the community is developing, taking into account contemporary research and the views of its stakeholders: parents, staff and children.



FIGURE 10. Photo showing the language wall of 'welcome' in various mother tongue languages.

Planning for CLIL could be improved, perhaps by means of a long-term pedagogical plan which creates a pre-primary pathway (in the same vein as Nikula and Moate, 2018) specifically considering the progression of CLIL within the ECEC. In this way, staff would have a valuable reference point to help with CLIL implementation.

When Marshlands merges with the local CLIL primary school, there will be more opportunity for collaboration than ever. CLIL practices from both school

and ECEC could be shared and a progression, such as the one offered by the CLIL pathway (Nikula & Moate, 2018) should aim for seamless transitions and a building up of skills along the learning journeys of the children. This thesis has provided some of the groundwork but there would now be good opportunities for example for action research projects, focusing on improvements, to keep the momentum going and keep the dialogic space open.

For the wider community it is hoped that this case study will offer some insights to other ECECs developing pedagogical language implementation. Often things become clearer with hindsight and what this study perhaps offers, although contextually embedded in its own community, is a glimpse at how a CLIL community works; the challenges, concerns and achievements. Hopefully, this hindsight can be interpreted and used as foresight, for those who may just be starting out.

8 CONCLUSION

This project set out to assess how Marshlands ECEC can democratically develop its implementation of CLIL. The challenges and concerns have been identified and analysed as have the achievements and positive values that surround CLIL. Suggestions have been made as to how to move forward and develop CLIL provision at Marshlands as part of a wider inclusive approach to create a dynamic and flexible language learning community (Schwartz & Palviainen, 2016). The key to which is a continued dialogue. There were many valid concerns identified by this study, one of the main ones being that CLIL provision at Marshlands could be somehow detrimental to those children already learning Finnish as an additional language, and although this concern is misaligned with findings from reputable research (see García, 2009; Kohnert & Danahy, 2007), I would like to feel that there is now an open space to discuss such concerns, which

have surely not yet disappeared. The voices represented in this thesis are all valid and stem from real life experiences; through dialogue, solutions can emerge.

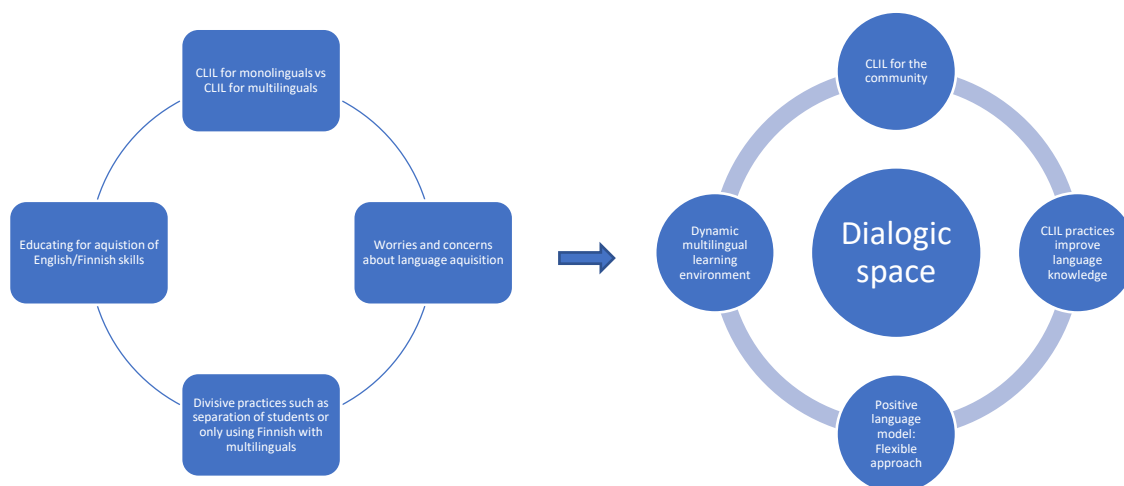


FIGURE 11. Suggested framework for moving forwards with CLIL implementation at Marshlands.

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APPENDICES

Appendix 1 The staff interview questions

1. Millä tavoin näet (ymmärrät) Marshlandsin CLIL-yhteisönä? [In what ways do you see (understand) Marshlands as a CLIL community?]
2. Kuinka suuri CLIL:llä on työelämässäsi? [How big a role does CLIL play in your work life?]
3. Miten huomioit CLIL:n omissa työsuunnitelmissasi? [How do you take CLIL into account in your planning?]
4. Koetko tietäväsi tarpeeksi CLIL-ohjelmasta? [Do you feel that your knowledge about CLIL is sufficient?]
5. Oletkö ikinä osallistunut CLIL-koulutukseen tai CLIL infoon? [Have you ever taken part in any CLIL training or CLIL info sessions?]
6. Haluaisitko osallistua CLIL-koulutukseen tai CLIL infoon? [Would you like to take part in any CLIL training or CLIL info sessions?]
7. Kuinka tärkeänä koes, että Suomessa lapset oppivat englantia? [How important do you believe it is for children in Finland to learn English?]
8. Koetko, että muun kuin englanninkielen oppiminen olisi tärkeämpää lapsille Suomessa? Jos kyllä, niin mikä kieli, ja miksi? [Do you feel that a foreign language other than English would be more important for children in Finland to learn? If so, what language and why?]
9. Minkä ikäisenä sinun mielestäsi lasten olisi sopiva alkaa opetella vierasta kieltä? [At what age do you think children should start to learn a foreign language?]
10. Osaatko antaa esimerkin jostain CLIL-aktiviteetista, johon olet osallistunut tai jota olet seurannut ja josta olet pitänyt? Kerro miksi pidit siitä? [Can you think of a CLIL activity you have done or observed that you have liked? Explain why you liked it.]

11. Osaatko antaa esimerkin jostain CLIL-aktiviteetista, johon olet osallistunut tai jota olet seurannut ja josta et olet pitänyt? Kerro miksi et pitänyt siitä? [Can you think of a CLIL activity you have done or observed that you didn't like? Explain why you didn't like it.]
12. Mikä on mielestäsi helppoa tai vaikeaa CLIL:n toteuttamisessa? [What do you find easy or difficult about implementing CLIL?]
13. Miten sinun mielestäsi lapset ottavat vastaan/pärjävät CLIL:n kanssa? [How do you feel the children cope with/handle CLIL?]
14. Mitä arvostat CLIL:ssa Marshlandsin päiväkodissä? [What do you value about CLIL at Marshlands?]
15. Mitä ovat CLIL:n suhteen keskeiset huolesi Marshlandsin päiväkodissä? [What are your concerns or worries about CLIL at Marshlands?]
16. Mitkä olisivat CLIL:n tulevaisuuden visiosi tai toiveesi Marshlandsin päiväkodissä? [What are your visions or hope for CLIL at Marshlands?]

Appendix 2 The parent questionnaires: questions

1. Millaisena olette kokeneet englanninkielisen toiminnan ryhmässämme?
Mitä hyviä ja huonoja puolia, vaikeuksia, myönteistä? [What are your views about the English language practices in our group? What do you feel are the positive and negative sides, difficulties and successes?]
2. Onko lapsenne äidinkieli Suomi? [Is your child's mother tongue Finnish?]
3. Millainen asenne lapsellanne on englanninkieltä kohtaan? (tunteitä, ajatuksia, seuraako englantia kotiinkin?) [What are your child's views about English in our group? (Feelings, thoughts, does your child bring English from daycare to home?)]
4. Toivoisitteko englantipainotteisuuden jatkuvan päiväkodissamme?
Kuinka tärkeänä pitäisitte asiaa? (ymyröi numero) [Would you like the emphasis on English (CLIL practices) to continue at Marshlands? How important do you feel this is? (circle the number)]

1	2	3	4	5
En lainkaan tärkeänä			Erittäin tärkeänä	
Not at all important			Very important	
5. Toiveet/kehittämisideat/kommentit [Hopes/ideas/comments]

Appendix 3 Consent letter: staff

08.10.17

Dear Colleagues,

As you know I am starting to research CLIL at Marshlands daycare centre for my master's thesis which I am doing as part of my master's degree at the University of Jyväskylä, under the supervision of Josephine Moate (Josephine.m.moate@jyu.fi). I hope that this research will positively contribute to the development of CLIL at Marshlands. If you have any questions, please feel free to ask.

I will be gathering data over the next few months and I need your permission to do so. I already have the official permission of the city council provided by [REDACTED] and I would like to ask each of you if you are willing to participate to sign and date the paper provided attached to this letter.

-I would like permission to visit your groups and take photographs and observe you working (of course I'll also help out if I can!) I will contact you to arrange a good time when I have your consent.

- I would like permission to ask you questions in the form of a questionnaire or short interview.

- In some groups, especially pre-school, I may ask that we discuss some questions collectively for example in weekly planning meetings.

- There is also an 'ideas book' in the coffee room where you can freely and anonymously write any thoughts, questions, ideas or concerns you may have about CLIL.

The idea of this research is to see how the community is working, to look at what concerns there are about CLIL provision and discuss how these issues could be dealt with in the development of CLIL at Marshlands.

I will also be keeping field notes and in addition I plan to work with the children in some way during this research process, to ensure that they also have a chance to share their experiences and ideas about CLIL. I may also ask parents to contribute to the research as they also form part of our CLIL community.

I will try my very best to remain objective in my reporting of the research findings and although in work life my opinions show in discussions please be totally honest in expressing your own opinions and don't feel the need to leave concerns unmentioned.

I would like to collect all the data before the Christmas break. The name of the daycare will be changed in the final thesis, but it may be identifiable by its features. No participants will be named in the thesis. The research is not expected to have any negative effects on participants and you are free to withdraw from the research at any time with no negative consequences.

With Many thanks,

Zoe

Appendix 4 consent letter: parents

23.3.2018

Hyvät vanhemmat,

Teen tutkimusta englannin kielen ja toiminnan sisällön yhdistävästä oppimisesta (CLIL) [REDACTED] päiväkodilla. Työni tarkoituksena on tutkia nykyisiä käytäntöjämme ja kehittää CLIL-toimintaamme tulevaisuudessa. CLIL on ollut osana toimintaamme vuodesta 1999. Olette tärkeä osa CLIL-yhteisöämme ja teidän mielipiteenne ovat meille arvokkaita. Pyydän teitä osallistumaan tutkimukseeni ja vastaamaan alla olevaan kyselyyn. Voitte vastata englanniksi tai suomeksi!

Luvan tutkimusprojektiin on Jyväskylän kaupungin puolesta antanut päiväkodin johtaja [REDACTED] Jyväskylän yliopistossa tutkimustani ohjaa Josephine Moate (Josephine.m.moate@jyu.fi). Päiväkodin nimeä ei tulla käyttämään tutkimuksessa mutta, päiväkodin tunnistamattomuutta ei ole mahdollista taata, koska sen sijainti ja tunnusmerkit voi olla epäsuorasti tunnistettavissa opinnäytteen tekstissä. Vastauksenne käsitellään luottamuksellisesti. Annan mielelläni lisätietoja tutkimuksesta. Vastaamalla kyselyyn annatte luvan käyttää vastauksianne tutkimuksessani.

Yhteistyöstä kiittäen,

Zoe Holmila

Dear Parents,

For my Master's thesis at the University of Jyväskylä, I am doing a case study about the English content and language integrated learning (CLIL) at Kortesoja daycare. The purpose of the study is to reflect on current practices and consider how CLIL might be developed in the future. CLIL has been part of our daycare centre since 1999. As members of our CLIL community your opinions are highly valued. I therefore ask that you take part in my research project and answer the short questionnaire below. You can answer in English or Finnish!

The research project has been approved on behalf of Jyväskylä City Council, by the head of [REDACTED] Daycare Centre, [REDACTED]. My supervisor at the University of Jyväskylä is Josephine Moate (Josephine.m.moate@jyu.fi). The name of the daycare centre will not be used and care will be taken to ensure the confidentiality of the participants. However, the anonymity of the daycare centre cannot be guaranteed as it may be recognisable from its location and characteristics which will be reported in the thesis. If you would like any further information about the study please don't hesitate to ask. By completing the questionnaire you are giving me permission to use the responses in my Master's thesis.

Many Thanks,

Zoe Holmila