LANGUAGES +
INTERNATIONALISATION AND
THE MULTILINGUAL UNIVERSITY
MY LENSE

English Medium Instruction (EMI)

- as a means to obtain reciprocity in student exchanges ("horizontal mobility"; 1990s ->);
- as a means to attract international students to full degrees ("vertical mobility"; 2000s ->);
- as a means to establish Internationalisation at Home (Beelen & Jones 2015).
## ENGLISH TAUGHT PROGRAMMES (ETP) IN %

<table>
<thead>
<tr>
<th></th>
<th>HEI / ETP</th>
<th>Progr.s / ETP</th>
<th>Students / ETP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nordic countries</td>
<td>60.6</td>
<td>19.9</td>
<td>5.3</td>
</tr>
<tr>
<td>DK</td>
<td>48.0</td>
<td>38.0</td>
<td>12.4</td>
</tr>
<tr>
<td>FI</td>
<td>83.3</td>
<td>23.2</td>
<td>2.9</td>
</tr>
<tr>
<td>IS</td>
<td>50.0</td>
<td>3.3</td>
<td>1.6</td>
</tr>
<tr>
<td>NO</td>
<td>41.1</td>
<td>8.1</td>
<td>2.4</td>
</tr>
<tr>
<td>SE</td>
<td>81.0</td>
<td>24.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Europe</td>
<td>26.9</td>
<td>5.7</td>
<td>1.3</td>
</tr>
</tbody>
</table>

(Wächter & Maiworm 2014: 43-45)
## ALL PROGRAMMES / ETP

<table>
<thead>
<tr>
<th></th>
<th>All programmes #</th>
<th>ETPs #</th>
<th>ETP proportion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>1,300</td>
<td>494</td>
<td>38.0</td>
</tr>
<tr>
<td>FI</td>
<td>1,700</td>
<td>395</td>
<td>23.2</td>
</tr>
<tr>
<td>IS</td>
<td>1,000</td>
<td>33</td>
<td>3.3</td>
</tr>
<tr>
<td>NO</td>
<td>2,300</td>
<td>187</td>
<td>8.1</td>
</tr>
<tr>
<td>SE</td>
<td>3,400</td>
<td>822</td>
<td>24.2</td>
</tr>
<tr>
<td>NL</td>
<td>3,600</td>
<td>1,078</td>
<td>29.9</td>
</tr>
<tr>
<td>Europe</td>
<td>141,950</td>
<td>8,089</td>
<td>5.7</td>
</tr>
</tbody>
</table>

(Wächter & Maiworm 2014: 43-45)
In my perspective, the choice of EMI in non-Anglophone countries

- is intimately linked to the internationalisation of higher education;
- creates opportunities also for the local (non-mobile) students.

It also creates opportunities for the local students in English-dominant settings.
TOPICS

- Setting the stage: Internationalisation of Higher Education
- English as the L2 or L3 of students and teachers
- Multilingual and multicultural learning spaces – opportunities and challenges (IntlUni outcomes)
- Initiatives to improve the quality of teaching and learning in such spaces
- Future perspectives
INTERNATIONALISATION OF HIGHER EDUCATION
Improving the quality of education offered is the primary driver behind efforts to internationalise in Europe, according to the just-released EAIE Barometer, which maps the current state of and challenges around internationalisation of European higher education.
Internationalisation of Higher Education is] the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

(de Wit et al. 2015)
INTERNATIONALISATION OF HIGHER EDUCATION 2

- involves all students in a programme of study.
- can be taught in any language (not only in English).
- may or may not involve mobile students.

- English Medium Instruction (EMI) and mobility are means to an end, that is, internationalisation of higher education.
ENGLISH AS THE L2/3 OF STUDENTS AND LECTURERS
INTERNATIONALISATION & EMI

- In the Anglophone countries: more students now with non-L1 English (deficits).
- In continental Europe: a change from the national/regional language to English for many students and lecturers (Nissen & Ulriksen 2016) ->
- Coping with a combination of linguistic, cultural and didactic issues that might also be there in the L1 T/L.
ENGLISH & EMI ..... To the detriment of other foreign languages?

To the detriment of the L1 / local language(s)?
MULTILINGUAL AND MULTICULTURAL LEARNING SPACES
THE MULTILINGUAL AND MULTICULTURAL LEARNING SPACE

- A diversity of L1s.
- A diversity of cultural backgrounds.
- A diversity of educational backgrounds and experience.
3 INTERRELATED FACTORS IN THE MMLS

- Language
- Culture
- Didactics
IntlUni: An Erasmus Academic Network addressing the challenges and opportunities of the multilingual and multicultural learning space.

- 38 partner HEIS in 27 countries.
- Supported by the European Commission’s Lifelong Learning Programme 2012-15.
INTLUNI MAIN OUTCOMES

- The IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space
- IntlUni Recommendations

Cf. Lauridsen & Lillemose 2015
www.IntlUni.eu
<table>
<thead>
<tr>
<th>Dimension (actor)</th>
<th>Focus on activity (process)</th>
<th>Quality principles (conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution</td>
<td>Educational context &amp; institutional environment</td>
<td>Providing an inclusive learning space: 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution</td>
</tr>
<tr>
<td>2. The teacher</td>
<td>Educational processes</td>
<td>Raising awareness about teaching and learning processes 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity</td>
</tr>
<tr>
<td>3. The student</td>
<td>Educational outcomes</td>
<td>Developing one’s own cultural identity and extending one’s knowledge base 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Acquiring and applying contextual and intercultural knowledge to different cultural contexts</td>
</tr>
</tbody>
</table>

IntlUni Principles
www.IntlUni.eu
The quality principles describe the **conditions** under which activities or processes can lead to the successful **fulfillment of learning outcomes** in all disciplines across the curriculum.

They demonstrate the need for the necessary **institutional capabilities** at all levels of the organisation (Gregersen-Hermans 2016).
Foundation stones:

- **Inclusivity** (as a guiding attitude/mindset)
- **Integration** of all students and all staff
- **Reflection** on teaching and learning processes
- Managing and leveraging **Diversity**
- Intercultural and linguistic **Awareness**
- Application in different **Cultural Contexts**
Dimension 2: The teacher in higher education

To further “level the playing field” and ensure that the knowledge and resources of all students are valued, teaching staff should take the time to discuss the teaching and learning processes in the international classroom...

It also involves adjusting and individualizing teaching styles and foregrounding differences between national/local and disciplinary academic cultures and knowledge systems. (Lauridsen & Lillemose, 2015:21)
Example 2: The teacher in higher education

... the lecturer explained her teaching style at the beginning of the seminar and made her expectations clear regarding how students should approach their reading assignments, ways to participate in class (oral participation), and how to complete written assignments.

In addition, she conferred with her colleagues in the department ... (Lauridsen & Lillemose, 2015:26)
Dimension 3: The student in higher education

The knowledge base of students can be broadened by encouraging peer learning and extending course content and materials across borders. Students and their teachers need to take into consideration both the intercultural and contextual aspects of this “otherness”. Students from different countries become a resource in the extension of knowledge, and interaction needs to be designed purposefully so that this process is made explicit to all parties. (Lauridsen & Lillemose, 2015:22)
Example 3: The student in higher education

It was important not only to integrate medical issues with cultural ones, but the students themselves realized that they are part of a multicultural group...

... valuable learning happened in these meetings not necessarily when participants agreed on issues or experienced things in the same way, but when issues were seen and discussed from different angles. (Lauridsen & Lillemose, 2015:29-30)
INITIATIVES TO IMPROVE THE QUALITY OF T/L
INITIATIVES TO IMPROVE THE QUALITY OF EMI T/L

- IntlUni Principles
- IntlUni Recommendations
- Good Practice Principles
GOOD PRACTICE PRINCIPLES (LEASK, 2015; CARROLL 2015)

- Treat all students as learners.
- Adjust for diversity; recognise tacit knowledge / experience.
- Provide specific, explicit information that fits the context.
- Foster engagement and intercultural dialogue.
- Use reflection as a teacher: Be flexible, evaluate and use the results to make adjustments/changes.
- Prepare students for life in a globalising, diverse and interconnected world.
ENGLISH OR EMI ...

- T/L through L2/L3 brings to the fore (didactic) issues that may already be there in when teaching and learning through L1;
- It just becomes so much more prominent when T/L is through L2/L3.

(Nissen & Ulriksen 2016)
FUTURE PERSPECTIVES
CONCLUSIONS & FUTURE PERSPECTIVES

- HEI policies: International education is not (only) a question of inviting international students (mobility) or of the language of instruction. Policy implementation must comprise much more than that. (de Wit et al. 2015)

- Focus on an international dimension for all students is needed. (Internationalisation at Home; Beelen & Jones 2015)
CONCLUSIONS & FUTURE PERSPECTIVES 2

- Bringing together local and mobile students and teaching through a language that is not (necessarily) anyone’s L1, has major implications for all actors involved (policies and practices).

- HE leadership and management teams do not necessarily fully appreciate these implications for the whole institution (HEI) and for the key practices inside and outside the classrooms.
HE lecturers are often left to their own devices and are not supported in what is a difficult transition for the individual. (Lauridsen, in press)

Mobile as well as local students are not (necessarily) well prepared – or motivated? – for the multilingual and multicultural learning space.

What are the solutions?
CONCLUSIONS & FUTURE PERSPECTIVES

- Awareness raising, awareness raising, and awareness raising!
- Explicit and transparent communication of policies and practices to all stakeholders.
- Application of Good Practice Principles.
- Institutional capabilities in place.
- Continuous Professional Development of (academic and administrative) staff.
All natives take their native knowledge for granted, take it to be nothings other than the nature of the world.

M. MOERMAN (2008:4)
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http://cul.au.dk/en/

THANK YOU
REFERENCES

http://link.springer.com/book/10.1007/978-3-319-20877-0


IntlUni. www.IntlUni.eu


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