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(PowerPoint presentation equipment needed)

Multilingual Higher Education at the Interface

The paper considers three multidisciplinary English master's programmes in the University of Jyväskylä (Finland) with 49 students from 15 countries speaking 17 different mother tongues, taught by 10 Finnish teachers:

- (1) Corporate Environmental Management, School of Business and Economics
- (2) Development and International Cooperation, Faculty of Social Sciences
- (3) Nordic Arts and Culture Studies, Faculty of Humanities

Multilingual higher education is examined at the interface to

- (a) five features of future optimal learning environments: promoting creative problem-solving processes, addressing real-life problems, fostering active participation, training for individual development, and promoting networks and collective learning;
- (b) equivalent mother-tongue learning environments; and
- (b) the requirements of multilingual and multicultural working life as manifested in work-based language education and real-life working situations involving 46 workers and 6 trainers at Metso Paper, a big Finnish international paper machinery enterprise.

The quantitative results - means, t-values and correlations - derive from questionnaires. The qualitative results derive from observing programme instruction and from discussions with the teachers.

The results will be used to address the following questions:

- (1) What are the ways in which multilingual higher education and mother-tongue learning environments are congruent with or differ from each other as regards the optimal features?
- (2) What are the ways in which multilingual higher education and working-life contexts are congruent with or differ from each other as regards the optimal features?