

UNIVERSITY OF HELSINKI

Translanguaging in CLIL Classrooms – Teachers' perceptions and practices

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Master's thesis

English Studies

Faculty of Arts

University of Helsinki

May 2023

Helsinki

Faculty: Faculty of Arts

Degree programme: Master's Programme in English Studies

Study track: Applied Linguistics

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Title: Translanguaging in CLIL Classrooms – Teachers' Perceptions and Practices

Level: Master's Thesis

Month and year: May 2023

Number of pages: 50 + appendices (15 pages)

Keywords: translanguaging, CLIL, multilingual education

Supervisor: Anna Solin

Where deposited: Helsinki University Library

Additional information: N/A

Abstract:

The city of Helsinki started English-enriched education in 2016 and since then many primary school pupils have started this dual-focused bilingual programme in which subject matter is taught in an additional language. This master's thesis is a qualitative mixed-design study that investigates teachers' language choice in English-enriched education and their use of different translanguaging strategies. In addition, it explores the varying attitudes and beliefs teachers have towards translanguaging and English-enriched education.

The data was collected using semi-structured interviews and classroom observations. Six teachers from two primary schools in Helsinki participated in the study. Four teachers took part in both interviews and observations and two were only interviewed.

Based on the observations, three of four teachers used translanguaging strategies in their lessons. According to the interview responses, all six teachers used translanguaging in their teaching. Most teachers had positive attitudes towards translanguaging and plurilingualism but some monolingual attitudes were also present and only Finnish and English were used in the classrooms. All the teachers reported facing some sort of challenges in CLIL teaching: for example, they reported a need for more training and cooperation and also felt that planning lessons and materials for diverse groups is burdensome.

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1 Introduction

My interest in *content and language integrated learning* (CLIL) developed while I was working as a substitute teacher and teaching English-enriched lessons. The lessons were very diverse in nature, and I was curious to know more about this programme. Besides, in Helsinki, pupils have various linguistic backgrounds, and they would often describe what languages they can speak but based on my experiences, they would rarely get to use them in the school environment. Since societal changes such as immigration and globalization are reflected in the classroom and plurilingualism has become one of the core aims in the National Core Curriculum for Basic Education as well as EU language policies, I decided to explore the roles of different languages in CLIL lessons. As Piippo (2021) states, the way languages are talked about and used in the classroom can be a powerful tool to make linguistic repertoires and registers visible and show how language and identity are tightly connected and how useful these resources can be (p.35).

My master's thesis is a qualitative mixed-design study that investigates teachers' language choice in English-enriched education and their attitudes towards this educational approach. Furthermore, the aim is to find out whether teachers who teach in CLIL programmes use translanguaging practices in their teaching and if they do, what kind of practices are used. Lastly, I want to examine how teachers use L1 and L2 and if there are clear boundaries between the languages or if teachers encourage flexible and dynamic language use in the classroom. As mentioned, teachers have different ways of implementing the bilingual programme and therefore, I want to investigate what teachers think of the current situation regarding CLIL and if translanguaging is used in the classrooms to enhance learning and meaning-making. I used observations and semi-structured interviews to collect my data and six teachers from two schools participated in the study.

Previous research emphasizes that instead of a narrow, monolingual perspective, CLIL should be developed into an approach in which all languages and linguistic resources are used (Cenoz, 2013, p. 393). That way CLIL could enhance metalinguistic awareness and scaffolding could be organized in a way that supports learning. As Cenoz (2013) argues, future research should explore CLIL in a different context to leverage its whole potential. One of the objectives of this thesis is to offer new insights into CLIL teachers' language choices. Similarly, teachers' views and attitudes shed light on the everyday reality of teaching CLIL. The findings aim to illustrate how CLIL has been implemented in primary schools and investigate if a monolingual

perspective has been replaced by a more holistic and dynamic translanguaging approach. In this thesis I answer three research questions, which are the following:

1. What kinds of translanguaging practices do CLIL teachers use in their teaching?
2. What kinds of beliefs and attitudes do CLIL teachers have towards translanguaging?
3. What kinds of beliefs and attitudes do teachers have towards CLIL?

The structure of this thesis is the following: the second part of this study introduces the concepts of multilingual education and multilingual turn, defines CLIL and explores it in the context of this study. Next, translanguaging as a theoretical framework is summarized and different translanguaging strategies in teaching are illustrated. Lastly, I take a look at how these themes are presented in the National Core Curriculum for Basic Education. In the third chapter, the data and methodology of this study are reported. This section includes an explanation of data collection methods, information on participants and the analysis as well as discussion on ethical concerns and limitations. The findings of this study are presented in chapter 4. They are divided into two main sections: the first part aims to answer research questions regarding translanguaging and the second section focuses on CLIL. After that in chapter 5, the results are discussed in a similar manner, organised based on the research questions. The last chapter concludes the main points from the previous section as well as discusses recommendations for future research.

2 Background

The first section of this chapter discusses the multilingual turn in language education. In the second section, content and language-integrated learning and its theoretical background are introduced. The third part focuses on CLIL in the City of Helsinki's schools. Lastly, this chapter looks into translanguaging as a theoretical framework and translanguaging practices in teaching as well as translanguaging and CLIL in the National Core Curriculum.

2.1 Multilingual education and the multilingual turn

Multilingual education is an umbrella term for many different kinds of approaches and practices (Melo-Pfeifer, 2018, p.194). What these approaches have in common is that multilingual education programmes use an additional language as a medium of instruction and the language is not taught as a subject (García, 2009, p. 6). Instead, the aim is “the use of two languages to educate generally, meaningfully, equitably and for tolerance and appreciation of diversity” (García, 2009, p. 6). Traditionally, languages have been taught in separate classrooms by different language teachers and clear boundaries between languages have been established (Cenoz and Gorter, 2017, p. 310). This monolingual view has been challenged by a broader view and understanding of languages as a dynamic resource.

Rapid digitalisation and globalisation have influenced how and with whom we use languages (García, 2009, p. 27). Hence traditional views of multilingualism and language use are outdated, and new terminology and concepts have emerged to depict the linguistically diverse reality we live in (Piippo, 2021, p. 24). At the core of this change is an ideological change in how we perceive languages. Instead of a system or a code, language can be seen as a contextual, dynamic activity in which all resources are used cross-linguistically in cooperation with the interlocutor (Piippo, 2021, p. 30). The societal changes are reflected in the classrooms and while a more holistic understanding of languages should be adopted, traditional views of language education remain prevalent. Cenoz (2015) states that many language programs, including language-enriched programmes, still separate languages in the curricula. My thesis aims to investigate the current situation and teacher beliefs in a multilingual education context.

2.1.1 Content and Language Integrated Learning (CLIL)

According to the Council of Europe, future citizens must be equipped to navigate in multilingual and multicultural Europe. This requires strengthening certain important competences such as plurilingual competence, linguistic tolerance, and other communicative competences (The Council of Europe, 2001, p. 4). The aim is not only to develop different language skills but also one's linguistic repertoire. One way of addressing the challenges and strengthening the language skills and competences has been the implementation of *content and language integrated learning* (CLIL) in European schools. From 1984 onwards, the European Union and its different institutions have invested in language education projects, one of them being CLIL; a practical dual-focused bilingual programme in which an additional language is used in both learning and teaching (Coyle, Hood and Marsh, 2010, p. 1,8). Since then, CLIL has spread across Europe and has been intensively promoted by the EU and studied by many researchers (Coyle et al., 2010, p. 18). Originally, the term was created in the 1990s and was first used in EU documents to describe teaching that happened in an additional language. The aim was to modify and develop good practices that would create an effective approach that focuses on both the language and the content (Coyle et al., 2010, p.3). García (2009) argues that the acronym is used to avoid the use of the term "bilingual education" which can be politically loaded in some EU countries (p. 10).

CLIL is one of the many kinds of multilingual education approaches. It has features of many educational practices and while it is composed of different models, it has a clear theoretical foundation (Coyle et al., 2010, p. 1). CLIL refers to a learning and teaching process in which both content and language are central, and the aim is to develop both linguistic competence and cognitive flexibility (Coyle et al., 2010, p. 10). The additional language is used to study different subjects and this way CLIL students learn through the medium of a foreign language. According to Coyle, Hood and Marsh (2010), CLIL is easily transferable, and the same methodology can be used when any additional language is taught (p. 1). This is also a reason why the CLIL approach is not only popular in Europe but around the world and it is used for different reasons and purposes (p. 6).

Many studies have shown that the CLIL approach improves competences in the target language as well as subject content learning. The competences that CLIL seems to strengthen according to previous research include higher communicative competence and fluency as well as better reading and listening skills (Ruiz de Zarobe, 2015). CLIL students are shown to acquire new

vocabulary and perform better in lexical tasks compared to non-CLIL students (Ruiz de Zarobe, 2015, p. 58). However, as many researchers emphasise, the results depend on the context and since studies have been carried out in different educational and geographical settings some of the outcomes are contradictory (Ruiz de Zarobe, 2015; Sylvén, 2013). On the other hand, studies have shown that CLIL can affect pupils' self-esteem and they can feel incompetent and challenged when they are studying in a foreign language (Seikkula-Leino, 2007). Teachers' and students' motivation is reflected in the CLIL outcomes, and the teachers' didactic choices determine how this approach works in practice (Ruiz de Zarobe, 2015). Sylvén (2013) studied different factors that could explain the different outcomes of CLIL and she concludes that offering teacher training and creating language policies that clearly determine the outlines of CLIL will generate better results. Finally, it needs to be noted that in CLIL classrooms learners face the challenge of learning new topics in a foreign language and that can be seen as an extra burden cognitively, which might cause anxiety.

There are different curricular models of CLIL (Coyle et al., 2010). One of them is extensive instruction, in which the students' first language is not really used and the focus is heavily on learning new terms and concepts solely in the additional language. In contrast, in the partial instruction model, more languages are included in teaching and only some of the content is taught through the target language. This is the type of model that is used in Finland (Coyle et al., 2010, p. 15). Because the CLIL approach can be implemented in many ways, it can follow traditional school curriculum subjects or the content can be thematic or cross-curricular, for instance (p. 28).

In Finland, there are two different kinds of bilingual programmes, an extensive bilingual education programme in which more than 25% of the subject content is taught in the target language and a small-scale programme in which less than 25% is taught in the target language (Finnish National Agency for Education, 2014). In this thesis, I will use the terms CLIL and English-enriched education interchangeably, since in my research context they mean the same kind of multilingual programme. The term English-enriched education is used in the City of Helsinki's webpages and handbook but based on my own observations as a substitute teacher, CLIL is the term teachers and pupils use in everyday life.

2.1.2 CLIL in Helsinki

English-enriched education started in Helsinki in 2016 (Helsinki Education Division, 2019). At the moment, there are 11 primary and comprehensive schools in Helsinki that offer small-scale English-enriched education, which means that 10-25% of the teaching is in English (City of Helsinki, 2022). The aim of the programme is to develop fluency in different language skills both in English and Finnish. At the same time, pupils are expected to achieve certain grade-appropriate learning goals in content subjects and adopt an appreciation of different cultures (p. 5). The English-enriched programme follows the Finnish National Core Curriculum, and all the aims are based on the age and grade-appropriate targets illustrated in the document (Helsinki Education Division, 2019, p. 5). According to the Handbook for English-enriched learning (Helsinki Education Division, 2019, p. 5), teachers should use English in a way that takes the pupils' skills and previous knowledge into account and both classroom and language teachers should work together to ensure that the programme is implemented well. The handbook has been created to standardise CLIL teaching in Helsinki and help teachers to plan lessons and give them tools and ideas for language-enriched teaching (p. 109).

2.2 Translanguaging as a theoretical framework

As stated earlier, one of the influential concepts that challenges the monolingual view of language education is translanguaging, which according to García (2009) means “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p. 45). These kinds of language practices are used by both individuals and communities, and languages are used in a flexible and dynamic way in communication (García and Wei, 2014, p. 21-22). García's (2009) definition considers the broad nature of translanguaging practices. Translanguaging theory sees languages as not separate but rather as one system (García and Wei, 2014, p. 14-15; Cenoz and Gorter, 2017, p. 314). Moreover, an individual's whole linguistic repertoire is leveraged, and they can select different features depending on the communicative situation (García and Wei, 2014, p. 22). The term translanguaging will be used in this thesis to refer to pedagogical strategies that aim to utilise the learner's whole linguistic repertoire and support the development of metalinguistic awareness and language awareness.

Translanguaging as a term originally comes from *trawsieithu*, a Welsh term used by Cen William to illustrate how Welsh and English were used in a bilingual language programme (García and Wei, 2014, p. 20). Later, the meaning of the term has expanded and even today

there are different definitions since translanguaging is a popular area of interest within the field of applied linguistics and it has been studied from many different perspectives in varying contexts, especially in education. Studies have shown that translanguaging as a pedagogy can support pupils' plurilingual identity and is useful in learning from a cognitive perspective (Piippo, 2021, p.38). The reason for this is that stronger languages can help in meaning-making and understanding the additional language (Cenoz and Gorter, 2017, p. 311).

Yuzlu and Dikilitas (2021) studied the impact of translanguaging on different English language skills as well as students' perceptions of translanguaging pedagogy. According to their findings, translanguaging improved all four language skills, reading, writing, speaking and listening, and the students felt they benefited from this type of pedagogy in many ways. They also felt that they had more autonomy and motivation and were able to communicate better with both the teachers and other students, for instance. Moreover, Carbonara and Schibetta (2021) explored translanguaging in Italian schools. They used ethnographic fieldwork data, questionnaires and language portraits to investigate if and how teachers can use pedagogical translanguaging in their teaching. The study was part of a bigger project in which researchers and teachers worked together to introduce translanguaging practices and interaction in class. Carbonara and Schibetta (2021) argue that the autonomous use of translanguaging practices can be achieved by any teacher, but it is a process and scaffolding and support are needed.

The Council of Europe makes a distinction between individual multilingualism and multilingualism in society, using the term plurilingualism to refer to an individual's language use. In the European Union language policy documents and statements, the term plurilingualism refers to an individual's communicative competence, which means that speakers can use multiple languages in a dynamic way for different purposes (The Council of Europe, 2007). Furthermore, the plurilingual approach emphasises that languages are not strictly separated but language users have one resource, a web of communicative competences in which languages are interrelated and can be used flexibly depending on the context and the interlocutor. This plurilingual approach forms the foundation of the central aims of language education in the EU. Instead of the native speaker ideal, language education in Europe aims to build competences and abilities that support communication across cultures and languages (The Council of Europe, 2001, p. 4-5). This resource is also called a linguistic repertoire. When the learner is using their whole linguistic repertoire, they can use different elements, compare languages, and use them creatively (Cenoz and Gorter, 2017, p. 313). Everyone has a unique background and experiences that have shaped their linguistic repertoire. The resources are not symmetrical but

rather complementary (Piippo, 2021, p. 35). The Common European Framework of Reference also provides examples of communicative language practices that can be seen as translanguaging. For example, learners are encouraged to use and leverage many languages to express themselves or understand any written or spoken texts (The Council of Europe, 2001, p.4).

As mentioned earlier, translanguaging aims to develop metalinguistic awareness among other skills. Metalinguistic awareness has different definitions, but in a broad sense, it means the ability to evaluate, reflect and analyse language as an object (Cenoz and Gorter, 2021, p. 27). In addition, it is closely related to crosslinguistic awareness, which means reflecting the similarities and differences between different languages (Cenoz and Gorter, 2021). Metalinguistic awareness benefits learners in many ways: they can use prior knowledge when learning a new language and compare languages on many levels.

2.2.1 Translanguaging in teaching

Teachers can use translanguaging strategies for different purposes, for example, to differentiate, build background knowledge, develop pupils' metalinguistic awareness or critical thinking, and build new knowledge (García and Wei, 2014, p.120). Coyle, Hood and Marsh (2010) state that translanguaging can be used to gain confidence, strengthen understanding and scaffold students. Scaffolding means the support teacher can provide when pupils are learning new things and skills. Translanguaging can help students learn key terms and concepts in both their first and the additional languages (p.16). For example, the goal of translation as a translanguaging strategy is to differentiate and help pupils to adapt while comparing multilingual texts aims to develop metalinguistic awareness (García and Wei, 2014). Similarly, mapping students' background knowledge engages them and helps them build new knowledge on top of things they already know. This helps meaning-making and develops holistic learning. Different strategies should be used attentively and purposefully.

García and Wei (2014) list ways teachers can use translanguaging in their teaching. For example, they can use materials and resources that support understanding and give the learners opportunities to produce multimodal and multilingual texts. Teachers can also include translanguaging in speaking, which means planned codeswitching between languages. Besides, teachers can create a linguistic landscape in the classroom that makes different languages visible and gives learners visual aids, for example by creating word walls or giving them

sentence starters (García and Wei, 2014, p. 121-122). Lastly, practical classroom routines can be planned in a way that leverages translanguaging strategies: teachers can group pupils based on their linguistic repertoire, encourage them to use all the languages in their inner speech, or plan projects, collaborative discussions and tasks that let the learners compare languages and enhance metalinguistic awareness (p.122). The list is used as part of one of the data collection instruments, the observation sheet which will be introduced in chapter 3.

Practical examples of translanguaging strategies are the use of bilingual glosses and calques, using two or more languages for ideation and planning and then creating the final product in a different one, comparisons between languages, and notetaking using many languages (Cenoz and Gorter, 2021; Nikula, 2019, pp. 243-245). Similarly, when the teacher translates parts of their speech or asks the pupils to translate target language terms, for example, they are utilising translanguaging strategies in their teaching to support understanding and meaning-making.

In their ethnographic study, Palmer, Martínez, Mateus and Henderson (2015) listed different ways the teachers used translanguaging as a pedagogy in a dual language programme in Texas. These include drawing attention to certain language features such as similar structures and cognates, showing an example of dynamic and flexible language use and treating the learners as competent bilinguals despite their level of proficiency (p.763). The teachers encourage the pupils to use both Spanish and English and engage them in dynamic language use. In addition, they give them positive feedback when they point out metalinguistic features and compare languages.

Alisaari, Heikkola, Commins and Acquah (2019) studied Finnish teachers' language ideologies. According to their findings, teachers' beliefs and actions are contradictory. Most of the teachers agreed that language is an important part of identity, and it is useful to acknowledge and value pupils' backgrounds and make them visible in the classroom (Alisaari et al., 2019, p. 52). However, oftentimes teachers follow the monolingual norm in their teaching: 40% think that it is not good for the pupils to use their first language when learning Finnish and most of the teachers do not translate materials or support the use of other first languages in class (Alisaari et al., 2019, p. 53). The authors report that teachers with more training and those with more experience teaching pupils with migrant backgrounds have a more positive view of multilingual education and they perceive learners' linguistic repertoires as important and valuable.

Many studies have explored translanguaging in CLIL contexts. Lasagabaster (2017) studied teacher's beliefs about the use of L1 and L2 in CLIL lessons. In the study, three discussion groups were formed, and eight teachers participated. Based on the discussions, Lasagabaster (2017) argues that it is common for both teachers and students to use translanguaging practices during the lessons. Translanguaging is used for certain purposes, for example, to help students understand and to compare different languages. Streeter (2016) studied translanguaging in a CLIL context in two European secondary schools. She interviewed students on their perceptions of L1 and L2 use. According to the results, students preferred using L1 with their peers, and they found it more natural and easier, but they also acknowledged the importance of learning L2 vocabulary. Also, Streeter (2016) raises the question of the effective and strategic use of L1 and L2. She concludes that L1 should be used for creating a safe learning environment and for supporting the understanding of new concepts. On the other hand, input in L2 plays an important role in learning.

As mentioned earlier, language separation is often the standard in the classroom and not all teachers see all languages as important learning resources that should be constantly present in the classroom and teaching. The lack of training and time to plan language-enriched lessons may leave the teachers with few resources to implement translanguaging strategies. However, the National Core Curriculum (2014) requires teachers to support language awareness and multilingualism in schools and every pupil should be able to use their whole linguistic repertoire (p. 28).

2.3 Translanguaging and CLIL in the National Core Curriculum for basic education

In the National Core Curriculum (2014), language education is a central theme, and it is linked to many core concepts and values introduced in the document. The national curriculum states that basic education has an important role in building language competences such as intercultural interaction and understanding of linguistic diversity. Furthermore, one of the transversal competences is cultural competence and interaction. In this section, the importance of valuing different linguistic origins and backgrounds is emphasised (p.21). Moreover, the aim of teaching is to support the learners to become competent language users in both their mother tongue and other languages (p. 22). Another transversal competence is multi-literacy, which is linked to diverse ways of cross-cultural interaction and identity building (p. 22). Furthermore, all languages should be valued and used flexibly in the school community (p.28).

There is a separate section on bilingual education in the National Core Curriculum (2014) in which the different kinds of language programmes and their aims are explained. As stated in the curriculum, language-enriched education means that less than 25% of subject contents are taught in the target language. The aim is to encourage and motivate children to use the target language outside the lessons (p. 92). However, many practical matters, for example, specific aims and linguistic goals of different age groups, are left for the school principals and local authorities to decide. In addition to the National Core Curriculum, teachers follow the municipal and school curricula. The city of Helsinki's municipal curriculum states that bilingual education aims to offer children an authentic language learning environment, strengthen lifelong learning and create a basis for cultural and language appreciation. The target language and Finnish are both used to ensure understanding and learning of new concepts and terms. This section in the curriculum emphasises that language awareness and language pedagogies are in a central role in teaching.

3 Data and Methodology

In this chapter, I discuss the data and methodology. First, I introduce the data collection methods and explain how the data was collected and what instruments were used. In section 3.2, information on the participants is provided and in section 3.3 different steps of the data analysis are presented. Lastly in section 3.4 ethical limitations and concerns of this study are discussed.

3.1 Data collection methods

This thesis is a qualitative mixed-design study that investigates teachers' language choice in CLIL lessons and their beliefs and attitudes towards CLIL and translanguaging. The data was collected using classroom observation and semi-structured teacher interviews. The side-by-side design was adopted to answer the research questions and get a broader view of CLIL teaching and the translanguaging practices the teachers use. Moreover, this kind of research design is a typical combination of data collection methods when investigating teachers' beliefs (Paltridge and Phakiti, 2015, p. 15, 491). As Paltridge and Phakiti (2015) argue, using only observations is not a sufficient way to study teachers' beliefs and attitudes (p. 495), but with the combination of two data collection instruments, I had a chance to see what is actually happening in the classroom, in other words, get direct evidence while also hearing teachers' own views. The interviews gave the teachers an opportunity to share their experiences and thoughts and explain the choices they made during the lessons. On the other hand, translanguaging as a pedagogy can be an unfamiliar and complex topic and therefore this research design allows a deeper insight into the translanguaging phenomenon in the CLIL context. Instead of using terminology that might be unfamiliar to the participants, this design allowed me to ask questions related to real classroom events and the participants were able to elaborate on these issues.

Prior to the observations and interviews, an interview guide and an observation sheet were created and piloted (see Appendices 2 and 3). The pilot interview was not included in the data but the pilot observation was kept as part of the data because no changes were made in the observation sheet and no issues were identified with the observation procedure. In addition,

research permission was asked from the city of Helsinki and school principals were informed accordingly before the data collection started. The General Data Protection Regulation form was also filled (Appendix 5), and similarly a consent form was created to ensure that the participants knew enough about the research project and about the different steps of the procedure (Appendix 4). The GDPR document was sent to each participant, and they also signed the consent form.

In practice, an observation sheet was used to collect data from each lesson and no recordings were made. In this case, they were all non-participant observations since I did not take part in teaching or the activities (Paltridge and Phakiti, 2015, p. 460). I collected the data using only the observation sheet. In the observation sheet the name of the teacher and school was marked as well as the lesson topic and the date and time of the lesson. In the same way, the teaching and learning materials that were used during the lesson were marked by ticking appropriate boxes. The main part of the observations sheet contains typical communicational situations and parts of the lessons and different language options. By marking different boxes, I was able to collect information about the ways in which different languages were used in the lesson. In addition, translanguaging strategies were categorised using a list García and Wei (2014) have created as guidance. The list contains twenty translanguaging strategies that are categorised into seven different goals that were discussed in chapter 2. By using this kind of observation sheet, I was able to tick boxes and mark information relatively quickly. Any additional information was added to the end of the observation sheet. The aim was to collect information systematically and in a structured manner. The data collection was organised using a retrospective technique in which observing happened first and afterwards the interview guide was modified based on the observation notes (Paltridge and Phakiti, 2015, p. 459). In addition, each teacher interview was scheduled soon after the observation so that the teachers were able to recall what happened in the lessons and those topics were discussed in the interviews.

The duration of the interviews varied between 30-70 minutes, but the approximate length was around 40 minutes. Teacher 5 was the only participant whose interview was over an hour long because they gave longer answers and discussed other issues and topics alongside the ones raised by the interviewee. The interviews took place in the school buildings, and they were audio-recorded using a recording device and later transcribed manually. All the interviews were held in Finnish. The interview guide (see Appendix 2) consisted of approximately 20

questions depending on the interview. The original guide was modified for each teacher based on the observations, but in general, it had three sections: background questions, questions about content and language-integrated learning and questions about the languages in the classroom. The questions related to translanguaging were integrated as part of the last two sections. Many of them were also connected to real contexts and the aim was to ask about the beliefs indirectly, allowing the teachers to talk about them freely and extensively. This is one advantage of semi-structured interviews since they are not strictly tied to one plan and one set of questions.

3.2 Participants

Because I have been working as a substitute teacher, I had contacts in different schools and I was able to use my own networks to recruit participants. In the end, a total of six teachers participated in the study from two primary schools in Helsinki. They teach grades two to five (pupils aged 8-11) and their teaching experience varied between 2 to 29 years (see Table 1). Two lessons each from four different teachers were observed, each lasting 45 minutes. The teachers taught the same groups in both lessons. All the lessons were math lessons except two that were physical education. This was a coincidence as in both schools math was chosen to be one of the CLIL subjects. In one school, arts and crafts, P.E and maths have been decided to as CLIL subjects and in the other school the teacher can decide what subjects they want to teach as CLIL.

Teachers 5 and 6 only participated in the interviews and their lessons were not observed. One of them was teaching second graders who have shorter CLIL sessions spread across the week instead of full lessons, so it was more practical to exclude the observation and only focus on the interview. Moreover, the teacher was very experienced, and they gave interesting insights into CLIL teaching. The other teacher was passionate about the topics we talked about but due to limited time, I was unable to observe the lessons. Nonetheless, I decided to include their interview in the project as well.

Table 1. Participants

Teacher	Teaching grade	Work experience (years)	Qualifications	Languages spoken by the pupils
Teacher 1	5	15	class teacher, art teacher	Russian, Chinese, Portuguese, German, French, English, Finnish
Teacher 2	4	11	class teacher, crafts teacher	Danish, Swedish, English, Finnish
Teacher 3	4	5	class teacher, English and Swedish subject teacher	German, Dutch, Spanish, English, Finnish
Teacher 4	5	2	class teacher, history teacher	Russian, Thai, English, Finnish
Teacher 5	3	15	class teacher, history, R.E, civic education teacher	French, Swedish, Spanish, Russian, English, Finnish
Teacher 6	2	29	class teacher	Dutch, Chinese, Russian, English, Finnish

In addition to the teaching grades and the number of years of working experience, Table 1 presents the different qualifications each teacher has. The qualifications are discussed more in chapter 4. Pupils' home languages are listed to display their diverse linguistic backgrounds and in addition, home languages were one topic discussed in the interviews.

3.3 Data analysis

Dörnyei (2007) states that “qualitative analysis needs to be flexible, data-led and artful” and thus there are many ways to analyse qualitative, language-based data (p. 244). In my analysing process I used slightly different approaches since I also used multiple data collection methods. The observation data was analysed using Excel and simple calculations as well as qualitative content analysis. For the interview data, I used qualitative content analysis and thematic analysis, which are both widely used for qualitative data analysis (Dörnyei, 2007). With this approach, prevalent themes can be gathered from the data and participants' views and opinions can be presented in a systematic way. Before starting the actual analysis, I transcribed the interview recordings. This way I familiarised myself with the material and also

transformed the raw data into a better format for the following steps of analysis. I used the Microsoft Word dictate function and NCH Express Scribe Transcription Software.

After transcribing, I started coding the data. I decided to do this so I could find all the interesting parts that give relevant information regarding my research questions. According to Dörnyei (2007), coding is a crucial part of qualitative data analysis because it allows the researcher to organise and make sense of the data in a new way that later helps to present the most important findings in a coherent way. Coding was done in two ways: highlighting and labelling parts of the transcripts and in two phases. Firstly, pre-coding was done. This includes reading the transcripts carefully and marking important parts while writing down short labels using the comment function in Word. As Dörnyei (2007) explains, any interesting parts can be highlighted, since this way unexpected but interesting things can emerge from the data. This data-driven approach was applied in practice and after the initial coding the codes were collected into a Word file and prevalent and similar codes were merged into broader codes. They were then analysed to identify different themes that were named accordingly. This second-level coding allowed me to organise the initial codes into broader topics and analyse the participants' interviews in a way that brought up their shared attitudes and opinions. In Table 2 the final codes are presented with the themes. Lastly, the data was interpreted and presented in a suitable manner. These phases are also mentioned by Dörnyei (2007, p. 246) as typical steps of qualitative data analysis.

Table 2. Final themes and the codes

<i>Theme</i>	<i>Codes related to the topic</i>
Training	Lack of systematic, continuous training Inequality
Planning and Materials	Making material Extra planning Terminology Handbook Teams
Pupil diversity	Differences between pupils/Individual needs Learning difficulties Diverse linguistic repertoires
Cooperation	Lack of cooperation with English subject teachers Sharing materials and ideas

3.4 Limitations and ethical concerns

According to Rallis and Rossman (2009), qualitative research must be credible, systematic, and rigorous. The researcher needs to consider ethical practices and assure certain things to the participants. Trustworthiness can be gained by following general guidelines of applied linguistics research and by transparently explaining the choices and procedures behind the study. In this research project, data was collected from multiple sources and different data collection methods were used. These features demonstrate credibility (Rallis & Rossman, 2009, p. 266). The research design was chosen because it was found to be the best way to explore the topic and find answers to the research questions. However, this design also has its limitations. The interview guide was piloted to ensure that it is effective and practical, but at the same time there is always the possibility that the interviewer might influence the participants' answers and that might affect the results. In terms of observations, the observation sheet was created to make data collection fast and systematic, but many things are happening in the classroom at the same time, and it can be impossible to notice and mark everything.

As stated by Rallis and Rossman (2009), generalizability is not the central aim of qualitative research but instead, the results are "context-bound" and they aim to give a deeper understanding of a specific phenomenon (p.268). Similarly, in this study, the small sample size and the fact that the teachers are only from two different schools give us results and an understanding of their unique experiences. The results cannot be generalized, and they only reflect the reality of CLIL teaching and translanguaging in those two schools, from individual teachers' perspectives. Despite the limitations, this study can provide useful information for those who participated in the study and for those who plan and organise CLIL teaching in primary schools. In addition, it can give examples of translanguaging practices in the classroom for those who want to implement translanguaging in their teaching.

One way of demonstrating trustworthiness in a study is considering ethical issues (Rallis and Rossman, 2009, p.265). In this study, consent from each participant was gained using a consent form. In the consent form participants were informed about the purpose of the project and the different steps of data collection and their rights as participants. This includes their rights to withdraw from the project whenever they want without any consequences and also get more information about the project if needed. Because in this project anonymity cannot be

promised since I met with the participants face to face and collected personal data, confidentiality and privacy was ensured by using pseudonymisation and not using participants' own names in my notes and by storing the documents behind a password on my computer. In addition to the consent form, the General Data Protection Regulation form was also filled in to inform the participants about the personal data collection.

4 Analysis

In this chapter, I present the results of my analysis. Short extracts of the transcripts are included as part of the sections to provide direct examples from the interviews and discuss teachers' attitudes and experiences more closely and transparently. In the first section of this chapter, different translanguaging strategies and the way teachers used them during the observed lessons are presented. In addition, teachers' attitudes towards translanguaging are introduced. In section 4.2, teachers' attitudes towards CLIL are reported. In the interviews, participants had a lot to say about their attitudes and views on the CLIL approach and therefore more sections report the different aspects of CLIL that were raised by the participants. First, in subsection 4.2.1 teachers' views on CLIL aims are introduced. Second, in section 4.2.2 participants' experiences of the benefits of English-enriched education are discussed and different pedagogical approaches and activities that the participants defined as effective and useful during CLIL lessons are listed. In the interview data, concerns regarding CLIL were more prevalent than the positive effects, so the last part of this section (4.2.3) reports these findings. A number of challenges were identified by the interviewees regarding CLIL. They were categorised into four themes, which recurred throughout the data. The themes are *training, planning and materials, pupil diversity and cooperation*.

4.1 Translanguaging strategies and attitudes towards translanguaging in CLIL Classrooms

4.1.1 Teacher 1

Teacher 1 had been teaching for 15 years but had started in a CLIL programme 5 months prior to the observations. Teacher 1 is both a general class teacher and an art teacher and has taught at different educational levels. According to the teacher, seven different languages are spoken by the pupils in the class. These include the pupils' home languages and the languages they are taught at school. In this case, two different lessons were observed: a physical education and a math lesson. The physical education lesson consisted of a group project: the pupils were asked to create their own sport with their own rules and make a presentation about it in Power Point. In the math lesson, decimals and fractions were practised with different activities including a video and a board game. In both lessons, English and Finnish were in a central role, and they were used for different purposes. Finnish was used more, especially when the

teacher was helping individual pupils and answering their questions and giving them feedback. English was used when the teacher was interacting with the whole group, giving tasks, and explaining and teaching the subject matter.

Teacher 1 used different kinds of translanguaging strategies throughout the lessons. They used translanguaging in speaking when asking and answering different questions and when giving tasks and instructions to the whole class. This means that the teacher was codeswitching and used both Finnish and English. The teacher also used translations when explaining the topic of the lessons. Sometimes they asked the pupils to translate and sometimes they provided translations themselves. This can be considered a collaborative dialogue. Teacher 1 also compared the way hundreds and thousands are marked in Finnish and English. In the group project, Teacher 1 encouraged the pupils to first do ideation and brainstorming in Finnish and the final project in English. This way the teacher promoted translanguaging in inner speech. Similarly, the teacher told pupils that they can read materials in Finnish first and translate parts into English later. Thus, pupils were encouraged to utilise their linguistic repertoires in order to complete the task. However, the teacher did not use other languages apart from English and Finnish in the lessons and during the board game, they did not require that the pupils should use English. Later in the interview, I asked if the teacher thinks it is ok that the pupils do not always use English and they explained that sometimes it is easier and better to let the pupils complete the task and practice on their own so that they do not get stuck with it like they could if they focus too much on their language use and tried to say everything in English.

In the interview, Teacher 1 said that they use both English and Finnish in CLIL lessons because they are worried that everyone will not understand if the only language used is English. However, Teacher 1 explained that they try to speak a lot of English and they feel like it is important that the pupils hear as much of the additional language as possible. Similarly, Teacher 1 emphasised that for some pupils with special difficulties learning new topics solely in English is challenging and thus they help the pupils in Finnish. The teacher illustrated their use of the two languages as follows:

(1)

I am worried that not everyone will understand (.) I can see it in their eyes that not everyone understands so that's why I might say the same thing in Finnish or parts in Finnish or ask if someone could translate it (.)

In this example, Teacher 1 explains how translations are used to scaffold and help students. Teacher 1 also mentioned during the interview how they sometimes compare different languages and ask pupils to translate their work, especially in CLIL art projects. In addition, art projects are often related to topics from other subjects, like history.

Teacher 1 acknowledged the role and importance of pupils' linguistic repertoires and cultural knowledge. When I asked whether it is important that the teacher knows pupils' linguistic repertoires, Teacher 1 concluded that it is very important:

(2)

It's part of the knowledge teachers have about their pupils and that we can also learn about pupils' home cultures (.) so that's also very important.

In addition, Teacher 1 told that they would like to showcase all the pupils' languages more and thought that all cultures and languages should be visible in the classroom.

4.1.2 Teacher 2

Teacher 2 has worked as a general class teacher for 11 years and they were teaching fourth grade at the time of the data collection. The teacher is also a qualified crafts teacher and has taught CLIL lessons for 4 years. The pupils speak four different languages as home languages. Both of the lessons observed were math lessons and the pupils practised division and multiplication. In the first lesson they played hangman and practiced multiplications with number cards. In the other lesson pupils worked on group tasks and played division games. Teacher 2 used mostly English in the lessons. Finnish was used rarely, mainly sometimes when the teacher helped individual pupils or gave them instructions. The teacher used Finnish only on two occasions, to speak to the whole class. In addition, Teacher 2 tried to motivate the children to use English during the activities by telling them that they get extra points if they use English. The teacher also asked pupils if they could repeat what they have said in English and translated pupils' phrases into English to help them use the target language.

Teacher 2 used some translanguaging strategies in their lessons, such as translanguaging in speech, translations, and comparisons. Occasionally, while giving instructions and explaining tasks Teacher 2 used both Finnish and English. Moreover, translations were used quite often. For instance, after explaining the rules of a game in English, the teacher asked if someone had

understood them well and if they could explain the rules to others in Finnish. Other languages were not used in the lesson, except once when a pupil said something in Swedish and the teacher replied in Swedish before switching back to English. Even though the teacher reported preferring to use English as much as possible, in the interview they said that the pupils often speak Finnish or mix languages. On those occasions, Teacher 2 tries to provide English words pupils could use instead.

During the interview, Teacher 2 mentioned that both translations and comparisons between languages are something that they use to scaffold but they concluded that English is the language they prefer to use the most. When I asked how the teacher sees the roles of Finnish and English in CLIL lessons since they use both languages, their answer was the following:

(3)

In fourth grade I have started to speak more English (.) I know the group very well which is important so that we can do the tasks successfully. Many [pupils] have said that they feel a bit anxious when they can't understand so I try to use a little bit of Finnish so that they can feel that they understand, and they can do it because then I feel like then they also have the courage to use English when they at least know what they are doing so they can try a little bit.

Similarly to extract 1, this extract shows an example of translanguaging used to scaffold. The pupils are encouraged to use the additional language, but the teacher supports understanding by using another language. In addition, Teacher 2 helps pupils to understand the subject matter in the additional language by teaching the same topics in earlier lessons in Finnish and then planning CLIL lesson activities in a way that gives the pupils a chance to enhance their knowledge and apply their skills. Thus, pupils are already familiar with the new concepts when they are introduced in the additional language. On the one hand Teacher 2 expressed a positive attitude towards plurilingualism but at the same time explained that instead of using both English and Finnish, pupils should try to say whole sentences in English. Teacher 2 thought that knowing pupils' linguistic repertoires is important, but they are not used at school except sometimes for comparing languages.

4.1.3 Teacher 3

Teacher 3 is a general class teacher and a qualified English and Swedish teacher. They had five years of experience in both teaching and CLIL at the time of the data collection. As part

of their studies, Teacher 3 has also completed a study unit in teaching English to young learners. The pupils in their group speak at least five different languages. Math lessons were observed, and the topic was different angles. They were practiced with a handout, geoboard task and sentence starter activity. Teacher 3 mostly only used English in the lessons, and they encouraged pupils to also use English as much as they were able to. This was done through visual aids and sentence starters, which can both be considered translanguaging strategies if they are multilingual and used to build on pupils' previous knowledge but in this case they were only in English. However, the teacher translated or asked pupils to translate some terms for example when naming the angles. Apart from that, other translanguaging strategies or languages were not used. However, in the interview, Teacher 3 was asked if they think it is important to know pupils' linguistic repertoires and they thought that it can be helpful:

(4)

In third grade when I started to teach lessons in which I only speak English, the pupils said that they can't understand so I told them to try to figure out the meaning (.) so I do believe that the other languages help but if I don't know any Spanish then I can't tell them that 'look, this word resembles this word'.

In this extract, the teacher illustrates how they want the pupils to use the context and their background knowledge and other languages to figure out meanings. In the interview, they also mentioned how they encourage the pupils to help each other to translate words or texts they do not understand right away. On the other hand, Teacher 3 felt like their language skills limit to what extent they can compare different languages. In addition to comparing languages and translating parts of speech or texts, they said that sometimes both languages are used quite flexibly and in a relaxed manner in the classroom:

(5)

They [pupils] talk to me most of the time in Finnish and then I respond in English, but sometimes I ask- I say for example 'yes correct can you say it in English' or 'can someone help you' or like so (.) I mean I try to encourage them but sometimes I don't even realise it myself and I use fenglish, sometimes they speak to me in Finnish I respond in Finnish (.) sometimes they use English and I respond in English and so on (.) apart from that other languages are not that visible in the classroom and even though the children speak other languages and have other language knowledge Finnish and English are the ones used in the class (.)

As mentioned in the excerpt, Teacher 3 explained that both Finnish and English are used in their CLIL classroom but other languages are not visible or used during the lessons. The two languages are not strictly kept separate but used when needed by both pupils and the teacher.

However, Teacher 3 tries to help pupils to use the additional language instead of Finnish. In the interview Teacher 3 explained that they also think that free-flowing conversations together with the pupils are part of their teaching style and those are easier and more natural to be held in Finnish. Lastly, they argued that the school where they work is rather homogenous but nonetheless it would be good if different cultures and languages were made more visible.

4.1.4 Teacher 4

Teacher 4 had been working as a teacher in a CLIL class for two years and is a qualified class teacher and history teacher. One math lesson and one physical education lesson were observed. In 5th grade maths, the pupils learned about subtracting and adding decimal numbers vertically. First the teacher showed examples and talked through the different steps and later pupils started working on their own, doing math exercises from the book. In physical education, they created their own game in groups. During the lessons, Teacher 4 used English when they were teaching and explaining the topic of the lesson, and Finnish when they were interacting with individual pupils, helping them with tasks or drawing their attention to something. Teacher 4 did not use any translanguaging strategies in the class and in the interview, they said that the language choice depends on each task. The teacher said that typically the teaching part of the lesson is mostly in English and when they are helping the pupils, the teacher prefers to use Finnish. Teacher 4 argued that many terms and concepts in maths are difficult and abstract and therefore Finnish is often used and needed. Teacher 4 also mentioned how they do not want to create pressure or limit what students say in the classroom:

(6)

I have also told them that you don't have to [use English] and that you can also say it in Finnish because I don't want to restrict how active they are in the lesson.

To create a more relaxed atmosphere Teacher 4 reported letting pupils decide if they want to use English or Finnish and that way encourages them to participate in the class more by raising their hand, asking questions and engaging in conversations. In this class, pupils have four different home languages and when I asked whether teachers should know their pupils' linguistic repertoires Teacher 4 explained as follows:

(7)

I guess it's good to know but then I am not a home language teacher (.) so some go to home language instruction and it is nice that they get that kind of support (.) it is noticeable in their Finnish language skills that Finnish is not their mother tongue.

As illustrated in the extract, Teacher 4 emphasises that some pupils with a diverse linguistic repertoire go to home language instruction and that is where they get the extra support and can use the languages that are not used in other lessons. In addition, Teacher 4 argues that it is very important that pupils can learn Finnish well and in the Finnish school, teaching should support learning Finnish:

(8)

Well, we are in a Finnish school and so the teaching is in Finnish as well, so unfortunately I can't teach Thai or Russian and even if the pupils would make notes [using different languages] I won't be able to check or assess them in any way. Some of my Russian-speaking pupils speak Russian together but I also encourage them to speak Finnish amongst each other so they could build their proficiency because their Russian command is already on a good level and also because parents support the idea that we speak and write in Finnish here.

Before excerpt 8, Teacher 4 was asked if they think other languages could be used in the lessons somehow. They explained how they feel that it would be difficult to let the pupils use languages that the teacher does not know because checking and assessment would be hard. Teacher 4 encourages pupils to speak Finnish together instead of other languages so that they can develop their Finnish skills at school. In addition to the teacher, parents also encourage the use of Finnish instead of home languages.

4.1.5 Teacher 5

Teacher 5 is a general class teacher, history teacher, and qualified civic education and religious education teacher. They have been teaching for 15 years and started teaching in the CLIL programme 5 months earlier. Teacher 5 is teaching 3rd grade and they were only interviewed. In their group, pupils speak five different languages as home languages. When Teacher 5 started as a CLIL teacher, they wanted to leverage pupils' whole linguistic repertoires in CLIL but soon realised that they should only focus on English and Finnish. In the interview Teacher 5 explained that in the classroom they use languages that everyone can understand and incorporating other languages would be challenging and time-consuming.

When I asked if they think it is ok to use different languages in a flexible, mixed manner the teacher explained the following:

(9)

yeah it's ok and I think it's lovely when they use English spontaneously just small things like 'thank you bye bye!' in the additional language (.) so it's nice that they like using it and I can see the joy and glee they feel when they can use the language (.) And I also hope that there will be some peaceful moments during the year when we could learn greetings in pupils' home languages like Russian or Spanish (.) so that they would become a natural, acceptable part of daily life

In the example, Teacher 5 reported that they have a positive attitude towards the use of different languages in CLIL classroom. At the same time, they also said in the interview that the political situation with Russia reflects in the language attitudes that are present in the classroom and this issue could be tackled by giving equal time and space to all languages so that they would be given appreciation and attention. According to the teacher, pupils who speak Russian are afraid of prejudice and this is something they are worried about as a teacher. This issue was also raised by another interviewee, Teacher 1. Moreover, Teacher 5 said that sometimes different languages can be used in group projects, but they are more often present in school celebrations or theme days.

Teacher 5 said that they want students to use as much English as possible. According to the teacher's experiences, pupils play with language and use different accents. Teacher 5 encourages them to explore the language and thinks that it is important that we learn to understand people despite different accents, backgrounds and language use. In their teaching, Teacher 5 reported using visual aids and wanting to make English more visually present in the classroom. In addition, they provide translations when new terms are introduced. Even though Teacher 5 uses English, they said they decided to use selected phrases, speak slowly with pauses, and repeat the familiar phrases when giving instructions so that the pupils could learn and understand as much as possible. On the other hand, Teacher 5 feels that CLIL is something that adds and enriches education, but Finnish is the most important language and learning Finnish is the priority.

4.1.6 Teacher 6

Teacher 6 has been teaching for 29 years. They are a class teacher who has taught CLIL lessons for four years. The pupils in their group speak four different languages. Teacher 6 teaches second graders and therefore CLIL sessions are spread across the school day and for this reason, the teacher only participated in the interview, and I did not observe any sessions. In the interview, Teacher 6 explained how they integrate CLIL into everyday routines. For example, the daily timetable is in English and the morning circles are also held in English. In addition, the teacher uses classroom phrases in English throughout the day. The pupils sing a nursery rhyme in English before they have lunch and some games or activities are held in English during different lessons when the teacher has decided CLIL sessions take place. Teacher 6 expressed in the interview that they have a positive attitude towards different languages and cultures, and they have seen how a rich linguistic repertoire can positively influence the way children participate in CLIL sessions. Commenting on the role of different languages in the school and learning, the teacher said:

(10)

well I think it [language] is always a valuable resource (.) and the culture comes along with it (.) The children are often keen to talk about their own culture, of course it depends not everyone wants to talk about it but some do (.) I have noticed that in the target language (.) of course if the parents talk English at home then the child might be exposed to three languages (.) there might be Finnish, some other language and maybe also English (.) so it comes across as a brave attitude when they are attending the morning routines or games and play.

As explained in the extract, Teacher 6 has seen the positive impact of plurilingualism in CLIL. However, they said that not all languages are visible in the school, but they think that home languages and all cultures should have a place in pupils' everyday life. If the pupil speaks other languages, they might use them with siblings who are in the same school but otherwise they do not. Some of the pupils have been in English medium kindergartens and they are full of self-confidence when it comes to using English. Overall, Teacher 6 thinks that many pupils have strong language awareness because they grasp new words and phrases quickly even if they have no previous experience learning English. Teacher 6 agreed with the statement that teachers should know pupils' linguistic repertoires because in some cases, their Finnish skills might be weaker and on the other hand, the languages support each other.

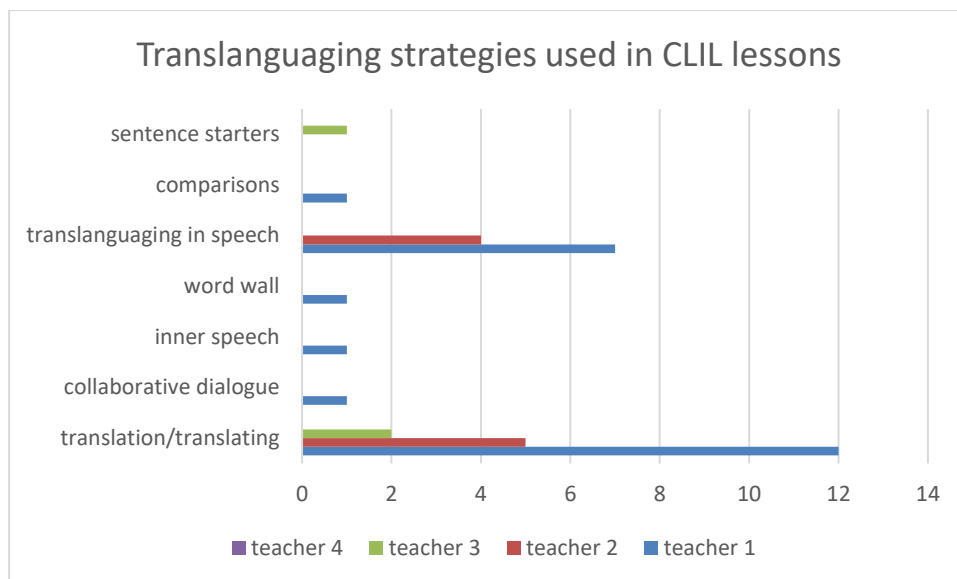
According to the interview, during the CLIL sessions, the teacher described using the same, familiar English phrases that are repeated every day during morning routines and other parts

of the school day. Teacher 6 argued that to build a good base, repetition and getting used to the language is important. Teacher 6 explained in the interview that they use Finnish when they feel that the pupils do not understand, or they introduce new activities and, for example, play new board games. Furthermore, the teacher writes glossaries with translations on the board when introducing a new activity so if the pupils cannot remember the meaning of a word, they can go and check the meaning as many times as they need to. Teacher 6 explained that the aim is to engage the students to use the target language and thus they use different sentence starters and speaking frames to activate pupils to talk. At the time of the interview, the pupils were learning about feelings and the teacher elaborated how every morning starts with a short discussion about pupils' current feelings. As the pupils repeat this every morning, they need to choose a new word each time.

4.1.7 Summary

This last section of 4.1 presents a summary of the translanguaging strategies that the teachers used during the observed CLIL lessons. As can be seen in Figure 1, most teachers used some translanguaging strategies during the observed CLIL lessons. Providing translations and translating parts of speech was the most common strategy used by the participants. Translanguaging in speech, which means using different languages in a dynamic and a flexible manner, was the second most used strategy. One of the teachers also used comparisons, inner speech, collaborative dialogue, and word wall in their lessons. However, overall teachers did not use a wide variety of strategies but since each lesson can be drastically different from previous ones, in the interviews, the teachers illustrated their overall use of translanguaging strategies more. What the interviews also revealed was the fact that in most cases the reason for using these strategies was the need to scaffold pupils.

Figure 1. Translanguaging strategies used in CLIL lessons.



In all the observed lessons both L1 (Finnish) and L2 (English) were used. Finnish was used more in situations in which the teachers were interacting with individual pupils. When they were explaining the subject matter, they were most likely using English. All the teachers who took part in the observations had slightly different views on what the roles of L1 and L2 in CLIL are. On one hand, they wanted to support and scaffold but some also wanted to ensure that there would be a maximum amount of input provided in the target language. Thus, some avoided using Finnish and some felt that using a lot of L1 is the only way to make pupils understand enough. Finnish was used to clarify and explain the tasks, give feedback, draw attention and answer pupils' questions. As reported below in section 4.2, in the interviews teachers expressed how the pupil diversity and their varying English skills create the need to tailor CLIL to better meet their level and learning styles. As previous research has shown, the dual focus on learning the content and language often requires the use of both L1 and L2 (Lin, 2015). As seen in this section, these results match earlier findings.

4.2 Attitudes towards CLIL

This section is divided into three main subsections: aims of CLIL, benefits of CLIL and challenges of CLIL. First, teachers' views on the main aims of CLIL programmes are

reported. Second, their perceptions on the benefits of CLIL are discussed in section 4.2.2 and the different teaching practices that were effective in CLIL based on the participants' experiences are listed. Third, the different challenges teachers expressed are introduced.

4.2.1 Aims of CLIL

When asked about the aims of CLIL programmes, four participants said that in their opinion spoken language has a central role in CLIL and ideally pupils would use the language as much as possible. Teachers 1 and 6 also said that exposure to the additional language is important so pupils can learn the language through repetition and play. Teacher 2 argued that in CLIL the additional language is learnt implicitly while also learning the subject matter. Teachers 3 and 6 also mentioned learning subject matter as one of the aims of CLIL but surprisingly other teachers did not. Teachers 4, 5 and 6 answered that CLIL aims to encourage pupils to use the foreign language and develop an open mindset towards it. Teacher 3 emphasised that in CLIL pupils should be active language users and they should be given this role in CLIL lessons:

(11)

the pupil is an active language user and we encourage them to use the language and they also learn new things through that language

Teachers' different views on the central aims of CLIL were reflected in the observations, as some used different strategies to help the pupils use English as much as possible and mostly only used English themselves, while others emphasised how they design and plan the activities carefully to support the aims. For example, Teacher 6 felt that for young learners, repetition, play and games are important, so the new language becomes more familiar, and the teacher puts a lot of time and effort into planning the games and other activities. Teacher 6 describes how CLIL is applied in the sessions:

(12)

when children hear the phrases, first they are new, but slowly more and more are introduced so they learn to listen to the language and somehow understand English through the routines, play and games, which are of course always integrated into the subject matter

In this extract, Teacher 6 illustrates how all the lesson activities are connected to the subject matter and while at first the pupils encounter unfamiliar words and phrases, the teacher plans the CLIL lessons in a way that helps pupils to get used to the new language.

4.2.2 Benefits of CLIL

During the interviews, the teachers were asked if the above-mentioned aims of CLIL are achieved. In their responses they expressed how they have seen the benefits of CLIL and they also shared what teaching practices they thought are effective in CLIL teaching. Five participants said that they have seen a positive impact on children's language skills as a result of CLIL. One of the participants argued that CLIL is not implemented well enough in their school and thus it creates extra pressure to both the teacher and the pupils. Teachers 1 and 3 said in the interview that they have noticed how pupils are now braver to use the target language more and more. Teacher 2 said that during the fourth grade they have started to see how pupils use the target language more than before. They said that noticing the progress is a relief and feels rewarding. Similarly, Teacher 5 expressed how seeing shy pupils interact in English is especially rewarding. Moreover, Teacher 5 mentioned broader positive effects: they think that language-enriched education can support brain development, enhance musical skills and help learn other foreign languages. For them, one of the benefits of CLIL is that pupils can broaden their linguistic repertoire. While the teacher acknowledged the need for good English skills in the contemporary society, they are worried about other languages and how pupils are more often only studying English instead of other languages. Teacher 6 had similar positive experiences. Based on their experiences, pupils have good self-confidence and some have strong language awareness and they can pick up new words and phrases easily. In the interview, the teacher said that they feel that CLIL only enriches and adds more to teaching and learning and the pupils feel the same way. When I asked if they think they reach the learning goals in CLIL Teacher 6 replied the following:

(13)

well (.) we could always do more (.) now looking back it's true that we started with baby steps but I think that this is such a new thing but I am very excited about it and I hope that the excitement rubs off on the children that we could always have more and more [CLIL] though we have the small-scale language-enriched programme so it's a pretty small part but every year I realise that oh this could have been taken as part of CLIL sessions

Above in excerpt 13, Teacher 6 expresses how their own excitement can enrich the way CLIL is applied in practice. They also said how they started with less CLIL but gradually added more sessions, materials and topics to their English-enriched sessions. Other teachers also had similar experiences: since some of the participants had started teaching CLIL recently, they felt that it will take some time to create routines and see what kind of an impact English-enriched education has on pupils' language skills.

As I was observing the lessons, I saw varied kinds of teaching practices but in most of the observed lessons, teachers aimed to engage the pupils to use the additional language in the context of the subject matter. Teachers 1, 3 and 6 argued that speaking frames are a good way to help pupils to use the additional language in CLIL lessons. Speaking frames are parts of sentences, sentence starters or models that guide in sentence formation. To create repetition and incorporate the additional language as a concrete part of each day, Teachers 1, 5 and 6 said that they often use classroom phrases in English. Some reported that they use them daily outside of CLIL lessons for example in the morning circle or at the beginning or end of each lesson.

Overall, engaging and action-oriented activities such as games, group work and concrete things like drawing were mentioned as effective CLIL activities. The action-oriented learning approach was explicitly mentioned by Teacher 2, but other teachers had similar views. Teacher 5 said that visuals are important as well as playing with language and using humour. Teacher 3 also emphasised the importance of visual support and aids, including videos. For this reason, teacher 3 has added visual aids, posters and word walls around the classroom and English was clearly visible in the pupils' learning environment. Teacher 5 also thought that the classroom can support learning and they would like to create more materials for that purpose. Moreover, Teacher 1 argued that videos are good since that way pupils can hear different pronunciations. Because pupils' textbooks and exercise books are in Finnish, Teacher 3 often uses handouts as part of their CLIL lessons.

4.2.3 Challenges of CLIL

In this section, the different challenges that were reported by the participants are presented. This subsection is organised based on the data-driven themes (see Table 2). The first issue is the lack of training, followed by issues regarding planning and materials. Thirdly, pupil

diversity and its effects on CLIL teaching are discussed and finally teachers' concerns on lack of cooperation are described.

Overall, most of the teachers had mixed feelings about CLIL. On the one hand, they felt that they could see the progress of the pupils and it was rewarding but at the same time, many issues were raised, and teachers felt that CLIL is time-consuming and burdensome because there are not enough extra resources available. One of the issues according to five interviewees is the need for more training. Only one of the participants was a qualified English teacher and the rest did not have any extra English studies. All the participants had taken part in training days when they started teaching in the English-enriched education programme. For example, teacher 2 feels like continuous training is very important:

(14)

Interviewee: When it [CLIL] started, or after that, have you been offered to take part in different training days?

Teacher 2: Yeah, at first I feel like there were not that many (.) just a few and they didn't really meet my needs (.) but now we've had many different ones and I feel like continuous training is very necessary.

In addition, Teacher 5 mentioned that the principal encourages them to take part in teacher training programs and they feel like they have been good and practical, including the actual making of education material and sharing ideas and materials with other teachers. Teacher 6 stated that the amount of training now depends on each teacher's self-motivation. Teacher 1 argued that this is problematic and instead, training should be the same and mandatory for all CLIL teachers. In their own words:

(15)

I think training should be mandatory and it shouldn't be optional. I had one [training] in 2019 and now I've done another training but to make it mandatory, training days should take place during working hours here at school (.) so the teachers would have to go and they should confirm that they attended it. But it should've been started systematically earlier, now it is determined by each teacher's own interest.

Teacher 1 explains how CLIL teachers can decide whether they take part in training programs or not. Thus, everyone is equipped with different knowledge and skills and the teacher's own motivation determines how actively they seek to learn new things about CLIL teaching. Many had taken part in specific training for CLIL teachers before they started teaching CLIL, but the participants did not specify what kind of training programs they had done and if it was a one-day training or a longer training program. Teacher training for CLIL teachers can be the

only kind of education the teachers have about teaching in English if they have not studied English as part of their pre-service education.

One of the challenges teachers also repeatedly mentioned was planning. Teacher 2 explained the situation as follows:

(16)

yeah, so in a sense I am sometimes enthusiastic about it and I like that I get to use the language, it's like an engine, it starts in the autumn and it's nice to see that then it comes naturally (.) but creating material has sometimes been very hard, especially before for science lessons.

In the example, teacher 2 reported how they like teaching CLIL and using the additional language, but the teacher does find CLIL challenging at times. Many said that finding the right kind of material, translating terms, and creating activities that fit the level of pupils was often difficult and time-consuming and therefore planning each CLIL lesson takes more time than planning other lessons. The lack of time for planning was reported by 5 teachers.

According to the interviews, most participants use the Handbook for English-enriched teaching and learning, a resource created by the city of Helsinki to help CLIL teachers plan and teach English-enriched lessons. Many felt that this handbook has been very useful but at the same time, teacher 1 felt that it does not provide enough material for physical education or art lessons. Apart from that, some teachers had one teacher's manual and one copy of the math book in English. This helped them to find the right English terms for each topic. Both schools also use the Twinkl platform, which is an online publishing house that produces educational materials teachers can access and use. Despite these resources, the teachers often create their own material or use materials that they can find online. Teacher 5 wished that there would be more bilingual material available, and they felt that more printed material should be given to the pupils since for some, writing notes and making their own learning material is difficult because of weak motor skills or other learning difficulties. Even though many teachers reported that they share materials with other teachers, it seems like systematic planning together with other teachers is not effective enough, as teacher 3 explains in the following extract:

(17)

I think it's hard to find enough time when we don't have the teacher manuals or systematic practices and the information is not shared effectively so it feels like reinventing the wheel again every year.

On the other hand, both schools have CLIL teams, where participants can share their ideas and plan teaching together. All the interviewees who are part of the team felt that it is useful and helps them to organise and plan CLIL. The teams meet a few times each semester. When I asked if more support and meetings should be organised for CLIL, teacher 4 said:

(18)

well (.) I don't know actually being a class teacher I have a lot of different teams and everything else so maybe I'd prefer to resource my own time to something else so I feel like what we have now at the moment just enough for me.

This feeling of having to prioritise time and effort was also mentioned by teacher 3. Some teachers are members of many different teams and thus they need to divide their time between teaching, planning, team meetings and other administrative tasks.

In the interviews, five teachers said that they feel that there are big differences between pupils and their skills, levels and the learning goals they can achieve. Teacher 3 argued that CLIL is not the best approach for everyone, since the ones with special needs are working in a separate small group and are not able to attend CLIL lessons. At the same time, some pupils in the CLIL group also struggle, and they need a lot of support and scaffolding. According to teacher 3, one way is to give them terms and words also in Finnish but creating the same materials in both Finnish and English means extra work for the teacher. Teacher 3 also illustrated how pupils had a negative attitude towards CLIL earlier and they felt it was burdensome. When I asked if she thinks they feel that CLIL might cause them stress she answered the following:

(19)

yes, I do feel that it does (.) Some really can't understand much and I have to use Finnish to make sure they learn the topics (.) Their English proficiency is just not going to develop the same way if they have learning difficulties or language disorders, so for some, it can be stressful and burdensome (.) others are just fine even if they can't understand anything some are stressed about it and for some, it can make them feel exhausted about school (.) however, it is quite rare but if there are some neuropsychological issues it can make small things feel much bigger and then English-enriched lessons can feel insurmountable even.

Similarly, teachers 4 and 5 stated that CLIL creates a division between pupils who can learn subject matter in English and participate in CLIL lessons and those who struggle and find CLIL very challenging. Moreover, teacher 2 explained that some pupils can understand and use the additional language, and some cannot, and it makes them feel anxious. When we

discussed CLIL aims and if pupils can reach the learning goals, Teacher 4 summed up the situation as follows:

(20)

Well yes, some can, how the aims are reached depends on the individual (.) this [CLIL] serves those who already have good English skills and pushes even more away those who don't have good skills.

Later teacher 4 expressed how anxious pupils sometimes feel because of CLIL:

(21)

Pupils are anxious about CLIL, and sometimes someone is crying in the lesson when they can't understand the things and they tell after the lesson that 'teacher I couldn't understand anything' and then I have to teach it in Finnish again.

Surprisingly, in total four interviewees argued that CLIL can make pupils feel stressed and anxious. According to the teachers, the reason is that the words and terms are difficult and new to the pupils and the topics are not tied to things that they have already learnt in English lessons. In addition, teacher 4 also said that they feel like the way CLIL has been implemented in the school is not very effective and instead of separate CLIL lessons, it would be easier and better if CLIL would be spread across different lessons throughout the school day. They saw some opportunities in CLIL but were disappointed with how the whole programme had been executed in the particular school. This issue was also mentioned by other teachers who were working in the same school. In the school, CLIL is one of the weighted curriculums and pupils who have chosen one of the other weighted programmes are not part of an English-enriched education programme. Therefore, CLIL remains somewhat separate and is only taught when the other part of the group has other lessons. According to Teacher 5, there is an aptitude test for some of the other weighted programmes and the rest of the pupils who are not following those weighted curriculums are automatically part of the CLIL programme. According to Teacher 5, there should be student selection for CLIL as well, so that motivated children who can clearly benefit from CLIL would be in the programme. The situation in the other school is different, as there CLIL is the only weighted curriculum option and teachers can apply CLIL in practice more freely according to their own ideas and plans.

In addition, three teachers argued that both the way CLIL is applied in practice and pupil diversity causes inequality between the pupils. Because Teacher 2 teaches a class that is divided into dance and CLIL they believed that assessment between the pupils is unequal

when some study partly in English and some do not. Teachers 1 and 3 discussed how CLIL teachers have a lot of freedom, and they can implement the CLIL approach in so many different ways that it can create inequality. Teacher 3 concludes:

(22)

Well, in my opinion, the interesting things about language-enriched education is that when it started, so many teachers who didn't want to teach it, were given a CLIL group ... and I feel like even though I like this, it still feels like a lot of work and I feel like teaching is different depending on the class. Is it creating inequality, I don't know (.) Even if you try to do it the same way, all teachers are different and when I applied for this position one of the requirements was English studies or qualifications or a language test (.) but now they have removed the requirements, maybe there are not enough teachers to fill the positions (.) I think enthusiastic teachers, also those without any qualifications can teach CLIL very well but those without qualifications and motivation who are just forced to teach it, I feel like then the language-enriched education will be left to bare minimum

In the same way, Teacher 1 points out that language didactics are not part of general class teachers' studies and therefore it cannot be expected that any teacher could teach CLIL right away without any support or training. Teacher 1 thinks that it should be optional for teachers as well so the ones who are interested and excited about it could choose to be CLIL teachers.

The lack of sufficient cooperation was another challenge faced by the teachers. In both schools, there is a team for CLIL teachers and most of the participants were part of the team. The team meets a couple of times each semester and teachers can plan and share materials and ideas. In addition, the City of Helsinki is funding a project in one of the schools in which teachers are given time to plan CLIL teaching together with other teachers. All participants stated that cooperation with other teachers is important and sharing materials and ideas is fruitful, but as mentioned above, some felt that more help and support would be needed. Teacher 5 also thought that language teachers can have a special role in supporting CLIL teachers. In the interview, Teacher 1 felt that even though there are language teachers in the team to help CLIL teachers, more concrete guidance would be welcome. Teachers 3 and 6 teach English to their class and they both commented that it helps them to teach CLIL because they know what structures and words are already familiar to pupils. Teacher 6 concluded that cooperation with other teachers is important:

(23)

Well we do plan lessons together and if someone finds nice material sure we share it amongst each other ... and because we teach same topics we can easily

find things we can share and I think there will never too much of it
[sharing/cooperation]

In contrast, Teacher 4 commented that the content of CLIL lessons and English lessons should go hand in hand to help learning:

(24)

In English lessons they study completely different things than what we are learning here in science or math lessons, so the terms or terminologies they know don't support each other so that they would understand them

Teacher 4 points out how CLIL is not connected to regular English lessons since oftentimes the language teacher teaches English and the class teacher teaches CLIL. If they do not cooperate and the class teacher is not aware of what topics, constructions and terms pupils have learnt before, they cannot build on the pupils' existing knowledge, but teach content and terms that might be completely new to them and therefore learning them can be more challenging. Teacher 4 thought that more cooperation with English language teachers is required to make CLIL more sustainable and enjoyable for both the teachers and the pupils. Teacher 5 had similar thoughts: they explained how in CLIL thematic units are not introduced in a logical order for learning the additional language but more in chunks or short introductions and there is not enough time for repetition and revision like there is in foreign language lessons.

Overall, most teachers thought that there are not enough resources to teach CLIL effectively. Only one teacher said that they sometimes have an extra adult in the classroom like a resource teacher or a special education teacher who helps pupils with special needs. Teacher 5 argued that since not enough resources have been put to English-enriched education, an aptitude test should be used to select pupils and teachers should have more freedom to apply CLIL in practice instead of following strict separate CLIL lessons which are dictated by other weighted curriculums. In contrast, half of the participants reported that they usually enjoyed teaching CLIL and all of the teachers shared practices that are effective based on their teaching experience.

5 Discussion

In this chapter, the main findings are discussed in the light of the research questions. The aim of this study was to investigate what kind of translanguaging practices CLIL teachers use in their lessons, if any, and what kinds of attitudes and beliefs they have towards both CLIL and translanguaging. The three research questions answered in this thesis are:

1. What kinds of translanguaging practices do CLIL teachers use in their teaching?
2. What kinds of beliefs and attitudes do CLIL teachers have towards translanguaging?
3. What kinds of beliefs and attitudes do teachers have towards CLIL?

To answer the research questions, data was collected using observations and semi-structured interviews. The observation data shows that three teachers out of four used some translanguaging strategies in their lessons. The most used strategy was translating, followed by translanguaging in speech. Teacher 1 also used other strategies such as comparisons, inner speech and collaborative dialogue. Because the language and vocabulary used in CLIL lessons was often more complex compared to English lessons, teachers felt that pupils had difficulties understanding them and thus they needed scaffolding and support. This is in line with previous studies that have shown that students can have comprehension problems and difficulties in math or science when the target language is used (Charamba, 2020, Basaraba and Walkington, 2018). The reason is the same recognised by the participants of the current study: terms and vocabulary are complex and difficult in nature, thus making it harder to solve the math problems. García and Wei (2014) argue that teachers should use translanguaging when it is relevant and different strategies can be used to strengthen understanding (p. 122). In the interviews, all teachers mentioned that they use some translanguaging strategies in their CLIL teaching.

All the teachers observed used Finnish in CLIL lessons, alongside English. Some of them saw both as equally important in CLIL and softened the boundaries between the two languages during their lessons which is one of the aims of translanguaging pedagogy. This is in line with one of the aims of English-enriched education which is to develop fluency and language skills in both L1 and L2. Others felt that both the teacher and pupils should use English as much as possible because in the small-scale English-enriched programme the amount of target language input can otherwise be relatively small. In reality, lessons do not always go as planned and unexpected situations can influence the teachers' language choice and the way

translanguaging strategies are used. According to previous studies, L1 use can be a useful and essential part of a flexible CLIL programme (Li, 2015). As presented in Table 1, the pupils spoke four to seven different languages in all the groups as home languages or languages they studied at school. However, other languages than Finnish and English were not visible in the lessons, even though most teachers had positive attitudes towards plurilingualism and the use of all languages in the lessons and at school. Hence it can be concluded that even though teachers had these types of attitudes, they were not realised or reflected in the classroom and teaching practices.

Traditional monolingual views were also present in the interviews. For example, some expressed the need to focus on Finnish instead of other languages. Moreover, the teachers felt that their language skills are not good enough and thus they cannot incorporate all the languages and a translanguaging approach into CLIL. This same issue has been reported by Alisaari et al. (2019) who argue that despite insecurities, teachers should aim to plan their lessons in a way that allows pupils to use their linguistic repertoires more widely. Languages have traditionally been taught separately and as mentioned by Melo-Pfeifer (2018, p.194), attitudes and beliefs change slowly. The topic of plurilingualism can cause tension between decision-makers and teachers when the ideals and reality do not always meet. CLIL was a relatively new approach for all of the participants, and it can be argued that creating and setting up new teaching practices takes time.

Overall, it was interesting to hear and see what the reality of bilingual teaching is. While multilingualism, CLIL and translanguaging are popular and praised approaches, frustration and doubt were also present in the teachers' interview responses and they reported that pupils also feel anxiety and stress at times. As seen in the analysis section 4.2, teachers' attitudes and beliefs toward CLIL were conflicted. Some of them enjoyed teaching English-enriched lessons, some were neutral about it and some felt that it could work well only in a different setting and school. Even though they could see the progress and the joy of learning a new language and building pupils' linguistic awareness and knowledge in the classroom, all teachers felt that at times CLIL is burdensome to plan and teach. The biggest challenges were the lack of training, time-consuming planning and pupil diversity. The need for more cooperation with English subject teachers was also mentioned.

Only one of the participants was a qualified English teacher and the rest had had some kind of CLIL teacher training before starting English-enriched education and also later. As the training days are not mandatory, it depends on each teacher and the principal how much and how often they attend the training sessions. This might lead to a situation where a teacher perceives teaching CLIL as teaching the lessons and content in a similar way to other lessons but only changing the language and doing it in English instead of Finnish. Teaching different topics in a foreign language requires relatively high proficiency in English and if teachers are not prepared for it, it can be very challenging. In the interview one teacher mentioned that they think it is strange that language didactics are not part of teacher education and they might not learn about teaching CLIL before starting. In earlier years, non-native English speakers were required to pass a language test as a requirement for CLIL teaching but this is not the case anymore in Helsinki. Previous studies indicate that in countries where teachers get specific CLIL training, pupils perform better (Sylvén, 2013). In addition, the teachers argued in the interviews that since there is no mandatory training for CLIL teachers, it can put pupils in an unequal situation, when CLIL teachers can interpret and implement the programme differently.

Five out of six participants said that there are big differences between pupils and the diversity requires teachers to provide support and extra materials. Teachers also reported that for some pupils, CLIL is stressful and causes extra pressure. Only teachers' beliefs and perceptions were investigated in the thesis, but previous studies have reported that CLIL students feel that CLIL is demanding and that can make them feel inadequate and stressed (Seikkula-Leino, 2007). According to the participants' interviews, learning difficulties and special needs and diverse linguistic backgrounds can make CLIL more challenging. However, some teachers have also seen how CLIL enriches pupils' linguistic repertoires and how they enjoy learning the target language alongside with new subject content. Teachers reported that it is rewarding to see pupils use the target language and learn new things and some of the teachers also very much enjoy it.

According to the findings, the one of reasons for the pupil diversity that the teachers identify were varying levels of English proficiency since some children use English at home or have used it earlier in kindergarten while. Translanguaging could be used as a strategy to support pupils who have diverse backgrounds or learning difficulties and more training on this topic is required. Both of the schools in which the participants were working are located in areas in

Helsinki where the socio-economic standing of the population is high and one of the teachers argued that for this reason the pupils get to use English more outside of school when they travel or live abroad with their families compared to pupils from other areas. Similarly, parents in the area tend to have a positive and encouraging attitude towards learning foreign languages, which can have an impact on the pupils' own attitudes. Whether or not this is the case, this study only depicts the perceptions and practices of CLIL teachers from two schools. Thus, the results cannot be generalized.

At the same time, class teachers are busy with the growing task load. Putting extra time and effort into planning CLIL lessons and required materials was reported as being challenging and difficult. The City of Helsinki has provided an updated handbook to help plan and create materials. In addition, schools have purchased some math teacher manuals in English and access to Twinkl educational platform. However, no proper teacher manuals or books in English are available except for a single copy of the teacher's manual and math exercise book in one of the schools. The teachers said that they share materials and work together, but they still recognise the need for more cooperation with English subject teachers. As translanguaging can be used to gain confidence and strengthen understanding, differentiate and build new and background knowledge (see e.g. García and Wei, 2014, Hood and Marsh, 2010) different translanguaging strategies could be used more to try to overcome some of the issues mentioned.

The mixed-methods approach used in this study allowed me to investigate translanguaging in English enriched education from different perspectives as I was able to collect information about teachers' attitudes, experiences and beliefs as well as see what the reality in the classrooms is. With the different data collection methods, a deeper insight into CLIL teaching and translanguaging was gained as the classroom observations provided more comprehensive and accurate data compared to the interview responses alone. This study contributes to our understanding of CLIL teaching in Helsinki, which has not been studied much before.

6 Conclusion

This study set out to investigate teachers' perceptions on content and language integrated learning (CLIL) and translanguaging and their practical translanguaging strategies. The aim was to find out what kind of attitudes and beliefs teachers have towards translanguaging and CLIL, how different languages are used and if translanguaging practices are included and leveraged in the lessons. The data was collected using semi-structured interviews and classroom observations. The results show that teachers implement CLIL rather differently and most teachers use some translanguaging strategies in their teaching. All of the teachers used both Finnish and English in their lessons, but other languages were not used except for one occasion. Translanguaging and L1 were used to support and scaffold student and help understanding and meaning-making. According to the teachers and previous studies, language used in CLIL lessons can be more complex than what the pupils use in English lessons and thus there can be difficulties in understanding.

Most teachers had positive attitudes towards translanguaging and plurilingualism. All the teachers who participated in this study argued that it is important to know pupils' linguistic repertoires, and some believed that they should be made more visible and part of the everyday school environment. However, this is not always possible because teachers felt that there are not enough resources targeted for CLIL and they are under pressure to create suitable materials and lesson plans for CLIL when they are busy with all the other tasks. The participants also felt that more mandatory training and cooperation with subject teachers and other CLIL teachers would be required to make CLIL more equal, effective and enjoyable for both teachers and pupils. Now the teachers have varying backgrounds in terms of teacher education and training, and some felt that they would need more tools and resources for CLIL teaching. Another issue mentioned was pupil diversity and the influence it has on teaching and workload. When many need additional help and individually tailored learning materials, less time can be used for other things. While teachers reported that they do share materials with each other and sometimes have CLIL team meetings they still expressed a desire for more cooperation.

In contrast, some monolingual views were present in the classrooms. A couple of teachers felt that they should only use English and avoid Finnish so that the pupils get a lot of input in the target language. In the interviews, some teachers also told that they try to encourage pupils to

use English or Finnish rather than other languages and the pressure to focus on English and especially Finnish also comes from the parents' side. One teacher expressed that home language instruction is where pupils can use other languages and it is impossible for teachers to let pupils use languages the teachers do not understand when it comes to completing and assessing tasks.

In conclusion, the findings shed light on teachers' attitudes towards CLIL and translanguaging. The study revealed that some translanguaging strategies are used but a plurilingual approach could be adopted more to leverage pupils' linguistic repertoires and make CLIL a more flexible and dynamic multilingual programme. At the same time, teachers face many challenges and are put in a situation where they need to teach in a foreign language without much training or teacher materials and manuals. Since this topic has not been studied much before, further research is required to understand how translanguaging can effectively be used in CLIL to leverage its whole potential and the linguistic resources pupils already possess as well as overcome current challenges. In this study, the findings indicated that teachers and pupils experience different challenges in CLIL and thus more evaluation on the impact of CLIL in Finland should be done alongside studies that give voice to the stakeholders such as teachers. In addition, further work is needed to evaluate different practices in CLIL and the roles of L1 and L2.

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Appendices

Appendix 1 Transcription conventions

“ ” participant is quoting someone

(.) brief pause

... omitted part

[] rephrased part

Appendix 2 Interview guide

osio 1: Taustakysymykset

- Kauanko olet työskennellyt opettajana?
- Entä kauanko olet opettanut englantirikasteisella luokalla? Miten päädyit?
- Millainen on koulutustaustasi? Luokanopettaja + muita pätevyyskysymyksiä?
- Onko englantirikasteista opetusta varten tarjottu/saanut koulutusta? Millaista?

osio 2: Englantirikasteinen opetus

- Mitkä ovat CLIL-opetuksen tavoitteet omasta mielestäsi? Toteutuuko ne?
- Miten koet että kielenkäyttösi tukee mainitsemiasi CLIL-opetuksen tavoitteita?
- Mitä kieltä/ kieliä oppilaat havaintojesi mukaan käyttävät tunneilla?
- Millaisena itse koet englantirikasteisen tuntien pitämisen?
- Mitkä ovat mielestäsi toimivia työskentelytapoja CLIL tunneilla?
- Millaista yhteistyötä CLIL-opettajat tekevät keskenään?

osio 3: Kielet luokassa

- Mitä kieliä luokkasi oppilaat puhuvat ja osaavat?
- Onko opettajan mielestäsi tärkeä tietää oppilaiden kielet? Miksi?
- Millainen rooli näillä kielillä mielestäsi on koulussa ja oppimisessa yksilön näkökulmasta?
- Voiko oppilas tai opettaja käyttää eri kieliä sekaisin/limittäin? (Esim. muistiinpanot, keskustelut) Miten? Miksi?
- Käytätkö itse kieliä sekaisin/limittäin opetuksessasi? Miten? Miksi?
- Haluatko vielä lisätä jotain tai kommentoida?

part 1: Background questions

- How long have you been working as a teacher?
- How long have you been teaching CLIL lessons? How did you end up teaching CLIL?
- What kind of educational background do you have? Do you have other qualifications in addition to class teacher qualification?
- Have you been offered training for English-enriched education? What kind of training?

part 2: English-enriched education

- What do you think are the main aims of CLIL? Are they achieved?
- How do you think your language choice supports the aims of CLIL?
- What languages do the pupils speak in CLIL lessons based on your observations?
- How do you experience teaching CLIL lessons?
- What do you think are effective teaching practices in CLIL?
- What kind of cooperation do CLIL teachers have?

part 3: Languages in the classroom

- What languages do the pupils in your group speak or know?
- Do you think teachers should know all the pupils' languages? Why?
- What kind of role do the different languages have in school and learning from individual's point of view?
- Do you think pupils, or the teacher could mix different languages? (For example in discussions, note-taking) How? Why?
- Do you mix languages when teaching CLIL? How? Why?
- Do you want to add something or comment?

Appendix 3 Observation sheet

school:		lesson topic:													
teacher:		date:													
the language(s) teacher uses during the lesson when:	Finnish	English	some other language	translanguaging											
				if in speaking	translating	comparisons	multilingual writing	task/activity	something else, what?						
greeting pupils NA															
explaining the topic of the lesson															
drawing attention															
giving tasks and instructions															
<i>interaction with the whole group</i>															
<i>interaction with individual pupils</i>															
asking questions															
<i>interaction with the whole group</i>															
<i>interaction with individual pupils</i>															
giving feedback															
<i>feedback to the whole group</i>															
<i>feedback to one pupil</i>															
helping pupils with tasks															
<i>interaction with the whole group</i>															
<i>interaction with individual pupils</i>															
answering questions															

teaching/learning materials	story books <input type="checkbox"/>	music/song lyrics <input type="checkbox"/>	games <input type="checkbox"/>	
textbook <input type="checkbox"/>	flashcards <input type="checkbox"/>	digital teacher's material <input type="checkbox"/>	games on laptop/ipad <input type="checkbox"/>	
exercise book <input type="checkbox"/>	videos <input type="checkbox"/>	board games <input type="checkbox"/>	number cards <input type="checkbox"/>	

Other Notes:

GOAL	STRATEGY
1. Differentiate and adapt	1. translation
2. Build background knowledge	2. collaborative dialogue 3. collaborative grouping 4. reading multilingual texts 5. multilingual listening/visual resources 6. project learning 7. thematic units 8. research
3. Deepen understanding, develop and extend new knowledge, critical thinking	all the above+ 9. inner speech 10. multilingual writing
4. Cross-linguistic transfer and metalinguistic awareness	11. word walls 12. sentence starters 13. cognates 14. comparing multilingual texts 15. multilingual vocabulary inquiry 16. multilingual syntax/morphology inquiry
5. Cross-linguistic flexibility	17. alternating languages and media 18. translating 19. translanguaging in speaking 20. translanguaging in writing
6. Identity investment and positionality	all of the above
7. Interrogate linguistic inequality	all of the above

Teaching to learn content and language through translanguaging, García & Wei 2014

Appendix 4 Consent form

Tutkimuslupalomake

Tutkimuksen nimi: Exploring Translanguaging in CLIL Classrooms

Tutkimuksen tekijä: Maria Kumpulainen maria.kumpulainen@helsinki.fi

Tämä suostumuslomake koskee osallistumista Exploring Translanguaging in CLIL Classrooms-tutkimukseen. Tässä tekstissä kuvailen tutkimuksen tavoitteita ja tutkimusprosessia. Luethan oheisen tekstin huolella ja kysy tarvittaessa tarkennuksia ja lisätietoa.

Tutkimuksen tarkoitus

Tämä tutkimus tehdään Helsingin yliopistossa suoritettavaa pro gradu- tutkielmaa varten. Sen tarkoituksena on tutkia opettajien kielten käyttöä englantirikasteisilla tunneilla ja tarkastella heidän käsityksiään ja kokemuksiaan eri kielten käyttämisestä opetustilanteessa. Tutkimusaineisto kerätään haastattelujen ja havainnoinnin avulla.

Osallistuminen ja tutkimusaineisto

Tutkimusta varten kerätään aineistoa havainnoimalla oppitunneilla ja haastatteleamalla osallistujia. Haastattelut nauhoitetaan, litteroidaan ja myöhemmin osia käännetään englanniksi. Haastatteluista valikoidaan lainauksia, joita käytetään lopullisessa kirjallisessa raportissa. Nauhoituksia ja litteroituja haastatteluja käytetään vain tutkimusta varten, eikä materiaaleja anneta ulkopuolisten haltuun. Havainnoinnissa käytetään havainnointilomaketta, eikä havainnoinnin aikana kuvata tai nauhoiteta. Tutkimusaineisto käsitellään luottamuksellisesti ja tietosuojalakea noudattaen. Tutkimusaineistosta poistetaan henkilötiedot ja yksityiskohdat niin, että ne eivät käy ilmi tutkimusjulkaisussa. Haastattelujen nauhoitukset ja havainnointilomakkeet säilytetään elektronisesti niin että ulkopuolisilla ei ole pääsyä aineistoon. Aineisto hävitetään kahden vuoden kuluessa tutkimusprojektin päättymisestä.

Tähän tutkimukseen osallistuminen on vapaaehtoista ja sinulla on oikeus kieltäytyä tai keskeyttää osallistuminen milloin tahansa ilman kielteisiä seurauksia. Jos päätät perua suostumuksesi, lähetä kirjallinen ilmoitus tutkimuksen tekijälle.

Osallistujan suostumus

Olen saanut riittävästi tietoa tutkimuksesta. Olen tutustunut yllä olevaan tutkimuslupalomakkeeseen, sekä tietosuojaselosteeseen. Annan suostumukseni osallistua tutkimukseen ja suostun, että näistä kerättyä aineistoa käytetään tutkimustarkoituksiin.

Valitse osallistumiseesi sopivat vaihtoehdot:

- osallistun haastatteluun
- osallistun havainnointiin

allekirjoitus:

päivämäärä:

nimi:

Appendix 5 General Data Protection Regulation

TIETEELLISEN TUTKIMUKSEN
TIETOSUOJASELOSTE/-ILMOITUS
EU:n yleinen tietosuoja-asetus
12–14 artiklat
Laatimispäivä: 26.10.2022

Tietoa henkilötietojen käsittelystä *Exploring translanguaging in CLIL-classrooms* -tutkimuksessa

Exploring translanguaging in CLIL-classrooms -tutkimuksessa käytetään aineistona henkilötietoja. Tämän selosteen tarkoitus on antaa tietoa käsiteltävistä henkilötiedoista sekä siitä, mistä henkilötiedot ovat peräisin ja miten niitä käytetään tutkimuksessa. Selosteen lopussa kerrotaan tarkemmin, mitä oikeuksia rekisteröidyillä on.

Tutkimukseen osallistuminen ja henkilötietojen antaminen on vapaaehtoista. Sinuun ei kohdistu mitään negatiivista seuraamusta, jos et osallistu tutkimukseen tai jos keskeytät osallistumisesi tutkimukseen.

Tutkimuksen rekisterinpitäjä ja yhteyshenkilö

Maria Kumpulainen

Kuvaus tutkimushankkeesta ja henkilötietojen käsittelyn tarkoitus

Tutkimuksessa tarkastellaan opettajien kielenkäyttöä kielirikasteisilla tunneilla ja heidän käsityksiään ja kokemuksiaan eri kielten käyttämisestä opetustilanteessa.

Tutkimusaineisto sisältää opettajien henkilötietoja aineiston tallennusmuodosta johtuen, sekä heidän näkemyksiään kartoittamalla (ks. erittely alla).

Mitä tietoja tutkimusaineisto sisältää

Tutkimuksessa kerätään seuraavanlaisia henkilötietoja: nimi, yhteystiedot, ammatti, koulutustausta, työpaikka, opetuskokemus, näkemykset opetuksesta ja eri kielillä opettamisesta, kieliosaaminen

Mistä lähteistä henkilötietoja kerätään

Tutkimuksessa käytetyt henkilötiedot kerätään suoraan tutkittavilta haastatteluin ja havainnoimalla.

Arkaluonteiset henkilötiedot

Tutkimuksessa ei käsitellä tietosuoja-asetuksen 9 artiklan mukaisia erityisiä henkilötietoryhmiä.

Henkilötietojen käsittelyn oikeusperuste

Henkilötietoja käsitellään seuraavalla yleisen tietosuoja-asetuksen 6 artiklan 1 kohdan mukaisella perusteella:

- yleistä etua koskeva tehtävä:
- tieteellinen tai historiallinen tutkimus tai tilastointi (tietosuojalain 4 §:n 3 kohta)
 - tutkimusaineistojen ja kulttuuriperintöaineistojen arkistointi (tietosuojalain 4 §:n 4 kohta)
 - tutkittavan suostumus
 - rekisterinpitäjän lakisääteisen veloitteen noudattaminen
 - rekisterinpitäjän tai kolmannen osapuolen oikeutettujen etujen toteuttaminen mikä oikeutettu etu on kyseessä:

Jos henkilötietojen käsittely perustuu tutkittavan suostumukseen, tutkittavalla on koska tahansa oikeus peruuttaa suostumuksensa. Suostumuksen peruminen ei vaikuta ennen peruuttamista suoritetun käsittelyn lainmukaisuuteen.

Tietojen vastaanottajat

Tietoja ei luovuteta ulkopuolisille.

Tietojen siirto Euroopan talousalueen ulkopuolelle

Tietoja voidaan siirtää Euroopan talousalueen ulkopuolelle seuraaviin maihin: Intia (aineistoa käsitellään Kumpulaisen EDUFI-harjoittelun aikana Intiassa)

Tietojen siirto perustuu EU-komission päätökseen tietosuojan riittävydestä tai komission vakiosopimuslausekkeisiin (https://ec.europa.eu/info/law/law-topic/data-protection/international-dimension-data-protection/standard-contractual-clauses-scc_en), joilla henkilötietojen vastaanottaja sitoutuu noudattamaan lausekkeiden mukaisia tietosuojavaatimuksia.

Automatisoitu päätöksenteko

Tutkimuksessa ei tehdä automaattisia päätöksiä, joilla on merkittävä vaikutus tutkittaviin.

Henkilötietojen suojaus

Tutkimusaineistoon sisältyviä henkilötietoja käsitellään ja säilytetään suojattuna niin, että ainoastaan niitä tarvitsevat henkilöt pääsevät tarkastelemaan tietoja.

Tietojärjestelmissä käsiteltäviä tietoja suojataan seuraavilla tavoilla:

- käyttäjätunnus ja salasana
- käytön rekisteröinti/lokitus
- kulunvalvonta
- salaus/kryptaus
- kaksivaiheinen tunnistautuminen
- muu, mikä:

Manuaalista (esim. paperimuodossa tai muuten aineellisessa muodossa) olevaa aineistoa suojataan seuraavilla tavoilla: aineistoa säilytetään tutkijan kotona, eikä ulkpuolisilla ole aineistoon pääsyä.

Suorien tunnistetietojen käsittely:

- Rekisterinpitäjä kerää henkilötiedot ilman suoria tunnistetietoja
- Suorat tunnistetiedot poistetaan analysointivaiheessa ja säilytetään erillään analysoitavasta tutkimusaineistosta
- Aineisto analysoidaan suorien tunnistetiedoin, koska (peruste suorien tunnistetietojen säilyttämiselle): aineistoa ei ole mahdollista analysoida ilman suoria tunnistetietoja.

Henkilötietojen käsittelyn kesto tässä tutkimuksessa

Henkilötietoja käsitellään tutkimuksen teon ajan ja aineisto hävitetään viimeistään kaksi vuotta Maria Kumpulaisen maisterin tutkinnon suorittamisen jälkeen.

Henkilötietojen käsittely tutkimuksen päättymisen jälkeen

- Tutkimusaineisto hävitetään
- Tutkimusaineisto säilytetään tämän tutkimuksen tulosten luotettavuuden arvioimista varten:
 - ilman suoria tunnistetietoja tunnistetiedoin
- Tutkimusaineisto säilytetään myöhempää, yhteensopivaa tieteellistä tutkimusta varten tietosuojasetuksen vaatimusten mukaisesti:
 - ilman suoria tunnistetietoja tunnistetiedoin

Mitä oikeuksia rekisteröidyllä on ja oikeuksista poikkeaminen

Yhteyshenkilö tutkittavan oikeuksiin liittyvissä asioissa on tämän ilmoituksen kohdassa 1 mainittu yhteyshenkilö.

Rekisteröidyn oikeudet

Tietosuoja-asetuksen mukaan rekisteröidyllä on oikeus:

- saada pääsy omiin tietoihin
- oikaista tietojaan
- poistaa tiedot ja tulla unohdetuksi
- rajoittaa omien tietojensa käsittelyä
- siirtää tiedot rekisterinpitäjältä toiselle
- vastustaa tietojen käsittelyä
- olla joutumatta automaattisen päätöksenteon kohteeksi.

Rekisteröity ei kuitenkaan voi käyttää kaikkia oikeuksia kaikissa tilanteissa. Tilanteeseen vaikuttaa esimerkiksi se, millä perusteella henkilötietoja käsitellään.

Tarkempaa tietoa rekisteröidyn oikeuksista eri tilanteissa löytyy tietosuojavaltuutetun verkkosivuilta: <https://tietosuoja.fi/rekisteroidyn-oikeudet-eri-tilanteissa>

Oikeuksista poikkeaminen

Tietosuoja-asetus ja Suomen tietosuojalaki mahdollistavat tietyistä rekisteröidyn oikeuksista poikkeamisen silloin, kun henkilötietoja käsitellään tieteellisessä tutkimuksessa ja oikeuksien toteuttaminen estäisi tai vaikeuttaisi suuresti käsittelyn tarkoitusten saavuttamista.

Tarvetta poiketa rekisteröidyn oikeuksista arvioidaan aina tapauskohtaisesti.

Valitusoikeus

Sinulla on oikeus tehdä valitus tietosuojavaltuutetun toimistoon, mikäli katsot, että henkilötietojesi käsittelyssä on rikottu voimassa olevaa tietosuojalainsäädäntöä.

Yhteystiedot:

Tietosuojavaltuutetun toimisto
Käyntiosoite: Ratapihantie 9, 6. krs, 00520 Helsinki
Postiosoite: PL 800, 00521 Helsinki
Vaihe: 029 56 66700
Faksi: 029 56 66735
Sähköposti: tietosuoja(at)om.fi

Appendix 6 Original interview extracts

1. mä pelkään et kaikki ei ymmärrä (.) et mä nään niiden silmistä et osa ei ymmärrä niin siksi saatan sanoo sen saman suomeks tai osan suomeks tai pyytää että joku kääntää sen (.)
2. on se osa sitä oppilaan tuntemusta ja sitä et voi sitä oppilaan kotikulttuuria myös käsitellä (.) et onhan se tosi tärkeitä myös
3. Nelosella oon siirtynyt siihen että mä puhun enemmän englantia (.) mä tunnen luokan tosi hyvin niin jotta se tehtävä onnistuu. Moni on sanonut että pikkasen ahdistaa kun ei ymmärrä että otan pikkasen sitä suomee niin se tunnepuoli että mä ymmärrän ja pystyn koska sit mä koen että he myös uskaltaa paremmin sitä englantii ite mukaa kun nyt he ainakin tietää mitä he tekee niin voi vähän yrittää käyttää sitä.
4. just kolmosella kun aloin pitää niitä tunteja ite missä puhun vaan enkkua niin ne oli että en mä tajua mitään, niin sit mä oon silleen et päättele (.) niin kyl mie uskon että ne muut kielet siinä auttaa mut ite jos en vaikka osaa yhtään espanjaa niin en mie osaa sanoo että hei tämä sana muistuttaa tätä sanaa
5. Ne [oppilaat] tosin paljon puhuu minulle suomeksi ja sitten mä vastailen niille enkuks , mutta tota sitten mä välillä pyydän- mie vaikka sanon että 'yes correct can you say it in english?' or ' can someone help you' tai silleen (.) että niinku koitan kannustaa niitä mutta välillä niinku en ees tajua, se menee sellaisena finglishinä niinku sellainen yhteisesti että joku puhuu mulle suomee vasta niinku tää joku sanoo sen enkuksi ja minä vasta enkuks tai että tälleen näin (.) muuten muita kieliä tän luokassa ei silleen näy että vaikka oppilailta on muitakin kieliä, muutakin kieliosaamista niin ne on nyt tässä luokassa käytetty (.)

6. mä oon myös sanonu et ei oo välttämättä pakko [käyttää englantia] että saat myös suomeksi koska en halua et se rajottaa sitä niiden aktiivisuutta siinä tunnilla
7. no kai se on hyvä tietää mut sitte mä en oo s2 opettaja (.) et sitten he käy siellä s2 tunneilla niin tota kiva että ne saa sellast tukee (.) kyl sen siis huomaa ihan suomen kielessä et tää ei oo heidän se ykkös äidinkieli
8. no niin mehän ollaan suomalaisessa koulussa ja suomeksihan tääl on opetuskin että tota valitettavasti thaita tai venäjän kieltä en pysty opettamaan ja vaikka oppilaat tekis vaikka muistiinpanoja niin enhän mä pysty niitä tarkastamaan tai arvioimaan mitenkään. mun venäjänkieliset oppijat puhuu venäjää kyl täällä keskenään mutta kyl mä heitä rohkasen myös puhumaan keskenään suomea et se kehittyis se kieli sitten koska venäjä on jo vahva heillä niin sitte että koska vanhemmat tukee sitä että täällä puhuttais suomea ja kirjotettais suomea
9. joo se on ok ja se on musta ihanaa, kun ne käyttää sitä enkkua spontaanisti että vaikka thank you bye bye! niinku tai pieniä juttuja niinku sillä vieraalla kielellä (.) niin on kiva että ne käyttää sitä mielellään ja siitä näkee sen ilon ja riemun että ne osaa käyttää sitä kieltä (.) ja ehkä mä toivon että tulis tässä vuoden aikana sellasia rauhallisia hetkiä että voitais käydä niitä toivotuksia niillä lasten omilla kotikielillä vaikka venäjäksi taikka espanjaksi (.) että ne tulis silleen osaks sitä arkea ja hyväksyttäviä asioita (.)
10. mm no siis musta se [kieli] on aina rikkaus (.) musta siinä tulee myöskin se kulttuuri mukana (.) että ne lapset mielellään kertoo sieltä omasta kulttuuristaan että riippuu tietysti aina että mikä siellä on että ei kaikki halua mutta jotkut tietysti mielellään (.) ja huomaa tässä että CLIL kielessä (.) toki siinä voi olla että vanhemmilla on keskenäinen kieli sitten englanti niin kyllähän se lapsi siinä altistuu vielä kolmannelle kielelle että siellä on suomi sitten joku muu ja ehkä vielä englanti (.) niin se kyllä näkyy semmosena rohkeutena ja reippautena osallistua näihin aamurutiineihin tai peleissä ja leikeissä tosiaan.

11. aktiivinen kielenkäyttäjä että sitä kannustetaan sen kielen käyttämisen ja että se oppii myös silläki ja kielellä niin kun uusia asioita
12. toki ne [fraasit] on alkuun lapsille uusia mutta kun niitä tulee vähitellen enenemässä määrin niin ne oppii kuulemaan sitä kieltä ja jotenkin se ymmärtämään sitä englantiakin juuri näitten toistojen rutiinien kautta ja leikin kautta pelien kautta, ja sitten liittyen aina tietysti integroiden johonkin oppiainesisältöihin
13. no (.) aina vois ottaa enemmän (.) no tietysti nyt kun taaksepäin katsoo niin kyllähän se on tosi pienin askelin lähtenyt liikkeelle mutta tuota mutta tää on niin uusi asia ollut mutta mä oon ite valtavan innostunut siitä ja toivottavasti se innostus on myöskin tarttunut lapsiin että sitä vois aina enemmän ja enemmän viljellä toki meillä on sitten se että meillä on se suppeampi kielirikasteinen et se on tokiaan pieni meillä mutta aina vuosittain huomaa että hei tämänkin jutun vois ottaa siihen lisäksi
14. haastattelija: sillonku alko niin tarjottiinko koulutuksia tai onko sen jälkeen
Teacher 2: um joo on tarjottu, sillon alkuun oli must aika vähän (.) ihan muutama mis käytiin ja ne välttämättä oikeen vastannut sitä sen hetkistä tarvetta (.) mut nyt on ollu muutamakin erilainen ja koen että se on tosi tarpeellinen se koulutus jatkuvasti
15. sen koulutuksen pitäis olla mun mielestä pakollinen et ei sais olla vapaaehtonen kävin sillon 2019 ja nyt oon käyny toisen koulutuksen mutta jotta siitä sais pakollisen niin sen pitäis olla työaikana täällä koululla (.) et sit ois pakko mennä se pitäis jotenki kuitata - et on koulutusta mut se ois pitäny alottaa systemaattisesti kaikille sillon ku nyt se on oman open mielenkiinnon varassa.
16. joo mä tavallaan välillä innostun siitä ja mä tykkään siitä ite et joudun käyttää kieltä et se on vähänku kone lähtee käyntiin että se nyt starttaa täs syksyllä ja on kiva nähä et kylhä nää tulee (.) mut materiaalin tuottaminen on ollu välillä tosi raskasta erityisesti se science aiemmin.

17. mut mun mielestä ihan tosi vaikeeta löytää aikaa kun ei ole valmista opasta ei ole valmiita käytäntöjä ja se tieto ei vaan kule ja tuntuu että se on sellaista jokaisella joka vuonna niinku pyörän keksimistä uudelleen.”
18. niin (.) tiä täs on oikeestaan aika paljon luokanopettajan muuta kaikkee kehitystiimejä ja tiimin tiimiä ja kaikkee muuta että ehkä resurssoisin omaa aikaa sitten johonkin muuhun must tää nikä meil on täs hetkel riittää meille ihan hyvin
19. joo kyllä musta tuntuu (.) toiset ei oikeesti ymmärrä kauheesti mitään ja pitää varmistaa suomeks että ne niinku oppii ne asiat (.) se englannin kielitaito ei vaan kehity niin että en tiä mikä siinä on et jos on oppimisvaikeuksia tai kielellisiä vaikeuksia niin se voi olla tosi haastavaa, joillekin kuormittavaa, umm toiset taas ihan tyytyväisenä on silleen et ei ymmärrä mitään toiset taas stressaa sitä ja voi vaikeuttaa jopa koulussa jaksamista ihan jopa (.) mut se on tosi harvinaista mut jos on jotain neuropsykologisia juttuja mitkä vaikuttaa tähän näin nii voi tehdä pienistä jutuista sit isompia niin ne englantirikasteiset tunnit voi olla sitten ihan ylitsepääsemättömiä melkein jopa.
20. no joillain joo hyvin yksilöllistä että miten ne tavoitteet näkyy (.) tähän palvelee selvästi niitä joilla se englanti on ennestään vahva ja entistä enemmän työntää syrjää niitä keille se ei oo vahva
21. oppilaat kokee tälläsenä ahdistavana tän clillin eli joku saattaa itkee jossain tunnilla kun hän ei ymmärrä näitä asioita ja osa sanoo sen opetustuokio jälkeen että 'opettaja en mä ymmärtänyt mitään' ja sit mun pitäs se sit suomeks opettaa uudestaan
22. umm no kielirikasteisuudessa on jännää se että silloin ku se on alkanu niin sitä on laitettu niin monelle joka ei sitä haluais ... mie koen että vaikka mie tykkään tästä niin mie koen tän aika työlääksi niin mie koen että se on hyvin erilaista eri luokilla ja onkin, että onko se sitten niinkun eriarvoistavaa vai ei, en tiedä (.) vaikka kuinka yrittäis tehdä samalla tavalla (.) niin kaikki opettajat on erilaisia ja sitten myös sen että silloin kun mie hain tätä virkaa niin vaatimuksena oli englanninkielen opintoja tai englanninkielen pätevyys tai sitten se kielikoe (.) mut nyt se on poistunu et ei oo varmaan riittäny sellasia opettajia, et ei oo saatu paikkoja täyteen niin se on nyt poistetu vaatimuksista (.) oon

sitä mieltä et varmasti innokkaat sellasetkin jolla ei oo pätevyyttä voi hoitaa sen tosi hyvin mutta sellaset jolla ei oo pätevyyttä ja joita ei kiinnosta (.) jotka pakotetaan niin sit uskon että se jää tosi vähälle (.)

23. no toki tämmöstä yhteissuunnittelua on ja sitten jos joku löytää kivan materiaalin tottahan me jaetaan sitä keskenämme että hei tämmönen löyty ja sit kun meillä kuitenkin yhteiset aihealueet on että semmosta jakamista löytää mut sitä ei varmaan koskaan voi olla liikaa

24. enkun tunneillahan ne opettelee aivan eri asioita kun mitä me opetellaan ympän tai matikan tunnilla niin ne käsitteet ja termistöt ei yhtään tue toisiaan että ne ymmärtäis niitä

