

**“The same thing over and over again in many different
ways.”**

**Case study about bilingual teaching methods in the Family
Centre Klubíčko, Czech Republic**

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TIIVISTELMÄ

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Tutkimus tähtää löytämään erilaisia kaksikielisiä opetusmetodeja ja korostamaan niitä metodeja, jotka opettajat kuvaavat hyvin toimiviksi. Tarkoituksena on myös tarkastella tekijöitä, joita opettajat ottavat huomioon valitessaan kaksikielisen opetusmetodin.

Tätä tutkimusta voidaan kutsua tapaustutkimukseksi. Se toteutettiin haastatellen neljää opettajaa, jotka työskentelevät Family Centre Klubíčkossa Kroměříž:ssa, Tsekissä. Opettajat haastateltiin pareina teemahaastattelun periaatteita noudattaen. Tutkimus analysoitiin sisällönanalyysin keinoin huomioiden myös tutkimuksen visuaalinen tutkimusmateriaali.

Tulokset kertovat, kuinka opettajilla on käytössään monipuolinen joukko opetusmetodeja, joista jokaisen pohjana toimii englannin kielen käyttö. Näitä metodeja yhdisti se, kuinka opettaja niitä käyttäessään odotti lapsen olevan jotenkin fyysisesti aktiivinen ja /tai luomaan jotain itse. "Parhaiksi" tai ainakin hyvin toimiviksi kuvatut menetelmät olivat: laulut, riimit, kertomukset, päivärutiinit ja eri aistien käyttöä vaativat menetelmät.

Opettajat korostivat monien metodien käyttöä yhden teeman alla lapsen oppimisen maksimoimiseksi. He mainitsivat myös lukuisia tekijöitä, joita tulisi ottaa huomioon valitessa metodia. Nämä tekijät liittyivät kulttuuriin, lapsen yksilölliseen luonteeseen, tunteisiin ja taitoihin sekä opettajan omiin piirteisiin.

Avainsanat: Family centre, kaksikielinen opetus, kaksikielinen pedagogiikka, vieraankielen opetusmenetelmät, kaksikieliset opetusmenetelmät

SUMMARY

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This research aimed to discover different types of bilingual teaching methods, and to pinpoint the methods which the teachers are describing as well-proven in practise. It also intended to find out what aspects there are to be considered by the teachers when choosing a bilingual teaching method.

This research can be called as a case study. It was conducted via interviewing four teachers working in the Family Centre Klubíčko in Kroměříž, Czech Republic. The teachers were interviewed in pairs following the principles of theme interview. The analysis of the research was conducted by using methods of content analysis involving the visual data.

According to the results, the teachers had various bilingual teaching methods to use, all of which had the usage of English as their basis. These methods had a feature in common: by using them the teachers expected children to be somehow physically active and/or to create something themselves. The methods that the teachers described as the "best ones", or at least working well, were: songs, rhymes, stories, daily routines and methods which required the use of different senses.

What was clearly brought up a lot by the teachers, was the usage of multiple methods within one theme to maximize the child's learning. The teachers also mentioned various aspects to consider when choosing a method. These aspects were connected to culture, individual features, feelings, characteristics, needs and skills of the child as well as the features of the teacher herself.

Key words: Family centre, bilingual education, bilingual pedagogy, foreign language teaching methods, bilingual teaching methods

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1 INTRODUCTION

As globalisation and internationalisation are significantly evident in today's society, learning new languages and becoming bilingual or multilingual is seen as an advantage. Throughout the world, bilingual education practises are becoming more popular than ever before. Garcia (2009, 9) underlines the importance of it today by stating that "bilingual education in the twenty-first century must be reimagined and expanded, as it takes its rightful place as a meaningful way to educate all children and language learners in the world today". Learning languages seems to be worth the effort, because they provide an asset to cope easier in the constantly changing world.

The global acknowledgement of the matter of bilingual education is also seen in early childhood education. However, there are still some countries in which the importance and benefits of speaking more languages at a young age is not fully recognised. An example of this is the eastern European country, Czech Republic, where travelling was restricted for most of the 20th century due to the communistic period. As globalisation and internationalisation has not been very present in Czech Republic, due to restricted travel laws, it is no wonder that bilingual education is indeed a rather new phenomenon.

In Czech Republic it is voluntary for children to attend preschool education within the age of 3-6 years. During their years in preschool education children learn many essential skills in life, and prepare themselves for school which starts at the age of six (Konrádová 2017). However, bilingual education is not part of public kindergartens' approaches to educate children. In order to implement bilingual education in the early years, private kindergartens and mother/family centres have taken up the challenge.

A mother centre can be defined as a non-profit organization which offers a safe haven for children, mothers, fathers and grandparents to have mutual support for cooperation (Sit Materskych o.s. Mother centres Networks, 2017). As the name "mother centre" already suggests, it has a lot do with mothers. The first mother centre in Czech Republic was founded in Prague in 1992 by a small group

of mothers who were trying to counter their isolation as parents and to find ways to collectively care for their children outside of their homes (Gupta, 2017).

In Czech Republic roles of a man and a woman are not modern compared to today's western views about the gender roles. Studies have shown that traditional roles played a big part in the culture (Scharle, 2015). Mother centres are fighting traditional roles by raising awareness of childcare issues and bringing motherhood to public for the whole family. One of the goals is to demonstrate why and how the country must become "family friendly" (Gupta, 2017). Nowadays these centres are more commonly referred to as family centres as they provide activities not only for mothers but for the entire family unit.

Mother/family centres are possessing an increasing role in Czech Republic. Today they are a noticeable civil society movement and their number have increased within the past fifteen years from one to over 250 (Gupta, 2017). From this wide selection, I've chosen my research family centre, Klubíčko, which is located in a rather small city Kroměříž, Czech Republic. My interest of implementing the research in Klubíčko comes from my experience of working there as an EVS-volunteer (European Voluntary Service) for six months. I have always been keen to learn new languages and seeing the importance of learning them. However, during that time in Czech Republic the flame that I had towards bilingual education caught fire. I became more interested in how children learn languages and the methods teachers use to support the learning process.

Like many other family Centres, Klubíčko provides a wide range of different activities and events for children, their parents and the whole family. Some of the most prominent activities in there are related to learning English in the context of English nursery and English club in the afternoons. Since the research is about bilingual education in early years, my focus points are especially the English nurseries offered for children aged 3-6 years. Within these English nurseries the teachers use languages in a flexible way while implementing bilingual education.

In fact, a constant change can be seen towards the flexible way of using languages (Baker 2001; Garcia 2009; Creece & Blackledge 2010; Lewis, Jones & Baker

2012). Since bilingual education is moulding itself towards a more flexible future, during this ongoing process, research about the ways to implement it are clearly lacking. Palojärvi, Palviainen and Mård-Miettinen (2016) are bringing some practical information about ways and tips to implement bilingual education, however this research seems to be rather alone with its specific point of view. In addition, their study is focusing on ways to learn Swedish as the second language, not English as a foreign language (Palojärvi, Palviainen and Mård-Miettinen, 2016). There are some studies conducted about the theoretical ways to implement early language learning with English (e.g. Edelenbos & Kubanek 2009), but research of implementing foreign language learning in practise is still needed. My goal is to fill that gap a bit and to advance the information about bilingual education where the languages are used in a flexible way, and to discover different types of teaching methods. The purpose of this research is also to find out what the aspects are to consider when choosing a teaching method.

In the following chapters I will introduce the theoretical premises of this research. First, I am going to speak about bilingual education and about three chosen pedagogical orientations underneath it. Then I will define what I mean by foreign language in this study, and provide more details on learning and teaching a foreign language. I will conclude the theoretical premises with foreign language teaching methods. After the theoretical part, I will move on to the research approach and questions.

2 BILINGUAL EDUCATION

“Educating children bilingually enables language practises that, like the banyan trees, build on each other in multiple ways and directions-up, out, down, across – but yet rooted in the terrain and realities from which they emerge” (Garcia 2009, 8).

Bilingual education differs from traditionally known language education especially in terms of the amount of the languages used while teaching. According to many researchers (e.g. Cummins 2008, 103; Garcia 2009 7, 9; Baker 1988, 46) it is defined as education which uses two or more languages. Garcia (2009) states that this way of teaching has become more and more common over the past years. There are many European countries which are implementing bilingual education, for example Germany, Denmark, Great Britain and Ireland (Sondergaard 1993; Baker 1988), not to mention Czech Republic where my research Family Centre is located. Even though bilingual education is well-known as a form of education (Garcia 2009, 11), Fishman (1989, 447) strongly claims that it “must justify itself philosophically as education”. With this claim he is most likely referring to its rather undefined nature.

In bilingual education one of the teaching languages is the native language of the students and the other one is usually a language that is rather unknown for them. There are some disagreements amongst the studies about keeping these languages separately while teaching and learning (Creece & Blackledge 2010, 104). Most of the researchers think that keeping the languages separately is helping the child to learn. Therefore, keeping the languages together has generally not been recommended (Lewis, Jones & Baker 2012, 643 & Creece & Blackledge 2010, 104– 105). However, keeping two languages apart can come across as a challenge for a teacher to keep up in practise. Despite the fact that many researchers are advocating keeping the languages separately, they have started to question how strictly teachers are able to implement this principle (Creece & Blackledge 2010, 105).

There have been some discussions among researchers on whether bilingual education should be implemented in a more flexible way when it comes to the use of languages. Creece and Blackledge (2010, 103) express their opinion about this issue and advocate using bilingual instructional strategies, in which two or more languages are used alongside each other while teaching children. Bilingual education is, in fact, slowly moving away from separating languages towards the use of two or more languages simultaneously (Baker 2001; Blackledge & Creese 2010; Garcia 2009). This less strict separation of the languages gives perhaps the teachers more freedom for example in planning activities. Creece and Blackledge (2010, 103) suggest that there can be seen a more flexible future ahead.

Nonetheless, bilingual education contains multiple other factors than just disputes over separating the languages from each other. It includes a number of different models to implement. Each one of them has their own pros and cons, which is why it is difficult to arrange them according to their efficiency. Cazden & Snow (1990) state that bilingual education is a “simple label for a complex phenomenon”. That is why more precise description of it as a phenomenon is controversial and often left quite open. Although it cannot be described directly, it can be seen as an “umbrella term” which covers all the different models of teaching more than one language (Baker 2001, 192). Based on the statements above, bilingual education stays as quite an undefined phenomenon, yet it seems to be possible to explain separately what the different, colourful stripes of its umbrella contain.

Next, we will take a peek underneath the umbrella of bilingual education. I have chosen three pedagogical orientations according to how my research Family Centre is implementing their bilingual education. First I will introduce a rather new model, bilingual pedagogy. Then I will focus on explaining the methods of translanguaging and code-switching which are quite close to each other. All of these three orientations could be seen within the same side of the umbrella, since they represent the more flexible bilingual education “models” where the lines between the languages are not that strict.

2.1 Bilingual pedagogy

Quite a new and rarely used term for one of the models within bilingual education is bilingual pedagogy. Despite that, some research studies has been conducted about bilingual pedagogy and with the help of these studies it is possible to present a bit more information about it. According to Palviainen and Mård-Miettinen (2015, 13) one of the characteristics is the use of languages in a flexible way without separating them from one another, for example in terms of the content (see also Schwartz & Asli 2013, 22; Creece & Blackledge 2010, 103).

Usage of different languages in different situations enhances not only the skills of the student but also the skills of the teacher. In bilingual pedagogy the teachers and the students learn to use the languages that they possess in order to reach the goals at hand in different situations (Creece & Blackledge 2010, 112-113). When bilingual education teachers are implementing bilingual pedagogy, according to Garcia (2009, 318) there are two basic principles that the teachers must acknowledge: social justice and social practise. Even though both of these principles are important, social justice seems to have more value than social practise. Since bilingual teaching combines two or more cultures and languages, for social justice to be fulfilled these cultures and languages must be equally taken into consideration (Garcia 2009, 318). Social practise on the other hand, can happen quite naturally when teaching bilingual pedagogy. When learning an additional language, collaborative social practises are taking place while the students are trying out new actions and ideas (Lave & Wenger 1991).

Schwartz and Asil (2013, 25, 28) found out that the teachers who are implementing bilingual pedagogy seem to be open to criticising and modifying their language strategies and developing their pedagogy and methods through their own reflections and experiences. The research emphasises what Palviainen and Mård-Miettinen (2015, 11-16) are saying about bilingual education having a constantly changing nature. It is significant to keep in mind that bilingual pedagogy

might vary in its ways of implementation due to its flexible and unspecified nature.

The way of using the languages in bilingual pedagogy represents bilingualism, where the borders between languages are not strictly defined, and instead can be used adaptively according to different factors (Creece and Blackledge 2010, 112-113). Based on these loose borders of language usage, it is possible to say that bilingual pedagogy can be implemented in various different ways depending on what the teacher thinks is relevant. Teachers can implement bilingual education, following a basic principle of using two languages. As an example Mård-Miettinen and Palviainen (2014, 326) have used two languages in a situation where the educator changes between the two languages when addressing the children. Different approaches to languages within bilingual pedagogy makes it hard to generalize things. Next I will introduce a multilingual practise called code switching which also falls into the flexible way of using languages.

2.2 Code switching

Code switching as a term represents situations where two or more languages are mixed up together in a conversation, in a sentence or even in a singular word (Kotilainen 2008, 140). Gumperz (1982, 54) defines code switching as: “the juxtaposition within the same speech exchange of speech of passages belonging to two different grammatical systems or subsystems”. In other words, code switching is representing the process of going back and forth between languages (Garcia 2009, 49).

Typically, a child can adopt a new language within a year or even a few months, and in the very beginning it is likely that the languages can be mixed with each other in the child’s speech (Halme 2011, 90; McLaughlin 2012, 15.) Despite this, code switching seems to be a rather unappreciated way of using two languages. According to Kalliokoski (2009, 314), this type of language use is generally considered to be an indication of lacking language skills.

In fact, code switching is usually seen as a negative behaviour, since the student should be able to speak the language fluently, without any flaws (Kallikoski 2009, 314). It can be rather easy to step into the “trap” of using code switching in bilingual education, since the teacher usually speaks the native language of the students and an additional other language. If a teacher asks a question in the additional language, the student can easily switch to his or her native language when he or she does not remember the answer in the other used language and can still be understood.

It can be seen as unfair to expect a child to answer in the same language as the question is presented, especially in the early stages of learning a new language, even though the child might understand it. When learning a new language it is typical that skills to understand develop faster than the skills to produce the language (Edelenbos & Kubanek 2009, 54). As code switching is a controversial subject, some researchers see it as a positive thing and because of that they are defending the usage of it. According to Macaro (2003, 42) using code switching is most likely a sign of a talented language learner, who can use both of the languages in conversation. Garcia (2009, 50) agrees with the previous statement by emphasising that using languages in a flexible way is far from being a sign of sloppy and insufficient usage and lack of knowledge. Instead, it could be seen as more of a positive skill for one to possess, as Garcia (2009, 50) states it could be seen as a distinguished linguistic skill. Next I will introduce another quite disputed way of using languages, translanguaging.

2.3 Translanguaging

Code switching and translanguaging are similar phenomena to one another in certain ways. Both are referring to multilingual speakers navigating between languages in a natural manner (Park 2013, 50). According to Garcia (2009, 45), even though translanguaging includes other kinds of bilingual use and bilingual contact, it is still seen as a wider phenomenon in comparison to code switching. One of the differences of code switching and translanguaging are the reasons of

changing the language. In code switching there is not a certain pattern or a reason for changing a language, it usually occurs rather randomly. Translanguaging happens when two languages are used, and the speaker changes them systematically because of some specific reason (Garcia 2009, 45).

Reason for changing the language could be for example the understanding of the discussed issues. A teacher can use the more unfamiliar language when wanting to point out something in a more general way, whereas the more familiar language is used when wanting to describe something more specific. Just like code switching, translanguaging is also quite a controversial phenomenon. Using languages in a flexible way like this, in teaching settings or in general, is often seen as a negative thing due to the common idea of teaching the languages separately from each other. Therefore, it can make one feel as if he or she is doing something wrong (Creece & Blackledge 2010, 105; Garcia 2009, 105).

Translanguaging as a method of bilingual education allows one to explore the known languages in flexible ways (Garcia 2009, 297). This systematic exploration of languages due to specific reasons, can benefit not only the person who is already bilingual but also the person who is learning another language. Through translanguaging bilinguals can for example help people on different language knowledge levels to take part in conversations and to understand the subjects at hand in a deeper way (Garcia 2009, 297). According to Creece & Blackledge (2010, 112) translanguaging is typical for bilinguals, which also tells us that there are no strict lines between the languages (e.g. Garcia 2009, 22, 47).

Code-switching (chapter 2.2), as well as translanguaging as multilingual practises are both broadly understood yet limitedly practised (Park 2013, 51). The implementation of these practises seems to remain as an appealing task for language educators and researchers to achieve. In order to the multilingual practises to become more common, the lines of languages should perhaps be less strict, instead of separating them from each other.

3 GOING TOWARDS THE FOREIGN LANGUAGE PROFICIENCY

Foreign language differs from second language with the scope of the use of the language. The term of foreign language is generally used for any language which is learned after the mother tongue no matter if it is used in the surroundings or not. However, foreign language in regards to learning and teaching refers to something that is usually not used on a daily basis and does not have an official status in the country (Pietilä & Lintunen 2014, 14). According to Patel and Praveen (2008, 35) foreign language is happening when: "--the secondary environment is not observed and the people of linguistically foreign societies use such language." Instead, second language seems to be used in the society frequently.

Lauren (1992, 27) defines foreign language more specifically by stating that it is not used in the same way as a mother tongue – rather it is a communicational tool used with a foreign language speaker. It does not necessarily have to be used with a foreign language speaker though. It can also be a mutual tool for interacting with someone who speaks a third language, and therefore this particular language is not the mother tongue of either of the speakers (Lauren 1992, 27). Since the research Family Centre is located in Czech Republic I am focusing on the way that they are implementing bilingual education with mixing Czech and English together. As English is not present in everyday life in Czech Republic, unlike perhaps Slovak or Russian, it can be seen as a foreign language according to the definitions above.

To be able to teach a language it is always essential to be aware of how the student is learning it in order to choose the most relevant and effective ways of teaching. In the next chapters I will first expand more on foreign language learning from a general point of view, stating some typical points about learning a foreign language. After that I will focus on foreign language teaching and foreign language teaching methods.

3.1 Learning a foreign language

Patel and Praveen (2008, 36) suggest that: “learning a language requires the operation of an innate capacity possessed by all human beings.” It is essential to acknowledge that language proficiency seems to be a very complex skill which takes its own time to master and has its own subskills underneath it. Learning a foreign language also varies among children of the same age. Every child learns the language, a native language as well as a foreign one, at his or her own pace and in his or her own way. According to McLaughlin (2012, 16), in the early years, some children approach the language in a more holistic way paying attention to longer expressions, while some children take a more narrow approach and focus on learning the language one word after another. In spite of these differences between young foreign language learners the order of learning seems to be the same. The forms and the structure of learning the language is not dependent on the age or mother tongue of the learner (Jaakkola 1993, 63).

A child who is learning his or her mother tongue and a child who is learning a foreign language are not learning them in the same way. This is because a child who is learning the foreign language is using the mother tongue as a base to build up the new language. Within the mother tongue he or she has already created a system for separating speech sounds which works as a frame for creating a new system for the foreign language. (Service 1992, 130.) In addition to this there can also be other connections with mother tongue and foreign language learning. McLaughlin (2012, 14) emphasises the connection within a first language and a foreign language by stating that children under the school age often have similar problems both in their mother tongue as well as in a foreign language. The collaboration between the first and the foreign language can enable better possibilities of learning the foreign language. The previous knowledge of an individual and the native language influence the learning of a foreign language (Kristianssen 1992, 43). Patel & Praveen (2008, 36) state that the mother tongue can be a great help with learning English. It is more and more common to learn English as a second or foreign language in today’s world. The demand for children to

know English has increased especially due to its international status (Feng 2005, 534; Garcia 2009).

When thinking of the reasons to learn a foreign language it is evident that there are many positive effects which carry on through the years and influence the child's life in many ways. According to Coyle (2007, 548) learning a foreign language is developing the child's cognitive skills such as risk taking and problem solving. Besides these cognitive skills the ability to reason and to focus are also improving. Bialystok (2007, 214) states that for a child who is using two languages it is typically easier to perform tasks which require reasoning ability. In addition, these children also learn to draw their attention to the essential factors according to the situation faster than monolingual children (Bialystok 2007, 214).

Not only does foreign language learning affect the child's cognitive skills, it also has its influence on how the child sees the world and people from different cultural backgrounds. According to Feng (2005, 535), early bilingualism creates an identity for a child which is based on two different cultures. When a child possesses knowledge of two different cultures and languages, it is perhaps more likely for him or her to be aware of and to accept other languages and cultures around the world. Despite the many positive effects on learning a foreign language or being bilingual, Bialystok (2007, 215) emphasises that even though bilingual children's ability to control and structure their own information and skills is more developed than monolingual's, it does not mean that bilingual children are somehow more talented or intelligent than monolingual children.

The ways to approach children's foreign language learning should be recognised as well. Kohonen (1992, 110-113) states that students should not be forced to speak in a foreign language if they are not ready for it - instead generous material to stimulate students to learn the language should be offered. This way a child might gain an interest to learn and use the new language when the language is not pushed onto him or her. In order to reach a good command of a foreign language efficiency, one has to take into account multiple factors.

3.2 Teaching a foreign language

Bilingualism and multilingualism can be seen as a norm rather than just an exception (Richards & Roberts 2001, 3). As the world is getting more and more international, foreign language teaching has increased remarkably (Garcia 2009), and this change brings up challenges for foreign language teachers to come up with new and more effective methods to teach a language. In fact, the constant change in language teaching seems to be focusing on the changes in teaching methods (Richards & Roberts 2001, 1). Teaching a foreign language has some short-term as well as long-term goals. In the early years the purpose is to pique the interest of the child and to get familiar with the other language, whereas a long-term goal is to reach global citizenship and appreciation of other cultures (e.g. Garcia 2009).

The teaching of language is basically conditioned by the nature of the subject (Patel & Praveen 2008, 29). When learning a new language, a child's own interests and needs should be considered, just like in any other type of learning. For a teacher it is essential to acknowledge the skills that the child possesses at the time and where he or she is going next. Edelenbos & Kubalek (2009, 54) emphasise that at the early stages of learning a new language, the learning styles of the child as well as multichanneling, such as visual materials to support the communication, should be taken into consideration.

When the teacher knows the level of a child's language skills and his or her specific style of learning, the teacher can choose the tasks and activities which are challenging enough for the child and therefore keep up the interest of learning the language. When the things to learn are challenging enough and the child is rewarded with experiences of successfully learning a challenging skill, the motivation to learn the foreign language grows even more (Laurén 2007, 19). It is rather usual that a teacher knows what the child might face in his or her daily life, therefore a teacher should take the knowledge of these things into the foreign language teaching. Teachers should plan foreign language teaching in a way that the themes and the subjects in question are somehow close to the child's world of experiences and life in general (Edelenbos & Kubanek 2009, 54).

3.3 Foreign language teaching methods

For finding the best ways to teach a language for a child, it is essential to know what kind of ways already exist and then to choose the teaching methods that suit the interests of the child best. There have been some research studies conducted about the teaching methods which are often used within language teaching from very different perspectives (e.g. Patel & Praveen 2008, Richards & Roberts 2001, Nitish Kumar 2011, Nehmet 2014). In the following I will introduce the teaching methods within language teaching that, with a little of alternation, can be also used within foreign language teaching and in bilingual education, according to Richards and Roberts (2001). They have defined a method as “a specific instructional design or a system based on a particular theory of language and of language learning which contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques” (Richards & Roberts 2001, 244). According to the previous definition of a method Richard and Roberts (2001) have divided the ways to implement language teaching into six different types of methods: the silent way, audiolingualism, situational language teaching, counselling-learning, total physical response and suggestopedia (Richards & Roberts 2001). Next I will briefly introduce each of the teaching methods trying to state the general ideas of them.

The principle of the silent way, as a language teaching method, is that the learner should be encouraged to produce language as much as possible, while the teacher should remain silent. This method emphasizes the propositional meaning of the sentences rather than the communicative value. (Richards & Roberts 2001, 81.) In other words it could be said that any type of sentences the child comes up with are good as long as they are somehow built in a right way. Another teaching method which seems to be rather different to the silent way, is audiolingualism. Within this method to speak the language is also very much highlighted. It is based on dialogues and different drills between learners (Richards & Roberts 2001, 59). The teacher has a more visible role in audilingualism than in the silent way. The teacher controls the direction and pace of learning,

models the target language, corrects and monitors the learner's performance (Richards & Roberst 2001, 63).

Another method which is as well highly teacher-dominated is the so called situational language teaching. In situational language teaching "speech more is regarded as the basis of language, and structure is viewed as being at the heart of speaking ability" (Richards & Roberts 2001, 40). As the name already suggests, situational language teaching has something to do with different situations. According to this method it is expected that the learner will apply the language which is learned in the classroom to situations outside of the classroom and this process is seen as the way how a child is learning the language (Richards & Roberts 2001, 41). Basically the language is being thought in the classroom but the actual learning part happens outside of it.

A rather learner-dominated language teaching method and therefore different to previous methods, is the so called counselling-learning. Within this method the learners are the ones to select the learning content for themselves by choosing topics they want to talk about and then these materials are translated into the target language and used as the basis for language practise and interaction (Richards & Roberts 2001, 26). It seems that, unlike in the silent way and in the total physical response method, in counselling-learning the emphasis isn't in the grammar or grammatical accuracy, instead it seems to be more about motivating the children to learn by giving them more freedom to choose through what they would like to learn the language.

As it already came across, total physical response is seen as one of the language teaching methods. Total physical response is when "combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall" (Richards & Roberts 2001, 74). In other words total physical response could be simply defined as a method where language is taught with the help of the whole body. Unlike silent way, total physical response requires initial attention to meaning rather than to the form of items; instead it is focused on the grammar which is taught inductively (Richards & Roberts 2001, 75-76). Also the role of the teacher seems to be different to many of the methods,

apart from the silent way. The teacher's role is more on providing learning opportunities than to exactly teach (Richards & Roberts, 2001, 76). Also music can play a big part in learning a new language. The teaching method called suggestopedia is has its central point in music and musical rhythm learning. In this method children are being taught with the help of music, either on the background of the lesson or in the actual activity as a song to sing and play with (Richards & Roberts, 2001, 100–102).

Even though, there are some teaching methods that the teacher can use as a help or some kind of guideline to focus on a foreign language teaching, there are some practical challenges that the teachers are facing when teaching a foreign language or practising bilingual pedagogy. One of these challenges seems to be the lack of teaching material. The material for teaching a foreign language is mostly focused on school aged children, so within the early childhood education it can be very challenging to find good and working teaching material for children at the young age (Feng 2005, 532). This shortage requires a lot of work from a teacher to reach the wanted learning among the children. The lack of ready-made material requires more design work from a teacher (Feng 2005, 532), which then possibly takes away time from something else but doesn't necessarily make the actual teaching more complicated. General guidelines or support for designing the curriculum are also quite limited (Feng 2005, 532). Therefore the purpose of this research is to bring up some practical tips and ways to implement foreign language learning, this case in a form of bilingual education. Before moving on to the practical implementation of the research, I will introduce the more specific purpose of the research and the research questions which, combined together, are working as the common thread of my research.

4 PURPOSE OF THE RESEARCH & RESEARCH QUESTIONS

This research focuses on bilingual education in a non-profitable organisation, the Family Centre Klubíčko in Czech Republic. I narrowed down my interest to their English nurseries held on Mondays and Fridays for children aged 3–6 years. Within these English nurseries the teachers are implementing bilingual pedagogy. The main purposes of the research were to discover different types of teaching methods in bilingual education and also to find out what the teachers consider when choosing a teaching method.

The research questions are formulated in the following way:

1. What kind of teaching methods are the teachers using while implementing bilingual education in the English nursery?

-What are the teaching methods that the teachers describe to be well-proven in practise?
2. What are the aspects that the teachers consider when choosing a bilingual teaching method?

5 IMPLEMENTATION OF RESEARCH

In this chapter I will introduce what my research is about and what kind of topics I have chosen to be examined more closely underneath “the magnifying glass”. First I will speak more about the object of study and approach, then about the research family centre and the participants. After that, I will detail how the data was collected and analysed. Finally, I will focus on describing the ethical solutions related to the research.

5.1 Approach

The initial aim of the research was to find out more information related to the bilingual teaching methods that are used in the Family Centre Klubíčko. The object of the study was just one family centre and the subject was specifically the teaching methods, therefore it was quite natural to choose a qualitative inquiry as an approach to this research. According to Patton (2002, 14) plenty of detailed information is produced about a small number of people and cases when using qualitative methods.

As it comes across from the name of the approach, qualitative research, it focuses on quality instead of quantity. This research approach typically “produces” a small sampling which is then analysed and observed carefully (Eskola & Suoranta 2008, 18). Since the sampling is usually quite small, as in this research, the goal of the qualitative inquiry is not to generalize the results (e.g. Alasuutari 2011, 250; Tuomi and Sarajärvi 2009, 23; Eskola and Suoranta 2008, 61). Instead, it tries to understand the studied issues on a deeper level. In fact, the statistical argumentation or a high number of research units, seems to be unnecessary or even impossible to implement (Alasuutari 2011, 39; e.g. Eskola & Suoranta 2008, 61).

There are different ways to carry out a qualitative research. What exactly is underneath “the magnifying glass”, indicates how the research is then being

made. According to Patton (2002, 46) for a qualitative inquiry it is typical to choose the subject of the study purposely, therefore the sample can even just be an individual case. As the research was focused on the way Klubíčko is implementing bilingual education, the results will work as an example of how things could be done – this research has features of a case study. According to Gillham (2010,1) “a case study is one which investigates the above to answer specific research questions and which seeks a range of different kind of evidence, evidence which is there in the case setting, and which has to be abstracted and collected to get the best possible answers for the research questions”. Just like Gillham (2010,1) describes a case study, in this research the focus is to get as detailed information from the case setting, Klubíčko, in order to answer the research questions in question (see also Saarela-Kinnunen & Eskola 2010, 190–191).

As any research, qualitative case study is a process which follows through its own individual path on its on phase. According to Kiviniemi (2001, 68) the different stages of the research are modified during the journey and are moulded into their final form during the ongoing process. This vivid nature of any type of research was something that, I had to face as well. For example, the research questions were modified multiple times until their final form was reached. According to Eskola (2010, 202) when making decisions the researcher might not always find a clear answer, instead he or she is forced to think through and make decisions in order to reach the most adequate data for the research. It is rather obvious that every research is different due to the multiple pieces of the puzzle, which can be changed or altered to fit inside the frames of the puzzle, the research questions. Next I will introduce some of those essential pieces of this “research puzzle”, starting with the research family centre and the participants.

5.2 The research family centre & participants

Klubíčko, the research family centre, is located in a small city called Kroměříž, in Czech Republic. The choice of this specific family centre is based on the previous knowledge that I have gained from my own experience of working in the organization as an EVS-volunteer (European Voluntary Service) for six months. Along with various other activities and events, Klubíčko provides bilingual education in forms of English nurseries on Mondays and Fridays for children aged 3-6 years and daily afternoon English Clubs for children aged 7-10 years (Sit materskych o.s. Mother centres Networks, 2017). Since the research is about the bilingual education in early years, my focus point is especially on the English nurseries. Though, the teachers use a similar way of teaching in the English clubs as well.

The participants of the research were four teachers from Klubíčko, who are implementing the bilingual education within the English nurseries. When choosing the participants I contacted the family centre's coordinator to ask whether they would be interested to take part in this research. She then informed me, that there are three teachers besides her who speak English and might be interested to participate. One dividing issue for choosing the teachers was in fact their level of English. I do speak and understand a bit of Czech, however not enough to make the research interviews comprehensive enough for this study.

The English nurseries work in such a manner that there is always one head teacher, who is more in charge of the activities of the day and her assistant, who helps her. Besides this all the teachers work together as a bigger team, helping one another, and discussing their methods together. Here are the teachers who took part in this research and their work descriptions:

- **Eva, 31-years old:**

Works as the main teacher in the Monday English nurseries and is in charge of the afternoon English clubs. Teaches sports and dance for toddlers. Has worked in Klubíčko for about one and a half years.

- **Natalie, 41-years old:**

Coordinator of the Family Centre Klubíčko and one of the English teachers. She used to be the main teacher of the Friday English nurseries, but now works more as an assistant and a mentor for Eva. She has worked in Klubíčko for 7 years.

- **Ivona, 40-years old:**

Works as the main teacher in the Monday English nurseries. Has worked in Klubíčko for one and a half years.

- **Lucie, 22-years old:**

Works as an assistant for Ivona in the Friday English nurseries. Has worked in Klubíčko for almost two years.

5.3 Data collection

According to Patton (2002) there are three ways to implement qualitative data collection: interviews, observation and documents (e.g. Tuomi & Sarajärvi 2009). In order to get information about the thoughts and point of views of the teachers, I used interviewing as the method to collect the data (Patton 2002, 340–341). Another key element, which narrowed down my data collection options, was the fact that the research family centre is located in Czech Republic. In other words observation would not have been easy to implement, as well as documents, since there are not enough of existing documents in English about their practises in Klubíčko. In addition to these interviews, the coordinator inquired whether I would be interested to use some photos of their activities within this research. So, quite unintentionally, the data is based on, not only to the interviews, but also on some visual materials (e.g. Tuomi & Sarajärvi 2009, 91).

Interview, as a data collection method, is not exactly that far apart from a normal discussion. It can be defined as a discussion which has a pre-defined purpose (e.g. Eskola & Suoranta 1998; Hirsjärvi & Hurme 2001; Tuomi & Sarajärvi 2002). Within an interview I was simply presenting questions while the

participants tried to answer. Besides just asking questions, I was trying to listen to their answers and see whether there might be possibilities for further questions about the discussed issues. According to Tuomi and Sarajärvi (2002, 73–74) an interview is interaction between the researcher and the participant, where normal physical, social and communicational aspects are related. Compared to other methods, an interview has one big advantage – its flexibility (e.g. Tuomi & Sarajärvi, 2002), which I also came across with while implementing the data collection. The questions can be repeated or specified if needed and the order of the questions can change, as well as the interviewer can discuss with the participant and observe the situation while interviewing. (Hirsjärvi & Hurme 1991, 15; Hirsjärvi & Hurme 2001, 34–35; Tuomi & Sarajärvi 2002, 75.) The interviews were focused on understanding the key issues of the research from the reports of the participants. Fontana and Fray (1994, 361) state that an interview is one of the most common and effective methods in trying to understand people.

As the interviewing method I chose the theme interview which is progressing according to central themes that the researcher has picked out (e.g. Hirsjärvi & Hurme 2000, 47–48). The theme interview seemed to be a good way for me to stick to the subject and to get the answers for the research questions. When preparing the theme interview, specifically detailed list of questions seemed to be rather irrelevant. According to Hirsjärvi and Hurme (1991, 41) the researcher is working with the help of the theoretical ordinated and subordinated concepts which then during the interview are being focused on and are working as the guidelines of the interview. The interviews of this research were conducted following two main themes which occurred clearly from the research questions: the bilingual teaching methods and what to consider when choosing a method (Appendices 1.). When interviewing, the predefined themes seemed to help not only me as a researcher, but also the participants to rather freely talk about the subjects in question and about the issues closely related to them. As Patton (2002, 344) states, theme interview gives the researcher a freedom to make decisions within the interview about the discussed issues, in order to get some deeper information about the research subject. Since the nature of the interview is rather free, the

predefined themes were moulding during the whole research process towards a more specific figure, until their final form was reached during the analysis of the data.

In order for the theme interview to work and for the researcher to get answers for his or her research questions, the participants are expected to have knowledge about the chosen themes. These experiences about the research subject, works then as the focus points of the interview (e.g. Hirsjärvi & Hurme 2000, 47–48). Therefore, since the results are based on the experiences of the participants, a rather individual data can be produced via theme interview. According to Hirsjärvi & Hurme (2000, 47–48) the thoughts, the feelings and the experiences of the participants will be enlightened while the role of a researcher is faded. However, the researcher also takes part in “producing” the data. During the interview I tried to create an atmosphere where the participants were discussing the selected issues together, more than just me asking a question and them answering. Therefore, also the personal characteristics of the researcher, my way of conducting the research, has its own effect on the interview (e.g. Denzin & Lincoln 1994, 353; Eskola & Suoranta 1998, 216.)

The goal of the theme interview is to understand the different features of the phenomenon. These features are strived to squeeze up so that they would respond to the authentic thoughts and experiences of the participants. (Hirsjärvi & Hurme 1991, 128; Fontana & Frey 1994, 366–367.) In order for the interview to be pleasant and for the participant to feel safe to tell his or her own thoughts and experiences, acquaintance between the researcher and the participant plays a significant role. Fontana and Frey (1994, 366–367) state, the researcher should be able to earn the trust of the participant so that he or she is willing to share things about his or her life. This was not exactly an issue within this specific research, as I know one of the participants really well and had heard of the other participants and they had heard of me. We were not total strangers to one another, which might have had a positive impact on the participants, allowing them to feel free to speak about the discussed issues.

Underneath the group interview methods, I chose pair interviews for implementing this research (e.g. Hirsjärvi & Hurme 2000, 61). This decision was made according to some restricting factors of the research, as well as the believed benefits of a pair interview. When being interviewed as pairs it is possible to add something to the others answer, to make comments and to discuss the issue together. Especially in this research to have the interview as a pair interview is significantly important in terms of understanding questions and producing answers. The teachers could help each other and they might have felt freer to tell things in English. Another reason why a pair interview seemed to work well, was that the teachers were interviewed with their work pairs. They could really think together about their way of implementing bilingual education, which might occur as a rare treat for them within the normal work days.

Before the actual data collection, I sent the interview questions to the participants, the teachers, in advance, for them to know what the interview is going to be about, in order to maximize the actual interviewing time. The interviews were conducted through Skype and recorded with an audio recording device to ensure accurate transcribing. When the data has been “produced” and transcribed, it is time to analyse it.

5.4 Data analysis

The analysis of the data was done through applying the principles of content analysis which offers versatile ways to approach any kind of data (e.g. Hsieh & Shannon 2005, 1278). Since the data, in this research, is based on spoken and visual materials, the usage of content analysis is rather justified. According to Tuomi and Sarajärvi (2009, 91) within a content analysis written, heard and seen contents are being exploited. There are multiple factors which might influence the analysis, therefore a researcher can only attempt to analyse the data as exhaustively as he or she can. When seeking the “most comprehensive analysis”, I used visual analysis as a supportive method (e.g. Tuomi & Sarajärvi 2009, 91).

When observing visual data it is important that the scientific critical touch remains. The researcher has often selected the pictures purposely with an agenda to achieve something. (Rose 2012, 17.) In this research, the pictures are mainly used as an additional support to the main data, the interviews. Therefore, the pictures that I have chosen to be used are more over giving an example to the reader, of what the participants were emphasizing, rather than working as an individual data. In fact, Bell (2000, 16) states that a picture can have a manifold meaning which must be acknowledged within an analysis and that the pictures are often presented in a specific way.

Content analysis can be based on the already existing theory or on the data itself. Theory-driven, in other words deductive analysis can be seen as the opposite of data-driven, inductive analysis. With the inductive analysis one observation is generalized while on the deductive analyse it is the other way around. This kind of black and white thinking is inappropriate since especially from a "clear" induction a theory cannot, according to general beliefs, be produced (Tuomi & Sarajärvi 2009, 95). When implementing the content analyse features from both, theory-driven and data-driven analyses (e.g. Hsieh & Shannon 2005, 1279-1283; Tuomi & Sarajärvi 2009, 95-98; 108-118; Braun & Clarke 2006, 4) were used within this research. However, this research occurs more as data-driven, due to the spoken and visual materials that has been used. A feature of theory-driven content analyse was that already existing theories and research results were guiding the choice of the research questions and to where my attention was then focused on when producing and analysing the data.

As a conclusion, the already existing backroad theories and the produced data can be seen as working "hand in hand" in some researches. According to Kiviniemi (2001, 72) the point of views urging from producing the data and the theoretical point of views should be contemplated as an interactive relation. The inductive analysis does not seem to exclude the deductive and vice versa.

The content analyse was progressing step by step. Though, the research questions were changing and mutating along the way (e.g. Ruusuvaori, Nikander & Hyvärinen 2010, 23-29) they still worked as "the red thread" to follow

during the analysing process. Based on the research questions, the factors that are related to the research topic, were delimited (Tuomi & Sarajärvi 2009, 93). After this, I started slowly to dig deeper on the research results. Since the data is mostly spoken, putting it into themes suited this research the best. According to Tuomi and Sarajärvi (2009, 93) when dividing the data into themes, the researcher is more focused on what is said about which topic. The data was divided into themes according to the research questions. The goal of this step of the analysis was to put the data into a simpler and more understandable form, to make it easier to find results (Tuomi & Sarajärvi 2009, 95).

According to Ruusuvuori, Nikander and Hyvärinen (2010, 29) the themes that the researcher chooses influences the results of the research. The researcher is an evident part of the research. That is why it is essential to be aware of one's own role when conducting the research as well as show the made decisions within the actual written report, as clear as possible (Ruusuvuori, Nikander & Hyvärinen 2010, 29). Since this research is implemented through interviews, when analysing the results it was also important to make visible the conversations that the results are then based on. In this way the readers of the research can then follow the argumentations and also to make their own interpretations out of it. (Ruusuvuori, Nikander & Hyvärinen 2010, 29.) In every other step along the way of conducting a research, the researcher is dealing with ethical issues. Next I will introduce what were the ethical solutions made within this particular research.

5.5 Ethical solutions

Ethical thinking contains the thoughts of right and wrong based on the person's own values and the values of the society (Kuula 2006, 21). Therefore, it is quite justified to claim that we all possess slightly different scientific ethics as well. In spite of this, there can be seen some basic guidelines that the researcher might have to obey in order for the research to be seen as ethically acceptable.

This research was conducted by following the research ethics. According to Kuula (2006, 23) research ethics refer to the ethical principles, values, norms and virtues that the researcher uses within his or her profession as well. In other words, the research was implemented in a way that it followed the basis of my future profession of a kindergarten teacher. Ethical solutions were made from the very beginning of the research until the end. Already when picking up the subject for the study ethical factors such as the necessity and utility of the data, were considered. The ethicality is seen also when choosing the research topic so that it will not cause any harm to the participants. (e.g. Tuomi & Sarajärvi 2009, 128–129.)

The publicity of the information and anonymity of the participants are often seen as a great part of the ethical solutions of a research (Eskola & Suoranta 2008, 56–57; Tuomi & Sarajärvi, 2009). The participants were asked to participate in the research via email and informed about the topic of the interview and about the usage and preservation of the data. They were asked whether they wanted to appear as anonymous in the research or if I could use their given data which straightens the ethicality of this research (e.g. Eskola & Suoranta 2008, 56–57; Vilkkä 2007, 99–101). The teachers agreed to not to be anonymous. The name of the research family centre and its data is also not hidden, due to the mutual agreement with the coordinator of Klubíčko.

When producing the data, I received some pictures from the coordinator about their bilingual teaching methods and with her permission I used these pictures in the research. The pictures are picked out first hand by the coordinator of Klubicko and then by me. They are presented in a respectful way towards the agreed ethical norms, as well as the scientifically known manners. In other words, the pictures are chosen and cropped so that it is not possible to recognise the children.

6 THE WIDE SELECTION OF BILINGUAL TEACHING METHODS

Next I will introduce the results of this research, which are aiming to answer the two pre-defined research questions. First I will tell about the bilingual teaching methods that the teachers are using within the English nurseries and I will also pin point the methods that the teachers seemed to favour the most. After, I will focus on describing what seemed to be the aspects for the teacher to consider when choosing the bilingual teaching method.

6.1 Bilingual teaching methods in the English nurseries

One of the core aspects of the teaching methods, that I came across with, was the steady use of English. It seemed to be the very basis of their teaching (e.g. example 1), to speak English as much as possible during the day, in the form of: normal discussions, short sentences as well as in commands and questions. The use of languages is indeed flexible and therefore the use of English or Czech, is not set in stone to a specific situation or session. The teaching happens not only during planned sessions, but as well outside of them, spontaneously.

Example 1.

Eva: "Use English whenever it is possible, yes [...]. I think that's the main idea."

In the second example, the teachers also pointed out that they need to be patient with the children's learning process, because the children take their own time until they start to speak the new language. Before that, they'll be able to limitedly understand it.

Example 2.

Natalie: "[...] especially first year they don't speak. They don't respond in English, yeah. It needs time so we have to be kind of patient and wait for them to get used to it. "

The first research question strived to find out what kind of bilingual teaching methods the teachers are using in the English nurseries of the Family Centre Klubičko. On order for the child to learn English, the teachers seemed to have a wide range of different teaching methods that they use within the English nurseries. Besides, the already mentioned constant usage of English, the actual methods that they mentioned where: simple games, craft activities, songs, rhymes, grammar activities, stories, mystery boxes, puppets, action games, videos, sports, science experiments, drama, dancing, cooking and baking. One factor which compounds these methods is that they are not exactly “the traditionally known” teaching methods, in fact when using them the teacher requires the child to be physically active or/and create something him- or herself. In the picture 1, I have an example from the English nursery, where the children are using their whole body to create something themselves. They are connecting the movement into the word “triangle”.



PICTURE 1. Forming triangles with your own body.

Some of the mentioned teaching methods where clearly seen to be superior to others. One of the reasons for this was, that the teachers felt as if the methods where helping the child to remember the learned things better. The most common methods which the teachers described to be well proven in practise and in the example 3 were even described as “working the best”, were: songs, rhymes and stories. Especially from those methods, songs seemed to be the method that

was mostly used and seen as something that works really well (e.g. examples 3 & 4).

Example 3.

Natalie: "Songs do work well"

Natalie: "The thing is that the main or what we use a lot are songs, rhymes, stories, because it works the best. They remember the best."

Eva: "[...] and the Super Simple Songs are the best"

Example 4.

Ivona: "Today yeah, I would say mostly singing. "

Ivona: "[...] when there is a song they will remember it. They will remember it, always."

Lucie: "Songs always work. "

In the example 5 the teacher describes how using songs as a teaching method can have an effect on the whole classroom, by creating a nice atmosphere and energy which is not only good for learning English, but as well for having a nice time together.

Example 5.

Ivona: "But with songs, I feel it doesn't work with just for learning English, but as well for [...] for, bringing a nice atmosphere to the classroom. When you sing everybody is listening or they are joining and when everybody is joining and singing. There is some special energy in the classroom which is very important. "

Repetition and daily routines seemed to be working well and being used often, as the way of teaching English (e.g. examples 6 & 7). In the example 7, one of the teachers was also pointed out that this method is "the best", in addition to previously mentioned songs, rhymes and stories.

Example 6.

Eva: "Yeah. And always begin lesson with the same routine"

Ivona: "[...] it's repeated. The same thing they repeat every session."

Example 7.

Natalie: "Daily routine, it works the best. It means that what they do every Monday or every Friday [...] we speak in English, we command in English. This is what they remember. It really is the best."

As one can see from the example 8, to emphasise the importance of repetition, one of the teachers also brought up, what happened when she didn't repeat with the children the things that they had learned in the previous year: the children didn't remember them anymore.

Example 8.

Natalie: "When I choose a topic and I haven't use it, I haven't repeat it [...] again, so they never [...] remember. So [...] I know now that we have to work with about 10 - 15 topics [...] the whole three years, when they are with us, the children. And we still have to repeat it in circles because if I use [...] I don't know [...] one year if I use forms and then family and then colours and next year I use numbers and animals [...] so they don't remember what we did the year before."

What was also highlighted by the teachers, as something that helps the child to remember, was the usage of methods which are using different senses: sight, hearing, taste, smell and touch (Example 9 & 10).

Example 9.

Eva: "I think they need to use all senses [...] you know all, see, hear, and touch, smell and taste. They are really tactile so they need to touch and create and [...]"

Natalie: "Activities with senses it helps a lot, they really [...] remember a lot through not only from hearing and seeing but through tasting and smelling and touching".

Example 10.

Ivona: "Yeah, and we. I think it is important that we link it with other senses."

The usage of senses can be then connected to learning some simple words and sentences in English. Just like in the picture 2, where the children are trying to find different shapes from a bowl full of beans with their eyes closed. After they have found the shape they are supposed to say the name of it in English.



PICTURE 2. Finding the shapes.

Another way of teaching bilingual education that clearly stood out from the interviews, was the usage of multiple different bilingual teaching methods for teaching one theme or a subject (Example 11).

Example 11.

Natalie: "Present to them the same topic in other way, like for example the same topic we do the sports, we do the sports with colours with the same topic. Next week we do [...] some crafts with colours. And the week that follows we [...] dance with colours and so still colours but in different activity"

Eva: "the same thing over and over again in many different ways, yes."

According to the teachers, the teaching methods are often mixed up together underneath a bigger theme, in order to teach one subject in a way that the concentration and interest of the child will be kept up. Besides this, the subject will be repeated, which then makes it easier for the children to remember what they have learned, on a more long-term basis. When those methods, which are being used underneath a theme, are well proven in practise, the learning of the child will be maximized. In the following picture 3, I have an example of this type of

way of teaching, where different teaching methods are used to teach one specific theme.



PICTURE 3. Learning shapes, in the Monday English nursery, through various different methods such as crafts, building, songs, physical exercises and games.

Thus, the teachers are using a wide selection of bilingual teaching methods all of which are based on the constant usage of English. As it came across in the example 11 and picture 3, these methods seemed to often be used as a combinations of multiple methods underneath a bigger theme. When using the methods the teacher seemed to expect the child to be somehow physically active or/and create something him or herself. The most well proven methods in practise that the teachers mentioned were: songs, rhymes, stories, repetitions, daily routines and methods which are using different senses.

6.2 When choosing a bilingual teaching method

The purpose of the second research question was to find out what are the aspects that the teacher has to consider when choosing the bilingual teaching method. Firstly, the teachers explained their use of these teaching methods from their previous experiences. If something works, it is most likely going to work again and that is the reason to choose it again (Example 1). Nevertheless, as one can see from the example 2, this does not mean that the teachers are not trying out new methods. In order to find out whether the method works or not, the teachers are openly criticising it and based on that experience, they are repeating the usage of it or trying out something else.

Example 1.

Ivona: "I think that choosing the method is based on the previous experiences. So if you would, if you would see [...] that, that worked, then you will use it again. And this is the main thing for me. And to see the activity, I mean that of course if it is effective, then it will be the reason to choose it."

Example 2.

Ivona: "I think as well to be critical about your work. Always to be able to say, like this was good but this one wasn't good. We can do this one, we can carry on, okay next time maybe [...] maybe not to do this, do this. Yeah."

Lucie: "[...] you should always use something new for them."

What then has its influence on why the bilingual teaching method gets to be chosen in the first place? The teachers named various aspects that have an impact on their choice of the method and many of which they have to take into account while teaching. One of the aspects to consider was, whether the method is only focusing on Czech culture or has some features from other cultures as well. According to the example 3, the teaching methods, shouldn't be only related to the Czech culture but as well to the other cultures in the world. After all, learning a language is not only about the language, but also about the culture.

Example 3.

Natalie: [...] “it is linked with the culture, because we organise during the year as well cultural things as whatever [...] English Christmas or egg hunt. [...] this is not our culture [...] we do not have Santa or Father Christmas or Joulupukki. We do not have [...] egg hunt during Easter. This is not Czech tradition but we present them that there are as well different traditions in the world. So it helps as well in this field, I would say.”

Natalie: “[...] so it’s not only the language, it’s the culture as well”

As the example 3, some of the aspects to consider, were connected to the nature of the teaching method itself, whereas some were more focused on the child’s own characteristics, feelings and needs. Many of the aspects were related to both. To carry on with, the choice of the teaching method is seen as depending on the details of the child group: their age and the amount of children, as well as the equipment that is available for the teacher to use (Example 4).

Example 4.

Eva: “Well, of course the age, number of pupils, of kids you have in your group and I would say yes, yeah actually equipment as well.”

In order to be able to pick out the “right” teaching methods for the group’s needs, the teacher should know it’s children and their personal characteristics, feelings and skills (Example 5). The teacher is supposed to somehow estimate what the child can or cannot do and find the suitable teaching method for his or her interests. As in the example 6, one of the teacher’s points out, the teacher’s goal is to make the child feel that this is for them.

Example 5.

Lucie: “You really to [...] just to get to know the kid and really know [...] oh yes, she is good in this, she is worried about this, she prefers this. “

Example 6.

Ivona: "What you feel they can do, can they do more? Can they? And just adding things to that. I really think, yeah the way of teaching, it has to be how you believe [...] If you believe [...] you have to give the children feeling, this is for them. "

What the teachers clearly highlighted in their speech was the importance of "reading" the needs and feelings of the children and take them into the consideration when teaching. In the examples 7, 8 and 9 the teachers described how the children are full of energy and they often have a short attention span. Therefore the activities that the teachers choose cannot be too long, they should change rather quickly from one activity to another one and require the children to do something actively.

Example 7.

Eva: "Because they have short attention so activities has to be short and change often"

Natalie: "Yeah, five minutes is enough, ten is maximum"

Example 8.

Eva: "I need to keep them busy all the time aaaand they have lots of energy so they need to move a lot and then I can use just a short time just to sit quietly, for quite activities. You know, I don't know what I want to say, just the activities is short and changes quickly."

Example 9.

Lucie: "I think that you know we also work with the methods that when you feel that they are tired, they are bored [...] so you change it [...] you really work with their feelings, with their needs of the moment. And we can change the activities during the lesson."

To acknowledge, that this could be the one and only place within a week for some of the children to be in an atmosphere where he or she is constantly in touch with English, was brought up as well, in the example 10. The teaching methods that the teacher is choosing can have a great impact on how the children will continue

with English in the future. According to the example 11, the teacher usually picks out the method which makes the child feel good and is then linked with the language.

Example 10.

Natalie: “[...] we do have [...] children from bilingual families but they are just one quarter of the children what we’ve got here. The rest of them they are from Czech families, so they don’t speak English at home. So this the only English they get during the week.”

Example 11.

Ivona “[...] the children, they forget very soon what you said. But they will remember how they felt.”

Ivona: “And they feel good. They will have the good feeling linked with nice English. “

Also, the gender of the child seemed to have its own impact on the choice of the teaching method. As the example 12, shows there can be seen a clear difference between the teaching methods for boys and for girls.

Example 12.

Natalie: “So with boys she is running around and with girls she is making lovely puppets, everything is sparkling [...] yes of course. If we teach animals, animals have to be sparkly”

Natalie: “When you teach animals to the boys, you have to go to the gym and run with them as crazy tiger around so they can remember that they were tigers”

From this example one can see, that working with girls the teaching methods are more settled and “girly”, whereas with boys they were described to be more physically active. Nevertheless, as we can see from the example 13, one of the teachers brought up the issue that it isn’t necessarily that black and white, it depends on a child group.

Example 13.

Ivona: "I would say the girls have got some boys energy. So usually, we can't say that "oh this group will be more like a fairy-tale [...] we will be fairies and princesses."

Not only do the features of the method or of the child matter, when choosing a teaching method, so do the features of the teacher itself. Based on the examples 14 and 15, it is important for the teacher to believe in the method, in order to choose it and for it to work. The teacher should also make sure that the child as well as herself is having fun while learning, "then everything can work".

Example 14.

Ivona: "But if you go in it, and I really believe in this, if you will decide you will use this method and this method and this method [...] where you will put properly yourself in it. And you will be determent and energetic, you will be positive about it. You will make the kids laugh, which is very important. Make them laugh [...] then everything can work. "

Example 15.

N: "You have to have fun"

E: "Yes, they need to enjoy"

There are various aspects that have an influence on the teacher's choice of the method. These aspects to consider were related to culture, the children, the method itself as well as to the teachers own features. The method should consider the other cultures as well, not only the Czech one. It should take into account the details of the child group, the personal characteristics, feelings and skills of the child. When it comes to the gender issues, it depends on the group of children a lot, whether the teacher has to choose methods as pair the gender of the child. In order for the teacher to finally choose the method, she or he has to believe in the method and that she and the children will enjoy and have fun while learning.

7 CONCLUSION

In this final chapter, I will put the last piece of “the research puzzle” at its place and make it complete. First I will review the results and the conclusions. Then I will go through the reliability of the research and turn my attention to the future aspects, thinking of what might be the future research challenges.

7.1 Review of the results and conclusions

The purpose of this research was to discover different types of bilingual teaching methods, as well as, the aspects for the teacher to consider when choosing a method. Next, I will briefly describe the results of this research trying to pinpoint the similarities between them and the previous researches, followed by the new information that was brought up via this research. I will start with the results of the first research question about the teaching methods.

Using English seemed to be the basis of the teaching methods. The teachers intended to use it as often as possible. The usage of Czech and English were not separated into certain situations, but worked hand in hand in a flexible way. This strengthens the freedom and the undefined nature of bilingual pedagogy and its typical characteristics. According to Palviainen and Mård-Miettinen (2015, 13) one of its characteristics is the use of languages in a flexible way without separating them from one another (see also Schwartz & Asli 2013, 22; Creece & Blackledge 2010, 103).

The teachers mentioned the spontaneous nature of their teaching and how it can also happen outside of the activities. Based on Richards’ and Roberts’ (2001, 40–41) language learning methods, this type of teaching could be called situational language teaching, where the learner is expected to apply the language which is learned in the classroom to situations outside. In other words, the language is being taught in the classroom but the actual learning happens outside of it. Based on the interviews, it cannot be said that the teachers are using this

method on purpose but it seems to be noted as something that works. The teachers also acknowledged the learning process of the children within their teaching and therefore remained patient. They were aware of the stages of the child's language learning and described it the same way as Edelenbos and Kubanek (2009, 54) that typically child's skills to understand develop faster than the skills to produce the language.

All in all, the teachers mentioned various bilingual teaching methods. All of these had a combining feature that the teacher was trying to achieve: for the child to somehow be physically active or/and create something him or herself. These teaching methods which are combining tracing activities, such as verbal rehearsal accompanied by motor activity; according to Richards and Roberts (2001,74); position themselves underneath a language method called: "total physical response".

Teaching methods which were described as "the best" ones or at least highlighted by teachers were: songs, rhymes, stories, repetitions, daily routines and methods which require usage of different senses. The main reason the teachers preferred these methods, was that they were well proven in practise to enhance children's memory to remember the learned issues better. Using songs as a teaching method was seen not only as a tool to learn English but also something that can have a positive impact to the whole group of children. Songs as a teaching method fall into "suggestopedia" in Richards and Roberts (2001, 100-102) category of language learning methods. Suggestopedia is a method where children are being taught with the help of music, either on the background of the lesson or in the actual activity as a song to sing and play with (Richards & Roberts, 2001, 100-102).

The methods which require the usage of many different senses were also highlighted by the teachers. This result supports what Edelen and Kubalek (2009, 54) have stated that at the early stages of learning a new language the learning styles of the child as well as multichanneling, such as visual materials to support the communication, should be taken into consideration.

Nevertheless, what I found very interesting as one of the results, was the usage of various methods underneath one theme in order to maximize the learning of the child. This way of teaching a language seemed to sum up all the other methods and principles that the teachers were describing. Additionally, it seemed to be rather a new point in bilingual teaching methods. According to the teachers this way of using multiple different methods keeps up the concentration and interest of the child. Besides, when the subject will be repeated, the children will more easily remember what they have learned in the long-term. The outcome is, that the learning of the child is maximized.

The second research question intended to find out what are the aspects for the teachers to consider when they are choosing one of these bilingual teaching methods. It seemed that they are connected to the child's own feelings, skills, characteristics and needs, as well as to the nature of the teaching method. Naturally, also the teacher herself seemed to have her own influence on the choice of the method. The aspects to consider when choosing the teaching method were: the age of the children, the number of them, the equipment available for the teacher, the characteristics, feelings and needs of the child, the gender of the child, as well as, whether the teacher believes in the method herself or not and whether she and the children are having fun and enjoying it.

The teachers described how they are open for changes, critical towards the chosen methods and willing to try out new ones basing their choice of the method partly on the previous experiences. This result emphasises what Schwartz and Asil (2013, 25, 28) found out about teachers who are implementing bilingual pedagogy. Just like in this research, the teachers seem to be open to criticise and modify their language strategies and develop their pedagogy and methods through their own reflections and experiences (Schwartz & Asil 2013, 25, 28).

To take the cultural aspect into consideration when choosing a teaching method, as the teachers were describing in this research, is rather important. Czech language and their culture should be as important as English and other taught cultures. This follows one of the two basic principles of bilingual pedagogy, the social justice (Garcia 2009, 318). According to Garcia (2009, 318) when

implementing bilingual pedagogy, the teachers must equally take into consideration both of the presentative languages as well as their cultures.

The teachers emphasised the acknowledgement of the details of the child group, the personal needs, characteristics and skills of the child at hand, when choosing a teaching method. In addition to this, the gender of the child might also be a dividing issue, however it depends again on the personal differences and interests of that specific child or of a group. These described aspects to consider, are similar to what Patel and Praveen (2008, 29) are saying about teaching a language being basically conditioned by the nature of the subject, the child.

Many aspects of the teacher's speech were underlining the already existing theories within both of the research questions. However, new information was also brought up through this research. One of them is the usage of various methods underneath a bigger theme in order to maximize the learning. In fact, the point of this qualitative research was not to generalize the issues, but more over to bring up some practical knowledge related to bilingual education. One of the initial thoughts that were in the beginning of the whole research was to get information about the bilingual teaching methods not only for the teachers to exploit, but also for the parents to read through if they are interested. Since, the research is fully in English the parents who are non-native Czech speakers can also have a closer look at how the teachers are working and their children are learning in Klubičko.

Additionally, this research works as an example of how bilingual pedagogy can be implemented for other teachers. They might get some tips on how they could execute it and what they should consider when they are choosing their methods. Since the research seems to be rather alone with its practical point of view, I believe that it could really be a helpful tool for the teachers and interested parents, not only because of the data collection but also with its theoretical part, for the reader to get the general knowledge of the issues rather effortlessly. Different ways to teach bilingual pedagogy and the aspects to consider when choosing a teaching method could also be modified into "normal" monolingual settings.

Especially, the things to consider when choosing a method could be seen as something that the teachers who are working with young children should take into consideration anyways, no matter the amount of used languages.

7.2 The reliability of the study and further research challenges

There are various factors to put one's attention to, when thinking of the reliability of any research. These points are for example: the research subject and purpose, the commitment of the researcher, the timeline of the research, the data analysis and the report (Tuomi & Sarajärvi 2009, 140–141). Basically, the whole process of this research from the beginning until the very end has its own impact on how reliable it is. The progress of the research and the made solutions, their reasoning and the factors which influenced the solutions are carefully explained; which straightens the confidentiality of this research (e.g. Eskola & Suoranta 2008, 210; Tuomi & Sarajärvi 2009, 131–147).

As it came across already in the sections before, as a researcher, I had my undeniable influence on the research. According to Eskola and Suoranta (2008, 210) a researcher defines the reliability, since he or she has an impact on the whole research from the beginning till the end. One of the quite important issues of reliability to consider was related to the research language. The whole research was carried through in English which is not a native language of the participants nor mine, as the researcher. Even though, the usage of English was attempted to make it as "easy" as possible for the participants to handle their own level of English, as well as mine, had perhaps its own effect on the data. The interviews were conducted as pair interviews to create situations where the participants were able to talk in their native language, Czech, if needed and help one another to understand and answer the questions. Moilanen and Rähä (2010, 47) state that: "understanding and interpretation of another human being are intertwined and researchers understanding of the object of study does not necessarily represent the self-understanding of the participant". In other words, the researcher represents the issues from the participants point of view, however he or she influences

that point of view even unwillingly since understanding the issues in the exact same way is unlikable. When it comes to the usage of a language which is not your native, this acquisition above might even be a bit stronger. Especially, my own level of English might have had its own effect on the research.

What I consider as both a pro and a possible con of this research, is my acquaintance with the teachers and with the research family centres working principles. The fact that we knew each other already before, made the interviewing part easy going and I dare to say, made the participants feel more relaxed to talk about the themes in question. In fact, one point that had to be considered, was related to equal treatment of the participants due to the acquaintance between me and them. I am a good friend of one of the participants and tried my best to acknowledge that within the interview by treating every one of the participants the same way when possible. Also, since I have worked in Klubíčko, I tried to keep the knowledge that I had gained before about their practises on the back and started off the interviews from as “clean of a slate” as possible.

Eskola and Suoranta (2008, 212) are stating that the reliability of the research can be observed with the following notions: “conformity” and “certainty”. It seems that the researcher can with his own actions straighten or fade these factors, however he or she cannot have the “full power” to influence them, since the data has its “own will”, so to speak. The “conformity” is displayed in this research on how the results are linked with the previous researches (Eskola & Suoranta 2008, 212). When presenting the previous researches, I used good scientific practises. These were scientific data acquisition, research and assessment methods, as well as respecting other researchers and their work when referring to their theories and studies (e.g. Tuomi ja Sarajärvi 2009, 132–133)

When it comes to the “certainty” of the research, it can be straightened by taking the researchers own prior defaults into consideration (Eskola & Suoranta 2008, 212). The already mentioned, acquaintance between me and the interviewed teachers, is related to the “certainty” of this research. I had my own experience of working in the same position as the participants, within the research I urged to acknowledge this and tried my best to fade away my own expectations

of the answers. However, my own prior defaults might have some kind of effect on the research, maybe not in conscious but in unconscious ways.

Nevertheless, I still think that my previous knowledge of the Family Centre Klubičko, had more positive effects on the research and especially to the process. Keeping my motivation up during the research, wasn't exactly that difficult, since I knew that the final version of research will have some value for the workers and parents in Klubičko, but also to other teachers and parents who would like to have some tips on how to implement bilingual pedagogy. The publicity of the research, is in fact not only matter of ethical solutions, (look at chapter 5.5) but also, the reliability (e.g. Tuomi & Sarajärvi 2009). The process of the research and the final form is evaluated by the other members of the seminar group and the supervisor (e.g. Tuomi ja sarajärvi 2009, 142).

According to Eskola and Suoranta (2008, 211–212) the quantity of how much of the results can be altered to other objects of study, is referred to as the “portability” of a research. One of the strongest points of this study, in my eyes, must be the practical knowledge that it brought up which might have a positive effect on its portability. As it came across, there are not that many existing studies about how the teaching is actually implemented in the field of bilingual pedagogy. Nevertheless, this research is rather small and works more as an example of how things could be done. Being critical towards what is written, is always important in the scientifically researches, as it is in this (e.g. Metsämuuronen 2010). The teaching methods and the aspects to consider when choosing a method seemed to work in the Family Centre, Klubičko. However, every organisation is different and most likely works in its own unique way. Despite of this, the results could work as something, that with a bit of modification towards the needs of the specific organisation and the children, could work in other places as well.

As mentioned before, this research is not that wide. Though, it generated some new information and supported some already existing theories, more practical knowledge of the bilingual education teaching methods is still required. Other researches might then support the results of this research and/or find out something new. During the process of this research, I discovered that the

knowledge about bilingual education, especially bilingual pedagogy and the teaching methods, is relies on a rather small amount of studies in general. In order for the teachers to educate themselves for their work, there should be more data for them to reach. If one were to continue researching this specific family centre Klubičko, the research subjects could be to see how the bilingual pedagogy develops in there and in more specific, does the use of specific methods vary within the time and how. What are the factors that have an impact on the change of the methods? Does the amount of aspects, to consider when choosing a method, grow within time or are some of the used bilingual teaching methods more highlighted than others? Since family/mother centre as a concept is not acknowledged here in Finland, one might also compare their methods to the ones in a normal kindergarten settings. Also in general, what might be interesting to know, would be: whether the constant changes in the world today are somehow changing the used methods or the choice of the methods- and if so, how? This would be an interesting point of view to focus on, because of the vivid nature of bilingual education.

Bilingual pedagogy hasn't been recognised that much in the scientific field, as it occurs still as a relatively new form of teaching. Despite of the lack of scientific researches within some parts of the field of bilingual education, the importance of it is clearly recognised (Garcia 2009). Learning more languages at a young age gives the children more possibilities later in life. As Frank Smiths (1990) relatively known quote says: "one language sets you in the corridor for life. Two languages open every door along the way."

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APPENDICES

Appendix 1. Guideline for the theme interview

STARTING WITH:

- Introduction
- Information about this research
- What is your name, age and education?
- How long have you worked in Klubíčko?
- What is your job description/ role as a teacher in family centre Klubíčko?

STARTING QUESTION:

What are the ways to implement bilingual education in family centre Klubíčko?

1. What kind of bilingual teaching methods are you using in the English nursery?

- Why do you use these methods?
- Do some methods work better than the others?
 - If so why do you think that happens?
- Can you tell an example when a bilingual teaching method has worked well or when it didn't work the way it was expected to work?

2. What do you consider when you are choosing a bilingual teaching method?