

Everybody knows English?

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**Internationalizing
Danish higher
education: Navigating
the multicultural and
multilingual classroom**

Internationalization – some facts and figures

Some facts about Finland

- No of programmes taught in English at BA and MA level – 335 in 2010 (Saarinen/Nikula)
 - Finland ranks second in Europe after the Netherlands
 - Finnish students also recruited to these programmes – international students, however, the majority
 - Majority of programmes Master-level programmes
- However, the overall share of foreign students in degree programmes - 4% (OECD average 6.9%)
- Degree and exchange students in 2008:
 - **Degree students: 6195** - Europe 3098 - Asia 2043
 - **Exchange students: 8286** - Europe 6412 - Asia 975

Main sources

- Taina Saarinen and Tarja Nikula (University of Jyväskylä) : Implicit policy, invisible language: policies and practices of international degree programmes in Finnish higher education, forthcoming in: English-medium instruction at university worldwide: Challenges and ways forward. Forthcoming
- Taina Saarinen: Implicit policy, invisible language: policies and practices of international degree programmes in Finnish higher education. Forthcoming
- Taina Saarinen: Internationalization and the invisible language? Historical phases and current policies in Finnish higher education. Forthcoming
- Taina Saarinen: **Internationalization of Finnish higher education – is language an issue?** Forthcoming in 2012
- John Airey (Uppsala & Linneus University): Talking about teaching in English: Swedish university lecturers' experiences of changing teaching language. john.airey@lnu.se
- Irma Garam: Vieraskieliset tutkinto-ohjelmat suomalaisissa korkeakouluissa (Foreign language degree programmes in Finnish HE). 2009.
- Anna Niemelä :Ammattikorkeakoulujen englanninkieliset koulutusohjelmat opiskelijoiden näkökulmasta (Degree programmes in English in the Polytechnics – the student view). 2009.

What types of programmes

- Replacement type programmes typical in Finland (Saarinen/Nikula)
 - Motivation = the shared lingua franca
 - Not e.g. CLIL ie. immersion-style programmes, content and language integrated learning

Why do we need degree programmes taught in English?

- to acquire talented and well-qualified international work force (standard explanation everywhere)
 - but easily forgotten that knowledge of Finnish is an essential prerequisite in most work places
- to establish international study and research environments in Finland
 - from brain drain to brain gain and brain circulation
- to make Finnish HE and research more competitive
- to make money through education export (???)

Recruitment issues

Differences between polytechnics and universities

- very heterogeneous student population
 - more difficult to get qualified foreign students in polytechnics
 - more difficult to attract Finnish students to the programmes at universities
- the objectives of international programmes non-specified and untargeted (Saarinen)
 - language requirements vary but specified

What does international mean?

- taught in English
- tuition fee vs no fee debate –
 - student union attitudes
 - possible at MA level but everything still at a very early stage
- typically programmes in economics, engineering, information technology, few programmes in social sciences, humanities
- often standard Finnish programmes taught in English by Finnish teachers
- on the other hand, are the programmes offered by Anglo-Saxon universities always "international" in content?
- personally, I would prefer international to mean international in terms of staff, students and content

The invisibility of language

language not problematized (Saarinen/Nikula)

- attitudes towards English very positive – very Nordic
 - requirements for teachers – own assessment
 - requirements for students –
 - problems with level of language skills , recognition of certificates, vs tests
 - official requirements (universities/polytechnics)
 - "If you want to stay in Finland you have to know Finnish"
 - official language policy
 - Saarinen quotes a case – students cannot demand to have all courses in Finnish – Finnish vs Swedish
 - right to grant degrees in other languages than the domestic ones, in the university law since 2004

Lingua franca issues – hardly dealt with

- national English vs international Englishes
 - Nobody owns international English
- Is it bad English vs good English?
- Or is it good enough English vs native Englishes?
 - What characterizes good enough English?
 - ability to communicate with the community in question
 - ability to be understood by students/teachers
 - ability to follow tuition (dropout rates)
 - ability to fulfil course requirements (written assignments)

All tuition in English?

- suggestions of this type typical for
 - natural and bio sciences, technology
 - for non-linguist researchers publishing in English
- usually strongly opposed by academics in social sciences and humanities

Ethical aspects of international education

- What effect do tuition fees have on the quality of degrees?
 - Are students customers who are entitled to a degree they have bought?
 - Are eligibility criteria dependent on the ability to pay?
 - Are teachers able to take into account the quality standards specified for the programme in all instances?
- Integrity aspects,
 - rampant plagiarism
 - term paper or thesis writing services
 - deplagiarization services
- What kind of linguistic support is acceptable and what kind of language support should be an integral part of a programme taught in a lingua franca?
 - Who should be responsible for the support?

Teachers' comments

- very little information from Finland – Why?
 - everybody is supposed to know English?
 - teaching in English voluntary and restricted to degree programmes
 - accounted for in your annual work plan?
- teachers' experiences from Sweden (Airey)
 - more time needed for preparation
 - less detail, less flexibility, less fluency
 - short notice
 - need to give practical advice to teachers teaching in a foreign language

Students' comments (Study on polytechnics)

- not ready for the very independent study style in Finland which emphasizes self-study
- international students in polytechnics have problems getting trainee positions
- "red tape" problems (visa, too little advice available in English about administrative issues)
- social problems
- stringent requirements about level of English cause problems
- lack of scholarships
- relatively few comments about language
 - teachers' English skills cause problems in technical fields

The practical level – University of Tampere

- Teaching in English
 - part of the teachers' annual work load, voluntary
 - training courses offered in cooperation with other local HE institutions
 - the Language Centre system in Finland helps
 - language training offered to the whole university ie includes administration and foreign staff (Finnish)
- Practical problems
 - to guarantee enough courses in English throughout the year for exchange students

Applicants and programmes

- 30 international applicants in 2010 to degree programmes, 70 applicants in in 2011
- 10 MA level degree programmes on offer for 2012
- 616 international students in degree programmes in 2011
- minimum of 20 students per programme, including Finns
- rationalization between programmes – joint general courses, such as language support courses, (Finnish, English), statistics, etc.

Framework and feedback

- English skills
 - for teachers , teachers' own assessment trusted
 - for students – certificate and/or tests required
 - teaching in English included in the annual work programme of the teachers, (voluntary, different weighting)

- Questionnaire to exchange students
 - happy with the level of English of teachers

Quality of programme

- considered as main criterion (but no unified definition of "international")
 - some degree programmes in context of joint and double degree or Erasmus Mundus programmes
- So far no tuition fees

National policy and future funding formula for universities from 2013

- encourages internationalization
 - mobility
 - international education
 - international research cooperation
- what does it mean in terms of money?
 - in education 3% at national level
 - in research 3% at national level
- national budget about 1.800 Meuro
 - so 1% about 18 Meuro and 6% = 108 Meuro
- thus a major incentive
 - language policies needed at university level
 - "parallel språk"?
 - time to react to the challenge – now
 - the measures needed – a holistic approach

Hanasaari/Hanaholmen seminar 3-4 Nov . 2011

Synlig politik - osynligt språk Internationaliseringens påverkan på det högskolepolitiska språklandskapet – nationell politik och lokal praktik

- 13:40- 14:00 Språkpolitik i högskolorna *Kerstin Norén (SE), Högskolan Väst*
- 14.00-15.00 English language instruction in a Nordic context
- *John Airey (SE), Linnéuniversitetet/Uppsala universitet* Kommentar: *Peppi Taalas (FIN), Jyväskylä universitet*
- 15.00-16.00 Det lokale sprog som internationaliseringens sprog
- *Hartmut Haberland (DK), CALPIU, Roskilde Universitet* Kommentar: *Olle Josephson (SE), Stockholms universitet*
- 16.00-16.30 Kaffepaus
- 16.30-17.30 Parallelspråklighet eller Potemkins kulisser? Engelskferdigheter i norsk høyere utdanning
- *Glenn Ole Hellekjær (NO), Institutt for lærerutdanning og skoleforskning, Universitetet i Oslo* Kommentarer: *Nina Martola (FIN), Forskningscentralen för de inhemska språken, Birgitta Vuorinen (FIN) Undervisnings- och kulturministeriet*
- 9.00-10.00 Cultural politics and academic policies: The languages of teaching and research in Iceland
- *Ástráður Eysteinnsson (IS), Háskóli Íslands*
- **10.00-10.45 Nordisk syntes: preliminära resultat av utredningen om den språkutbildningspolitiska situationen vid högskolorna i deltagarländerna**
- *Taina Saarinen (FI), Jyväskylä universitet*

Saarinen's preliminary results (From Taina Saarinen's pp-presentation)

- **Conclusions**
- Do we have something in common?
 - Increasing interest in English language education
 - Language strategies and policies drafted or ready in about a half of the institutions
 - No mention of internationalisation as an economic commodity
- What do we not have in common?
 - Preliminary observation: in Finland other language policy issues have more effect on HE institutions (position of Swedish);
 - in Finland university and polytechnic reforms "interfere"
- Preliminary observation: Denmark (and Sweden): more mentions of national language instruction

My ideal international programme

- Flagship degree programmes in a strength area at MA/doctoral level – connected with researcher training
- Taught in English by home university teachers and international teachers in cooperation
- “international” content (not a Finnish programme taught in English)
- International attendance
- Linguistic support provided for teachers but especially for students
 - particularly for written assignments – term papers, theses, presentation skills