

# **FROM MONOLINGUAL TO BI- AND MULTILINGUAL INSTRUCTION AT THE UNIVERSITY OF HELSINKI**



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The article is based on a paper presented at the conference Bi- and Multilingual Universities, University of Helsinki, 1-3 September 2005.



A collection of articles entitled *Multilingual Approaches in University Education* (van Leeuwen & Wilkinson, 2003) was published in October 2003 on the eve of an international conference on Integrating Content and Language. In this publication, Charles van Leeuwen (2003, 11–45), Director of the Maastricht University Language Centre, tells about the first European university language centre, the *collegium trilingue*, which was founded in Louvain by Erasmus Roterodamus some five hundred years ago. Erasmus had noticed that the average student had insufficient skills in the three mandatory languages, namely Latin, Greek and Hebrew, and the newly founded college was intended to improve this state of affairs. Unfortunately, the first language centre was discontinued when Erasmus left Louvain a few years later.

Van Leeuwen's article also highlights the role that language centres can play in bilingual and multilingual universities. Three different types of English-medium instruction are offered at Maastricht University:

- 1) Content Learning through English, i.e. developing the knowledge and skills of a particular subject area,
- 2) CLIL or Content and Language Integrated Learning, i.e. developing the knowledge and skills of both a particular subject area and the language, and
- 3) a more general, supporting type of language skills training, i.e. pure language instruction.

Skills in the mother tongue, Dutch, are considered important in Maastricht. English-medium learning has been widely introduced at some faculties, but at the same time, large parts of programmes are taught in Dutch. At some other faculties, a good command of a third language, often French, is a compulsory or necessary component of certain courses (e.g. European Studies, European Public Administration, International Business).

In the same publication, Michael Langner (2003, 47–64), Director of the languages multimedia lab at the University of Freiburg/Fribourg in Switzerland, reports on his own university, where French and German

are languages of instruction. The university lies in a bilingual city and a bilingual Kanton, so the two languages are spoken everywhere. Due to the Bologna process, English is on the increase at many faculties, as are courses of English at the language centre.

The linguistic situation at Maastricht and Fribourg universities resembles that of the University of Helsinki, where instruction is traditionally offered in Finnish and Swedish, where English-medium instruction is increasing, and where some faculties and departments require skills in two foreign languages.

## **Historical Overview of Language Usage at the University of Helsinki**

The University of Helsinki (HU) has never been an exclusively Finnish-language university; it has either functioned in languages other than Finnish or it has been bilingual – and today profiles as trilingual. The four names that the University has had in the 365 years of its existence reflect the history of Finland and her first university: the Royal Academy of Turku, the Imperial Academy of Turku, the Imperial Alexander University, and the University of Helsinki. (For details in the overview see the following references: Åberg 1985, 49–63; Häkkinen 1994, 47–73; HU 365 years, 2005.)

### **The Royal Academy of Turku 1640 – 1808**

In the Middle Ages, Finns sought higher education at European universities, those of Paris, Prague, Leipzig, Erfurt, Rostock and Greifswald, and even Rome and Louvain. The Academy of Turku was founded in 1640 with Latin as a teaching and working language – as was the case at other European universities. Finnish was not taught as a subject, but, for the sake of practice, instructors had their students translate foreign-language texts into Finnish. There was also interest in Finnish for practical reasons: foreign civil servants stationed in Finland needed a working knowledge of Finnish. Latin,

Greek and Hebrew were the main languages studied, but instruction was also provided in modern languages such as French and Italian.

During the Great Nordic War (1700–1721), the Academy was closed for almost ten years, and the professors took refuge in Sweden. When the Academy was reopened in 1722, only three professors returned. The result was a new generation of teaching staff: many of the new teachers came from Uppsala University in Sweden or from other European universities. Latin maintained its position as the official language of the Academy, but in the Age of Utility (1740–1760) – so called because interest was concentrated on social and practical matters – Swedish began to gain ground in Natural Sciences and Economics. Studies in these disciplines were found to be more important than classical languages. A chair in Economics was founded at the Academy of Turku (a chair had previously been founded at Uppsala University). The Academy had several famous Swedish professors in the new disciplines, e.g. Anders Celsius (physics), Carl von Linnaeus (botany), Peter Kalm (economics), and Adrian Gadd (chemistry). The Master's theses which were written under their guidance were often in Swedish and not in Latin; in fact, the theses were very much like practical guidebooks. Interest in the Finnish language increased among scholars of history and folklore, and its origin and relationship with other languages were studied.

Towards the end of Swedish rule in Finland (1770–1808), the Academy flourished. Contacts with European universities increased in number when the faculty and students of the Academy travelled to foreign universities in order to update their knowledge of new trends and ideologies. Due to Neo-Humanism, a new European current of thought, the classical languages and the ideals of Antiquity again gained appreciation. This strengthened the position of Latin as the language of instruction as well as the degree language of the Academy (cf. contemporary excavations of Herculaneum, Pompeii and Rome).

## **From the Imperial Academy of Turku to the Imperial Alexander University 1809-1917**

After the Finnish War (1808–09) and the separation from Sweden, Finland became an autonomous Grand Duchy under Russian rule. Although more than eighty per cent of the population spoke Finnish as their mother tongue, Swedish was chosen as the language of administration by the Diet held in Porvoo 1809. The Language Act of 1863<sup>1</sup> declared Swedish to be Finland's official language, but it also prescribed that authorities should within twenty years' time acquire enough skills in Finnish to understand what the Finnish-speaking citizens required of them. However, the act was too complicated for common people to understand, so in practice it could not be enforced.

One year after the fire of Turku, in 1828, the Academy was moved to Helsinki, Finland's new capital (from 1812), and was renamed the Imperial Alexander University. In the 1830s, the first lectureship in Finnish was founded for teaching practical Finnish to future civil servants and clergy. The first Master's theses written in Finnish also appeared in the 1830s. In 1840 M. A. Castrén was appointed Docent in Finnish and Old Scandinavian, and in 1850 he became the first professor of the Finnish Chair at HU.

New developments followed after the move of the Academy to Helsinki. According to the 1828 statutes, the language of instruction was not Latin only, but the lecturer was allowed to use another language of culture, e.g. French, German or Swedish. The statutes also separated the Master's degree from the doctoral degree. It should be mentioned that the statutes opened the way to the multidisciplinary university of today, splitting the content into different disciplines which were more specified. For example, the Faculty of Philosophy was

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<sup>1</sup> It was not until 1902 that the Decree on the Language of Law Courts and Authorities made Finnish and Swedish equal. In 1919 the Constitution of Independent Finland declared Finnish and Swedish as the national languages. N.B. Swedish had a strong position at the University of Helsinki for a long period of time.

divided into the Faculty of Mathematics and the Historical-Philosophical Faculty.

The new statutes of 1852 allowed Swedish to be used in doctoral theses instead of Latin, whereas the first doctoral thesis written in Finnish (by Rietrikki Polén) appeared in 1858. From 1871 onwards, doctoral theses could also be written in languages other than Latin, Swedish and Finnish. Swedish remained the language of administration and instruction.

*Important Finnish-language dates:*

|       |  |
|-------|--|
| 1855  | First Finnish-language speech held in the Ceremonial Hall of the University  |
| 1860s | Emergence of language parties: the Fennomans and the Svecomans   |
| 1863  | Finnish-language lectures officially allowed   |
| 1872  | Requirement for skills in Finnish imposed on teachers at the Faculties of Theology and Law   |
| 1884  | Rector's opening speech held in Finnish  |
| 1893  | Finnish first spoken at University Senate meetings by the Professor of Finnish   |
| 1894  | Teachers required to give proof of oral and written skills in Finnish, but not yet required to lecture in Finnish  |
| 1902  | Decision by the University Senate that in matters to be settled by the Senate or the Vice Chancellor, the minutes should be written in the language that had been used in the petition |

### On Language Policy and School Education

In 1841 the Finnish language was made a subject in all secondary schools for boys, and in the mid-1850s Finnish-medium instruction was started at the secondary schools. In 1871 these schools were changed into eight-year lyceums that prepared the boys for university studies. The first school with a Finnish section or programme was founded in Jyväskylä in 1858, and this school was changed into a lyceum in 1865. New Finnish-medium secondary schools appeared in quick succession. The School Act of 1865 stipulated that Finnish should be used at all secondary schools and lyceums as the language of instruction in one or more subjects, provided that there were Finnish-speaking teachers available.

In the mid-1850s, plans were made for organising elementary education for the inhabitants of the Finnish provinces (the countryside).

These plans led to the Education Act of 1866, according to which one of the elementary school subjects had to be the pupils' mother tongue. The first act on compulsory school attendance, 1898, gave the pupils the right to obtain instruction in their mother tongue.

From the late 1860s onwards, the situation worsened for Finnish-medium instruction, with opposition from Swedish-speaking citizens becoming more organised. The School Act of 1871 decreed that secondary schools be monolingual; the Senate was to decide upon the language of instruction, which, in most of the cases, meant Swedish. However, authorities could not prevent people from organising Finnish-medium instruction at new schools founded by private funding. The state of affairs for the Finnish language improved in the 1880s: towards the end of the decade the number of pupils at Finnish secondary schools was the same as at Swedish schools, and by 1902 the number had doubled.

### **The University of Helsinki 1919**

After Finland's Declaration of Independence, the present name of the University was established by the Act of 1919. An increasing number of students spoke Finnish as their mother tongue. At the time of World War I, more than three-fourths of those registered at the University stated that their mother tongue was Finnish. The statutes of 1924 prescribed both Finnish and Swedish as languages of instruction.

Ardent language disputes raged in the bilingual Finland of the early 20<sup>th</sup> century, with quite a number of these disputes taking place within the University. The Finnish-speaking members of the Student Union took an active part through their associations or the pages of the Student Magazine, and also disturbed festive occasions where the Rector or a Professor was to give a speech in Swedish. In order to

settle the ongoing language disputes,<sup>2</sup> a special Language Law was passed in 1937, which stipulated that a set student quota and 37 professorships be reserved for Swedish-medium instruction. Apart from this, Finnish was to be the language of instruction and administration. Consequently, we had – by law – a bilingual university in Helsinki.

## A Bilingual University

The University of Helsinki is responsible for ensuring that a sufficient number of Swedish-speaking persons are educated to meet national needs in disciplines such as Law, Medicine (also Veterinary Medicine), and Agriculture and Forestry. After the Swedish School of Social Science was attached to the University in 1984 as an autonomous Swedish-language unit, HU also has the national responsibility for Swedish-language education within the field of social work. Separate programmes and courses for Swedish-speaking students are offered at the Faculties of Humanities, Maths and Science, Education, and Social Sciences. The Rector or a Vice Rector must be Swedish-speaking, and there is a law-prescribed Board for Swedish-Language Operations as well as a Swedish Affairs Unit within the central administration.

The degree system of the Finnish universities was reformed in the 1970s, with language requirements included in the degrees. Language centres were created at the universities – including the HULC or the University of Helsinki Language Centre, in 1977 – to ensure LAP / LSP (= Languages for Academic / Special Purposes) instruction for undergraduates. The foreign languages to be studied as degree languages at HULC were – and still are – English, French, German, Italian, Russian and Spanish. Most faculties required skills in

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<sup>2</sup> During the worst language controversies plans were drawn up to have two separate universities in Helsinki, one Finnish-language and one Swedish-language university. After some reconsideration, these universities were founded in Turku (Åbo Akademi 1918, Turku University 1922).

one foreign language, some disciplines or departments in two. Extra language studies were welcomed, or at least allowed, by most faculties. The role of the second national language was also specified in the degree requirements. Every student, irrespective of his/her major field of study, had to attain a certain skills level in the country's second national language – Swedish, if the student's mother tongue was Finnish, as it was in 95 per cent of cases, and Finnish for those from Swedish-speaking families.

Courses of Swedish for Finnish-speaking students met the demand for the most part. However, besides language testing and feedback in connection with the tests, there was little instruction of Finnish for the Swedish-speaking students dispersed throughout the various faculties and universities in Helsinki. Most of the students had obtained sufficient skills in the majority language at school or in society and were bilingual, but an increasing number of students with poor skills in Finnish entered the University. In order to function professionally in Finland after graduation, they had to obtain training in academic Finnish.

One thing that contributed to improving the situation was the University's Bilingualism Programme (1997). The objectives included service and information in the two languages, Finnish and Swedish: public speeches, brochures, newsletters, websites, signs etc. The programme led to the so-called Language Alliance (*Språkallians*) and to bilingualism being highlighted in the University's strategic plans.

The *Språkallians* scheme, which established cooperation between seven universities in the greater Helsinki area, made it possible to expand course offerings in the national languages for Swedish-speaking students. Courses of the mother tongue, Swedish (especially Academic Writing), and courses of various levels of Finnish were organised by the Alliance and offered to students within the Alliance universities. The project contributed to founding a three-year lecture-

ship in Finnish (2004–2006) for the benefit of Swedish-speaking students, which was co-funded by the Alliance universities. Thanks to the scheme, Swedish-speaking students in the Helsinki area have a wider choice of courses in Finnish and Swedish.

Bilingualism was given an essential role in the University's strategic plan for 2001–2003, and the wording was not very much different in the new plan for 2004–2006. In both plans bilingualism is considered to be a value and a key area of development. The following are quotations from these strategies:

### **HU Strategy 2001–2003**

p. 12

*The University of Helsinki will safeguard the essential element of bilingualism, **instruction given in Swedish**, and will develop it as a part of the Finnish university system.*

*The Swedish-speaking part of the population must have equal educational opportunities as prescribed by law. In order to realise this, the importance of **Swedish-language, permanent posts** prescribed by law will be stressed to ensure continuity, and students will be recruited to subjects where the instruction is in Swedish. The Swedish-medium courses offered also give Finnish-speaking students a chance to become acquainted with their own fields and their terminology in the second national language, and thus to improve their chances to enter working life both in Finland and in the other Nordic countries.*

*There are too few Swedish-speaking teachers in the Helsinki area, and those graduating from Vaasa do not seek jobs in this area in large enough numbers. The problem can be solved by **training Swedish-speaking teachers** in the Helsinki area. This can be done as a part of teacher training at the University of Helsinki, together with Åbo Akademi University.*

### **HU Strategy 2004-2006**

p. 39-40

An alteration in the Universities Act adds a third task to those prescribed by law:  
*... The University of Helsinki and [some other universities]... shall be responsible for ensuring that a sufficient number of Swedish-speaking persons are educated to meet national needs...*

According to the special provisions of the Universities Act:

*... In the admission of students to disciplines which are taught in the Swedish language only at the University of Helsinki, measures shall be taken to ensure that a sufficient number of Swedish-speaking people can be educated to meet the national need.*

(values)... **Bilingualism** is a significant part of the Finnish national culture. This is why it is important that the most versatile university in Finland should give **teaching in both domestic languages** in the major academic fields.

p. 45

(key areas of development)... *The visibility of bilingualism at the University of Helsinki will be improved, and course offerings in Swedish, also to Finnish-speaking students, will be increased through bilingual teachers and Nordic cooperation.*

## A Trilingual University

Today the University of Helsinki has some eighty co-operative agreements with foreign universities. The figures below show the development in internationalisation in terms of student numbers (cf. HU Annual Report 2004, 32–33):

**International Students at the University of Helsinki** (rounded figures)

| Students | 1982 | 1989 | 95/96 | 1998 | 2000 | 2002 | 2004  |
|----------|------|------|-------|------|------|------|-------|
| Exchange | -    | 30   | 200   | 500  | 700  | 800  | 750   |
| Degree   | 350  | ?    | 1100  | 1050 | 1200 | 1200 | 1300  |
| Total    |      |      | 1200  | 1500 | 1900 | 2000 | 2000+ |

In 1992, the HULC began to arrange preparatory courses in English for students going abroad. This was a result of the student exchange scheme created with Edinburgh University in 1989 (Lindeberg & Lönnfors & Nordlund 1993). Similar courses in French, German, Italian and Spanish have also been organised for a number of years (Language Centre Study Guide). In the early 1990s the expansion of international relations made many departments realise the importance of teaching courses in English, which resulted in an increase in content courses taught through languages other than Finnish or Swedish (Orientation Handbook for International Students). In the mid-1990s, the HULC was requested to design courses for instructors planning to teach through English.

For information on the HULC's TTE (= Teaching through English) and follow-up projects see:

- Lehtonen, Tuula & Pearl Lönnfors & Anu Virkkunen-Fullenwider, 1999: *English or not English: that is the question! Teaching through English at the University of Helsinki,*

- Lehtonen, Tuula & Pearl Lönnfors: “*Teaching through English: a Challenge for the Non-Native Instructor*” (paper at the Bi- and Multilingual Universities Conference, 2 September 2005), and
- Siddall, Roy & Anu Virkkunen-Fullenwider: “*Models of Language Support for Instruction Given in English: Examples from Forestry, Natural and Political Sciences*” (paper at the Bi- and Multilingual Universities Conference, 2 September 2005).

The overall objectives for internationalisation and ways of promoting it were described in the *Strategy for the Development of International Operations at the University of Helsinki 1996–2005*, as well as the Strategic Plans for 2001–2003 and for 2004–2006. Quotations from these guides follow:

### **Strategy for the Development of International Operations at the University of Helsinki 1996–2005**

Two language educational goals are mentioned among the general objectives of the Strategy (p. 7):

- *To encourage the development of versatile language and communication skills. Students will also be encouraged to study in languages other than their own.*
- *To promote the teaching of Finnish, Swedish and the Finnish culture to foreign students and staff members.*

Chapter 2 describes the present state of internationalisation as to teaching and studies (p. 10):

*... During this decade the University of Helsinki has increasingly been able to participate fully in international student exchange programmes. Since 1991 the total number of outgoing and incoming students has grown five-fold and the number of incoming students keeps growing year by year ...*

*... Throughout the 1990's the **number of courses offered in languages other than Finnish and Swedish has increased** considerably...*

Chapter 3 offers remedies for increasing internationalisation:

*... The University supports the faculties by allocating a bonus on the basis of foreign exchange students hosted by each faculty... (p. 14)*

*... Faculties should establish clear-cut guidelines for the selection of foreign students... Foreign degree students must, on the one hand, be guaranteed the same opportunities and conditions of study as Finnish students, and, on the other, they must be required to meet the same standard of academic performance as their Finnish fellow-students.*

*... The University will draw up a policy for educational cooperation with the Third World. (p. 16)*

*... The two official languages of Finland, **Finnish and Swedish, are taught to foreign degree students, exchange students, researchers, teachers and other personnel...** The Language Services of the Language Centre offer courses to people outside the University... (p. 16)*

... **The degree programme Finnish Language and Culture** offered by the Department of Finnish is the most significant international programme available at the University of Helsinki. Finnish Language and Culture can be chosen as a major, minor or as an elective subject to support other studies.

... The teaching of the Swedish language and culture takes place at the Language Centre, the Department of Nordic Languages and the Department of Nordic Literature, and the Renvall Institute...

... instruction has to be given also in **languages other than Finnish or Swedish**, in practice mainly in English... [These courses] make student exchange possible, and Finnish students may find these courses an efficient way of developing their language skills and communicating with foreign students... (p. 17)

## Strategy 2001–2003

According to the Strategy for 2001–2003, the key areas of activities in regard to internationalisation are Nordic affairs, the Baltic states, and co-operation concerning the Baltic Sea (p. 10):

... Co-operation and student exchanges will be intensified through exchange agreements with Baltic universities and through general Nordic and European networks... Co-operation with Russian universities will be continued (p. 12).

There is also reference to the Bologna Declaration of 1999 and increasing co-operation with other European countries.

The chapter on teaching includes a passage important from the HULC's point of view, which was actually discussed with us when the plan was being finalised; not much has changed in the present requirements:

*Language skills that are versatile on the one hand and profound on the other hand are an important element in a high quality degree that can compete on the job market. The aim is that graduates should have good enough skills in the second domestic language and in at least one foreign language to enable them to use these languages to study, to follow developments in their own fields, and for professional purposes (p. 18).*

Under the heading Instruction given in foreign languages and Instruction of the domestic languages to foreigners several measures are suggested (p. 20):

**Support services** for teaching in a foreign language will be jointly developed by the Personnel Training Unit and the Language Centre...

*The position of the summer courses given in foreign languages will be established (**Helsinki Summer School**).*

*Instruction in the two domestic languages (**Finnish and Swedish**) intended for international exchange and degree **students** will be improved to serve the needs of both groups better.*

## Strategy 2004–2006

The new plan mentions the student and researcher mobility achieved by 'an internationalised university' among the values (p. 40). One of the ten key areas of development is **Internationalisation at home**:

*University personnel will be internationalised through personnel training and international mobility. The number of international teachers, teacher and researcher exchange as well as courses held in foreign languages will be increased. All students will be encouraged to participate in courses taught in foreign languages (p. 45).* The current strategic plan (2004–2006) is in accordance with the University guidelines.

In order to boost internationalisation at the University, the University Senate approved a new action plan for international operations, *International Action Plan for the University of Helsinki, 2004–2006*, which replaced the plan approved in 1996 and was to extend until the year 2010. The plan describes the present state of internationalization as follows:

*... All faculties organise courses given in foreign languages [almost exclusively English]. Some faculties offer access to clear educational modules that can be used by international exchange and degree students. Mostly, however, instruction given in foreign languages consists of **separate and unconnected courses**... (p. 22).*

The aim concerning international degree students is stated as follows:  
*There will be international degree students in every faculty. Several faculties will offer two-year Master's level programmes for international students... The courses offered within these programmes can also be utilised to benefit exchange students...*

One of the steps to be taken is the teaching of Finnish:

*Courses of **Finnish for International Students** will be organised so as to offer courses in particular to international students beginning their studies, so that their basic language skills can be ensured and they can adapt to the University community and to Finnish society (p. 30).*

One of the measures that promote internationalization of teaching is the Helsinki Summer School (cf. Strategy 2001-2003):

*The Helsinki Summer School, started in 2000, will be established as a desirable and interesting target for international students. The Helsinki Summer School will be realised as cooperation between the universities in the Helsinki Metropolitan area.*

## **The Present Situation**

Today the University of Helsinki has some thirty-five Swedish-language professors and approximately one hundred Swedish-language lecturers and other teachers. One-fourth of Finland's Swedish-language Masters graduate from the University of Helsinki, and some six per cent of the students are Swedish-speaking. In the academic year 2005–2006, a Swedish-medium Master's programme will be offered in

the Faculty of Humanities (Culture and Communication), and Swedish-language teacher training – previously offered in co-operation with Åbo Akademi in Turku and Vaasa – will be started in Helsinki. The Swedish School for Social Science will offer a tailored two-year Swedish-medium Master's programme for social workers with Bachelor's degrees.<sup>3</sup> Extra funding is allocated to the faculties for offering Swedish-medium instruction (the so-called bilingualism coefficient); there is a Swedish-speaking member on every campus board and a full-time translator (Finnish-Swedish) in the central administration. In 2004, HU had some three hundred registered Swedish-speaking students, which was more than previously (HU Annual Report 2004 and Swedish Study Guide).

Content and language integrated classes for Finnish and Swedish students are being developed on the Viikki campus, which is the home of four faculties (Agriculture and Forestry, Bio-sciences, Pharmacy, and Veterinary Medicine). The Faculty of Agriculture and Forestry has requested a Swedish-language programme instead of the unconnected courses offered so far, and the request is supported by the University Board for Swedish Operations. The role and extent of the Swedish language as well as bilingualism was discussed in the spring months of 2005 in the editorials, columns, and letters to the editor of the *Hufvudstadsbladet*, the Swedish-language newspaper of the Helsinki area.

The external evaluation of Education in Language and Communication Skills, 2001–2002, revealed that HU lacked the overall responsibility for mother tongue instruction in Finnish and Swedish (Horppu & Niskanen 2004). A result of the evaluation was that the HULC was granted project funding for developing communication studies in the native languages (2004–2006). The first year of our Mother tongue

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<sup>3</sup> The Swedish School for Social Science normally offers Swedish-medium instruction for Bachelor's degrees only, thus students wishing to pursue Master's degree studies must join Finnish-medium programmes at the Faculty for Social Sciences.

project was allotted to piloting: courses of Finnish for Finnish-speaking students as well as for their teachers, and courses of Swedish for Swedish-speaking students. Mother tongue instruction has been, until recently, neglected by several faculties, but mother tongue studies, varying from 1 to 5 ECTS at different faculties, were included in the language requirements for the new degrees (in effect from 1 August 2005).

In 2004 HU had just over two thousand international students, i.e. including degree students as well as exchange and visiting students (HU Annual Report 2004). For the academic year 2005–2006, some four hundred English-medium programmes / modules are being offered, and, in addition to the existing Master's programme in Social Sciences, a Master's programme in Biosciences is being offered. International degree students are welcome to participate in language centre courses, and the HULC annually provides a substantial number of courses of Swedish as well as a couple of courses of English especially tailored for international degree students. The Department of Finnish at HU is responsible for courses of Finnish for foreign students.

The University of Helsinki today follows the principle of trilingualism. The faculties' websites are in three languages, Finnish, Swedish, and English; the three languages are used alternatively in the University's official speeches, and it is recommended that all essential University documents, such as strategies, annual reports, study guides, personnel plans etc., be produced in the three languages.

At the HULC several languages are used daily, and most of the staff speak four or five languages. Staff meetings used to be held both in Finnish and English, but we recently switched to speaking Finnish only, with transparencies or handouts in English. This was for the sake of brevity and also because nearly all the foreign teachers had acquired sufficient skills in Finnish – thanks to the staff courses of

Finnish offered by the Language Services, the for pay unit of the HULC. Services for teachers are also provided in three languages. In the annual target negotiations between the HULC administration and the teaching staff, English is used with the English teachers, Swedish with the Swedish teachers, and Finnish with the other language units. On some occasions, the staff members speak their own mother tongue to speakers of other languages, in other words, they use a multilingual or mixed mode of speech.

Lastly, I will present some fresh figures from the HULC's annual report for 2004. The table shows how many students were enrolled in the various language courses held that year.

| Number of Students in HULC Courses in 2004 |                |                              |
|--|----------------|------------------------------|
| English                                    | 2534           |                              |
| Swedish                                    | 2286           | (= second national language) |
| French                                     | 1891           |                              |
| Spanish                                    | 1624           |                              |
| German                                     | 1183           |                              |
| Russian                                    | 721            |                              |
| Italian                                    | 554            |                              |
| Estonian                                   | 171            |                              |
| Chinese                                    | 133            |                              |
| Japanese                                   | 126            |                              |
| Arabic                                     | 77             |                              |
| Dutch                                      | 71             |                              |
| Portuguese                                 | 65             |                              |
| Finnish                                    | 40             | (= second national language) |
| Hungarian                                  | 23             |                              |
| Danish                                     | 22             |                              |
| Total                                      | (16 languages) | 11521 students               |

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- 29 March *Mer svensk undervisning behövs*
- 1 April *Svenskan i Vik*
- 1 April *Förbättringsförslag på väg*
- 14 April *Nya vindar blåser i Vik*
- 22 April *Identiteten inte odelad?*





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