Lecturer Attitudes Towards and Perceptions of Teaching in English as a Lingua Franca

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CROSSOVER

REPORT

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Abstract

This exploratory study investigated attitudes towards and perceptions of teaching in English as a lingua franca (ELF). The investigation was carried out primarily through an online questionnaire, conducted over a one-month period in spring 2010. The respondents were lecturers from all three Aalto University campuses. The questionnaire consisted of eight themes, four of which related to attitudes towards English-medium instruction and four to perceptions of teaching in English in a lingua franca in an academic context.

On attitudes towards teaching through English, lecturers were asked to respond to a series of statements, which focused on the following four themes:

• Theme 1: An increased use of English in higher education in Finland may be creating an obstacle for the general public in following scientific advancements
• Theme 2: Teaching in ELF may lessen the learning outcome for students
• Theme 3: An increased used of ELF in higher education jeopardizes Finnish academic language
• Theme 4: An increase in the use of ELF teaching results in higher academic standards and improves the international competitive edge

On perceptions of teaching through English, lecturers were asked to respond to statements that fall into the following four main themes:

• Theme 5: Language deficiency when teaching in ELF
• Theme 6: Lack of language accuracy when teaching in ELF
• Theme 7: A general lack of ability to discuss the discipline in English
• Theme 8: Differences experienced in teaching in ELF in comparison to teaching in the native language (if applicable)

The results were analyzed with descriptive statistics, including correlations between selected themes and background variables. The findings from the study reveal that there are some negative effects related to using English as the instructional language. However, in some cases, this effect is possibly reduced by favorable circumstances.

Lecturer Attitudes Towards and Perceptions of Teaching in English as a Lingua Franca

1. Introduction

Within Europe, internationalization is being supported by teaching subjects in English, and especially at the graduate and post-graduate levels. This situation places pressure on educational institutions to offer increasingly courses taught in English and even whole programs. Across Europe, the subject areas most frequently offered in English are engineering and technology (27 percent), closely followed by business-related studies (24 percent)(Wächter and Maiworm, 2008). A good example of this scenario is Aalto University, which has plans to offer all master's programs in English. Moreover, at the master's level, it is expected that students and faculty will increasingly come from contexts where English is not the primary language. Offering courses to support this internationalization in higher education means increased teaching in English where the majority of the speakers are non-native speakers (NNSs) of English. This means that English is used as a lingua franca and increasingly in academic settings[i1]. This English as a lingua franca (ELF) situation changes the job requirements of the teaching faculty at the master's level. It now entails being able to provide high-quality education through English-medium instruction. But what do the lecturers themselves think about this situation? What attitudes do they have towards teaching through ELF? What are their perceptions of their own English, and particularly from the point of view of lecturing?

In this report, the word 'lecturer' will be used as a neutral term to refer to anyone who is lecturing in English in the university. Thus, it refers to people who have different titles in the university, such as professors, lecturers, and doctoral students, all of whom have one point in common: they all give lectures in English-medium programs.

This paper reports on a survey carried out at Aalto University on the attitudes and perceptions of lecturers towards teaching through English in a lingua franca context. Moreover, knowing how ELF lecturers experience teaching through English might reveal problematic areas from the perspective of lecturing. The nature of the findings as well as the limited research on this topic does not provide an adequate basis for a hypothesis. Nevertheless, the findings may provide some insight into lecturers' perceptions of their teaching in English: lecturers may see themselves as being less capable of performing their teaching duties or may experience some aspects of teaching to be more difficult as compared to teaching in their native languages. It may also provide insight into the attitudes and opinions of lecturers in higher education, who share in a responsibility to uphold societal needs.

This exploratory study first investigates the attitudes lecturers have towards teaching through ELF. This part of the study covers four themes. The first theme calls attention to the benefits of an increased use of ELF for internationalizing education in Finland. For example, Finland can attract more international faculty and students by increasing the use of ELF in

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[1] For a discussion on the concept of English as a lingua franca and in academic settings, see Seidlhofer 2001, 2004; and Mauranen 2003, 2010a, and 2010b.

higher education. The remaining three themes are more critical in nature. The second theme addresses the need to prevent domain loss of specialized vocabulary in Finnish. In other words, in the long run, specialized terms might not develop in Finnish language, creating language loss. The third theme concerns the Finnish public access to scientific information. As institutions of higher education increase the use of English, it may be more difficult for the general population to follow current scientific and industrial develops which are published in English only. The fourth theme deals with the possibility of the quality of education falling due to ELF lecturers and students not being able to utilize their native languages. For example, teaching through ELF may be less precise or create other types of pedagogical challenges.

After examining lecturer attitudes, the study then explores how lecturers view their own language skills through self-assessment. This second part of the study addresses perceptions that lecturers have of their abilities to teach through ELF. Here, four themes are also covered. The first theme concerns language deficiency when teaching in ELF. Here the question is about whether lecturers experience difficulties with some teaching functions due to language deficiency, such as using spontaneous language to answer questions, give examples, or to explain lecture contents in a different way. The second theme deals with lack of language accuracy. For example, being unsure of how to pronounce a word or whether it is being used correctly. The third theme examines the ability of lecturers to discuss their own disciples in English. In other words, what functions do lecturers feel they can do in English? The fourth theme concerns differences experienced in teaching in English in comparison to teaching in the native language. This theme is applicable only to those who have experience teaching their subject contents both in English and in their native language. One might assume that not all lecturers s are affected to the same extent by teaching through ELF. In other words, some lecturers may be able to teach through ELF without it affecting their ability to lecture while others may be affected considerably.

In order to collect data for this study, a questionnaire was distributed. The basis of the questionnaire and the data collection are discussed in the methods section.

The primary purpose of this study was to investigate the attitudes towards and perceptions of teaching in English among the teaching faculty at Aalto University in order to explore issues related to the development of teaching in English at this university. These issues are central to the Language Centre as a unit that provides language support to both the teaching faculty and the students. The study has the following objectives: 1) to identify lecturers' perceptions of their own abilities to teach in English, 2) to identify attitudes that are linked to teaching in English, 3) to gain knowledge of lecturers' experiences with teaching in ELF academic settings, and 4) to acquire knowledge that can be used as a basis for decisions about future language teaching in English at Aalto University.

2. Methods

This study is based on a questionnaire that was distributed at Aalto University in spring 2010. The questionnaire itself was adapted from one developed at the University of Copenhagen, with permission (see Jensen et al, 2009). The purpose of the questionnaire was to examine the attitudes of university lecturers toward teaching in English and to investigate their perceptions of their own teaching abilities in English. The questionnaire was in English and contained questions related to eight themes. Of these, four themes were related to attitudes and four to lecturers' perceptions of their own teaching abilities. The questions on

attitudes are based on points that have been debated in the media in recent years (Mortensen 2008, Nousianen 2009, Svanholm 2005, Thorsen 2000) and questions related to perceptions on research into lecturers' transitioning from teaching in their native languages to teaching in English-medium instruction as presented by Klaasen 2001 and Airey 2009.

The questionnaire was primarily conducted using a program called SurveyGizmo, located at http://www.surveygizmo.com/. The link to the survey was distributed through two primary sources: campus news and department mailing lists. In addition, a few paper copies were distributed to faculty participating in a mentoring program, designed to provide support to faculty teaching in English to multicultural environments. Responses to the questionnaire were submitted anonymously. The questionnaire was launched on March 24, 2010 and was closed on April 30, 2010.

In the survey, lecturers were first asked to respond to questions related to their language and teaching backgrounds. Lecturers were then asked to self-assess their language skills for English for academic and professional purposes. Following this, they were asked to respond to a series of statements on attitudes, which focused on the following four themes:

- Theme 1: An increased use of English in higher education in Finland may be creating an obstacle for the general public in following scientific advancements
- Theme 2: Teaching in ELF may lessen the learning outcome for students
- Theme 3: An increased used of ELF in higher education jeopardizes Finnish academic language
- Theme 4: An increase in the use of ELF teaching results in higher academic standards and improves the international competitive edge

Finally, lecturers were asked to respond to questions related to their perceptions of their ability to lecture in English. These questions also fall into four main themes:

- Theme 5: Language deficiency when teaching in ELF
- Theme 6: Lack of language accuracy when teaching in ELF
- Theme 7: A general lack of ability to discuss the discipline in English
- Theme 8: Differences experienced in teaching in ELF in comparison to teaching in the native language (if applicable)

This report presents the findings from this exploratory study. First, the background information is presented. Then, the results are presented for each of the eight themes, four related to attitudes and four to self-perceptions of ELF teaching experiences. The selected background variables utilized in the study include age and proportion of teaching load in English.

The analysis is based on descriptive statistics, with the results displayed in both tables and figures showing the percentage for the response distribution in each category. Figures show the response distribution as stacked columns. Regarding the presentation of the findings, the following points should be noted:
- The sample size reported in the tables reflects the number of lecturers who answered the particular question. This means that the sample size stated may be smaller than 196, which was the total number of respondents.
- Percentages in the figures have been rounded off to the nearest one hundred

3. Results and discussion

An analysis of the research data gathered from the questionnaire are presented in this section. The findings are divided into four main parts. The first part presents the findings from questions related to the background of the lecturers. The second part outlines the findings from the questions related to attitudes and opinions. The third part presents the findings on self-assessment, and the fourth part the findings on self-perceptions of language abilities for the purpose of lecturing. First, the overall results are presented in each section and then the findings from the background variables: age and teaching load in English.

3.1 Background information

There were 196 responses to the questionnaire. The distribution of responses from the three main units in Aalto University was not even, as shown in Table 3.1.1. There is over-representation of lecturers from the engineering schools and under-representation of lecturers from the school of economics as well as the school of art and design.

Table 3.1 1. Distribution of respondents across Aalto units

Aalto school	Number	Percent
Art & Design	43	22.16
Economics	17	8.76
Technology	134	69.07

In addition, approximately half of the respondents were professors and the other half were lecturers holding different positions, ranging from senior lecturers to part-time lecturers. Table 3.1.2 presents the distribution of respondents by position.

Table 3.1.2. Distribution of respondents by position

Position	Number	Percent
Professor	47	24.35
Associate professor	2	1.04
Assistant professor	7	3.63
Research assistant/fixed term lecturer	8	4.15
Senior lecturer	21	10.88
Lecturer	20	10.36
Part-time teacher (lecturer, TA)	13	6.74
Postdoc	22	11.40
PhD student	32	16.58
Other	21	10.88

About 75% of the population has Finnish as their native language, as shown in Table 3.1.3. The other 25% includes fourteen different languages, with German being the largest groups (5%), followed by Russian (2.6%), Swedish (2.6%), and Chinese (2.08%). Due to the nature of the survey, responses from native speakers of English (5 in total) were omitted since the instructional situation for those lecturers is not representative of teaching through a lingua franca.

Table 3.1.3. Distribution of respondents by native language

Native Language	Number	Percent
Finnish	145	75.13
Other	48	24.87

The distribution of responses in terms of age groups is shown in Table 3.1.4. Although the relevant statistics for the population was not available, the distribution of the sample appears to approximate what one might expect from the group of lecturers at Aalto University.

Table 3.1.4. Distribution of respondents across age groups

Age group	Number	Percent
Under 30	22	11.52
30-40	70	36.65
41-50	56	29.32
51-60	31	16.23
Over 60	12	6.28

On the school-leaving exam for English, the distribution of the results has very little variation as shown in Table 3.1.5. This background variable was not applicable to non-Finnish respondents, approximately 24% of the sample. For Finnish respondents, over 60% received the top three scores, as shown in Table 3.1.6

Table 3.1.5. Distribution of respondents by school-leaving exam results in English

Matriculation results in English	Number	Percent
L	69	36.51
E	15	7.94
M	37	19.58
C	15	7.94
B	7	3.70
A	1	0.53
N/A	45	23.81

Table 3.1.6 presents the distribution of responses by teaching load, which shows some variation. The highest teaching load in English, 91-100%, also had the highest number of respondents, representing approximately 37%. This group may include lecturers who have very little, if any, experience in teaching in English. The reverse is also true: those who responded that their teaching load in English is 0-10% may include lecturers who have quite a lot of teaching experience. Nevertheless, all responses in the survey are treated equally regardless of how much experience lecturers have in teaching through English.

Table 3.1.6. Distribution of respondents by teaching load in English

Load	Number	Percent
91-100%	70	36.46
81-90%	16	8.33
71-80%	14	7.29
61-70%	4	2.08
51-60%	10	5.21
41-50%	9	4.69
31-40%	5	2.60
21-30%	18	9.38
11-20%	19	9.90
00-10%	27	14.06

The relationship between age group and teaching load in English was investigated using Spearman's correlation coefficient. There was a positive correlation between the two variables, rho = 0.24, n=191, p<.01, with older lecturers being associated with higher levels of teaching loads in English. Table 3.1.7 presents the Spearman analysis.

Table 3.1.7. Spearman's correlation coefficient for age group and teaching load in English

			Age Group	Teaching Load in English
Spearman's rho	Age Group	Correlation Coefficient	1,000	,244[**]
		Sig. (2-tailed)	.	,001
		N	192	191
	Teaching Load in English	Correlation Coefficient	,244[**]	1,000
		Sig. (2-tailed)	,001	.
		N	191	194

**. Correlation is significant at the 0.01 level (2-tailed).

The next section presents the findings on lecturers' attitudes at Aalto University on teaching through English in higher education. The general findings from the four themes are presented.

3.2 Attitudes among lecturers at Aalto University

Questionnaire respondents were asked to respond to 18 statements expressing views on the use of English-medium teaching in universities. Respondents indicated their opinions on a 5-point Likert scale: fully agree, partially agree, partially disagree, fully disagree, and don't know. The 18 statements to which respondents replied relate to attitudes towards English-medium teaching that focus on four different themes. The statements related to each of the four themes can be seen in the tables and figures below, where the tables show the response distribution in number and percentage for each of the 18 attitude questions. First, the results for each of the four themes are discussed and then the results for the background variables.

Theme 1: An increased use of English in higher education in Finland may be creating an obstacle for the general public in following scientific advancements

On Theme 1, regarding the public access to scientific information, the opinions on the use of English are rather divided, as shown in Table 3.2.1 and Figure 3.2.1.

Table 3.2.1. Theme 1: An increased use of English in higher education in Finland may be creating an obstacle for the general public in following scientific advancements.

| To what extent do you agree with the following statements	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
Students who will be employed in the Finnish labor market should be taught in Finnish	14.4% 28	33.5% 65	29.9% 58	17.0% 33	5.2% 10	194
The use of English in teaching and research means that the general population has less access to research results	8.2% 16	32.5% 63	23.7% 46	34.0% 66	1.5% 3	194
Researchers have an obligation to disseminate their research findings to Finnish society in Finnish	16.5% 32	38.7% 75	21.1% 41	20.6% 40	3.1% 6	194
It is a societal problem if all specialized areas cannot be explained in Finnish	16.6% 32	36.3% 70	26.4% 51	18.1% 35	2.6% 5	193

Figure 3.2.1. Theme 1: An increased use of English in higher education in Finland may be creating an obstacle for the general public in following scientific advancements.
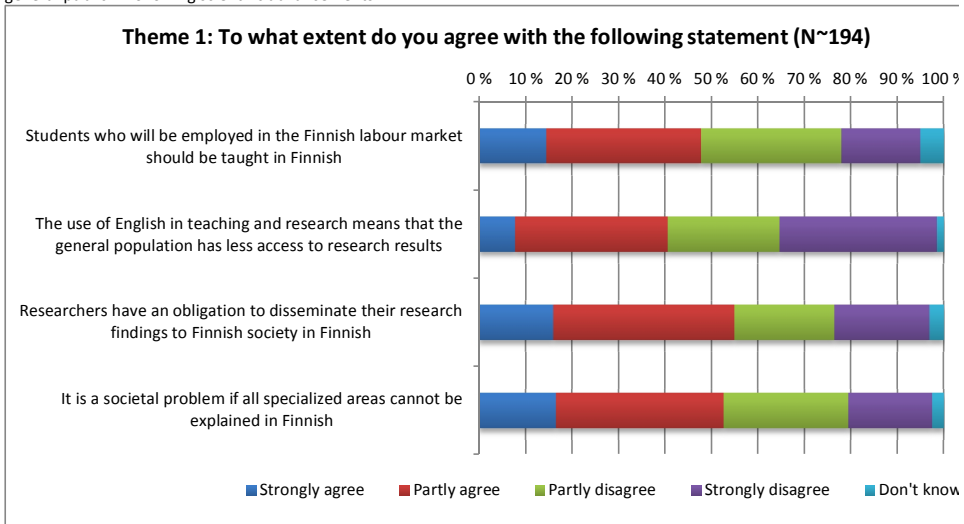
On the question of whether students who will be employed in the Finnish labor market should be taught in Finnish, respondents were divided into two almost equal groups. Forty-eight percent (48%) of respondents fully or partially agreed with the statement, while approximately 47% fully or partially disagreed, and the remaining 5% responded that they did not know. Similarly, slightly more than 50% of the respondents fully or partially agreed that researchers have an obligation to communicate research findings in Finnish to the Finnish society and that it is problem if specialized areas cannot be explained in Finnish. Likewise, slightly more than 40% of the respondents fully or partially agreed that the use of English in teaching and research would not hamper public access to research results.

Theme 2: Teaching in ELF may lessen the learning outcome for students

The results for Theme 2, regarding questions related to ELF lectures leading to reduced learning outcomes for students, are presented in Table 3.2.2 and Figure 3.2.2.

Table 3.2.2. Theme 2: Teaching through ELF may lessen the learning outcomes for students

To what extent do you agree with the following statements	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
Far from all university teachers have the necessary skills for teaching in English	34.0%% 66	41.8% 81	12.4% 24	4.1% 8	7.7% 15	194
Academic standards fall when the medium of instruction is English	7.3% 14	26.4% 51	25.4% 49	37.8% 73	3.1% 6	193
Students learn best when they are taught in their native language	29.9% 58	38.1% 74	21.1% 41	8.8% 17	2.1% 4	194
Teaching in English could lead to a wider gap between students' levels of ability	12.0% 23	38.0% 73	26.0% 50	15.6% 30	8.3% 16	192
If the course material is in English, teaching in English creates a better link between the teaching and the course material	31.6% 32	36.8% 70	20.2% 51	7.8% 35	3.6% 5	193

Figure 3.2.2. Theme 2: Teaching through ELF may lessen the learning outcomes for students

Theme 2: To what extent do you agree with the following statement (N~194)
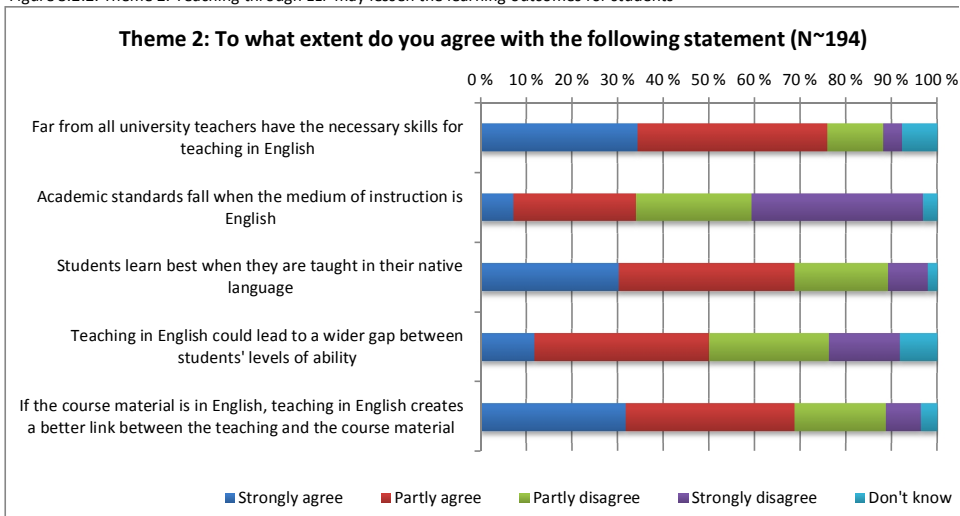
On the first statement, 75% of the respondents fully or partially agreed that far from all university teachers have the necessary skills for teaching in English. This point should not be taken to mean that university teachers cannot teach in English. What it shows is reservations about how many actually have the required skills for teaching their subjects through English. When asked about whether the academic standards fall when teaching is given through English, 63% fully or partially agreed that they do not. Moreover, a clearer difference is seen on this point when comparing those who strongly agreed that academic standards fall (14%) to those who strongly disagreed with this statement (73%). Thus, the majority do not believe that teaching conducted in English as a lingua franca results in an overall difference in the academic level.

Given this view, it is interesting to note that nearly 70% agreed that students learn best in their first language, while approximately 30% fully or partially disagreed on this point. It may seem like a contradiction when the majority believes that academic standards do not fall when teaching is in English, but at the same time believe that students learn best in their native languages. This contradiction could be explained by recognizing that the contents of the lectures are the same even though the language of the lectures is not. Moreover, regardless of the language of the lecture, students must read literature in English for their courses since there are not enough publications in Finnish to support all areas of academia. Thus, the majority of academic textbooks and other publications used in higher education in Finland are in English. Consequently, students are studying and learning in English regardless of the language of the lecture. On the question of whether there is a better link in learning when the course materials and lectures are held in the same language, nearly 70% agreed that it is. This finding suggests that English as the language of instruction would then be better for learning in higher education in Finland.

Theme 3: An increased used of ELF in higher education jeopardizes Finnish academic language

On Theme 3, the opinions on an increased use of English being a threat to Finnish technical language are somewhat divided, as shown in Table 3.2.3 and Figure 3.2.3.

Table 3.2.3 Theme 3: An increased used of ELF in higher education jeopardizes Finnish academic language

To what extent do you agree with the following statements	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
It is important to continue developing Finnish technical terminology	41.5% 80	35.8% 69	11.4% 22	5.7% 11	5.7% 11	193
The university should offer courses in Finnish at both the bachelor's and master's levels	37.8% 73	33.2% 64	16.1% 31	8.8% 17	4.1% 8	193
Finnish technical language will disappear if a lot of teaching is conducted in English	12.9% 25	42.8% 83	27.3% 53	13.4% 26	3.6% 7	194
Within my field, the English technical language is more developed than the Finnish	44.0% 84	28.8% 55	13.6% 26	8.4% 16	5.2% 10	191

Figure 3.2.3. Theme 3: An increased used of ELF in higher education jeopardizes Finnish academic language

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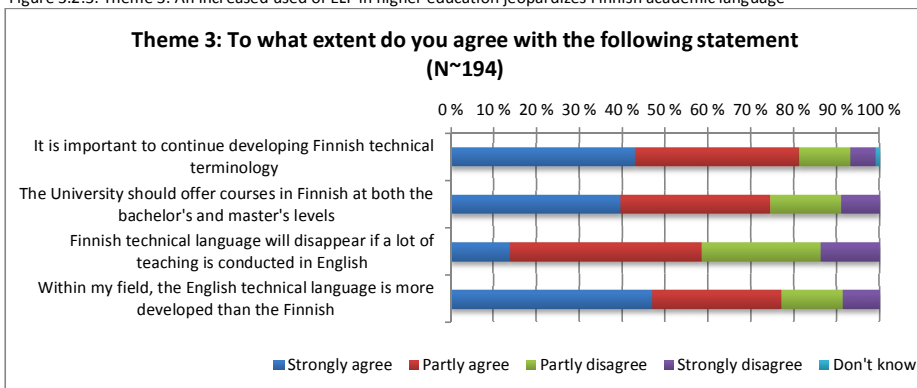
In Table 3.2.3, 77% of the respondents fully or partially agreed that it is important to provide university-level teaching in Finnish, while 17% disagreed and approximately 6% had no opinion. When asked whether Finnish technical language will disappear due to teaching conducted in English, the response was rather divided: 56% fully or partially agreed with this statement while 41% disagreed and 4% shared no opinion. Given this context, it is interesting to note that 73% fully or partially agreed that Finnish technical language is less developed within their own fields than English is. Approximately 60% also agreed that conducting a lot of teaching in English would jeopardize the development of Finnish technical language. Thus, it appears that the majority of the respondents agree that language domain loss can result as a consequence of the increasing use of English in higher education. Simultaneously, the majority agree that it is important to support teaching in Finnish in higher education in Finland.

Theme 4: An increase in the use of ELF teaching results in higher academic standards and improves the international competitive edge

On Theme 4, regarding an increased use of ELF enhancing educational standards and international competitiveness, respondents largely agreed that it is necessary to increase course offerings in English in order to compete internationally. Table 3.2.4 and Figure 3.2.4 presents the results from Theme 4.

Table3.2.4. Theme 4: An increase in the use of ELF teaching results in higher academic standards and improves the international competitive edge

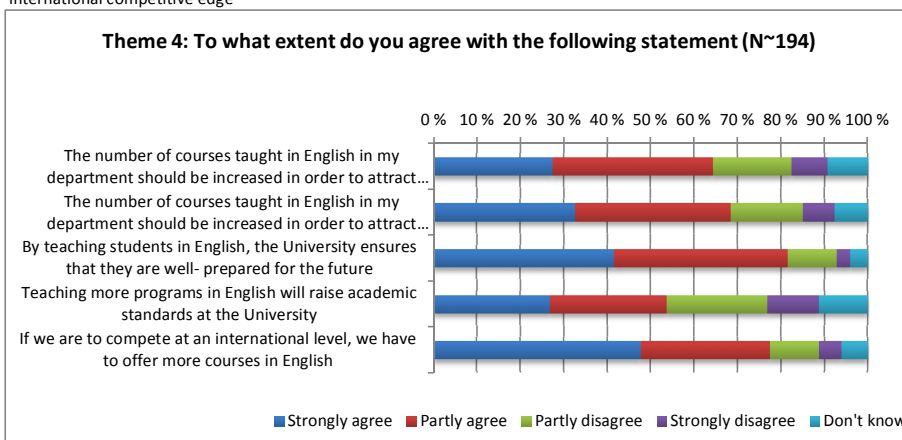| To what extent do you agree with the following statements	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
The number of courses taught in English in my department should be increased in order to attract more international students	27.2% 52	36.6% 70	18.3% 35	8.4% 16	9.4% 18	191
The number of courses taught in English in my department should be increased in order to attract more international researchers	32.5% 62	35.6% 68	16.8% 32	7.3% 14	7.9% 15	191
By teaching students in English, the University ensures that they are well- prepared for the future	40.9% 58	40.4% 74	11.4% 41	3.1% 17	4.1% 4	193
Teaching more programs in English will raise academic standards at the University	26.6% 51	26.6% 51	23.4% 45	12.0% 30	11.5% 16	192
If we are to compete at an international level, we have to offer more courses in English	47.7% 91	30.1% 58	11.4% 22	5.2% 10	6.2% 12	193

Figure 3.2.4. Theme 4: An increase in the use of ELF teaching results in higher academic standards and improves the international competitive edge

Theme 4: To what extent do you agree with the following statement (N~194)

| | 0 % | 10 % | 20 % | 30 % | 40 % | 50 % | 60 % | 70 % | 80 % | 90 % | 100 % |

The number of courses taught in English in my department should be increased in order to attract…

The number of courses taught in English in my department should be increased in order to attract…

By teaching students in English, the University ensures that they are well- prepared for the future

Teaching more programs in English will raise academic standards at the University

If we are to compete at an international level, we have to offer more courses in English

■Strongly agree ■Partly agree ■Partly disagree ■Strongly disagree ■Don't know

Nearly 80% of the respondents fully or partially agreed that more courses are needed in English in order for the university to compete at an international level, while 17% fully or partially disagreed and 6% shared no opinion. When asked whether the number of courses taught in English in their departments should be increased in order to attract more international researchers and more international students, 68% and 64% fully or partially agreed (respectively). Here we can assume that international competiveness is directly connected to the responses. However, it does not appear to be closely related to improving academic standards since respondents were somewhat divided on whether teaching through English would raise the academic standards: 53% fully or partially agreed, 35% fully or partially disagreed. On the other hand, over 80% fully or partially agreed that teaching in English ensures that students are well-prepared for the future.

Conclusions about Themes 1-4

From these four themes, there are some interesting points to note: Although most respondents believe that students learn best when they are taught in their native languages, that far from all university lecturers are able to teach in English, and that there is domain loss in Finnish technical language, the findings show that most respondents believe that the university should offer more courses in English in order to compete internationally and that teaching in English prepares students for the future. On learning, although the majority believes that students learn best in their native languages, they also believe that teaching in English creates a better link between the teaching and the course material (which is in English). Perhaps the realization of domain loss in Finnish technical language due to increased teaching in English is one of the reasons why the majority of respondents think that the university should offer courses in Finnish at both the bachelor's and master's levels and that it is important to continue to develop Finnish technical language.

3.3 Self-assessment of English language skills

In the questionnaire, the respondents self-assessed their own English skills for professional and academic purposes for six skills areas: listening, fluency, pronunciation, reading, writing,

and subject-specific vocabulary. Respondents rated their skills on a six-point Likert scale, ranging from 'excellent' to 'insufficient', as shown in Table 3.3.1.

Table 3.3.1. Self-assessed English language skills

	Excellent	Very good	Good	Sufficient	Insufficient	Total
English for academic and professional purposes						
Listening	40.7% 79	38.1% 73	14.9% 29	5.7% 11	0.5% 2	194
Speaking, fluency	20.6% 40	40.7% 78	25.8% 50	11.9% 23	1.0% 3	194
Pronunciation	14.4% 28	33.5% 65	35.6% 68	15.5% 31	1.0% 2	194
Reading	54.4% 104	31.6% 61	10.9% 21	3.1% 7	-	193
Writing	21.8% 42	46.6% 90	20.7% 39	10.4% 20	0.5% 2	193
Subject-specific vocabulary	37.6% 72	41.2% 80	14.9% 29	5.7% 11	0.5% 2	194

Overall, respondents generally self-assessed their language skills for English for academic and professional purposes to be in the range of 'good' to 'excellent'. Four of the skills can be divided into two groups: receptive skills, namely listening and reading, and productive skills, namely spoken fluency, pronunciation, and writing. The receptive skills were assessed to be much higher than the productive skills: 79% and 86% (listening and reading, respectively) of the respondents rated their receptive skills to be at the upper end of the 5-point Likert scale, whereas 61% and 48% of the respondents rated their spoken fluency and pronunciation, respectively, at the upper of the scale, and 68% for writing. Thus, the productive skills that would be needed in a lecture situation were not rated as highly as the receptive skills.

Investigating fluency against background variables

To investigate the relationship between the self-assessed productive English language skills and background variables, 'spoken fluency' was chosen as the independent variable. The reason for this choice is that fluency is important for lecture situations. While one could also argue that pronunciation is also important, I did not want to examine a variable that inherently includes personal views on accent, an aspect of language that is rather controversial as shown in previous research (e.g. Lippi-Green 1997; Jenkins 2007). For this reason, spoken fluency was chosen.

Self-assessed spoken fluency for professional purposes was examined against the following background variables: Aalto unit, position, the number of years English was studied at school, the number of years lecturing, matriculation examination results for English, additional training in English, reading professional literature, writing professional literature, having lived abroad for over three months, age, and teaching load in English. Correlations were found between fluency and four of these variables: reading professional literature in English, writing professional literature in English, having lived abroad for over three months, and teaching load in English. No correlations were found between fluency and the other background variables. It is somewhat surprising that no correlation was found between the number of years English was studies at school and spoken fluency. This could be due to 75%

of the respondents being Finnish and having had English for approximately the same number of years at school. Since there is little variation in the number of years English was studied, there is not much possibility for a significant correlation. It is also interesting that no association was found between the English grade in the school-leaving exam and spoken fluency. Even though spoken fluency is not part of that exam, one would expect weak correlation between the other skills in English and spoken fluency. Not finding a correlation means there is no external criteria or indicators of language proficiency to validate the self-assessed spoken fluency.

The relationship between spoken fluency and engagement with professional literature in English was investigated, using Spearman's correlation coefficient. Positive correlations were found for both reading and writing professional literature in English. As shown in Table 3.3.2, the relationship between spoken fluency for professional purposes and writing for professional purposes correlates to a more significant level than it does with reading for professional purposes: reading professional literature in English, rho = 0.15, n = 191, $p < 0.05$, and writing professional literature in English, rho = 0.23, n = 191, $p < 0.01$.

Table 3.3.2. Spearman's correlation coefficient for self-assessed ESP fluency and professional literature in English

			Self-Assessment: ESP Fluency	Reading Professional Literature in English	Writing Profession Literature in English
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	,150[*]	,231[**]
		Sig. (2-tailed)	.	,039	,001
		N	194	191	191
	Reading Professional Literature in English	Correlation Coefficient	,150[*]	1,000	,515[**]
		Sig. (2-tailed)	,039	.	,000
		N	191	192	189
	Writing Profession Literature in English	Correlation Coefficient	,231[**]	,515[**]	1,000
		Sig. (2-tailed)	,001	,000	.
		N	191	189	192

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

What this relationship means is that higher levels of spoken fluency (self-assessed) associated with higher levels of reading and writing professional literature in English. It is not surprising that the productive skills (i.e. spoken fluency and writing) correlated more closely than spoken fluency and reading. It was expected that reading professional literature may be related to spoken fluency, but not at quite the same level as writing professional literature, so the result was what could be expected.

Another background variable that associated with spoken fluency was having lived abroad for over three months. Using Pearson product-moment correlation coefficient, a positive correlation was found, rho = 0.40, n = 189, $p < 0.01$, as shown in Table 3.3.3.

Table 3.3.3. Pearson analysis for self-assessed spoken fluency and having lived in an English-speaking country

		Self-Assessment: ESP Fluency	Lived Abroad Over 3 Mos
Self-Assessment: ESP Fluency	Pearson Correlation	1	,401[**]
	Sig. (2-tailed)		,000
	N	194	189
Lived Abroad Over 3 Mos	Pearson Correlation	,401[**]	1
	Sig. (2-tailed)	,000	
	N	189	190

**. Correlation is significant at the 0.01 level (2-tailed).

The relationship between these two variables means that those who have lived abroad in an English-speaking country for over three months perceive themselves as having higher levels of proficiency in spoken fluency than those who have lived in an English-speaking country for a short period of time, if at all. It makes sense to assume that an extended stay in an English-speaking country and spoken fluency are related: the more exposure to English and opportunity to use it in an English-speaking country, the more fluent one becomes.

How about teaching load in English and spoken fluency? Do those who consider themselves to be more fluent in English also teach more in English? As shown in Table 3.3.4, a correlation was found between these two variables. This association means the following: the higher the self-assessed spoken fluency, the higher the teaching load in English. However, the reason for this cannot be determined by the findings, shown in Table 3.3.4 or Figure 3.3.1. Moreover, the correlation between the self-assessment and the teaching load in English can be due to different cause and effect relationships. For example, it is possible that some lecturers become more fluent in English as they teach more in the language, and this is reflected in the self-assessment. Similarly, it is also possible that some lecturers become more comfortable with teaching in English as they gain more experience with it, and they therefore gave themselves a higher rating. On the other hand, it is also possible that some lecturers teach more in English simply because they have exceptionally good skills in English. Conversely, those who did not self-assess their spoken fluency highly may have needed to teach in English in order to fulfill a departmental need where there was no other choice.

Figure 3.3.1 Fluency by teaching load in English
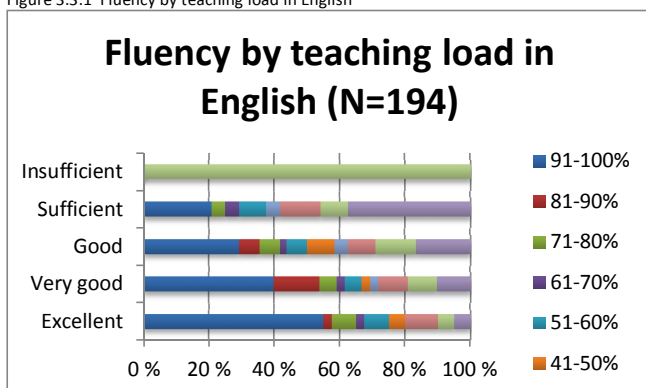
The relationship between fluency and teaching load in English was investigated using Spearman's correlation coefficient. There was a positive correlation between the two variables, rho=0.30, n=194, p<.01, with higher levels of proficiency being associated with higher teaching loads in English. Table 3.3.4 presents the Spearman correlation coefficient for fluency and teaching load in English.

Table 3.3.4. Spearman's correlation coefficient for self-assessed ESP fluency and teaching load in English

			Self-Assessment: ESP Fluency	Teaching Load in English
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	,292[**]
		Sig. (2-tailed)	.	,000
		N	194	193
	Teaching Load in English	Correlation Coefficient	,292[**]	1,000
		Sig. (2-tailed)	,000	.
		N	193	194

**. Correlation is significant at the 0.01 level (2-tailed).

Another question is whether the variable, age, correlates with fluency. In other words, do younger respondents assess their fluency higher than older respondents? In Figure 3.3.2, an examination of the age groups at the upper and lower end of the scale shows a tendency among younger respondents (under 30) to rate their English as 'excellent' in comparison to the older respondents (over 60). However, there is very little difference between the three age groups 30-40, 41-50, and 51-60. Moreover, a comparison of how many rated their English as 'very good' or 'excellent' across all age groups shows that at least 50% of the respondents in every age group have self-assessed their spoken fluency to be either 'very good' or 'excellent'. These observations suggest that those who are more fluent in English are likely to be teaching more in English than others, regardless of age.

Figure 3.3.2. Fluency by age group
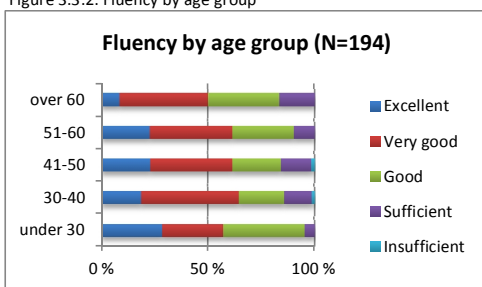
To examine the relationship between age group and spoken fluency for professional purposes (self-assessed), Spearman's correlation coefficient was applied. No correlation was found between these two variables. Thus, the assumption that younger lecturers be more fluent in English than older ones is not supported by the findings in this study, based on self-assessment.

This section presented the findings from self-assessed spoken fluency and the background variables. It also discussed possible interpretations of the findings. The next section presents lecturers' self-perceptions of their abilities to teach in English, where the findings from Themes 5-8 are presented.

3.4 Lecturers' self-perceptions of ability to lecture in English

In the questionnaire, respondents who had a teaching load of 10% or more were asked to respond to a series of questions related to their perceptions of their ability to lecture in English. This part of the questionnaire contained 34 statements about their use of English in a professional context. Of these, ten statements were applicable only to those who were teaching their subjects in both English and Finnish. The statements are divided into four themes: 1) lack of language accuracy when teaching in English, 2) language deficiency when teaching in English, 3) ability to discuss the discipline in English, and 4) differences experienced in teaching in English in comparison to teaching in the native language (if applicable). The responses to individual statements are presented below in tables and figures. First, the findings from each theme are presented. Following this, the next sections then examine the distribution of the findings with respect to two background variables: age and teaching load in English.

Theme 5: Lack of language accuracy when teaching in English

On Theme 5 in Table 3.4.1 and Figure 3.4.1, the statements are related to whether lecturers' perceived difficulties with teaching are due to limited skills in English.

Table 3.4.1. Theme 5: Lack of language accuracy when teaching in ELF

To what extent do you agree with the following statements	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
I lack words to describe what I want to describe	5.6% 9	25.3% 41	27.2% 44	41.4% 67	0.6% 1	162
I have to pause to search for the right word	10.4% 17	29.4% 48	27.6% 45	32.5% 53	0%	163
I am unsure of whether my English is grammatically correct	6.8% 11	14.8% 24	29.0% 47	49.4% 80	0%	162
I am unsure of how subject- specific terms should be pronounced	3.7% 6	15.4% 25	30.2% 49	50.6% 82	0%	162
I am unsure of whether I am using a word correctly	2.5% 91	18.0% 58	28.6% 22	49.1% 10	1.9% 12	161
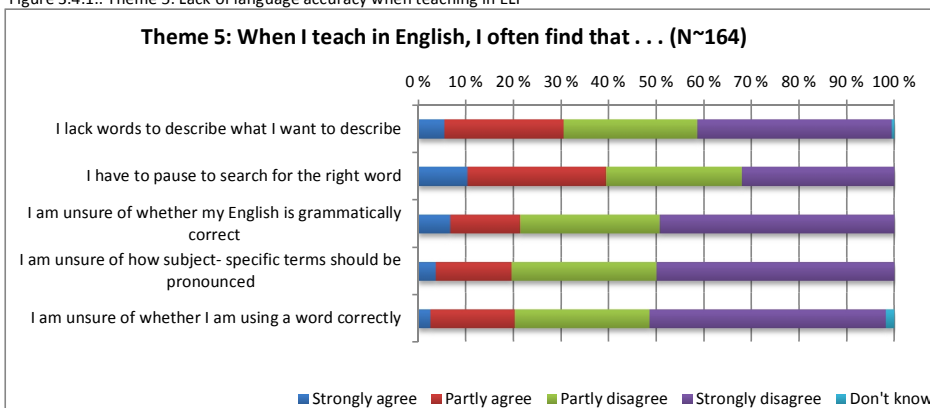
Although there are minor differences in the response distributions to these statements, the overall picture is clear. The respondents largely agreed that they do not often lack accuracy or precision of language for teaching in English. On the other hand, 40% partially or fully agreed that they often need to pause for the right word, and 31% partially or fully agreed that they often lack words to describe different phenomena. On grammatical accuracy 22% fully or partially agreed that they are unsure of whether their grammar is correct. On lexical accuracy, 21% fully or partially agreed that they are often unsure of whether they are using a word correctly. On subject-specific terminology, 19% fully or partially agreed that they are often unsure whether they are pronouncing a specialized word correctly. Nevertheless, the majority of the respondents disagreed with statements related to often having problems with precision and accuracy in English.

Theme 6: Language deficiency when teaching in English

On Theme 6, the statements are related to whether lecturers' perceived difficulties with language are related to teaching functions in English. The survey results are presented in Table 3.4.2 and Figure 3.4.2.

Table 3.4.2. Theme 6: Language deficiency when teaching in ELF

When I teach in English, I often find it difficult . . .	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
to answer questions spontaneously	2.5% 4	15.5% 25	19.9% 32	61.5% 67	0.6% 1	161
to explain something in different ways	3.8% 6	21.4% 34	19.5% 31	54.1% 86	1.3% 2	159
to summarize important points	3.8% 6	7.5% 12	28.9% 46	59.1% 94	0.6% 1	159
to involve the students	5.0% 6	23.3% 25	23.3% 49	47.2% 82	1.3%	159
to deviate from a script or other notes	1.9% 3	11.3% 18	21.4% 34	63.5% 101	1.9% 3	159

Figure 3.4.2. Theme 6: Language deficiency when teaching in ELF

Theme 6: When I teach in English, I often find it difficult . . . (N~161)

Legend: Strongly agree, Partly agree, Partly disagree, Strongly disagree, Don't know
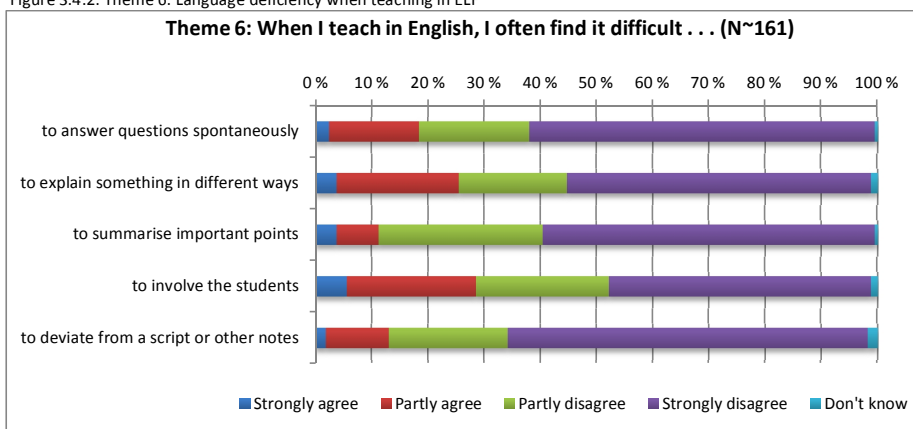
The general picture is that respondents agreed to a great extent that they do not experience problems with these particular language functions when teaching in English. Approximately 71-88% fully or partially disagreed that the use of English hampers their ability to perform these functions when teaching. On spontaneity in answering questions, only 18% partially or fully agreed that they often find it difficult. This is interesting since spontaneity to questions is cited as one of the areas affected by linguistic constraint (Vinke1995, chapter 3). The statement receiving the highest proportion of positive agreement is the one dealing with student involvement, where 28.3% fully or partially agreed that they often find it difficult to involve the students. It is surprising that this finding is not higher. Sarkisian (1984) reports it as one of the biggest problems faced in English by foreign teaching assistants. In addition, a quarter of the respondents also agreed that they often find it difficult to explain something in different ways when teaching in English. Although more information would be needed in order to draw conclusions on this point, it is possible that it is a language-related problem linked to finding the right words for expressing ideas in different ways.

Theme 7: Ability to discuss the discipline in English

On Theme 7, the statements are related to lecturers' perceived ability to discuss the discipline in English. The survey results are shown in Table 3.4.3 and Figure 3.4.3.

Table 3.4.3. Theme 7: Ability to discuss the discipline in English

In English-medium instruction, I am able to . . .	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Totals
express myself clearly and accurately	54.3% 88	36.4% 59	6.8% 11	1.2% 2	1.2% 2	162
differentiate or qualify statements	46.9% 75	41.9% 67	8.1% 13	1.3% 2	1.9% 3	160
provide students with background info on theories or concepts	60.9% 98	27.3% 44	10.6% 17	0.6% 1	0.6% 1	161
discuss recent developments in the field of my study	65.0% 104	26.3% 42	7.5% 12	0.6% 1	0.6% 1	160
present subject matter clearly and coherently	58.4% 94	31.7% 51	8.1% 13	1.2% 2	0.6% 1	161
summarize subject matter that has been covered so far	59.6% 96	30.4% 49	7.5% 12	2.5% 4	0%	161
encourage or get a discussion going	43.5% 70	28.6% 46	23.0% 37	3.1% 5	1.9% 3	161
give appropriate and/or clarifying examples unprepared	52.8% 85	30.4% 49	13.7% 22	3.1% 5	0%	161
alternate or illustrate theory with personal experience	56.9% 91	35.0% 56	4.4% 7	1.3% 2	2.5% 4	160
give a clear and complete answer to student questions unprepared	49.7% 80	38.5% 62	9.3% 15	2.5% 4	0%	161
respond to current affairs (e.g. newspapers, television)	49.1% 78	30.2% 48	13.2% 21	1.3% 2	6.3% 10	159
make a humorous remark	46.9% 75	33.1% 53	13.1% 21	5.0% 8	1.9% 3	160
adjust my teaching strategy to the situation in a somewhat flexible way	49.4% 78	37.3% 59	10.1% 16	1.9% 3	1.3% 2	158

Figure 3.4.3. Theme 7: Ability to discuss the discipline in English

Figure 3.4.3. Theme 7: Ability to discuss the discipline in English
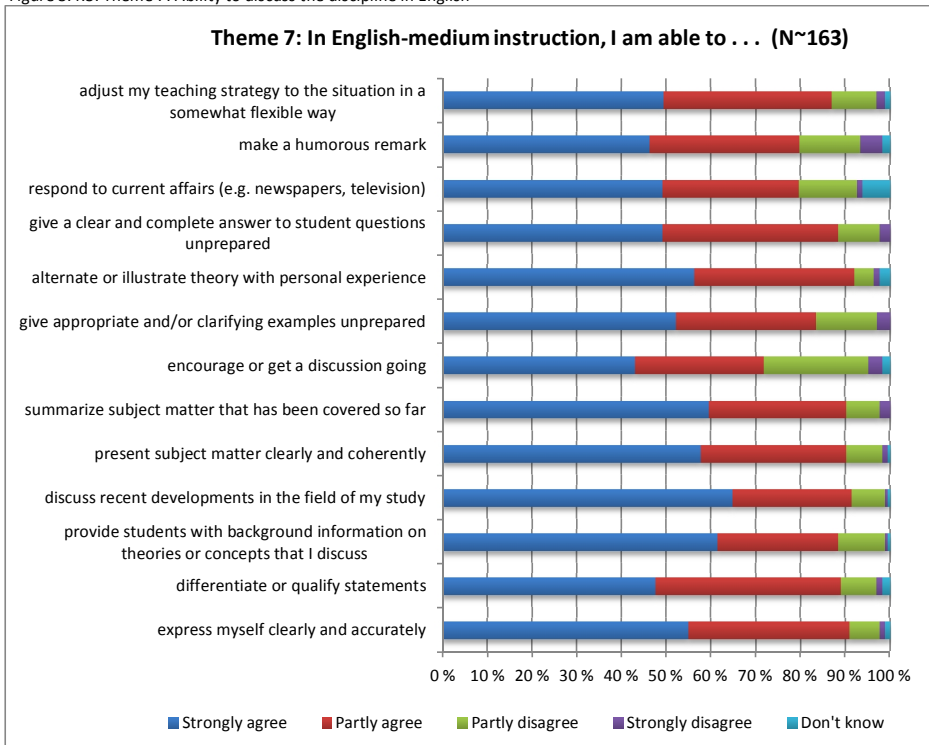
The respondents overwhelming agreed (partially or fully) that they are able to discuss their disciplines in English. The statement with the least amount of agreement (72%, partially or fully) deals with encouraging or getting a discussion going. Approximately 80% agreed (partially or fully) that they can make a humorous remark, discuss current events in the media, and give appropriate or clarifying examples unprepared. Moreover, roughly 90% agreed on the remaining statements, dealing with adjusting teaching strategy, giving clear and complete answers unprepared, providing background information on theories or concepts, differentiating or qualifying statements, discussing recent developments within their own fields, expressing themselves clearly and accurately, summarizing subject matter as well as presenting it clearly and coherently. These findings indicate that a large proportion of the lecturers surveyed perceive themselves as having the ability to discuss their disciplines in English. It also suggests that they see themselves as being equipped to teach their professional subjects in English in a lingua franca context.

Theme 8: Differences experienced in teaching in English in comparison to teaching in the native language

On Theme 8, the statements are related to whether lecturers' perceived differences in teaching in English in comparison to their native languages. Only those respondents who teach their subjects in both English and their native languages were invited to answer these questions. Table 3.4.4 and Figure 3.4.4 present the results from the survey.

Table 3.4.4. Theme 8a: Differences perceived in teaching in English in comparison to teaching in the native language

In comparison to teaching in your native language . . .	To a much greater extent	To a greater extent	To some extent	To the same extent	Not applicable	Totals
do you rely on your notes when teaching in English	3.4%	15.9%	10.3%	57.2%	13.1%	145
	5	23	15	83	19	
do you go into your subject matter in depth when teaching in English	2.8%	7.6%	9.7%	66.0%	13.9%	144
	4	11	14	95	20	
do you use more text on your Powerpoint slides	4.2%	7.6%	11.1%	61.8%	15.3%	144
	6	11	16	89	22	
is teaching in English strenuous	2.8%	13.9%	36.8%	33.3%	13.2%	144
	4	20	53	48	19	
is it harder for you in English-medium instruction to find words that express your ideas adequately	7.6%	14.6%	34.0%	30.6%	13.2%	144
	11	21	49	44	19	

Figure 3.4.4. Theme 8a: Differences perceived in teaching in English in comparison to teaching in the native language

Theme 8a: In comparison to teaching in your native language to what extent . . . (N~146)

Legend: To a much greater extent ■ To a greater extent ■ To some extent ■ To the same extent ■ Not applicable
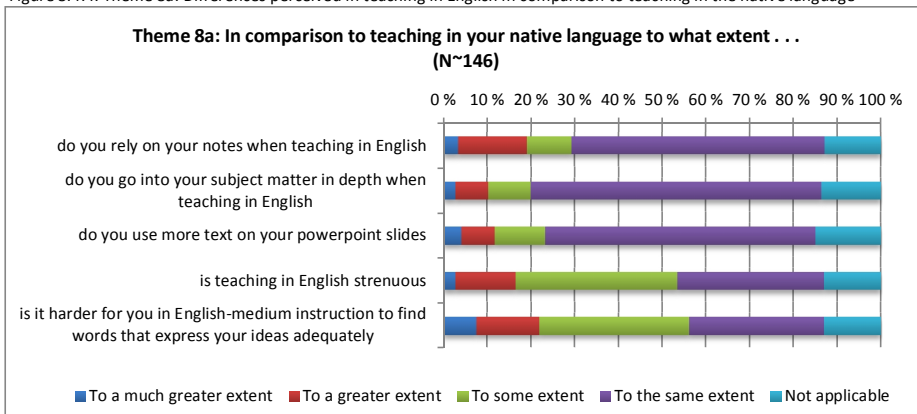
The general picture is that the majority of the respondents agree that lecturing in English does not hamper their performance. One might argue that some might not be inclined to admit that they are worse lecturers in English than in their native languages as this could be seen as a sign of not being able to perform their duties, even though the responses to this questionnaire were anonymous. On the other hand, the distribution of responses to the other questions in this section of the questionnaire do not differ much from those that inquire about confidence and success as a teacher.

Table 3.4.4 and Figure 3.4.4 show that 57% to 66% find no difference in teaching between English and their native languages on the following points: the extent to which they rely on notes, go into depth in the subject matter, and amount of text on the PowerPoint slides. On differences related to difficulties, 44% find teaching in English to be more strenuous (to different extents) than teaching in their native languages, while 33% found it to be to the same extent and the rest did not share an opinion. On whether it is more difficult to find words to express ideas adequately, 31% found no difference while 56% agreed (to different extents) that it is. This latter finding agrees with Bailey 1982 (cited in Vinke 1995, chapter 3), who found that foreign teaching assistants frequently mentioned that finding the right words to express their ideas in English to be a problem that is language related. In the present study, although it is more challenging for the majority of the respondents to teach in English than in their native languages, they nevertheless feel that they can go deeply into

their subjects without relying on notes or PowerPoint slides more than they do in their native languages.

The remaining statements for Theme 8, which have a different scale, are discussed below. Table 3.4.5 and Figure 3.4.5 present the results from the survey.

Table 3.4.5. Theme 8b: Differences perceived in teaching in English in comparison to teaching in the native language

In comparison to teaching in your native language . . .	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	Total
I spend more time preparing for teaching in English than in my mother tongue	14.2% 22	25.8% 40	15.5% 24	34.2% 53	10.3% 16	155
It is more difficult for me to have a discussion related to my specialist field in English than in my mother tongue	7.1% 6	29.7% 46	17.4% 27	40.0% 62	5.8% 9	155
I get tired more easily when I teach in English than in my mother tongue	12.3% 19	34.2% 53	19.4% 30	27.1% 42	7.1% 11	155
I feel less confident when I teach in English than in my mother tongue	13.6% 21	18.8% 29	17.5% 27	43.5% 67	6.5% 10	154
I feel I am a less successful teacher when I teach in English than in my mother tongue	9.1% 14	14.8% 23	24.0% 37	45.5% 70	6.5% 10	154

Figure 3.4.5. Theme 8b: Differences perceived in teaching in English in comparison to teaching in the native language
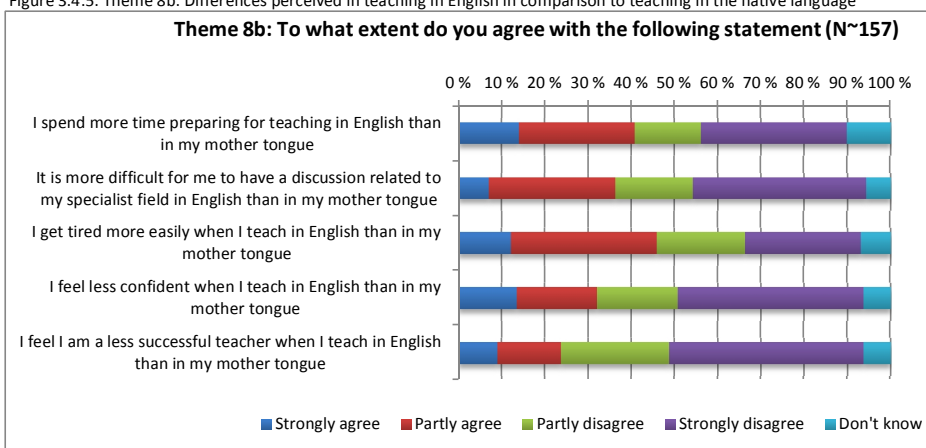
Two thirds of the respondents agree that they feel as successful teaching in English as they do in their native languages. In addition, more than half of the respondents reported that they feel as confident teaching in English as they do in their native languages. Approximately 50% also reported that they not spend more time for preparing for teaching in English than they do in their native languages, while 40% reported that they do. On the question of fatigue, the responses were split: 47% agreed partially or fully that they get tired more easily when teaching in English than in their native languages, and 47% partially or fully disagreed. On other statements, the majority of the lecturers disagreed. On having field-related discussions, 57% partially or fully disagreed that it is more difficult to have a discussion related to their specialist fields in English than in their native languages, while 37% agreed that it is. It is interesting to note that such large proportions of the lecturers do not find it more difficult to teach in English than in their native languages or that teaching in English as a lingua franca does not seem to hinder their confidence or feeling of being successful.

Investigating Themes 5-8 against background variables

The relationship between each statement in Themes 5-8 and the background variables was examined. In this section, I will report the findings for the following four variables: age, teaching load in English, having lived in an English-speaking country for over three months, and spoken fluency.

<u>On age</u>
Across Themes 5-8, only two variables correlated with age: one variable from Theme 6 and one from Theme 8. The findings are presented in this section by theme.

Theme 6: Language deficiency when teaching in English
Using Spearman's correlation coefficient, a positive correlation was found between age and ability to explain phenomena in different ways, rho = 0.19, n = 159, $p < 0.05$. This association means that the higher the age group, the more difficult it is to explain something in different ways. Since one would expect older lecturers to have more knowledge in their fields and experience in teaching where explaining different phenomena would be a function practiced, thus this finding is somewhat surprising. It suggests that the problem could be language related. Table A in Appendix A presents the Spearman analysis.

Theme 8: Differences perceived in teaching in English in comparison to the L1
In addition, a negative correlation was found between age and time spent for preparation in English as compared to the L1 using Spearman's correlation coefficient, rho = -0.17, n = 154, $p < 0.05$. This relationship means that the higher the age group, the less the time spent on preparing to teach in English as compared to preparing to teach in the L1. This finding is intuitive as one would expect a more experienced lecturer to need less time for preparing for teaching. Moreover, it is interesting to note that changing languages did not seem to be a factor. Table B in Appendix A presents the Spearman correlation.

In this investigation, age does not appear to be a factor in language ability for professional purposes as very few correlations were found between these variables. Thus, the assumption that younger lecturers will be better at English than older ones is not supported by the findings in this study.

<u>On teaching load in English</u>
The relationship between the background variable, teaching load in English, and the variables in each of the four themes (5-8) were investigated, using Spearman's correlation coefficient. Several correlations were found and the results are presented by theme in this section.

Theme 5: Lack of language accuracy when teaching in English
Using Spearman's correlation coefficient, the relationship between the variables in Theme 5 and teaching load in English was investigated. A negative correlation was found between teaching load in English and all five variables in Theme 5:

1) Lacking words to describe something, rho = -0.28, n = 164, $p < 0.01$
2) Having to pause to search for the right word, rho = -0.24, n = 165, $p < 0.01$
3) Being unsure of how to pronounce subject-specific terms, rho = -0.19, n = 164, $p < 0.05$

4) being unsure whether the English is grammatically correct, rho = -0.19, n = 164, p < 0.05
5) being unsure of whether using a word correctly, rho = -.25, n = 163, p > 0.01

What these findings mean is the higher the teaching load in English, the higher the language accuracy is when teaching in English. This finding is encouraging as it indicates that lecturers with more accurate language are also teaching more in English. Table C in Appendix A presents Spearman's correlation coefficients for these variables.

Theme 6: Language deficiency when teaching in English
Using Spearman's correlation coefficient to investigate the relationship between variables in Theme 6 against teaching load in English, negative correlations were found for four (of five) variables:

Significant
1) Find it difficult to answer questions spontaneously, rho = -0.23, n = 163, p < 0.01
2) Find it difficult to summarize important points, rho = -0.26, n = 161, p < 0.01
3) Find it difficult to involve students, rho = -0.26, n = 161, p < 0.01
4) Find it difficult to deviate from a script or other notes, rho = -0.23, n = 161, p < 0.01

Non-significant
5) Find it difficult to explain something in different ways, rho = -0.14, n = 161, non-sig.

The association found between each of these variables and the teaching load in English means: the higher the teaching load in English, the higher the proficiency in English is in terms of being able to answer questions spontaneously, to summarize important points, to involve students and to speak with less use of script or other notes. It is interesting to note that the one non-significant variable in Theme 6, i.e. finding it difficult to explain something in different ways, was one of the few significant variables in the previous section on age. It is surprising that this variable does not correlate with teaching load in English as one would expect that the more one teaches, the more one would be able to explain things in different ways having gained more practice with it. It is also interesting to note that difficulty in explaining something in different ways is age-related, but not related to the teaching load in English. Table D in Appendix A presents Spearman's correlation coefficients for these variables.

Theme 7: Ability to discuss the discipline in English
Positive correlations were found between teaching load in English and the following ten (of thirteen) variables in Theme 7, using Spearman's correlation coefficient:

Significant
1) Being able to express myself clearly and accurately, rho = 0.27, n = 164, p < 0.01
2) Being able to differentiate or qualify statements, rho = 0.30, n = 162, p < 0.01
3) Being able to provide students with background information on theories or concepts that I discuss, rho = 0.25, n = 163, p < 0.01
4) Being able to discuss recent developments in field of my study, rho = 0.31, n = 162, p < 0.01
5) Being able to present subject matter clearly and coherently, rho = 0.20, n = 163, p < 0.05
6) Being able to summarize subject matter that has been covered so far, rho = 0.25, n = 163, p < 0.01

7) Being able to encourage or get a discussion going, rho = 0.28, n = 163, p < 0.01
8) Being able to alternate and illustrate theory with personal experience, rho = 0.18, n = 162, p < 0.05
9) Being able to give a clear and complete answer to student questions unprepared, rho = 0.21, n = 163, p < 0.01
10) Being able to adjust my teaching strategy to the situation in a somewhat flexible way, rho = 0.18, n = 160, p < 0.05

Non-significant
11) Being able to give appropriate or clarifying examples unprepared, rho = 0.13, n = 163, non-sig.
12) Being able to respond to current affairs (e.g. newspaper, television), rho = 0.13, n = 161, non-sig.
13) Being able to make a humorous remark, rho = 0.11, n = 162, non-sig.

What these correlations mean is that the higher the teaching load in English, the stronger the ability to discuss the discipline in English except where the following functions are concerned: making a humorous remark, responding to current affairs, and giving impromptu examples or explanations. For these items, no associations were found with higher teaching loads in English. See Table E in Appendix A for Spearman correlation analyses of these variables.

Theme 8: Differences perceived in teaching in English in comparison to teaching in the native language
The relationship between teaching load in English and the differences perceived in teaching in English in comparison to teaching in the native language were investigated using Spearman correlation analyses. Negative correlations were found between teaching load in English and nine (of ten) variables in Theme 8:

Significant
1) Relying on notes when teaching in English, rho = -0.20, n = 147, p < 0.05
2) Using more text on your PowerPoint slides, rho = -0.16, n = 146, p < 0.05
3) Finding teaching in English strenuous, rho = -0.28, n = 146, p < 0.05
4) Finding words to express ideas adequately when teaching in English, rho = -0.36, n = 146, p < 0.05
5) Spending more time for preparing to teach in English than in the L1, rho = -0.39, n = 157, p < 0.01
6) More difficult to have a discussion related to my specialist field in English than in my L1, rho = -0.37, n = 157, p < 0.01
7) Become tired more easily when teaching in English in comparison to the L1, rho = -0.38, p < 0.01
8) Feel less confident when teaching in English than in my L1, rho = -0.31, n = 156, p < 0.01
9) Feel less successful as a teacher when teaching in English than in my L1, rho = -0.29, n = 156, p < 0.01

Non-significant
10) Going into the subject matter in depth when teaching in English, rho = -0.06, n = 146, non-sig.

These findings mean that the higher the teaching load in English, the less the difference perceived in teaching in English in comparison to teaching in the native language. See Spearman correlation analyses in Tables F and G in Appendix A.

Overall, for Themes 5-8, the findings show that a high teaching load in English associates closely with: 1) a higher perceived ability to discuss the discipline in English, 2) less difference between teaching in English and the native language, 3) more accuracy in English language skills, and 4) less language deficiency when teaching in English. Almost all variables in each of these themes correlated with teaching load in English.

On having lived in an English-speaking country
Several correlations were found between having lived for more than three months in an English-speaking country and variables in Themes 5-8, using Pearson product-moment correlation coefficient. This section presents these findings.

Theme 5: Lack of language accuracy when teaching in English
Negative correlations were found between having lived for more than three months in an English-speaking country and all five variables in Theme 5:

1) Lacking words to describe something, $r = -0.26$, $n = 160$, $p < 0.01$
2) Having to pause to search for the right word, $r = -0.19$, $n = 161$, $p < 0.05$
3) Being unsure whether the English is grammatically correct, $r = -0.19$, $n = 160$, $p < 0.05$
4) Being unsure how to pronounce subject-specific words, $r = -0.22$, $n = 160$, $p < 0.01$
5) Being unsure of whether using a word correctly, $r = -0.36$, $n = 159$, $p < 0.01$

What these findings mean is that those who have lived in an English-speaking country for more than three months have more accuracy in their English language skills than those who have lived in an English-speaking country for a shorter length of time or not at all. Table H in Appendix A presents the Pearson analyses of these variables.

Theme 6: Language deficiency when teaching in English
Negative correlations were also found between having lived for more than three months in an English-speaking country and all five variables in Theme 6:

1) Find it difficult to answer questions spontaneously, $r = -0.23$, $n = 160$, $p < 0.01$
2) Find it difficult to explain something in different ways, $r = -0.32$, $n = 158$, $p < 0.01$
3) Difficult to summarize important points, $r = -0.17$, $n = 158$, $p < 0.05$
4) Find it difficult to involve students, $r = -0.22$, $n = 158$, $p < 0.01$
5) Find it difficult to deviate from a script or other notes, $r = -0.26$, $n = 158$, $p < 0.01$

The relationship found between these variables means that those who have lived in an English-speaking country for more than three months experience less deficiency with language when teaching in English than those who have lived in an English-speaking country for a shorter length of time or not at all. In other words, they are more proficient in their language skills than those who have not lived abroad in an English-speaking environment. Table I in Appendix A presents the Pearson product-moment correlation coefficients for these variables.

Theme 7: Ability to discuss the discipline in English
On the ability to discuss the discipline in English, positive correlations were found between having lived for more than three months in an English-speaking country and eight (of thirteen) variables in Theme 7:

<u>Significant</u>
1. Express myself clearly and accurately, r = -0.23, n = 160, p < 0.01
2. Differentiate or qualify statements, r = 0.21, n = 158, p < 0.05
3. Provide students with background information on theories or concepts that I discuss, r = 0.17, n = 159, p < 0.05
4. Present subject matter clearly and coherently, r = 0.20, n = 159, p < 0.05
5. Summarize subject matter that has been covered so far, r = 0.25, n = 159, p < 0.01
6. Encourage or get a discussion going, r = 0.16, n = 159, p < 0.05
7. Give a clear and complete answer to student questions unprepared, r = 0.27, n = 159, p < 0.01
8. Make a humorous remark, r = 0.16, n = 158, p < 0.01

<u>Non-significant</u>
9. Discuss recent developments in field of my study, *non-significant*
10. Give appropriate or clarifying examples unprepared, *non-significant*
11. Alternate and illustrate theory with personal experience, *non-significant*
12. Respond to current affairs (e.g. newspaper, television), *non-significant*
13. Adjust my teaching strategy to the situation in a somewhat flexible way, *non-significant*

The relationship between variables 7.1 - 7.8 associates having lived over three months in an English-speaking country with a stronger ability to discuss the discipline in English. No association, however, was found between variable 7.9-7.13 and having lived abroad for more than three months. Table J in Appendix A presents the Pearson analyses for these variables.

Theme 8: Differences perceived in teaching in English in comparison to teaching in the native language
Negative correlations were found between having lived for more than three months in an English-speaking country and seven (of ten) variables in Theme 8:

<u>Significant</u>
1. Teaching in English strenuous, r = -0.23, n = 141, p < 0.01
2. Harder to find words that express your ideas adequately in English-medium instruction, r = -0.22, n = 141, p < 0.01
3. Spending more time preparing for teaching in English than in my mother tongue, r = -0.17, n = 152, p < 0.05
4. More difficult to have a discussion related to my specialist field in English than in my mother tongue, r = -0.26, n = 152, p < 0.01
5. Getting tired more easily when teaching in English than in my mother tongue, r = -0.31, n = 152, p < 0.01
6. Feeling less confident when teaching in English than in my mother tongue, r = -0.27, n = 151, p < 0.01
7. Feel less successful as a teacher when teaching in English than in my mother tongue, r = -0.22, n = 151, p < 0.01

8. Relying on notes when teaching in English, r =- 0.06, n = 142, non-sig.
9. Going into the subject matter in depth when teaching in English, r = -0.07, n = 141, non-sig.
10. Using more text on the PowerPoint slides when teaching in English, r = -0.01, n = 141, non-sig.

What these findings mean is that for variables 8.1-8.7 those who have lived in an English-speaking country for more than three months perceived less difference in teaching in English in comparison to teaching in the native language than those who have lived in an English-speaking country for a shorter length of time, if at all. In other words, they are more proficient on these particular language points than those who have lived abroad for three months or less. The lack of correlation on relying on notes, going into subject matter in depth, and using more text on PowerPoint slides when teaching in English suggests a lack of variation on these points. Tables K and L in Appendix A present the Pearson analyses for these variables.

The findings from this section are not surprising as one would expect having lived abroad in an English-speaking country for an extended period of time to increase the level of fluency. However, what these results do not show is whether the fluency gained was related to working or not, since that background variable was not controlled in the present study.

On self-assessed spoken fluency
Self-assessed fluency also associated closely with all four themes (5-8) related to perceptions of own language abilities. It correlated with 31 out of 33 language-related variables across the four themes. Thus, there were only two non-significant variables, both in Theme 8. This section presents these findings.

Theme 5: Lack of language accuracy when teaching in English
Negative correlations were found between self-assessed spoken fluency and all five variables in Theme 5:

1) Lacking words to describe something, $rho = -0.57$, n = 163, $p < 0.01$
2) Having to pause to search for the right word, $rho = -0.58$, n = 164, $p < 0.01$
3) Being unsure whether the English is grammatically correct, $rho = -0.50$, n = 163, $p < 0.01$
4) Being unsure how to pronounce subject-specific words, $rho = -0.47$, n = 163, $p < 0.01$
5) Being unsure of whether using a word correctly, $rho = -048$, n = 162, $p < 0.01$

What these findings mean is that the higher the self-assessed spoken fluency, the more accurate the lecturers are in their spoken fluency when lecturing in English. Table M in Appendix A presents the Spearman analyses of these variables.

Theme 6: Language deficiency when teaching in English
Negative correlations were also found between self-assessed spoken fluency and all five variables in Theme 6:

1) Find it difficult to answer questions spontaneously, $rho = -0.52$, n = 162, $p < 0.01$
2) Find it difficult to explain something in different ways, $rho = -0.56$, n = 160, $p < 0.01$
3) Difficult to summarize important points, $rho = -0.46$, n = 160, $p < 0.1$

4) Find it difficult to involve students, rho = -0.31, n = 160, p < 0.01
5) Find it difficult to deviate from a script or other notes, rho = -0.49, n = 160, p < 0.01

The relationship found between these variables means that the higher the self-assessed spoken fluency, the less the deficiency with the English language skills when teaching in English. See Table N in Appendix A for the Spearman analyses of these variables.

Theme 7: Ability to discuss the discipline in English
On the ability to discuss the discipline in English, positive correlations were found between self-assessed spoken fluency and all thirteen variables in Theme 7, using Spearman's correlation coefficient:

1. Express myself clearly and accurately, rho = 0.56, n = 163, p < 0.01
2. Differentiate or qualify statements, rho = 0.58, n = 161, p < 0.01
3. Provide students with background information on theories or concepts that I discuss, rho = 0.53, n = 162, p < 0.01
4. Discuss recent developments in the field of my study, rho = 0.46, n = 161, p < 0.01
5. Present subject matter clearly and coherently, rho = 0.46, n = 162, p < 0.01
6. Summarize subject matter that has been covered so far, rho = 0.47, n = 162, p < 0.01
7. Encourage or get a discussion going, rho = 0.35, n = 162, p < 0.01
8. Give appropriate and/or clarifying examples unprepared, rho = 0.41, n = 162, p < 0.01
9. Alternate or illustrate theory with personal experience, rho = 0.37, n = 161, p < 0.01
10. Give a clear and complete answer to student questions unprepared, rho = 0.51, n = 162, p < 0.01
11. Respond to current affairs (e.g. newspapers, television), rho = 0.48, n = 160, p < 0.01
12. Make a humorous remark, rho = 0.45, n = 161, p < 0.01
13. Adjust my teaching strategy to the situation in a somewhat flexible way, rho = 0.41, n = 159, p < 0.01

The relationship between self-assessed spoken fluency and these variables in Theme 7 associates higher levels of spoken fluency (self-assessed) with a strong ability to discuss the discipline in English. Table O in Appendix A presents the Spearman correlation coefficients for these variables.

Theme 8: Differences perceived in teaching in English in comparison to teaching in the native language
Negative correlations were found between self-assessed spoken fluency and eight (of ten) variables in Theme 8 (a and b), using Spearman's correlation coefficient:

Significant
1. Relying on notes when teaching in English, rho = -0.32, n = 146, p < 0.01
2. Teaching in English strenuous, rho = -0.11, n = 145, p < 0.01
3. Harder to find words that express your ideas adequately in English-medium instruction, rho = -0.50, n = 145, p < 0.01
4. Spending more time preparing for teaching in English than in my mother tongue, rho = -0.36, n = 156, p < 0.01
5. More difficult to have a discussion related to my specialist field in English than in my mother tongue, rho = -0.54, n = 156, p < 0.01
6. Getting tired more easily when teaching in English than in my mother tongue, rho = -0.53, n = 155, p < 0.01

7. Feeling less confident when teaching in English than in my mother tongue, rho = -0.53, n = 155, p < 0.01
8. Feel less successful as a teacher when teaching in English than in my mother tongue, rho = -0.52, n = 155, p < 0.01

<u>Non-significant</u>
9. Going into the subject matter in depth when teaching in English, r = 0.07, n = 145, non-sig.
10. Using more text on the PowerPoint slides when teaching in English, r = 0.11, n = 145, non-sig.

What the significant correlations mean is that the higher the self-assessed spoken fluency, the less the difference perceived between teaching in English and in the native language. The non-significant correlations could mean that lecturers do not make a distinction between languages for these particular points: ability to go into depth when teaching in English or how much text they use on their PowerPoint slides. Tables P and Q in Appendix A present the Spearman correlation coefficients for these variables.

The fact that spoken fluency (self-assessed) correlates closely with lecturers' perceptions of their language abilities on almost all variables in Themes 5-8 is not surprising. It suggests that lecturers consistently self-assessed their spoken fluency as well as perceptions of their own language abilities. However, one should be careful not to read too much into this correlation as it based on both self-assessment and self-perceptions of language use, with no external criteria for validity.

4. Summary and conclusions

This exploratory study investigated attitudes towards and perceptions of teaching in English as a lingua franca. The investigation was carried out primarily through an online questionnaire, conducted over a one-month period in spring 2010.

The respondents to this survey were lecturers from all three Aalto University campuses. The results of the survey show that the respondents were primarily lecturers of engineering (69%), had Finnish as their native language (75%), and were between the ages 30 and 50 (66%).

The questionnaire consisted of eight themes, four of which related to attitudes towards English-medium instruction and four to perceptions of teaching in English in a lingua franca context. In addition, the questionnaire included self-assessment questions related to English language skills.

The results were analyzed with descriptive statistics, including correlations between selected themes and background variables. Tables and figures illustrate the findings.

In this study, lecturers were asked to self-assess their own English proficiency and their self-assessment is considered to reflect their actual level of English proficiency to a great extent. Empirical research has shown that self-assessment can be a reliable means of assessment. For example, Abraham and Plakans (1988) found that the self-assessments of foreign teaching assistants on their language use were similar to the assessments given by raters in the speaking test administered by official raters. Nevertheless, self-assessment should be

used with caution in situations where the results may carry consequences in terms of selection, placement, certification, and so on. In such cases, participants are aware of the perceived advantage of rating themselves higher and consequently increasing their chances for the desired result. Thus, self-assessment can lead to unreliable results in situations where the results may carry consequences. This situation, however, does not apply to the current study.

From the self-assessment, spoken fluency was chosen as a variable to investigate against other background variables as well as the variables in Themes 5-8, all of which are language-related and important for the purpose of lecturing. These four themes addressed the following: language deficiency when teaching in ELF, lack of language accuracy when teaching in ELF, a general lack of ability to discuss the discipline in English, and differences experienced in teaching in ELF in comparison to teaching in the native language (if applicable).

On the self-assessment, 61% rated their spoken fluency as 'very good' to 'excellent'. Spoken fluency correlated with four background variables: having lived abroad for over three months, teaching load in English, and reading and writing professional literature. No correlation was found between spoken fluency and age or other background variables. For teaching load in English, a positive correlation was found with spoken fluency, where higher levels of proficiency associated with higher levels of teaching loads. Spoken fluency also correlated positively with having lived abroad for over three months, an association that could be expected. In addition, spoken fluency correlated with both reading and writing professional literature. As expected, fluency associated more closely with writing professional literature than with reading it.

For themes 1-4, the findings provide some insight into the attitudes and opinions of lecturers towards teaching in English in higher education and its possible impact on societal and educational needs. On these themes, lecturers were divided on a number of issues. However, clear opinions surfaced on several points where the majority agreed that teaching in English has its pluses and minuses. On the plus side, the university can attract more international students and researchers and better prepare students for the future. Having lectures in English creates a better link to the course textbook and other materials, which most often are in English in Finnish universities. On the minus side, they agreed that there is domain loss in Finnish technical language. They also believe that students learn best in their native languages, that far from all lecturers are equipped to teach their subjects in English as a foreign language, and that it would be important to continue to develop Finnish technical language.

For themes 5-8, the findings give insight into lecturers' perceptions of their abilities to teach in English in a lingua franca context. The general picture that surfaces from the data on themes related to this topic is that lecturing in English does not interfere much with their performance. The lecturers largely agreed that they do not often lack accuracy or precision of language for teaching in English. They also largely agreed that they do not experience problems with language deficiencies when teaching in English. Overwhelmingly, they agreed that they are able to discuss their disciplines in English. It was thought that lecturers might experience differences in their teaching performance between teaching in English and teaching in their native languages. Roughly half agreed that they find it more strenuous to teach in English than in their native languages and that they become tired more easily. About 40% also reported that they need more preparation time for teaching in English and that they find it more difficult to have a discussion related to their specialist field in English

than in their native languages. However, nearly 70% of the lecturers agreed that they do not feel less successful as teachers when lecturing in English than they do in their native languages, and approximately 60% agreed that they do not feel less confident when lecturing in English in comparison to lecturing in their native languages. However, the remaining 30% and 40%, respectively, cannot be ignored. Switching from the native language to English is expected to have some consequences, and especially for the less fluent and the less experienced lecturer (where age is apparently not a factor according to the results of this study). Moreover, teaching in a lecture situation subsumes the ability to prepare well since a large part of the lecture consists of presenting subject matter. However, lecturers also need to respond to student-lecturer interaction. More than 50% of the lecturers agreed that they find it difficult to involve the students. This implies that lecturing in English may have a stronger effect on the lecturers' use of a new teaching behavior in a more interactive classroom setting. For these reasons, providing language and teaching support would be vital to increasing the confidence and ensuring their success of teaching in English-medium classrooms.

Several correlations were found between variables in Themes 5-8 and the following four background variables: age, teaching load in English, having lived in an English-speaking country for over 3 months, and self-assessed spoken-fluency. For age, two correlations were found across Themes 5-8 and their associations mean: 1) the higher the age group, the more difficult it is to explain something in different ways, and 2) the higher the age group, the less time spent on preparing to teach in English as compared to the native language. For teaching load in English and Themes 5-8, almost all variables correlated. The findings could be summed up as follows: The higher the teaching load, the less the lack of accuracy and deficiency in English. This correlation lends support to the one found between self-assessed spoken fluency and teaching load in English. For having lived in an English-speaking country more than 3 months, this background variable closely corrected with Themes 5-8. This relationship is intuitive as one would expect that having lived abroad for an extended period of time in an English-speaking country would increase the level of language proficiency. Lastly, self-assessed spoken fluency correlated closely with almost all variables in Themes 5-8. These associations mean that the higher the spoken fluency (self-assessed), the lower the agreement that language deficiencies and inaccuracies exist and the less the difference perceived in teaching in English in comparison to teaching in the native language.

However, it should be pointed out that self-assessed spoken fluency did not correlate with the school-leaving exam in English, thus there is no external criteria or indicators of language proficiency to validate the self-assessed spoken fluency. While the self-assessment may be reliable, it cannot be trusted as a valid assessment in itself.

Although the general picture is that lecturers believe that their English does not interfere much with their teaching performance, there is some evidence to the contrary. For instance, lecturers who have taught in both their native languages and English did experience some negative effects when changing the instructional language to English. Examples include finding it more strenuous to teach in English, getting tired more easily, needing more time to prepare for teaching in English, and finding it more difficult to have a discussion related to their specialist fields when speaking English. These restrictions suggest that there are linguistic limitations. Moreover, having such linguistic limitations may lead lecturers to believe that their teaching skills are more important in English-medium teaching. Given these limitations, it would be important to examine whether the negative effects have an impact on students' learning.

Even though there are some negative effects when NNS lecturers need to teach in English, findings from this study also point towards circumstances that may reduce the negative effects of switching to English as the instructional language. These findings were derived from examining relationships between background variables and lecturers' perceptions of their abilities to teach in English. It was found that certain circumstances indicate favorable conditions, i.e. an increase in lecturers' opportunities to use their English points towards higher fluency and higher participation in teaching in English. The opportunities include living (and working) in an English-speaking country for an extended period of time, reading and writing professional literature in English, and utilizing speaking opportunities within one's profession such as giving regular lectures in English-medium programs. It should be noted that the school-leaving exam results in English did not correlate with the language-related variables in Themes 5-8. Thus, it is not a condition that presents a favorable effect on lecturers' teaching experiences. One explanation for the lack of correlation could be insufficient variation in the scores received on this exam (taken by Finns). Another explanation could be the type of English learned at school, which covers English for everyday use. In this type of course where general language skills are practiced, it is unlikely that a lecturer would gain the kinds of skills needed for lecturing in a specialized subject area.

5. Implications and recommendations

Based on the current policies and strategies set by Aalto University, internationalization is a goal. One tool for achieving this goal is the use of English as the instructional language, particularly at the master's level. The findings from the present study reveal that there are some negative effects related to using English as the instructional language. However, in some cases, this effect is possibly reduced by favorable circumstances. It should be noted, however, that these findings are based on correlations and self-reporting. A more in-depth study with a factor analysis is recommended for confirmation of the present findings.

In terms of oral English proficiency for teaching in English-medium programs, the favorable circumstances may be useful in predicting the spoken English language ability of an ELF lecturer. The favorable circumstances are an outcome of increased opportunities for using English within one's profession. Thus, the more lecturers have participated in reading and writing professional literature, given lectures or other academic talks in English, and spent time in English-speaking countries, the higher their spoken fluency and the less the difference perceived in teaching in English in comparison to teaching in the native language. These favorable circumstances could perhaps, together, form one criterion that could be applied in determining the proficiency of lecturers applying for tenure at Aalto University. In other words, a "favorable" case could be a lecturer who has high teaching loads in English, has lived for an extended period in an English-speaking country (three months or more), and has published extensively in English. It appears that this favorable circumstances criterion supports the requirements outlined in the new tenure track policy (Aalto University, 2010), which states the following about English, "Candidates for Aalto tenure track are required to have such proficiency in English as is required for the exercise of the duties,"(p.9). Thus, perhaps such favorable circumstances could be one criterion that would help to define how the English proficiency will be determined for tenured positions.

Conversely, those who have limited experience in teaching in English and in publishing in English or who do not otherwise meet the favorable circumstances criterion should be directed to courses for language, communication, and pedagogical support. It is recommended that training be provided for the improvement of skills needed for both

lecturing and publishing in English. Through specific training, lecturers can develop the interactive skills needed for lecture situations and written communication skills required for publishing. Courses developing skills for lecturing should preferably be designed by a team consisting of language and communication specialists and education specialists.

6. References

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7. Appendix A

Table A

Spearman's Correlation Coefficient for Age Group and Theme 6 Statement 2				
			Theme6Q2	Age Group
Spearman's rho	Theme6Q2	Correlation Coefficient	1,000	,194[*]
		Sig. (2-tailed)	.	,014
		N	161	159
	Age Group	Correlation Coefficient	,194[*]	1,000
		Sig. (2-tailed)	,014	.
		N	159	192

*. Correlation is significant at the 0.05 level (2-tailed).

Table B

<div align="center">Spearman's Correlation Coefficient for Age Group and Theme 8b Statement 2</div>

			Age Group	Theme9Q1
Spearman's rho	Age Group	Correlation Coefficient	1,000	-,172*
		Sig. (2-tailed)	.	,032
		N	192	154
	Theme9Q1	Correlation Coefficient	-,172*	1,000
		Sig. (2-tailed)	,032	.
		N	154	157

*. Correlation is significant at the 0.05 level (2-tailed).

Table C

<div align="center">Spearman's Correlation Coefficient for Teaching Load in English and Lack of Language Accuracy When Teaching in English</div>

			Teaching Load in English	Theme5Q1	Theme5Q2	Theme5Q3	Theme5Q4	Theme5Q5
Spearman's rho	Teaching Load in English	Correlation Coefficient	1.000	-.280**	-.238**	-.190*	-.183*	-.246**
		Sig. (2-tailed)	.	.000	.002	.015	.019	.002
		N	194	164	165	164	164	163
	Theme5Q1	Correlation Coefficient	-.280**	1.000	.770**	.597**	.532**	.598**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000
		N	164	164	164	164	164	163
	Theme5Q2	Correlation Coefficient	-.238**	.770**	1.000	.565**	.544**	.522**
		Sig. (2-tailed)	.002	.000	.	.000	.000	.000
		N	165	164	165	164	164	163
	Theme5Q3	Correlation Coefficient	-.190*	.597**	.565**	1.000	.569**	.675**
		Sig. (2-tailed)	.015	.000	.000	.	.000	.000
		N	164	164	164	164	164	163
	Theme5Q4	Correlation Coefficient	-.183*	.532**	.544**	.569**	1.000	.587**
		Sig. (2-tailed)	.019	.000	.000	.000	.	.000
		N	164	164	164	164	164	163
	Theme5Q5	Correlation Coefficient	-.246**	.598**	.522**	.675**	.587**	1.000
		Sig. (2-tailed)	.002	.000	.000	.000	.000	.
		N	163	163	163	163	163	163

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table D

Spearman's Correlation Coefficient for Teaching Load in English and Language Deficiency When Teaching in English

			Teaching Load in English	Theme6Q1	Theme6Q2	Theme6Q3	Theme6Q4	Theme6Q5
Spearman's rho	Teaching Load in English	Correlation Coefficient	1,000	-,232**	-,138	-,258**	-,258**	-,226**
		Sig. (2-tailed)	.	,003	,081	,001	,001	,004
		N	194	163	161	161	161	161
	Theme6Q1	Correlation Coefficient	-,232**	1,000	,814**	,794**	,580**	,715**
		Sig. (2-tailed)	,003		,000	,000	,000	,000
		N	163	163	161	161	161	161
	Theme6Q2	Correlation Coefficient	-,138	,814**	1,000	,722**	,530**	,631**
		Sig. (2-tailed)	,081	,000	.	,000	,000	,000
		N	161	161	161	161	161	161
	Theme6Q3	Correlation Coefficient	-,258**	,794**	,722**	1,000	,576**	,628**
		Sig. (2-tailed)	,001	,000	,000	.	,000	,000
		N	161	161	161	161	161	161
	Theme6Q4	Correlation Coefficient	-,258**	,580**	,530**	,576**	1,000	,571**
		Sig. (2-tailed)	,001	,000	,000	,000	.	,000
		N	161	161	161	161	161	161
	Theme6Q5	Correlation Coefficient	-,226**	,715**	,631**	,628**	,571**	1,000
		Sig. (2-tailed)	,004	,000	,000	,000	,000	.
		N	161	161	161	161	161	161

**. Correlation is significant at the 0.01 level (2-tailed).

Table E

Spearman's correlation coefficient for Theme 7 and teaching load in English

			Teaching Load in English	Theme 7Q1	Theme 7Q2	Theme 7Q3	Theme 7Q4	Theme 7Q5	Theme 7Q6	Theme 7Q7	Theme 7Q8	Theme 7Q9	Theme7 Q10	Theme7 Q11	Theme7 Q12	Theme7 Q13
Spearman's rho	Teaching Load in English	Correlation Coefficient	1,000	,274**	,298**	,226**	,310**	,196*	,251**	,267**	,127	,182*	,214**	,129	,106	,181*

	Sig. (2-tailed)	.	,000	,000	,004	,000	,012	,001	,001	,106	,020	,006	,103	,181	,022
	N	194	164	162	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q1	Correlation Coefficient	,274*	1,000	,723**	,712**	,585**	,651**	,607**	,426**	,594**	,508**	,588**	,601**	,459**	,565**
	Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	164	164	162	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q2	Correlation Coefficient	,298*	,723**	1,000	,716**	,675**	,656**	,688**	,563**	,658**	,668**	,703**	,641**	,551**	,674**
	Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	162	162	162	161	160	161	161	161	161	160	161	159	160	158
Theme7 Q3	Correlation Coefficient	,226*	,712**	,716**	1,000	,786**	,722**	,731**	,483**	,672**	,657**	,738**	,624**	,490**	,610**
	Sig. (2-tailed)	,004	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q4	Correlation Coefficient	,310*	,585**	,675**	,786**	1,000	,669**	,773**	,487**	,623**	,695**	,647**	,562**	,478**	,557**
	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	162	162	160	162	162	162	162	162	162	161	162	160	161	159
Theme7 Q5	Correlation Coefficient	,196*	,651**	,656**	,722**	,669**	1,000	,840**	,531**	,691**	,711**	,689**	,609**	,538**	,644**
	Sig. (2-tailed)	,012	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160

Theme7 Q6	Correlation Coefficient	,251*	,607**	,688**	,731**	,773**	,840**	1,000	,556**	,703**	,754**	,701**	,652**	,509**	,629**
	Sig. (2-tailed)	,001	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q7	Correlation Coefficient	,267*	,426**	,563**	,483**	,487**	,531**	,556**	1,000	,613**	,624**	,541**	,517**	,597**	,664**
	Sig. (2-tailed)	,001	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q8	Correlation Coefficient	,127	,594**	,658**	,672**	,623**	,691**	,703**	,613**	1,000	,781**	,767**	,680**	,641**	,677**
	Sig. (2-tailed)	,106	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q9	Correlation Coefficient	,182*	,508**	,668**	,657**	,695**	,711**	,754**	,624**	,781**	1,000	,718**	,704**	,605**	,673**
	Sig. (2-tailed)	,020	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	162	162	160	162	161	162	162	162	162	162	162	160	161	159
Theme7 Q10	Correlation Coefficient	,214*	,588**	,703**	,738**	,647**	,689**	,701**	,541**	,767**	,718**	1,000	,638**	,512**	,578**
	Sig. (2-tailed)	,006	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	163	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q11	Correlation Coefficient	,129	,601**	,641**	,624**	,562**	,609**	,652**	,517**	,680**	,704**	,638**	1,000	,667**	,599**

	Sig. (2-tailed)	,103	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		.	,000	,000
	N	161	161	159	161	160	161	161	161	161	160	161	161	160	158
Theme7 Q12	Correlation Coefficient	,106	,459**	,551**	,490**	,478**	,538**	,509**	,597**	,641**	,605**	,512**	,667**	1,000	,682**
	Sig. (2-tailed)	,181	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000
	N	162	162	160	162	161	162	162	162	162	161	162	160	162	159
Theme7 Q13	Correlation Coefficient	,181*	,565**	,674**	,610**	,557**	,644**	,629**	,664**	,677**	,673**	,578**	,599**	,682**	1,000
	Sig. (2-tailed)	,022	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.
	N	160	160	158	160	159	160	160	160	160	159	160	158	159	160

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table F

Spearman's Correlation Coefficient for Teaching Load in English and Differences Perceived in Teaching in English vs Teaching in the L1

			Teaching Load in English	Theme8Q1	Theme8Q2	Theme8Q3	Theme8Q4	Theme8Q5
Spearman's rho	Teaching Load in English	Correlation Coefficient	1.000	-.203[*]	-.055	-.163[*]	-.281[**]	-.359[**]
		Sig. (2-tailed)	.	.014	.507	.049	.001	.000
		N	194	147	146	146	146	146
	Theme8Q1	Correlation Coefficient	-.203[*]	1.000	.467[**]	.563[**]	.616[**]	.689[**]
		Sig. (2-tailed)	.014	.	.000	.000	.000	.000
		N	147	147	146	146	146	146
	Theme8Q2	Correlation Coefficient	-.055	.467[**]	1.000	.448[**]	.452[**]	.358[**]
		Sig. (2-tailed)	.507	.000	.	.000	.000	.000
		N	146	146	146	145	146	145
	Theme8Q3	Correlation Coefficient	-.163[*]	.563[**]	.448[**]	1.000	.455[**]	.474[**]
		Sig. (2-tailed)	.049	.000	.000	.	.000	.000
		N	146	146	145	146	145	145
	Theme8Q4	Correlation Coefficient	-.281[**]	.616[**]	.452[**]	.455[**]	1.000	.773[**]
		Sig. (2-tailed)	.001	.000	.000	.000	.	.000
		N	146	146	146	145	146	145
	Theme8Q5	Correlation Coefficient	-.359[**]	.689[**]	.358[**]	.474[**]	.773[**]	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.
		N	146	146	145	145	145	146

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table G

Spearman's Correlation Coefficient for Teaching Load in English and Differences Perceived in Teaching in English vs Teaching in the L1

			Teaching Load in English	Theme8bQ1	Theme8bQ2	Theme8bQ3	Theme8bQ4	Theme8bQ5
Spearman's rho	Teaching Load in English	Correlation Coefficient	1.000	-.389**	-.369**	-.384**	-.309**	-.289**
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000
		N	194	157	157	157	156	156
	Theme8bQ1	Correlation Coefficient	-.389**	1.000	.581**	.642**	.595**	.625**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000
		N	157	157	157	157	156	156
	Theme8bQ2	Correlation Coefficient	-.369**	.581**	1.000	.714**	.782**	.715**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	157	157	157	157	156	156
	Theme8bQ3	Correlation Coefficient	-.384**	.642**	.714**	1.000	.753**	.671**
		Sig. (2-tailed)	.000	.000	.000	.	.000	.000
		N	157	157	157	157	156	156
	Theme8bQ4	Correlation Coefficient	-.309**	.595**	.782**	.753**	1.000	.836**
		Sig. (2-tailed)	.000	.000	.000	.000	.	.000
		N	156	156	156	156	156	155
	Theme8bQ5	Correlation Coefficient	-.289**	.625**	.715**	.671**	.836**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.
		N	156	156	156	156	155	156

**. Correlation is significant at the 0.01 level (2-tailed).

Table H.

Pearson product-moment correlation coeffiecient for having lived in an English-speaking country and Theme 5

		Lived Abroad Over 3 Mos	Theme5Q1	Theme5Q2	Theme5Q3	Theme5Q4	Theme5Q5
Lived Abroad Over 3 Mos	Pearson Correlation	1	-.258**	-.185*	-.189*	-.222**	-.357**
	Sig. (2-tailed)		.001	.018	.017	.005	.000
	N	190	160	161	160	160	159
Theme5Q1	Pearson Correlation	-.258**	1	.768**	.615**	.558**	.606**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	160	164	164	164	164	163
Theme5Q2	Pearson Correlation	-.185*	.768**	1	.550**	.537**	.516**
	Sig. (2-tailed)	.018	.000		.000	.000	.000
	N	161	164	165	164	164	163
Theme5Q3	Pearson Correlation	-.189*	.615**	.550**	1	.580**	.704**
	Sig. (2-tailed)	.017	.000	.000		.000	.000
	N	160	164	164	164	164	163
Theme5Q4	Pearson Correlation	-.222**	.558**	.537**	.580**	1	.609**
	Sig. (2-tailed)	.005	.000	.000	.000		.000
	N	160	164	164	164	164	163
Theme5Q5	Pearson Correlation	-.357**	.606**	.516**	.704**	.609**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	159	163	163	163	163	163

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table I.

Pearson product-moment correlation coefficient for having lived in an English-speaking country and Theme 6

		Lived Abroad Over 3 Mos	Theme6Q1	Theme6Q2	Theme6Q3	Theme6Q4	Theme6Q5
Lived Abroad Over 3 Mos	Pearson Correlation	1	-.230**	-.316**	-.172*	-.218**	-.256**
	Sig. (2-tailed)		.003	.000	.030	.006	.001
	N	190	160	158	158	158	158
Theme6Q1	Pearson Correlation	-.230**	1	.808**	.758**	.572**	.699**
	Sig. (2-tailed)	.003		.000	.000	.000	.000
	N	160	163	161	161	161	161
Theme6Q2	Pearson Correlation	-.316**	.808**	1	.699**	.526**	.677**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	158	161	161	161	161	161
Theme6Q3	Pearson Correlation	-.172*	.758**	.699**	1	.579**	.608**
	Sig. (2-tailed)	.030	.000	.000		.000	.000
	N	158	161	161	161	161	161
Theme6Q4	Pearson Correlation	-.218**	.572**	.526**	.579**	1	.569**
	Sig. (2-tailed)	.006	.000	.000	.000		.000
	N	158	161	161	161	161	161
Theme6Q5	Pearson Correlation	-.256**	.699**	.677**	.608**	.569**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	
	N	158	161	161	161	161	161

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table J.

		Abroad Over 3 Mos	Theme 7Q1	Theme 7Q2	Theme 7Q3	Theme 7Q4	Theme 7Q5	Theme 7Q6	Theme 7Q7	Theme 7Q8	Theme 7Q9	Theme7 Q10	Theme7 Q11	Theme7 Q12	Theme7 Q13
						Pearson product-moment correlation coefficient for having lived in an English-speaking country and Theme 7									
Lived Abroad Over 3 Mos	Pearson Correlation	1	.229**	.214**	.169*	.116	.195*	.249**	.164*	.126	.063	.266**	.095	.163*	.149
	Sig. (2-tailed)		.004	.007	.034	.145	.014	.002	.039	.113	.429	.001	.239	.041	.064
	N	190	160	158	159	158	159	159	159	159	158	159	157	158	156
Theme7 Q1	Pearson Correlation	.229**	1	.695**	.672**	.593**	.603**	.617**	.412**	.527**	.390**	.560**	.457**	.389**	.474**
	Sig. (2-tailed)	.004		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	160	164	162	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q2	Pearson Correlation	.214**	.695**	1	.625**	.607**	.524**	.615**	.481**	.583**	.489**	.647**	.566**	.441**	.548**
	Sig. (2-tailed)	.007	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	158	162	162	161	160	161	161	161	161	160	161	159	160	158
Theme7 Q3	Pearson Correlation	.169*	.672**	.625**	1	.840**	.749**	.686**	.450**	.641**	.523**	.672**	.458**	.514**	.632**
	Sig. (2-tailed)	.034	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q4	Pearson Correlation	.116	.593**	.607**	.840**	1	.713**	.724**	.477**	.599**	.576**	.574**	.440**	.501**	.593**
	Sig. (2-tailed)	.145	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000

	N	158	162	160	162	162	162	162	162	162	161	162	160	161	159
Theme7 Q5	Pearson Correlation	.195*	.603**	.524**	.749**	.713**	1	.783**	.543**	.652**	.537**	.663**	.427**	.567**	.659**
	Sig. (2-tailed)	.014	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q6	Pearson Correlation	.249**	.617**	.615**	.686**	.724**	.783**	1	.487**	.649**	.566**	.646**	.524**	.508**	.594**
	Sig. (2-tailed)	.002	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q7	Pearson Correlation	.164*	.412**	.481**	.450**	.477**	.543**	.487**	1	.537**	.432**	.494**	.388**	.548**	.595**
	Sig. (2-tailed)	.039	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q8	Pearson Correlation	.126	.527**	.583**	.641**	.599**	.652**	.649**	.537**	1	.625**	.745**	.528**	.568**	.634**
	Sig. (2-tailed)	.113	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q9	Pearson Correlation	.063	.390**	.489**	.523**	.576**	.537**	.566**	.432**	.625**	1	.542**	.639**	.569**	.606**
	Sig. (2-tailed)	.429	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	158	162	160	162	161	162	162	162	162	162	162	160	161	159
Theme7 Q10	Pearson Correlation	.266**	.560**	.647**	.672**	.574**	.663**	.646**	.494**	.745**	.542**	1	.455**	.464**	.530**
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000

	N	159	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q11	Pearson Correlation	.095	.457**	.566**	.458**	.440**	.427**	.524**	.388**	.528**	.639**	.455**	1	.582**	.534**
	Sig. (2-tailed)	.239	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	157	161	159	161	160	161	161	161	161	160	161	161	160	158
Theme7 Q12	Pearson Correlation	.163*	.389**	.441**	.514**	.501**	.567**	.508**	.548**	.568**	.569**	.464**	.582**	1	.700**
	Sig. (2-tailed)	.041	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	158	162	160	162	161	162	162	162	162	161	162	160	162	159
Theme7 Q13	Pearson Correlation	.149	.474**	.548**	.632**	.593**	.659**	.594**	.595**	.634**	.606**	.530**	.534**	.700**	1
	Sig. (2-tailed)	.064	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	156	160	158	160	159	160	160	160	160	159	160	158	159	160

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table K.

		Lived Abroad Over 3 Mos	Theme8aQ1	Theme8aQ2	Theme8aQ3	Theme8aQ4	Theme8aQ5
		Pearson product-moment correlation coefficients for having lived in an English-speaking country and Theme 8a					
Lived Abroad Over 3 Mos	Pearson Correlation	1	-.058	-.066	-.008	-.227**	-.219**
	Sig. (2-tailed)		.492	.435	.927	.007	.009
	N	190	142	141	141	141	141
Theme8aQ1	Pearson Correlation	-.058	1	.376**	.539**	.630**	.704**
	Sig. (2-tailed)	.492		.000	.000	.000	.000
	N	142	147	146	146	146	146
Theme8aQ2	Pearson Correlation	-.066	.376**	1	.480**	.371**	.313**
	Sig. (2-tailed)	.435	.000		.000	.000	.000
	N	141	146	146	145	146	145
Theme8aQ3	Pearson Correlation	-.008	.539**	.480**	1	.475**	.479**
	Sig. (2-tailed)	.927	.000	.000		.000	.000
	N	141	146	145	146	145	145
Theme8aQ4	Pearson Correlation	-.227**	.630**	.371**	.475**	1	.790**
	Sig. (2-tailed)	.007	.000	.000	.000		.000
	N	141	146	146	145	146	145
Theme8aQ5	Pearson Correlation	-.219**	.704**	.313**	.479**	.790**	1
	Sig. (2-tailed)	.009	.000	.000	.000	.000	
	N	141	146	145	145	145	146

**. Correlation is significant at the 0.01 level (2-tailed).

Table L.

Pearson product-moment correlation coefficient for having lived in an English-speaking country and Theme 8

		Lived Abroad Over 3 Mos	Theme8bQ1	Theme8bQ2	Theme8bQ3	Theme8bQ4	Theme8bQ5
Lived Abroad Over 3 Mos	Pearson Correlation	1	-.171*	-.257**	-.313**	-.273**	-.217**
	Sig. (2-tailed)		.035	.001	.000	.001	.007
	N	190	152	152	152	151	151
Theme8bQ1	Pearson Correlation	-.171*	1	.585**	.653**	.586**	.610**
	Sig. (2-tailed)	.035		.000	.000	.000	.000
	N	152	157	157	157	156	156
Theme8bQ2	Pearson Correlation	-.257**	.585**	1	.725**	.785**	.746**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	152	157	157	157	156	156
Theme8bQ3	Pearson Correlation	-.313**	.653**	.725**	1	.756**	.694**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	152	157	157	157	156	156
Theme8bQ4	Pearson Correlation	-.273**	.586**	.785**	.756**	1	.825**
	Sig. (2-tailed)	.001	.000	.000	.000		.000
	N	151	156	156	156	156	155
Theme8bQ5	Pearson Correlation	-.217**	.610**	.746**	.694**	.825**	1
	Sig. (2-tailed)	.007	.000	.000	.000	.000	
	N	151	156	156	156	155	156

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table M.

Spearman's correlation coefficient for spoken fluency (self-assessed) and Theme 5							
			Self-Assessment: ESP Fluency	Theme5Q1	Theme5Q2	Theme5Q3	Theme5Q4	Theme5Q5
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	-,572**	-,579**	-,500**	-,473**	-,481**
		Sig. (2-tailed)	.	,000	,000	,000	,000	,000
		N	194	163	164	163	163	162
	Theme5Q1	Correlation Coefficient	-,572**	1,000	,770**	,597**	,532**	,598**
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000
		N	163	164	164	164	164	163
	Theme5Q2	Correlation Coefficient	-,579**	,770**	1,000	,565**	,544**	,522**
		Sig. (2-tailed)	,000	,000	.	,000	,000	,000
		N	164	164	165	164	164	163
	Theme5Q3	Correlation Coefficient	-,500**	,597**	,565**	1,000	,569**	,675**
		Sig. (2-tailed)	,000	,000	,000	.	,000	,000
		N	163	164	164	164	164	163
	Theme5Q4	Correlation Coefficient	-,473**	,532**	,544**	,569**	1,000	,587**
		Sig. (2-tailed)	,000	,000	,000	,000	.	,000
		N	163	164	164	164	164	163
	Theme5Q5	Correlation Coefficient	-,481**	,598**	,522**	,675**	,587**	1,000
		Sig. (2-tailed)	,000	,000	,000	,000	,000	.
		N	162	163	163	163	163	163

**. Correlation is significant at the 0.01 level (2-tailed).

Table N.

Spearman's correlation coefficient for spoken fluency (self-assessed) and Theme 6

			Self-Assessment: ESP Fluency	Theme6Q1	Theme6Q2	Theme6Q3	Theme6Q4	Theme6Q5
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	-,523**	-,556**	-,459**	-,311**	-,485**
		Sig. (2-tailed)	.	,000	,000	,000	,000	,000
		N	194	162	160	160	160	160
	Theme6Q1	Correlation Coefficient	-,523**	1,000	,814**	,794**	,580**	,715**
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000
		N	162	163	161	161	161	161
	Theme6Q2	Correlation Coefficient	-,556**	,814**	1,000	,722**	,530**	,631**
		Sig. (2-tailed)	,000	,000	.	,000	,000	,000
		N	160	161	161	161	161	161
	Theme6Q3	Correlation Coefficient	-,459**	,794**	,722**	1,000	,576**	,628**
		Sig. (2-tailed)	,000	,000	,000	.	,000	,000
		N	160	161	161	161	161	161
	Theme6Q4	Correlation Coefficient	-,311**	,580**	,530**	,576**	1,000	,571**
		Sig. (2-tailed)	,000	,000	,000	,000	.	,000
		N	160	161	161	161	161	161
	Theme6Q5	Correlation Coefficient	-,485**	,715**	,631**	,628**	,571**	1,000
		Sig. (2-tailed)	,000	,000	,000	,000	,000	.
		N	160	161	161	161	161	161

**. Correlation is significant at the 0.01 level (2-tailed).

Table O.

			Self-Assessment: ESP Fluency	Theme 7Q1	Theme 7Q2	Theme 7Q3	Theme 7Q4	Theme 7Q5	Theme 7Q6	Theme 7Q7	Theme 7Q8	Theme 7Q9	Theme 7Q10	Theme 7Q11	Theme 7Q12	Theme 7Q13
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	,556**	,583**	,526**	,456**	,456**	,465**	,350**	,407**	,373**	,511**	,480**	,449**	,407**
		Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
		N	194	163	161	162	161	162	162	162	162	161	162	160	161	159
	Theme7 Q1	Correlation Coefficient	,556**	1,000	,723**	,712**	,585**	,651**	,607**	,426**	,594**	,508**	,588**	,601**	,459**	,565**
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
		N	163	164	162	163	162	163	163	163	163	162	163	161	162	160
	Theme7 Q2	Correlation Coefficient	,583**	,723**	1,000	,716**	,675**	,656**	,688**	,563**	,658**	,668**	,703**	,641**	,551**	,674**
		Sig. (2-tailed)	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
		N	161	162	162	161	160	161	161	161	161	160	161	159	160	158
	Theme7 Q3	Correlation Coefficient	,526**	,712**	,716**	1,000	,786**	,722**	,731**	,483**	,672**	,657**	,738**	,624**	,490**	,610**
		Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
		N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
	Theme7 Q4	Correlation Coefficient	,456**	,585**	,675**	,786**	1,000	,669**	,773**	,487**	,623**	,695**	,647**	,562**	,478**	,557**

	Sig. (2-tailed)	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	161	162	160	162	162	162	162	162	162	161	162	160	161	159
Theme7Q5	Correlation Coefficient	,456**	,651**	,656**	,722**	,669**	1,000	,840**	,531**	,691**	,711**	,689**	,609**	,538**	,644**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000	,000
	N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7Q6	Correlation Coefficient	,465**	,607**	,688**	,731**	,773**	,840**	1,000	,556**	,703**	,754**	,701**	,652**	,509**	,629**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000	,000
	N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7Q7	Correlation Coefficient	,350**	,426**	,563**	,483**	,487**	,531**	,556**	1,000	,613**	,624**	,541**	,517**	,597**	,664**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000	,000
	N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7Q8	Correlation Coefficient	,407**	,594**	,658**	,672**	,623**	,691**	,703**	,613**	1,000	,781**	,767**	,680**	,641**	,677**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000	,000
	N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7Q9	Correlation Coefficient	,373**	,508**	,668**	,657**	,695**	,711**	,754**	,624**	,781**	1,000	,718**	,704**	,605**	,673**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000	,000
	N	161	162	160	162	161	162	162	162	162	162	162	160	161	159

Theme7 Q10	Correlation Coefficient	,511**	,588**	,703**	,738**	,647**	,689**	,701**	,541**	,767**	,718**	1,000	,638**	,512**	,578**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000	,000
	N	162	163	161	163	162	163	163	163	163	162	163	161	162	160
Theme7 Q11	Correlation Coefficient	,480**	,601**	,641**	,624**	,562**	,609**	,652**	,517**	,680**	,704**	,638**	1,000	,667**	,599**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000	,000
	N	160	161	159	161	160	161	161	161	161	160	161	161	160	158
Theme7 Q12	Correlation Coefficient	,449**	,459**	,551**	,490**	,478**	,538**	,509**	,597**	,641**	,605**	,512**	,667**	1,000	,682**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.	,000
	N	161	162	160	162	161	162	162	162	162	161	162	160	162	159
Theme7 Q13	Correlation Coefficient	,407**	,565**	,674**	,610**	,557**	,644**	,629**	,664**	,677**	,673**	,578**	,599**	,682**	1,000
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	.
	N	159	160	158	160	159	160	160	160	160	159	160	158	159	160

**. Correlation is significant at the 0.01 level (2-tailed).

Table P.

			Self-Assessment: ESP Fluency	Theme8Q1	Theme8Q2	Theme8Q3	Theme8Q4	Theme8Q5
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	-,327[**]	-,071	-,106	-,399[**]	-,501[**]
		Sig. (2-tailed)	.	,000	,396	,205	,000	,000
		N	194	146	145	145	145	145
	Theme8Q1	Correlation Coefficient	-,327[**]	1,000	,467[**]	,563[**]	,616[**]	,689[**]
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000
		N	146	147	146	146	146	146
	Theme8Q2	Correlation Coefficient	-,071	,467[**]	1,000	,448[**]	,452[**]	,358[**]
		Sig. (2-tailed)	,396	,000	.	,000	,000	,000
		N	145	146	146	145	146	145
	Theme8Q3	Correlation Coefficient	-,106	,563[**]	,448[**]	1,000	,455[**]	,474[**]
		Sig. (2-tailed)	,205	,000	,000	.	,000	,000
		N	145	146	145	146	145	145
	Theme8Q4	Correlation Coefficient	-,399[**]	,616[**]	,452[**]	,455[**]	1,000	,773[**]
		Sig. (2-tailed)	,000	,000	,000	,000	.	,000
		N	145	146	146	145	146	145
	Theme8Q5	Correlation Coefficient	-,501[**]	,689[**]	,358[**]	,474[**]	,773[**]	1,000
		Sig. (2-tailed)	,000	,000	,000	,000	,000	.
		N	145	146	145	145	145	146

**. Correlation is significant at the 0.01 level (2-tailed).

Table Q.

Spearman's correlation coefficient for self-assessed spoken fluency and Theme 8b								
			Self-Assessment: ESP Fluency	Theme8bQ1	Theme8bQ2	Theme8bQ3	Theme8bQ4	Theme8bQ5
Spearman's rho	Self-Assessment: ESP Fluency	Correlation Coefficient	1,000	-,364[**]	-,535[**]	-,533[**]	-,527[**]	-,517[**]
		Sig. (2-tailed)	.		,000	,000	,000	,000
		N	194	156	156	156	155	155
	Theme8bQ1	Correlation Coefficient	-,364[**]	1,000	,581[**]	,642[**]	,595[**]	,625[**]
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000
		N	156	157	157	157	156	156
	Theme8bQ2	Correlation Coefficient	-,535[**]	,581[**]	1,000	,714[**]	,782[**]	,715[**]
		Sig. (2-tailed)	,000	,000	.	,000	,000	,000
		N	156	157	157	157	156	156
	Theme8bQ3	Correlation Coefficient	-,533[**]	,642[**]	,714[**]	1,000	,753[**]	,671[**]
		Sig. (2-tailed)	,000	,000	,000	.	,000	,000
		N	156	157	157	157	156	156
	Theme8bQ4	Correlation Coefficient	-,527[**]	,595[**]	,782[**]	,753[**]	1,000	,836[**]
		Sig. (2-tailed)	,000	,000	,000	,000	.	,000
		N	155	156	156	156	156	155
	Theme8bQ5	Correlation Coefficient	-,517[**]	,625[**]	,715[**]	,671[**]	,836[**]	1,000
		Sig. (2-tailed)	,000	,000	,000	,000	,000	.
		N	155	156	156	156	155	156

**. Correlation is significant at the 0.01 level (2-tailed).

The primary purpose of this study was to investigate the attitudes towards and perceptions of teaching in English among the teaching faculty at Aalto University in order to explore issues related to the development of teaching through English at this university. To achieve this, a survey was conducted in spring 2010 across all three Aalto campuses. The survey consisted of eight themes, four of which were related to attitudes towards English-medium instruction and four to perceptions of teaching in English in a lingua franca in an academic context. The analysis is based on descriptive statistics. The findings reveal that there are some negative effects related to using English as the instructional language in this lingua franca setting. However, in some cases, this effect is possibly reduced by favorable circumstances.

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