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Service for Teacher Competences  
Portfolio Proposal for Developing English-Medium  
Teaching in Higher Education

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<p>This study addresses the problems with teaching in English-medium study programs in Finnish UASs. The objective of the study is to come up with a solution for the above problem, a Service Portfolio Proposal for developing teacher competences in English-medium study programs of higher education.</p> <p>The data for the study comes from three surveys conducted in spring 2010 that were based on the Teacher competences questionnaire that concentrated on the problems with teaching in English-medium study programs in Finnish UASs and the suggestions for improving the situation.</p> <p>The target groups of the surveys were the students, the teachers and the Heads of programs from English-medium study programs of UASs as well as the organizers of the surveys – the language coordinators from UASs covered by the survey.</p> <p>The study took a qualitative approach in analyzing the empirical data. CLIL competence areas provided the framework of reference in the study.</p> <p>The results of the survey were categorized for the purpose of reliability and the resulting categories were further analyzed and discussed by CLIL competence areas.</p> <p>The results of such analysis revealed that the respondents of the three groups mentioned the same problems and gave similar suggestions for improving the situation. The views of the respondents appeared to be in-line with the CLIL recommendations on CLIL teacher competences.</p> <p>Most frequently occurring suggestions of the respondents provided the basis for the Service Portfolio proposed in this study. The Service Portfolio proposal is complimented with the Service Process for Developing Teacher Competences proposal. The two are parts of the Service for Developing Teacher Competences proposal: the Service Process uses the resources provided by the Service Portfolio.</p> <p>The Service for Developing Teacher Competences is targeted at higher education institutions with English-medium study programs. The Universities are free to select the resources from the proposed Service Portfolio for their internal use.</p> <p>The study is a modest contribution to an on-going nation-wide project that encompasses all the UASs in Finland.</p>	
Key words	Developing teacher competences, English-medium study instruction for higher education, Service Portfolio, CLIL.

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Abstract

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## 1 Introduction

The transformation of Western countries into Service Economies puts emphasis on knowledge and skills as the main resources for companies in value creation. Specialized knowledge and intellectual skills are seen as the fundamental source of corporate competitive advantage, most valued company commodity (Vargo & Lusch 2004, 7-9). Skilled specialists that possess such competences are therefore seen as biggest corporate assets.

Educated labor is thus high on demand which naturally puts pressure on the supply of such resource. Globalization plays a certain role in the process expanding the boundaries of corporate operations so that companies compete over the best intellectual resources worldwide.

### 1.1 Competition for Talents in Service Economy

Running short of supply of educated workforce, corporations now seem to be looking towards Universities as the providers of the sought after resources. Higher education therefore is said to have become an important market commodity worldwide that contributes to the economic wealth of nations. Western Universities try to attract talented students, researchers and professorship not just domestically, but from abroad, too.

One of the decisive factors in attracting students from abroad appears to be the language of study. The language factor seems to be taking precedence over education fees: students are prepared to pay more for their education in order to study in English. This could explain the greater popularity of American and Australian Universities in comparison to European.

The EU has its own policy as far as the internationalization of education is concerned: University exchange programs between European Universities gained popularity since 1990s. Eventually, however, due to globalization and the above competition for talents, European Universities started attracting students from outside the Union competing with the US and Australia.

However, in a global competition between Universities for young talents, Europe thus far is left behind USA and Australia. Such as, in 2001 the number of Asian students studying in USA was double compared to the corresponding number for Europe, the

number of Japanese studying in the United States in 1997, according to UNESCO, was over five-fold of the corresponding figure for Europe (Opetusministeriö 2001, 8).

Within the European Union, too, Great Britain seems to be the European country of choice for most non-European students even though the annual fees charged by British Universities are higher compared to the rest of the EU countries. According to CIMO, foreign students in Finland also emphasize the opportunity to study in English as the most important aspect in selecting a University to study (Opetusministeriö 2001, 8, 47).

A Western country transforming into Service Economy, Finland is experiencing bigger demand for workforce in the growing sectors of the economy - knowledge-intensive industries and in services. Put it differently, the country needs more educated labor (Opetusministeriö 2001, 44).

To maintain global economic competitiveness in the situation with insufficient supply of domestic resources, Finland has to attract foreign specialists. However, considering the above global shortage of skilled resources, attracting educated specialists from abroad appears ever more difficult. Therefore, like many other industrialized countries that face similar problems, to have a sufficient supply of intellectual workforce Finland has to attract young talents from abroad and educate them in Finnish Universities.

However, young talents are high on demand worldwide and Finland has to compete with other Western countries for talented students. Besides, considering the above mentioned language preferences in selecting a University of study, it is not easy to attract foreign students to Finland to study in Finnish.

Also, as globalization opens up national borders and companies have opportunities for off-shoring hence become multinational, the English language is ever rising in importance worldwide as the corporate lingua franca. Such as, multinationals regardless of country of origin, appear to use English as their de facto corporate language.

Working command of English as a minimum is a requirement set by Finnish multinationals Nokia and Kone for job applicants interested in employment with the companies. Kone have introduced English as the (only) company language and company's annual reports are published only in English. It appears that employees who can use their language skills take more controlling positions in the company (Andersen & Rasmussen 2004, 234). Hence to be successful in finding employment both domestically and abroad, Finnish specialists, too, need English skills.

## 1.2 English Expertise in Finnish UASs

The system of Universities of Applied Sciences (UAS) with English as the language of study was established in Finland in the 1990s (Opetusministeriö 2001, 1). The study program in English is run in parallel with the study program in Finnish and for some schools in Swedish. The network of UASs covers entire Finland and encompasses a range of fields of specializations.

The internationalization of UASs started in the early 1990s with exchange programs between European and North American Universities. Eventually, however, Finnish UASs started attracting foreign degree students. The majority of foreign degree students come from Asian and African countries and Russia and there are also students from European countries, and some students from North and South America.

Finnish and foreign students study in the English-medium Bachelor degree programs. The teaching staff is represented by both Finnish and foreign teachers including native English lecturers and professors, all of them teach in English.

## 1.3 Challenges and Objectives of English-Medium Teaching in Finnish UASs

The study on the situation of foreign students in Finnish UASs conducted in 2007 revealed that although foreign students appear to be quite satisfied with the standards of education and the contents of their degree studies, teachers' language skills appear to be one aspect of their studies that does not meet their expectations. In fact, students mention teacher's language skills as the most negative aspect of Finnish UASs (Koivisto & Juusola 2008, 44).

Part of the students feel that the teachers impress as competent professionally, however, their poor English language skills stand in the way of efficiently passing the knowledge to the students. Also, the number of courses in English appears to be limited as compared to the corresponding course selection in Finnish. Teachers' inability to teach for a multi-cultural student audience also gets mentioned. The students also would have wanted to have more native English teachers (Koivisto & Juusola 2008, 47, 53-54).

In September 2009 language coordinators from 6 Finnish UASs held a meeting as an outcome of which a committee was established with the aim to facilitate the improvement of teaching in English-medium study programs in Finnish UASs. The committee started a 2-year project with the first step to collect good information for decision making.

Therefore, 3 surveys were conducted in spring 2010 targeting subject teachers and Heads of Programs and students from English Degree International programs of Finnish UASs as well as the organizers of the survey, language coordinators from Finnish UASs covered by the survey.

The survey concentrated on the situation with the standards of teaching in English-medium study programs in Finnish UAS and on the ways to improve the existing situation. The results of the survey provide the data for the empirical research in this paper.

In view of the above challenges in English-medium study programs highlighted by SAMOK, the goals of internationalization of higher education institutions in Finland as well as the results of the Teacher Competences survey, the research question of the study is:

### **How to improve the standards of English-medium teaching in UASs in Finland?**

The nature of the research question is such that the answer to it can hardly be a one-time procedure. The research question is more likely to be tackled with a process in place that would require monitoring, evaluating against some accepted standards and continuously improving the standards of teaching in English in UASs in Finland.

Also, considering the number of Finnish UASs, there likely to be variations in the situations as far as English-medium teaching is concerned hence a more generic framework adjustable for the needs of each particular situation is seen more appropriate. Therefore, a structural and systematic approach, a manageable process based on the best practices could be a viable solution.

Such a systematic and structural approach that provides continuity and improvement is known to be a service.

**The objective of this research paper is to come up with a Service Portfolio proposal for developing standards of English-medium teaching in higher education institutions in Finland.**

## 1.4 Research Design

The Figure 1 below graphically presents the flow of the research in this paper.

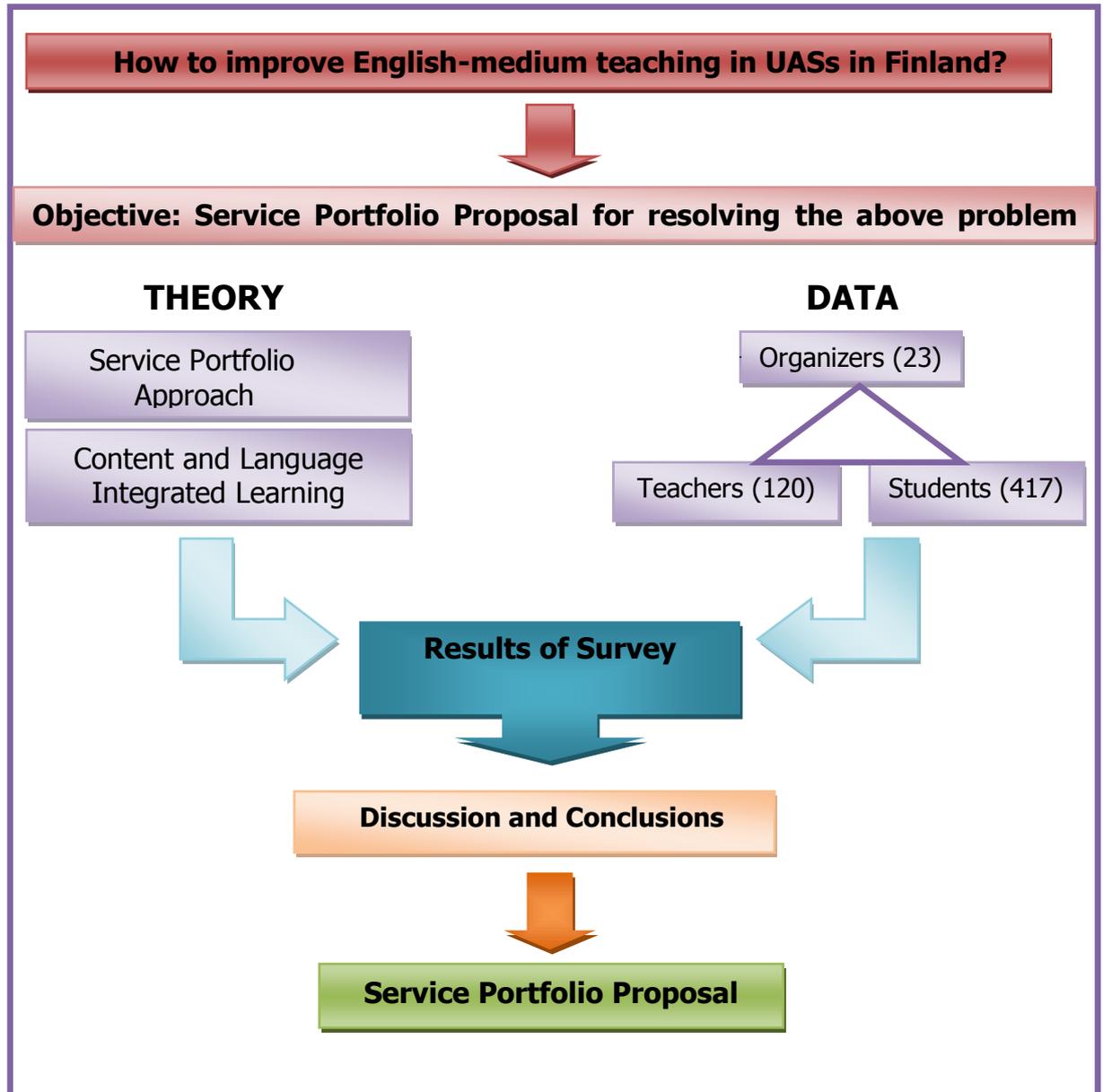


Figure 1. Research Design of the paper.

Starting off with the research question and objective, the discussion develops by defining the Service Portfolio approach applied in the research. This is followed by the discussion of teacher competences and the review of Content and Language Integrated Learning (CLIL). The background part of the study is rounded off with the discussion of the EU and Finnish National requirements as far as the internationalization of higher

education is concerned incorporating the existing EU standard on assessing foreign language skills, Common European Framework of Reference for languages (CEFR).

Next, the method and data collection for the study are discussed and then the results of the Teacher Competences survey. The Discussion part focuses on the findings through the analysis of the results of the survey providing the basis for the Service Portfolio proposal for developing the standards of English-medium teaching in higher education institutions. The summary concludes the paper.

### 1.5 Structure of Research

Section 2 Service Portfolio Approach, discusses the central concepts of the study: service, service portfolio, language services, teacher competences, service for developing teachers' competences, CLIL and European and National requirements and as far as the goals of internationalization of higher education and teacher competences are concerned with CEFR as its standard.

The idea is to see why a service approach and portfolio would be viable for solving the problem at hand and to establish what language services are. The discussion of teacher competences, CLIL the EU standards on foreign language competences (CEFR) aims at establishing the recommended standards for teaching in English in higher education institutions in order to benchmark the existing situation in Finnish UASs revealed through the results of the Teacher Competences survey.

Section 3 Method and Data Collection presents the research data and the method as well as explains the reasoning behind the selected approach for the study.

Section 4 Results of Teacher Competences Survey is the actual discussion of the survey results. Each of the three groups of the survey respondents is discussed separately applying the CLIL competence areas as a framework for the discussion and supporting the findings with ample examples of the actual answers of the respondents.

Section 5 Discussion and Conclusions aims at establishing the gap between the recommendations given by CLIL and the situation with English-medium teaching as discussed in the previous section. The suggestions given by the survey respondents are also discussed with the purpose of finding the solution to the research problem. These

suggestions will provide the basis for the proposed Service Portfolio. This section also attempts to evaluate the reliability and validity of the study.

Section 6 Service Portfolio Proposal presents the Service process and the Service Portfolio proposals as parts of Service for Developing Teacher Competences.

Section 7 Summary concludes the discussion in the paper by briefly recapping the objectives and the outcome of the study with further possible implications of this research effort.

## 2 Service Portfolio Approach

This section aims at defining the terms and concepts used in the study: service and service portfolio, service for developing teacher competences, linguistic services, teacher competences, CLIL and EU and National standards for internationalization of higher education institutions and CEFR as its framework.

### 2.1 Service for Developing Teacher Competences

Service is said to be the application of knowledge and competences by service provider in creating value for consumer (Vargo & Lusch 2004). Likewise, Chesbrough & Spohrer see service as a negotiated exchange between a provider and an adopter (supplier and customer) concerned with the provision of predominantly intangible assets (2006, 37).

ITIL defines service as a means of delivering value to Customers by facilitating outcomes Customers want to achieve without the ownership of specific Costs and Risks (ITIL V3 Glossary, 414), emphasizing that the product thus delivered aims at fulfilling customer expectations.

Though admitting that service activities vary broadly (health care, government, education, finance, transportation, business, etc.), Chesbrough & Spohrer point to common elements across many different types of them, such as:

- combination of knowledge into useful systems,
- close interaction of supplier and customer,
- simultaneity of production and consumption,
- nature of knowledge created and exchanged,
- exploitation of IT and transparency,
- exchange as processes and experience points.

Such exchange, Chesbrough & Spohrer continue, is co-generated by both parties and the process of adoption hence consumption is said to be the integral part of the transaction. Therefore, the adopter of the service, i.e. the customer, is the co-producer of the service thus being involved into defining, shaping and integrating the service. Customization therefore appears to be an intrinsic feature of services (2006, 37).

In turn Spohrer & Maglio suggest that the more knowledge-intensive and customized the service, the more it requires client participation in co-creation of the final service product (2007, 18).

Thus transparency and combining knowledge into systems appear to be the aspects of service processes. These, i.e. service processes, are said to be an exchange of knowledge in the course of close interaction between supplier and customer. The aspect of customer participation as a co-creator of services further emphasizes the iterative and continuous nature of services.

The definition of service as a means of value creation for customer according to customer expectations appears to emphasize the aspects of quality in the service delivery outcomes, as hardly anybody would like a low quality product.

Service, therefore, appears to be a continuum of experience points of interaction between service provider and customer for the purpose of providing the desired value, whereby systematized knowledge is applied, exchanged, customized and, possibly, co-created for the benefit of the customer.

With the above discussion on services in view, in the case of a service for developing teacher competences and for the needs of this study, the following service aspects appear essential:

- its continuity that would allow developing teachers' competences in the course of an iterative process;
- customer participation as a service co-creator in the course of an iterative process of service provision, whereby customer is actively involved into the process of selecting service products for consumption and the actual service consumption;
- its customizability for individual needs of every consumer, i.e. teachers, who might have different levels of competences in each individual case hence different needs for the service;
- its transparency that would allow benchmarking teachers' competences prior to service consumption in order to assess the needs for the service and after the service consumption in order to assess any further needs for the service.

To allow customer to select service products suggested above, i.e. to provide for more efficient use of service, such service products need to be managed in a structured way. One way of managing service products efficiently appears to be arranging such resources into a Service Portfolio.

## 2.2 Service Portfolio

Cooper & Edgett point to significant productivity gains achieved through good portfolio management that amongst other things effectively guides the resource allocation (2006, 3).

ITIL defines Service Portfolio as all the resources of the Service Lifecycle, both those presently engaged and in use at various phases. Each of such phases requires particular resources and the right selection of those resources for the completion of projects (2009, 39).

Hence Service Portfolio is the collection of service resources in its entirety. The part of the Portfolio visible to the customer is known as Service Catalogue. The Portfolio should have the right mix of resources in the pipeline and catalogue to secure the viability of the service.

The service pipeline is said to consist of services under development for a given market or customer. Once such services are ready, they would appear in a Service Catalogue as service offering for customer. The pipeline represents the service provider's growth and the strategic outlook for the future. New service resources and ideas for improvements are being fed into the pipeline. The general health of the service provider is reflected in the pipeline, i.e. how well the service offering and its development reflects customer needs.

Therefore, Service Portfolio is about maximizing value while managing costs and risks where the value is determined by service delivery and customer experience. The better is Service Portfolio managed and the better resources it contains for customer needs satisfaction, the better is the service standing.

Put differently, Service Portfolio is one of key aspects of a successful service provision whereby the service resources are offered to the customer for ultimate customer benefit that would in turn insure service continuity. To have a successful service that would see to the needs of the customer, the service provider should efficiently manage the Service Portfolio (ITIL).

With the above said, in case of Services for developing teacher competences, Portfolio deems a suitable way to arrange and manage the service offering for the customer where the various recommendations for developing teacher competences will make up the resources of such Portfolio.

### 2.3 Language and Communications Services

The provision of services for acquisition of foreign language skills for professional purposes is considered next.

In discussing foreign language acquisition for professional needs in a corporate environment, Huhta makes a difference between language learning and language training by comparing language learning to a driving school where lectures are used as the only way to learn driving (1997, 45).

Training, on the other hand, is said to be the process of acquiring desired behavior and attitudes for coping in foreign languages in foreign countries. The absurdity of the situation in the above example with a driving school speaks in favor of training as the method of language acquisition for business needs where the main goal of language use appears to be communication (Huhta 1997, 45).

What more, it is said that as far as communication is concerned, only 10% of it is verbal interaction. The rest 90% are made up of insights on cultural background, communication practices and non-verbal communication. Huhta therefore sees language training as the process of change on a cognitive, behavioral and attitudinal level that would enable a person to communicate better in international settings. Language training thus covers communication, verbal language and culture (1997, 46).

Cultural communication is seen by Huhta as a deeper and more complex process than an exchange of spoken or written messages. Learning only a verbal language gives a limited idea of a language, whereas intercultural communication provides much more ways to convey the meaning beyond the verbal language (1997, 24).

The aim of language training for professional purposes thus appears to be not just providing training in linguistic skills but also social skills in a target cultural setting and the further the process of language training, the more it deals with the target cultural aspects (Huhta 1997).

Once it has been discussed what language training is, the question arises how intensive and how profound it should be to cover the needs at hand. It appears that hitting the desired goal, i.e. being able to use a foreign language in order to perform job tasks, does not mean studying the language as deep and as extensively as possible. It is however recommended to concentrate on the aspects of the language that are essential for performing successfully a particular job task.

Also, it is noted that to dabble into language training by having language training sessions once a week for one hour is unlikely to yield the desired results, by the desired results here is meant progress in language acquisition, improvements of existing individual language skills. There seem to be a multitude of opinions on how intense the training should be in terms of hours per week, however, recommended amount of hours of training per week is said to be around five or six a week (Huhta 2002).

Furthermore, as target cultural setting is said to be a learning environment, visiting target language country is believed to be a spur in language acquisition, as it would provide ample opportunities both to hear and practice the target language in its native setting.

At the same time, a note of caution is that by just staying in the target language country does not improve one's language skills. The combination of concentrating on the language essentials, i.e. grammar and vocabulary, and the active interaction with native speakers therefore is recommended for better results (Huhta 2002).

As different job tasks require different interaction with the target language audience and the use of the target language to a various extent, language training appears to be a customized process at its most sensible. This way, the time and the efforts can be saved for a better outcome (Huhta 2002).

Language training can be either provided internally or outsourced to consultancy services. In smaller organizations language training resources appear to be limited if any, therefore, the quickest and economical way to solve the language needs seems to be language consultancy services.

When language training is outsourced to language training services, the choice of trainers and partner organizations should be careful to meet the needs of the learners. It is said to be important to pay attention to the qualifications of the trainers in language schools to be selected, materials adapted to the needs of different companies. If

a longer commitment is required from a trainer, arranging a job interview is recommended.

Communication in a co-operation with a language training services provider appears to be important and is better to be reflected in well-organized courses for the needs of the organization that buys such services and the feedback from the employees that attend such training (Huhta 1997, 170-172). Making such decisions is however part of the Language Planning step discussed below.

Language training for professional needs, therefore, requires planning. Huhta (2002, 8-10) sees the planning process as follows:

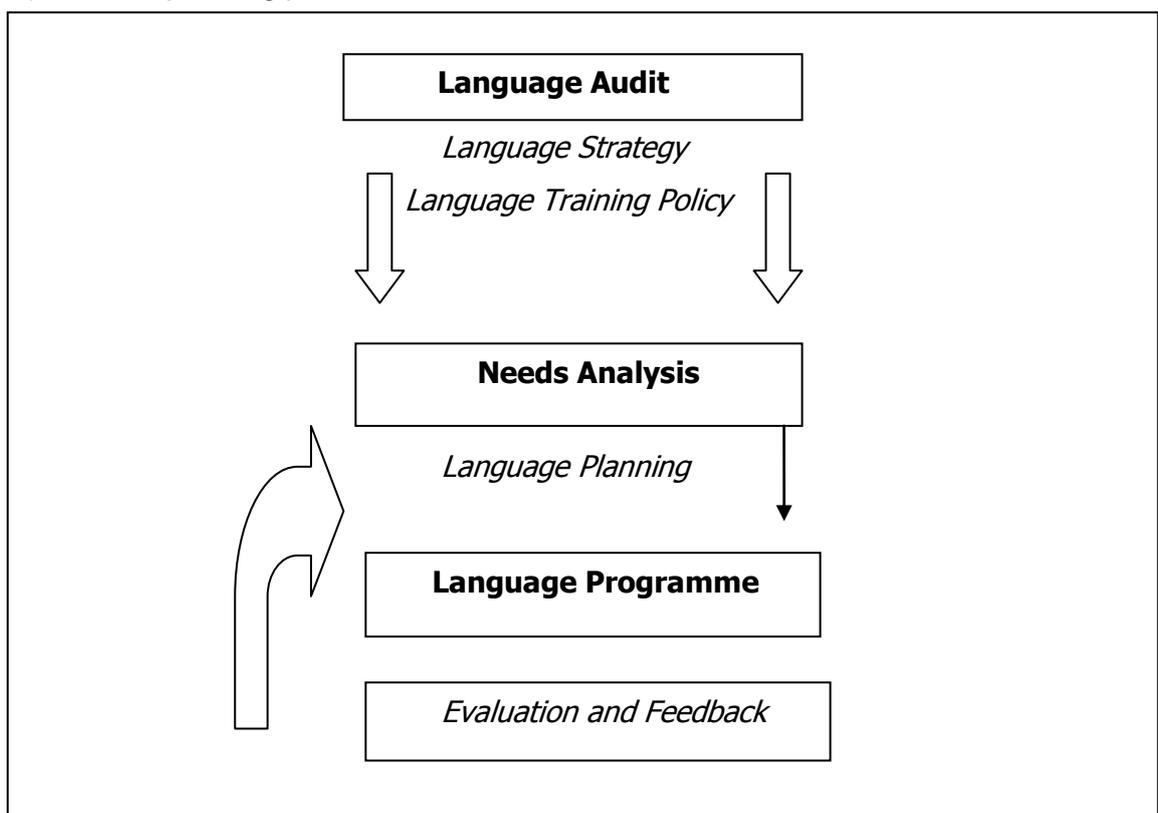


Figure 2. Process of Planning Language (Huhta 2002:8).

The process above is comprised of the following steps:

- Language Audit for identifying language resources of the personnel and development needs;
- Language Strategy a statement of intent for dealing with organizational multilingual environment;
- Language training policy for defining the principles of the organizational plan to support and develop language competences of the personnel;

- Needs Analysis for finding out the current level and profile of individual language skills and general language background of the personnel;
- Language Planning for developing a language program based on the results of language audit;
- Language Program for setting the language training options offered for a period (term/year).

As the above is done for a period, the process is repeated for each period therefore being recurring. At that, the whole of the process is not repeated every period, only the Needs Analysis, Language Planning and Language Program steps are repeated every period, whereas the other steps do not need to be done as frequently.

With the above discussion in mind, for the purposes of this study, language training is seen as a comprehensive process of gaining verbal language skills along with target social skills and growing target cultural awareness. Language acquisition therefore is not just a process of learning language aspects, e.g. the grammar and vocabulary of the target language, but also an extensive cultural interaction with native speakers, at its best a stay in the target language country.

In addition, language training is seen as a recursive process that requires planning with prior assessing of the existing situation and needs analysis. Language training can be implemented in organizations either using internal resources or using the service of a language training company. At that, the selection of such services provider should be part of the language training planning of a given organization.

#### 2.4 Teacher Competences

Competence, according to Le Deist & Winterton, appears to be a 'fuzzy concept' impossible to be defined in a way that would reconcile the debate and confusion as far as the worldwide use of the term is concerned. However, a holistic approach to the definition of competence is seen as useful for understanding the combination of knowledge, skills and social competences necessary for a particular occupation (2005).

Such holistic approach considers four dimensions of competence: the cognitive (knowledge and understanding) and functional (psycho-motor and applied) for occupational purposes, and meta-competence (including learning) and social (including behaviors and attitudes) for individual effectiveness. Of these, the cognitive, functional and social

appear more universal and difficult to separate from each other in practice. The meta-competence is concerned with learning hence the acquisition of the other three competences. Thus the holistic approach views professional competences as the combination of formal education with experiential learning (Le Deist & Winterton 2005, 29-40).

Korthagen also suggests a complex picture as far as competences are concerned. However, for him competences are one of the several levels in proposed by him teacher's qualities framework. The outer levels, environment (students, school) and behavior appear most exposed to the outside world, these are followed by the levels of competences, beliefs and identity and the core level appears to be mission.

The levels are said to be interrelated with one impacting another. Hence, situations in classroom demand teacher's reaction and certain behavior, which translate into experiences that enrich teacher's competences. Teacher's beliefs impact the reaction in different situations, Korthagen's continues, so if a teacher believes that attention to students' feelings is showing the 'soft' side hence unnecessary such teacher would not try to develop competences for empathetic understanding, which in turn would impact teacher's decisions and behavior. Therefore, competences cannot be considered taken out of context of teacher's qualities but should be viewed as influenced by other levels of the framework: environment, behavior, beliefs, identity and mission (2004, 78-80).

Furthermore, in an attempt to take a modern stance in defining competences in the 'flat' world, i.e. the world ever shrinking as a result of the advances of modern technology, Haste argues that

'competence' does not mean skills (although it may include skills); it means the capacity for adaptive responses and for appropriate interpretation of information. (2009, 207-208).

If competence means 'adaptation' Haste suggests, then education should be geared at openness and a critical perspective that facilitates appropriate and productive choice within this openness (2009, 208).

The European Commission sets forth Common European Principles for Teacher Competences and Qualifications thus defining key concepts of competences as three overlapping areas that teacher should be able to work effectively in:

- work with information, technology and knowledge;

- work with their fellow human beings - learners, colleagues and other partners in education; and
- work with and in society - at local, regional, national and European and broader global levels.

In accordance with the above Principles, the development of teacher professional competences should be seen as a continuum spanning through the teaching career. It is, however, noted that teachers are not expected to possess all the necessary competences at the start of their teaching career, though it remains the task of the education leader to ensure such competences at a collective institutional level (2010, 3-4).

With the above said, teacher competences are treated in this paper as a combination of professional knowledge, skills and social competences gained through formal education, professional and personal experiences and continuous professional development and learning, enabling the teacher to react adequately as a mentor and a colleague and to be adaptive to changing professional and social situations. Such competences are viewed here as both interconnected and impacted by the environment, behavior, personal beliefs and identity of the teacher. Furthermore, teacher's competences are seen as depending on the degree of openness and receptiveness to new ideas and environmental changes.

## 2.5 Context Language Integrated Learning

With reference to the above mentioned EU internationalization goals, a major contribution in achieving such goals is said to be made by CLIL that allows students to learn a subject through the medium of a foreign language.

CLIL is said to provide exposure to a foreign language without requiring extra time in the curriculum, which could be of a particular interest in vocational settings. CLIL is believed to be further facilitated by the presence of training teachers who are native speakers of the medium language (Commission of the European Community 2003, 8).

The CLIL framework aspects are presented in the CLIL Competences Grid which is a tool that reflects on professional development as well as provides further guidance to CLIL teachers. Thus CLIL Grid is not a list of pre-requirements for CLIL teachers, rather a set of professional skills to be aimed at, a point of reference for discussions pertaining to CLIL teaching and teacher development.

It is noted that a successful CLIL teacher is not supposed to have all of the competences mentioned in the Grid, rather, it is recognized that lack of knowledge in one area can be compensated by high levels of expertise in another. The comprehensive nature of CLIL Grid means that it can be used for identifying CLIL teacher professional development needs however it is not suitable for evaluating teaching practices.

CLIL Grid is comprised of two parts: underpinning CLIL and setting CLIL in motion. Underpinning CLIL focuses on the competences and stakeholder relationships essential for establishing and maintaining the CLIL program. Setting CLIL in motion focuses on the competences that are important for CLIL implementation. CLIL Grid includes aspects of a more organizational nature as well as concrete description of CLIL teachers' competences.

As the aim of this paper is to come forward with recommendations on developing hence improving the standards of English-medium teaching in higher education institutions, CLIL Grid appears to be a suitable reference framework for the study at hand. However, since CLIL Grid has organizational points as well as particular aspects of CLIL teacher competences on different levels (primary, secondary and tertiary education), the aim is not to encompass here all the contents of CLIL Grid.

Concentrating on the description of particular tertiary education teacher competences within the scope of CLIL Grid deems a more suitable approach. Also, it appears that within the CLIL framework the role of teacher is to encourage and mentor both subject and language learning, as some points of the CLIL Grid appear to suggest. However, the role of a subject English-medium teacher of a University is seen as more specifically focusing on the subject teaching, the language acquisition objectives are seen as being outside the scope of such subject teaching.

Also, CLIL teacher competences listed in the CLIL Grid range from strictly linguistic to pedagogical, social and intercultural skills. Focusing on general pedagogical skills for teacher professionals also appears too broad a scope for the discussion here. Instead, the aspects of CLIL specific for foreign language medium teaching in higher education establishments appear to be within the scope of this study.

The table in the Appendix 1 presents selective aspects of CLIL Competence Grid from the point of view of their relevance to the study at hand. These aspects will be consi-

dered later in the study in analyzing the results of the survey and creating a Service Portfolio.

## 2.6 EU and National Requirements

Recognizing the importance of competences and a high level of education for the success of Finland and Finnish People and to meet the global challenges mentioned earlier, Finnish Ministry of Education has set forth its Development Plan for 2007-2012. The need for higher education is expected to increase in the long term.

Along with emphasizing the importance of high levels of education, the Ministry also brings up to the attention the importance of quality assurance in education at all levels. The aim appears to be a high level of competences in all education and training. The Plan sees a high quality of teaching and qualifications as a precondition for the effectiveness, efficiency and productivity of training (Opetusministeriö 2008, 18-26).

The Plan appears to reflect the Lisbon strategy for economic, social and environmental renewal launched in March 2000, according to which the European Union is building a society based on knowledge as the key element in its goal to become the most competitive knowledge-based economy in the world within the decade. Learning other languages is said to be contributing to the aforementioned goal in a multi-cultural hence multi-lingual Europe. The EU is targeting therefore to become a global centre for University study and research (Commission of the European Community 2003, 1).

Likewise, in its strategy for higher education, Finnish Ministry of Education emphasizes the importance of internationalization of higher education in Finland. Internationalization of higher education, research and innovation systems is seen as lying at the core of societal renewal. The aim is to increase the international attractiveness of Finland for business, work and living. The key role of higher educational institutions in internationalization of the economy and society is well recognized (Opetusministeriö 2009, 9).

The focus of internationalization of Finnish higher education institutions is on improving the quality of higher education and research. It is also emphasized that such internationalization process requires multilingualism and cultural competences from both students and the entire personnel of higher education institutions in Finland (Opetusministeriö 2009, 9-15, 29).

Hence the Ministry of Education puts forward measures for achieving the goals. Such as, in order to improve the quality of education in foreign languages, the Ministry re-

quires that Finnish higher education institutions that provide teaching in foreign languages would focus on education activities in the language of study, on cultural aspects and on the pedagogical aspects of teaching in foreign languages.

In its turn, Commission of the European Community highlights that many more members of the teaching profession should in future be able to teach their subject(s) through at least one foreign language. Teaching subjects(s) through the medium of a foreign language is therefore accepted by the EU Commission as becoming part of subject teachers' qualifications. According to the EU Commission, trainee teachers should study foreign language(s) alongside their area of specialization and undertake part of their teacher studies abroad (Commission of the European Community 2003, 11).

Furthermore, the Ministry of Education recommends higher education institutions to require that teachers who teach in foreign languages demonstrate their skills in the language of teaching by a certificate or in some other way preferred by the higher education institution (Opetusministeriö 2009, 31).

However, due to the fact that the local requirements of the EU member states towards teaching and learning foreign languages may vary considerably, the EU Commission realizes the need for a common reference framework towards the standards of organization of learning foreign languages and public recognition of achievements introducing Common European Framework of References (CEFR).

CEFR is a reference framework for assessing individual language competences. Recommended to be used by the European Union Council Resolution (November 2001), CEFR appears to be an instrument of Council of Europe for setting up validation systems for language competences. The aim of CEFR is said to be a facilitator of reflection, communication and networking in language communication.

On a local level the strategy is expected to match the context-specific need. The reconciliation between the two is said to be flexibility (Council of Europe 2009, p.3).

Thus CEFR is said to provide:

“... a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which al-

low learners' progress to be measured at each stage" (Council of Europe 2001a: 1)

Thus CEFR provides recommendations on developing language proficiency towards becoming effective communicators in the target language with the local context in mind. To help language learners measure their progress, CEFR also sets language levels to assess their language proficiency. Therefore, CEFR is said to be a flexible tool, the idea is that categories and levels provided by CEFR could be applied with local specifics in view: the language activities and competences reflected in CEFR could thus be applied selectively to the local situation.

However, the purpose of CEFR is quite broad encompassing also language quality provision, i.e. testing language skills and language examinations providing support:

"to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed. Between them they provide a conceptual grid which users can exploit to describe their system" (Council of Europe 2001a: 21)

Testing language skills by CEFR is done through the test development process. The iterative and cyclical nature of the process is emphasized: the knowledge and experience gained at different stages of the process provide feedback for continuous re-assessment of test for further improvements. CEFR test development process is comprised of the following phases: perceived need for a new test, planning, design, development, operational phase and monitoring.

However, if necessary, the stages can be skipped, which is also subject to local needs. The figure below graphically shows the cyclical nature of the test development process (Milanovic 2002, p.4-5):

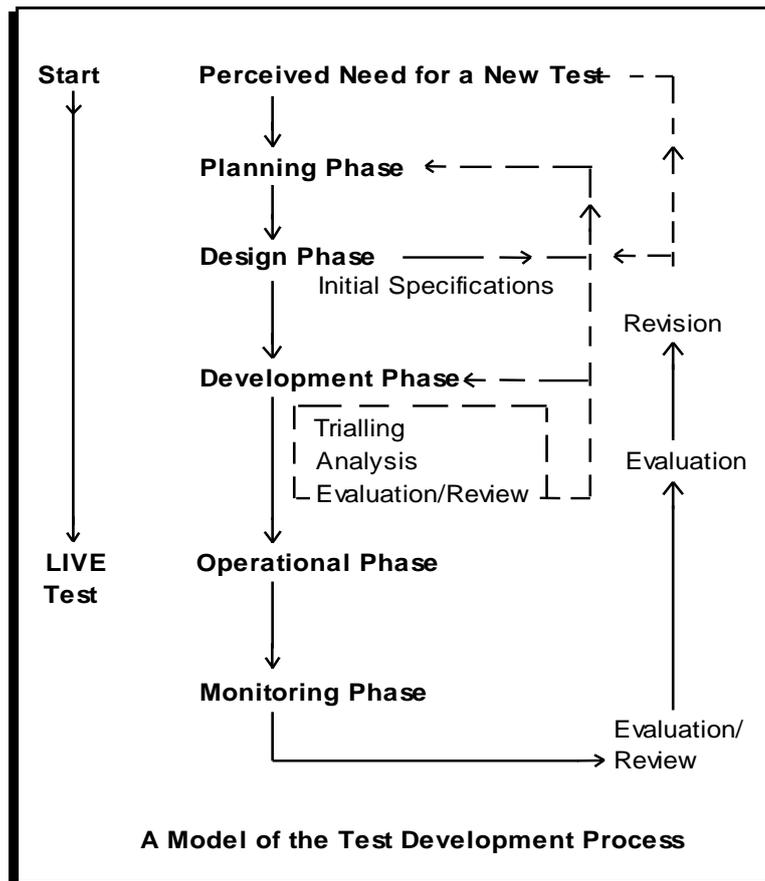


Figure 3. Test development model by Milanovich.

The above test development process allows both to assess the existing level of language skills of learners and plan further activities for improving the existing level of language towards the desired level. The process also allows taking a step-by-step therefore learner-friendly approach to improving the language skills without discouraging learners by applying a one-time test with unrealistic expectations.

Furthermore, According to Milanovich, CEFR takes the communicative approach to language testing whereby instead of concentrating on the structural aspects of the target language the focus is on the importance of language in practical use. The emphasis is on the use of the target language as a social instrument for information exchange. The purpose of CEFR testing is to “sample” the language abilities of the learners in such a way that the realistic idea of their level of skills in non-test situation is provided (2002, p.1-2).

Considering the task at hand, to find ways to improve English competences of higher education subject teachers, CEFR appears to be a suitable approach for assessing

teachers' existing English skills and in case of insufficient language skills for improving those skills and re-assessing them until the level required is reached.

As far as the CEFR language proficiency grading is concerned, there have been defined 3 broad levels known also as Global levels: Basic User A1 and A2, Independent User B1 and B2 and Proficient User C1 and C2. Basic level appears to be for the beginners, therefore, out of the scope of this study. Independent and Proficient, on the other hand, are seen more appropriate for University subject teacher level of proficiency.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him / herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Table 1. CEFR Global Scale Proficient and Independent Levels.

As is apparent from the table above, C1, implies both comprehension and active use of the target language, i.e. expressing own thoughts fluently, 'without much obvious

searching for expressions' both orally and in written, which goes quite in-line with the CLIL recommendations on competences of those teaching in a foreign language.

B1, on the other hand, could be insufficient for teaching purposes as it does not imply using the target language in subject/field of specialization related situations. Though B2 aims at using the target language in subject-related discussions, it implies only passive use of the language, i.e. reading comprehension of professional complex texts. However, in subject teaching in English it obviously is not sufficient as such.

Hence, C1 appears a suitable therefore recommended level of language competence for subject teachers considering their professional needs. Therefore, C1 will be treated in this study as the level subject teacher language training should be aiming at. C2 is seen as a desired level, however, not mandatory for subject teachers who can compensate such advanced level of language proficiency with their valuable subject field expertise and pedagogical skills.

## 2.7 Summary of Theoretic Framework of Present Research

The discussion in this section has elucidated the concepts and terms relevant for this study.

Service for developing teacher competences is treated here as a continuous and iterative process that involves customer participation as a service co-creator. Service for teacher competences is customizable for individual needs of teachers with different levels of competences. Such service is a transparent process to allow continuous benchmarking teacher competences in order to assess the needs for further the service consumption.

Service products are seen as its resources that can be managed arranged into a Service Portfolio.

Teacher competences are treated in this paper as a combination of professional and social skills attained through formal education and gained through professional and personal experiences and such competences depend on the competence holder's degree of openness and receptiveness to new ideas and environmental changes. Therefore, adaptability to change and the ability to learn new continuously are seen as the features of teacher competences.

Language training for professional purposes is seen as a process of gaining not just pure language skills but also social skills in the target language along with gaining target cultural awareness. Language training is a recursive process that requires planning.

The following areas of CLIL competences will be incorporated into further discussion in this research as the framework for benchmarking subject teacher competences in foreign medium study programs in higher education institutions:

Areas of Competence	Competences
Target Language Competences	Basic Interpersonal Communication Skills
	Cognitive Academic Language Proficiency
	Language of Classroom Management
	Language of Teaching
	Language of Learning Activities
Partnerships in Supporting Student Learning	Building Constructive Relationships with students
Second Language Acquisition	Knowing Second Language Attainment Methods
Interculturality	Promoting Cultural Awareness and Interculturality
Lifelong Learning and Innovative Teaching and Learning Approaches	Keeping Up with New Developments

Table 2. CLIL areas of competences relevant for this study.

The above CLIL competence areas will serve as a framework for the discussion of the results of the survey used in this study. The Competences column in the table above is provided for detailing the CLIL competence areas. For full description of the CLIL competences areas above see Appendix 1.

As far as language proficiency is concerned, acceptable language proficiency for subject teachers is believed to be C1 with C2 as a desirable level.

The two processes discussed earlier, the process of planning language training proposed by Huhta and the test development process within CEFR by Milanovich will serve as an inspiration for the process of developing teacher competences within the service proposal in this study.

On the one hand, Huhta's process is closely associated with the subject of study – improving by developing language competences in a professional environment, i.e. adult foreign language acquisition the references to the cultural aspects of the target language in language training only reinforce this association.

On the other hand, Milanovich's language testing process also appears relevant for the topic at hand: before planning language training the current level of language skills needs to be assessed, hence language testing. Besides, the aspect of quality emphasized through Milanovich's process is relevant for services for improving by developing teacher competences as has been established in earlier in this paper: the former – the quality of language skills through testing and the latter – the quality of teacher competences.

Also, the very much emphasized cyclical nature of Milanovich's process and the recurring aspect of Huhta's process appear akin to the idea of continuity characteristic of services in general and for improving by developing teacher competences in particular as has been established earlier in this paper.

Huhta's and Milanoich's processes therefore provide the basis for creating a process to be part of the Service Portfolio Proposal in this paper with the following steps:

- assessing further needs
- planning development needs
- designing measures
- implementing measures
- evaluating results.

### **3 Method and Data Collection**

This research is concerned with analyzing the situation in its natural settings and attempts to provide recommendations for improving the current situation. The approach of this research hence is qualitative that aims to understand phenomena in their context-specific settings (Golafshani 2003, 600).

#### **3.1 Method of Research**

Whilst the same the Teacher Competences questionnaire was used in all the three surveys, the contents were customized for each of the respondent group. Hence in addition to the background questions, e.g. University, field of study for students and teaching for the teaching staff, the questionnaire included more specific questions pertaining to the quality of teaching in English in the respondents' Universities and requests to give suggestions for improving English-medium teaching (see Appendix 3).

The teaching staff had also additionally questions on personal assessments of their teaching abilities in English as well as opinion questions on how difficult it is to find teachers to teach in English and whether teachers' English skills should be tested (see Appendix 2). The organizers questionnaire differed from the above two in that it did not have the background questions and questions on the quality of teaching having nine questions in total.

The opinion questions were of a multiple choice nature and included the option 'Other' that, once selected, further lead to an additional request to be more specific and provide further explanations to the answers. The additional questions further added 2 questions to the students' questionnaire and 2 questions to the organizer's questionnaire making up 8 questions in total for each of the two groups and the teachers' questionnaire had 4 additional questions making up 16 questions in total.

The answers to the questionnaire were analyzed and those to the additional questions were further analyzed with the purpose of establishing trends in the answers. The recurring answers to the additional questions were organized into categories, following the practices of reliability and validity (Cress & Miller 2000, 126-127). The assumption is that such answers are more likely to reflect common opinions hence could help getting a clearer and more objective picture of the real state of affairs and could be useful in finding ways to improve the situation.

The empirical part of this study concentrates on the answers to the additional questions and the trends that they reveal because of their more informative and descriptive nature as compared to the “yes”-“no” answers to the main questions of the questionnaires.

The categories are discussed in the next section in the succession of the questions in the questionnaire: first, the current situation and problems with it are discussed, then, the respondents’ suggestions for improving the current situation. The CLIL framework provides the framework for the discussion of the analysis. The discussion is supported with ample examples of the answers of the respondents to provide credibility.

The summary of the findings for all the three groups of the respondents is done in the next section. Building of the Service Portfolio is based on those findings.

### 3.2 Research Data

The data for the empirical part come from three surveys based on the Teacher Competences questionnaire, conducted through the medium of Webropol e-tool early in 2010.

Survey	Target group	Number of Respondents	Time of Survey
Survey 1	Organizers of the Survey	23 respondents	12.2.2010
Survey 2	Teachers and Heads of English Degree International Programs	140 respondents	25.3.2010 24.4.2010
Survey 3	Students	417 respondents	26.3.2010 30.3.2010

Table 3. The three survey groups: Organizers, Students, Teachers and Heads of English Degree International Programs.

As seen in the table above, the respondent groups are the organizers of the survey, the students and the teaching staff including Heads of English Degree International Programs from 27 Finnish UASs that represent all parts of Finland: Southern, Central, Eastern, Western, Northern, and a breadth of specialization fields as is seen in the figure below.

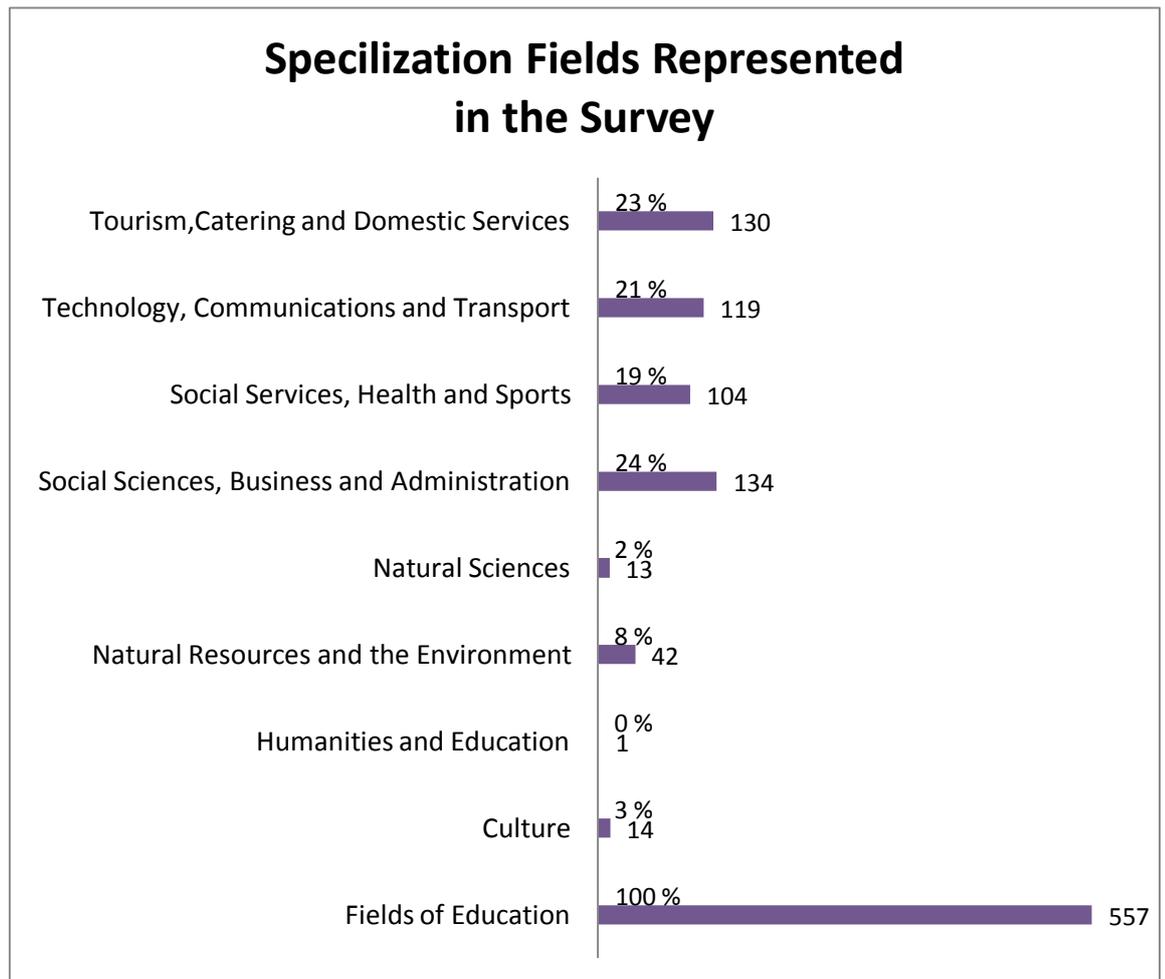


Figure 4. UASs Specialization Fields Represented in the Survey.

Both the student respondents and the teaching staff come from the English-medium study programs, the organizers are the coordinators responsible for language teaching in the UASs represented in the survey. Overall the respondents constitute three major groups: the students, the teachers and Heads of programs and the organizers.

The students group of respondents is represented with Bachelor degree students: 298 International students and 119 Finnish students. By International students here are meant non-Finnish students from different countries including native English speakers and Finnish students are all native Finnish speakers from the English-medium study programs. International students had the questionnaire in English and Finnish students – in Finnish.

The teaching staff is represented with 37 International teachers and 119 Finnish teachers and Heads of English Degree International Programs. By International teachers here are meant non-Finnish members of the teaching staff including native English

speakers. Finnish teachers are all native Finns who teach in the English-medium study programs. International teachers had the questionnaire in English and Finnish teachers had it in Finnish.

The survey organizers group is represented with 23 coordinators responsible for language teaching in UASs. The organizers of the survey had the questionnaire in Finnish as all the representatives of this group are native Finnish speakers.

The reason for a three-survey approach to collecting the empirical data is discussed next.

### 3.3 Reliability and Validity

There exists a consensus that any research should be reliable and valid. Applied to quantitative studies, reliability attests to how research results are consistent and replicable, in its turn, validity - to the accuracy and relevance of measurements. These, i.e. the replicable results and accurate measurement tools, make quite much sense in a study with statistical data and measurements that are characteristic for a quantitative research approach (McCloughan 2001).

However, in a qualitative study statistical data and figures are replaced primarily with interviews and surveys. Nevertheless, the need for reliability and validity exists in a qualitative research, too, as any study need to be credible. The concepts of reliability and validity, though, are seen differently in a qualitative research for the above reasons.

According to Golafshani, reliability and validity are not separated in a qualitative research approach. Here the two terms seem to mean credibility, trustworthiness and transferability. Apparently, the concept of reliability in the sense of replicable test results loses its sense in a qualitative research based on understanding of natural ways of things rather than isolated lab tests. In the absence of tests applied to the study, to improve the validity and reliability of a qualitative research, Golafshani continues, a method of triangulation is used (2003, 599-601).

Creswell & Miller mention triangulation as one of validity procedures for qualitative research approach along with member checking, thick description, peer reviews and external audits. According to Creswell, triangulation is

“a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study.”

Triangulation as a validity procedure is said to be a systematic process of analyzing data for the purpose of finding trends and categories while discarding overlapping. Applied in studies with only the researcher's viewpoint in establishing the validity of the study, triangulation procedure is supported with data collected through multiple methods, e.g. observations, interviews or multiple respondent groups.

The validity of such study comes from the multiplicity of sources hence multiple views on the same aspect by different respondent groups (Creswell & Miller 2000, 124, 126-127). Hoepfl mentions different types of triangulation including method triangulation, and data triangulation, amongst other (1997).

As mentioned above, multiplicity of sources might also apply to the volume of research data and to its versatility: the number of respondents in surveys or number of people interviewed, geographic coverage of surveys, to mention a few.

Being qualitative in approach, the study at hand aims at fulfilling the reliability and validity criteria both concerning the actual empirical data and in its method. The results of such efforts will be summarized later in this paper.

## 4 Results of Teacher Competences Survey

The results of the Teacher Competences survey is discussed below for each survey group separately: the teaching staff and Heads of English Degree International Programs, the students and the organizers of the survey. The CLIL competence areas provide a framework for the discussion: the findings of the surveys are discussed by the CLIL competence areas.

For ease of reference to the originals provided in the Appendices 2, 3 and 4, the quotations of the actual answers of the survey respondents are accompanied with their numbering as it is the actual questionnaire results: the marking of the quotations in the brackets refers to the respondents' background, "In" for International or "Fi" Finnish that is subject to the language of the questionnaire, the question number as it is in the questionnaire and the answer number on the list of answers. Thus (In 2.14) stands for an International respondent, question 2 and answer 14.

### 4.1 Teachers and Heads of English Degree International Programs

The teacher respondent group is comprised of 37 International teachers including native English speakers and 103 Finnish teachers and Heads of English Degree International Programs, in total 120 respondents. This is the second largest group of respondents after the students though quite special for the survey as the respondents' competences are the object of the survey.

The answers of the teachers suggest that finding a subject teacher to teach in English in UASs is not easy. The teachers mention various factors in this respect: not enough English-speaking subject teachers, the reluctance of Finnish subject teachers to teach in English due to inability of some and lack of interest on the part of others and the fear of the challenge to one's English language skills. Situations where teachers teach their subjects in parallel in both Finnish and English study programs are mentioned too:

"All teachers are subject teachers who teach in their field in the Finnish program as well as in the English program" (In 5.1),

"I am the only teacher" (In 5.20),

"not enough English teachers!" (In 5.26),

"not everybody can or is willing" (Fi 5.63),

"a bit more challenging" (Fi 5.57),

"fear for one's own language skills" (Fi 5.57),

"difficult to find a Finnish lecturer with excellent English or a native speaker with excellent local knowledge" (In 5.17).

Furthermore, it appears that during the recruitment process teachers are not necessarily told that they would teach in English:

“often it isn’t clear when you are recruited that you will be teaching in English” (In 13.1).

### **Target Language Competences for Teaching**

In assessing their own English language skills, the Finnish teacher respondents admit that the standards of English vary greatly so that some subject teachers have really poor language skills. In detailing the challenges they face with English, they frequently mention problems with pronunciation and with oral English overall. However, the teachers realize the importance of pronouncing English terms correctly, and they admit that teacher’s systematic mispronunciation of some term means that tens of students are going to learn to pronounce the term incorrectly:

“The problem with my language skills is small talk and fluent pronunciation” (Fi 13.24),

“Many find their language skills insufficient” (Fi 5.70),

“It is sad when a teacher systematically mispronounces some term as tens of students learn to pronounce the term incorrectly” (Fi 14.82),

“Some subject teachers have really poor language skills (only English)” (Fi 11.46).

Though, according to respondents, not all teachers have poor English language skills:

“Finnish teachers (in this University) have good knowledge of language – I am a native speaker” (In 5.28),

“I have no problem teaching in English”(In 5.28).

However, some Finnish subject teachers do not seem to be setting the bar high as far as their English skills are concerned. Some appear to believe that getting by with limited English skills is quite accepted:

“The grammar, of course, should be understandable, but in my opinion it is not the end of the world if a teacher makes a mistake. English however is not our mother tongue” (Fi 13.14),

“the teachers have realized that they can get by teaching even with limited English skills” (Fi 5.69).

## Partnership in Supporting Students Learning

Along with language, and communication skills, teachers also emphasize the importance of teachers' pedagogical skills. In fact, some think that pedagogical skills come before language skills. There are suggestions to combine language courses with pedagogical training by having pedagogical courses in English, emphasis are made on open-mindedness and modern approach in pedagogical training:

"the fact that teachers would first understand in Finnish what modern 'teaching' means" (Fi 14.37),

"modern and open-minded teachers for pedagogical training!"

Furthermore, on the language of slides and other teaching material, there appears to be a serious need to support English-medium teachers in creating teaching material, such support might also include proof reading and translation services. The translation services might be also useful in developing standard professional terminology in order to avoid any ambiguity in the use of terms across different varieties of English, e.g. British vs. American, and to support non-native teachers and students in the use of terms:

"The terminology of most subjects, especially economic ones, varies quite a lot, in particular between American and British usage. Thus tends to confuse students taking variety of courses" (In 13.12),

"There is a great need to channel resources to providing study material in English" (Fi 7.2),

"more resources are required for translating teaching material" (Fi 14.25).

## Second Language Acquisition

However, the respondents' opinions differ as to whether teachers' English language skills should be tested.

Quite constructively, some think that teachers' English language skills should be tested just as students' English is tested. Some think that such tests could boost teachers' confidence. Some respondents agree that teachers' poor English language skills is likely to impact the quality of students' education:

"I think it is just fair and the teacher can feel more confident" (In 10.22),

"if teachers are not comfortable teaching in English then the quality of education will be affected and that is highly undesirable" (In 10.22).

Some teacher respondents would like to have a realistic idea about their English language skills and further development needs. Others also suggest that not just language skills but a combination of language skills with pedagogical skills and the knowledge of the subject of teaching should be tested. Some though are more specific and suggest that teachers' English skills should be tested when they start teaching in English:

"Teachers should have a realistic idea about their language skills" (Fi 11.24),

"It is good to know about one's own development needs" (Fi 9.11),

"I think it is of great importance that also the teachers are tested, as well as the students" (In 10.7),

"The language skills should be tested when the teacher starts teaching in English". (In 13.1)

However, there are those who have reservations, feeling "a bit divided" and suggesting that such tests could put off certain good applicants. It appears that quite many of the respondents believe that the starting point for testing teachers' language skills is the recruitment process. However, others fear that emphasizing English skills during the recruitment process might reduce the chances of applicants with good teaching skills. Therefore, such approach to the recruitment process appears not very objective to some:

"teachers English skills should be tested during the recruitment process" (Fi 13.29),

"language skills should be part of the recruitment process in all UASs" (In 13.10),

"language ability testing is absolutely necessary when recruiting new teachers that will teach in English" (In 13.11),

"there will be a risk of scaring highly competent teachers from applying" (In 13.8),

"A teacher with good command of English might not have good teaching qualities. Therefore, English alone cannot be a measure of recruiting a teacher" (In 13.14),

"I am not sure if it should be tested, a bit divided" (In 9.2).

Some believe that a compulsory test might have a negative reception from existing teachers, therefore suggesting only an interview in English at first which could be followed at some point by a supervision of lectures by a language professional (video or lecture attendance). Grading teachers by their language skills is said to be dangerous as this way other teacher strengths might be overlooked:

"I am afraid that the test might have a negative reception from some teachers if it is compulsory" (Fi 11.8),

“in the beginning only an interview in English would be enough, because a preliminary test might make it too difficult to get teachers to teach in English” (Fi 9.1).

On a more hopeless note, some think that such tests are a pure bureaucracy, as they cannot see how such tests could improve the situation. For some, getting by in English is sufficient and they don't see any need to go beyond that. Some appear more suspicious about the intentions of such tests:

“it is an unnecessary bureaucracy. How can one get on the next level, who or what level teacher can teach basic and professional subjects?” (Fi 11.53),  
 “as long as we get along in English there is no need to go any further” (Fi 11.1),  
 “where would be the results of such tests used?” (Fi 11.7)

Some appear to believe that their English skills are ever improving while they teach: the terminology and the teaching style can be mastered only through continuous use of the language whereas the test results, in their opinion, might only distort the situation. Others think that teachers are aware of their abilities and the problem appears to be the low motivation of the students:

“Language skills are ever improving after every course. The terminology and the teaching style can be learnt only through the continuous use of the language. The results of the test can distort the situation” (Fi 11.17),  
 “teachers knows their abilities, though NOT able in the groups with such low motivation!” (Fi 9.3),  
 “if students' English skills vary so do the teachers” (Fi 11.12).

### **Interculturality**

However, not just communication skills but intercultural communication skills along with intercultural sensitivity appear to be the areas of teachers' competences that need attention. Teachers mention challenges they face while teaching a multicultural student audience: difficulties to understand different accents of English, different studying systems in other countries and, to some extent, social behavior. The teachers express their interest to familiarize with different cultures, to learn from different cultures and to share with others their own cultural experiences:

“In addition to language skills, we also need inter-cultural skills” (Fi 13.18),  
 “multicultural aspect is probably a bigger problem than the actual language” (Fi 13.39),  
 “multicultural awareness is important, too” (Fi 14.2),

“meeting students from all over the world is very rewarding” (Fi 13.8),  
 “True internationalization means that everyone should be involved. Quite often non-Finns are outsiders and the opportunity to learn from them is missed” (Fi 14.7),  
 “consider the challenges to studying and overall interaction brought about by the students who come from different cultures” (Fi 13.39),  
 “Understanding the pronunciation of students coming from overall the world and often having a soft and silent voice is a real challenge” (In 6.1),  
 “to understand systems in other countries...” (In 6.2),  
 “many students come from cultures where independent studies were not practiced and everything is teacher’s initiative” (Fi 7.8),  
 “One of the difficult things is to make students from all cultures understand the meaning of schedules and deadlines” (In 6.7).

### **Lifelong Learning and Innovative Teaching and Learning Approaches**

The majority of the respondents, however, admit the importance of adequate English language skills for the teachers in order to be able to pass the subject knowledge to the students and to communicate effectively with the students. A teacher with poor English is said to resort to reading slides thus avoiding any productive discussions with the students because of limited language skills (Fi 14.75).

Therefore, the teachers have given ample suggestions on the ways to improve the situation. As English oral skills appear to be for many the most challenging part, most of their recommendations concern improving English oral skills. Hence both International and Finnish teachers suggest compulsory stays in English-speaking countries. Some mention exchange programs for teachers, e.g. for as long as half a year. Involving native visiting teachers is also mentioned:

“...exchange to the native English-speaking countries would help a lot” (In 14.5),  
 “Long term exchange opportunities should be used to improve language skills” (In 14.8),  
 “Native visiting teachers” (Fi 14.19),  
 “working abroad, not just language courses” (Fi 14.16),  
 “language courses in England or other English-speaking countries – either during academic year or summer holidays” (Fi 14.28),

English workshops held by a native English teacher on a regular basis, e.g. weekly are also seen as helpful. The structured approach is emphasized with suggestions for

regular language training. Some also would like to have their pronunciation checked on a regular basis. Teaching in pairs with native English teachers is believed to be an efficient way to improve non-native speakers' English oral skills:

"Training on a regular basis, time spent abroad, preferably with native speakers of English" (Fi 14.10),

"workshop-style training held by a native (not just once but e.g. once a month)" (Fi 14.7),

"a possibility to check pronunciation every now and then with some specialist would be welcome" (In 14.2),

"Feedback on pronunciation from a language specialist could be one aspect worthwhile special attention" (Fi 14.82),

"small English discussion groups held by a native English teacher weekly are the best solution" (Fi 13.24),

"the use of the language in real situations i.e. exchange programs and discussions in real situations, not by learning grammar" (Fi 14.21),

"working in pairs with native English speakers" (Fi 14.34).

A greater involvement of native English speaker teachers appears to be necessary not just for teaching, but due to the shortage of such teachers, also for providing language support and consultancy for other teachers. Thus, it is believed that native teachers could follow the lessons of other teachers giving them feedback on overall communication skills including intonation and also on the effectiveness of the teaching material. This could be organized into a continuous service:

"native teachers to follow the lessons of English-medium teachers to give them feedback on effectiveness of slides, intonation, overall communication skills to pinpoint some areas of development" (In 14.19),

"the UAS should offer teachers (especially those who just started teaching in English) some services, e.g. feedback on the language of their slides, handouts, exams" (In 14.19).

The need to invest into well-written teaching material in English also reflects on teachers' need to improve their English grammar and overall writing English skills, as teachers themselves have difficulties with creating such. Therefore, apart from training in English oral skills the teacher are interested in the opportunities to improve their written English skills.

Some see that intensive courses is the right solution, other also mention subject English courses, i.e. English courses arranged for teachers of the same field. Such courses

are believed to help teachers concentrate on the terminology of their subject field. Arranging seminars for teachers of a particular subject e.g. both in Finland and internationally, is also seen to be the way to help teachers boost their command of professional terminology in English:

“Subject-related language courses” (Fi 13.5),

“minimum 2 week courses and most preferably with teachers of the same/close field” (In 14.22),

“Subject-related seminars and training both in Finland and abroad” (Fi 13.34),

“intensive language training followed by continuous teaching in English” (Fi 7.7),

“intensive language courses held by native English speaker” (In 14.6).

The suggestions reflecting on the need for teachers’ self-learning and professional growth also have been featured, e.g. by reading subject literature in English and writing in English, attending conferences in English both for improving their written English and the use of terminology:

“A teacher should sustain and improve the current vocabulary area she/he is teaching by continuously reading scientific publications and scientific books...” (In 14.2),

“encourage to write English articles, joining conferences where the working language is English” (In 14.26).

With so much emphasis on English oral skills and a need to communicate in English and with native English speakers, the need for improving teachers’ social skills becomes apparent, too. The teachers seem to be interested to improve also their social skills thus suggesting courses, e.g. workshops, for improving teachers’ communication skills:

“Training in communication and presentation” (In 14.15),

“Group training in communication not just language workshops” (Fi 14.26),

“it is not only the language, the whole social communication changes when you teach in English” (In 13.3),

“Communication skills... a teacher should be able to communicate in the right way in a multicultural group so that the students would understand and learn” (Fi 11.51).

The teachers are also appear to be interested in a wider exposure to the language of teaching, to use it more, not just in classroom situations thus suggesting to introduce English as a working language in Universities:

“introduce English as a working language in UAS” (In 14.20),

"The language of teachers' meetings should be English." (14.68).

### **Other**

However, teachers also mention students' poor English skills hence some believe that they have to use simple language while communicating with such students. Therefore, it appears that in some cases students also need improving their English:

"Students' language skills are no better than the teacher's, neither in English nor in Finnish" (Fi 7.6),

"one has to explain in simple words using simple constructions to a students with basic English" (Fi 13.10).

The teachers are also concerned with the status of teaching in English in UAS as they believe that in order to improve the standards of teaching in English and encourage teachers to improve their skills, teaching in English should be considered a privilege. They therefore suggest that, e.g. there should be in place some system of encouragement for teachers so that those with good English language skills would be rewarded and those with poor skills would be encouraged to work more at their English:

"we should create a situation that teacher feels that it's a privilege to teach in English because the groups are better and more challenging" (In 14.7),

"good ones should be rewarded and not so good – encouraged/compelled to improve their language skills" (Fi 11.40),

"a rise in pay motivates to get the necessary language skills" (Fi 13.20).

Thus the answers of teachers, both International and Finnish, suggest that the majority of the respondents would like improvements to the existing situation with teaching in English and many expressed their interest to improve English skills. Apart from pure linguistic skills the teachers are interested to improve their overall teacher competences: pedagogical skills, social skills, intercultural sensitivity.

While supporting the idea of testing teachers' English, many believe that it could help assess the development needs they have thus being constructive in their approach to the problem at hand. The teachers also have given ample suggestions on improving the existing situation.

## 4.2 Students

The students comprise the biggest group of the survey respondents, 417 in total with International students making up the majority, more than twice as many as Finnish students.

It appears that most of the respondent students are motivated and up to 40% are very much motivated to pursue the selected subject in the school of study (over 80% motivated in total). At that, 297 International students (except for one survey participant) and 119 Finnish students (all of the participants) replied.

### **Target Language Competences for Teaching**

However, the answers appear to be less positive when it comes to the standards of teaching in English-medium study programs at UASs.

Thus students appear to sound quite critical of Finnish teachers' English skills and teachers' oral English skills in particular. The students mention teachers' incorrect pronunciation of English words, a strong Finnish accent that is said to be sometimes even disturbing. Also, the difficulties teachers have with building sentences in English get numerous mentions. Teachers are said to fear to speak English therefore not speaking out loud:

"Unfortunately there are also people among the teaching staff that have difficulties with pronunciation and a few that struggle to make sentences" (In 6.32),  
 "some teachers' English skills are really basic especially oral skills" (Fi 5.7),  
 "strong Finnish accent that may be sometimes disturbing" (Fi 7.15),  
 "some teachers are not aware of correct pronunciation even of the most common terms in their subject" (In 6.11),  
 "Some of the teachers have very little knowledge of the English language and some seem very afraid to use it which makes classes very boring when you can hardly hear what the teacher is saying" (In 6.24).

Teachers' poor English skills appear to impact the quality of their lecturing: in order not to make mistakes in English they are said to have to resort to a limited vocabulary and avoid in-depth discussions of the subject:

"Due to inadequate knowledge of the English language the teachers are obliged not to go in depth into the subject matter." (In 6.5).

Misuse of prepositions in English impacted by the teachers' mother tongue, e.g. Finnish, makes it difficult to understand the meaning of said, and this is particularly a problem for International students who are new to the typical mistakes Finns do in English. Concerns are made not only about Finnish teachers' English, but also about other non-native teachers' language skills who teach in English:

"Finnish (English spoken with some Finnish grammar) can be confusing for non Finns including native English speakers. It can lead to ambiguity" (In 6.35),  
 "some of the foreign teachers are hard to follow, especially from Russia or former Russian countries. Their teaching style is not very well and they have a strong accent" (In 7.39).

There is also a concern among students that teachers' poor English skills translate into poorer standards of education in the English-medium programs as compared to the Finnish parallel programs, which in turn might lead to poorly qualified specialists. Some mention that teachers can be experts in the field but their poor English does not allow them to pass their knowledge to the students in English:

"Finnish teachers whose English skills are not of high standards are disappointing even if they are experts of their field" (Fi 7.3),  
 "We seem to be lacking teachers who can teach their subject area in English to the same extent as they would in Finnish. This is inequality for us international students" (In 6.4),  
 "Some of the teachers have decades of experience and a good knowledge but they cannot express it in English which means the students never learn" (In 7.29),  
 "sometimes it also feels that the quality of teaching is worse than in the Finnish study programs and the knowledge does not get transferred. It feels that we are not getting much because the teacher cannot explain things in English" (Fi 7.41).

Both International and Finnish students appear to agree on that they would have liked more native teachers with native English. The suggestions from the students on improving the current situation go from recruiting more teachers with native English to having an increasing number of visiting lecturers from the US and the UK, such as:

"lecturers/teachers who studied in English and use English daily" (Fi 7.22),  
 "our school needs lecturers who can fluently lecture and teach in English" (Fi 5.10),  
 "more fluent/native English speaking teachers" (In 7.30),  
 "exchange teachers from the UK and USA" (In 7.32).

However, the student respondents also reflect on positive teacher experiences, such as excellent language skills of some teachers and overall positive experience with teachers. This fact appears to show that the students are not just critical in their attitudes therefore negative but are also quite receptive to positive experiences in the studies:

“some are really good” (Fi 7.13),

“part of the teachers have really strong language skills” (Fi 7.17),

“I have to give credit to a few excellent teachers” (In 6.24),

“I’ve attended one course which had an Englishman as a lecturer and the level of quality compared to Finnish lecturers was magnificent” (In 7.55).

### **Partnership in Supporting Student Learning**

It appears though that teachers’ poor English is not the only course for students’ concern with the standards of teaching in the English-medium study programs. Poor pedagogical skills of teachers also get the attention of students. Thus the respondent students mention teachers’ poor preparation for the classes, unimaginative teaching methodology, e.g. only reading slides, lack of interaction with the student audience during the lectures.

Poor quality of study material in English is also mentioned by the students. The study material, slides appear to be full of spelling mistakes, some material appears to be directly translated from Finnish or Swedish into English and therefore seems to make no sense in English. Furthermore, some study material is not translated into English at all and presented to students in Finnish, which creates problems for International students who thus feel “left out”. Finnish is also used in test questions at places. Students’ suggestions go from using spell-checkers to using English proof-readers in preparing teaching material:

“to hire English language specialists...to proof-read PowerPoint presentation or handouts because in many cases the students cannot just understand the meaning of some phrases...” (In 7.81),

“...notes that do not really make sense as they have been translated directly from Finnish or Swedish” (In 6.5),

“Many materials are in Finnish and the international students feel left out in most things and there is so much which is lost in translations...” (In 6.12),

“...better course material in English” (In 7.92),

"using Finnish for tests feels unfair to students whose mother tongue is not Finnish" (Fi 7.7).

Keeping students interested in the subject of teaching, using various teaching methods and styles rather than just reading from slides, using interactive teaching techniques by e.g. asking students questions during lectures are some of the students' suggestions for better teaching practices. Some appear to think that lack of proper pedagogical skills is quite common among the teachers:

"almost all teachers have poor pedagogical skills" (Fi 5.7),

"language skills are not the biggest problem in understanding, basic pedagogical training is required" (Fi 7.7),

"a subject teacher does not necessary possess teaching skills; this is a problem regardless of the language of teaching" (Fi 7.9),

"Teachers should use their reflective listening skills to make sure they understand a question before answering" (In 7.102),

"Just because the person has worked in the position (i.e. lawyer, logistics person, etc.) he or she is teaching does not make them a good teacher" (In 7.10).

Furthermore, poor social skills of UASs teachers are also mentioned by the student respondents: limited teacher-students interaction if any, teachers' open favoritism of some students, the use of Finnish and Swedish during lectures that excludes International students from participating in the lectures, the monotonous way of lecturing of Finnish teachers also gets mentioned with criticism:

"use of Finnish in teaching should definitely be stopped!" (Fi 5.5),

"the teacher explains something in Finnish to Finnish students and the foreign students feel left out" (In 7.72),

"get rid of Finnish men's monotonous speaking" (Fi 7.11),

"Some teachers favor openly..." (In 7.26).

## **Second Language Acquisition**

Students also reflect on whether teachers' English skills should be tested. It appears that most of the student respondents think that some sort of proficiency test, standard language criteria, should be in place for teachers. The students also think that testing teachers' oral command of English is as important as testing their written English. Suggestions on tests or test lectures are also given:

"It would be good to have standard language criteria in selecting teacher for courses in English" (In 7.48)

“more demanding language tests for teachers, especially oral skills tests” (Fi 7.4),

“have language tests for teachers, e.g. a test lecture to see how a teacher can manage with the subject” (Fi 7.5).

### **Interculturality**

Students also mention the cultural aspect of their studies that naturally rises in importance in a multi-cultural setting as English-medium programs are.

UASs student respondents of the survey would have liked more cross-cultural interaction as there appears to be not enough of it and there are mentions of cultural inequality and even racial discrimination on the part of teachers. Also, the students believe that students’ different backgrounds should be considered by the teachers:

“racist comments are something even more horrid to hear from teachers, but I think it is merely due to teachers’ common living-in-a-barrel phenomenon...the school has been unable to act on these issues despite numerous complaints” (In 7.22),

“teachers need more training on teaching multi-cultural groups” (Fi 7.49),

“it is worse when the teachers think that s/he knows without even trying to understand that elsewhere in the world the situation can be different” (Fi 5.6),

“teachers could benefit more from the multicultural background of students, especially cultural differences” (Fi 7.19),

“foreign teachers share cultural issues of their home countries and that was interesting!” (In 7.33)

### **Lifelong Learning and Innovative Teaching and Learning Approaches**

In their suggestion about the ways to improve teachers’ English skills the students mention a stay abroad in an English-speaking country for every teacher who intends to teach in English which could be in the form of e.g. an exchange program for the teachers. The students also mention intensive English language courses and especially courses to improve teachers’ oral English skills as well as courses in communication:

“Courses in English language oral skills and communication for teachers” (7.2),

“Finnish teachers should be supported and encouraged to go on a teacher exchange program to improve their language skills.” (Fi 7.8)

The need to work continuously at terminology pertaining to the field of specialization is also mentioned. The students also see a need to motivate the teachers' professional self-development e.g. by incentives:

"to motivate teachers to develop professionally also with a better pay" (Fi 7.35),  
 "better knowledge of professional terminology of the specialization field." (Fi 7.16)

### **Other**

The students also believe that the problem is not just in the teachers' poor English language skills. Thus, arranging English language courses for students appears to be another suggestion for improving the situation. Also, some International students would be interested in learning Finnish as they believe it would help them to integrate better in Finland:

"it is very important to provide English language courses for students" (Fi 7.79),  
 "more courses on English writing skills and especially grammar for students" (Fi 7.56),  
 "we should have more Finnish-speaking courses because people need it in their everyday lives" (In 7.117),  
 "more practical English courses that can motivate both the students and the teachers" (In 7.7),  
 "when new students come, they should go through Finnish training for like 3 to 6 months..." (7.59).

The students also suggest that teaching in English should be a matter of choice for teachers:

"Don't force teachers to teach in English if they don't want to. More foreign teachers..." (In 7.80),  
 "Get natives in..." (In 7.62).

In their answers to the questions and recommendations the students appear to be quite constructive: not just criticizing the situation, the teachers, but also giving suggestions on further improvements, as well as expressing the need for self-development. Also, the answers of both the International and the Finnish students appear to be along the same lines hence adding to their credibility.

### 4.3 Organizers

The organizers of the survey, coordinators responsible for language teaching in UASs covered by the survey, comprise the third and smallest group of respondents. There are 23 of them in total.

According to the organizers, quite often teaching in English is not a matter of choice for teachers. It appears that teachers are mostly appointed to teach in English by the Heads of English Degree International Programs: if there are study programs in English, the assumption is that the teachers would have to teach also in English. According to the majority of the organizer respondents, teachers usually are not asked for their preferences in this respect as it is assumed that teachers can teach in English:

“Usually the Head of Studies ‘appoints’, for the most part it is not a matter of choice”,

“the assumption is that teachers can (teach in English).”

“Somebody has to. Not particularly motivated to teach unless they have to.”

“Teachers usually are not asked for their preferences”.

However, even though teaching in English does not seem to be a matter of preference for teachers, there are those who are quite interested to teach in English, and take up teaching in English with confidence regardless of their English language skills. This, though, is more characteristic of younger teachers, as older teachers are said to have less confidence in their language skills:

“New teachers easily get interested and are ready to teach. Older teachers do not necessarily trust their language skills.”

It appears that those who start teaching in English take more teaching in English but finding new teachers can be challenging:

“Finding new (teachers) could be difficult, those already teaching in English take more teaching in English.”

### **Second Language Acquisition**

Most of the organizers think that teachers’ English skills should be tested. The suggestions for assessing teachers’ English skills range from applying already existing language tests, e.g. Cambridge Examinations, to a University-customized test, to a test developed in cooperation by all UASs and a teacher self-assessment test:

“every UAS develops its own test”,

“a test purposefully developed cooperatively by UASs for teaching in English (e.g. a test lecture, interactive simulation of teaching, written test)”,  
 “Self-assessment (strength and development points)..”

One of the objective standards for testing teachers' English skills is believed by many to be CEFR: some organizers think that since CEFR is applied for testing students' English skills, it would be only fair to use the same framework for assessing teachers' English, others believe that as a common EU standard CEFR would be good to use for benchmarking purposes to get an idea about the existing situation and to assess the development needs:

“Students' language skills are graded. Are teachers better?”

“Benchmarking”

“Reference framework would clarify the existing situation and would also give a clear picture to the Heads of English Degree International Programs about competences and development needs”.

As far as the level of CEFR acceptable for teachers is concerned, some think that B2 could be a sufficient level while others set it higher to C1:

“if we require level B2 from students, teachers English should also be level B2”

“In Laurea C1 has been set as a target level.”

### **Lifelong Learning and Innovative Teaching and Learning Approaches**

The organizers would have liked clearer instructions for supporting and developing subject teachers' English skills as well as concerning testing subject teachers' English skills. Some think that students' opinion on the subject might be helpful. At the moment it appears that subject teachers' English skills are not necessarily tested during recruitment either:

“Concrete instructions”

“The interviews are at least partially in English”

“I am not sure if tested. The assumption is that during recruitment it should be made clear that teachers should be prepared to teach in English (not sure if it is so)”

Thus the organizer respondents seemed quite unanimous in their preferences as far as testing subject teachers English in English medium programs is concerned: there should be some assessment criteria in place, the majority find CEFR to be an objective system for such purpose.

## 5 Discussion and Conclusions

The results of Teacher Competencies Survey in the previous section revealed certain trends in the answers of the respondents of all the three groups. Some aspects resurface in the answers of all the three groups both in the feedback about the current situation and the suggestions for improving the situation thus adding to the objectivity of the opinions on the current situation and the viability of the suggestions for improving the situation.

Aspects relevant for the discussion at hand however not covered by the CLIL framework appear to be the students' motivation to study the selected subject and the teachers' motivation to teach in English and the difficulties to find new teachers to teach in English.

The above aspects feature in the answers of all the three respondent groups: the students appear quite motivated to study the selected subject, the teachers, on the contrary, are not always motivated to teach in English and, as it became apparent from the organizers' responses, are not even asked for preferences in this respect. Also, finding new teacher to teach in Eng-medium programs is not easy.

Teachers' lack of motivation to teach in English combined with their insufficient competences to teach in English is hardly a desirable combination. Both the students and the teachers therefore suggest raising the status of teaching in English. They seem to believe that teaching in English should be considered a privilege, not an extra burden.

This is an aspect outside the measures for improving individual teacher competences, however, an important one in motivating teachers to gain new and improve existing competences.

### 5.1 Problems

#### **Target Language Competences for Teaching**

Both the students and the teachers mention problems with teachers' oral English skills:

- pronunciation mistakes
- poor vocabulary
- influences from teachers' native tongues that make their English incomprehensible
- poor knowledge of English grammar.

As a result of the above problems, some teachers are said to be using English in a limited way, avoiding any productive discussions with the students on the subject. This in turn is likely to limit students' opportunities to acquire deeper knowledge of the subject ultimately impacting their education standards. Some teachers resort to reading the slides that hardly could have a positive impact on students learning.

Other mentioned aspects that make it difficult for students, especially foreign, to understand the meaning of being said appear to be the ambiguity arising from incorrect pronunciation, incorrect grammatical constructions and influences from teachers' mother tongues, i.e. direct translations. Hence the students miss information intended for their attention. Also, teachers' poor English discourages students from learning as such English makes teachers sound inadequate. Eventually teachers' mistakes in English might "rub off" on students which is undesirable.

Furthermore, both the students and the teachers mention the problems teachers experience with written English:

- spelling mistakes
- grammatical mistakes
- ambiguous grammatical constructions apparently influenced by teachers' mother tongues.

However, with reference to CLIL, teachers are expected to be fluent enough in the language of teaching to demonstrate professional competences and be able to use various grammatical constructions. Furthermore, CLIL teachers are recommended to operate with different registers, from academic to conversational, while adjusting these according to a given situation.

CLIL teachers' competence in the language of teaching therefore should support their subject teaching. Hence CLIL framework emphasizes teachers' proficiency in the teaching language oral skills: intonation and norms of oral speech, the use of different language registers.

### **Partnership in Supporting Student Learning**

The problems are not limited to English skills only. Teachers' unimaginative teaching style mentioned above also tells that some teachers need to develop their social skills. Hence both students and teachers mention teachers' poor social skills which also show in the practices open favoritism of students by teachers, monotonous and lifeless pres-

entation style, too limited teacher-student interaction which also suggest a lack of a contact between such teachers and students.

With reference to CLIL, teachers' proficient social skills are said to allow them to connect with every student personally, to create a reassuring learning environment and to adapt teaching strategies and material to particular learning situation. Therefore, teachers' social skills are treated by CLIL as part of teacher's competences, the tool that teachers are expected to use in creating a truly learning environment.

The above mentioned poor presentation skills and lack of interaction with student audience also tell about poor pedagogical skills of some teachers. Yet again, both students and teachers mention the examples of teachers' poor pedagogical skills. Students also mention that just because somebody is a professional in some area does not make them a subject teacher. The students mention some teachers' openly unfair comments, e.g. racial, that hardly add up to students' motivation and overall creative and trustful atmosphere in a student audience.

The importance of teachers' pedagogical skills is emphasized within the CLIL framework, too. Thus teachers are expected to support the learning environment and encourage interaction and communication such as whole class discourse and beyond "one question one answer" dynamics. Building a trustful atmosphere for learning is part of teacher's professional skills.

The students and the teachers also mention poor study material: the slides are full of spelling and grammatical mistakes, odd English that sounds like direct translations from Swedish or Finnish. At times the teaching material therefore is in Finnish. Furthermore, Finnish is used at times in tests, too. This reflects negatively on students' learning: those who do not speak Finnish feel "left out". However, even Finnish students are against such practices as they entered the English medium study program for a reason – to learn the subjects in English.

The teachers, non-native speakers of English, would like help with creating study material as they find it quite challenging to create quality study material while having limited English.

The problem also appears to be the terminology that is used without much consensus among the teachers and across different UASs: depending on the variety of English used by the teacher, e.g. British or American, different terms are used. This creates

confusion for both students and teachers. For teachers who are non-native speakers of English this is even a bigger challenge and making their work more difficult.

CLIL framework, however, expects teachers to design courses by selecting and adapting learning materials as required by the learning situation. Therefore, adequate study material is something expected from teachers.

### **Second Language Acquisition**

All the three respondent groups in their majorities also speak in favor of teachers' language skills assessment. According to the respondents of the three groups, much the same way as students' English is tested during the placement exam, so the teachers' English could be assessed during the recruitment process. For those who already teach in English some sort of an assessment is believed to help to set the starting mark in order to see the development needs.

For assessing the existing level of English and estimating the development needs, some sort of a framework has to be in place. Many respondents of the three groups approve the use of CEFR as a suitable framework for such purposes. The fact that CEFR is already used for assessing students' English skills only speaks in favor of it as a preferred benchmarking standard.

The CLIL framework also encourages teachers to improve their professional competences by first evaluating their existing professional skills. Hence CLIL teachers are recommended to apply CEFR language levels in assessing their existing language skills.

### **Interculturality**

The racial comments mentioned above that some teachers also signal about the lack of intercultural sensitivity on the part of those teachers. It is however expected that in a multicultural student audience a more tact and understanding should be shown towards the differences between students of diverse cultural backgrounds.

Both the students and the teachers therefore mention the problems of intercultural dimension that exist in their Universities. The students mention encounters with lack of understanding towards their background expressed in already mentioned unfair and racist comments, in the use of Finnish study material and the Finnish language during the lectures that leaves them out. The teachers also complain about the difficulties they

experience because of little knowledge about the cultural specifics of students from different countries.

Some teachers also complain about the lack of respect towards schedules on part of some international students, which could be subject to the traditions in their home countries, i.e. the schedules might not be as important and strict elsewhere. Also, the teachers feel that some international students are not used to studying independently which is a strong tradition in the schooling system in Finland. The difficulty to understand some students' English accents is also mentioned by the teachers.

Hence both students and the teachers feel there is a cultural gap between international students and Finnish teachers. Such situation hardly helps build trust between students and teachers which is quite important for a creative learning atmosphere. Also, certain aspects stand in the way of students' learning, e.g. the above mentioned lack of a habit to study independently, variety of English accents that teachers with limited English find difficult to understand and might take for incorrect English.

According to CLIL, teachers are supposed to encourage intercultural awareness. It is also an aspect of the CLIL framework. Such as, CLIL teachers are expected to possess intercultural sensitivity and to guide students to look beyond cultural stereotypes. This is hardly possible in a situation where teachers themselves are in need of learning more about intercultural awareness.

CLIL also expects teachers to be able to initiate and support face-to-face exchange between students from different countries and cultures. It is therefore is apparent that teachers in UASs, at least some of them, need to acquire a deeper intercultural sensitivity if any.

### **Other**

In addition, both the students and the teachers mention that many students need improving their English. It might not much improve the learning situation if only the teacher can fluently converse in English but a student cannot adequately express themselves in English orally or in written. The mastery of terminology appears a challenge for the students, too. Therefore, helping students improve their English up to the level appears also a development need in UASs.

## 5.2 Suggestions for Improvements

With the above said, it becomes apparent that the students' and teachers' criticism of the problems with the current situation with teaching in English in UASs is supported by CLIL. The recommendations given by the students and the teachers and, for some aspects, also by the organizers for improving the current situation comply with the recommendations of the CLIL framework that is considered the EU standard for teaching in a foreign language. Therefore such recommendations are treated as valuable input and those of them recurring in both the students and the teachers' answers presented below.

### **Target Language Competences for Teaching**

Since poor English language skills seem to be one of the major impediments for the Finnish teachers to start teaching in English while the supply of native English subject teachers appear to be limited, improving Finnish subject teachers' English skills could have a positive impact on the situation with the supply of competent subject teachers for the English-medium programs. On the part of some of the teachers, it could probably boost their confidence to start teaching in English.

Therefore, both the teachers and the students suggest the following for improving teachers' English:

- introducing a compulsory stay in an English-speaking country for non-English speaking subject teachers;
- organizing exchange programs with Universities in English-speaking countries for non-native subject teachers who teach in English;
- organizing intensive English language courses for non-native subject teachers who have a poor command of English;
- organizing regular workshops for improving teachers' mastery of professional terminology in English, teachers' writing skills and teachers' oral English skills. These could be also organized as intra-University workshops so that the teachers of the same subject from different schools could meet and concentrate better on the subject terminology. Such workshops could also be useful for sharing experiences, finding together better solutions to problems and mutual subject area support of the subject teachers from different UASs.

Also, both the teachers and the students see the need for a greater involvement of native English speakers into the teaching. This goes quite in-line with the EU recommendations on CLIL that subject teaching in a foreign language should involve teachers who are native speakers of the language of teaching. Therefore, the suggestions of both the teachers and the students are:

- increasing the number of native English teachers;
- organizing 'open lecture' situations where lectures held by native English teachers could be attended by non-native subject teachers for the purpose of learning the cultural aspects of teaching in English;
- organizing teaching in pairs, native English teacher with none-native English teacher for supporting the non-native English teachers English, adding quality to the teaching in English and facilitating the competence transfer from the native to the non-native English teacher.

### **Partnership in supporting Students Learning**

The suggestions on improving teachers' social skills are:

- organizing courses on social skills for subject teachers, these could be also facilitated by English native speakers;
- organizing teaching in pairs, native English teacher with none-native for supporting the non-native English teacher's social skills in the context of English culture;
- organizing social clubs so that the teachers and the students could interact outside the classroom to help them "meet" in order to deepen mutual understanding.

The suggestions on improving teachers' pedagogical skills:

- organizing pedagogical training for subject teachers, these could also be in the form of workshops with peer exchange of best practices;
- encouraging self-learning by reading up-to-date professional and pedagogical literature.

The suggestions on improving the study material are:

- creating study material centrally at UAS to be distributed for teachers' use so that every teacher need not create such material separately, this could be also done as a joint effort of Finnish UASs;

- involving native English speaker teachers into the above study material creating process in the English language consultancy role;
- using professional proof-reading services for language consultancy in creating study material in English.

The suggestions on improving the situation with the use of professional terminology:

- creating terminology glossaries for UAS-wide use, as above with study material, this could also be organized as a joint effort of UASs in Finland so that the same professional terms are used in different UAS in Finland;
- involving native English speaker teachers subject experts into creating the above terminology glossaries;
- using consultancy services of English language experts in creating terminology glossaries.

### **Second Language Acquisition**

The suggestions on testing subject teachers' English skills:

- applying CEFR levels in assessing teachers' language skills, the recommended levels therefore could be B2 and C1 with C2 as the desirable level;
- introducing job interviews in English for applicant subject teachers who intend to teach in English, the CEFR grading system could be applied here too. However, as suggested by the respondent teachers, in such situation the overall skills should be taken into account, such as if English is not the teacher's strongest skill but the subject and pedagogical skills are strong, these could outweigh and be the decisive points in making the final recruitment decision;
- introducing test lessons for the teachers who already teach in English for assessing their current level of English in order to establish the development needs. These could be implicit tests, e.g. by video-recording lessons for later assessment, or more explicit by the language skills assessing party attending a test lesson. However, the mode (implicit/explicit) is to be decided either separately with each teacher or as a school-wide practice by each UAS separately;
- if preferred/not objected by the teacher, language tests both oral and written applying CEFR grading system. These could also be just a regular round of language checks, e.g. once a year, before the Development discussions, to establish the teacher's development needs as far as language skills are concerned in order to include into the teacher's personal development plan.

### **Interculturality**

The suggestions to increase intercultural awareness and bring the students and the teachers together regardless of their cultural background are said to be:

- raising intercultural awareness among the teachers who teach for international students audience, also organizing courses on cultural sensitivity;
- organizing cultural clubs, intercultural events where both students and teachers could tell more about own cultural background, that could help students and teachers learn more about each other;
- communicating better to students the expectations as far as the local ways of studying are concerned, e.g. independent studies and respecting schedules etc, etc.

### **Other**

The following are the suggestions for improving students' language skills that also contribute to the positive learning environment:

- offering more English courses for students, too, e.g. English writing skills, professional terminology courses;
- offering Finnish courses for the International students.

The above recommendations and suggestions given by the student and teacher respondents of the survey will provide the basis for the Service Portfolio proposal in the next section.

### **5.3 Evaluation of Reliability and Validity**

As has been already mentioned earlier, this study aims at fulfilling the reliability and validity criteria for a qualitative research, both as far as the research data and the study method are concerned.

On part of the empirical data, data triangulation is fulfilled by the use of three different groups of respondents: the subject teachers, the students and the organizers of the survey. Each group relates differently to the topic: if the teachers' competences appear to be the focus of the survey, the students are the party impacted by the level of the teachers' competences being at the receiving end of such competences, the organizers are responsible for language competences in UASs.

Also, the volume of data involved in the study appear impressive comprising of the answers of 120 subject teachers, as many as 417 students and 23 organizers. Besides, the multiplicity of data also shows in the breadth of coverage of Universities: 27 UASs from all parts of Finland that represent 8 specialization fields.

The reliability and validity of the method of the study is in generalizing the data so that only recurring ideas in the answers of the respondents were considered for the survey as most likely representing the general opinion, and these were then further categorized following the triangulation procedure.

Within the categories those points of criticism of the current situation and suggestions for improvements that feature in at least two groups of respondents, e.g. the teachers and the students, were taken further for elaboration in the Discussion and Conclusions section.

Viewed as most general and objective, such viewpoints therefore were treated as most credible hence reliable. Therefore these served as a basis for the Service Portfolio Proposal in this study.

The analysis of the results of the surveys was supported with ample examples of the actual answers of the respondents to add up to the credibility of the discussion.

## 6 Service Portfolio Proposal

The proposal of the Service for Developing Teacher Competences is presented in this section. The proposal includes both a service process proposal and a service portfolio of resources for improving subject teacher competences in English medium programs in higher education institutions.

The two, the service process and service portfolio, are seen as complimenting each other: improving subject teachers' competences is seen here as a continuous circular process, a service customizable for the needs of every consumer, whereby the portfolio resources are used as required for the needs of every service consumer at different stages of the proposed process.

Therefore the Service Process and the Service Portfolio are viewed here as part of the Service for Developing Teacher Competences that is:

- transparent thus allowing to check the results of implemented measures at the Evaluating results stage;
- customizable for the needs of every consumer at the Assessing further needs and the Planning development needs and Designing measures stages;
- continuous as its circular structure and iterative nature suggest;
- quality centered, as the main purpose of this service is to improve teacher competences hence the quality of subject teaching in English-medium study programs.

### 6.1 Service Process for Developing Teacher Competences

The figure below presents graphically the process of improving subject teacher competences for English medium study programs.

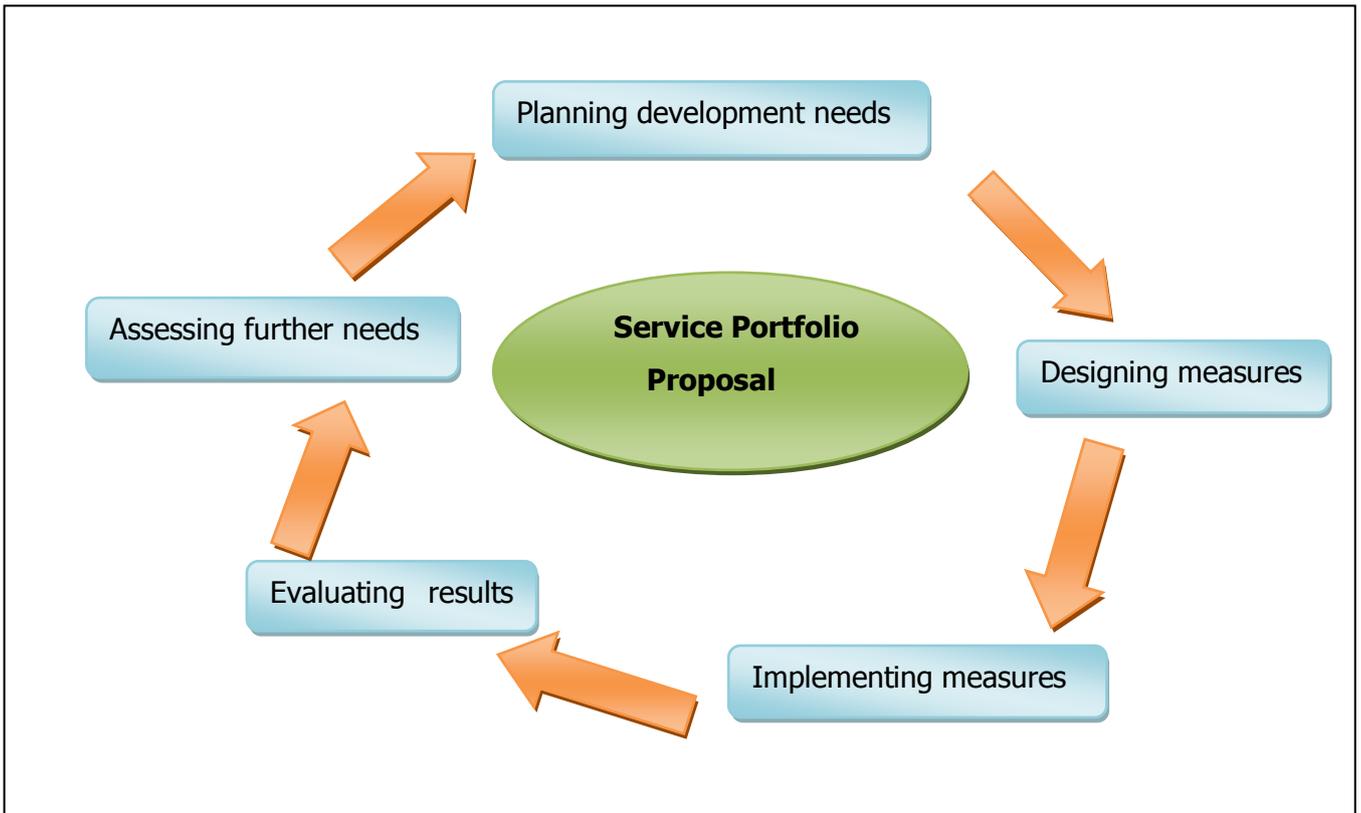


Figure 5. Service Process Proposal for Developing Teacher Competences

As mentioned earlier, the process of improving subject teacher competences for English medium study programs appears to be both circular and iterative:

- teachers' competences are assessed;
- development needs are planned based on the results of the assessment;
- the measures for improving the level of competences are designed based on the planned development needs;
- the designed measures are implemented;
- the results of implemented the measures are evaluated and then back to assessing the needs for further development.

It is assumed that the competences of teachers will be improving due to implemented measures so that a new round through the circle of stages would be a new iteration on a higher level of competences. The process therefore would repeat though different resources from the Service Portfolio could be used every consecutive time.

The iterations can be more frequent when the development needs are significant, or the frequency of iterations can be reduced when the iterations are more of check points to see if the competences remain sufficient over time.

The process can be tuned to the cycle of employee development discussions in a given University. The Evaluating and Assessing steps from the process can take place around the development discussions, when normally employee's performance is assessed and further development needs are planned. Hence the frequency of iteration could be one year.

## 6.2 Service Portfolio for Developing Teacher Competences

The Service Portfolio proposal presented here represents resources, i.e. various recommended measures to be taken for improving by developing subject teachers' competences in English medium study programs in higher education. The resources are bundled according to the problem that they tackle e.g. need to improve oral English skills.

The table below presents the Service Portfolio with its resources, where Suggestions/Measures mean Service Portfolio resources. The resources are presented in the problem-solution format and by the CLIL competence areas as in the discussion above.

Problem	Suggestion/ Measures
<b>Target Language Competences for Teaching</b>	
Poor oral and written English skills	<ul style="list-style-type: none"> <li>• Compulsory stays in English-speaking countries for non-English speaking subject teachers.</li> <li>• Exchange programs with Universities in English-speaking countries for subject teachers who teach in English and who is not a native English speaker.</li> <li>• Intensive English language courses for non-native subject teachers with a poor command of English.</li> <li>• Regular workshops for improving teachers' writing skills and teachers' oral English skills, these could be also organized as an intra-University workshops so that the teachers of the same subject from different schools could meet and concentrate better on the subject terminology, such workshops could also be useful for sharing experiences, finding together bet-</li> </ul>

	<p>ter solutions to problems and mutual subject area support of the subject teachers from different UASs.</p> <ul style="list-style-type: none"> <li>• 'Open lecture' situations where lectures held by native English teachers could be attended by non-native subject teachers for the purpose of facilitating the acquisition or oral English skills.</li> <li>• Teaching in pairs, native English teacher-none-native English teacher for supporting the non-native English teacher's English, adding quality to the teaching in English and facilitating the competence transfer from the native English teacher to the non-native English teacher.</li> </ul>
<b>Partnerships in Supporting Student Learning</b>	
Poor social skills	<ul style="list-style-type: none"> <li>• 'Open lecture' situations where lectures held by native English teachers could be attended by non-native subject teachers for the purpose of facilitating learning the social aspects of teaching in English.</li> <li>• Courses on social skills for subject teachers, these could be also facilitated by English native speakers.</li> <li>• Social clubs so that the teachers and the students could interact outside the classroom to help them "meet" in order to deepen mutual understanding.</li> <li>• Courses provided by the field experts (consultancy services) for improving social skills overall and social skills in English in particular</li> </ul>
Poor knowledge of professional terminology	<ul style="list-style-type: none"> <li>• Regular workshops for improving teachers' mastery of professional terminology in English, these could be also organized as an intra-University workshops so that the teachers of the same subject from different schools could meet and concentrate better on the subject terminology, such workshops could also be useful for sharing experiences, finding together better solutions to problems and mutual subject area support of the subject teachers from different UASs.</li> <li>• Terminology glossaries for UAS-wide use, as above with study material; this could also be organized as a joint effort of UASs in Finland so that the same professional terminology is used in different UAS in Finland.</li> </ul>

	<ul style="list-style-type: none"> <li>• Native English speaker teachers/subject experts' involvement in creating the above terminology glossaries.</li> <li>• Consultancy services of English language experts in creating terminology glossaries.</li> </ul>
Poor pedagogical skills	<ul style="list-style-type: none"> <li>• Pedagogical training for subject teachers; these could also be in the form of workshops with peer exchange of best practices.</li> <li>• Self-learning encouragement: reading up-to-date pedagogical literature.</li> </ul>
Poor study material	<ul style="list-style-type: none"> <li>• Study material creation centrally at UAS to be distributed for teachers' use so that every teacher need not create such material separately and for the benefit of standard quality material; this could be also done as a joint effort of Finnish UASs.</li> <li>• Native English speaker teachers' involvement into above creating study material in English for language consultancy purposes.</li> <li>• Professional proof reading services (external services) for language consultancy in creating study material.</li> </ul>
<b>Second Language Acquisition</b>	
Need for language assessment	<ul style="list-style-type: none"> <li>• CEFR levels application in assessing teachers' language skills, the recommended levels therefore could be B2 (as a possible but not desirable starting level) and C1 (as recommended), with C2 as the desirable level.</li> <li>• Job interviews in English for applicants subject teachers who intend to teach in English, the CEFR grading system could be applied here too, however, as suggested by the respondent teachers, in such situation the overall skills should be taken into account, such as if English is not the teacher's strongest skill but the subject and pedagogical skills are strong, the latter could overweigh as the decisive points in making the final recruitment decision.</li> <li>• Test lessons for the teachers who already teach in English for assessing their current level of English in order to establish the development needs, these could be implicit tests, e.g. by video-recording lessons, or more explicit by the language skills assessing party attending the test lessons, the mode (implicit/explicit) is to be decided either separately with</li> </ul>

	<p>each teacher or as a school-wide practice, to be decided by each UAS separately.</p> <ul style="list-style-type: none"> <li>• Language tests both oral and written applying CEFR grading system, preferred/not objected by the teacher of the school, these could also be just a regular round of language checks, e.g. annually, before the annual round of Development discussions, to establish the teacher's development needs as far as their language skills are concerned, in order to include necessary development measures into the teacher's personal development plan.</li> </ul>
<b>Interculturality</b>	
Poor intercultural skills	<ul style="list-style-type: none"> <li>• 'Open lecture' situations where lectures held by native English teachers could be attended by non-native subject teachers for the purpose of facilitating learning the cultural aspects of teaching in English.</li> <li>• Intercultural awareness among the teachers who teach for international student audience, also organizing courses on cultural sensitivity.</li> <li>• Cultural clubs, intercultural events where both the students and the teachers could tell more about own cultural backgrounds to help students and teachers "meet" by learning more about each other.</li> <li>• Better communicating to students the expectations as far as the local ways of study life are concerned, e.g. independent studies and respecting schedules etc, etc.</li> </ul>
<b>Other</b>	
Students' poor English skills	<ul style="list-style-type: none"> <li>• More English courses for students, too, e.g. English writing skills, professional terminology courses.</li> <li>• Finnish courses for the International students.</li> </ul>
Difficulty to find teacher for English-medium programs	<ul style="list-style-type: none"> <li>• Raising the status of teaching in English.</li> <li>• Improving the terms for subject teachers who teach in English.</li> </ul>

Table 4. Service Portfolio Proposal.

It is assumed that training to improve English language skills implies a comprehensive approach aimed at developing not just language skills as such, but also social skills in the target language and cultural awareness. Therefore, while developing a particular skill above other skills improve, too.

The interculturality above does not imply raising cultural awareness only in view of the target language culture, i.e. English-speaking. Interculturality in this Portfolio proposal implies cultural awareness on the global scope due to the multi-cultural background of the student audience in Finnish UASs.

The Other section above includes the aspects that appear to be outside the CLIL competence areas, however are seen as important factors in improving the situation with teaching in English in UASs. Also, these are the wishes that the survey respondents expressed repeatedly.

## **7 Summary**

This study addresses the problems with teaching in English-medium study programs in Finnish UASs that became apparent through earlier surveys on the situation with teaching in English in Finnish UASs and through the earlier survey conducted by SAMOK on the situation of foreign students in Finland.

Subsequent to the problems is the objective of this study – to come up with a Service Portfolio for developing teacher competences in English-medium study programs in higher education.

The data used for the study come from three surveys based on the Teacher Competences questionnaire. The target groups of the survey were the students, the teachers from English-medium study programs, the Heads of English Degree International Programs and the organizers of the survey – language coordinators of Finnish UASs.

The Universities involved in the study represent all parts of Finland and a number of specialization fields. The survey was conducted both in English for non-Finnish speakers and in Finnish for Finnish native speakers.

Covering such versatile groups of respondents was an attempt to have unbiased hence credible opinions on the subject at hand. The study took a qualitative approach in data analysis. The results of the survey were further classified and generalized for the purpose of reliability and validity of the method of research. Only recurring answers of the respondents as most credible and reliable were considered for the further analysis in the study.

The analysis of the results of the survey revealed common trends in the opinions of the three groups: the students, the teachers and Heads of programs and in some cases also the organizers (subject to the limited number of questions for the organizers) mentioned the same problems with the situation and suggested similar solutions to the problems.

The facts that the students and the teachers were not only criticizing but also quite constructively giving suggestions to improve the situation were adding to the credibility of the answers of the respondents. Many teachers seemed to be genuinely concerned

with their English language skills and expressed interest in improving their English skills and their professional competences overall.

The suggestions provided by the respondents served as a basis for the Service Portfolio in this study. The Service Portfolio proposal is complimented with the Service Process proposal for Developing Teacher Competences. It is recommended that the two, the Service Process and Service Portfolio, are seen as parts of the whole Service for Developing Teacher Competences proposal: the Service Process uses the resources provided by the Service Portfolio.

The Service Portfolio and the Service Process are targeted at higher education institutions that provide study programs with English as a medium of teaching. It is assumed that the Universities decide which resources from the proposed Service Portfolio to select for their internal use according their needs.

Though the objective of the study was to come up with a Service Portfolio proposal, the study provides both the Service Process and the Service Portfolio proposals for Developing Teacher Competences. This is to indicate the need to approach the problem at hand in a more organized and structured way.

However, aspects of implementation of the Service for Developing Teacher Competences as well as further details on the Service structure and operation are outside the scope of this paper. This paper provides only the initial idea for the above service.

This study is part of a bigger project that is a response to the concerns with the standards of teaching in English-medium study programs in Finnish UASs raised by the Finnish Ministry of Education and Culture. Subsequent to the concerns, a committee of language organizers from different UASs was established in 2009. The aim of the committee is to facilitate the improvement of the situation with English-medium teaching in Finnish UASs.

The Teacher Competences questionnaire and the three surveys based on the questionnaire that provided the empirical data for this study were the initial steps of the committee for the purpose of getting a clearer idea about the current state of affairs.

This research is a modest contribution to the above bigger effort and the main objective here is to help set the waters moving.

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**APPENDIX 1**

## CLIL Teacher Competences Grid (selectively)

Areas of Competence	Competences	Indicators of Competence
<b>UNDERPINNING CLIL</b>		
<b>Target Language Competences for Teaching</b>	<b>Using Basic Interpersonal Communication Skills (BICS)</b>	<ul style="list-style-type: none"> <li>• Can communicate using contemporary social registers</li> <li>• Can adjust social and academic registers of communication according to the demands of a given context</li> </ul>
	<b>Using Cognitive Academic Language Proficiency (CALP)</b>	<ul style="list-style-type: none"> <li>• Can read subject material and academic texts</li> <li>• Can use appropriate subject specific terminology and syntactic structures</li> <li>• Can conceptualize whilst using the target language</li> </ul>
	<b>Using the language of classroom management</b>	<ul style="list-style-type: none"> <li>• Can use target language in:               <ul style="list-style-type: none"> <li>- group management</li> <li>- giving instructions</li> <li>- managing interaction</li> <li>- managing cooperative work</li> <li>- enhancing communication</li> </ul> </li> </ul>
	<b>Using the language of teaching</b>	<ul style="list-style-type: none"> <li>• Can use own oral language production as a tool for teaching through varying:               <ul style="list-style-type: none"> <li>- registers of speech</li> <li>- cadence</li> <li>- tone and volume</li> </ul> </li> </ul>
	<b>Using the language of learning activities</b>	<ul style="list-style-type: none"> <li>• Can use the target language to:               <ul style="list-style-type: none"> <li>- explain</li> <li>- present information</li> <li>- give instructions</li> <li>- clarify and check understanding</li> <li>- check level of perception of difficulty</li> </ul> </li> <li>• Can use the following forms of talk:               <ul style="list-style-type: none"> <li>- exploratory</li> <li>- cumulative</li> <li>- critical</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- meta</li> <li>- presentational</li> </ul>
<b>Partnerships in supporting student learning</b>	<b>Building constructive relationships with students relationships</b>	<ul style="list-style-type: none"> <li>• Can connect with each student personally</li> <li>• Believes in each student's capacity to learn and avoids labeling students</li> <li>• Is respectful of diversity</li> <li>• Can create a reassuring and enriching learning environment</li> <li>• Can support individual and differentiated learning</li> <li>• Can adapt materials and strategies to students' needs</li> </ul>
<b>SETTING CLIL IN MOTION</b>		
<b>Second Language Acquisition (SLA)</b>	<b>Knowing Second Language attainment levels</b>	<ul style="list-style-type: none"> <li>• Can use the Common European Framework of Reference (CEFR) for Language as a self-assessment tool</li> <li>• Can use the CEFR as a tool for assessing students' level of attainment with colleagues</li> </ul>
<b>Interculturality</b>	<b>Promoting cultural awareness and interculturality</b>	<ul style="list-style-type: none"> <li>• Can guide students in developing cultural awareness</li> <li>• Can initiate or support virtual or face-to-face exchanges with students from other regions or countries</li> </ul>
<b>Lifelong learning &amp; Innovative teaching and learning approaches</b>	<b>Keeping up with new developments</b>	<ul style="list-style-type: none"> <li>• Can continue to evolve in the role of CLIL teacher through: <ul style="list-style-type: none"> <li>- working systematically to apply new techniques and improve teaching</li> <li>- trying out new materials and media</li> <li>- regular self-assessment of personal professional development needs</li> <li>- updating knowledge by reading new articles and books on CLIL and pedagogy</li> <li>- taking continuous profes-</li> </ul> </li> </ul>

		<p>sional development courses</p> <ul style="list-style-type: none"><li>- taking part in regional, national or international CLIL networks and /or conferences</li><li>• Can support colleagues in using innovative methodology</li><li>• Can promote, and help students to adapt to innovative learning techniques.</li></ul>
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**APPENDIX 2****Teacher Competences Questionnaire/Teachers**

Ammattikorkeakoulujen kielten vastuuopettajat	The Language Teaching Development Team of the Finnish Universities of Applied Sciences
Englannin kielellä opettamisen opettajakompetenssi -työryhmä	Working group on Competences for Teaching Content through English
Kysely	Questionnaire
23.3.2010	
<b>OPETTAJAKOMPETENSSIN KEHITTÄMINEN</b>	<b>DEVELOPING TEACHER COMPETENCES</b>
<b>- englanniksi opettavat opettajat ja vieraskielisten koulutusohjelmien johtajat</b>	<b>- teachers who teach content through English and heads of English-medium degree programmes</b>
Syksyllä 2009 ammattikorkeakoulujen Kielten vastuuopettajat perustivat työryhmän englanniksi opettavien opettajien opettajakompetenssin kehittämiseksi. Työryhmä kartoittaa näkemyksiä englanniksi opettamisen kehittämisestä opettajilta, vieraskielisten koulutusohjelmien johtajilta, kielten vastuuopettajilta sekä opiskelijoilta. Tämän kyselyn vastauksia ei voida yhdistää yksittäiseen ammattikorkeakouluun tai opettajaan.	In autumn 2009, the Language Teaching Development Team of the Finnish Universities of Applied Sciences (UAS) formed a working group to develop the competences of those teachers who teach through the medium of English. This working group is now conducting a survey about how the teaching of content through English needs to be developed, and is seeking the views of the heads of English-medium degree programmes, students, and the teachers themselves. The information supplied by respondents cannot be

	linked to any specific UAS or any individual teacher.
Tämä kysely kartoittaa englanniksi opettavien <b>opettajien</b> ja vieraskielisten koulutusohjelmien <b>johtajien näkemyksiä</b> haasteista ja opettajien kehityspolusta. Pyydämme sinua vastaamaan tähän kyselyyn, jotta voimme suunnitella apuneuvoja englanniksi opettavien opettajien taidon kehittämiseksi kaikkien ammattikorkeakoulujen käyttöön.	This questionnaire requests teachers who teach content through English and heads of English-medium degree programmes to give their views on the special challenges of teaching through a foreign language, and on how teachers' competences should be systematically developed. We ask you to complete this questionnaire, so that we can devise support systems for the benefit of all colleagues who teach English-medium courses in any UAS in Finland.
1. Vastaaja-ammattikorkeakoulu: _____ 2. Koulutusala: _____	1. University of Applied Sciences 2. Field of education
3. Missä koulutusohjelmassa opetat/Mistä koulutusohjelmasta vastaat: _____ _____	3. On which degree programme(s) do you teach? / For which degree programme are you responsible?
4. Aihealue/et, jo(i)ta opetan/joista vastaan: Kaikki _____ Muu, mikä _____ _____	Topic areas which I teach / for which I am responsible: All Other (Please specify)
Onko koulutusohjelmassa helppoa saada opettajia opettamaan englanniksi?	On this degree programme, is it easy to get teachers to teach through the medium of English?
Kyllä	Yes



englanniksi			tions and hospitality situations		
3. Englannin kielen kohteliaisuus, yleiset keskustelunaiheet ja vieraanvaraisuustilanteet	5		4. Knowledge of cultural differences; intercultural communication skills	4	1
4. Kulttuurienvälisen eroavuuksien tuntemus ja huomioon ottaminen	5		5. Understanding different accents, dialects and ways of expressing things		
5. Erilaisten murteiden ja puhetapojen ymmärtäminen			6. Clear pronunciation	4	1
6. Selkeä ääntäminen	5		7. Expressive (rather than monotonous) intonation		
7. Innostava intonaatio (ilmeikkyyks/monotonisuus)	5		8. Strong command of professional terminology		
8. Ammattiterminologian sujuva käyttö	5		9. Good teacher-student interaction (e.g. listening, responding to students' contributions, giving feedback...)	4	3
9. Hyvä opettaja-opiskelija vuorovaikutus (mm. kuuntelukyky, kommentointi, palautteen anto)	5		10. Clear instructions and task descriptions (e.g. slides, transparencies, handouts...)	4	2
10. Selkeät tehtäväsiannot ja tehtävänkuvaukset	5		11. Effective use of study materials (e.g. meetings and negotiations)	4	2
11. Tehokas oppimateriaalin käyttö (kalvot, jaettavat aineistot)	5		12. Command of the language of academic writing; acting as a supervisor for final theses	4	1
12. Kokousten ja neuvottelujen kieli	5		13. Self-evaluation skills; realistic perception of one's own competence in English	4	2
13. Opinnäytetyön ohjaus ja akateeminen kirjoittaminen	5		14. Linguistic accuracy (e.g. in syntax, spelling, punctuation...)	4	1
14. Oman kielitaidon arviointi ja realistinen käsitys osaamisesta	5		15. Ability to have a positive effect on students' motivation	4	3
15. Rakenteet, oikeakielisyys	5		16. Showing a tolerant, creative and empathetic attitude	4	2
16. Opettajan taito tukea opiskelijan motivaatiota	5		17. Polite and relaxed style of communication in teaching and guiding	4	1
17. Opettajan salliva, luova ja empaattinen asenne	5		18. Use of many different channels for conveying information (e.g. speech, images, text...)	4	3
18. Opettajan kohtelias ja luonteva viestintä opetus- ja	5		19. Using online-learning adaptively with multi-cultural groups	4	1
	5		20. Using online-learning adaptively with multi-cultural groups	4	1
	5		21. Something else (Please specify)	4	1

ohjaustilanteissa						
19. Monen kanavan käyttäminen tiedon välittämiseksi (puhe, kuvat, teksti).	5		4	3	2	1
20. Verkko-opetuksen suuntaaminen monikulttuuriselle ryhmälle	5		4	3	2	1
21. Muu, mikä	5		4	3	2	1
6. Pitäisikö englanniksi opettavien opettajien kielitaitoa mitata?						
6. Should the English skills of teachers who teach content through English be tested?						
<input type="checkbox"/> Kyllä <input type="checkbox"/> Ei						
Yes						
No						
7. Jos <b>kyllä</b> , miten kielitaitoa tulisi mitata?						
7. If you answered "yes", how do you think the English skills of teachers who teach content through English should be tested?						
<input type="checkbox"/>						
Olemassa oleva kielitesti (esim. YKI tai Cambridge tai muu)						
- an existing standardised language test (e.g. YKI, Cambridge or similar) should be used.						
Kukin amk kehittää itse testinsä						
- Each UAS should create a test for its own teachers.						
Tarkoitukseen amkien yhteisesti kehittämä englanniksi opettamisen testi (esim. opetusnäyte, interaktiutilannesimulaatiot ja kirjallinen näyttö)						
A test of teachers' ability to teach content through the medium of English should be devised jointly by the UASs (e.g. a teaching demonstration, simulation of classroom interaction, test of written English...)						
Itsearviointimenettely (vahvuudet ja kehittämiskohteet) ja koottu ohjelma,						
Self-evaluation of strengths and areas to be developed should be used, on the ba-						

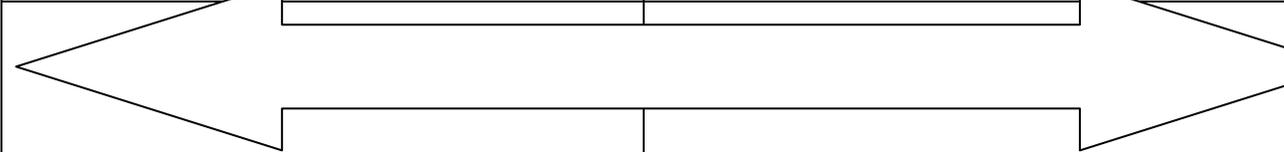
jossa eri vaihtoehtoja (eri amkien tarjotin, hyväksi havaitut ulkomaankohteet)	sis of which individualised development programmes should be put together from a menu of options. (Different options in different UASs; approved language development schemes abroad...)
Muu, ideoi mikä...	Other ideas (Please specify)
8. Opiskelijoiden kielitaidon mittauksessa käytetään eurooppalaista kieltenopetuksen viitekehystä. Ruotsin minimitasovaatimus on B1 ja englannin B2. Onko mielestäsi tarpeen osaamismittauksen avulla sijoittaa englanniksi opettavat opettajat eurooppalaiselle viitekehysasteikolle, jossa A1 ja A2 ovat perustaso, B1 ja B2 keskitasoa ja C1 ja C2 ylin taso	8. For measuring students' language skills the Common European Frame of Reference for Languages is used. The minimum requirement in Swedish is level B1 and for English B2. In your opinion, is it necessary to place teachers who teach through the medium of English in this frame of reference, where A1 and A2 mean "basic level", B1 and B2 mean "independent level" and C1 and C2 mean "proficient level"?
<input type="checkbox"/> Kyllä <input type="checkbox"/> Ei <input type="checkbox"/> Ei osaa sanoa	<input type="checkbox"/> Yes No I don't know
9. Perustele miksi:	9. Please justify your answer.
10. Testataanko englanniksi opettavan opettajan opettajakompetenssia rekrytointitilanteessa?	10. Should the ability of teachers to teach content through the medium of English be tested as part of the recruitment process?
<input type="checkbox"/> Kyllä <input type="checkbox"/> Ei <input type="checkbox"/> En tiedä	<input type="checkbox"/> Yes No

	I don't know
11. Ideoitasi jatkotyöskentelyn avuksi:	11. Please mention any other ideas on this subject which you would like to bring to our attention.
12. Mitkä keinot mielestäsi parantaisivat opettajien englanniksi opettamisen taitoja parhaiten?	In your opinion, how could teachers' ability to teach content through the medium of English be improved most effectively?
Kiitos työryhmän puolesta	On behalf of the working group, thank you for participating in this survey.
Marjatta Huhta (Metropolia), Ritva Ala-Louko (Rovaniemen amk), Janne Hopeela (Tampereen amk), Birgitta Niemi (Keski-Pohjanmaan amk), ja Kirsi Talman (Metropolia)	Marjatta Huhta (Metropolia), Ritva Ala-Louko (Rovaniemen amk), Janne Hopeela (Tampereen amk), Birgitta Niemi (Keski-Pohjanmaan amk), ja Kirsi Talman (Metropolia)
Tulokset ja työkalut tulevat ammattikorkoulujen käyttöön ARENEN kielityöryhmän työtä jatkavan Kielten ja viestinnän osaamistiimin sivuille	The results and development tools will be made available to all UASs on the website of the Language and Communication Expertise Team, which is continuing the

<a href="http://extra.seamk.fi/arenekr/">http://extra.seamk.fi/arenekr/</a>	work of the ARENE language team. <a href="http://extra.seamk.fi/arenekr/">http://extra.seamk.fi/arenekr/</a>

**APPENDIX 3****Teacher Competences Questionnaire/Students**

Ammattikorkeakoulujen kielten vastuopettajat	The Language Teaching Development Team of the Finnish Universities of Applied Sciences
Englannin kielellä opettamisen opettajakompetenssi -työryhmä	Working group on Competences for Teaching Content through English
Kysely	Questionnaire
23.3.2010	
<b>ENGLANNIKSI OPETTAVIEN OPETTAJIEN OPETTAJAKOMPETENSSIN KEHITTÄMINEN</b>	<b>DEVELOPING THE COMPETENCES OF TEACHERS WHO TEACH CONTENT THROUGH THE MEDIUM OF ENGLISH</b>
<b>- opiskelijat</b>	<b>- students</b>
Syksyllä 2009 ammattikorkeakoulujen Kielten vastuopettajat perustivat työryhmän englanniksi opettavien opettajien opettajakompetenssin kehittämiseksi. Työryhmä kartoittaa näkemyksiä englanniksi opettamisen kehittämisestä opettajilta, vieraskielisten koulutusohjelmien johtajilta, kielten vastuopettajilta sekä opiskelijoilta. Tämän kyselyn vastauksia ei voida yhdistää yksittäiseen ammattikorkeakouluun tai opettajaan.	In autumn 2009, the Language Teaching Development Team of the Finnish Universities of Applied Sciences (UAS) formed a working group to develop the competences of those teachers who teach through the medium of English. This working group is now conducting a survey about how the teaching of content through English needs to be developed, and is seeking the views of the heads of English-medium degree programmes, students, and the teachers themselves. The information supplied by respondents cannot be linked to any specific UAS or any individual teacher.
Tämä kysely kartoittaa <b>opiskelijoiden</b> näkemyksiä haasteista ja kehitystarpeista. Pyydämme sinua vastaamaan tähän kyselyyn, jotta voimme suunnitella apuneuvoja	This questionnaire requests <b>students</b> to give their views on the special challenges of English-medium courses, and on how such courses should be developed. We ask you to

<p>englanniksi opettavien opettajien taidon kehittämiseksi kaikkien ammattikorkeakoulujen käyttöön.</p>	<p>complete this questionnaire, so that we can devise support systems for the benefit of all teachers who teach English-medium courses in any UAS in Finland.</p>
<p>1. Vastaaja-ammattikorkeakoulu: _____</p> <p>2. Koulutusala: _____</p>	<p>1. University of Applied Sciences 2. Field of education</p>
<p>3. Koulutusohjelma: _____</p>	<p>3. Degree programme:</p>
<p>4. Olen motivoitunut opiskelemaan omaa alaani. erittäin paljon 5 4 3 2 1 vain vähän</p>	<p>4. I am motivated to study my own field very much 5 4 3 2 1 only a little</p>
<p>5. Mitkä näyttäisivät kokemuksesi mukaan olevan englanniksi opettamisen <b>vahvuuksia</b> ja <b>kehityskohteita</b>.</p>	<p>In your experience, what are the strengths and weaknesses in the English-medium teaching on the degree programme in which you are participating.</p>
<p><i>Numerot merkitsevät: 5 vankka vahvuus, 4 osittain vahvuus, 3 sekä vahvuus että kehityskohde, 2 osittain kehityskohde 1 selkeä kehityskohde</i></p>	<p><i>5 = a great strength 4 = more a strength than a weakness 3 = a strength but with scope for development 2 = more a weakness than a strength 1 = a clear and urgent development target</i></p>
	<p style="text-align: right;"><b>Kommentteja</b></p> <p>1. Clear and fluent lecturing style</p>



empaattinen asenne						
18. Opettajan kohtelias ja luonteva viestintä opetus- ja ohjaustilanteissa	5	4	3	2	1	
19. Monen kanavan käyttäminen tiedon välittämiseksi (puhe, kuvat, teksti).	5	4	3	2	1	
20. Verkko-opetuksen suuntaaminen monikulttuuriselle ryhmälle	5	4	3	2	1	
21. Muu, mikä	5	4	3	2	1	
6. Ideoitasi englanninkielisen opetuksen kehittämiseksi.	What other ideas do you have for developing English-medium teaching?					
Kiitos työryhmän puolesta	On behalf of the working group, thank you for participating in this survey.					
Marjatta Huhta (Metropolia), Ritva Ala-Louko (Rovaniemen amk), Janne Hopeela (Tampereen amk), Birgitta Niemi (Keski-Pohjanmaan amk), ja Kirsi Talman (Metropolia)	Marjatta Huhta (Metropolia), Ritva Ala-Louko (Rovaniemen amk), Janne Hopeela (Tampereen amk), Birgitta Niemi (Keski-Pohjanmaan amk), ja Kirsi Talman (Metropolia)					
Tulokset ja työkalut tulevat	The results and development tools will be					

ammattikorkeakoulujen käyttöön ARENE:n kielityöryhmän työtä jatkavan Kielten ja viestinnän osaamistiimin sivuille <a href="http://extra.seamk.fi/arenekr/">http://extra.seamk.fi/arenekr/</a>	made available to all UASs on the website of the Language and Communication Expertise Team, which is continuing the work of the ARENE language team. <a href="http://extra.seamk.fi/arenekr/">http://extra.seamk.fi/arenekr/</a>
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