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# Teaching Finnish as a second language with new practice material

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2018 Laurea



**Laurea University of Applied Sciences**

# **Teaching Finnish as a second language with new practice material**

Kivinen, Viivi & Pollari, Saara  
Degree Programme in Social Services  
Bachelor's Thesis  
April, 2018

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**Teaching Finnish as a second language with new practice material**

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This functional thesis was made in co-operation with one of Espoo's Finnish early childhood education day-care centres with the help from a Finnish as a second language teacher Katja Lehtonen. The purpose of the thesis was to develop and create a working frame for activity sessions using new practice material "Roihusten arjessa" (In the daily life of Roihunen family) made by Kipinäkeskus. The benefit for the day-care centre was seen as an important factor during the thesis process. The activity sessions were conducted by using "Roihusten arjessa" material as a basis for planning. Comments from the educators of the day-care centre group were taken into account and acted on.

The theoretical background of the thesis is based on teaching Finnish as a second language and multiculturalism in Finland. The Zone of Proximal development (ZDP) by Vygotsky is also one of the main subjects of the theoretical background, as Kipinäkeskus is based their idea of modelling on the theory of ZPD. Other subjects considered in the theory were multilingualism as a concept and AAC-picture communication.

The target group consisted of five five-year olds and their educators in multicultural day-care centre group. The method used throughout the thesis process was service design model and the use of the method was constantly assessed. Child-oriented methods were used in the planning and implementing the activity sessions. Play, singing and observation were the key methods that were used in the activity session project. The implementation occurred in seven sessions at the day-care centre. Two of them were assessments and five were the actual activity sessions.

We were able to construct a working frame to use the practice material with. Based on our observation and the children's own feeling, we could notice development on their vocabulary skills within our activity sessions. The educators of the group were satisfied with the sessions, the benefit for the children was seen as the most important factor of the outcome. The educators of the day-care centre expressed that intensive teaching for only five children would be almost impossible in the daily life in the day-care centre. Overall the results of the thesis process were developmental and all of the participants could gain tools for themselves during the process.

Keywords: Early Childhood Education, Finnish as a second language, Multilingualism, Language learning

Kivinen, Viivi & Pollari, Saara

### Suomi toisena kielenä opetus uuden harjoitusmateriaalin avulla

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Tämä toiminnallinen opinnäytetyö on toteutettu yhteistyössä Espoon suomenkielisen varhaiskasvatuksen päiväkodin kanssa, mukana on ollut myös Suomi toisena kielenä opettaja Katja Lehtonen. Opinnäytetyön tarkoitus oli kehittää ja luoda toimiva runko toimintakertoihimme Kipinäkeskuksen tuottaman ”Roihusten arjessa” harjoitusmateriaalin avulla. Päiväkodin saama hyöty nähtiin tärkeänä osana prosessia. Suunnitellut toimintatuokit toteutettiin käyttämällä ”Roihusten arjessa” materiaalia pohjana suunnittelussa. Ryhmän kasvattajien kommentit suunnitelmista otettiin huomioon ja suunnitelmia kehitettiin näiden pohjalta.

Opinnäytetyön teoriapohja perustuu monikulttuurisuuden sekä Suomi toisena kielenä opetukseen Suomessa. Vygotskyn teoria lähikehityksen vyöhykkeestä on myös yksi teorian pääaiheista, sillä Kipinäkeskus pohjaa ideansa mallintamisesta lähikehityksen vyöhykkeen teoriaan. Muut aihealueet teoriassa ovat monikielisyys käsitteenä ja AAC- kuvallisen kommunikoinnin keinot.

Kohderyhmänä toimivat viisi viisivuotiasta sekä heidän monikulttuurisen päiväkotiryhmän kasvattajat. Opinnäytetyö prosessin aikana on käytetty palvelumuotoilun keinoja ja käyttöä on arvioitu läpi prosessin. Lapsilähtöisiä menetelmiä on käytetty toiminnan suunnittelussa ja toteutuksessa. Leikki, laulaminen ja havainnointi olivat keskeisimpiä metodeja mitä käytettiin toimintatuokio prosessissa. Toimintatuokit toteutettiin seitsemällä kerralla, joista kaksi oli arviointeja ja loput viisi toimintatuokioita.

Pystyimme rakentamaan rungon harjoitusmateriaalin käyttöön. Omien havaintojemme ja lasten oman kokemuksen perusteella huomasimme, että lasten sanavarasto kasvoi toimintakertojemme puitteissa. Ryhmän kasvattajat olivat tyytyväisiä tuokioihin, lapsen hyöty nähtiin tärkeimpänä osana tulosta. Kasvattajat ilmaisivat, ettei tuokioiden kaltainen intensiivinen opetus olisi mahdollista päiväkodin arjessa. Kaiken kaikkiaan opinnäytetyön tulokset olivat kehityksellisiä ja kaikki osalliset kokivat saavansa eväitä itsellensä prosessin aikana.

Avainsanat: Varhaiskasvatus, Suomi toisena kielenä, monikielisyys, kielenoppiminen

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## 1 Introduction

The thesis project started with contacting a Finnish as a second language teacher Katja Lehtonen who works at the Leppävaara area in Espoo, as there was a joint interest in multiculturalism in the early childhood education. The biggest number of foreign language speaking children born 2008-2014 in Espoo are located in Leppävaara area, with 564 children (city of Espoo, 2015, 4). Katja Lehtonen proposed functional thesis using a new method for learning Finnish language in early childhood education called “Roihusten arjessa” which in English means “in the daily life of Roihunen family” and is made by Kipinäkeskus. The material is totally new in the field and Espoo municipal day cares are all going have at least one material package.

Kipinäkeskus (2017, 4) describes their product “Roihusten arjessa” as a material made for strengthening and supporting language skills. It can also be used as an alternative communication method with drawn pictures about everyday situations and story cards, core vocabulary and different ideas for practicing. From the linguistic point of view the practise material can support naming and sentence building. As the name is “in the daily life of Roihunen family” the vocabulary focuses on daily life situations. The practice material emphasizes the core vocabulary and modelling (Kipinäkeskus 2017, 4).

Five functional visits and before and after assessments were implemented at a day-care centre in the Finnish early childhood education of Espoo. The group was multicultural and most of the children had other mother tongues than Finnish. The children who participated in the project were five five-year olds with different ethnic backgrounds. The working life partners were the day-care centre in the Finnish early childhood education of Espoo and Katja Lehtonen, a Finnish as a second language teacher. The functional thesis activity sessions were based on practise material “Roihusten arjessa” made by Kipinäkeskus.

The purpose of the study was develop and create a working frame for the activity sessions by assessing each activity session and modifying the sessions according to the outcome. The goal was to conduct five planned activity sessions based on the “Roihusten arjessa” practice material. Vygotsky’s theory about the zone of proximal development was used in the whole process together with the material, since Kipinäkeskus bases their thoughts about modelling on Vygotsky’s theory. The main focus was to make the study useful for the field and especially to our working life partner, since the material is new on the field.

As daycare is getting more and more multicultural, the study gave us valuable experience in the early childhood education environment. There is now an understanding on what can be challenging for the children in the process of learning a new language and which factors can support it. The close co-operation with the working life partner was an important part of

building our professional identities, we could see the field from close and share experiences with other professionals and learn from a multiprofessional team.

The phenomenon of the study is immigrant children learning Finnish at a day-care centre. The phenomenon is significant because the goal of Finnish as a second language teaching is to prevent exclusion and avoid differentiation in society. In other words, with language the children will be able to integrate to the Finnish society now and in the future. Language is the basis for everything, such as making friends and understanding the culture. By learning the language, children will be able to play with their Finnish friends in a more profound way, which makes them more equal as friends. Determined teaching of Finnish language and creating a positive attitude towards learning it should begin already at day-care. (Kyyhkynen 2002, 22). Keeping this in mind, creating a positive learning environment for the children was taken into account. To achieve the environment the activity sessions were planned with child-oriented methods and having fun within the learning process was acknowledged.

The level of a child's mother tongue is a strong predictor of their second language development (Cummins 2001, 17). Jim Cummins (2001, 17) states that most children learn languages successively. Many bilingual children learn their first language at home, and second in daycare (2001, 17). All the children who participated already had a strong knowledge of their mother tongue and day-care centre was their first contact to Finnish language so they were successive learners of the Finnish language.

The activity sessions were implemented using chapter 3 of "Roihusten arjessa" material, the topic of which is bedroom. The vocabulary consists of normal nouns and verbs related to the topic. The chapter was chosen to concentrate on vocabulary that is used at home rather than in day care. At home the children hear and speak their mother tongue, which means that most likely they do not know the same home-related vocabulary in Finnish. Halme and Vataja (2011) discuss the importance of remembering the fact that children who are learners in the Finnish language are on the same level in their cognitive and linguistic skills, but in a different language and culture. The goal is to transfer this knowledge to a new language and continue growing as a multilingual child.

## 2 Multilingualism, language learning and constructivism

The theoretical background of this study consist of theory that was found important to support the project. Initially, multiculturalism in the Finnish day-care centres and specifically in Espoo where the activity sessions were implemented. Then multilingualism as a concept and language acquisition in learning is explained. It was important to include theory about teaching Finnish as a second language teaching, since it is in the centre of what has been done during the activity sessions. One of the main focuses of the “Roihusten arjessa” material is modelling. Kipinäkeskus bases the theory of modelling in “Roihusten arjessa” on Vygotsky’s zone of proximal development, therefore that is included in this chapter.

### 2.1 Multicultural education at day-care centres in Finland

Multiculturalism is an essential part of the Finnish society, although the word is usually considered only to describe people who have migrated to Finland. Multicultural environment is a part of the everyday life, it is not only about languages, cultures and ethnicity but also sexual diversity, disabilities and religion. The word multiculturalism could be considered to be society’s different cultures, so the word would not only cover immigrants (Paavola & Talib 2010, 11-12). The history of minorities in Finland is long, e.g. Sami and Roman cultures. Before the Second World War there were multiple nationalities migrating to Finland. The first bigger groups of immigrants were the Chileans in the 1970’s and Vietnamese in the 1980’s. The migration began to rise after the Soviet Union collapsed and crisis and war in Yugoslavia and Somalia began. Between the years of 1987-2003 the number of immigrants in Finland doubled by six. Finland is still a country with one of the smallest number of immigrants in Europe. Almost half of the immigrants in Finland live in the capital area (Helsinki, Vantaa, Espoo, Kauniainen) and are usually located in the same living areas (Halme & Vataja 2011).

In the national guidelines there are guidelines for immigrant children in day-care, stating that early childhood education should support the child’s mother tongue and the learning of Finnish. The national guidelines are based on the United Nations convention of children’s rights, the child should be seen as an individual but also as a part of the society. The child should also have the right to culture and religion and to grow to be a part of the child’s own cultural circle but also a part of the Finnish society. The rights should not be discriminated in any situations according to where the child lives or the child’s social and cultural background. In municipalities these mean that the information about the early childhood education services should be open and actively explained to immigrant families. If the staff at the day-care centre see discrimination or bullying of any kind it should immediately be acted upon, it is the job of the staff to create a learning environment that supports diversity. The base for this is built from respecting the multicultural families and their different languages, cultures and concepts of education. The support of the mother tongue should be discussed together

with the parents and think how the child's development in Finnish language should be documented and report how it is implemented (Halme & Vataja 2011, 10 & Hujala & Turja 2016, 237).

There has been little research about children with immigrant background in day-care centres, especially from the point of view of the child. A Danish research by Gitz-Johansen in Hujala & Turja (2016) examines the usage of concepts used by the teachers of preschool and elementary school when they were talking about multiculturalism, children with immigrant background and teaching them. The teachers preferred the word bilingual over talking about ethnicity. By bilingual they meant children whose mother tongue is not Danish and have learned it as a second language. The term bilingual in this case does not always mean lack of language, it is a general word for different meanings of ethnical minorities. When talking about the children of different minority groups there is a picture, on how these children are living in an empty space between the school and their home. This can create confusion and the feeling of being rootless and by this it can create defiant behavior. The teachers felt that this was not the case with Danish children (Hujala & Turja 2016, 238). In the Finnish early childhood education plan the co-operation between the day-care centre and home is seen as a base for cultural education. If the children see that their family's culture and values are respected, noted and positively spoken about, their self-esteem and knowledge of their self is strengthened (Hujala & Turja 2016, 248).

National early childhood education fundamentals about multicultural education require educators to have good cultural understanding to be able to have equal and reciprocal conversations. The child should be encouraged to speak his/her mother tongue. Information about the child's mother tongue, if possible, should also be used to support the language in day-care centre. It is also said that the child needs systematic guidance in learning a new language. There should be a plan made with the parents on how to support the cultural values in the personal early childhood education plan. To make sure there is equal treatment for the children, the educators should know something about the children's culture and respect it (City of Espoo 2015, 7-11).

As a multicultural area Espoo also have their own guidelines to multicultural education. The goal is equal and fair treatment for all and cultural understanding for all. The educators need knowledge about different cultures and religions. If it is possible there should be cultural items and textiles from the children's own culture and different holidays should be taken to the yearly calendar in the day-care centre (City of Espoo 2015, 9-11). The children are also encouraged to get to know different cultures, people and languages. The staff of the day-care centre should guide and act as a model for positive encounters. Children should learn to look at things from different perspectives and that is practised in the day-care centre. This will support to find their own cultural identity, when the children learn to look things from other

point of views. The experiences, knowledge and skills gained from the early childhood education strengthen the child's ability to embrace, use and change culture (City of Espoo 2017, 18).

## 2.2 Multilingualism

Many of the world's children nowadays are multilingual. In the past multilingualism has been a scare for the representors of the main language, who have been afraid of what it does to the society. One person's multilingualism has been seen positively, but teaching has been centralized on the main language and the minority language has been seen as a tool to learn the main language. It has not been long since a study by Pearld & Lambert (1962) in Halme & Vataja (2011, 13) showed that against the old view, multilingual children do better in linguistic and non- linguistic tasks than non-multilingual children from their age group (Halme & Vataja 2011, 13). Sirje Hassinen (2005, 9) defines bilingualism in two ways - according to the other one it means that a person can actively talk and understand in two languages. A person also thinks in two languages and is capable of changing the language even if there is not a perfect mastering of both languages. The other one defines a person bilingual when the languages have been learned in a growth environment and a person uses both languages everyday as in a native speaker. Halme and Vataja (2011, 13-14) define the concept of multilingualism a bit differently, they have divided it to different point of views. Sociology point of view is based on the origin of the person, where the person has learned the languages at home from a native speaker or has been using two languages successfully from the beginning. The linguistic point of view defines a multi-lingual person by the level of the language skills. If a person can speak languages like a native speaker, the level of two languages is the same or the person knows the grammar of a second language. These definitions do not differ a lot from Hassinen's definition. Sociology of language defines bilingualism by the personal and social goals and requirements.

Both Hassinen and Halme discuss the different ways of becoming multilingual. In simultaneous bilingualism the child adopts both languages before the age of three. The child learns both of the languages naturally usually in a bilingual home. In the beginning the child can still mix up the two different languages, which is normal. Some words can be experienced only in the other language and that is why it is natural for the child to use it in a specific situation. Languages can also be learned successively which means that the child learns their mother tongue first and then the second language from places like day-care centre or school. The danger in this type of learning is that the child forgets the mother tongue faster than learns the new language. To avoid this from happening there needs to be a good mutual understanding of the child's language development between the day-care centre and home (Hassinen 2005, 10-17; Halme & Vataja 2011, 13-15).

Finally there is a way to look at the language development from the point of view of language acquisition. Language acquisition is a process where language is learned subconsciously, similar to mother tongue. It requires natural interaction and communication with the language, where the speakers pay attention to message transmission and understanding, rather than form of the language. It does not require correcting of mistakes or learning language regulations. Small children learn their mother tongue spontaneously without any guidance at home, but they can also learn a second language by acquisition. When learning a language by acquisition, it is common not to know all the grammar rules and therefore a person sees the difference in grammar just by “feeling” them right. (Pietilä & Lintunen 2014, 12-13)

### 2.3 Teaching Finnish as a second language

Language is in a crucial position in a child’s development and learning. Not only is it the target of learning to a child, but it is also the tool for learning. (Korkeamäki 2011, 42) Language is needed for learning, since people obtain information and store it in memory using language (Nurmilaakso 2011, 31). Finnish as a second language teaching in early childhood education is regular and goal-directed Finnish language education for immigrants. The right to learn is solely based on the level of one’s Finnish skills, and is not related to birth country, nationality, age, mother tongue or the time they have stayed in Finland. (Halme 2011, 93)

When learning a second language, it is important for immigrant children to first strengthen their mother language, for it helps the child to adopt a mutual base for languages. The base supports the learning of a second language, in our case, Finnish. When attending a Finnish day-care centre, an immigrant child needs time and support to get used to a new language and cultural environment. A child should be able to feel safe and welcome before starting to learn a second language. In the beginning of learning it is typical to have a “silent phase” where a child is listening and rehearsing a new language in his mind, but does not produce speech yet. According to Katjamaria Halme (2011 87-90), the silent phase usually lasts from a few months to a year.

Halme and Vataja (2011) tell about the goal of the adapting a second language in early childhood education, as known as functional bilingualism. Meaning the child can speak, think and easily change languages without further thinking, even if there is no equal mastering of the languages. Children should be encouraged to learn a second language side by side with the mother tongue, not to replace it. The child is supported on knowing and respecting his or her own culture and bravely use his or her mother tongue. This will support the child’s identity formation and self-esteem (Halme & Vataja 2011, 21).

A Helsinki based kindergarten teacher Anu Kyyhkynen writes about the main goal of Finnish as a second language as a teacher. She tells that the most important thing is to prevent exclusion from the main society is by learning the language, and this should already begin in early childhood education. An important factor is that the child has the right to understand what is said around her. Positivity and creating a trustworthy atmosphere require functionality and flexibility in teaching, but it pays off (Lastentarhanopettajaliitto 2002, 23).

Heini Paavola is also talking about the importance of adopting the language. She tells that when building a multicultural identity the person has to have strong views about his or her own culture and the desire to take the surrounding culture into observation and adapt in it. The key to learning about culture is language and with the proper skills in the language it is easier to adapt to the community. (Paavola 2007, 43)

### 2.3.1 Language backpack

In Espoo the educators plan and implement a goal directed teaching of Finnish, which bases on play and child's implication. Educators also know bilingual language development of children and evaluate it by using a "language backpack" (City of Espoo 2015, 9-11). Language backpack is a tool for measuring the child's development in Finnish. Part of it is also for collecting information about the language background and development of a bilingual child (City of Espoo website). The tool also gives information about what goals should be set, and it ensures that the evaluation is based on the goals. The language backpack acts as a cooperation instrument between early childhood education and school where the child is transitioning (Halme 2011, 94).

### 2.3.2 Modelling

Kipinäkeskus base their material "Roihusten arjessa" on the idea that children learn language and how to use it in social interaction with other children who are more skilled with it, which is called modelling. The close relatives of a child should act as an example on how to use language in communicating. In practice the modelling means that the person communicating with the child should use pictures along with their own talk that can help the child to connect the meaning of words to what they see. (Kipinäkeskus 2016, 10)

Language is learned both by imitating and teaching in early childhood education. A child's own experiences and relations between adults and other children are important concerning language development. (Aerila, Kinon & Pöntelin 2010, 47). As we have already mentioned, educators have a great responsibility of supporting a child's positive self-image and trust in their own skills. Educators also give example on different ways to use language, therefore they should use rich language with children also during normal activity sessions and free

activities, not just during scheduled education sessions. Aerila et al. (2010, 47) state that all groups of early childhood education are not aware of the importance of educator's rich language in terms of a child's language development. It is important for educators to pay attention to their own language and phrasing. Based on Katja Lehtonen's experience, many immigrant children have difficulties naming simple things such as "a chair", because in the day-care centre's daily life it is often referred as "own place" or "sit", instead of its actual name. Halme & Vataja also mention the importance of educator's use of language, because the children will learn from what they hear. If an educator uses only spoken language instead of written, children will learn only spoken language. (Halme & Vataja 2011, 26)

#### 2.4 Constructivism in the early childhood education concept

In today's education, one of the main points of education is to develop skills on how to learn how to learn. Constructivism gives the child space to be in charge of their world of learning. (Hujala 2007, 50). Hujala also tells about the basic idea of child-oriented early childhood education which bases to constructivism. The study environment should be built in the way that it supports each child's individual needs. The goals, contents and methods used in the learning process should come from the child. The main job of the educator is to observe, listen and get to know the children's life as a whole (2007, 56). This chapter will be focusing on Vygotsky's theory rather than the other theorists in constructivism.

Vygotsky's educational theory is based on constructivism along with other great theorist like Piaget (1896) and Dewey (1859). This chapter will be focusing on Vygotsky's theory rather than the other theorists in constructivism, Dewey's theory will be presented as comparison for Vygotsky's ideas. Dewey's idea of child-oriented early childhood education can still be seen in today's day-care centres. Dewey underlines the social and psychological aspect of the learning process. He thinks that all learning is based on individual potential and social interactions with the surroundings. Dewey changed the role of the teacher from teaching to the teacher being more of a supervisor for different learning activities. The teacher needs to know the individual needs to be successful in Dewey's model of teaching. The starting point of all teaching should be the influenced by the child's own experiences and habits and the goal of all teaching is to make the child a democratic citizen, the child has to have the ability to be an active builder of the culture. (Hujala 2007. 43-44)

##### 2.4.1 Vygotsky's ideas on child development

According to Hujala & al. (2017) and Kozulin & al. (2003) the idea in Vygotsky's theory of child development has three requirements, the possibility to learn self-development and how to reach a voluntary control of own actions. Also the way to see the whole child as an

essential person in a sociocultural learning concept where the information comes from social and cultural origins. The childhood should also be seen as periods where every period has a characterized upbringing, the periods should have psychological structure and the child should be seen not only as the features of the child, but also as a reflection on how the child acts in social contexts. Vygotsky also has an idea that every function in the cultural context occurs in two ways, first in the social context between humans and after an inner function of the child. The child experiences social structures, language and co-operative processes, which are how the individual cognitive structures are built (Hujala 2017, 48. Kozulin 2003, 46-48).

#### 2.4.2 The zone of proximal development

The main point used in the “Roihusten arjessa” material from Vygotsky’s theory is the idea of the zone of proximal development (ZDP), Kipinäkeskus bases the idea of modelling used in the material to ZDP. ZDP is meant to separate what the child can do with the guidance of an adult and what he or she can accomplish alone. (Hujala, Puroila, Parrila & Nivala 2007, 49) Halme & Vataja (2011) write how the child’s teaching and guidance should always focus on the ZDP, a bit higher than the actual skills of the child. They claim that teaching should precede learning and not follow it. The challenge is to find the real ZDP of the child, when the child cannot speak the language properly. With the help of spoken, visual and kinetic methods the child can understand the task. Reiteration and splitting the instructions can also help (Halme & Vataja 2011, 26). Hujala & al. and Shakouni & Shakouri state in their texts that when the learning happens in the ZPD the child is unable to complete the task, however the peer to learning the task is the help of a more skilled child or an adult. The help of an adult or more skilled peer is called scaffolding. Vygotsky (1978) has said that “what the child can achieve today with the help of an adult or peer group he can achieve it alone tomorrow” (Hujala 2007, 48-49. Shakouni 2015, 61). Vygotsky also underlines that even if the children would be on the same level of conceptual development, the children can have a different degree of readiness, so they should be offered designed help to reach a higher level of understanding (Shakouni 2015, 61).

According to Hujala & al. adult, peer group and play are the building materials of learning. The building of the learning is in the hands of the child, adult is helping to form the base for learning and support. This is how the child can learn in the ZPD for the skills that are upcoming and the child would not be able to perform alone. This phenomenon is not unusual, for example parents support their children to learn by showing example and the child will follow. What makes it tricky is the ability to see when the child needs help and when to decrease the amount of support, this is the ability of the adult to work in the ZDP. (Hujala, 2007, 56-57)

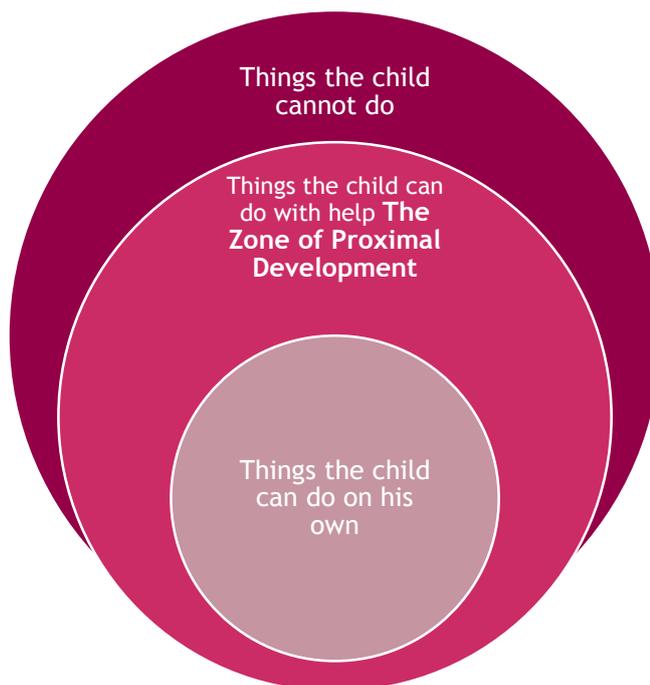


Figure 1 The zone of proximal development (Hujala, 2007, 56)

#### 2.4.3 ZPD and the national curriculum for early childhood education and care

There are a lot of similarities in the Finnish national curriculum for early childhood education and in the theory of the zone of proximal development. The national core curriculum for early childhood education and care (2016) states the following about the conception of learning, the child is an active learner and learns from the environment and from interaction with other people. Repetition is an important part of the learning process and children are active learners and naturally curious. Children should be provided with different ways of learning such as playing, moving, exploring, working on different assignments and arts. The interest of the children are the starting point on the learning process and according to the curriculum children learn the best when they feel safe (Finnish national agency for education 2016, 23). These facts are not so connected to the ZPD but the curriculum also points out the importance of a peer group as a key element to the children's learning process and that children are entitled to guidance in their learning. In ZPD the child learns with the help of a more skilled pupil or an adult. The adult and the peer group offers the support to the child, but the child is the one who builds the knowledge together (Hujala 2007, 57).

## 2.5 AAC picture communication in supporting the second language

AAC more specifically augmentative and alternative communication is mostly used to replace words with children who have delay or special difficulties in language development. AAC is a term that means multiple different methods to replace speech. It contains some of more simple methods such as pictures and pointing but also more complex methods with computer technology (Communication matters 2015).

Despite the traditional use, AAC methods can be used in the learning of another language. Especially the use of pictures can help the child to structure, plan and follow the implementation of their actions. If the play is supported the pictures, it can later on help the child to participate in a joint play (Halme & Vataja 2011, 31). Halme also states that there should be more of the use of AAC to support multilingual children. The visualisation of the speech and certain methods of AAC can significantly support the learning of the mother tongue, that being said AAC methods can be used to promote the learning process of a multilingual child in the learning of the Finnish language (2011, 31-32).

Core vocabulary means the most common words in a language that are used most frequently, although we know thousands of words (Kipinäkeskus 2017, 8). They usually are pro-nouns, verbs and demonstratives, these are words tend not to change. In English language the some of the core vocabulary words are “big”, “little”, “give” and “go”, these and 350 different core words are actually used 80 percent of the time. Core words make it easier to be understood (Cannon, 2009). Core vocabulary is used in all contexts despite the topic of the conversation in Finnish these can be for example “I have to go”, “it is not helping”, “look” and “let’s put it away”. Because the words are used all the time, it is important to include them and how to use them to teaching even to children who use AAC methods in communicating. The learning of core vocabulary can be harder than for example learning new substantives, because the pictures are abstract. Despite that, the importance of learning core vocabulary is crucial, because they are irreplaceable in sharp and specific linguistic expression. To learn core vocabulary the child needs adults modelling on how to use them in different daily situations and planned activities where the words are practised in natural habitats like play. (Kipinäkeskus 2017, 9)

### 3 Methods

In the centre of all services, there is a human, the user of a service, as a customer. All methods used in this functional study are designed or related to the social services and welfare field. To be able to design a service suitable for customers, service manufacturers must know the needs and expectations of their customers (Tuulaniemi 2011, 71). In our case, the day-care centre workers were our client, and we had to understand their situation and needs before we could design a project to implement.

#### 3.1 Service Design Method

We used the service design method which helped us produce activities that served our goal. The service design method process suitable for social and health care field has five stages: 1. Understand, 2. Design, 3. Experiment, 4. Implement, 5. Assessment. All of the stages have two to three steps in them. The process will proceed as shown unless there is a need of more specific information. In this case it is possible to return a stage back and implement different actions that will help the process. (Ahonen 2017, 73)

The service design process is a flexible but efficient tool in improving services. This service design model is especially suitable for social and health care field, and it can be used for improving smaller or bigger services. Everyone taking part on the process will benefit from it: customers will be able to give feedback and make wishes, service provider will get more satisfied customers and better work well-being, and service manufacturer will benefit from well-designed service by having satisfied customers and workers. (Ahonen 2017, 75) As service designers, we had the responsibility to make sure the process progressed towards the set goal in terms of schedule, resources and set boundaries. The figure below shows the service design process of this thesis, and the stages are further explained afterwards.

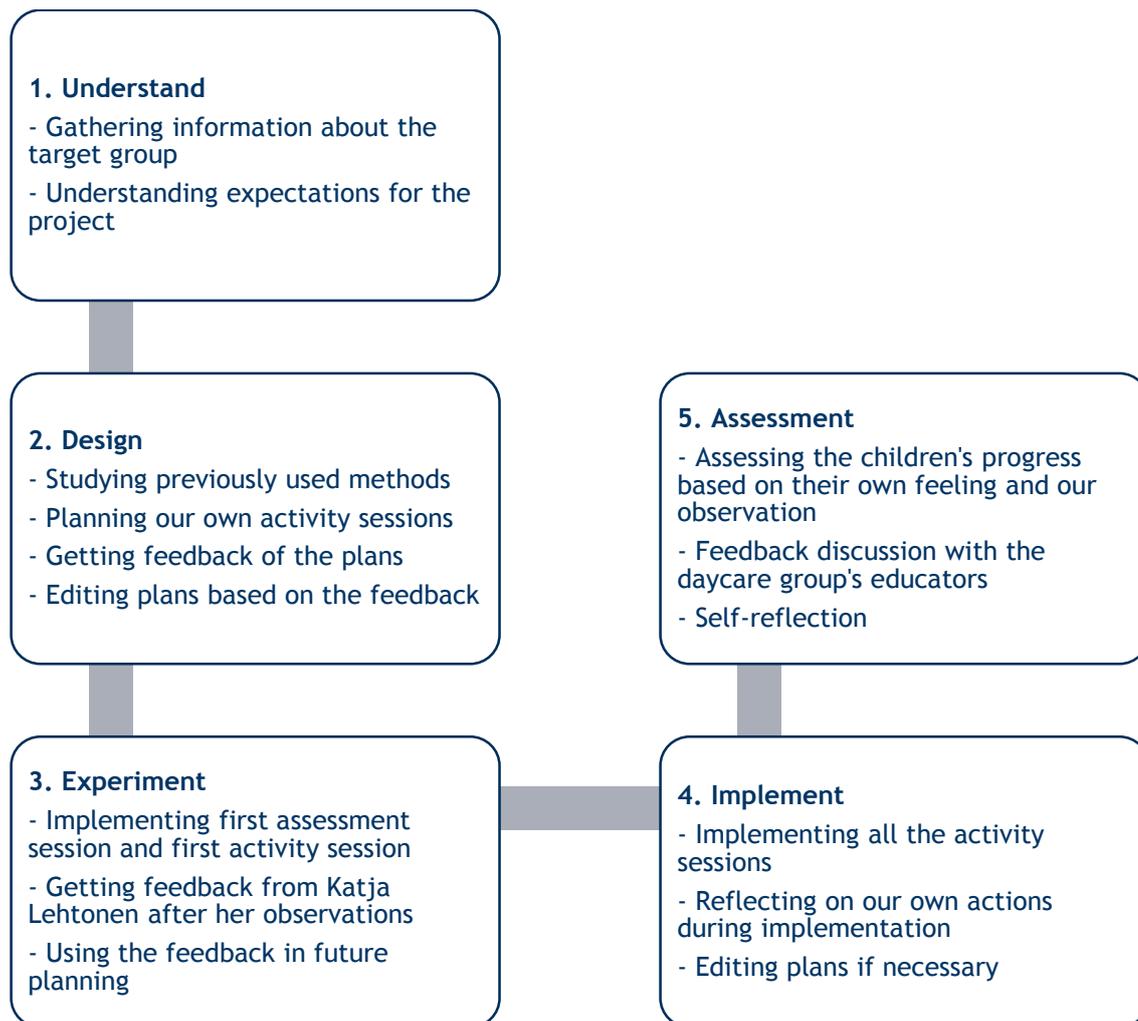


Figure 2 Service design process

1. Understand - The goal of this stage is to form a deeper understanding of the needs and wishes for everyone involved in the process. The knowledge will be achieved by defining the project and researching the topic and target group. Results will be achieved when concentrating on right topics at the right time, and actions that concentrate on achieving the goal are created. The service designer takes responsibility in creating a shared vision and providing common grounds. (Ahonen 2017, 78-79)

We understood that the child group we were working with is a multicultural one, where most of the children speak Finnish as a second language. They are also on different levels with their Finnish language skills, and we had the chance to help strengthen the skills of five children from the group. The group's educators chose children who they thought would benefit most of our teaching, and who don't have as many chances of learning Finnish in other situations as others in the group.

2. Design - The goal is designing strategy, idealising and conceptualising. When designing strategy, it is possible to define goals and change plans if needed based on the knowledge gathered from the first stage. At the idealising phase it is time to come up with creative and innovative working methods which will help achieve the set goals. Conceptualising means the process of turning born information and visions into an operating model, as a concept. (Ahonen 2017, 86-87)

We took notes from the group's educators and the Finnish as a second language teacher about what methods they had used with the children before, and what they thought are effective. The children already knew the "Roihusten arjessa" material we used, and we gathered information from educators on how they have used it before. While planning our activity sessions, we showed our plans to the group's educators to ask for feedback on our ideas. We proceeded to edit our plans based on the feedback we got.

3. Experiment - The stage is for preparing the first version of the service (prototype), executing one or more pilots with real clients, and assessment of experiences and getting feedback. The more early the service is being tested, the more likely any faults will be spotted. This stage enables quality product development and diminishes the risks in service development. The service designer works to inspire, choose the right working methods and tools, and planning the implementation. (Ahonen 2017, 96-97)

We planned an assessment that we could use to chart the children's vocabulary before and after our activity sessions to see if the children feel that they have learned new vocabulary. After the first assessment we started implementing the activity sessions, and we agreed that the Finnish as a second language teacher Katja Lehtonen came to observe us on our second session. We got feedback and tips for our upcoming sessions from her. We experimented with the activity sessions and made changes as the purpose of the study was to have a working frame for the activity sessions.

4. Implement - The goal is to define the concept and launch service to clients. Defining will be made based on the feedback and results from stage three. This is the last time for fixing any possible faults in the service. (Ahonen 2017, 102-103)

At this point we had gathered feedback and tips from the Finnish as a second language teacher and the group's educators. We had a feedback conversation together after each session, so we had the chance to change our plans for the next time if needed. Our last sessions were planned based on the experience from our

previous sessions, since during those we could evaluate if the children needed more challenge or repetition.

5. Assessment - The stage for assessing the results with the objectives set in the beginning, and seeing if the project hit the goals. It is important to make assessment during every stage, but based on this assessment it is decided if the service still needs improving or should it be incorporated with the service manufacturer's services. (Ahonen 2017, 104)

After all our activity sessions we implemented the same assessment we did before the sessions, and saw if we and the children felt that there had been progress. In addition to our own observation during the sessions, we had a feedback discussion with the group's educators. We also assessed the development of the activity sessions and how we managed to create a working frame for the activity sessions.

### 3.2 Child-oriented methods

Marja Jantunen (2011, 6) writes about child-oriented education and explains child-orientation as follows: a child is allowed to be a child in children's world. It requires an adult to be an adult. A safe adult determines boundaries to a child and sticks to them. Some things the adult says are like the force of nature, it just happens and it is not possible to question them, for example bedtime rule. At the same time an adult is responsible of creating surroundings that carry a child from day to day, for example bedtime routines that help the child to obey the bedtime rule (Jantunen 2011, 6). The adult should be the enabler of the child's learning process and understand that the learning is a continuous process. The educator builds the learning process with consideration of the child's personal needs and believes to the child-oriented learning in the child (Hujala 2007, 56).

We implemented our sessions in the day-care centre's weekly schedule for two days in a week in co-operation with the group's educators. Our actions were goal-directed and planned, as we want them to have basis on children's participation and play. (City of Espoo 2015, 11) Our plan was to include play, tasks and singing in to the sessions to make them interesting and fun for the children. According to Anna-Leena Välimäki (2011, 17) a child's language develops through play, movement, exploration and artistic experiences and expressions. All of these are typical ways of acting for a child, and they have been listed in the Early Childhood Plan 2003/2005. It is the educator's duty to observe and support each child's language usage during all of these actions. (Välimäki 2011, 17)

The teaching methods should be chosen based on children's language skills, age, interest and cultural background. (Halme & Vataja 2011, 26) Most of the time children learn language

from the daily life at a day-care centre, but they also need structured Finnish teaching. We knew beforehand that the children have used a different chapter from the “Roihusten arjessa” material before, and that they liked it. Therefore we had a reason to believe that they would also be interested in the topic of our sessions.

According to the new Early Childhood Education Plan, a child is seen as an active individual with own thinking and ability to express its opinions. (Ahonen 2017, 33-34) It is essential that a child feels it's been heard and understood. This is emphasized with children with weaker language skills or children who do not express themselves with words. With these children the educators must carefully think about how to genuinely hear them.

The day-care centre's educators gave us their own tips for the sessions, and one of the things mentioned was repetition. In the book “Play at the Centre of the Curriculum” Van Hoorn & al. (2015) mention Vygotsky's theory about interpersonal and intrapersonal processes in learning. According to the theory, every function in development occur first at the interpersonal level, which is social, and later at the intrapersonal level, which is individual. Babies first learn new functions from interaction with adults, and later explore it themselves. We are in a crucial position to show example to children as they learn, and the key is in repetition, as the educators at the day-care centre say.

### 3.2.1 Play

A child's base of learning is built around functionality, experiences and playing. In a child-oriented education playing is the most natural form of learning (Hujala, Puroila, Parrila & Nivala 2007, 60). Through play, children are able to explore, experience and structure their world view. Therefore we wanted to include play to our sessions with the children. According to Sandra Smidt, educators should join children's play by becoming a play partner, and by engaging in real dialogue relating to the play with the child. It is important to pay careful attention to what children are exploring, which makes it possible for educators to offer additional resources to extend children's play and thinking. (Smidt 2011, 43-44) By observing children's play we can also assess their knowledge and individual level of development.

Van Hoorn & al. (2015) also write about Vygotsky's zone of proximal development. According to it, children perform beyond their usual level of functioning when engaged in the social and cognitive collaborations that create the ZPD. According to them, play is essential to development, and in fact is the source of it. Play itself creates the zone of proximal development. (Van Hoorn & al. 2015, 42) Therefore it is important to pay attention to children's behaviour during play and channel their own interests into a learning experience, as Smidt (2011) stated.

### 3.2.2 Singing

According to Inkeri Ruokonen, music education is a part of a child's balanced and holistic growth (2011, 69). Singing supports a child's speech and language development, as both skills develop at the same time. Music and language are both interactional activity, where a person should first be able to receive and understand a message, before producing it. Both base in hearing and listening. Music also provides chances to communication both with and without words. Therefore it is suitable for a first communication tool in a multicultural group. Music education with three to five-year-olds is for developing the ability to community singing and playing, as well as an individual vocal expression. (Ruokonen 2011, 67-69) It is important to sing with children, since they get the example of singing from adults, and this allows children to invent spontaneous songs by themselves. Children might be processing their day or experiences through singing nonsense to themselves while playing alone. This should be cherished and encouraged by the educators, for it enriches their language and thinking. (Ruokonen & Rusanen 2009, 22-25) Singing often produces movement by different play-along songs that have dance moves or gestures joined to the song lyrics. Raija Lautela states "to summarise: movement is a base for learning, and it is also a tool at helping with learning disabilities" (Lautela 2011, 39)

### 3.2.3 Observation

During observation educators have to keep in mind that children's behaviour is situational, and there are many factors having an effect on them. Educators should keep in mind children's feelings, activity, interest towards a task, present people, external distractions, activity surroundings and previous events (Koivunen & Lehtinen 2016, 36-37). Since the project was implemented with only five children, it created many benefits for teaching sessions. A small group creates opportunity to observe each child as an individual in a group, and also all children together as a group. It diminishes the chances of having too much noise, which could lead to children hearing words incorrectly and gives a better surrounds for concentrating. It is possible to give the children a chance to interact with each other, and to help each other. Interaction with an adult or a more skilled friend is the base for learning. (Hujala et al. 2007, 57)

Educators have to be aware if a child is not able to tell what he or she likes due to shyness. In case some of the children are shy, the small group might be an easier surrounding for self-expression. You cannot design a meaningful activity for children without knowing their interests and skills (Koivunen & Lehtinen 2016, 37). It is the educator's responsibility to take the individual needs, interests and development level of the children into account in order to plan a suitable, challenging and versatile activity. Therefore it is crucial to constantly reflect how the children react and act during different activities. As we did not know the children

from before, we had to communicate with the group's educators to have an insight of the children's individual needs and personalities before planning the sessions.

#### 4 Conducting the project

The thesis process began by contacting Katja Lehtonen about possible topic ideas. Lehtonen introduced us with the idea of using "Roihusten arjessa" practice material by Kipinäkeskus, since it is a new product that has not been studied much yet. Lehtonen also gave us contact information to a suitable day-care centre that we could contact. After we had contacted the day-care centre, we set up a meeting on November with the day-care centre group's educators to discuss our plan and prepare a preliminary schedule for our sessions. We decided we would have five activity sessions and assessments before and after so us, and the children can look if there was any development in our opinion. We concluded we would attend the day-care two times a week. The educators chose the children for our activity sessions by their level of Finnish. They wanted to choose children who can benefit the most from the activity sessions, and who they thought needed the language strengthening the most. The children already had a base on Finnish language and had been working with the material for a few months before. We chose to limit the group size to only five children to make sure we could give more of our time and focus on the activities. We also contacted Kipinäkeskus who have developed the "Roihusten arjessa" material to ask what sources they have been using.

The day-care centre had their own copy of the "Roihusten arjessa" material, and we had the chance to examine it during our visit. Together with the educators of the group we decided which topic from the material we used with the children, to prevent using a same one what the children had already been working on. The educators also hoped for repetition and learning of colours. We also asked the day-care centre's manager if we have to apply for research permit from the Espoo municipality for our thesis. On December the day-care centre's manager informed us that we will not need the research permit.

We got the chance to loan the "Roihusten arjessa" material package from Kipinäkeskus, and as they are professionals with language development, we asked them some questions. We got important information concerning how to make reference on their material in our final thesis, as it is a paid material that we cannot show as a whole in terms of copyright.

We asked feedback from Lehtonen and the day-care centre educators while we planned the sessions we implemented with the children, because we wanted to take advantage of their professional experience and knowledge. We continued to keep in touch with them throughout the process via e-mail. We asked advice and feedback for our sessions with the children, and took any proposed changes into consideration. We included the parents to the process by

sending them a permission letter, what they signed to make sure it was ok for their child to participate to the project. We also made an Arabic letter to fit the needs of the families and to make sure the parents understand what they sign (Appendix 2 and 3).

In the beginning of planning the activity sessions we had a meeting with Katja Lehtonen to ask her opinion on our preliminary plans. At that point we had only decided about the activity session core: starting with a story and ending with a song. She had worked with the same children that morning, and she gave us some insight of their language skills. During the meeting we pondered about what kind of evaluation method would be suitable for our project, and what we exactly wanted to measure. Would we evaluate the current language skills of the children or only their vocabulary, and how could we see if there has been any development after our sessions. We came to the conclusion that we will be testing the children's vocabulary related to our topic, the bedroom, as what words they can say in Finnish. We got tips and ideas of different games, plays and songs that would be suitable for our topic.

After the meeting we continued to plan a core for all our sessions, and actually planned first three sessions as whole. We then showed these plans to the day-care centre group's educators, and got feedback from them. They thought the plans were good, but they asked us to keep in mind how much the children will manage at one time. According to this feedback we continued to edit our sessions to a more simple shape, just to make sure the children have enough energy and motivation to concentrate through the whole time. Rest of the sessions we planned along implementing the first three sessions, because we believed we would know what to emphasize when we can see the children's abilities. The last sessions did get their final form based on our experience from the previous sessions.

#### 4.1 The first assessment of the children

The method we used in the assessment was modified from a self-assessment method "assessment for learning (ASL)" for student self-assessment. The idea of ASL is a tool to know where the students are in their learning and what the next steps to take are (Education Services Australia). One of their self-assessment methods is "traffic lights" which we modified to suit the children we worked with. The idea came from Katja Lehtonen. Traffic lights is a method where the children can decide if they have lack of understanding and need extra help (red), understand the basics but need some help (yellow) and if they have the skill (green). Before a lesson the teacher would ask questions and the children would evaluate themselves by rising their hand on the colour they thought they were at (Black, Harrison, Lee, Marshall, & Wiliam 2004, 15). We decided to show pictures related to our sessions' topic to the children and see if they could name what is in the picture. The showed pictures were chosen from the "Roihusten arjessa" material and from papunet, an open picture tool on the internet. If a

child did not know what the picture is, the card was put on a red background. If a child could explain what it was, but did not know the name in Finnish, the card was put on a yellow background. And if a child could say the name in Finnish, the card was put on a green background. All the picture cards were spread out on the colour backgrounds and we took pictures of them. This was made for each of the children alone with us. The assessment was done before and after all our activity sessions, so we, and the children could evaluate the process they made during our activity sessions.

The national core curriculum for early childhood education and care states the following: “Children plan implement and evaluate their actions together with the personnel” (2016, 28). With this in mind we wanted to include the children in the assessment process, they were the ones deciding the level of their skills in the process. We, of course helped the children if they were unsure of the level they were at. Halme (2011) also writes about the importance of involving the child in the assessment process, and underline the fact that adults might underestimate the skills of the child. The importance of testing is challenged, according to Halme it should only be used in situations where the results are exploited to support the language of the child. The educator should know the meaning of the evaluation, it should be seen in the child’s personal early childhood education plan and show the child’s zone of proximal development (ZDP) (Halme & Vataja 2011, 35-37). The results were put to each child’s language backpack for further use.

We took the children in a room with us one at a time. The room had been stripped from all unnecessary stimulus so the children would not concentrate on what they see around them. We had placed three colour papers on the table in front of us: red, yellow and green. We had prepared a name tag for each child, and first we let them find their own name tag among the others. Then we explained to the children that we would show them different picture cards, and we would like them to tell us what they think it is. We continued to explain what the colour papers meant and why we would put the picture cards on them. Then one by one we showed all our chosen pictures to the children and sorted them on the colour papers. The children were the ones deciding the colour they wanted to put the picture in. At the end we explained we will take a picture of it so we can see how the activity sessions has affected them.

#### 4.2 The first activity session

*Goal: To get familiar with the daily life picture and get acquainted with furniture words.*

We started our first activity session with introducing ourselves to the children and letting them introduce themselves to us. We wanted to have a same structure for each session, so at first we read a story from the “Roihusten arjessa” manual to prepare the children for what

we will be discussing about. The first story was the only story that was from the manual, the other stories were made by us (Appendix 1). All of the stories had vocabulary of the topic we were going to discuss during the upcoming activity session. We also tried to use the core vocabulary of the theme. The stories were narrated from the point of view of Oona, who is the main character of the “Roihusten arjessa” material. All the stories were also ended to a question to add the participation of the children. The stories were not long so that the children could concentrate on them. While reading the story during the first session, we showed the daily life picture for the children. They were clearly excited to see a new picture from the material, as they had already been working with a different picture in their group. We spent a good amount of time exploring the picture together, pondering about question such as who and what can we see there.

Next we had a surprise pouch from where each child picked up a picture card. Each card had a picture of a furniture or object that was in the big bedroom picture. We were using the same pictures that were used in the assessment, both from “Roihusten arjessa” material and papunet picture tool. We asked the children to tell us what was in their card, and then find the same object from the big picture. We could see the pouch made this game thrilling for the children. We made sure we always repeated the word after the children to make sure they all would hear the word correctly.

We always wanted to have songs with movement included in our sessions to make sure the children could disperse some energy after sitting and concentrating. During this session we used “Colour song” from Kielinuppu, which is a simple song about colours. We knew this was a familiar song for the children, since we had heard of it from both Katja Lehtonen and the group’s educators. A familiar song choice had the impact we were hoping it would, and the children all sang along.

Our last task was to rehearsal colours with the daily life picture. We used two dices, one for colours and other for numbers. The children threw the dices and found as many objects of a particular colour as the dice pointed from the picture. According to Katja Lehtonen, colours should already be easy for children at this age, and we came to the conclusion they were not difficult for these children. We closed the subject by singing the colour song again, but this time we wanted the children to point at the colours that were mentioned in the song.

At the end of each session we used feeling cards as a tool to ask feedback from the children. Two of the children pointed out the card “happy”, one “fun” and one “angry”. The child who chose the last card said he had been angry at home that day. One of them also pointed out “tired” and told he had a hard time getting up that morning. Finally each children had the opportunity to choose a sticker for their sticker card as a reward for attending.

On each session one of us observed and the other lead the session. After the session we discussed together about our thoughts and developmental ideas. One thing we both had noticed was that the children were eager to talk and tell us anything that was on their mind. This resulted in many of them talking over each other and us when we tried to tell them instructions. Because of this we decided to add a five-minute chatting time in the beginning of all sessions, just to let the children a chance to tell something they wanted to share.

Another thing we noticed was that some of our tasks' duration time was too long, since the children visibly started to tire. It was hard for them to concentrate on anything new after the surprise pouch. Next time we would have to keep the tasks more compact to ensure the children's concentration. We also got the impression that the children did not remember new words yet, even after we had just discussed about it five minutes before.

#### 4.3 The second activity session

*Goal: Talk about clothing and laundry vocabulary. Katja Lehtonen joined us for this session to observe.*

This time we started with a chatting moment and let each child tell us something that was on their mind. This gave us an opportunity to hear the children's sentence structure and vocabulary. Next we read a story (Appendix 1), and the children did listen quite well. They did have their name tags on their hands and played around with those, so we asked to put them away. Afterwards we got a comment from Katja Lehtonen, that often it might help children to concentrate if they have something to play in their hands. We decided that next time we would see if it does help the children. It also might diminish the changes of children picking up our other cards without permission, as this time happened.

We started the tasks by looking at the daily life picture and finding what clothes we could see in it. One of the children remembered the word "hame" (skirt) after always mixing it with "mekko" (dress). Also "sukkahousut" (pantyhose, in Finnish "sock pants") is a tricky word for some, who say it incorrectly as "sukahousut" (socks pants)". The new word for everyone had been "silittää" (iron, verb), "silitysrauta" (iron) and "silityslauta" (ironingboard). Some remembered these, and we all rehearsed them. Next task was to divide clothes to innerwear and outerwear. This seemed easy for everyone. The word "alushousut" (underpants) created laughter, which we should have stopped right in the beginning. We sang a dress up song by Kielinuppu.

The most interesting task was a game about washing machine. We talked about the opposites dirty and clean, and what should be done to clothes that are dirty. We stuck pictures of clothes on the wall and asked each child what they should bring to the washing machine, for

example “could you bring me a skirt”. This way the children had to look for a certain piece of clothing and we could see if they knew what it is. We had a cut out washing machine from paper so the children could put the clothes in, put the machine on, and make a swirling sound as the machine washed the clothes. Afterwards the clothes were to be put to dry. The game was finished with a laundry song by Fröbelin Palikat.

This time getting the feedback from children was tricky, because when we asked how they felt being here with us, they told us how they felt at home today. After all we got a “nice”, “fun”, “angry”, “thumbs up” and “good”. Afterwards Katja Lehtonen gave us comments on our actions and what she had noticed about the children. According to her we should set strict boundaries to the children and make sure they do not speak over each other. It is important the children hear words correctly, and that might get compromised due to racket. She also gave a tip of using more activity, for example dancing along the songs. This serves as a good break from sitting and concentrating.

#### 4.4 The third activity session

*Goal: To repeat topics we already had learned about.*

This time the children noticed that rest of their group had a singing moment while we had our sessions. That might be the reason why they were quite restless and we had some difficulties instructing them. As always, we started with chatting moment and story (appendix 1). As we took out the daily life picture to remind them about furniture words, one child shouted “not the picture again!” It was hard to get them concentrate on something that they already found quite boring.

We played a board game where we wanted the children to name each object on the board as they land there, which was very challenging. Either it might have been too difficult for the children, or the words were too easy and could not interest them enough. Seemed like a good situation to get up to sing and play the laundry song by Fröbelin Palikat. After that we played a “true or false” game, and read some statements about the daily life picture. We wanted the children to tell us if the statements were true or false. For example, “there is a white shirt on the ironing board”. This was quite interesting since we could see how well the children understood what they heard. Overall they understood well, but there were also some disagreements. At the end we picked up puzzle pieces of the daily life picture from a pouch and let the children put them on their right place on the picture. We also sang the laundry song again, and asked for feedback.

After this session’s experience we decided to change our plans for our next session and rule out another board game we were going to use there. We did not want the children experience

a restless situation again. We also took note on some words that seem to be still difficult for the children, and we want to add more of those words in the next sessions.

#### 4.5 The fourth activity session

*Goal: To repeat already learned vocabulary and rehearsal verbs.*

After the usual chatting moment and story (appendix 1), we had the Roihunen family's dog as a cut out character with its mouth open, so we could play it was eating objects. The story took a part in this game, since in the story the dog is chewing different furniture and clothes in the family's home. As we read the story, we wanted the children to bring the right object to the dog's mouth as it was told in the story. The character was fun and we all made munching noises as the dog got something to eat.

Next we were fishing different words with a magnetic fishing rod. We had put metallic paper clips on the cards, so they stick to the magnet. This was a new and interesting way for the children to rehearse the words again. For this particular game we had chosen verbs and other words that we thought needed more repeating. As a song choice for today we had "Huugi guugi" by Fröbelin Palikat. The choice was made solely based on the song's speedy dance moves. It made the children move and laugh. Finally we played a lottery game with the cards.

During this session we tried to deal with words that have still seemed difficult for the children. We also talked more about the verbs "tarvita" (need) and "laittaa" (put), which were the core vocabulary of the topic. We had planned on asking what the children would like to do on their last session with us next time, but we forgot to ask. However we had noticed during other sessions that the children asked for some songs and games again. We then planned our last session based on these notes.

#### 4.6 The fifth activity session

*Goal: To do something the children liked before, repeat all the vocabulary and rehearsal the most difficult words.*

We started our last session off with a story. We had hid puzzle pictures of the daily life picture around the room we were in, and the children noticed some of them before we even had the chance to tell them they were hidden. Each at a time the children searched for the pictures, and came to put them on the right places on the big picture.

The "Huugi guugi" was a favourite song for the children, so we sang and danced to it two times. Other games that we had noticed they liked were the eating dog and the surprise

pouch. We implemented both during this session, and sang the “Huugi guugi” one last time. In the end we asked for feedback simply by a thumbs up or down gesture. We got three thumbs ups and one thumb in the middle - it wasn't up nor down.

The children seemed distracted during this session, and we think the reason is because they already knew the vocabulary and pictures. Naturally they become boring. In addition to that we had this session in a bigger room where they also have nap time and exercise. The surroundings created a temptation to run and jump all over the room. This was our last time so we tried to use words that had been the most difficult and also repeated easy words such as colours.

#### 4.7 The final assessment of the children

The final assessment was implemented the same way as the first one. Children were taken in one at a time and reminded of what would happen. The same picture cards were showed to the children and put on red, yellow and green coloured papers. Pictures were taken of the results, in order to compare the results with the first assessment. One of the children was sick on that day, and we came another time to do the final assessment for this child. Since this was the last session with the children, they got one last sticker on their sticker cards and could take them home.

## 5 Findings

The cards used at the assessments were 30 pictures of objects and verbs related to the topic “bedroom”. The pictures were arranged on the red, yellow and green papers according to the children's picture recognition. Pictures they did not recognize were put on red, pictures they could not name but could explain were put on yellow, and pictures they knew names of were put on green. The calculated results of all children from the first assessment are shown in the Figure 2. The number of pictures on red was between three and eight and the average number was 6,2. The number of pictures on yellow was between eight and nineteen and the average number was 12,4. The number of pictures on green was between eight and fourteen and the average number was 11,4. Converted to percentage the numbers divide as 21% on red, 41% on yellow and 38% on green.

### THE FIRST ASSESSMENT OF THE CHILDREN

■ 6,2 pictures on red ■ 12,4 pictures on yellow ■ 11,4 pictures on green

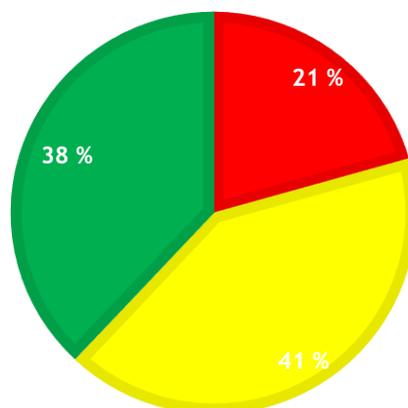


Figure 3 Average percentage of picture recognition in the first assessment

The same pictures were shown at the final assessment of the children. The calculated numbers of pictures in different colours of all children are shown in the Figure 3. This time the number of pictures on red was between zero and two, making the average number 0,8. The number of pictures on yellow was between seven and thirteen, making the average number 10,6. The number of pictures on green was between sixteen and twenty-one, making the average number 18,6. Converted to percentage the numbers divide as 3% on red, 35% on yellow and 62% on green.

### THE FINAL ASSESSMENT OF THE CHILDREN

■ 0,8 pictures on red ■ 10,6 pictures on yellow ■ 18,6 pictures on green

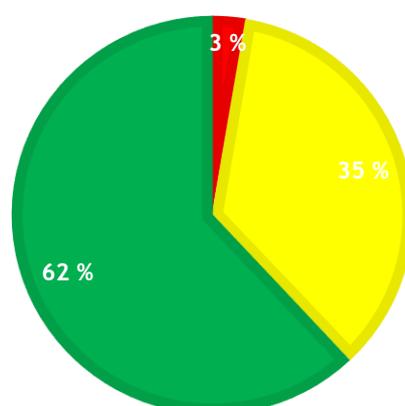


Figure 4 Average percentage of picture recognition in the final assessment

The biggest change between the assessments can be seen as a decrease of red and as an increase of green. As percentage the amount of pictures on red decreased from 21% to 3%, yellow from 41% to 35%, and the amount of pictures on green increased from 38% to 62%.

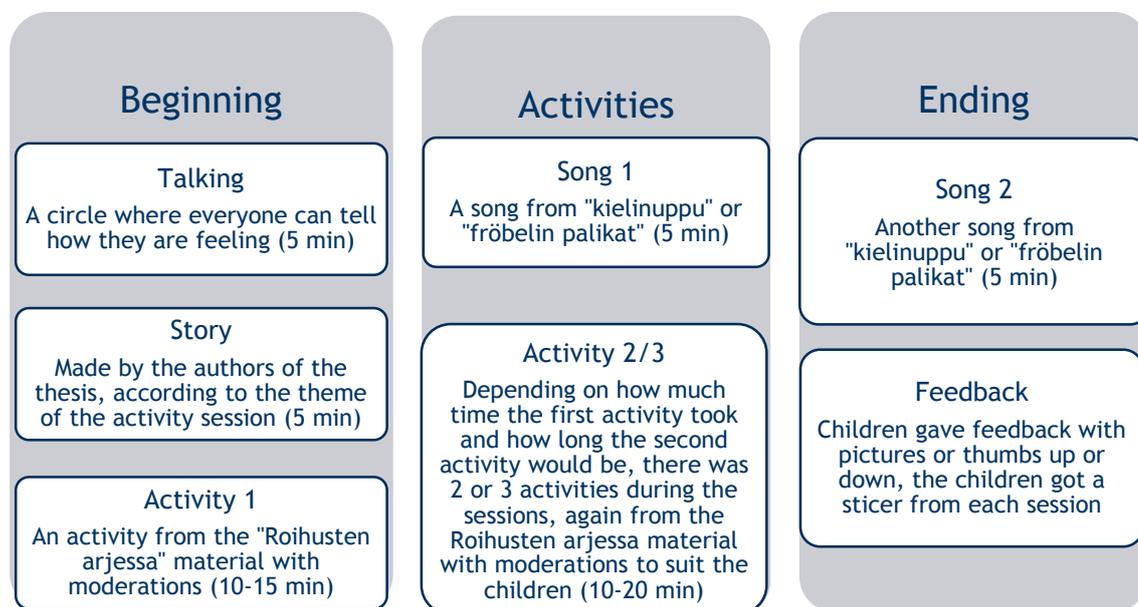


Figure 5 Basic frame of the activity sessions

The activity sessions were constructed by using the "Roihusten arjessa" material together with other material banks (papunet, kielinuppu) and the authors own material such as pictures of clothing and the stories read in the beginning. In the last activity session the frame had developed to its final form. In the beginning there was discussion round where all the participant could tell how they were feeling at the moment or just tell something they wanted to share. After the round of talking there was a story read concerning the topic of the day. The stories were mostly made by the authors of the thesis. After the story there was an activity from the "Roihusten arjessa" material, some of the activities were adapted to suit the needs of the participated children. Then a song followed the activity, there was also movement added to the songs and singing moments. After singing there was the second activity and third if there was time, depending how long it took in the first activity. All the activity sessions were ended to a song and feedback. After the feedback the children could get a sticker from participating to the session.

## 6 Discussion

The goal of the thesis was to implement five activity sessions in a multicultural day-care group. The purpose was to develop and create a working frame for the activity sessions using “Roihusten arjessa” material as a helping tool. In addition to the five activity sessions, two assessment sessions were implemented before and after to all children. The assessments were implemented in order to see if the created activity session frame was working. Significant was how “Roihusten arjessa” material could be utilized in teaching Finnish.

Overall the goal was accomplished as all the five activity sessions were implemented and positive impact from the sessions were seen within the assessments. “Roihusten arjessa” material was a useful tool in creating a working frame for activity sessions. The assessments were a tool to see a concrete change in the children’s vocabulary within the 30 words we had chosen to use with them during the activity sessions. As the results of the assessments were positive, we were confident our core for the activity sessions was working.

The theoretical background supported the process well, it was notable that the children in fact learned in the zone of proximal development with us as modellers as discussed before (see p. 13-14). Let’s take the words *silitää* (Ironing), *silityslauta* (ironing board), *silityslauta* (Iron) as examples. At the first session we introduced the words to the children so the words were on the zone where the child does not know it. The next session the children knew the words and now they were on the children’s zone of proximal development. They started to repeat them and we used them in our speech and the games we had planned. At the next session most of the children could name all of the words with tiny mistakes, the word had moved to the zone where child is knows the word without help. One of the children had been away the first three sessions, so the words were not familiar to him. The other children had now become a peer group for this child to learn the words as they could already do it on their own. In this case we could see that the skill of learning these words was on the zone of proximal development so we could make use of that information in the next session. In the case of the board game, which was too hard for the children as they got restless and lost their focus to the game pretty quickly. We knew that the skill of playing the board game was not on the zone of the proximal development of most of the children. That is why we decided not to continue playing at the next sessions since our time was only limited to five sessions.

As said on pages 12-13 in the theory about modelling children do not learn new languages in just having scheduled and planned sessions with educators in the day-care environment. The daily encounters between the educators and the child play a big role in the language development. Children also learn a new language with communicating to each other during play and other activities (Aerila, Kinos & Pöntelin 2010, 47). Taking this to account, our sessions were only a small part of the child’s language development since we are not present in the daily life situations. With just the five sessions there was changes in the vocabulary of

the children and we could give tell the educators about problems in the children's wording for example when the children saw the picture of a pillow they immediately said "pää tyynyyn" (Head on the pillow) as those were the only times the children had heard the word being used. It took the children time to understand that the word is only pillow (tyyny).

The co-operation with our working life partners was good and we did not face any large issues during the thesis project. In one of the activity sessions there was a small problem of not finding a proper space for the session but it was quickly repaired. One time we forgot to bring the stickers we had promised to the children after each session, but the day-care centre loaned us their stickers. Since the beginning the co-operation has been seamless and open. The day-care centre was engaged to our thesis and we were engaged to the sessions in the day-care centre.

### 6.1 Discussion of the findings

While implementing both of the assessments, the need to consider possible factors that could impact the children's answers arose. One factor was our own behaviour and choice of words with the children. We noticed that if we repeated the question in a situation they did not recognise a picture, they seemed to get uncomfortable and worried that they did not know the answer. Of course that was not our intention as we repeated the question, many times it was a reflexive reaction meant to encourage them when they were quiet and seemed to think about the answer.

At the first assessment we pondered on the fact that the children met us for the first time in the situation and might be shy. Shyness could have impacted their answers and lead to them not feeling comfortable answering to something they were not sure of. Nonetheless, we tried our best to make the children feel comfortable and encouraged by telling them it was alright to not know something, and we would rehearse all the difficult words together.

At the final assessment we had a chance to assess the children's skills also based on our own observations during our activity sessions. A few times it seemed as if some children could not remember a word they had known during our sessions before. We wondered if there was a chance they felt bored seeing the familiar pictures once again. Therefore we think the findings could potentially be even more positive. With children you can never predict what kind of mood they are in, and what kind of results you will achieve with them.

Some of the pictures the children did not recognise in the beginning of our project were new to all of them, for example "ironing", "iron" and "iron board". In Finnish they are also quite long and similar words: "silittää", "silitysrauta" and "silityslauta". In the final assessment three out of five children got all three words on green, and two of the children got one or two

of the words on yellow and green. We talked about these words on almost every activity session, and believe the results speak for the importance of repetition in learning, as the national core curriculum for early childhood education and care also mentions (2016, 23). As the findings from both assessments indicate, there has been a considerable change on the children's picture recognition after the activity sessions. In the beginning the children recognised less than a half (38%) of the pictures showed to them, but at the final assessment they recognised over a half (62%) of them. With the findings from the assessments we could see if the basic frame we used was working in the activity sessions to support the language learning process of multicultural children, and with the opinions of the children and us we could say that it was.

The basic frame of the activity sessions came from self-assessment after each sessions and discussion between the professionals within the process. The activity sessions were planned according to the "Roihusten arjessa" material, but some of the pictures from the material were replaced with pictures from papunet (provides a picture bank with clear everyday pictures) as we did not find them to suit the needs of the child group we worked with. We found the pictures from papunet most suitable and during the process we were happy that we chose to do this as the children could really see what the word actually means.

The first activity session was mostly built by using "Roihusten arjessa" material and the activities from the user's guide. Songs from kielinuppu were also used as Katja Lehtonen had recommended them. After the first session we noticed that the activities cannot be any longer than 15 minutes to keep the children concentrated during the other activities. We also noticed that some words were new to the children and some they already knew as all of the words we used in the session were in the assessment. We wanted to start with discussion as we noticed that it was needed to get the children to know us and feel more comfortable. All the discussion session in the beginning were important and it also gave us time to observe them on how they form sentences and if there is misspelling on words. In the second session we had Katja Lehtonen observing the children and giving us feedback. What we changed after the second sessions was the fact that there would be more movement during the sessions. We also noticed that the game with the washing machine, where we made the pictures was useful and that the children could train the movements of their mouth and that we should encourage them to do so. During the third time we tried to play a board game with the children, but we soon noticed that it was not in their zone of proximal development and that we would not have enough time to get their skills to that level during our activity sessions. We still finished that game, but did not use it during the next time like we had planned. During the third time we observed on what words are still hard for the children and what words are in their ZPD and included them to the next plan we had. During the fourth session we decided to repeat a same kind of activity as the washing machine, but this time we used the family's dog who ate things. We encouraged the children to make munching noises as the

dog ate. This activity was connected to the story of the activity session and the story was read twice. This activity was from the material but we wanted to make it more interesting to the children by connecting it to the self-made story. The last activity session was planned according to the hopes of the children. They had requested some of the activities again and we implemented them to the sessions by adding some of the harder words. In the end of the activity sessions there was a clear frame when we planned the sessions and it made it easier and faster to plan.

## 6.2 Evaluation

Katja Lehtonen expressed her interest to attend one of our activity sessions to observe. We were happy she could do that on our second session, since we got direct feedback about our actions from her professional point of view. Based on her feedback, we were able to make some changes for our upcoming sessions. We got important tips on how to set boundaries with the children and what components should be added to the sessions, such as more movement that could help the children unwind their energy. The feedback helped us on implementing rest of the sessions according to our best knowledge.

We planned our activity sessions in the way that one of us was always observing, while the other one guided the children. This way we could always have a reflective conversation together afterwards, where we could discuss about our thoughts and development ideas. We were also able to give feedback to each other about our way of working with the children. Based on each other's feedback, could change our own actions. In addition to this, after each session we wanted to have a discussion with the group's educators to tell them about our observations and to hear their opinions about them. In practice this was not possible, since the educators do not have spare time for these kind of discussions in their group's daily schedule.

During the implementation we wanted to ask feedback from the children, and we did that verbally after each activity session. In addition to that, we observed their reactions to our tasks and assessed if they were too difficult, so we could shape the next session according to the children's individual needs and obstacles. After each session we had a reflective discussion where we made notes on each child's skills. The notes were used in the planning of the next session, we included the words that still needed repetition and training with the help of an adult. The feedback we got from the children using the pictures or thumbs were mostly positive. The children came to the sessions willingly and were mostly happy during the sessions.

We have been assessing ourselves throughout the process based on the ethical guidelines of social work field. We wanted to have theoretical grounds for everything we decided to do, therefore we studied theoretical sources about early childhood education and language

development. We got more material to reflect on our process through different sources. When we had implemented all the sessions we had a feedback discussion at the day-care centre.

All three of the day care group's educators attended the feedback discussion. We wanted to let them know what we had been doing at our activity sessions, so we described briefly all of them. We told about our different themes for each session and what we had noticed about each child and their skills.

We had printed out the before and after -pictures of the children's assessment for the educators to see. We discussed each child's progress and what were their challenges in our opinion. We decided the educators could add the assessments to the children's own language backpacks. This way also the parents would see what we have accomplished during the weeks and the results can be used in the future. As Halme & Vataja state that if assessments and evaluations are made the results should be documented for further use (Halme & Vataja 2011, 35-37). Overall the educators had been happy to have us work with the children. The children had been asking when we will have the activity sessions again, therefore we can assume they liked working with us.

The educators pondered of the fact how in reality it is difficult to implement these kind of projects at day care with a similar timetable because of the lack of resources in staff and planning time. In reality the children have to be taken care of, and there is always room for surprises when it comes to children and their families. Plans do not always turn out how you thought they would. The educators said it would be interesting to see what this kind of "intensive teaching" could do to a child who has just moved to Finland and does not have any Finnish language skills yet.

According to the educators' own experiences there is a great impact on a child's language development if the family's attitude toward Finnish language and culture is positive. Hassinen (2005) and Halme (2011) discuss about this phenomena, if the parents have higher level of education in their home country it may positively effect on the learning process. Parents who are aware of the learning of their child give them a positive model on learning a new language. (2005, 19 & 2011, 23).

### 6.3 Reliability and ethical considerations

The reliability of this study was pendant on multiple factors. We think that the reliability is good since there were five activity sessions where we could observe and work with the children. In addition we had support from multiple professionals. There are factors that can affected the reliability negatively such as absence of the children. There were two children who missed two and three activity sessions. As they were absent on different times it did not

affect the group dynamic. We feel that this affected the results of their assessment especially the child who was absent two times before the assessment. There was one week of absence and not as much repetition as the other children had. One child was absent three of the first times, but this child was the strongest in Finnish language so he knew a lot of the words beforehand. We tried to avoid possible absences by sending the parents a permission letter, where we told about our actions and motivated the parents to get the children to the day-care centre early enough for the activity sessions. This was done in Finnish and Arabic to suit all families' needs. The educators from the day-care centre told us that the info letter was probably really motivating for the parents to want their children to attend. The educators also told the parents what time they should come and tried to remind them the day before. One parent forgot to bring the child early enough and the child missed 3 sessions, the other absence was because of sickness. We would also had to respect the parent's decisions if they did not want their child to attend. Luckily, this did not happen and all the children got their parents' permission to attend.

We also had to think about the fact that the children can be shy at first when we had the first assessment. Then we had to think if the effectiveness of the method is reliable and how could we make the situation more comfortable to the children. We asked help from Katja Lehtonen at this point, as she has a lot of experience on children with similar backgrounds. We feel that after 5 times we had have some kind of relation with the children and they could be more open. At the first assessment some of the children were shy, but they were all capable of telling where they would place the picture cards.

The feedback from the children were given with the picture cards as we felt that it could be too hard for them to tell us what they thought about the activity sessions. The pictures in the cards were different feelings and the children could point the one they thought suit the best for the activity sessions. We gave Finnish words for the pictures they pointed. At this point there was a minor reliability issue as some of the children pointed out pictures that they were feeling at home in the morning. It was hard for them to understand the concept of the feedback. At the end of some activity sessions, we asked feedback by thumbs up or down, since we had limited time and it was quicker way. That was easier for the children to understand.

Kipinäkeskus loaned us the practise material, this had a positive effect to the reliability of our thesis since we could use as much time as we wanted with the material. Because we knew the material well it was easier to implement the activity sessions and by that the children could have more from the sessions as we were confident with the material. Kipinäkeskus also gave us valuable information about the theoretical background of "Roihusten arjessa". We could do effective search of theory and learn how to enable learning to the children (ZPD,

modelling). The presence of Katja Lehtonen in one of our activity sessions was also valuable, we could make changes to the plans according her observation and proposed.

Ethical questions are important to acknowledge in the whole thesis project. We were facing an ethical issue with the material and how to reference to it. As it is a chargeable material, it is not allowed to use it outside of the day-care centre or give information to third parties. We had a discussion with the makers at Kipinäkeskus and asked how we can use their material in the final paper. They told us that we could use the information that they use for marketing to our thesis. If we wouldn't reference to it according to their guidelines that could be a copyright violation, so it was important to ask and acknowledge the right way to reference it. We have full respect to their product and were grateful of the loan and all the information they gave us during the process.

In ethical point of a view there are also united nation convention of the rights of the child (1989) which states that all children should have the equal rights regarding of their or their parents race, skin colour, sex, language, religion, political or other opinions, national-, ethnic or social background, wealth or disabilities. The conventions article 29 is about the education of the child, the main point in this article for the ethical point of view to our thesis is the goal of raise children with who are able to live in the society with responsibility. In the mutual friendship with everyone regarding their background (United Nations 1989). In our thesis one of the goals was to promote the children's ability to grow to the society in Finland and help them to learn the language but also support their own culture and mother tongue. We also had the acceptation from the parents of the participating children. The parents signed an acceptation letter that we had made, before they could be a part of the activity sessions we had planned. In this we supported the Finnish national core curriculum for early childhood education and care (2016), which states that everyone should feel that their own family is valuable and the identity of the family is supported. This can happen trough respectful atmosphere and positive relation to multicultural families (Opetushallitus 2016, 19). We have also kept in mind other values the national core curriculum for early childhood education and care states as their key values during the thesis project.

#### 6.4 Recommendations and conclusions

We made up four different stories (Appendix 1) related to the "Roihusten arjessa" material for our activity sessions, and we believe they could be a considerable development idea for the material which does not contain stories other than an introduction of the Roihunen family. The day-care centre's educators and Katja Lehtonen expressed their wish for more stories also. We believe each of the daily life pictures could have a story of their own. On the other hand without stories there is left room for children's and educators' own imagination, as the conversations about the pictures could lead to everyone's own stories. However, the

need for stories was expressed by educator's who work in the field and use the material with children. In addition to the stories, we also drew a set of clothes by ourselves and used them in an activity. Therefore another recommendation idea for the material could be basic clothes as picture cards in the material. The clothes could go well with the bedroom theme as we noticed.

The frame we made for our activity sessions might be helpful in the hectic everyday life in different kindergarten centres. When there is not much time to plan activities, with the frame it will take less time and "Roihusten arjessa" material has activities that are easy to implement in no time according to the user's guide. The frame is planned to do with five children, so the best way to use it is in small groups. When working in the zone of proximal development, it helps when the group has children with different level of language skills so the more skilled children can help others who are still learning and push them away from their zone of proximal development and learn new skills (Hujala 2007, 48-49). When we planned the activities, we also adjusted the activities to suit the children we were working with, and because the children were not familiar to us, the planning took more time. If the frame is implemented in a group where the teacher has worked with the children for a while it will be easier to adjust the activities to suit the children's needs.

To conclude our whole experience of using the "Roihusten arjessa" practice material, it is a useful tool for working with children. Pictures and games did motivate children and create an interesting learning experience. What is common for most materials, games, books and toys for children is that the target group tends to get bored with them at one point. As we had an intensive three weeks of using the material on five days, we could already see the children's interest decreasing. Therefore it is critical how the educators are using it to teach children, since the material might keep its interest longer if it was used more rarely. After all we experienced the material easy to use and needed in the field of early childhood education. The thesis process overall was rewarding and educational and it definitely gave us tools for our future careers as kindergarten teachers.

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## Appendix 1: Stories made for the activity sessions in Finnish

First session: Roihusten arjessa - manual 2017, page 4

Second session:

*A story concerning clothes and getting dressed during winter.*

Kun isä on valmis työn teon kanssa, haluan usein mennä ulos. Nyt on talvi joten tarvitsen sisävaatteiden lisäksi vielä riittävästi ulkovaatteita, ettei minulle tule kylmä. Osaan jo itse pukea, ja ensiksi laitan paidan päälle fleece-takin ja sukkahousujen päälle ulkohousut, ulkohousuissani on henkselit, ettei lumea pääse takin sisään. Seuraavaksi puen päälle takin, se on punainen ja olin äidin mukana kaupassa valitsemassa sitä itse, punainen on minusta kiva väri. Minulla on myös haalari, pidän sitä aina päiväkodissa. Seuraavaksi laitan käsiini lapaset, jalkoihin villasukat ja päähäni mummon tekemän villapipon. Sitten laitan kengät jalkaan, niissä on tarrat niin saan ne itse kiinni. Usein myös Eppu lähtee minun ja isän kanssa pihalle, se on mukavaa. Osaatko sinä jo pukea itse?

Third session:

*A story concerning laundry, where dirty clothes are put, and what to do with clean clothes.*

Kun tulemme takaisin sisään, riisumme ulkovaatteet eteisessä ja laitan märät vaatteet kuivumaan pyykkilinieseen. Joskus jokin vaate saattaa likaantua. Likaiset vaatteet isä laittaa pesukoneeseen. Kun pesukone on pessyt likaiset vaatteet, niistä tulee puhtaita, mutta märkiä. Nekin pitää laittaa pyykkilinieseen kuivumaan! Kuivat pyykki isä saattaa silittää, sillä ne ovat ryppyisiä. Silityksen jälkeen vaatteet viikataan kaappiin. Joskus unohdan vaatteita sängylle tai lattialle, isä ei pidä siitä. Minun lempivaate on vaaleanpunainen hame, jossa on valkoisia kukkia. Mikä on sinun lempivaate?

Fourth session:

*A story concerning the dog Eppu and what he has been chewing on.*

Tunnetekin jo varmaan minun koirani Epun. Eppu on minun paras ystäväni, se on jo viisi vuotta. Kun Eppu oli pentu, se tykkäsi syödä kaikkea mitä sen kuonon eteen sattui. Kerran olin lähdössä päiväkotiin, mutta pukiessani huomasin, että sukkahousuni olivat Epun suussa ja ihan märät! Eppu on myös syönyt yhden lempi kirjoistani, Ella kirjan, sekä yrittäessään syödä verhot vetänyt ne alas verhotangosta! Epulle on vuosien varrella maistunut myös erilaiset huonekalut, isän kirjoituspöytä ja tuoli sekä minun vaatekaappi ja yöpöytä. Kerran isä oli silittämässä minun vaatteita, mutta huomasi, että Eppu oli purrut silitysraudan johdon poikki. Eppu on ihan hassu koira. Myös yksi vihko, johon piirsin, on joutunut Epun suuhun. Yöpöydän

lamppua on Eppu maistanut, se ei voinut maistua hyvältä. Nykyään Eppu ei enää syö muuta kuin koiranruokaa, mutta joskus se saattaa syödä tyynyn tai peiton, jos sillä on nälkä ja se on yksin kotona. Syököhän Eppu seuraavaksi maton jolla tykkää nukkua?

Fifth session:

*A story concerning what happens during the evening when it is time to go to sleep.*

Nyt on aika mennä nukkumaan. Syömme ensin iltapalaa ja sitten menemme pesulle. Ennen kuin menen sänkyyn, laitan lelut kaappiin ja annan Epuille halin. Tarvitsen aina vesilasin yöpöydälle, sillä öisin minulle saattaa tulla jano. Yöpöydälläni on myös lamppu, en pidä pimeästä. Isä lukee minulle iltaisin sadun, pidän erityisesti muumi tarinoista, niissä seikkailee Nipsu ja Niiskuneiti. Kun isä on lukenut minulle tarinan, hän antaa minulle hyvänyönsuikon. Huomenna minun ei tarvitse mennä päiväkotiin, koska on viikonloppu. Lauantaisin minulla on karkkipäivä. Onko sinulla karkkipäivää?

## Appendix 2: Permission letter to parents in Finnish

**Vanhempien / huoltajien lupa lapsensa osallistumisesta leikkitoimintaan**

Lapsen nimi:

Päiväkodin nimi:

Kuvaus toiminnasta, johon lupa kysytään:

Leikki / opetustoiminta suomen kielen vahvistamiseksi opiskelijoiden opinnäytetyössä

Sosionomiopiskelijat Saara Pollari ja Viivi Kivinen

Laurea-ammattikorkeakoulu

Annan luvan yllä kuvattuun toimintaan

KYLLÄ

EI

Espoossa \_\_\_/\_\_\_ 2018

\_\_\_\_\_

vanhemman / huoltajan allekirjoitus

\_\_\_\_\_

vanhemman / huoltajan allekirjoitus

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nimenselvennys

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nimenselvennys

## Appendix 3: Permission letter to parents in Arabic

أولياء الأطفال المحترمين

إعطاء موافقة أولياء الأطفال

اسم الطفل:

اسم الروضة:

شرح مبسط للعمل

السماح باللعب، تقوية تعلم اللغة الفنلندية مع اثنين من موظفين الاجتماعية السوشياال الذين مازالوا في فترة التعلم وهذا بمثابة مشروع التخرج لهم .

اسماء الموظفين الاجتماعية (السوشياال) الطلاب

سارا بولاري ,فيفي كيفينن

جامعة لاوريا

إذا اعطيت الموافقة والسماح للموظفين .

التاريخ ،المكان

أسيو /-----/----- ٢٠١٨

التوقيع مع اسم الوالدين

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## Appendix 4. Example of a child's before and after assessments



Appendix 5. Picture of the “Roihusten arjessa” material from Kipinäkeskus website

