

Foreign-Language-Medium Instruction in Tertiary Education: a Tool for Enhancing Language Learning

Studying in a foreign language in higher education is becoming increasingly common on a global scale, and there is growing pressure for reforming the traditional language teaching towards integrating language teaching into content teaching.

This publication addresses questions related to the connection between foreign-language-medium instruction and language learning, in particular:

- The need for, and ways of, developing new pedagogical arrangements to help the learning process and boost the learning outcome
- The potential contribution for tertiary education of content and language integrated learning, CLIL, on the secondary level, with its dual focus on both content and language

This book is designed to facilitate dialogue in language education planning and to lower or break barriers between content and language learning. It is based on the international seminar held in 2007 at VAMK University of Applied Sciences in Vaasa, Finland. The contributors are both researchers and educators interested in introducing a structural change in language teaching.

The editors have divided this publication into three thematic sections (1) *Integrating Content and Language in Higher Education* (2) *CLIL in Secondary Education: What can be Learned for Higher Education?* (3) *Language Education Planning in Higher Education*.

This publication will be of interest for parties in tertiary education interested in increasing foreign-language-medium instruction and optimizing the language learning outcome of the participating learners.

About the Editors

Eeva Rauto works as a language teacher and **Lotta Saarikoski** as a teacher of industrial economics at VAMK University of Applied Sciences. For a number of years, they have co-operated in integrating and researching content and language learning in engineering education.

RAUTO, SAARIKOSKI

Vaasan ammattikorkeakoulu,
University of Applied Sciences

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