



7 Finland

Perspectives from Finland

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7.1 Introduction

Finland is a large (338,000 sq. km), but sparsely populated country (5.2 million), which has an average density of 17 people per sq. km. It has a long history of bilingualism (92% Finnish; 6% Swedish, less than 1% Sami). Alongside Finnish and Swedish as official languages, Sami and Romany are considered minority/regional languages.

About 75% of the population complete secondary education (2005), and about 33% have higher education or other tertiary qualifications, which is the rate in the European Union. About 67% of all households have Internet access, of which about 57% is broadband.

In 2000 and 2003, Finland was placed in overall first position in PISA (Programme for International Student Assessment/OECD), which gives special attention to skills in reading literacy, mathematics and problem solving. This test is a three-yearly appraisal of about 250 000 15-year-olds (2003) in some 41 countries, of which 30 are in the OECD. The average Finnish scores were some 50 points higher than the OECD average of 500.

Since the 1950s, Finland has transformed swiftly from being a largely agricultural economy into one focused on high technology. A key milestone was the reform of comprehensive education in the 1960s and 1970s, which enabled the whole school population to have access to foreign language learning. In the 1970s this provision was extended to vocational education, which by European standards was a landmark decision.

The original use of the term 'information society' in 1975 (OECD) had direct bearing on why the teaching and learning of foreign languages was considered then, as now, to be of the utmost importance. The major language of the country, Finnish, is not an Indo-European language; thus it could be argued that the development of a second European language might need special attention and resources. Hence Finland has devoted considerable attention to the teaching and learning of foreign languages since the 1970s for both educational and strategic (economic) reasons.

Education is available, according to regional location, in Finnish, Swedish or Sami. Children (7–14 years) spend relatively fewer hours in schools than in most OECD

countries, and public spending on education is the second highest in Europe as a proportion of Gross Domestic Product (GDP).

CLIL-type provision is available in English, Finnish, French, German, Russian, Sami and Swedish. In higher education, Finland and the Netherlands have been identified as those countries offering the highest number of programmes taught in English as a second/foreign language in Europe (ACA, 2002).

7.2 Origins of CLIL in Finland

Following a change of law in 1969, comprehensive school reforms in 1972–1977 led to the replacement of the former parallel school system. A focus on widespread foreign language learning for all in the 1970s was followed by attention being given to practical means by which to internationalize education in the 1980s. Finland had already developed forms of communicative language learning to a high extent at this time, but alternative ways of further improving language learning, especially when dealing with the broad school population, were also examined. The rapidly internationalizing economy meant that ever more Finnish families were spending some time in other countries, which often meant that children had experience of learning through the medium of English in international schools. At the same time there was educational recognition of the need to support the self-confidence of children, not only to learn foreign languages, but also to use them for practical advantage. Finland already had a very small number of schools offering education partially, or fully, in a foreign language (English, French, German, Russian). The reputation of these schools, and a wish to promote egalitarianism of educational opportunity further, meant that it was possible to see if any advantages might be transferred across to mainstream education. Correspondingly, within language education, academics were examining the research reports resulting from the first decade of experience of immersion in Canada. The positive outcomes reported prompted interest in whether types of immersion methodology might be suitable for enhancing language-learning outcomes in Finland. In the late 1980s, academics in two universities (Jyväskylä and Vaasa) looked into this issue.

Vaasa University, located in a Swedish–Finnish bilingual region, forged links with Canada to develop research and training in the use of immersion methodologies for the purpose of learning Swedish. Simultaneously, Jyväskylä University, drawing on experience in Canada and South-East Asia, started a process of identifying commonalities in the methodologies of immersion and other 'language-supportive' approaches, to see if a Finland-specific approach might be developed for the learning of languages in general.

The major catalyst for action in establishing CLIL can be attributed to two individuals. One of these persons had teaching experience in Africa where he had needed to find ways of adapting methodologies to suit children who were studying through a foreign

language, English. He became interested in the idea of using language-supportive methodologies for wider use. Returning to an educational administrative post in Finland, he contacted Jyväskylä University to see if the experience of 'learning partially through a foreign language' could be of benefit to Finnish school children. The other person, the Director of the National Board of Education at that time, became very interested in the concept and following a period of expert dialogue, started a process of substantial financial investment over a number of years from the 1980s onwards.

What happened in Finland was the occurrence of simultaneous interest in learning through a foreign language at the grassroots, academic, and top-down administrative levels. The binding factor common to all three of these groups can be considered as a response to the demands of internationalization. In 1989, a Ministry of education working committee recommended that some form of this type of educational experience should be permitted in mainstream schools, to complement that found in the few 'special' schools already using languages other than Finnish and Swedish. This was followed by a change of law in 1991 that allowed foreign languages to be used as the medium of instruction.

The 1991–1996 National Development Plan for Education in Finland states that 'language teaching, cross-cultural understanding, foreign language content instruction, and other forms of instruction which are important from the point of view of increased international contacts and internationalization of working life, are systematically supported and developed at all levels of the Finnish educational system'. In addition, the report stated that by the year 2000, all upper secondary level students should be able to pursue studies or work experience abroad.

However, it was not only action within Finland that was a primary driver for examining and introducing forms of teaching and learning through a foreign language. Interest in 'bilingual methodologies' in Europe was also prompted by the formation of the Lingua Bureau at the European Commission. Similar interest was also seen within the Council of Europe, which hosted the 1993 European Models of Bilingual Education Workshop 12A (languages for European Citizenship). From 1990 to 1995 a great deal of information gathering and interest in alternative methodologies for improving language learning took place in other European countries, with academics and others in Finland not only following developments, but also using foreign expertise to support local implementation further.

One key alliance, supported by the European Commission, resulted in the then newly coined term Content and Language Integrated Learning (CLIL) being adopted for use across Europe, and subsequently beyond. This involved two organizations, the University of Jyväskylä and the European Platform for Dutch Education. In 1996, experts in these organizations formally proposed the term CLIL to describe *the diverse types of educational*

approach in which the learning of second/foreign languages has a joint curricular role.

Following a European consultation process, agreement was reached that the term would be further established by others working in the field. In 2006, the definition was slightly altered: *CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language* (Marsh, Maljers, Wolff, 2006).

This Finnish-Dutch cooperation helped enact the breakthrough European Networks in Bilingual Education Conference (Haarlem, 1996). These two organizations were instrumental in bringing expertise together across Europe, whilst also developing capacity-building within their own respective countries. This international involvement enabled Finland to move ahead not only with good practice but also with forms of external validation of experimentation.

The advance of CLIL in Finland can thus be attributed to many factors, but international networking and cooperation has remained perhaps the most powerful. By identifying and learning from expertise in other countries, sometimes those with a long tradition of bilingual learning, Finland has been able to adopt, adapt and otherwise develop the methodologies common to CLIL to further support education within its own educational system. The CEILINK Think Tank (Strasbourg 1998), Education & Training 2010 (Lisbon European Council 2000), the European Year of Languages (2001), the European Commission's Action Plan for the Promotion of Language Learning & Diversity 2004–2006 (2004), The Potential of Plurilingual Education Luxembourg Presidency symposium (2005), and CLIL Competence-building for Globalization (Helsinki 2006) all represent key steps in building this synchrony of interest and experience.

The background to CLIL in Finland can be summarized according to three basic elements:

- *Philosophy*
The wish to adapt and introduce approaches found in certain countries, areas (often border regions), and schools, into mainstream education to boost egalitarianism and prepare the future workforce for predicted post-millennial communication expectations and demands.
- *Educational Perspective*
The view that language learning needs to suit the diverse language learning styles of young people; and that it could be enhanced through learning by doing, as in learn as you use, use as you learn, rather than learn now, use later. In professional circles, CLIL has been viewed as a 1990s development and extension of the functional-notional approach introduced into foreign language learning in the mid 1970s.
- *Impetus for Action*
Action resulting from a combination of pressure which has been both top-down (parliamentary approval, Ministry directives and change of education laws) and grassroots (parental and student demand).

7.3 Laws and Regulations

The use of any language (along with Finnish, Swedish, Romani and Sami) as the language of instruction was permitted in 1991 (Perusopetuslaki 10§, Lukiolaki 6§). Teachers who regularly teach 'intensive' forms of CLIL (4 lessons a week or more on a regular basis in a foreign language out of a possible 19–32 lessons per week) are expected to have completed 80 ECTS/study points (higher education) in the language of instruction or level 5 (out of 6) in the Advanced Level of a national test of language proficiency (YKI) (Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista. 9§) (OPH 2005).

7.4 Structure

The scale of CLIL programmes varies from very small-scale implementations, such as a unique event during which a theme is taught using a foreign language, to large-scale implementations. In between these are short-term endeavours such as a whole 6-week unit, entirely taught in a foreign language. Some schools have experimented by using a foreign language in the teaching of all subjects during one week; others offer one term or a whole academic year of CLIL, and still others teach CLIL during a longer period, typically throughout a school level, with a duration of a number of years. The 'intensity' and ways of implementation may vary from one year to another with longer implementation of CLIL. Thus the Finnish approach to CLIL can be considered 'eclectic'. A wide variety of approaches are used, at different educational levels, for differing reasons. The specific approach adopted will depend on the aims identified.

7.5 Aims

The most important aims of CLIL-type provision that were mentioned in a 1996 national survey (Nikula & Marsh 1996: 47–48; 1997: 18–23) were to

- increase interest in learning foreign languages;
- develop students' language proficiency;
- promote internationalisation;
- improve the school's image.

Improvement of school profile was considered to be a short-term aim but one that would enable attention to be maintained in the approach. In 2000, a European survey (Marsh, Maljers, Hartiala 2001) was carried out on the major reasons for implementing CLIL. The Finnish respondents reported the following main aims, which differ in emphasis according to education levels:

- capacity-building for internationalisation;
- developing intercultural communication skills;
- preparing for future studies/working life.

From 1996–2006 another aim has emerged. This goes beyond the learning of language, or development of intercultural skills, towards one that is educational. It remains a matter of

debate, research and considerable interest. It links directly to experience of CLIL methodologies in other parts of Europe and concerns the issue of why overall learning of the subject might improve across student cohorts when the medium of instruction is changed. In terms of language learning, gender balance remains significant, with teachers reporting that CLIL methodologies have a positive impact on the motivation of boys.

The national core curriculum of 2004 (for grades 1–9) refers to the general aims of CLIL-type provision. In all of the languages of instruction, the students are to reach a level of language proficiency that enables them to attain the objectives of content learning. The more specific aims of CLIL instruction are related to the intensity of local CLIL programmes. The basic objectives should be defined at least for comprehension and production skills, and for cultural learning goals. More demanding goals are set for students with native proficiency in the CLIL language. The goals of mother tongue (Finnish and Swedish) and literature instruction are expressed explicitly: the same goals are set for all students.

7.6 Statistics

National surveys of CLIL were carried out in 1996 (University of Jyväskylä) & 2005 (University of Turku). The 2005 study remains unpublished at the time of writing.

The total number of schools included in the 2005 (1996) survey was 3,759 (3,632 in 1996), out of which 1,874 (1,439), i.e. 50% (45%) responded to the questionnaire. Education is highly autonomous in Finland. This makes certain types of centralized data collection a demanding task. Thus there are variables that can easily influence the results reported.

The number of schools offering CLIL reported in 2005 was 106 – 5.7% (121 – 11.7%). Table 1 below shows the breakdown of percentages among the different school levels.

School	% of CLIL provision 2005	(1996)
Primary Level	3.6%	8.4%
Lower secondary level	9.0%	14.4%
Upper secondary level	11.0%	23.6%
Total	5.7%	11.7%

Table 1 indicates that there has been a decrease in the number of schools implementing CLIL since 1996. The figures do not, however, allow any interpretation of the development of CLIL instruction during the last decade. In 1996 it was predicted that the number of schools reporting interest or activity in CLIL would decrease as the 'fashion period' passed over.

A great deal of the 1996 CLIL activity was also being undertaken without professional teacher development, and this can be viewed very much as a start-up period in Finland. In geographical terms these schools were spread throughout the country, but were generally found in urban as opposed to rural environments.

There are 14 International Baccalaureate (IB) schools/streams that can be found across the country, teaching through the medium of English, seven of which started up after 2000.

7.7 Subjects

CLIL in Finland involves a number of vehicular languages, English, French and German in particular. English is by far the most common language adopted. The most common subjects taught in English in comprehensive schools (grades 1–9) and upper secondary schools are shown in Table 2. As above, the 1996 data are in parentheses (Nikula & Marsh 1996: 38–41).

	PRIMARY (Grades 1–6)	LOWER SECONDARY (Grades 7–9)	UPPER SECONDARY
1	Environmental science (Environmental science)	History (Home economics)	History (History and social studies)
2	Mathematics (Music)	Geography (Biology)	Biology (Geography)
3	Visual arts (Mathematics)	Biology (Geography)	Physics (Biology)
4	Geography (Visual arts)	Chemistry, Visual arts (History, Social studies)	Chemistry (Chemistry)
5	Biology, Home economics (Physical education)	Mathematics, Religion, Music (Mathematics)	Mathematics (Psychology)
6	History (Crafts)	Social studies (Physics)	Geography Psychology (Physics, Religion)
7	Physics (Religion)	Physical education, Crafts, Social studies (Chemistry,	Philosophy (Physical education) IT, religion)
8	Music, Physical education (History)	(Music)	Visual arts (Visual arts, IT, Music)
9	Religion, Chemistry (Mother tongue)	(Visual arts)	Religion (Mother tongue, Home economics)
10	Crafts (IT, Geography)	(Crafts, Philosophy)	Music, Physical education, Health education, Social studies (Philosophy)

The most obvious change observed between 1996 and 2005 took place at lower secondary level, where history replaced home economics as the most popular subject. An overall tendency to move towards more abstract subjects seems to be at work, particularly in comprehensive schools. There are many possible reasons for this development, e.g. longer experience in CLIL, improved language skills, and school policies, amongst others.

7.8 Languages

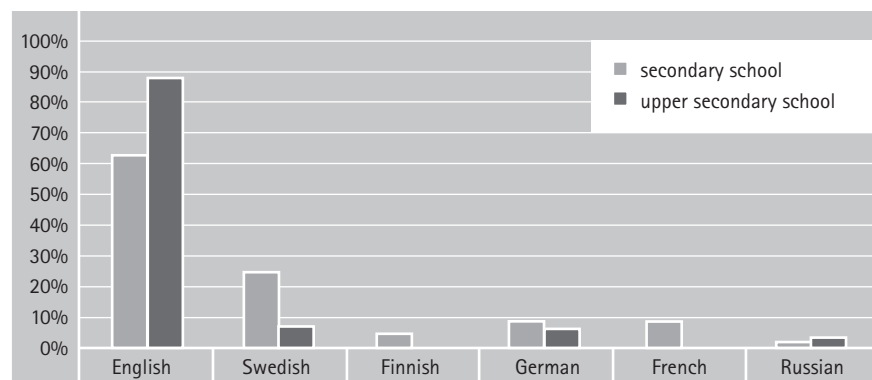


Figure 1 CLIL Languages (2005)

English is the most popular language in CLIL, in both comprehensive schools and at upper secondary levels. This is followed by Swedish and Finnish (immersion included), and then German (10%), French (10%) and Russian (under 10%).

7.9 Teachers

The most common type of teacher in CLIL-type provision is a subject teacher teaching their subject through a foreign language in which they have not undertaken formal studies. Dual qualification is not common in Finland, but there are fewer restrictions than earlier in subject combinations owing to decentralization developments in teacher recruitment procedures. In these schools, language teachers continue to teach the formal language component.

Primary level teachers can specialize in foreign languages, so they could be considered as dual-qualified. There are also ways in which CLIL certification is available at MA level.

7.10 Certification

The students are assessed using the same criteria independently of whether they have been involved in CLIL-type provision or monolingual instruction, both in non-language and language subjects. However some schools add text to standardized certification that provides information about the student's involvement with CLIL. The schools that offer CLIL-type provision are obliged to produce required information to the Finnish Board of Education and they are also required to include in the local curriculum a description of the type of CLIL that is implemented in the school (Mustaparta & Tella (1999: 9–11). In 1998 a working group considered allowing students to sit the Matriculation Examination in a foreign language. The final recommendation was negative with respect to those students who were fluent in one of the official languages (Pohjanvirta et al. 1998).

7.11 Curriculum and Methodology

As a norm, CLIL students participate in second and foreign language teaching in accordance with the national and local curricula. The non-native language of instruction is considered an added value. In general, language specialists cater for the formal language component and content specialists teach the content subjects. Any collaboration between the two takes place at individual or, in some cases, at school level.

It is clear that a specific range of methodologies emerges which enables the teacher to combine the dual-focused aims in CLIL. Lack of recognition of the need for methodological shift (less common with very young learners) arises as a problematic aspect when inspecting and reviewing CLIL applications. Teachers sometimes remark that they can cover less content in CLIL-type teaching, but they note that the depth of learning compensates for this.

It is not often that an educational innovation is put into practice before being thoroughly tested. But the pressure to introduce CLIL often resulted in practice preceding fuller understanding of how to ensure quality outcomes.

In both the 1996 and 2005 national surveys, the need for teachers to have greater insight into methodologies emerged. However the overwhelming characteristic of CLIL methodologies is scaffolded, but autonomous, student-centred learning.

In-service training in CLIL started at the University of Jyväskylä in 1989, and from 1989–1997 much attention was given to curricula and methodological issues, alongside others with respect to optimal skills and knowledge of CLIL teachers. In 1989, an idealized notion of the competencies of a CLIL teacher was introduced (Marsh, 1989), in terms of goals for in-service teacher education programmes:

7.12 Idealised Competencies Required of a CLIL Teacher

BASIS OF COMPETENCY	SPECIFIC COMPETENCY REQUIRED
Language/communication	Sufficient target language knowledge and pragmatic skills for the CLIL type followed, so as to be a producer of comprehensible input for learners
	Sufficient knowledge of the language used by the majority of learners
	Fluency in an additional language, which may be the CLIL target language or some other (e.g. one of particular relevance to target language native-speaker teachers as regards their personal additional-language learning experience)
Theory	Comprehension of the differences and similarities between the concepts of language learning and language acquisition
Methodology	Ability to identify and discriminate between language use which is medium-, message- and socially-oriented, and to provide and elicit learner input in an 'acquisition-oriented' manner
	Ability to exploit methodologies which enhance the use of socially- and message-oriented language, thus providing optimal opportunities for learner communication through employing enriched communication strategies
	Ability to use communication/interaction methods that facilitate the understanding of meaning
	Ability to identify linguistic difficulties (e.g. with language construction rules) resulting from first/other language interference, or subject conceptualisation
	Ability to use strategies (e.g. echoing, modelling, extension, repetition) for correction and for modelling good language use

BASIS OF COMPETENCY	SPECIFIC COMPETENCY REQUIRED
The learning environment	Ability to identify and use dual-focussed activities which simultaneously cater for language and subject aspects
	Ability to use different classroom settings in order to provide acquisition-rich learning environments
	Ability to work with learners of diverse linguistic/cultural backgrounds
	Ability to devise strategies, such as those for learning languages, where learning is enhanced by peer interaction and according to principles of learner autonomy
	Knowledge of the potential of information and communication technology in CLIL learning environments
Materials development	Ability to adapt and exploit materials in consideration of semantic (conceptual) features of structure, as well as textual, syntactic and vocabulary features
	Ability to select complementary materials on a given topic from different media and utilise these in an integrated framework
Interdisciplinary approaches	Ability to identify the conceptual relations between different subjects with a view to making learning interlinked, relevant, easier and effective
	Ability to identify conceptual/semantic relations between the different languages active in the environment
	Ability to realise a Socratic philosophy which encourages learners to develop self-confidence and a 'thirst for learning'
Assessment	Ability to develop and implement evaluation and assessment tools which complement the CLIL type implemented

7.13 Materials

In addition to finding ways to develop methodologies, the availability of materials has been an ongoing issue in Finnish CLIL. It is clearly difficult and time-consuming for teachers to find suitable materials for content and language teaching that would be in accordance with the national curriculum and suitable for the students' language level. Teachers use materials from a number of different sources: textbooks from Finland and abroad, and the Internet. They write, translate and modify texts and prepare worksheets themselves.

Since the mid 1990s some English language textbook publishers have included some CLIL materials in their publications, usually as short highly content-oriented units.

In 2006 efforts were underway to establish more national networking with a view to the development and sharing of materials banks. This was attempted in 1992, and a national network was established, but lack of financial investment, which could allow for coordination, meant that it became inactive by 1996 and was closed down. European Union exchange programmes and projects (particularly Comenius) have been of great support in enabling individual teachers, and schools, to forge links with those abroad, which has led to exchange of materials, and overall expertise. However, not enough has been done in-country to date.

7.14 Finances

Initial investment for CLIL teacher training was made available through municipal and Ministry sources from 1989–1997. There is no specific funding available on a regular basis. One factor here is that regions tend to be autonomous in handling educational budgets, so decisions on extra funding, or alternative funding, tend to be made locally within the remit of overall budget decision-making.

European Union funding has been an important source of support, from 1994–2006. This has not only involved Comenius, but also Erasmus and Leonardo da Vinci.

7.15 Student Recruitment

The majority of schools do not use any specific selection procedures other than open enrolment. Demand often outstrips supply and a lottery system may be used. Children may be selected to a primary school CLIL stream by means of general school ability tests. Upper secondary level students are sometimes selected on the basis of their previous success in the language of instruction.

Selection procedures will depend on the scale at which CLIL is being implemented. Clearly, large to medium level involvement with CLIL requires different selection processes compared with 'language bath' type experiences. In schools in which the experience of CLIL is fairly

intensive, tests have been used. These are often made within a municipality or school. One approach is to examine how the child has progressed in both mother tongue development and/or mathematics. However, selection is given attention according to the demands of the context. One prevailing issue, though, relates to egalitarianism, and ensuring that the opportunity to learn through CLIL is opened to as wide a range of young people as possible.

One of the noticeable factors that needs consideration when looking at the highly positive PISA ratings for Finnish education, concerns inclusion of children with special needs into mainstream classrooms. This is an advanced process in Finland, which means that the proportion of children with special learning needs in classrooms is high by European standards. Therefore, when CLIL is introduced it will often be also made available to these pupils. The proportion of special needs learners in the school population was reported as 17.8% in 2002, which was then the highest percentage reported in the Europe Union (Eurydice/Eurostat 2002).

7.16 Expectations

There has been no specific research on the expectations of learners, parents and authorities. However, it can be assumed that the expectations are incorporated in the goals. English has assumed an unofficial second language status in the country. Exposure and use of English is extensive. Parents of young children will opt for CLIL in order to provide opportunities for their child to achieve the highest level of competence in the language. Young people may be oriented towards partial or full studies through English in another country. This is a specific factor in their desiring, or otherwise choosing, English-medium education at secondary level before taking up studies in this language in another country.

The power of English has clearly had a negative impact on the learning of other foreign languages. Lack of motivation, and in some cases availability of teaching in other languages, has become a significant and often discussed problem in the country over the last 5 years. As CLIL continues to embed itself into the Finnish educational system, it is possible, but by no means certain, that interest in using the CLIL approach for languages other than English will continue to grow. This is an unproven hypothesis on the part of the authors. The merits of quality CLIL, as these become more broadly recognized, will mean that parents and other stakeholders will want to have young people taught through CLIL in a language other than English.

Assumed competence in English means that it will be increasingly devalued, and this is seen as one factor that will promote the use of CLIL in languages other than English. This was reported in the 1999 report 'CLIL Initiatives for the Millennium' following the 'CEILINK Strasbourg Think Tank' (Marsh & Marsland 1999). It relates to the recent work of David Graddol (2006) about the speed at which the English language is becoming a second language in certain countries.

7.17 Teacher Training

The basic qualifications for teacher competence in general apply to all CLIL teachers. Class or subject teachers involved in 'strong' forms of CLIL, i.e. who routinely teach 4 hours or more per week, are obliged to show that they have either 110 ECTS of university studies in the target language, or have necessary language proficiency indicated by level 5 (out of 6) of the Advanced Level of a national language test (YKI). This test uses scales linked to the Common European Framework. (Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista. 9§). In addition, practising teachers are encouraged to undertake in-service training CLIL/teaching through a foreign language (Mustaparta & Tella 1999: 10).

The University of Vaasa started the first immersion programmes in 1987 and offers initial and in-service teacher education in Swedish as an immersion language. The University of Jyväskylä has provided CLIL in-service teacher education programmes since 1989, with English and German as vehicular languages. Jyväskylä's programmes were particularly successful, in part because training was conducted throughout the country, and not in a single location, and because it was carried out in close cooperation with key centres of expertise in other European countries.

Jyväskylä's operations have provided multi-level consultancy and professional development opportunities. Thus, following the concept that CLIL needed to be part of a whole school ethos, much work was done on competence building of teachers alongside capacity-building of schools and local networks. A framework originally introduced in 1994 (see Appendix 1) was an attempt at ensuring that capacity building followed a holistic approach.

In the 1990s, the Finnish Ministry of Education offered a number of in-service courses (10 to 30 ECTS) for teachers who taught or planned to teach in CLIL-type provision (KIMMOKE Loppuraportti, 33).

The Chydenius Institute (University of Jyväskylä) offers minor studies (15 credits) in teaching in a foreign language, consisting of (English) language studies, and studies in methodology and theoretical background. Other university-based CLIL teacher education consists of short-term courses, e.g. the University of Turku has offered an optional module in CLIL methodology since 1999. Various short-term in-service training courses for CLIL teachers are also offered at the National Centre for Professional Development in Education in Finland (Opeko). Apart from generic and mostly methodological courses, new language-specific development measures for CLIL provision through languages other than English are gaining in importance, as are building up, maintaining and strengthening structures of integration and collaboration between foreign language teachers and teachers of non-language subjects. In addition, a special training programme, CLIL-NETWORK, was started in September 2005 to put up a national web-portal for CLIL education in Finland. The main aim of this development and training tool, which is conducted in close cooperation

with the recently founded Finnish Association of CLIL and Immersion Education (SUVIKYKY) is to intensify the interaction and networking between CLIL schools all over Finland and to contribute to an up-to-date picture of Finnish CLIL education on the Internet for purposes of attracting global interest and cooperation.

7.18 Quality and Research

The evidence concerning mother tongue development in connexion with CLIL reported so far (Elomaa 2000, Merisuo-Storm 2002) is inconclusive but positive: it seems that there is no harm done to the mother tongue if its development is addressed properly. There is also evidence that CLIL-type provision produces very good results in terms of both explicit and implicit foreign language learning in learners of different ages, in different target languages and levels of instruction (Järvinen 1999, Laitinen 2001, Rauto 2003, Haataja 2005). There has also been research into CLIL students' conceptual development (e.g. Meriläinen 2002).

Research into classroom discourse and practices is ongoing at the time of writing (Nikula, Academy of Finland/University of Jyväskylä). In this work the type of interaction found in CLIL and non-CLIL classrooms is being compared. Research on peer talk in a plurilingual CLIL environment is also underway (Asikainen, Summer University of Lapland).

The major issues of immediate concern in Finland can be summarized as follows:

- relationship between early language learning (as through CLIL in kindergarten or early primary level) in mother tongue and target language;
- analysing the impact of CLIL on learner cognition;
- examining the impact of CLIL in the development of language and communication;
- measuring the competencies required of teachers at all levels who teach extensively through CLIL;
- consolidating experience within Finland in CLIL so as to clarify country-specific characteristics.

In 2005, the Ministry of Education published a report on the development of language learning in the country. Eight key aims and indicators were identified:

- support to networking and cooperation between schools and municipalities;
- support to schools' internationalisation;
- support to diversification of language programmes;
- strengthening of the teaching of the second national language;
- use of ICT and web-based learning in language learning;
- increase in in-service training for language teachers;
- establishing new partnerships (YLE; Hanasaari Cultural Centre, Nordic Institute, embassies + their cultural centres, universities + teaching practice schools);
- support to development of language resource centres.

The report (OPM/OPH 2005:9) states that the National Board of Education is to develop

learning environments, methods, materials and equipment for early language learning, CLIL and the learning of the second national language in cooperation with education providers, schools, teacher education departments at universities and their teacher practice schools and vocational teacher education providers. It further states that 'The National Board of Education will take action in order to develop immersion (language baths) and 'language showers' as vital parts of language education'.

7.19 Future Developments

The National Centre for Professional Development in Education (Opeko) has recently launched a number of development projects. On a national level, these include, for example, development of the web-portal, diversification of CLIL teacher in-service training programmes and close cooperation in planning the introduction of CLIL in university-based pre-service education of foreign language and non-language subject teachers. On an international level, Opeko is currently conducting a large two-year state-of-the-art study on CLIL in German (CLILiG) in collaboration with several European universities (Haataja 2006; Haataja et al. 2006). Moreover, a research project on target language input and interaction structures in both German as a foreign language and in CLIL classrooms in Finland and three other European countries is being carried out at present in collaboration with the University of Heidelberg (Germany). In addition, a joint research measure on curriculum development for CLIL through English and German, in Biology in Germany (English) and in Finland (German and English) is in preparation in collaboration with Aachen University (Germany). Recently, new developmental actions on implementation of Information and Communication Technology (ICT) in both multimedia materials production and in assessment measures have also been started in cooperation with Finnish software companies.

The University of Jyväskylä is currently focussing on teacher competence-building (in Europe and globally), advisory and consultancy services, CLIL in higher education, and publishing and research. Helsinki Polytechnic has recently finalized an internet-based teacher competence system (CLILCOM), which was built by an international partnership including the University of Jyväskylä and the European Platform for Dutch Education. Advisory and consultancy services have recently been operational in Ethiopia, Tanzania, and various countries in South-East Asia. Reporting on the situation of CLIL in higher education across Europe was carried out in 2005 (ENLU); plans are now underway regarding various types of publication in cooperation with international experts; and a range of research projects are ongoing (in both Jyväskylä and other higher education institutions) A development as groundbreaking as CLIL needs centralized financial support. An educational innovation as significant as CLIL needs time because it changes the status quo, and threatens previously maintained barriers between professional groups and institutions. The development of CLIL has been very active since the late 1980s when it was termed 'mainstream bilingual education' prior to the adoption of the term CLIL in 1996. If a centralized support system could be established in the near future, this development would become consolidated, leading to benefits being realized.

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Appendix 1

The Situational Parameter

Phase A Institutional Environment

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, training, 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

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, cooperative, 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

The Outcome Parameter

Phase C Future Orientation

VII Institutional/Workplace Feeding Systems

- regional, localized opportunities for continuity
- cooperation with the local, national, and international labour market
- cooperation 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