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Tiivistelmä

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Englannin kerho kolmesta kuuteen vuotiaille suomenkielisille lapsille

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Tämän opinnäytetyön tarkoituksena on ollut englannin kerhon järjestäminen 3-6-vuotiaille suomenkielisille lapsille. Tavoitteenamme oli tutustuttaa lapset englannin kieleen käyttämällä musiikkia ja kuvin tuettuja metodeja. Lisäksi halusimme innostaa päiväkodin henkilökuntaa käyttämään päiväkodin aukioloaikoja harrastustoimintaan.

Toteutimme tämän toiminnallisen opinnäytetyön yhdeksässä tapaamiskerrassa, joiden aikana esittelimme viisi teemaa lapsille. Käytimme kielisuihkutusta toimintatapanamme. Kieltenopettajat käyttivät tätä tekniikkaa tutustuttaessaan vieraita kieliä leikin ja laulun keinoin. Lisäksi sovelsimme myös yleisiä vieraan kielen opettamismetodeja. Englannin kieleen tutustumisessa käyttämämme kuvin tuetut toimintatavat ovat saaneet inspiraationsa Kuttu- ja Suupoppia metodeista. Käytimme teorioita, kuten Vygotskyn sosiokulttuurinen teoria kielenkehityksessä ja musiikillinen kehitys tämän opinnäytetyön toteutus- ja suunnitteluvaiheissa.

Vanhemmilta ja lapsilta saamamme palautteen perusteella uskomme, että valitut metodit toimivat mielenkiinnon herättämisessä englannin kieltä kohtaan tarkoituksenmukaisesti. Saimme myös selville, että suurin osa lapsista jatkoi englannin opiskelua. Vaikkakaan kielen opettaminen ei ollut pääasiallinen tavoitteemme, huomasimme silti lapset oppivat kieltä helposti käyttämämme metodien avulla. Uskomme, että motivaatio mahdollisti kerhomme menestyksen.

kielisuihkutus, varhaiskasvatus, kielenkehitys, kuvin tuetut menetelmät

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Abstract

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English club for three to six year old Finnish speaking children

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The purpose of this thesis was organizing an English club for three to six year old Finnish speaking children in a day care. Our goal was to introduce the English language to the children using music and picture supported methods. In addition we also hoped to inspire day care staff to utilize day care hours for pastime activities.

We implemented this functional thesis through nine sessions, in which we organized five themes we would introduce to the children. Language showering was the method we used to carry out each session. This technique is used by language teachers when they are introducing a foreign language, which is commonly executed by playing and singing. Apart from this we also applied methods commonly used to teach English language to children. As for the picture supported method, we used Kuttu and Suupoppia as an inspiration for introducing English to the children. We used theories like Vygotsky's Socio-culturalism on language development, and music development in the planning and implementing stages of this thesis.

From the feedback received by parents and children we believe the methods used served their purpose to interest the children in learning English. We also discovered that most children continued language learning. Although it was not our aim, we noticed that the children learned English easily from the methods we used. We believed that motivation was a key to the success of our English club.

language shower, early childhood education, language development, picture supported method

Table of Contents

1	Introduction.....	6
2	The background of the thesis.....	7
3	Music and language development.....	7
3.1	Language development	7
3.1.1	Two to three year old language development	9
3.1.2	Three to four year old language development.....	10
3.2	Socio-culturalism theory on language development.....	11
3.3	Music developing language	12
3.3.1	Musical development between ages three to four	14
3.3.2	Musical development between ages four to six.....	14
4	Strategy of language teaching.....	14
5	Inspirational methods	17
5.1	Common methods of music pedagogy	17
5.2	Language showering	18
5.3	Kuttu - kuvin tuettu leikki and Suupoppia.....	19
5.4	Pictures as supportive education tools.....	20
6	Implementation Phases	21
6.1	Timetable	21
6.2	Planning stage	23
6.3	Implementation stage	23
6.3.1	Warm up session.....	23
6.3.2	First Session	24
6.3.3	Second Session	25
6.3.4	Third Session	26
6.3.5	Fourth Session	27
6.3.6	Fifth and sixth session.....	28
6.3.7	Seventh session	29
6.3.8	Christmas performance and goodbye session	30
7	Evaluation Stage	30
7.1	SWOT	30
7.2	Learning Log	32
7.3	Customer satisfaction survey	34
8	Conclusion.....	36
9	Ethical considerations.....	38
10	Discussion.....	40
11	List of references	42
12	Figure	44
13	Appendixes	48

1 Introduction

Our project was to introduce the English language to three to six year old Finnish speaking children. We planned and executed our purpose by using varying music and picture supported methods. The sessions occurred weekly during an English club that took place during the day care opening hours.

Our aim was to use various forms of music, and picture supported methods when introducing the English language to the children. We hoped that the usage of the methods, which were familiar to the children to prior use, would ease their learning experience and possibly give them a hobby for the future. Our simultaneous aim was to inspire the day care staff to offer these kinds of informal, hobby-like activities during day care opening hours. The purpose of having informal hobbies during the daytime is so that children could have more family time. Furthermore, we hope that by exposing the children to the English language in their early age, the children can learn or pick up the language with more ease during elementary school English classes. We also aspired to place confidence in the children when in contact with the English language.

Our method of introducing the English language to the children was through a relaxed and informal environment. Our goals after each session was to introduce simple and basic interpersonal communicative skills, however the children were in no way forced to speak English with us. During each session we normally used English and pictures to support our verbal instructions to direct the children; however Finnish language was also used for aiding the children if the instructions were not understood. Especially for those children who had not previous contact with the English language. This was done in order for the child to stay calm and not suffer any form of anxiety during the session. Our biggest goal was for the children to enjoy the exposure of the English language, as when a child has fun do they truly learn (Brock & Rankin 2008).

The implementation stage of our thesis occurred weekly with the children. The final session with the children was a performance for the parents to see a glimpse of the English club, as well as for the children to demonstrate everything they had learnt. We also used the performance as a form of motivation for the children to look forward to, to stimulate learning (Brock & Rankin 2008). We wanted to offer the English club for all the children of the day care, however we were forced to exclude the children under the age of three, as we believed that the English club group learning method was not beneficial for the under three year olds. Ruokonen (2011) claims that under three year olds do not yet comprehend or enjoy singing in a group setting (66-67) which was the method chosen for the English club. In addition Huotilainen (2012) states that once the child has developed their mother tongue to a certain

extent, it is only then advisable to be exposed to foreign languages, for example in the form of a language shower or immersion (Huotilainen 2012, 105). Due to Huotilainen's (2012) research we decided not to risk the mother tongue development of the children under three. As all the children and their parents showed interest in participating we were obligated to divide the children into two groups for this to be possible.

2 The background of the thesis

Our thesis took place in Viidakkorumpu, which is a private Finnish speaking kindergarten located in Viharlaakso, Espoo, in southern Finland. Viidakkorumpu is a small kindergarten with thirty-five children, from ages varying from one to six years and is music and drama oriented. In the kindergarten the children have been divided into three groups, nevertheless daily activities are done cooperatively, in such a way that children of all ages interact with each other.

Every year Viidakkorumpu offers to the children the possibility to participate in an English club in their day care at the parent's expense. Unfortunately this year the teacher who used to offer the English club to the children was unable to offer her services. Jenni Viljanen who works in Viidakkorumpu was approached by her employer and offered the opportunity to organize the English club for the autumn of 2013. Between each other, we discussed the possibility of taking the task in hand and making it part of our thesis project, as we had originally planned to write a thesis about language development. With a mutual agreement in hand, we decided to take advantage of the situation, accepting the task. Once the decision was official we began to plan the sessions for the English club, reaching both our personal goals as well as the day care's needs.

3 Music and language development

3.1 Language development

To be able to introduce a language to a child and decide what age group to focus on, it is important we take into account the development of the language of the child and how language develops over time. The first five years of a child's life is very important in the area of language development, it is during this stage that the child learns how to express their needs and feelings and communicate with others (Sullivan, 2011, 17). In addition, young children are also gaining vocabulary to learn about concepts that aid them in understanding the world (Brock & Rankin 2008, 7). For instance, the word car for a child may only mean the family car, or could have been linked to all the road vehicles, a process called semantic learning (Brock & Rankin 2008, 7).

Language development between the first five years also aids in assisting the skills of thinking and problem-solving, as well as creating and maintaining relationships with other individuals. A child during this phase must be in an environment in which the language surrounds the child. According to Sullivan (2011) this is provided by the parents, caregivers, early childhood educators and peers. An example Brock & Rankin (2008) give is of a child of two years and eight months who was very slow in beginning to speak. But once the child was placed more often in surroundings in which the child could speak and socialize with her peers, her language development skyrocketed. Nevertheless Sullivan (2011) states that though the most crucial years of learning a language occurs during the first five years, this process continues even during the primary years of the child. From the age six onwards, the language development undergoes enhancement (Sullivan 2011). It is imperative that we take into account that to be able to introduce the English language to a child, the child in question should be able to speak their mother tongue and know basic concepts.

Furthermore, children develop their language skills and with it their memory (Lathey & Blake 2013, 189). Some examples that are given by Lathey & Blake (2013, 189) are how a child due to language and vocabulary could remember, in this given situation, the mother having gone to the cinema. To expand the notion, without language you cannot remember verbal instructions, as the vocabulary for the instructions does not exist. For instance in the previously given situation if the child did not have the vocabulary (i.e. going to the cinema) when asked where the mother is, the child would not remember, as the concept is unfamiliar to him or her.

Language development in children around these first five years is very complicated. Children will be learning how to produce “sounds, learn the words and their meanings and put them together in a correct sentence structure” (Brock & Rankin 2008, 7), in addition to this children will also be learning how to interact, and discovering what the social norms are in language; such as vocabulary, grammar, pronunciation, to name a few (Brock & Rankin 2008). Wells (1985) created a chart to demonstrate the five stages of language development. In it we can observe more clearly how the language acquisition occurs (figure 1). The reason these five stages are not broken down by ages is due to language development being different for each child, and that of the child’s personal development (Brock & Rankin 2008, 7). Furthermore, the process of language development can be impacted greatly due to the child’s cultural, linguistic, social, and/or economical situation (Brock & Rankin 2008). These factors can create an acceleration or deceleration to language development. Nevertheless while these may be approximations it is safe to say that in average the four year olds are able to use confidently their mother tongue without many errors.

Different theorists have different viewpoints on how children pick up language. On the behaviourist approach a popular belief led by Skinner (1961) is that children learn and develop a language by imitating sounds and the vocabulary that is used around them (Brock & Rankin 2009, 115). However the nativist approach, led by Chomsky (1955) criticises the behaviourist approach for being too simple. The nativist approach deems that language is a 'program' that already exists in a child when brought to this world. This 'program' is called the language acquisition device (LAD). This means that every child has a general or universal grammar and response mechanism to human language, in which the child develops overtime (Brock & Rankin 2009, 115).

Another theory that has appeared when trying to understand or determine language development is the cognitive theory, which is led by Piaget (1932). It is believed that as a child matures, their thinking skills will require a certain level of language, which will force the child to develop the language to fit the requirements (Brock & Rankin 2009, 115).

And the final theoretical example on how language develops is called the interactionist, which has mainly been led by Bruner (1957). It is based on the child learning to develop the language from their carer. For instance a baby will be born with the roots of a universal language but will need to learn and imitate their carer, usually their mothers to learn how to speak, respond and socialize (Brock & Rankin 2009, 116). Typically the developmental process will begin with the child first learning to respond to face and body movements, then gestures and intonations, and finally when the above is familiar, the child will initiate their first words (Brock & Rankin 2009, 116).

3.1.1 Two to three year old language development

At around the age of two to three the child will begin to undergo a process in which the child begins to create; more concrete concepts, such as: hot, cold, clean, dirty, etc, develop their grammar in their mother tongue, and their memory (Lathey & Blake 2013, 189). Once these skills are developed a child can start telling stories and communicating with more ease.

When developing a language it is important the child conceptualize everything in the child's surrounding. Returning to an example mentioned previously, a child can learn the word 'car', but may not realize that the word does not only mean their family car. According to Lathey & Blake (2013, 190) once the child's mind is ready to question the essence of the car, will the child be able to develop ideas, thoughts and notions. Notions and ideas will be formed due to mental categorization, that aid in classifying objects or events (Lathey & Blake 2013, 191). To help in this process the child will ask questions constantly, common questions will always begin with 'what', 'where', 'why' (Lathey & Blake 2013, 191).

As for grammar, theorists believe that children are given the map of languages in their brain, and so it is natural for a child to pick up the language schematic. According to Lathey & Blake (2013, 200) a child will implement and test the grammatical rules. And from this constant practice and active listening will the child improve their grammar (Lathey & Blake 2013, 200). While in our session we did not take into account any form of use of grammar, it is important to take note on how the development of the core of language in a child evolves. By taking note were we able to take appropriate decisions when planning our sessions for the children.

This leads us to the most important stage of language development, memory. As it can be observed a child can only develop their language skills through practice, but for improvement to occur the child must remember the errors made. According to Lathey & Blake (2013, 207) memory in language development can be broken up to three sections: long-term memory (LTM), short-term memory (STM) and working memory (WM). An example of how these three memories work is given by Lathey & Blake (2013, 207-208): when planning for a mother's day party, both planners remembered how terribly the lunch party had gone the previous year (LTM), once having discussed an alternative venue, the planners needed to write the details down for if they did not, the concrete details would be forgotten (WM) and only the overall idea of the phone call would be remembered (STM). The same process occurs when a child is developing language, especially at the age two to three. After constant repetition of a word, the child will finally be able to remember and place the learnt knowledge under the LTM, otherwise it will continue going under STM, or if the word is new, the word will go under the child's WM. To have an overall idea, at the age of three a child should be able to have a memory that can hold three key objects (Lathey & Blake 2013, 208). For example, "pick up the brush, bring it to me, and then sit down". With this in mind, we decided to ensure that the sessions used repetition so that all the themes introduced in the English language would stay in the long-term memory. In addition this mechanism of learning for a child comes naturally, and so we as instructors should support it.

3.1.2 Three to four year old language development

By approximately this stage the child is more than capable in expressing his or her desires clearly. This means that around the age of three to four a child will be using longer sentence structures and using more complex grammar (Lathey & Blake 2013, 228). The child's vocabulary at around this age will expand, which will also offer a variety of words to express, for instance emotions (Lathey & Blake 2013, 228). In addition as the child's language development is more fluid, the child will story-tell more, and even have a blossoming sense of humour.

As mentioned previously, grammar at this point will be expanding and improving. The child will already have the basic pronouns; I, you, me, and so the next stage is to connect them correctly with tenses.

At the age of four the language development should have reached to the point that the child is able to listen longer, and ask questions, for instance from books recently read (Lathey & Blake 2013, 259). While the child is able to listen longer, it is facilitated by the interest of the material, in this case reading a story. We decided to apply this same concept into our sessions to keep the children motivated, which results in longer concentration and participation. Other factors the child by the age of four will have developed is the skill to use time, colour or number related words, for instance yesterday, or red car (Lathey & Blake 2013, 259). Using tenses should become more simpler, as well as linking two sentences together. Nevertheless it is a learning process and a four year old does not necessarily need to have all the previously mentioned skills developed to the maximum, these are approximations (Lathey & Blake 2013, 269).

3.2 Socio-culturalism theory on language development

Socio-culturalism theory was the method that inspired us the most when planning and implementing our thesis. The methods that Vygotsky cover we felt would reach our goals more and make the experience more child-centred. As mentioned previously, children develop their language through their environment, and through the experiences the child lives through. According to Vygotsky (1978) children have three zones of development: Zone of Actual Development (ZAD), Zone of Proximal Development (ZPD), and Zone of Future Development (ZFD). It is in the Zone of Proximal Development (ZPD) in which we could assist and support the child's learning. The ZPD is an area that is just before the zone in which a child can act independently (Brock & Rankin 2008). In the ZPD a child learns with the guidance and support of someone who already has the knowledge, also known as a more knowledgeable other (refer to figure 2). With this in mind Vygotsky (1978) recommends that teaching a language to such a young age should occur by supplying the child with first-hand experiences, such as; talking, storytelling, singing, drawing, playing, to name a few (Brock & Rankin 2008, 36). By using these first-hand experiences we can support the child's language development, not only by expanding the vocabulary to speak and communicate, but also to expand understanding and knowledge. As mentioned previously without full understanding and knowledge of a concept, the meaning of the word can be undermined. And while for our thesis the importance of learning the English language was not a priority, we did want the children to experience the teaching of English. This of course means that in the future with an English teacher, the correction of concepts would occur, and so we wished to reproduce this experience to a certain extent.

In addition, by using forms of play as a style of teaching, the child will be more keen in participating as she or he will want to join into the play. The play method is also a good strategy of teaching a language as the child will be 'forced' to speak, listen and interact, a crucial process in developing a language. The basis of this theory is that each child develops their language through social situations, for example; cultural practices, relationships, norms and expectations (Brock & Rankin 2008, 116). The direct contact with their immediate environment aids and supports in their development. The importance of adult and child interaction is crucial for the child's development (Brock & Rankin 2008, 116).

3.3 Music developing language

Inkeri Ruokonen opens up the child's musical world in the books 'Varhaiskasvatuksen käsikirja' (2011) and 'Lapsi ja kieli. Kielellinen kehitys varhaiskasvatuksessa' (2011). Musical development is significant and a diverse process in a young child's life. Early musical experiences should occur in situations where the child can feel appreciated and loved without any performance anxiety (Ruokonen 2011, 123). This was also something we tried to bear in mind while planning the activities. Music, according to Brock & Rankin (2008) can bring pleasure to a child in learning a language. If a child enjoys singing a specific song, the child will put the effort in learning the words, which in return will support the expansion of the child's vocabulary and sentence structure (Brock & Rankin 2008, 86).

Musical development is tightly connected to language development since spoken language and music have many common elements. Music is a form of art but is also a language of its own, for instance it can tell a story just through the melody, and with music one can create a musical environment which develops both brain and language skills of the child (Ruokonen 2011, 62). Using music in language development can allow the child to practice learning all the words to the song, and gradually improve articulation of the words to the song (Brock & Rankin 2008, 87).

According to Ruokonen in light of research on the functionality of the brain, music and singing are excellent ways to learn a language (Ruokonen 2011, 125). Music education of the early years has permanent connections related to the brain development of the child (Huotilainen & Putkinen 2009.) Singing especially is linked to language development and the ability to sing forms at the same time, or even before, a child says his or her first words. With the help of music a child participates to the surrounding culture and perceives his or her own world. Both music and language are natural ways to interact with others and express ones thoughts. (Ruokonen 2011, 62).

Minna Huotilainen (2012) explains that continuous exposure to music expands areas of the auditory system; these same areas are used when recognizing a foreign language. Recognizing a foreign language is challenging due to the fact that we tend to “get locked” and favour the stress accents and lexical stress of our own mother tongue; although this feature can be changed rapidly if young children get exposure to foreign language. For example daily eight hours exposure to foreign language modifies the phonetic “maps” of the brain of the three to six year old children in such a way that within six months these children would recognize the features from both languages. Nevertheless exposure should occur at a young age and the duration of the exposure should be sufficient otherwise these phonetic maps are not fully formed; thus pronunciation and comprehending the language remain incomplete (Huotilainen 2012, 104).

Musical and lingual developments have connections, and according to Huotilainen (2012) music as a hobby seems to have strong influence when assimilating phonetic patterns of the foreign language. Brain studies by Riia Milovanov (2011) suggests that music as a hobby strengthens children’s and teenager’s abilities to recognize and produce challenging phonics (Milovanov & Tervaniemi 2011.) According to Huotilainen (2012) this might be due to the fact that engaging to music requires listening exercises and analysis of the tone of the voice (Huotilainen 2012, 105).

Huotilainen comments that as soon as the child has learned their mother tongue well enough, around three years of age, he or she can have exposure to foreign languages in the form of language showers, language immersion and songs in different languages. In addition choirs or other musical hobbies are recommended to support the second language acquisition (Huotilainen 2012, 105). Even though some researchers believe that the earlier the exposure to foreign language appears the better, we decided to follow Huotilainen’s view about sufficient mother tongue skills before exposing them to foreign language. This was one of the reasons why we chose to exclude zero to two year olds from our English club.

Before we may begin to describe the different stages in musical development in children, we must take note that it can occur differently to each child as the learning process during these years are different on each child due to culture, country, family, to name a few (Pugh & Pugh 1998, 22). In other words, what one child may have experienced at home can be different to another family. Some families put more importance on reading, then other families that may put more importance in singing. This can create a difficulty in staging the musical development of a child between the ages zero to six. Nevertheless thanks to Moog’s (1976) study we are able to see a summarized approximation of the musical development in a child, regardless of the reliability of the information due to the variables the experiment was conducted in (Pugh & Pugh 1998, 22).

3.3.1 Musical development between ages three to four

Between the ages three to four according to Moog (1976) the child can coordinate movement and muscle stimulation, at this age they are still increasing the amount of movements to coordinate with. Around the age of three to four a child will begin to experiment moving simultaneously with two movements (Moog 1976). The children around this age can also distinguish between fast and slow tempos (Moog 1976). As for the vocal responses the children between three to four are increasing the number and scope of the songs learnt. These songs “include spontaneous, imitative and imaginative songs” (Pugh & Pugh 1998, 25). At this age the children also develop narrative singing, this means that a child can sing any phrase as long as it tells a story.

3.3.2 Musical development between ages four to six

Between the ages four to six a child can implement moves and follow the tempo of the music, this includes also sections of body parts moving to the rhythm, not only the whole body. At this stage the child also develops a sense of time (Moog 1976). During the process singing the child has developed the skills to be able to clap to the rhythm of the song. Nevertheless the movements and rhythm to the child’s own song will continue to be separate from the music heard. As for the vocal responses, spontaneous songs continue to be sung (Moog 1976). The children between the ages from four to six continue to develop their skills in making up words or tunes (Moog 1976). And finally when reproducing songs, it is less frequent for the child to make errors or to go out-of-tune (Moog 1976).

4 Strategy of language teaching

There are many different styles of teaching language to children, but before we investigate more on the most common method used to teach language, we would like to point out an important factor often forgotten when teaching to children. This factor is motivation, according to Harmer (1991, 7) aiding the child to find motivation as to why the child would learn English will lead to greater results. Something important to take note is that not all children have the same motivations, nonetheless it is possible to find general factors for each age group. Children due to their curious natures (Harmer 1991, 7) will naturally be motivated to learn something new, as long as during the process of learning the teacher gives constant approval and frequent changes to the form of teaching (Harmer 1991, 7). The age group that we worked with is the age in which children seek constant adult approval, so as long as we give constant positive feedback it should incite the children to continue with our planned activities (Harmer 1991, 7). As for the activities, we planned different activities that work on the same theme

but will maintain the attention of the children, as children's concentration and attention span is much shorter than adults' (Harmer 1991, 7). Examples of activities offered by Lathey & Blake (2013, 209) are to find activities in which the child may sing, move and see different visuals (e.g. pictures, objects that can be linked to the topic). These forms of activities are important as not only will the child enjoy him or herself but he or she will be using their memory to remember, which in return helps in the learning of the language. When teaching a child it is of extreme importance to always make sure the child repeats as well as has fun to be able to maintain them attentive and concentrated (Lathey & Blake 2013, 209).

As mentioned in the beginning there is one common agreed form of teaching amongst all linguists, and that is the verbal-visual method. The origins of this method comes from language pioneers such as Sweet and Jespersen (2001), who emphasize the importance of speaking the language that is being taught in the sessions. Children commonly learn with more ease a new language, second or mother tongue, through hearing or speaking, than through writing or reading (Cook, 2001, 3). Methods that have shown very good results in the teaching of a new language are audio-lingual and audio-visual methods, which are methods commonly used in schools (Cook, 2001, 4). These methods are based on repeating dialogue, and using visuals to link with verbal teaching.

Marton (1988) took the idea further suggesting there are three forms or options that can be used to teach the English language, they are: to listen or read text with understanding, to communicate, and/or to reproduce, reconstruct, and transform texts in the English language. Due to the short period of time with the children using the English language and the age group, we decided to use activities that focus more on communication and the English language. This is due to the fact that the children in our English club do not know how to read or write in their native language, so it would be pointless to do so in English especially with the duration of the club.

We chose to speak English to the children during the sessions as both Marton (1988) and Krashen (1981) believe that using the receptive strategy has shown the best results in teaching the English language to learners. The receptive strategy "consists of silent processing of input without the production of any utterance in the target language. The basic condition which has to be fulfilled if this learning strategy can take place is that the input must be meaningful, or, in other words, it must be comprehensible to the learner." (Marton 1988, 3). Overall by the children being present and absorbing what is occurring around their environment the children should have no problem learning the language. Evidence done by Krashen (1981, 107) has shown that learners do not need to speak or write for the learner to acquire competence in the language. It has even been observed that during the language development of a child, when a child begins to understand the utterances of the language, the child

does not begin to speak until six months afterwards (Marton 1988, 4). Nevertheless, the receptive strategy has two parts; the second part is acquiring the productive skills. Without these skills the learner may understand the utterances in the target language, but will not be able to produce anything (Marton 1988, 5). It is for this reason that we have decided to just introduce the English language to the children, for during the short period of time it would not be sufficient for the children to acquire these sets of skills to be able to produce English.

During each session we had also decided that we would speak both English and Finnish with the children. This decision was based on the knowledge that the length of the English club was too short for the amount of 'learning' that would occur, as well as we were introducing the language, not teaching it. Nevertheless Cook (2001) does not suggest this method, due to the fact that the child may inadvertently link both languages together. However it can be argued that this may only take place if the English club would be a more lasting event, but as we only implemented these sessions for such a short period, it should not occur. In addition this theory is based from schools that teach children on a daily basis the second language, we only introduced the English language once per week, nine sessions in total. And we also took into consideration that the children participating are very knowledgeable in their mother tongue.

We had also planned that during the six sessions we would repeat some of the topics continually. For instance in our first session we covered introductions, numbers and colours; for the second session we covered quickly the previous session's topics before beginning the new theme. This is a recommendable approach according to Marton (1988) as repeating the occurrence of the activities will determine the factor of acquiring the language. Researchers observing children language development have found evidence that children who are exposed to frequent exposure to the same occurrences are more prone to acquiring the language (Marton 1988, 7). Due to this research we decided that each session will focus on a specific theme, so it would be easier to avoid the use of correct grammatical use in the English language. The language we are going to use in our sessions is going to aim towards social language skills also known as basic interpersonal communicative skills, instead of focusing on correctness of the language. According to Swain (1988) language has explicit (academic and precise) and more descriptive implicit (informal) elements that have proved to be more significant in language development (1988, 40).

We also avoided being strict on the correct use of grammar as we wanted to create an enjoyable and relaxed form of teaching for the children. In addition we felt it was not important, due to the nature of the sessions we feel grammar would be irrelevant. In addition, Cook explains that in the teaching of a new language, grammar should be "practiced through drills or

incorporated within communicative exercises” (Cook 2001, 5). As our sessions we only learnt words of specific themes, this format of teaching was not relevant for us.

Another factor that has an essential role in teaching a language to a child is the cooperation between the teachers and the parents. According to Brock & Rankin (2008) we should work along side parents to have better results in teaching or aiding in the development of the language. By working alongside the parents we can enrich the form of education so that the child receives the appropriate support (Brock & Rankin 2008, 35). Nevertheless due to the short duration of the English club, this method of teaching would not have aided the children in the ‘learning’ process of the English language. Nonetheless we still decided that as most of the parents were interested in continuing the child’s education in the English language, we would give out a copy of all the material we used to introduce English, in case the parents wished to continue the teaching of the English language at home.

5 Inspirational methods

5.1 Common methods of music pedagogy

Music pedagogies like Suzuki (1977) and Kodály have emphasized the meaning of early years in musical development (Ruokonen 2011, 122). As a result day care centres have an important role as music educators. According to Kodály’s music education philosophy every child should have the opportunity and right to receive music education. Kodály states this is best achieved if kindergarten teachers are educated in the early life music educators (Forrai 1988).

The aim of early music education is to offer children musical experiences, readiness and skills, and support children’s creativity and self-expression. In addition early music education aims to support emotional, social, cognitive and motoric development of the children (VMO 2009). With the aid of music children can be taught concepts such as numbers, colours, days of the week, and so on. Nevertheless Pugh & Pugh (1998, 18-19) state that though the child’s language as well as concepts are being developed and improved, using this form of music is not contributing to the child’s musical development. For a proper musical development to occur the child must learn “accuracy of pitching, rhythm and phrasing” (Pugh & Pugh 1998, 18-19).

Early childhood music education in Finland has been strongly influenced by four music pedagogics: which are Kodály, Jaques-Dalcroze, Suzuki and Orff (Ruokonen 2011, 127).

Kodály-pedagogy emphasizes singing and collection of children songs that are taught to children; which are learned by playing and moving and clapping to the rhythm and tempo of the

song. In addition he has also invented a method of teaching music to children with “singing” hands (Forrai 1988). It is the act of assigning hand signs in order to give a visual aid to the song’s tempo or rhythm.

Jaques-Dalroze, the founder of musical movement states that moving to the music is natural for small children. He emphasizes holistic and body learning through musical movement and methods like improvisation, dances and free and guided musical movements in physical education (Ruokonen 2011, 128,129).

Suzuki has invented a method of teaching music in early years and he emphasized strongly the meaning of listening in the process of learning. Suzuki-pedagogy also highlights individual support and growth of each child through listening and musical interaction but also with the interaction of their peers (Suzuki 1977).

Orff has developed a set of instruments suitable for young children which includes for example the xylophone, the drums, the tambourine and the triangle (Ruokonen 2011, 128) and emphasizes the wholesomeness and integration process of music education in which singing and playing the instruments is combined to movement and drama (Frazee & Kreuter 1987).

We have chosen not to follow any specific pedagogy but our methods have similarities to all above mentioned pedagogies; like Suzuki we also emphasized the role of listening, we also included movement and underlined the importance of playing as a method of learning.

5.2 Language showering

Language showering, as the term implies, is the milder version of language immersion and a way to arouse interest in language learning (Kuutti 2010).

The method of familiarizing a new language for children is called “language showering” (in Finnish kielisuihku or kielisuihkutus) which was originally introduced by German language teachers but the method suits also other languages. The national development project called “Kielitivoli” by the Finnish National Board of Education presented and made the term language shower known during the implementation of the project in 2009-2011. Kielitivoli aimed to evoke children’s enthusiasm towards languages and encourage them to choose optional (A2) languages at school (City of Jyväskylä 2013). Even though the children would not choose optional languages later at school, according to Niina Kuutti (2010) the time used on language showering does not go to waste; exposure to foreign languages will leave a memory trace which can be later activated (Kuutti 2010.) Finnish professor Risto Näättänen (1998) affirms that early exposure to different languages and phonics is beneficial for the language learning later on. He also adds that these kinds of memory traces would record most effectively into

the brain before the age of two; nevertheless language develops intensively until the six years of age (Kuutti 2010).

Kuutti (2010), in her report for 'Kieliverkosto', describes language showering as a tool to diversify Finnish language reserve. She also sees language showering as a possibility for the parents who are hesitant towards language immersion kindergartens to choose a "softer" option and utilize the services of kindergartens which offer these lingual previews. According to Kuutti (2010), biologically kindergarten aged children have the most potential for simultaneous learning of two languages, and brain research also supports this claim.

The idea of language showering is to introduce a foreign language and the introduction is done through daily activities, singing and playing. Language showering has connections to language immersion; nonetheless the main differences are the duration and the use of the supporting language. The implementing person does not have to be a language teacher; any person who has knowledge in the foreign language could give language showers (City of Jyväskylä 2013). This also expands the variety of languages that can be chosen. Anna-Kaisa Mustaparta the Counsellor of education (2009) also reminds that the teaching potential of immigrants in our country should not be undervalued (Kuutti 2010).

Another aspect of language showering is also familiarizing the cultural aspects to the children. This would ideally make the children more tolerant towards other cultures since language showering should be a cultural showering as well. One should also bear in mind why languages are taught; to gain mutual understanding (Kuutti 2010).

5.3 Kuttu - kuvin tuettu leikki and Suupoppia

Kuttu, picture supported play has been developed to support particularly children with linguistic challenges and their communication, interaction and play skills, but it could benefit all children. It could be used for example as interactive play amongst multicultural children, as speech therapy and or as an assessment tool (Kähkönen, Lindholm & Tahvanainen 2013).

Picture supported play uses images as toys and communication tools. The goal is to introduce picture communication to children as naturally as possible in their familiar environment. Kuttu develops the children's language and play skills. In addition the children can influence the course of play, and are able to plan, implement and enjoy the play, express their own thoughts and ideas despite their linguistic difficulties (Kähkönen, Lindholm & Tahvanainen 2013).

Suupoppia is an action song material for singing and playing, and simultaneously supports the oral motor skills and is a way to strengthen the muscles of the face, and it can be implemented in different groups of children. Suupoppia is based on the action song material by Avainsäätiö (2013), which includes a children's song book, a CD and photo sets of 10 songs which contain physical exercise for the mouth and the muscles of the face, rhythm exercises and actions songs (Avainsäätiö 2013).

The songs and the series of images to support the lyrics of these songs are designed to strengthen children's language development, sense of rhythm, memory, interaction skills and ability to combine words and images (Avainsäätiö 2013).

5.4 Pictures as supportive education tools

Nowadays pictures are more widely used in supporting education, for example in pre-schools. Because the teachers have realized the benefits of the usage of symbols, have they begun to implement it for all of children (Madigan, S. 2005. 1).

In Viidakorumpu pictures are already used in everyday life and thus using them was a natural choice for us as well. Children are accustomed to seek support from pictures whenever new issues are introduced and we believe, as well as the day care staff, that pictures ease the adaptation of the new skill or word.

Another group that could benefit from the support of the pictures are children who have moved to a new country and do not yet speak the predominant language. The fact that they do not know the language can make them frightened or distressed (Madigan, S. 2005. 1) but when aided with cards these children can communicate, and understand better what is happening in the day care. The using of symbols could also help the communication between the families of these children in case the day care staff and family do not share any common language. According to Madigan (2005) these pictures should not be used on their own, but they should be accompanied with spoken language, gestures, non-verbal communication and facial expressions (Madigan, S. 2005. 6; Detheridge, cited in Wilson, 2003).

The benefits of using symbols according to Madigan (2005) are: the support it gives for both language comprehension and expressive language; they also facilitate children to make choices and give the opportunity to make sense of the routines; children get less hyper and they attend more during the group activities. Specialists also claim that symbols profited the children with lingual delays, and in addition they helped some children to ease their shyness when they were speaking in front of the group (Madigan, S. 2005. 18, 21).

Both Kuttu and Suupoppia inspired us when we planned our sessions and due to positive experiences about these methods we decided to also use images as our education tools. Each time we introduced a new song and/or theme for the children we showed complementary images to support their understanding. For example our starting song “Five little monkeys” (look at figure 3).

6 Implementation Phases

During September 2013 we finalized a planned version of the activities we would do with the children. This plan was later showed to our working life partners, who then approved our draft. This draft had a detailed description of what songs and activities we would do for the eight sessions we would have with the children. While discussing about the implementation of our project with our working life partners, the idea of performing in the Christmas party arose. This would allow the children to show off some of what the children learnt with us, and would allow us to see some of the results of our project.

The implementation stage of our thesis occurred during Autumn 2013, during which we also fixed our planned sessions to reach our working life partner’s wishes. During this period of time we were also writing our Thesis plan.

Simultaneously with the implementation stage we were also preparing certain materials, such as a warm up song that would be used in every session (i.e. getting the images and the lyrics printed).

6.1 Timetable

During the whole month of September we began to plan our thesis project. On the 27th of September we had our first meeting with our supervising teachers, in which we were given permission to continue. From then onwards we began to write out our thesis plan. By the 31st of October, we agreed with our provided teacher to submit our thesis plan.

24.10 Warm up session

31.10 First session

7.11 Second session

14.11 Third session

21.11 Fourth session

28.11 Fifth recap session

2.12 Sixth recap session

9.12 Children’s Christmas Party

In between those dates we had met according to our schedules to discuss about our implementation plans and to modify them when it was needed. After each session we had also met on Skype to write up a learning diary of what had occurred during the session.

After we completed the implementation stage we began to write up our evaluation during the end of December till the month of January.

Before the implementation, we looked through the goals we hoped to achieve and theories that would inspire us to execute our project. Our main goal was to create an interest in learning the English language. According to Harmer (1991, 7) this goal can be achieved by helping the child find motivation in the process of learning. We hoped that we would succeed by using the child's curious nature to our advantage and constantly giving positive feedback in return. In this process we came across interesting techniques that we put into use, such as Lathey & Blake (2013, 209) who suggested using fun activities such as singing, moving and seeing different visual aids. We began to gather all music and language learning theories that would assist us to create a session schedule to use with the children. We came across topic ideas, such as colours, animals, and so on, that we later used as themes for each session we implemented with the children. When choosing the topics we tried to bear in mind what would most likely interest the children. By doing this we wanted to guarantee motivation to sit through each session, as each child knew that if they were not interested they were allowed to leave.

The ideal situation for us would have been to ask the children what would have interested them to learn in English but due to the situation and challenging timetable, this idea could not take place. The original reason for asking their opinions was to evoke and reinforce the motivation, which is also recommended by Harmer (1991). Ideally if children were able to plan and influence actively to the content of the English club, they would more likely affiliate the club and comprehend it as our co-operative project. In order to compensate the fact that we adults planned the sessions we decided to make an open feedback that allowed the children to have more control what materials would be used during the sessions. For instance, if a song was strongly disliked we would not use it again, or if a certain game was enjoyed we would try to implement it again for the future sessions. Although the project in this context was not as child-orientated as we wished, we still hope that the children could sense that they were heard and their opinion mattered; this would ideally invoke the feeling of empowerment.

Once the themes were picked, we went through numerous songs to find the ones that would reach our needs the best. These songs needed to be: easy, repetitive, catchy, clear, slow

paced, and short in length. Each song was chosen for the theme that would be taught in that session. For instance, when learning about colours, the song had to be colour orientated. It was a bonus if we could find a song that was also connected to the next session. For example when we learnt about colours, our song lyrics also mention animals, which allowed us to perfectly introduce the next theme that was animals.

6.2 Planning stage

As for creating the groups, we decided to finalize them after our warm-up sessions, as this would allow us to see the group dynamics. Nevertheless we divided the group into two to test the group dynamics, for instance if the personalities and English experience was compatible. We took into consideration that both our groups should be balanced with older and younger children, experience in the English language, and personality traits. Children's intellectual development evolves in social settings. The way they interpret processes occurring in their social encounters and their attribution of these concepts can be aided or supported by a more knowledgeable other, in this situation their peers. (Bransford, Brown, & Cocking, 2000). This would ideally mean that each child would aid each other in the learning process, helping each child shine. Nevertheless for our first warm up session we tested a group division we had made, based on the prior knowledge we had on the children's behaviour.

6.3 Implementation stage

6.3.1 Warm up session

Our first session occurred during the 24th of October, 2013 as planned. This session was our first warm up session, which allowed us to meet the children and inform the children what this club entailed. For us, as the instructors, this was the opportunity to observe the group size (in total 24 children), and dynamics, as well as any minor changes that we would need to do on our session plan to meet the children's needs. This entailed the skills the children have in the English language, as well as the understanding of simple verbal-visual aid commands. For instance telling a child 'sit', and using common gestures to imply 'sit'. This was also a session in which we tested how much Finnish language aid was required and how we would divide our roles as two teachers in the environment.

For our first warm up session we spent a few minutes explaining to the children who we are, what the English club is about and what is the common structure of each session. We also went through certain guidelines, such as feedback was allowed, the children leaving the room anytime during the session was acceptable, and responding in Finnish was permitted, to name a few.

After the guidelines were introduced, we began singing and dancing the warm up song we picked to be used for the beginning of every session. Afterwards we began the session's theme, which were introductions. This meant introducing ourselves: name, age, and gender. We repeated this by playing games such as passing the ball and saying your name. As a change to maintain the children interested we sang 'the wheels on the bus' song which is very familiar to the children due to singing this particular song in Finnish regularly. After singing the song for the first time together, we went through the words of the song, and then we sang the song again.

With ten minutes left we asked for feedback and then began singing our good bye song (lyrics can be found under appendix 1).

6.3.2 First Session

Before our first session we had agreed on how to divide the children into two groups. In each group there were approximately 12 children. When dividing the group we attempted to mix the children so that each group would be equal in the level of activeness, maturity, temperament, and previous English knowledge.

For our first session that took place on the 31st of October, 2013 we decided to sing 'Five little monkeys'. This song we decided would be our opening song for every session to come. We had a CD that played the tune while we sang along with it, showing pictures for each verse. While we sang, we had specific actions that would go with each verse. For example in the verse "Bumped his head", we would smack our head with our hand very gently (for a clearer idea refer to figure 3). While the song was new to the children, they followed the actions with ease and some mumbled the lyrics as best as they could.

After singing 'Five little monkeys', we counted how many children there were, some children with previous English knowledge joined in. After counting we continued by saying our names "My name is...". In addition we asked the children to show with their fingers how old they were. Once the child's fingers were up we counted out loud together how many were raised, and repeated the final number twice. For instance, "One, two, three, four, five. FIVE. You are FIVE years old". We repeated this step with all the children, and by half way most children knew how to express their age in English. Once this seemed to be more comfortable for the children we decided to play a game in which we used a ball. The aim of the game was to pass the ball between us, and when in possession of the ball, say your name and age. For example: "My name is Maria. Six". After each phrasing from each child we would always give positive feedback, such as "very good", and repeat the sentence: "Maria is six years old".

In continuation we went over the colours. We introduced to the children the colours: red and green. After the children were more familiarized with the introduced colours we chose to play a game. In this game we took two placemats, one red and the other green, and placed each object on the opposite side of the room. Once ready, one of us would shout out a colour and the children would need to stand over the colour requested. Once the children seemed to follow the instructions without too much aid from the other adult who would slowly make their way to the colour requested, we added music. While the music was on, the children were free to dance, walk, or skip. Once the song was paused, one of the adults would shout out a colour, which the children would go to. This game again seemed to eventually become easy for most. By the end of the game most of the children remembered how to say both colours without the assistance of the adults.

To finish our session we asked again from the children feedback in Finnish with pictures demonstrating each action we did together that day. Once the children finished sharing their opinions of what was fun, what was hard, what they enjoyed, we sang together our goodbye song which the children mainly observed us.

6.3.3 Second Session

The second session occurred during the 7th of November, 2013. As we had agreed we opened our session by singing 'Five little monkeys' while accompanied with the planned movements. This time around all the children followed the actions confidently and some of the older children sang to key words; such as monkey, five, four, three, two, one.

After singing our opening song, we went through quickly the names of each child, and their age. Some children had remembered from the previous session the number of their age in English. We observed a difference between group A and group B. In group A we noticed the children were less active and in general more quiet, which lead us to believe that the session planned out for them was difficult. Unlike group B who was more active and took initiative in all the activities we planned for the session.

In continuation we did a focused activity with colours. We began by introducing the primary colours using different coloured objects, such as a yellow plastic banana and a blue plastic plate. Once going through the colours we took out four primary colour placemats, and asked the children in English to take a specific coloured object and place it on the matching coloured placemat. This appeared to be quite challenging for group A and in addition the children lacked initiative and energy to continue the activity. For instance a few children complained during the session: "En haluu" (I don't wanna), or in general were very restless. Due

to this we decided to stop the activity and go straight to the next one. With group B we were more successful, the children were actively participating. Group B even seemed to find the activity easy, which resulted in us challenging them more. For example, "Take the RED APPLE and place it into the YELLOW MAT". Afterwards we played the same game from session one, with an addition of two colours. Here both groups were equally active, nevertheless group B required less assistance from the instructor than group A.

With group B we decided that we would introduce quickly and briefly our next session's topic, body parts singing 'Head, shoulders, knees and toes'. Since group A found learning colours in English very difficult we decided that it would be best to cover only one topic with them.

With a few minutes left, we asked for the usual feedback using images or objects to demonstrate each activity. We asked the usual questions, such as what activity was fun, what activity was not, what was difficult and what was easy. Like the previous session, we received very positive feedback in general; the children liked specifically the 'Five little monkeys'.

To close our session we sang our goodbye song, and this time most of the children followed the actions, and were able to sing along the key words: bye bye.

6.3.4 Third Session

The third session was on the 14th of November, 2013, the theme of this session was body parts. Before starting the session we decided to change some members of the groups, mainly to balance out the difference in English skills, so that one group would not be more knowledgeable than the other. In the ideal case both groups would have peer support and aid in following the activities. We also changed some members of the group due to behavioural reasons (e.g. fooling around), so that the child could benefit more in the activities.

As usual we began with our opening song, 'Five little monkeys'. This time both groups were anticipating the song and were able to follow the lyrics and actions with more ease. From this activity we continued again to introducing ourselves quickly and also counting how many children there were, as well as how many boys and girls were present. This again was done fluidly by both groups and the children did the activities more independently.

Before we introduced the new topic we decided to quickly go over our previous topic, colours. We had chosen to use a song called 'Red rabbit, green gorilla' (Appendix 2). We went over this song first by saying each line using our pictures as an aid for children to understand and thereafter we sang the song with the melody, again using the pictures as visual aid for the children.

After the previous activity we introduced body parts. We went over first each body part for them to get accustomed to the words. Once the groups seemed more familiar with the terms we presented 'When you're dancing' song. This song appeared to be disliked and was too quick for the liking of the children, so we immediately stopped the song and began singing 'Head, shoulders, knees and toes' (Appendix 3).

Next, for the first time, we presented three options of songs that the children could perform during the Christmas Party. The options were:

- I'm a little pine tree (Appendix 4)
- Let it snow
- We wish you a merry Christmas

From these three options the children picked 'I'm a little pine tree'. From there on we began to teach the children the lines of the song. We did this by first saying one word which they would repeat after us. For instance, the instructor would say "I'm", the children would repeat "I'm". After a couple of times we went through sentence by sentence. For example, the instructor would say "I'm a little pine tree" and the children would repeat "I'm a little pine tree". We did this a few more times until the children seemed familiarized with the lyrics, at this point the pronunciation was not important. While learning the lines of the song we included visual aid. Following the events we then had the children repeat with us only the first two sentences of the song, about two to three times.

We concluded the session by asking feedback, in which we got as usual positive feedback especially from the 'Five little monkey songs' and the 'I'm a little pine tree'. As anticipated the song 'When you're dancing' received very bad feedback. In general both groups were quite happy with the session. Once the feedback was out of the way we sang our goodbye song that was sung with more confidence. At this point our goodbye song did not have actions for each verse, but the children decided to add more actions, which was then permanently included to the song. These actions were; hugging each other or themselves, and cupping your hands over your eyes longer. The children knew more words such as 'bye bye see you again' and 'take good care'. We were very pleased that the children took initiative and spontaneously influenced the content of the club. It seemed to us that the children felt proud of themselves when they realized that their opinions mattered and their proposals were heard.

6.3.5 Fourth Session

The fourth session took place on the 21st of November 2013. In the beginning of the session we sang 'Five little monkeys'. Both groups by now sang quite excitedly and loudly. In continu-

ation we counted the participants, nevertheless this time around the children counted without our assistance.

The following activity was to go through our previous topic. We first quickly went over each body part and then played Simon says. We did this by asking the children to, for example, touch their knees, or touch their nose.

In continuation we sang 'Red rabbit, green gorilla'. We decided to use this song as it was familiar to the children and taught them the animals while recapping the colours. As well as it was a favoured song by the children. We had a basket full of plastic animals which we introduced to the children. We were surprised to see how well some children knew the animals before we even told them how it was said in English. Some animals we used that had not been mentioned in the song were: cat, dog, snake, pig, cow, duck, chicken, horse, and sheep. As the children were so familiar with the names of the animals in English we decided to ask them also what colour the animal was. We were even surprised by some answers we received, such as: "Purple panda, mutta se on myös musta ja valkoinen. Black and white."

Then we decided to continue practicing the Christmas song. We went through again sentence by sentence the first two verses of the song. When the children seemed more accustomed we began to learn the next two sentences. We started by going through word by word, we did this a couple of times, and then we moved on to saying the whole sentence. Before ending the session we said together the four verses that the children had learnt from the 'I'm a little pine tree song'.

In the end we asked for feedback, which was only positive feedback on everything we had done in this session. We sang the 'goodbye' song and ended the session.

6.3.6 Fifth and sixth session

The fifth session took place on the 28th of November, and the sixth session took place on the 2nd of December. Both of the sessions were recapitulation sessions on all we had covered together. We decided to focus the last two sessions mainly on the Christmas song, accompanied with game activities which were popular amongst the children.

Both sessions began with same basic structure we had been following throughout the English club. We started with our opening song and we ended with the feedback and the goodbye song. In between these songs we went over two themes that we covered with the children previously, and left fifteen minutes to work on the Christmas song. On the fifth session we

covered body and numbers, and the sixth session we covered colours and animals. The activities used for each theme were the same that had been used previously with the children.

For the Christmas song we went over the whole song that had learnt so far and added two new verses. By these sessions we had already integrated the melody. We also included some simple movements for the verses the children were already familiar with. We decided to add these actions with the results of aiding the children to memorize the lyrics better. In addition we wanted to facilitate the knowledge of what order each sentence came in.

6.3.7 Seventh session

This session took place on the 9th of December, it was not planned but we felt the children needed more rehearsing for the Christmas performance. This session unlike others, took place with all 24 children and lasted a whole hour.

We began this session with our opening song as usual. Once done we immediately began rehearsing our Christmas song. By now the children sang the song with confidence, it was only a matter of practicing and correcting some pronunciations. We began by singing sentence by sentence together and ensuring that the children had the actions and pronunciations correct. Once we did this three times, we sang the whole song through, which went very well.

We began to notice the younger children of the group getting restless so we changed to another activity, one which required the children to move. We introduced to them five animals; cat, dog, snake, frog, chicken. From there we would shout out an animal and the children would have to act out that animal. We did this for ten minutes, and afterwards we again continued to rehearse the Christmas song.

For the second practice of our Christmas song, we began to sing with the children four sentences two to three times. Once it was being sung more independently we would begin singing the other half.

Once the children began to seem restless again, we played our colour game. We put out four different coloured placemats to each corner of the room. And shouted out the colour the children needed to go to. We did this for ten minutes and then went back to rehearsing for our performance.

We had the children sing the 'I'm a little pine tree' twice from beginning to end. As it went so well we invited our working-life partners to see their rehearsed performance. Once our

working-life partners left we placed the children into specific places and performed one more time.

After the performance we ended our session with feedback questions and our goodbye song.

6.3.8 Christmas performance and goodbye session

The Christmas performance took place on the 10th of December 2013. The performance was a surprise to the parents, and our way to show what the children had learnt, and to thank the parents to permit the children to participate in the English club.

The performance was very successful; the children made no mistakes and sang loudly and clearly to the parents. After the performance, we received a lot of positive feedback from the parents and staff members. And most importantly the children seemed to enjoy themselves, and they were very proud of their performance.

The goodbye session took place on the 11th of December 2013, this session only took 15 minutes. The aim of the session was to give positive feedback to the children, as well as give them medals for their performance and attendance of the English club. During this short session we also clarified to the children that the English club had ended and that the next re-opening of the club would be with another instructor.

7 Evaluation Stage

7.1 SWOT

One of the evaluation methods we chose to utilize was the SWOT analysis. According to Frangenheim the SWOT Analysis is recommended to be used when “examining one’s practice or organisation, [...] such as one’s club, [...]. This commonly used method involves categorizing both internal and external factors as strengths, weaknesses, opportunities and threats (SWOT). Generally, not exclusively, the strengths and weaknesses are internal factors relating to the organisation it self, while opportunities and threats arise externally.” (2005, 43). In other words, the SWOT analysis is a good method to use when planning a project, as the person responsible can observe all the strengths, weaknesses, opportunities, and threats the project can have internally and externally (Watkins 2007, 41). This method of analysing originates from Albert Humphrey (2005), who used the method during a convention at the Stanford Research Institute. By choosing the SWOT analysis we were hoping to chart the possible challenges which may occur.

Watkins (2007) gives an example of all the issues that should be considered when writing up the project's strengths, weakness, opportunities, and threats. Factors that should be considered when stating the strengths should be: "internal competence, valuable resource, or attribute that an organization can use to exploit opportunities in the external environment" (Watkins 2007, 41). Factors that should be considered when thinking of the weakness in the project are the: "internal lack of a competence, resource, or attribute that an organization requires to perform in the external environment" (Watkins 2007, 41). Elements that should be taken into account when writing up the opportunities are: "external possibility that an organization can pursue or exploit to gain benefit" (Watkins 2007, 41). And finally but not the least important that should be taken into regard are the threats, that is an: " external factor that has the potential to reduce an organization's performance" (Watkins 2007, 41).

According to Watkins (2007) the SWOT analysis should be done before firm objectives are made, nonetheless we chose to do it after we had made our objectives. We used this method to observe all the factors that are with and against our thesis project, and with this knowledge, to be able to accommodate these crucial factors so that the thesis project could succeed. We also hoped that the analysis would facilitate our focus on what to observe during the sessions with the children.

<p>Strengths:</p> <ul style="list-style-type: none"> • Enthusiasm • Energetic • Sense of Humour • Flexible • High tolerance to handle uncertainty • Work well under pressure 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Pia Ripatti's Finnish language skill may be a barrier • Disorganisation • Busy timetables that differ from one another • Lack of experience in using the Language Shower Method (kielisuihku)
<p>Opportunities:</p> <ul style="list-style-type: none"> • Experience in using Language Shower (Kielisuihku) • Presenting new working methods to the kindergarten • Introducing new creative methods to the kindergarten 	<p>Threats:</p> <ul style="list-style-type: none"> • Our timetable is very tight and inflexible • Disorganisation • Children won't learn any new words in the English language • Children disliking the club and the English Language

Contemplating the SWOT analysis helped us form a stronger partnership as we knew better how our team worked. Also when pondering possible weaknesses we came up with some solu-

tions, for instance Pia's language barrier. When planning sessions we took this into consideration by always instructing the children together instead of having one instructor at a time. Another benefit of using the SWOT analysis was that it allowed us from the beginning to find solutions to our challenging schedules. This worked as both of us were working during the thesis implementation stage. Acknowledging this we decided to agree on fixed dates beforehand to implement the sessions. However when planning time to write the learning log and other written material we never fixed dates beforehand, which led to challenges in finding mutual time. Thinking back it would have been very beneficial to have fixed dates also for the writing.

Using the SWOT analysis we were able to take advantage of our strengths as we knew what they were before beginning the implementation stage. For instance our tolerance to work under uncertainty and flexibility were used a lot and we both agreed that it was helpful in carrying out the sessions. For example during one of our sessions, a song was disliked by the children, we knew that we could stop and change it on the spot without the other feeling uncomfortable with the spontaneous change. Or one instructor could do something that had not necessarily been planned and the other instructor would easily follow the new plans. This was important as one of our threats was the children disliking the English club, and what could have resulted in the children not participating. By being flexible and being observant we were able to ensure the children would enjoy the English club.

As for opportunities, the end results were very positive and left us feeling motivated and happy to continue using these methods. One of the methods that were new to us was the language shower. The most interesting aspect about the language shower method was to observe how quickly the children absorbed the English language. The most amazing part of the experience was to be able to combine both, different creative methods and language shower with the children. It was simpler to implement than expected, multiple times we felt it came naturally, in a form of common sense, when planning the sessions for the children.

7.2 Learning Log

Another evaluation method, which we carried out during the implementation of our project, was the learning log. A learning log is in a format of a diary. After each session, we wrote down what we did and how the children responded. On top of that we also wrote a group reflection on how we perceived the session went. Examples of some questions we answered in this reflection are 'how did we do', 'what could we have done differently', 'did we feel we challenged the children sufficiently', and so on. The purpose of the learning log was for us to remember what the results of the session were, and to facilitate the writing of the thesis. Lejeune (2009) states that it is important to have a diary to be able to keep in track of all

that occurs and know in what situation your project is in. In our situation it helped us to contemplate how we should continue our sessions. While we planned an outline of what we did with the children, we changed specific things to match the level of the children's skills and preference. By having a diary in which we reflected and stated exactly what we were doing, we could observe with more ease what we could have done differently, and what we had done already.

The learning log is an excellent tool, according to multiple theorists such as Gambrell (1985), Brighton (1970), Brown (1975) and Emig (1977) as a strategical form to rethink and revise, understand and learn, sharpen and focus ideas that may have come up with the journal writing process. Without the learning log we would not have been able to reflect on the past events so effectively, and our point of view would have been apparent. According to Langer and Applebee (1987) the individual will be able to reflect on issues and by doing so change or reorganize the information, so in our case it would permit us to recall the data and adjust our session outlines to better suit our client's requirements. Kolar and Dickson state that a learning log can aid a writer to simplify concepts which in return reinforces reflection that leads to a more analytical thinking process.

Writing a learning log had helped us observe how quickly the children learnt and permitted us to develop the activities more to reach the children's skills. It was also helpful during the writing process of the thesis. The learning log can also be used in the future if we choose to repeat the project or parts of the project again. In addition the learning log was helpful to reflect on what occurred in each session and to remember how we felt during each activity.

One key finding was the comprehension that even with the minor changes the children can get the feeling that they can impact the track of actions. In the learning log we have described how the children acted during one of the feedback situations. Firstly it seemed that the children's attitude towards our Goodbye song was very neutral, it did not seem to evoke any feelings what so ever. In the beginning the song had only couple of actions to pair up the lyrics but tentatively one of the children cupped her hand over her eyes as we sang "see you again", fortunately we saw this and reacted supportively. This caused a positive chain reaction and spontaneously the children started to propose also other actions which could be combined to the lyrics. We wanted to encourage their efforts and added their suggestions as part of the song. This seemed to have significant influence on the motivation, once neutral song became one of their favourites.

As instructors we need to take into consideration the different temperaments of the children. While one when excited smiles and jumps up and down, another can sit quietly. When looking back into our learning log we misinterpreted one of the children's behaviour, due to the fact

that during the first two sessions she sat quietly, and did not participate, appearing to be bored. Multiple times we told the children that they were permitted to leave if they wished so. Yet this child in particular never left, after conversing with the child's mother we discovered that the child truly enjoyed their time in the English club. It was also more noticeable after the third session as this child began to slowly participate in the activities. Nevertheless this situation was a good learning experience for us, as we were able to observe first-hand how children can enjoy a session without showing the common signs of excitement. We wondered however how we should have behaved if her behaviour would have continued, especially as we did not want to pressure her. As we were two instructors we took turns to motivate her while the other led the activity. We assume our method worked, as slowly but steadily she began to participate. Nonetheless it could also be that she was shy and on her own comfort she began to join us in the sessions, and as a result had nothing to do with our words of motivation.

Although it is challenging to make assumptions based on our learning log, we hope it shows how the learning process developed. You can find a summarized version of our learning log under the implementation phase heading, which we hope is sufficiently summarized for the future readers to repeat. We felt that the transcription of the whole learning log would have been unnecessary repetition and thus we decided not to include it in the appendix.

7.3 Customer satisfaction survey

A general model for developing and using a customer satisfaction survey by Bob E. Hayes (1998) undergoes three steps which are: determine customer requirements, develop and evaluate questionnaire and lastly use the questionnaire (Hayes 1998, 7).

First step requires contemplating the dimension of the quality and customers' requirements. This is done in order to understand how the customers determine the quality of your services, but it can also help you to develop your service or product. Knowing your customers' requirements is also essential when forming the actual questionnaire. Examples of quality dimensions could be receptivity, availability, accessibility or timeliness of the services (Hayes 1998, 7).

When receiving the results of the questionnaire we gave out to the parents, we believed that it might have been challenging for parents to answer the survey as they were not directly our customers. We did not want them to answer on behalf of their children but instead we had hoped to hear their perspective, and how they felt our club had influenced their children. Fortunately enough most of the results were done from the observations of the parents. For

example “Yes, she can speak short sentences in English with her brother”, “...attitude has improved significantly [towards English]”.

Second stage of the general model is developing the questionnaire in which the information should correspond to the identification done in the stage one. The aim of this stage is to gather up a survey which would favour the assessment of precise information of your customers’ viewpoints. Looking back, we feel that we could have received more precise information if we would have restructured our questions. For example, certain question structures allowed our customers to respond with yes or no, leaving us with limited information. After the developing stage, you should evaluate if your customer survey is reliable, in other words free from random-error variance (Hayes 1998, 35). Receiving a second opinion on a survey can improve the random-error variance. In our situation we could have improved the efficiency of our survey by receiving feedback from our supervisor.

Last stage, is using the questionnaire which we decided to hand out to the parents after the implementation was over. We handed out the survey both in Finnish and in English in order to guarantee that our questions were fully interpreted (a copy of the questionnaire can be found under appendix 5).

The results of the questionnaire were positive, and in general we feel we accomplished most of our objectives. These objectives were: to introduce the English language to the children, to create an interest in learning the English language, give them a hobby for the future, inspire day care staff to offer these kinds of informal activities during opening hours, and inspire confidence in the children when placed in contact with the English language.

One of our goals was hopefully to ignite interest in the children to learn the English language. Based on the customer survey it appears we accomplished this specific aim, here are some of the results we received:

- “kyllä hän kyseli mita jotkut sanat on englanniksi” (yes, he asked how to say certain words in English)
- “halua kertoa osaavansa uusia englanninkielisiä sanoja mm. cat ja dog” (wants to show all the words he knows i.e. cat and dog)
- “kiinnostus englanninkielisiin sanoihin selvästi lisääntynyt” (interest in English words has clearly increased)

Apart from verbal interest towards the language, there was also attitudes to demonstrate their interest, such as:

- “she is weekly expecting the English club day”
- “asenne on positiivinen ja innostunut” (the attitude is positive and excited)
- “hänestä on aina ollut kiva mennä sinne” (he has always had fun going there)

Another goal we feel we achieved to a certain extent with these children, is to inspire confidence when placed into contact with the English language. Results connected to this goal are the following:

- “Tunnistaa englanninkielistä puhetta esim. televisiosta” (recognizes English spoken language for example on TV)
- “before she was a bit shy with the language”
- multiple children demonstrating to parents what they have learnt in the English club

As for awakening the children’s interests in continuing to learn English, in this survey we asked if the child had showed interest in continuing to learn English, and all of them except one responded yes. And when the English club was reopened but by another teacher all children except for three who originally said yes attended the club.

Apart from the questionnaire we also decided that during the implementation of our thesis we would gather oral feedback from the children, as well as the parents. During the last minutes of our sessions with the children, we would ask them what they liked most or did not like. As for the parents we also asked them during the times the children got picked up or dropped off in the day care. After the Christmas performance we also had some parents come up to us and give us feedback. All the feedback we received from the parents were positive, and were mainly about the child’s positive attitude towards learning English or showing parents what they had learnt.

8 Conclusion

The journey to accomplish our thesis has been long, yet rewarding. During the process, we have enjoyed ourselves and learnt great deal of the topic that interests us: language and its development in children. But above all we have seen a positive difference on the children. We began this thesis with the hopes to introduce the English language to three to six Finnish speaking children. We feel we accomplished this goal, as we planned nine sessions that took place once per week and covered four themes. During these sessions we only spoke English, using Finnish only when the children demonstrated a need for more support to follow the instructions. The signs we believe demonstrated a need for support were: anxiety, fidgeting, restlessness, acting out, to name a few.

At times we felt we may have reached both extremes; using too much English or Finnish. But if we observe or take into account the results from the children’s feedback and results, it seems we balanced correctly the language use. The children never complained about the club using too much English, nor did they complain about the difficulty of the session. Except once when we were going over the body, in which we used a song that was extremely fast-tempo and not repetitive enough for the children to sing along or even understand. Apart from the

verbal feedback, we had the chance to observe from the children's behavior and body language that the challenge provided to them during the English club reached their needs. As when a child is challenged based on their limits and needs, the child will seek for approval nonetheless continue with the activity.

Meaningful wholeness was reached through the themes which guided the path of teaching. We worked in close cooperation with our partners; their opinions influenced which topics we picked. We wanted that the material would be useful for the children in their future. And so we pursued in creating material that is reusable for our working life partner to be able to continue using the material we made. To facilitate the achievement of our aim which was inspiring the daycare staff we left all the material we used for them to utilize. We also distributed CDs containing songs we applied in the English club with the pictures used in order to support the songs. We received feedback afterwards from parents and our working-life partners informing us of their gratefulness of offering the English club and the material used.

Another issue the parents emphasized was the fact that it was great that the English club was free of charge. Usually the hobbies insist financial support and there is a risk that these activities form to be a privilege for the families with the good financial standing. Parents were also grateful that the hobby was implemented during the day care opening hours, so that their days would not stretch to be any longer than they already are; permitting the parents to spend more quality time with their children.

One of the limitations of our thesis was the duration of our project. The fact that we still succeeded in evoking interest in the English language in such a short time is an encouraging sign. Tight schedule also affected the planning of the activities, with more child-oriented approach also in this stage could have had an improving effect on the children's motivation and hence their learning process. The theoretical framework has also room for improvement; especially the parts concerning the inspirational methods could entail more detailed facts and user experiences. Nevertheless the inspirational methods are quite recent studies that lack written information.

When planning the sessions we at times faced the difficulty of using music methods in our sessions, while it is easy to use music, the technique needs to have a purpose when used. Finding that specific purpose was difficult at times, but in either case we feel that we accomplished our goal. We feel that the main reason why our English club was successful was due to music integrated into the sessions. They were fun and easy to follow, and at the same time subtly taught the children English. As for our other method, picture supported, we had no difficulty integrating it into our plan. We even expanded the method into also using ob-

jects supporting the theme, for instance when we introduced animals, we used plastic animals to support the instructing, which the children enjoyed greatly.

On the last note we would like to discuss our professional growth throughout this thesis project. This thesis, in our opinion, required a great deal of systematic planning. We also learned the importance of planning the sessions, a clear structure makes the task easier for the instructor as well. Nevertheless a good instructor is also able to observe the group and understand when to change the method to either lift the mood or calm down the children. In order to lead a group this large, one should also have basic knowledge about children's behavior. We think that we have gained especially this kind of knowledge. Furthermore we improved or learnt how to use new methods, such as the language showering. We feel these methods will come to use in our future when working in a kindergarten. Having the theoretical knowledge aids us also to work with children who may not speak the common language.

Also using methods, such as, picture supported methods gave us the opportunity to practice our skills, and as a result feel more comfortable using the method in the future independently. We were also able to see how useful and helpful the method can be, and how beneficial it is for children.

Working with another person during this thesis was also a had a positive impact on our professional growth. Firstly as you begin to question attitudes and ideas you may have originally had, even certain behaviors you may show around children. Getting a second opinion might also be enlightening as it forces one to explain the choices that have been made; while opening the reasoning behind the decisions to another person, one can reflect on their opinions. In our situation while both of us work quite similarly, our methods around children were different. Working alongside each other permitted us to reconsider certain ideas and use methods the other group member uses that better benefit certain situations. And secondly it was an opportunity to improve our team working skills.

9 Ethical considerations

The most important ethical consideration we must take into account is the fact that we prosecuted our thesis with under age children. According to Strandell (2010) when working with children under age we should ask for permission from the parents. In addition we must clarify to the children that if they do not wish to participate, leaving the session is permissible. We must also remember that without permission from the parents the identities of the children must be anonymous. This includes also anything the children said or did.

This results in taking into account the Confidentiality agreement. Due to Jenni working in the kindergarten, she had previously signed a confidentiality agreement with Viidakkorumpu, unlike Pia. Nevertheless whatever she overheard during her visits to the kindergarten were kept confidential. Furthermore any information overheard was only used to improve the quality of the session with the children.

As much as we would have wanted to offer the English club to all the children of the daycare, ages varying from zero to six, we decided to exclude children under the age of three. When we decided if it was ethically correct to exclude this age group we found theoretical framework that would demonstrate that it was a correct decision. Ruokonen (2011, 66-67) states that the age of zero to three do not yet comprehend or enjoy singing in a group setting. Furthermore Huotilainen (2012) states that once the child has developed their mother tongue to certain extent, it is advisable then to be exposed to foreign languages, for example in the form of a language shower or immersion (Huotilainen 2012, 105). From these reasons we decided to concentrate on the older children.

We also considered the importance of equal opportunity. We wanted to offer an English club that would be free of charge so that all children could participate. The parents shared our opinion and were pleased of the English club being free of charge. Usually the hobbies insist financial support and there is a risk that these activities form to be a privilege for the families with the good financial standing.

Due to the authority both of us had in each session, especially Jenni who works in the kindergarten, we needed to ensure that the children understood that these sessions were voluntary. This means that we also needed to consider how to best take a role of instructors and not kindergarten teachers. Our goal was to work with the children, not tell the children what to do. Especially respecting their opinions and favouring to the activities we did together. Part of creating a successful session with the children was receiving feedback, so it is important that we listen to everything they want to tell us. The reasons behind these actions was to ensure the children maintained their motivation. As previously mentioned in a previous heading, Harmer (1991) states that motivation is a key factor for learning, and it can lead to better results in language learning. In addition it was important to also pay attention to what songs the children favoured as this was a method we used for the children to expand their vocabulary, as advised by Brock & Rankin (2008, 86).

We also needed to consider the use of two languages in the sessions. Certain children spoke and understood more English than other children in the group. This meant we needed to ensure that though there were some children that were in a higher English level, we would not forget those who were completely new to the English language. This caused an ethical di-

lemma as the point of the sessions was to introduce the English language, yet if we spoke more Finnish in the sessions we would not reach this goal as the children would have limited contact to the English language. Nevertheless by not speaking Finnish we would place the children who were new with the English language in uncomfortable situations, and remove the enjoyment of the language since we could not guarantee the children would understand our activities.

We felt it was ethically important to inform the parents about the events that took place during the session with their children. We used the kindergarten's notice board to inform the parents what would take place in the session, for instance the week's topic is colours. Jenni also during working hours would inform the parents in person what activities were done during the English club. Jenni would also answer any questions the parents asked when they would pick up or drop off their children in the kindergarten. We realized afterwards that the contact with the parents was only through Jenni, even though the parents did have the contact information to reach Pia. During the implementation it felt natural and easiest to use Jenni as the contact link with the parents. But now we feel that we could have possibly arranged an opportunity for the parents to meet Pia in person before the English club, or even during the English club. We have even considered that if we had both been strangers, how would have we arranged the situation? Allowing parents to meet us, also provides the opportunity for the parents to get to know us, and relinquish more trust on us.

10 Discussion

Our thesis hopefully gives way to multiple ideas for others to continue. It would be interesting to observe or discover if participation in an English club at such a young age influenced their further learning process in the English language. The minimum goal we hoped to achieve was to at least awaken interest in learning English, and that they would participate and enjoy themselves.

The aim of our thesis was to introduce the English language to three to six year old Finnish speaking children. We achieved our goal by using music and picture supported methods as a tool for language teaching. During the sessions we spoke both Finnish and English to support these methods. By choosing Finnish as a second language we wanted to ensure that the children had an equal chance of understanding, since some of the children had some prior knowledge while other had no knowledge on the English language. The project was carried out during the day care opening hours, once per week. We felt and were supported by feedback that the hours we chose for the English club were appropriate as it did not remove quality time between the child and their family. Nevertheless it would be interesting to observe if increasing the amount of sessions per week would have brought an even better result. The

approach of repetition in the learning process is also supported by Lathey & Blake (2013, 208), who states that the more a child repeats, for example a certain word, the more likely the child will learn. Nonetheless this theoretical idea could be placed into practice if the theme of our thesis would be taken to the next level, such as teaching the child English.

If we would be able to repeat our thesis and have more time, it would be interesting to explore with the children also other creative methods. For instance an idea we had hoped to do with the children was to create the material together, enhancing the interest and child orientation of the project. In addition as we hope that the staff of the kindergarten would continue these sessions for the children, these materials would be available for them to reuse. We hope that our thesis inspired others to also attempt to implement hobbies into the day care's opening hours. As another of our goals was to hopefully achieve that after-school activities would be offered during opening hours of the day care. The reason behind this goal is to reduce the amount of after-school activities and increase the amount of quality time the child spends with their family. Teacher Maria Mäkelä has expressed opinions about children's reduced free time and wants to emphasize the meaning of creative free play. The young children can have hobbies if the interest is self-imposed, as long as the amount of free time is sufficient (Mäkelä 2014).

Part of our thesis was the hope that by offering English club to the children we would awaken their interest, confidence and ease to learning the language in the future. This has no theoretical proof yet as the study itself is new and still under investigation. Nonetheless according to Niina Kuutti (2010) any time placed in learning a foreign language does not go to waste, it can later be activated as it leaves a memory trace. In addition Risto Näätänen (1998) confirms that learning a foreign language is beneficial to language learning in the future. It would be interesting to know whether language showering influences their willingness to choose optional languages in primary school. Moreover Niina Kuutti (2010) states that language showering has also culture aspects. It would be interesting to research on the results if children who learnt foreign languages younger turned out to be more culturally aware as adults. One should also bear in mind why languages are taught; to gain mutual understanding (Kuutti 2010).

During the implementation stage we only worked with the three to six year olds, due to the theoretical framework offered by Ruokonen (2011) and Huotilainen (2012). While these theories state that children under the age of three would have not benefitted from our English club methods, it would be interesting to observe if other methods could be used to reach the same goal but with a younger audience. Furthermore it would be fascinating to be able to observe if it effects on the development of the mother tongue.

Moreover improving questionnaire should be done if a future researcher wishes to gain more quantitative results. For the purpose of our thesis we felt the questionnaire gave us sufficient information to assume that our goals we reached. Of course there is room for improvement, certain sentence structures or words used could have been considered, that may have resulted in better responses.

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12 Figure

Figure 1 Five stages of language development by Wells (1985) (Brocks& Rankin 2008, 8-9)

Function What children are trying to with their language	Meaning The states, events, relationships the children talk about	Structure The way in which language is put together: grammar	Stage
Gain attention Direct attention to object or event Get something they want Make basic statements Make requests	Naming things Connecting objects and people: Mummy's car; There Nana; Ball gone. Much meaning conveyed by intonation	Single words- look; more; there; want. These are called operators and convey whole of the meaning Name and operator: Look bird; Doggy gone; There Daddy	I
Asking questions- mainly 'where?'	Naming and classifying: constantly asking 'Was-sat?' Changing locations: people coming, going, getting up or down. Attributes: hot; cold; big; small; naughty doggy; It cold Mummy	Interrogative pronoun: Where book? 'A' and 'the' commence in front of nouns. Basic sentences of noun and verb: Car gone; Baby drink. Possession through the apostrophe begins: Jack's chair; Teddy's sweeties	II
Explosion of questions, often through intonation 'Play, Mummy?'	Talk about actions which change object acted upon: 'You dry hands'. Use verbs like 'listen' and 'know' referring to events in past and sometimes in the future. Ongoing actions: 'Me doing it'; 'Mark still in bed'. Enquire state of actions such as if something is finished. Talk about things changing.	Sentence structure now: subject+ verb+ object+ addition: 'Your dry hands': 'A man dig down there'. Use of auxiliary verbs: 'I am going'. Preposition+ article+ noun: 'in the cupboard'.	III
Complex sentence-use	Now convey a wide range	'Can I have one?'	IV

<p>Make a range of requests: Shall I do it? Can I have that? Make and ask for explanations. The 'why?' questions appears</p>	<p>of complex meanings. Use of abstract psychological verbs such as 'know'; expressing thinking and understanding. Express meaning indirectly: 'Can I have?' replaces 'Give me' Expressing meaning appropriately in context.</p>	<p>'He doesn't want one?' No longer need intonation to convey meaning. Now able to use auxiliary verbs: do; can; will. References through sentence: 'I want the pen Granddad gave me'; 'I know you're there'.</p>	
<p>Can now:</p> <ul style="list-style-type: none"> - Give information - Ask and answer varied questions - Request directly and indirectly - Suggest - Offer - State and ask about own and other people's intentions, express feelings and attitudes 	<p>Hypothetical and conditional statements: 'If you do that, I will...' Refer to the past and future times specifically: 'after tea'. Formulate conditions for something to happen: 'You've got to switch that on first'. Talk about state of affairs. Make estimations.</p>	<p>Questions of 'what?', 'when?' and 'what does it mean?' Invert subject and verb in 'When is she coming?' Can create complex sentences of several clauses. Now greater flexibility in sentences; not just adding to length of sentence but can now structure meaning economically. More cohesive in language use.</p>	V

Figure 2. Zone of Proximal Development, by Vygotsky (1978)

One Model for the ZPD

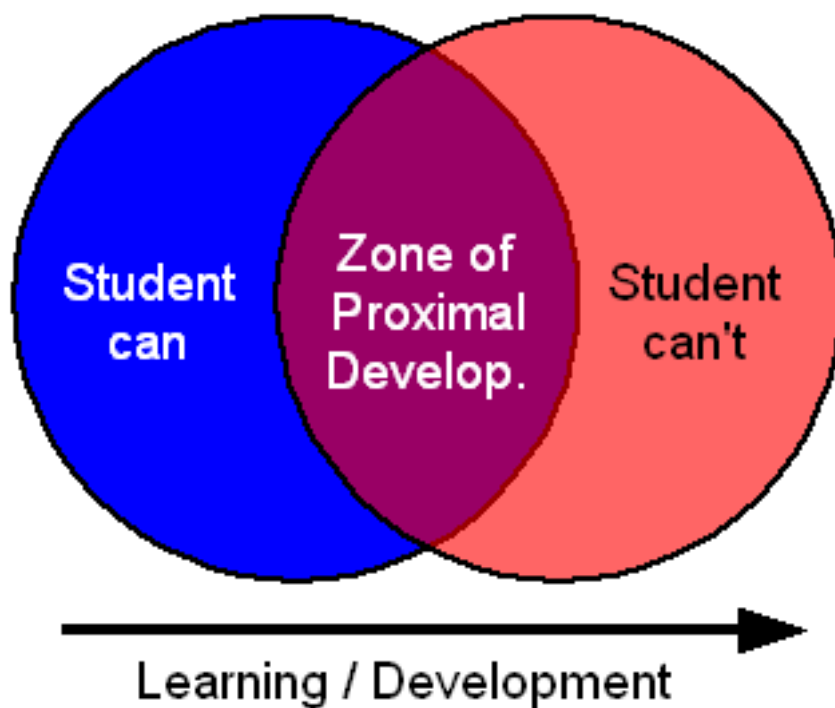


Figure 3. Five little monkeys with picture support

“Five little monkeys jumping on the bed...” “One fell off and bumped his head...”



“Mommy called the doctor...”



13 Appendixes

Appendix 1.....	49
Appendix 2.....	50
Appendix 3.....	50
Appendix 4.....	52
Appendix 5.....	53

Appendix 1

Good bye song (*Melody is from row row your boat, Traditional 1852*)

Bye bye (wave your hands good bye)

See you again (cup your hands over your eyes)

Hope to see you soon (cup your hands over your eyes)

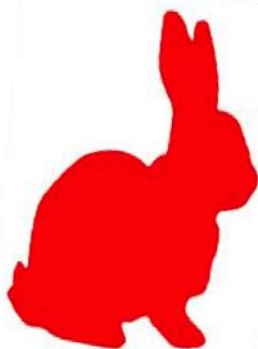
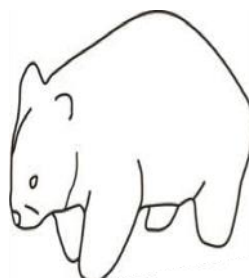
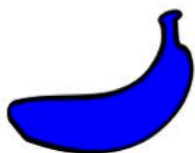
Take good care (hug yourself or hug the person beside you)

And brush your teeth (pretend to brush your teeth)

See you all next week (open your arms in a semi-circular motion and look at everybody in the eyes)

Appendix 2

Red rabbit, green gorilla song (A.J. Jenkins)



I'm a Blue Banana, Blue Banana

I'm a Purple Panda, Purple Panda

Red Rabbit, Green Gorilla x2

I'm an Orange Ostrich, Orange Ostrich

I'm a Pink Penguin, Pink Penguin

Red Rabbit, Green Gorilla x2

I'm a Yellow Yak, Yellow Yak

I'm a White Wombat, White Wombat

Red Rabbit, Green Gorilla x2

Appendix 3

Head, shoulders, knees and toes (Traditional 1961)

Head and shoulders, knees and toes, knees and toes;

Head and shoulders, knees and toes, knees and toes;

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes

Appendix 4

I'm a little pine tree (George Harold Sanders, Clarence Z. Kelley 1939)



I'm a little pine tree tall and straight. Here are my branches for you to decorate.

First we put a shiny star on top. Just be careful that the balls won't drop.

Now be sure to plug in all the lights. So I'll look very cheerful and bright.

Then put all the presents under me. I'm all set for Christmas as you can see

Appendix 5

Dear parents,

Thank you again for permitting us to implement our thesis idea with your children. Here in this letter you will find a few questions we hope you will answer for us. We would appreciate it greatly as it will allow us to evaluate the work we put into the English club. We hope to receive your feedback by: **the 16th of January, 2014**. Thank you again!

1. What types of comments has your child said about the English club?

2. How would you describe your child's attitude with the English language?

3. Has there been any changes in the child's behaviour during the course of the English club? Can you explain?

4. Has your child showed interest in continuing to learn English?

5. If so, was this different before the child began our English club?

6. Any thing else you would like to add?

Arvoisat vanhemmat,

kiitos vielä kerran, että saimme toteuttaa opinnäytetyömme lastenne kanssa. Tässä on muutama kysymys johon toivomme vastaustanne. Palautteenne olisi arvokasta opinnäytetyön it-searviointia ajatellen. Toivomme saavamme palautteenne **viimeistään 16. tammikuuta 2014.**

1. Minkälaista palautetta olette saaneet lapseltanne koskien englannin kerhoa?
2. Miten kuvailisitte lapsenne asennetta englannin kieltä kohtaan?
3. Onko asenteessa tapahtunut jonkilaisia muutoksia englannin kerhon aikana? Jos niin minkälaisia?
4. Onko lapsenne osoittanut kiinnostusta englannin kielen oppimiseen jatkossa?
5. Jos niin, koetteko että kiinnostus on kasvanut englannin kerhon myötävaikutuksella?
6. Jotain muuta mitä haluaisitte lisätä?