LET'S GO!: AN EARLY ENGLISH LANGUAGE SHOWERING MATERIAL PACKAGE

Anssi Virtanen
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Department of Language and
Communication Studies
University of Jyväskylä
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Varhennettu vieraan kielen opettaminen ja oppiminen on noussut suureen suosioon varsinkin Euroopassa 2000-luvun aikana. Myös Suomessa vieraan ja toisen kielen opettamista on varhennettu uusimmassa perusopetuksen opetussuunnitelmassa, ja Suomessa useimmin tarjottu kieli on englanti. Nyt vieraiden kielten oppiminen alkaa perusopetuksessa jo ensimmäisellä luokalla, kun oppilaat ovat keskimäärin 7-vuotiaita. Varhentaminen vaatii kohdeyleisölle (todella nuorille kielenoppijoille) sopivaa ja mielekästä oppimateriaalia.

Tämä materiaalipaketti on kohdistettu esiopetuksessa ja päiväkodissa oleville lapsille, jotka tulevat aloittamaan opiskelun alakoulussa lähivuosina. Tavoitteena on tukea nuorten kielenoppijoiden siirtymistä peruskouluun keskittymällä englanninkielisen sanaston oppimiseen ja vahvistamiseen. Sanastoon keskittymällä materiaalipaketti tavoittelee lapsille sopivan kielipankin rakentamista, jonka avulla lapset voivat ilmaista itseään ja ymmärtää muita vieraalla kielellä.

Lasten opettaminen on oma maailmansa, ja se vaatii omat metodinsa onnistuakseen. Tämä materiaalipaketti käyttää kielisuihkutusta ja toiminnallisuutta opetuksen kulmakivinä. Tavoitteena on, että lapsi on aktiivisessa roolissa kaikessa tekemisessä. Materiaalipaketti on suunniteltu siten, että sitä voi käyttää kuka vain kaksikielinen henkilö, eikä vain kielenopettajan taustan omaava. On huomioitavaa, että uusimmassa perusopetuksen opetussuunnitelmassa mainitaan suoraan kielisuihkutuksen käyttäminen esiopetuksen ja perusopetuksen siirtymässä.

Materiaalipaketti koostuu kahdesta erilaisesta aktiviteettityypistä: johdantoaktiviteeteista, joiden tehtävänä on esitellä uusi teemasanasto lapsille, ja ydinaktiviteeteista, joiden tehtävänä on toistaa ja vahvistaa sanastoa, sekä samalla haastaa että osallistaa lapsia opetuksessa mielekkäillä tavoilla. Aktiviteetit ovat suunniteltu siten, että ne ovat osana päiväkodin arkea, ja niitä voi käyttää useaan kertaan. Aktiviteetit ovat lyhyitä ja helposti muokattavia, ja ne sopivat melkein kaikkien lapsille sopivien teemasanastojen opettamiseen. Tämä materiaalipaketti keskittyy varsinkin neljän teemasanaston opettamiseen (eläimet, toimintaverbit, numerot, värit).

Asiasanat – Keywords early language learning, language showering, vocabulary learning, material package

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1. INTRODUCTION

Early language learning (ELL) has become a worldwide trend during the 21st century, generating significant amounts of interest from policy makers, and growing interest towards early language learning research. In Europe, policy makers have started lowering the starting age of foreign and second language learning, which has been criticized as assuming that starting early is automatically better, and an early start to language learning should not be considered the panacea it has been declared as (see for instance: Enever and Moon, 2009; Johnstone, 2009). Nevertheless, early language learning is here to stay, and therefore, teachers need more ELL content and materials to ensure that starting language learning even earlier is the success it has been assumed to be. Furthermore, teaching young (language) learners is a world of its own, and it needs suitable teaching methods and materials to succeed.

This shift in starting even earlier than before also has a significant effect on preschool teaching. In Finland, children transitioning from preschool to primary education will immediately start learning foreign and second languages during the first grade of primary education. This transition should be taken seriously, and materials such as this material package have been created to ensure that preschool learners and teachers have access to materials that are designed specifically for kindergarten ELL, which in turn hopes to ensure a smoother transition between levels of education. The fundamentals and theories of early language learning and young language learners must be considered when designing learning materials such as this material package. As learners, children learn while they are having fun and being active. Children actively try to make sense of the world and are curious and motivated to learn. In terms of language learning, children are considered to possess intrinsic motivation and are less likely to be language anxious compared to older learners (see for instance: Cameron, 2001; Pinter, 2017). Furthermore, children have been described as having an easier time acquiring certain components of language, such as pronunciation, intuitively (Johnstone, 2002). ELL also benefits from scaffolding, that is, gradually reducing the role of the teacher and increasing the autonomy and activity of the learner. These concepts work particularly with the theories of action-based teaching and its manifestation as the teaching method of language showering, which have been used as the foundations of this material package's design.

This material package has been created with young language learners that are in preschool and/or kindergarten as the target group. As mentioned, this material package attempts to ensure that young language learners have a smooth transition between preschool and primary school by creating a solid foundation of English language vocabulary even before starting to learn the language during the first grade of primary school. As the focus of the material package is on vocabulary, repetition and consolidation are paramount. The activities of this material package have been designed in such a way that they can be used with almost any theme vocabulary that is suitable for early language learners. Furthermore, the activities are flexible, and can be adjusted to be more challenging and more involving the learners after repeat uses. It should be noted that the Finnish national core curriculum of primary education directly mentions language showering as a teaching method to be used during the transition between educational levels. Therefore, this material package attempts to give early care and education (ECEC) teachers and personnel readily available language showering material and content that can be used even if one does not have a language teacher background. With this material package, teachers can spend more time teaching English vocabulary through language showering activities, rather than spending time designing and creating language showering materials themselves.

Following this first introductory section, the thesis is separated into four main sections. The second section focuses on the primary background theory of the material package, looking into concepts such as the age debate in early language learning, and the advantages of ELL. Furthermore, the second chapter explores and explains the concepts of young language learners and language showering, while also explaining the current situation of early language learning in the Finnish education system. The third section focuses mainly on the theory of vocabulary teaching and learning, as vocabulary is the key language component of this material package. This section also considers how vocabulary should be taught to children specifically. The fourth section presents the framework of the material package and gives a comprehensive explanation of how the material package was conceived and designed. The fifth and final section discusses the potential issues, implications, and possible future redesigns of the material package, while also briefly describing the results of preliminary tests of some of the material package's activities. At the end of the thesis is the material package.

2. EARLY LANGUAGE LEARNING

This section is dedicated to discussing and introducing theoretical perspectives and empirical findings on early language learning (ELL) and surrounding topics, while more specifically focusing on theories and methods of early *foreign* language learning. Section 2.1. focuses on the debate surrounding the age factor and the critical period hypothesis in second language acquisition (SLA), while also presenting potential advantages of early foreign language learning. Section 2.2. is dedicated to discussing young language learners (YLL), their characteristics, learning materials, and the conditions for success in ELL. Section 2.3. discusses early language learning policy in the Finnish education system, while also considering the new earlier start to language learning in primary education. Section 2.4. is dedicated to introducing and explaining the teaching method of language showering (LS), while also discussing the research surrounding LS. The information found within Sections 2. and 3. form the theoretical basis for the present material package.

2.1. Age in language learning

Multilingual competence and early language learning (ELL) have both been of interest in recent decades in Europe, and in Finland as well. For example, Enever (2011) backed by the British Council published a large-scale study called Early Language Learning in Europe (ELLiE), which was solely focused on the effects and policies regarding ELL. Already in 2002, the European Council had called for 'further action in education by teaching at least two foreign languages from a very early age' (European Council, 2019). Furthermore, the rise in popularity of ELL has coincided with the rise in popularity of teaching English; the role of English as a world language (i.e., *lingua franca*) has risen steadily throughout the 20th and 21st centuries as a politically and economically important language; as has the interest in teaching English as a foreign or second language in primary education (from the 1980's onward) (Rixon, 2019). According to Enever and Moon (2009, 6) the decision to lower the starting age of English language learning in many countries has been based on two assumptions: 'younger children are better at learning/find it easier

and that a longer period of learning leads to higher proficiency at the end of schooling'. Therefore, this section is dedicated to discussion on the age debate, and if an earlier start really is better.

2.1.1. The age debate

In language learning research, it is generally accepted and perceived that children learn in different ways compared to adolescents and adults (Nikolov, 2009). For example, Johnstone (2002) points out the difference in learning strategies when comparing younger and older learners. At an early age, certain aspects of language learning such as pronunciation seem effortless and intuitive to children, while older language learners might have a tougher time starting off. Furthermore, while older learners might have more refined learning strategies, and a clearer view of learning goals, younger learners might be less 'language anxious' and have an intrinsic motivation to learn new things (Johnstone, 2002, 12). The specifics of early language learning have been a point of interest and a point of contention in different fields of research for decades now. As Nikolov (2009) states, discussion and debate is often focused on the age factor (or if there is one), and the often-repeated popular wisdom: the earlier language learning is started, the better. Furthermore, as Nikolov continues to point out, the ongoing debate usually surrounds the Critical Period Hypothesis (CPH), popularized by Eric Lenneberg in 1967.

In Lenneberg's (1967) formulation of the CPH, if a first language is not acquired during the critical period between the age of two and puberty, it might not be learned at all. Reviewing the existing literature on CPH, Birdsong (2005) notes that previous research has shown that a critical period is relevant when developing one's first language, as developmental deficits begin to appear within a set timetable. However, as Birdsong (2005, 109) continues to point out, there has been 'much less of a consensus' if this hypothesized critical period also applies to second language acquisition (SLA). In his research review Singleton (2001, 79) says that proponents of the CPH claim that there is a maturation limit 'beyond which it is simply impossible to acquire an L2 to native levels'. Singleton continues to point out, however, that evidence shows some late beginners may perform equally well as early beginners. Furthermore, Nikolov and Mihaljević Djigunović (2006) report that critics of the CPH have argued that rather than having a critical point where second language acquisition ceases to be effective, there is a persisting decline in success throughout the life span.

Finally, Singleton (2005) concludes that, as there are so many versions of the Critical Period Hypothesis, and no consensus on a definitive CPH theory, it cannot be regarded as a scientific hypothesis when discussing SLA. Although, it should be mentioned that the sensitivity period which the CPH theory is known for is applicable to certain components of second language acquisition, such as pronunciation and grammar. This is further discussed in the next section (2.1.2.).

2.1.2. Advantages of ELL

While researchers have debated over the age factor of early language learning for decades, research has shown several benefits of starting foreign language learning early. Johnstone (2002) offers a summary of some advantages that young learners have in learning an additional language, such as having an easier time acquiring a good command of the sound system of the language, and pronunciation of individual sounds as well as broader intonation patterns. Time also plays a factor in language learning; Johnstone explains that young beginners have more time to be exposed to a foreign language. Additionally, an early start enables development in a child's language awareness and literacy, as productive links can be established between first and additional languages, as learning two languages simultaneously 'can have positive cognitive consequences for children' (Singleton and Pfenninger, 2019, 37). Furthermore, children are less likely to be 'language anxious' when compared to older learners, as Johnstone (2009, 38) points out that children seem to generally possess intrinsic motivation, which is based on 'enjoyment, interest, curiosity, and self-awareness'. Johnstone (2002) concludes that an early start - which might be slower in rate of learning compared to late starters - could prove to be beneficial in the long run, as children can acquire components of language (i.e., pronunciation, grammar) intuitively, slowly moving them closer towards native-like proficiency.

It should be noted that starting early should not be considered as a cure-all in language learning, as Johnstone (2009, 38) argues that the situation surrounding the age factor is much more complicated than first observed: "Simply to assume that all will be well just because the starting age has been lowered is a recipe for confusion". Furthermore, as the goal of second language learning has over time shifted from native-like proficiency to the 'communicative ability in a

foreign language, the benefits of an early start are much less clear' (Cameron, 2001, 14). Alstad (2020) argues that teachers need to be more prepared and educated in teaching children specifically, whereas Johnstone (2009) continues to point out that ELL-initiatives should not be left to schools and teachers only, as national support is necessary. Studies have shown that the age of the learner certainly affects language learning in many ways, as DeKeyser (2013) explains that there are many other variables to language learning, such as motivation, attitude, identity, and quantity and quality of input. Additionally, Cameron (2001) notes that early language learning success also depends on implementation of foreign language learning policies, as Johnstone (2002) agrees that an early start will not accomplish anything greater than a late start to foreign language learning, if certain key conditions are not fulfilled, such as long-term policy planning in order to achieve sustainable development. The next chapter (2.2.) discusses how these key conditions might be fulfilled, as it explores the topic of young language learners further, their characteristics, and the materials required to accommodate young language learners.

2.2. Young language learners

The debate over early language learning has been shifting over the decades. According to Garton and Copland (2019, 1), due to the 'well-documented rise in the number of children who are learning English globally at younger ages', the focus in ELL research is shifting from *if* children should start learning languages to *how* children learn languages. Furthermore, as ELL has become so common and prevalent throughout the world, research should be dedicated towards improving the experiences of young language learners (YLL) and encounters with languages. Even if ELL policies were based on assumptions, it would no longer have any effect on whether English was taught to very young language learners or not (Garton and Copland, 2019). Additionally, Cameron (2001, 12) argues that while younger learners might have 'a less complicated view of the world' than other types of learners, it does not imply that teaching them is 'simple or straightforward'. Teachers need to be experts in teaching children specifically, as they need 'to reach into children's worlds and lead them to develop their understandings' (Cameron, 2001, 12). Therefore, this

chapter is dedicated to discussing young language learners, their core characteristics, and the materials and pedagogical methods required to teach young language learners successfully.

2.2.1. YLL characteristics and theories

This section will examine the characteristics of young language learners through previously established theories in developmental psychology and learning theory. It is important to establish an approximate view of the field, as it could be argued that while all children are unique learners, all young learners have some characteristics in common with each other (Pinter, 2017). When discussing YLL, both Cameron (2001) and Pinter (2017) begin with the two major theorists of developmental psychology: Piaget and Vygotsky.

Piagetian theory suggests that there are four stages of development that all children go through. At each stage children are capable of some types of thinking, gradually moving towards the endpoint of development or formal logic at approximately age 11 and onwards. However, as Cameron (2001, 4) points out, more recent studies on Piaget's theory have shown that young children, when encountering age-appropriate language, objects, and tasks, are capable of more advanced thinking 'including formal, logical thought' before age 11. There are several implications of Piagetian theory that need to be considered, such as using teaching materials that are interesting, useful, and age-appropriate for each age group or developmental stage (Pinter, 2017). Teaching a group of six-year-olds would require very different teaching materials, methods and activities compared to a group of 12-year-olds. Additionally, Cameron (2001, 4) uses Piagetian theory to characterize young children as 'sense-makers'; active learners and thinkers that adapt and respond to experiences around them. Therefore, the world surrounding children should be seen and used as a tool for offering learning opportunities.

Vygotskian theory differs from Piagetian theory in the importance given to language and to other people. While Piaget saw children alone in a world of objects to learn from, Vygotsky saw children developing and learning in social contexts (Cameron, 2001). Other people (i.e., parents, other children, and teachers) and language play important roles in a child's development, making the world a more accessible place through instruction and mediation. Furthermore, through joint talk and joint activity children can take something that previously has been *interpersonal*, for example

counting to 100 or completing a jigsaw puzzle, and through social interaction and instruction make it *intrapersonal*, something that children can eventually do by themselves successfully. Vygotskian theory offers several implications that need to be considered. Cameron (2001) notes that through instruction and meaningful use by other people (i.e., a teacher and other learners) a new language can become a part of a child's language skills through internalization. Additionally, Pinter (2017) adds that adults and teachers using language for learning, such as repeating important information and offering opportunities for drawing out language from pupils is a valuable tool for YLL development, which is also known as scaffolding. This is discussed more below in Section 2.2.2. when exploring the methods and materials that are appropriate for YLL contexts.

In Section 2.1. some YLL characteristics were already discussed, such as children having an intrinsic motivation for learning new things and being less 'language anxious' compared to older learners (Johnstone, 2009, 38). Similarly, Cameron (2001) argues that while children must operate only with a partial understanding of the world, and of the language(s) they are being taught; young learners work hard to make sense of what has been asked of them, and quickly work out what is expected of them. The 'urge to find meaning and purpose can be a very helpful language learning tool for teachers to exploit' (Cameron, 2001, 21). In contrast to older learners, Pinter (2017) states that children learn when having fun, and in meaningful contexts; learning holistically without paying attention to language forms that seem abstract. However, it is also important to highlight and discuss some complex YLL characteristics that teachers need to be aware of, as they could impede successful learning in YLL contexts. For example, children generally respect and are anxious to please their elders (i.e., teachers). While this might at first glance seem like a positive characteristic only, it can also be problematic, as children may act as if they understand and will continue speaking and performing in classroom activities without understanding (Cameron, 2001). Additionally, Johnstone (2002) states that in general, children tend to have lower attention spans than older learners, and at first might be hesitant to join new activities. Teachers need to be aware and mindful of these characteristics while teaching, and it could be argued that teaching young language learners successfully can be as (or more) complicated as teaching any other age group. Finally, it is also important to note that while this chapter focuses on common characteristics, all children are unique in terms of preferences and strengths. Teachers will also benefit from observing, understanding, and learning about the children they are working with as individuals

(Pinter, 2017). Different ages and different contexts need suitable materials and methods, which are discussed in the next section.

2.2.2. YLL teaching methods and materials

It should be noted that while this section's aim is to explain and showcase appropriate and applicable teaching methods and teaching materials for YLL pedagogy, it should not be considered a definite list by any means. Research and interest in YLL have expanded in the past decades by a considerable amount, and the present thesis is not suited for such large-scale examination. Nevertheless, the following summaries provide a valuable foundation for YLL teaching contexts and the ongoing thesis.

This section will discuss useful teaching methods for YLL teaching. First, as mentioned in the previous section (2.2.1.), language for learning is a beneficial tool for YLL development. Language for learning can also be called scaffolding. Building upon Piagetian and Vygotskian theory, the theory of scaffolding was first introduced by Bruner in 1976 (Pinter, 2017). Scaffolding can be defined as instructional speech that adults offer children during tasks/activities and when solving problems. According to Cameron (2001) effective scaffolding helps children to attend to what is relevant, adopt useful strategies, and remember the whole task and goals. Furthermore, scaffolding incorporates routine and repetition; over time - while the format or content may stay the same - children can start to participate 'at an increasingly more demanding level' as they become more competent, and as the adult reduces and adjusts the scaffolding (Cameron, 2001, 10). While general in nature, these strategies can be used in language learning contexts as well.

In her book *Teaching Languages to Young Learners*, Cameron (2001) offers an abundance of valuable teaching methods and strategies that support YLL pedagogy. For example, young learners benefit from knowing what is going to happen in an activity; sharing what the purpose or goal (i.e., expected outcome) of each activity is helps young learners prepare for different topics. On the issue of topics, Cameron (2001) states that familiarity of content and context will help children when learning a foreign language. As mentioned before by Pinter (2017), children learn through meaning while ignoring form. Therefore, children should encounter and experience a new language through motivating and familiar topics. It is better to start with animals that the children

might have at home or have seen at a zoo, than to start with taxonomic ranks and biological classifications. Finding suitable topics that relate to the interests of young learners is essential for motivation. Motivation (as previously stated by Johnstone, 2009) seems to be an intrinsic quality in children. However, Li, Han, and Gao (2019, 66) argue that 'recent research has highlighted the dynamic nature of L2 motivation'. Multiple external factors can impact YLL motivation, such as teachers, lesson atmosphere, and difficulty of task etc. Furthermore, Li et. al. (2019) point out that young learners' motivation can be mediated by other people involved in their language learning (i.e. teachers, parents, and other learners). Teachers, for example, 'can enhance young learners' intrinsic motivation by fostering their sense of ownership of the learning process and self-perceived competence' (Li et. al., 2019, 62). Finally, some could argue that most of these teaching methods might seem obvious and saying that teaching needs to be motivating and interesting to learners is self-evident. However, teachers need to be aware, prepared, and capable of using multiple teaching methods, languages, and strategies even during one lesson.

While teaching methods and teaching materials have been separated into their own paragraphs in this section, it should be noted that practically they are inseparable, and this separation is only for academic purposes. Furthermore, for the purposes of this ongoing thesis, activities are also considered to be a part of the teaching materials section. Nevertheless, Ghosn (2019, 377) offers a summary of good materials, which supports and reflects the discussion of teaching methods mentioned above:

> "Good materials should reflect topics relevant, interesting, and meaningful to learners, language that is contextual and natural, and focus ought to be on meaning rather than form of language, with skills integrated and concepts recycled. Materials should provide repetition of input and opportunities for learner output, be culturally appropriate and in the case of TEYL [Teaching English to Young Learners] and TEVYL [Teaching English to Very Young Learners] also be age appropriate in terms of content, approach, and expectations."

Furthermore, Ghosn (2019) argues that coursebooks are not required in (very) young learner classrooms, and Cameron (2001, 183) similarly states that activity-based approaches 'are of value to the overall educational and social development of the child, and not merely to develop English language skills'. Additionally, Cameron (2001) suggests that activities could be grouped based on

themes and should be sequenced or have distinct stages (i.e., preparation → core activity → follow up). For example, the preparation stage can be used to discuss/introduce the topic or activate relevant vocabulary. If the topic is farm animals, the teacher might show pictures of common farm animals known to children and activate previously known English that the children might already know. The core activity might then be to act out different animals and guess what they are in English, or maybe listen to different animal calls and try to guess what they are based on the sound. Proceeding through a theme through enough repetition might then lend itself to a final product, a follow up of everything that has been done in said theme. Cameron (2001) suggests that a final product can be motivational to young learners; to visually show the progress they have made in their own language learning. Final products could be, for example: books or magazines produced by the children; visual displays on walls of the classroom; portfolios; videos; performances such as dances, or acting out plays etc. These final products can then be seen by the parents, teachers, and other children, and can be downloaded online as proof of learning.

2.3. ELL in the Finnish education system

This section is dedicated to examining and discussing ELL in the Finnish education system. First, the section will focus on the implementation of ELL and the earlier start to foreign and second language learning in Finland. Second, the section will discuss and explain the basics of ELL policy in the Finnish education system. It should be noted that the policy of lowering the starting age for foreign language learning is not a contemporary concept, as it has been taking place in Europe for several decades in many different countries, as has the debate around the validity of an earlier start (Rixon, 2019). Furthermore, as Rixon (2019, 493) points out, pre-primary education 'which has become increasingly important in Europe in recent years' also needs to be taken into consideration when discussing ELL policy, as teachers and policy makers need to be aware of the effect of continuity throughout levels of education. Additionally, as the target learning group of the ongoing thesis can be considered (very) young language learners, early childhood education and care (ECEC) policy must be taken into account as well along with primary and pre-primary education policy.

2.3.1. An even earlier start to ELL in Finland

The Finnish National Agency for Education (EDUFI) decided in 2019 that foreign language learning would start during the first year of primary education (i.e., basic education) when learners are approx. age seven. In the 2019 revision of the 2014 national core curriculum for primary education, EDUFI indicates that the teaching of the second national language (i.e., Swedish or Finnish), a foreign language, and the Saami language would be the subjects of the change. Therefore, this section focuses on the first two years of primary education (where the change took place) while also concentrating on the principles laid out in the 2019 revision by EDUFI: transition and continuity from pre-primary to primary education; the main pedagogical goals of language education during the first and second grades; goals of learning/teaching methods and learning environments.

For the transition from pre-primary to primary education, the revised national core curriculum suggests using the teaching method of language showering (LS) during pre-primary education to introduce the languages that will be taught from the first grade onwards. According to EDUFI (2019, 7), language showering can be used to familiarize children with a language or languages through singing, play, playing games, and moving. Furthermore, the topics should be interesting to, and be chosen by the children. As EDUFI (2019) has chosen LS as the teaching method for the transition between pre-primary and primary education levels, the onus is now on researchers and studies such as the ongoing material package to provide suitable materials to ensure a successful transition (i.e., continuity and collaboration) between educational levels. Critics and researchers of ELL policy, such as Johnstone (2019) and Rixon (2019) have considered continuity and the smooth transition between levels of schooling as a major factor in language learning success. Additionally, Johnstone (2019, 23) states that a 'lack of continuity has long posed problems' which has prevented children from building on the knowledge they have developed previously. This is where material packages could serve as a bridge by using similar themes and activities to support the transition from pre-primary to primary education.

According to EDUFI (2019) the main pedagogical goals of language education during the first two years of primary education are to create a positive attitude towards language learning while

strengthening children's confidence in their own language skills. Furthermore, focus is on the joy of learning, versatile methods for learning, and having opportunities for experiences of foreign languages and cultures etc. (EDUFI, 2019, 25). Additionally, topics are meant to be diverse, chosen by the children according to their interests. The pedagogical principles of the revised 2019 national core curriculum mentioned in this section are especially valuable to the ongoing thesis, as they have many similarities to the teaching methods of language showering, which was chosen as the relevant teaching method for the material package (language showering is introduced in Section 2.4.). However, theoretical connections to LS do not end there. When presenting the goals of the teaching methods and learning environments, the core curriculum for primary education (EDUFI, 2019, 28-29) recommends learning methods that should be playful in nature, using materials and activities such as music, drama, games, movement etc. Learning environments should support and encourage children to be curious, imaginative, and playful. These principles also follow the general theories associated with young language learner pedagogy (e.g. Cameron, 2001; Pinter, 2017), which is discussed in Section 2.2..

2.3.2. ELL policy in the Finnish education system

This section is dedicated to discussing early language learning policy in the Finnish education system. As the target group of the ongoing material package is children attending preschool and/or kindergarten, it should be noted that this section focuses on the national core curriculum of pre-primary education and the plan for early childhood education and care (ECEC). Furthermore, three concepts of Finnish ELL policy are of particular focus in this section: language, multilingualism, and culture. These three concepts and the policies associated with them are explicitly important to the ongoing thesis, as the material package should follow the fundamentals and guidelines of the national core curriculum in order to benefit young language learners.

First, this section will focus on discussing language and multilingualism in the national core curriculum for pre-primary education (ESIOPS 2014) and the early childhood education and care (ECEC 2018) plan. First, EDUFI states that the goal of early childhood education is to strengthen children's language skills, linguistic capabilities, and linguistic identities, while also strengthening children's curiosity and interest about languages (ECEC 2018, 40). Furthermore, EDUFI claims

that children's linguistic identities develop when central aspects of language development and identity are supported, such as communication skills, producing speech, listening comprehension, and vocabulary gain etc. (ECEC 2018, 41; ESIOPS 2014, 32). The support and teaching of vocabulary gain are especially relevant, as it is also the focus of the ongoing thesis (introduced in Section 3.). Additionally, EDUFI states that language awareness should be emphasized in early care and education, as language is central to children's development and learning, and interaction and cooperation. Language awareness is also important for noticing, as children learn about multiple languages, multilingualism, and cultures (ECEC 2018, 31).

When it comes to multilingualism, it should be noted here that there is an interesting division between teaching methods in the national core curriculums of primary, pre-primary and early childhood education plans. While the revised 2019 version of the core curriculum for primary education mentions language showering directly as the preferred foreign/second language teaching method for transitioning from pre-primary to primary education; the ESIOPS (2014) and ECEC (2018) plans use the concepts of language immersion and language enriched teaching for bilingual education. Language showering and language enriched teaching are more limited methods, using children's first language for instruction and the second/foreign language more conservatively. Language immersion, on the other hand, aims to be completely monolingual during instruction (i.e., using only the target language). It could be argued that if there is no national consensus; using several different or dissimilar methods during pre-primary education could cause confusion and cause marked variance in children's linguistic skills during transition from pre-primary to primary education. Additionally, this issue cannot even be explained away by the fact that there are many years in between the publications, as there is only one year between the revised 2019 version and the 2018 ECEC plan. However, as the goal of language enriched teaching is to introduce a foreign language to young learners through short activities (ESIOPS 2014, 40); according to Bärlund et.al. (2015) language showering - which was not mentioned in the national curriculum at the time of the study - could accomplish the same pedagogical goals as language enriched teaching. Studying and comparing the effects of the teaching methods mentioned above on future school/linguistic success would be an intriguing topic for future research.

Culture as an aspect of learning, in the context of the ongoing thesis, is directly related to language learning, and the separation in this section is purely academic. In this context, there is no distinction

between language learning and cultural learning; they work in support of one another in teaching, or at least should aspire to do so (elaborated in Section 2.4.1.). Furthermore, cultural competence, interaction, and self-expression are all considered in early childhood education and care, and pre-primary education. For example, cultural competence is considered in children's development, as EDUFI states that early childhood education should aim to promote the understanding and respecting of different cultures (ECEC 2018, 25). Additionally, children are encouraged to use diverse forms of self-expression through music, arts and crafts, drawing and painting, spoken and bodily expression (ESIOPS 2014, 31-32). These aims considering language and culture in early childhood education and care are mandated by law, i.e., they are rights that every child has in pre-primary education. Through this analysis, the ongoing thesis attempts to follow these mandates, as to provide the best possible support for ECEC teaching and learning situations.

2.4. The Language Showering method

This section will introduce the origin of the language showering teaching method, while also explaining the pedagogical principles, materials, and methods behind language showering (shortened to LS in this thesis). Furthermore, this section examines empirical findings on LS, while attempting to identify key benefits and challenges of the LS approach to ELL and discussing its pedagogical suitability to kindergarten/pre-primary age groups.

2.4.1. Language Showering in summary

First, it is important to explain how the term language showering emerged, and how the teaching method of LS has come to be known and used more widely in Finland. According to Palviainen and Mård-Miettinen (2014) the concepts of a language shower and language showering (*kielisuihku* and *kielisuihkutus* in Finnish) are situated under the broader theoretical framework of Content and Language Integrated Learning (CLIL) as a form of low-intensity and short-term language learning (contrasted with high-intensity long-term programs such as language immersion). The term 'language shower' was first described by Nikula and Marsh (1997) in

reference to foreign language activities which familiarize children with a foreign language, and possibly create a positive attitude towards language learning.

The pedagogical principles of language showering are well summarized by Bärlund (2012). Language showers can be described as a short session (or sessions) given in a foreign language. Furthermore, LS includes the use of multiple languages, employing both the child's mother tongue and the foreign language being taught. Ideally, LS would be a part of everyday life for children, being a part of day-to-day activities and routines. Additionally, LS-sessions can be given by any multilingual person, although having previous knowledge of linguistics and language acquisition is beneficial. The aim of LS is 'to familiarize children with foreign cultures through songs, games and other activities' (Bärlund, 2012, 1). As the target group of LS is usually preschool and pre-primary learners, sessions of LS usually range anywhere from 15 minutes to one hour, as young language learners might find it harder to concentrate for longer periods of time (Bärlund, 2012). Sessions of LS are not tied to any place or time. They can be described as 'ex tempore' activities that would not necessarily be considered language learning moments in other contexts, such as during lunch or while pushing a child on a swing (Bärlund, Nyman, and Kajander, 2015). Additionally, LS could consist of any/all these types of activity: physical and kinesthetic activity (e.g., drawing), songs and music, play and games (Palviainen and Mård-Miettinen, 2014). These methods and activities mentioned above are essential, as using LS with very young language learners in pre-primary contexts, one needs to navigate the challenge of pupils that cannot read. Furthermore, young language learners usually have some previous knowledge of these activities. Starting LS with activities that children are already familiar with is beneficial, as it is easier and more natural of an approach to ELL (Bärlund, 2012; Kallonen, 2011), which coincides with the general theory of YLL discussed in section 2.2. (e.g., Cameron, 2001).

While the use of the concept of language showering dates back several decades, language showers as a practice/pedagogical approach are a recent phenomenon in Finland. LS became more known nationally through different programs in the 2000s: for example, the *Kielitivoli*-project ('*The Language Fair*' in English), in many places such as Helsinki, Turku and Tampere (Tuokko, Takala, and Koikkalainen, 2011). The goal of the *Kielitivoli*-project was to get children more interested in foreign languages, and possibly compel them to select a foreign language to learn in their future studies. In Jyväskylä, LS was first used in action during the summer of 2010 in an

after-school program called *Jälkkäri*, where there was an incentive to reach a wide range of pupils (all 1st and 2nd graders), and not just those interested in learning foreign languages (Bärlund et. al., 2015). Additionally, the LS teaching method has since expanded from after-school programs to preschool teaching as well (Nyman and Kajander, 2017).

As previously mentioned, while the main focus of LS is familiarizing children with a foreign language, LS also focuses on providing pupils a positive view of foreign cultures (Palviainen and Mård-Miettinen, 2014). Language showering, therefore, can also be seen as cultural showering (Bärlund et. al., 2015). One simple example of cultural incorporation is approaching a foreign language by teaching about foreign cuisine and food culture (Bärlund, 2012). Furthermore, Bärlund (2012) suggests that teaching tolerance and understanding towards foreign cultures can be flipped by using multilingual children to educate others, which can also be incorporated into LS. Teaching tolerance and understanding towards other cultures and foreign customs is relevant to LS because the national core curriculum (ESIOPS 2014) for pre-primary education emphasizes that all teaching should include familiarization and understanding of foreign cultures, while reducing preconceptions.

2.4.2. Research on Language Showering

This section is dedicated to discussing empirical research on language showering. It should be noted that as LS is a relatively new teaching method, a significant amount of further research is still needed. Nevertheless, some studies have already been conducted on the effectiveness of LS. These studies generally focus on experiences of language showers of either students and/or teachers. Therefore, this section is split into two segments. First, the focus is on the research of student's experiences of language showering, such as those of Tuokko et. al. (2011), Mela (2012), and Pynnönen (2013). Second, the discussion moves to research that focuses on teachers' experiences of LS such as Bärlund et. al. (2015), and Moilanen and Sievänen (2017). Furthermore, it should be mentioned that most of the research done on LS has been conducted in ELL contexts, focusing on young learners and teachers of young learners, which is helpful, as the target group of the ongoing thesis is (very) young learners of English.

In terms of experiences of learner's encounters with language showering, the results seem to be generally positive. In her MA thesis, Pynnönen (2013) interviewed preschool children (N=16) on their opinions of language showering after ten English language shower sessions. Pynnönen (2013, 44) states that children 'enjoyed learning English as well as the activities of the language shower'. Additionally, Bärlund (2012) interviewed teacher trainees, kindergarten personnel, and children, and similarly reports that experiences of LS have been almost entirely positive. Furthermore, in the report of Tuokko et. al. (2011) teachers reported on their own use of language showering, and the results of LS-sessions were also seen as positive. Songs, greetings, and nursery rhymes were immediately put to use by the children during games and recess, and the development of foreign language pronunciation through LS activities was seen as an advantage (Tuokko et. al., 2011).

As for LS-sessions, activities and songs that included some forms of movement were favored, while activities where children had to sit still for longer periods of time, or could not participate equally in, were not (Pynnönen, 2013). According to Pynnönen this indicates that LS-sessions should incorporate many kinesthetic activities, and the possibility of taking part in the activities equally. As for lexical development, Mela (2012) reports that most of the children showed that they had gained a small lexicon of foreign words during LS, indicating that sessions of LS had stimulated vocabulary gain. However, only some of the children participating in the study remembered sentences or phrases, revealing that there is some downside to the short nature of language showering sessions. Furthermore, Mela (2012) reports that children could not apply the vocabulary they had learned or create new sentences. Even still, language showering was seen as an overall positive for learning.

The experiences of teachers and teacher students using LS for their own teaching were similarly positive. In the study of Bärlund et. al. (2015), teacher students reported that they had to move out of their comfort zone and use their imagination and creativity to create appropriate LS activities and materials, which in turn improved their confidence in their pedagogical skills. The absence of a textbook, which teachers could rely on for ready-made materials, was first seen as a significant obstacle by the teacher students. However, when the students realized that they could independently create their own materials and teach without a textbook, their confidence improved (Bärlund et. al., 2015). Additionally, the teacher student's experiences of using songs and games

for teaching were positive. Language showering sessions were seen as a way to advertise the target language to young learners and create a positive image of it.

In the report of Moilanen and Sievänen (2017), kindergarten teachers (N=58) were interviewed about language showering before and after they had had in-service training of the language showering method. Before the training, most of the teachers were excited to use language showering in their own teaching, and after the updating training the kindergarten teachers generally felt that using language showering improved their professional skills. Furthermore, language showering was seen as a definite positive by kindergarten teachers, fitting into pre-primary teaching almost surprisingly well. This finding supports the ongoing thesis as well, as the target group of the ongoing material package is kindergarten-age children. As the studies shown above indicate, teachers use language showering in many ways. Therefore, it is pertinent to have access to materials that support language showering.

3. VOCABULARY LEARNING AND TEACHING (IN EFL/ESL)

As vocabulary was chosen as the resource for language learning of the ongoing material package, this section is dedicated to discussing vocabulary learning and teaching in ELL contexts. First, the section will examine how children acquire, learn, and develop their vocabulary throughout childhood in Section 3.1. Second, in Section 3.2. discussion if focused on teaching vocabulary to children, and what pedagogical theories/methods should be used when teaching vocabulary as a resource for language learning in ELL contexts. According to Webb and Nation (2017), children have been proven to be very efficient vocabulary learners. Children can learn thousands of L1 words even before they can read and can make significant progress in their L2 lexical development through either deliberate and/or incidental learning. Furthermore, according to Cameron (2001), vocabulary can be seen as one of the most meaningful pathways to starting foreign language learning. Furthermore, Webb and Nation (2017) state that words are the building blocks of language, as they are central to all other aspects of language (e.g., speaking, listening, and writing etc.).

3.1. Vocabulary acquisition and lexical development through childhood

This section is dedicated to the discussion on vocabulary acquisition and development during childhood. Furthermore, this section will discuss lexical development throughout childhood, and how learning words changes as children develop, and focus on what it means to learn words and word meanings during childhood (i.e., word knowledge). It should also be noted that while the main focus of the ongoing thesis is foreign language (L2) learning and acquisition, this section also takes L1 vocabulary development into consideration, as Cameron (2001, 72) points out that 'children are still building up their first language vocabulary', which coincides with what L2 vocabulary children can effectively learn. As mentioned previously, Webb and Nation (2017) state that children are efficient vocabulary learners, learning thousands of words before even learning to read. According to Hestetræet (2019) a five-year-old child knows approx. 3000-5000 words in

their L1 and learns around 1000 words every year. Furthermore, Hestetræet (2019) states that recent research indicates that children learning an L2 can learn approx. 300 words per year. Therefore, this section discusses what kinds of words children learn, while also discussing lexical development in childhood, i.e., how children learn words, and how that learning develops.

3.1.1. Word knowledge and partial understanding in childhood

According to Cameron (2001) children start off their vocabulary development during early childhood learning nouns for naming objects in their first language and expressing their wants and needs. Coincidentally, as children learn to point at things, there is a significant period of vocabulary growth in their first language, as objects around the children start getting names (through the help of adults). Therefore, the first words a child learns are tied to their immediate surroundings. However, as Cameron (2001) notes, while children will start using the same words in their speech as adults, they may not hold the same meaning, as children start using words 'in their speech long before they have a full understanding of them' (Cameron, 2001, 73). Furthermore, similar methods are used in second language acquisition as well. Therefore, an important concept to consider is word knowledge.

According to Nation (2013), in order to know a word, one has to know its form, meaning, and use (productively and receptively). Young learners, however, start off with minimal knowledge of word meanings. Therefore, an important topic to discuss is the concept of partial understanding. A general theme of young language learners (mentioned in Section 2.2.1.) when discussing YLL characteristics. The same issue applies in vocabulary acquisition, as children operate with only partial understanding of the words they use. On children's word knowledge, Cameron (2001, 74) employs a useful metaphor:

> "We can think of words as rather like flowers growing in the soil. All we see above ground is the flower, but that flower is kept alive and growing by roots that spread underneath it. Underneath the flowers of spoken words lie the roots, a connected web of meanings, understandings and links. All through childhood, words are used with only a partial understanding of the full meaning system that underlies them."

The issue of partial understanding is magnified when children are learning a foreign language, as many new words may connect to words or concepts that children are only in the process of learning about in their first language as well (Cameron, 2001). Furthermore, cultural differences can make it more difficult to connect certain concepts to each other between languages or have no connection at all. With these issues Cameron (2001) emphasizes the cyclical nature of learning words. It is a continuous process of not just adding new words to one's vocabulary, but a continuous accumulation of knowledge about words one already knows, and how they are used in the foreign language. Similarly, Hestetræet (2019, 224) states that children learn vocabulary incrementally, i.e., 'little by little, over time'. Learning words is not something that is completed at a certain point. As children meet new words, they then have to meet them over and over again to expand their word knowledge of form, meaning, and use (Hestetræet, 2019). Additionally, as children meet familiar words again, they have also changed themselves, bringing with them new first language and knowledge. Using Cameron's (2001) metaphor of the flower: as the knowledge of a familiar word continues to grow through repeated encounters, so the root system of the flower grows thicker, in turn supporting the flower even more.

3.1.2. Age and development in learning vocabulary

Returning to the theme of vocabulary and lexical development, there are several concepts that need to be taken into account as children grow older and develop their vocabulary learning. These concepts are particularly useful when comparing younger and older learners who are learning L2 vocabulary.

First, according to Cameron (2001), the types of words that children can learn will shift over time. As mentioned above, young children start off by learning the names of objects in their immediate surroundings, i.e., 'very concrete vocabulary that connects with objects they can handle or see, whereas older learners can cope with words and topics that are more abstract and remote from their immediate experience' (Cameron, 2001, 81). Second, as young children learn new words, basic level vocabulary is likely more appropriate and more important for learning when learning new vocabulary/concepts. Basic level words that are used more commonly, such as *chair* or *dog* are easier to cope with when starting to learn a (foreign) language, as they serve as a link to the physical

world (Cameron, 2001). Older learners, in contrast, have an easier time with broader or more specific word hierarchies: superordinates such as *furniture* or *animal*, and subordinates such as *armchair* or *pomeranian*. Third, according to Cameron (2001) children change in how they can learn words. While children mature and grow older as they experience more and more things during their lives, their conceptual knowledge develops as well. Conceptual knowledge is also associated with vocabulary development, as younger learners tend to associate words through themes and different word classes (e.g., noun: *dog* → verb: *bark*), whereas older children associate words through categories and similar word classes (e.g., noun: *dog* → noun: *animal*). Furthermore, this shift signals that children gradually develop towards the ability to handle abstract, less concrete word meanings as well.

To ensure effective vocabulary development, the concepts discussed in this section need to be taken into careful consideration. Additionally, the words that children encounter and learn during teaching need to be appropriate for their age and level, as early foreign language learning offers children the chance to build a solid core of words for future learning (Cameron, 2001). These concepts and issues are considered during the following section, where discussion is focused on the pedagogical aspect of vocabulary acquisition.

3.2. Teaching vocabulary to children

English, as the lingua franca of the modern globalized world, is seen, heard, and used by billions of people every day. Similarly, children have started learning English informally earlier than ever before due to constant media exposure. Many young learners have notable prior knowledge of English before starting their primary education. Therefore, 'developing a large, functional and age-appropriate L2 vocabulary is as important as ever before in YLL teaching of English' (Hestetræet, 2019, 220). Therefore, this section is dedicated to discussing what kind of vocabulary should be taught to children; pedagogical theories of vocabulary acquisition; and teaching strategies for vocabulary learning.

3.2.1. Choosing vocabulary for teaching

Starting off, in order to ensure effective and useful vocabulary acquisition during early language learning, several key issues and concepts that need to be taken into account. For example, teachers need to make use of meaningful and age-appropriate language that children can encounter often, internalize, and subsequently use themselves. Therefore, this section focuses on what kind of words and vocabulary should be taught to young language learners.

According to Webb and Nation (2017), different words have different values for learners, which is indicated by frequency in the language. Therefore, the most important words when starting off language learning are high-frequency words, i.e., words that are most frequently occurring in a language (Hestetræet, 2019). According to Nation (2013) there are approx. 3000 high-frequency words in English, and knowing these words, learners can understand approx. 95% of spoken English. For example, Webb and Nation (2017) use the synonyms of *horse - steed* and *house - dwelling* to emphasize the importance of word frequency in vocabulary acquisition. These examples are word pairings of high-frequency and low-frequency words, and although the words in each example pair convey almost the same meaning, their value is significantly different. *Horse* and *house* are of much greater value to learners, as they will be encountered much more frequently, and are much more needed for communication than *steed* and *dwelling* (Webb and Nation, 2017). Additionally, as high-frequency words are important when starting to learn a language, a lack of knowledge of these words would severely hamper understanding and communication, and consequently language learning as well. Knowing the words *dad* and *baby* (which are from the 1000 most frequent words of English) is significantly more valuable than knowing the words *chiastic* and *dactyl* (from the 20th 1000 of most frequent words). Word frequency is therefore something that needs to be carefully considered when teaching vocabulary.

There are other issues to consider when choosing words for teaching vocabulary as well. As mentioned in Section 3.1.2., basic level words are deemed most appropriate when starting off with a foreign language, as one can simply form a mental image of *a chair*, but not *furniture* (Cameron, 2001). Furthermore, Cameron (2001) continues to point out that words can also be organized in different ways for vocabulary teaching and learning; splitting words into two categories in terms of how they are used to construct sentences: content words that are words that carry lexical meaning (even out of context), and function words that are used to carry grammatical meaning.

According to Cameron (2001), content words form an open set where new content words can be invented and are added constantly, whereas the set of function words is closed. The roles of content and function words need to be considered in teaching as well, as Cameron (2001, 82) states:

> "Content and function words need different teaching approaches. While the meaning of content words can be explained and talked about, it is very difficult to do this with function words. Children will learn function words incidentally, through continued use in a range of different discourse contexts, rather than through direct teaching or explanation. Content words can be taught in more planned and explicit ways."

Additionally, function words are a small set that are used very frequently in language, as 144 of 150 of the most frequent words in English are function words (Cameron, 2001). Furthermore, as mentioned, the chosen vocabulary for teaching should be age-appropriate, but also in the sense that it is meaningful to children (Hestetræet, 2019). As children themselves select vocabulary that interests them, their involvement in the teaching increases, while gaining awareness and motivation for vocabulary learning. Therefore, high-frequency content words that are meaningful to children should be the main target language of vocabulary teaching and learning.

3.2.2. Pedagogical theories of vocabulary teaching and learning

This section is dedicated to introducing relevant pedagogical theories of teaching and learning vocabulary. Teaching vocabulary can be seen as a major resource for language use in general (Cameron, 2001). ELL can provide young language learners with a chance to build a solid foundation of words that will enhance and support their future learning. There are, however, several key concepts to consider in early vocabulary teaching pedagogy, as Cameron (2001, 94) points out:

> "Early vocabulary learning may be ineffective if words are not consolidated and used regularly. Children entering secondary education will have varying amounts of words, some they have mastered really well, some only partially learnt and some that they have met once or twice but not remembered. It should not be assumed that children know what

they have been taught, i.e., the content of their course books or syllabus. They know what they have learnt."

Therefore, two key concepts of early vocabulary learning are repetition (as seen in section 3.1.1.) and consolidation (i.e., strengthening) of words and word knowledge. One method to ensure that consolidation happens in early vocabulary is the repetition and recycling of key vocabulary. Cameron (2001, 84) employs the use of a metaphorical path to describe the 'dynamic and continuous nature of vocabulary learning'. There are five stops on the path of vocabulary learning, which are circled around every time a word is learned:

1. Having sources for encountering new words
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words
3. Learning the meaning of the words
4. Making a strong memory connection between the forms and meanings of the words
5. Using the words

Furthermore, rather than going around the metaphorical path of vocabulary learning one time, the same words need to be met again and again 'and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again' in order to ensure consolidation (Cameron, 2001, 84). Additionally, several other factors influence the effectiveness of repetition, such as the spacing of repetition, quality of attention, retrieval (i.e., receptive and productive retrieval), varied encounters and varied use etc. (Webb and Nation, 2017).

Another issue to consider is the use of explicit and implicit vocabulary teaching and their effect on the effectiveness of repetition and vocabulary acquisition. According to Nation (2013, 444), explicit (i.e., direct) vocabulary teaching 'provides conscious focus and controlled repetition, as well as development for productive use'. Explicit learning can be described as fast and efficient, and particularly useful for high frequency words, which are in turn particularly useful for children (Hestetræet, 2019). Implicit (i.e., indirect) teaching, on the other hand, gives learners the opportunity to learn words as a byproduct of a task or an activity, such as reading or listening to a story for example (Webb and Nation, 2017). However, for ELL contexts, there is a distinct difference in effectiveness when comparing explicit and implicit teaching, as research indicates that in L2 contexts direct learning gains for vocabulary are always larger (Webb and Nation, 2017). While adults may learn a significant number of words through reading etc. (i.e., incidentally),

young children usually have minimal knowledge of written forms of (L2) words, and therefore, benefit much more from direct teaching. Furthermore, in terms of learning a word, in direct teaching a word needs to be repeated approx. seven times in order for it to be learned, whereas indirect teaching requires much more repetition for vocabulary acquisition (Webb and Nation, 2017). Therefore, explicit teaching, where focus is directed towards vocabulary acquisition and word meanings, is particularly suitable for ELL contexts and the ongoing material package. In the next section, attention is turned towards applicable teaching strategies for vocabulary acquisition.

3.2.3 Teaching strategies for early vocabulary acquisition

According to Webb and Nation (2017) the initial growth of children's vocabulary comes from listening and direct teaching. As a reminder, in the context of the ongoing thesis, the target audience are young children who in most cases cannot read or are only starting to learn how to read in their first language. Therefore, reading as a form of indirect learning for early foreign language vocabulary acquisition is unproductive to say the least, and other learning strategies need to be used for ELL contexts. Additionally, while direct methods of teaching vocabulary have been proven more effective (as mentioned in section 3.2.2.), children can acquire significant vocabulary gains through spoken language. First, this section focuses on strategies that involve introducing new words; something that is essential for early language learners when constructing meanings for (new) foreign language words. Second, this section discusses learning strategies for listening (i.e., spoken language) as a method of vocabulary acquisition.

First, this section focuses on the several different methods of introducing new words and word meanings to learners, while also discussing strategies to make strong memory connections when building foreign language vocabulary. To start with, Nation (2013) provides a list of useful methods for introducing meanings, which have been slightly edited for the ongoing thesis for brevity and relevance:

1. Showing an object
2. Using a gesture or performing an action
3. Showing photographs or pictures
4. Drawings or diagrams

5. Moving images (i.e., video)

According to Nation (2013, 85), 'an advantage of using actions, objects, pictures or diagrams is that learners see an instance of the meaning, and this is likely to be remembered'. As one can see, this list consists of visual methods, which in combination with a verbal definition is then memorized linguistically and visually, creating a stronger memory connection. Furthermore, Cameron (2001) notes that sometimes when a word is explained and/or shown with pictures, it is immediately translated in the first language by the teacher. However, translation should be avoided as a method of introducing new words, as children will notice that they do not have to focus on figuring out the meaning of the words, as it is automatically given to them (Cameron, 2001). When a new word is introduced, the pupils will usually produce the meaning in their first language, which also gives the teacher a useful method of gauging understanding.

In Section 2.2.1. when discussing young language learner theories, it was mentioned that children learn through social interaction (with adults) and can give children notable vocabulary acquisition gains through incidental learning. Listening, as mentioned, is therefore key to early vocabulary acquisition. Furthermore, children are not discouraged from learning if their comprehension is not perfect (Webb and Nation, 2017). For example, Cameron (2001) suggests that reading stories to children could be a motivating teaching method that stimulates vocabulary acquisition indirectly. It should be noted that certain factors need to be present for effective learning: the number of occurrences of a new word, the number of times the word was pictured, and the helpfulness of the text in terms of meaning. Nation (2013) argues that stories need to be interesting to children, while matching their language level. If there are too many new words, the story might sound like nonsense to the young listeners. However, Webb and Nation (2017) argue that there is a significant advantage of teaching vocabulary through listening, as children do not expect to understand everything perfectly, and consequently are not discouraged from learning in these situations. Thus, children's picture books could be valuable teaching tools for early vocabulary acquisition and ELL contexts if certain key conditions are met. Additionally, Webb and Nation (2017) suggest that there are several advantages of using games and songs when introducing words, as children are usually motivated through activities that involve fun and/or competition. Concrete nouns that relate to the children's immediate surroundings and verbs that can be performed can be learned through games (that are already well known in the L1). Something as simple as a game where children can run to

differently colored cones when listening to directions from an adult can stimulate indirect vocabulary acquisition. Next, the ongoing thesis will transition into explaining the framework of the material package.

4. FRAMEWORK OF THE MATERIAL PACKAGE

This section is dedicated to introducing the framework to the design and construction of the present material package. In Section 4.1., the reasoning and motivation for the material package are explained, while also discussing the general aims and goals of the material package. Section 4.2. discusses the target group of the material package, while also considering the target users. Section 4.3. describes the pedagogical framework of the material package; summarizing all the different pedagogical concepts and methods that the material package uses. Lastly, Section 4.4. examines the overall design and structure of the material package, and the content found therein.

4.1. Starting point and aims

The starting point for the formation of the present material package came from the information that the starting point for foreign and second language learning would be lowered in Finland (EDUFI, 2019) from year three of primary education, when learners are approx. nine years old to the first year of primary education where learners have just transitioned from kindergarten and preschool to primary education, at approx. the age of seven. Furthermore, the revised national core curriculum (EDUFI, 2019) suggests using the teaching method of language showering during preschool education to ease the transition from preschool to primary school. It is, therefore, logical to develop language showering material packages that are usable in pre-primary learning contexts and are readily available for preschool/kindergarten teachers (and other early care and education personnel). Thus, the present material package attempts to alleviate and smoothen the transition from kindergarten to primary school from a pedagogical and linguistic standpoint, while using the fundamentals and guidelines of the Finnish early care and education (ECEC 2018), national core curriculum of pre-primary education (ESIOPS 2014), and the revised national core curriculum of primary education (EDUFI, 2019) as support.

The main aims of the present material package attempt to ensure that the target group has the opportunity to cultivate and prepare a solid and relevant lexis for the transition to primary education. Furthermore, the present material package aims to introduce a foreign language and culture (i.e., English) to young learners, while giving the language a positive image and showing

that language learning can be fun through playful and motivating activities (e.g., songs and games etc.). Additionally, said activities aim to give learners a chance to encounter, repeat, and consolidate (i.e., reinforce) high-frequency vocabulary that young learners find interesting and relevant. Therefore, the optimal outcome of the material package aims for the target group to have a deep enough word knowledge of the target language to utilize the selected vocabulary both receptively and productively.

4.2. Target group and target user

The present material package is intended to be used with the target group of kindergarten age children, from approximately age three to six. It should be noted that the optimal target group would be children that also participate in regular preschool teaching (i.e., ages 5-6), as they are approaching the transition from preschool to primary school. However, using the material package with even younger learners (i.e., ages 3-4) is not out of the question, as teaching situations might be more flexible and vary considerably between kindergartens (e.g., private vs state-funded kindergartens). It should be noted that as the target group is composed of very young language learners, the present material package could be their first encounter with a foreign language. Overall, the target group consists of learners that are still in the process of developing their first language. Furthermore, as the target group consists of very young language learners, it should be assumed that the target group can neither read nor write. These characteristics are particularly reflected in the choices for activities and content.

The potential target users of the material package are preschool teachers, and other early care and education (ECEC) personnel. However, it should be noted that the material package has been designed to allow for those without a language teacher background to use the material package as well. Target users should be fluent in both Finnish and English, as instruction should be in the first language of the target group, while the content is in the target language. To make sure that the material package is accessible to as many ECEC personnel as possible, the material package is both in English and Finnish. Additionally, having clear and correct pronunciation of the target language is beneficial. Furthermore, target users should be prepared to be heavily involved in the activities, as they are participating in multiple roles, such as instructor, storyteller, and mediator,

as young learners need to be motivated, prepared, and reminded of the goals and instructions for each activity. Most importantly, target users should have some pedagogical experience, and some awareness of linguistic systems (i.e., vocabulary), as the present material package can be fundamentally summarized as teaching a foreign language to another person.

4.3. Pedagogical framework

This section introduces the characteristics of two pedagogical concepts that form the basis for the pedagogical framework of the present material package: action-based (AB) teaching, and its materialization in the form of language showering (LS) (see section 2.4. for more). Both concepts of action-based learning and language showering form the general basis on what kinds of activities have been created for the present material package (and how/why). Furthermore, AB teaching and LS complement each other pedagogically, as they are applicable to the target group, and share similar theoretical concepts. These pedagogical methods are further explained below.

First, action-based (AB) teaching puts learner agency (i.e., the capacity and freedom to act) at the center of the learning process. Through agency learners have the opportunity to discuss, think, problem solve, participate and be active during the learning process. Furthermore, action-based teaching gives learners the right for individual enhancement, social inclusion, and participation (van Lier, 2007). Additionally, action-based learning attempts to fuel intrinsic motivation by having a degree of unpredictability and improvisation in learning to develop learner autonomy. Of course, rituals and predictability cannot be completely thrown out, however, there must be enough room for exploration. Moreover, action-based learning starts out with activities and resources that the teacher makes available to the learners (i.e., games and activities that have been practiced).

Second, language showering has been directly designed for young learners, and aims to give positive experiences of language learning and foreign languages and cultures, while also familiarizing learners with foreign languages. Language showering sessions can happen anywhere at any time, and sessions can be given by any multilingual person. LS sessions are usually short, and often consist of games, songs and activities that learners are already familiar with in their first

language. Furthermore, LS teaching uses multiple languages, using the learners first language to give instructions and advice, while also using a foreign language during LS sessions.

4.4. Organization, structure, and content

The material package starts off with a foreword and instructions to help the user of the material package. Furthermore, the activities found within the material package have been designed and organized into two distinct activity categories. First, the introduction activities which have been specially designed for each theme. The theme vocabularies of the material package are animals, action verbs, numbers, and colors. Second, after the introduction activities there are core activities which have been designed to work with many theme vocabularies. These core activities are roughly separated into two types: the first four core activities, which focus more on individual theme vocabularies, and the last four core activities, which focus more on consolidating multiple vocabularies and providing a challenge to the target audience of the material package. Additionally, there are theme vocabulary lists at the end of the material package for the user.

The material package has been structured so that each theme can be gone through one at a time. There is a path that follows along the pedagogical methods of repetition and scaffolding. The activities are structured so that they last only for a short period of time. However, the material package encourages the user to make use of repeating the same activities multiple times for the same theme vocabularies, as this enables the learners to grow accustomed to the activities which can empower learner agency and enable the scaffolding of the activities. In practice this means that through everyday use and repetition of the activities the theme vocabularies are repeated and consolidated to ensure vocabulary acquisition.

The content i.e., the activities are mostly games that some learners might already know beforehand. The activities are easy to learn, easy to repeat, and are potentially motivating for the learners and aim to provide equal opportunities. It should be noted that the themes (and therefore the vocabulary) of some of the activities are influenced by the choices of the children and their interests, which in turn provides interest and motivation toward the activities. All activities have some instance of visual aid associated with them to help young language learners. There are

specific instructions for each activity with possible preparations and pre-tasks also written out. Furthermore, variations have been designed for each activity to possibly challenge, activate, and engage the learners even further while keeping the activities fresh and interesting after many repetitions.

5. CONCLUSION

It might be safe to say at this point that early language learning (ELL) is not going anywhere soon. Throughout the 20th and 21st centuries, countries and policy makers have been gradually lowering the starting age of foreign language learning, with Finland deciding to lower the starting age of second language learning to age seven (i.e., the first grade of primary education) starting in 2020. This earlier start to language learning has found its share of critics, who see the arguments used for lowering the starting age of foreign and second language learning being based on the wrong reasons and assumptions (e.g., the critical age hypothesis). Furthermore, teachers might not be prepared and trained to teach even younger language learners properly. For example, the Finnish core curriculum suggests using language showering as a teaching method for ELL, without giving any further information, assistance, or concrete material, which can leave teachers on uncertain ground. What this material package, therefore, attempts to offer is an easily accessible resource for ECEC teachers and personnel to using language showering and incorporating ELL into preschool/kindergarten learning environments.

In certain aspects, the ongoing material package is limited to very specific language learning and vocabulary acquisition, which could be improved in future iterations. For example, the ongoing material package heavily focuses on only teaching singular words without incorporating them into sentences. Teaching chunks, that is, multiword units (e.g., thank you, you're welcome) rather than individual words ensures that learners have more possibilities to produce their own output and speak foreign languages. Multiword units could be a concept that would further enhance the ongoing material package if incorporated in the future. Furthermore, while the ongoing material package attempts to give learners autonomy, it is still heavily reliant on teacher instruction and teacher participation during the activities. Future iterations of similar material packages could have even greater focus on learner autonomy and scaffolding. For example, designing the activities to be usable by the learners themselves after some practice, without the assistance and supervision of a teacher.

It should be noted that a few of the activities of the ongoing material package have been tested in a kindergarten setting with promising results. The activities that were tested were very rudimentary

versions of activities that have been further developed for the ongoing material package (Core Activity 3 pp. 21, and Core Activity 7 pp. 27, see material package). Learners showed motivation, and were eager to participate, and displayed rapid vocabulary gain even after just a few activities. The words have been rechecked multiple times even long after the activities, and learners have still retained the vocabulary they gained during the test activities. This preliminary test is a positive and promising result for the future success of the ongoing material package. Furthermore, while most of the material package has not been tested, the combination of theme specific introduction activities with the adaptable core activities shows promising possibilities for early language learning that has its foundations firmly rooted in preschool/kindergarten.

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APPENDICES

APPENDIX 1 – THE MATERIAL PACKAGE

LET'S GO!:

An early English language showering

material package for kindergarten

CONTENTS

FOREWORD & INSTRUCTIONS

Hello, and welcome to using the 'LET'S GO!'-material package. This material package is specifically meant for English language vocabulary acquisition in Finnish preschool settings, while utilizing the pedagogical methods of language showering, action-based teaching, and learner agency. The active role of the learner is at the core of this material package. This section is dedicated to explaining the material package more in-depth and giving you some helpful notes and suggestions for real life use. This foreword, and the activities and instructions found in the material package are given in both English and Finnish.

This material package consists of two activity types. These activities have been designed to work with the following themes: Animals, Numbers, Colors, and Action Verbs. The first activity type is an *introduction activity* designed specifically and separately for each theme. The *introduction activity* should be used to focus the attention on new vocabulary that is going to be learned during the following activities. These following activities are called *core activities* which are used to teach, repeat, and consolidate the vocabulary of each theme. The *core activities* have been designed to be used with multiple themes. Furthermore, the first four *core activities* start off with focusing on specific themes. From there, the last four *core activities* focus on consolidation and challenging the children. The activities can be modified to fit almost any vocabulary and theme. Additionally, there are helpful theme vocabulary lists that can be found at the end of the material package.

As mentioned, this material package and the activities found therein have been designed with the support of the pedagogical methods of language showering, action-based teaching, and learner agency. Furthermore, to help you understand the material better, it is important to explain the basics of language showering, action-based learning, and learner agency. First, the fundamentals of language showering are as follows:

- Language showers are short foreign language learning sessions used in early childhood education that incorporate both a foreign language and the first language of the children.

- The goal of language showering is to provide children with positive experiences of a foreign language, foreign cultures, language learning, and to encourage and spark interest in future foreign language learning.

- Language showering sessions can take place anywhere and at any time and should be a part of everyday life for children.

- Activities used during language showering sessions are oftentimes games and songs that are already familiar to children in their first language. Foreign language is learned through repetition and consistent use.

Second, action-based learning and learner agency can be easily misattributed to only being physical activity that learners participate in during language learning. Discussion, thinking, problem solving, activity, and participation all require learner agency. Learner agency aims at activating learners through meaningful and relevant activities that are possibly initiated by the learner's interests. Like language showering, learner agency suggests that every moment where language is being used can be a language learning moment. This material package has been designed with these pedagogical methods in mind.

ESIPUHE JA OHJEET

Hei, ja tervetuloa käyttämään 'LET'S GO!'-materiaalipakettia. Tämä materiaalipaketti on tarkoitettu erityisesti englanninkielisen sanaston oppimiseen suomalaisissa päiväkodeissa, ja se hyödyntää kielisuihkutusta, toiminnallista opetusmetodia, sekä oppijoiden toimijuutta pedagogisina opetusmenetelminä. Toiminnallisuuden ytimessä on lapsen aktiivinen rooli kaikessa tekemisessä. Tämä osio on tarkoitettu avaamaan materiaalipakettia sinulle, sekä antamaan hyödyllisiä vinkkejä ja ehdotuksia tosielämän käyttöön. Tämä esipuhe, sekä aktiviteetit että niiden ohjeet löytyvät materiaalipaketista sekä englanniksi että suomeksi.

Tämä materiaalipaketti koostuu kahdesta aktiviteettityypistä. Nämä aktiviteetit ovat suunniteltu toimimaan seuraavien teemojen kanssa: Eläimet, Numerot, Värit, ja Toimintaverbit. Ensimmäinen aktiviteettityyppi on ns. *johdantoaktiviteetti*, joka on suunniteltu erityisesti jokaiselle teemalle erikseen. *Johdantoaktiviteetin* avulla voit keskittää lasten huomion uuteen sanastoon, jota tullaan oppimaan seuraavien aktiviteettien aikana. *Johdantoaktiviteetteja* seuraa ns. *ydinaktiviteetit*, joita käytetään opettamaan, toistamaan, ja vahvistamaan teemojen sanastoja. *Ydinaktiviteetit* ovat suunniteltu käytettäväksi eri teemojen kanssa. Alkupään *ydinaktiviteetit* keskittyvät enemmän yksittäisiin teemoihin ja niiden sanastoihin. Lopussa olevat *ydinaktiviteetit* keskittyvät erityisesti haastamaan lapsia ja vahvistamaan useampia teemasanastoja. Tehtävätyyppejä voi soveltaa lähes mihin tahansa sanastoon ja teemaan. Näiden lisäksi materiaalipaketin lopusta löytyy hyödyllisiä teemasanastolistoja.

Kuten mainittiin, tämä materiaalipaketti ja siitä löytyvät aktiviteetit on suunniteltu kielisuihkutuksen, toiminnallisen opetusmetodin ja oppijoiden toimijuuden pedagogisten opetusmenetelmien pohjalta. Jotta ymmärtäisit materiaalin paremmin, on tärkeää selittää kielisuihkutuksen ja toimijuuden perusteet. Kielisuihkutuksen perusteet ovat:

- Kielisuihkut ovat lyhyitä vieraan kielen opetushetkiä, joita käytetään varhaisessa kielenopetuksessa. Opetukseen sisältyy sekä vierasta kieltä, että lasten äidinkieltä.

- Kielisuihkutuksen tavoitteena on tarjota lapsille positiivisia kokemuksia vieraista kielistä, kulttuureista, ja kielen oppimisesta. Lisäksi kielisuihkutus rohkaisee ja herättää kiinnostusta tulevaan vieraan kielen oppimiseen.

- Kielisuihkutushetket voivat tapahtua missä ja milloin vain. Kielisuihkutuksen pitäisi olla osa oppijoiden arkea.

- Kielisuihkutushetkien aikana käytetyt aktiviteetit ovat usein lauluja tai leikkejä, jotka ovat valmiiksi tuttuja oppijoille äidinkielellään. Vierasta kieltä opitaan toiston ja jatkuvan käytön kautta.

Toiminnallinen opetus ja oppijoiden toiminnallisuus voidaan helposti nimetä pelkästään fyysiseksi aktiivisuudeksi, johon lapset osallistuvat kielenoppimisen aikana. Keskustelu, pohdinta, ongelmanratkaisu, aktiivisuus, ja osallistuminen kaikki vaativat toimijuutta oppijoilta. Toiminnallisuus tavoittelee lapsen aktivointia mielekkäiden ja relevanttien aktiviteettien kautta, ja jos mahdollista, ne nousevat oppijoiden omista kiinnostuksen kohteista. Toiminnallisessa opetuksessa jokainen hetki, jossa käytetään kieltä voi olla kielenopetushetki (kuten myös kielisuihkutuksessa). Tämä materiaalipaketti on suunniteltu nämä pedagogiset opetusmetodit mielessä.

Notes and suggestions for the user of the material package

1. It is important to remember that repetition is the key to learning new vocabulary. Learning each individual word is not a straight road with a start and finish. Vocabulary acquisition is a path that must be walked around many times to learn a word.

2. There are no set time limits or group limits for activities in this material package, as the variance between kindergartens and groups is significant. The activities of this material package have been

designed to be short-term in nature. However, you can use your own discretion to decide how long the activities last, and how large the groups of children are.

3. The first time each activity is done can be used to familiarize children with the rules and mechanics of each activity (with instructions in the children's first language). This is particularly relevant if the activity/game is completely new to the children.

4. As the target audience is still very young, and the activities could be new to the children, instructions for activities should be in the children's first language. The actual foreign language learning happens during the activities.

5. As mentioned in the foreword, the *core activities* in this material package have been designed to be used with multiple theme vocabularies. Each *core activity* has a 'SUITABLE THEMES'-section to indicate which activities work particularly well with each theme. Furthermore, there are theme-related pictures to further clarify the suitable themes for each activity.

6. While the *core activities* are designed to be used with multiple theme vocabularies, it is important to note that only one theme vocabulary should be learned at a time to avoid confusion and ensure consolidation, as the target group of the material package is very young language learners.

7. As it is expected that the target audience of this material package can neither read nor write, it is important to have visual aids during language learning sessions. There are notes in the instructions for relevant activities on how to prepare for this. Multiple activities have the possibility of using picture cards for visual aid. These cards can be made together with the children before the activities and making the picture cards can also serve as a pre-task for introducing new words.

8. Listening has a critical role in early childhood education. Therefore, the user of this material package should take special care of clear and proper pronunciation when teaching new words. There are many useful tools for confirming the pronunciation of words on the internet (for example, oxfordlearnersdictionaries.com and forvo.com).

9. Every time an activity is going to be done, it is important to tell the children what is going to be learned (e.g., animals, numbers etc.) and how. This directs the attention towards the language that is going to

be learned. This is particularly relevant as the activities of this material package can be used for many different theme vocabularies.

10. As activities start to get repeated, and children grow accustomed to them, the user should pay attention to scaffolding, that is, gradually reducing the role of the teacher and increasing the children's role. Certain aspects of the activities can be modified to make the activities more challenging and/or more involving the children. There are suggestions delineated in the instructions for each activity with the tag '**VARIATION**' on how to modify each activity.

11. The most important thing to remember is that young language learners are children, and the most important goal for children is to laugh and have fun.

Vinkkejä ja ehdotuksia materiaalipaketin käyttäjälle

1. On tärkeää muistaa, että toisto on avain uuden sanaston oppimiseen. Yksittäisen sanan oppiminen ei ole suora tie, jossa on alku ja loppu. Sanaston oppiminen on polku, jota on kierrettävä monesti, että oppii sanan.

2. Tämän materiaalipaketin aktiviteeteille ei ole säädettyä aikaa tai ryhmän kokoa, koska erot päiväkotien ja ryhmien välillä ovat niin suuria. Materiaalipaketin aktiviteetit ovat suunniteltu luonnostaan lyhyiksi. Halutessaan leikkiä voidaan kuitenkin jatkaa pidempään.

3. Kun aktiviteettia tehdään ensimmäistä kertaa, voidaan ensimmäinen kerta käyttää aktiviteetin sääntöjen selittämiseen (lasten äidinkielellä) ja mekaniikkojen oppimiseen. Tämä on erityisen tärkeää jos aktiviteetti/leikki on täysin uusi lapsille.

4. Koska lapset ovat tämän materiaalipaketin kohdeyleisö ja aktiviteetit ovat luultavasti täysin uusia lapsille, aktiviteettien ohjeistuksen tulisi olla lasten äidinkielellä. Itse vieraan kielen oppiminen tapahtuu aktiviteettien aikana.

5. Materiaalipaketin ns. *ydinaktiviteetit* ovat suunniteltu käytettäväksi useiden eri teemasanastojen kanssa (kuten esipuheessakin mainittiin). Jokaisessa *ydinaktiviteetissa* on '**SOPIVAT TEEMAT**'-osio, joka

osoittaa mitkä aktiviteetit sopivat erityisesti minkä teemojen kanssa. Jokaisessa aktiviteetissa on mukana myös sopivia teemoja kuvaavat symbolit.

6. Vaikkakin *ydinaktiviteetit* ovat suunniteltu käytettäväksi useampien teemojen kanssa, tulisi niitä käyttää yhden teemasanaston oppimiseen kerrallaan. Materiaalipaketin kohderyhmänä on todella nuoret kielenoppijat, joten keskittymällä yhden teemasanaston oppimiseen voidaan mahdollisesti välttää sekaannus sanastojen välillä, ja samalla varmistaa yhden sanaston vahvistaminen kerrallaan.

7. Koska on oletettavaa, että materiaalipaketin kohderyhmä ei osaa lukea tai kirjoittaa, on tärkeää käyttää kuvia, esineitä, eleitä ja ilmeitä kielisuihkutushetkien aikana. Tähän valmistautuminen on huomioitu olennaisten aktiviteettien ohjeissa. Monissa aktiviteeteissa voidaan käyttää kuvakortteja visuaalisena tukena. Nämä kortit voidaan tehdä lasten kanssa yhdessä ennen aktiviteetteja, ja kuvakorttien askartelua voidaan myös käyttää samalla esitehtävänä uusien sanojen esittelyyn.

8. Kuuntelemisella on kriittinen rooli varhaiskasvatuksessa. Tämän takia materiaalipaketin käyttäjän tulisi erityisesti huolehtia siitä, että oma ääntäminen on mahdollisimman selvää ja kohdekielenomaista. Internetistä löytyy paljon työkaluja, joilla varmistaa sanojen ääntäminen (esim. oxfordlearnersdictionaries.com ja forvo.com).

9. Kun aktiviteetteja tehdään, lapsille on tärkeää kertoa mitä (ja miten) aktiviteetin aikana tullaan oppimaan (esim. eläimiä, numeroita jne.). Tämä ohjaa lasten huomiota kohti opittavaa kieltä. Tämä on oleellista koska materiaalipaketin aktiviteetit ovat suunniteltu käytettäväksi monien eri teemasanastojen kanssa.

10. Kun aktiviteetteja aletaan toistaa ja lapset alkavat tottua niihin, käyttäjän kannattaa huomioida ns. oikea-aikainen tuki (engl. scaffolding), eli opettajan roolin vähentäminen asteittain ja lapsen roolin kasvaminen. Aktiviteetteja voidaan muokata, jotta ne haastavat ja osallistavat oppijoita enemmän. Jokaisen aktiviteetin ohjeissa on 'MUUNNOS'-tunniste, jonka alta löytyy ohjeet aktiviteetin muokkaamiseen.

11. Tärkein asia on muistaa, että nuoret kielenoppijat ovat lapsia, ja lasten tärkein tehtävä on nauraa ja pitää hauskaa.

Good luck and have fun!

Jyväskylä, 13.04.2022.

Anssi Virtanen

INTRODUCTION ACTIVITY LIST

INTRO ACTIVITY 1: Let's build a zoo/farm

THEME: ANIMALS

This activity is used as the introduction to the theme of learning animal words in English. There should be a pre-task discussion about animals, and everyone in the group can share their favorite animal, and if they have any pets at home. You should ask if the children know any animals in English already.

The children can choose whether they will build a zoo, or a farm. It is relevant to make the choice before the other activities, as this influences which vocabulary will be learned. For this task you should have animal toys or pictures ready as visual aid.

The goal of the activity is to have each child choose an animal to bring into the zoo or farm. When the animals have been selected, you will then translate each animal into English, and the children will repeat the word after.

VARIATION: After the children have chosen an animal and brought it into the zoo/farm, the children can create cards of the animal, for example, by glueing a picture of the animal to cardboard or fluting paper. These can be used in future activities (see: *Core Activity 1, 2, 3, & 4*). You can help the children write the names of the animals on the cards as well.

TEEMA: ELÄIMET

Tätä aktiviteettia käytetään eläinteeman ja siihen liittyvien sanojen esittelyyn. Ennen aktiviteettia olisi hyvä käydä keskustelu eläimistä, jonka aikana lapset voivat kertoa oman suosikkieläimensä, ja onko heillä lemmikkejä kotona. Voit kysyä tietävätkö lapset eläimiä englanniksi ennen tehtävää.

Lapset voivat itse päättää rakentavatko he eläintarhan vai maatilan. On tärkeää tehdä valinta tämän aktiviteetin aikana, koska se vaikuttaa tulevien aktiviteettien aikana opittuun sanastoon.

Tätä aktiviteettia varten tarvitset joko eläinleluja tai kuvia eläimistä visuaaliseksi tueksi. Tavoitteena on saada jokainen lapsi valitsemaan yksi eläin, joka tuoda eläintarhaan tai maatilalle. Kun eläimet on valittu, käännä eläinten nimet englanniksi, ja lapset toistavat perässä.

MUUNNOS: Kun lapset ovat valinneet eläimen, jonka tuoda eläintarhaan/maatilalle, he voivat askarrella eläinkuvista kortteja esim. liimaamalla eläimen kuvan pahville. Näitä kortteja voidaan käyttää tulevissa aktiviteeteissa (katso: *Core Activity 1, 2, 3, & 4*). Voit myös auttaa lapsia kirjoittamaan eläinten nimet korteille.

INTRO ACTIVITY 2: Making moves

THEME: ACTION VERBS

As a pre-task for this activity, there should be a discussion about hobbies. The group discuss if they have hobbies, or what hobbies they want to do in the future. The words selected for this activity should be chosen from the hobbies of the children.

Together (you + children), create a memorable move or mime for each action verb. For example, if the action verb in question is 'climbing', the group negotiates and discusses together what kind of movements one would do when climbing. When all the verbs (max. 6 verbs per session) have a move associated with them, the group goes through each of them together led by you. When the action is being done, it is important for the group to repeat the verb they are miming at least a few times. Note, this activity can also be used to learn animal vocabulary.

VARIATION 1: Hold a guessing game, where you call out a verb from the activity and the children do the move associated with the verb. Then you only do the movement of each verb, and the children must call out the action verbs in English.

VARIATION 2: The children hold the guessing game for each other. Either in small groups, or pairs, or one at a time doing what you did in Variation 1.

VARIATION 3: Play Simon Says when the actions have been practiced. You call out an action verb with the command 'Simon says jump!', and the children must answer with a mime of the action verb. If you only say the command 'jump!' without 'Simon says', any child who does the mime is eliminated from the game. This can be repeated until there is only one child remaining, or just for a certain time. This variation requires that the children know Simon Says beforehand, but it can also be learned after the *core activity*.

TEEMA: TOIMINTAVERBIT

Esitehtävänä tälle aktiviteetille voidaan pitää keskustelu harrastuksista. Ryhmä keskustelee yhdessä omista harrastuksistaan, tai harrastuksista, joita haluavat tehdä tulevaisuudessa. Aktiviteetin sanat valitaan lasten harrastuksista.

Sinä ja lapset keksitte yhdessä helposti muistettavan liikkeen tai pantomiimin jokaiselle toimintaverbille. Jos esimerkiksi toimintaverbinä on 'kiipeäminen', ryhmä (sinä mukaan lukien) neuvottelee ja keskustelee minkälaista liikettä voisi tehdä kiivetessä. Kun jokaisella verbillä on oma liikkeensä (enintään 6 verbiä per sessio), ryhmä käy läpi liikkeet johdollasi. Kun liikettä harjoitellaan, ryhmän on tärkeää toistaa verbiä samalla vähintään muutaman kerran. Huom. tätä aktiviteettia voidaan käyttää myös eläinsanaston opettelemiseen.

MUUNNOS 1: Pidä arvuuttelupeli. Ensin sinä sanot toimintaverbin, jonka liike on opittu aktiviteetin aikana, ja lasten tehtävä on toistaa liike. Sitten teet itse liikkeen, ja lasten pitää sanoa mikä oikea verbi on englanniksi.

MUUNNOS 2: Lapset pitävät arvuuttelupelin toisilleen. Joko pienissä ryhmissä, pareittain, tai yksi kerrallaan esittäen kuten sinä teit Muunnos 1:ssä.

MUUNNOS 3: Pelaa Kapteeni käskee, kun toimintaverbit on harjoiteltu. Sanot toimintaverbin käskyllä 'Kapteeni käskee hyppää!', ja lapset vastaavat hyppäämällä. Jos sanot pelkästään 'hyppää!' ilman 'Kapteeni käskee', jokainen lapsi, joka teki liikkeen putoaa pelistä. Peliä voidaan pelata, kunnes vain yksi lapsi on jäljellä, tai tiettyyn aikaan asti. Jos lapset eivät tunne Kapteeni käskee-leikkiä, se voidaan opetella yhdessä *ydinaktiviteetin* jälkeen.

INTRO ACTIVITY 3: What a mess!

THEME: NUMBERS

As a pre-task for this activity, you and the children discuss numbers in the children's first language, and as a group count from one to ten (1-10). The children can also tell the group how old they are. You can also ask if the children already know numbers in English.

For this activity, you prepare a market of items with price tags (e.g., sticky notes) with different prices (from one to ten). The items should be easily distinguishable from each other.

You explain to the children that the group are going to a market together, but when they get there (i.e., the learning space) the items have been thrown everywhere rather than being neatly in place. You then explain that something strange has happened, and the market cannot continue until all the items are in place. The children then search and bring together all the items. When the items have been collected, the group puts the items in numerical order based on the price on the price tag. When the items are being put in order, you should direct the attention of the children by saying the prices in English.

VARIATION: When the activity is over, you can use the items as a memory game, e.g., 'how much did the teddy bear cost?', and the children try to remember the correct price. When they guess correctly in their first language, you can translate the answer into English. For a challenge, the children can also try to answer in English.

TEEMA: NUMEROT

Esitehtävänä tälle aktiviteetille sinä ja lapset keskustelette numeroista lasten äidinkielellä, ja laskette yhdessä yhdestä kymmeneen (1-10). Lapset voivat myös kertoa ryhmälle oman ikänsä. Voit myös kysyä tietävätkö lapset jo valmiiksi numeroita englanniksi.

Valmistele aktiviteettia varten tori, jossa on tavaroita, joilla on hintalaput (esim. tarralaput), joissa on eri hinnat (yhdestä kymmeneen). Tavaroiden pitäisi olla helposti erotettavissa toisistaan.

Sinä kerrot lapsille, että ryhmä on menossa torille yhdessä, mutta saapuessaan torille (eli oppimistilaan) tavarat ovatkin sotkettu kaikkialle sen sijaan että olisivat nätisti omilla paikoillaan. Kerro lapsille, että jotain outoa on tapahtunut ja tori ei voi jatkua, ennen kuin kaikki tavarat ovat paikoillaan. Lapset etsivät ja keräävät kaikki tavarat yhteen. Kun tavarat on kerätty, ryhmä laittaa tavarat oikeaan numeeriseen järjestykseen hintojen perusteella. Kun tavaroita järjestellään, voit ohjata lasten huomiota sanomalla jokaisen numeron (eli hinnan) englanniksi.

MUUNNOS: Kun aktiviteetti on lopetettu, voit käyttää tavaroita ja hintalappuja muistipelinä. Esim. 'kuinka paljon nalle maksoi?'. Lapset yrittävät sitten muistaa oikean hinnan. Kun oikea vastaus sanotaan, voit kääntää sen englanniksi. Jos haluat haastaa lapsia, he voivat yrittää myös vastata englanniksi.

INTRO ACTIVITY 4: Color bingo
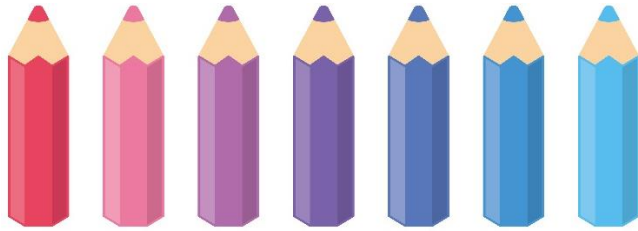
THEME: COLORS

As a pre-task for this activity the group can discuss some questions relating to colors. For example, what is your favorite color, how many colors they can name in their first language, what colors do you have on right now, and if the children know colors in English beforehand.

To prepare for this activity, you need to have some bingo grids (3x3) and crayons for each child. You should mention that this activity is to do with colors and learning them in English. The goal is to fill the 3x3 grid with different colors. You call out a color in the children's first language, and the children choose which box to color in. You then translate the color into English, and the children repeat it back out loud. This is repeated until the entire grid is colored in with different colors.

When the grids have all been colored in, the children can play bingo. Note that you must explain the rules of bingo first, as it is probable that children do not know how to play bingo. You can now only call the color in English to check if the children have already learned them in English. When a child has three colors you have called in a row, they win (and of course must shout BINGO!). The game can still be continued after one child wins.

VARIATION: When the game of bingo is over the bingo grids can be repurposed to create color cards to use during the *core activities*. The children can cut the colored grids off the paper and glue them on cardboard or fluting paper. These can be stored in the kindergarten for future use. Note, this variation is suggested to save on paper waste in the future.

TEEMA: VÄRIT

Esitehtävänä tätä aktiviteettia varten ryhmä voi keskustella väreihin liittyvistä kysymyksistä. Esim. suosikkiväreistä, kuinka monta väriä osaa nimetä suomeksi, mitä värejä on omissa vaatteissa, ja mitä värejä lapset osaavat nimetä englanniksi jo ennen aktiviteettia.

Aktiviteettia varten tarvitset bingolappuja (3x3) ja värikyniä jokaiselle lapselle. Mainitse lapsille, että tämän aktiviteetin avulla opitaan värejä englanniksi. Tehtävänä on värittää 3x3 ruudukko täyteen eri väreillä. Sinä sanot värin lasten äidinkielellä, ja he valitsevat minkä ruudun värittävät. Sitten sanot värin englanniksi, ja lapset toistavat sen ääneen. Tätä toistetaan, kunnes koko ruudukko on täytetty eri väreillä.

Kun koko ruudukko on täytetty, lapset voivat pelata bingoa. Huom. sinun pitää ensin selittää bingon säännöt, koska on todennäköistä, että lapset eivät tiedä miten pelata bingoa etukäteen. Voit sanoa värit pelkästään englanniksi tarkistaaksesi ovatko lapset oppineet käännökset. Kun lapsella on kolme sanomaasi väriä jonossa, he voittavat (ja huutavat tietysti BINGO!). Peliä voidaan jatkaa vaikka yksi pelaaja olisikin voittanut.

MUUNNOS: Kun bingopeli on päättynyt, ruudukot voidaan muuttaa kuvakorteiksi, joita voidaan käyttää ydinaktiviteettien aikana. Lapset voivat itse leikata ruudut irti paperista ja liimata ne pahville. Nämä voidaan säilyttää päiväkodissa tulevaa käyttöä varten. Huom. ruutujen leikkaaminen säästää paperia tulevissa tehtävissä.

CORE ACTIVITY LIST

CORE ACTIVITY 1: Jungle drum

SUITABLE THEMES: ANIMALS, ACTION VERBS

As preparation for this activity, you should have pictures of the words that have been learned during previous activities. Like every other activity, the pre-task for this activity should be to remind children what the objective of the activity is (e.g., learning animal words). If needed, the moves for each word can be practiced together before the activity.

The picture print outs need to be spread out face down on the floor of the learning space. You play a drum or instrumental background music for this activity.

To start the game, the children walk around the learning space while you drum or the music plays. You stop drumming or stop the music and say 'stop'. You choose one child to pick up a card. The child shows the card to the rest of the group. The group can then give the corresponding word in English. You ask how the animal or action verb is mimed, and the children show the mime. When you start drumming again, the children move around the learning space by repeating the name of the animal or action verb on the card while doing the corresponding move. This is repeated for each card until every card has been flipped face side up.

VARIATION 1: Play Tiger, Monkey, Snake. The children walk and dance about the learning space to some instrumental music. You stop the music at random and call out one of the theme words. The children must quickly freeze in the movement associated with the word (e.g., an animal or an action verb). New words can be chosen before repeats of this activity (and not only those in the name).
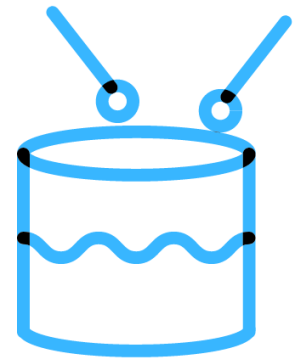
VARIATION 2: Put the picture cards into a pouch and use them during transitions from place to place in the kindergarten (inside <-> outside, lunchtime, bedtime etc.). Pull a card from the pouch and show it to the children,

who then say the word in English and move like the animal or action verb shown on the card. After a while the pouch can be left out to use by the children themselves.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT

Tätä aktiviteettia varten sinulla pitäisi olla valitun teemasanaston kuvat tulostettuna paperille. Esitehtävänä sinä voit muistuttaa lapsia, että tavoitteena on harjoitella esim. eläinten teemasanastoa. Eläinten tai toimintaverbien liikkeitä voidaan harjoitella yhdessä ennen aktiviteetin alkua.

Eläinkuvat levitetään oppimistilan lattialle kuvapuoli alaspäin. Sinä soitat rumpua tai instrumentaalista taustamusiikkia aktiviteetin aikana.

Peli aloitetaan siten, että lapset kävelevät ympäri oppimistilaa samalla kun sinä soitat rumpua tai taustamusiikkia. Lopetat rummuttamisen tai pysäytät musiikin ja sanot 'seis' ja valitset yhden lapsista valitsemaan yhden kuvakortin. Lapsi kääntää kortin ja näyttää sen myös muulle ryhmälle, ja ryhmä sanoo yhdessä eläimen nimen. Voit sitten kysyä, miten kyseinen eläin liikkuu ja lapset näyttävät liikkeen. Kun jatkat rummuttamista, lapset liikkuvat oppimistilassa toistaen ensimmäisen kuvakortin eläimen nimeä ja tehden eläimen liikettä. Tämä toistetaan, kunnes jokainen eläinkortti on käännetty kuvapuoli ylöspäin.

MUUNNOS 1: Pelataan Tiger, Monkey, Snake. Lapset kävelevät ja tanssahtelevat ympäri oppimistilaa musiikin tahtiin. Pysäytä musiikki satunnaisesti ja sano yksi peliin valituista eläimistä. Lasten pitää nopeasti jäätyä paikalleen sen eläimen liikkeeseen, jonka sanoit. Kun tätä aktiviteettia leikitään uudestaan, voidaan valita uusia eläimiä ja toimintaverbejä (eikä vain pelin nimessä olevia).

MUUNNOS 2: Pistä kuvakortit pussiin, ja käytä niitä liikkuessa tilasta toiseen päiväkodissa (liikkuessa sisään <-> ulos, ruokailuun tai päiväunille siirtyessä jne.). Vedä kuvakortti pussista ja näytä se lapsille, jotka sitten sanovat eläimen nimen englanniksi ja liikkuvat kuten kortin eläin. Myöhemmin pussi voidaan jättää vapaaseen käyttöön lasten leikkituokioihin.

CORE ACTIVITY 2: Find your pack

SUITABLE THEMES: ANIMALS, ACTION VERBS, NUMBERS, COLORS

As preparation for this activity, you should have multiple print outs of the same picture cards used in *Core Activity 1.*

Each child is given a picture card that only they know. Two or three children in the group have the same picture. When the game begins, the children mime the word on their card and try to find the others who have the same card. For numbers and colors, the children can repeat the word out loud to find the others. When each group has found each other, you then ask which words they are, and the children answer in English. This activity can be repeated with variations, such as changing the cards of each child, changing the words on the cards, changing the amount of each word in the game, and children using only calling out the word or only miming to find the same words from the group.

VARIATION: If you feel that the group of children have advanced rapidly during the ongoing theme, they can incorporate the short sentence 'are you x?' and yes/no answers into this game. The game is played as before, only now the children ask each other 'Are you a monkey?', for example, and the other child answers yes/no.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, NUMEROT

Tätä aktiviteettia varten sinulla pitää olla valmiiksi tulostettuna kaksi tai kolme samaa kuvakorttia samoista sanoista, joita käytettiin 'Jungle drum' aktiviteetissa.

Jokainen lapsi saa kuvakortin, jonka vain he tietävät. Kortti on sama kuin kahdella tai kolmella muulla lapsella. Kun peli alkaa, lasten tehtävänä on esittää kortillaan olevaa sanaa ja samalla etsiä samaa sanaa esittäviä lapsia. Numeroita ja värejä opetellessa lapset voivat toistaa sanaa ääneen löytääkseen toisensa. Kun jokainen ryhmä on löytänyt toisensa, sinä käyt kysymässä jokaiselta ryhmältä mikä sana he olivat, ja he vastaavat englanniksi. Tämä aktiviteetti voidaan toistaa erilaisilla variaatioilla, mm. vaihtamalla eri kortit lapsille, vaihtamalla eri sanat peliin,

vaihtamalla sanojen määriä pelin sisällä, ja pelaamalla siten että lapset pelkästään sanovat sanaa tai pelkästään esittävät sanaa etsiessään ryhmäänsä.

MUUNNOS: Jos sinusta tuntuu, että lapset ovat edenneet nopeasti teemassa, peliin voidaan ottaa mukaan lyhyt lause 'are you x?' ja yes/no vastaukset. Peliä pelataan samalla tavalla kuin ennenkin, mutta nyt lapset kysyvät toisiltaan esim. 'Are you a monkey?', johon toinen lapsi vastaa yes/no.

CORE ACTIVITY 3: Word marathon

SUITABLE THEMES: ANIMALS, ACTION VERBS, NUMBERS, COLORS

Note, this activity is divided into two versions, as the locations are separated into inside and outside the kindergarten. Additionally, while all themes work with both the inside and outside versions, certain themes might work better inside and vice versa. Both versions need pictures or objects of the words that are going to be learned.

1. THE OUTSIDE VERSION

Note, the reason this activity is separated into two different versions is the fact that the outside version involves running, which is usually forbidden inside kindergartens.

Items that are distinguishable from each other, such as differently colored cones for the color theme or numbered cones for the number theme, are spread out evenly outside, and the children stand in the middle of the items. You call out a color or number in English, and the children run to the correct item as fast as possible.

2. THE INSIDE VERSION

Rather than running, the inside version of this activity relies on touching the items or pictures.

Items, such as pictures of animals, or pictures of action verbs are spread evenly on a table, and the children surround the table. You call out an animal or an action verb, and the children touch the correct picture as fast as possible. Note, the same pictures/cards used in *Core Activities 1 & 2* should be used for this activity as well.

The following variations work for both the outside and inside versions.

VARIATION 1: Rather than you calling the words, the children call them one at a time.

VARIATION 2: Play the game as before but make it an elimination game where the slowest player after every word is out from the game, and the last one standing wins. The eliminated players can also act as the caller.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, NUMEROT, VÄRIT

Huom. tämä aktiviteetti on jaettu kahteen osioon, koska versioiden sijainnit ovat jaettu sisä- ja ulkotiloihin. Vaikka kaikki teemat toimivat sekä sisä- että ulkoversioiden kanssa, tietyt teemat saattavat toimia paremmin sisällä, ja toiset paremmin ulkona. Molempiin versioihin tarvitaan sanoille sopivat esineet tai kuvat.

1. ULKOVERSIO

Huom. aktiviteetista on kaksi versiota siitä syystä, että ulkoversiossa juostaan, joka on useimmiten kielletty päiväkotien sisätiloissa.

Toisistaan erottuvat esineet, kuten eriväriset kartiot sanateemaa varten tai numeroidut kartiot numeroteemaa varten jaetaan tasaisesti pihalle, ja lapset seisovat niiden keskellä. Sinä huudat värin tai numeron englanniksi, ja lapset juoksevat oikean värin tai numeron luokse mahdollisimman nopeasti.

2. SISÄVERSIO

Juoksemisen sijaan sisäversio perustuu esineiden tai kuvien koskemiseen.

Esineet tai kuvat, kuten eläinkuvat tai toimintaverbikuvat levitetään tasaisesti pöydälle, ja lapset ovat pöydän ympärillä. Sinä sanot eläimen tai toimintaverbin, ja lapset koskettavat oikeaa esinettä tai kuvaa mahdollisimman nopeasti. Huom. edellisissä aktiviteeteissa käytettyjä kuvia (*Core Activity 1 & 2*) voidaan käyttää myös tässä aktiviteetissa.

Seuraavat muunnokset sopivat sekä ulko- että sisäversion kanssa.

MUUNNOS 1: Lapset voivat yksi kerrallaan huutaa sanoja pelissä sijastasi.

MUUNNOS 2: Peliä pelataan kuten ennen, mutta karsintapelinä, jossa jokaisen sanan jälkeen hitain pelaaja on ulkona pelistä, ja viimeisenä jäljelle jäänyt voittaa. Pelistä karsiutuneet lapset voivat osallistua peliin sinun roolissasi (eli huutamalla värejä muille pelaajille).

CORE ACTIVITY 4: Everything Salad

SUITABLE THEMES: ANIMALS, ACTION VERBS, NUMBERS, COLORS

The children all have picture cards of the chosen theme, and 2-3 children have a similar card. You show and tell the children which words are a part of the game each time (starting off with max. three words at a time). The children are standing in a circle, with one player in the middle of the circle (you can start here). The player in the middle calls out one of the words in the game, and all the players that have a card corresponding with the word must switch places, with the middle player also trying to find a place from the circle of players. The player who cannot find a spot in the circle will stay in the middle and call out another word.

VARIATION: This activity can be modified by switching the cards around, switching the words in the game, switching the amount of each word, and incorporating more words at a time. This activity can be done both inside and outside.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, NUMEROT, VÄRIT

Kaikilla lapsilla on oma kuvakortti, ja 2–3 lapsella on aina samanlainen kortti. Sinä näytät sekä kerrot mitkä sanat ovat pelissä mukana joka kerta kun peliä pelataan (maksimissaan kolme sanaa, kun peliä pelataan ensimmäistä kertaa). Lapset seisovat ympyrässä, ja yksi pelaajista on ympyrän keskellä (voit aloittaa itse keskellä). Keskellä oleva pelaaja sanoo sanan, joka on mukana pelissä, ja jokainen pelaaja, jolla on sanaa vastaava kortti joutuu vaihtamaan paikkaa. Samaan aikaan keskellä ollut pelaaja yrittää myös löytää paikkaa ympyrästä. Pelaaja, jolle ei löydy paikkaa ympyrästä jää keskelle ja sanoo uuden sanan.

MUUNNOS: Tätä aktiviteettia voidaan muokata mm. vaihtamalla pelaajien kortteja, vaihtamalla sanoja pelissä, vaihtamalla jokaisen sanan määrää pelissä, ja lisäämällä enemmän sanoja peliin. Tätä aktiviteettia voidaan pelata sisällä sekä ulkona.

CORE ACTIVITY 5: The Bouncer

SUITABLE THEMES: ANIMALS, ACTION VERBS, NUMBERS, COLORS

For this activity your role is to be the bouncer at the door. This activity can be performed during transitions from place to place in the kindergarten (inside <-> outside, lunchtime, bedtime etc.). Picture cards can be used for this activity.

As said, you act as a bouncer, and only lets the children go through the door if they answer correctly. This can be done for the entire group or one child at a time. For example, you say an animal in either the children's first language or a foreign language and/or show a picture card, and the children must provide a translation to get through. Another variation is to call out colors that the children are wearing. If they are wearing the color that you call out, they can go through the door. Another example is that you say a number in English, and only that number of children can go through the door.

VARIATION: If this has been repeated many times with familiar vocabulary, one of the children can also be the bouncer.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, NUMEROT, VÄRIT

Tätä aktiviteettia varten roolisi on olla portsari ovella. Tämä aktiviteetti voidaan tehdä liikkuessa tilasta toiseen päiväkodissa (liikkuessa sisään <-> ulos, ruokailuun tai päiväunille siirtyessä jne.). Kuvakortteja voidaan käyttää apuna.

Sinä olet siis portsari, ja päästät lapset ovesta, kun he vastaavat oikein. Lapset voidaan päästää ovesta joko yhtenä ryhmänä tai lapsi kerrallaan. Sinä sanot esim. eläimen joko lasten äidinkielellä tai vieraalla kielellä ja/tai näytät kuvakortin, ja lapset sanovat käännöksen päästäkseen ovesta. Toinen versio on sanoa värejä englanniksi, joita lapsilla on päällään. Jos lapsella on vaatteessa väri, jonka sinä sanot, hän voi mennä ovesta. Sinä voit myös sanoa numeron, ja vain se määrä lapsia voi mennä ovesta sisään.

MUUNNOS: Kun tämä aktiviteetti on toistettu monta kertaa, yksi lapsista voi myös olla ovimiehenä.

CORE ACTIVITY 6: What is missing?

SUITABLE THEMES: ANIMALS, ACTION VERBS, NUMBERS, COLORS

For this activity you need to have either toys or picture cards prepared. The items are scattered on a table, while children sit or stand around the table. The children can take a moment to look at the items on the table, and then close their eyes. You remove one item from the table, and then tell the children to open their eyes. The children then need to negotiate together which item is missing and tell you which item is missing in English.

Note, the difficulty of the activity can be modified by increasing or decreasing the number of items on the table.

VARIATION 1: The activity can be modified to be a game between the children. Furthermore, the activity can be modified so that each item is a point. When the item is guessed correctly by a child, the item is removed from the game and given to the child who answered correctly, and the game continues until there is only one item on the table. The child with the most items i.e., points win.

VARIATION 2: Another variation can be played between the children, which is like '*Guess Who?*'. Two children hold an item or picture behind their backs and ask questions about each item until they can guess the correct word. The children can ask questions such as 'is the animal big/small?' or 'is the animal red?'. Note, this variation is challenging and requires practice and repetition of words.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, NUMEROT, VÄRIT

Sinulla pitää olla tätä aktiviteettia varten valmiina joko leluja tai kuvakortteja. Esineet tai kortit levitetään pöydälle, ja lapset istuvat tai seisovat pöydän ympärillä. Lapset voivat katsoa esineitä tai kortteja hetken ja sitten sulkea silmänsä. Sinä otat yhden esineen tai kortin pois pöydältä ja sanot lapsille, että voivat avata silmänsä. Sitten lapset neuvottelevat yhdessä mikä esineistä tai korteista puuttuu, ja kertovat oikean vastauksen englanniksi.

Huom. aktiviteetin vaikeusastetta voidaan muuttaa vaihtamalla esineiden tai korttien määrää pöydällä.

MUUNNOS 1: Aktiviteetti voidaan muokata peliksi lasten välillä. Lisäksi aktiviteettia voidaan muokata siten, että jokainen esine tai kortti on piste. Kun lapsi arvaa poistetun esineen tai kortin oikein, esine tai kortti poistetaan pelistä ja annetaan oikein vastanneelle lapselle. Peliä jatketaan, kunnes pöydällä on ainoastaan yksi esine tai kortti jäljellä. Lapsi, jolla on eniten esineitä tai kortteja eli pisteitä voittaa pelin.

MUUNNOS 2: Lapset voivat myös pelata 'Arvaa Kuka?' tyylistä peliä toisiaan vastaan. Lapset pitävät esinettä tai korttia selkänsä takana ja kyselevät toisiltaan kysymyksiä, kunnes voivat arvata oikean sanan. Lapset voivat kysyä kysymyksiä, kuten 'onko eläin iso/pieni?' tai 'onko eläin punainen?'. Huom. tämä muunnos on haastava, ja vaatii harjoitusta ja paljon sanojen toistoa.

CORE ACTIVITY 7: Drawing with numbers

SUITABLE THEMES: NUMBERS, COLORS

This activity can be used as a language showering session when children want to color printed pictures. This activity incorporates both numbers and colors in English at the same time and should be therefore used as a consolidation activity. This activity can be done with a group of children, or with only one or two children at a time. There is an example print picture on the following page to illustrate what the activity looks like.

Each color used for the picture has an indicating number, and each section of the picture is numbered, for example from one to five. You tell the children in English for example that number one is red, and number two is green etc. The picture should have squares that can be colored in first to help the children remember which number is which color. See the example picture on the next page to see a visual example.

VARIATION: Instead of you telling which color is which number, the children can tell each other the colors for each number to have more learner agency, and check learning at the same time.

SOPIVAT TEEMAT: NUMEROT, VÄRIT

Tätä aktiviteettia voidaan käyttää kielisuihkutushetkenä, kun lapset haluavat värittää tulostettuja kuvia. Tämä aktiviteetti käyttää sekä numeroiden ja värien sanastoa samaan aikaan. Tämä aktiviteetti siis vahvistaa sanastoa. Tämä aktiviteetti voidaan tehdä koko ryhmän kanssa, tai vain yhden tai muutaman lapsen kanssa kerrallaan. Seuraavalta sivulta löytyy esimerkki siitä miltä tulostettu kuva näyttää.

Jokaisella kuvassa käytetyllä värillä on oma numeronsa, ja jokainen kuvan osio on numeroitu esim. yhdestä viiteen. Sinä kerrot lapsille englanniksi esim., että numero yksi on punainen ja numero kaksi on vihreä jne. Kuvassa pitäisi olla mukana neliöt, jotka voidaan värittää ennen itse kuvan värittämistä, jotta lapset muistavat toisiaan vastaavat numerot ja värit. Katso esimerkkikuvaa seuraavalla sivulla nähdäksesi malliversio.

MUUNNOS: Sen sijaan että kerrot numeroita vastaavat värit, lapset voivat kertoa ne toisilleen. Tämä vahvistaa lasten toimijuutta ja samalla varmistaa muistavatko lapset värejä ja numeroita englanniksi.

CORE ACTIVITY 7: Coloring picture example

1 = ☐
2 = ☐
3 = ☐
4 = ☐
5 = ☐
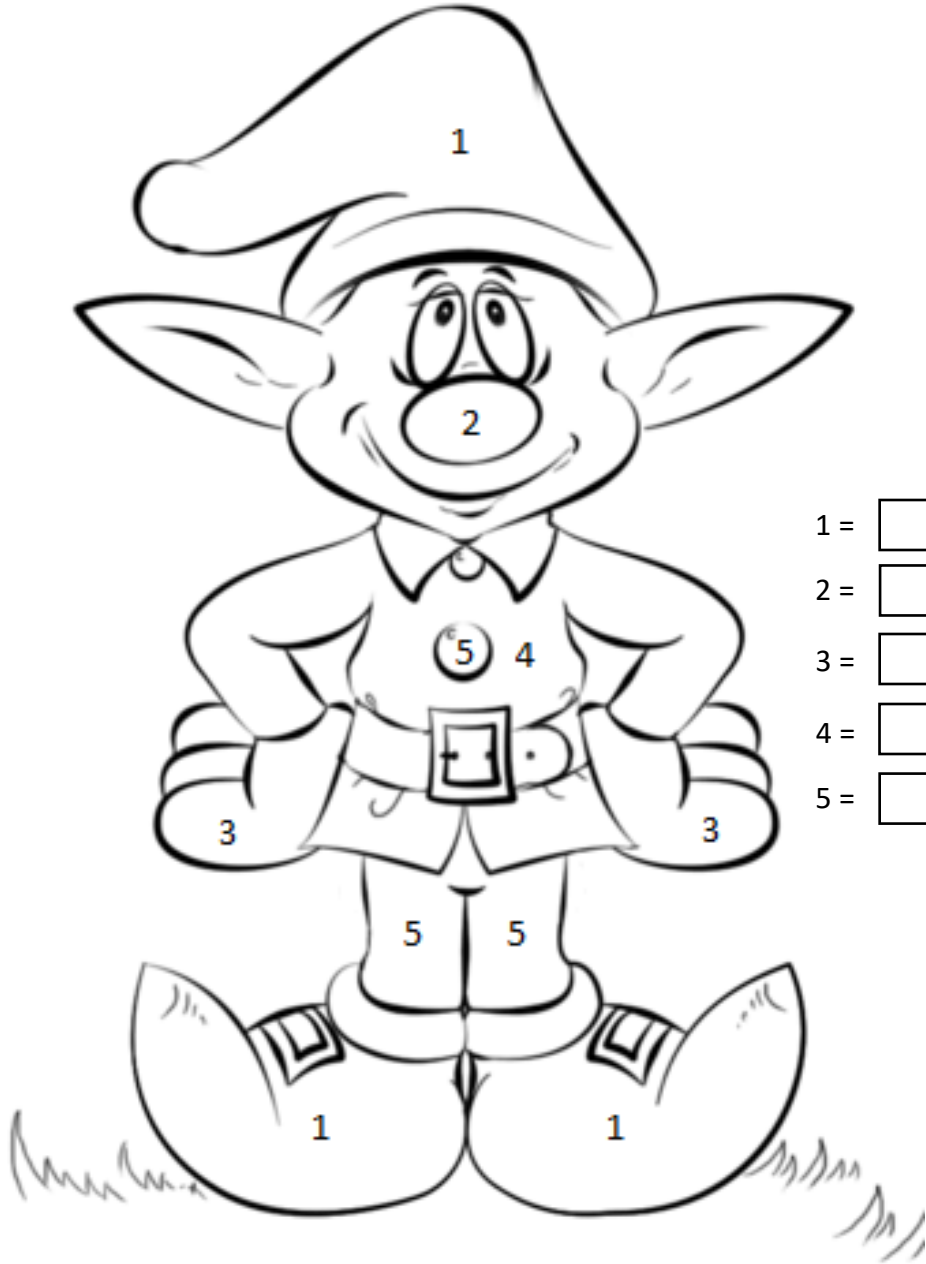
CORE ACTIVITY 8: Pictionary

SUITABLE THEMES: ANIMALS, ACTION VERBS, COLORS

This activity requires chalkboard, or a smartboard, i.e., some large surface to draw on. You start drawing a picture on the board, and children try to guess what it is in English. This activity works especially with animals and action verbs, but short questions can also be incorporated into the discussion, such as children asking what color the animal is.

VARIATION: The children can draw pictures one at a time, while other children guess the correct word. In this variation you can tell the children what to draw (in English) to check if the children remember the correct word. The children can also tell you in English what they want to draw as well. Note, as this activity is best as a consolidation activity (meaning that the theme words have been practiced multiple times before, certain short sentences and questions can also be incorporated into this activity. For example, short phrases such as 'is it a monkey?' or 'is the animal red?' can be practiced.

SOPIVAT TEEMAT: ELÄIMET, TOIMINTAVERBIT, VÄRIT

Tätä aktiviteettia varten tarvitaan esim. liitutaulu tai älytaulu, eli joku isompi alusta, jolle piirtää. Sinä aloitat piirtämään kuvaa taululle, ja lapset yrittävät arvata mikä se on englanniksi. Tämä aktiviteetti toimii varsinkin eläinten ja toimintaverbien kanssa, mutta keskusteluun voidaan ottaa myös mukaan lyhyitä kysymyslauseita, joilla lapset kysyvät esim. eläimen väriä.

MUUNNOS: Lapset voivat piirtää taululle yksi kerrallaan, ja muut lapset arvaavat oikeata sanaa. Tässä muunnoksessa voit kertoa englanniksi mitä lapset aikovat piirtää tarkistaaksesi muistavatko lapset sanat englanniksi. Lapset voivat myös kertoa sinulle englanniksi mitä haluavat piirtää. Huom. tämä aktiviteetti toimii parhaiten vahvistavana aktiviteettina (eli teemasanastoa on harjoiteltu moneen kertaan etukäteen). Tämän takia aktiviteettiin voidaan ottaa mukaan tiettyjä lyhyitä fraaseja ja kysymyksiä. Esim. lyhyitä lauseita kuten 'onko se apina?' tai 'onko eläin punainen?' voidaan harjoitella.

THEME VOCABULARIES

ANIMALS - ELÄIMET

ZOO ANIMALS – ELÄINTARHAN ELÄIMET

a monkey	apina
a tiger	tiikeri
an elephant	norsu
a giraffe	kirahvi
a snake	käärme
a bear	karhu

FARM ANIMALS – MAATILAN ELÄIMET

a dog	koira
a cat	kissa
a cow	lehmä
a horse	hevonen
a chicken	kana
a pig	sika

ACTION VERBS – TOIMINTAVERBIT

running	juokseminen
walking	kävely
dancing	tanssiminen
swimming	uiminen
jumping	hyppely
eating	syöminen
climbing	kiipeäminen
sleeping	nukkuminen
sitting	istuminen
skiing	hiihtäminen
hugging	halaaminen
cleaning	siivoaminen

NUMBERS – NUMEROT

one	yksi
two	kaksi
three	kolme
four	neljä
five	viisi
six	kuusi
seven	seitsemän
eight	kahdeksan
nine	yhdeksän
ten	kymmenen
eleven	yksitoista
twelve	kaksitoista

COLORS – VÄRIT
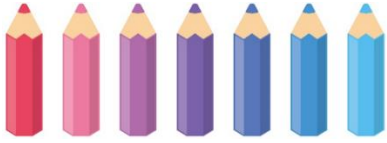
red	punainen
blue	sininen
yellow	keltainen
green	vihreä
white	valkoinen
black	musta
orange	oranssi
purple	violetti
pink	vaaleanpunainen
brown	ruskea