

ABSTRACT

The thesis explores the different types of support offered to pupils in CLIL lessons. My thesis aims to focus specifically on Finnish teachers and to map their methods of support. In the theoretical part, I define the concepts of CLIL and scaffolding in terms of their historical development and present. The content of the theoretical part also includes a mapping of the development of the CLIL approach specifically in Finland and an introduction to the JULIET study programme, which is dedicated to teacher education in bilingual education. Furthermore, in the practical part I introduce Kortepohja Primary School, where I conduct my research in the form of semi-structured interviews with teachers. As a result of this work, I analyse the previously mentioned interviews with teachers, their lesson preparation and last but not least, an analysis of the teachers' manuals for bilingual education published in Helsinki.

KEYWORDS

CLIL, scaffolding, CLIL in Finland, JULIET, primary education, language education, CLIL techniques