



*Transforming early
language learning with*

MOOMIN
LANGUAGE SCHOOL

Playvation Ltd.
Company presentation
3/25/2020

#moominls
#moominlanguageschool

PLAYVATION LTD.

- Background of 30 years in digital language education
- Main product: the Moomin Language School service
 - A digital language learning service which is easily and cost-effectively adopted by any early learning organization
- A unique and research-based learning method
 - Combining a short daily practice with the learning application and weekly social interaction in playful lessons
- A leading service provider in Finland
- Academically proven results in several countries
- Several quality recognitions and research partners



CITY OF TAMPERE



City of Helsinki

QUALITY CERTIFICATE 2019

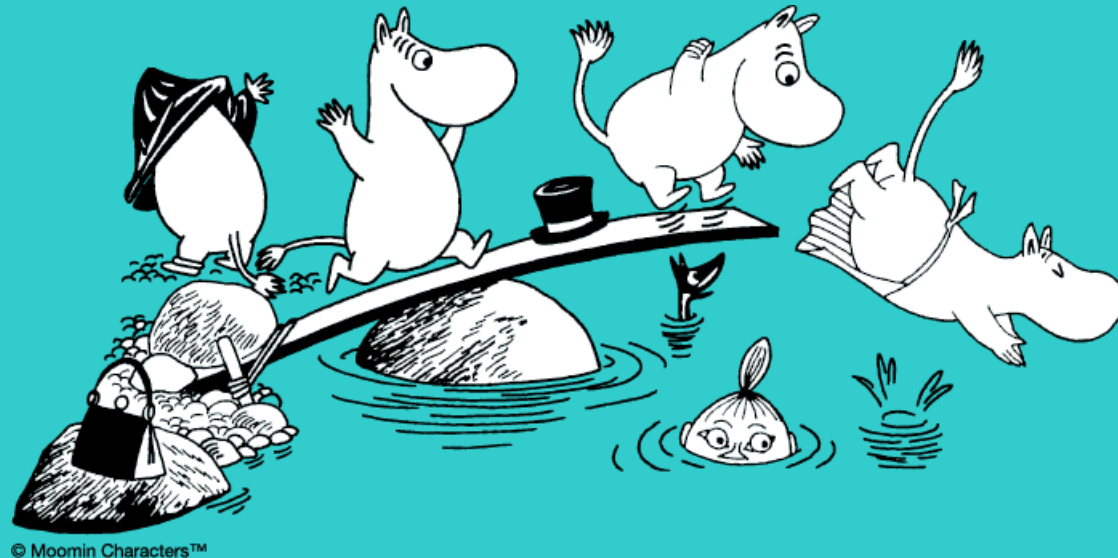
Moomin Language School High Educational Quality Aspects:

- The solution offers a **very large amount of exercises** on a **vast variety** of relevant and concrete topics and themes
- **Teachers and parents are supported** well through lesson plans and learning data dashboard, which helps them to guide the learner in the right way
- The solution provides **predictable learning outcomes** and progress can be scheduled accurately
- The games feature recurring characters and therefore creates an **engaging storyline**



COLLABORATION WITH MOOMINS

- A highly valued Finnish character for over 70 years
- A strong value background: family, love, friendship, tolerance, respect for nature, courage
- We hold a global exclusive license to Moomin Characters in early language education



INTERDISCIPLINARY DEVELOPMENT TEAM

Petteri Korhonen
"Tech Genius"
M.Sc. Tech



**RESEARCH &
TECHNOLOGY**

**LANGUAGE
TEACHING**



Saga Arola
"Multi-lingual expert"
M.A. English philology

Petra Rossi
"Storyteller"
M.A. Visual Culture



**EARLY
CHILDHOOD
EDUCATION**



Minna Toivola
"Early education expert"
Ph.D. Phonetics
M.Phil. Early Education

In total we are a team of 30 experts including linguists, language teachers, early childhood educators, experts of state-of-the-art technology, voice actors (native English speakers) and designers.

SOLVING THE GLOBAL CHALLENGE

The importance of early language learning according to European Commission ¹

- Raising awareness of diversity and of cultural variety
- Fostering understanding and respect
- A key to better opportunities in life
- Enabling better comprehension, expression, communication and problem-solving

Problem

- Limited access ²
- Demand exceeds availability ²
- Fees are too high ²

EU: Children should learn at least **two foreign languages** from a very early age. ¹

Sources:

- 1) [European Commission on early language learning](#)
- 2) [Early language learning policy handbook](#)

OUR SOLUTION

PRODUCT:

An immersive, story-based digital language learning service for any early learning organizations ([video](#))

TARGET AGE:

3-10-year-olds



LEARNING APPLICATION

- Individual account for each student

LESSON MATERIALS

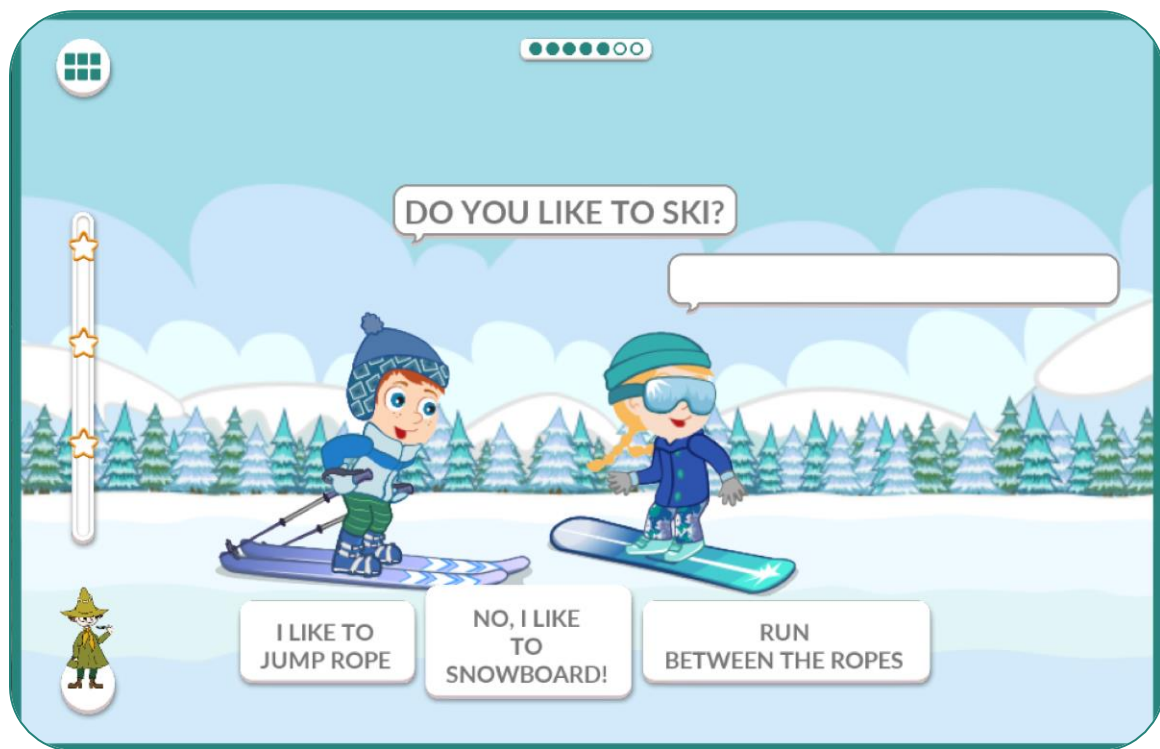
- Easy-to-follow playful lesson instructions and materials for teachers

LEARNING DATA & PROGRESS REPORTS

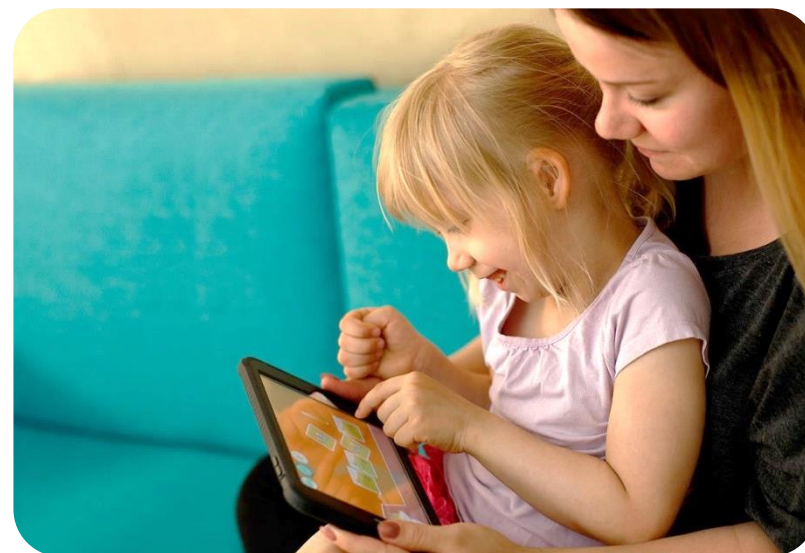
- for parents and teachers

THE APPLICATION

Conversation practice (Week 84, Day 4)



- To build up vocabulary, grammar and pronunciation individually
- Story-based content 5-10 minutes everyday
- Preparing for playful lessons ([video](#))



THE APPLICATION

Introducing words (Week 83, Day 4)



Word search (Week 83, Day 4)

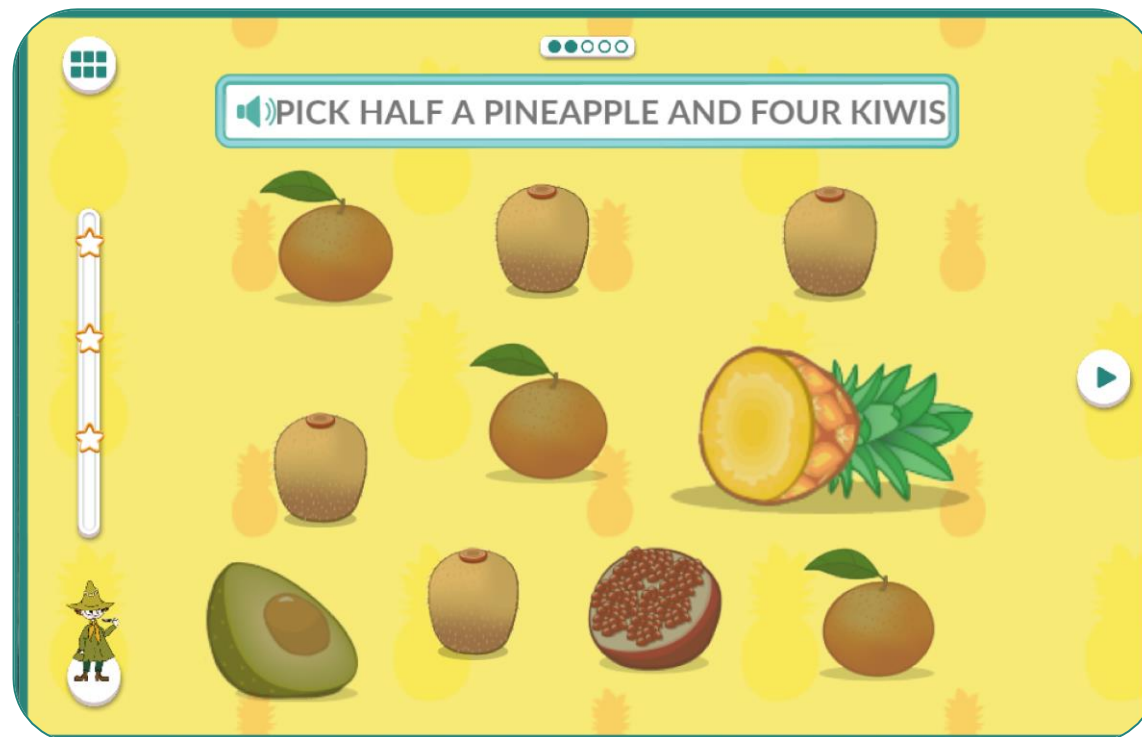


THE APPLICATION

Story book (Week 85, Day 3)

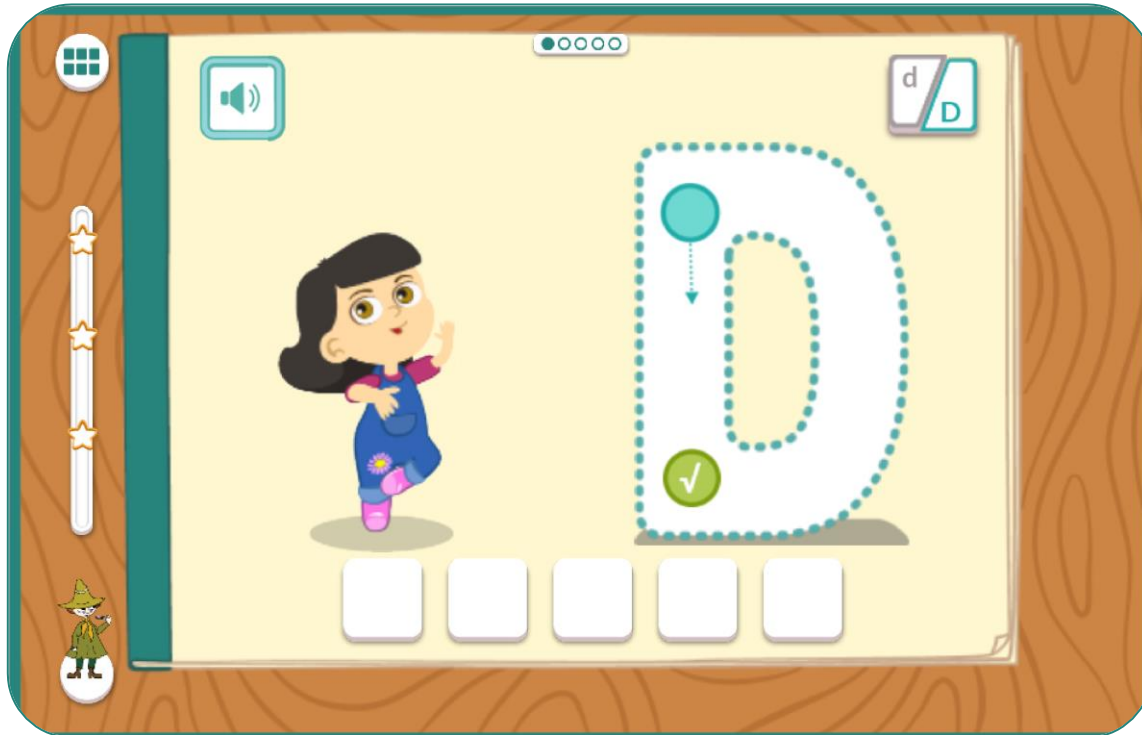


Counting practice (Week 80, Day 4)



THE APPLICATION

Writing practice (Week 84, extras)



Language lab (Week 84, extras)






PLAYFUL LESSON

CIRCLE TIME

Song: Name Check

Tune: Frere Jacques

 10 min

 5 min 

INSTRUCTIONS

1. Sit down with the children.
2. Sing the song using your own name in the empty space. When singing "Here I am!" wave or gesture at yourself.
3. Sing the song with the children, choosing a different name for each verse. Encourage the child in question to sing the lines "Here I am!" and "Yes I can!"
4. After singing each verse, ask the child: "How are you today?" They can reply with a standard "I'm fine, thank you", or they can say something else (e.g. "I'm fantastic!", "I'm okay", "I'm not so good."). Model in English.
5. Repeat until you have sung a verse for each child in the group.

PEDAGOGY

In this game the children will learn to greet, wait for their turn, listen to others, and follow instructions. Repetition is important to children, that is why this song is the same every week.

LANGUAGE SKILLS

In this game the children will practice speaking with easy phrases. Repetition is important, and it can take time before children gain the courage to produce speech in a foreign language. Be positive and try to encourage the children. Give them positive feedback when they are making an effort and having fun!

- To reinforce and deepen learning
- To build up communicative skills, collaboration skills and social skills
- Easy-to-follow instructions for implementing Finnish education methods



FLIPPED CLASSROOM METHOD

STEP 1:

Individual practice with the application
(5-15 minutes once a day)



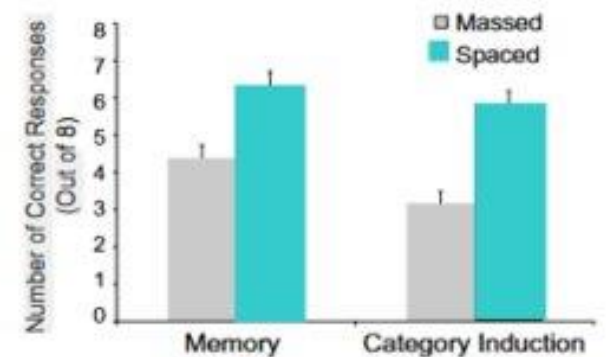
STEP 2:

Interactive playful lesson in a group
(30-45 minutes once a week)



RESEARCH AND THEORIES BEHIND THE METHOD

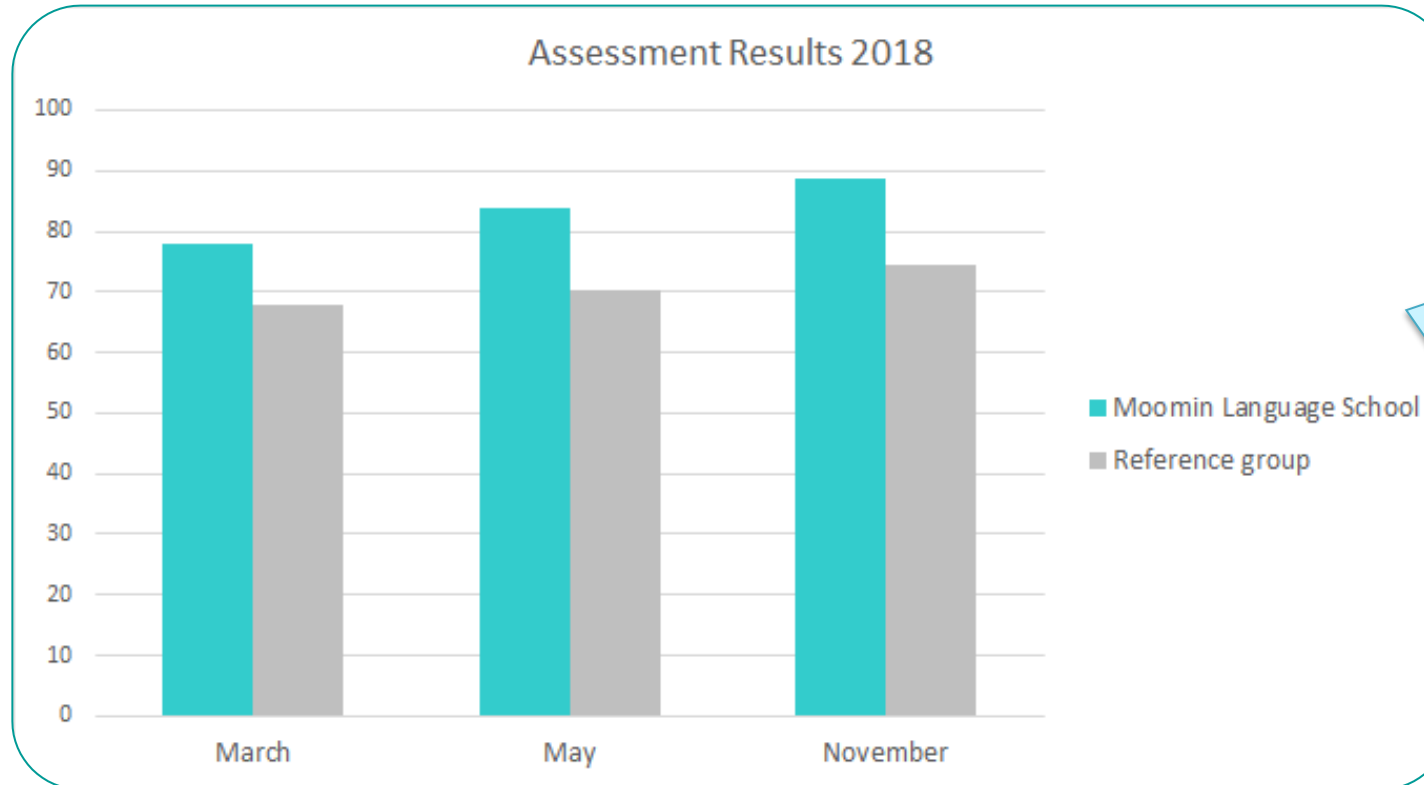
- Learning by playing, exploring, interacting with others, through artistic experiences and self-expression
 - Finnish early childhood education; John Dewey's "learning by doing"
- 5 to 15 minutes every day (limited screen time)
 - Hermann Ebbinghaus's 'spacing effect' and 'forgetting curve'
 - Haley A., 2008. The spacing effect in children's memory and category induction
- Teaching through encouragement (stress-free)
 - Stephen Krashen's affective filter
 - Language immersion



RESEARCH AND THEORIES BEHIND THE METHOD

- Focus on communication
 - Communicative language teaching, language immersion
- Learning pronunciation naturally
 - Language immersion
 - Cheour, et al., 2002. Mismatch negativity shows that 3–6-year-old children can learn to discriminate non-native speech sounds within two months
- Utilizing digital tools for language learning
 - Technology-enhanced language learning
 - Meyer, B., 2013. Game-Based Language Learning for Pre-School Children: A Design Perspective
 - Bølgan, N., 2012. From IT to Tablet: Current Use And Future Needs in Kindergartens

PROVEN RESULTS



**18%
better
results**

A method comparison in Malaysia (Perak State Department of Education)

Two groups of first-graders; one group used Moomin Language School, the other used a book from the Cambridge Super Minds book series. Children who used Moomin Language School got on average 18% more correct answers in the tests.

PROVEN RESULTS

A research study with the City of Helsinki

- Positive development in the language skills of children using Moomin Language School for three months
- High motivation towards learning with the service

MA thesis on intrinsic motivation, University of Lapland

- Moomin Language School supports children's feelings of independence and competence, and fosters experiences of safety and fellowship
- The service strengthens children's technological abilities and affects their learner self-image positively

MA thesis on digitalization in ECEC organizations, University of Tampere

- Majority of teachers felt that Moomin Language School enhances children's English skills
- Teachers' attitudes towards using digital devices in kindergarten were more positive after using Moomin Language School

BA thesis on digitalization in children's foreign language learning, Tampere University of Applied Sciences

- After 3 weeks, children started using English in speech
- After 3 months, teachers reported that the children's English skills had developed noticeably
- Teachers felt that the program is clear, consistent and easy to use

A method comparison, Perak State Department of Education in Malaysia

- Two groups of first-graders; one group used Moomin Language School, the other used a book from the Cambridge Super Minds book series
- Children who used Moomin Language School got on average 18% more correct answers in the tests

A research study with the City of Tampere

- Forthcoming, autumn 2019

BENEFITS FOR CHILDREN

We teach children more than a language - with us they become happy and self-confident global citizens

Children reach A2 English proficiency* in 4 to 5 years

- Children have the courage to use the language
- Children can ask and answer questions and talk about their friends, family and interests

Children achieve necessary future skills

- Social skills, critical thinking, mathematical thinking, academic readiness skills, creativity & imagination, fine & gross motor skills, memory



*CERF Levels (Common European Framework of Reference for Languages): A1, A2, B1, B2, C1, C2

BENEFITS FOR ORGANIZATIONS COMPETITIVE ADVANTAGES



We help your organization to become a leader in innovative early language learning

- High-quality educational content guaranteed
 - Designed by a group of highly experienced education experts
 - Continuous development of the solution to meet your demands
- Easy to integrate as a part of everyday activities
- Suitable for any teacher
 - Does not require an experienced English teacher
 - Professional English teachers can focus on communication as the vocabulary and grammar is practiced with the application
- Business opportunity for private organizations
 - Rebranding option

ALREADY CHANGING LIVES OF THOUSANDS OF CHILDREN



- Finland
- Sweden
- Germany
- Poland
- Romania
- Greece
- Turkey
- Dubai
- Morocco
- Malaysia
- Japan
- Thailand
- China
- Hong Kong
- Guatemala

WHY MOOMIN LANGUAGE SCHOOL?



“We chose Moomin Language School to teach English as a second language in our kindergartens as it enables effective, yet engaging and safe language learning for young children. We were very impressed with its research-based learning method and high-quality educational content.”

Jeannine Laubner
Academic director, Kipinä Kids
San Francisco, USA



Kipinä Kids is an international preschool and kindergarten chain and the fastest growing full-franchise concept in the world. <https://kipinakids.com/>

WHY MOOMIN LANGUAGE SCHOOL?



“With Moomin Language School we have been able to bring high-quality language learning for **thousands of children** in our organization. It also offers a **native English speaker** pronunciation model to each child which is important to many parents.”

Sirpa Turves-Mankila
Founder of Touhula kindergartens
Helsinki, Finland



Touhula Kindergarten is the biggest kindergarten chain in Finland.

WHY MOOMIN LANGUAGE SCHOOL?



“With the help of ready-made teaching plans from Moomin Language School, it was easy to include digital language immersion into our early education. Moomin Language School has given both the children and us teachers the courage to speak English. ”

Anne Kuvaja
Head of early education teachers,
Norlandia Kindergarten
Jyväskylä, Finland



Norlandia Kindergarten is one of the biggest kindergarten chains in Finland.

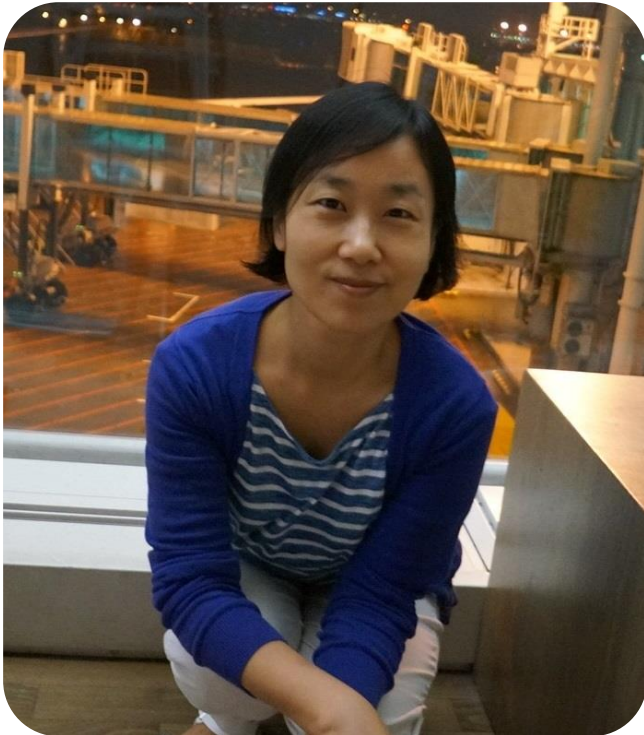
WHY MOOMIN LANGUAGE SCHOOL?



“The program has done wonders for our shyest kids that are now much more vocal and confident in participating.”

Phaedra Tsalababouni
English Teacher
Chalkida, Greece

WHY MOOMIN LANGUAGE SCHOOL?



“The lessons are easy and fun to follow both as a student and as a teacher. The Moomin Language School program is full of fun and simple songs and activities. The program is based on a current Finnish education philosophy, Creative Thinking. It encourages learner autonomy that results in good learning outcomes.”

Lee Hyo Sun
English teacher
Seoul, South Korea

WHY MOOMIN LANGUAGE SCHOOL?



“Moomin Language School has awakened my daughter’s interest in other languages and cultures. She likes Moomin Language School very much and doesn’t want to be absent from kindergarten for any reason especially when there’s a playful lesson.”

Teija Pihkala
a mother of a 5-year-old girl
Finland

MINISTRY OF EDUCATION



“Moomin Language School is in use in many Finnish primary schools, pre-schools and kindergartens. The Finnish Ministry of Education and Culture urges the use of pedagogically driven digital services and encourages learning organizations to explore the Moomin Language School service in detail.”

Jouni Kangasniemi

Senior Adviser, Export of Education
Ministry of Education and Culture, Finland

INDIVIDUAL LEARNING



A boy and a girl using the learning application at the kindergarten.



PLAYFUL LESSONS



Vocabulary exercise during a playful lesson in Malaysia.



Goodbye rhyme at the end of the playful lesson in Morocco.

MOOMIN

LANGUAGE SCHOOL

Powered by Playvation



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Anu Guttorm
CEO
Playvation Ltd.

Mobile: +358 40 746 3810
WeChat: anuguttorm
Email: anu.guttorm@playvation.com

Saga Arola
Head of Pedagogy
Playvation Ltd.

Mobile: +358 50 309 9989
WeChat: SagaArola
Email: saga.arola@playvation.com