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Roadmapping

By: Kirsi Toivanen, Varpumaria Jeskanen, Seppo Nevalainen.

The roadmapping of CLIL and EMI at Karelia University of Applied Sciences is based on the group interview and discussions with the key persons in charge of education, internationalisation and English-mediated programs at the university. Additionally, the digital and print documents and other available data on Finnish tertiary system and Karelia UAS have been used.

The persons who provided information to this document are:

Pekka Auvinen, Vice President, rector in charge of education at Karelia UAS

Liisa Timonen, Head of International Affairs

Marjo Piironen, Head of Educational Development, Vice President from 1.8.2024

Ulla Asikainen, Education Manager, International Business and Industrial Management
(bachelorlevel programmes)

Mervi Heikkinen, Education Manager, ICT (bachelor-level programme)

This document discusses the perspective of Karelia on the six dimensions of the ROAD-MAPPING framework presented by Professor Emma Dafouz to CLIL4ALL consortium at the University of Cordoba in Spain on the 8th of November 2023. The six dimensions of the framework are

1. ROles of English and other languages?
2. Academic Disciplines
3. Language Management
4. Agents
5. Practices and Processes
6. INternationalisation and Glocalisation

However, this document does not follow the structure of Roadmapping framework explicitly as it aims at summarising and highlighting the institutional key information.

National Context

Finland is a bilingual country with two national languages, Finnish and Swedish. Most of higher education institutions are, however, monolingual. Twenty of Finnish universities of applied sciences have Finnish as their official language and two provide degree tuition in Swedish. From the 13 universities, two have Swedish as the language of instruction and only one, The University of Helsinki, offers degrees in both Finnish and Swedish. In the recent decades, a growing number of

higher education studies has been offered in English to support the internationalisation strategies of universities (e.g. Ylönen & Kivelä 2011). The students who have completed their secondary education in Finland need to show their skills in their first language and the second national language as part of their Bachelor's studies. Other students may be exempted from Finnish and Swedish studies. However, to acquire the required number of credits for their degree, they need to complement their studies with other language and communication courses, such as Finnish as a second language studies.

According to a recent survey conducted on the role of English in Finland, English should not be seen as a threat to national languages but as "one of the key languages of multilingual Finland" (Laitinen et al. 2023). The report shows the importance of allowing and even promoting the use of English when it is important because of internationalisation in one hand and because of increasing multiculturalism and diversity within the society and organisations in the other. English, however, should not dominate and overpower the other languages, but multilingualism should be promoted in the private and public sectors, as well as in higher education. (Laitinen et al. 2023.)

Karelia University of Applied Sciences

Karelia is a multidisciplinary, Finnish university which currently offers three English-mediated Bachelor-level programs and 15 Finnish-mediated programmes. There are also five Finnish-taught and one English-mediated Master's program. The university wants to increase the number of international programmes and the intake of non-EU students but at the same time enhance international cooperation in research, development and innovation at the global level. Karelia is part of INVEST, a European university alliance, where joint studies and programs are developed and offered with seven partner universities. Additionally, Karelia has educational collaboration with China and Uzbekistan. In addition to degree programmes and studies offered in English, Karelia is also developing a bilingual Finnish-Russian program in nursing.

In addition to the programmes that are completely taught through English, all Finnish-mediated bachelor-level programmes of Karelia include English for Special Purposes courses. There are also courses in other subjects where English is used as a medium of instruction. Some bachelor-level curricula, such as Degree Programme in Business Economics (Fi: Liiketalous), also contain CLIL courses where English and some other content are integrated. Moreover, students have a possibility to choose online courses from the joint course supply of CampusOnline and courses from partner universities during their international exchange.

University Language Policy

Although Karelia does not have an official language strategy or policy, there are some other documents, such as the [Accessibility Plan](#), where the importance of plain Finnish and communication in English are highlighted. At Karelia, English is currently used alongside Finnish in administration and communications. However, Finnish is the primary language and it may occasionally take some time for all documents and announcements to be translated into English. However, Karelia is putting more effort in improving its services for non-Finnish-speaking students, staff and partners.

English is the main professional language for the teaching staff who work solely in the English-mediated programs. All staff is expected to be able to use English at work and provide necessary support for international students, staff and visitors alike. Many of Karelia staff are also involved in international projects and therefore a good proficiency in English and sometimes also command in other languages is essential. Sufficient English language skills at the minimum level of B2 or C1 are also a requirement when recruiting new personnel.

Need for and Role of English and Other Languages

In Finland several surveys have previously been conducted in industries to gain knowledge of how important the command of national and local languages is for bachelor and master-level graduates. However, except the survey conducted by Laitinen et al. (2023), there are not very recent ones that would reflect the recent development of globalisation and diversity from the perspective of graduating students in several fields.

Students' **proficiency in English** varies a lot from the native, bilingual and near-native (C2) command to the beginner level (A1-A2). In Finnish-mediated programmes the level of English and other languages depends a lot whether the student has completed an upper-secondary school or vocational education. In the latter, the students study only three study points (55 hours) of English, while the upper secondary schools offer tuition on compulsory and optional English courses for more than ten study points. The student studying in the English-taught programmes are required to show a proof of B2 level skills before entering the university. However, the certificates or even the international language test result cannot always be trusted.

As the three (plus one) programs are totally in English, there is a threat that the students' professional command in Finnish or their mother tongues might not develop to the same level as in the language of tuition. Karelia offers more than 15 ECTS of Finnish as a second or foreign language to non-Finnish students to ensure their equal opportunities to employment in Finland. The native Finnish speakers also study Finnish and Communication and Swedish as a compulsory part of their bachelor's degrees. In the Finnish-mediated programmes there are only few opportunities to use English or other 'foreign' languages in studies except in the language and communication courses. A lot depends, of course, on the students' own interests in putting their language skills into use, for example by doing internships or exchange studies abroad.

There are differences how staff and students orientate to language. Others see the importance of improving their language skills while others focus more on the content knowledge. Recently, the concept of *language awareness* has been introduced to the university discussion and there is an attempt to put more focus on language in teaching and learning.

Karelia is planning to increase the number of programmes taught in English as well as attracting more students from abroad. However, it requires that language proficiency is seriously considered in recruitment. In the recent recruitments to English-mediated programmes, the minimum level of English skills for teachers has been C1, while the students need to show B2-level of English proficiency.

Agents

At the macro-level, the university policy and strategic decision-making rests with the President (rector) and the Management Board. The Vice-Rector together with the Managers of Education are jointly responsible for educational development and activities. The staff of Student Services, International Affairs, ICT and Library Services, as well as the employees working in international projects provide support services for students and staff. Karelia also has two Student Welfare Officers that provide support for Finnish and English-speaking students.

Regarding the actual teaching and learning processes, language and communication skills play an important role in teacher – student interaction. The teachers teaching in English mostly have the required language proficiency, which is not always the case with students. In addition to insufficient language skills, different cultural orientations, teaching and learning philosophies and communicative styles create challenges in both on-campus and online courses.

Practices and Processes

The teaching and learning practices in English-mediated programs do not differ significantly from the Finnish-mediated programs. This may be partly due to the fact that most of the teachers have taken their academic studies and had completed teacher training in Finnish universities. Because the student diversity, it is quite difficult to make cultural adaptations in Karelia's degree programmes. However, the principles and norms of the university, including the Degree Regulations, are introduced and observed.

All degree programmes at Karelia use variable study modes and methods. There are online, blended and campus courses. In English-mediated programmes, the mode of studies is often a combination of lectures, group projects and independent study. Each credit includes 27 hours of student work, of which one third takes place in class or online. It can come as a surprise for students that in order to pass courses they additionally have to study independently without teachers' supervision. For example, scheduling groupwork or self-study assignments has been found challenging for many.

Moodle platform is used as a learning environment in all Karelia courses. Additionally, MS Office and other relevant software are employed in teaching and learning. Both staff and students have to be able to use the digital systems of Karelia for administrative purposes. For example, students need Peppi information system to register for courses and to create their plan for studies (ISP), and EXAM system to take proctored electronic exams.

In the past years, more attention has been paid to the methods of teaching and assessment in international programmes. As the student numbers have increased, there is less possibility to provide individual feedback and scaffolding during the learning process. Some of the more hands-on tasks and projects with companies have been or will be replaced with more teacher-centred methods of lecturing and written exams. Another solution to the increased workload has been flipped-learning, in which teachers do not use contact teaching time to introduce new content. Instead, students are expected to prepare themselves in advance for group discussions and problem-solving activities in class. However, changing the study modes and methods is not simple

either. The teachers should collaboratively make a pedagogical plan for each group of students. Similarly, the students should be introduced to the new methods in stages, which is especially true with diverse, international groups.

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