

HELSINGIN YLIOPISTO

# CLIL in the Context of Education Export

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Finnish teachers' experiences in Abu Dhabi

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## 1 Introduction

Is this like, I call it ancient Icelandic that there is no like... oh I wish I had brought a couple of examples... *wrtsbrbl*, like this. A combination of consonants, and the student is really excited thinking that he has learned English. (A teacher describing students' learning in Abu Dhabi)

Finland has in recent years started to invest in the export of know-how in education (OKM 2014). The interest of other countries in the Finnish education system stems from the success of Finland in the international Pisa studies of 15-year-old school pupils' scholastic performance. Now Finnish consulting companies and institutions are increasingly planning educational projects and programmes for countries that wish to improve their educational systems, which is an area where the USA, England and Australia have been active for a long time.

Some of these programmes involve exporting Finnish primary school teachers to other countries to teach local students content subjects through the medium of English. This means that primary school teachers will enter a wholly new working context not only culturally but also linguistically, when changing from Finnish medium teaching to teach content subjects through English. What makes the linguistic environment especially different is that the students may not have any English skills but there is no other common language between the students and the teacher. How has the new linguistic teaching context affected the teachers? What type of educational approach have they used to cope in the situation?

The educational approach where content subjects are taught through the medium of English can be called Content and Language Integrated Learning (CLIL). The approach has started from bilingual and immersion programmes in Canada and developed further in Europe. The extensive amount of existing research on the use of CLIL approach has mainly focused on student performance but not so much on how switching the language of teaching affects teaching practice (Nikula 2010). In Finland, some studies exist about Finnish class teachers in Content and Language Integrated Learning (CLIL) classes. Moate's study (2011) explores the way switching the medium of teaching into English affects Finnish teachers' feeling of professional integrity, i.e. the teacher persona and teaching practice. Nikula (2007) has studied how Finnish teachers' pedagogy in the CLIL classroom differs from their

teaching in normal classes. Both studies indicate that teachers' changing of their teaching practice may not even be very conscious but it does change due to the non-native medium of communicating with the students. However, Finnish CLIL classrooms differ from an education export context in many ways, but especially linguistically as it is not possible to use the students' first language (L1) in teaching.

This study explores the topic through teachers' experiences from one context of education export. A qualitative case study was conducted on five Finnish primary school teachers who had taught in the Emirate of Abu Dhabi in a programme started by the University of Jyväskylä's Edu Cluster in 2010. The programme is currently on-going and involves the export of Finnish primary school teachers to help to institutionalise the Finnish class teacher model in the target country. The teachers teach local Arab primary school students English, Mathematics and Science through the medium of English in two local government schools. The Finnish teachers have been expected to develop appropriate methods in order to improve bilingual literacy in the schools.

In the study I will focus on how the teachers perceive their teaching and if they feel it has changed due to the different linguistic context in Abu Dhabi. My research orientation is a pragmatic one: by comparing the results to existing research on the topic, I wish to provide suggestions for improving CLIL teacher training and for institutions in order to give teachers adequate support for the process of starting to teach in a foreign country through the medium of English. Although this is a narrowly focused case study, the results may also be useful in other CLIL contexts or contexts where the teacher and the students cannot use their first languages for communication.

Chapter 2 will start with theoretical background on CLIL and on different contexts of English medium teaching. I will especially use the work of David Marsh, an expert of CLIL in a wide range of different contexts, and Josephine Moate whose study on professional integrity (2011) gives an excellent basis for a study on Finnish teachers' perspectives about English medium teaching. I will begin by discussing the definition of CLIL. I will move on to describe what advice has been given for implementing a successful CLIL practice. I will then give a brief review of the advantages and challenges of English medium teaching in different contexts, and in

the last part I will discuss Finnish education export as one context of CLIL. Chapter 3 will describe the design of the qualitative study and the teaching environment in Abu Dhabi. In chapter 4 I will present the results and analysis which will be discussed more deeply in Chapters 5 and 6.

## 2 CLIL AND ITS CONTEXTS

### 2.1 Definitions of CLIL

The term Content and Language Integrated Learning (CLIL) was launched in the European Commission in 1994 in order to find an umbrella term ‘to describe those features of operational practice common to a wide range of variants of bilingual education’ (Marsh 2009: vii). CLIL was defined as ‘a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language’ (ibid.). Since then, the definition has somewhat changed and is now used for different purposes by different theorists. CLIL has previously been considered an elite form of education, and is sometimes still seen as one (see e.g. Apsel 2012). However, the use of CLIL in mainstream educational contexts is increasing around the world (Marsh 2006). There can be *reactive reasons* and *proactive reasons* to introduce a CLIL programme in a new context (Coyle et al. 2010: 6–9). Reactive programmes are usually initiated top-down in situations where populations have a wide variety of languages, do to practical reasons or to achieve social cohesion. Proactive programmes are adopted to enhance school performance for instance for socio-economic advantage or to respond to demands for English skills in the globalising labour market. The term CLIL has therefore become popular and acquired ‘some characteristics of a brand-name, complete with the symbolic capital of positive ascriptions: innovative, modern, effective, efficient and forward-looking’ (Dalton-Puffer et al. 2010: 13).

According to the definition by Dalton-Puffer, Nikula and Smit (2010), CLIL can be used as a broad term describing ‘an educational approach where subjects such as geography or biology are taught through the medium of a foreign language, typically to students participating in some form of mainstream education at primary, secondary but also tertiary level’ (2010: 11). According to Dalton-Puffer, Nikula and Smit, what is specific for European CLIL is that the target language is a foreign language, not a second language. This means that the target language is not regularly used in the wider society of the learners. In Europe, CLIL is usually implemented when learners have already acquired literacy skills in their L1 (Dalton-Puffer et al. 2010: 11–12).

As teaching through the medium of English has become a trend all over the world, Coyle, Hood and Marsh are of the opinion that CLIL needs to be differentiated from any kind of teaching or learning through a foreign language medium. What characterizes CLIL is that the dual-focus on both content and language goals is taken into account in the planning of the curriculum and lessons. The authors state that there are certain principles for CLIL implementation and that it requires the use of language-supportive methodologies (Coyle et al. 2010).

Depending on the model used by the school, the approach to teaching can range from *language-driven* to *content-driven* (Coyle et al. 2010; Genesee 2004). '[W]hereas in one situation the language may be the dominant focus, in another it may be the content, but in each there is a fusion resulting from the methodologies which can lead to positive educational outcomes' (Coyle et al. 2010: 6). According to a study on the use of CLIL in Finland, in primary schools the main focus is on foreign language learning, whereas in secondary level the main emphasis lies on learning the subject matter (Nikula & Marsh 1999). According to Dalton-Puffer and Smit (2007), most European CLIL models are content-driven. The amount of usage of the additional language in CLIL teaching models can vary for example from one lesson per week to 90%+ of all teaching (Nikula & Marsh 1999).

It also varies, how much teachers actually use the target language in the classroom. Roiha (2013) studied Finnish teachers' use of the Finnish language in their CLIL teaching. 23% of the teachers used Finnish constantly in their CLIL classroom and 43% of the teachers used Finnish often. 11% of the teachers did not use Finnish at all in their CLIL teaching. The use of L1 can be a way to assure weaker learners' understanding of content (Roiha 2013; Mehisto 2009) as well as to help learners in anxious situations (Roiha 2013; Pihko 2010; Moate 2011). The strategy of systematically using more than one language in teaching can also be called *translanguaging* as will be discussed in 1.2.

The background theory and the case study of this thesis discuss mainly English medium teaching contexts outside Europe. As it is difficult to know exactly how the implementation of CLIL in different situations has been planned and if both content and language goals have been taken into account in teaching, I will use the broad definition of CLIL by Dalton-Puffer, Nikula and Smit (2010: 11) for the purposes of



this study. The discussion part will include more consideration on the term and its uses.

The following section will describe different views on how successful CLIL practice should look like.

## **2.2 Examples of CLIL practice**

It is clear that CLIL teachers must adapt their teaching because there are extra demands for the learners to understand the content of lessons through L2 medium. According to Marsh, having a high level of fluency in the target language is advantageous in being a CLIL teacher but will not alone lead to good teaching of the content; rather, knowing how to use language-sensitive methods is a key to teaching both content and language successfully (Marsh 2002; Marsh et al. 2001). This implies that when a teacher wants to prepare for teaching a CLIL class, the most important preparation is not necessarily to receive additional training on the target language but rather on suitable methodology. In an interview for the International House Journal of Education and Development, Marsh also says that the abilities of students in CLIL classes often vary a great deal in terms of language proficiency and other skills, and therefore CLIL methods need to be constructivist and try to cover a broad range of learning styles (IH Journal 2009).

In their book *Content and Language Integrated Learning* (2010), Coyle, Hood and Marsh give suggestions for CLIL teachers and programme planners of processes and tools which can be adapted 'to suit any context without compromising the need to address fundamental issues of effective and appropriate integration of content and language learning' (Coyle et al. 2010: 48). The book does not discuss specifically, how to begin teaching in a context where the students' L1 cannot be used at all. The writers admit that there is no single model for CLIL, but the theoretical as well as practical basis needs to be developed by the teachers in each specific context. 'The social situation in each country in general and decisions in educational policy in particular always have an effect, so there is no single blueprint of content and language integration that could be applied in the same way in different countries – no model is for export' (Baetens Beardsmore 1993: 39). Coyle, Hood and Marsh write further that successful CLIL practice requires teachers to engage in new ways of

planning their teaching, which is a challenge for busy professionals and requires time, patience and professional support. They refer to van Lier's (1996) concept of *teacher's theory of practice* meaning that teachers must construct their own theories of learning in each new context. The forming of the theory starts when the teacher can articulate his or her implicit knowledge about teaching and learning. Making the knowledge explicit enables a teacher to develop the pedagogic practice based on evidence from the teacher's own lessons on what works best for the students (Coyle et al. 2010: 44–45).

Even when there is no one model for CLIL, some practical suggestions can be found based on different teacher experiences of how language-sensitive methods should look like and what a CLIL teacher should do to ensure that all students achieve both content and language goals (e.g. Navés 2009; Seikkula-Leino 2002; Burkett et al. 2001).

Looking specifically at contexts outside Europe, the following list comprises some key features or language-sensitive strategies that were found to enhance learning and teaching through the medium of English in the context of Namibian schools (for the full list, see Marsh 2002: 22–25):

- *Acoustics*: Any unnecessary noise thresholds should be given continuous attention especially in foreign language medium classroom.
- *Comprehension checks*: Teachers must continuously check the students' understanding.
- *Interactional Discourse*: Promoting the use of cooperative learning techniques instead of teacher monologue.
- *Linguistic simplification*: Teachers must simplify their language and make it more challenging step by step as the students' comprehension improves.
- *Repetition*: Repeating, paraphrasing and reformulating the same words or sentences.
- *Translanguaging*: Systematic use of more than one language in teaching.
- *Visuality*: Gestures, illustration, demonstration and other non-verbal explication.

Visuality (including illustration) was also found to be the most common language-sensitive strategy in the study by Nikula and Marsh on Finnish teachers' CLIL

teaching (1999). These key aspects can be considered aspects of good teaching in general (Marsh 2002). Therefore the strategies might seem self-evident; however, as van Lier writes, when teachers are able to define their practice explicitly, they are ‘in control’ of their professional development (1996: 26). In order to be in control of CLIL practice and improve the use of language-sensitive strategies, teachers must be conscious of using them in the first place.

Cooperative learning, working in groups and pairs and learner-centredness are often strongly recommended for CLIL classes. ‘In general, students should speak more than the teacher’ (Mehisto 2007: 71). Nikula (2010) studied the differences in classroom language use in CLIL and normal Finnish content teaching classes, and the results imply that CLIL classes in Finland may allow more interaction by the students in the class than normal subject classes in Finnish. According to Nikula, this can be a teacher’s conscious or unconscious strategy to encourage students to learn to use the language. However, according to Nikula and Marsh’s earlier study (1999), CLIL teaching varied from more teacher-centred instruction to more learner-centred instruction. Yet teacher-centredness was often related to the teacher’s lack of experience in CLIL.

Some authors suggest a theme-oriented approach (Bloch 2002) or turning the classroom into a research laboratory where students find out information on real-life topics (Wolff 2003). Language should be focused upon whenever necessary (ibid.). It is also emphasized that the approach should be cross-curricular (Baker 2006; Shikongo 2002; Marsh 2006), so that learners would for example hear similar concepts in different content classes. It is important that teachers articulate the goals for language, content and learning skills for each lesson (Mehisto 2009).

There are several other things that need to be considered when establishing CLIL in a new context. According to Mehisto (2007), the establishment of a CLIL programme is a long-term process and can last for 5-12 years. He emphasizes the need for training people to manage the change.

### **2.3 Advantages and challenges in CLIL**

Although there has been concern over whether teaching through a foreign language can impede the learning of content, research on CLIL programmes has often showed

that CLIL can lead to positive learning outcomes both in terms of content and language learning when compared to non-CLIL classrooms (see e.g. Genesee 2004; Johnstone 2002). As opposed to formal language and grammar instruction, CLIL is seen as a naturalistic learning environment where the foreign language can be acquired in the same manner as one's L1 (Dalton-Puffer et al. 2010: 16–17). It is regarded as an innovative approach to communicative language teaching (Banegas 2012: 1–2). The alternative method can increase the motivation of students, but also teachers can be more motivated in CLIL classes compared to teaching through L1, due to students' motivation and the fact that teachers can learn new things themselves (Coyle 2006). When finding strategies to cope with English medium teaching, teachers can discover something that they can even utilise in their L1 medium teaching, such as more interaction, more collaboration and better articulation (Coonan 2007).

However, critics such as Apsel (2012) claim that research on CLIL has often been conducted in teaching contexts where the CLIL class consists of the most advanced students. He calls for more research on what the implications of participating in a CLIL classroom are for weaker learners (Apsel 2012).

Marsh has 'worked with representatives of educational systems in different continents struggling with problems relating to the use of a foreign language as medium of instruction' (Marsh 2006: 31). He writes that in some contexts, programmes which have implemented teaching other subjects through English have led to different levels of educational exclusion, failure and drop-out of students. These are often in countries where students' and/or teachers' competence in the target language is not adequate for CLIL implementation (Marsh 2006) or where the language of instruction is far removed from the life experience of children (Coyle et al. 2010: 6).

Some examples of challenging contexts for CLIL implementation include studies in Namibia (Marsh et al. 2002), Korea and Indonesia (Coleman 2009), and Malaysia (Yassin et al. 2009). Coleman calls for alternative ways of improving teaching; according to her, implementing a large programme of teaching of other subjects through English is too risky in countries such as Korea and Indonesia and requires

either employing a large number of foreign teachers or retraining even more local teachers (2009: 11).

For teachers, changing the medium of teaching can be a great professional struggle. The struggle relates to concepts such as *professional integrity* and teacher's *vulnerability*. Moate (2011) has studied the way switching the medium of teaching affects Finnish teachers' feeling of professional integrity, in other words the continuity of both the teacher persona and the teaching practice. Moate found that experienced teachers needed to renegotiate their teacher persona and practice in the CLIL classroom. On entering the foreign language mediated classroom, the new linguistic context had affected all teachers' teaching practice negatively. Teaching had become more tiring and stressful. The reason for this was mainly the teachers' lack of confidence in their English skills, such as pronunciation or terminology (2011: 337). Most of the teachers in her study had lost their confidence and resorted to lecturing in order to maintain control in the classroom. All of the teachers succeeded in re-establishing their professional integrity, but for some it had taken several years.

Moate also found out that teachers seemed to be reluctant to use different methods in CLIL lessons than the methods they had already established. Having adjusted to the new teaching context, all of the teachers felt that they were able to use the same approach in teaching whichever the language. Yet only 2/6 experienced that CLIL teaching had affected their L1 teaching methods. Moate discusses that the reluctance to use alternative methods indicates 'the fundamental relationship between person and practice in the professional teacher role' (2011: 340). Similar conclusions have been drawn by Mehisto (2009).

CLIL programme implementation often causes disjuncture – a tension between one's current way of doing things and a new approach. Disjuncture can serve as a learning opportunity or invoke defensiveness and rejection. (Mehisto 2009: 113)

The disjuncture is an instance of teacher's *vulnerability* (Kelchtermans 1996; also referred to by Moate 2011). Analysing primary school teachers' professional biographies, Kelchtermans found that one of the recurring themes in teachers' narratives was vulnerability. Kelchtermans studied its roots and found that 'the teachers' sense of vulnerability became particularly clear in the narrative accounts of -- events in teachers' careers that were experienced as 'turning points' or 'key

experiences'' (1996: par. 7). Changing the medium of teaching is an important key experience in a teacher's career and causes vulnerability when the teacher realises a tension between continuing the established practice and the new context where the same principles of the old practice do not apply. This challenges professional integrity: the teacher will by necessity react to the situation through his or her teacher persona and practice.

Mehisto has studied the implementation of a CLIL programme in Estonia and writes that for many teachers it is unclear how to apply a multiple focus on content and language (2009). There are also other studies indicating that CLIL teachers often lack knowledge about CLIL-specific strategies and their impact on learning. Teachers would often need more support for implementing CLIL programmes in the classroom. Similar results have been found e.g. in studies on subject content teachers teaching through English in Austria (Gierlinger 2007; Ziegelwagner 2007) and South Africa (Uys et al. 2007). As teachers had not received training for teaching other subjects through English, they were not aware of the importance of applying specific methodological skills in order to meet the language-related needs of students (ibid.).

Another struggle relates to the availability of suitable teaching materials. As Mehisto claims, there is 'still a shortage of materials even in nations where CLIL programmes were launched decades ago' (2007: 73). As there are several different CLIL contexts where different types of materials are needed and there is still not much material for teachers to use, it is also clear that CLIL requires great amounts of time from teachers to prepare teaching materials. This is one reason why switching the medium of teaching means much more work compared to normal content class teaching (see e.g. Mäkiranta 2014).

There is also the question of how early CLIL can be introduced in teaching. According to Coyle, Hood and Marsh, CLIL for pre-school (3-6 years) is often called immersion and involves introducing sounds, words and structures through stimulating, fun activities. Here it is often difficult to distinguish CLIL from any good practice in early language learning. The interest in CLIL in early language learning and primary school level continues to grow and there are views according to which 'earlier is better' (Coyle et al. 2010: 18). Yet Nikula and Marsh also recognise that if there is extensive exposure to CLIL in primary schools, some learners may

face difficulties; however, it is difficult to define if the language is the cause for the difficulties (1999: 57). Researchers such as Coleman call for delaying of teaching other subjects through English ‘for as long as possible, certainly until pupils have acquired basic literacy in their first language’ (Coleman 2009: 8), as there is evidence that literacy skills acquired in L1 are transferable to and can enhance L2 learning (Bialystok 2002; Cummins 1991). Coleman writes that delaying teaching through English is particularly important in contexts where the national language uses a non-Latin script (2009: 8).

In any case, the aim of any type of approach in teaching other subjects through English should be *additive bilingualism* (Baetens Beardsmore 1991; Genesee 1988). This means that L2 acquisition does not affect L1 proficiency negatively. The opposite of this i.e. *subtractive bilingualism* can take place in L2 learning contexts where learners do not receive enough support for their L1 development (Lambert 1977).

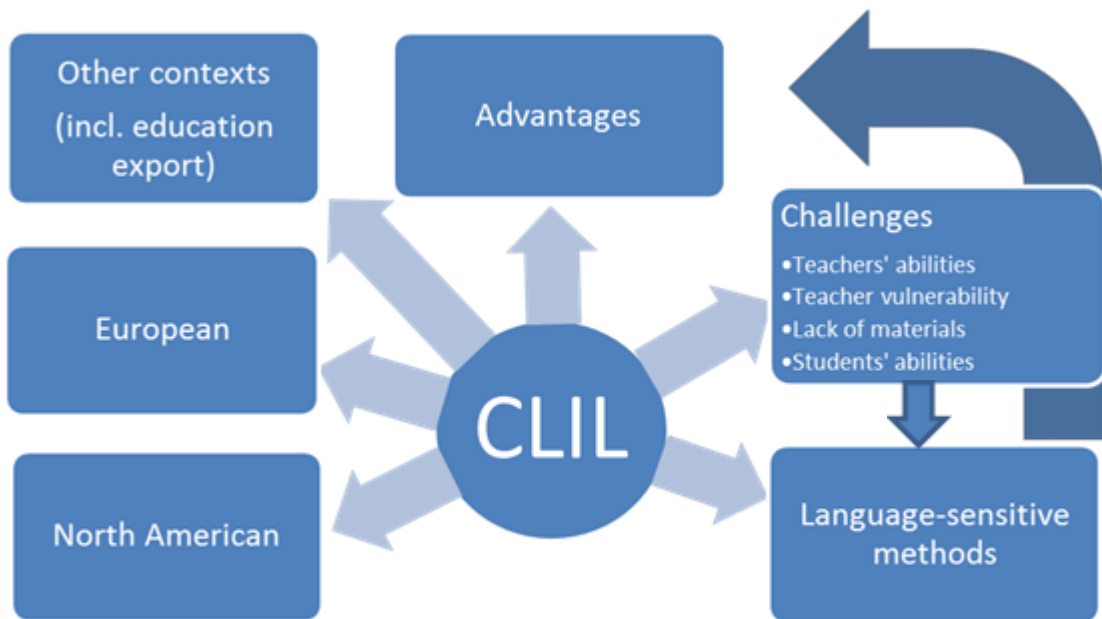
## **2.4 Finnish education export and CLIL**

A new context where CLIL can be discussed is the context of Finnish education export. Schatz (2015) proposes to define the Finnish education export as: ‘an international business transaction concerning educational practices, services, and materials from one country to another’ (2015: 4). The market for companies and institutions who provide educational services abroad is growing as countries outside Europe demand better education systems for their citizens (Sahlberg 2012). In her article, Schatz gives a review of the current landscape for Finnish education export. According to her, Finland has started to build up its education export sector in a more targeted way only in recent years, aiming to become a leading actor in education export internationally. Finland is a newcomer in the field compared to Australia, USA and England who are still the leaders of the market in terms of scale and revenue, but the market is constantly growing and Finland is recognised for its high-quality primary and lower secondary education. Not only does the Finnish education system have a good reputation abroad, but excellence in education has also become a crucial part of the Finnish identity (Schatz 2015).

The amount of Finnish education export programmes is growing, but at the time of writing this research there have not yet been many programmes to recruit Finnish class teachers to teach outside Europe. Therefore Edu Cluster's programme in Abu Dhabi is a unique context for studying the use of CLIL. Some news articles can be found that describe the use of CLIL in the programme (Aldhaheri & Ontero 2014; Loponen 2014) as well as Finnish teachers' experiences and the challenges that the language issue had caused (Dubib.com News Desk 2011; Herler-Westeråker & Säde 2014; Loponen 2014). Loponen, an experienced CLIL teacher who had taught in Abu Dhabi, writes that the lack of a common language between the teacher and the students had been a new experience but that the CLIL methods that she had used in Finland worked well to support different learners also in the new environment (Loponen 2014). She argues that every Finnish teacher in the programme in Abu Dhabi has strongly operated using CLIL methods, either consciously or unconsciously.

To conclude the whole background section, it can be argued that English medium teaching can be an effective way to learn both language and content simultaneously, if the principles of CLIL approach can be applied in the specific teaching and learning context. However, CLIL implementation causes vulnerability to teachers' professional integrity and teachers often do not get enough support for switching from L1 to English medium teaching. There is a wide range of different contexts for CLIL and all these contexts have a different teaching practice. At one end there is European CLIL which is content-oriented and learner-centred, where students have acquired literacy skills in their L1 and often are advanced students, and where the teacher often speaks the same L1 as the students. At the other end there are more challenging contexts where CLIL starts from often minimal knowledge of English, where the students may not have acquired literacy in their own language or where the teacher may not have a mutual L1 with all students. The figure below summarizes the points made in this chapter.





*Figure 1. CLIL and its contexts, advantages and challenges.*

### **3 RESEARCH DESIGN**

This chapter will outline the design of the research, the research questions and methodology in more detail. The chapter will also give background information on the teaching environment in the Emirate of Abu Dhabi and on the participating teachers. The background information helped to prepare for the teacher interviews and formulate interview questions.

The design of the research is a qualitative case study (see e.g. Bryman 2012). This is a typical method for doing research on teaching and learning as it helps to describe practical problems in a holistic way (Syrjälä 1994: 10–14).

#### **3.1 Research questions**

I started the research process in with the goal of focusing on the teachers' perspective of their teaching experience and how it had changed them compared to their previous experience as teachers. The research questions became more focused and detailed in the process of gathering and analysing the data. Finally they were formulated as follows:

1. How did Finnish class teachers react to the new linguistic teaching context in Abu Dhabi?
2. Compared to their previous experience, did the teachers use a different type of teaching practice in Abu Dhabi? How was it different?
3. How did the new linguistic context affect the teachers' professional integrity?

#### **3.2 Teaching environment**

The reasons to implement CLIL in the Emirate of Abu Dhabi have been proactive and state-initiated. The Emirate of Abu Dhabi has set a long-term strategic goal to improve their citizens' skills in language, mathematics and IT (Edu Cluster 2014a). The New School Model was launched in the Arab Emirates in 2010 to all primary schools (Loponen 2014). There had been English medium teachers already before but it followed from the new model that English medium teaching was forced into all primary schools in the Emirates meaning significant changes to both teachers and students in the whole society (ibid.).

Local citizens are a minority in the United Arab Emirates (UAE), making only around 19% of the population (CIA 2012). The region of the Arabian Gulf is multilingual where Arabic, Urdu/Hindi, Malayalam and English being the predominant languages (Syed 2003). UAE has a large expatriate population from different countries using English as the major lingua franca (Edu Cluster 2014a). The official language, Arabic, is very different from English by pronunciation and the non-Latin script.

Syed wrote in 2003 that teachers who had taught English as a foreign language (EFL) in the Arabian Gulf and the United Arab Emirates had identified challenges in teaching in the environment such as student motivation, literacy, underachievement, reliance on rote learning and memorisation. The fact that EFL teaching had often been conducted by expatriate teachers had caused a linguistic and cultural distance between learners and teachers. For local students, there were ‘no concrete links between English language ability and communicative requirements’, and teachers were wondering whether students had any meaningful context for using English outside class (Syed 2003: 338–339). This issue relates to the target language being removed from the life experience of students (Coyle et al. 2010) as discussed in 2.3.

The linguistic teaching context is thus quite different from a European CLIL context. In order to participate in improving the educational system, the University of Jyväskylä’s Edu Cluster institute started the Educational Partnership Agreement programme with the Emirate of Abu Dhabi in 2010. It involves Finnish primary school teachers (45 teachers in 2014, according to an interview with the Programme Manager) delivering content lessons to local Arab primary school students through the medium of English in two local government schools (Edu Cluster 2014a).

Together with local authorities, the EPA programme aims to develop the Finnish class teacher model in Abu Dhabi where education is normally based on subject teacher model also at primary school level. Although the programme will follow the local curriculum, it aims to make teaching more learner-centred; improve the use of technologies; foster school, home and community relationships; maximise access for children with differing abilities; and embed language-supportive techniques in English-medium subject learning (Edu Cluster 2014a). The aim is to support the development of the two languages of teaching, English and Arabic, and they are

given equal support within the curriculum (interview with the Programme Manager). The Finnish teachers teach English, Mathematics and Science in the schools while Arab teachers teach the remaining subjects, including Arabic, Islamic and Civics (ibid.).

The pilot schools of the EPA programme locate in different cities, one in the capital Abu Dhabi (boys' school, 300 students) and another in Al Ain (girls' school, 500 students). Pupils in the schools are 5-11 years old. According to the Programme Manager, the percentage of Special Needs students in the school is similar to that of Finnish schools (interview with the Programme Manager). However, in an interview for a local journal he specifies that the students may not have any knowledge of English; hence they often feel restless and distracted and it is difficult for them to understand the purpose of the lessons (Dubib.com News Desk 2011). Lopenen (2014) writes that the importance of the Arabic language has been discussed in recent years as the children's mother tongue has weakened and this may have caused learning problems. The students speak Arabic at home but rarely only Arabic as due to internationalisation there are several other languages at home (2014).

### **3.3 Research methods**

The results of this study are based on interviews with teachers who had been teaching in the two schools, Abu Dhabi and Al Ain. The interviews were semi-structured: a list of questions was used as a guide in order to keep the focus of the discussion related to the research questions (appendix 3). However, the subjective nature of semi-structured interviews (Kvale 1994) was meant to allow the teachers to be able to speak freely about their experience. The interviews were conducted in Finnish to make the situation more comfortable and natural for the interviewees. The questions sought to compare L1 teaching with English-medium teaching to make it easier for the interviewees to compare the differences (Nikula 2007). One interview took approximately 60 minutes. One of the participants was teaching in Abu Dhabi at the time of the interview and with another teacher it was difficult to organise a meeting in person; therefore these two participants were interviewed through Skype. The interviews were conducted in May–July 2014. At the time of conducting the interviews the programme had been going on for four years.

In order to gain deeper understanding of the teaching environment in Abu Dhabi and how it differed from the teachers' previous teaching environments, I searched for information on the programme and on the context of the Abu Dhabi schools through different sources and by presenting questions to the Programme Manager by email (appendix 1).

Before each interview, a background information form was sent to the participants to fill in (appendix 2). Tentative interview questions were also sent so that the participants were able to prepare for the questions in advance, although the style of the interviews was conversational and open.

As there was no publicly available contact information list of the teachers who had been teaching in Abu Dhabi, I used convenience sampling. 'A convenience sample is one that is simply available to the researcher by virtue of its accessibility' (Bryman 2012: 201). I contacted the former principal of one of the pilot schools in Abu Dhabi, who then sent an invitation to 24 primary school teachers who had been teaching in the programme. Additionally, I contacted teachers who had been interviewed for news articles that had been written on the topic. Having received an invitation through these channels, five teachers in total volunteered to participate in the study.

### **3.4 Teachers' background**

When currently recruiting new Finnish teachers to Abu Dhabi, the Edu Cluster website informs that they are particularly interested in applicants who have previous experience in teaching through the medium of English; understanding and/or practical experience of CLIL; studies and/or practical experience of special needs education; and experience of curriculum development and learning methods. The Finnish teachers are given an orientation-training to the new task (Edu Cluster 2014b).

From the participants in this study, four were female and one male. Teachers 2-5 had already had more than 15 years of teaching experience before starting their teaching period in Abu Dhabi. Table 1 gives background information on each teacher in terms of their experience in CLIL and English language teaching and the year they started in the programme. Two of the teachers, T2 and T3, had had previous experience in teaching content subjects through English.

Two teachers had a special education degree and one of them had taught in Abu Dhabi as a special education teacher. The teachers had taught in Abu Dhabi 1-3 years, three of them in the boys' school in Abu Dhabi and two in the girls' school in Al Ain. In order to maintain the anonymity of the teachers, I will not specify their respective backgrounds in more detail. I will use the pronoun *she* when referring to them.

<b>Teachers</b>	<b>1. Previous experience in teaching content through English</b>	<b>2. Previous English language teaching experience</b>	<b>3. Year of beginning to teach in Abu Dhabi</b>
<b>T1</b>	0	0	2011
<b>T2</b>	Has taught an English medium class in Finland for several years	4 years	2010
<b>T3</b>	5 years of CLIL teaching	Generally a few hours a week	2010
<b>T4</b>	0	8 years	2012
<b>T5</b>	0	5 years	2010

Table 1. Background of participants.

### 3.5 Research analysis

My strategy of data analysis is thematic analysis; the transcribed interviews were coded and analysed according to the themes that arose from the data (for thematic analysis, see e.g. Bryman 2012). All recordings were transcribed. The transcriptions were coded by using Atlas.ti in order to look for emerging and relevant themes. The transcripts were read through line by line, and relevant codes that reflected the background theory and research questions were noted down as they appeared in the data. When the codes of this initial, detailed analysis were put together, it was possible to detect similarities in the most frequently occurring codes and categorize them thematically. From these themes I selected those that were the most relevant for my research questions: 1) reactions to the linguistic context, 2) teaching practice and 3) changed perceptions of being a teacher.

Already in the process of conducting the interviews, it became clear that the focus of the research should be more on how the teachers reacted in the new context rather than how they changed their practice. It was difficult for the teachers to describe their teaching practice as they were more willing to talk about the challenges in the

linguistic context which had caused the difficulty of finding a suitable teaching practice. This brings the study more closely comparable with Moate's (2011) study in teacher's professional integrity. The research questions and theory needed to be revisited, and more focus in the study was given on the teacher's different ways of reacting to the new teaching environment.

As the experiences of each teacher are unique, each interview was also analysed as a separate entity. In this way it was possible to compare the teachers' individual experiences in Abu Dhabi with their previous experiences. Having completed writing the analysis part, I listened to the interviews again carefully in order to make sure that separating the coded parts of the transcript from their contexts had not caused any misinterpretations during the analysis process.

### **3.6 Discussion on methodology**

The subjective nature of the researcher (e.g. Bryman 2012) must be acknowledged in considering semi-structured interviews as the only method of data collection. I have aimed to make the process of the research more transparent through outlining in some detail how sampling, interviewing, coding, refocusing of the research questions and thematic analysis were conducted. The amount of teachers is not representative of the entire group of Finnish teachers having taught at Abu Dhabi and the results cannot by any means be generalised to encompass all contexts of education export, but the personal stories can be of value to the development of training programmes to support teachers in changing the medium of teaching (Moate 2011).

There are various cultural issues in the teaching context which all have affected the way teachers have experienced the period in Abu Dhabi, but those are not considered here as the study focuses on the language side of the experience. It is impossible for the researcher to understand the teaching context entirely without having the personal experience in the local environment; however, the five teacher narratives, given by different teacher personas from quite varying viewpoints, gave deep and broad insight into the teachers' everyday in the local schools.

## **4 RESULTS AND ANALYSIS**

This chapter will present the findings from the teacher interviews categorized under three themes: 1) the teachers' reactions to the new linguistic teaching context, 2) the effect of the new context on the teachers' teaching practice and 3) the change in the teachers' perceptions of being a teacher.

### **4.1 Reactions to the new linguistic context**

There were several issues in the teaching context that the teachers had not expected. These related mainly to the students' language skills and the difficulties due to the systems of the local education council. These factors caused reactions of helplessness and frustration in the teachers. For some teachers the new situation was easier to accept than for others.

During the time of orientation and preparation for the leaving, there had been several things to prepare and take into account. A great deal of cultural sensitivity issues had to be dealt with in the orientation, and there was not much time for the teachers to think about the details of the concrete teaching practice itself. All of the teachers had considered their own English skills adequate for teaching in Abu Dhabi. Four of the teachers had not really thought that language would be a problem, as they had understood that the students would have some kind of knowledge of English already and that the teachers' 'Finnish English' would be adequate (T1). It seems that while thinking that they would be able to communicate in English with the students, the teachers had not been prepared for the lack of a mutual language. Only T4 had thought that because Arabic is such a different language, the linguistic context would be very challenging.

It had been a surprise to all five teachers that most of the students did not really have any English skills, as illustrated by example 1:

- (1) So I can't really like understand how I can teach about photosynthesis and plants and animals and about anything to children who don't understand anything of what I'm saying. (T2)



In addition to poor English skills, all of the teachers give examples in their interviews of how the students' literacy skills even in their L1 had been unexpectedly weak (examples 2 and 3):

- (2) then on the second grade, so we then started from the alphabet, just because many of them didn't recognize letters or couldn't write anything on the second grade. (T3)
- (3) And then if you think about the first grade for instance so that the goal of the first grade is that the child learns how to read so like we weren't told by anyone how to teach reading skills in English now. (T1)

Another challenge had been the variety of the students' English skills in one class. Four of the teachers explain that there were a few students whose English was quite good and therefore the teachers had to constantly differentiate their teaching (4):

- (4) The situation in my class was that there was one student who did not speak or write other than her own name from the right to the left in English. Nothing else. And then there was one who read Dostoyevsky in English. (T4)

The varying abilities of the students meant for example planning a range of different materials for each class (T4) and finding extra work for the better students (T1, T3, T4). T4 also sometimes split the class in two groups, one of which studied independently and the teacher was with the other group the whole time. T4 says that even when she was told at the orientation that the experience would be challenging, she had not realised how challenging it could be.

In many instances, teachers express that students, especially during the first year of teaching, had failed to understand 'anything' of what the teachers had been speaking. As can be seen from table 2 below, most of these concerns are given by T2 (10 instances out of 14). T2 compares the linguistic context in the classroom two times to an imaginary situation in Finland where there would suddenly be a person in front of Finnish students speaking Greek or Hebrew. The comments indicate the helplessness that the teachers felt in the new linguistic context. The experience was difficult especially for T2 who had in a long experience in English medium teaching and living abroad and would not have expected the situation, as illustrated by examples 5 and 6:

- (5) Really, you cannot, what use was there for the language skills of a teacher when no one there [laugh] ... like ... it's really like completely mad that no one understood what you said. So it like ... [laugh] wow. (T2)

- (6) I knew that I did have the international experience, I had made good results, I had worked hard and received good feedback about my work and everything [--] Helpless, and so like I have never in my life been in such a situation as a teacher that I have no idea what I am supposed to do in the situation. So it is quite terrible at this point of the teacher career to realise that whatever you do... (T2)

All teachers sought help from an Arab teacher in certain situations during the classes. According to T2, it was necessary 'all the time', for T1 it is the last option after she has tried everything else. T3, T4 and T5 did this for example when there was fighting in the class.

There are 17 instances in the interviews indicating that the teachers had to accept situations where students did not understand or learn as was expected or where the teachers themselves did not understand the students. The teachers nevertheless had to continue teaching. The situation required 'humble attitude' (T4), 'adaptation' (T5) and not taking it personally (T3). T1 felt sorry for having to accept that during the first year she did not understand the causes of some fights in the class and sometimes had to ignore them when she did not have any means to solve them.

Another factor to accept was the local system of assessing students. The difficulty of assessment was a major point of frustration for the teachers as they had to evaluate students according to predefined statements and had not been able to decide themselves which grade to give to the students. The results had not seemed to match the teachers' opinions of the students' skills. The system was being developed but in the meanwhile, the teachers could only find their ways to work with the system.

Despite all the unexpected challenges, all of the teachers express their views that the students had developed. T1 repeats several times that the students have improved; she says that the teacher and the students now understand each other very well and that they speak only English in her classes.

T2 says that there was only one student in the class who was better than others and learned well, but the others 'did not really'. Both T3 and T4 explain that better students developed well and were increasingly motivated to learn, but the rest of the class did have problems. Yet T4 says that it was the most rewarding to see the weakest students develop, even though they learned through small steps. T5 points out two times that when comparing how the students were able to 'form concepts', 'perceive the world' and 'observe the linguistic environment' in the beginning, the

difference afterwards was ‘huge’. She also emphasises the students’ motivation to learn (example 7):

- (7) They were really eager, really extremely eager to learn and extremely eager to come to [my] class, to them it was something fantastic [laughter]. (T5)

Table 2 gives a numerical overview of the reactions of each teacher.

<b>Reactions to the linguistic context</b>						
	T1	T2	T3	T4	T5	Total
<b>1. Unexpectedly challenging linguistic context</b>	4	3	4	3	3	<b>17</b>
<b>2. ‘Students did not understand anything’</b>	1	10	1	1	1	<b>14</b>
<b>3. Acceptance</b>	5	-	5	2	5	<b>17</b>
<b>4. Students' development</b>	3	-	2	2	4	<b>11</b>
<b>5: ‘Better students developed’</b>	1	1	3	1	-	<b>6</b>

*Table 2. Reactions to the linguistic context.*

## 4.2 Teaching practice

The experience in Abu Dhabi changed the teachers’ teaching practice to a great extent. It can be concluded from the interviews that even these changes had not been expected by the teachers. Many of the changes were found to improve the teachers’ practice even in Finland. The teachers give different suggestions of how the preparation for the new linguistic teaching context could be supported more.

T2 and T3, who had experience in teaching a CLIL class before Abu Dhabi, do not consider the latter similar to the former contexts. They discuss how easy it is when students either have good English skills already (T2) or if one can switch to Finnish when necessary (T3). According to T3, CLIL in Finland and L1 medium teaching in Finland are not so different from each other (8):

- (8) the English skills of these [Finnish] students were much better. You didn’t ... then there was the possibility to throw in some Finnish, so it didn’t require so much illustration, the kind of hard work and doing. You did have to keep your ears and eyes open and ask and think ... (T3)

Answering to whether they changed their teaching methods due to the different linguistic context compared to how they had been teaching before, 4 teachers express that their teaching methodology had changed from learner-centred to teacher-centred.

Only T1, who did not have much previous experience from teaching in Finland, says that she probably used more learner-centred techniques in Abu Dhabi. She concludes that she resulted in using more cooperative learning methods and more ‘active learning’ especially because there were not so many books to use as a tool and because the students seemed to be more energetic than Finnish students. According to the other teachers, the reason for teacher-centredness was always that the classroom was otherwise impossible to manage. Quotes 9, 10 and 11 below point to the need for teacher-centredness:

- (9) It did have to be teacher-centred, that was clear. It is so difficult to describe that, that when a child develops somehow without the kind of coherent upbringing strategy and especially within the limits of the language so he is a little bit like wild. Not like mean-spirited or anything but a little bit like *savage*<sup>1</sup> [laughter]. (T5)
- (10) So yes, certain types of group work succeeded there as well, but you had to think very carefully how to give the instructions. [--] What we do a lot in Finland, group work pair work ... there [in Abu Dhabi] perhaps less that because it didn't like ... Well yeah, we did do those too and I was trying to get the boys to discuss in groups and some small drama sometimes and ... You just had to tolerate that it didn't necessarily work at all. (T3)
- (11) I am a really constructivist teacher in Finland, I love group work and when students search for information on their own, and there [in Abu Dhabi] I returned to the cradle of behaviorism. Meaning, I was the one who told what to do [--] I had to return completely to like teacher-led teaching. And to teaching where they sit at their desks and have a task to do [ironic laughter]. So cooperative, like all games and that sort of things, they caused a terrible fuss there. (T4)

There seems to be a contradiction between having to use cooperative methods and yet enabling the teacher to have control the whole time. The contradiction is especially prevalent as, according to T5, the learning of the children was more like the language development phases of small children when they acquire language by observing everyday activities. Therefore cooperative learning should be the key. T5 says that her approach had been teacher-centred but she had had to use methods where the students could ‘jump, hop and sing’. Yet it had been difficult to maintain control where there was no mutual language. T1 and T3 had observed that in local teachers’ lessons the students seemed to sit quietly, which suggests that the language issue was a major factor causing the students’ restlessness, as T2 and T3 admit. T2 says this is very understandable (example 12):

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<sup>1</sup> The word was originally in English.

(12) and one can understand that if we always read from the left to the right. And the alphabet. And these ones read from the right to the left and their own letters. And all this comes suddenly to children who like don't, don't know English. [--] I understand now in retrospect now that enough time has gone, I understand that of course children get frustrated. (T2)

Three of the teachers admit that due to the students' poor English skills the teachers had mainly been able to focus on the language and not so much on the content side in their teaching. Another reason for the difficulty of teaching content was that according to the teachers, the goals of the local curriculum had appeared too ambitious for the level of the students and hence certain contents of the curriculum seem to have been impossible to teach (T1, T4, T5). According to T4, Mathematics was a subject where content seemed easier to teach without language skills and where teachers were able to use concrete tools for illustrating without language. T1 is the only teacher who thinks that content plays the main role in her teaching.

When asked about what kind of materials the teachers had used, all of the teachers admit having used great amounts of time on preparing teaching materials. According to T3, materials preparation had also been unexpectedly hard work (13):

(13) In Finland you cannot imagine, when you left Finland that how much you have to do that, think about how and where the material. (T3)

She feels that CLIL is still a relatively young culture but that in Finland the lack of materials is not that challenging as advanced students can understand English materials better. The main strategy for the Finnish teachers in Abu Dhabi had been to look for materials on the internet. Cooperation with other teachers is given in the interviews as a source of great support in class preparation, and the materials prepared by one teacher could be used by all teachers who were teaching the same age group (T1, T3, T4). The teachers who arrived in later years were able to use some of the material prepared by teachers during the earlier years.

T5 had cooperated closely with local teachers, others mainly with other Finnish teachers. According to T5, working with local teachers is very important in order to understand the cultural environment, the language and the students. The working community and other teachers in general had been the biggest source of support for the teachers. T1, who had less previous experience, finds it important that there are very experienced teachers in the community.

T5 is of the opinion that it is easier for teachers who are non-native English speakers to teach CLIL because language-sensitive strategies may come more easily for them than for native speakers of English. When asked how the teachers changed their teaching methods compared to their previous experience, the most commonly mentioned language-sensitive strategy was visuality (28 instances) as can be seen in table 3 below. This included body language, gestures, facial expressions, pictures, drawing, bricks, word cards and videos.

Another common strategy was linguistic simplification (11 instances). Four teachers talk about the deterioration of their English and three teachers seemed to have been disappointed not being able to use their English skills but having to speak one- and two-word sentences, as exemplified with quotes 14 and 15:

(14) I, like, love to pronounce in a British way and with like really long clausal twists (lausekäänte) and there I had to simplify my own English. (T4)

(15) Anything where you had tenses, *yesterday, boys do you remember yesterday we... well no... tomorrow, we are going to...* no, like no tenses. (T3)

The interviews point out the difficulty of communicating in English at a level that was suitable for the students. This seemed to be challenging especially for T4.

In order to facilitate the youngest or weakest students' language and reading skills, Jolly Phonics<sup>2</sup> is referred to by T1, T3 and T4 as a new method and very useful for those who got to try it. Jolly Phonics is a multi-sensory method to teaching literacy to children, starting from the use of 42 letter sounds (Jolly Learning 2015). This method had been brought to the Abu Dhabi pilot schools by two teachers participating in the programme. According to T1, as English and Arabic are such different languages, teaching through sounds was a good way to start with. T1 explains how Jolly Phonics includes a song and a movement for each sound and a story to which all sounds are interwoven, and that Jolly Phonics can also be used for teaching grammar. Although T1 explicates that Jolly Phonics has been designed in the United Kingdom for early

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<sup>2</sup> Two teachers have written about their experiences of teaching in Al Ain in the magazine for the Finnish teachers of English. To cope with the 5-6-year-old Arab children with hardly any background in English, these teachers had made use of Jolly Phonics materials that introduce 42 most common sounds in British English. According to the article, this helped children to quickly start forming consonant-vowel-consonant words, such as *cat*. The teachers compiled an entire book for non-native speakers to learn English in phonics. By the end of first grade students were able to read sentences. By the end of 2nd grade they read books and wrote short stories (Herler-Westeråker & Säde 2014: 12–13).

education level, T3 says that in Abu Dhabi it would be suitable for grades 1 and 2, and T4 says that even older students still enjoyed singing the Jolly Phonics songs in class. According to T4, new teachers in the programme are taught how to use the method.

There were also other ways in which the teachers felt they had changed their teaching: they had used a great amount of repetition; students had translated to each other, although it had been difficult for teachers to know if the translations were correct; the teachers had studied Arabic (T3, T4, T5) especially because otherwise it had been impossible to communicate with parents who did not know English; if there were problems with assessment, the teachers asked a local teacher to assess a student with an oral test. T4 describes the everyday of the lessons in example 16:

- (16) So we had to do to cut the lessons in a way that we did exercises for ten minutes and sang for five minutes and like that, how I would never do here in Finland. [--] Well at least I started to use things like, we had like, coming to the class so we had a certain system that we, they went to sit at their desks, put the finger on their lips, raise their hands, it was a sign that listening and concentration is on the teacher. I can never use that here in Finland. Or I don't need to. (T4)

<b>Effects on teaching practice</b>						
	T1	T2	T3	T4	T5	Total
<b>1. Teacher-centredness</b>	-	2	2	3	1	<b>8</b>
<b>2. Focus on language</b>	-	-	2	1	1	<b>4</b>
<b>3. Linguistic simplification</b>	1	1	6	2	1	<b>11</b>
<b>4. Visuality</b>	4	4	12	5	3	<b>28</b>
<b>5. Materials preparation</b>	2	2	4	4	2	<b>14</b>
<b>6. Use of Jolly Phonics</b>	5	-	1	2	-	<b>8</b>

*Table 3. Effects on teaching practice.*

In addition, the experience in Abu Dhabi had affected the teachers' teaching practice in their work afterwards. Due to the fact that the schools in Abu Dhabi became well equipped with the latest IT-devices and tools, teachers express in the interviews that they are now more skilful in using IT both in material preparation (T1) and as a teaching tool (T4). T3 says that she illustrates the content more in her teaching also in Finland. T4 responds that she now uses only English or Swedish in her language classes and requires that her students do the same. She also uses much more concrete

visual tools in cooperative tasks, such as memory games, and says that those are ‘direct copies’ from what she had used in Abu Dhabi.

As was explained in 4.1, in Abu Dhabi the teachers had to prepare lessons for a class where students’ skills varied to a great extent. T4 explains that now she differentiates more in her teaching also in Finland, especially by giving extra tasks to more advanced students as it had been a positive experience to see the advanced girls in Abu Dhabi to learn well and being motivated. Similarly, T1 is convinced that after the current experience she will differentiate more to help advanced students learn better as in Finland the teaching terms tend to follow the weaker students. T4 and T5 emphasise that teaching in Abu Dhabi has enabled them to better understand the experiences of immigrant students in Finland who are not able to understand what people around them are speaking. According to the teachers, this will help in ‘connecting’ with the immigrant students better (T5) and being more patient about their ‘unskilfulness’ (T4).

<b>Effects on teaching practice after Abu Dhabi</b>						
	T1	T2	T3	T4	T5	Total
<b>1. Use of language-sensitive strategies</b>	1	-	1	2	-	<b>4</b>
<b>2. Differentiation</b>	1	-	1	1	1	<b>4</b>
<b>3. Understanding immigrant students</b>	-	-	-	1	2	<b>3</b>

*Table 4. Effects on teaching practice after Abu Dhabi.*

When asked what kind of support would be the most useful for Finnish class teachers when they enter this kind of teaching context, teachers T2-T5 emphasise the need for adequate information in advance, especially regarding the students’ level of English and their linguistic competence in general. According to the teachers, more knowledge would enable them to be better prepared to teach in the specific context, not so much pedagogically but mentally. T1 is not sure whether it is possible to give precise information about the students’ linguistic level in advance as there is so much variety between the classes and within each class. T1 suggests that it would be useful to know the goals of the local curriculum and the fact that ‘it is ok’ if the teacher cannot reach the goals because they are too high for the level of the students. T3 says that some kind of attitudinal support is needed ‘not to get confused’. She tells that



new teachers are now told in the orientation that the experience in Abu Dhabi will affect their feeling of professionalism negatively at first (example 17):

- (17) [The person giving the orientation course] said that, 'I can promise you one thing. You will be professionally knocked down during the next year. And from there you will rise, *higher than ever*<sup>3</sup>.' And it was true! It was true. (T3)

T5 is of the opinion that it is impossible to prepare teachers and that the language was not the problem but how much a teacher can take and how prepared a teacher is to give up his or her own principles related to teaching. One can only be mentally prepared and then find a suitable methodology according to the situation. In example 18 below T5 reminds that connecting with children (*lapsen kohtaaminen*) in the right way is always the most important strategy:

- (18) Now I understand how it really feels, the situation where you're surrounded by a total cacophony. In those situations the teaching contents do not matter at all but the connecting with the child. That I have a willingness to understand, and you understand me and like calm down the situation that we are surely going to pull this through with you. (T5)

According to T5, 'taking off one's Finnish teacher identity' is essential. She also suggests that there is a need for a support person to help 'release the pressures' that teachers may have because of the challenges.

Regarding more practical support, T1 wishes for more hands-on materials for teaching Mathematics and Science. T3 says that it would be very useful if someone had 'a philosopher's stone' on how to teach content without a common language. T4 also wishes for advice on how to manage a challenging class and teach both language and content at the same time and how to speak English according to the level of the students. She also suggests that a demonstration lesson from Abu Dhabi would be useful on the orientation course or that previous teachers could tell about the practices they have used. Although T5 says that it is impossible to prepare oneself for the teaching context, she admits that a longer CLIL course would have been useful before starting the period of teaching in Abu Dhabi. Before leaving for Abu Dhabi, T3 and T4 had read some CLIL-related literature, and T5 mentioned having attended a CLIL course both before and during the period in Abu Dhabi.

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<sup>3</sup> Originally in English.

Table 5 below shows that teachers mainly suggest to increase knowledge on the linguistic context and attitudinal support. There is uncertainty whether one can be prepared for the context beforehand.

<b>Suggestions for future support</b>						
	T1	T2	T3	T4	T5	Total
<b>1. Knowledge of students' linguistic level</b>	-	2	3	1	1	<b>7</b>
<b>2. How to teach content without a common language-</b>	-	-	2	1	-	<b>3</b>
<b>3. Examples of language sensitive methodology</b>	1	-	-	1	1	<b>3</b>
<b>4. Attitude and identity</b>	1	-	1	1	1	<b>4</b>
<b>5. Connecting with students</b>	-	-	-	-	1	<b>1</b>
<b>6. Cannot be prepared</b>	1	1	-	-	2	<b>4</b>

Table 5. Suggestions for future support.

### 4.3 Changed perceptions of being a teacher

The new context caused great vulnerability to the teachers' professional integrity. This vulnerability made the teachers think about even the whole teaching profession in new ways. Overcoming the vulnerabilities lead to positive outcomes, especially in the case of one teacher.

Due to her lack of experience before teaching in Abu Dhabi, it is difficult for T1 to say whether she has changed as a teacher; the context there has become everyday reality for her. She cannot say how she had been as a Finnish teacher in Finland except that she had been 'book-centred' and now had become more innovative and flexible. All the other teachers express how they suddenly had realised that their teaching did not always lead to learning, no matter how hard they tried. The teachers' frustration can be felt in the way 'no matter how' is repeated in the interviews (T1, T2, T3, T4). This had led to a contradiction: the teachers wanted to do their work well but they did not have the resources for that (T2, T4).

The teachers discuss the Finnish way of thinking about teaching in general. T5 states that in Finland it is assumed that 'when I teach, children learn', and that even 'despite teaching, someone learns'. As T3 puts it in example 19:

- (19) it was strange that, in Finland someone said that you have to be quite a good teacher if you can prevent a child's learning (T3)

Thus, as these assumptions did not hold in Abu Dhabi, teachers had to put into question things about their work that had been self-evident before.

After returning back to Finland, T3 and T4 had realised how ‘easy’ teaching in Finland was. T3 feels more like a facilitator who can just ‘throw the ball’ at the students who will then do the learning and ‘throw it back’. According to T4, in Finland it is always possible for one day to rely merely on the teacher’s guide if one does not want to pay too much effort. She feels more relaxed about teaching than before.

T5 is worried that completing the Finnish teacher education makes Finnish teachers believe they are the best teachers in the world. T5 claims that methodological considerations did not help in the education export context, but teachers had to make students understand very basic things: that language is for communication and that language can be used to filter emotions so that students would not ‘have to hit to make themselves understood’.

T3, T4 and T5 admit that before Abu Dhabi they had thought they were talented teachers but that due to the new context they ‘touched the bottom’ (T4), ‘fell down from high’ (T4), or ‘were stripped naked’ (T5) and felt that they are the worst teachers in the world (T4). The importance of the teacher community’s support can be seen here as well. T3 and T4 both mention a situation where they had been in doubt about their own teaching but were told by another teacher that they were doing things correctly. Example 20 illustrates the encouraging feedback given to T3:

(20) And like then someone came to the classroom, who had been there before and saw from a distance that hey, these [students] have gotten a lot futher! (T3)

T2 says that it was comforting that all teachers had agreed that the situation was very challenging. T5 gives credit to the Finnish teachers’ strengths (examples 21 and 22):

(21) and on the other hand you found strengths, but they were more that the strenghts as a person stood out (T5)

(22) But I think it was quite incredible that when you took a look at the group and the Finland-colleagues that within the short time how they were able to do miracles to the restlessness and the indiscipline (T5)

An interesting finding from the interviews is T3 explaining in detail how she had been modest about the teaching profession before Abu Dhabi but experiencing the

education export context had increased her work motivation. Surviving in the education export context made her realise that she was doing her job well, as can be seen from quotes 23 and 24:

- (23) It requires that you don't very easily, yeah, it's true, like when you think about your own working community in [a Finnish city], I could name many that, 'you would be in psychosis lying in the hospital if you were [in Abu Dhabi] for six months' (T3)
- (24) I was a little bit, professionally, like, 'well I am just a teacher' and a little low self-esteem and that I can't do much else that I'm just a teacher and ... Here I go until I retire and how much did I have left until retirement and ... Then I got an awful lot of vigour and energy and wow, I do this profession well and in these circumstances. And retained my mental health too. And quite the opposite, that when I came to Finland, I was like wow, what a feeling. [--] It was really like a *kick in the ass*<sup>4</sup> so to say. No reason to grovel that it's just me here. (T3)

Similarly, T4 feels proud of having overcome the difficulties in the challenging context. T2 and T4 feel relieved being now able to teach in Finnish. In contrast to T3's improved confidence, T2 had decided that if she could not teach in Finnish she would not continue teaching.

T2 and T5 contemplate how the success of the Finnish school system is entirely dependent on the surrounding society and that the environment in Abu Dhabi is quite the opposite. T2 reflects how she had thought before that internationalism was important but now she had started to think about the importance of learning in your own language, especially for linguistic minorities. She emphasises that comparing her previous CLIL experience with Abu Dhabi experience it becomes clear that students must have a strong L1. In her opinion language teaching methods in language classes nowadays are good enough for learning a foreign language well. T1 and T2 are concerned about the fact that with the current policies in the United Arab Emirates, students there do not have any other choice than learning certain subjects through the medium of English.

The table below illustrates how the individual participants' perceptions of being a teacher changed.

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<sup>4</sup> Originally in English.

<b>Perceptions of being a teacher</b>						
	T1	T2	T3	T4	T5	Total
<b>1. Teaching does not lead to learning</b>	3	2	3	2	2	<b>12</b>
<b>2. Feeling of being a bad teacher</b>	-	-	2	2	1	<b>5</b>
<b>3. Appreciation of teaching in Finland</b>	-	1	2	1	-	<b>4</b>
<b>4. Teaching in Finland is easy</b>	-	-	1	1	-	<b>2</b>
<b>5. Questioning CLIL in the context</b>	1	6	-	-	-	<b>7</b>

*Table 6. Perceptions of being a teacher.*

## 5 DISCUSSION

In the following, I will discuss the findings from the analysis in relation to the theory and my research questions. The purpose of the study was to find out how the Finnish class teachers reacted to the new linguistic teaching context in Abu Dhabi; how the teaching practice of the teachers changed; and how the new linguistic context affected the teachers' professional integrity.

As table 2 illustrated, the major reactions of the teachers were surprise, helplessness and acceptance. The interviews reveal that the linguistic teaching context in Abu Dhabi had been unexpected for the teachers. The teachers had been prepared that living in Abu Dhabi would mean a significant change in their lives and that teaching would be different, but they had not expected that they would face such great obstacles in making students learn.

If exceeding in education is a part the Finnish national identity (Schatz 2015) it can also be problematic if it increases the pressure to exceed in student progress in education export contexts. Having been chosen to teach in the Finnish education export programme can have led to high expectations both by the teachers themselves and by the school community. The contrast between expectations and reality had caused feelings of helplessness. Here it makes sense to discuss Kelchtermans' concept of vulnerability in more detail. In Moate's study (2011) the main reason for teachers' vulnerability had been their lack of confidence in their English skills, whereas in Abu Dhabi the main cause of vulnerability seemed to be the mismatch between the teachers' perceptions of themselves as teachers and the reality of what they were able to achieve in the classroom. Kelchtermans writes that one particular source of teacher vulnerability in his study was the limit of teacher's professional *efficacy* – the fact that teaching determines only a part of what students learn and that there are many other factors affecting students' intake of the lessons. When teachers feel that despite all their efforts their work does not lead to students' learning, they may sense disappointment, powerlessness, demotivation or cynicism ('You can't make a difference') (1996: par. 30; 2009). Hoy and Woolfolk (1993) write that teachers' sense of how they are able to influence students learning is found to be related to teachers' adoption of innovations, teachers' classroom management strategies, student achievement and student motivation. Again, if teachers have too

high expectations about their efficacy i.e. about how their efforts can be seen in students' success, it can lead to burnout (Kelchtermans 1996).

It appeared that there was a number of limits to teacher's efficacy in the teaching context in Abu Dhabi as there were various issues restricting students' intake of the lessons. One of the major limits was the lack of mutual language between the students and the teacher. As the student outcomes – the only or primary means to measure teacher's performance (Kelchtermans 2009) – were not as good as might have been expected from a Finnish education export programme, the teachers felt helpless and may have been disappointed at themselves. The local curriculum seemed too challenging for the level of the students and caused additional distress. Negative feelings can have affected the teachers' classroom management and innovation skills.

However, four of the teachers reacted also by accepting the fact that the students' learning did not proceed as the teachers had expected or as was required by the local curriculum. They were able to see that the students were also improving.

What comes to teaching practice, Lopenen argues that when teaching in the Arab Emirates, all Finnish teachers have used or are using CLIL pedagogy, either consciously or unconsciously (2014). In this study, T1 felt that she had used a more learner-centred approach and more cooperative methods than before, although she did not mention the term CLIL in the interview. As language-sensitive strategies the teachers of this study used mostly linguistic simplification and visuality. Visuality (including illustration) was also found to be the most common strategy in the study by Nikula and Marsh on Finnish teachers' CLIL teaching (1999). However, due to the difficulty of managing the classroom where the students did not understand the teacher, most of the teachers adjusted their teaching practice towards a teacher-centred approach and spoke about the difficulty of using group or pair work in the lessons. The teachers would have appreciated more advice on how to teach content and language in an integrated way, but this advice would have to be given for a context where there is no common language between the students and the teacher and where students' literacy skills are low. One solution that had been brought to the teacher community was Jolly Phonics method that was found to be suitable especially for teaching the youngest or weakest learners. T5 emphasises the

importance of connecting with each student properly and that way encouraging the students to communicate through language.

The teachers' experiences in Abu Dhabi had also led to 'positive backwash effects' (Coyle 2006; Coonan 2007): some aspects in the teachers' practice changed in a positive way after returning to Finland. Many of the teachers adapted their teaching methods after Abu Dhabi which shows that they had been open to discover new practices for teaching. For example, differentiating in order to support more talented students' learning is an approach that might not seem obvious for Finnish teachers. In addition, understanding and being able to build better contact with immigrant students are highly important skills.

Moate's study (2011) indicates that changing the medium of teaching can cause distress even for Finnish teachers teaching Finnish classes. What was especially interesting in the teacher interviews of this study was that for T2 and T3 who had experience in CLIL before Abu Dhabi, changing into English medium teaching seems not to have been a problem before. T3 claims that a CLIL class in Finland does not differ so much from a normal class in Finland as there is always the possibility to use translanguaging. T2 again states that it had not been especially difficult to teach an international class where students had a good command of English. However, CLIL in an education export context had differed from the previous contexts to an unexpected amount. For T2 and T3, the problem was not teaching through the medium of English as such but the fact that in Abu Dhabi they could not continue teaching with the same methodologies as they had taught before. They also could not continue using their spoken English in the way they had used in CLIL classes before. The way many of the teachers talk about the deterioration of their English suggests that they had not expected to simplify their language to such a great amount and may not have thought about linguistic simplification as a CLIL strategy as such. The teachers may not have been explicitly aware of their concrete CLIL strategies and therefore could not see many similarities between the previous CLIL classes and the new context.

Not succeeding in the task created the feeling of being 'the worst teachers in the world' and a significant threat to teacher's professional integrity for teachers with long experience and who had considered themselves as talented teachers. The



teachers understood that the setting was very challenging but they nevertheless doubted their own skills. When changing the medium of teaching and exposing oneself to vulnerability, it may take several years to re-establish the integrity of one's teacher persona and teaching practice (Moate 2011). In an education export context, the teachers' stay in the target country can be short and the experience may leave them confused about their professional integrity, as was the case with T2 who did not want to continue teaching in any other language than Finnish.

All of the teachers had a unique experience depending on their respective teaching backgrounds, and the adjustment seems to have been easier for T1 who had less teaching experience, as her expectations for herself may not have been as high. As Moate writes, '[w]hilst newly qualified teachers are yet to form professional identities, experienced teachers enter the [foreign language]-mediated classroom with a keen sense of professional integrity demanding renegotiation' (2011: 432). According to Moate (2011) and Mehisto (2009), teachers may be even reluctant to change their established practice and methodology. T5 undermined how teachers must start from questioning the whole basis of their previous teaching practice. The forming of new theory of practice (van Lier 1996) starts when the teacher can articulate her implicit knowledge about teaching and learning. The same is argued by Kelchtermans: 'Making the implicit educational theory explicit through reflection is of crucial importance if teachers want to develop the validity of their professional know-how, refine or extend it' (2009: 264). He states further that this deep reflection is triggered mainly by 'discomforting experiences' which challenge the teacher's implicit theory (ibid.: 270). An education export context can be a triggering experience and a unique way for a teacher to develop professionally, but the discomfort should be minimised so that it would not damage a teacher's professional integrity more than is necessary. The support from the teacher community was of crucial importance in terms of preparing for lessons and maintaining or re-establishing professional integrity.

Professional development can be an excellent way for a teacher to increase work motivation as was already discussed in 2.3 (c.f. Coyle 2006). An interesting example of this was the development of T3's teacher persona. Although she had already been a CLIL teacher in Finland, the experience in Abu Dhabi had brought new dimensions

to the teaching profession that T3 had not been aware of and she had started to value her profession more. According to T2, the community of the Finnish teachers had come to a conclusion that the new context was a very challenging one even for experienced teachers. Working in this challenging context and being able to find suitable methods for the situation increased T3's motivation and appreciation towards the teacher profession.

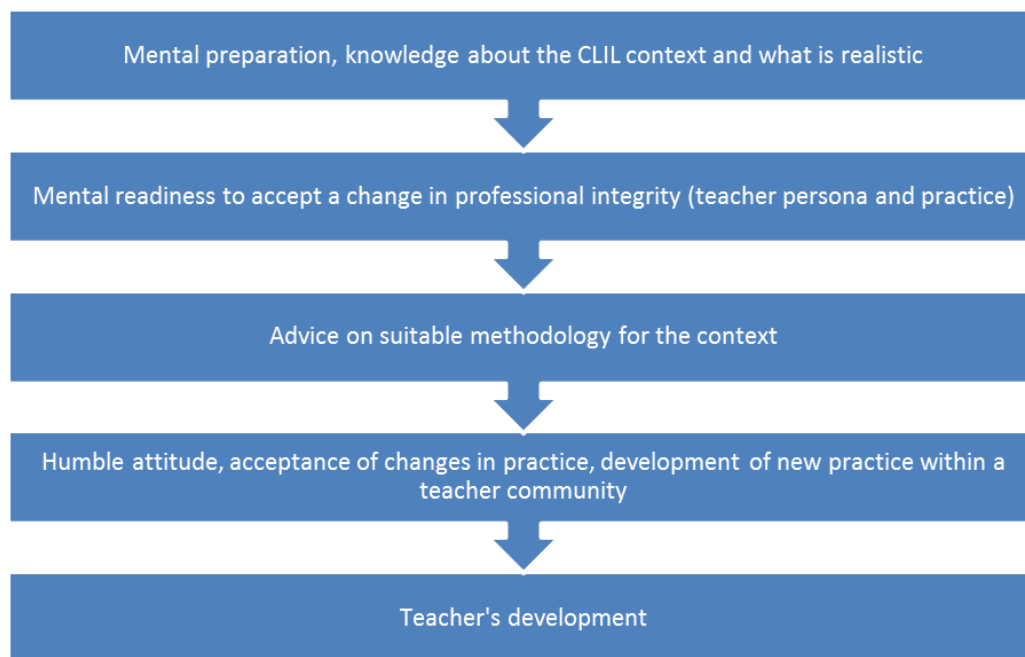
Reflecting on these results and the theory on the use of CLIL, it seems that the challenges in contexts such as this are not brought out enough in CLIL discussion. In Europe CLIL tends to be content-driven (Dalton-Puffer et al. 2010), but in this context four of the teachers said their teaching was language-focused, which may have been unexpected compared to their previous experience or what they had heard about English medium classes before. Language-focused instruction may not receive as much attention in when CLIL is discussed. Whereas cooperative learning and group and pair work are emphasised as CLIL methodologies, for most of the teachers in this study cooperative lessons did not work properly in this context and this fact may have caused additional stress.

If teachers are unaware of the reality of the teaching environment, it is difficult for them to be prepared for it. In addition to the challenge of not having a mutual language to use in the classroom, some of the students were not literate in their first language, there was great variation in the levels of skills within one class and the local language was very different from English. The interviews suggest that the combination of challenges in the teaching environment made it harder to teach through the medium of English than the teachers had expected, and the challenges became clear to them only in the process of beginning the work. All the teachers emphasise the need for more information beforehand on what the other issues are in the context that determine how able students are to learn. The teachers seem to want to know what is realistic to expect from themselves.

There is a great deal of research evidence on systematic European CLIL but less evidence on the use of CLIL in contexts where the teacher and students do not have a mutual L1. As is the case of the United Arab Emirates, '[g]iven the amount of development that has occurred and the money invested in education, very little research has been conducted in the Gulf region' (Syed 2003: 340). As the amount of

education export programmes and other CLIL programmes outside Europe increases, more research evidence, lessons learned and teachers' experiences are needed from those contexts. Then it may be easier for those who plan CLIL programmes or teachers who prepare for teaching outside Europe to have an overview of the challenges that need to be taken into account.

The figure below summarises the discussion on how teachers can prepare for beginning to teach in an education export context.



*Figure 2. Suggested teacher's preparation process for an education export context.*

More knowledge about the challenges in an education export environment can help teachers to prepare themselves mentally for the context and consider what is realistic to achieve. With this knowledge teachers can understand that the new context differs significantly from previous contexts and that a change in methodology is needed.

Advice from previous teachers can help to get started and in the community teachers can share and develop good practices. If a teacher's professional integrity is retained or re-established, teaching in an education export context is a unique opportunity for professional development.

These results are based on a small scale study with five teacher interviews. A study with a larger amount of teacher participants could reveal more opinions, knowledge

about CLIL and tendencies to use certain methodologies. Moreover, the interviews of this study were conducted in the summer of 2014 and the participating teachers had been teaching in the programme during the first years of its existence. The results reflect these teachers' experiences during their stay in Abu Dhabi. A great deal of changes has undoubtedly taken place as increasingly more teachers have taught in an education export context and their experiences, materials and advice has been put into use when recruiting new teachers. Already in these interviews the teachers gave examples of the new material and the new advice on mental preparation that is available for future teachers. Yet these personal narratives give perspective into what kind of additional support class teachers may need in similar contexts and new education export programmes and how teachers may perceive CLIL teaching in general. Further research is needed to look into how the theories of practice have developed in the teacher community in Abu Dhabi or other education export contexts, and what methodologies have now been proved successful.

## 6 CONCLUSIONS

This research has discussed the Content and Language Integrated Learning approach in a relatively new context. Finnish education export programmes are increasing in number and so far have not been much studied. By investigating five Finnish class teachers' experiences of teaching through the medium of English to Arab students in Abu Dhabi, this qualitative case study gives insight into how teachers started forming a new theory of practice. This study has also discussed the concept of CLIL in terms of its use in an education export context.

The challenges in the new linguistic context were unexpected for the teachers. Facing the reality affected the teachers' professional integrity negatively, but the experience enabled them to change their teaching practices and their ways of thinking about teaching in general. The reactions varied and had different effects: re-establishing professional integrity was difficult for one teacher whereas another gained more professional self-confidence and motivation. Although some of the teachers state that preparing for the work in an education export context is impossible and only by facing the situation is it possible to think of solutions, the importance of learning a certain type of attitude and mental readiness stands out throughout the interviews.

It would be important to discuss the contexts of CLIL that are significantly different from the traditional European contexts, such as those where teachers do not know the L1 of the learners and where learners do not have adequate skills in the target language. It can be helpful even for experienced teacher professionals to know what teaching in those contexts entails and demands. As opposed to the models of European CLIL, in an education export context the model needs to start from the teacher's mental readiness to question his or her teaching and the willingness to modify the practice. Together with practical advice on methods suitable for this kind of context, the model can lead to an easier orientation to work in the new environment.

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## Appendix 1

Taustakysymykset ohjelmanpäällikölle

- 1) Paljonko oppilaita on tällä hetkellä Abu Dhabin ja Al Ainin kouluissa? Onko määrä vaihdellut ohjelman aikana?
- 2) Paljonko suomalaisia opettajia kouluissa on tällä hetkellä? Mitä aineita he opettavat?
- 3) Paljonko paikallisia opettajia kouluissa on tällä hetkellä? Mitä aineita he opettavat?
- 4) Paljonko kouluissa on erityistarpeisia lapsia? Kuinka heidät on otettu ohjelman suunnittelussa huomioon?
- 5) Ohjelman yhtenä tavoitteena on kehittää koulujen kaksikielistä opetusta. Kuinka kaksikielisen opetuksen kehittäminen on otettu ohjelman suunnittelussa huomioon?
- 6) Millaista tukea suomalaiset opettajat saavat opetukseensa ohjelmassa?

## Appendix 2

<p>TAUSTATIETOLOMAKE</p> <p>Gradututkimus Inkeri Kantola</p>	
1. Millainen on opettajankoulutustaustasi?	
2. Kuinka monta vuotta sinulla on työkokemusta opettajana? Kerro opettajankokemuksestasi lyhyesti. Missä työskentelet nykyään?	
3. Onko sinulla kokemusta sisällön opettamisesta englannin kielellä? Jos on, millaista? Kuinka kauan?	
4. Onko sinulla kokemusta englannin kielen opetuksesta? Jos on, kuinka kauan?	
5. Onko sinulla erityisopettajan kokemusta?	
6. Kuinka kauan ja milloin toimit opettajana Abu Dhabissa?	
7. Missä koulussa ja mitä luokkaa/ luokkia opetit Abu Dhabissa? Mitä aineita opetit?	
8. Oletko asunut ulkomailla Abu Dhabia lukuun ottamatta?	
9. Onko sinulla kokemusta maahanmuuttajaoppilaiden opettamisesta Suomessa? Kerro tästä kokemuksesta.	
Muuta/ lisätietoja	

## Appendix 3

### OPETTAJAN HAASTATTELURUNKO

1. Kuinka päädyit hakemaan EPA-ohjelmaan opettajaksi?
2. Kun kuvittelit etukäteen paikallisten lasten opettamista englannin kielellä Abu Dhabissa, millaisia kielenkäyttöön liittyviä haasteita ajattelit opetuksessa olevan?
3. Millaista tukea sait työhön valmistautumiseen ennen työn aloittamista?
  - a. Saitko tukea siihen, kuinka suunnitella ja toteuttaa opetus niin, että sekä sisällön että kielen oppiminen otetaan huomioon? Kerro konkreettisia esimerkkejä.
4. Olisitko kaivannut lisää tukea englannin kielellä opettamiseen?
5. Valmistauduitko itse muulla tavoin englannin kielellä opettamiseen? Millä tavoin?
6. Millainen oli luokallasi olevien oppilaiden englannin kielen taito Abu Dhabissa?
7. Verrattuna aiempaan opetukseesi, vaikuttiko uusi kielellinen konteksti Abu Dhabissa käyttämiisi opetusmetodeihin? Millä tavoin?
  - a. Miten tasapainotit kielen ja sisällön oppimisen tuntien suunnittelussa ja toteuttamisessa?
  - b. Verrattuna aiempaan opetuskokemukseesi, oliko heikompien oppilaiden kanssa kielen vuoksi vaikeampaa? Miten vastasit näihin haasteisiin?
8. Kuinka toimit tilanteissa, joissa oppilaiden oli vaikeaa ymmärtää, mitä yritit sanoa?
9. Kuinka toimit tilanteissa, joissa et ymmärtänyt, mitä oppilaat yrittivät sanoa?
10. Mitä kieltä oppilaat puhuivat tunnilla keskenään? Kuinka tämä vaikutti opetukseen ja käyttämiisi metodeihin?
11. Kuinka arvioit lasten oppimista Abu Dhabissa?
12. Millaista tukea sait opettamiseen Abu Dhabissa ollessasi?

a. Teittekö muiden opettajien kanssa yhteistyötä opetuksen suunnittelussa? Millä tavoin?

13. Millaista tukea luokanopettajat mielestäsi tarvitsevat aloittaessaan työn tällaisessa kielellisessä kontekstissa?
14. Vaikuttiko uusi kielellinen opetuskonteksti käsitykseeni itsestäni opettajana? Millä tavoin?
15. Onko kokemus Abu Dhabissa vaikuttanut nykyisiin opetusmetodeihisi? Millä tavoin?

## Appendix 4

- (1) Nii mä en niinku oikein voi ymmärtää että miten minä voin opettaa yhteyttämisestä ja kasveista ja eläimistä ja eläimistä ja yhtään mistään lapsille jotka ei ymmärrä yhtään mitä mitä minä sanon.
- (2) sillen tokaluokalla, mehän lähettiin ihan aakkosista siis, ihan koska monet niistä ei tunnistanu kirjaimia eikä osannu kirjottaa mitään sillen kakkosluokalla.
- (3) eikä sit just jos miettii vaikka ekaluokkaaki nii sillai niinku et ekaluokan tavoitteena on et lapsi oppii lukemaan nii et meillei niinku kukaan ei kertonut että miten sä nyt opetat englanniks lukemaan
- (4) Mun luokassahan oli sellanen tilanne että siellä oli yks oppilas joka ei puhunu eikä kirjottanu muutaku oman nimensä oikealta vasemmalle englanniksi. Ei mitää muuta. Ja sitte oli semmone joka luki Dostojevskiä englanniks.
- (5) Eihän siellä oikeesti, mitä siellä opettaja teki kielitaidolla ku eihän siellä kukaan [naurahtaa] ... siis ... ihan niinku niin pätkähullua että ei kukaan ymmärtäny mitä sinä sanoit. Niin se niinkö niin [naurahtaa] huh.
- (6) mä tiesin että mulla oli kuitenkin sitä kansainvälistä kokemusta, mä olin saanu hyviä tuloksia aikaan, mä olin tehny paljo työtä ja mä olin saanu hyvää palautetta työstäni ja muuta. [--] Avuton, ja siis niin että minä en ole koskaan elämässäni semmosessa tilanteessa opettajana että minä en yhtään tiä mitä tässä tilanteessa pitää tehdä. Niin se on aika kauhea tässä vaiheessa opettajan uraa tajuta että teet mitä hyvänsä niin ...
- (7) Hirveän innokkaita ne oli kyllä, ihan äärimmäisen innokkaita oppimaan ja äärimmäisen innokkaita tulemaan [minun] opetukseen, se oli niistä jotain fantastista. [nauraa]
- (8) näiden oppilaiden englannin kielen taito oli paljon parempi. Siinä ei ... sitte oli se suomen kielen heittomahdollisuus, että se ei vaatinu niin paljon sitä havainnollistamateriaalia, semmosta pakertamista ja tekemistä. Siinä kyllä piti aina ite korvat ja silmät auki ja kysellä ja miettiä ...
- (9) Kyllä sen täyty olla opetusjohtoista, se oli ihan selkeä. Sitä on niin vaikea kuvata sitä että ku lapsi kehittyy jotenki ilman sitä semmosta johdonmukasta kasvatustrategiaa ja varsinki niinku sen kielen puitteissa niin se on vähän semmonen villi. Ei niinku pahansuopa eikä mitään mutta vähän semmonen savage. [nauraa]
- (10) Että kyllähän sielläki tietynlaiset ryhmätyöt onnistu, mutta tosi tarkkaan piti miettiä että miten sinä annat ne ohjeet. [--] Se mitä Suomessa paljon että tehään ryhmätöitä paritöitä ... siellä ehkä vähemmän sitä tuli koska se niinku ei ... No joo, siis kyllähän me niitäki tehtiin ja yritin saada pojat keskustelemaan ryhmissä ja jotain pientä näytelmää välillä ja ... Se vaan piti kestää et siitä ei välttämättä tullu mitään.
- (11) Mä on hyvin konstruktivistinen opettaja Suomessa, mä rakastan ryhmätöitä ja sitä että oppilaat ettii ite tietoa, ja siellä mä palasin behaviorismin kehtoon. Elikkä minä olin se joka sano mitä tehään. [--] mun piti palata täysin niinku opettajajohtoiseen opettamiseen. Ja siihen että ne istuu pulpetissa, ja niillä on tehtävä. [ironista naurua] Että tota, toiminnalliset, niinku kaikki pelit ja tämmöset niin ne aiheutti hirveän härdellin siellä.

- (12) ja sen voi ymmärtää ku mehän aina luetaan vasemmalta oikealle. Ja aakkoset. Ja nämä lukevat vasemmalta oikealle ja heidän omat kirjaimet. Ja kaikki tämä tulee yhtäkkiä lapsille jotka eivät niinkö osaa, osaa englantia. [--] mä ymmärrän nyt ku mä jälkeenpäin ajattelen sitä, kun sen verran on kulunu aikaa, mä ymmärrän että tottakai lapset turhautuu.
- (13) Suomessa ei voi kuvitella, ku Suomesta lähti et miten paljo joutuu tekemään sitä, miettimään sitä et miten ja missä se materiaali.
- (14) mä rakastan niinku lausua brittiläisittäin ja oikein pitkillä tämmösillä lausekäännteillä nii siellä mä jouvuin riisumaan sen oman englannin kielen.
- (15) Kaikki missä oli jotain aikaa, *yesterday, boys do you remember yesterday we ...* no ei ... *tomorrow, we are going to ...* ei, niinku aikaa ei voi.
- (16) Elikkä me jouvuttiin tekemään pilkkomaan niitä tunteja sillä tavalla että tehtiin kymmenen minuuttia tehtäviä ja viis minuuttia laulettiin ja tämmösiä mitä mä en ikinä täällä Suomessa tekis. [--] No semmoset mä ainaki otin siellä käyttöön että meillä oli niinkun luokkaan tultiin niin meillä oli tietty systeemi että mentiin pulpettiin istumaan, laitetaan sormi huulille, nostetaan käsi ylös, se oli merkki siitä että kuunteleminen ja keskittyminen on opettajassa. En mä koskaan voi sitä täällä Suomessa käyttää. Tai ei tarvi käyttää.
- (17) [Orientaatiokurssia pitävä henkilö] sano että, ”Mä voin luvata teille yhden asian. Te tulette menemään ammatillisesti rähmälleen seuraavan vuoden aikana. Ja sieltä nousette, higher than ever.” Ja se oli totta! Se oli totta.
- (18) Nyt mä ymmärrän miltä se oikeesti tuntuu se tilanne ku ympärillä on täydellinen kakofonia. Niissä tilanteissa ei oikeesti sillä opetussisällöillä oo mitään merkitystä vaan niillä sen lapsen kohtaamisella. Että mulla on halu ymmärtää, ja sä ymmärrät mua ja niinku rauhoittaa se tilanne että tästä me selvitään ihan varmasti sun kanssa.
- (19) se oli jännä että, Suomessa joku sano että saa olla aika hyvä opettaja jos pystyy estämään lapsen oppimisen
- (20) Ja niinku sit joku tuli luokkaan, joka oli käyny aikasemmin ja näki kauempaa ja sano et, näähän on menny huimasti eteenpäin!
- (21) toisaalta löyty niinku sellasia vahvuuksia, mut ne oli enempi siinä et ne vahvuudet niinku ihmisenä korostu
- (22) Mutta se oli mun mielestä aika uskomaton se ku katto sitä omaa porukkaa ja niitä omia Suomi-kollegoja että siinä lyhyessä ajassa, miten ne pysty tekemään ihmeitä sille semmoselle rauhattomuudelle ja kurittomuudelle ja väkivallalle
- (23) Se vaatii, ettei hyvin helposti, nii, ihan totta, siis että ku miettii omaa työyhteisöä [suomalaisessa kaupungissa] nii voisin sanoo monta että, sä oisit psykoosissa makaisit sairaalassa jos sä oisit siellä puol vuotta.
- (24) Siis mä olin vähän ammatillisesti pikkusen silleen että mä nyt oon vaan opettaja ja, vähän semmonen huono itsetunto että en mä nyt paljo muuhun pysty että mä oon vaan tällanen opettaja ja ... Tässä nyt mennään eläkkeeseen asti ja paljos mulla on vielä eläkevuosiin ja ... Sitte niinku mä sain hirveesti uutta puhtia ja pontta ja vau, että mä pärjään tässä ammatissa ja tällasissa olosuhteissa. Ja vielä mielenterveys säily. Ja päinvastoin että kun mä tulin Suomeen niin mä olin niinku, vau. Mikä fiilis [--] Se oli todella sellanen *kick in the ass* niin sanotusti. Turhaan siinä nöyristelet tai luimistelet että minä vaan tässä.