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Integration of subject matter and foreign language at the university level

- Describing the learning process by focusing the use of terminology

The aim of our study is to examine how university students learn to use terminology and define concepts in their own specialist field in foreign language. The students have participated in a virtual course which integrates both foreign language (in this case Swedish) and subject (in this case auditing). During the course the students have read articles and virtually discussed six issues dealing with auditing. Two teachers have been responsible for the course and they have taken part in discussion with comments, one in linguistic matters and one in subject matters. Students have written final reports in which they have compiled and defined the core concepts related to the six issues. The final reports have been ventilated by teachers and students in two seminars.

In this paper we aim to compare the terminology used in the students' virtual discussion and their final reports. We are interested in describing if and how the constructive learning enables students to learn the subject and the terminology at the same time. The starting point for our analysis of the learning process is the terminology used in the students' final reports. To find out how the linguistic skills have improved on the course we will examine how the terminology is discussed virtually and if a connection to the material used in the course can be found. It is also interesting to see how the students have learned the subject matter by studying the contents the terms refer to.