



## *The CLIL Summer Seminar Program in 2022* *under the auspices of the city of Seinäjoki*



## *CLIL pedagogy in Finland and beyond*

**Dates:** 22nd to 26th August, 2022

**Venue:** Seinäjoki, Finland

Marttilan Koulu, Seinäjoen Lyseo, & Seinäjoen Lukio, etc.

# *CLIL pedagogy in Finland and beyond*

## Featured speakers

**David Marsh** (MED)

**Tarja Nikula** (The University of Jyväskylä)

## Guest speakers

**Takumi Yada** (The University of Jyväskylä)

**Akie Yada** (The University of Jyväskylä)

**Akiko Yamaguchi** (Sushi shop manager)

## Seminar participants

**Makoto Ikeda** (President of J-CLIL)

**Kazuko Kashiwagi** (Vice-president of J-CLIL)

**Hitomi Sakamoto**   **Yoshihiro Nigo**   **Mayumi Takizawa**

**Takaharu Saito**   **Kana Seki**   **Rimi Ushizu**

**Yusuke Tanaka**   **Nozomi Kitamura**   **Hinako Shibaoka**

**Masazumi Maruyama**

## Seminar student participants

**Riri Kawatake**   **Riko Tanaka**   **Yuto Sueishi**

**Nanaho Ikeda**   **Nako Tanaka**   **Sakutaro Ushizu**

## Seminar coordinators

**Shigeru Sasajima**   **Marika Ojala**   **Ken Wakaume**

## The Seminar Schedule

### Day 1 Monday, 22nd August

Venue: Library

Registration starts **11:30** – Coffee & tea refreshment

Opening **12:30** – Moderator: Shigeru Sasajima

- **Greetings from the city of Seinäjoki**  
Marika Ojala (Acting director of basic education, Seinäjoki)
- **Greetings from J-CLIL president**  
Makoto Ikeda (President of J-CLIL)
- **Participants' self-introduction**
- **Peace appeal from Nagasaki**
- **Information for the seminar** Ken Wakaume (CLIL coordinator, Seinäjoki)

Plenary talk 1 **14:00 – 16:00** including discussion

**David Marsh** (MED)

### ***CLIL – A Signature Pedagogy***

Meta-research on the impact of language learning on mind and brain is of immense importance for CLIL and bilingual education. Generations Z and A students have experienced high exposure to integrated technologies. This influences how their minds process and use information. This presentation explains how CLIL has emerged as a signature pedagogy that complements these emerging mindsets and contributes to equipping these young people with future-ready cognitive skills and competences.



**The venue info 16:00 – 16:30**

Classroom observation guidelines (grouping)

## **Day 2** Tuesday, 23rd August

### **Venue: Marttilankoulu, primary school**

Marttila is a primary school for 350 pupils. It is located in the center of Seinäjoki. The school building was built in 1930 and renovated between 1996-1998. The school yard was rebuilt in 2019, which offers various sports opportunities for many communities. Marttila School offers basic education and special needs education (Years 1-6). Additionally there is bilingual education (CLIL-classes for Years 1-6 in English and Finnish) and preparatory teaching for pupils of immigrant background. Marttila is a multicultural school. Besides international pupils and staff there are various intercultural projects and visits throughout the school year. The school emphasizes sustainability and active school days. The school is located next to Aalto center, which has offered an opportunity to specialize as an Alvar Aalto school.

### **Classroom observations 1**

Classroom observation guidelines (grouping)

**8:30 – 13:00**

(school lunch served)

**Talk with some primary teachers 13:30 –**

coffee & tea refreshment

**City walking tour 14:30 –**

## **Day 3** Wednesday, 24th August

### **Venue: Seinäjoen Lyseo, lower secondary school**

Seinäjoen lyseo is a junior high that gives basic education for 7th, 8th and 9th grade (pupils aged 13–16). There are about 500 pupils and 60 teachers in our school. The motto of our work is Together we are more. In lyseo one group in every grade is specialized in music. These groups give concerts and have many performances during the school year. Lyseo specializes also in bilingual education (Content and Language Integrated Learning) and one group in every grade is taught partly in English in some subjects.

### **Classroom observations 2 8:30 – 13:00**

Classroom observation guidelines (grouping) (school lunch served)

### **Communication with local teachers 13:30 –**

coffee & tea refreshment

### **Fieldwork 14:30 – 17:00**

Hiking around the lake

## Day 4 Thursday, 25th August

### Venue: Seinäjoen Lukio upper secondary school

One of the biggest upper secondary schools in Finland providing general education for students from 15 to 19 years of age with separate evening classes for students of all ages. Enrollment over 800 students and teaching staff over 60. Graduation requirement: 75 credits minimum; 45 compulsory and 30 elective. Graduation time: 2–4 years. Individual study programs: students plan their own schedules based on the syllabus offering more than 1,000 courses during one academic year. Academic year: from early August till early June, the academic year is divided into six weeks' periods of study.

### Classroom observations 3 8:00 – 13:00

lunch box served coffee & tea refreshment

### Communication with local teachers 13:00 – 14:00

### Plenary talk 2 14:30 – 16:30 including discussion

**Tarja Nikula** (The University of Jyväskylä)

### *Disciplinary literacy orientation to CLIL: bridging research and practice*



*This presentation offers an overview of recent CLIL research that has emphasised disciplinary literacy perspectives to CLIL and CLIL classrooms as sites for socialising learners into subject-specific meaning making practices. This has challenged the taken-for-granted notions of language, showing how language constantly intertwines with other semiotic means for the purposes of knowledge building. Theoretical models to depict such integrated nature of content and language exist, yet we know rather little of how such models resonate with teachers' everyday realities. Therefore, this presentation outlines a need for research agenda where researchers and teachers collaborate to enhance CLIL theory and develop pedagogical practice.*

### Dinner 19:00 – Scandic Seinäjoki 30

**Day 5** Friday, 26th August

**Venue: Library**

**Guest presentations & participation reflective talks**

**9:00 – 15:00** (lunch at the library cafe)

coffee & tea refreshment

**[Japanese people living in Finland]**

**Ken Wakaume** (Seinäjoki CLIL coordinator)

(Title and abstract are coming soon)

**Akiko Yamaguchi** (Sushi stand manager)

**How I immigrated to Finland**

I thought I wanted to live in Finland somehow when I had traveled for the first time in 2012. I made up my mind to get a job there in 2017. I learned how to make sushi at school in Tsukiji, Tokyo. After completing the basic course, I sent my CV to more than 40 restaurants in Helsinki. I flew to Finland since I got positive responses from 3 restaurants. But it appeared that all of them couldn't afford to support my visa. In the end, however, I managed to get a work residence permit thanks to the other restaurant where I applied to by chance.

**Akie Yada** (The University of Jyväskylä)

**Teachers' self-efficacy in inclusive classrooms: Comparative analysis of Japan and Finland**

Inclusive education has become the center in global education policies since the Salamanca Statement was published (UNESCO, 1994). Teachers need to have higher self-efficacy regarding inclusive practices to implement inclusive education effectively (e.g., Forlin et al., 2010). This research examines Japanese and Finnish teachers' self-efficacy in inclusive practices using survey data. The results indicated that teachers' higher self-efficacy had the positive relationships with their attitudes towards inclusive education in both countries. However, the positive association between inclusive education training and teachers' self-efficacy was found only in Finland. The outcomes could be utilised to develop teacher training programmes in both countries.

## **Takumi Yada (The University of Jyväskylä)**

### **Teachers' collective competence for multi-disciplinary education**

Schools are surrounded by complex environments wherein teachers are required for collective endeavours to tackle various educational issues. This report aims to understand collective competence when teachers tackle collective educational endeavours. This study investigates collective competences through the attribute model: knowing, doing, and being. Through 12 Finnish principals' interviews, the data were analysed using a hybrid thematic analysis. Consequently, three themes were found in each knowing, doing, and being aspects: shared meaning (knowing), knowledge sharing and creation (knowing), views of relationships (knowing), sharing accounts (doing), developing contexts (doing), group collaboration (doing), collective mindset (being), broad participation (being), and shared goal-oriented beliefs (being).

## **[Finnish teachers' presentations]**

**Marika Ojala** (acting director of basic education, Seinäjoki)

**Mark Burke** (Seinäjoki Lyceo CLIL coordinator)

**Ville Hakala** (Seinäjoki Lukio coordinator for international relations)

**Teijo Päckilä** (Seinäjoki Lukio principal)

## **[Participants' reflective talks]**

**Makoto Ikeda**

**Kazuko Kashiwagi**

**Hitomi Sakamoto**

**Yoshihiro Nigo**

**Mayumi Takizawa**

**Takaharu Saito**

**Kana Seki**

**Rimi Ushizu**

**Yusuke Tanaka**

**Nozomi Kitamura**

**Hinako Shibaoka**

**Masazumi Maruyama**

## **Closing**

**Kazuko Kashiwagi**

**Accommodation:** Scandic Seinäjoki Kauppakatu 10, 60100 Seinäjoki, Finland