

Most universities aim to become international and have more programs held in English. This type of internationalization is one of the goals set even by the Finnish Ministry of Education. Since 2006-2007 Helsinki University of Technology (TKK) Forest Products Technology Department Master's Program has been lectured in English, mostly by non-native speakers of English. As the courses were previously lectured in Finnish, the change raised many questions and concerns. At the same time English is used more between people who do not share a common native language and who are not native English speakers than by the native speakers of English. English is the most widely used lingua franca as well as a language for science. This study reviews how English as a Lingua Franca in Academic settings (ELFA) is used in the Forest Products Technology Department at TKK and whether its use has a less than favorable influence on students' achievements.

English as a Lingua Franca (ELF) has raised interest among scholars for about a decade (see, e.g. Jenkins 2000, Seidlhofer 2000, and McKay 2002). Mauranen (2003) has also approached ELFA in her studies. These studies focus on ELF/ELFA features and whether those features interfere with comprehension. The results of various research support the use of ELF/ELFA, but further investigation needs to be accomplished. Fortuño (2006) has focused on discourse markers within the university lecture genre and compared the way they are used in Spanish and North-American lectures.

To review how the new lecturing situation in TKK Forest Products Technology Department was perceived by the students, twenty-two lectures were videoed and a total of 212 feedback questionnaires were returned by the students after attending these lectures. In general students perceived their lecturers' English as either *excellent* or *good*, in fact, in most cases they evaluated their lecturers' English better than their own. Since ELFA appeared not to be the key issue in comprehending the lectures, the feedback questionnaires were evaluated further concentrating first on how students perceived the comprehension of lectures and whether they would have understood the lectures better in their native language.

This approach led to finding common features in the lectures which students perceived as comprehensible as well as in those which they perceived not so comprehensible. Interaction during lectures appears essential for comprehension and in this paper I look at common, interactional features among the lectures students perceived most comprehensible. These include questions, repetition, and directives with this paper focusing on directives. Students' perception of the lectures and lecturers' English tends to be positive and students' achieved course grades are similar in the new program when compared to the old one. These findings indicate that the use of ELFA (English as a Lingua Franca in Academic Settings) in TKK Forest Products Technology Department Master's Program achieves similar academic results as the previous program lectured in Finnish and that ELFA use is not the key issue when considering students' perception of lectures.

## References

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