

‘MY SCHOOL IS COOL!’

*Finnish comprehensive education system based on a
case study*

A report of the documentary

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ABSTRACT

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This thesis is an action-oriented project including a written report and a documentary video film of 48 minutes. It encircles written report on the process and results of the product thesis. The aim of the study was to produce teaching material for teachers; predominantly for teachers outside Finland. It also emphasized the importance and use of bilingualism in classroom context. The aim was to make teachers observant towards classroom management and pedagogical methods. The idea was to broaden concepts for teachers in teaching methods. It includes four interviews and describing class activities. The thesis is based on case study of nineteen pupils and their classroom teacher in grade six of Saunakallio School, Järvenpää; spring 2010.

The documentary accentuated classroom management and bilingualism of the class 6E, Saunakallio School, Järvenpää. Qualitative data such as four interviews, observations and discussions are collected over the period of six weeks of participation in class 6E. The conducted interviews and informal conversations recorded in the video was the primary data of the thesis. Field diary was another source of data which has been mentioned in the report of product thesis.

The product of the thesis is a video documentary. The product thesis also contains a written report. Concepts like different teaching methods, classroom as a community and practiced theory of bilingualism were considered as the thesis results. Simple steps towards positive changes such as humour, theatre work, and feedback conversations were also considered as thesis findings.

Key words: action research, bilingualism, case study, classroom management, participatory observation, qualitative data

TABLE OF CONTENTS	PAGE NO.
1 INTRODUCTION	1
1.1 A classroom: ‘A case study’	2
1.1.1 Role of teacher in a class	4
1.1.2 Physical environment of the classroom	5
1.2 Bilingualism in the class activities	7
2 LITERATURE REVIEWS	7
2.1 Background of Finnish education	7
2.1.1 History of Finnish Education	8
2.2 Finnish Education System	9
2.2.3 Comprehensive School in Finland	10
2.2.4 Bilingualism in Finnish Context	12
2.2 Theoretical approaches	
2.2.1 Scientific view of educational theory and practice	13
2.2.1 Theories based in action research in school	15
2.2.3 Theories of group work	15
2.2.4 Bilingualism in school	17
3 RESEARCH METHODS	21
3.1 Case study	22
3.1.1 Descriptive interviews	24
3.1.2 Participatory observation	24
3.1.3 Mixed Method research	25
3.1.4 Art based enquiry	26
4 PROCESS OF THE PRODUCT	26
4.1 Role in the participation	29
4.2 Time schedule of thesis process	31
5 ETHICAL FRAMEWORK IN PRODUCT THESIS	37
5.1 Reliability and validity of the product thesis	40

6 RESULTS OF THE PRODUCT THESIS	41
6.1 Teaching methodologies	41
6.1.1 Group work	43
6.1.2 Doorknob pedagogy	45
6.1.3 Reflection in learning strategies	45
6.2 Classroom as a community	46
6.2.1 Group roles in a class and in a community	49
6.2.2 Social problems in community and in class	51
6.2.3 Practiced theory of bilingualism	52
7 CONCLUSION	53
7.1 Bilingualism in the classroom	55
7.2 Classroom management	56
7.3 Reflection	57
7.4 Evaluation	59
REFERENCES	62

INTRODUCTION

Finland has progressed on international level in economy, social welfare, education and many other areas in previous times. The Finnish education system is the backbone of the social welfare system in this Nordic country. (BBC,Coughlan 2004.) he education system has developed within little generational difference. The underlying concept of basic education in Finland is human rights and equality. Education for children under 18 years old is part of their fundamental right. The Finnish education system has both an educational and instructional objective. It aims to provide impartial education to every individual in the society as an educational responsibility. The free education and library services are an example of the education system in Finland. These examples prove that education is valued and respected in Finland. (Finnish National Board of Education 2004, 12).

The thesis is product based. The product thesis relates to a documentary in the Finnish education system focused on a comprehensive school. The information gathered is based on four interviews and a case study on a school class. The thesis has two parts. These areas are classroom management and bilingualism. Class 6E of Saunakallio School is taken as a subject of case study. The learning and teaching methods of teachers and students are observed and followed in six weeks of practical placement in the school. Interviews with students, teachers, the school social worker and the school principal are conducted for the documentary.

The first part of the thesis is about classroom management. The thesis work aims to look at the teaching methods in a diverse group. The thesis focuses on the physical environment, group work methods and leadership skills teaching methods. Theoretical frameworks are taken from Preston-shoot (1987), Greenwood (2007), Levin(2007), Pennington (2002), and are discussed in the product thesis report.

The second part of the thesis will deal with the topic of bilingualism. Finland has two official languages, Finnish and Swedish. Swedish is studied and is the second official language. But in the thesis, English will be taken

as second language after Finnish in the case study. The pedagogical methods play an important role to develop language skills in the school. Theories based on pedagogy and bilingual development findings is discussed and analyzed. Theories by Jim Cummins (1985), Wilfred Carr (1988), Stephen Kemmis (1988) regarding multicultural studies are used. Qualitative research methods such as interviews, participatory observations are also conducted and the information used in the thesis.

The intention of the thesis aims to broaden different possible approaches in a classroom for a teacher. The thesis plans to develop class room activities for pupils and teachers in class. The thesis aims to inspire multicultural families or bilingual families to interact in native languages in schools and at home. The process of knowing the native language develops an optimistic attitude in the learning process and in a child's personal development.(Cummins 1987,7.) The thesis aims at the simple and minor details that a teacher can do in a seven hour teaching time period. Simple steps towards positive changes such as humour, theatre work, feedback, conversations etc. The video product of the thesis aims to bring changes in the conventional method of teaching in comprehensive schools.

1.1 Class 6E: A case study

Finland is known to be among the highest achievers in education globally. This has been verified and accepted by the Programme for International Student Assessments (PISA) studies. (OECD 2000). The formulation of the Finnish comprehensive education curriculum 2004 believes the underlying basic factor in education is to provide human rights, equality and democracy in choice for the pupils. The basic education in the country concentrates on forming pupil's own cultural identity and participation in Finnish society. The Finnish education system also promotes tolerance in intercultural

understanding. Also, it is politically neutral. (Finnish National Board of Education 2004, 12).

As previously stated the case study is taken from Saunakallio School in Järvenpää. The classroom has 19 pupils. Pupils in the classroom are divided into five groups on different tables. The physical environment of the classroom is different from the other classes in Saunakallio School as it has a sofa in middle of the classroom. The class has provision of modern technologies including two computers and electronic blackboard.

Three pupils in the class are from a multicultural background. The class is special because most of the pupil's can communicate in English. The learning hours were divided into a specific number of lessons. Those learning hours includes; Mathematics, English, Finnish, Art and crafts, Music, History, Religion, Geography and Physical education.

The structure of Finnish education system is generally seen as interested in giving practical knowledge to pupils. It concentrates on applied knowledge of the education than in theories. According to Government Decree, 1435/20.12.2001.Section 6; it is the responsibility of the teachers to distribute lesson hours for students. This is how it provides an opportunity for teachers to be more responsible on their teaching methods.(Finnish National Board of Education 2004, 13). The class six E is one example on how working and learning is possible in this environment.

After participating in classroom activities for six weeks, the case study is made. The class 6E has a good example for physical environment in learning process. The term learning environment embraces physical environment, psychological factors and social relationships. (Dunn 2000, 73.) The study tools, physical environment including playground, library facilities were made available for the pupils to encourage independent and active learning.

1.1.1 Role of the teacher in class

There are three different class sections of grade six in Saunakallio School in the spring semester of 2010. The classes are divided according to specialty of the pupil's. Pupils who have difficulty in learning are kept in different classrooms. The pupils with good English language are placed in a different section. The third section of grade six are not efficient in English language. I followed the English speaking class with nineteen pupils.

In contrast to the teaching in Finland quotes taken from Nepalese students concerning their school time are added to give perspective of different cultures:

“So much fear is implanted on the student’s mind in my school in Nepal that even though the classroom looks disciplined. The student is afraid to open-up which inhibits the free flow of the knowledge.” (Paudel Shradha, 2010 July)

The classroom teacher in Saunakallio taught the class for six years. She was the responsible teacher for the group since grade one. The parents and pupils had a good relationship with the teacher. The teacher knew the pupils since they were seven years of age. The class had a comfortable learning environment. The atmosphere was built on the basis of trust and respect. *In the example of morning class; the pupil greeted the class teacher. The class had a time for humour and silence in the same period.* It seemed remarkable how the teacher has maintained a relationship of friendship and gained also her authority of the class.

However, the classroom teacher is not accountable to teach the class whole day. There are different teachers teaching English and Physical education to the class. Lessons related to music and art were taught by the classroom

teacher. These lessons were organized for the creative development for pupils.

The behavior and actions of the grade six E was different when compared to the other classes. There were four pupils with immigrant background. Their native language was other than Finnish or Swedish. Few pupils had learning difficulties, which was not advertised or said aloud in the classroom.

1.1.2 Physical environment of the classroom

The new built class for grade six was decorated since November 2009. Pupils and teachers were able to decorate their classroom personally. The classroom was equipped with different advanced technologies. Computers and electronic touchpad “blackboard” and projectors were provided in the classroom. There was a sofa in the middle of the class. There were plants and playing equipments. The pupils were divided in certain groups of four members. The desks were joined and group members developed their circle of knowledge.

The meaning of the sofa in the classroom played an important role in the class. According to the classroom teacher, she was keen in having the sofa in the class. She believed every child has a different way of learning. Some need to lie down, some need to move and some need silence. Hence, the sofa was a method to make the learning environment more comfortable for different individuals in the classroom. She also mentioned this as the symbol of mutual understanding and co-operation in the class.(Piiroinen 2010, Järvenpää).

The traditional classroom has individual desks and benches with a teacher teaching in the front which is different from class 6E. In traditional class, the pupils will be listening to the teacher in silence; whereas class 6E learns

with sharing knowledge in groups. The video screens the model of the physical atmosphere in class 6E. (Shrestha Junko 2010, field diary). In informal conversation, one student from Nepal expressed her view on traditional classroom. According to her the classroom feeling was based on strict rules and regulations in Nepal.

“When I think about the classroom, the desks and benches make a set of militant regulations. It feels I have to follow a set of code of conducts. Failing to do so can create a possibility of punishment. It feels I am attending a strict daily routine.” (Shakya, 2010)

A teacher is accountable for the pupils and their classroom environment. A teacher can present himself as a militant or as a friend. Perhaps, being a friend is easier than being a militant. After all learning with laughter is more amusing than learning in silence. (Piroinen 2010, Järvenpää)

1.2 Bilingualism in the class 6E

As stated Swedish and Finnish are the two official languages of Finland. There was not a Swedish speaking Finn in the classroom. Therefore, English is taken as the second language in the case study of the thesis. There were pupils from different backgrounds in Saunakallio School, 6E. The Finnish language was spoken as the underpinning language in the everyday routine. Children had an opportunity to study different languages for likely French, German, and English. There is also a Vietnamese teacher teaching Vietnamese pupils once a week in the school. Pupils communicate in classroom through the Finnish language. These activities are shown in the video. The motive of making the video is not to inform of the best practices, it is to make aware to teachers that native languages are important for the learning of other languages. One needs to be confident in the native language.

“Schooling will foster an educational context conducive to enhanced academic achievement by all the students to the extent that it models the

creation and implementation of an equitable and socially integrated society where individual and group voices, actions, and talents are explicitly valued, nurtured and incorporated within the learning environment.” (Cummins James 1949, 7.)

Language plays a key role in knowing the culture of an individual. Respecting the native language makes the integrated atmosphere and learning environment easier, as there is no place for misunderstanding or a communication gap. Hence, psychologically and intellectually it is important to know about native language and society where one belongs to. (Jim Cummins 2000, 19).

2 LITERATURE REVIEWS

2.1 Backgrounds in Finnish education

Education in Finland is well known for its quality, efficiency and equity. (OECD 2000.) Programme for International Assessment (PISA) research have approved merit to Finnish Education system. A PISA study (2000) is the worldwide research made for the children under 15 years old. The research is made after every three years. Finland was listed foremost within participated nations. Comprehensive schooling in Finland was known for holistic education. The outcomes from student level are respected and vest in Organization for Economic and Co-operation and Development (OECD) countries. OECD is the forum of 32 countries which are committed with economic, policies and many other common problems within the countries. (Source:OECD 2000)

Finnish Comprehensive schools start from 6 to 13 years of age group. Education is vital and inevitable for everyone in Finland. (OPH 2008) All the children in a particular municipal area are provided free education and lunch in the school. Municipality and government provide the education in

quality level. Every municipality in Finland has certain number of schools. The local students have possibility to study in neighborhood schools. Most of the government comprehensive schools are financed by the municipality. The school works with multi professional chains. They are social worker, school psychologist, special education teacher etc. (OPH 2008)

Finland is a bilingual country. Finnish and Swedish are the two official languages in the country. On one hand, Finnish families and families with different nationality are entitled to gain free education. On the other hand, Swedish speaking Finnish families are entitled for Swedish speaking schools. There is a provision of studying in Swedish Finnish schools. Bilingual families have a provision to attain their basic education in their native language. This system of education in Finland makes the country different than other bilingual countries. The rights of the bilingual communities are revered and buttressed. (Finnish National Board of Education 2004, 44.)

Government schools in Finland are known as the paramount for the efficiency and effectiveness in education (BBC 2000).The educational services are provided by municipality of the related cities. Education is free and also compulsory in Finland. The service is provided by the state funds and taxes paid by the citizen of the municipalities. Services from the school social worker, health services, food (tiffin)and stationary are free in the provision of Finnish education system. Education is source of the egalitarian society in Finland. Everyone is entitled to study and acknowledge the welfare in the society. (Järvenpää, 2010)

2.1.1 History of Finnish Education

Finnish education started to develop its policy in late 19th century. The education engrossed development of civil society with democratically elected bodies. Education was the most important objective of nationalist movement, the Fennoman movement.(Välilmaa 2000,7). Their aim was to

build nation state based on Finnish language. Education remains the motivating source of social, cultural and political progress in the country.(Välilä 2000, 11)

The sentiment of education and language developed relentlessly during 1920s and 1930s when Soviet Union and Finland had political, economical and also ideological boundaries. After the Second World War, Finland started to take a swift towards educational progress. It influenced cultural, social and political structures of the country. Therefore, the back bone of social welfare in Finland is a consequence of strong keen for educating Finnish citizen. It is noteworthy that Finland compassionately takes care of its citizens. Government provides equal and free education in the country. It is the reason of classless society which leads to peace and egalitarian society as a whole. Contrary, the weak population density of the country makes the private education sector relatively weak. (Välilä Jussi 2001,4.)

2.1.2 Finnish Education System

Finnish Education System has different level. Children start their early days in a day care center. There is provision of day care center from a year for as old as one year old if needed. The kindergarten or primary education is provided by every municipality. Children in Finland start their basic education from age group 7-16 years of old. Generally it means they study from grade one to grade ten. The basic education in the country is compulsory education. After the comprehensive school, a student has a choice for vocational school. After three years of higher secondary education; one can choose Polytechnics or universities as a mode of their education. The education in Finland has a provision for everyone to study what one wants. (Sahlberg 2007, 2). Students who are not able to join universities have choices to study in polytechnique. If one endeavors to

achieve an university degree; then after the completion of polytechniques; one can choose to study at university level. Hence, the system has provision if education for all. (Finnish National Board of Education 2004, 2) The figure from Finnish National board of Education 2004, can demonstrate further:

Finnish Education System

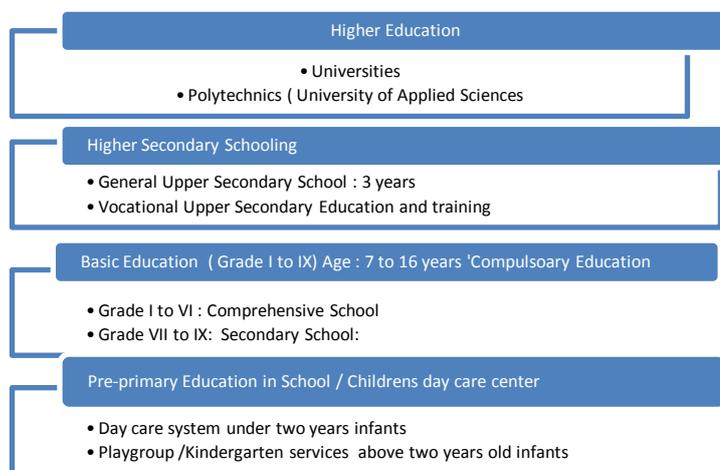


Fig1.1 Finnish Education System (Source: Finnish National Board of Education 2004)

2.1.3 Comprehensive School in Finland

Comprehensive schooling in Finland begins when the child turns seven. Education is the basic right in Finland. It starts from grade I to VI. Children from 7 to 13 years are part of the comprehensive schooling in the country. The thesis is based on the study of comprehensives. It is concentrated on grade six. Comprehensive schooling is basic education right in Finland. The statistics is taken from Finnish Education statistics. It shows the number of students in comprehensive school in Finland. It illustrates the number of students in gender, migration and active schooling. The table shows there are 553,300 students in Finland studying in basic comprehensive school, out

of 49% of the total population are girls and 51% are boys in gender-wise.
(Finnish Education Statistic 2009)

Demography of pupils in Comprehensive schools in Finland, gender division

Region of school	Active comprehensive schools	Pupils	Boys	Girls
Whole country, total	3,065	553,329	51.3	48.7
Mainland Finland	3,04	550,442	51.3	48.7
Uusimaa	546	142,519	51.2	48.8

Source: Education Statistics. Statistics Finland, 2009

TABLE 2. Number of pupils studying in Comprehensive schools

In the first and second grade, the lessons are supposed to sanction early childhood education. The mode of communication is in the Finnish language. The indispensable objective is to create the motivating learning environment. The basic education embraces holistic development in a pupil. Following Finnish National Board of Education 2004, the curriculum and distribution of teaching hours are the responsibility of the education-provider. It is based on Government Decree 1435/20.12.2001, Sect.6. (Finnish National Education Board 2004, 13.)

A pupil may progress in agreement with their own personal study module different from the yearly group. (Basic Education Decree; Sect.11 (3)).The lesson hours and curriculum is utterly based on education-provider in one condition of final assessment. (Finnish National Board of Education 2004,13).

2.1.4 Bilingualism in Finnish context

Finland is a bilingual country. There are two official languages in the country. Swedish and Finnish are the two official languages in the country. The language Act 2000 has the provision of providing services and information in the native language of the country. As language plays an important part in the everyday life. It also plays a key role in unity of the nation. The language law commission proposes that if municipality has more than 3,000 inhabitants if that municipality has more than three immigrant pupils of same background but belongs to different families then, Finnish National Education Board has a provision of teaching their native language on the consent of parents. Moreover, the native speaking language teacher is provided by the municipality to teach the pupil of the native language (Finnish National Board of Education 2004, 45). This is the paramount of Finnish education strategies. It embraces the model of integration. Immigrant with different background can choose to learn their native language in the school of Finland. It provides the prospect to conceit about the native origin. (Finnish National Education Board 2004, 44).It develops to slant on the native culture and embrace in Finnish system of education. Hereby, the system embraces multicultural pupils with different background. Finland has a population of 5.5 million population according to the census. However, it does not believe in the idea of assimilation in language. The country trusts in the importance of learning the native language as a thinking language of the children of multicultural and bilingual families. (Source: OPH 2008)

Provision of learning native language provides an important project for the parents and teachers. For the process, one requires training and assistance for teacher, supportive administrators and involved families.(Cummins &Corson 1997,147.) The involved families and trained teachers are the source of motivation for proper education strategies for the pupil of the

school. Also, Swedish speaking Finn have a stipulation to choose Swedish speaking schools for their basic education. The services are provided free. Alike other multilingual country, Finland is against wiping the other ethnic languages. The native language is kept as the most important source of learning aspiration in the schools. They are provided to learn and study in their own languages. Hence, the country is developing in economic and political world arena. (BBC, Coughlan 2000).

2.2 Theoretical approaches

2.2.1 Theory on education and practice

'Education is an activity directed towards development of an organized body of scientific knowledge.' (Tyler R.W.1969)

Education is not only theories, it generally should mean to meet those theories with real life situations. Young people should be able to use those knowledge in everyday life.(OECD 2007, 17.) For instance, there is no point in by hearting the capital city of Czech Republic when the student does not know where Czech Republic is. Finnish education aims to provide practical and theoretical knowledge for children under 18 years of age group.(Sahlberg 2009,14).

"The application of operant conditioning to education is simple and direct. Teaching is the arrangement of contingencies of reinforcement under which students learn...teachers arrange special contingencies which expedite learning, hastening the appearance of behavior which would otherwise be acquired slowly...." (Ibid.,65-6,Carr&kemis 1986,57).

It becomes the responsibility of the teacher to provide proper learning environment for the students. The concept of education is not only limited in

books or theories, but it lies in applying the knowledge in practical life. The idea of teacher should not be like parrot reading the formulae; it should be used as the applied education in everyday life. (Carr & Kemis 1986).

‘The rule of phenomenism’ (Kolakowski, L 1972,11) is ‘*The claim that valid knowledge can only be established by reference to that which is manifested in experience.*’ According to Kolakowski the tag of ‘Knowledge’ can be achieved when it is apprehended in ‘reality’. He also means that valid learning process is through sharing and applying in everyday life.

“Educational policy...is usually a matter of establishing the most efficient use to be made of scarce resources-time, building, intelligence, teaching skills and so on. The important point to remember in all such cases is that where something proposed as an educational advance or reform is recommended.” (O’Connor D.J 1957, 54.)

Education is not only related with book knowledge, but also it is related to learning environment, interaction skills and social skills. It refers to have holistic environment while gaining education.

“Progressive educators need to convince themselves that they are not only the teachers-this doesn’t exist-not only teaching specialists.....Our job is not exhausted in the teaching mathematics ,geography , Syntax, history. Our job implies that we teach these subjects with sobriety and competence...”(Schreiner, Banev & Oxley 2005, 102).

According to Banev and Oxley 2005, knowledge should be shared and applied in different fields. Education teaches to trust in the knowledge one has gained and employ it in the practical life time. A teacher should make practical knowledge possible for learners.

2.2.2 Theories based on action research in school :

“Action research is social research carried out by a team that encompasses a professional action researcher and the member of an organization,

community or network who are seeking to improve the participant's situation.” (Greenwood, Levin 2007,3.)

Action research is concerned within educational theory has to deal with interaction in classes. This means that teachers have to develop systematic development in teaching process. The educational theory asserts teachers to be self-critical in research tradition. It helps to develop teacher's way of providing education itself.

“I see academia as a social system for the collaborative production of knowledge through research. Research is systematic enquiry made public. It is made public for criticism and utilization within particular research tradition....”

(Stenhouse, L 1979,188).

Generally, teachers think they tend to follow set of strict principles. It should be understood that ‘theory’ needs ideas of ‘implicitly’. Sometimes practical implications can be gained with unsystematic reflection on action. For instance, unsystematic reflection is like group conversation, humor through theatre activities.

“Action research therefore cannot be other than research into one's own action practice. It is for this reason that action research is essentially participatory; it is collaborative when groups of practitioners jointly participate in studying their own individual praxis, and when they study the social interactions between them that jointly constitute aspects of the situations in which they work.” (Carr & Kemmis 1988, 191.)

Participating in a class should not be like listening a preaching. Education is shared knowledge from different perception and ideas. Applying action research in teaching process means emancipating the users and also the researcher themselves. Action research also helps to see the constant assumptions on theories from different way.

2.2.3 Theories related to group work

“She writes I read, he presents and we get good grades”
(Student, Saunakallio School 2010)

There are many theories based on the concept of group work. Group work means “Working together, sharing different opinions for a specific task given to the team.” There are various hidden theories for a team work. A good team has to go through different process of diffusion. It can be illustrated as *Forming, Storming, Norming, performing and adjourning*. (Pennington 2002, 73). A group forms at initial stage(**Forming stage**). It is followed by storming stage which includes disagreements, arguments and agreeing in different opinions. Subsequently it is followed by agreeing and respecting different opinions in different level in the Norming stage. Hence, in everything becomes normal understanding topic in **Norming stage** of group work. After norming stage the group follows **Performing stage**. If a new member joins the group, the group cycle has to start with Forming stage, which is called **Adjourning stage**. (Pennington 2002,74). The cycle is shown in the figure

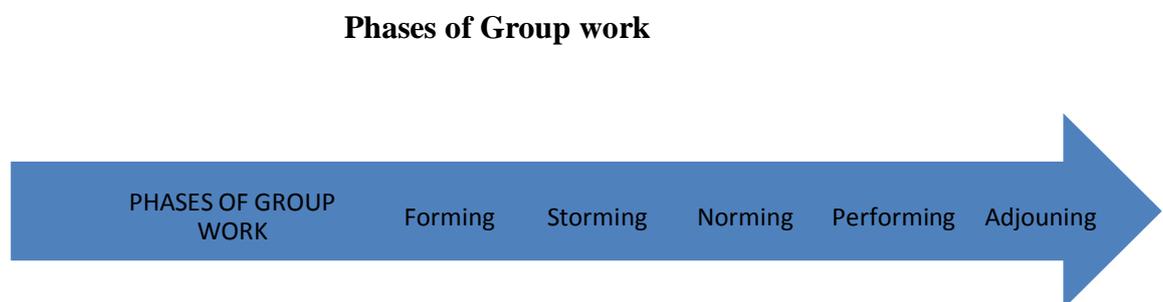


FIGURE 1. Phases of Group development

Source: Pennington C. Donald 2002, 73

Group work has different motives in working life. Group structure indicates the interrelationship of individuals, trust and communication methods in a group. (Greenberg & Baron 1993, 278). Philosophical meaning of group work lies in everyday life. We live with our own family; there lies the preliminary idea of group work. The idea of group work gives sharing ideas, motives and learning together. It creates mutual understanding within the co-workers. It results in nourishing working atmosphere. It results suitable motivated hard work. The chart mentioned below shows the impact of group work in everyday life. Team learning, Circle of knowledge and brain storming are important phases in group work methods. (Dunn Rita 1999, 57).

In classroom studies, it was interesting to remark the fruits of group work methods. The group was working together without any sense of disagreements and arguments. Pupil with different problems was taken into consideration. Continuous group work strategy for six years was not an easy task for the classroom teacher. However, the idea was to work together and learn together. (Järvenpää, March 2010)

The class had five different groups with different individual personality. Tiina Piroinen believes that it has been remarkable success in working with the group work. She deems in the concept of teaching "five groups" than 19 different pupils. The working strategy of the group is based on mutual trust and co-operation. This has made stress free and healthy working atmosphere. Friendship exists in the class within pupils and they believe everyone is different in the class. The performance of the class is better than any other class in Saunakallio Koulu. (Shrestha Junko, Field diary 2010)

Implementation of Group work methods

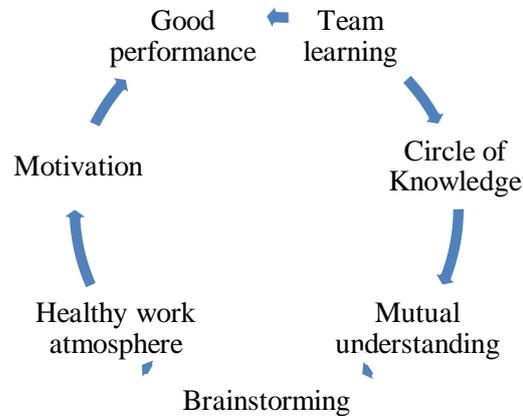


FIGURE 2. Implementation of Group work methods (Shrestha March 2010, Järvenpää)

The team spirit in achieving any goal is rewarding phenomenon. Sharing the knowledge and reflecting has been the bonus point in group work activities. Mutual understanding and interaction creates the healthy working atmosphere. It results efficient performance in the working schemes.

2.2.4 Theory of Bilingualism in schooling

“Rain, rain rain go away!!!

Come back in some other day

Little Tanja wants to play!

laitta mulle valokuvia!!!”

This song is sung by two year old child with her nanny. The child has a Finnish father and British mother. The deliberation of this example is to

make people understand the importance of bilingualism. Here in the illustration, the child is speaking two languages. She is singing rhymes in English and communicating in Finnish. Here she is singing what she has been taught. However, she is complaining in Finnish saying “Put picture for me!”’

Migration, international marriages, inter-caste marriages are common in globalizing world. Native language of a mother and a father can be different. It is very common in multicultural couples. Therefore, the new generation needs proper care about the importance of languages. A child needs to know the idea of native language. One cannot be from one’s own language. Unable to communicate in native language domino effects psychological and mental balance. (Sahlberg 2007, 15).

In paradigm of a classroom, were there are 19 pupils in class 6E. Among them three pupils are from different immigrant background. They can speak Finnish as a language of their inhabitants. However, their native language is spoken in domestic affairs. This proves the child is not isolated from the community where he belongs. He is also able to cope with the environment nearby and also able to develop proper balance between the lost culture. (Burridge Tom 2010)

The theory of bilingualism is based on learning and speaking in native language. Communicating in native language means to develop learning environment with one’s own native language. Native language should be every individual’s thinking language. ‘Thinking language’ is the language where one thinks and plans everyday life. The philosophy of speaking and learning the language is simple and clear. It tends to brain wave method of admitting and accepting their native language.

“The idea of bilingual education is that student can learn the language in their native tongue, and then ‘transfer’ their skills to English once they have gained English proficiency. Some bilingual theorist like Jim Cummins argue that, children should not switch to English until they have attained their academic mastery in their native tongue....which at least take five to six

years-the staggering idea given the speed with which young children attain verbal fluency....Students in bilingual classes-study all their subjects and also English too in their native tongue.” (Cummins Jim 1999:33, 2000;(24))

Language is vital part in social life. A child of six years needs to know and understand social events. The base language is the native language. Hence, the child needs to learn the native language. Family are the important ‘insiders’ whereas teachers sets themselves as ‘outsiders’. So the teachers are ‘outsiders’ who can reveal the ‘inside-story’. However, teacher and parents are two important actors that play an important role in developing a child’s language skills. It is important for a child to communicate in their own native language in home and in school. It seems like a crime if they miss to understand this fact to the children.

“Spontaneous concepts emerge from the child’s own reflections on own reflection and immediate experiences. They are rich but unsystematic and highly contextual. Scientific concepts originate in structures and specialized activity of classroom instruction and are characterized by systematic and logical organization.” (Cummins Jim 1998, 48;60).

Children have their own innocent realm to initiate their lifestyles. They see and learn with immediate interactions. Their learning can be unsystematic, poorly configured and edified privately. However, those are the part of learning schemes which are never erased in life. Therefore, theory of bilingualism stated by Jim Cummins (1988) states should be followed, which means the child needs to be communicated with their own native language.

3 RESEARCH METHODS

Different methods have been used in the product theses which are enlisted below. Qualitative methods such as interviews, participatory observations acts like the manifesto in my thesis. However, my thesis product will be a

documentary. Media products are implemented. Different recording devices are used in the thesis. Interviews as research methodologies will be used. Following theories mentioned by Carr and Kemis 1988, teachers are regarded as researchers for the holistic development in a child is studied. And different education standards will be taken into account. This theme will be another method which will work on bilingual language development of the children.

Methods applied in thesis process

Research: Questions/ Aim	Methods used in case study	Types of Data
1. Teaching methods 2. Classroom management <ol style="list-style-type: none"> 1. Student welfare 2. Group work 	Interviews Participaton Observation Art based enquiry	Recorded interviews Field diary Personal blog Class schedule

TABLE 6.methods applied in thesis process

3.1Case study

Case study is an important element in my thesis. Personally, as a researcher I was fascinated by the classroom management, different pupils, group work

method and many other ingredients during my practical placement. The class 6E is taken as a case study of my thesis. During the six weeks of my participation, different interpretations are made.

A class of 19 pupils is taken as a community with the similar goals. An educator is a facilitator who rallies round to brainstorm and direct variety of learning method. A classroom with a sofa portrays a picture of different classroom than other classes. (Shrestha Junko 2010, field diary Järvenpää)

The colourful class with a sofa in middle of the classroom identifies the different classroom management. The class had three computers, a sofa and different carpets in the classroom. There was the slightest difference between the class and cozy room. Most of the pupils in the classroom were more comfortable with physical classroom structure. The class was highly equipped with many advanced technology which will be shown in the video documentary. The room has two computers for the use of pupils and one for the use of teacher. During the six weeks placement, none of the pupils yearn to use the computer which belonged to the teacher. Moreover, they respected that the computer belonged to their teacher. There was cozy sofa in the middle of the class. None of the pupil fought to be in the sofa. (Järvenpää 2010)

The pupils were divided in the groups. Three to four pupils shared the same group. During the exam time, cheating was not even strived. Pupils separated their own desks with their own understanding. The class believed in mutual trust. Within the group there was no cheating and complaining. The six weeks participation during my thesis process, I encountered strong sense of belonging within the class group. It was an output of six years continuous teaching and involvement of the teacher.

The classroom management and the different behaviour of pupils intrigued me as a trainee. There were pupils from different immigrant background. The concept of group work was so enthralling, that the ideas of integration was not necessary. It was difficult to understand how the group performed different operational jobs effectively. To find a teacher teaching a class of

same group for the six years was outstanding illustration. It stood as a case of sincere motivation and dedication from the teacher's side. I therefore, thought to master in the subject of their everyday life. The following picture about the education is shown below. The following small details about case studies are presented in the chart. The class was an illustration of stupendous cases of teaching methodologies. It was able to portray the jubilant student welfare within the school facilities.

Elements of Case study relating Concept of Education

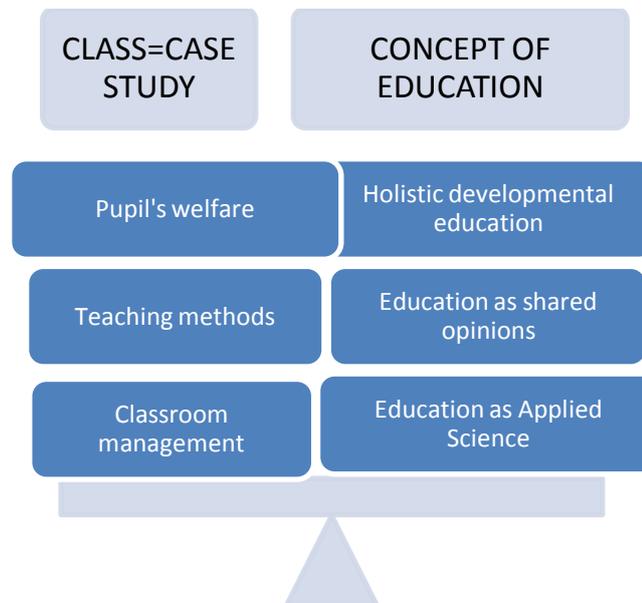


Figure 6, Elements of the case study.

(Source: Shrestha Junko 2010, field diary)

3.1.1 Descriptive interviews

The interviews are aimed to gain uninterrupted descriptions. The focus is on nuanced descriptions. Descriptions will depict a qualitative diversity and

varied phenomenon. The description of classroom management, schoolings in Finland will be portrayed through the documented interviews. The interviews are presented without any interpreted form. Subjects in the interviews have presented their views, opinions and experiences without any assumptions.

Interview can be classified in different forms. It can be in the form of structured, semi structured or unstructured. (Fontana & Frey 1999, 119). In the thesis, unstructured interviews will be given to achieve different perspectives. The concept of ‘Interview Society’ (Atkinson; Silverman, 1997; 1993) will pertain as; interview is ‘universal mode of systematic understanding’.

The interviews with broader questions are discussed and presented in the thesis. Enquiries related with educational system in Finland and class room management is asked to different personnel in the school. The unstructured responses are presented in the documentary. This shows an advanced understanding for the target group.

3.1.2 Participatory observation

Six weeks of participatory observation has been made. Six weeks participatory scrutiny has been recorded and followed. Moreover, the daily activities with the pupils and the school have been made. Participation method helps to understand the daily routine. During the six weeks; open-ended queries are made and analyzed.

As a trainee, I was able introduced single dissimilar and analogous routine of the class. I became “friend” for the pupils and teacher during six week placement. Participation and supporting the peer-groups became more acknowledging. As a researcher, anecdote of the educator and the pupils are

understood. The theory of “managing implementation” was followed during the six weeks placement. (Dunn, Rita 1999,47). Theories instigated are followed in the case study of the class. As a new trainee, new routines were followed and analyzed. Participation in different occasions during six weeks was made. It resulted flexible routine during my participation in the school.

3.1.3 Mixed method research

Following Punch (2005); mixed method of research consists of two important key points. It refers to the technique of data collection. For instance; surveys or interviews also mean to collect data via quantitatively or qualitatively. Therefore, another important method is to use the collected data in the form of mixed form.

In example of 19 pupil classroom, everyone is told to prepare a presentation on their new school building. The data produced by the pupils is a part of the mixed method research. In the process of acquiring data pupils are also involved in knowing their school. However, the knowledge of pupil’s opinion is also achieved.

I have applied the concept of mixed method research in my thesis production. Interaction done during the time of participation has been fruitful. As a researcher, I was participating in the class and I knew the member of my case study. Moreover, my research question-answers were also been answered at the same time. Therefore, in different part of my thesis product a mixture of more than two methods for a purpose can be witnessed.

3.1.4 Art based Inquiry

Art-based inquiry is important method in achieving qualitative data. It is not precise and structured. It can be based on different art. It can be a painting method, a video graph method and many more.(Fink 2004).

"We are accustomed to understand art to be only what we hear and see in theatres, concerts and exhibitions, together with building, statues, poems and novels....[But] all human life is filled with works of art of every kind- from cradlesong, jest, mimicry, the ornamentation of houses, dresses and utensils, to church services, building monuments, and triumph processions. It is all artistic activity." (Denzin, Lincoln 2008)

The thesis is an art-based inquiry. The different activities in the classroom have been taken into consideration. The actions are analyzed with interviews. Different tactics are applied to make the case study different. The concept of classroom management skills are approved with the different activities performed by the pupils.

In the example of bilingualism, a video of Finnish child singing in Nepalese is presented. The video of the song is been analyzed and reviewed.

4 PROCESS OF THE PRODUCT

"The class welcomed me with pin drop silence. My absent smile was evident of their curiosity. I entered with cold feeling inside; with my teacher. Gosh! It is Finnish school with Finnish pupils." *"Hi! I am Junko from Nepal, studying in Diak, Järvenpää. I will be with you all for six weeks."* *I tried to struggle with my social skills to be acquainted with them. They looked at me with interested eyes. Their teacher asked them to speak English as a mode of communication with me. I smiled and said thank you. After a silence, the*

first question that came out of the blue was “Have you climbed Mt. Everest?” (Shrestha Junko 2010, field diary Järvenpää)

It took six weeks to gather my experience and knowledge for this study. I have been always interested on educational system of Finland. I always wondered, “What is the motivation key of the Finnish student in their school?” I wondered if schooling for students were an obligatory routine or source of motivating factor. In search of these answers, I found my final placement in Saunakallio Koulu. The school is an ordinary comprehensive school in Saunakallio, Järvenpää. It is comprehensive school from grade I to VI. There are about 200 students. I was placed in grade 6E. ‘E’ represents special classes with English speaking pupils. I participated in their everyday class activities. I was introduced with the school social worker, the school principal, the school psychologist and the special education teacher. My supervisor was Tiina Piroinen, who taught grade 6E for six years as a responsible teacher.

I started my research with elements that interested me. Few schemes like; level of motivation, bilingualism of students and teaching methods pursuit me. I participated in class activities for two weeks every day. I was concerned on the teaching methodologies and organized learning environment. The system of learning and teaching had a very little variation in the class. I saw the class activities as the best illustration for my product thesis. However, the product will inspire other teachers of Nepal in different teaching approaches.

I gathered information via interviews, unceremonious conversation, literature reviews and through observation. Good relationship with the teachers and pupils made more trouble-free environment for me as a researcher in the class. Appointments with responsible class teacher, principal and school social worker were made for the video interviews.

Teachers from different grades were interested in queries of my thesis and they contributed few brain waving thoughts for my thesis.

Pupil's world was another inspiring theme for my thesis. On the question; "Do do you like your school?" a pupil of the class responded; "My school is cool and I love my class!" To sum up, the class is not tired of the school. However, this thesis product also links pupil's attitude and motivation for schooling and learning. Few art-based interviews were given and recorded with the consent of the class. Group theatre acts were performed as a part of reflection. Class debates were organized for the pros and cons of certain topics which is shown in the product documentary. (Järvenpää 2010)

Bilingualism is another important and inspiring factor in Finnish schooling. To begin with, I started to be motivating factor for students to speak English. Being an international student in Finland for three years, I could get grip of Finnish conversation. Still, the school family wanted me to speak English for the good of pupils. The astonishing fact was, even though there was no pressure to converse in English. Pupils were brave and good enough to speak good English as a mode of communication. They studied in Finnish, however they had English lesson twice a week. They were not obliged to converse in English. Therefore, as a surprise, I wondered; "how and where did the pupil get chance to practice so good English? To this question, Tiina articulated "Theory of Bilingualism".

Ludwig Wittgenstein; examined about languages where his prime contribution to provide evidence as language is the important part of social and cultural environment in which it is used. (Gilbert1992, 442). Following Derek Edward and David Middleton developed a discourse analytic approach to memory and verbal communication. They claimed experimental studies of memory were mainly concerned with variables that affect recall. According to few theories the working and learning environment should be in the thinking language. Children should speak and communicate in their mother language. Moreover, growing up with mother language and studying other language is easier than to be perplexed in many languages. (Cummins

1985, 23). Also, those three months experience with a multicultural family has been done.

I worked with a family with British mother, Finnish father and a daughter for three months. The two year old daughter understood Finnish and English as a spoken language. It was easy for me to communicate with her. She replied me in Finnish and understood my English. I tried to teach her Nepalese song. She learned with ease. She spoke Finnish with her father and spoke English with her mother. I have few clips for the part of bilingualism in my thesis.

Information which is related to the learning environment and social life of a pupil or a student in school is portrayed in the thesis product. The message from the examples of comprehensive schooling is taken for the reference in teaching method for teachers in Nepal. Even though, Class 6E and the British Finnish family are not identically apparent, still illustrations are taken from the practices as part of bilingual case study.

4.1 Role in the participation

I had to find a placement of my own. The placement was my final placement of my studies. I dreamt big and big expectations. After all, it is my last placement. Teachers suggested me to join Saunakallio School. I participated in six weeks program in the class activities. I was not given specific tasks nor given special responsibilities. I enjoyed the class. It reminded me my school days. Few friendship, loads of fun, nice school teacher seemed perfect school days for me. For one week, I learned few Finnish jokes, few stories, different names and at the same time I was focused on what I wanted and my assignments from the school. The school wanted us to make a project from the final placement. I decided to go for the Finnish education system which interested me.

After the second week, I planned to gather raw and recorded data. It was from students, from teachers and from other related authorities such as the principal, the school social worker and the special education teacher. I developed my role in the placement from as an observatory participant towards action researcher.

I began to ask appointment dates from school social worker, teachers and special education teacher. I gathered informal information and formal recorded information. I planned my project to create a video for the memory of the school.

The following figure can demonstrate my changing role in six weeks placement.

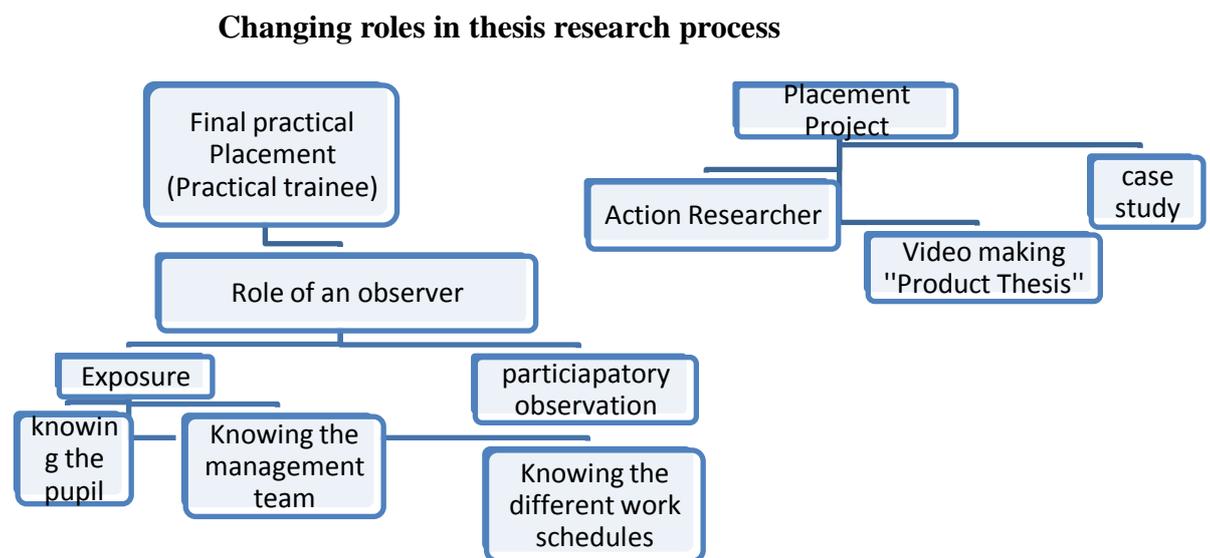


FIGURE 3. Changing roles in my practical placement
(Shrestha Junko 2010, May)

Later I decided to work on the same project more for my thesis. It became an interesting topic to develop teaching concept in Nepal. It can be used as a teaching material for teachers. Therefore, the documentary is taken as the product of the research made during my practical placement. Six weeks practical placement under the module of Diaconia university of applied Sciences, Järvenpää unit was followed and then formulated.

4.2 Schedule of the thesis process

“I started my thesis during my final practical placement. On 8th of March 2010, I started my placement for six weeks. The theme of the semester was “Strategies for change and Innovation”. I was supposed to find some management case and develop during my practical placement. I ended up in Saunakallio School, with no specific roles given to me as a trainee. The schedule was strict and flexible with the class schedules. I followed the routine of Tiina Piroinen in the school. During six weeks work placement, I developed my roles and objectives during my participation.”

(Shrestha Junko, field diary 2010 march)

With limited time boundaries, strict schedules were followed. There were few objectives during the initial stage of the process. Still, the role of the placement was not made clear. During my six weeks of participation in Saunakallio school, I was following the routine of my supervisor. Besides participating in the class activities, I was contributing as an English speaker in the school. I was one of the important outsider in the school who only understood English language. Therefore, pupils interacted through English language with me. At the same time, pupils were practicing their English. I was interested in the different opinions about school. I also participated in the special class, pupils with learning difficulties. Interaction program were organized by different teachers. I realized the class 6E was different than other class. With the reference of different classes, I apprehended the class was inimitably peaceful and understanding.

Slowly, mutual trust and interaction started with no time. I started to be friendly with the pupils and teacher. At the same time, I was supposed to be more cautious in sharing my opinion for teacher and pupil. Being neutral was the most difficult part in the whole thesis process. However, the six weeks participatory observation was interesting and challenging. The timeline during my practical placement is shown as follows:

Six weeks participation in the class activities.

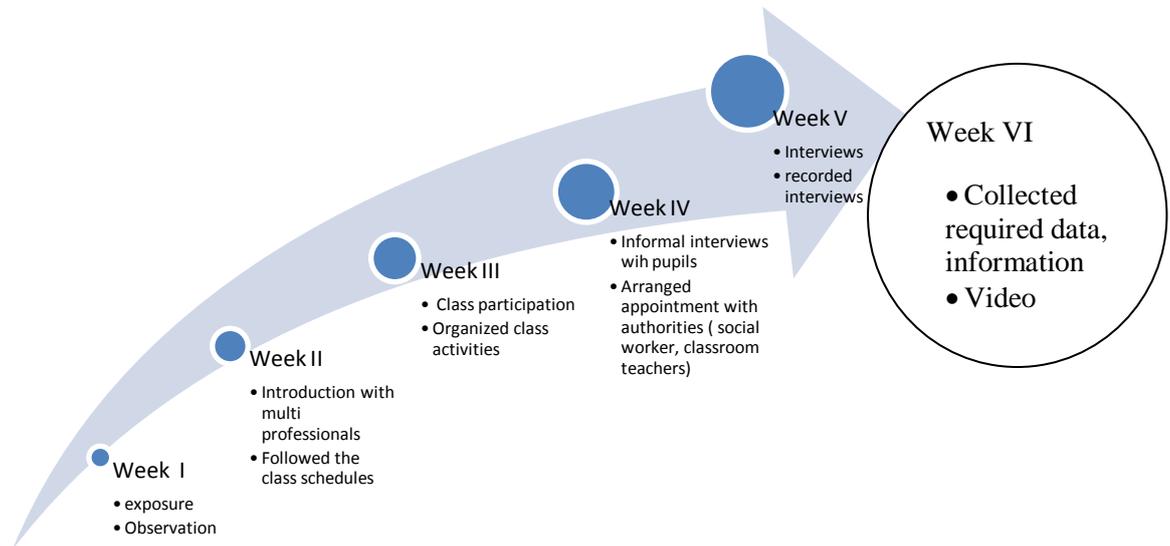


FIGURE 4. Six weeks slow process in thesis process.

The chart is referring the six weeks participation process in the school. It shows the process of achieving data in the limited time. The schedule was based on the class routine. The grade six was part of my case study. The video has been prepared to record the interviews and class activities.

During the six weeks I had to follow class routine. The lessons with the class were attended. The lesson of music, science, mathematics, Finnish, art class was observed and participated. As a trainee, the class and the teacher had respected my trainee role during the process of participation. During the process of participatory observation, I was comparing the education system in Nepal. In Nepal, education is judged by the set of exam grades. Better grades identify one as better student. Parents and teacher aims academically strong characters in every child. Parrot reading is practiced in most of the schooling system in Nepal. Work placements or practical knowledge is in ground level in the education system. Hence, the education system in

Finland turned out to be different and acknowledging for my idea of education. The routine can be shown follows:

Class routine of 6 E and 6 A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8- 8:45		History	Mother language	Biology/ Science	Exercise
9- 9:45		Mother language	Mathematics	Mathematics	Exercise
10-10:45	English	Mathematics	Art and crafts	Music	Mathematics
11-11:40	Mathematics	Music	Language 2	Physical edu	Mothers langugae
11:40- 12	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
12:15- 13	English	English	language 2	Mother language	Art and crafts
13:15- 14			Religion		Art crafts
14:15- 15					

Table 2: Ryhmä B (Group B)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9		History	Mother language	Biology/Science	Exercise
9-10	English	Mother language	English	Mathematics	Exercise
10-11	Mother language	Mathematics	Art and crafts	Music	Mathmatics
11-11:40	Mathmatics	Music	Language 2	Physical Edu	Mother language
11.4- 12	Lunch break				
12:15- 13	Religion	A2 RA	language 2	A2 RANSKA	Art andCrafts
13:15- 14		A2 RA	Religion	THE BAND	Art and crafts
14:15- 15			Mathematics		

TABLE 4. The class routine for Spring 2010.

(Source, Saunakallio School, Järvenpää 2010 Spring)

The routine above is the obtained from the schedule board of Saunakallio School. The class of 6E and class 6A has a slight difference in schedules of their school routine. The routine No.1 and Routine No.2 has a slight difference. The choice of the language study in the classes are different A2 RA means extra language as French or German. Pupils can choose to study extra language in their course of study. This reveal the importance of language in the schooling where the focus is Finnish language as ‘Mother language’. ‘Äidinkieli’ in Finnish language is directly translated as ‘Mother language’ in English language. Moreover, the education of different language are taught and interacted in the school. However, there is strong highlight towards the education of Finnish language in schools.

The class routine of class teacher

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	KU 6A	HISTORY	FINNISH	MAT HS	
9-10	KU 6A	FINNISH	FINNISH B	BIOLOGY/ GEOGRAPHY	
10-11	FINNISH A	MATHS	ART	MUSIC	MATHS
11-12	MATHS	MUSIC	KU 6A	PHYSICS/ CHEMISTRY	FINNISH
12- 13	RELIGIOUS EDUCATION	MU 5-6	KU 6A	FINNISH B	ART
13-14			RELIGIOUS EDUCATION		ART
14-15			FINNISH A		

TABLE 5. Routine of the class teacher

(Source : Piironen Tiina 2010, Saunakallio School)

Different subjects had different motives in the field of education. The classroom teacher is shown as follows. The routine of 6 E gives altering meaning in attaining knowledge. The schedule is foundation of holistic education. The routine is the source to ascertain the holistic curriculum in the school. There is the spiritual, intellectual, physical development in the schooling education. The art and craft is denoted by KU 6A in the routine. Lessons about art and crafts and music were the most interesting and motivating lessons for pupils. This above mentioned routine also proves about overall subject's liability in a class teacher. The Finnish education has a provision for teachers to choose their field of teaching in the course. A teacher can choose to be an English teacher, at the same time a teacher can also choose to be responsible for particular class group.

There are two types of routines demonstrated in the report. One routine exhibits teacher's routine. The second routine parades the class routine that pupil of the class follows. The two routine are the source of evidence of classroom activities and daily routine of a teacher and pupils of the school. The class routine depict about the curriculum. The subjects like religious studies, physical education, Finnish as national language, English as international education and art crafts are important part of educational curriculum.

The lessons were participated with pupils during the thesis process. During teaching hours in art and crafts lesson, few art based enquiries were made. Those data are not analyzed but it was part of information gathering. That information supported the foundation of thesis production.

5 ETHICAL FRAMEWORKS IN THE PRODUCT THESIS

“I happened to ask; “Why is she sitting with him today?” the teacher replied;” She always sits with him in Science class” I wondered, and realized; their everyday routine was my subject of research. Their simple talks became my subject of observation.”

The thesis is based on a product research. Moreover, the thesis is not based on paper research. It is a short documentary, including interviews, action and general class activities of pupil and teachers. During the process of collecting data; I had to contemplate moral and ethical issues. The issue of confidentiality is kept into consideration. The validity of the collected data is confirmed by the recorded video documentary.

The gathered information has not been interpreted. It has been presented as genuine observation. Researches made based on personal explanation which is often biased and cannot be avoided. (Fouad, Nadya A. &Arresdondo patricia 2006,390). Therefore, I have mentioned my personal opinion in the chapter of conclusion in the thesis.

However, the observation and the documentation are based on a case study of the class. The video is recorded on the class activities and the lessons which I participated.

The interviews which were taken are recorded and presented in the video. The documentary is presented as the thesis. The permission from the parents have been affirmed and agreed. The copies of the documentary will be dispatched to the school family and pupils. Different opinion about the class and the school has been discussed and recorded in the video.

During the process of recording the interviews, the interviewer's rights and personal opinions are kept into consideration. The process of editing has been done to eliminate the unnecessary information about the case study. Any personal or confidential information about the class room has been deleted in the process of video making. Even though the permission of sharing the information and matter of confidentiality has been attained as the code of conduct in video making, the names and personal details of the pupil in the case study has not been mentioned in the thesis report and also in the documentary. The code of conduct regarding the video-making has been respected and followed. (American Psychological Association 1981,633).

'...any investigation that does not deliberately damage the reputation of those studied is ethically justified.' (Denzin1981,33.)

However, the criterion of informed permission; in agreeing to research should be informed about the product and consequences of the research.(Nigel Gilbert 1992,281).Moreover, the school family is happy to get the copy of the product thesis.

The permission is taken from their parents to to take pictures, videos of the pupil. Tiina Piroinen(Classroom teacher) was responsible to ask email consent with the parents of the 19 students. Email confirmation regarding the acquiescence of the thesis has been done formally and informally.

"Confidentiality in research implies that private data identifying the subjects will not be reported .If a study involves publishing information potentially recognizable to others, the subjects need to agree to the release of identifiable information. In such cases this should be stated explicitly in written agreement." (Kvale Steinar 1996,114)

Agreeing Kvale Steinar (1996,111). There are five ethical guidelines. *Ethical codes, informed consent, confidentiality, the role of the researcher and the ethical issues at the start of a study are those five stages of ethics of researcher.* (Kvale Steinar 1996,111). I have listed my four ethical principles that I used during my thesis production by modifying Kvalve's ideas.

Ethical process in thesis data collection

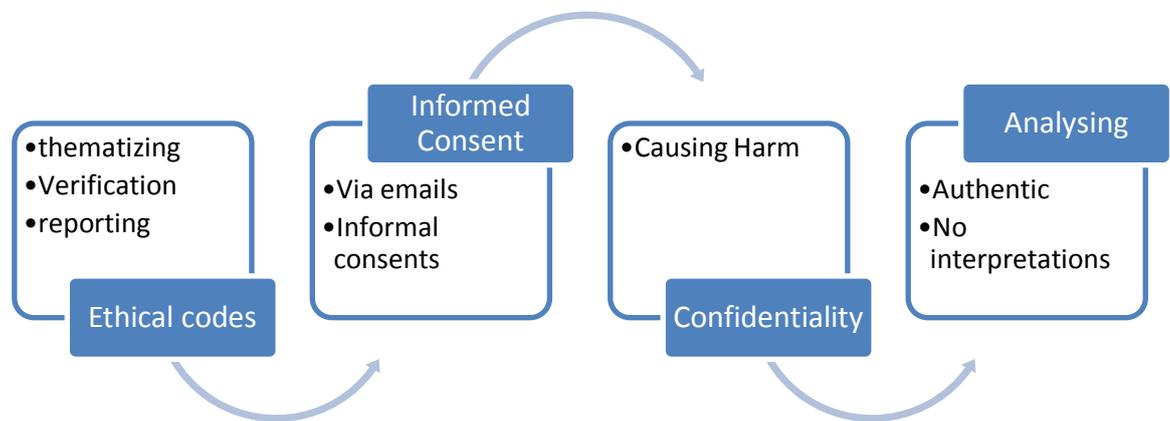


FIGURE 7. Ethical research methods (Junko Shrestha)

The figure above is the ascertained ethical values during my thesis process. Throughout the data collection process, I made it clear about my thesis theme and my aim of the study. Following the ethical decree of social researcher, I solicited permissions of video with families and teachers. As a researcher and trainee, I became friend and part of the class for six weeks. Pupils personal information were shared and discussed confidentially. However, as a researcher I was obliged to have a neutral opinion on their personal affairs. It was significant to maintain professional boundaries. I have undertaken to be neutral in the concept of thesis procedure. Nevertheless, it would have been preconceived notion for me to write my own interpretation.

5.1 Reliability and Validity of the product

The aim of the thesis is to produce teaching material for teachers in Nepal. The product is valid in the view of reader. The contemplation of the thesis is to aware teachers. It will make a difference in idea of teaching methods. I as a researcher do not believe all the schools in Finland are same as my case study. The concept of the thesis is not to give an idea that all the classes in Finland is same, but the idea is to develop good and proper learning environment. The participation and observation has been done. The documentary does not include any interpretations or any generalization.

“Thus it is the receiver of the information who determines the applicability of finding a new situation...Like generalizations in law, clinical generalizations are the responsibility of the receiver of the information rather than the original generator of the information, and evaluator must be careful to provide sufficient information to make such generalization possible.”(Kennedy 1979,672).

Regarding the reliability and validity issues of the thesis, it proves the authenticity. The motive of the case is not to umpire any teaching methodology. It is to broaden the teaching methods in comprehensive schools. It is a small step towards the change in conventional classroom and teaching approaches. The video pins the real activities. There have been no interpretations done in the activities or in the interviews. There is no narrative speaker in the background of the video. The real daily routine and interviews are presented. 48 minutes video screening has been done in my product thesis. As we all know, a picture speaks thousand words.

5 RESULTS OF THE PRODUCT THESIS

6.1 Teaching methodologies

“Teaching is a two way process. One learns more while teaching, so why act like a bigger authority?”(Saunakallio Koulu, Järvenpää 2010)

Teaching is a learning process. It is difficult to enlist teaching methodologies in few pages. People learn with different techniques. The whole picture of bequeathing knowledge and acquiring knowledge is associated with ‘Value-Based Knowledge’. One does what one feels right.(Eraut1994, 55). In the theory of value based knowledge every individual learns in their own way. Challenging this conviction may cause impairment on the corresponding abilities in regular life (Carper1978, 45.)

Carr and Kemis (1999, 32) argue about the two evident varieties of ways in teaching. They are School-based Curriculum development and research-based in-service education. They argue teachers as researchers entitled to research students way of learning styles. Few political pressures, social conditions and professional aspirations are the reason for this development. The thesis is based on the theory of *‘The applied Science or Technical Perspective and the New Practicality.’* (Carr and Kemis1999,13). The education is based on notion of teachers and students are actors of gaining knowledge.

Following the Dunn (1999, 13) the six steps for better teaching methods are outlined.

1. Program of staff development about learning style-based instruction but implemented through participating teachers styles, should be made available and required for every educator

2. If one-tenth of student in a class achieve low grade, teachers should create alternative styles of knowledge giving related to studying strengths
3. There should be good link between teachers and parents. Teachers are responsible to study student individually. "All teaching styles are effective but not for all children". Different approaches should be applied for different individual.
4. "Home-work is good, but each homework strategy is effective and affects to different learners in various ways."(Saunakallio teacher, May 2010) Therefore parents have to co-operate with teachers about their ward frequently regarding their learning methodologies
5. Stastics of previous failing student should be maintained and accustomed regularly. (Dunn, 1966)
6. The learning environment, interesting and motivating factors in education strategies should be made. It depends on teachers how they master the difficult studies into funny and interesting.

"Knowledge about learning styles and brain behavior is a fundamental new tool at the service of teachers and schools. It is clearly not the latest educational fad. It provides a deeper and more profound view of the learner than previously perceived, and is part of a basic framework upon which a sounder theory and practice of learning and instruction may be built."
(Keefe, 1982, Foreword. Dunn 1999, 11).

Model of learning and cognitive Style

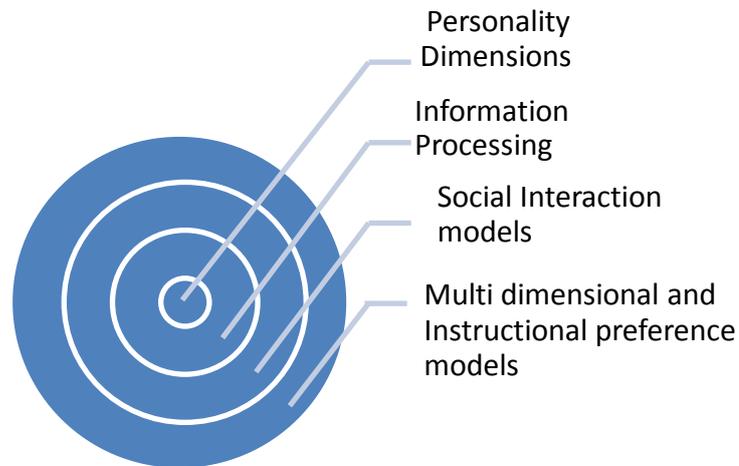


FIGURE 8. Curry's Onion Model of learning and cognitive Style,1987 (Dunn1999, 31).

The above figure talks about the four layers of holistic development in a student or a pupil. According to Dunn 1999, a pupil has to develop physically, emotionally, psychologically and socially. The four layers of learning process that Dunn exemplifies talks about the modern study system. ‘Onion Model ‘includes about twenty-five different learning styles instrument in the four different level. Group work, leadership skills, conversational class activities etc are those class activities which helps pupils to acquire good knowledge. For instance; a student does parrot reading of mathematics formulae. He or she scores good grades in exams. It does not mean the student is well educated. (Dunn 1999,31).

6.1.1 Group work

“I decided to divide the class into five groups. In long term it is easier for me to take care of five groups than 19 students.” (Piroinen 2010, SaunakallioKoulu)

Nineteen students in the classroom was good example of the group learning. There were very few fights, disagreements and very low level of competition among the pupils. Each pupil belonged to one group. Few theatre exercises were practiced. The team work spirit of the class was very good. There can be various assumptions that can be made for the success of their group work. (Järvenpää 2010)

“Learning in groups, people at length will generate group leaders, because these leaders will emerge out of their ranks, they will remain susceptible to criticism and correction at the same time, because of their point of origin and proximity to pain, they may be in an ideal position to discover and encourage others.”

(Freire 1985, Kozol 1988; 109)

Communication has been always an important part of pedagogy. (Carr and Kemmis 1989, 22). Following Freire and Kozol; pedagogy through group work is more impulsive and effective. A class of 19 students, who have been together for 6 years with the same teacher can be illustrated as example in educational field. In the group no one obliged to score the highest grades. The individual scorings and capabilities are respected and kept confidential. This would improve the self esteem of the pupil as an individual. The group division is made in such an order so that there is a desire to learn more.

There is healthy competition in the classroom in acquiring good grades in the exams. This is important in acquiring a healthy learning environment in the classroom. Bullying and isolated pupil were not seen in the class. 19 pupils were friends among themselves and the divided five groups did not have any problems in working together. Pupils from different cultural background were accepted in the class.

6.1.2 Door-knob pedagogy

“A classroom is a small society. A teacher is the researcher of the classroom. It is important to know how to deal with different individuals in a classroom. It can bring good learning atmosphere which creates positive incentive for students.”

(Piironen 2010, Järvenpää)

A teacher cannot always stick to the page numbers of the books and course. A teacher necessitates preparing themselves for improvising in the teaching tactic. (Saunakallio Koulu 2010). It is important to create new methods of learning in the class. The lesson planning and projects do not work as planned at times. If the pupils in the class drop-out of the lesson are not motivated; the process has to be recalibrated, sometimes a little, sometimes with a great deal. Many of these plans will have to be made in the real working life. As these actions take place in real time. Therefore, it is important to know tacit and skillful improvising while teaching.

(Greenwood and Levin, 2007).

6.1.3 Reflection into learning strategies

Reflection or giving feedback is another method of educating pupils. Reflection encompasses diverse motives. It includes an educative, sharing, supporting, accountability and assessment functions. (Doel et al., 1996; Gould & Baldwin 2004, 110). Brainstorming about what one thinks and what has happened is always an appealing strategy to understand one incident from different ways. Book knowledge creates special rank of framework in education, but it also endows to share

individual personal attitude and opinion. Feedback from pupils also means revisiting the same concept again.

“ ...Turning reflection into learning, and one of the principles that underpins Boud’s work is that ideas are not separate from experience, learning is not unrelated to relationships and personal interests, and emotions and feelings have vital role to play in what we may later come to identify as intellectual learning” (Boud, Cohen & Walker 1993,ibid.:2; Gould & Baldwin 2004,111)

However, it is squabbled that intellectual learning is not based on set of definitions and formulae. It insinuates about underpinning theories, detouring personal dilemmas and sharing varied opinions.

“When I was in my school days, I learned the whole poem without even thinking about the meaning of the poem. Today I realized was I interested to learn the poem or meaning of the poem?” (Junko Shrestha, personal field dairy)

I mull over the idea of teaching as a militant in other part of the schools, where the opinion of pupil or students have a very small space in learning methodologies. Today I personally am assured about the importance about the concept of reflection and sharing personal contemplation.

6.2 Classroom as a community

“It is simple question.Why classroom pedagogical thesis in studies of bachelors of Social work?” I think it is relevant and obvious question. Hence, I have decided to add my interpretation in this case.”(Shrestha 2010, Järvenpää field diary)

The case study is based on a class of 19 pupils. My thesis basically exemplifies different approaches that a teacher should have in the classroom management. It also is based on a diverse idea to develop a reliance on the native language.

A classroom consists of different individuals with different background. Different pupils have different competences and zeal. They require different scheme to understand and make understand. The contrast idea of the thesis is about knowing a classroom and a community. A classroom is a small community of different young pupils. As in a community it composes with different individuals. Different background fluctuates in working methods. Though, one goal of the community is to achieve a proper living within a society. Similarly, a classroom has a goal of creating healthy learning atmosphere. It aims to achieve holistic education. Nevertheless, a proper citizen and a social member commence their early lives from schooling.

“Schooling plays an important role in ones childhood. School friends are those comrades who know your childhood secrets. School days are the days where ones biography begins. Stories of bullying, being successful and popular begins from school life. It is similar in every part of the world for those who attend school” (Shrestha Junko, field diary)

Few ideas of the class room management are very similar to community work. A community supportive upshot needs various classroom management facets. Few elements like group work strategies, action research, facilitating working schemes, art- theatre based team work, and reflection “feedback” ruse are used in the community work too. The table below can make in more unambiguous.

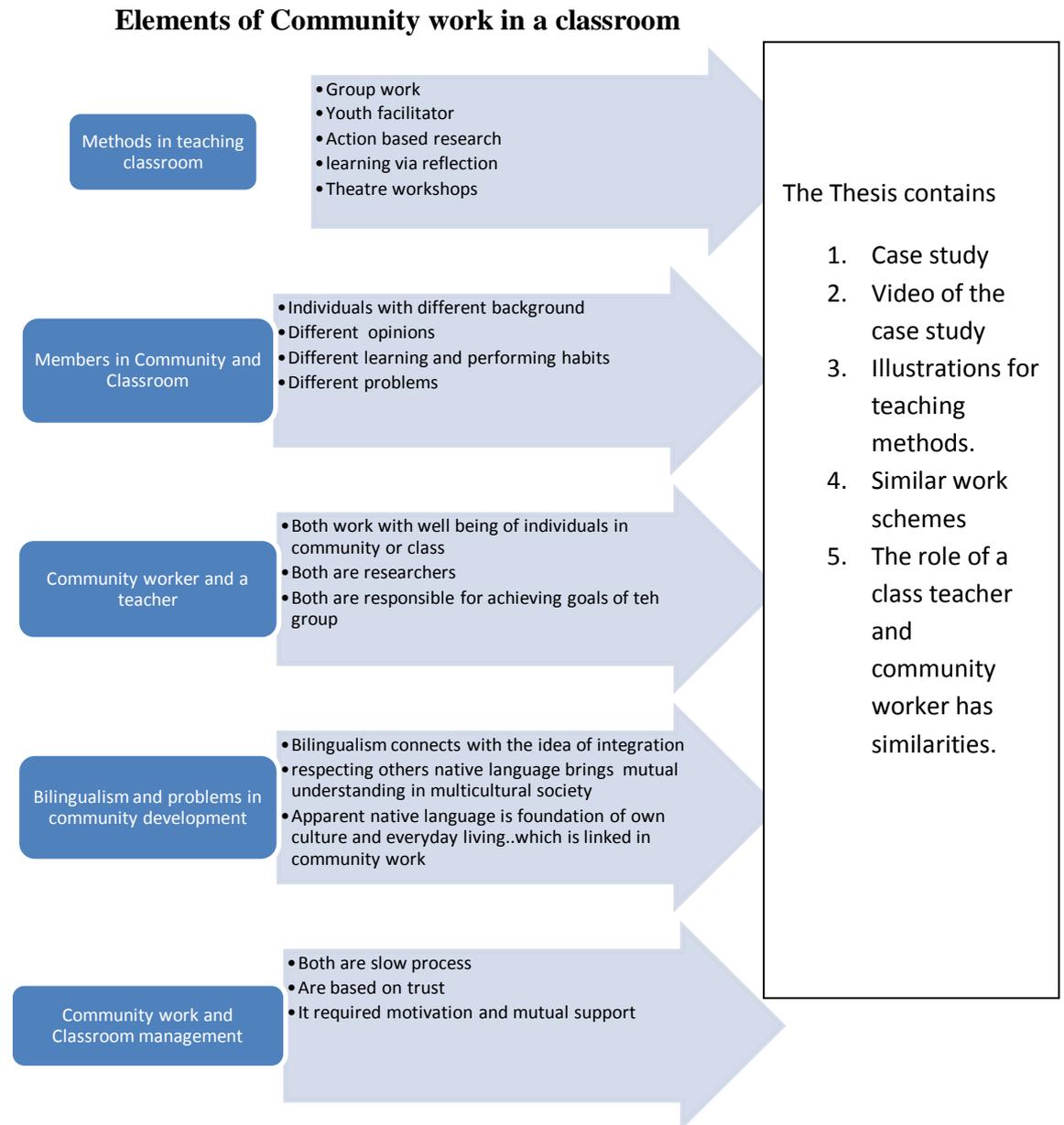


FIGURE 9. Similarities in the idea of community work in a classroom

To be a teacher is not an easy task. It requires great sum of patience and hard work. To be a good teacher requires diverse strategies and tactics in a classroom management. It should be about gaining an authentic authority in gracious way. One needs to cross the boundary of closeness but setting the boundary at the same time. It is not an easy job. A pupil or student should

be a teacher's best friend, an ideal, a trustworthy comrade and at the same time a strict militant who can make their schedules strict and culture of schooling. However, role of a community worker is no different than a teacher in a community. There are diversified dissimilarities but the methods applied are identical in many ways.

6.2.1 Group roles in a class and in a community

A class room is a small community of individuals. The community of class has a goal in achieving proper education. There is analogous working system in group of a community and in group of pupils in classroom. A group formation follows, forming, storming, norming, performing and adjourning.(Pennigton 2002, 73).The group structure which affects group performance in a community and a class room groups are almost same component. Group structure is maintained by the interrelationship between group members. Group roles, cohesiveness, communication structure, group status and group norms are the important components in group. (Pennington 2002,93). It helps in making the proper interactions in a group. Alike other classroom group members in community the interaction and interrelationship are the most crucial part for the better performances. The size of the group also affects the efficiency of the working methods. If a new member joins the group, the group in the class and community needs time to understand and develop the group structure again.

Five components of group structure

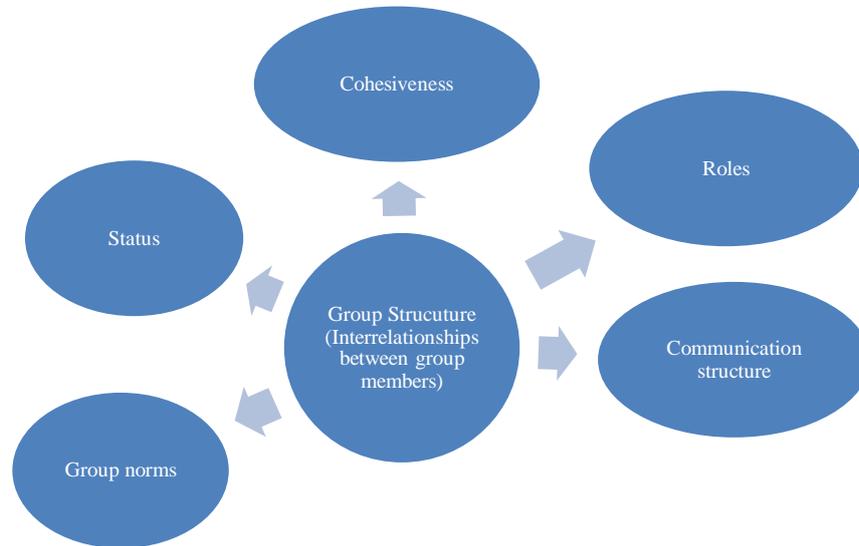


FIGURE 10. Elements in Group structure (Source: Pennigton 2002, 93.)

There is a slight difference in the community work and class room group. Pupils have set of rules and regulations in the classroom. They have a strict code of conduct limited by the teacher. However, situation in real community is different and complicated. The set of rules in community group are more flexible and self-identified. Moreover, the adult world is different than the children world of understanding. Nevertheless, there are similarities in the group work strategies in community work and in classroom. Conversely, a classroom is a community of various individuals studying together from different background alike a community.

6.2.2 Social problems in community and in classroom

Social problems exist everywhere. There shall be problems related to social life where there are different people working together to achieve for a certain goals. In a class of pupils, there are different behavior and cultural differences. Generally, it is a complex phenomenon to understand and analyze. Human behavior needs sets of intricate ideas and support to overcome those problems. Alike in schools; bullying, class discrimination etc. are highlighted as social problems. However, learning difficulties, classroom mutation are exceptional cases which are not listed as problems. Still, they create a difference in a classroom. For a pupil with special difficulties in learning; a teacher needs to make an extra effort in classroom. In a community, there are many problems related to marginalization, discrimination and isolation. Unlike community worker a teacher acts as a mediator in providing the solution for the problems.

Cross cultural considerations are part of problems in classroom and also in community. The cross culture problems in power struggle within authorities, informal interaction within group members and gender equality in classroom and a community also creates cross cultural conflicts. Hence, mutual understanding between the class members and community members are very important in respect of culture and behavior.

Social problems are the obstacle in the community development. Alike a pupil having a different alcoholic father cannot concentrate in a classroom. As a consequence, the pupil cannot concentrate in studies. Hence, in the school the child needs peer support and a mediator to go through psychological problems. Similarly, a community needs a social worker or a community worker to improve the situation. Small differences should be made in ground level. A teacher makes a difference in the classroom where as a community worker they makes a difference in the community echelon.

6.2 Bilingualism in Finnish schools

A Bilingual person is evident of speaking two languages. According to different research made under linguistic studies, it is found that multilingual children are good in studies. (Ostern 1991, 345). Bilingual children are mentally flexible in terms of learning new languages. (Baker 1996, 122). Developing skills in two languages is not an easy task. Surveys made under Finnish schools approved bilingual students performed better than monolingual student. (Sundman 1994, 92). The class 6E had pupils with bilingual skills. Comparatively with other Grade 6, Class 6E performed good in behavior, studies and sports.

Learning new language is not an easy task. The surrounding and the learning environment of the children make an important change. (Ahtola 2007, 4). The effects of learning environment were seen in learning the second language. The class interacts in Finnish language, which is their mother language. Pupils of the class were communicating in Finnish language but were fluent in English language. As a researcher, I found that the classroom management was the key reason for the pupils to learn the second language. For instance, the means of communication was in Finnish (L1) the movies they watch was in English (L2). The movie had subtitle in L1 but the pupils were to listen L2. Another example is, the pronunciation of L1 is completely different than L2, but they read L2 in L1 form. For instance; 'curriculum' was pronounced as 'KU-RRI-KU-LUM' in Finnish. As a result, there was little possibility of making spelling mistakes. This teaching method is evident of how thinking language (L1) play important role in learning new languages (L2).

7 CONCLUSIONS

I think, teachers are the important temperament in the science of education. A classroom can be model of individuals residing in a community. A teacher is researcher of the classroom. An educator is responsible for making every pupil's schooling environment essence of fulfillment. Acquiring knowledge connotes developing social, physical, intellectual, spiritual tactic. A teacher participates in a class with the knowledge about the classroom environment. An educator helps pupil to find possible means of dialogue in different manners. Discussions between pupils produce an argument which helps to create different opinions. Hence, sharing opinions between pupils and teachers leads pupil to gain knowledge.

An educator plays an essential role in every pupils schooling life. Therefore, pupils need motivational teachers in their learning. Researches based on teaching methodologies should be continuously innovated. This documentary presents atypical group work methods and theatre working methods applied by the teacher in the class. Also the teacher used different methods to different individuals in this case study.

“Where... a practical activity like education is concerned...theory is constructed to determine and guide the activity....The distinction between scientific theory and educational theory is the traditional distinction between knowledge that is organized for the pursuit of knowledge...and knowledge that is organized for determining some practical activity.” (Carr & Kemis 1988,99)

Agreeing with Carr & Kemis, education should be applied science which means; education should be related with theories and practical experiences. Conventional teaching methods work with theories; whereas contemporary methods of teaching method works with the mechanism of education in applied sciences. The learned theories should be applied in everyday life styles.

A teacher is responsible for creating a proper learning environment and it creates motivation and satisfying atmosphere in pupils. A teacher needs to state a difference between having an authority and friendship with the class at the same time. As we know, teachers should stand as a researcher. For data, a researcher needs to know his /

her boundaries and also maintain amity with the pupils. Therefore, teaching is like maintaining proper contingencies within the classroom. These arrangements speed up learning behavior and learning environments.

The class have pupil from different immigrant background. Some of them could communicate well in Finnish language and in their native language. Though, there are few exceptional cases, majority of the pupils are good enough to interact in their native language. There is a provision in Finnish schooling that pupil should learn their own native language. Therefore, pupils come to know their native language and also Finnish language. This can be an example of integrating immigrants.

A multicultural couple who have different native languages should speak their own native language with their children. There are very few families understanding this theory of bilingualism. This will make the child's learning capacity and language skill better. There is no point in communicating in little known language with the child, as it creates problematic issues to the child's thinking language. As an outcome, the child fails to have a strong native language and common thinking language.

The 'theory of bilingualism' is simple. It states that one should speak their own language. It is based on the strong idea of developing and sticking with native languages. Finland is a bilingual nation.

The idea of bilingualism and classroom management is linked together. A teacher cannot oblige pupil or student in speaking different language rather than their native language. The slogan is "let's know our language well! We will know other languages on our way!" It is better to speak one good language than learning various incomplete languages. This is the way to let the children learn more about their own language properly.

A teacher has to know and understand every individual in the class. A teacher needs to research about her pupils. The proper assessment work should be applied and appreciated for different children. It is important to apply different methods to create proper learning environment in the classroom.

"Reading is an important source of teaching. However, it is not important method to let my pupil educate via reading only! Some children need to listen music to understand the

theory, some need to write them. Every individual are different. And the teacher needs to know the secret to deal with them.” (Piiroinen Tiina 2010, Saunakallio School)

Every individual is special. Different pupil in the classroom has atypical approach in accomplishing their goals. A teacher needs to formulate proper strategies for different pupils. Moreover, the task of attaining the goal is a complex process. However, it is followed by incessant research within the classroom. The research process entails constant brainstorming and team work within the group. The classroom had very interesting structure. It had a sofa, cushions, carpet and teddy bears followed by computers and books. Hence, one could do the class assignment by lying down in sofa or on the mat. The trust method of controlling has been applied in the group. The class structure also supports in allocating different methods for different pupil.

7.1 Bilingualism in the classroom

‘Language’ is important part in everyday life. Learning native language develops accurate understanding in the classroom. The feeling of “my teacher understands me and I understand my teacher” is very important in the class. A pupil speaks the same language which he speaks in home. This relates to learning environment and plays crucial role in motivation level. The language, in which a child listens, communicates and learns every day, that language should be the key method to furnish child’s brain. Parents and teachers can co-operate together in child holistic development.

The classroom activities are based on interaction with teachers and friends. A teacher should make pupil’s native language skillful. Hence, pupils can learn another language via their thinking language (native language). Lack of skillful native language creates frustration in the learning atmosphere. Research conducted in bilingualism states that, multicultural families, should stick to their (father and mother) native language. The case study also pins the importance of speaking native language in classroom.

7.2 Classroom management

A class is a small community. The product has a community with nineteen pupils and one researcher. A teacher is illustrated as a researcher and community worker in the thesis. It takes many months and years for a child to know how to read and write. It is not a simple and easy process. It is a slow procedure which requires trust and reliability from pupils and parents. An educator is responsible for making apposite learning ambience.

Different procedures can be applied in achieving a goal of proper classroom management. Working in groups is considered as an appropriate method by the teacher. Sharing knowledge and learning in teams are the methods applied in class room. Every pupil in the class is a different individual. Sometimes it is impossible for a teacher to apply different technique for different pupil. Therefore, working in team becomes an inevitable idea for teaching many pupils at the same time. Reflection also plays an important role in class room activities. Teachers and pupils need to reflect and allocate the events. It provides an opportunity for everyone to go through the lessons or chapters once again. It is important to disclose different contemplations from different individuals in classroom.

The idea of this thesis is not to judge the best teaching practices. It is to give different perceptions on working methodologies. It is the idea to make user group and service provider comfortable milieu. It will be creating healthy learning environment and stress free settings within the class room.

For efficient work outputs, motivation is the hidden secret in many realms. Therefore, details like interaction, breaks and humor play the key role in creating proper learning environment in a classroom. A teacher needs to know the secrets of attaining different concepts in the everyday life. Door-knob pedagogy is the most important source of motivating children.

Action based research is another important part in working life. Theories which are taught and practiced, encourages pupils to be innovative in their learning schedules. True knowledge is based on the idea of trusting the theories which are learned. A

teacher is also an action researcher. Every day is a new research for the teacher based on the idea of pupil. New ideas and concepts will be known by the teacher regularly. A teacher is accountable for certain curriculum which can be identified with the work of community. A community and a classroom are very similar in many ways.

7.3 Reflection

“The self-reflection of a lone subject...requires a quite paradoxical achievement: One part of the self must be split off from the other part in such a manner that the subject can be in a opposition to render aid to itself....in the act of self reflection the subject can deceive itself.”

(HABERMAS1974, 29).

Participating in six weeks in a class of nineteen students was an educating experience. During the thesis process different schedules in regards of the classroom were followed. Informal interaction with teachers and pupil was part of the schedule. Reflecting those six weeks of the participation; I have pinned my weakness and strengths. Unlike other practical placements my participation in the work training was acknowledging. Without any time, I developed an equal level of trust within pupil. To retain professional boundary, I was strict with my schedules and responsibilities. It was not arduous to establish my role as a practical trainee. My enquiries were answered and responded precisely. Flipside of my practical placement and the observation contemplated me to think about teaching methodologies and classroom management. I was interested in cultivating ideas through the video.

There are drawbacks during the process of the thesis production. It would have been better to start with certain accountability in the working placement. It would have been more precise to know pupils and management team with clear objective beforehand. Commencing the research with exposure is not a good way to start a research oriented

product thesis. Procedures related to exposure were an overshadowing concept during my thesis process. As a participatory researcher it was unimportant to listen and observe theory classes in a classroom in Finnish language. It seemed futile to sit in the corner of the classroom and endeavor the classroom activities.

It takes time develop the relationship between the observed and observer in the process of research. During thesis process, the video screening was the most complicated idea. As a researcher, I wanted to screen the real happenings, without any direction before the video shooting. However, it was natural phenomenon that pupils and the targeted group was aware about the situation. The situation was different and it was difficult to portray the original version of the classroom in the beginning. Personally, I think there was lack of proper guidance from my side as a researcher for the pupils. It would be necessary for the target group to understand the goal of the research in certain time bound of the research process. (Fox, Martin &Green 2007.)

After the strict two weeks participation in class room activities, I asked for few interviews appointment. It was not an easy task; I had to be very flexible according to work schedules of different working members. The interview with the school social worker was possible only once a week. Anecdote was same with the class teacher and the special education teacher. It was difficult to find a free day for the interviews. The source of gathered information is via classroom observation and informal conversation. The table of reflection shows about the process done and should have done.

Reflection on the practical placement resulted final thesis

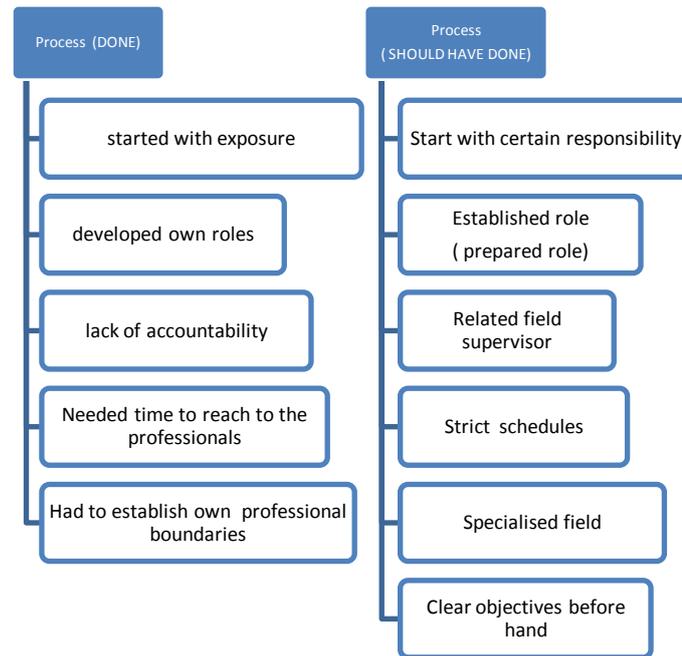


FIGURE 5. Reflection on the thesis data collection process.

Source: Shrestha Junko, field diary

It would have been a time devouring experience to start ones research with certain objectives. It is difficult to establish and set up own roles and gain accountability after the research participation. Austere professional boundaries are easily attained with stern professional framework. With limited time; the goals can be achieved easily with proper objectives and actions. On one hand flexible schedules are part of professional life; whereas on the other hand it is exasperating experience if it is constantly the same.

7.4 Evaluation and feed back of the thesis

The product thesis is an output of the participatory observation of a classroom. It is an illustration of classroom management. It is not developed to judge or generalize any sort of teaching methods. Instead, it is developed to furnish new ideas in teaching styles. It is also to motivate families about the importance of native languages. Generally, in schools; teachers and parents are in haste for their children to speak English or other

languages. In this procedure, they forget the importance of native language. The notion of the thesis is related to aware teachers for better teaching methods. With this thesis product, researchers and community worker can get many conception of working in team or groups. It gives the idea of approaching to different individuals in a community.

The thesis product will be used as future reference for the teachers and different professional working with communities or groups. The feedback of any group has not been collected or conducted. It is based on the future plan to educate the teachers and families in bilingual communities. Therefore, the feedback has not been collected during the thesis process. The product of the thesis will be a demonstration on classroom management.

Multilingual countries like Nepal and India will need to develop the concept of education within the education of teachers. Teachers are source of incentive for the pupil and the families of pupil. In short, they are inevitable part in developing life of the children with their families. An educator needs to keep in considering many things. They are responsible to develop the holistic positive changes in the child's life. Psychological, emotional, physical, intellectual and spiritual development is holistic development. A child's education is a very slow process; it takes time and commitment from teacher's side of educating. Teachers are liable in making those differences in a pupils learning career.

In the case study, the classroom has a sofa. To have a sofa in schools of Nepal is an impossible fact. The traditional classroom in the country has many desks and benches with a place for a teacher. Whereas the case study has a class with a sofa and mats, it creates a comfortable learning environment. Some children cannot study in resting position, some needs to listen music in concentrating. The different learning environment provides easy and comfortable learning method. In the case study the classrooms have modernized facilities. To have modernized classroom in Nepal is difficult to achieve at this time It will take time to develop such ideal schools in Nepal or other countries in Asia or Africa. Still, few group work methods like teddy bear methods can be applied. In the example of teddy bear method of approaching a group the teacher passes the teddy bear to her pupils. Individual who gets the teddy bear at the end of the count has to give feedback about the incident. This simple idea is functional

in many group work strategies. It lets the group of individual concentrate in the group process and also share about their personal opinions during the group work.

The pupil of the class believed their teacher was understanding and most trustable teacher in the school. Teaching for the same children in six years, in my personal opinion is a process of researching and learning from those pupils The idea of teaching the same group for many years was not a bad idea. Teaching for the six years, in my personal opinion is researching those pupils for six years.

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