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Hugvísindasvið

**Use of English in the School of Business
at the University of Iceland**

Effects of English Language Usage on Quality of Education

B.A. Essay

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May 2013

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School of Humanities
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Preface

This study is submitted as a fulfilment of the Bachelor of Arts degree in English within the Faculty of Foreign Languages, Literature and Linguistics, School of Humanities, University of Iceland.

I would like to thank the teachers and my schoolmates who donated their time to participate in the study. My thanks to the teachers of the School of Business for giving me a part of the valuable time of their course schedules by granting me the opportunity to conduct the survey in their classes.

I would like to show special gratitude to my supervisor, Birna Arnbjörnsdóttir, who has contributed valuable and stimulating feedback on my work.

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Abstract

This study examines views on how the English curriculum affects students' learning and quality of education. It begins with a review of the literature on the spread of English and its use as a lingua franca in the world. It then continues and discusses the status of English in Iceland and in academia and then explores the market of English textbooks and their usage at universities, with particular reference to the use of English in the School of Business at the University of Iceland. Almost the entire curriculum in Iceland at a university level is in English but previous studies have shown that a considerable part of the students at the University of Iceland have in difficulties reading English curriculum. This study focuses on students in the School of Business for whom English skills are important for their future career but over 90% of their curriculum is written in English while the language of instruction is Icelandic. This has been termed as simultaneous parallel code as students must negotiate between two languages to access the curriculum. The results of the study imply that although students believe they are prepared to tackle the curriculum in English and believe studying in English has advantages, they also perceive that working in two linguistic codes increases workload and poses constraints.

Contents

Introduction	10
Review of the Related Literature.....	13
English as a Lingua Franca.....	13
The Status of English in Iceland.....	14
English in Academia.....	15
English Textbooks	16
English in the School of Business at the University of Iceland.....	18
Research Questions.....	19
The Study	20
Methodology.....	20
The Surveys	20
Subjects.....	21
Data Gathering.....	23
Processing the Data	23
Results	24
Background of Students.....	24
Students' Perception of English Usage in Higher Education	25
Background of Teachers.....	30
Teachers' Perception of English Usage in Higher Education	30
Discussion	34

Students' Perceptions on Their Preparation to Access the English Curriculum	34
Effect on Mastery of the Curriculum.....	34
The Use of Strategies.....	35
Participants' diligence	37
Conclusions	38
References	41
Appendix A	45
Appendix B	48

List of Tables

<i>Table 1.</i> Courses in which the survey was administered.....	22
<i>Table 2.</i> Strategies used by students use to access the English material.....	28
<i>Table 3.</i> Strategies used by teachers to scaffold the English material	29
<i>Table 4.</i> English academic writing	33

List of Figures

<i>Figure 1. Effects of Use of English Textbooks on Studies</i>	25
<i>Figure 2. Using Textbooks in English</i>	26
<i>Figure 3. Perception of students' English skills</i>	26
<i>Figure 4. Working with English terminology</i>	27
<i>Figure 5. Difficulty in discussion</i>	29
<i>Figure 6. Perceived English Preparation.....</i>	30

Introduction

This study examines the usage of English in the School of Business at the University of Iceland and how it affects students' learning and quality of education. Only recently the effects of use of English as a Lingua Franca (ELF) on learning and instruction have been of interest to researchers but not many studies exist on the subject. This study is a part of a research project introduced in 2010 that explores views of Icelandic university students on how the use of English affects their ability to master the curriculum (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a).

It is very important to examine the use of English in higher education as 90% of the text books are written in English (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a). The same proportion of English curriculum is used in the School of Business (Birna Arnbjörnsdóttir, 2009) which is especially important to examine as students of the faculty have diverse backgrounds and have acquired different levels of English. Moreover, what they all have in common is to study business which means that many of them will find a career where English skills will be useful (Nickerson, 2005) which upholds the idea that an English curriculum is positive. However, although studying the English curriculum is inevitable and poses many advantages, its side effects and constraints met by the students, need to be examined in order to overcome the obstacles. If students are not adequately prepared to tackle the English curriculum, it may result in worse learning outcomes and worse understanding of the subject in general.

This study is prompted by the need to examine specifically, the use of ELF in the School of Business, but also by personal experience and observation. After having collaborated with classmates in various group assignments in the School of Business, I came to the realization that English really affects their performance and successful understanding of the courses. Some students think an English curriculum has advantages while others claim it

increases the workload which raises concerns both regarding the quality of their studies and unknown cultural effects this could have on the students' perception of their own culture if Anglo-American norms dominate the new acculturated European academic discourse, especially when the only language on the Power Point slides is English (Coleman, 2006). Some students face constraints which results in them avoiding reading the textbooks as they are able to get by using glossary and Power Point slides.

Until now, the effects on the quality of education when the receptive language is second language (L2) and the language of production is native language (L1) have not been examined to much extent. Few Scandinavian studies exist on the matter and even fewer Icelandic ones but Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir (2010^a) have questioned the effects that using ELF may have on the quality of learning. Recently Berman (2010) conducted a survey of 171 students regarding their English reading comprehensions in two schools at the University of Iceland. His conclusions were that a third of the students had difficulties with comprehending textbooks written in English which coincides with the conclusions of Jeeves (2008), Hellekjær (2009) and Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir (2010^a). The reason for students' difficulties in comprehending textbooks can be various but Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir (2010^a) implied that English education in upper secondary schools does not prepare students adequately for reading complicated academic texts in English at a university level (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a). The fact that students of higher education in Iceland have difficulties reading their textbooks needs to be explored and resolved. To examine more closely the effect of the use of English at the School of Business, I conducted a survey among students and teachers, asking them to give their opinions on working with English in their studies.

This essay begins with a review of the literature on the spread of English and its use as a lingua franca in the world. It then continues and discusses the status of English in Iceland and in academia and then explores the market of English textbooks and their usage at

universities, with particular reference to the use of English in the School of Business at the University of Iceland. In the following chapters, the method of the study and how participants were selected will be described. The results of the study will be introduced and discussed and finally concluding remarks will be presented.

Review of the Related Literature

English as a Lingua Franca

English has become a common international language used in communication between speakers of different native languages. Kachru (1985) divided speakers of English into a model of three circles illustrating different functions of English. The Inner Circle consists of native English speakers and in the Outer Circle, English is spoken as an official second language. The Expanding Circle includes countries where English is not an official language but is taught as a foreign language. The Expanding Circle has been expanding rapidly for the past years and continues to grow even faster (Kachru, 1985). Nowadays it is more likely to find two non-native English speakers speaking English than two native speakers of English as non-native speakers of English have now outnumbered the native ones (Crystal, 2003).

The reason why English has become the international lingua franca is not only because of the numbers of speakers but also because of cultural, political and economic power of English speakers (Coleman, 2006). Political and historical reasons for the spread of English as a Lingua Franca (ELF) are very influential and even though the amount of native speakers of Spanish or Chinese would exceed the number of English-speakers, these languages would not attain the desirability of English nor replace English as a lingua franca (Graddol, 2004).

The spread of English is to some extent due to the economic dominance of the English speaking world. English teaching has been the major growth industry around the world in the past 30 years and increasingly academic programmes are taught in English. A recent example of cultural globalization, known as 'Blair Initiative', which was announced at the end of last century aimed at increasing Britain's share of the global market in foreign students especially by means of distance educations, mostly in fields of accounting and business (Phillipson, 2009).

The Status of English in Iceland

English in Iceland is usually referred to as a foreign language but its status may be questioned (Birna Arnbjörnsdóttir, 2007) and the same may apply in other Scandinavian countries as in Norway where English is believed to be on the verge of becoming a second language (Graddol & Meinhof, 1999). The difference between a second language (L2) and a foreign language (FL) lies in that L2 is learned in the society where it is spoken and is characterized with great input and exposure while FL is mostly learned at school where input and exposure is mainly limited to the classroom (Birna Arnbjörnsdóttir, 2007). Some children in Iceland are fluent in English before undertaking formal education due to the exposure through media (Ásrún Jóhannsdóttir, 2010). Although English in Iceland is on the verge of becoming an L2 as the division between the Outer and Expanding Circle becomes blurred, there may be a need to reexamine these terms with regard to the use of ELF in the Expanding Circle (Birna Arnbjörnsdóttir, 2007).

In Iceland, English is a mandatory subject from 4th grade to 10th grade when students are between 9 and 15 years old. Throughout the years pupils are starting to learn English at an increasing younger age. Schools are permitted to start teaching English in earlier grades (The Ministry of Education, 2007) and some preschools have already begun to teach English to children before they enter elementary schools (Björk Ólafsdóttir & Sigríður Sigurðardóttir, 2008). Since the compulsory schools were allowed to teach English at earlier levels there has been much growth in schools taking advantage of the opportunity. In 2010, English was taught to 7803 pupils of pupils in 1st to 4th grade (between 6 and 9 years old) or 47%. Seven years ago, during the school year 2005-2006, 1576 pupils of the same age learned English, or 9.3% (Statistics Iceland, 2013).

When students graduate from upper secondary schools and enter the university level they tend to be quite taken aback as they are not prepared for the academic English which consists of completely different language and modes of expression than informal English. In

general Icelanders perceive themselves as fluent in English but tend to overestimate their skills as their receptive skills might be better than their productive skills (Jeeves, 2010) which may be due to the abundance of English speaking media that exists in Iceland (Ásrún Jóhannsdóttir, 2010).

Jeeves (2010) conducted a study of students' perception of English at secondary schools in Iceland. The results indicated that students were conscious of how important role English can play in their future and in general they enjoyed English classes. They were also fully aware of what they perceived as their good ability in English, but seem to regard it almost as a second mother tongue (Jeeves, 2010). When students enter university many go to great lengths to read their textbooks and a third seems to have difficulty with English (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a).

There seems to be an emphasis on receptive skills in upper secondary school and less so on academic skills (Jeeves, 2012). The amount of obligatory courses in English differs between programmes in upper secondary schools (The Ministry of Education, Science and Culture, 2011). The obligatory courses are well designed with respect to structure of writing while the mandatory courses focus mainly on literary texts which do not prepare the students for academic studies (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^b).

English in Academia

The universities have previously shared an international language when Latin was the lingua franca of European scholars in Middle Ages and the Renaissance. Today English is taking over the higher education in Europe and is the most taught foreign language in virtually all countries (Eurodyce, 2012). English has become the language used to prepare students for an international career in a globalizing world (Coleman, 2006). English has spread in the education system worldwide, especially in the Expanding circle which is rapidly widening. Courses and even whole programmes are increasingly being offered in English at universities in non-English speaking countries (Hellekjær, 2009).

A survey undertaken in 2004 in Finland confirmed that universities in countries whose national language is not taught abroad to a great extent contribute to an “Englishization” process (Marsh & Laitinen 2005). Iceland is classified as one of those countries as the Icelandic language is not taught to a high degree abroad and mostly only spoken by Icelanders. The Englishization process in Iceland has already begun as the main language of the curriculum is English in most subjects in higher education in Iceland and approximately 280 courses are offered entirely in English at the University of Iceland (excluding those taught in the English programme) where the language of instruction and curriculum is English. (Ugla - intraweb, 2013).

In Icelandic higher education the text books are mainly in English as over 90% of the curriculum in Sciences and in Medicine at Icelandic universities is written in English and 100% in Agriculture. The amount of English textbooks is somewhat lower in Social Sciences, Humanities and Law (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a) but as stated before the percent of reading material in the School of Business exceeds 90%. (Birna Arnbjörnsdóttir, 2009).

English Textbooks

Recently there has been an increase in educational contexts where the language of instruction is the local language but part of the curriculum is written in English (Pecorari, Shaw, Malmström & Irvine, 2011). This widespread phenomena has been called “Simultaneous Parallel Code Use” (SPCU). To elaborate, SPCU is required of students during the learning process in order to negotiate meaning between a receptive language and productive language that are not the same (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^b).

The main reason why the curriculum has become mainly English may be for practical reasons as English textbooks already exist and therefore it is handier to use them than

translating or composing new ones which is both expensive and time consuming. The market is too small for it to be profitable to publish textbooks in Icelandic. Even though the use of textbooks in English appears to be used to greater extent in countries where the local language is spoken by smaller numbers, it has been acknowledged across the world and across the academic curriculum (Airey, 2009; Gunnarsson, 2001; Murray & Dingwall, 2001) However, a vast English textbook business might result in cultural changes and less cultural diversity (Phillipson, 2009)

The publishers in the United States and in the United Kingdom are aiming for much broader market than only the readers in their own country as books written in English are bought worldwide due to English globalization. The advantage of this large and competitive market for English textbooks results in more profit. It is not only the appearance of these books, their attractive design layout, eye-catching graphics and quality printing but also that these books are updated more regularly. Commonly these books are accompanied with supplementary material such as lecture slides, tests, workbooks and accessible webpages with extra material and answers to questions which offers further support to the teachers who use them (Pecorari, Shaw, Malmström & Irvine, 2011). Therefore, the lack of an alternative textbook in Icelandic may not be the only reason why teachers choose English textbooks beyond others but also because English textbooks often offer more quality. Reading textbooks in English also enhances the students' vocabulary in English through incidental language learning (Pecorari, Shaw, Malmström & Irvine, 2011). Students will therefore be better prepared for a labour market that increasingly demands good English skills (Nickerson, 2009). However concerns have been raised that some students could possibly avoid reading (Ward, 2001) while others read the books selectively and still others choose to spend the extra time required to complete the task (Pecorari, Shaw, Malmström & Irvine, 2011).

English in the School of Business at the University of Iceland

English dominates the world of business. Working in the field of business demands good English skills as it is often required to engage in international communication across countries and cultures (Nickerson, 2005). The majority of the courses in the School of Business at the University of Iceland are taught in Icelandic yet there are a small amount of courses where English is the medium of instruction (EMI). As stated before there are 280 EMI courses at the University of Iceland, of them around 60 are taught at the School of Social Sciences of which the School of Business is a sub faculty that offers 11 EMI courses. The reason for this amount of courses offered in English is mostly to attract exchange students and to prepare the Icelandic students for exchange studies and their career (Ingjaldur Hannibalsson, personal communication, 27 April 2013).

In the School of Business there are four options of specializations. In one of them, “Marketing and International business” there are three obligatory EMI courses, in “Management and Leadership” there are two obligatory courses and in both “Accounting” and “Finance” there is one obligatory course. In total there are eight EMI courses at undergraduate level and four at a graduate level but in the other courses where the language of instruction is Icelandic almost all the text books are written in English.

The admission requirements in the School of Business list that it is crucial that students have a solid grasp of English. The minimum requirements for the BS program in Business Administration are 15 ECTS in English in upper secondary school. Each specialization lists qualifications and abilities that the students are supposed to fulfil on completion of the programmes. Only in one of the programmes, “Marketing and International Business” do the course requirements emphasise that English skills are needed to discuss and present work in English (Ugla Intraweb, 2013).

It is clear that English usage plays a considerable role at the School of Business, not only is the curriculum in English but students are also supposed to fulfil English requirements

upon entrance and some upon graduation and all of the students that are majoring in business need to take at least one course taught entirely in English.

Research Questions

The goal of this study is to examine to what extent accessing the curriculum in English affects the quality of the students' achievement. This is done by asking the students and teachers. Students' opinions and perception realistically reflect the situation referring to the effects of English curriculum as Barkhuizen (1998) stated "Why I wondered, were the learners themselves not asked?" (p. 85). The research questions are divided into four parts:

- 1) To what extent do students in the School of Business perceive that they are prepared to meet the demands of accessing an English curriculum?
- 2) What effect does an English curriculum have on the quality of the academic work of students in the School of Business?
- 3) What strategies do students in the School of Business employ to access the English curriculum?
- 4) How much of the English curriculum do students in the School of Business actually read?

The study will be described in the next chapter where its methodology, survey, subjects, data gathering and data processing will be introduced.

The Study

As stated earlier, the goal of this study is to examine to what extent, accessing the curriculum in English affects the quality of the students' achievement. To examine this I conducted two surveys in April 2013 in the School of Business at the University of Iceland. One study aimed on students' perception of English usage at the university and the other focused on teachers' perception of English usage at the university. There will be more focus on the students' survey but the results of the teachers' survey will be used to support the results of the students' survey. This study is based on a previous study conducted by Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir (2010^a) regarding students' perception of English usage at the University of Iceland.

Methodology

In order to investigate the subject of this study I decided to use surveys as they are designed to obtain information about frequency, distribution and correlations of variables within a population. They obtain information from a sample of people by means of self-report which ask the participants to respond to series of questions posed by investigators (Polit & Beck, 2008).

The Surveys

These surveys are based on a survey used in an extensive study on English knowledge and usage in Iceland which was supported by RANNÍS (The Icelandic Centre for Research) and University of Iceland Research Fund. It was a three year research project that had as its goal to map out the use of English as lingua franca in Iceland. This is a follow-up survey aimed specifically at examining in more detail the use of English in the School of Business at the University of Iceland.

The students' survey consisted of 26 questions that may be categorized into four main themes based on the research questions asked although the list of questions is in a different

order in the survey. The first part was threefold, its target was to find out about students' background, perception of their English proficiency and how prepared they felt to study the academic curriculum in English. The second part revolved around how students felt the English curriculum affected their studies. The third part centred on which strategies students and teachers employ in order to access the academic texts in English. The fourth part focuses on students' use of English, how much of the curriculum they read in comparison to the English material. For the majority of the questions a four or five point Likert scale was used. Two of the questions regarding strategies that students and teachers employed, offered multiple choice answers where students could mark more than one box.

The teachers' survey consisted of 22 questions regarding English usage in the University of Iceland. The questions can be classified into three categories. The first is on the teachers' background, the second on teachers' views on English usage in relation to instruction and the third part questioned the teachers' academic writing in English. Most of the questions were structured using a four or five point Likert scale. Two of the questions regarding strategies that teachers employed to scaffold the material, offered multiple choice answers where respondents could mark more than one box and few of them offered the teachers to write a comment.

Subjects

The students' survey was administered in nine different classes within the School of Business, both in undergraduate and graduate courses. The number of participants surveyed was 266 which is 19% of the students in the School of Business. According to the University registration records there were 1421 students registered at The School of Business in spring semester. Of those, 876 were undergraduate students and 504 were Master's students. The numbers have decreased to some extent as some students had dropped out, had unregistered or were not active when the survey was administered.

When choosing the sample of participants it was carefully considered to include students within each specialization and in each year which is important in order to see whether experience affects the results. In the undergraduate program there are four areas of specialization but all students are obliged to take some mandatory courses but are also given freedom to choose different subjects in all of the four specialization. They can also take courses regardless of which year they are in (Ugla - intraweb, 2013). Many respondents had previous background in other subjects at university level and are therefore likelier to be more experienced readers of academic English texts. Some of the respondents were studying in the School of Business at a Master's level but had majored in another subject in their undergraduate studies which could result in them not being as familiarized with the English jargon of business. Table 1 lists which in which courses the survey was administered.

Area of specialization	Course name	Number of participants		Language of instruction
		(N=266)	Level	
	Management and Organisational			
Obligatory for all	Design	55	1st year	Icelandic
Obligatory for all	Finance II	100	2nd year	Icelandic
Obligatory for all	Financial Accounting	9	2nd year	Icelandic
Accounting	Financial Statements B	27	3rd year	Icelandic
Selective	Creative Industries	17	3rd year	English
Selective	Survey of the Icelandic Economy	19	3rd year	Icelandic
	Investment Appraisal and Feasibility			
Finance	Studies	6	MA	Icelandic
Mandatory	Change Management	27	MA	Icelandic
Management	Strategic Management	6	MA	Icelandic

Table 1. Courses in Which the Survey Was Administered. Table 1 lists, to which areas of specialization the courses belonged to, the name of the courses, the number of participants in each of the courses, to which level the courses belonged to and the language of instruction in each of the courses.

The teachers' survey was sent via e-mail to all teachers in the School of Business. The number of participants surveyed was 16 and response rate was 41%. In the School of Business there are 39 teachers in full time positions. It should be noted that the respondents who answered the teachers' survey are not necessarily the same teachers that are instructing the respondents of the students' survey.

Data Gathering

The survey sheets for the students' survey (see appendix A) were printed and administered to students in various classes within the School of Business. The teachers' survey (see appendix B) was sent by e-mail to all of the teachers in the School of Business. A reminder was sent out twice the following two weeks. The data of students and teachers was analyzed separately. The survey sheets were in Icelandic but some questions in the survey have been translated into English for use in this essay.

Processing the Data

The responses were entered into IBM SPSS Statistics Version 21, where their frequency was tabulated to show correlation between factors. The tablets were exported to Microsoft Office Excel 2007 where the results were further calculated. The results are presented mainly in form of frequency tabulation but also in form of correlations between chosen factors. Most often the respondents answered all the questions but occasionally they skipped questions. In those cases, the rates have been recalculated using the total number of responses to the particular question. In the following section the results will be presented.

Results

Background of Students

The average age of respondents was 29 years. Of respondents, 47% were men and 53% were women. Of the respondents 39% had never lived abroad in an English speaking country after the age of 6% had lived for 1 to 3 months, 19% had lived for 4 to 12 months, 11% had lived for 1 to 5 years and 2 % for longer than 5 years.

Students had different level of academic experience where 25% were in their first year or had finished one year, 66% were in their 2nd, 3rd or 4th year in undergraduate program while 9% were studying at Master's level. In addition to the last question respondents were also asked how many ECTS credits they had finished at the School of Business as some of them had previously taken courses in other subjects. It was found that 8% had not acquired any ECTS credits, either because they were freshmen or because they had failed in courses previously taken, 27% had finished 30-60 ECTS credits, 31% had taken 60-120 ECTS credits, 28% had finished 120-180 ECTS credits and 5% had finished 180-240 ECTS credits. Of the students, 58% had participated in a course taught entirely in English.

The average grade students received in English at upper secondary school was 8 where 6% claimed their average grade had been 6 or lower. On average, students had completed 5 semesters in English at upper secondary school. Respondents estimated that on average 12% of their curriculum (in other subjects than English) was in English at upper secondary school. On average, students estimated that 75% of their curriculum in their academic studies was in English.

Students' Perception of English Usage in Higher Education

The results will be presented in the same order as questions appeared in the survey (appendix A).

The first question asked for students' perceptions about what effect it had on their studies that much of their curriculum was in English where two thirds believed reading the curriculum in English burdened their studies as portrayed in figure 1.

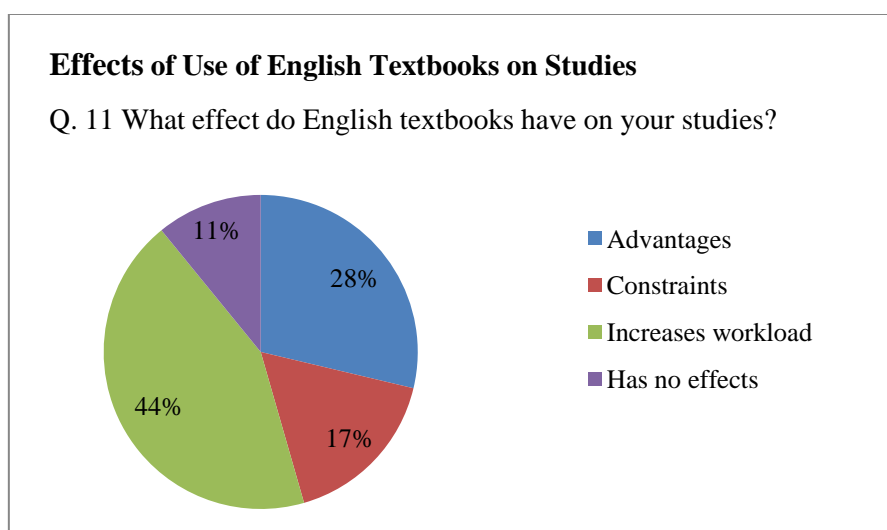


Figure 1. Effects of Use of English Textbooks on Studies.

Respondents were asked to respond to various questions where they evaluated their English skills in writing, speaking and reading. The majority perceive their English skills as rather good, good or very good although they were not as confident with their writing skills. In figure 2 the results are presented.

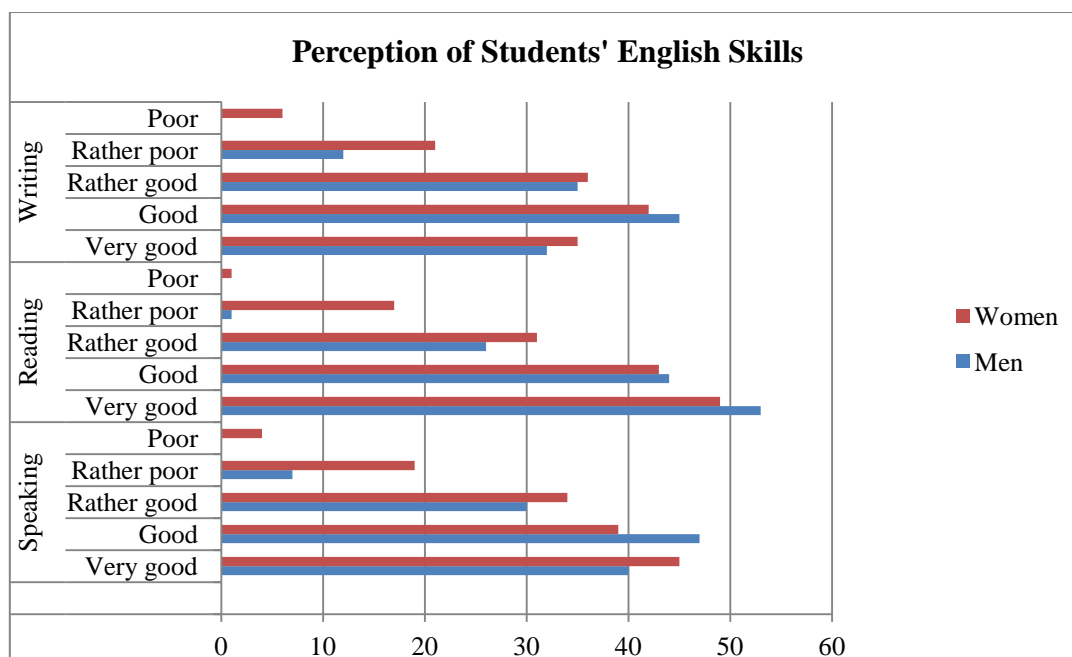


Figure 2. Perception of Students' English Skills. Figure 2 shows how students evaluated their English skills and illustrates the difference in responses between the genders.

With reference to the question on how easy or difficult students felt it was to use textbooks in English, a third of respondents believed it was difficult to some extent as presented in figure 3.

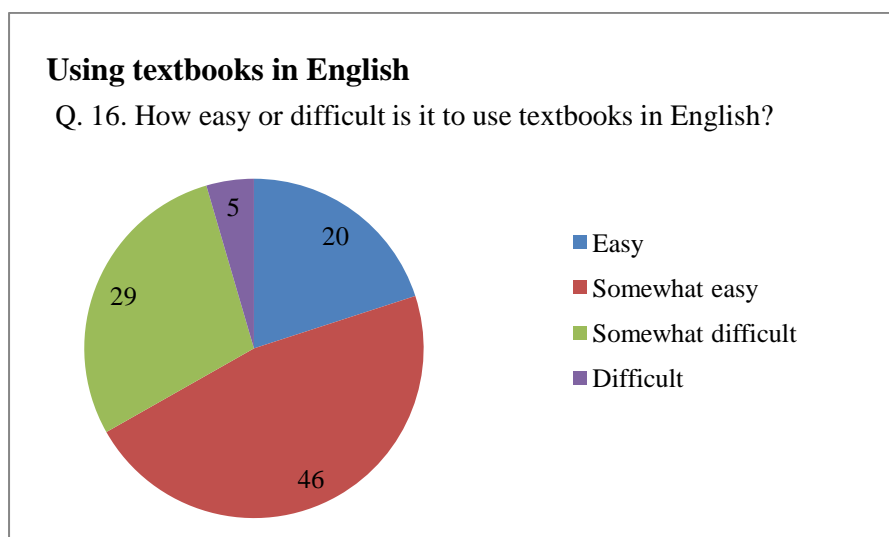


Figure 3. Using Textbooks in English. Figure 3 illustrates how easy or difficult students find it to use English textbooks.

Regarding views on working with English terminology when the course is taught in Icelandic, a vast majority or 88% in total thinks that working with English terminology is problematic to some extent as shown in figure 4.

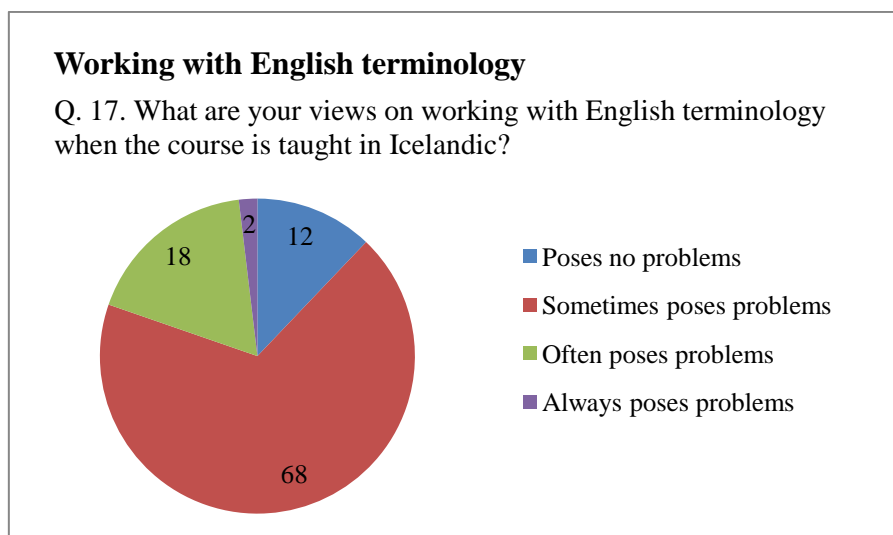


Figure 4. Working with English Terminology. Figure 4 illustrates students' views on working with English terminology when the course is taught in Icelandic.

Students were asked how much of the material they read and in contrast, how much of the English material they read. On average students read 54% of the reading material in general while they read 44% of the English material. Of the respondents 64% read equal amount of the English and the Icelandic syllabus while 23% read less of the English material.

Respondents were asked whether they thought it would facilitate their studies if those courses with English textbooks would also have lectures, assignments and exams in English. The idea was generally not well received by respondents where 9% agreed strongly, 13% agreed somewhat, 22% agreed, 35% disagreed somewhat and 21% disagreed strongly. Of those that had taken a course taught entirely in English, in total 53% agreed to some extent that it would facilitate the courses with English curriculum if they were offered entirely in English while of those that had not taken a course taught entirely in English, 32% agreed to some extent.

The next two questions aimed at finding out what strategies the students use to read the textbooks and which strategies teachers employ to scaffold the English material. The most popular strategies were Google Translate, more than half claimed to translate in their mind and almost a half of students use dictionaries or make an Icelandic glossary. Twelve participants marked they did not read the English material at all. In most cases, women seemed to use some kind of strategies to a greater extent than men but overall a majority of respondents employ some kind of strategy as presented in table 2.

Strategy	Percentage			
	(%)	Men	Female	N
Make an Icelandic glossary/use dictionary	47	39	83	122
Make an English glossary	14	19	18	37
Write a summary in Icelandic	29	26	50	76
Write a summary in English	5	8	6	14
Translate in my mind	57	79	71	150
Take part in group translation	4	4	7	11
Translate using Google	68	87	92	179
Use an online dictionary	53	55	83	138
I use none of the methods above, I just read the text	18	30	16	46
I usually do not read the English material	5	4	8	12

Table 2. Strategies Used by Students to Access the English Material

In reply to the question regarding teachers' methods of scaffolding the English material, a majority of the students answered that their teachers use equally the Icelandic and English terms. A third claimed that their teachers use English Power Point slides in their lectures. Only a quarter of teachers discuss the terminology and their meaning as shown in table 3.

Strategy	Percentage	N
The teacher equally uses the English and the Icelandic terms	73%	193
The teacher only uses the Icelandic terms	11%	29
The teacher discusses the terms and their meaning	25%	67
The teacher uses mainly the English terms	13%	34
The teacher uses mainly the Icelandic terms	24%	64
The teacher uses Power Point slides in English when teaching in Icelandic	30%	79

Table 3. Strategies Used by Teachers to Scaffold the English Material

A majority of students believed it was relatively easy to discuss their field of study in Icelandic without using English terms but only 7% thought it was very easy as can be seen in figure 5.

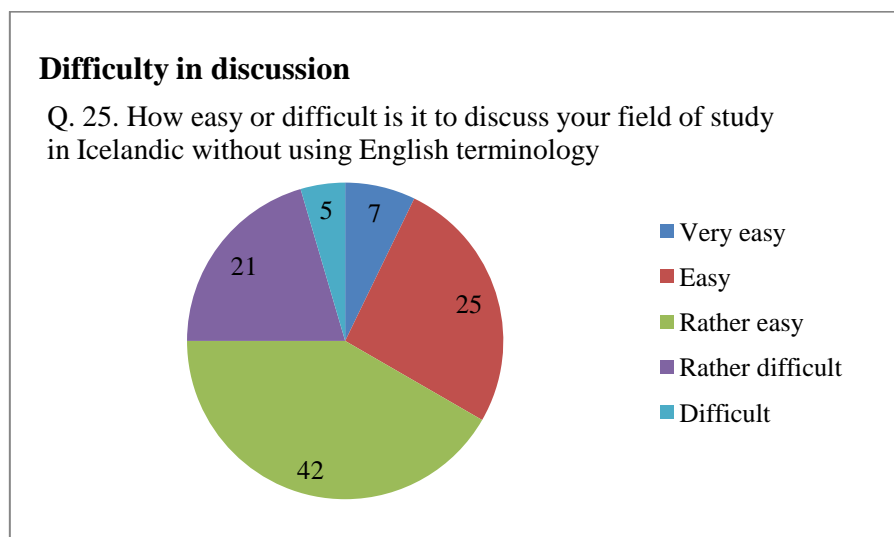


Figure 5. Difficulty in Discussion. Figure 5 illustrates how easy or difficult they found discussing their field of English without using English terminology.

Lastly, respondents were asked to what extent they perceive that they are prepared to meet demands to access the curriculum in English. Of respondents 84% agrees to some extent that they are prepared to study the curriculum in English. Of the respondents 16% disagreed to some extent. Figure 6 presents respondents' rates on preparation to access the curriculum in English.

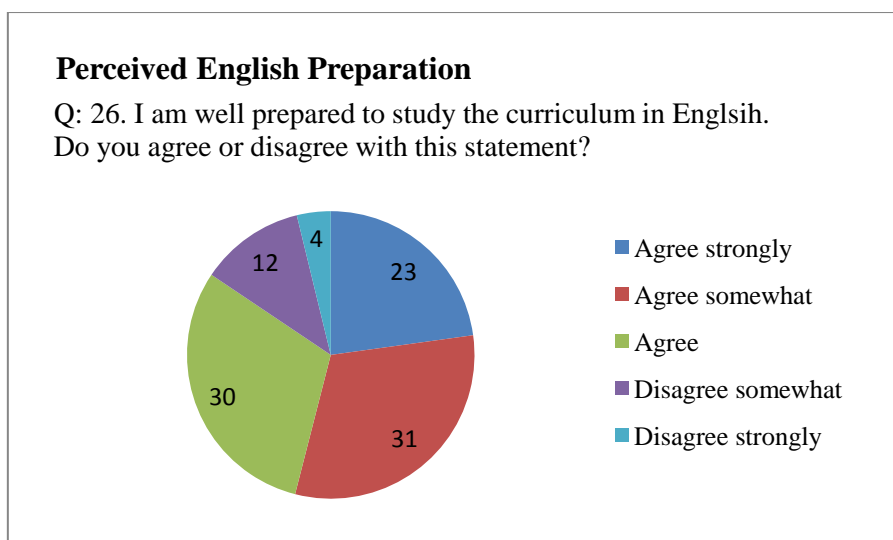


Figure 6. Perceived English Preparation.

Figure 6 illustrates students' perception of how well prepared they are to study the curriculum in English.

Throughout the data there seemed to be correlations between some factors but these correlations require more complex statistical calculations. To sum up, students seem to consider themselves well prepared to use university textbooks in English and the majority perceives themselves as competent users of English. However the use of English textbooks does to some extent affect the studies of most of them.

Background of Teachers

The average age of respondents was 47 years and 81% were men and 19% are women. The respondents were asked for how long they had taught at an Icelandic university where one of the respondents or 6% had taught for 1 to 3 years, 38% had taught for 4 to 9 years, 18% for 10 to 15 years and 38% for 16 years or more. More than a half of them or 56% had studied in universities abroad in an English speaking country.

Teachers' Perception of English Usage in Higher Education

Regarding their English skills, 75% of the teachers thought their English skills were very good, 19% thought they were rather good and 6% thought it was good. The teachers

were asked to estimate how large portion of the curriculum in their courses was in English but their average estimation was 83%.

The teachers were asked how advantageous it was for them to use English textbooks. Of the respondents 38% thought it was very advantageous, 56% thought it was rather advantageous and 6% thought it had few advantages. In contrast they were also asked how advantageous it was for students to use English textbooks. The results were the same except one respondent more marked it was very advantageous for students.

The next question was whether the teachers sometimes received complaints from students due to them not understanding the curriculum for the reason it is written in English. Some of the teachers, 37% had never received complaints but 63% rarely receive complaints. None of the respondents marked the box “sometimes” or “often”.

The respondents were asked how difficult they think it is to work with the two languages when instructing. Of the teachers 56% marked it was easy, 38% thought it was rather easy and 6% marked it was rather difficult.

The next question was on how much effect it had on students to discuss their subject without referring to English terminology where 27% marked it had very little effects, 60% thought it had rather little effects and 13% thought it had some effects while none of the respondents thought it had much of an effect.

The teachers were asked if they had translated texts for their students. It was a multiple choice question where 50% had translated glossary, 40% had translated glosses, 30% had translated extracts, 20% had translated parts of the curriculum but none of them had translated whole books. In this question there was an option to write out an answer if the other options did not match. Three respondents wrote out their answers. They say they refer to Icelandic articles, translate slide shows and one claimed not translating much.

The respondents were asked about their terminology usage in the teaching where 81% estimate they use both the English and the Icelandic terms equally, 6% use only the Icelandic terms, 6% use only the English terms, 44% discuss the terms and their meaning, 63% design the exams in Icelandic and include the exam questions in English in brackets.

The following question is twofold. The teachers were asked whether they allow their students to submit their essays in English or Icelandic where 69% say they allow it while 31% say they do not. Those that allowed it were asked to estimate how large portion of their students turned in their essay in English where 15% marked that none of the students turned in their essays in English, 62% said that a tenth of their students did that and 8% marked that a quarter of their students wrote their essays in English.

The teachers were asked what effect the English curriculum had on the preparation of the teaching. Of the respondents 13% thought it increased workload a lot, 13% thought it increased workload, 7% thought it reduced workload while 67% thought it had no effect on preparation.

The last three questions were about the teachers' academic writing. First, they were asked how much portion of their academic writing was in English. None of them wrote solely in English but almost a half of the teachers wrote 75% of their academic writing in English as shown in table 4.

Q. 18 How much of your academic writing is in English	
	N
0%	2
10%	1
25%	1
50%	5
75%	7
100%	0

Table 4. English Academic Writing. This table shows how large portion of teachers' academic writing is in English.

Then the teachers were asked how prepared they felt to write academic writings in English where 50% were well prepared, 37% were rather well prepared and 13% rather poorly prepared. The last question asked if the teachers got an English specialist to read through their articles. Of the respondents 38% did not have an English specialist to read through their works, 56% claimed they sometimes needed proofreading and 6% admitted needing assistance from an English specialist.

Discussion

The results of the survey were remarkably similar to the results of the study that Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir administered in 2010 that included all the departments of the University of Iceland. One of them was the School of Social Sciences of which the School of Business is a sub faculty. The following discussions will be divided in sections based on the research questions.

Students' Perceptions on Their Preparation to Access the English Curriculum

Previous researches indicate that Icelandic students tend to overestimate their English skills (Jeeves, 2010; Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2010^a). A high self-evaluation also appeared in this study. Two-thirds believed they were very good or good even though evaluation of their writing skills was considerably more modest. Moreover, the majority of the students regarded themselves rather well prepared to access the English curriculum.

Effect on Mastery of the Curriculum

Students were asked several questions on what effect the fact that the curriculum was in English had on their studies. In all cases the answers somewhat contradicted their answers on perceptions of their English skills and their self-confident evaluation on how prepared they were to read the curriculum in English. Almost two-thirds of students believed reading the curriculum was in some ways challenging for them where they thought it both increased workload and posed constraints. A third of students believed English curriculum had advantages but the teachers also regarded English textbooks very advantageous for their students. A third of students thought it was somewhat difficult or difficult to use textbooks in English and a vast majority found that working with English terminology was problematic to some extent while very few believed they were to some extent not well prepared to read the curriculum in English. Although a part of students think it is difficult to read the textbooks in

English, not many of them seem to discuss it with their teachers as most of the teachers had rarely or never received complaints from students for the reason they do not understand the English textbooks.

In general students did not think it would facilitate their studies if courses with an English curriculum would be entirely taught in English which corresponds to the fact that the majority of the students think that an English curriculum was burdensome which suggests that English lectures, assignments and exams would also be challenging. Although the idea was not well received, it was more accepted by those that had already taken a course taught entirely in English at the School of Business. Moreover it is interesting to see that more than half of the teachers allow their students to turn in their essays written in English but not many students use the opportunity or only a tenth of students. These results imply that the difficulties students encounter are not only due to SPCU but also because studying in FL results in more demands on the students as not only the receptive language would be English but also the language of production.

The Use of Strategies

Students are aware that accessing an English curriculum poses the need for employing different strategies. It was striking that the majority of the students used Google Translate which is surprising as the service does not have the capacity of translating all the specialized terminology related to the field of business. The question offered multiple answers where around a half of students use an online dictionary, make an Icelandic glossary or use dictionaries. More than half of the students translated the text in their minds which could also be interpreted as not using a method and therefore I added an option where students could mark that they did not use any of the methods which was the case for 18% of the students. Strangely, twelve participants do not read the English material at all. There was an obvious difference between women's answers and men's answers. Women tend to use more time

consuming methods and make less use of context than men which correlates with the fact that women tend to perceive themselves as less proficient users of English.

Teachers and students evaluated which methods were used in instruction to facilitate the students' ability to access the curriculum. There was an agreement between students' and teachers' responses that teachers use equally the English and the Icelandic terms in their instruction. Around three-fourths of teachers marked they used equally the English and the Icelandic terms when instructing and around three-fourth of students also believed that their teachers used the terms equally in both the languages. On the other hand, only a quarter of students claim that their teachers discuss the terms and their meaning while almost a half of the teachers claim they discuss the terms and their meaning. Perhaps the other half of teachers who do not discuss the terms are not aware of the constraints posed by SPCU or they are not willing to spend valuable time on that as they regard it as the students' own responsibility. More than half of the teachers claimed they designed their tests in Icelandic but also provided English translation of the questions in brackets. This is very important for the students and can only be of help for them as they might understand the questions better by reading them in the language of which their curriculum is written. Most of the teachers had translated texts to facilitate the students to access the curriculum where a half of the teachers had translated glossary and glosses and some had translated extracts and parts of the curriculum. These results are very positive and teachers should be encouraged to do this to more extent.

More than half of the teachers believed that an English curriculum had no effect on their preparation but some thought it increased the workload. Only one respondent replied it reduced workload which is interesting as the English textbooks are often accompanied with supplementary material as stated before. In general, the teachers considered working with the two languages was easy.

Participants' diligence

As expected, students read less of the English curriculum than the curriculum in general but strikingly they read only about half of the course curriculum. They read a tenth more of the curriculum in general or 54% while they read about 44% of the English curriculum. A half of the students read equally as much of the Icelandic and the English material. The Icelandic material is more accessible for native speakers of Icelandic and is less time-consuming which supports the finding that almost a quarter of the participants read less of their English material than the Icelandic material. The reason for the considerably low rate in students' reading diligence might be the result of teachers' inadequate emphasis on the text book which I have myself experienced at the School of Business. It might be that in courses where an English curriculum is assigned, a greater emphasis is on Icelandic slide shows and lectures as the teachers are aware of the imbalance between English curriculum and exams written in Icelandic. In some courses students can succeed in the courses without opening the course book for the reason that the exams are designed mainly in correlation to the lectures. Of course testing the students knowledge in what has been emphasized in lectures is fair but it can be questioned whether the tests' core is much influenced by the fact that the curriculum is in English. However, the reality is that students are reading less of the English material particularly for the reason that it is in English which indicates the seriousness of the matter and clearly portrays that the difficulties students face regarding the use of the English curriculum is affecting the quality of their study. A large portion of the students believe that English textbooks pose constraints and increases workload but fortunately the majority chooses to conquer the curriculum, yet nearly a half of students read less than half of the English curriculum.

Conclusions

The results are clear; simultaneous parallel code use affects the process of accessing the curriculum. An English curriculum is unavoidable and even if not, it does have its advantages. Therefore the solution might lie in greater preparation in reading academic texts in English although the majority of students consider themselves prepared, their replies to other questions typically contradicted how proficient they felt in using and understanding English. The role of opposing the obstacles accompanied with an English curriculum is in the hands of the upper secondary schools where more emphasis on academic preparation needs to be implemented. In research conducted by Hellekjær (2009) that examined English Usage at Norwegian universities, there is a great need to implement reading strategies into EFL instruction in their syllabus and he implies that this could also be the case in other European countries. This may be the case in Iceland as reading strategies have not been implemented to much extent in the Icelandic education system and especially because, as stated earlier, upper secondary schools emphasis literary text reading more than academic text reading.

The study limited its findings in two ways. Firstly, the results show that a third of the students believe that the English curriculum has advantages which implies they believe the benefits outweighs the cost. However, the question on the effects of using English textbooks, where a third of respondents marked it had advantages, was not a single response question but granted that it had offered multiple responses, perhaps more students would have marked two boxes. Secondly, some of the Likert scale questions include five options where language usage is unclear. They list options such as “agree strongly”, “agree somewhat”, “agree”, “disagree somewhat” and “disagree strongly”. The question would have been clearer with only four options where the middle option would have been excluded.

The survey proposed all kinds of questions regarding the students’ perception on how an English curriculum affected their studies but none of the questions asked them directly whether they liked to have their textbooks in English. Þóra H Christiansen, an adjunct in the

School of Business at the University of Iceland who has experience of teaching EMI courses, claimed that she had noted students' interest in studying in English, fluctuated between periods. She had previously perceived a lot more interest in students to study their subject in English which dwindled when the nationalism wave grew considerably in the wake of the economic collapse but she believes the interest is growing again (Þóra H Christiansen, personal communication, April 10, 2013)

Courses taught entirely in English are increasingly being offered at university level in Iceland. It would be interesting to conduct further research on these courses, especially regarding English skills of the teachers but when the students delivered the results to me, some of them noted that I should be examining the teachers' usage of English rather than the students' as they noted their skills in English speech were poor. However, in the teachers' survey the respondents perceived their English skills were in general good and more than a half had conducted their graduate studies abroad in an English speaking country.

Strategies teachers employ to scaffold the material is important for the students' success. A third of the teachers use Power Point slides in English when teaching in Icelandic but it would be interesting to know whether students prefer to have the slides in English or Icelandic. If they are in English they can make notes in Icelandic whereas if they are in Icelandic there might be more possibility that the English terminology will not be discussed. Moreover it would be interesting to know which strategies students find most helpful.

This extensive use of English in Icelandic academia has unknown effects on Icelandic but expectedly it does not have strengthening effects on the language, especially not the language of the field studied, in this case, business. English continues to spread as a lingua franca in the world of academia but where should the line be drawn? At a university level on an island with a population of just over a third of million there is not an option to provide an Icelandic curriculum but there is an increasing demand for academics to publish their books

and articles in English which is questionable as it could in many cases serve as an Icelandic side curriculum for students, helping them to access the English textbooks.

Overall, students perceive themselves as skilful users of English but most admit that an English curriculum affects their studies, both posing constraints and increasing workload and have adapted to the situation by employing strategies to approach the curriculum. It would be interesting to further investigate university students' proposals of improvements in upper secondary curriculum in order to decrease students' difficulties of accessing the textbooks.

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Appendix A

Viðhorf nemenda til notkunar ensku í háskóla

Ágæti nemandi. Þessi könnun er liður í viðamikilli rannsókn á enskukunnáttu og enskunotkun á Íslandi sem er styrkt af RANNÍS og Rannsóknarsjóði Háskóla Íslands. Mikilvægur liður í þeirri rannsókn er að afla upplýsinga um viðhorf nemenda til notkunar námsefnis á ensku og vonum við því að þú sjáir þér fært að svara þessari stuttu könnun (26 spurningar).

*** 1.1 Hvert er kjörsvið þitt innan viðskiptafræðarinnar?**

☐ Markaðsfræði og alþjóðaviðskipti ☐ Reikningshald ☐ Fjármál ☐ Stjórnun og forysta

☐ Annað _____

*** 1.2 Hvert er fæðingarár þitt? _____**

*** 1.3 Hvort ert þú karl eða kona?**

☐ Karl ☐ Kona

*** 1.4 Hversu langt háskólanám hefur þú að baki?**

☐ 1. Ár (grunnám) ☐ 2.-4. Ár (grunnám) ☐ Meistaránám ☐ Doktorsnám

*** 1.5 Hversu mörgum einingum innan viðskiptafræðarinnar hefur þú lokið?**

☐ 0 ECTS ☐ 30-60 ECTS ☐ 60-120 ECTS ☐ 120-180 ECTS ☐ 180-240 ECTS

*** 1.6 Hversu lengi hefur þú dvalið í enskumælandi landi eftir 5 ára aldur?**

☐ Aldrei ☐ 1-3 mánuði ☐ 4-12 mánuði ☐ 1-5 ár ☐ Lengur en 5 ár

*** 1.7 Hvað varstu með í einkunn að meðaltali í ensku í framhaldsskóla?**

☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

*** 1.8 Vinsamlegast áætlaðu hversu stór hluti af námsefni í öðrum greinum (en í ensku) var á ensku í framhaldsskóla.**

☐ 0% ☐ 5% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

*** 1.9 Hvaða áföngum í ensku laukstu í framhaldsskóla?**

☐ ENS300 (3 misseri) ☐ ENS400 (4 misseri) ☐ ENS500 (5 misseri) ☐ ENS600 (6 misseri?) ☐ ENS700 (7 misseri)

*** 1.10 Vinsamlegast áætlaðu hversu stór hluti námsefnis þíns í HÍ þú telur að sé á ensku.**

☐ 0% ☐ 5% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 80% ☐ 90% ☐ 100

*** 1.11 Hvaða áhrif telur þú að það hafi á nám þitt að námsefni er að miklu leyti á ensku? Það að námsefni er á ensku:**

☐ Er ávinningur ☐ Er hamlandi/heftandi ☐ Eykur vinnuálag ☐ Hefur engin áhrif

*** 1.12 Hversu góð(ur) ertu í að tala ensku?**

☐ Mjög góð(ur) ☐ Góð(ur) ☐ Frekar góð(ur) ☐ Frekar slakur/slök ☐ Slakur/slök

*** 1.13 Hversu góð(ur) ertu í að skilja enskt ritmál?**

☐ Mjög góð(ur) ☐ Góð(ur) ☐ Frekar góð(ur) ☐ Frekar slakur/slök ☐ Slakur/slök

*** 1.14 Hversu góð(ur) ertu í að lesa ensku?**

☐ Mjög góð(ur) ☐ Góð(ur) ☐ Frekar góð(ur) ☐ Frekar slakur/slök ☐ Slakur/slök

*** 1.15 Hversu góð(ur) ertu í að skrifa ensku?**

☐ Mjög góð(ur) ☐ Góð(ur) ☐ Frekar góð(ur) ☐ Frekar slakur/slök ☐ Slakur/slök

* **1.16** Hvernig finnst þér að nota námsefni á ensku?

☐ Auðvelt ☐ Frekar auðvelt ☐ Frekar erfitt ☐ Erfitt

* **1.17** Hvernig finnst þér að vinna með hugtök á ensku þegar kennt er á íslensku?

☐ Skapar engin vandamál ☐ Skapar stundum vandamál ☐ Skapar oft vandamál ☐ Skapar alltaf vandamál

* **1.18** Hversu mikið hlutfall af námsefninu lestu?

☐ 0% ☐ 5% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

* **1.19** Hversu mikið hlutfall af enska námsefninu lestu?

☐ 0% ☐ 5% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

* **1.20** Hefur þú setið námskeið í viðskiptafræði sem var alfarið á ensku?

☐ Já ☐ Nei

* **1.21** Telur þú það auðvelda námið ef þeir áfangar sem hafa lesefni á ensku hefðu líka fyrirlestra, verkefni og próf á ensku?

☐ Mjög sammála ☐ Frekar sammála ☐ Sammála ☐ Frekar ósammála ☐ Mjög ósammála

* **1.22** Hvaða leiðir ferð þú til að vinna upplýsingar úr enska textanum?

Merktu við allt sem við á

☐ Geri glósur á íslensku/nota orðabók

☐ Tek þátt í þýðingarhóp

☐ Geri glósur á ensku

☐ Gúggla (þýði með Google)

☐ Skrifa útdrátt á íslensku

☐ Nota netorðabók

☐ Skrifa útdrátt á ensku

☐ Ég nota engar leiðir heldur bara les textann

☐ Þýði í huganum

☐ Ég les yfirleitt ekki lesefnið sem er á ensku

* **1.23** Í kennslunni notar kennarinn

Merktu við allt sem við á

☐ Jöfnum höndum ensku og íslensku hugtökin

☐ Aðallega ensku hugtökin

☐ Aðeins íslensku hugtökin

☐ Aðallega íslensku hugtökin

☐ Umræður um hugtökin og merkingu þeirra

☐ Glærur á ensku þegar kennt er á íslensku

* **1.24** Flestir kennarar

Merktu við allt sem við á

☐ Dreifa íslenskum hugtakalista (í tíma eða

☐ Ræða um merkingu hugtaka

rafrænt) ☐ Dreifa útdrætti á íslensku (í tíma eða rafrænt)

☐ Setja hugtökin á ensku í sviga í prófum ☐ Setja hugtökin á ensku í sviga á glærum

☐ Dreifa þýðingum að hluta (í tíma eða rafrænt)

☐ Gera ekkert af þessu

* **1.25** Hvernig finnst þér ganga að ræða um fagið þitt á íslensku án þess að grípa til enskra hugtaka?

☐ Mjög vel ☐ Vel ☐ Sæmilega ☐ Frekar illa ☐ Illa

* **1.26** Ég er vel undirbúin(n) til að takast á við námsefni á ensku

☐ Mjög sammála ☐ Frekar sammála ☐ Sammála ☐ Frekar ósammála ☐ Mjög ósammála

Takk fyrir þátttökuna!

Appendix B

Viðhorf háskólakennara til notkunar á námsefni á ensku

Ágæti kennari. Þessi könnun er liður í viðamikilli rannsókn á enskukunnáttu og enskunotkun á Íslandi sem er styrkt af RANNÍS og Rannsóknarsjóði Háskóla Íslands. Mikilvægur liður í þeirri rannsókn er að afla upplýsinga um viðhorf kennara til notkunar námsefnis á ensku og vonum við því að þú sjáir þér fært að svara þessari stuttu könnun (22 spurningar).

1. Fyrirsögn

Lýsing

* 1.1 Við hvaða deild starfar þú?

* 1.2 Hvert er fæðingarár þitt?

* 1.3 Hvort ert þú karl eða kona?

* 1.4 Hvað hefur þú kennt lengi við háskóla á Íslandi?

☐ 1-3 ár ☐ 4-9 ár ☐ 10-15 ár ☐ 16 ár eða lengur

* 1.5 Stundaðir þú framhaldsnám í enskumælandi landi?

☐ Já ☐ Nei

* 1.6 Hversu góða eða slaka telur þú enskukunnáttu þína vera?

☐ Mjög góða ☐ Góða ☐ Sæmilega ☐ Slaka ☐ Mjög slaka

* 1.7 Vinsamlega áætlaðu hversu stór hluti námsefnis sem þú notar í kennslu er á ensku

☐ 0% ☐ 5% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 90% ☐ 100%

* 1.8 Hversu mikill eða lítill ávinningur felst í því fyrir kennara að nota námsefni á ensku?

☐ Mjög mikill ☐ Frekar mikill ☐ Frekar lítill ☐ Mjög lítill ☐ Á ekki við

* 1.9 Hversu mikill eða lítill ávinningur felst í því fyrir nemendur að að nota námsefni á ensku?

☐ Mjög mikill ☐ Frekar mikill ☐ Frekar lítill ☐ Mjög lítill ☐ Á ekki við

* 1.10 Færðu kvartanir vegna þess að nemendur skilja ekki námsefnið vegna þess að það er skrifað á ensku?

☐ Aldrei ☐ Sjaldan ☐ Stundum ☐ Oft

* 1.11 Hversu erfitt eða auðvelt finnst þér sem kennari að þurfa að vinna með tvö tungumál í kennslunni?

☐ Mjög erfitt ☐ Frekar erfitt ☐ Frekar auðvelt ☐ Auðvelt ☐ Á ekki við

* 1.12 Hversu mikil eða lítil eru áhrif námsefnis á ensku á getu nemenda til að fjalla um fagið á íslensku?

☐ Mjög mikil áhrif ☐ Frekar mikil áhrif ☐ Frekar lítil áhrif ☐ Mjög lítil áhrif ☐ Á ekki við

* 1.13 Hefur þú sjálf(ur) þýtt fyrir nemendur ?

Merktu við allt sem við á.

☐ Hugtakalista ☐ Glósulista ☐ Útdrætti ☐ Hluta námsefnis ☐ Heilar greinar/bækur ☐ Annað

1.14 Úskýrðu svarið ef þú merktir við annað í síðustu spurningu

* 1.15 Hvað af eftirfarandi á við um þína notkun á ensku og íslensku í kennslu?

Merktu við allt sem við á

- ☐ Ég nota ensku og íslensku hugtökin jöfnum höndum ☐ Ég nota aðeins íslensku hugtökin
- ☐ Ég nota aðallega ensku hugtökin ☐ Ég ræði hugtökin og merkingu þeirra
- ☐ Ég set hugtökin á ensku í sviga í prófum ☐ Á ekki við

* 1.16 Ráða nemendur þínir hvort þeir skila ritgerðum á ensku eða íslensku?

* 1.17 Ef svarið var já í síðustu spurningu, vinsamlega áætlaðu hversu stórt hlutfall nemenda þinna skilar ritgerð á ensku?

- ☐ 0% ☐ 10 % ☐ 25% ☐ 50% ☐ 75% ☐ 100% ☐ Á ekki við

* 1.18 Hvaða áhrif hefur það á vinnu við undirbúning kennslu ef námsefni er aðallega á ensku?

- ☐ Undirbúningur eykst til muna ☐ Undirbúningur er aðeins meiri
- ☐ Undirbúningur er aðeins minni ☐ Undirbúningur verður töluvert minni
- ☐ Hefur ekki áhrif á undirbúning

* 1.19 Vinsamlega áætlaðu hversu stórt hlutfall greinaskrifa þinna er á ensku.

- ☐ 0% ☐ 10% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

* 1.20 Hversu vel eða illa finnst þér þú vera undir það búin(n) að skrifa fræðigreinar á ensku?

- ☐ Mjög vel ☐ Frekar vel ☐ Frekar illa ☐ Mjög illa

* 1.21 Hvert af eftirfarandi á best við um skrif þín á ensku?

- ☐ Ég þarf ekki yfirlstur enskusérfræðings ☐ Ég þarf stundum yfirlstur enskusérfræðings
- ☐ Ég þarf oftast yfirlstur enskusérfræðings ☐ Ég þarf alltaf yfirlstur sérfræðings

1.22 Ef þú þarft aðstoð enskusérfræðings við yfirlstur, hvar færð þú slíka aðstoð?