

# LANGUAGE TEACHER TRAINING AND BILINGUAL EDUCATION IN FINLAND

*David Marsh*, Workplace Communication, University of Jyväskylä  
*Tarja Nikula*, Workplace Communication, University of Jyväskylä  
*Sauli Takala*, Centre for Applied Language Study, University of Jyväskylä  
in conjunction with  
*Ulla Rohiola*, Department of Teacher Education, University of Turku  
*Tero Koivisto*, Department of Teacher Education, University of Turku

## CAVEAT

The information gathered here has been drawn from a range of sources and it is possible that inaccuracies may be found, particularly as regards that which may have been unintentionally omitted. The authors wish to thank all those who contributed information on language teacher training and bilingual education in Finland.

## FORWARD

Bilingual Education is a term which is used to describe a variety of contexts. In the last few years the term Mainstream Bilingual Education has come to be used for situations in which majority language students, who are in the state educational system, learn non-language content through a modern foreign language.

More recently, practitioners and researchers in this area have been found to favour the term 'Content and Language Integrated Learning' (CLIL) to describe this form of instruction which is considered a means by which to implement a plurilingual approach to education. Preference for CLIL can be found because the term allows for the movement of both language teachers become more involved with content, and content teachers to become more involved with language. This is particularly the case in Finland in which CLIL involves both language and content specialists. In this chapter, the acronym CLIL will be used to refer to a type of method which may lead to the development of plurilingualism in mainstream education (for discussion on terminology in this field see Nikula 1997).

The text does not seek to duplicate the existing description of language studies in Finland produced by the European Language Council and European Universities' Networks. It is suggested that this text be considered complementary to both 'Language Studies in Higher Education in Finland' (Sajavaara, 1995) and 'Teacher Education in Finland' (Hansén, 1994) which provide a comprehensive description of the these respective areas.

Finally, it should be stressed that this text will not describe minority language educational issues pertaining to teacher training in Finland as this is considered different to the CLIL activities under discussion.

## **1. THE NATIONAL LINGUISTIC SITUATION**

Due to historical developments, Finland - like many other countries- is a multilingual state. Finland's official language policy is embodied in constitutional law, which established Finnish and Swedish as the national languages of the new republic which was created in 1917. Other laws stipulate the linguistic status of municipalities and the language proficiency required of civil servants. In accordance with the principle of cultural autonomy, educational and cultural services are available in the two languages. Thus the children and youth representing the Swedish-speaking minority can have their education in their mother tongue from kindergarten to post-graduate studies at university. The national radio network has a Swedish language channel and radio/television services have specific times allotted to Swedish-language programmes. When the Åland Islands (located between Sweden and Finland) were recognized by the League of Nations to be a part of Finland in the 1920s, the area was given a large degree of autonomy and the Swedish language obtained strong legal protection.

The Sami language has also been gaining increasing recognition. In the Sami region, the language can be taught as a mother tongue or as a second language. It can also be used as the language of instruction. From the beginning of 1992, Sami can be used in the Lapland region for all official business with the right to interpretation services accordingly.

According to available population statistics, the Swedish-speaking population has decreased relatively speaking and also in absolute terms. In the early 1600's, it constituted about 17% of the total population and is currently about 6%. (The highest absolute number was recorded in the 1900 census 349,700 and the figure at the end of 1991 was 296,842 speakers).

Out of the 460 urban and rural municipalities in 1990, 395 were officially Finnish-speaking, 21 were bilingual with Finnish as the majority language, 20 with Swedish as the majority language, and 24 municipalities were Swedish-speaking. With the exception of the Åland Islands, about half of the Swedish-speaking Finns are now living in predominantly Finnish-speaking communities. Mixed marriages are common, and increasing numbers of children in Swedish-speaking schools are bilingual.

The number of Sami-speaking Lapps was 1,734 in 1990 (0,03%).

At the end of 1992, the number of non-Finnish passport holders resident in the country was about 44,000. This amounts to 0,9% of the total population (cf. 1987: Sweden 4,8%, Germany 7,6%). The number has, however, risen steadily: 26,255 (1990) and 37,579 (1991). Asylum seekers are not included in the figures.

### **1.2. Description of Area Specific Understanding of Bilingual Education**

Since the early 1980s the Finnish government has issued several policy documents aiming to diversify the range of foreign languages studied ( partly to combat the dominance of English in relation to pupil/student's subject choice) and to improve the general standard of language proficiency. One such measure was the introduction of an optional second foreign language in grade 5 (age range 11-12 years) to follow the introduction of the first foreign language in grade 3 (age-range 9-10 years). This was first explored in pilot schools in 1987 and has since become part of the mainstream system. Another measure was the introduction of the IB schools in the first years of the 1990s to supplement the five foreign language schools in Helsinki. A working

party set up by the Ministry of Education recommended in 1989 that teaching in a foreign language (CLIL) should be made available in Finnish schools.

In earlier times, the languages of instruction were either Finnish or Swedish, with a special dispensation that allowed the use of a foreign languages in special temporary circumstances. However, since 1991 the municipalities, schools and teachers can use a foreign language to teach any subject as in CLIL.

The current legislation concerning the 9-year comprehensive school and upper secondary school states that the medium of instruction may, when it is considered appropriate, be other than the instructional language of the school (ie. in mainstream schools, Finnish, Swedish, or in a few northern municipalities, Sami). Both comprehensive schools and upper secondary schools may also have one or several teaching groups (classes) in which instruction is given in a language other than the school's ordinary teaching language. Participation in such classes is voluntary.

In Finland, CLIL has not been "pinned down" by any narrow or explicit definitions, and it has, at least up till now, escaped any narrow "orthodoxy" in terms of its goals and methodology. CLIL has been interpreted in a broad sense, to cover the use of a foreign language in teaching ranging from very short units or substantial courses, or varying degrees of the curricula. There has been no a priori preference for having language teachers teaching content or subject teachers using a foreign language in their teaching. It has been recognised that the reasons for introducing teaching through a foreign language may be diverse and reflect contextual constraints and priorities. Teaching in a foreign language may be introduced, for instance, (i) to improve foreign language proficiency by increasing the pupils' and students'exposure to the foreign language, ie. increasing their opportunities to obtain a better knowledge of foreign languages in formal schooling than can normally be obtained, (ii) to give a boost to the pupils' and students' confidence by letting them experience that they can understand and use the language "for real" and, through this, bring about a greater interest in using the language and thus also learn more, (iii) to offer a new challenge for teachers who feel that they would like to teach in a foreign language for respective reasons, (iv) to make it easier for educational institutions to receive foreign students, to promote teacher and student exchange and to respond to the challenge of growing internalisation even in education.

### **1.3. Legislation and Language Teacher Training**

Current legislation concerning teacher education is from 1995. It lays down the principles of teacher training and determines which educational subjects are taught in which universities and how the tasks of training study counsellors, kindergarten, classroom, subject, and special teachers are divided among universities.

Since 1973, all teacher education has been university-based. The education of future class teachers (teachers for the lower stage of comprehensive schools) is mainly the responsibility of the teacher education departments which belong to the university faculties of education. The education of subject teachers in foreign languages (upper stage of the comprehensive school and the upper secondary school) is the joint responsibility of language departments and the teacher education departments. These departments also have practice schools where most of the required supervised practice teaching takes place. The proportion of field practice is increasing as a part of teaching practice.

In the present system, classroom teachers obtain a Master's degree in education, which requires 160 study weeks (1 study week= average of 40 hours of active study, equivalent to 240 ECTS). Students have Education as their major subject and prepare a Master's thesis accordingly. Teaching-oriented pedagogical studies are carried out as either part of the major, or within a separate study programme. Thirty-five study weeks are required in subjects or integrated subjects taught in the comprehensive school.

Subject teachers obtain a Master's degree, requiring 160 study weeks. Studies in what is generally two language subjects as taught in school are required as well as pedagogical studies. At least 55 study weeks are required in one school subject and at least 35 study weeks in the possible other school subject. After some 2-3 years of studying, students may apply to be admitted to teacher education and, if accepted, can start their pedagogical studies which take place concurrently with their continued subject studies. Prior to the present system pedagogical studies followed the completion of subject studies.

Teachers' pedagogical studies are within Education, and they are didactically oriented and contain teaching practice. Pedagogical studies comprise 35 study weeks. General pedagogical studies typically take 15 study weeks, school administration 1 study week and subject didactic studies and practice teaching 19 study weeks.

There is no shortage of qualified language teachers and in the mid 1990s there has been some degree of over-supply.

## **2. LANGUAGE TEACHER TRAINING IN RELATION TO BILINGUAL EDUCATION**

### **2.1. Initial Teacher Training**

Initial language teacher training is reported in Sajavaara 1995. In terms of CLIL it is important to recognize that initial teacher training concerns both language teachers and subject teachers, but generally the latter. The Finnish approach, as it presently stands, reflects a stronger movement of CLIL interest within subject teaching and this is reflected in the tentative movement towards CLIL in initial teacher training for subject rather than language teachers.

#### **2.1.1. University Level**

There are 13 teacher training schools in Finland which are attached to universities and administered by their respective faculties of education. These training schools which are located in Helsinki (2 institutions), Hämeenlinna, Joensuu, Jyväskylä, Kajaani, Oulu, Rauma, Rovaniemi, Savonlinna, Tampere, Turku and Vaasa, play a key role in the initial training of teachers. Whereas CLIL instruction has become rather commonplace in the schools, this is not generally supported by theoretical studies in the university faculties themselves.

To exemplify the situation we can turn to five universities which offer some form of training, however minimal in CLIL. These are Åbo Akademi, and the Universities of Oulu, Helsinki, Jyväskylä and Turku. Åbo Akademi offers 3 credit units of theory, and 2 credit units practical training in an integrated CLIL elective in which up to 50% of all class time is taught through the English language. A form of indirect CLIL training is offered by the Universities of Oulu and Jyväskylä in which initial teacher training is geared to preparing teachers to work in English on international assignments. The courses extend over five years, are conducted from 40-70% in English and involve

foreign sojourn. Helsinki University reportedly offers 1 credit unit in this area (40 hrs study) which is specifically on CLIL. The University of Turku offers 2 credit units on theory for class teachers, with an additional 1 credit unit for subject teachers commencing in 1997.

Whereas the Åbo Akademi and Turku courses are somewhat exceptional, the Oulu University course could be considered a form of experiential CLIL training, and the Helsinki University course probably represents the norm in faculties of education in Finland as regards CLIL. However the course offered at the University of Jyväskylä, in turn supported by a Lingua /Socrates project termed JULIET, offers a 50 ECTS specialization in CLIL. Thus the situation in initial training suggests that CLIL is not incorporated into teacher training programmes very extensively, and is offered as an 'internationalization' course or offered as an elective which involves a minimal workload. However, as we shall see below, CLIL training is happening in a practical manner in the teacher training schools themselves but even this tends to be extremely small-scale.

#### **2.1.1.1. Curriculum**

The minimalist approach to the inclusion of CLIL training in the initial teacher training curricula means that introductory courses to the area are offered which focus on the following type of areas: foreign language methodology, communicative-interactive methodology, communication competence and performance, immersion, content-based foreign language curricula, grammar versus communication, foreign language teacher talk, CLIL teaching materials and assessment. Because there is relatively little research-driven information available on CLIL in the European context, studies tend to focus on the North American experiences with the immersion method which constitutes a problem. The three thousand or more research papers on immersion as carried out in Canada are highly context-specific and thus, though of academic interest, may not have direct bearing on the introduction of CLIL in the Finnish national context. The first significant research projects on CLIL in Finland started in 1996 (cf. Marsh, Oksman-Rinkinen & Takala 1996, Nikula & Marsh 1997a, Nikula & Marsh 1997b).

#### **2.1.1.2. Practical Training**

In order to describe the type of CLIL activity which occurs in the Finnish teacher training schools, what follows is a brief description of each of the schools which are most actively involved with this area.

In Turku, activities in CLIL commenced in 1992 with teaching in the English language at all primary levels from grades 1-6. CLIL instruction is conducted in all subjects except Finnish language. The curriculum remains the same as in mother tongue medium teaching. In final assessment pupils are also graded for their English language competence. In the CLIL programmes between 25-50% of teaching is conducted in the target language. The teachers who work in CLIL teaching have undergone Inset training in CLIL at the University of Jyväskylä.

In Rauma, the situation is similar to Turku but the overall proportion of target language CLIL instruction is 25%. Helsinki started activities in 1993 with CLIL activity in kindergarten and the first two years of primary education. English is used as a target language in one subject, handicrafts, and this is restricted to about 36 hours exposure in a given year. In Oulu, CLIL started in 1994 through science, history and the arts and an individual student might be exposed to 30-80 hours of instruction in English language in a year. In Vaasa, the situation is similar to Oulu with exposure to CLIL between 30-80 hours per year for a given pupil. Savonlinna, which reports interest in CLIL offers 10 hours per year.

In this brief description of activities commonplace in the Finnish teacher training schools it is clear that the actual 'initial teacher development' aspect of reported CLIL activity is minimal. For even if a child in the school is exposed to 30-80 hours of instruction in the target language in a year, this has little bearing on the involvement of a specific teacher trainee who may teach as little as 2 hours in the target language during his/her period of attachment to the school.

The situation at secondary level is similar. In Turku, CLIL instruction started in 1992 but in the mainstream school (as opposed to an international baccalaureate institution) instruction in the target language is as little as 10-15 hours per year. The situation appears to be similar in other secondary level teacher training schools.

### **2.1.1.3. Impact of EU Programmes**

EU programmes which facilitate mobility have been increasingly utilized for the purposes of encouraging 'internationalization'. The term internationalization is frequently considered as synonymous with CLIL instruction and learning. However, such a view reflects an attitude which sees the teaching and learning of content through a foreign language as a requirement for mobility, rather than as an approach in its own right. At this stage because of the absence of significant initial teacher training activities in Finland it is not possible to discuss the impact of EU programmes to any greater depth. This is not the case with Inset programmes which will be discussed below.

### **2.1.2. At Non-University Level**

There is no initial teacher training at non-university level in Finland. All mainstream teacher training, even that for kindergarten teachers, is now conducted solely by universities. The only exceptions apply to specific types of educational approach such as Steiner or Montessori pedagogy.

## **2.2. In-service Teacher Training (INSET)**

### **2.2.1. University Level**

Inset in CLIL has been available in certain Finnish universities since 1991. The largest of these courses, at the Universities of Jyväskylä and Vaasa amount to 27-30 ECTS. The smallest may involve 1,5 ECTS. A heterogeneous range of programmes have been offered since 1990 which range from small-scale seminars to extensive programmes run over a period of one year.

The two major Finnish centres of CLIL training and research are the Universities of Jyväskylä and Vaasa. Vaasa which specializes in immersion methods with specific reference to Swedish, has been active in the area since 1991 and has developed a 30 ECTS programme on multilingualism and didactics. This course includes content on minority language issues and CLIL. To date 72 teachers have completed this course, and 50 people are presently enrolled. A special type of Inset programme called a PD (Professional development course amounting to 60 ECTS) called 'Multilingual Educators' was started in 1994. As of early 1997, 5 teachers have completed this course, with 27 participants working on the PD on flexible schedules. During 1991-1996 Vaasa has catered for about 900 teachers who have attended seminars and symposia on aspects of Swedish immersion and the areas mentioned above.

In excess of 700 subject and language teachers have completed various forms of Inset training in CLIL at the University of Jyväskylä in the period 1991-1997. Jyväskylä

started Inset in CLIL in 1990 with a range of teacher development programmes specifically geared towards providing subject specialists with skills and knowledge to teach in a foreign language. The theoretical approach adopted has relied on not only the immersion methods as used in Canada but also CLIL activity in South-east Asian countries such as Brunei, Hong Kong and Singapore. The target languages have been English (98%) and German (2%). The proportion of language specialists taking Inset courses at Jyväskylä on CLIL is between 3-4%. About 1500 teachers have been involved with various forms of training organized by Jyväskylä during 1991-1996.

From 1997-2000, due to a large-scale investment (project title Kimmoke) in foreign language teaching and acquisition by the Finnish Ministry of Education, the number of universities offering INSET in CLIL will increase considerably. Universities across the country (Helsinki, Lappeenranta Summer University Oulu, Tampere, Turku) will all offer 21 ECTS Inset courses (comprising 7 ECTS on theory and application, and 14 on target language linguistic skills development). Training resources are brought in from either Jyväskylä or Turku in most cases.

### 2.2.1.1. Curriculum

Because of the range of different courses which have been available it is not possible to give a comprehensive description of the courses available in Finland. However, in order to provide an example, the University of Jyväskylä large-scale programme focuses on a modular basis on the following:

<b>The Situational Parameter</b> Phase A The Institutional Environment
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#### I. Situational Clarification

- aim and selection of a CLIL approach
- objectives set for CLIL courses
- realization process of aims and objectives
- flexibility of the institutional infrastructure (structures, procedures, decision-making processes)
- professional roles and inter-staff relationships/interactions

#### II. Action Plan

- institutional capacity
  - financial resources & investment required
  - materials bank/library/self-study facilities
  - support systems (e.g. computer, networks, trainings, etc. ...)
  - classroom facilities
- human resources
  - available teaching staff
  - new teacher recruitment
  - use of external staff
  - teacher selection strategies
  - teacher development programmes
  - in-service/tutor systems
- student selection
  - selection procedure of in-house students
  - recruitment of new students and selection procedures

the CLIL- programme  
curriculum integration  
time-tabling  
interculturalism in the classroom  
promotion of CLIL  
briefing students  
briefing parents  
briefing the interest groups in the wider environment  
course descriptions  
institutional ethos

The Operational Parameter Phase B Putting the CLIL programme into practice
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### III. The CLIL Curriculum

choice of CLIL subjects  
objectives/targets of course subject  
course syllabus and learner >< teacher negotiation  
course outcome predictions and learner >< teacher agreements  
course approach and methodological shift  
intercultural aspects of course design  
scheduling of CLIL subject courses  
time allocation  
CLIL subjects >< L2 teaching  
teacher interaction & teamwork  
course materials  
availability of materials  
national & international networking  
self-made materials  
materials for self-study purposes

### IV. The CLIL Team

professional roles, relationships, interaction and support  
subject teacher >< subject teacher  
subject teacher >< L2 teacher  
subject teacher/L2 teacher >< administration  
subject teacher/L2 teacher >< student  
role of the L2 teacher in the CLIL context  
in-house support systems and tutoring

### V. The CLIL Teacher

L2 competence  
professional role

### VI. The CLIL Classroom

learning in a L2  
student >< teacher relationship  
self-directed, co-operative, and experiential learning  
supporting the learning process  
tasks, assignments, self-study  
assessment



L2 threshold  
self-confidence  
reduced personality syndrome  
emotions  
linguistic fatigue  
group dynamics in a learner-centred bilingual environment  
intercultural dynamics

<p style="text-align: center;"><b>The Outcome Parameter</b> Phase C Future orientedness</p>
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## VII. Institutional/workplace feeding systems

regional, localized opportunities for continuity  
co-operation with the local, national, and international labour market  
co-operation with foreign institutions and EU support organizations  
certification

## VIII. Networking: local, national, international

forums for sharing experience and expertise  
Network systems

## IX. CLIL Programme Results

students' L2 and content performance assessment  
choice of L2  
new perspectives re:  
curriculum planning  
classroom practice  
institutional organization

### 2.2.1.2. Structure of Programmes

The different types of Inset offered in Finland means that the structure of programmes differs accordingly. The short courses may involve anything from 1 day seminars to 4 days (2 + 2) spread over a couple of months with some form of assignment workload to be done between meetings. In terms of the longer courses, 12 days contact spread over 12 months is typical of the University of Jyväskylä Inset training where teachers attend training in Jyväskylä itself. However, there are many regional-specific or institution-specific courses where trainers go on-site to conduct differing forms of training.

### 2.2.1.3. Practical Training

It is likely that most Inset on CLI conducted by the different universities integrate practical and theoretical concerns very closely throughout training programmes. If we consider the curriculum example above (University of Jyväskylä) then one should bear in mind that practical training is a predominant characteristic of the entire curriculum. However, all practical work is continuously supported by selected and relevant theoretical input, particularly drawing on first and second language acquisition and other features of applied linguistics such as pragmatics (see Marsland 1997).

### 2.2.1.4. Impact of Community Programmes

Lingua/Socrates (DGXXII) has been very important during 1996-1997 as an external source of funding and support for CLIL Inset in Finland. This is not only in terms of allocation of funds to support the mobility of CLIL Inset teachers, but also through certain publications and directives which encourage the development of CLIL Europe-wide. The European Commission white paper 'Teaching and Learning: Towards the Learning Society' (1995), the green paper 'Obstacles to Transnational Mobility' (1996), and 'Basic Communicative Skills and Cultural Knowledge for Transnational Vocational Placements' (1996) are all examples of EU documents which support the need for rapid development towards the goals of CLIL. This acute perceived need to enhance multilingualism with the EU has initially, at least, had an impact on the need to engage in Inset.

In addition, European Commission support for transnational projects linked to CLIL have been of great significance. (For example, European Networks in Bilingual Education organised by the European Platform for Dutch Education, University of Jyväskylä, University of Nottingham, Ministerium für Schule und Weiterbildung des Landes Nord-rhein Westfalen; EuroCLIC - a European Network for Practitioners in CLIL organised by the European Platform for Dutch Education, University of Jyväskylä, University of Uppsala; and Gepe - a video guide to CLIL leading to production of a video entitled InterTalk - Plurilingual Education across Europe, organized by the University of Jyväskylä, Bergische University, European Platform for Dutch Education, and the University of Uppsala. are all examples of a range of Lingua supported projects which have had an impact on encouraging Finnish language and content specialists to become interested in CLI. (see Buiteveld 1997, Fruhauf et al. 1996, EuroCLIC Bulletin 1,1997, Masih 1997)

### **2.2.2. Non-University Level**

Inset at non-university level has been carried out by non-university organisations such as the Finnish National Board of Education but using university resources. Therefore further attention will not be given at this stage.

## **3. NEW DEVELOPMENTS IN THE AREA OF LANGUAGE TEACHING AND LANGUAGE TEACHER TRAINING IN RELATION TO BILINGUAL EDUCATION**

### **3.1. The Nature of Schools**

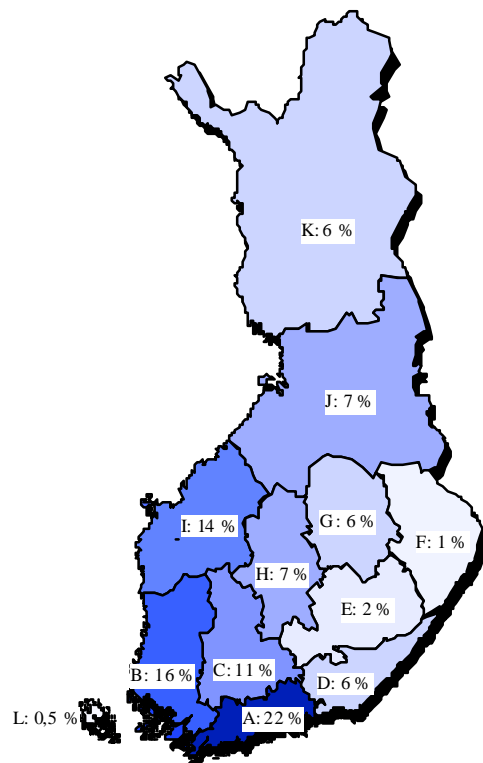
In order to exemplify new developments in Finnish CLI, it may be worthwhile examining the situation in schools as it now stands. This is because, as mentioned above, the movement towards CLIL in Finland has come about due to de-regulation and grassroots interest in the potential of the method. Therefore, school-based CLIL activity has often preceded teacher training, both initial and INSET.

A survey report on CLIL activity in Finland was published by the National Board of Education (Nikula & Marsh 1996). The following description of the types and range of schools involved with CLIL is drawn from this report.

Figure 1 shows the distribution of CLIL activity in Finnish primary and secondary education as of late 1996. The percentages show national activity region by region and are not population-adjusted. The letters indicate the name of the district as seen in Figure 2. As eastern and northern Finland are the most sparsely populated areas the lower figures do not necessarily reflect lower levels of activity. But clearly interest in CLIL is not confined to border or otherwise linguistically-special localities. Figure 2 shows the proportion of CLIL schools in each province.

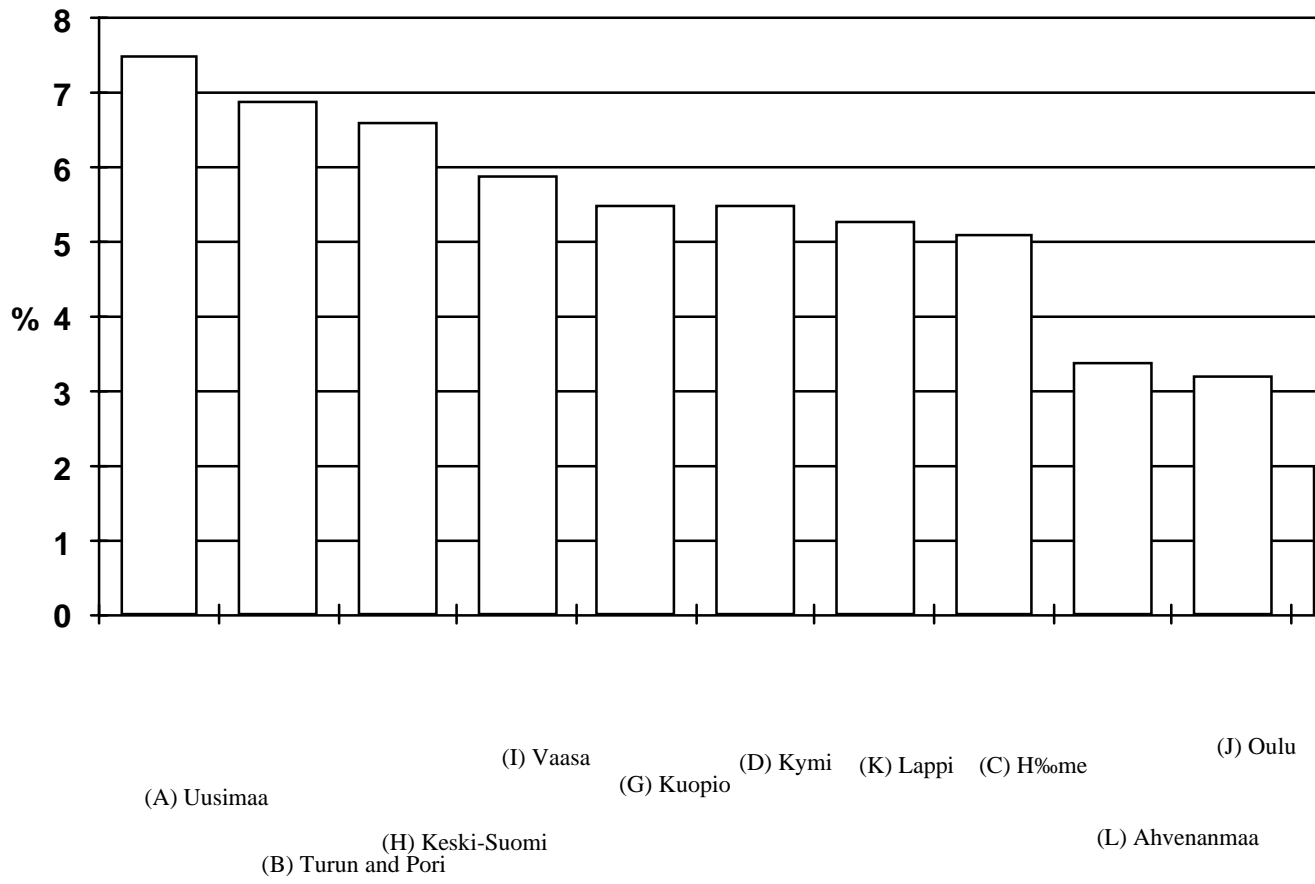


**Figure 1. The distribution of CLIL schools across Finland**



The distribution of primary and secondary schools according to the provinces is shown in Figure 3. There are 4787 mainstream primary and secondary schools in Finland, of which 251 report CLIL activity in 1996. Clearly CLIL is not confined to the primary sector. Indeed activity in the lower and upper secondary sectors is rather considerable bearing in mind that the majority of pupils undergoing CLIL instruction will not have undergone it at primary level.

**Figure 2. The proportion of CLIL schools in each province**



**Figure 3. The distribution of CLIL schools in Finland according to province and type**

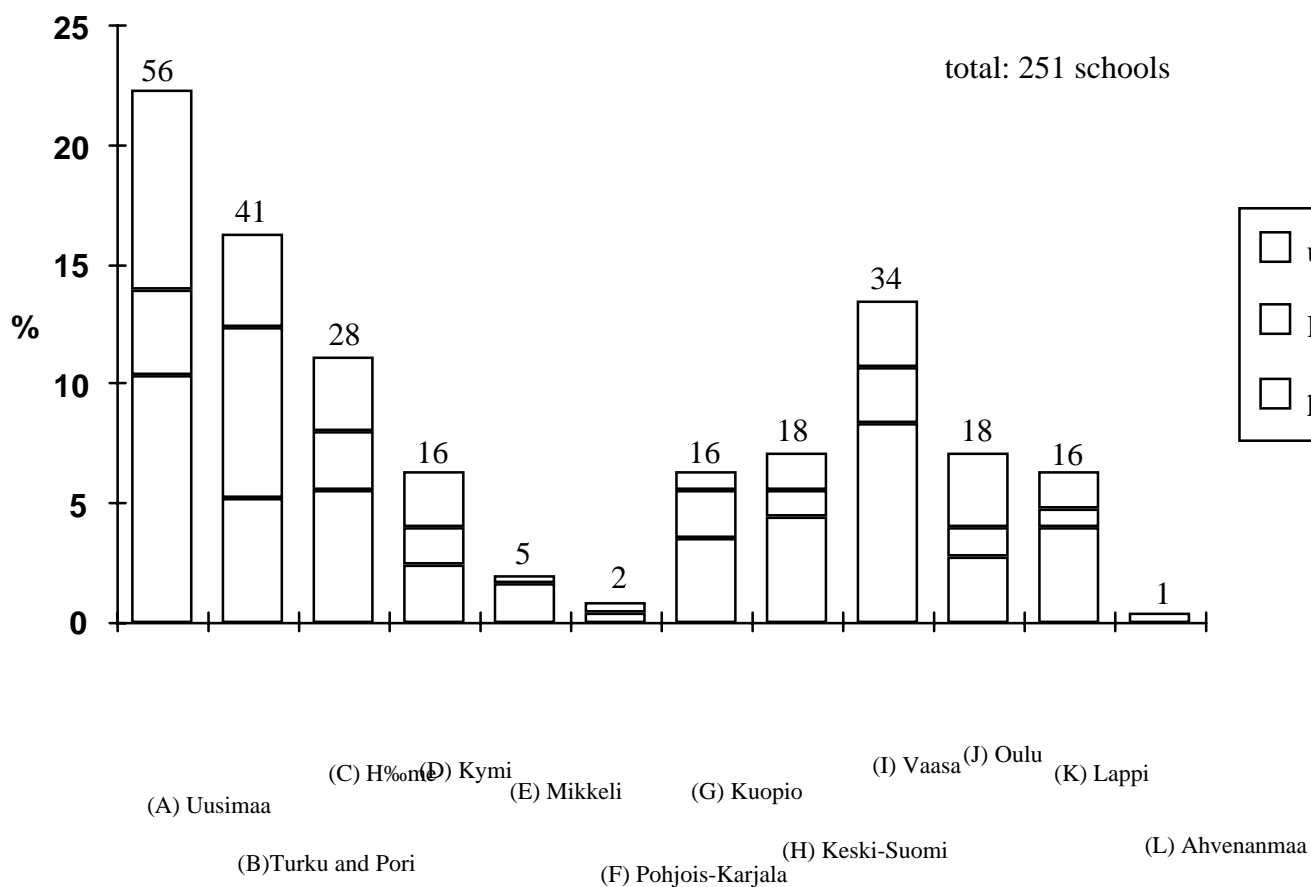


Figure 4 shows the rapid development of interest in CLIL in the period 1990-1996. The rate of increase is of considerable importance in terms of initial and Inset CLIL training. If the trend continues then there will be an ever-greater need to provide services to ensure that CLIL is being implemented satisfactorily, and this will generally be in the area of Inset training. However, if Finland is to continue with CLIL activity then initial teacher training will need to seriously accommodate the needs of the future teachers.

**Figure 4. Start up of CLIL in Finnish schools (1990-1996)**

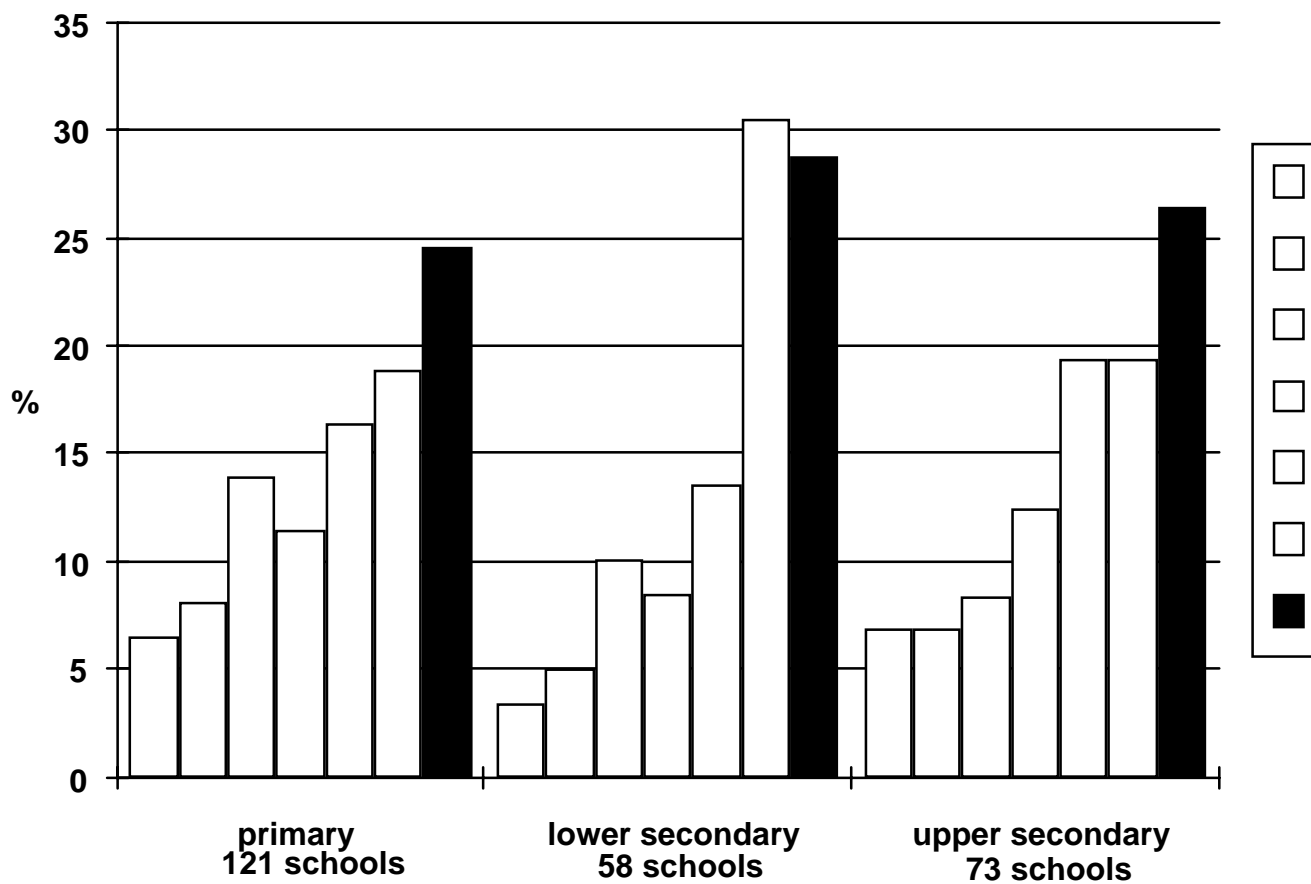
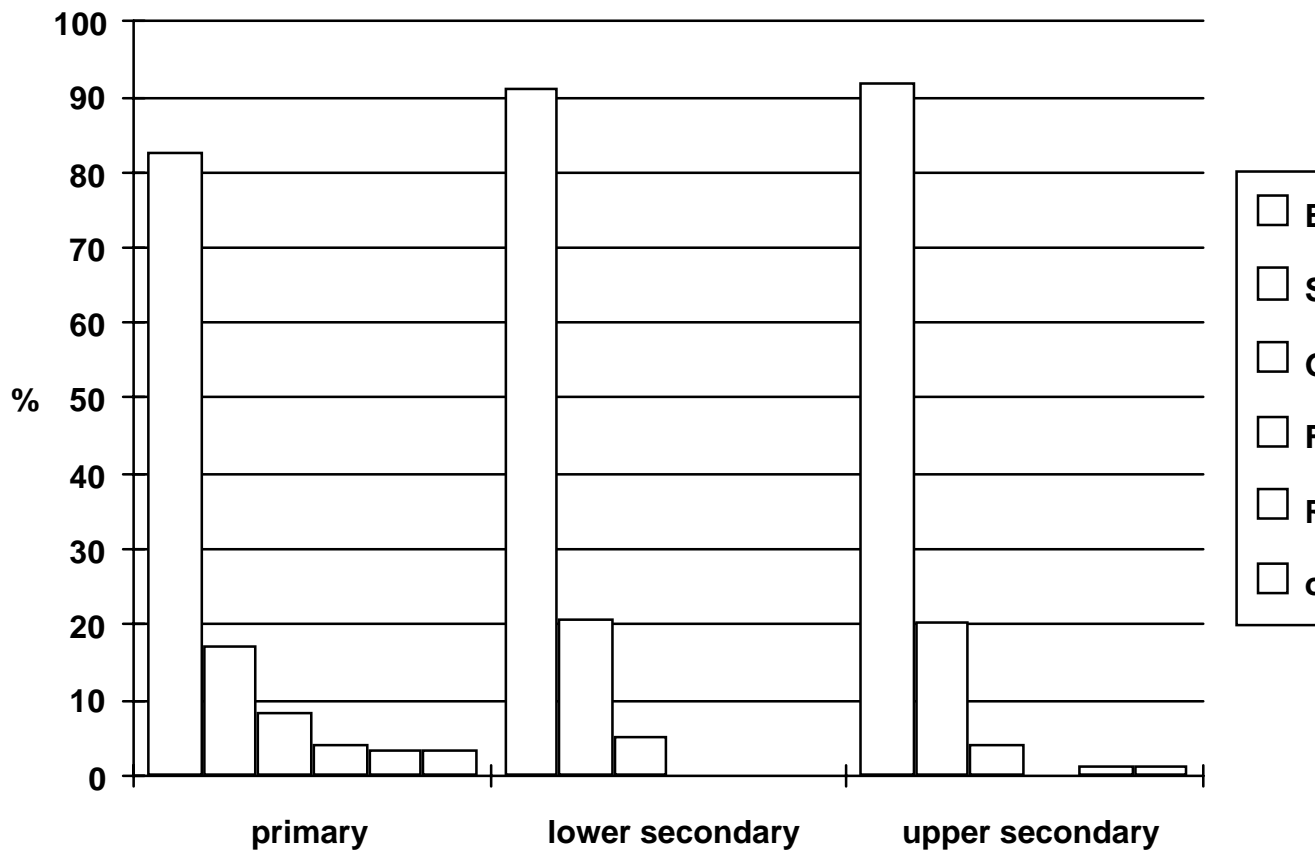


Figure 5 shows that English is by far the most popular target language for CLIL instruction, particularly at the primary level. However, there is some movement into other languages, principally Swedish/Finnish, German, French and Russian.

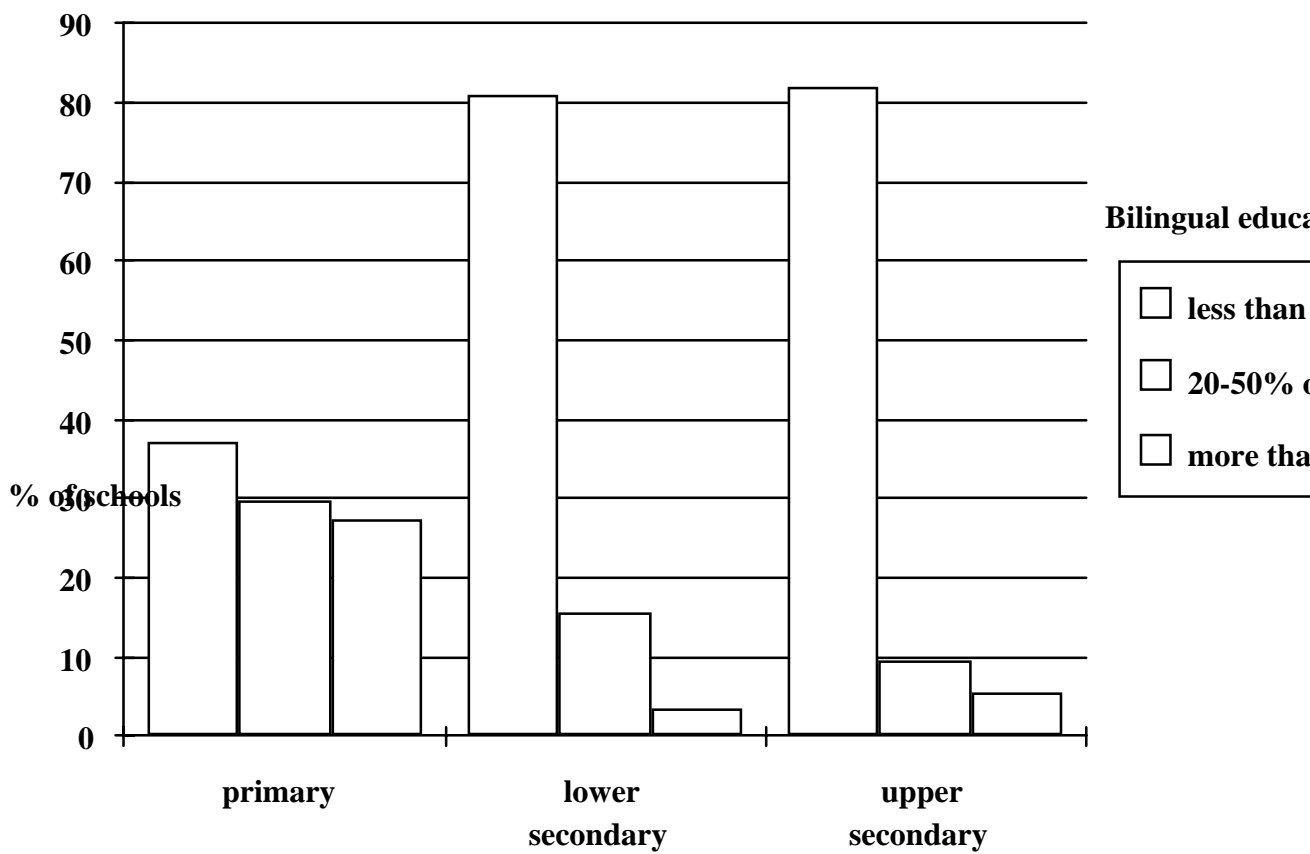
**Figure 5. Languages used for CLIL instruction**



The proportion of students involved with CLIL in the schools is shown in Figure 5. Here we can see that within a given school, CLIL activity is fairly modest for in all sectors it generally applies to less than 20% of the student population within a given school.

**Figure 6. Proportion of pupils involved in CLIL**





Figures 7-9 show which subjects are most commonly used for CLI instruction in the primary, lower secondary and upper secondary levels.

Figure 7. Subjects taught at primary level (age-range 7-12 years)

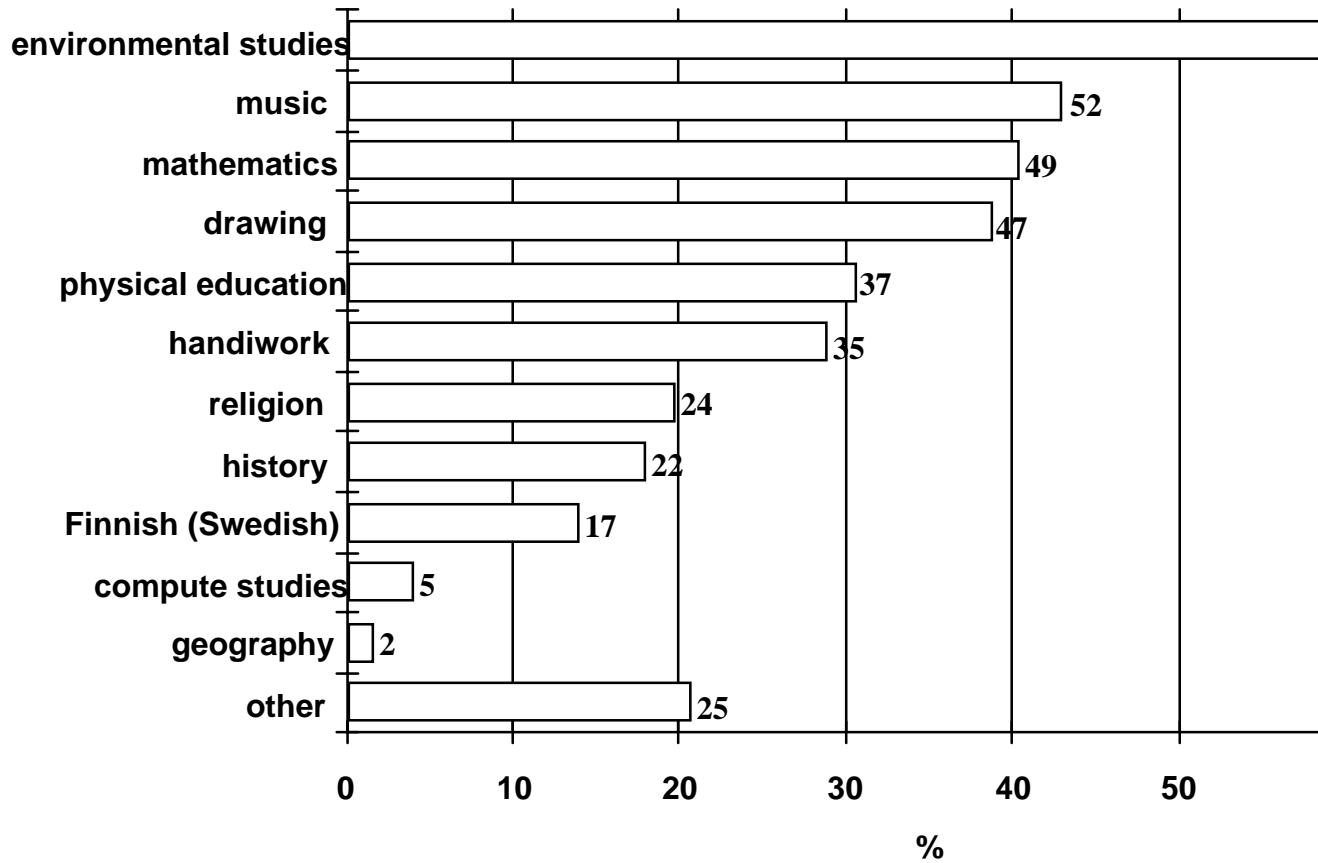


Figure 8. Subjects taught at lower secondary level (age-range 12-16 years)

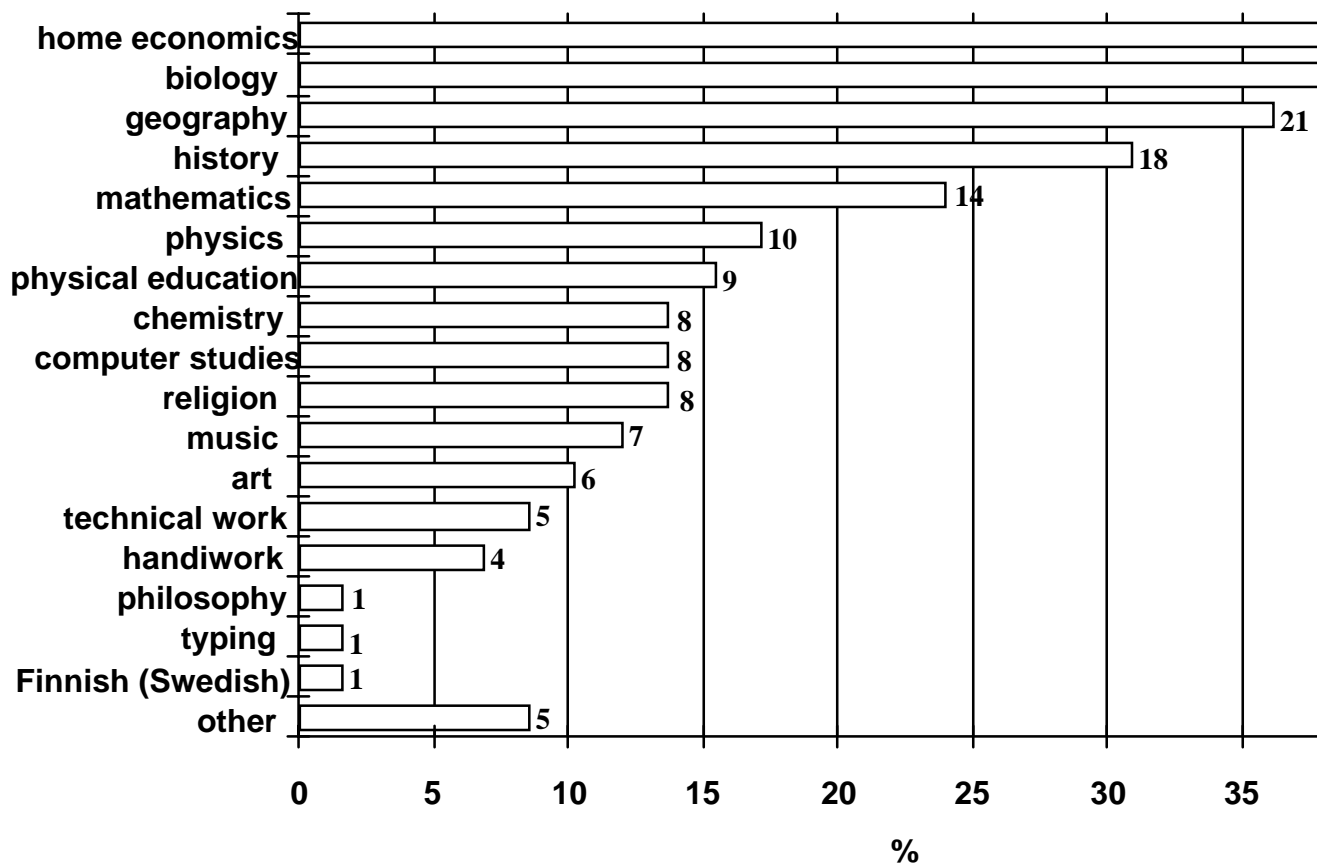
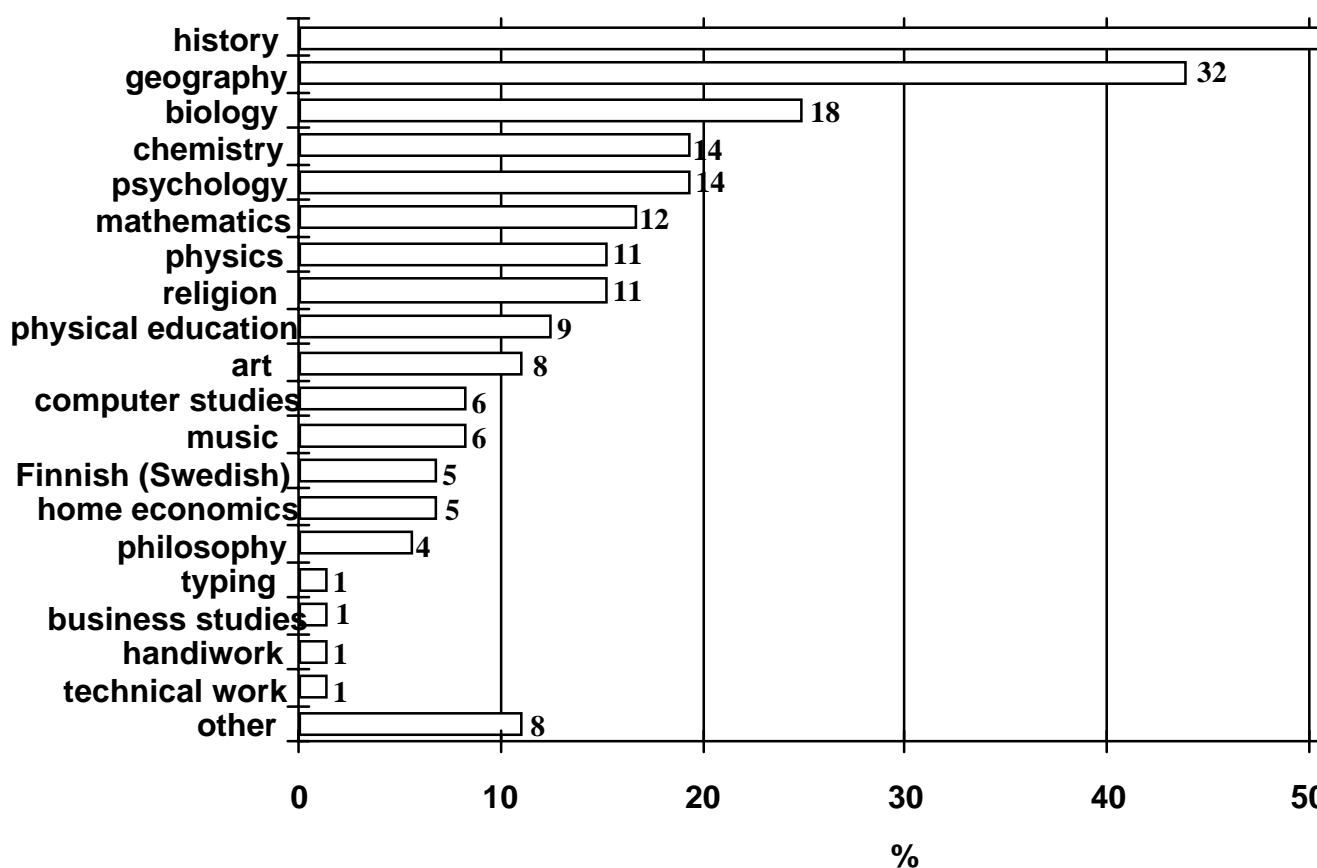


Figure 9. Subjects taught at upper secondary level (16-19 years)



These figures show the heterogeneity of activity in the Finnish primary and secondary sectors. As we have seen above, the eclecticism of initial and Inset teacher training corresponds to the diversity of CLIL activity in the educational system. It is possible that this diversity is linked to the way in which deregulation has allowed schools to experiment with CLIL and that, in due course, a form of streamlining will take place. However, it is clear that this will need to be linked to directives from the Finnish Ministry of Education and provision of initial and Inset training by universities.

As mentioned earlier it is evident from this survey that CLIL in Finland remains very much a subject teacher's movement towards language rather than a language teacher shifting focus towards subject matter. We have seen growing interest being given towards CLIL by the foreign language teaching community (as seen in articles in the professional journal, *Tempus*) but this interest has not yet led to significant numbers of language teachers enrolling for Inset courses, or university faculties of education considering initial training in this area for either language or subject specialists.

It may be of interest to briefly consider activity in the vocational and professional education sectors (secondary and tertiary vocational education, and professional education as offered in polytechnics)

A report on these forms of tertiary education was published by the National Board of Education in September 1996 (Marsh, D., Oksman-Rinkinen, P. & S. Takala 1996). In

1995, 139 colleges were involved with CLIL, with an additional 114 colleges expecting to commence activity in 1996. Figure 9 shows that the type of diversity found in the primary and secondary sectors, can also be found in vocational and professional education.

**Figure 10. CLIL activities according to vocational / professional education sector**

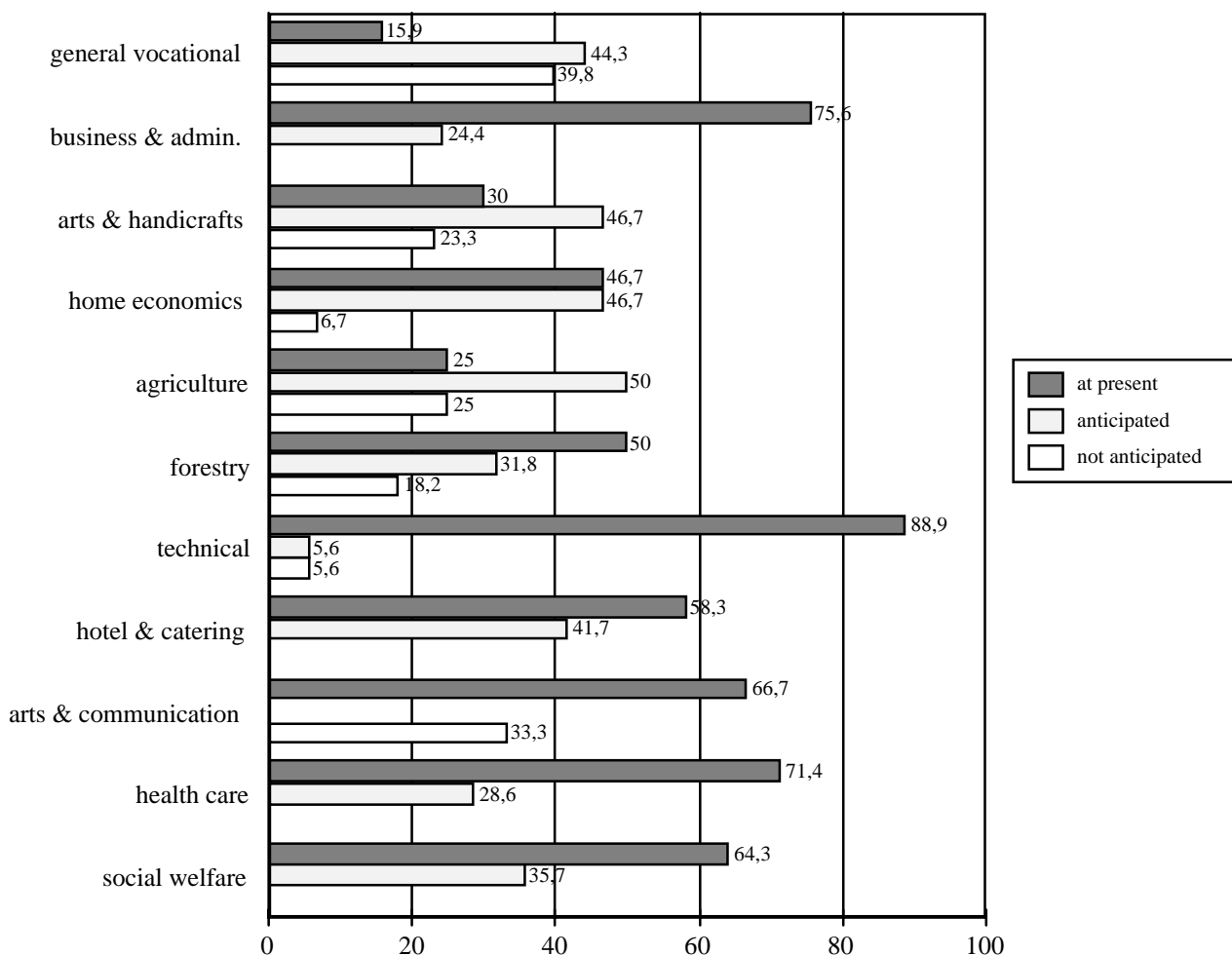
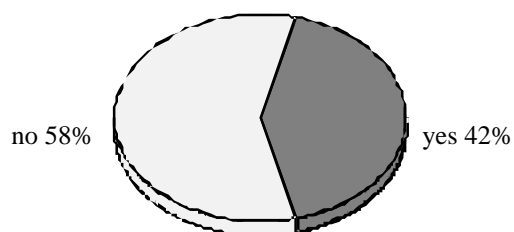
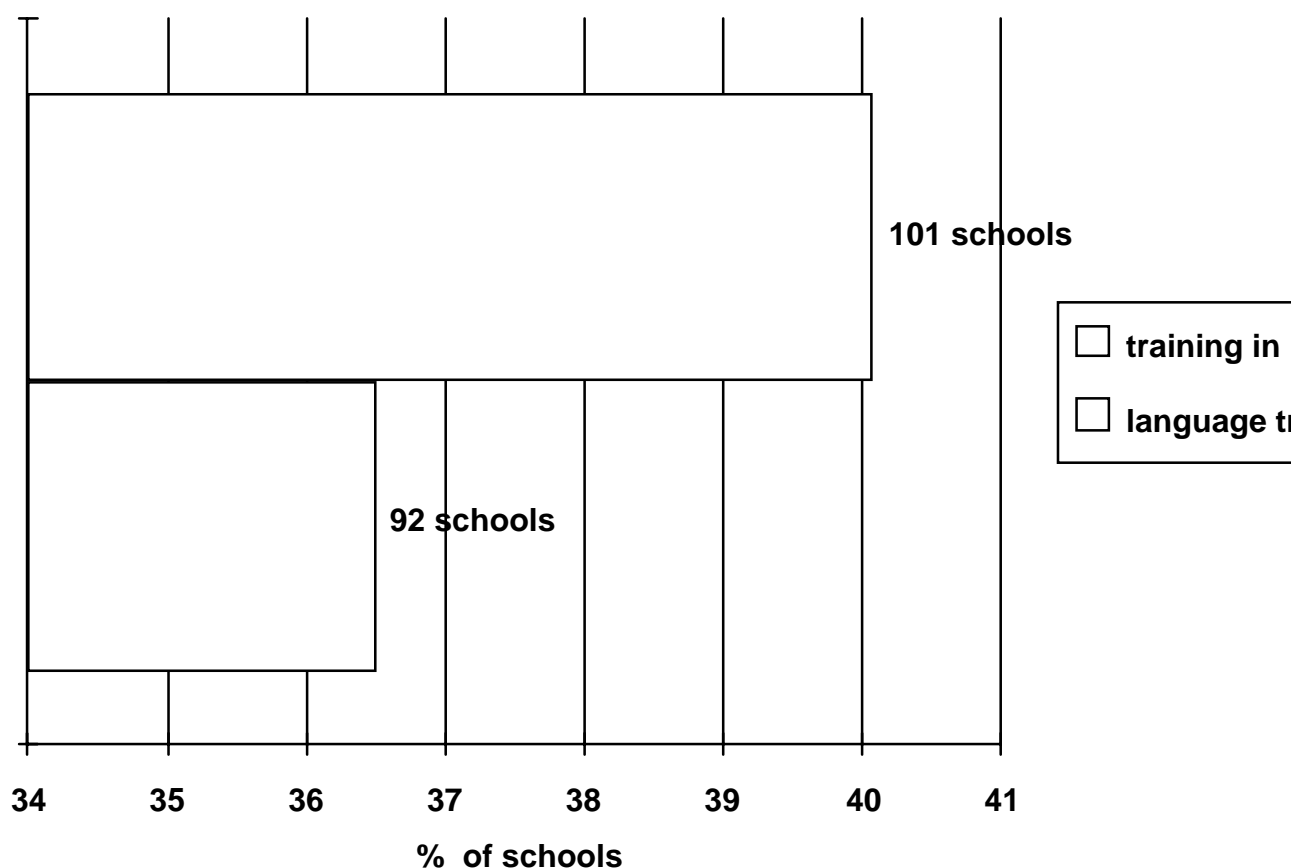


Figure 11 shows that 42% of all subject teachers running CLIL classes reported that they had undergone some form of Inset training. This figure corresponds to the situation in the primary and secondary sectors as shown in Figure 12.

**Figure 11. Vocational and professional teachers' participation in CLIL Inset training**



**Figure 12. Primary and secondary teachers' participation in CLIL Inset training**



### **3.2. New Technologies and Autonomous Learning**

Investment in new technology has been rather extensive in Finnish education since the late 1980s. This has meant that various types of learner-directed methods have been developed to facilitate many aspects of education, including to some limited extent CLI. As will be discussed under developments in Inset training below, technology plays a role in the design and implementation of transnational Inset courses such as DIESeLL and ROMEO, both presently being developed through international projects coordinated by the University of Jyväskylä.

### **3.3. Initial and Inset Training**

Romeo (Resourcing on-site modules for educational orientations) is an Inset development programme for teacher educators in English-medium programmes. The rationale behind ROMEO is that it allows the teacher educators in a faculty of education the opportunity to upgrade their knowledge of CLIL at the same time as improving linguistic skills in the target language, which in this case is English. ROMEO complements JULIET which is an initial teacher training programme for teacher trainees themselves as mentioned above under initial teacher training. ROMEO is an example of an Inset programme which bridges the gap between knowledge of what is a rapidly expanding innovative field and teacher training practice. It comprises six modules: initial diagnosis and design of individual study plans, general development of language proficiency, subject-specific language skills, CLIL and design, implementation and reporting of an action research project on the area. ROMEO is supported by LINGUA and coordinated by the University of Jyväskylä with partners in Austria, Norway, Spain and the United Kingdom.

DIESeLL (Distance Inset for European Second language Learning) which was supported through Lingua (1996-1997) is specifically designed to facilitate CLIL Inset transnationally. The projected outcome is a piloted Inset programme and set of distance learning materials which could be translated for use with European majority languages or LWULT (less widely used and less taught) languages. Starting with English in autumn 1997, DIESeLL moves into German in 1998, and possibly French (subject to agreement) in 1999. The idea is that in Europe, although models of CLIL differ considerably, there are areas of commonality and overlap which should be shared across borders and handled accordingly. DIESeLL differs from a number of other CLIL projects in that it is not about one particular language, but rather is based on a plurilingual perspective by which different languages are actively selected as potential target languages for CLIL teaching and learning. DIESeLL is coordinated by the University of Jyväskylä alongside partners in Sweden, Norway and the UK. Partners for 1997-1998 include Austria and the Netherlands.

### **3.4. Mobility of Language Teacher Trainees and Trainers**

Mobility of both groups has been facilitated by EU funding and , to some extent, institutional resources.

### **3.5. Methodology (didactics) and Innovations (Open and Distance Learning)**

The most significant developments reported are those relating to projects such as DIESeLL in which e-mail is used extensively facilitating contact between Inset trainees, expert tutors and transnational mentors. Distance learning has required the development of new methodologies in all areas and this is likely to be having an impact on CLIL training.

## **4. NEW NEEDS IN THE AREA OF LANGUAGE TRAINING IN RELATION TO BILINGUAL EDUCATION**

### **4.1. In Initial Teacher Training programmes**

#### **4.1.1. At University Level**

Certain faculties of education in the Finnish university system should consider offering programmes in which teachers could lead towards dual qualifications, that is to teach the language and teach through the language. This is what JULIET aims to do for primary school teachers. At present internationalization and CLIL are being heavily combined which is resulting in the CLIL target language being English. Serious consideration needs to be given to why this is happening and if it is due to 'market forces' such as the need to attract foreign students (i.e. Erasmus) or reduce attrition rates, then some form of strategic plans need to be made by which to realize active consideration of other languages. If CLIL is only associated with English language then serious questions arise concerning linguistic diversity and the notion of European plurilingualism.

Recruitment of students into initial teacher training programmes should be done on the basis of applicants having advanced language skills in the target language. It would be preferable if an applicant were to have advanced skills in more than one foreign language.

Research on the situation in Finland, and Europe, needs to be done in order to be able to enhance understanding of 'good practice' for the purposes of initial teacher training. In the early stages a 'national mentor' approach could be adopted with which to transfer



the knowledge and skills of practitioners in the field directly to teacher trainees, rather than having such learning mediated through teacher trainers who, most likely, have little direct experience of CLIL.

#### **4.1.2. At Non-University Level**

Not applicable in Finland.

### **4.2. In INSET Language Teacher Training Programmes**

#### **4.2.1. At University Level**

Competition between universities should not lead to exclusivity in the programmes set up and run for CLIL. Over the next ten years, human resources suitable for CLIL training will remain limited and should be drawn from established centres of expertise such as Jyväskylä for CLIL in English and German, and Vaasa for Swedish immersion. There is a danger that as CLIL becomes ever more popular, then University profit-making centres will set up training courses which may not be as well planned or run as might be the case in the use of established and proven expertise.

Inset training should receive support from central bodies such as the Ministry of Education as is presently the case. However, research must be supported which can feed the developmental needs of CLIL and longitudinal studies will be required. Universities should consider forming special interest groups of students who could conduct more modest research projects, such as MA these, on the area.

The European dimension of Inset in CLIL should be further supported through networking and transnational projects in which expertise is shared.

#### **4.2.2. At Non-University Level**

The potential for the private sector to be involved with CLIL has been considerable since the early 1990s when it was evident that the need for Inset would grow considerably. The Universities should penetrate the markets in order to ensure that some degree of academic standards are maintained with regard to quality of courses and outcomes. In addition, with respect to the English language, special care should be taken to ensure that institutions in the United Kingdom which principally operate as language schools, be they university or private sector, do not become too assertive in Inset training. It is the opinion in Jyväskylä that experience from the UK, itself one of the least active CLIL countries in the European Union, has tended to be negative in this respect.

### **4.3. In Relation to New Technologies and Autonomous Learning**

Shifts of methodology often necessary for CLIL directly encourage the development of autonomous learning. Thus, autonomous learning needs to be given specific attention in initial and Inset training. CLIL offers transnational access thus training in new technologies is also a pre-requisite for training programmes.

#### **4.4. In Relation to Methodology**

There is clearly a degree of methodological shift which occurs in CLIL (see Marsh & Masih 1996). Guides along the lines of 'good practice' statements should be compiled according to

different models of CLIL. However, further research is required into methodology. So far it has been language teaching methods which have brought into the domain of CLIL. There is a clear need to consider the synergy emanating from the combination of language and subject-specific methodologies.

#### **4.5. In Relation to the Mobility of Language Teacher Trainees and Trainers**

Mobility should not be directed at visits to a CLIL target language nation state. CLIL exchange would be preferable if they were between states in which both parties have the target language as a foreign language. At this stage, the availability of newly qualified teaching assistants (as planned with Lingua/Socrates) would be of great benefit in these early days of CLIL.

#### **4.6. In Relation to Accreditation and ECTS**

Transnational accreditation would be optimal. This is not only in terms of teaching qualifications but also evidence of linguistic competence in a target language. However, the autonomy and complexities involved with national teacher certification suggest that agreement across the EU in this respect will not be forthcoming in the foreseeable future. However, a statement of linguistic competence which is acceptable across national borders would be an advantage in facilitating transnational exchange and placement.

#### **4.7. In Relation to Educational Policy**

Moves towards de-regulation have become increasingly popular in Finland through the 1990s. CLIL is more than merely an alternative teaching method. By adopting a language for the purposes of instruction other than the mother tongue of the students, or national language, considerable care has to be taken to ensure that serious mistakes as regards planning or implementation are not made. Pressures on schools and colleges to 'internationalize' or 'build profiles' should not allow CLIL to be misused to the disadvantage of students or staff alike.

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