FORUM

THE ROLE OF LANGUAGE IN INTERNATIONAL EDUCATION

GLOBAL TRENDS IN LANGUAGE LEARNING: WHO'S LEARNING WHAT?

LOSING OUR IDENTITY: THE RISE OF ENGLISH AS A *LINGUA FRANCA*

EAIE ISTANBUL 2013 CONFERENCE REPORT

Contents

Editorial

Among international educators across Europe (and arguably around the world) few topics are the subject of such thoughtful reflection and critical concern as language – and rightly so. Language serves as the principal mechanism through which cross-cultural engagement between individuals and institutions takes place. It also (quite literally) gives voice to the expression of teaching and learning, as well as personal and professional development, occurring daily in our midst. This issue of *Forum* brings together a variety of international perspectives on the role of language in international higher education.

The philosopher Ludwig von Wittgenstein is credited with noting that "the limits of my language mean the limits of my world". Indeed, language clearly provides the key that allows us to pass from a state of disconnection to connection with 'the other', be that in the form of other people, other ideas, other realities. Yet language, as it currently plays out across Europe and more globally, also presents us with complexities and conundrums. The articles in this edition of *Forum* provide a diverse range of perspectives on how language affects our world and our work, including innovative solutions for responding to the evolving language context around us.

To set the scene, Virve-Anneli Vihman notes that language is both practically and symbolically important, and that universities have a key role in helping individuals and society navigate the many dimensions of a multilingual world. This is important and often emotion-laden work. As international educators, we have much to consider in this vein. Jacqueline Kassteen presents an intriguing overview of global trends in foreign language demand and provides an indication of how foreign language proficiencies play out around the world. The English language, of course, figures prominently in this global picture, and weighs heavily on the minds of many who worry about the negative effects of the proliferation of English across the non-English speaking landscape. Jeffrey Cason and Patricia Rodríguez, for example, raise critical questions about the use of English in international student programmes in Spain and elsewhere in Europe, which may limit learning outcomes for mobile students by failing to facilitate their engagement with the local context, where English is not the local language. A perhaps even more profound concern is that raised by Birgit Brock-Utne, who highlights the nearly total lack of instruction in local languages in African higher education and the potential "deterioration" of unused languages. Meanwhile, Maggie McAlinden and Ilan Zagoria urge us to take note of the privileging of an "inner circle, native speaker-like competence in English", and to consider instead notions of "World Englishes" that allow for a broader (and more equitable) understanding of global English language realities.

Issues of teaching, learning, and institutional management are also taken into account by our contributing authors. On the basis of a TEMPUS project in Israel, Miriam Symon and Linda Weinberg advocate for effective learning infrastructures for students and teaching staff in courses where English is the medium of instruction. Christopher Worthman describes an effort in Mexico to leverage teaching in English to improve instruction and deepen curricular internationalisation. Brenda Doctor and Marjon Menten provide a highly concrete example of a Dutch university's dual language policy, which may provide useful food for thought for other institutions.

Our 'trending topic' this issue explores the often discussed relationship between internationalisation and globalisation – are they truly separate entities? Have we come to the end of the road for internationalisation with the increasing dominance of globalisation? Or is there hope that the idealistic core of internationalisation can live on in the changing higher education sphere? Miguel Bravo Madrid discusses these topical questions.

We also have much to consider as we reflect upon our 25th Annual Conference in Istanbul in September. This outstanding event served to highlight just how much our Association has grown and matured over the last two-and-a-half decades. Its location in Turkey, which is undergoing a degree of social and political turmoil at the moment, also prompted some of us to begin probing more carefully the question of how international education intersects with issues of academic freedom and social justice. Clearly, there is much exciting and meaningful work to be undertaken in our field.

Finally, a personal note. As of this issue, it is my pleasure to become the new Editor of *Forum*, which has been so deftly shepherded for 11 years by Michael Cooper. I am deeply indebted to Michael for the wonderful foundation he has laid, and his ongoing support for this publication. It is an honour to follow in his footsteps and to serve the EAIE and its membership in this capacity.

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Contributors

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Hot off the press

POSSIBLE FUTURES: THE NEXT 25 YEARS OF THE INTERNATIONALISATION OF HIGHER EDUCATION
EAIE September 2013

The last 25 years have seen dramatic changes and innovations facilitating the internationalisation of higher education. As the EAIE reaches its 25th anniversary, it was deemed fitting to publish a special publication which takes stock of the past 25 years and looks ahead to the dynamic future of international higher education. Key actors and authors in the field from around the world have contributed their expertise and insights to this timely publication. EAIE members receive a copy for free, non-EAIE members can purchase a copy from the EAIE website www.eaie.org.

INTERNATIONALISATION HANDBOOK (ISSUE 3 – 2013)
EAIE – Raabe November 2013
This supplement explores a variety of issues surrounding student mobility. It also looks at the importance of strategic enrolment management (SEM) and the internationalisation of STEM subjects. There is an overview of degree mobility based on international statistics; a look at how SEM can achieve stronger, sustainable enrolment and financial outcomes in higher education management; a guide to internationalising STEM education on campus; advice on how to start an Exchange of Students for Technical Experience (IAESTE); and an example of teaching a module on cross-cultural communication within the mandatory English language course taught to all students.
EAIE members can access the digital version for free via www.eaie.org/publishing.

MOBILITY WINDOWS: FROM CONCEPT TO PRACTICE
ACA Papers on International Cooperation in Education September 2013
This latest ACA publication brings forward a new conceptual framework for the analysis of mobility windows and offers valuable insights into design and management of this type of structured mobility. The book draws on the research results of a two-year EU-funded project performed by ACA in close cooperation with Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (DZHW, formerly HIS-HF) and the Centre for International Mobility (CIMO). Order your copy from www.lemmens.de/verlag/buecher.

THE ERASMUS PHENOMENON – SYMBOL OF A NEW EUROPEAN GENERATION? EDUCATION BEYOND BORDERS – VOLUME 1
Peter Lang 2013

Since 1987, the Erasmus programme has enabled three million students to spend a part of their studies abroad. Designed to contribute to the 'People's Europe' and thus being more than just an academic initiative, it has become a successful political instrument for shaping generations of European students. This interdisciplinary volume attempts to explain the fascination behind Erasmus. The authors examine the role of student mobility within the European integration process and judge its impact on how young citizens identify with Europe. Is there a 'Generation Erasmus', and what characteristics does it have? Can Erasmus serve as a symbol for 'new' Europeans?
Order your copy from http://peterlang.com.

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LANGUAGE: EVERYBODY'S TALKING (ABOUT) IT

The 'mouthful of air' that Yeats breathed into poems is also the stuff education is made of. Language is the message and the medium, the vehicle, the cargo, the ballast. It is no wonder that when linguistic issues arise, emotions tend to be quick to ignite.

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Photo: Pavel L Photo and Video (shutterstock)

When we speak with people from similar backgrounds, language is usually invisible, unnoticed. When we wish to reach people beyond those we grew up with, we encounter unfamiliar accents, confusing slang, and different languages. Suddenly, language becomes visible, problematic, sometimes opaque.

We need not look deep into the past to find examples of heated arguments around issues of language: in 2012, a Latvian referendum on making Russian an official language brought out over 70% of the electorate, and the proposal was rejected. In Ukraine in the same

TWO HUNDRED YEARS AGO, FRENCH WAS THE LANGUAGE OF EDUCATION AND CULTURE THROUGHOUT EUROPE

year, a brawl broke out in Parliament over a proposed language law which would have given Russian official second state language status.[1]

WHICH LANGUAGE?
Debates have fanned across European countries regarding the language of teaching in the context of today's internationalisation. For smaller language communities (from Iceland to Bulgaria, Finland to Malta), the argument may feel like a question of linguistic life and death, about sustaining a viable national language across domains. But even for French and German, with much larger speaker populations, and a history of serving as scientific languages across disciplines, the question is an emotional one. Two hundred years ago, French was the language of education and culture throughout Europe, and one hundred years ago, the majority of pioneering research in Engineering or Physics was published in German; today it is only certain Humanities disciplines which still require a reading knowledge of these languages.

A law that would allow a restricted number of university courses to be taught in English at French universities sparked a controversy in the French Parliament in May 2013. This may serve to remind us that language policies for universities today are enmeshed in national identity politics. Many people in France saw the law as the beginning of the end, a threat not only to the French language, but to French identity. The daily newspaper *Libération*, on the other hand, published its front page entirely in English, with the headline "Let's do it" provocatively printed without a translation.[2]

UNIVERSITIES AND NATIONAL LANGUAGES
It is when language becomes a contested issue that policies and strategies are called for. This is when language unquestionably becomes an emotional issue. But is it only an emotional issue? The question of which languages are used in research and higher education cannot be called merely symbolic: language is

LANGUAGE POLICIES FOR UNIVERSITIES TODAY ARE ENMESHED IN NATIONAL IDENTITY POLITICS

inextricably linked to a nation's psyche, as well as to creativity, innovation and powers of communication – nuanced, direct or implied, denotation and connotation. Universities cannot fulfil their (social, cultural, academic) aims by playing the role of weathervanes, following trends and repeating earlier models. The

role of moral gatekeeper and the romantic notion of the progressive intellectual must be taken seriously. Universities have the mandate to break barriers in innovation, interdisciplinary and transnational cooperation, but also often bear the weighty task of upholding national languages as vital, flexible means of communication. This is sometimes seen as a conservative aim, but should just as readily be seen as the task to modernise the linguistic repertoire and bring national languages up to par with academic and industrial developments.

Language policies, then, should reflect this double mission that many universities must juggle, and they must include a means of enforcing their implementation. Institutional language policies may encompass a wide variety of communicational situations, from foreign language teaching to preparing students for the international labour market, or providing support for international members of the community who do not speak the local language. In addition, however, mechanisms to support the development

of academic terminology are important. In Estonia, for instance, the national government has implemented various schemes to ensure that the Estonian language maintains a vital vocabulary across disciplines, including support for publication of textbooks and the requirement that PhD dissertations written in other

languages also contain a lengthy summary in Estonian.[4]

A BALANCING ACT

Universities are primarily equipped to teach and conduct research, but the creativity and potential of students and faculty is harnessed for various ends. Can universities do what they do best (nurturing young minds, the pursuit of truth) without selling their cultural souls? The answer appears to be, and has to be, yes. The multifaceted activities of universities need to be examined closely and individually for every national and

to be conceived as a basic skill required for functioning in certain spheres. Despite the perceived equality and levelling effects of the internet, the dominance of English is greatly supported by the globalised information space, thereby increasing inequality among languages.[6]

Pragmatism does not rule out support for domestic languages and plurilingualism. However, despite the pluricentric character of English, native English speakers have been shown to be more competitive in the job market; academic papers written in English contribute more to raising a university's rank-

the wide dissemination of research results paired with the bias toward English in bibliometrical research evaluations has led to an accelerated drive towards English not only in STEM subjects, but more and more across all scientific domains.

The languages used in universities are critical both practically and symbolically, as higher education is a key context where cultural attitudes and practices are formed and carried from one generation to the next; university graduates enter the workforce in various professions and become fully-fledged contributors to the linguistic landscape. Before students graduate, the best that universities can do is to provide a healthy balance of light, water and nutrients, to encourage each sapling to grow to its own potential and be prepared for the multidimensional world we live in today.

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CAN UNIVERSITIES DO WHAT THEY DO BEST WITHOUT SELLING THEIR CULTURAL SOULS?

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institutional context. Language policies, when written, need to be based on this specific case analysis and lead to real opportunities for supporting linguistic skills of students and scholars, and mechanisms for ensuring a balance of powers rather than a reckless race to convert to the hegemony of English.[5]

ENGLISH BIAS

Language is sometimes seen as a 'Humanities' issue – the language of publication may be more problematic in Humanities and Social Sciences than in Exact Sciences – but in every discipline, each communicative act reinforces linguistic habits and routines. Knowledge of English, on top of being counted as a set of foreign language skills, has begun

ing in international league tables than non-English language publications.[7] If the EU's goals include equalising this imbalance, then at least two opposing interests are involved: the preservation of cultural (hence, linguistic) diversity and the economic interest in standardisation and international commerce. Without policies and carefully monitored implementation, this could indeed lead to an English-dominant academic sphere.

The smaller the linguistic community, the more acutely linguistic choices are felt. Language policies in universities must take into account languages in teaching, publishing and internal communication, as well as the availability of support services in target languages. In publishing research, the necessity for

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GLOBAL TRENDS IN FOREIGN LANGUAGE LEARNING

Virtually all of the most ambitious students in the world, at all levels — elementary, secondary, and tertiary — have one thing in common these days: the desire to become proficient in a language other than their native tongue. This desire has resulted in a total of two million language travel students in the world today, a figure expected to increase to a staggering figure of 2.5 million by the year 2020.

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学广东话

The language learning market is changing at a rapid pace due to the globalisation of the economy and the adoption of cost-efficient technology-based products. The worldwide language learning market (all languages combined) generated a hefty USD 58.2 billion in 2011. When combined with revenues from language services such as localisation, interpretation, and translation, this figure jumps to USD 82.6 billion.[1]

WHAT'S DRIVING THE DEMAND?

As each economy around the world becomes increasingly international, the need and demand for foreign languages continues to grow. The importance of foreign language proficiency for graduates cannot be underestimated, as a recent report from the influential Economist Intelligence Unit underlined: "Even when recruiting for jobs in their home market, almost one-half of all companies say that prospective candidates need to be fluent in a foreign language, and a further 13% say that multilingual ability is a key selection criterion."[2] [Based on a 2012 survey targeted at 572 executives in Europe, Asia Pacific, North America and Latin America.]

Additionally, a European Commission study showed that more than half of Europeans (53%) use languages at work and 45% think they got a better job in their own country thanks to their foreign language skills.

The benefits of a bilingual or multilingual education are well documented, such as: improving cross cultural understanding and global awareness; enhancing academic progress in other subjects; narrowing of achievement gaps; benefitting higher order, abstract and creative

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THE MOST WIDELY SPOKEN MOTHER TONGUE [IN EUROPE] IS GERMAN

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thinking; enriching and enhancing cognitive, skills, and emotional development; enhancing students' sense of achievement; helping students score higher on standardised tests; improving chances of college acceptance, achievement and attainment; enhancing career opportunities; greater understanding and security in community and society.

WORLDWIDE LANGUAGE PROFICIENCY

Currently, around 18% of Americans report speaking a foreign language versus 26% of Canadians. In contrast, just over half of Europeans (54%) are able to hold a conversation in at least one additional language, a quarter are able to speak at least two additional languages and one in ten are conversant in at least three.

It's no secret that Europeans take language learning seriously, as the 2012

'Eurobarometer Survey on Europeans and their Languages'[3] revealed. Based on the responses of almost 27 000 people in 27 countries, the results showed that in accordance with the EU population, the most widely spoken mother tongue is German (16%), followed by Italian and English (13% each), French (12%), then Spanish and Polish (8% each). The five most widely spoken foreign languages remain English (38%), French (12%), German (11%), Spanish (7%) and Russian (5%).

Two thirds of Europeans (67%) consider English as one of the two most useful languages for themselves. The next languages perceived as the most useful are German (17%), French (16%), Spanish (14%) and Chinese (6%).

Almost all respondents in Luxembourg (98%), Latvia (95%), the Netherlands (94%), Malta (93%), Slovenia and Lithuania (92% each), and Sweden (91%) say that they are able to speak at least one language in addition to their mother tongue.

Countries where respondents are least likely to be able to speak any foreign language are Hungary (65%), Italy (62%), the UK and Portugal (61% in each), and Ireland (60%).
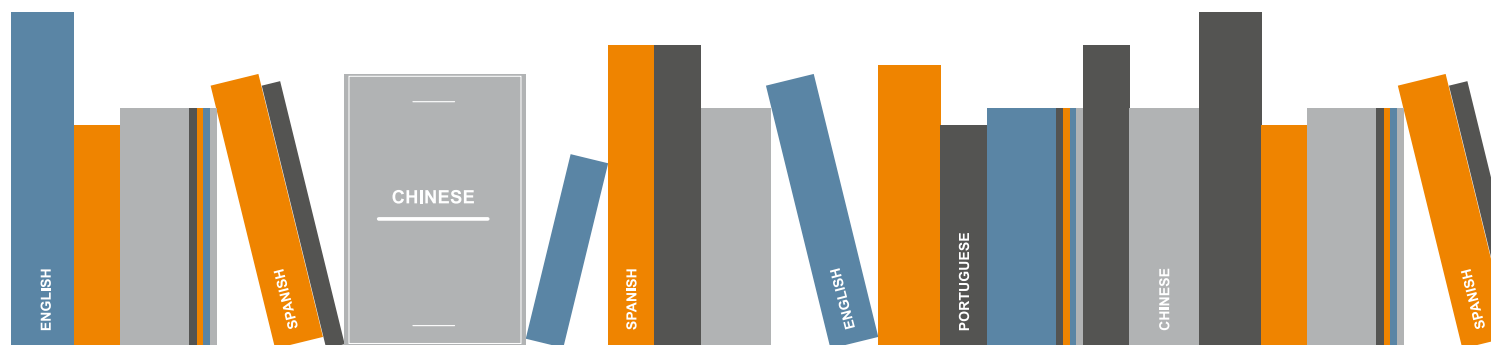
REFORMS TO BOOST FOREIGN LANGUAGE SKILLS

Universities worldwide have been switching wholly or partly to teaching in English for a number of reasons such as improved graduate employment and mobility prospects, and the need for graduates who can speak English for international trade. In addition to improved graduate employment prospects, the use of English, particularly for research, is also seen as helping to raise visibility in international rankings. The Politecnico di Milano, one of Italy's most prestigious universities, made waves in May of last year when it announced that it will teach and assess most of its degree and all of its postgraduate courses in English

OVER 7000 DIFFERENT LANGUAGES ARE SPOKEN AROUND THE WORLD

from 2014. While the move proved controversial in Italy, it is far from unusual. The introduction or augmentation of English-language courses at universities in Europe is already prevalent in the Netherlands and Sweden, and others are now prioritising English-medium instruction, including Finland, Lithuania, Poland, Slovak Republic, Slovenia, Spain and even France (though also not without much controversy). There are currently more than 6400 university courses being taught in English in Europe alone.[4]

WHICH LANGUAGES ARE IN DEMAND?

It's estimated that over 7000 different languages are spoken around the globe. The world's most widely spoken languages by number of native speakers and as a second language, according to figures from UNESCO, are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French.

Of course, the demand for programmes in certain languages will vary across the world. In India, for example, there have been recent reports of a surge in applications to take the Japanese language proficiency test. In Thailand and Malaysia, government reforms are aimed at improving the language skills of their

young people, not just in English, but also in the languages of neighbouring countries. In some cases, individual universities are breaking new ground, such as the University of KwaZulu-Natal in Durban, South Africa which will make learning the Zulu language compulsory for all incoming students starting next year – the first move ever for the country's higher education sector to impose the teaching of an indigenous African language.

Yet despite the rise of non-Western nations in today's global economy, English is still the language most commonly

used as the *lingua franca* of business, science, research, and politics. But for native English speakers or those who have mastered English, which language should they turn to next?

SPANISH IS SOARING

There is no denying the popularity of Spanish. With 495 million speakers and 18 million students studying Spanish as a foreign language, it is the second most spoken language in the world today, after Mandarin Chinese, and is an official language in 21 countries.

As the second most common language of economic powerhouses America and Brazil, a period of study in Spain can pay dividends. Forecasts suggest that in three or four generations, 10% of the world's population will understand Spanish, and the US will have the highest volume of Spanish-speakers, after Mexico. Not only is the Latin American region economically ascendant, but the use of Spanish online has grown by a staggering 800% in the last few years, making it the third most popular internet language behind Mandarin and English. Facebook alone has over 80 million accounts in Spanish.

Interest in Spanish is mounting in Asia – specifically China, Hong Kong, Japan, and India – no doubt due to the growing importance of the language in global economic markets. According to a 2012 study by the Spanish research firm Instituto Cervantes,[5] about 25 000 Chinese undergraduates studied Spanish in China in 2012, up from a mere 1500
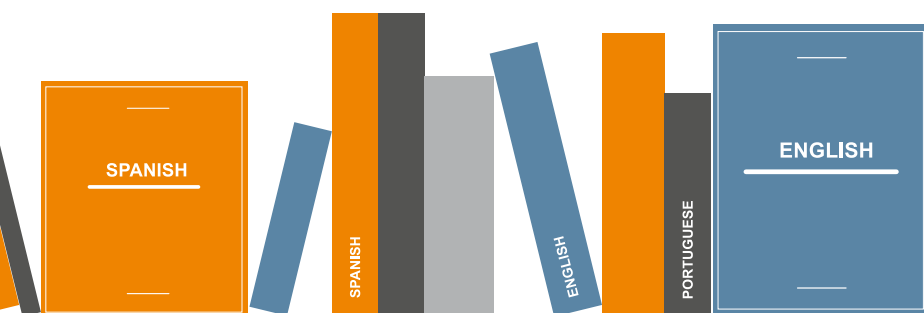
twelve years ago. The report also revealed that 35 Spanish academies now operate in Beijing, and 90 universities in China offer Spanish courses.

GROWING GLOBAL INTEREST IN MANDARIN
Mandarin is an obvious language front-runner given that it has the most speakers in the world, with estimates ranging from 12–14% of the global population. China's economic growth, as the world's largest exporter from 2010 and now the world's second largest economy after the US (predicted to surpass the US economy in size soon after 2030), has elevated demand for the Chinese language, one of

the official languages of the UN.

Parents, students, teachers and business leaders around the globe represent some of the many groups recognising the importance of Mandarin as the emerging global business language of the future. Russian President Dmitry Medvedev was even reported to have labelled 2010 as the "Year of Chinese Language".

As China continues to grow as an economic superpower, it seems likely that the fashion to study Mandarin will also increase. Although not traditionally an easy language to master, the Chinese Ministry of Education indicates that over 40 million people outside China are currently learning Mandarin and that the

number is growing annually. It probably comes as no surprise that Spanish and Mandarin are popular foreign languages to learn, but in recent years, interest in other languages has also spiked (*ie*, Portuguese, Arabic, and Russian).

TECHNOLOGY AND LANGUAGE LEARNING
When looking at education trends, technology has and will increasingly play a vital role. Today, enrolment in online courses is growing at a faster rate than that of higher education overall, and more higher education institutions (HEIs) are striving to increase their web-based programmes. While many courses

have made an easy transition to online instruction, educators have struggled to create high-quality, foreign language courses and degrees offered exclusively online. However, there are several examples of HEIs experimenting with online language learning models such as James Madison University, US, which made history when it became the first HEI to partner with language learning software company Rosetta Stone. Similarly, the University of North Carolina at Chapel Hill, US, moved all of its 'Spanish 101' instruction online three years ago. Perhaps the real game changer is Oregon State University, US, which launched an online Bachelor's degree in German this

autumn, believed to be the first programme of its kind in the US.

Ultimately, the languages and methods students chose to study will depend upon their motivation, be it for future employment, further academic research, or simply personal interest. As the demand for foreign language proficiency continues to increase, those universities that meet the demand will surely stand out, much like the multilingual students themselves. **F**

> **IN THREE OR FOUR GENERATIONS, 10% OF THE WORLD'S POPULATION WILL UNDERSTAND SPANISH**

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Illustration: Sarah Poletti

WHY ENGLISH?

What benefits do study abroad programmes provide if taught only in English? Are students missing out on vital intercultural developments as a result of the drive for increased internationalisation and the growing dominance of English in higher education?

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Study abroad is now viewed as positive for all students, whether they study abroad in the Americas, Europe, Asia, or Africa. Study abroad professionals (especially in the US) are pushing study abroad as crucial preparation for work in a changing global political economy. There is no doubt that acquiring cross-cultural communication skills is essential for students who want to participate productively in this new work world, where old expectations and job descriptions are passé.

At the same time, we might ask: aside from the disciplinary or practical training that students receive during a study abroad experience, what skills are most important for engaging with other cultures? General cross-cultural communication skills? An in-depth understanding of another culture, acquired through language study? Does understanding another culture – deeply – require advanced language study? Or, can an understanding be achieved through studying in

IN EUROPE, ALMOST A THIRD OF THE MASTER'S COURSES ARE NOW OFFERED IN ENGLISH

another culture in English, even when the vernacular in the host country is not English?

This last question has acquired increased relevance recently, as more universities around the world have announced movements towards offering more courses in English for their students, even though their students are not native English speakers. In Europe, generally, almost a third of the Master's courses are now offered in English. In the case of Spain, nearly half of the universities offer bilingual (or plurilingual) programmes for undergraduates. A recent report by the Institution of International Education notes that in the past decade, Master's level programmes in Europe taught in English have increased

THE UNIVERSITY MUST PROVIDE THE TOOLS AND THE ENVIRONMENT TO AVOID THE CREATION OF AN 'ERASMUS BUBBLE'

ten-fold, to more than 6000 distinct programmes.[1] There are obvious reasons why such changes in curriculum are made, as institutions attempt to increase their competitiveness in the global education marketplace, but it is not obvious that this is a positive trend for study abroad students. For non-native English speaking students, there may be good reasons for them to study in English, but having native English speakers studying abroad in their own language does not necessarily engage them well with their host cultures.

Indeed, there are pitfalls associated with this trend. In the Spanish case, the increasing 'internationalisation' and the attendant increase in bilingual university coursework is a consequence of the Bologna Process, which is meant to foster mobility and employability of university professors, students, and administrative staff throughout the European Higher

so their interactions are mostly limited to the university environment, where people may be able to speak English. If students limit their knowledge and learning process to a small and somewhat homogeneous social group in a foreign country (the university community), and if they do not even try to communicate in the target language, they won't necessarily achieve the cross-cultural skills needed to successfully work and navigate in a globalised and changing world. To more fully engage the local culture, and to achieve success post-graduation, students in Spain need to learn how to successfully communicate in Spanish at university, as well as in non-academic contexts, such as in a job interview, in a hospital, with a family, in a business, or at a work meeting, with people from different ages and different socioeconomic and cultural backgrounds. If the education at the university is mostly in English,

of international students speaking only in English, and the sort of relationships that universities normally encourage simply will not emerge between local and visiting students. The problems associated with such 'bubbles' are not unlike those that are frequent among isolated ex-pat communities that stay away from much interaction with locals.

ENGLISH IS NOT ENOUGH
The trend towards promoting higher education in English is accompanied by a growing assumption that understanding English is all that is needed for the global citizens of the future. It is certainly the case that European universities want to remain relevant and attractive to international students, and this trend towards more English coursework at universities is not likely to be reversed. But even though knowing and speaking English is necessary, working and doing business around the world requires local knowledge, which requires local linguistic knowledge.

One might reasonably ask: how much local linguistic knowledge is necessary for effective cross-cultural communication? The answer will depend on what one wants to accomplish through this communication. But we would argue that promoting study abroad in English and ignoring the local language – which is certainly possible when students enrol in English-language programmes – will significantly limit the learning outcomes we have come to expect from study abroad. **F**

CAN WE REALLY TALK OF THE INTERNATIONALISATION OF UNIVERSITIES WHEN ONLY ONE FOREIGN LANGUAGE IS PROMOTED?

Education Area (EHEA). However, in most Spanish universities, this internationalisation has only been carried out in English. Can we really talk of the internationalisation of universities when only one foreign language is promoted? Should we speak, instead, of a process of 'Anglicisation' of Spanish universities?

CULTURAL LACUNAE
It is true that programmes in English allow students from all over the world to study in Spain. These students would not travel if these programmes did not exist. However, some of these students stay only for one semester and learn little or no Spanish at all. Their interactions with locals are for most of the part in English,

these international students will never have the chance to relate to other social groups that might not speak English. These students will have crucial cultural lacunae.

AVOIDING THE 'ERASMUS BUBBLE'
The attraction of international students from all over the world to study in English is obviously a benefit and enriches the host university environment. However, the university must provide the tools and the environment to avoid the creation of an 'Erasmus bubble', where visiting students only interact among themselves, and not with locals. To take a simple example: in Spain, many local students would never approach a group

1. Brenn-White, M. & Faethe, E. (2013). *English-Taught Master's Programs in Europe: A 2013 Update.* Retrieved from the Institution of International Education website www.iie.org/-/media/Files/Corporate/Publications/English-Language-Masters-2013-Update.ashx

LOSING OUR IDENTITY:
THE RISE OF ENGLISH AS A UNIVERSAL LANGUAGE OF INSTRUCTION

There is not a single secondary school or university in sub-Saharan Africa where the language of instruction is an African language.[1] Yet Africa is not anglophone, francophone or lusophone. Africa is afrophone. What effect does this have on native African languages? How does it compare to the increasing use of English in higher education institutions across Europe?

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Africans speak African languages. In the so-called 'francophone' African countries, only about 5% of the population speak French well; in the so-called 'anglophone' African countries about 5% master English to a high standard.[2] One often hears that there are so many languages in Africa, it is difficult to choose which ones to use in higher education. Yet even a language that is spoken by 100 million people in East Africa, namely Kiswahili, is not used as a language of instruction in secondary or higher education.

THE WRONG LANGUAGE?

The debates in Parliament in Tanzania are conducted in Kiswahili. Most of the newspapers in Tanzania, especially the interesting ones, are written in that language. Yet the language of instruction in secondary schools as well as in higher education is English, the language of the former colonial power of Tanzania. This has at least three grave consequences, consequences which European countries – namely those which are increasingly switching to English as the main language of instruction – also need to consider:

1. New intellectual terms in the native language are not created and the academic vocabulary is not developed.
2. The language of instruction becomes a barrier to the access of knowledge.
3. Mastering of the exogenous language stratifies society and becomes a social marker creating an 'elite versus majority' situation whereby many cannot access the language easily.

AFRICA'S LANGUAGES

Most Africans speak several African languages, among them usually a regional one that could well be used as a language of instruction in higher education. A Tanzanian school inspector tells how he grew up with three different languages.[3] He would speak one of them with his father's clan, another and very different one with his mother's clan, and Kiswahili with his friends. He could not say which one was his mother-tongue or 'L1'.

As Africans are increasingly moving within and between countries, many are becoming more and more multilingual in African languages. Prah (2009a)[4] found that in Nima, Ghana, 69% of those interviewed spoke at least four languages, 41% spoke five languages or more.

The Centre for Advanced Studies (CASAS), a Cape Town-based NGO, promotes African languages all over the continent (apart from the Arab-speaking regions). Its aim is to harmonise written forms of African languages which have been recorded differently over the years. CASAS' research shows that 90% of the total population of Sub-Saharan Africa could be grouped into 23 language clusters; in fact 12–15 such languages would suffice for 75%–85% of the population.[5] This begs the question, is the continued use of English for educational purposes the right path to take?

LANGUAGES DEVELOP THROUGH USE

When a language is not used at the highest level of teaching, new words, terms and concepts are not created in that language. Working as a professor at the University of Dar es Salaam (1987–1992) I learnt to speak Kiswahili since this was the language all of my colleagues would use in the tea breaks, at lunch, even in small breaks in the Senate meetings. I picked up vocabulary daily during the first couple of years. I soon noticed that when my colleagues and I started discussing academic issues, they would use more and more English words in their otherwise Kiswahili sentences. Eager to expand my vocabulary I would ask: "What is that in Kiswahili?" Often they would answer: "We do not have a word for it".

At the University of Dar es Salaam, the Department of Kiswahili, and the Institute for Kiswahili Research both use Kiswahili as the language of instruction and the working language. At one time, these institutions used English as the language of instruction. When some people suggested that they should switch to Kiswahili, others protested, claiming: "That is not possible. We do not have words for 'guttural sounds', not even for 'phonemes'. How can we discuss phonetics when we do not have the terms?" But the political decision was made to switch to the familiar language, the language everyone speaks and soon enough, all the necessary terms were developed.

LANGUAGES DETERIORATE WHEN NOT USED

While I was teaching at the university, some of my students said they wanted to come with me and continue their studies in Norway. I told them that if they wanted to continue their studies in Norway, they would have to learn Norwegian. My students were surprised. They thought most universities in Europe would have English as the language of instruction. I told them that if they wanted to study in Greece, they had to learn Greek, in Finland Finnish, in Sweden Swedish, in Germany German, in Italy Italian, in Russia Russian and so on.

At that time (1987–1992) we did not have a single course in English at the

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Institute for Educational Research at the University of Oslo. Now the situation is changing at such a rapid pace that there is reason to maintain that Norwegian is threatened as an academic language.[6] Over the last five years, 25% of the Master's programmes at Norwegian universities and colleges have been taught in English, up from almost zero twenty years ago.[7] I myself have built up a

WHO DECIDED THAT ENGLISH IS THE SOLE PROPERTY OF ITS NATIVE SPEAKERS?

Master's programme in Comparative and International Education which is taught in English since most of our students are from other countries. However, I have insisted that the same topic should be taught in Norwegian at the Bachelor level. This has been met with great resistance.

LOSS OF CULTURE

The switch to English is clear to see when looking back over the last 10–20 years. During the period 1960 to 1979, 90% of PhD theses delivered at the University of Copenhagen were written in Danish and 10% in English. From 2000 to 2004, 100% were written in English![8] If this trend continues in the smaller countries of Europe, we shall lose much of our culture, we won't be able to carry out academic conferences in

our own languages and it could ultimately contribute to a further stratification of society. Those who have a near native command of English will have an edge over those who have a lesser command of this language.

Since I am afraid of what will happen to my own language (Norwegian) as an academic language, I embarked on a project, together with colleagues, to edit

a book within comparative and multicultural education and development in Norwegian.[9] All the authors of the book used Norwegian as their daily language, yet all of them, including myself, wrote more frequently in English. Consequently, we all had great difficulties finding Norwegian translations to words we commonly used when we wrote in English. We asked each other: "What is a Norwegian word for 'policy', for 'counterpart' *etc*?" The exercise was important and an eye-opener to us. We saw how easily we can lose our language.

Whether it be in Africa, Europe or any other part of the world, the growing dominance of English within higher education spheres should be observed with some concern taken towards the

preservation of a country's national cultural identity. Internationalisation should not, by any means, simply mean 'Anglicisation'. **F**

1. With the exception of the use of Afrikaans in some universities in South Africa.

2. Brock-Utne, B. & Skattum, I. (Eds) (2009), *Languages and Education in Africa: A comparative and transdisciplinary analysis.* Oxford: Symposium Books.

3. Kimizi, M. M. (2009). From a Eurocentric to an Afrocentric perspective on language of instruction in the African context: A view from within. In: K. K. Prah & B. Brock-Utne (Eds.), *Multilingualism: A paradigm shift in African language of instruction polices.* pp 195–219. Cape Town: CASAS.

4. Prah, K. K. (2009a). A tale of two cities: Trends in multilingualism in two African Cities – The cases of Nima-Accra and Katatura-Windhoek. In K. K. Prah & B. Brock-Utne (Eds.), *Multilingualism: A paradigm shift in African language of instruction polices.* pp 250–275. Cape Town: CASAS.

5. Prah, K. K. (2009b). Mother-Tongue Education in Africa for Emancipation and Development: towards the intellectualisation of African languages. In B. Brock-Utne & I. Skattum (Eds.), *Languages and Education in Africa: A comparative and transdisciplinary discussion.* pp 83–105. Symposium Books, Oxford.

6. Brock-Utne, B. (2007). The language of instruction and research in higher education in Europe – highlights from the current debate in Norway and Sweden. *International Review of Education 53(4).* 367-388.

7. Gjengedal, K. (2013). Engelsk eller døden (English or death) *Forskerforum 45(8).* pp.16–21.

8. Lindblom, P. (2009). Are the Nordic Languages threatened as Academic Languages? In: B. Brock-Utne & G. Garbo (Eds.) (2009): *Language and Power. Implications of Language for Peace and Development.* Dar es Salaam: Mkuki na Nyota. pp. 283–289. Oxford: ABC, East Lansing: Michigan State University Press.

9. Brock-Utne, B. & Bøyesen, L. (Eds) (2006). *Å greie seg I utdanningssystemet I nord og sør. Innføring i flerkulturell og komparativ pedagogikk, utdanning og utvikling.* (How to cope in the educational system in the North and the South). Bergen: Fagbokforlaget.

ENGLISH AS A *LINGUA FRANCA* BOOSTS MULTILINGUALISM

The use of English as a common lingua franca in study abroad programmes is receiving mixed views in the higher education world. Here, a positive take on the burgeoning use of English as a global medium of instruction.

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Illustration: Sarah Poletti

Controversy arose in France over a recent government policy to allow French universities to teach courses in English. In Italy, the Politecnico di Milano announced the teaching of all graduate education in English as of 2014, sparking quite a debate and even a case at the National Court. Concerns over the loss of linguistic and cultural diversity are regularly raised in light of internationalisation of education. The use

WHEREVER THERE IS CULTURE, THERE IS A NEED FOR A LANGUAGE TO SIGNAL THE BELONGING TO A CERTAIN GROUP

of English as a *lingua franca* (ELF) in particular is often pointed out as a main and major threat to multilingualism. At the same time it appears to be a development that cannot be stopped. However, instead of threatening multilingualism and cultural identities, could ELF just as much promote these very two ideals?

ELF BOOSTS STUDY MOBILITY

The reason behind the policy change in France is government acknowledgement of English as a tool to attract international students. In fact, the recent OECD *Education at a Glance* report again confirms higher popularity of destinations where English is either the official language or a much used *lingua franca*. However, providing English-taught programmes does not match internationalisation in itself. It serves as a facilitator, setting a framework in which students and teachers interact in an intercultural classroom, gaining linguistic knowledge and exchanging cultural identities. Moreover, it opens doors to new languages and cultures outside the classroom.

Students can now choose many destinations where English is the medium of instruction, while at the same time being exposed to another language and culture. The opportunity to learn an additional foreign language remains an important reason for students to study abroad. Many international students start with a course in the host language which they will continue to learn throughout their stay and possibly upon return. The best incentive and most effective way to learn a foreign language is in fact to learn it from native speakers in the country itself. As such, attracting international students means attracting potential language learners. Is ELF then a threat or a possibility?

CULTURAL IDENTITY

Juliane House differentiates between a language for communication and a language for identification.[1] Both serve different purposes: a language for communication is a functional language that enables communication in specific contexts, whereas a language for identification is loaded with culture and marks the belonging to a certain culture or group.

We should bear in mind that when we speak of English in all its non-native varieties, such as ELF, English as a medium of instruction (EMI) or *lingua academia*, this is not tied to a specific country or nation. ELF does not bring up connotations of British tea or American thanksgiving. ELF is first and foremost a language for communication.

It is adopted by international groups as a means to enable mutual understanding. This also explains why comprehension of native English teachers in academic settings is often (more) problematic – a recurring topic of discussion at the recent EAIE Annual Conference in Istanbul. Native teachers might use complex words and phrasings as well as cultural references, which require far advanced and different knowledge of the language.

In an international classroom, ELF primarily serves the purpose of transferring knowledge, whereas outside the classroom, the language for identification will remain essential to participate in everyday life. Wherever there is culture, there is a need for a language to signal the belonging to a certain group and to express its corresponding values. Being able to communicate in a foreign language does not just mean studying grammer and vocabulary but also learning new concepts that are reflected in the language and expressed in different ways. This just as well accounts for the English language where misunderstanding is not uncommon: where Americans buy sneakers, the British buy trainers. Teaching styles also differ: the Dutch teaching style is known to be highly interactive whereas in Italian classrooms knowledge is more passively absorbed. Forms of expressing politeness also vary: the Chinese might say "yes" because it is the more polite answer, but actually mean "no". These are just small illustrations of how culture and language are intertwined. Therefore, as long as Europe is made up of different cultures, foreign languages will continue to be used and are crucial to succesfully participating in its societies. No matter the language

Illustration: Sarah Poletti

used in class, all international students are exposed to this diversity once they step outside the classroom.

ELF AS A LANGUAGE FOR IDENTIFICATION
Let us move beyond discussions where English is isolated as a language that threatens other foreign languages, because ELF also contains traits of other languages. It is a clear example of intercultural communication: conversations in which speakers represent different linguistic and cultural identities. An Italian ELF speaker for example, will continue to use more gestures than a Finnish ELF speaker and they will have different accents. Southern Europeans often 'make' a siesta and German students were 'drunken' after a night out. Although we can easily translate 'mañana, mañana' into 'tomorrow, tomorrow' it is not equivalent to the Spanish concept indicating a form of procrastination. Another nice example is the *Brief list of misused English terms in*

can take on new forms and meanings in supranational groups. Languages are not static entities. And especially in a globalising world, where intercultural contact increases due to mobility and technological developments, language

culture. While international students and teachers use ELF to reach understanding, they will remain to mark their cultural belonging by adopting traits of their own language into their English in various ways. In this sense, one could even be as bold as to state that English natives are losing their language, more so than any other European cultural identity. **F**

AS LONG AS EUROPE IS MADE UP OF DIFFERENT CULTURES, FOREIGN LANGUAGES WILL CONTINUE TO BE USED

EU publications.[2] This glossary explains the misuse of terms in EU communication, many of which derive from French. For example, 'agents' refers to commission staff and 'go on mission' means going on a business trip. As rightfully pointed out in the glossary though, if 'an agent goes on mission' this in no way refers to a James Bond film.

As such, even the use of ELF in itself does not neglect exposure to foreign languages nor the reflection of cultural identities. In fact, 'agents going on missions' is a good example of how language

use becomes more dynamic. Therefore, ELF not only promotes understanding within international groups, it also allows for diverse cultural and linguistic traits to be adopted into their communication.

Correspondingly, Juliane House argues that ELF "unites more than it divides" as it belongs to all Europeans as an instrument enabling understanding across different cultural and linguistic backgrounds. As such, ELF promotes multilingualism as it enables students to study in a country where they can also learn about another language and

1. House, J. (2003). English as a lingua franca: a threat to multilingualism? *Journal of Sociolinguistics, 7(4).* Retrieved from http://ukonline-web.uni-koeln.de/remarks/d5134/rm2169656.pdf

2. European Court of Auditors (2013). *Brief list of misused English terms in EU publications.* Retrieved from http://ec.europa.eu/translation/english/guidelines/documents/misused_english_terminology_eu_publications_en.pdf

TEACHING IN ENGLISH: PERCEPTIONS FROM ISRAEL

Which is the best method of teaching international students in English? Is it best to enforce an English–only rule in the classroom, or is a more flexible approach required? Here are some insights from the Tempus–English for All project in Israel.

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Since English is the uncontested *lingua franca* for science, technology, politics, commerce and popular culture, higher education institutions (HEIs) need to consider how best to prepare their graduates with English skills for the global workplace. Due to time and budget constraints, the option of offering additional English language classes does not always exist. However, with increasing internationalisation of higher education, more institutions are

FINDING UNIVERSITY LECTURERS WHO CAN ADOPT A DUAL FOCUS ON BOTH CONTENT AND LANGUAGE IS RARE

offering programmes taught in English. The reasons for this trend range from promoting student and lecturer mobility to increasing income, while the aim of improving students' English proficiency is not generally addressed.

Nevertheless, from the language teachers' perspective, the increased exposure to English is a serendipitous dividend.

TEACHING IN ENGLISH: VARIOUS APPROACHES
There are several approaches to the teaching of content in English, the most developed of which is known as content and language integrated learning (CLIL). This dual-focus experience, where a language other than that of daily discourse is used to teach both content and language, is quite different to that of the Foreign Language (FL) classroom – although not intended to replace it – and there are many models of CLIL that have been developed and successfully implemented in primary and

secondary education. At tertiary level, however, lecturers have not necessarily been trained in teaching methodologies; furthermore, finding university lecturers who can adopt a dual focus on both content and language is rare. An alternative approach more commonly adopted in HEIs is English medium instruction (EMI) where the focus is clearly on content, with language improvement being a potential by-product.

ENGLISH AND HEBREW
In Israeli higher education, the language of instruction is primarily Hebrew, but the phenomenon of 'Englishisation' is growing alongside the expanding influence of the Bologna Process. Even the traditional focus of reading comprehension in English for Academic Purposes (EAP) courses is gradually shifting towards greater focus on oral and written skills to reflect 21st century needs.

Photo: Pontus Edenberg (shutterstock)

Nevertheless, recent demands by Israel's Academy of the Hebrew Language to the Minister of Education to reverse the EMI trend and ensure that Hebrew remains the language of academia,[1] is symptomatic of contentious and unresolved issues of local language policy. In response, academics support the introduction of EMI as an essential element of the internationalisation process, since students need to disseminate their work in English for universal accessibility; and, given the minority status of the Hebrew language, courses must be offered in English in order to attract international students. However, there is still no framework providing the infrastructure on which to promote and to evaluate EMI, both within and between institutions. Furthermore, the limited research on 'Englishisation' in Israeli higher education, means that EMI's influence is largely unknown.[2]

INTRODUCING EMI IN ISRAEL

The Tempus-English for All (EFA) project was launched in Israel in 2010 and our involvement in this EU-funded project over the three-year period gave us first-hand experience of introducing EMI at the tertiary level. The 19-partner project sought to improve Israeli students' English proficiency through a variety of means, one of which required each of the five Israeli participating colleges to teach at least two

EMI courses. During the preparatory phase of the project, consultations with our EU partners revealed that no consensus exists on what constitutes acceptable EMI practice and in effect, implementation of the EMI component of EFA was very much based on conjecture. Most courses

offered were electives; and instructors were either native speakers or considered themselves suitably proficient in English to fulfil the task. Feedback was collected from students and lecturers using self-report questionnaires and interviews.

FACTORS AFFECTING SUCCESS

The EFA experience highlighted some of the many factors on which students' ability to improve their language skills in EMI

> **ENFORCING EXCLUSIVE USE OF ENGLISH COULD NEGATIVELY IMPACT THE FINAL GRADE OF THOSE STUDENTS WHOSE ENTRY LEVEL IN ENGLISH IS WEAK**

classes are dependent. Firstly, if the only exposure to English is during lectures, and if assignments and examinations can be submitted in their first language, then improvement in English will be minimal. Conversely, enforcing exclusive use of English could negatively impact the

Photo: Nir Levy (shutterstock)

final grade of those students whose entry level in English is weak; some would thus argue that the first language should also be allowed, even during lectures. Another factor is whether the course content should be modified to ensure comprehension, with consideration given to whether or not the same amount or nature of material can or should be covered in a second or third language. Furthermore, can the same evaluation criteria be employed for a course taught in English? In addition to the immediate needs of the students, the language level of the lecturer must also be considered with regard to who will teach the EMI course and which criteria are relevant and acceptable for their selection process.

TRANSLATION IS NOT ENOUGH

In data collected during the EMI courses, less than half of all student respondents reported a real or perceived improvement in language abilities. Our concerns are that inadequately prepared EMI instructors may believe they need only translate their course from one language to the other in order to teach effectively

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INADEQUATELY PREPARED EMI INSTRUCTORS MAY BELIEVE THEY NEED ONLY TRANSLATE THEIR COURSE

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in English and that no other modifications or adaptations are necessary. Overall, the lecturers found students' language proficiency to be inadequate

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FOR STUDENTS TO BENEFIT FROM EMI, A SUITABLE LANGUAGE SUPPORT FRAMEWORK NEEDS TO BE IN PLACE

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for EMI, and although some said they tried to speak more slowly to assist students with comprehension, most did not consider correcting students' English to be their responsibility. Furthermore, they were concerned that any extra focus on language issues would leave insufficient time to cover all the course material. Thus, while the EMI lecturers unanimously advocated the necessity of language support for EMI students, any language learning in this context was largely incidental.

ADDITIONAL SUPPORT REQUIRED

Findings from the EFA project lead us to understand, therefore, that in order for students to benefit from EMI, a suitable language support framework needs to be in place. Such a framework should set a minimum threshold proficiency for students as well as instructors. Lecturers teaching in English need training in the pedagogical aspects of EMI. Heightened sensitivity to students' language needs and to the challenges of assessing assignments and exams fairly are an essential foundation

for successful EMI. This is particularly important for less proficient students, and for those students for whom English is a third language, as recognised in EMI contexts both in Israel and abroad.[3] Institutional infrastructure for EMI should include facilities such as a writing centre and a self-access language centre where students can find individualised assistance and support for the linguistic challenges many of them face when studying content courses in English.

Despite our findings from EFA, we strongly support the inclusion of compulsory EMI courses within a programme taught in a student's first language, with the proviso that these courses be accompanied by an appropriate infrastructure to support the students and lecturers. **E**

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2. Inbar-Lourie, O. & Donitsa-Schmidt, S. (2013). Englishization in an Israeli Teacher Education College: Taking the First Steps. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-Medium Instruction at Universities. Global Challenges.* (pp. 151-173). Multilingual Matters: Bristol.

3. Shohamy, E. (2013). A Critical Perspective on the Use of English as a Medium of Instruction at Universities. In, A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-Medium Instruction at Universities. Global Challenges.* (pp. 196-210). Multilingual Matters: Bristol.

Photo: Dick Gillberg

TEACHING THE TEACHERS

Using language for real purposes and not just focusing on grammatical issues and vocabulary is essential to successful language learning. This insightful article looks at tried and tested ways of preparing faculty to teach effectively in English.

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While those of us in Western nations who were born into English or learned it early on in life can lament its intrusion on other languages, English for many is viewed as necessary to economic and professional survival. It is often this view that drives initiatives to teach in English. Five years ago, at the behest of international partners in Mexico, a colleague and I created a hybrid course (six weeks online; three weeks on-site) entitled 'Language and Literacy Practices Across the Academy' to prepare faculty to teach in English. We knew, however, that internationalisation which champions the use of English tends to work in the interest of existing economic and political power structures. Thus, my colleague and I felt the tension between fore-fronting English and wanting to define internationalisation in more culturally and linguistically sensitive ways.

USING THE LANGUAGE FOR *REAL* PURPOSES IS ESSENTIAL TO LANGUAGE LEARNING

We were challenged not only to prepare faculty to teach in English but also to contextualise our instruction within larger issues of globalisation and internationalisation. We believed, however, that our challenges were ones all international faculty face when English is the language of instruction.

My colleague left the university two years ago, but I continue to refine the course to meet these challenges. Three themes have shaped the course and must be considered in any classroom where English is used to teach non-native speakers:

1. Teaching English as a communication
2. Making internationalisation a curricular issue
3. Implementing pedagogical strategies that foster intercultural understanding and world-mindedness

These themes have become learning outcomes for the course, with the goal that faculty will, in turn, take them up in their teaching.

ENGLISH TO COMMUNICATE

Anyone who teaches English will say it is about communication. Instruction, however, often represents a banking model of teaching. Knowledge is figuratively deposited in students in discrete instalments of vocabulary, grammar, spelling, and pronunciation development. Student interests and experiences are minimised, with contrived experiences – ordering from menus or watching movies in the target language, for example – created as pseudo-relevant content. Nearly all of the 78 faculty who have participated in the 'Language and Literacy Practices Across the Academy' course recalled learning English this way. Most had also studied in the US or Canada for anywhere between two weeks to two years. Although they identified this time as vital to language development, in a pre-course survey they unanimously said that as teachers they focused on English vocabulary development and wanted to work on grammar and usage so they could, in turn, work with students on these aspects of language.

All of these aspects, although important, have little to do with communication when taught in isolation. Using the language for *real* purposes, however, is essential to language learning. Real use

emanates from the interlocutors. In the course, this required finding ways for faculty to fore-front disciplinary expertise and engage in critical interactions in English around their disciplines and internationalisation.

Beginning with the course's hybrid portion, faculty contributed regularly to online discussions about internationalisation and English as a medium of instruction. Once on-site, they continued to respond to articles, submitting daily reflections that were used to generate in-class discussions and explore how language works. The discussions created opportunities to identify goals and activities for teaching content in English.

Faculty could not recall writing and talking so much in English. They wanted students to talk and write in English in ways that they had in the course. The change of perspective – from wanting to teach and assess students in English to strategically using English to enhance learning – redefined English as a medium of instruction. It came to be viewed as a curricular issue and not a policy mandate.

CURRICULUM: WHERE LOCAL MEETS GLOBAL

In my institution, we recently created an international education committee. Its charge is to support faculty's international initiatives. Upon its creation, the Dean asked the committee to consider how the institution could leverage internationalisation to increase revenue.

The Dean's request takes precedence in internationalisation. Internationalisation is aligned with the goals of globalisation and promoted for its marketability. In these instances, internationalisation is a policy initiative. In practice, this means identifying activities, usually related to mobility, that generate tuition

MOST FACULTY HAD LIMITED PEDAGOGY BACKGROUNDS

revenue. Similarly, the request that led to the creation of the 'Language and Literacy Practices Across the Academy' course came from Mexican university administrators who believed English could increase student mobility and help recruit international students.

My colleague and I made a distinction between internationalisation as a policy initiative and internationalisation as a curricular initiative. For us, a common element of the two was the need for professional development. We used this element to shift the focus of our course from teaching in English to contextualising English within larger curricular and pedagogical issues.

Using the questions, "what is worthwhile?" and "who benefits?" as curricular questions, faculty identified the effects of

heavier lifting. Most faculty had limited pedagogy backgrounds, and, as suggested in reference to learning English, the tendency was to teach the way one was taught.

Bringing the local into focus was an exercise in intercultural awareness and recognising visible and invisible interconnections among world populations. What is revealed is global interdependency that, for example, allows Silicon

The discussions and writing modelled meaningful language use around content which allowed faculty to position themselves as disciplinary experts and to create curriculum that would do the same for their students.

FLEXIBLE APPROACHES

The course continues to evolve as faculty respond to how it has and has not transformed their teaching. I continue to struggle, however, with how best to provide on-going support to faculty after the course ends. Although capturing their hearts and minds, the three themes do not always inform faculty practices. Many faculty still define teaching in English as translating existing materials into the target language.

What the themes suggest, though, is willingness to live with some ambiguity in our teaching. They are about providing openings in one's pedagogy for students to fill with meaning and activity. Such openings shift the balance of power slightly so that new perspectives can inform the content. They increase the likelihood that language use will be meaningful. As a pedagogical move, however, isn't that what teaching in English should be about? **F**

MANY FACULTY STILL DEFINE TEACHING IN ENGLISH AS TRANSLATING EXISTING MATERIALS INTO THE TARGET LANGUAGE

globalisation on local contexts. The local became a focus of discussion, with recognition that it goes beyond students in the classroom. This focus helped faculty delve into that which they were familiar but often forgot in a policy reaction to globalisation, such as local knowledge, culture, languages, needs and globalisation's effect on these needs.

PEDAGOGY FOR INTERCULTURAL AWARENESS AND WORLD MINDEDNESS

Grappling with the tension between the local and global whilst questioning worth and benefits can be described as 'academic calisthenics'. Letting that tension transform teaching requires

Valley manufacturing decisions to affect lives in rural China or urban India. It was not enough, however, only to talk about this interdependency and how local and global interact. Faculty had to experience how these relationships play out in student interaction with curriculum and one another. They also needed to contemplate the relationship of English to other languages.

I modelled pedagogical stances that promoted these types of interactions. Along with the work we did with faculty writing and the discussions of worth and benefit, we discussed how knowledge is constructed and how to scaffold instruction using language and experience.

IMPLEMENTING A DUAL LANGUAGE POLICY
ADVICE FROM A DUTCH UNIVERSITY

Multiple languages are becoming common–place on campus as higher education institutions become more and more international. How can your institution ensure its staff members have the right language proficiency for their specific job roles?

MARJON MENTEN & BRENDA DOCTER
Erasmus University Rotterdam, the Netherlands

The increasing level of internationalisation and the growing ambitions of Erasmus University Rotterdam (EUR) require internationally orientated academics and professional support in both Dutch and English. Due to the significant rise in the number of foreign students and employees, the demand for service in two languages is increasing. This developement lead to the implementation of a dual language policy, which we hope might be useful to colleagues at other institutions embarking on the same path.

In order to meet the new challenges of dual languages at the university, a project group was set up and charged with defining a number of measures that will enable EUR to move towards the desired level of dual language operations. Measures have been proposed to ensure information is available in both languages, to improve the support staff's linguistic proficiency in English and to stimulate international employees' linguistic proficiency in the Dutch language.

The 'Englishness' or 'Dutchness' of the environment in which particular staff members work plays an important part in determining the extent to which they need to be proficient in both English and Dutch. The level of language skills required depends on the role of the staff member. Staff whose core tasks involve spoken or written communication (with

LANGUAGE IS AN IMPORTANT PART OF INTEGRATING AND FEELING AT HOME

students, colleagues or others) will need better linguistic proficiency than back-office staff whose core tasks are more oriented towards support tasks which do not involve a great deal of direct contact with students and colleagues who may not be proficient in both languages.

LANGUAGE MATRIX
The issues outlined above have been incorporated into a language matrix in order to match the professional roles to a

particular level of linguistic proficiency. The three sub-matrices in Figure 1 are distinguished by the degree of language 'X' occurring within activities and the working environment. Human resource advisers will work closely with the university departments to pinpoint what each colleague needs to achieve in terms of language proficiency. The language matrix uses language guidelines as expressed in the Common European Framework of Reference, shown in Figure 2 on page 30.

DUTCH LANGUAGE PROFICIENCY
If the working context of a non-Dutch-speaking staff member requires proficiency in Dutch (*eg* if lectures are to be given in Dutch) then the requirements set out in the language matrix will also apply. Language is an important part of integrating and feeling at home both at

Figure 1: LANGUAGE MATRIX FOR ASSESSING 'X' LANGUAGE PROFICIENCY

	0-25% X-language-environment*				25-40% X-language-environment*				40-100% X-language-environment*			
	WO	**HBO**	**MBO**	**LBO**	**WO**	**HBO**	**MBO**	**LBO**	**WO**	**HBO**	**MBO**	**LBO**
Sporadic	B2	A1	A1	n/a	B2	B1	A2	n/a	C1	B2	B1	A1
Mainly written	B2	B1	A2	A1	C1	B2	B1	A1	C1	C1	B2	A1
Mainly spoken	B2	B1	A2	A1	C1	B2	B1	A1	C1	C1	B2	A1
Written + spoken	B2	B1	A2	A1	C1	B2	B1	A1	C1	C1	B2	A1

* X-language environement defined by: Percentage of students speaking language;
percentage of staff speaking language; percentage of external contacts speaking language; working language.
WO: university level education; **HBO**: higher vocational training; **MBO**: vocational training; **LBO**: basic education

work and in a wider context of the country itself. In general, ability to master the native language can be a deciding factor when people consider whether to remain in the country or return to their country of origin or perhaps go elsewhere. Erasmus University has a policy

LANGUAGES NEED TO BE USED REGULARLY IF PROFICIENCY GAINED IS TO BE MAINTAINED OVER TIME

of attempting to attract and retain talent and this is why we offer international staff the opportunity to acquire basic Dutch language skills even if their work environment and activities are mainly in English. The extent to which our university facilitates/encourages colleagues to learn Dutch depends on the expected duration of a staff member's stay in the Netherlands. If a stay of one to four years is planned (*ie* PhD position), we facilitate Dutch language lessons up to level A1. For stays exceeding four years, we facilitate lessons up to level B1.

The language matrix also offers guidelines for the recruitment of new employees. For new employees, the general rule is that they have the required language level when they start (or can be reasonably expected to attain it within two years of entering employment).

The matrix also provides an indication of the language skills which we aim to see our current employees reaching.

The English (or Dutch) proficiency of all employees will be assessed over the coming years. If there is a discrepancy between the required/desired level and the current level, steps will be taken to ensure the person concerned can acquire the proficiency required (by, for example, following a language course).

Our ambition is to boost the language proficiency of all EUR employees so that they can reach the required

levels within five years. From now on, linguistic proficiency will be a standard item on the agenda of all staff appraisals and performance reviews and, where necessary, appropriate training will be included in personal development plans. We are aware that languages need to be used regularly if proficiency gained is to be maintained over time.

We hope that the way we have tackled the language issue at our university will be of use to the many colleagues in universities throughout the world facing a similar challenge. Feel free to use our matrix. If you want to get in touch to share your experiences with building a language policy for a university that has global ambitions, we would love to hear from you. **F**

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Marjon Menten: menten@oos.eur.nl

Figure 2: COMMON EUROPEAN FRAMEWORK OF REFERENCE

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Production	Interaction	
C2	I have no difficulty in understanding spoken language in any form, either in person or on the radio or TV, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can easily read virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the audience to notice and remember significant points.	I can take part effortlessly in any conversation or discussion and am wholly familiar with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the reader notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not expressed explicitly. I can understand TV programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points of view and rounding off with an appropriate conclusion.	I can express myself fluently and spontaneously without any obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can express myself in clear, well structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex arguments provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can participate in discussions with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions in familiar contexts, explaining and supporting my views.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular view. I can write letters highlighting the personal significance of events and experiences.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can tell a story or relate the plot of a book or film and describe my reactions.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events).	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (eg basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, brochures, menus and timetables and I can understand short, simple personal letters.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
A1	I can understand familiar words and phrases concerning myself, my family and immediate concrete surroundings, when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices, on posters and in catalogues.	I can use simple phrases and sentences to describe where I live and people I know.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for example to send holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

WHICH ENGLISH?

"English can no longer be cast aside in the internationalization literature as though it was merely a practical problem to be 'fixed' in university EAP units." [1]

MAGGIE MCALINDEN & ILAN ZAGORIA
Curtin University, Australia

The status of English as a global language is largely unquestionable: English is the first language to have spread to such an extent globally. It is the language of international politics, business, education, entertainment, media, the arts and technology, and it is studied by more people than any other language.

Since the 1980s, the number of international students seeking education in English has grown dramatically – in North America student numbers have doubled, in Britain they have quadrupled, and in Australia they have grown ten-fold. This increase relates, in part, to the status and spread of English as a global language. However, when English is referred to as a global language, there is usually a particular kind of English in mind.

CATEGORISING ENGLISH

Kachru's[2] influential geographical model of the use and spread of English problematises the ownership of English. The model categorises the use of English globally by dividing the English-using world into three circles, the so-called inner, outer and expanding circles.

The inner circle includes 'native' English speaking countries such as North America, Britain and Australia. The outer circle consists of former colonies such as India, Kenya and Nigeria, where 'nativised' varieties of English are the official language of government, the media and education, and are widely used as a second language. The model is completed by the expanding circle that includes, but is not limited to, parts of Asia, Europe and Central America where English is not commonly used outside of language classrooms, but where the use of English as a foreign language is expanding rapidly.

However, the model is too simplistic and misrepresents the current use of English in the world. It focuses on nations rather than speakers and so ignores the existence of different language communities within those nations. The model also

IT IS ESTIMATED THAT 80% OF ALL ENGLISH LANGUAGE TEACHERS WORLDWIDE ARE BILINGUAL

underestimates the numbers of expert, bilingual speakers of English in the outer circle countries and the level of English used outside the classroom in the expanding circle countries.

Kachru developed his model in an attempt to recognise and legitimise the existence of varieties of English beyond the inner circle countries. The model introduces a critical understanding of English as a post-colonial artefact but at the same time, through its notions of inner, outer and expanding circle, it also maintains linguistic privilege and prejudice. The model reinforces the global dominance of inner circle English by proposing that native varieties and speakers of English are ideologically and historically located within the privileged inner circle with all other varieties of English and speakers of other languages on the periphery and in binary opposition to English as a 'native' language. This positioning of 'native' varieties of English as the standard to which all other varieties of English are compared, creates and maintains a status quo wherein speakers of English in the outer and expanding circles are "radically silenced and subjugated by their relegation to the margins".[3]

THE MYTH OF ENGLISH AS A GLOBAL LANGUAGE

There remains a widespread and common misconception that English is the most widely spoken native or first language

(L1) in the world. If the definition of a global language were based on the number of L1 speakers of a language, then Chinese would be the definitive global language, with over one billion L1 speakers of one or more varieties of Chinese worldwide compared with 400 million L1 speakers of English. Moreover, the total number and growth of monolingual speakers of English globally is far outweighed by the total number and growth of L2 speakers. There are more than one billion users and learners of English as an additional language currently worldwide. It is estimated that 80% of all English language teachers worldwide are bilingual. Despite this, the English language is generally considered the property of inner circle, monolingual speakers of English. Native speaker varieties of English such as British, North American and Australian English are widely viewed and used as the norm against which other varieties and dialects of English are to be benchmarked and to which all users of English are encouraged to aspire.

DISCRIMINATION OF MULTILINGUAL STUDENTS

The benchmarking of English language proficiency against inner circle norms serves as a gatekeeper in our universities yet English language proficiency does not predict or ensure academic success in tertiary education. The status of inner circle varieties of English as the sole standard to measure the English

language proficiency of international students in Australia sets unrealistic and probably irrelevant goals and standards. What these standards do ensure is that learners of English and multilingual speakers of English are discriminated against in their access to education in countries like Australia and Britain since they need to meet particular English language requirements not required of the monolingual speakers of English in these countries. Even when international students do meet the minimum levels of English language proficiency required to gain entry to a tertiary education course, they are then largely expected to use English as if they were an expert native user of academic English.

When multilingual users and learners of English are evaluated against inner circle expert user norms in our universities, the inner circle norms are reinforced, ensuring the ongoing privilege, status and commercial value of inner circle English internationally.

Very few speakers of English as an additional language attain, or need to attain, native-like fluency or proficiency in English. So why do international educational institutions continue to set unattainable language learning goals for multilingual users of English by continuing to benchmark English language proficiency against inner circle norms? Who decided that English is the sole property of its native speakers and that it should be taught in its native form?

LINGUISTIC IMPERIALISM

Education in English and English language teaching is not neutral or disconnected from culture, history and ideologies. There are clear global and

ENGLISH LANGUAGE PROFICIENCY DOES NOT PREDICT OR ENSURE ACADEMIC SUCCESS IN TERTIARY EDUCATION

national trends that privilege inner circle native-speaker varieties of English and which equally discriminate against non-native speaker varieties and speakers of English. The goal of inner circle, native speaker-like competence in English as a requirement to study in Australian and other Anglophone universities can be considered a neo-colonial ideology.

This ideology is reinforced by second language acquisition research that seeks to account for the inability of English language learners to achieve the goal of native-like competence. This research has yet to provide any significant answers as to why adult learners, or multilingual users of English, need to achieve this goal. In the internationalised, multilingual, multicultural context that we live and work in, the privileged status of inner circle varieties of English is no longer relevant and should have no place. An alternative is needed.

WORLD ENGLISHES

Current entrenched conceptions of inner circle English can be replaced with the idea of English as a *lingua franca* (ELF) or of World Englishes (WE) to better reflect the reality of how English is used in international higher education and in other international contexts. A *lingua franca* is a common language used between people who do not share the
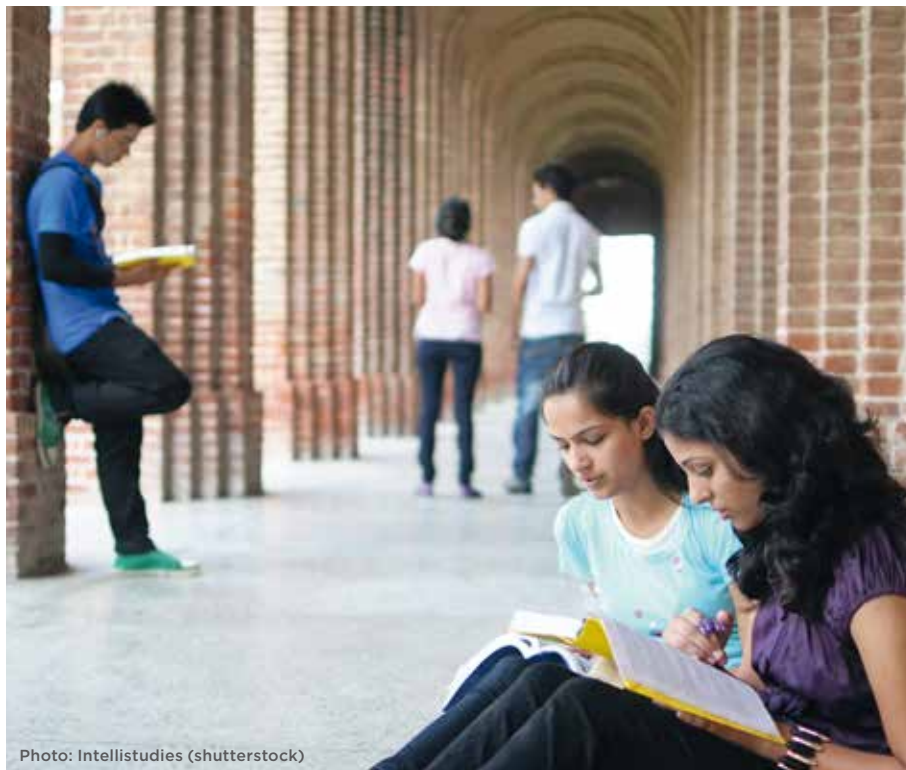
Photo: Intellistudies (shutterstock)

English used around the world. The aim of these corpora is to document the linguistic forms that occur within the plurality of the ELF/WE paradigm, to learn more about how the different varieties of English function in achieving meaning, and, most importantly, to legitimise the notion of multiple English variations. By identifying the commonalities as well as recognising the differences of grammar and vocabulary used in varieties of English around the

without the need for users of English to replicate the prescribed native speaker norms. Framing the testing, study and use of English within the ELF/WE paradigm counters the status quo of native speaker, inner circle English, reduces linguistic discrimination, and aims to legitimise multiple varieties (and speakers) of English. Valuing these varieties of English should be an important principle of international higher education. **F**

WHO DECIDED THAT ENGLISH IS THE SOLE PROPERTY OF ITS NATIVE SPEAKERS?

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same first language while the concept of World Englishes seeks to legitimise the established and emergent varieties of English of the outer and expanding circle countries.

Linguists have compiled lexical and grammatical databases of English as a *lingua franca* and of particular varieties of

world, a process of legitimisation can occur whereby established and emergent varieties of English gain acceptance.

Within the ELF/WE paradigm, the norm of a 'correct' English is contested. Variation is the norm and the norm is inherently unstable and continually changing. Successful communication can occur

1. Jenkins, J. (2013). *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy* (p. 11). Hoboken: Taylor and Francis.

2. Kachru, B. B. (1992). *The other tongue: English across cultures.* Urbana, Illinois: University of Illinois Press.

3. Kandiah, T. (1998). Epiphanies of the deathless native users' manifold avatars: A postcolonial perspective on the native speaker. In K. Singh (Ed), *The native speaker: Multlilingual perspectives* (pp. 83). New Delhi: Sage.

FROM DOVES TO HAWKS:
THE CHANGING FACE OF INTERNATIONALISATION

The line between internationalisation and globalisation, for many, has become blurred. What is the true meaning of internationalisation in an increasingly globalised higher education arena?

MIGUEL BRAVO MADRID
NHTV Breda, the Netherlands

Globalisation, marketisation, commodification, and internationalisation. For some people this may seem a logical sequence, for others, just a range of common words in today's world. Yet for some, these words should not even be placed together! Internationalisation and globalisation found their way into the world's common vocabulary through

However during the last years, renowned voices within the internationalisation field are warning us of the consequences of mixing the two terms and some have even predicted the end of internationalisation. So it seems that globalisation has somewhat taken over internationalisation, invading its core semantic values, those idealistic meanings which were still alive in the

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GLOBALISATION HAS SOMEWHAT TAKEN OVER INTERNATIONALISATION, INVADING ITS CORE SEMANTIC VALUES

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different paths but at some point, their meanings became interwoven to such extent – or at least they were interpreted in that way by so many people – that scholars who specialised in internationalisation felt the need to explain the semantic and intrinsic differences between the two terms.

LOSING CORE VALUES

For some professionals, globalisation was the 'evil', tarnishing the value of internationalisation when the two were spoken of in the same sentence. Sometimes, there was even a confusion of them both. Although marketisation and commodification in higher education were growing in importance, especially in the 1990s, the core of internationalisation was still perceived as being linked to the idealistic pioneers which sought mutual understanding and peace between nations after the inhuman proportions of World War II.

seventies and eighties, and imposing others like marketing, business and branding – terms that would result in dangers and realities like overcrowding, hegemony of western-centred paradigms, commercialisation above quality of education, and the rise and imposition of English as a 21st century *lingua franca*.

A FRESH PARADIGM?

Imagination and creativity are required in the somewhat theoretical discussion around the meaning of internationalisation and its relation to globalisation. While some experts still attach a mainly social and cooperative significance to internationalisation, there are others who wish to get rid of the normative views on internationalisation that prescript which activities are good and which are bad, the latter being usually associated with commercial activities. They are against the "dogmatic and idealistic" conceptualisation of internationalisation

and globalisation and would prefer to "leave the old concepts of internationalisation and globalisation and move to a fresh unbiased paradigm".[1] Others are accepting the challenge and proposing terms like "deep internationalisation"[2] which would be something like internationalisation without the commercial attributes but with some extra areas of interest. But the question that immediately arises is: Why not just call each thing by its right name? Why invent new concepts? Why do we keep associating internationalisation with globalisation? Why not use the original names in their original meanings? Would it be possible to start over from scratch?

COMMERCIAL OBJECTIVES

If internationalisation is a means of improving the quality of education, recruitment (and other commercial activities) should also be seen as a means and never as an end in themselves. In this case, recruitment should be seen as not only a means of earning money but of improving internationalisation through overseas diversity and student quality, regardless of the student's nationality, religion or gender. The evil should be found in the assumption that recruitment (or communication, image,

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WHY DO WE KEEP ASSOCIATING INTERNATIONALISATION WITH GLOBALISATION?

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promotion) purposes and goals are, per definition, internationalisation goals and not the other way around. When commercial objectives are imposed on higher education institutions and are determining their strategy, the situation we were warned about has already happened. At this point, we are no longer talking of internationalisation: this is purely a marketing strategy, a business plan, and, indeed, part of globalisation in its more economic sense. This view uses communication techniques to change semantic meanings and adapt them to the current economic needs of the institution. Here, diversity means more revenue through bigger groups of students paying higher tuition fees. Improving the services for local and international students is translated at the internal level into 'cut-offs' and 'reorganisations'. Rankings are the new oracle of Delphi and return on investment becomes a right of students. So once again, why not just make a distinction between internationalisation and marketing?

CHANGING LANDSCAPE OF INTERNATIONALISATION

A couple of definitions of internationalisation have been universally accepted. Jane Knight's may be the most popular: " … the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels",[3] but no single definition has been widely put into practice, that is, translated into the institutions' reality, probably not even within one single country or institution. This anarchy or free will in interpreting the theory is understandable as there are unlimited contexts projecting their influence onto the institutions' everyday life. More interesting seems to be the slow pace

of change that it is taking place in this respect in recent years. Access to people and knowledge in international networks like the EAIE and participation in their activities (think of conferences, courses, seminars, online forum, *etc*) creates a lively community that shares a common base and discusses things like the values, definition, focus and future of internationalisation. An increasing number of people, institutions, regions and countries are aware of these possibilities and are making use of them, at the same time developing new structures and ways of sharing. The ideas and energy coming out of these experiences may form a sound basis for a new path in internationalisation.

Whatever the true meaning of internationalisation today, it is only those who believe in sharp dichotomies; in a Manichean, black-or-white world, who can confidently say that the last decades have seen the doves of internationalisation turn into hawks of globalisation. For the rest, we must look for opportunities in the face of change. **F**

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1. Brandenburg, U. & de Wit, H. (2010, Winter). The End of Internationalisation. *EAIE Forum,* p. 30.

2. Wächter, B. (2013, April). Towards 'deep' internationalisation - ACA Director Bernd Wächter's impressions of Josef Mestenhauser's latest masterpiece, *ACA Newsletter, 144*.

3. Knight, J. (2008) *Higher education in turmoil: The changing world of internationalization.* (p. 21) Rotterdam: Sense Publishers.

DISCOVER PRAGUE

The capital Prague is quite possibly one of the most stunning cities in Europe, a UNESCO World Heritage listed gem. Monumental historical palaces and townhouses stand side by side with contemporary architecture, and the city's thriving café culture will leave you hungry for more. Check out the top highlights of this buzzing western metropolis ahead of EAIE Prague 2014.

Medieval castles

01

PRAGUE CASTLE

The largest medieval castle in Europe, Prague Castle was the seat of the Kings of Bohemia for centuries, and today the President of the Czech Republic rules from the castle. Dominating the skyline, and taking up roughly the size of seven football pitches, the castle complex will keep you entertained with its churches, gardens, alleyways and royal residences.

The historical districts of Prague

Famous residents (shutterstock)

Picturesque bridges

Historical squares

02

GOLDEN LANE (ZLATÁ ULIČKA)

While you're visiting Prague Castle, be sure to take a stroll along this ancient street complex within the castle grounds. The houses here were built in Mannerism style and date back to the 15th century. Housing both rich and poor, famous writer Franz Kafka was a former resident. Be sure to look out for his house, number 22.

03

CHARLES BRIDGE

Connecting the Old Town with Malá Strana, Charles Bridge is Prague's most picturesque bridge, dating back to 1347. Head onto the bridge for the best view of the river Vltava, and look out for St. John of Nepomuk (1345–1393) – one of the 30 statues that line the bridge. As legend has it, rubbing his foot will bring good luck.

04

STAROMĚSTSKÉ NÁMĚSTÍ (OLD TOWN SQUARE)

Bursting with tourists in summer, Old Town Square has been the city's main marketplace since the 11th century. The square is home to the famous Astronomical Clock, flanked by historical buildings. Soak up the atmosphere over a coffee in one of the many cafes lining the square.

PRAGUE CONFERENCE 2014

Stunning architecture

05
ST. NICHOLAS CHURCH
Located in Old Town Square, St. Nicholas Church is a Baroque church which was completed in 1735. Construction lasted approximately one hundred years, and three generations of great Baroque architects – father, son and son-in-law – worked on the church. Today it serves as both a church and a magnificent venue for classical concerts.

Impressive synagogues (shutterstock)

06
JEWISH QUARTER (JOSEFOV)
Back in the 13th century, members of the Jewish community in Prague were forced to leave their homes and congregate in one area, the 'Jewish ghetto'. As increasing restrictions were placed on the Jews, the number of people living in this area rose substantially. Six synagogues remain here, including the Old-New Synagogue – the oldest preserved synagogue in Central Europe.

Grand cathedrals

07
ST VITUS' CATHEDRAL
This Gothic masterpiece was commissioned in 1344 and took almost six centuries to complete. It is the largest cathedral in Prague and has been the venue for the coronation of Czech kings and queens. The cathedral's tower holds the biggest bell in the Czech Republic, and at more than 90 metres high, it affords some fantastic views of the city.

Enriching museums (shutterstock)

08
MUSEUM OF COMMUNISM
Learn about the lives of the Czech people during the times of the Soviet Union at this informative museum. Displays include many original artefacts from the communist era, such as statues and pictures, reading materials, military objects, and there is even a fully reconstructed school classroom.

Quintessential Prague

09
VLTAVA RIVER
The Vltava River is a perfect point from which to admire the beauty of Prague. There are many different cruises available, some offering lunch, dinner and music. Prague Venice boat trips will show you Prague's main sights from the perspective of the fisherman sailing Vltava River with his boat 100 years ago.

Czech cuisine

10
LOCAL CUISINE
Check out the Michelin-stared Allegro restaurant which fuses Tuscan and Czech cuisine. Other recommendations include the Alcron and Kampa Park, both noted for their gourmet sea food. Beer lovers could head to U Medvidku Beer Hall and Restaurant to sample the infamous X-Beer which is fermented for six months and is said to be the strongest brew in the country (11.8%).
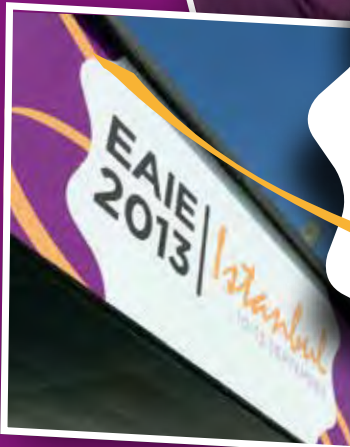
Impressions from

ISTANBUL

THE OFFICIAL CONFERENCE REPORT

ALL PHOTOGRAPHY BY JAS SANSI

CONFERENCE EVALUATION

TURNING UP THE HEAT IN ISTANBUL

SARAH FENCOTT
EAIE, the Netherlands

This year's EAIE Conference took on an exotic twist in the balmy heart of Istanbul. More than 4800 participants from over 90 countries – an increase of 14% on EAIE Dublin 2012 – made their way to the sunny metropolis bridging Europe and Asia.

The symbolic decision to hold the EAIE's milestone conference in this unique location highlighted the growing importance of internationalisation across borders and the EAIE's wish to reach out to other continents. The number of participants and their generous feedback on the conference stands testament to the global outlook of those engaged in international higher education, and their openness to cultural exploration through the EAIE. As one participant, Maria Noerby Nielsen from Metropolitan University College, Denmark commented: "The location of Istanbul and the current situation there made me think a lot more about the importance of academic freedom, human rights, democracy, *etc*, in relation to education." Another participant, Erna Helsen from HAN University of Applied Sciences in the Netherlands commended the choice of city: "It was great that the EAIE was in Istanbul, out of the European comfort zone."

Demonstrations in the city which had been heavily publicised in the world's media earlier in the year did make a re-appearance in a concentrated area of Istanbul during the conference week. Though these demonstrations were just a fraction of the size that occurred in May, they do highlight the ongoing issues that Turkey is facing. Some participants had closer contact with the demonstrations than others, and understandably mixed reactions, but the EAIE made sure it was on hand to help reassure participants and assist them in moving hotels if necessary, and providing regular updates via the blog, social media, e-mail and on-site communication.

GREATER NETWORKING OPPORTUNITIES
The ability to network remains the biggest draw for EAIE conference participants and 80% of participants who answered the conference evaluation found the networking space at the Istanbul Congres Center (ICC) to be either 'satisfactory' or 'very satisfactory'. This was a marked improvement on previous years. Eva Valcke from Copenhagen Institute of Design and Technology echoed the sentiments of many participants: "It was extremely easy to network with people, to find them at the right places and to find space to have conversations."

The sheer size of the EAIE Exhibition was also acknowledged, with 85% of participants 'satisfied' or 'very satisfied' with the exhibiting organisations. With more than 500 higher education institutions and organisations represented, the Exhibition provided EAIE participants with unrivalled access to the latest developments, programmes and initiatives from around the world.

Sessions make up the mainstay of the conference and provide the ideal way of picking up new tips, and learning about the latest policies and practices in the field. Overall, 80% of survey participants were satisfied with the sessions. Similarly, the workshops achieved an 85% satisfaction level from those who attended.

SPARKING NEW IDEAS
A popular new initiative this year was the Ignite© Session. Eight presenters had just five minutes each to present on a specific topic, creating a fast-paced frenzy of knowledge sharing! Even the presenters themselves found inspiration in the new concept: "The successful format of the Ignite Session sparked ideas to use this motivational presenting style in our buddy programme." (Anna Munro Victoria University, Australia). Discover

some of there top tips for integrating inernational students on page 43.

CONFERENCE HOSPITALITY

As is normal for a conference of this size, different experiences are had by all, and we received mixed reviews of the conference catering. We are aware that some catering areas ran short before the end of the scheduled lunchtime hours, and we have wholeheartedly taken on board all of the comments received and will ensure that we improve on the satisfaction level in Prague next year. Similarly, we are aware that the availability of the WiFi in some areas of the conference centre was somewhat disappointing. This was purely a technical issue in certain areas of the building. While it is difficult to guarantee a flawless WiFi service due to the sheer number of people requiring access, we will try to ensure a better and more user-friendly service is provided next year in Prague.

A TREAT FOR MEMBERS

The EAIE is continually looking to improve the service it provides to its members, and one brand new initiative this year was the Member Lounge, an exclusive space where EAIE members could relax between appointments, network with fellow members, refuel with refreshments, make use of the working space, and even have a massage! The conference evaluation showed that 90% of those that used the Member Lounge were 'satisfied' or 'very satisfied' with the initiative. As a result, EAIE members can now look forward to the Member Lounge becoming a permanent feature at EAIE conferences!

The second year of the Mentorship Programme for EAIE members also kicked off at the conference with new mentees meeting up with their mentors for the first time. Throughout the year, these relationships will develop as both parties capitalise on the great potential of peer-to-peer knowledge exchange, and we wish them well in their new roles.

HOT CONFERENCE READS

EAIE members who were unable to attend the EAIE Conference should receive a copy of the EAIE's 25th Anniversary Publication, *Possible Futures: The next 25 years of internationalisation of higher education* together with this issue of *Forum*. They can also download a copy of the 2013 EAIE Conference Conversation Starter, *Weaving the future of global partnerships* from the Member Centre, to gain a deeper insight into the topics discussed during the conference.

STEPPING INTO A NEW ERA

The beautiful city of Prague is the location for next year's conference, where we intend to build on the successes of Istanbul, reach out to Eastern Europe, and embrace the new era of international higher education. Jack Uldrich advised us in his Closing Plenary speech in Istanbul not to fear the future: "The best way to predict the future is to create it yourself." Join us in Prague next September to do exactly that.

"I FEEL MY BREADTH OF KNOWLEDGE HAS TRULY BEEN EXPANDED."

MATTHEW WILLIAMSON
GRADUATE PROSPECTS, UK

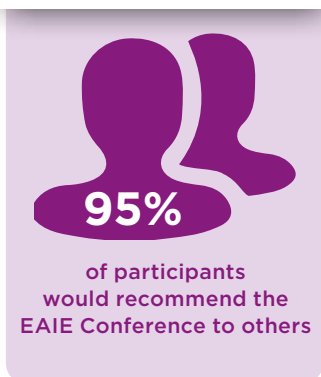**CONFERENCE EVALUATION**

EAIE ISTANBUL 2013 IN NUMBERS

1. The Netherlands
2. Germany
3. Turkey
4. USA
5. France
6. UK
7. Sweden
8. Finland
9. Norway
10. Japan
11. Belgium
12. Denmark
13. Australia
14. Spain
15. Canada

TOP 20 COUNTRIES REPRESENTED AT THE CONFERENCE

INTERNATIONAL OFFICE MANAGEMENT

STRATEGIC PARTNERSHIPS AND NETWORKS

STUDENT SERVICES

MARKETING

ADMISSIONS & CREDENTIAL EVALUATION

DEVELOPMENT COOPERATION

TOP INTERESTS OF CONFERENCE PARTICIPANTS

95%

of participants would recommend the EAIE Conference to others

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	DISSATISFIED
SESSIONS	30%	50%	11%	7%	2%
WORKSHOPS	48%	37%	7%	5%	3%
DIALOGUES	35%	42%	14%	5%	4%
(E-)POSTERS	26%	44%	16%	10%	4%
CAMPUS TOURS	47%	33%	4%	6%	10%
OPENING PLENARY	39%	38%	11%	7%	5%
CLOSING PLENARY	44%	36%	10%	7%	3%

PARTICIPANTS' SATISFACTION WITH THE PROGRAMME

SPARKING CREATIVITY: THE IGNITE© SESSION

An innovative new session took place this year: eight individual presenters had just five minutes each to demonstrate their top tips on a specific topic. Fast-paced, engaging and full of great ideas, here's a selection of the tips on how to help international students integrate into their new surroundings.

" Coach your students and get them to prepare themselves for their study abroad. Make them realise they can chose between a real experiential learning experience and tourism with some coursework thrown in. "
Jarlath Dillon, ICD – Groupe IGS, France

" Engagement is key! Using gamified elements to introduce incoming students to the city/campus will help them to explore their new 'home' in a fun way. "
Kai Erenli, University of Applied Sciences bfi Vienna, Austria

" Involve international students together with local students in your marketing and communications strategy. Their energy, enthusiasm and often technical ingenuity is inspiring! "
Warren Pohl, Hokkaido University, Japan

" If you give students the responsibility for their own success in your course, they will feel more involved. It gives them an opportunity to be seen inside the classroom. "
Jonathan van Melle, Avans University of Applied Sciences, the Netherlands

" Accompanying your learners through their international experience is about offering them a holistic and respectful learning environment for them to be able to challenge their reference points and put their world and themselves into perspective. "
Emmanuelle Mebratu, EmmErging Solutions, France

" Cut down on resource-intensive buddy programmes by giving domestic students autonomy to manage events. Train buddies using an Ignite Session and monitor the programme via photo and feedback competitions. "
Anna Munro, Victoria University, Australia

The Ignite© session will take place again next year in Prague. Why not take up the challenge and submit a proposal to present in Prague? The deadline for proposals is 22 January 2014.
Visit www.eaie.org/home/conference/become-a-speaker.html for more details.

PADDY ASHDOWN

Paddy Ashdown's well-rehearsed, eloquent predictions of the kind of future we can expect in this increasingly turbulent world left participants musing the new role of higher education on the global stage as the conference got underway. Emphasising the critical value of education and singling out four key influences expected to shape our future, Paddy's forecast set the stage for the next few days of forward-thinking, network-building, inspiration-forming EAIE conference activities. Check www.eaie.org/blog/paddy-ashdown for the full summary.

JACK ULDRICH

With the help of robotic cars, virtual supermarkets and a host of other humorous video clips, Jack Uldrich perfectly illustrated just how much technology has impacted our lives to date, and the best part? This technology curve we're riding is exponential, and we're just at the start! By encouraging participants to take off their blinkers, Jack effectively planted the seedlings of curiosity among the audience, painting an intriguing picture of the technological transformations set to rock higher education in the not-too-distant future. Check out our full interview with Jack on page 52.

25 YEARS

CONTINUE GROWING WITH US

SHARPEN YOUR SKILLS

SHARE YOUR TALENT

RENEW YOUR MEMBERSHIP TODAY!
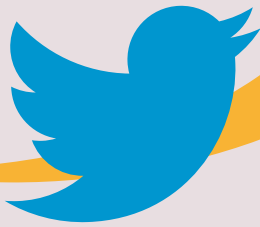
#EAIE2013

EAIE 2013 *Istanbul* 10–13 SEPTEMBER **TWITTER FOUNTAIN**

Enthusiastic participants provided the higher education community with tweet-by-tweet updates on the conference. With a live tweet wall in the conference centre, even those without smart phones could keep track of events! Here's a selection of the chatter that kept the EAIE twitter feed positively chirping this September!

Elin W@ElinHogskolan
Sessions, meetings and networking at the EAIE conference in Istanbul. Beautiful and exciting city. #EAIE2013

Dr Matthew Ashton@drmatthewashton
Have just seen Paddy Ashdown give a hugely impressive speech about the importance of education #EAIE2013 pic. twitter.com/4a4X4XQxyX

Anna Esaki-Smith@esakismith
Interesting point from World Bank's Marmojelo that in intl high ed, perspectives of "beneficiary" countries are "missing" #EAIE2013 #intl

International News@BC_CIHE
#EAIE2013: unrest in #Turkey reinforces aims of conference #intled http://ow.ly/p1ded

Karin Fischer@karinfischer
If only wealthy countries can use highered as soft power, is there a fundamental imbalance? #EAIE2013 #EAIEDialogue1

MobilityIntl USA@MobilityINTL
"Students with disabilities should have a study experience like all other students with all the risks and benefits." #EAIE2013

Jacqueline Kassteen @jkassteen
Energetic, inspiring closing plenary from @ChiefUnlearner at #EAIE2013. Educators, don't fear the MOOCs. You have opp to educate 7B ppl!

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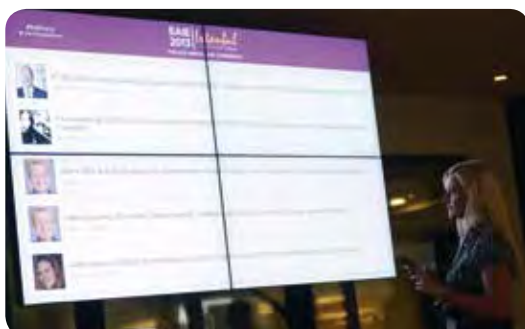
EAIE Tweet wall

ONE NAME, MULTIPLE AIMS: INSIGHTS INTO ERASMUS+

The EAIE Conference has always been an important platform for officials from the European Commission to announce the latest updates on European programmes. During this year's conference, particular attention was paid to Erasmus+, the long–awaited 'umbrella' programme which brings together the currently fragmented EU programmes. Find out more about this new initiative and read the exclusive interview with EC representative, Jordi Curell.

LAURA PATERNOSTER
UNIVERSITY OF TRENTO, ITALY

Photo: Pack-Shot (shutterstock)

Photo: Markus Pfaff (shutterstock)

The approval path for Erasmus+ has been quite long and winding, but we are (almost) there after the agreement reached at the end of June 2013 between the Council of the European Union, the European Parliament and the European Commission. The final architecture of the programme in the area of higher education has been decided and, with the aim of assuring simplification and rationalisation, it is composed of three key actions.[1]

1. LEARNING MOBILITY

This action is directed at individuals (students, staff), and includes three sub-actions:

- Credit mobility and mobility of staff: aiming to foster not only mobility within the EU (as Erasmus has done until now) but also to and from non-EU countries. A special focus will be put on the quality of mobility.
- Degree mobility: supporting joint Master courses of high quality organised by consortia of EU and non-EU institutions which aim to attract the top students in the world. The Doctoral mobility will not be included here but will be supported by Marie Sklodowska-Curie Actions (MSCA) funded under Horizon 2020.
- Master student loan guarantee: a brand new scheme for the EU which will enhance the degree mobility at Master level within the EU.

2. COOPERATION PROJECTS

This action involved institutional cooperation between higher education institutions (HEIs), businesses, local and regional authorities and NGOs, offering various lines of sub-actions, such as:

- Erasmus Strategic Partnerships: structured cooperation aimed at implementing innovative practices leading to high quality teaching, training and learning.
- Knowledge Alliances: structured partnerships between HEIs and companies with the aim to exchange knowledge and design and deliver new multidisciplinary curricula as well as ways of learning with a focus on innovation.
- Specific support with neighbourhood countries for capacity building and cooperation with Asia, Latin America and Africa: this line of action aims at supporting partner countries in modernising and opening up their higher education systems and includes a mobility component.

3. POLICY SUPPORT

This action is dedicated to policy reform in Member States, such as support of the Open Method of Coordination (OMC), further development of the Bologna process and Higher Education Modernisation Agenda, development of EU transparency tools (*ie* ECTS guide review), including the policy dialogue with third countries.

The success of Erasmus+ will depend on the extent to which a shared vision is held and a coordinated collaboration among the European Commission, Member States and HEIs takes place. In order to clarify a number of issues which were raised during the EAIE Conference, Jordi Curell, Director for Higher Education and International Affairs at the European Commission, Directorate-General for Education and Culture, kindly agreed to elaborate on the programme in this exclusive interview.

JORDI CURRELL
ON ERASMUS+

Photo courtesy of the European Commission

One of the key features of Erasmus+ is simplification. How will this be embedded into the programme?

JC: Erasmus+ will be simpler and more user-friendly. For example, we are merging seven existing programmes into one – this has been no mean feat, aligning rules and getting rid of inconsistencies. In particular we are eliminating the fragmentation of the current international higher education programmes and creating more coherence for higher education institutions. Basing the programme on three key actions provides all applicants with a simpler entry point to a range of activities which might interest them. Additionally we are simplifying programme management rules, in particular through an extensive use of lump sum grants and more targeted reporting requirements.

How will the 'quality of mobility' (characterised in the 'learning mobility' action), be ensured and measured?

JC: We have tightened up the quality requirements of the Erasmus Charter, which is the gateway for participation in the programme, and reinforced the inter-institutional agreements, which can now be signed by more than two institutions. At the same time, the learning agreements signed by students and the institutions focus more on the recognition of the mobility period as an integral part of the studies at the home university or college. We will also provide stronger linguistic support for mobile students, which is essential for them to get the most out of their studies abroad. And we will monitor how well we all do through direct feedback from participants in an online reporting tool. The programme will not only reinforce the quality of mobility, but it will also be more inclusive, by providing specific support to students from disadvantaged backgrounds, with specific needs and those coming from remote areas.

Joint doctorates will be implemented by the Marie Sklodowska-Curie Action instead of Erasmus Mundus. What effect will this have?

JC: In order to foster synergies and avoid overlap between Erasmus+ and Horizon 2020, joint doctorates, as currently implemented under the Erasmus Mundus programme (EMJD), will be transferred on to the Marie Skłodowska-Curie Actions from 2014. Re-baptised as 'European Joint Doctorates' (EJD), they will be part of the well-established Innovative Training Networks (ITN). While their management will no longer be carried out by the Education, Audiovisual and Culture Executive Agency, (instead by the Research Executive Agency), the supervision will still remain with the DG Education and Culture, notably Directorate C dealing with higher education and international affairs. As far as substance of the joint doctorates is concerned, a high degree of continuation will be achieved thanks to the fact that the EMJDs were largely inspired by the best practices of the ITN: both offer employment contracts, include a mandatory mobility component, provide structured training (including in the non-academic sector) and equip PhD candidates with transferable skills useful for a career beyond their field of research. In addition, under the more generous financing conditions of MSCA, a higher number of joint doctorate programmes is expected to have a higher structural impact on doctoral training systems around Europe and beyond.

Erasmus+ introduces the new opportunity of Master student loans which could have a significant impact on EU supporting cross-border study. How will this work in practice?

JC: This is a really exciting development, entirely new and additional to (not replacing) Erasmus grants, which continue to be the main part of the Erasmus programme. It will give students the chance to take a Master's degree in another Erasmus+ programme country[2] – traditionally an area where students struggle to find affordable support – by giving them access to study loans (up to €12 000 for a one-year programme and €18 000 for a two-year programme), linked with special protections such as a 'better than market interest rate' and up to two years to find a job before beginning repayments. The programme will generate over €3 billion which should allow around 200 000 students to go abroad for full-programme studies. The first loans will be available for studies starting in September and October 2014.

Interested in learning more about the new EU programmes concerning higher education? The spring issue of Forum has it covered! EAIE members can look out for their copy arriving in April.

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1. The future Jean Monnet actions will be integrated as separate sub programmes within the legal framework of the Erasmus+ programme.

2. EU28, acceding and candidate countries, and EFTA member states plus other countries able to participate fully in the Erasmus+ programme and where an Erasmus+ national agency exists.

IN CONVERSATION WITH

JACK
ULDRICH

Those who attended the EAIE Conference Closing Plenary will be all too aware that there are massive changes looming on the horizon for higher education. Here, global futurist Jack Uldrich continues his exploration of the trends, sharing some excellent pointers to help you look ahead in your daily work, and provides a glimpse of what we might expect to see in 5, 10 or 20 years down the line.

SARAH FENCOTT
EAIE, the Netherlands

At the conference you spoke about the danger of becoming blinkered in our daily jobs and missing the big trends approaching on the horizon. What advice would you give to those working in international higher education to help them keep up with the trends that could have a direct or indirect influence on the way they work in the future?

JU: We all have to give ourselves permission to step back from our daily jobs. Most of us feel that we don't have time to look over the horizon at what's coming next, just because we're dealing with the pressure of the day-to-day work we're engaged in, but as leaders of your industry, you have to step back and think about the future. If you don't, who will? Give yourself an hour each week to read about the trends that are affecting your industry. One of my favourite resources is the British publication, *The Economist*, and

AS LEADERS OF YOUR INDUSTRY, YOU HAVE TO STEP BACK AND THINK ABOUT THE FUTURE

four times a year they have an edition called *Technology Quarterly*, which does a wonderful job of telling people what's coming next, and inevitably there's an article or two that directly relates to education. If you have slightly more time, there's a wonderful periodical, *MIT Technology Review*. You can sign up for their

You also spoke about the importance of 'unlearning' before we can embrace the future. How exactly can international educators do this?

JU: As educators and higher education professionals, you will tend to focus on your knowledge, but sometimes it can be helpful to remind yourselves that there's a whole broader universe of things you don't know anything about. Focusing on what we don't know will keep us humble. For example, how many educators are really familiar with Massive Open Online Courses (MOOCs) and everything that is going on in that area? How many educators are familiar with everything regarding gamification and using new pedagogical tools to help educate people, or similarly the advances in translation tools and what effect these tools are having on learning new languages? The act of stepping back and saying, "wow, there's really a lot I don't know" will open our minds and make us think more proactively about engaging in the art of unlearning. Here's a great analogy for you: In the mid 1980s, a

FOCUSING ON WHAT WE DON'T KNOW WILL KEEP US HUMBLE

country practitioner from Australia went before a panel of medical experts, telling them that he had a new theory for what causes ulcers: bacteria. He was laughed off the stage. The next year he comes back and tells them he's even more convinced of his theory after testing it out on himself, and this time he was booed off the stage by the experts. Ten years later, the American Medical Association says, "actually he's right, 95% of ulcers are caused by bacteria", and ten years later he was awarded the Nobel Prize for Medicine. It is so staggering that these experts were so convinced that they knew what was causing ulcers that they couldn't hear any other theories. It's been scientifically demonstrated in the health care industry that from the time something is identified as a best practice it takes 17 years before that idea is adopted by half of all professionals in the field! Of course, we have to be sceptical of new ideas, but that scepticism shouldn't turn into cynicism. Bringing it back to higher education, could there potentially be some radical ideas that are laughed at today which could actually become reality in 10 or 20 years? If we can at least acknowledge this idea, it might make us a bit more open to unlearning.

Daily Review and each day they will send you three to five articles, which are quick easy reads. Probably twice a week they contain articles directly related to education.

Another idea to help prepare for future trends is to schedule a 'think week' where you block off time in your schedule to read about future trends. I would encourage you to get away from the office, pick up two or three books from people who have thought about the future of education, for example, Clayton Christensen's *The innovative university*, or Anya Kamenetz's *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education*. These will really help you to immerse yourself in the topic and to think about both the opportunities and threats to your industry.

What major changes do you see occurring in higher education in the next 10-20 years?

JU: The really big trend is MOOCs and we are just at the beginning of this trend. MOOCs won't obliterate all universities, but they are going to put pressure on a number of universities. If high level, quality education is available online and if other institutions or employers begin to figure out how to accredit those courses properly and demonstrate the knowledge gained by MOOCs users, that's a paradigm shift of massive proportions, which could really shake the foundations of higher education. There will always be a demand for the elite universities – the Oxford's, the Harvard's, *etc*, but some of these smaller, local institutions might find their normal supply of students going elsewhere for courses.

Peer-to-peer learning – the idea that students can learn from one another to fairly high standards without the outside intervention of an expert – is another big trend. I don't mean to say that teachers and lecturers will fall by the wayside, but the younger generation is beginning to learn in ways that those of us over 40 didn't, and we need to be open to discovering how they are educating themselves.

Gamification is another growing trend. Compare learning with video games: if you make a video game too easy, children just quit the game. Similarly, if you make it too hard, they drop out.

people are learning could change in very significant ways with students getting excited about education and craving to get to the next level. Gamification would therefore be another powerful pedagodical tool in our arsenal that might transform education.

The final trend is mobility – the idea that the classroom is no longer a physical location, it can be 24/7 and wherever the student is. How we use smartphones to access information anywhere, and pull information out of the environment around us has created a huge transformation in the way we learn.

Translation software has seen vast improvements and will continue to advance, perhaps beyond recognition. Could this technology eventually lead to the loss of linguists, or would it have the opposite effect of opening up language learning to more people?

JU: Socrates was around when the book was first invented, and this came at a time when people's ability to memorise a story was incredible and a real skill they practiced. He thought the idea of the book was an awful invention which would demolish our skills of memory, and in fact, this is true, our memory skills have dramatically reduced, but on the whole, most people would say that the book was a pretty good technology. Linguists probably look at these emerging translation technologies and think

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**GAMIFICATION WOULD BE ANOTHER POWERFUL
PEDAGODICAL TOOL THAT MIGHT TRANSFORM EDUCATION**

The best games find the sweet spot right in the middle of these extremes – enticing enough to keep them engaged, but not too difficult that they don't think they can get to the next level. By taking this theory and applying it to education, suddenly, the way

the same as Socrates: awful! But with these new technologies we might pick up some really amazing things. For example, the ability to communicate with anyone, anywhere in the world might have a real positive impact on international relations, who knows?

My point is, we always fear the new, but we should also try and acknowledge that there are going to be certain benefits that come along with these new tools and technologies.

In your talk, you mentioned the project, Generation Rwanda, which is using MOOCs, smartphones, high speed internet access and peer-to-peer learning techniques to educate young people in Rwanda. Could you explain this concept, and the potential it could hold for use on a wider scale?

JU: What I love about Africa is that it is able to jump technologies. They never had landlines, so never had to build up this huge mass of infrastructure, they were able to just jump straight to mobile phones and they are using them in really innovative ways, for example for banking and finance. The same is true in terms of education. Africa, for the most part, doesn't have a deep, long history of established higher education but now suddenly, these new platforms are emerging, and the people want to educate themselves so they are experimenting and finding out how they can apply the MOOCs to assist with their learning. MOOCs are not going to replace every course in a university, but what you're going to see is that the innovative universities of the future are going to figure out how to customise the best MOOCs for their local communities and students. MOOCs will end up being localised by people all around the world.

Generation Rwanda, which uses MOOCs in a similar way is a great reminder of how social learning is. If you look at the programme, it's not just students sitting in front of a computer. In many cases they are sitting with their peers discussing ideas, and there will also be an instructor helping to guide discussions. Education will always be social and there will always be a need for qualified professionals to help navigate the information and ask

the critical questions. If we can now reach all seven billion people on the planet through MOOCs, that's a huge opportunity for all those working in higher education.

How do you keep ahead of the latest trends, and what's your latest project?

JU: It's impossible for any of us to stay on top of all the advances, no matter how small the industry but inevitably there is someone else who has made it their business to scan the horizon for all the trends and then boil these down for you and I to the most important ones. On a daily basis I read the *MIT Technology Review*. There's also another website, kurzweilai.net, created by prominent futurist Ray Kurzweil. This website scans other websites which are following emerging technologies and breaks

EDUCATION WILL ALWAYS BE SOCIAL

the information down into six or seven daily articles. Edutopia.org is also a great site for higher education trends.

I read articles for around 60–90 minutes each morning and then continue with the rest of my work. Currently I'm working on a new book, the working title is *Business as unusual* and it's basically about how to future-proof yourself and your organisation. If the world is accelerating and the rate of change itself is becoming faster, we need to become more flexible and future proof to meet these challenges. As a futurist myself, I am not immune to this increasing rate of change – I also need to work out how to future proof myself, and as a parent, I want my children to be flexible and adaptable enough to not only survive in the future world, but also to thrive. That's the challenge all of us will face in the future. **F**

NUMBER CRUNCHING FOR MORE EFFECTIVE MARKETING AND RECRUITMENT

Gain an insight into effectively analysing your institution's marketing and recruitment efforts as presenters from a popular EAIE workshop share some of the key learning outcomes.

THIJS VAN VUGT
*iE&D Solutions BV,
the Netherlands*

MICHIEL DOETJES
*Saxion University of Applied Sciences,
the Netherlands*

JULIAN LONGBOTTOM
*(formerly) University of Canberra,
Australia*

As the global market for international students becomes increasingly competitive and budgets are tightened due to the economic crisis, senior university managers are becoming increasingly concerned with the cost and effectiveness of international student recruitment. Subsequently, return on investment (ROI) has become the holy grail of measuring the effectiveness of marketing and recruitment activities, yet it is a concept that is difficult for universities and their international offices and marketing departments to define, and even more difficult to measure.

During the EAIE Conference, a workshop was held which provided participants with a better understanding of how institutions are applying ROI, with particular emphasis on online marketing and recruitment agents. Here's a brief summary of the outcomes and key learning points from the workshop.

FOCUS OF UNIVERSITY MARKETEERS
Prior to the workshop, a survey was administered to all members of the EAIE *Marketing and Recruitment* (M&R) Professional Section to gain an understanding of their international marketing and recruitment activities. The survey consisted of 16 attributes covering four strategic pillars: strategy, structure, staff/tools, metrics. The relative performance and importance of each of the 16 attributes is shown in Figure 1 and effectively demonstrates the perceptions of current priorities.

It is evident that a clear international strategy is not driving the international marketing and recruitment activities. Rather, there is a lot of typical annual activity centring on promoting the current range of courses. The main findings from the survey and subsequent discussion in the breakout groups also highlighted that:

1. Staff spend a lot of time travelling abroad to promote their courses face-to-face with students.
2. There appears to be little communication of the brand values to differentiate the university from its competitors and attract the most appropriate students.
3. Brand building activities are limited to the corporate website, alumni events, academic speeches and minor advertising in source markets.
4. Often marketing and recruitment campaign objectives are not set and access to data is limited due to availability or even access to reports within the university.
5. Staff recruitment and performance is not aligned with achievement of objectives.

ONLINE MARKETING AND AGENTS
A poll conducted on LinkedIn in the spring and summer of 2013 showed unambiguously that online marketing and agents are the most important channels used to recruit students (see Figure 2).

To analyse online marketing and agents in more detail, the chart (Figure 3) from Saxion University of Applied Sciences in the Netherland was used to demonstrate the various conversion rates from enquiry to enrolment by channel. The university measured campaign performance by allocating tracking codes to various channels. Overwhelmingly,

Figure 1: CURRENT PRIORITIES IN MARKETING AND RECRUITMENT
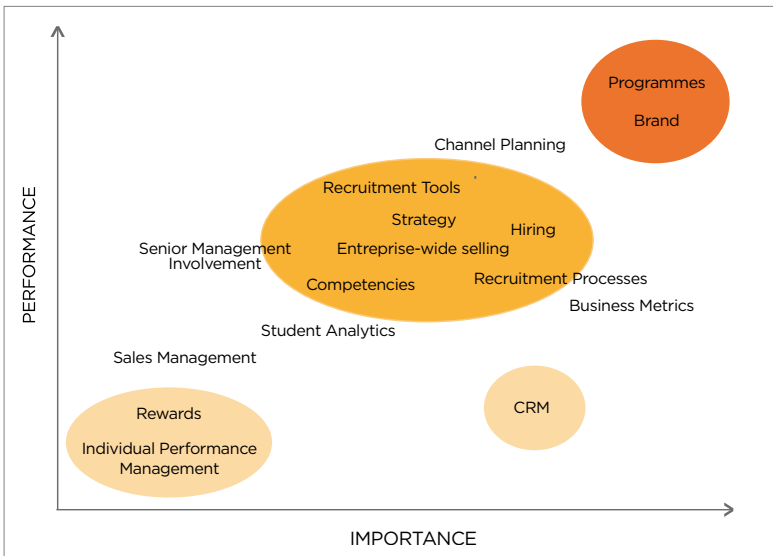
Figure 2: COMMON RECRUITMENT CHANNELS


Source: iE&D Solutions
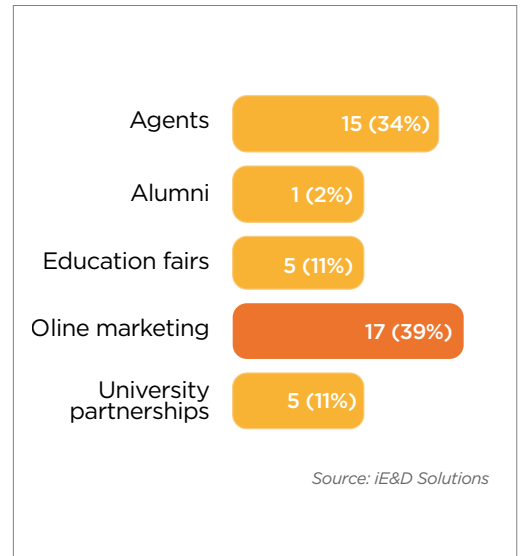
qualified leads – particularly those via study profilers – have a significantly higher conversion rate.

WORKING WITH AGENTS
It is clear that agents are an increasingly important channel for universities. Data from the Observatory for Borderless Higher Education (OBHE) and the Australian Universities International Directors' Forum (AUIDF) suggests that their penetration of usage by universities across countries is increasing as is the proportion of students recruited by agents. Consequently, universities need to consider their strategies when using or engaging an agent to provide services as often these agents will be representing an increasing number of clients.

It is essential that universities consider the full costs of working with agents, including staff time (which is often overlooked), travel, administration for managing contracts, IT, marketing collateral and so on. These costs can be further broken down by recruitment channel: full fee paying recruitment, students from partners and study abroad and exchange. Different costs are attributed to the different recruitment channels. When these costs are totalled and divided by the numbers of commencing students per year, benchmarks can be established for the efficiency of each channel. In Australia the AUIDF undertake an annual benchmarking study

Figure 3: CONVERSION RATES

Source: Saxion University of Applied Sciences
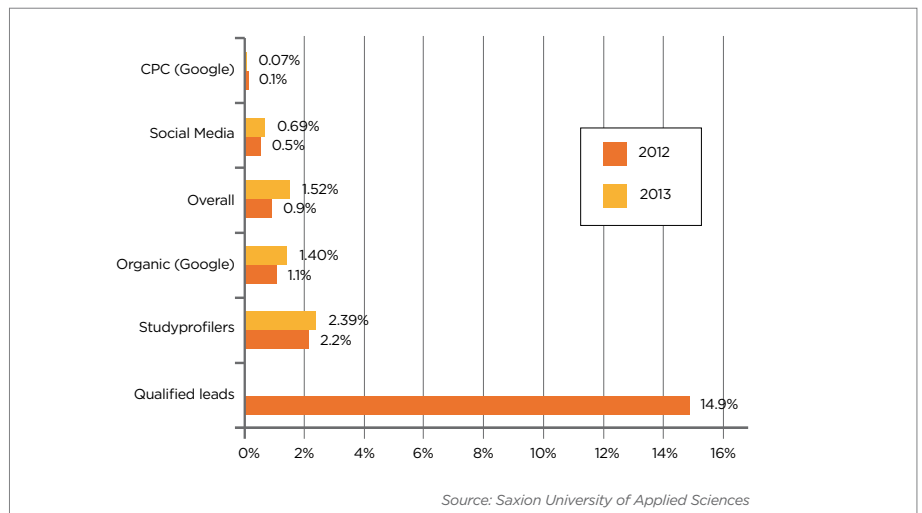
and it has been suggested that universities interested in benchmarking could establish their own reference group and undertake their own analysis.

KEY CONSIDERATIONS GOING FORWARD
Return on investment continues to be an emerging area for marketing and recruitment teams to focus on. The conference workshop highlighted some key considerations for university management:
1. Clear international strategies need to be developed and articulated across the university and should include short- to long-term objectives.
2. Marketing and recruitment must establish short-term priorities that lead

to achieving these targets whilst building brand reputation.
3. Metrics must be established with clear accountability for these as well as responsibility for collecting and reporting the data.
4. All levels within marketing and recruitment should be accountable for ROI on their individual activities so that performance and rewards can be recognised.
5. As agent usage and commissions continue to increase, more effective means of recruitment must be developed, particularly using digital tools to reduce cost.

REWARDING EXCELLENCE
2013 EAIE AWARDS

Each year, the EAIE rewards a select number of individuals and institutions for their outstanding endeavours to the field, and EAIE Vice–President Laura Howard presents the awards at the conference. Check out this year's inspirational winners here and read their full stories on the EAIE blog.

INSTITUTIONAL AWARD FOR INNOVATION IN INTERNATIONALISATION

THE WINNER IS

UNIVERSITY OF HELSINKI 🇫🇮

A leading multidisciplinary research university, the University of Helsinki is a true pioneer in its approach to internationalisation.

"Embedded internationalisation is a concept which our university has readily adopted, making internationalisation the responsibility of each and every member of the university community. Internationalisation is for everyone, not only for some!"
- Markus Laitinen

UNIVERSITY OF HELSINKI

CONSTANCE MELDRUM AWARD FOR VISION AND LEADERSHIP

THE WINNER IS

MAURITS VAN ROOIJEN

Maurits has been a continuous innovator and driving force in the international higher education sector for over 25 years.

"When I first became involved in the internationalisation of higher education in the 1980s, many considered it to be a passing fashion. Today it is a strategic quality objective for most leading universities. Moreover, higher education is not immune to the economic and cultural realities of globalisation. I strongly believe we can bring the quality and revenue objectives together, in a positive way."

BO GREGERSON AWARD FOR BEST PRACTICE

THE WINNER IS

JEROEN TORENBEEK

Jeroen has been recognised for his efforts in setting standards for establishing and improving summer schools, specifically helping to develop Utrecht Summer School into the premier European summer school.

"Creating the largest broad academic Summer School in Europe is undoubtedly good practice. Implementing this with the smallest possible office is better practice. But unlimited sharing of the knowledge and experiences gained with your colleagues is best practice in all aspects of our work. And, crucial in all of this: stick to the essence of the rules, but never follow them blindly."

TONY ADAMS AWARD FOR EXCELLENCE IN RESEARCH

THE WINNER IS

RAHUL CHOUDAHA

Rahul is awarded for the stringent approach in which he bases his research and analysis of international markets and the direct applications it has for universities active in international recruitment.

"While many believe that research is a solitary endeavor, this award is a culmination of all the support I have received from many people on the way, including Tony Adams, and professional engagement opportunities at EAIE."

RISING STAR AWARD

THE WINNER IS

EDWIN VAN REST 🇳🇱

Smart, driven and extremely committed to international education, Edwin has been Vice-Chair of EAIE Professional Section *Marketing and Recruitment* (M&R) since 2012.

"My own international study experiences were unforgettable and life-changing – I therefore feel privileged and hyper motivated to be able to serve our field."

RISING STAR AWARD

THE WINNER IS

ALVA BRUUN 🇫🇮

A young leader with integrity who is not afraid to stand up for her views, Alva became a Resource Person for EAIE Professional Section *Educational Cooperation with Developing Countries* (EDC) in 2010 and became Vice-Chair in 2012.

"Working with colleagues from various countries and backgrounds on topics relating to developing countries – giving a voice to the South – has been a positive experience; one to draw strength and knowledge from; one to delight in."

PRESIDENT'S AWARD

THE WINNER IS

LOUISE STANSFIELD 🇫🇮

An active member of the EAIE since 1998, Louise has dedicated her ideas, time, experience and knowledge in various capacities over the years, notably helping to develop and implement the EAIE Academy, as well as setting up the Train the Trainers programme.

"It has been a pleasure being active for the EAIE since everyone working for the Association is so committed and enjoys what they do. There is a truly warm, dedicated team spirit in the EAIE."

PRIZE WINNERS

EAIE PHOTOGRAPHY CONTEST

Congratulations to this year's winner of the EAIE photography contest: **Sanna Heikkinen**, University of Oulu, Finland

 "*I enjoyed the whole week thoroughly, got great new contacts, had a very good session with a colleague as speakers, had a good time at the ceremonies and networking events – perhaps most of all at the Morning Run which really topped it all off. It was a pleasure to get up early and join other enthusiasts before dawn!*"

EAIE MORNING RUN

This year's sunny Morning Run, which was sponsored by UCN, took place in a beautiful park next to the conference centre. In contrast to previous years, the route was peppered with hills, and the balmy heat certainly increased the satisfaction of all those who crossed the finish line! Special congratulations to the six fastest contenders who completed the 6 km circuit in fantastic times.

EAIE PRAGUE 2014 FEE WAIVERS

Kirsten Norgaard Nielse
Aarhus University, Denmark
(300th conference evaluation participant)

Polina Naidenko
RISEBA University, Latvia
(Newcomers' Reception draw)

Women:
1st: Sanna Heikkinen, *University of Oulu, Finland (00:28:55)*
2nd: Teresa Svarvell, *University of Lund, Sweden (00:29:48)*
3rd: Maarit Egner, *University of Oslo, Norway (00:30:20)*

Men:
1st: Reinier Karman, *Utrecht University of Applied Sciences, Netherlands (00:23:47)*
2nd: Markus Laitinen, *University of Helsinki, Finland (00:26:17)*
3rd: Ramon Spiecker, *Bremen University of Applied Sciences, Germany (00:27:49)*

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EAIE BLOG SPOT

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www.eaie.org/blog

EAIE 2013: Paddy Ashdown takes centre stage
www.eaie.org/blog/paddy-ashdown
Discover the four key influences which will change our future world in this summary of Paddy Ashdown's speech at the Opening Plenary.

The need for critical thinking as new opportunities in higher education arise
www.eaie.org/blog/critical-thinking-for-higher-ed
What implications do the collapse of authoritarian regimes in the Middle East and North Africa have for international higher education? Discover the main points to emerge from the EAIE dialogue held in Istanbul.

Challenges and opportunities in global higher education: open access for all?
www.eaie.org/blog/open-access-for-all
Open access, distance education, MOOCs: Gudrun Paulsdottir provides a reflective account of the popular EAIE dialogue on these topics.

Institutional Award for Innovation in Internationalisation: 2013 Award winner
http://www.eaie.org/blog/how-to-get-a-headache
Read the university of Helsinki's top tips as the 2013 winner of the prestigious EAIE Institutional Award. Be sure to check out the other award winners' stories on the blog too!

The role of language in international higher education
www.eaie.org/blog
The discussions in Forum magazine don't end here! On the blog we continue the exploration of the role of language in a week-long series of enlightening posts. Check out the articles and join in the discussion!

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Calendar

23 TO 24 JANUARY

Seventh EUA-CDE Workshop

'Outcomes of Doctoral Education – Mindset, Research, Innovation'

LOCATION: Dokuz Eylül University, Izmir, Turkey

INFO: European University Association, Brussels, Belgium

TEL +32-2-230 55 44
E-MAIL CDE-workshop@eua.be
www.eua.be/eua-cde-izmir.aspx

16 TO 19 FEBRUARY

AIEA 2014 Annual Conference

'Universalizing Global Learning in the 21st Century Academy'

LOCATION: JW Marriott, Washington, USA

INFO: Association of International Education Administrators, Durham, USA

TEL +1-919-668 19 28
E-MAIL aiea@duke.edu
www.aieaworld.org

17 TO 20 MARCH

APAIE 2014 Conference & Exhibition

'Enhancing Cross-Border Education Cooperation with Universities in Asia-Pacific: From Past to Present and the Future'

LOCATION: Dongdaemun Design Plaza, Seoul, Korea

INFO: Asia-Pacific Association for International Education, Seoul, Korea

TEL +82-232-90 29 35
E-MAIL apaie@apaie.org
http://apaie.org/conference/2014

30 MARCH TO 2 APRIL

AACRAO's 100th Annual Meeting

'Education on the Verge: The Precipice of Change'

LOCATION: Colorado Convention Center, Denver, Colorado, USA

INFO: American Association of Collegiate Registrars and Admissions Officers, Washington, USA

TEL +1-202-355 10 42
E-MAIL meetings@aacrao.org
www.aacrao.org

★ **7 TO 11 APRIL**

The EAIE Academy

LOCATION: The Hague University of Applied Sciences, The Hague, the Netherlands

www.eaie.org/spring-academy-2014

13 TO 15 APRIL

2014 EFMD Conference in the MENA Region

'Impact and Role of Business Schools in Society'

LOCATION: HEM - Institut des Hautes Etudes de Management, Marrakesh, Morocco

INFO: European Foundation for Management Development, Brussels, Belgium

TEL +32-2-629 08 10
E-MAIL ines.proenca@efmd.org
www.efmd.org

29 APRIL TO 1 MAY

Going Global 2014

'Inclusion, innovation and impact'

LOCATION: Miami Beach Convention Center, Miami, USA

INFO: British Council, London, UK

TEL +44-207-389 43 74
E-MAIL going.global@britishcouncil.org
www.ihe.britishcouncil.org/going-global

15 TO 16 MAY

2014 EFMD Higher Education Research Conference

'Developments and Discoveries in Research on Higher Education Management, Management Education and Business Schools'

LOCATION: Stockholm University School of Business, Stockholm, Sweden

INFO: European Foundation for Management Development, Brussels, Belgium

TEL +32-2-629 08 10
E-MAIL anna.pastwa@efmd.org
www.efmd.org

★ **21 MAY**

EAIE Annual Conference 2014 online registration opens

25 TO 30 MAY

NAFSA 2014 Annual Conference & Expo

'Pathways to Global Competence'

LOCATION: San Diego Convention Center, San Diego, USA

INFO: NAFSA: Association of International Educators, Washington, USA

TEL +1-202-737 36 99
E-MAIL conference@nafsa.org
www.nafsa.org/annualconference

2 TO 5 JUNE

EAN 23rd Annual Conference

LOCATION: University of Edinburgh, Scotland, UK

INFO: European Access Network, London, UK

TEL +44-208-392 38 57
E-MAIL info@ean-edu.org
www.ean-edu.org

2 TO 4 JUNE

10th International Symposium on Cooperative & Work-Integrated Education

'Creating an Excellent Foundation for CWIE Research'

LOCATION: University West, Trollhattan, Sweden

INFO: WACE, Massachusetts, USA

TEL +1 978-934 18 67
E-MAIL danielle_perry@uml.edu
www.waceinc.org

15 TO 17 JUNE

2014 EFMD Annual Conference

LOCATION: Vienna, Austria

INFO: European Foundation for Management Development, Brussels, Belgium

TEL +32-2-629 08 10
E-MAIL diana.grote@efmd.org
www.efmd.org

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