

BLENDING ENGLISH AND ENVIRONMENTAL STUDIES

**A material package for integrating
English and Environmental studies**

Sofia Blomquist
Master's Thesis
English language
Department of Languages and
Communication Studies
University of Jyväskylä
Summer 2021

UNIVERSITY OF JYVÄSKYLÄ

Tiedekunta - Faculty Humanistis-yhteiskuntatieteellinen	Laitos - Department Kieli- ja viestintätieteiden laitos
Tekijä - Author Sofia Blomquist	
Työn nimi - Title Blending English and environmental studies - A material package for integrating English and Environmental studies	
Oppiaine - Subject Englannin kieli	Työn laji - Level Pro gradu -tutkielma
Aika - Month and year Kesäkuu, 2021	Sivumäärä - Number of pages 51 + liite (32 sivua)
<p>Tiivistelmä</p> <p>Tämän pro gradu -tutkielman tuloksena syntynyt materiaalipaketti on suunniteltu vastaamaan perusopetuksen opetussuunnitelman perusteiden (POPS2014) tavoitteita koskien ympäristöopin ja englannin kielen oppiaineita vuosiluokilla 1-2. Lisäksi materiaali vastaa perusopetuksen opetussuunnitelman perusteiden tavoitteeseen integroida opetusta ja oppiaineita ja tarjoaa mahdollisuuden edellä mainittujen oppiaineiden integrointiin. Materiaalia on mahdollista käyttää myös pohjana monialaiselle oppimiskokonaisuudelle.</p> <p>Materiaali liittyy Valtioneuvoston päätökseen, jonka mukaan jokainen peruskoulun aloittava oppilas aloittaa vuoden 2020 alusta lähtien A1-kielen opiskelun jo ensimmäisellä vuosiluokalla. Tämän muutoksen myötä myös perusopetuksen opetussuunnitelman perusteiden 2014 sisältöä koskien A1-kielen opetusta vuosiluokilla 1-2 on muutettu ja täydennetty. Tämän muutoksen myötä opettajilla on mahdollisesti tarve uuteen opetusmateriaaliin.</p> <p>Tämä työ pitää sisällään teoriakehyksen, jonka pohjalta materiaalia on suunniteltu, sekä Perusopetuksen opetussuunnitelman perusteet 2014 esittelyn niiltä osin kuin sitä on käytetty materiaalipaketin rakentamiseen. Teoriakehyksessä on esitelty vieraan kielen oppimisen ja opettamisen teorioita ja käsitteitä, joita on käytetty lähtökohtana materiaalipaketille. Näitä ovat erityisesti oppimistyyli vieraan kielen opetuksessa, joihin lukeutuu muun muassa visuaalinen ja auditiivinen tyyli. Nämä oppimistyyli ovat tärkeitä huomioitavia asioita opetuksessa, koska monet oppilaat luokilla 1-2 eivät välttämättä osaa lukea tai kirjoittaa, eikä luku- tai kirjoitustaitoa vaadita, joten esimerkiksi kuvallisten avujen merkitys korostuu.</p> <p>Valmis materiaali soveltuu käytettäväksi englannin kielen aineenopettajille ja luokanopettajille, jotka opettavat A1-kieltä, mutta materiaalia voidaan käyttää myös ideoinnin lähteenä muiden oppiaineiden, kuin englannin ja ympäristöopin integroimiseen. Materiaalin tarkoitus on inspiroida ja kannustaa opettajia kokeilemaan oppiaineiden integrointia ja hyödyntämään esimerkiksi yhteisopettajuutta. Tulevaisuudessa oppimateriaalit mahdollisesti korostavat enemmän integrointia ja antavat ideoita, kuinka eri oppiaineita voidaan integroida keskenään.</p>	
Asiasanat - Keywords early language learning, early language teaching, integration, material package	
Säilytyspaikka – Depository JYX, Jyväskylän yliopisto	
Muita tietoja - Additional information	

TABLES

TABLE 1	Objectives of English as a foreign language in the grades 1-2 after NCC for basic education 2014.....	35
TABLE 2	Objectives of environmental studies in grades 1-2 after NCC for basic education 2014.....	37

TABLE OF CONTENTS

1	INTRODUCTION.....	1
2	EARLY LANGUAGE LEARNING AND TEACHING.....	4
2.1	Sociocultural view of language learning.....	5
2.2	Individual differences in language learning.....	7
2.2.1	Linguistic talent.....	8
2.2.2	Motivation.....	9
2.2.3	Personality.....	11
2.2.4	Age.....	13
2.2.5	Cognitive style or learning style.....	14
2.3	Teaching foreign languages to young learners.....	15
2.4	Content and language integrated learning.....	17
3	EARLY LANGUAGE TEACHING IN SCHOOLS IN FINLAND.....	20
3.1	Early language teaching practices in Finland.....	20
3.2	Teaching materials.....	22
3.3	Studies connected to early language teaching in Finland.....	25
4	ENGLISH AND ENVIRONMENTAL STUDIES IN NCC FOR BASIC EDUCATION.....	29
4.1	Integrative instruction.....	29
4.2	Multidisciplinary learning modules.....	31
4.3	Transversal competence.....	32
4.4	English as a foreign language in NCC for Basic education 2014.....	33
4.5	Environmental studies in NCC for Basic education 2014.....	36
5	FRAMEWORK TO THE MATERIAL PACKAGE.....	38
5.1	Starting points of the material package.....	38
5.2	Aims.....	39
5.3	Target group.....	40
5.4	Organization of the material package.....	40
6	DISCUSSION AND CONCLUSIONS.....	42
	REFERENCES.....	48
	APPENDIX 1 MATERIAL PACKAGE - EXPLORING ENVIRONMENT.....	52

1 INTRODUCTION

Due to the regulation made by the Council of State in Finland, all students started to learn a foreign language or the second national language from the first grade in the beginning of year 2020 (Opetus- ja kulttuuriministeriö 2018). This regulation means that all students will choose a language, called A1 language, they start to learn in the very beginning of their basic education and in most cases that language is English (Vaarala, Riuttanen, Kyckling & Karppinen 2021: 31).

The regulation also means changes in teaching the A1 language. In Finland class teachers are qualified to teach languages in first and second grade, but according to the chair of the Federation of Foreign Language Teachers in Finland (SUKOL), Sanna Karppanen (2018) the A1 language should be taught by language teachers or class teachers who are specialized in languages. According to Karppanen (2018) this is due to the expertise the language teachers have, not the formal qualification. Karppanen (2018) continues, that in addition to pedagogical competence, a foreign language teacher must have a strong subject-didactic control and wide knowledge of language and culture they are teaching. Therefore, Karppanen (2018) argues that a teacher who teaches A1 language in first and second grades should be a language teacher or at least a class teacher who is specialized in language teaching. According to SUKOL the question is not about eligibility but of expertise of the teachers and by this they want to make sure that the teaching of language is enhanced (Karppanen 2018). However, the Trade

Union of Education in Finland (OAJ) and SUKOL point out that also language teachers need in-training service, as many of them are new to teaching languages to young learners (Ojamies, 2018).

The idea for a material package came up in a conversation with class teacher students who remarked that many of them felt insecure teaching English to first and second graders. The idea for creating a material package came from a desire to help class teachers, who might struggle with teaching English. In addition, the material package is well suited for English language teachers, who might feel insecure to be teaching young learners, since previously and before the regulation by the Finnish Government (Opetus- ja kulttuuriministeriö 2018) learning the A1 language started from third grade. It can also be challenging to teach first and second grade students, since in many cases they do not have literacy skills, and according to the changes concerning learning the A1 language, literacy skills are not required (Opetushallitus 2019b: 25). Therefore, teaching young learners usually places strong emphasis on songs, plays, and oral communication, not writing and reading (Opetushallitus 2019b). This can be challenging to language teachers, if they have experience only with older students.

This master's thesis consists of theoretical background in which the need for a material package is looked into and some previous studies are presented, since they have been an inspiration for this master's thesis. The theoretical background also includes the aspects of early language learning as well as foreign language teaching. In addition, the Finnish National Core Curriculum for basic education 2014 (later NCC 2014) and what it states about English language as foreign language and environmental studies are discussed since those subjects create a base for the material package. In the discussion section, the aim of the material package and how well the material package fulfilled its purpose is being reviewed. In addition, I will consider the theoretical background and the contents of NCC 2014, to see how well the material package presents the contents of English language and environmental studies as stated in the NCC 2014.

In Chapter 2 early language learning is discussed from the sociocultural point of view on language learning. In addition, this chapter explores individual differences in language learning and the focus is on the personality of the learner, and sensory preferences in learning styles, since many of the tasks presented in the material package use visual aids, audio clips, such as songs and physical activities. Chapter 2 also discusses some issues regarding teaching foreign languages to learners and the CLIL method (content and language integrated learning) is also discussed briefly. Chapter 3 focuses more deeply on the early language teaching in schools in Finland. Since the beginning of the year 2020, every student in Finland has started to learn their first foreign language (A1 language) from the first grade, therefore this point is worth looking into. Teaching materials will also be briefly looked at, since this master's thesis focuses on teaching materials. Some previous studies on early language teaching materials in Finland are also presented.

In Chapter 4, the subjects of English language and environmental studies are presented according to the NCC 2014, and the most relevant key content areas and learning objectives for this master's thesis are presented. It is important to introduce the subjects, since the material package focuses on them, and aims to integrate some contents and study objectives from environmental studies and practice them in English. In addition to the subjects presented, integrative instruction, multidisciplinary learning units, and transversal competence are presented and discussed briefly. Chapter 5 explains the framework for this material package and the starting points, aims and target group of the material are discussed briefly. In addition to these, the organization of the material package is explained briefly. Chapter 6 discusses the finding and presents the conclusions.

2 EARLY LANGUAGE LEARNING AND TEACHING

When talking about early language learning, it should be considered what is early and what is the aim of early language learning. The word “early” can be defined in many ways; we can think that early childhood is early and learning that starts in the early childhood is early learning. According to Skinnari and Halvari (2018) early language learning is determined in different contexts by when education and language teaching begins, therefore learning the A1 language can be called early language learning since it starts at the very beginning of the basic education.

In Finland, according to Inha (2018), during the year 2017 in several municipalities, language education started in early childhood education and pre-school education by using language showers and other short language sessions. According to Skinnari and Halvari (2018) there is no single definition of early language learning, as early learning is always related to previously organized activities. Based on this statement A1 language learning can be referred as early language learning since A1 language teaching is organized differently than, for example, short language shower sessions.

Myles (2017) writes about the belief “the younger, the better”, meaning that the younger people are when they start learning languages, the better their language skills will be later or the easier the language learning will be in the future. Lambelet and Berthele (2015) write about the same assumption and state that in the long run,

younger children tend to achieve a higher level of proficiency (Lambelet & Berthele 2015: 8, citing Krashen et. al 1979: 574). In addition, Nikolov (2009) mentions that learning new languages from early age implies improved proficiency later on if the language learning is efficient and language teaching is of high quality (Nikolov 2009: 1). For these reasons, the fact that language learning starts earlier is a good thing. In addition, Pietilä and Lintunen (2014) state that children's natural interest in other people and cultures should be aroused when children are open and receptive.

2.1 Sociocultural view of language learning

The ideas of educational theorist Lev Vygotsky (cited in Järvinen 2014a) have served as the basis for the theoretical frame of reference for sociocultural learning (Järvinen 2014a: 83). Vygotsky's view of the connection between the individual and the community is significant, as the environment is usually seen as a producer of linguistic material or a place for interaction in second language research. However, according to Vygotsky, the individual and society should be seen as unifying factors. Thus, the social environment and interaction play a role in an individual's internal processes, and in turn, the individual also modifies his or her social environment by influencing it (Alanen 2000: 104–105).

According to Beloglovsky and Daly (2015) the socio-cultural environment benefits children's cognitive, language, and social development. They continue, that everyone, according to Vygotsky, has a culture, and that culture influences what and how children learn. Vygotsky refers to language and symbols as "culture tools" that, like physical tools, assist individuals in achieving specific aims (Beloglovsky & Daly 2015: 17). Language, signs, numbers, symbols, and pictures are all tools that help children convey their emotions, needs, and ideas as they navigate their social environment (Beloglovsky & Daly 2015: 17). Beloglovsky and Daly (2015) continue by stating that

language plays a crucial role in children's development, and that development cannot be detached from its social or cultural context (Beloglovsky & Daly 2015: 17).

Beloglovsky and Daly (2015) write that by using their cultural tools, children develop knowledge through active involvement and social interaction. They continue that this means, that students, in conjunction with teachers who provide guidance, require hands-on experiences in order to create their own understanding (Beloglovsky & Daly 2015: 17-18). Vygotsky emphasizes the importance of learning and growth in a social setting and according to him cognitive growth is always socially mediated (Beloglovsky & Daly 2015: 18). This suggests that social interactions influence the building of a person's thought processes, such as remembering, problem solving, and critical thinking (Beloglovsky & Daly 2015: 18).

Beloglovsky and Daly (2015) write that the "more knowledgeable other" and "the zone of proximal development" are two important aspects of Vygotsky's work that demonstrate the social character of learning. When it comes to a specific task, procedure, or concept, the *more knowledgeable other* is someone who is more proficient or experienced than the learner. This person changes the extent of guidance required to help the child reach his or her full potential. Vygotsky (1978) characterized the *Zone of Proximal Development* (ZPD) as the distinction between a child's developmental level as defined by independent issue solving, and a higher degree of potential development as determined by problem solving under adult supervision, or in partnership with more capable peers (Vygotsky & Cole 1978: 85). The Zone of Proximal Development, or the domain of knowledge or skill where the learner is not yet capable of independent functioning but can accomplish the intended output with applicable scaffolded aid, is the domain where learning can be most fruitful (Mitchell & Myles 2004: 195-196). So, the ZPD describes the gap, or "zone", between a child's existing knowledge and the potential knowledge that can be gained with the help of a more knowledgeable peer or adult (Vygotsky & Cole 1978: 85; Pinter 2006: 11; Beloglovsky & Daly 2015: 18).

According to the sociocultural theory, children's early language learning is based on processes of meaning-making in collaborative engagement with other members of a given culture (Mitchell, Myles & Marsden 2013: 227). According to Vygotsky, (cited in Järvinen 2014a) the learning of an individual is determined by the social and cultural context. At first, the individual learns by interacting with the environment and then learning becomes an internal feature of the individual. In sociocultural learning, imitation plays a significant role. An individual is able to perform better when he or she imitates other learners. Sociocultural learning is seen to take place precisely in communities, and it is dynamic and situational in nature. Participation in community activities plays an important role in language learning, because even if a learner does not immediately have the language skills required for full participation, engaging in conversation with others can develop his or her language skills (Järvinen 2014a: 66-68).

2.2 Individual differences in language learning

Pietilä (2014) states, that learning languages is different for all of us and we all have our own personal ways to learn them; some of us learn new grammar rules and new words easily, whereas some of us struggle with pronunciation and writing in the target language. Pietilä (2014) continues, that according to some researches, the process of language learning is quite similar for everyone learning the target language since all individuals tend to pass the same developmental stages when learning a language (Pietilä 2014: 36). The differences in language learning are multifaceted, for example, there can be individual differences in what strategies people use and what kind of learning style they prefer. However, not all differences are related to the individual, since for example the environment can also have an effect on language learning process (Pietilä 2014: 36; Mitchell & Myles 2004: 25).

Since teachers are dealing with different students as well as their individual skills and competencies, it is important to know and understand the different ways children learn languages, so that teachers can support or guide the child in the right way, as well as motivate different learners, and take into account whether there are, for example, kinesthetic learners in the classroom. Linguistic talent, motivation, personality, age, and learning styles and learning strategies relating to that are all factors that have an effect on language learning (Pietilä 2014: 36).

2.2.1 Linguistic talent

Linguistic talent aptitude is individual's ability to learn foreign language. According to Carroll (cited in Pietilä 2014: 36), linguistic talent is innate readiness to learn foreign languages and it can also explain how easy language learning is for the individual (Pietilä 2014: 36). Based on a publication by Carroll and Sapon (cited in Pietilä 2014: 36-37), the success in language learning is possible to predict by a test that consists of four different components: 1) phonemic coding ability, 2) grammatical sensitivity, 3) inductive language learning ability, and 4) associative memory (Pietilä 2014: 36-37; Mitchell & Myles 2004: 25). According to Lightbown and Spada (2006), many instructors and scholars began to believe that the talents targeted by the assessments like the linguistic aptitude, were irrelevant to the process of language acquisition as a result of the adoption of a more communicative approach to teaching (Lightbown & Spada 2006: 80). According to Lightbown and Spada (2006) others, on the other hand, believe that some of the qualities measured by aptitude tests are predictive of success even in circumstances where linguistic engagement is emphasized (Lightbown & Spada 2006: 80). Therefore, the components in the test by Carroll and Sapon (1959) are presented next (Carroll & Sapon 1959, cited in Pietilä 2014: 36-37; Mitchell & Myles 2004: 25).

Phonemic coding ability relates to the processing of linguistic input. It is an ability to create a connection between the sound and a symbol or meaning. The *grammatical sensitivity* means the ability to recognize the grammatical functions of words in sentences.

The *inductive language learning ability* refers to the ability to make and reason conclusions based on a limited material. In addition to these, *associative memory* is an important factor acquiring and gaining new knowledge and recalling knowledge during the learning process (Pietilä 2014: 37-38). These different factors and abilities of language learning vary between individuals, and therefore noticing and taking those differences into account during teaching is useful in many ways. Knowing and understanding the differences may help the teacher to plan and use different kinds of materials in teaching and also help the teacher to plan different tasks in class. Teacher, by changing and using different teaching methods, can take into account those differences and students can focus on developing their weak points (Pietilä 2014: 37-38).

2.2.2 Motivation

Motivation is one affective factor that effects on language learning. A motivated individual, according to Gardner and McIntyre (cited in Mitchell and Myles 2004: 26) is a person who wants to gain a certain objective, commits remarkable effort to reaching their objective, and feels contentment and pleasure by doing the actions needed in order to reach the objective (Mitchell & Myles 2004: 26). Motivation is hard to measure and therefore it is hard to study. Hence, many times the language learner's motivation is based on the individual's own perception of their motivation. Important aspect relating to motivation is that it is dynamic and changing so the motivation towards language learning does not stay the same all the time (Pietilä 2014: 39).

One of the most important cognitive motivation theories is the Self-Determination Theory by Clément and Noels (cited in Pietilä 2014: 41). According to the theory there are two types of motivation; *intrinsic* and *extrinsic*. Intrinsic motivation comes from inside the learner and is usually a good learning enhancer: a learner of a foreign language may desire to study because speaking the language brings them great pleasure (Pietilä 2014: 41). As the name implies, external motivation affects the learner from the outside. A student may believe, for example, that language must be learned because parents

demand it. It is natural that extrinsic motivation does not yield the same results as intrinsic motivation (Pietilä 2014: 41).

Researchers have begun to emphasize the dynamic nature of motivation in the twenty-first century, emphasizing that it is not a static, permanent phenomena (Pietilä 2014: 42). The learner's motivation might swing dramatically from one day to the next, even within the same class. Furthermore, motivation is defined as a process that follows the various stages of a language learning event, from goal-setting to the learning scenario itself, and finally to the evaluation of learning (Pietilä 2014: 42).

Motivation in the study of a second language is a complicated affair (Lightbown & Spada 2006: 87). According to Lightbown and Spada (2006) motivation is defined by two factors: learners' communicative demands on the one hand, and their attitudes toward the second language community on the other hand. Lightbown and Spada (2006) continue that if learners need to use the second language in a variety of social circumstances or to pursue professional goals, they will recognize the language's communicative value and be more driven to study it. Similarly, if learners have a positive attitude toward the language's speakers, they will want to interact with them more (Lightbown and Spada 2006: 87).

The students' interests, evaluations, working methods, and emotions, as well as their own experiences and ideas as learners, all influence their learning process and motivation (NCC 2014: 26). Attitudes, motivation, and willingness to act are influenced by feedback given to students, as well as advice and support for learning (NCC 2014: 33). During their years in basic education, students are assisted in creating a solid foundation of knowledge and abilities as well as a lasting motivation for subsequent courses and life-long learning (NCC 2014: 34). As a result, the importance and function of students' attitudes toward learning and motivation cannot be overstated, and teachers

should do everything possible to help students stay motivated and have a positive attitude toward learning.

2.2.3 Personality

Personality refers to a person's typical individual characteristics, behavior and ways of thinking. Personality can be linked to language learning by thinking and exploring for example the following personality characteristics; extrovert and introvert, willingness to take risks, self-esteem, tolerance of ambiguity and willingness to communicate (Pietilä 2014: 44). In this section the extrovert and introvert personality traits, willingness to take risks, self-esteem, ability to accept ambiguity and willingness to communicate are being discussed briefly.

According to Pietilä (2014) *extrovert* and *introvert* personality traits are strongly linked to language learning success. An extrovert is outgoing, requires company, craves excitement, acts on a whim, is impulsive, and enjoys variety. Extrovert individual has a large number of friends and does not enjoy studying alone. The introvert, on the other hand, is usually silent, withdrawn, restrained, and aloof (Pietilä 2014: 44). From these descriptions, everyone can recognize some of their own characteristics. These features form a continuum, and persons can exhibit traits from both types. Pietilä (2014) states that extroverts have more advanced communication skills, whereas introverts perform better in linguistic tasks. However, these are just observations; there is no substantial evidence of introverts' dominance in academic positions or extroverts' success as communicators (Pietilä 2014: 44).

Language learning is linked to *willingness to take risks* in an indirect way. A person who is prepared to take risks, such as using a foreign language even though he or she is aware that they are not fluent in it, obtains both practice and valuable language input for learning (Pietilä 2014: 45). A person who is prepared to take risks is more likely to hear a speech in a foreign language than someone who is unwilling to risk developing

a poor level of language abilities in communication circumstances. Indeed, a successful language learner is one who is unconcerned about making mistakes and instead takes reasonable chances and employs difficult or freshly learned structures (Pietilä 2014: 45). Although there is no clear link between *self-esteem* and learning a foreign language, it is nonetheless significant. The teacher has a significant influence on students' situational self-esteem (Pietilä 2014: 46). According to Pietilä (2014) a fascinating point to consider about self-esteem is that it might be harmful to a language learner if it is very high. If a student is overconfident in himself, he may believe he knows everything and will fail as a result (Pietilä 2014: 46).

The *ability to accept ambiguity*, or ambiguity tolerance, is clearly vital in learning a foreign language. It is a crucial aspect in circumstances where the message's meaning is unclear (Pietilä 2014: 46-47). For example, ambiguous materials in listening comprehension exercises may cause the student to assume and infer, and some of the learner's hearing may be obscured. On the one hand, a learner with a low tolerance for ambiguity can be perplexed and may give up. A learner with good tolerance for ambiguity, on the other hand, will not become dejected as a result of the scenario, but will be able to pick up the thread again once the familiar text appears (Pietilä 2014: 47).

According to Clément, Baker and MacIntyre (cited in Pietilä 2014: 47) language learners' *willingness to communicate* in a foreign language also varies. The learner's self-confidence as a communicator has a big impact on his or her readiness to communicate. This, in turn, is dependent on prior experience with the language in question. Interest in foreign languages, as well as international relationships, can boost one's willingness to communicate in a foreign language (Pietilä 2014: 47). According to for example Yashima (cited in Pietilä 2014: 47) the fear of communication can be harmful and therefore for example teacher's role as a supporter and motivator to speak and communicate in foreign languages is important.

2.2.4 Age

In language learning the *age* factor has been raising questions among researchers, educators and learners for a long time (Singleton 1995: 1). The reasons for the wide and interminable interest considering the age question are manifold. The questions do not relate just to theoretical issues as whether the assumed natural ability continues to function beyond a certain time, but also to very practical issues concerning language, such as when is the optimal time to start learning second language (Singleton 1995: 1). According to Singleton (1995) this last question is very important at the moment, given the fact that in various countries the inclusion of second language learning into the curriculum for basic education has gained a lot of enthusiasm (Singleton 1995: 1). Pietilä (2014) writes, that many times it seems that language learning is easier for younger children than to adults, but the issue is not that simple. Young children and adults learn different ways because of their cognitive development and abilities (Pietilä 2014: 48).

The Critical Period Hypothesis (CPH) supports the age factor issue. According to CPH there are certain times and time periods in human life when we attain certain skills. Those time periods are called critical periods and trying to acquire certain skills or knowledge outside of those critical periods can be very problematic or even impossible (Lightbown & Spada 2006: 22). When it comes to language learning, according to CPH those children who are not exposed to languages or their access to languages is limited, are less likely to acquire languages if that kind of exploitations continue and last for too long (Lightbown & Spada 2006: 22). According to Pietilä (2014) the term critical period is being challenged, and according to some researches it would be better to talk about sensitive period, or multiple sensitive periods, after which learning and acquisition of certain parts of language skills becomes more difficult (Pietilä 2014: 48-49).

2.2.5 Cognitive style or learning style

The word "cognitive style" relates to how a person approaches problem solving in general, but it can also relate to learning styles. People learn in a variety of ways, and they usually recognize their own learning style (Pietilä 2014: 50). Some people learn better by seeing, while others learn better by hearing. There are numerous learning styles, each of which is classified in a different way. Learning styles are thought to be fairly permanent in their characteristics, but it is also highlighted that it is occasionally beneficial to step outside of your comfort zone and explore other approaches (Pietilä 2014: 50). In the following the different learner types; visual, auditory, kinesthetic, and tactile are handled shortly, since these are the most relevant learning styles for this master's thesis.

The different learning styles can be divided for example according to sensory preferences, and since the learning at young age is more focused on the doing and talking and not so much on the literacy skills, the four different sensory preferences are presented here. *Visual learners*, as the name implies, absorb knowledge most efficiently when it is presented in a visual style (Pietilä 2014: 50; Dörnyei & Ryan 2015: 126; Lightbown & Spada 2006: 83). Visual learners enjoy visual stimulation such as videos, and when a big chunk of information is provided verbally (for example list of new vocabulary), a handout and various visual aids, as well as taking detailed notes, greatly improve their learning (Dörnyei & Ryan 2015: 126). *Auditory learners* benefit the most from auditory input such as lectures and conversations since they are more appealing to a learner who relies on his or her hearing (Pietilä 2014: 50; Dörnyei & Ryan 2015: 126; Lightbown & Spada 2006: 83). They also enjoy discussing and working in groups to talk the topic through. They gain from reading aloud written passages, and they frequently find that reciting aloud anything they want to remember (including phone numbers or dates) is beneficial (Dörnyei & Ryan 2015: 126).

Kinesthetic learners require movement and physical exertion in order to learn and the kinesthetic learning style refers to learning that is most effective when the entire body is involved, for example whole-body movement (Pietilä 2014: 50; Dörnyei & Ryan 2015: 126; Lightbown & Spada 2006: 83). Kinesthetic learners require regular pauses or they will become fidgety; sitting stationary for long periods of time is a major difficulty for them. For example, walking around while attempting to memorize something can be beneficial (Dörnyei & Ryan 2015: 126). *Tactile learners* prefer a hands-on approach to learning and they benefit by doing and working with their hands. Tactile learners appreciate creating posters, collages, and other types of visuals, as well as building models, and they also enjoy creating various pieces of artwork (Pietilä 2014: 50; Dörnyei & Ryan 2015: 126).

As Pinter (2006) states, it is critical for teachers to remember that each child's different intelligences and preferred learning styles have strengths and weaknesses. Some of the early preferences and styles may alter with time, but every class will always have a diverse group of students (Pinter 2006: 14). Pinter (2006) continues, that as a result, teachers in second and foreign language schools must combine a variety of activities to ensure that everyone's preferences are met at least portion of the time (Pinter 2006: 14).

2.3 Teaching foreign languages to young learners

Language skills are considered important and learning foreign languages and the need for instruction has created many educational approaches, methods, techniques and working methods that have been applied to language learners in different times and in different situations (Yule 2010: 189; Järvinen 2014b: 71). According to Inan and Yuksel (2014) a good teacher's key roles are planner, organizer, guide, coach, and researcher (Inan & Yuksel 2014: 11). Language learning theories give a wide perspective of different views how people learn languages. Nowadays, in Finland it is common

that children are exposed to different linguistic affordances, and for example English can be heard from television and radio (Pietilä & Lintunen 2014: 10-11). However, even though children can learn languages naturally by listening to others, the role of a teacher and the education the schools are offering are very important. Teachers can analyze instructional techniques in light of what they can fairly hope to achieve by learning more about the development of learner language (Ligthbown & Spada 2006: 40).

Graham et al. (2017) point out that for children, in terms of learning, it is more useful to have repetitive and short lessons rather than long and less frequently held lessons (Graham et al. 2017: 926). For class teachers, having shorter sessions of language as mentioned by Graham et al. (2017) during the week can be easier, but if the language lessons are held only once a week, it is good to think about different ways to add language into students' daily lives. Integrating language into other subjects is possible and gives the students possibilities to hear and use the language even outside language lessons (see section 2.4).

Literacy skills are not required in the beginning of A1 language learning and the focus is on plays, games, songs, and physical activities (Opetushallitus 2019b: 25; NCC 2014: 217). Graham et al. (2017) also think that teachers do not need to emphasize literacy skills at an early stage in language teaching. According to Graham et al. (2017) this is based on the fact that children learn to speak their own native language first and only then to write it. The same applies to learning a foreign language. Seeing words and hearing them uttered by the teacher, the child learns to perceive and deduce how different sounds are formed or when a letter is left unspoken in a foreign language (Graham et al. 2017: 926-927).

According to some researchers, language teaching is in a "post method" period, characterized by, among other things, the following features (Kumaravadivelu 2006):

- Learner-centeredness and learner-orientation including the range of learning styles and learning strategies, autonomous learning, and learning to learn
- Authenticity including authentic, meaningful language use situation, and language functionality
- Contextuality

Kumaravadivelu (2006) argues, that nowadays, teachers are more of instructors and supporters, choosing their own teaching methods, theories, approaches, and appropriate procedures for each situation (Kumaravadivelu 2006: 176-177). It would be useful for teachers to be aware of the different learning styles, such as visual learners or auditory learners as mentioned before in section 2.2.5, as well as pay attention to their own teaching methods. According to Wallace (1991, cited in Kumaravadivelu 2006), teachers' prior knowledge and potential to know not just how to teach but also how to behave autonomously within the academic and administrative limits imposed by institutions, curricula, and textbooks are recognized in post-method pedagogy. Kumaravadivelu (2006, citing Wallace) continues, that this helps teachers understand how to take a reflective approach to their own teaching, how to analyze and evaluate their own teaching actions, how to implement change in their classroom, and how to track the effects of those changes (Kumaravadivelu 2006: 178, citing Wallace 1991).

2.4 Content and language integrated learning

According to Coyle (2012) CLIL (content and language integrated learning) is an evolving, adaptable concept in which content and foreign languages are combined in some mutually advantageous way to ensure that educational outcomes for a diverse group of students are enhanced (Coyle 2012: 28). Dalton-Puffer and Nikula (2014, cited in Peltoniemi et al. 2018: 18) write, that the concept of CLIL is commonly used in European research on bilingual teaching, and it means that some of the learning content is studied in a language foreign to the learners, which is not the main language used in education (Peltoniemi et al. 2018: 18). So, learners acquire a second or foreign language while studying subject matter presented in that language in content-based

language training, or content and language integrated learning. According to Lightbown and Spada (2006) the goal of this technique is for students to get a "two-for-one" deal by studying both the subject matter and the language at the same time (Lightbown & Spada 2006: 171).

According to Coyle (2012) in many schools across Europe, there has been a CLIL explosion, where the school curriculum is being designed in a way that sections of the school day can be conducted in another language, mainly English (Coyle 2012: 27). In 2005, a nationwide survey was conducted in Finland on the provision of CLIL education in primary and secondary schools (Lehti, Järvinen & Suomela-Salmi 2006). The survey revealed that in 2005, only 2.8% of all primary and secondary schools in Finland (5.7% of the schools that responded to the survey) offered language bathing or foreign language teaching. (Lehti et al. 2006: 298). In another survey conducted in 2011 in Finland (Kangasvieri et al. 2012), it was reported that early childhood education in foreign language and foreign language teaching was provided in a total of 17 municipalities, of which 11 municipalities had activities in day care, eight municipalities in pre-school education, seven municipalities in primary school and five municipalities in upper secondary education. The study found out that different names were used for the activities, and the most common were foreign language teaching and CLIL (Kangasvieri, et al. 2012: 54-55). Based on the findings from the surveys, it can be said that CLIL teaching is implemented in Finland in schools and at different grade levels, but not on such a large scale as it could be.

According to Lehti et al. (2006) CLIL teaching requires the support of the entire school community to be successful. The resourcing of foreign language teaching reflects the restricted economic realities of municipalities (Lehti et al. 2006: 310). In addition, according to Lehti et al. (2006) the lack of instructional materials and financial resources, as stated by the teachers in the survey, makes CLIL teachers' jobs much more difficult. The education administration's lack of support and national guidelines is also seen as

a danger to the continuation of CLIL instruction (Lehti et al. 2006: 310). Kangasvieri et al. (2012) reported that in recruitment process language skills, teaching experience, and knowledge and understanding of CLIL pedagogy were essential recruitment factors in municipalities in basic education (Kangasvieri et al. 2012: 51).

While the concept mentioned by Coyle (2012) fits into a vision of a plurilingual Europe and promotes appropriate, rich, and varied learning experiences, Coyle (2012) argues that CLIL will not bring the fundamental changes needed to meet the needs of our young children unless there is a more radical paradigm shift that repositions language as a holistic concept at the core of learning (Coyle 2012: 27). Deconstructing the meaning and implications of merging language and content, as well as the subsequent pedagogic and linguistic techniques that must be established to enable this integration, is a good place to start. Coyle (2012) believes that there is still a long way to go before CLIL teachers and their students get the resources and support they need to succeed (Coyle 2012: 28). Some of the results from the surveys support this, and for example in the future teacher education it would be a good idea to have more courses of CLIL pedagogy and CLIL principles. In some circumstances, according to Coyle (2012), unless integration is prioritized as a matter of urgency, CLIL risks becoming a craze that fades out of popularity, leaving its potential unfulfilled (Coyle 2012: 28).

3 EARLY LANGUAGE TEACHING IN SCHOOLS IN FINLAND

The Finnish language education has undergone some changes in recent years that are driven by internationalization and the increase in multilingualism in the society. In addition, the new ideas for comprehensive language education that support multilingualism and language awareness are themes that also speed up the changes (ECEC 2019; NCCPPED 2016; NCC 2014). Early language learning is supported by the ideas of European language education policy on the benefits of early language learning (European Commission, 2006: 8).

In this chapter, some of the early language teaching practices, such as language showering, that are used in Finland are discussed. Since the aim of this master's thesis was to plan a material package, some teaching materials used in Finland are discussed briefly. In addition to teaching practices and teaching materials, some previous studies connected to early language teaching in Finland are discussed also in this chapter.

3.1 Early language teaching practices in Finland

It is up to the schools to decide if the A1 language will be taught by a class teacher or by a language teacher (Skinnari 2018). In Finland, according to the Basic Education Act, trained class teachers are eligible to teach all the subjects taught in grades 1-6 (Finlex

2021), and hence, are eligible to teach English in the lower grades, even though they do not necessarily have language teacher training. The decision to lower the age of onset for languages in Finland means that in some cases class teachers, who teach grades one to six, teach the A1 language, because there might not be enough language teachers or the schools can decide that class teachers teach A1 language from grades 1-2, and from third grade onwards the A1 language is taught by a language teacher.

In foreign language teaching, terms such as partial language bathing, foreign language teaching, CLIL teaching, bilingual teaching, and language showering are used (Kangasvieri et al., 2012: 20). Language showers are short sessions of activity in a foreign language, during which the language is introduced through different methods (Kangasvieri et al. 2012: 20). During the language shower, only foreign language is spoken. There are no content goals and the emphasis is on speaking, but the goal is to pique students' interest in the language and promote a positive image of foreign languages (Kangasvieri et al. 2012: 20). According to Bärlund, Nyman and Kajander (2015) activities in the language shower sessions are not guided by the targeted content (such as learning objectives in the curriculum), but they are rather ex-tempore activities (Bärlund et al. 2015: 78). They continue, that when students are getting ready to go out, for example, teacher has a perfect opportunity to take advantage of the situation and tell the names of the garments in the target language. Or, when a child jumps on a skipping rope, the jumps can be calculated in a foreign language. In addition, foreign language songs, games, and rhymes are common language showering activities (Bärlund et al. 2015: 78).

Early language teaching is relatively new concept in Finland even though some language showering and other bilingual programs have been offered in different municipalities in Finland (Peltoniemi et al. 2018: 66). In Finland, according to Inha (2018) the starting point for early experimentation has been to utilize children's sensitivity to learning new languages. Inha (2018) continues, that early schooling has been

implemented either through language lessons or by integrating language learning into different subjects by bringing emphasis on bilingual teaching to teaching - or a combination of these approaches. Inha (2018) also writes, that in early childhood education, languages have been introduced in “language tastings” or other “language sessions”.

According to Cenoz (2003, cited in Skinnari 2018) the early adoption of language training has been defended in public debate, particularly during periods of learning sensitivity. Early language learning has been shown to be particularly effective for language learning motivation and changing attitudes toward language learning in studies. Skinnari (2018) states, that studying must be enjoyable, cognitively challenging, and otherwise age-appropriate in order to maintain motivation. Functionality, playfulness, the development of oral language abilities, and the utilization of pictorial material are all examples of this in primary education. In addition, the curriculum directs students toward a variety of work methods that make learning enjoyable and provide opportunities for achievement. In addition to functional and experiential ways of working, language teaching should, according to the curriculum, have plenty of room for joy, playfulness and creativity (NCC 2014: 151, 216).

3.2 Teaching materials

Teaching materials are an essential part of teaching and learning and hence, there has been studies about materials used in teaching. According to Luukka et al. (2008) curriculum and particularly learning materials, guide classroom instruction on a daily basis. Richards (2001) states that teaching materials are an important component, and regardless of whether the teacher uses a textbook or their own materials, instructional materials constitute the foundation for much of the language input and practice that takes place in the classroom (Richards 2001: 251). According to Cunningsworth (1995, as cited in Richards 2001), materials can serve as a source of activities for learner practice and communicative interaction, as well as a reference source for learners on

grammar, vocabulary, and pronunciation, as well as a source of stimulation and ideas for classroom activities (Richards 2001: 251).

The textual and pedagogical space in which students operate in the classroom is created by the learning materials used in the lessons. The content and working methods in the classroom are guided by the materials used in teaching (Luukka et al. 2008: 90). Luukka et al. (2008) state that in addition to national curriculum and other methodologies, textbooks play a significant role in actual teaching. Their influence on teaching practices has been so significant that textbooks have been referred to as a "hidden curriculum." Textbooks establish particular instructional frameworks, and as institutional texts, they have a significant impact on students' view of what is core and vital in language learning (Luukka et al. 2008: 64).

Teaching materials are an important part of teaching and learning, and good and inspiring materials can motivate students as well as teachers. Creating own teaching material is also possible, since the resources for material planning and creating are almost endless. There have been some master's theses where the outcome has been a material package, and some of those theses are presented next.

Ryynänen (2013) created a material package that was aimed for teaching English in the grade 6 of primary school. The material combined the classic stories of modern English-language children's literature and the dramatic educational working methods. Drama was also key element in Eskelinen's (2017) master's thesis. In her work Eskelinen (2017) introduced a material package that was aimed at English language teachers as a resource bank for teaching English vocabulary in upper comprehensive school and using the tools of drama education. In a study by Härkönen (2015) the aim was to develop teaching materials for early language learning using language showing as a method and targeting kindergarten-age children.

Ryynänen (2013) created a material package that used storytelling and drama techniques as teaching methods, since stories and drama are rarely used methods in a language classroom, but in order to encourage students' creativity, enhance their self-expression and evoke their imagination, stories and drama are an excellent way to do so (Ryynänen 2013: 44). What was interesting in Ryynänen's work, was the fact that according to Ryynänen (2013), many teachers, and students, consider drama as an additional fun element (Ryynänen 2013: 44). Therefore, using drama as a teaching method can be controversial, since if the teachers, and students consider it only as a fun element, the desired learning objectives may not be achieved. However, with younger learners' drama as a method can be fun and motivational, since children at young age seem to enjoy more the story aspect.

Eskelinen (2017) mentions that since measuring and assessing learning through drama is indefinite, it has not been studied (Eskelinen 2017: 55). Considering different learning styles, using drama can be helpful especially to kinesthetic style learners (Pietilä 2014: 50). Drama can also be considered quite holistic method of teaching, and therefore it could be used more as a teaching method (Eskelinen 2017: 55). However, Eskelinen states that drama is not the perfect method of teaching for every topic, student group, or situation, hence, it is important to consider not only the group but also other issues when thinking of drama as a teaching method (Eskelinen 2017: 55).

Härkönen (2015) mentioned the need for teaching materials taking kinesthetic learning style and learner differences into consideration. Like Härkönen (2015) mentioned, there is also a need for teaching materials for early language teaching (Härkönen 2015: 35). The method Härkönen (2015) used in the study was language showering, and it was suggested that more similar material should be planned and executed. Härkönen (2015) also mentioned, that teaching materials for different age groups and language skill levels should be developed focusing on functionality (Härkönen 2015: 37).

Based on the previous studies, it was clear that some sort of material is needed when teaching foreign languages to young children. As stated by Skinnari and Sjöberg (2018: 14) the importance of high-quality approaches and materials in early language instruction cannot be overstated (Skinnari & Sjöberg, 2018: 14). There are similarities between this material package and the language showering method, since many of the tasks presented in the material can be used in language showering. However, the main point in this master's thesis was to create a material package that can help class teachers who are teaching English to first and second grade students without any or very little previous knowledge of teaching language.

3.3 Studies connected to early language teaching in Finland

The change that A1 language teaching starts from first grade has raised some issues regarding the teacher attitudes and motivation towards teaching the A1 language. Hence, some previous studies concerning teachers attitudes and motivation to teach A1 language are being presented in this section.

Eskelinen and Tuupanen (2018) studied in their master's thesis teachers' engagement to the change and how they have reacted to the change. Heilä and Impilä (2020) studied in their master's thesis the attitudes and abilities of classroom teachers towards early language teaching. Luotonen (2019) studied in her master's thesis teachers' understanding of their own abilities to teach languages in primary schools and Heilimö (2020) studied what kind of experiences class teachers have about early language teaching. In the master's thesis study by Eskelinen and Tuupanen (2018), the aim of the study was to map how the teaching of English affects the agency of second grade classroom teachers. They interviewed second-year class teachers from Jyväskylä who had started teaching English. Of the classroom teachers surveyed, only one had specialization studies in teaching English. Some of the teachers had been studying English for decades. In the autumn, Eskelinen and Tuupanen interviewed 23 teachers in three

group interviews, and in the spring, they interviewed six of these teachers (Eskelinen & Tuupanen 2018: 22). In the results, it was reported that many teachers commented about the lack of teaching materials (Eskelinen & Tuupanen 2018: 27).

In the interviews the teachers said that they had used material they had found on the internet, such as songs from YouTube (Super Simple Songs), information packages collected to Peda.net-sites and materials and activity ideas shared on different Facebook-groups. Some of the teachers had received a teaching package from their school or for example a digital license or digital teaching material. However, some of the teachers said that they had not received any material, but they had to look for and put together the teaching material by themselves, (Eskelinen & Tuupanen 2018: 31). In addition, in the results it was reported that the teachers would have wanted ready-made and suitable teaching material for Finnish-speaking children, since the variety of materials on the internet was targeted to those who already knew English or who were English native speakers. It was difficult to find materials targeted for beginning language learning who had no previous knowledge of the language (Eskelinen & Tuupanen 2018: 32).

Heilä and Impilä (2020) studied and analyzed in their master's thesis the attitudes and abilities of class teachers concerning teaching foreign language at an early stage. A total of 33 class teachers responded to the survey and all respondents were women. In addition, Heilä and Impilä (2020) studied teachers' motivation to teach the A1 language from the first grade onwards and the resources received for implementing the foreign early language teaching were also mapped (Heilä & Impilä 2020: 6). In the study by Heilä and Impilä (2020) almost half of the teachers who answered to the questionnaire said that they had had an opportunity for additional training. Little more than half of the respondents said in the questionnaire that they were not offered any additional training (Heilä & Impilä 2020: 28). Overall, the respondents in Heilä and Impilä's (2020) study were motivated to teach the A1 language. However, many

teachers felt that their workload will be increased which might be due to the fact that some of the teachers felt that they had not received enough information about early language teaching and they felt that the school's resources were not sufficient for early language teaching implementation (Heilä & Impilä 2020: 35).

Luotonen (2019) studied in her master's thesis student teachers' understanding of their own preparedness to teach Swedish and English in elementary school. In the study the students' beliefs about their own language skills were surveyed as well as their beliefs of issues related to teaching foreign languages. Interesting find in Luotonen's (2019) study was the fact that the majority of the participant said that language teaching is not a vocation to them, but they are willing to teach if necessary because they do not want to make language teaching a threshold issue for employment (Luotonen 2019: 35). The issue that was worrying in the results was the fact that many students felt that during their studies they were not motivated to teach languages in the future (Luotonen 2019: 60).

Heilimö (2020) studied in his master's thesis what kind of experiences and thoughts teachers had of early foreign language teaching and also what teaching methods teachers found most efficient concerning students' learning. For the study, Heilimö (2020) interviewed five teachers who had class teacher experience from four years to thirty-five years. The teachers who were interviewed told that they had little or no training at all for teaching foreign language to younger students. As stated by Heilimö (2020), it was interesting with how little knowledge and experience those teachers started to teach foreign language (Heilimö 2020: 38).

As a rule, based on the studies of class teachers' perceptions and attitudes towards early language teaching, it can be said that class teachers have positive perceptions of their own abilities to teach A1 language as an early foreign language. According to the National Board of Education (2019) the positive perceptions can be partly explained

by the fact that the teaching of A1 language in the first and second grade is relatively easy as the teaching deals with topics suitable for children and literacy is not required. In addition, the topics to be taught are approached through a variety of games, activities and songs (Opetushallitus 2019b: 25).

4 ENGLISH AND ENVIRONMENTAL STUDIES IN NCC FOR BASIC EDUCATION

In this chapter the term integrative instruction is explained and what is meant by integrative instruction, as it is an important part of the material package. The concepts of multidisciplinary learning units as stated in the NCC 2014 will be discussed briefly and in addition, the transversal competence in those parts that are most relevant to this work will be discussed. Since the focus of the material package is integrating English language and environmental studies, the learning objectives and key content areas for learning English language and environmental studies in grades 1-2 will be presented.

4.1 Integrative instruction

As stated in the NCC 2014, integrative instruction is an important component of a school culture that promotes a well-rounded education. The goal of integrative instruction is to help students see the connections and interdependencies between the phenomena they are studying. It assists students in connecting their knowledge and talents in diverse domains and structuring them as meaningful entities through interaction with others (NCC 2014: 52-54). Teaching of cross-curricular, everyday life skills that are essential in today's and in future societies, i.e., skills that cross subject-specific borders in one way to use integrative instruction in teaching (NCC 2014: 52-54).

Another aspect is to assist students in making connections between their studies and their daily lives. The latter, in particular, is considered as a way to enhance learners' motivation and make education more meaningful (NCC 2014: 52-54). According to NCC 2014, expanding integrative instruction in comprehensive schools, which entails teaching various school subjects in an integrated manner by crossing the boundaries of fragmented subject-specific learning, allows these goals to be realized. It states in the NCC 2014, that every adult in a language-conscious school is both a linguistic model and a language teacher for the subject they teach (NCC 2014: 45-46). Therefore, it is in order to think about language integration and possible ways to integrate languages into other school subjects.

Depending on the needs of the students and the goals of the training, the mode and duration of integrative training may vary. Integrative instruction can be provided by:

- “Parallel study, that is studying a single theme in two or more subjects simultaneously
- sequencing, that is organizing topics related to the same theme into a sequence
- functional activities, including theme days, events, campaigns, study visits and school camps
- longer multidisciplinary learning modules, which are planned and implemented in cooperation between several subjects and which may contain some of the aforementioned integrative instruction techniques
- selecting content from different subjects and shaping it into integrated modules
- holistic, integrated instruction where all instruction is provided in an integrated form similarly to the pre-primary education” (NCC 2014: 52-53).

It is critical that the students regard the new language they are learning as normal and natural. As a result, it should not be considered apart from the rest of their education. They should perceive it as a tool to use rather than just a tool to manipulate in language classes (Halliwel 1993: 130-131). Furthermore, receiving and producing real messages, according to Halliwel (1993), is a really powerful way for us to acquire a language. As a result, studying other things in English, will aid students in their English learning. They will be dealing with genuine meaning rather than just words and structures for

the sake of words and structures (Halliwell 1993: 131). This resembles the CLIL approach, as mentioned in section 2.4.

According to Halliwell (1993) it is possible to incorporate small amounts of English into other tasks by inserting for example an English poetry in a mother tongue lesson, teaching pupils an English song in music class, and solving problems using English numbers (Halliwell 1993: 133). However, if we are seeking for something more substantial, than those little bits and bytes of English, whether it is for teachers who teach languages or teachers who are also classroom teachers and thus already teach other courses, Halliwell (1993) lists different ways that can be used. For example, work from language classes can be used as a springboard for work in other classes. We can employ skills that children acquire in other subjects to help them with language practice. Topics from other courses can be used in language classes, and other subjects can be taught entirely in the target language (Halliwell 1993: 133).

4.2 Multidisciplinary learning modules

Multidisciplinary learning modules are study periods that integrate teaching and are based on interdisciplinary cooperation. The education provider in Finland needs to ensure that there is at least one multidisciplinary learning module per academic year (NCC 2014: 53). The multidisciplinary learning modules' aims, content, and implementation methods are determined by the local curriculum and described in school's own curriculum. Learning modules need to be long enough for students to get into the topic and work meaningfully, completely, and over a lengthy period of time (NCC 2014: 53).

Multidisciplinary learning modules are planned and implemented using local resources and opportunities (NCC 2014: 53). The learning modules provide an excellent opportunity for the school and the rest of society to collaborate. The goal of the

learning units is to deal with themes that are relevant to and broaden the universe of students' experience, in which case the goal, according to NCC 2014 is to:

- “Strengthening the students’ participation and offering opportunities for involvement in the planning of the objectives, contents and working methods of the studies
- Bringing up issues that the pupils (students) find meaningful and creating opportunities for discussing and working on them
- Providing additional opportunities for studying in different groups and with pupils of various ages and for working with several different adults
- Offering opportunities for combining what the pupil (student) has learnt outside the school with school work
- Giving space for intellectual curiosity, experiences and creativity and challenging the pupils (students) to engage in many types of interaction and language use situations
- Reinforcing the application of knowledge and skills in practice and practicing agency that is consistent with a sustainable way of living
- Inspiring the pupils (students) to act in a manner that contributes to the community and the society” (NCC 2014: 54).

The contents of the multidisciplinary learning modules are interesting to students, and are appropriate for collaboration between subjects and teachers (NCC 2014: 55).

4.3 Transversal competence

Transversal competence is the entity formed by knowledge, skills, values, attitudes and will (NCC 2014). Competence also means the ability to use knowledge and skills when required by the situation (NCC 2014). In NCC 2014, transversal competence has seven different parts for grades 1-2: 1) thinking and learning to learn, 2) cultural competence, interaction, and self-expression, 3) managing daily life, taking care of oneself and others, 4) multiliteracy, 5) ICT competence, 6) working life and entrepreneurial competence, and 7) participation, influence, and building a sustainable future. In the following the parts 1 and 7 according to NCC 2014 are presented more closely, since those parts of transversal competence work as a base for the material package.

1. Thinking and learning to learn – The aim is to support and encourage students to make observations and to search, evaluate, edit, produce and share information and ideas with fellow students. The aim is also to encourage students to have conflicting information and ambiguous information. In addition, the aim to look for new and innovative answers and to contemplate on and to assess their own learning and thinking and to find joy and pleasure in learning.

7. Participation, influence, and building a sustainable future – The aim is to help and support students to participate in planning, implementing, assessing, and evaluating their own learning, and in addition to learn to work with others. Practicing democracy, decision-making, and taking responsibility are also aims of this competence (NCC 2014: 171-175).

4.4 English as a foreign language in NCC for Basic education 2014

The NCC goals in English as a foreign language are based on an idea that learning and thinking require the use of language. All school activities include language, and each teacher is a language educator. Learning a language encourages the development of critical thinking abilities. It contains resources for developing and appreciating a plurilingual and multicultural identity. As the student's vocabulary grows and new structures are learned, so do his or her interaction and information-gathering abilities. In language acquisition, there is lots of room for joy, playfulness, and creativity (NCC 2014: 216).

Language instruction is a component of language education that provides an introduction to language awareness (NCC 2014). The students' curiosity about the language and cultural diversity of the school community and the wider world is encouraged, and they are encouraged to converse in natural settings. Students are taught to

appreciate other languages, their speakers, and different cultures at school. The study of languages equips students for systematic and innovative group work. Pupils and student organizations are also given opportunity to network and communicate with people from other regions of the world. The instruction and learning reinforce the students' confidence in their own language learning abilities as well as their ability to confidently use languages. (NCC 2014: 216-217).

The use of the early A1 language in the classroom is so new that the National Board of Education created revisions and modifications to the 2014 curricular standards for teaching the A1 language in grades 1-2 specifically for this purpose (Opetushallitus 2019b). In the changes it states that the selection of working methods must take into account a variety of learners from various backgrounds, as well as the students' age and developmental stage. Diverse, student-centered, and inclusive working approaches are required. When it comes to working approaches, functionality and exploratory learning come first. Linking the study of target language skills to the teaching of other disciplines is one way to integrate instruction. Playfulness, music, theatre, games, and movement, as well as the use of diverse senses, are all incorporated into the methods of functioning (Opetushallitus 2019b: 28).

In teaching, the whole school and the school's immediate environment can be utilized as learning environments (NCC 2014). Multilingualism, cultural diversity and language awareness are visible in learning environments. The target language is heard and displayed in learning situations and interaction situations familiar to the student. Learning environments can be tailored to meet various language learning scenarios, allowing for a variety of working styles as well as group and independent work.

Learning environments that encourage students to employ even their rudimentary language abilities from the start enhance the student's natural curiosity and willingness to experiment, as well as playfulness and imagination. Learning environments

are used to help students enhance their multilingual skills by incorporating graphics, movement, sound, and a variety of didactic aids into their instruction. By leveraging various learning contexts and, if possible, online contacts with other speakers of the target language, the teaching provides students with the chance to become acquainted with the target language and the culture associated with the target language.

The objectives of A1 foreign language teaching in grades 1-2 are listed in the changes and supplements publication made to National Core Curriculum 2014 concerning the teaching of the A1 language (Opetushallitus 2019b: 26). Here some of those objectives that are most relevant to this master’s thesis and the material package are listed and they can be found from the Table 1 on the next page (page 35).

TABLE 1 Objectives of English as a foreign language in the grades 1-2 after NCC for basic education 2014

Objectives of instruction	Learning objectives derived from teaching goals	Content areas related to objectives	Transversal competence
Language learning skills			
O4 The aim is to guide the student to make observations about language and language use and to develop linguistic reasoning skills.	The student learns to guess and infer words and phrases meanings and to make observations about language and language use.	C2 As a rule, the spoken language is observed. Practice the reasoning of the meanings of words on the basis of context, general knowledge or knowledge of other languages.	T1, T4, T5
O5 The aim is to get acquainted with different ways of learning languages and experimenting with ways to learn languages that work best for a student. Practice together to set goals for language learning.	The student learns to identify, experiment, practice and use a variety of language learning skills.	C2 Consider how languages are learned and how languages can be learned. Practice different ways of learning a language. Practice assessing one's own language skills through self- and peer assessment using, for example, the European language portfolio.	T1, T7

4.5 Environmental studies in NCC for Basic education 2014

Environmental studies is a multidisciplinary subject that encompasses biology, geography, chemistry, and health education, as well as the concept of sustainable development. Environmental studies incorporate perspectives from both nature and human sciences. Students are regarded to be a part of the environment in which they live in environmental studies (NCC 2014: 221). The goal of instruction is to help students learn about and understand nature and the built environment, as well as associated phenomena, themselves, and others, and the value of health and well-being.

Because environmental studies is multidisciplinary, students must learn to obtain, analyze, produce, present, evaluate, and appraise knowledge in a variety of circumstances (NCC 2014: 221-222). Environmental studies as a subject lays the groundwork for proficiency in the subject's various branches of study. The goal of teaching and learning is to pique and sustain students' interest in the diverse domains of environmental knowledge (NCC 2014: 221-222).

The students' own experiences of topics, phenomena, and events relating to humans, the environment, human activities, and daily lives are used to guide the selection of working techniques and learning environments. Aspects such as learning by doing, experimental learning, theater and tales, as well as the multidisciplinary nature of environmental studies are taken into account when selecting learning environments and working methods (NCC 2014: 225). The participation and engagement of the students in the planning and execution of simple research projects, as well as the reflection on various views and solutions, is critical to the attainment of the objectives. Active participation in the study of a phenomenon, theme, or current problem aids students' learning in accordance with environmental studies objectives (NCC 2014: 225-226).

Some of the objectives as stated in the NCC 2014 work as the base for the material package, therefore listing the objectives is important. The most relevant objectives for this master's thesis and for the material package are listed in the Table 1. The key contents are selected to support the achievement of objectives, and the possibilities of the local environment are utilized in the choice of content. Content areas are utilized in forming learning units for each grade. The key content areas include the following: C1 Growth and development, C2 Acting at home and at school, C3 Observing the surroundings and their changes, C4 Exploring and experimenting, C5 Reflecting on the basic necessities of life, and C6 Practicing a sustainable way of living (NCC 2014: 223-224).

TABLE 2 Objectives of environmental studies in grades 1-2 after NCC for basic education 2014

Objectives of instruction	Content areas related to objectives	Transversal competences
Research and working skills		
O4 to guide the student to observe his or her surroundings and to act, move, and make field trips in the surroundings	C2-C4, C6	T3
O6 to guide the student to make observations at school and the surroundings using different senses and simple research tools and to present the results in different ways	C1-C6	T1, T4

For this master's thesis the C3 Observing the surrounding and their changes is the most relevant content area and in NCC 2014 it says that in various natural and manmade environments near the school, the students develop their observation skills as well as their talents in exploring and acting in nature. They learn to recognize the most frequent species, their habitats, and built-environment objects. They study nature's traits, manifestations, and attributes throughout the year. Concepts from several domains of environmental knowledge are used to describe the environment and its phenomena, such as weather (NCC 2014: 225).

5 FRAMEWORK TO THE MATERIAL PACKAGE

In this chapter, the material package is presented by discussing its starting points, aims, target group, and the structure. The material package itself consists of short five-week period having different tasks combining contents from environmental studies to the teaching of English language. The material is aimed for teachers, and the tasks are planned to be used as a five-week program, or individually, or to give teachers ideas how to utilize different tasks in integrating a subject to teaching of English.

The material package, named *Exploring Environment* includes tasks that are designed for class teachers for first and second grade who also teach English to their students and want to integrate English with another subject. The material package can also be used by English language teachers to integrate environmental studies to English teaching. The material package is designed based on contents presented in one textbook for environmental studies in first and second grade; *Pisara 1* (Asplund et al. 2015). The overall theme in the material package is *My neighborhood*.

5.1 Starting points of the material package

Early foreign language learning is important and many theories support the fact that starting to learn languages at an early age is good and beneficial as mentioned

previously in Chapter 2. As mentioned in the NCC 2014 integrative instruction is an essential part of the school culture in Finnish schools (NCC2014: 52). Since the integrative instruction is an important aspect in the NCC 2014 and it is encouraged, I wanted to plan material that would take the integrative aspect into consideration.

It is mentioned in the NCC 2014 that literacy skills are not required in the grades 1-2. Therefore, I wanted to plan material that would focus on oral communication and that would also take into consideration the different learning styles. As mentioned in the section 2.2.5, there are different types of learners, such as visual and auditory learners. The tasks presented in the material package have many pictures, so the students will have visual aids and visual learners are supported by having pictures. When learning new vocabulary, in the tasks teachers are giving the model how to pronounce words and students repeat, so the tasks include repetition that supports and helps the auditory learners. In addition, teachers are recommended to use for example songs, to practice vocabulary. This also supports the auditory learners. Adding movement is also recommended in some tasks presented in the material, and this can help all students to focus better, but this also supports the kinesthetic learners.

5.2 Aims

The aim of the material package is to offer class teachers and English language teachers integrated material that has contents from English language and environmental studies. If the material is used by class teacher it enables students to use English language in environmental studies lessons and their use of English language possibly increases. If the material is used by English language teacher, it is possible that students' linguistic repertoire is supported better in different stages of learning, since language teachers have more expertise in that field (see Chapter 1).

In terms of language skills and language learning, the objective of the material package is to practice the target language using English words and some simple phrases connected to environmental studies. The focus in the material package's tasks is mainly on oral skills, since no literacy skills are required in the grades 1-2.

5.3 Target group

The material package is designed to be used in Finnish elementary school with grade 1-2 students. So, the material is aimed at students aged 7-8 that have chosen to study English as their A1 language. Since the students of that age seldom have the ability to pay attention for a longer time, short and different tasks are expected to serve the age group well.

The target user of the material package is a class teacher who is not necessarily specialized in English, but who is teaching English to his or her own class. Another target user of this material is an English subject teacher who wishes to use the material for example to create a multidisciplinary module. If the material package is being used by a class teacher, then it is possible to divide one 45-minute-long lesson into smaller parts and have the shorter sessions during a week. This way the students will remember, for example the new words and phrases better and they get to revise the learned, which can enhance their learning.

5.4 Organization of the material package

The material package consists of short introduction to the material, and then the tasks in a weekly order including different types of tasks. In the introduction the content of the material package is presented. The contents include senses, using phrase, such as I can see and some adjectives and some vocabulary related to nature.

The material package includes some warm up tasks that are named Seed tasks and Watering tasks, the main activities, named Sprout tasks, and implementation tasks, named Blossom tasks. Each task type is marked with its own icon. The theme *My neighborhood* is loosely divided into two parts; senses, in which all five senses are practiced, and close neighborhood, that includes some nature vocabulary.

The contents and tasks in the material package are divided into five weeks and for each week there is a short description of what the week's idea is about. The tasks are planned so, that each lesson lasts for forty-five minutes, but it is important to take into consideration that some tasks might take longer time than planned, in which case teacher can think how to continue with the tasks and the planned material. The tasks are planned so, that they will work individually and, in many cases, especially if the A1 English is taught by a class teacher, one 45-minute-long lesson can be divided into two or three shorter sessions.

6 DISCUSSION AND CONCLUSIONS

The material package presented in this master's thesis is designed to be used in grades 1-2 and the material is based on the learning objectives and key content areas mentioned in the National Core Curriculum for Basic education 2014 for English language and environmental studies. The material seeks teachers, both class teachers and English language teachers to try out the possibilities of integrating language teaching and content teaching. The material is organized in such a way that it makes a five-week curriculum, but the tasks can still be used individually. The material package should hopefully give its users new perspectives and applications of language and content integration. The versatility of the current material package is one of its key advantages. Many of the ideas, as previously said, can be used for a various school subjects and grade levels, as well as reused with the same group by just altering the theme, target subject, or target language.

Since the beginning of the year 2020 all children in Finland have started to learn an A1 language, that in many cases is English (see Chapter 3). The change has created issues regarding the teachers' abilities to teach A1 language to young learners, but also some issues regarding the materials, since many children at that age do not have literacy skills (Opetushallitus 2019b: 25). It is also mentioned in the NCC 2014 that the learning of languages should focus on listening and oral skills (Opetushallitus 2019b: 25).

In the theory part of this master's thesis the sociocultural approach to language teaching was presented as the social environment in learning is emphasized in the NCC 2014. In addition, as Vygotsky believed and pointed out (cited in Pinter 2006); social environment has an important role in child development and hence language learning (Pinter 2006: 10). In addition, the learning styles and more precisely the learning styles based on sensory preferences were presented. With young learners, learning of language is done by games, songs and other activities requiring physical activity and therefore, it is good to understand the meaning of, for example visual aids and having added movement when learning for example new words.

The decision to plan material for students in grades 1-2 can be debatable, but since the need for teaching materials was quite obvious based on the other studies presented in this work (see sections 3.2 and 3.3), the interest towards material planning got stronger. I am interested in different learners and learning styles, and I think that as a future teacher it is important to use versatile methods to support the different learning styles and different learners in the classroom. Like mentioned before, teachers can use for example songs to help the students to learn new vocabulary. There are many songs available, for example, SuperSimpleSongs, that can be used to practice new words and increase memorability. There are no precise links or names for the videos listed in the material since this allows teachers to choose the best videos and songs for the class and topic.

The idea was to experiment how language could be integrated into a chosen subject and since the existing teaching material seemed to lack the feature of integration, which is emphasized in the NCC 2014, thus it was worth looking into how the subjects, in this case English language and environmental studies, could be integrated. In this master's thesis the main focus is not on CLIL, even though the integration aspect is very close to CLIL. As mentioned in section 2.4, the term CLIL is used when some of the learning content is studied in a foreign language. Integration, however, between

subjects helps students to perceive and build knowledge and understand how the different things are linked to the real world.

Many previous studies presented in this master's thesis focused on class teachers and their attitudes, perceptions, experiences and feelings about early language teaching. However, English language teachers have not yet been studied when it comes to their attitudes, perceptions and experiences about early language teaching. Previous research and literature support the activities chosen for the material package, which are based on individual characteristics such as learning styles. All of the exercises adhere to the most recent NCC 2014 for basic education, and the assignments are modeled around those found in environmental studies textbook.

Material is important to teachers as well as to students and good and suitable material can be motivating and encouraging as well as educational. The importance of materials cannot be ignored and this master's thesis and the outcome of this work, i.e., the material package is hoped to work as a tool as well as inspiration to teachers to make material of their own if needed. However, during this master's thesis it was noted that designing materials based on integration can be difficult, because there is some uncertainty about how different tasks and how integration process should be executed with different aged learners. Also, since there are so many possibilities to execute integration, such as CLIL, it can be difficult to choose the best way to integrate that would take into account the learners and their age, and the subjects to be integrated.

The material package presented in this master's thesis does not include assessment due to the narrow scope of the work. Instead, the activities offer suggestions for how to incorporate contents from another subject into English language teaching and learning as in this case, environmental studies. It is quite common that language is integrated into school subjects such as visual arts, crafts, and physical education. However, since integration is emphasized in the NCC 2014 and it is recommended to do it on a

daily basis in children's education it is possible to integrate almost any subject to foreign language learning. Indeed, this material package can serve as a comfortable beginning place for someone who wishes to attempt something new, such as integration, as well as a tool for broadening one's perspective on and understanding of language use.

This material can also inspire teachers toward co-teaching. English language teacher and class teacher can plan lessons together, so that English language teacher takes care of the language and makes for example, the vocabulary lists and class teacher can search the suitable contents and themes from the subject to be learned. Co-teaching is mentioned in the NCC 2014 and the close cooperation of the staff contributes to the realization of the school's educational and teaching goals (NCC 2014: 61-62). School work is organized appropriately and flexibly by working together and sharing work. Adult collaboration, such as co-teaching, models the school's functioning as a learning community for students as well.

I am quite happy and satisfied with the end result and the material and planning it certainly inspired me and I got positive feedback of the visual aspect of it from some fellow students. I did not want to make the material too strict, since it is always good to have leeway and the basic idea was to create a tool that would work as a base for integrating English language to environmental studies. As stated before, the tasks work also individually, although it is in order to think if the students have the needed language skills to perform the tasks. However, many of the tasks support the idea of Vygotsky's (1978) Zone of Proximal Development, in which the learner is not yet capable of independent functioning but can achieve the desired outcome with scaffolded assistance peers (Vygotsky & Cole 1978: 84-85; Mitchell & Myles 2004: 195-196). Working with the material, planning and getting to know the contents of English and environmental studies in the NCC 2014 was very interesting and eye-opening experience.

In my opinion, I was able to create an inspiring learning entity that works as a tool and hopefully as an inspiration for other teachers to try out the integration of languages and other school subjects. The contents from the environmental studies were chosen so that the five-week program could be carried out any time during the school year so that if the teacher using this material is a class teacher, it is possible to use this material at the same time, when the contents from the environmental studies are being handled.

Of course, there are certain improvements that could be added to the current teaching material package, as well as some potential issues with its utilization. First, because the activities are limited to two subjects (English language and environmental studies), it can be difficult to think of additional ways to integrate subjects. A second aspect to consider is that the current material package has not been tested in actual language classrooms, so there is no empirical evidence on, for example, how well the tasks are received by students or any potential problems that may arise when using them. Testing the material package in the classroom would have been the best sign of its success, but because it was not part of this study, evaluation had to be dependent on self-assessment. It would have been interesting to see, how class teachers and English language teachers would have felt using the material. Some comments regarding this work and the material package were given by English language teacher students, but due to the Covid-19 pandemic situation and lack of time, the material was not tested.

Despite these suggested changes, the current material bundle is a solid beginning point for anyone interested in experimenting with integrative teaching or seeking further ideas and resources for their language lessons. I would suggest that picking up and browsing through the material is simple, and that doing so might provide inspiration for new ways to exploit integration in the classroom. This implies that, though the instructional content in this material is limited to only one five-week experiment unit, it provides a framework and tools for constructing a variety of alternative integrative projects. The material demonstrates how NCC content can be taken and modified for

use in the classroom. The most daunting challenge is likely to persuade teachers to try out these ideas and to be open to this method of thinking about and dealing with language. Teachers can be encouraged to practice co-teaching that is also mentioned in the NCC 2014 and many schools use the co-teaching as a method.

There is, without a doubt, some impact from my personal preferences, which I do not consider to be a flaw. Personality plays a big part in being a teacher, and it shows in everything from the materials you use to how you teach. I hope that teachers, class teachers as well as English language teachers find the teaching material package beneficial and will be motivated and inspired to personalize it and maybe try it out with their own class or utilize it with co-teaching.

As for the future studies, it could be interesting idea to carry out an experimentation and try the material as it is and also hear some experiences from the students. It could suit the needs of both teachers and students more efficiently if the material was tested and improved properly. Finally, while the ideas can be applied to other subjects, it would be beneficial to create more material packages similar to this one to increase the amount of teaching resources for integration and to cover broader areas in terms of language integration and competence that transcend individual subject boundaries.

REFERENCES

- Alanen, R. (2000). Vygotsky, van Lier ja kielenoppiminen: sosiokulttuurinen viitekehys kielellisen tietoisuuden ja vieraan kielen oppimisen tutkimuksessa. In P. Kalaja and L. Nieminen (Eds.) *Kielikoulussa – Kieli koulussa*. 95–120. Jyväskylä: Suomen soveltavan kielitieteen yhdistys AFinLA. <https://journal.fi/afinlavk/article/view/59844>. (May 3, 2021).
- Asplund, J., Cantell, H., Suojanen-Saari, T. and Viitala, M. (2015). *Pisara. 1, ympäristööppi* (1. p. ed.). Helsinki: Sanoma Pro.
- Beloglovsky, M. and Daly, L. (2015). *Early learning theories made visible*. St. Paul, MN: Redleaf Press.
- Bärlund, P., Nyman, T., & Kajander, K. (2015). "Ai niin, unohdin pyyhkeen ja uikkarin kielisuihkutteluun tänään." Vieraiden kielten aineenopettajiksi opiskelevien kokemuksia kielisuihkutuksesta. In M. Kauppinen, M. Rautiainen and M. Tarnanen (Eds.), *Elävää ainepedagogiikka : Ainedidaktiikan symposium Jyväskylässä 13.–14.2.2014*. pp. 76-96. Ainedidaktisia tutkimuksia, 9. Suomen ainedidaktinen tutkimusseura ry. Retrieved from <http://hdl.handle.net/10138/154156>. (May 7, 2021)
- Coyle, D. (2012). In González Davies, M. and Taronna, A. (Eds.). *New trends in early foreign language learning the age factor, CLIL and languages in contact: Bridging research and good practices*. Newcastle upon Tyne, UK: Cambridge Scholars Pub.
- Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- Eskelinen, M. (2017). *Drama as a method of teaching EFL vocabulary: A material package for lower secondary school teachers*. University of Jyväskylä.
- Eskelinen, E. & Tuupanen, A. (2018) Kasvatustieteiden ja psykologian tiedekunta, Faculty of Education and Psychology, Opettajankoulutuslaitos, Department of Teacher Education, Jyväskylän yliopisto. Englannin kielen varhentaminen: Luokanopettajan toimijuus muutoksessa. University of Jyväskylä.
- European Commission. (2006). Final Report of the EAC 89/04, Lot 1 study. *The main pedagogical principles underlying the teaching of languages to very young learners*. Retrieved from http://ec.europa.eu/assets/eac/languages/policy/language-policy/documents/young_en.pdf. (April 12, 2021).
- Graham, S., Courtney, L., Marinis, T. & Tonkyn, A. (2017). Early Language Learning: The Impact of Teaching and Teacher Factors. *Language Learning*. 67 (4), pp. 922-958. <https://onlinelibrary.wiley.com/doi/full/10.1111/lang.12251>. (March 12, 2021).
- Finlex. (12.4.2021) Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista. Luokanopettajan kelpoisuus. 4 § (3.11.2005/865). [https://www.finlex.fi/fi/laki/ajantasa/1998/19980986?search\[type\]=pika&search\[pika\]=opettajan%20kelpoisuus#L3P4](https://www.finlex.fi/fi/laki/ajantasa/1998/19980986?search[type]=pika&search[pika]=opettajan%20kelpoisuus#L3P4). (April 12, 2021).
- Halliwell, S. (1993). *Teaching English in the primary classroom*. London: Longman.
- Heilimö, T., (2020). *Luokanopettajat varhennetun kielen opettajina*. Faculty of Education and Psychology, Kokkolan yliopistokeskus Chydenius, University of Jyväskylä.

- Heilä, P. & Impilä, F-R. (2020). *Luokanopettajien asenteet ja valmiudet varhennettuun kielten opetukseen*. Kasvatustieteiden tiedekunta, Opettajankoulutuslaitos. Rauman yksikkö. University of Turku.
- Inan, B. and Yuksel, D. (2014). *Teaching language skills*. Hauppauge, New York: Nova Science Publisher's, Inc.
- Inha, K. (2018). Vuosi kärkihanketta takana. *Kieli, koulutus ja yhteiskunta*, 9(4). <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-kesakuu-2018/vuosi-karkihanketta-takana>. (May 9, 2021).
- Järvinen, H-M. (2014a). Katsaus kielenoppimisen teorioihin. In P. Pietilä & P. Lintunen (Eds.), *Kuinka kieltä opitaan: Opas vieraan kielen opettajalle ja opiskelijalle* pp. 68– 88. Helsinki: Gaudeamus.
- Järvinen, H-M. (2014b). Kielen opettamisen menetelmiä. In P. Pietilä & P. Lintunen (Eds.), *Kuinka kieltä opitaan: Opas vieraan kielen opettajalle ja opiskelijalle* pp. 89– 113. Helsinki: Gaudeamus.
- Härkönen, T. (2015). Grooving 'n' moving English: A material package for language showering in sports focused kindergarten. University of Jyväskylä.
- Kangasvieri, T., E. Miettinen, H. Palviainen, T. Saarinen & T. Ala-Vähälä (2012). *Selvitys kotimaisten kielten kielikylpyopetuksen ja vieraskielisen opetuksen tilanteesta Suomessa. Kuntatason tarkastelu*. (2nd ed.). Jyväskylän yliopisto, soveltavan kielentutkimuksen keskus.
- Karppanen, S. (2018.) A1-kielen varhentaminen. SUKOLin lausunto opetus- ja kulttuuriministeriölle. August 10, 2018. https://www.sukol.fi/liitto/kannanotot/a1-kielen_varhentaminen.2354.news. (April 10, 2021).
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post-method*. Lawrence Erlbaum Associates.
- Lambelet, A. and Berthele, R. (2015). *Age and foreign language learning in school*. Basingstoke: Palgrave Pivot.
- Lehti, L., Järvinen, H-M. & Suomela-Salmi, E. (2006). Kartoitus vieraskielisen opetuksen tarjonnasta peruskouluissa ja lukioissa. In P. Pietilä, P. Lintunen and H-M Järvinen (Eds.). *Kielenoppija tänään - Language Learners of Today*. AFinLAN julkaisu 64, pp. 293–313.
- Lightbown, P. M. & Spada, N. (2006). *How languages are learned* (4th ed.). Oxford University Press.
- Luotonen, S. (2019). *Luokanopettajaopiskelijoiden valmiudet opettaa vieraita kieliä alakoulussa*. Kasvatustiede. Opettajankoulutuslaitos. University of Turku.
- Luukka, M., Luukka, M., Pöyhönen, S., Huhta, A., Taalas, P., Tarnanen, M. and Keränen, A. (2008). *Maailma muuttuu - mitä tekee koulu? : Äidinkielen ja vieraiden kielten tekstikäytänteet koulussa ja vapaa-ajalla* [online]. Jyväskylä: Jyväskylän yliopisto, soveltavan kielentutkimuksen keskus. <http://urn.fi/URN:ISBN:978-951-39-4214-4>. (May 18, 2021).
- Mitchell, R. and Myles, F. (2004). *Second language learning theories*. (2nd ed.). London: Arnold.
- Mitchell, R., Myles, F. and Marsden, E. (2013). *Second language learning theories* (3rd ed.). London; New York: Routledge.

- Myles, F. (2017). Learning foreign languages in primary schools: is younger better? *Languages, Society & Policy* <https://doi.org/10.17863/CAM.9806>.
- Nikolov, M. (2009). *The age factor and early language learning*. Berlin; New York: Mouton de Gruyter.
- Ojamies, M. (2018). Englantia ekalta alkaen. *Opettaja*. May 4, 2018. <https://www.opettaja.fi/ajassa/englantia-ekalta-alkaen/>. (May 8, 2021).
- Opetus- ja kulttuuriministeriö (2018). Kieltenopetus alkaa jatkossa jo ensimmäiseltä luokalta – 4,3 miljoonaa valtionavustuksia jaettu. Opetus- ja kulttuuriministeriön tiedote. Retrieved from <https://valtioneuvosto.fi/-/1410845/kieltenopetus-alkaa-jatkossa-jo-ensimmaiselta-luokalta-4-3-miljoonaa-valtionavustuksia-jaettu>. (April 10, 2021).
- NCC 2014. Opetushallitus. (2016b). *National core curriculum for pre-primary education 2014* [online]. Helsinki: Finnish National Board of Education. <https://www.ellibrary.com/jyu/9789521362620>. (January 24, 2021).
- NCCPED 2016. Opetushallitus. (2016b). *National core curriculum for pre-primary education 2014* [online]. Helsinki: Finnish National Board of Education. <https://www.ellibrary.com/jyu/9789521362620>. (February 19, 2021).
- ECEC 2019. Opetushallitus. (2019a). *National core curriculum for early childhood education and care 2018* [online]. Helsinki: Finnish National Agency for Education. <https://www.ellibrary.com/jyu/9789521365935>. (February 19, 2021).
- Opetushallitus. (2019b). *Perusopetuksen opetussuunnitelman perusteiden 2014 muutokset ja täydennykset koskien A1-kielen opetusta vuosiluokilla 1-2*. [online]. Helsinki: Finnish National Agency for Education. <https://www.oph.fi/fi/koulu-tus-ja-tutkinnot/a1-kielen-opetus-luokilla-1-2>. (March 6, 2021).
- Peltoniemi, A., Skinnari, K., Mård-Miettinen, K. and Sjöberg, S. (2018). *Monella kielellä suomen kunnissa 2017: Selvitys muun laajamittaisen ja suppeamman kaksikielisen varhaiskasvatuksen, esiopetuksen ja perusopetuksen tilanteesta* [online]. Jyväskylä: Jyväskylän yliopisto. <http://urn.fi/URN:ISBN:978-951-39-7391-9>. (May 4, 2021).
- Pietilä, P. (2014). Yksilölliset erot kielen oppimisessa. *Kuinka kieltä opitaan: Opas vieraan kielen opettajalle ja opiskelijalle*.
- Pietilä, P. and Lintunen, P. (2014). Kielen oppiminen ja opettaminen. *Kuinka kieltä opitaan : Opas vieraan kielen opettajalle ja opiskelijalle*.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Richards, J. (2001). The role and design of instructional materials. In *Curriculum Development in Language Teaching*. Cambridge Professional Learning, pp. 251-285. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667220.010.
- Ryynänen, H. (2013). *Magic beans: A material package for teaching English through story telling and creative drama in primary school*. Jyväskylän yliopisto.
- Singleton, D. M. and Lengyel, Z. (Eds.). (1995). *The age factor in second language acquisition: A critical look at the critical period hypothesis*. Clevedon England ; Philadelphia: Multilingual Matters.
- SUKOL – Suomen kielenopettajien liitto ry (2020). *Kielivalinnat vuosiluokilla 1–6*. [on

- line]. https://www.sukol.fi/liitto/uutiset/tilastotietoa/tilastotietoa_kielivalinnoista/perustietoa_kielivalinnoista/vuosiluokilla_1_6. (May 15, 2021).
- Skinnari, K. (2018). Kieltenopetusta varhennetaan – ollaanko kunnissa valmiita?. *Kieli, koulutus ja yhteiskunta* [online], 9(7). <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-joulukuu-2018/kieltenopetusta-varhennetaan-ollaanko-kunnissa-valmiita>. (March 24, 2021).
- Skinnari, K. & Halvari, A. (2018). Varhennettua kieltenopetusta vai kaksikielistä toimintaa? Varhaisen kieltenopetuksen puurot ja vellit. *Kieli, koulutus ja yhteiskunta*, [online] 9 (4). <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-kesakuu-2018/varhennettua-kieltenopetusta-vai-kaksikielista-toimintaa-varhaisen-kieltenopetuksen-puurot-ja-vellit>. (March 24, 2021).
- Skinnari, K. & Sjöberg, S. (2018). *Varhaista kieltenopetusta kaikille: Selvitys varhaisen ja vapaaehtoisen kieltenopetuksen tilasta sekä toteuttamisen edellytyksistä kunnissa*. Jyväskylän yliopisto, Soveltavan kielentutkimuksen keskus.
- Vaarala, H., Riuttanen, S., Kyckling, E. & Karppinen, S. (2021). *Kielivaranto. Nyt!: Monikielisyys vahvuudeksi -selvityksen (2017) seuranta*. Jyväskylän yliopisto, Soveltavan kielentutkimuksen keskus.
- Vygotsky, L. S. and Cole, M. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Yule, G. (2010). *The study of language*. (4th ed.). Cambridge: Cambridge University Press.

APPENDIX 1 MATERIAL PACKAGE - EXPLORING ENVIRONMENT

EXPLORING ENVIRONMENT

MATERIAL PACKAGE
FOR COMBINING
ENGLISH LANGUAGE
TO
ENVIRONMENTAL STUDIES IN 1ST AND 2ND GRADE



Tämä kuva, tekijä Tuntematon tekijä, käyttöoikeus: CC BY-NC

Sofia Blomquist

2021

TABLE OF CONTENTS

INFORMATION ABOUT THE MATERIAL PACKAGE	1
WEEK 1	4
Five senses flashcards	5
Combine senses	6
WEEK 2	8
Having senses	9
Quick senses	10
Spot it! – senses	11
WEEK 3	12
Item flashcards	13
What is missing?	14
Spot it & color	15
Scavenger hunt – homework	17
WEEK 4	19
Touching, Smelling, Hearing flashcards	20
Quick adjectives	23
Sorting jar – senses	24
WEEK 5	25
Sense stops	26
Sense stop- worksheet	28
REFERENCES	30

INFORMATION ABOUT THE MATERIAL PACKAGE

Hello fellow teacher!

This material package named *Exploring environment in English* is planned according to the Finnish National Core Curriculum for basic education in Finland 2014 (later NCC 2014). The material is created to help teachers, such as class teachers and English language teachers to integrate and use integrative instruction in English language and environmental studies. The material is aimed for teachers as a teaching guide and the tasks in the material are aimed for 1st and 2nd graders, therefore the tasks are short and easy to carry out and they do not require literacy skills.

This material package has one main theme; Exploring Environment, and the theme and contents are chosen based on the learning objectives stated in the NCC 2014 for environmental studies (Opetushallitus 2016: 221-227). In addition to the NCC 2014, one text book for environmental studies in first and second grade was used to plan the tasks. That book is *Pisara 1* (Asplund et al. 2015). All the pictures used in the flash-cards and other tasks are from Papunet (<https://kuvapankki.papunet.net/haku/>).

As stated in the Amendments and additions to the National Core Curriculum for Basic Education 2014 regarding the instruction of the A1 language in grades 1-2, the primary goal of teaching a foreign language in grades 1-2 is to create good attitudes toward language learning and to increase students' confidence in their own capacities to learn languages and employ even limited language skills (Opetushallitus 2019b: 25).

Different learners from various backgrounds, as well as their age and developmental stage, should be considered while selecting work methods. Diverse, student-centered, and inclusive working approaches are required in language learning. Exploratory learning is a good place to start when deciding on working approaches (Opetushallitus 2019b: 28). Linking the learning of target language skills to the teaching of other subjects is one way to integrate instruction and that is what this material is aiming for.

In A1 language (in this case English language) the special task of language teaching is to arouse students' positive attitudes towards language learning. In addition, the aim is to strengthen students' confidence in their own abilities to learn languages and use even the slightest language skills they have. As stated in the Amendments and additions to the National Core Curriculum for Basic Education 2014 regarding the instruction of the A1 language in grades 1-2, the working methods should be diverse, student-centered, and inclusive. In addition, working techniques should emphasize exploratory learning (Opetushallitus 2019b: 28).

The tasks can be altered depending on the school's surroundings, since schools are placed in different environments, and of course, as always, it is good and useful for the teacher to get to know the school's surroundings so that they can utilize the surrounding in teaching. If there is, for example, a bird tower or a nature trail close by, these locations are excellent sources to be used in teaching, and they can be included in the curriculum. If the school is located in a city the nature walk can be changed into a city walk or a forest tour.

In **EXPLORING ENVIRONMENT** material package, the contents include:

- senses - sight/eyes, hearing/ears, feel and touch/hands, smell/nose, taste/mouth
- phrase
 - I + can/can't + see/hear/smell/taste/feel
- some nature vocabulary
- some adjectives related to senses

There are different types of tasks: Seed task, Watering task, Sprout task and Blossom task

These tasks are planned so that they create a continuum where the tasks and their contents start with smaller parts, such as new words and grow towards a bigger entity, such as using phrases with practiced vocabulary.

SEED TASKS are planned for the teachers to “plant seeds”. Seed tasks work as pre-tasks. The tasks are very short and planned to be about new words or phrases. Seed tasks are marked with an acorn:



WATERING TASKS are planned to practice the words and phrases that are introduced in the Seed tasks. Watering tasks work as warm-up tasks and they are a good way to see, if the students are able to use the words and phrases. Watering tasks are marked with a watering can:



SPROUT TASKS are learning tasks and the students are expected to be able to use the words and phrases they have practiced in Seed tasks and Watering tasks. The Sprout tasks are marked with a sprout:



BLOSSOM TASKS are tasks that are planned to recap the practiced contents, such as new words and phrases. These tasks help to evaluate if the students are able to use the contents related to the theme, such as neighborhood. The Blossom tasks are marked with a flower:



WEEK 1

During the Week 1, the idea is to familiarize students with senses that can be used when observing nature.

The tasks include different ways to explore and observe the nature. In Pisara 1, the book for 1st grade environmental studies, students are guided to explore and observe their surrounding by smelling, seeing, feeling and hearing.

The different task types include flashcards, bingos, memory games, sorting jar tasks, scavenger hunts and one bigger Blossom task.

Contents:

- words related to nature and neighborhood
- words and phrases related to sensing, for example I see, I smell, I hear and senses – sight, hearing, feeling, smelling, touching, (tasting)
- the phrase “I see/hear/smell”
 - relating to senses

FIVE SENSES FLASHCARDS



In this task teacher shows the flashcards to students and says what is in the flashcard and the verb referring to the picture in the flashcard.

For example, teacher shows a flashcard of an ear, and says the word “ear” and students repeat. After that teacher says the verb referring to the picture in the flashcard, for example *hear*, and the students repeat the word “hear”.

After this teacher adds a movement to the picture flashcards. For example, when teacher shows a flashcard with a mouth, students smack their lips, and when teacher shows a flashcard with an eye, students blink their eyes.

 hands	touch / feel
 Ear	hear
 Eye	see
 mouth	taste
 Nose	smell

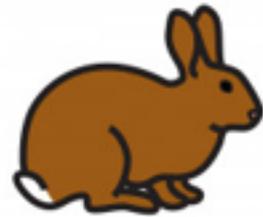
COMBINE SENSES



In this task students will practice the senses. Practicing can be done for example in the following ways:

1. Teacher gives the student the following handout (on page 7). Teacher says the words in the handout and the student repeat the words. Teacher can also say a word from the handout and students need to show what word it is. After the words are practiced students combine the right pictures presenting a certain sense, for example a nose with a flower.
2. Teacher places the pictures of senses (e.g., the flashcards from page 5 or the handout from page 7) and pictures of different items, (e.g., from the handout on page 7) on a board. Teacher says a word and students repeat. After the words are practiced, teacher asks students how they would combine them.
3. Teacher shows the handout on page 7 or flashcards with senses on page 5 with a document camera. Teacher also has pictures of different items students can see, hear, smell, taste, or touch and each student chooses one item and combines it with the right sense. New vocabulary can be practiced when teacher shows an item and says what the item is and students repeat the word.

My five senses. Match the pictures to the correct sense.



WEEK 2

During the week 2, the idea is to revise the senses quickly in the beginning of the lesson.

This can be done by playing for example the Kim's game:

1. Teacher shows the sense flashcards on the board or with document camera and students get to watch the pictures for a while (1-2 minutes).
2. Students close their eyes and teacher takes one picture away.
3. Students open up their eyes and they try to say as quickly as possible what sense is missing.

HAVING SENSES



In this task students will practice how to say that they are sensing, for example seeing something. In the beginning of this task, it is good to revise the senses and verbs from last week, for example showing the flashcards to students one by one, and asking that was the verb relating to the picture. For example, teacher shows a flashcard of an eye, and students need to say “see”. All the senses can be revised this way.

After this, students will practice how to say the phrase, “I” + can + some sense. For example, “I can hear”. Teacher shows for example a flashcard of an eye and says: “I can see”, and students repeat, and this way, all the senses and phrases are practiced and said out loud.

To help students to remember better the verbs, they can add movement practiced in Week 1 when saying the phrase.

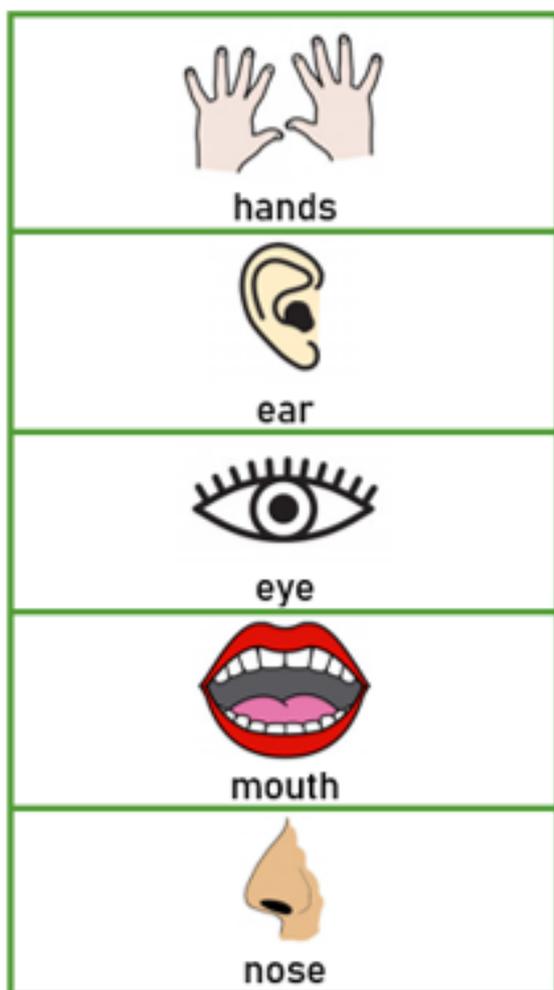
 hands	touch / feel
 ear	hear
 eye	see
 mouth	taste
 nose	smell

QUICK SENSES

In this task the idea is to practice saying the phrase I can see/hear, smell. Teacher shows students pictures of different body parts that belong to a certain sense and shows them one by one to students.

When students see the picture, they need to say as quickly as they can the right phrase referring to the picture.

For example, if teacher shows a picture of an ear or ears, students need to say as quickly as they can "I hear!". Students can also do the movement referring to a certain sense.



I can touch / I can feel

I can hear

I can see

I can taste

I can smell

SPOT IT! – SENSES



In this task students practice combining items to different senses. Students need to spot the right item relating to a certain sense. For example, you can hear a bird, but not a rainbow.

After students spot the right item matching the sense, they mark the item with a cross.



SPOT – WHAT YOU HEAR?

 <p>a flower</p>	 <p>a butterfly</p>	 <p>a bird</p>
--	---	--

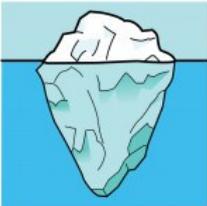


SPOT – WHAT YOU SMELL?

 <p>a rainbow</p>	 <p>a flower</p>	 <p>a bee</p>
--	---	--



SPOT – WHAT YOU FEEL?

 <p>an iceberg</p>	 <p>wind</p>	 <p>a rainbow</p>
---	---	--

WEEK 3

During Week 3 the idea is to learn some new vocabulary related to things students can see, hear, touch, or feel in the nature and their close neighborhood.

During this week, students revise the senses and learn new word related to nature.

If teacher feels that there are too many words, the amount presented in the Item flashcards on page 12 can be divided into two or three parts. It is also possible to increase the number of items and new vocabulary with 2nd grade students.

Note! Before introducing the new items and vocabulary to students it is good to quickly revise the senses, for example playing the Quick senses.

ITEM FLASHCARDS



In this task students will practice some new words related to nature.

Teacher shows flashcard one by one and says what the item is. For example, teacher shows a flashcard of a tree, says the word “a tree”, and students repeat by saying “a tree”.

The focus is on recognizing the words, not how they are written. Therefore, the flashcards can be used with or without the written words.

The number of new words can be divided if the number of new words seems too big.

 <p>a tree</p>	 <p>a flower</p>	 <p>a rainbow</p>	 <p>a river</p>
 <p>a rock</p>	 <p>a leaf</p>	 <p>a nest</p>	 <p>a bee</p>
 <p>a feather</p>	 <p>a pine cone</p>	 <p>a butterfly</p>	 <p>a bird</p>

WHAT IS MISSING?



This task resembles the Kim's Game.

Teacher places some of the Item flashcards on a table or on a board and goes through all of the words by saying the item on the card, and students repeat.

When the words are revised, students get to look the flashcards, a minute or two, to remember them.

After this, teacher tells students to close their eyes and while students cannot see, teacher takes one of the cards away.

After this, students can open their eyes and the fastest who spots what is missing raises their hand and when teacher gives them permission, they can say what is missing. If they guess it right, they get the point. If it is difficult for students to remember the words, they can say them in Finnish, but this game can be played with lower number of the item flashcards, so it is easier for students to remember them.

Later this same activity can be played so, that students say what is missing, so that they use the phrase, for example "I can't see XX".

For example, if teacher takes away a flashcard of a rainbow, students has to say "I can't see a rainbow" in order for them to get the card and a point.

SPOT IT & COLOR



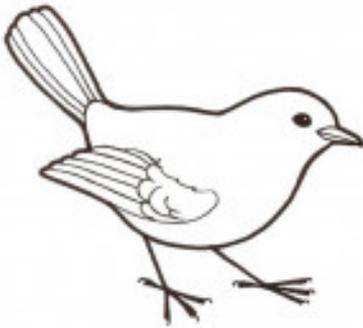
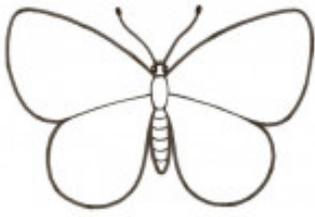
In this task the idea is to find items based on senses.

Teacher gives students a handout (for example the one on page 16), where there are many different items. After this teacher says the items that are in the handout and students repeat the words. With older students and students who can read and write, the written word can be added to the pictures.

After all of the words have been said and revised, teacher starts to say phrases like "I can see a butterfly". Students need to mark that with number one. Teacher says "I can hear a bird", and the student mark that with a 2. Another way is to have different colors, for example, all the items that can be heard, are marked with green.

 hands	
 ear	
 eye	
 mouth	
 nose	

This task can also be done the following way: Teacher can also have a collection of flashcards on the board and ask students to spot something they can for example, hear. Students can raise their hand and come up to the board and show an item on the board that they can see. If they want, they can try to say the right phrase, for example: "I can hear a bird."



SCAVENGER HUNT – HOMEWORK



In order to encourage students to explore their surroundings it is recommended that one scavenger hunt is done as homework. Students are given a worksheet on page 18, where they mark what they have done.

It is important, that the items and senses are familiar to students, so before giving the Scavenger hunt – homework sheet to students, the items and senses can be revised in class.

With older students the items and senses can be added.

SCAVENGER HUNT



smell grass



smell flowers



see a bird



touch a rock



feel the wind



touch a tree



see a squirrel



hear a bee



WEEK 4

During Week 4 the idea is to learn some adjectives related to senses and to describe items. Students will need these adjectives during Week 5.

For each sense, there are two or three different adjectives, but teacher can choose to lower or increase the number depending on students' skills.

The adjectives are:

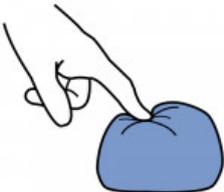
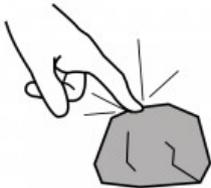
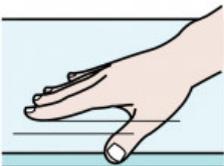
- for touch soft, hard, and smooth
- for smell fresh, good and bad
- for sight same and different
- for hear loud and quiet
- for taste sweet, sour, and salty

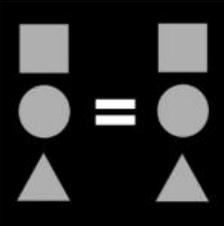
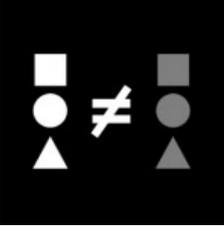
TOUCHING, SMELLING, HEARING FLASHCARDS

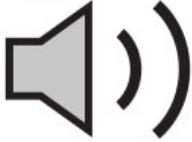
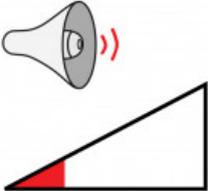
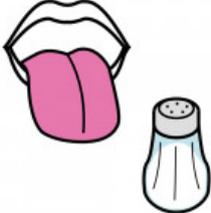
In this task students practice new adjectives that they can use to describe for example, sounds and tastes.

The adjectives can be practiced with the help of flashcards on pages 20-22. Teacher shows a flashcard with an item on it and says the adjective that corresponds to the picture. Students repeat the words.

The adjectives can also be divided into smaller sets, so for example during week 2, three adjectives can be practiced, on week 3 five adjectives can be practiced, and then on week 4 all the practiced adjectives are revised and another set of five new adjectives are practiced.

	Soft
	Hard
	Smooth

	Fresh
	Good
	Bad
	Same
	Different

	Loud
	Quiet
	Sweet
	Sour
	Salty

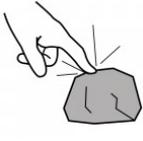
QUICK ADJECTIVES

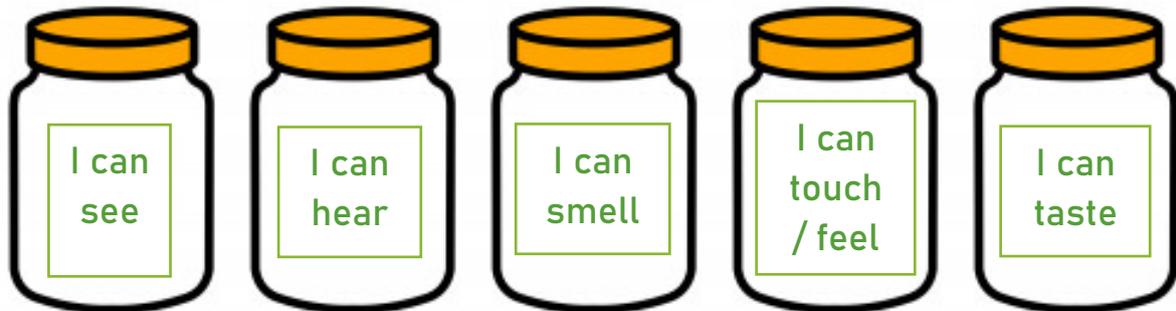


In this task the idea is the same as in Quick senses. Teacher shows a flashcard with a picture and students need to say as quickly as possible the correct adjective.

Another way to practice the adjectives is to have the combining task, where there are pictures and adjectives and students need to combine the pictures with the right adjectives.

For example: Match the adjectives and pictures. This task is better to students who can already read and identify the word.

hard		
different		
sour		
sweet		

SORTING JAR - SENSES

In this task teacher places different jars in the front of classroom and marks each jar with a picture of a certain sense and the phrase, e.g.: I can see, I can hear.

Teacher places pictures of items next to the jars. The pictures can be Item flashcards from this material or the items can be also real items, such as flowers and rocks.

Students place the items in the right jars one by one and say the phrase: I can see/hear/smell/ and if they can, they can say the item they are placing the jar.

For example, if the item on a flashcard is a flower, a student places the flashcard into the jar that states “I can smell” and says “I can smell a flower”.

WEEK 5

Week 5 is about revising, using and having fun with the senses.

This week's task is a little bit more advanced task and it is important that teacher has prepared the needed items beforehand, so setting up the task does not take that long.

SENSE STOPS



This is a bigger task combining the previous tasks. This task consists of different sense stops.

The different stops are the following

- Feel stop
- Hear stop
- Taste stop
- Sight stop
- Smell stop

FEEL STOP

In this stop there are different bags, for example paper bags and each bag has something in them for students to touch and feel. The materials can include for example, feathers, rocks, a plush toy, a piece of wood and so on. Each material is placed in one bag.

Students feel the content and try to guess what is in the bag. Students can be given hints by placing pictures of the hidden contents next to the bags. Students need to identify are they feeling something soft or hard in the bag.

HEAR STOP

In this stop there are containers each having something inside of them, for example, rice, coins and water.

It is important to make sure that the containers are not transparent and they can be sealed securely.

Students listen to the sound the container makes when shaken and try to guess what is inside. Hint words can be given to students.

TASTE STOP

In this stop students will taste small samples of for example, lemon juice, sugar, and cinnamon. Students will taste the samples and try to guess what it is.

Note! It is important to know if students have any allergies depending on the food items being tasted. It is good to contact students' homes and ask about possible allergies, so all allergies can be taken into consideration.

SIGHT STOP

In this stop students will be given a set pictures and they need to spot the difference in the pictures.

Teacher can also take a picture of the school's playground or a picture of the classroom with little differences and then students need to look for the differences in the pictures.

SMELL STOP

In this stop there are some containers, for example little glass jars and each jar has something smelly inside. The smelly items can be for example garlic, vinegar, vanilla pod, and fresh basil.

Students smell the containers and try to guess what they are smelling.

SENSE STOP- WORKSHEET

FEEL STOP



soft / hard



soft / hard



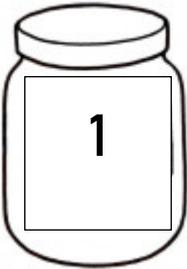
soft / hard



soft / hard

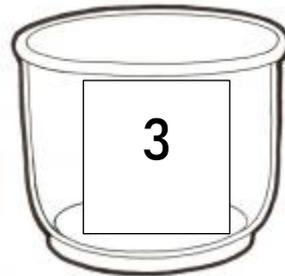
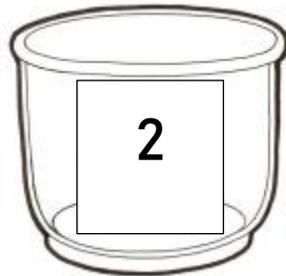
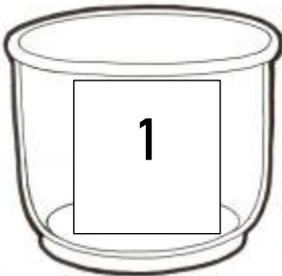
What can you feel in each bag? Can you guess what is inside the bag?

HEAR STOP



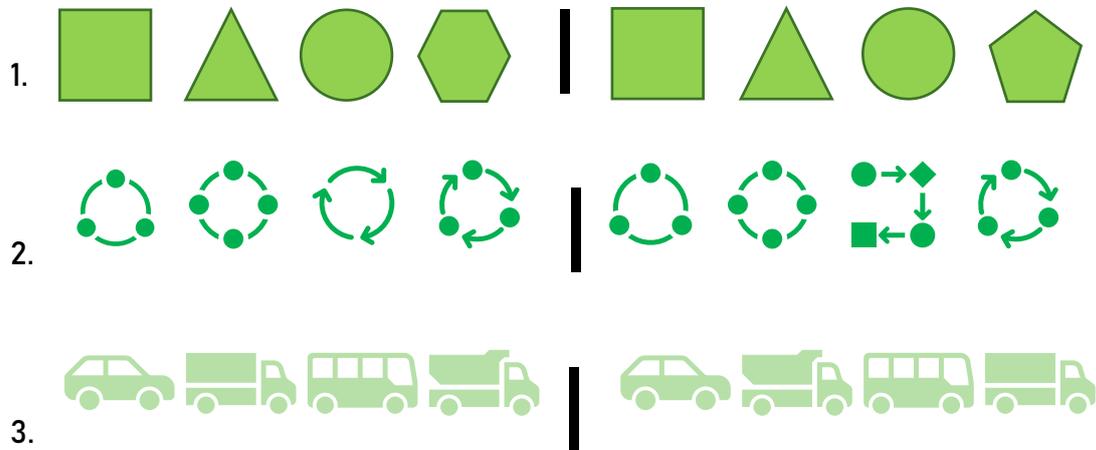
Can you guess what is inside each jar? Clue words: rice, water, coins

TASTE STOP



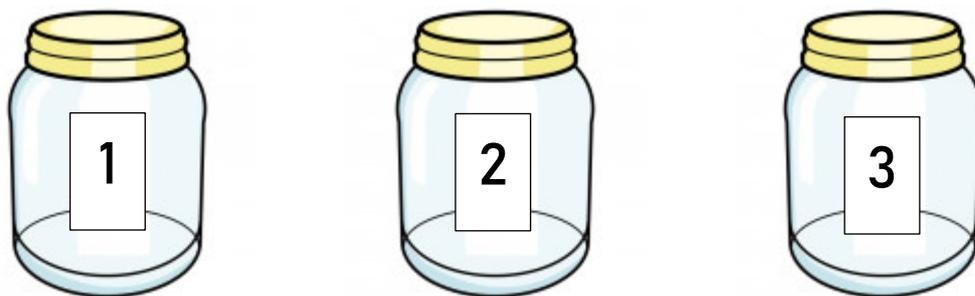
Can you guess what you have tasted? Was it sweet, salty or sour?

SIGHT STOP



1. Same or different?
2. Same or different?
3. Same or different

SMELL STOP



Can you guess by the smell what is inside the jar?

REFERENCES

Asplund, J., Cantell, H., Suojanen-Saari, T. & Viitala, M. (2015). *Pisara: 1, Ympäristöoppi* (1. p.). Sanoma Pro.

Opetushallitus. (2016). National core curriculum for basic education 2014. Finnish National Board of Education.

Opetushallitus. (2019b). Perusopetuksen opetussuunnitelman perusteiden 2014 muutokset ja täydennykset koskien A1-kielen opetusta vuosiluokilla 1-2.
https://www.oph.fi/sites/default/files/documents/perusopetuksen_opetussuunnitelman_p_erusteiden_2014_muutokset_ja_taydennykset_koskien_a1-kielen_opetusta_vuosiluokilla_1-2_1.pdf