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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

School of Modern Languages

**Critical reflections on Internationalising At Home (IaH) in Business Education:**

**A phenomenological case-enquiry into the positioning and experiences of staff in the context of International Higher Education (IHE) in the UK and France**

By Elise Nichols

Thesis for the degree of Doctor of Philosophy

February, 2023



**ABSTRACT**

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**Critical reflections on Internationalising At Home (IaH) in Business Education:**

**A phenomenological case-enquiry into the positioning and experiences of staff in the context of International Higher Education (IHE) in the UK and France**

Internationalisation is associated widely with quality of education and sustainability for all. However, it does not engage the majority of stakeholders whether students or staff, prompting experts to identify a gap between rhetoric and reality. This thesis investigates internationalisation in Business Education at universities in the UK and France, according to staff reported perceptions in relation to Internationalisation at Home (IaH), and strategies in European contexts. It positions within both IaH and Global Englishes -or *Lingua Franca*- fields of enquiry, drawing on a 'trans', multilingual, and complexity turn in sociolinguistics to assist characterisation and interpretation of data. Using semi-structured interviews and secondary data collection in the field with a critical discursive comparative case study approach, this enquiry yields insights into ideological forces (exemplified by 'neoliberalism' or 'monolingualism'), and various elements that emerge in the relationships between language and curriculum. The methodology brings a transdisciplinary agenda to improve understanding and awareness of the experiences of teachers/researchers with an interpretive phenomenological analysis (IPA) as a method. IPA elicits categories of description and an outcome structure. Findings show specific resistance(s) and disciplinary tension(s), at times a "ridicule" (in France) or uncomfortable place of English, especially as Medium-of-Instruction (EMI) for teachers/researchers readiness and willingness, even if EMI is an acknowledged global driver for international education. They reveal no uniform engagement with the idea of Global Citizenship and participants report difficulty in contextualising 'glocal' perspectives. This carries ideological risk of exclusiveness. There is a lack of nurturing intentional and actively reflected place for local and foreign languages, in addition to elite-languages (such as English and French), for cognition, performativity and diversity in the use of language as tool of communication, be it English-as-a-Lingua Franca (ELF) or French-as-a-Lingua Franca (FLF), following the same line, a reflection about CLIL-isation (Contents-Language-Integrated-Learning) as not only cost-saving, but translanguaging solutions for L1/L2/L3 use pedagogically. An alternative way reveals itself through explicit international, linguacultural, Global Englishes' perspectives, including Lingua Francas, in pedagogy alongside a committed strategy of "international engagement" at a French university (i.e Term as a variation from "global engagement") and reflective staff professional development towards conscious transformative internationalisation.

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## **List of Accompanying Materials**

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## **Academic Thesis: Declaration Of Authorship**

I, Elise Nichols

declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

Critical reflections on Internationalising (At Home) in Business Education: A phenomenological case-enquiry into the positioning and experiences of staff in the context of International Higher Education (IHE) in the UK and France .....

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signed: .....

Date: 28.02.2023.....



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## Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ACE	American Council on Education
AMBA	Association of Master of Business Administration
AF	Alliance Française
AIMS	Association Internationale de Management Stratégique.
AL	Applied Linguistics
ARWU	Academic Rankings of World Universities
ASEAN	Association of Southeast Asian Nations
BC	British Council
BIS	Business, Innovation & Skills (Department Gov.UK)
BTS/IUT	BTS Brevet Technicien Supérieur / IUT Instituts Universitaires de Technologie
CDA/CDS	Critical Discourse Analysis / Critical Discourse Studies
CBLT/CBI	Content-Based Learning and Teaching / Content-based Instruction
CEFR/CECR	Common European Framework of Reference for Languages / Cadre Européen Commun de Référence
CF	Campus France
CGE	Centre for Global Englishes
CIUP	Cité Internationale Universitaire de Paris
CIPA	Critical Interpretive Phenomenological Analysis
CIZN	Comprehensive Internationalization
CLIL	Contents Language Integrated Learning (also in use, not in thesis CBLT Contents Based Language Teaching in HE)
COIL	Collaborative Online International Learning
COMUE	Communautés d'universités et établissements
CPD/PD	Continuing Professional Development / FPC Formation Professionnelle Continue
CPU	Conférence Présidents Universités, then (2022) France Universités
DE/DIT	Departments for Education / for International Trade
DEG	Droit, Economie, Gestion

## Chapter 1

DU/DUT	Diplôme Universitaire / Diplôme Universitaire de Technologie
EAIE	European Association of International Education
EAP	English for Academic Purpose
ECTS	European Credit Transfer System
EDs	Educational Developers
EDI	Equality, Diversity, Inclusion
EEA (1)	European Economic Area
EEA (2)	European Education Area
EEE	Evaluation des Enseignements par les Etudiants (Trans. evaluation teaching by students)
EFL	English as a Foreign Language
EHEA / ERA	European Higher Education Area / European Research Area
EIL	English as an International Language
ELF/EMF	English Lingua Franca / as a Multilingua Franca
ELT	English Language Teaching
EMI/EME	English as a Medium of Instruction / English Medium Education
EMILE	Enseignement d'une Matière par l'Intégration d'une Langue Etrangère (Trans. Teaching a Discipline through Integration of a Foreign Language)
ENQA	European Association for Quality Assurance in Higher Education
EQUIS	European Quality Improvement System
ESD	Education for Sustainable Development
ESG	European Standard Guidelines
ESP	English for Specific Purpose
ESR	Enseignement Supérieur et Recherche
EPA	Établissement Public d'Aménagement
EU	European Union
FL	Foreign Language / See also MFL and ML Modern Languages
FLE	Français Langue Étrangère (Trans. FFL French as a Foreign Language)

FLF	French or Français Lingua Franca
FMI	French as a Medium of Instruction
FPC	Formation Professionnelle Continue
GAs	Graduate Attributes
GATS	General Agreement on Trade and Services
GATT	General Agreement on Tariffs and Trade
GC/GCED	Global Citizenship Education Development
GEA/TC	Gestion des Entreprises et des Administrations / Techniques de Commercialisation
GELT	Global Englishes Language Teaching
GO	Global Outlook
GUNI	Global University Network for Innovation
HE/R	Higher Education / and Research
HEIs	Higher Education Institutions
HESA	Higher Education Statistical Agency
HR/HRM	Human Resources / Human Resources Management
IaD	Internationalisation at a Distance
IaH/IaA	Internationalisation at Home / Abroad
IAU	International Association of Universities
IB	International Business
ICT	Information Communication Technology
INDEX PIA	Initiatives d'Excellence (INDEX) / Plan Investissement Avenir (PIA)
IHE	International Higher Education
IoC	Internationali(z)sation of the Curriculum
IoHE	Internationalisation of Higher Education
IPA	Interpretive Phenomenological Analysis
IPC	Indicateur Performance Clef (KPI)
IR/O	International Relations Office (Officers)
IUT	Institut Universitaire de Technologie
KPI	Key Performance Indicators

## Chapter 1

L1/L2/L3	First language (or native) / Second Language / Third Language etc
LANQUA	Language Network for Quality Assurance
LANSAD	Langues pour Spécialistes d'Autres Disciplines (Trans. Languages for {specialists of} other disciplines)
LERU	League of European Research Universities
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer (or sometimes questioning) and other
LLL	Lifelong learning / or FTDLV Formation Tout au long De La Vie
LMD	Licence, Master, Doctorate
LP	Licence Professionnelle
MAGICC	Modularising Multilingual and Multicultural Academic Communication Competence
MENESR	Ministère de l'Education Nationale, Enseignement Supérieur et Recherche
MERCOSUR	Mercado Comùn del Sur
MFL	Modern Foreign Languages
ML	Modern Languages
Mol	Medium of Instruction
MOOC	Massive Online Open Courses
NAFSA	Association of International Educators (US)
NAFTA	North American Free Trade Agreement
N(E)S/NN(E)S	Native (English)-Speaking / Non-Native (English)-Speaking
NVE/NNVE	Native Varieties of English / Non-native Varieties of English
NSS	National Student Survey
OECD	Organisation for Economic Co-operation and Development
OS	Organi(z)sational Studies
PBL	Problem-Based Learning
PD	Professional Development
PI/IP	Pédagogie Institutionnelle / Institutional Pedagogy
QA	Quality Assurance
RWL	Real-World Learning

RG	Russell Group
RP	Received Pronunciation
REF/TEF	Research Exercise Framework / Teaching Exercise Framework
ROADMAPPING ROles of English, Academic Disciplines, Management (language), Practices and Processes, Internationalisation and Glocalisation	
SA	South Africa
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
T&L	Teaching and Learning
TEL	Technology Enhanced Learning
TNE	Transnational Education
TVET	Technical and Vocational Education Training
UG	Undergraduate
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPS	Université Paris-Saclay
UUK/UUKi	Universities United Kingdom/(international)
UK	United Kingdom
US	United States
PG	Postgraduate
VAE	Validation des Acquis par l'Expérience
VLE	Virtual Learning Environment
WCUs	World Class Universities
WE	World Englishes
WTO	World Trade Organization
WW2	World War two



# Chapter 1      Introduction

## 1.1      Overview

This thesis investigates the realisation of Internationalisation in Business Education at two selected universities in the UK and France, in relation to the practices and approaches related to internationalisation of the curriculum (IoC) and Internationalisation at Home (IaH) in a European context. Inspired from Leask's model (2015), "Curriculum" Latin etymology stems from "currere" (to "run" a course, or circular athletic track).

The aim is to research *staff* perceptions about multi-dimensional processes of internationalising, and engagement with culturally and linguistically diverse Teaching and Learning (T&L thereafter) in Business Education. Focus is on linguistic analysis of staff educational narratives (for disciplines other than language) that interact dialectically with specific strategies' discourses, following a methodology (Chapter 4) with an interpretive phenomenological method and within a critical discoursal framework (i.e. the latter framework for a macro influence). Perceptions are often implicit, not explicated, similarly to some encompassing (ideological) discourses tacitly accepted, so their study is key in attempting to make them more visible towards effective IoC (formal, informal, especially hidden curriculum). The choice of two countries (one Anglophone, one non-Anglophone) gives opportunity for comparative insights and critical evaluation of the place of English as a global driver, alongside other language-related, cultural, and ideological aspects.

Researching, improving, and changing curricula and pedagogy in higher education (HE) is a difficult enough ambition to enact at a national level. It becomes even more difficult when one includes an international perspective. This is not only due to the task at hand but also the plethora of ways to pursue internationalisation in practice, which can be at odds with definitions in the field. In other words, terminology used, and meanings attached, may vary in themselves which is not always helpful to map practice. The global context will be explained with critical awareness for rationales (Chapter 2), as well as cultural and linguistic terminology caveats, and models (Chapters 3 and 4).

A "transcultural" and "emergentist" theoretical turn in language and communication ontology (Baird, Baker & Kitazawa 2014; Baker 2016; 2018; Jenkins 2015) is pertinent to this thesis, certainly in connection to complexity and "glocalisation" of curricula and knowledge as a "nexus" of the "local and global" (Jones et al. 2016). From an anthropological viewpoint and policy problematisation (Shore & Wright 1999), global-local forms articulate into specific situations or "assemblages", defining collective, and discursive relationships that form "apparatus" (Ong & Collier 2008). Among French scholars, Foucault called this "dispositif" as a structuring wide ensemble of laws and practices, and Bourdieu termed this "habitus" as more internalised disposition along "capital" and "social order"; Bourdieu's work's significance is addressed in

Sections 3.1.3; 3.1.4, and for critical methodology in Section 4.2.1. Studies demonstrate that criticality is required to examine the links between English-as-a-Medium-of-Instruction (EMI/MoI) as an (un)ambiguous entity and internationalisation, with a need for comparative studies (Baker & Huttner 2016; 2019; Curle et al. 2020; Jenkins 2013; Liu 2018). The huge rise of EMI programmes (Ibid.) has not seen corresponding pace in Applied Linguistics' (AL) literature even though empirical studies of “linguistic landscapes” in EMI contexts with the contribution of English as *lingua franca* (ELF) field have blossomed in the UK for example (Jenkins & Mauranen 2019).

One of the features of IaH in practice is that “it may or may not include teaching in English or another *lingua franca*”; it is not only English at stake, but other local languages in delivering international curricula (Jones & Reiffenrath 2018). Authors have reported slow emergence of a French *lingua franca* (FLF) field (Dervin 2008a) and proposed a post-modern and hermeneutical “liquid Francophonie” (instead of solid and territorial descriptions) to attest the life and diversity of French in its full use, more representative of the reality of multiple and hybrid identities (Dervin 2008b; Johansson & Dervin 2009). This thesis is committed to an interdisciplinary and multilingual AL stance to comprehend internationalisation. Comparative study prompts considerations of MoI or *lingua francas* other than English, with other possible aspects of business curricula and communication language nomenclatures (i.e. discipline specific language, foreign language, and academic language, contact language or *lingua franca*). It allows distance-taking from the centrality of ‘one’ national language, and it brings into question the shared meanings of terms and constructs. This is one reason behind choice of two countries, and a critical phenomenological approach. A multilingual approach contrasted from a monolingual approach often associated with one nation politically, and ideologically, is suitable to research two nations with a relatively common historical context and a rich potential for analysis. Choice was driven by researcher’s skills, experience in T&L, personal and professional itinerary in the concerned countries, so this was reflected upon in this thesis. Lastly, with initial choices, through supervision and reflection, I (researcher) am aware of being engaged in developing a “multilingual research practice” as well as “intentionality” (Holmes et al. 2013) towards internationalisation effort, professional development (PD) for staff, and within institutions.

IHE field of research has extensively expanded in the last three decades in response to the dramatic evolution of mobility and internationalisation forms since the 1980s. Definitions and models are presented, some in detail and discussion with a concern for differing approaches that HEIs may adopt in their journey of internationalisation. Making a difference with effective approaches requires addressing language and intercultural communication with all actors. Structural indicators have some limitations for reporting “student satisfaction”, an “integrated community” and “global skills” (Glass, Godwin & Matross-Helms 2021; Spencer-Oatey & Dauber 2015), so it requires

concerted preparation with staff towards support of curricula at home and diverse students, taking linguistic and cultural aspects into account for engagement and awareness (Bamford 2008; Scudamore 2013; Spencer-Oatey, Dauber & Williams 2014).

A first classic definition of internationalisation is:

“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education” (Knight 2004:11).

This widely cited definition is accepted in contrast to some contested definitions nevertheless key to progress (Beelen & Jones 2015). It is useful for international comparative purpose at *national* and *institutional* levels (italic my emphasis below). This definition is retained as a starting point as it contains the important tripartite “functions” (teaching, research, and service) of universities. Further definitions exist to illustrate the debate that surrounds evolution in practice, as an integration effort (individual or community) in the last decade.

An updated state-of-the-art definition of internationalisation of higher education (IoHE) is:

“The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society**” (De Wit et al. 2015:29, bold highlight in text).

Experts Knight and De Wit have discussed important rationales. Four broad rationales co-exist: political, economic, academic, and social / cultural, (De Wit 2010:9). However, these existing rationales are not mutually exclusive. The economic rationale has become dominant, and it may blur with the political. Other rationales “of emerging importance” come under “*national*” and “*institutional*” levels (Knight 2008:intro x; 25). These growing rationales may be initiatives such as “strategic alliances”, or “knowledge”, “human resources (HR) development”, “quality”, “international branding”, and “student and staff development” (at institutional level). In this thesis, the latter category is of interest -*staff* as pivotal actors (in relation to HR)- whereby perspectives on internationalisation processes and practices are explored (UWN Ly & Truc 2018b), including professional roles and approaches to education along other hidden rationales in specific settings.

In IHE, arguments take place with regards a successful strategy at a national or institutional level, and which are the driving rationales to be considered. Literature often highlights there can or appears to be a separation between statements of commercial rationale (as rhetoric) on one hand, and academic rationale on the other hand, with potential conflict of interest. According to De Wit (2015), internationalisation can be viewed, as a superficial “specific goal” instrumentally, but limitingly (often measured in quantitative statistics or rankings, and accreditation or mobility) as opposed to a “process” (the everyday practice and resources of T&L, or development activity) even

though they are related. These IHE controversial aspects will be examined in the case of France and the UK by investigating institutionally (Chapter 5). This will be explained through addressing linguistic and intercultural academic communication issues at stake towards an inclusive, globally engaged educational process in literature review, with the help of internationalisation models (Chapters 2 and 3), with methodology (Chapter 4) by critically deciphering discourses in strategy and curricula policies (Chapter 5) and by interpretively co-constructing meaning through a phenomenological experiential enquiry with educators (Chapter 6).

For thesis' structure, review of context, including linguistic definitional elements of policy and practice (Chapter 2) is followed by further literature including linguacultural elements, global citizenship and recent internationalisation models (Chapter 3), an integrally related methodology (Chapter 4), whilst secondary then primary case findings are critically presented (Chapters 5 and 6) with discussion or critical explanation (Chapter 7), and conclusion (Chapter 8).

## **1.2 Research Questions (RQs), Objectives, and Data Sets**

The general research objectives and questions in relation to rationale are covered in Chapters 2 to 3. In connection, is the methodology in Chapter 4. Secondary and primary data examined in Chapters 5 and 6 help to inform the specific objectives towards the research questions. Finally, research questions are further discussed in Chapter 7, and concluded upon in Chapter 8.

### **1.2.1 General Objectives (GO1-GO3)**

- To explore the global contexts of IHE in the UK and France.
- To explain the rationales for and against internationalising the curriculum in domestic university settings as part of internationalisation at home (IaH).
- To formulate theoretical framework(s) for approaching IaH.

### **1.2.2 Specific Objectives (SO1 - SO3)**

- To identify T&L arrangements in undergraduate Business Education practice according to staff, either content-oriented or pedagogical, which consider diversity among students for both international and intercultural enhancement, and to address global (or 'glocal') perspectives.
- To investigate staff perceptions about a multi-dimensional process of internationalisation towards fostering inclusive experience and 'glocal' employability.

- To examine to what extent IoC as part of IaH is expressed, characterised, and influenced in terms of university strategic, aspirational concepts and policies (e.g. university internationalisation strategy/policy, language policy/charter).

#### 1.2.3     **Research Questions (RQs)**

**RQ1.** How is internationalisation expressed and characterised in terms of university strategic, aspirational concepts and policies?

**RQ2.** How do staff engage and perceive internationalisation in their roles and contexts?

- What views and practices are reported in relation to culturally and linguistically diverse Teaching and Learning?
- What do staff perceive as the linguistic, cultural, and contextual nature of internationalisation “at home”?

#### 1.2.4     **Rationale for Comparative Data Sets**

Below, I outline which data sets fulfil which objectives. With respect to the questions (RQ1 & RQ2), this thesis’ focus is educational with spotlight on *staff*. The general objectives are covered with contexts and literature review, which thereby inform partly SO1 - SO3. As per Overview, Knight (2004) supports an integrating “process” according to frameworks that evolved over time, starting with generic definitions that do not refer to specific contexts or “rationales” for international comparative purpose, whether country and institution. Internationalisation “approaches” can be of four types such as “activity”, “competency”, “climate” and “process” (De Wit & Knight 1999:17). “Activity” refers to exchange programmes, whilst “competency” refers to the human dimension of practice and a result-approach to quality education. A “climate” approach encourages an international culture within an institution. A “process” approach favours “integration” not only into study programmes but also into strategy, policy, and procedures, which is durable or sustainable. These approaches are not mutually exclusive (*Ibid.*).

The cases of France and the UK are presented in Chapter 2. The state-of-the-art, linguistic and cultural dimensions of the field, and terms are addressed in literature (Chapters 2 and 3). This thesis researched staff internationalisation experience, and their own narratives about it, as related and empowered within institutions through language and culture. National and institutional cases (Appendix C documentary summary) are examined in Chapter 5 and staff cases feature in Chapter 6, using a critical discourse framework and phenomenological method (Chapter 4). Comparison does not apply in a classic sense of comparing identical entities; clearly cases are different. There is interest in understanding similarities or differences where possible, how and why it is not like-for-like, with possible rich insights, emerging from that enquiry. For example, Bamford (2014)

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researched interculturality, including key learning aspect of “relationality” in student experience, in a Business joint degree in the UK and France (London and Poitou regions).

International comparative potential is embraced in this thesis with ‘qualitative’ data, phenomenology, and criticality for addressing structural powerful issues enabled (or disabled) through language and culture, which is discussed in methodology. An observation is that I hold a unique, bilingual, and bicultural, almost ethnographic position, as a French trained national who has lived in the UK for 28 years and has formed a deep understanding of both education systems within the disciplines of focus, which was useful. With phenomenology, self-reflection is key, and my position is explained (rationale in Sections 1.3.2; 4.3.2 ; and 4.5). I have background knowledge, having studied and practiced internationalisation with an International Economics Maitrise at the Sorbonne in Paris (1992), later with a MSc. at University of Southampton (1996), then with professional experience working in multinational institutions, including sixteen years as a lecturer in Business Economics. This motivated the choice of case study whilst applying a linguistic and cultural stance throughout, situated as a result in a required transdisciplinary way for internationalisation. Additionally, “Business studies and Economics are invariably taught as separate subjects in many schools prior to university” (Mankiw, Taylor & Ashwin 2018:1), however, Business Economics specifically at university, borrows from several disciplines such as Marketing, OS, Human Resources Management, Accounting and Finance, Management and more, including an understanding of legal and economic concepts.

Secondary sources (Appendix C) inform SO1 - SO3. The term “policy” (SO3) covers two sets of ‘internationalisation’ strategies for discursive analysis (two countries, two universities) and curricular examination partially informs “arrangements” (SO1), with a summary comparative table for two case institutions UKuni and FRuni (Appendix D) and discussed in Chapter 5. Therefore, Chapter 5 aimed to inform SO3 and SO1 partly. Secondary data informed curricula in terms of contents’ structure and organisation for SO1, including a selection of programs and descriptors, which are reported upon in Chapter 5. The purpose of Chapter 5 was not to perform a full curriculum audit or strategic review (which individual research cannot realistically perform on one’s own), but rather to inform SO1. Less captured or recognised research is how staff implement curricula either through class practice observation or ‘other development activity’ (i.e. ‘reflection’ about practice being essential to review, and awareness in order to update practice), hence a ‘critical’ and ‘participative action’ or staff semi-structured interview format were chosen and reported upon in Chapter 6 (See also in methodology Section 4.3.2 for details of data sets’ rationale). I once visited a secondary school and attended an observation for application (or demonstration) of good practice but noticed that discussion post teaching observation was skipped for lack of time stated (which was revealed only when I asked, because this was not explained). It is my own

experience that staff viewpoints or reflection (post-teaching) are not always or optimally utilized for curricular awareness and enhancement. This introduces my personal motivation in relation to linguistic and cultural diversity, including in Business discipline (See Section 1.3).

The design that forms the programming or setting “arrangements” (Sections 5.2.2; 5.3.2) is part of pedagogical “arrangements”, all investigated with staff interviews (Appendices A; B). Primary data analysis is detailed in Chapter 6 to inform SO2 in connection to Chapter 5 (SO1 and SO3). This is to understand cases at a local level within a meaningful overall outcome structure eventually, and needed to phenomenologically understand the “glocal” as presented. The term “arrangements” (SO1) is not used in interviews, but it is reviewed from literature (Section 3.2.5) where wide and interactive elements (formal, informal, especially hidden) are detailed (Jones & Killick 2007; Leask 2015:43) and may contribute to effective and inclusive learning. “Curriculum” is used in this wide sense (*Ibid.*).

As for SO2 formulation, it acknowledges the individual, interpretive and subjective contribution of the qualitative research to new knowledge. The term “staff perceptions” is close to concepts such as “teachers’ beliefs”, “attitudes”, even experience and ideologies with a significant stream of research (Ashton 2014,). These constructs are seemingly “messy” and not devoid of caveats, yet they form definitional body in qualitative interpretive or social-constructivist research (Pajares 1992, Kagan 1992, both cited in Ashton 2014) and for assessment (Schraw & Olafson 2014). Perceptions come in plethora shapes such as explicit or implicit, overt, or covert, they are inferred from subjects’ accounts and context dependent. Qualitative attitudinal research may be discounted or criticised for its shortfalls. However, understanding and identifying variation, often invisible views or perceptions hold power in drawing new knowledge in order to unlock resistance to change in contexts, to draw avenues for improvement indeed within specific educational and professional trajectories, especially through the favoured methodology.

The study of experience and connected language attitudes, the language relationship as MoI to a given subject being researched, taught, or learnt, and towards cultural diversity (Chapter 3) are all useful in this thesis. “Attitude” or “perception” is a term used commonly in this study (and by participants), however, Baird (2013:4) explained how the term “positioning” is a preferred term to include temporality, dynamism and a wider ecology of communication. Perception studies have contributed to knowledge about the use of “lingua franca” ELF and students (Baird 2013; Jenkins 2007, 2009 and 2013; Jenkins & Mairanen 2019), even including FLF with few studies (Dervin 2008a; Kennedy et al. 2017), perceptions for students and staff (Baird 2013; Hyland et al. 2008; Trahar & Hyland 2011; Turner & Robson 2007) or staff attitudes to English in France (Reynolds 2016). It is a challenging but transformative endeavour to try to connect the local and global (Clifford & Montgomery 2014; Montgomery 2014). To that end, this literature shows that staff empirical data is important as it is staff who teach, facilitate and mediate student-centred international learning.

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This individual and human level is instrumental to grasp internationalisation in education and examined within social (organisational and national) contexts. A comparative approach helps to understand both French and UK contexts, in a multilingual European context (Hülmabauer & Seidlhofer 2013).

Empirical work is always needed for improvement. It also reflects an evolution in evaluation of T&L quality that is increasingly “internal”, notably with “learning outcomes” alignment efforts, in addition to “external” evaluation of international education programs (Endrizzi 2016). With no theoretical consensus, it is a realistic expectation of improving both individual and collective practices in any given context that should act as a guide (Ibid.). Deardoff (2016) has pointed out the numerous difficulties in measuring international education outcomes, particularly intercultural ones. She describes the shift from a traditional “survey paradigm” to a more “learner-centred” one, cognisant of “lifelong learning” (LLL), with important implication for educators to realise this shift (Ibid.). Looking forward to solutions, language-mediated development, language pedagogy, language planning and management hold keys to learning issues raised in IHE (Dafouz & Smit 2016, Dafouz 2018a/b).

To summarise, research questions and objectives contain terms that need careful unpacking and positioning in relation to literature, objectives, and the data sets used. Terms such as “policy”, “arrangements” and “staff perceptions” specify and encompass the strategic, objective and subjective nature of educational internationalisation as a multidimensional and inter-relational “social” phenomenon under study. Questions and objectives are relatively connected, and they constitute differentiated leads of discovery for perceptions as explained, with a critical comparative case exploration and phenomenological methodology in this thesis.

The country-cases are presented (Section 2.1) along global geo-political and socio-economic IHE (regional or European) context, including some issues reported for students and staff (Section 2.2.2:57-59). It is examined how globalisation and its characteristics affect internationalisation. Universities’ agenda are shaped by political, funding and regulatory systems with driving forces at play such as regionalisation, the knowledge economy, information communication technology (ICT), employability, LLL and the rise in diversity, not forgetting the role of English as well as other languages, including the role of French, all contextual to this study.

The “global drivers” cited above, ubiquitously “English” coined as “imperial” language (Altbach 2013a) have an impact on national education systems and internationally (Knight 2008:6). These drivers interact with one another, and consequently, they are associated with a complex palette of affordances or issues, never far from considerations of power, and the balance of power.

## 1.3 Problem or Rationale

### 1.3.1 Research gap(s)

A first problem revealed by literature resides in the fact that IoC as part of an internationalisation *at home* (IaH) have been “misconceived” (De Wit 2011; 2015) to a relative and persistent extent. Internationalisation allows various approaches in application but perhaps richness and versatility give leeway for great “misconceptions” (De Wit 2011; 2015; Knight 2011a; Section 2.1). This requires more than ever a renewed even reset understanding (Jones & De Wit 2021).

Secondly, despite strategic centrality for universities, (curricular) internationalisation remains a broad and elitist concept as it is primarily defined and incentivised in terms of learning mobility or period of study abroad as a minority activity. IaH arose (Crowther et al 2001) to highlight domestic (at home) activity as distinct from international activity such as mobility and partnership for a minority, and it evolved over time (See Sections 3.1.1 and 3.1.2). The Erasmus+ exchange scheme target is 20% by 2020 under current European Union (EU) learning mobility program (EC 2018a) whilst actual national figures are lower. IoC is about quality and sustainability for all *at home* therefore it is more than a target or sending a minority of students (or staff) *abroad*. However, apart from the flagship re-launched Erasmus+, with mobility efforts in a widened sense, IoC has neither been much incentivised nor generated wide staff engagement (Green & Whitsed 2012; 2015:xiii) and despite budget increase. This is a specific gap because it is through *staff* that curriculum comes to life in the disciplines (*Ibid.*).

Evidently, IoC is increasingly used and referred as a term in universities’ strategies but realisation in terms of ‘international *experience* for all’ remains under-invested especially with regards multicultural and linguistic aspects. Institutional metrics have shown limits to deep understanding of satisfaction. The rise of diversity (as per race as a relative concept, gender, LGBTQ+, in extension nationality and class), has made it impossible to categorise ‘domestic’ and ‘international’. Kudo, Volet and Whitsed (2017) reviewed literature of intercultural relationship development between international and domestic students from an ecological and person-in-context perspective. The authors summarised significant research in “English” and highlighted the multiple limits to knowledge, chiefly the scarce research combining “individual and environmental” interaction “to co-create positive relational outcomes” in IoC and IaH (*Ibid.*:101-102). They suggested methodological avenues and extended interdisciplinarity, notably developmental “action research” that “could incorporate the voices of university staff”, “investigating the roles” in “multiple institutional settings” hence to “complement knowledge of intercultural development” (*Ibid.*:113). Narratives or storytelling have importance for “the study of international curriculum development, both as a research methodology and a way of changing practice” (Green & Whitsed 2015:4). There is a need for developing “critical inter-disciplinary spaces” (Green & Whitsed 2012).

Considering the above research gaps (e.g. under-researched areas around misconception, mobility, reductionism or elitism, and staff experience), this project follows a qualitative, critical, phenomenological methodology as a suitable way in a Husserlian philosophical sense (Woodruff Smith 2013) to get to logical understanding through meaning in language and mind for *staff*, of the lived-in pedagogic ‘*experience*’ (Section 4.3.3) for staff, more along the way for “consciousness” and “intentionality”. This methodological way incrementally (in a small but contextual way) helps resolve the gap, the misconceptions, or awareness problem.

The recent, fast-changing trends in the global political and economic climate are already having an impact on HE across the world (Ilieva 2017) and in the UK (Acar et al. 2018; Marginson in IHE 2017). Such a climate has potential to exacerbate existing global HE trends of mobility, including other issues. Furthermore, with due regards to rationale of standards, European (ESG 2015) quality assurance (QA) is evolving constantly and setting orientation for “external” and significantly “internal” assessment with new implications (EQUIP 2015; Gover & Loukkola 2015; Gover, Loukkola & Sursock 2015; Sursock 2015). There is a noted need to progress with assessment of international and intercultural outcomes at programme level (Aerden & Weber 2013:7; Ibid.). “International” QA accreditation (e.g. European EQUIS) is necessarily “national”, external, and voluntary (ENQA et al. 2017; ESG 2015), which also requires internal assessment involving different information sources (i.e. “stakeholders” that include international students, but also staff) that reside outside central units of strategic management, including language requirements. Understanding the “why” (rationales) and “what” questions is key, but without neglecting the “how” question with its various instruments of implementation and assessment (De Wit 2010:6).

Therefore, internationalising within at home settings for reciprocity and relevance could prove to be critical for countries and universities who possess the expertise and freedom to commit to it for real quality impact in T&L, and to foster a genuine quality culture. Indeed, this commitment could prove simply appropriate, effective, even safer, and less costly strategic choice of qualitative strength and attractiveness over a quantitative, often expensive, perhaps short-lived internationalisation through classic “exports” such as campuses, joint-programming, and partnerships. The basis of partnership remains fundamental and is linked to domestic curriculum but that is not all, especially in a context of change, with inter-related standards and evolving geopolitics (UWN De Wit & Kemp 2021b).

Modern HE requires transdisciplinary and “glocal” engagement, and all HEIs have to rely on *staff* as main assets, without forgetting student voices (GUNi 2017; Jones 2010; Jones et al. 2016). “Staff” especially, need support to ensure enough focus on IoC and delivery of internationalised learning outcomes (Leask 2015; Van der Poel, in Jones et al. 2016). Beelen (Ibid.:56) presents drivers “at home” (three out of six): “the experience and expertise of academic staff”, “professional

development”, and activities universities may undertake for “strategy implementation”. Extensive internationalisation literature research exists to date but how can understanding be improved? This thesis offers to gather under-researched comparative, cross-country (UK/France) “micro” or “nano” *staff* narratives (micro for individual agency or nano for experience) in order to inform and complement “micro or meso” (institutional organisational players) and “macro” (national strategy policy) into synthesised perspectives. Thereby, it aims to provide evidence-based arguments, especially at micro level, towards showing internationalisation *at home* is key to sustainability widely (financial, technical, environmental, especially social), and linked to macro-structural level. In sum, the potential of the project is to demonstrate what it “means” for internationalisation to be strategically operationalised for professional, academic, and inclusive rationale on campus *at home*, in addition to mobility or partnerships, and to support economic and political rationales in the long-term.

For macro/micro distinction, interrogating “glocal” structures (Ong & Collier 2009) in relation to semiology of knowledge and power, discourse, meaning and ideologies, a seminal “anthropology of policy” (Shore & Wright 1997; 2011) along “critical” phenomenological methodology proposals are relevant (Ibid. 2011). Policy is conceived not just as oral or written statements, also diffuse political and cultural “governance” by way of influencing individuals to contribute themselves (un)consciously to a “social order”. By contrast to linear, hierarchical, and unproblematised policy process, anthropological and interpretive (IPA) studies ask what policy means” to “differently situated actors” or people in particular contexts (Ibid.:20). Beyond policy formulation and ethnographic description, this helps to “problematis” (problem-solve) to understand how and why policy is enacted or not. Shore and Wright (1999; 2015; 2020) have applied “political reflexivity” documenting the rise of a “neoliberal regime” or “audit culture society” -qualified as “Kafkaesque” (after protagonist K’s nightmarish trial in symptomatic fiction literature)- with its accompanying unsustainable demands, and deleterious effects in Academia. From another perspective, Chanlat (2014a) has also argued for an encompassing organisational anthropology and described early (1990) the forgotten dimensions for the “individual” in organisations (i.e. language, cultural, and socially situated dimensions). Through a social constructivist perspective, Baïada-Hirèche, Pasquero and Chanlat (2012) ethnographic study specified the evolution of “perceptions” formed by employees about “managerial responsibility” in a specific organisational context (and crisis). Study highlighted complex dynamics through changing and unstable perceptions, and the fragility of a social construct such as “managerial responsibility”, which has to be constantly (re)negotiated with employees rather than only administratively imposed. Authors argue for less positivist survey-based, more “qualitative” methodologies, “using several means at once -observation, participation, interviews and document analyses over a long period of time” (Ibid.) in business ethics and organisational studies (OS). An implication is that individuals are not fully or deterministically

influenced by macro level and retain agency. Again, this is in line with key work of Bourdieu (See 3.1.3, 3.1.4, and Chapter 4) alongside further literature addressing these gaps (Chapters 2, and 3).

### 1.3.2 Personal motivation

For own rationale, I started career as a specialist teacher (or éducatrice) in French pilot school “Ecole de la Neuville” founded in 1973, which was supported by Dolto, F. (D’Ortoli & Amram 1990), influenced by “institutional pedagogy” dating back to 1950s’ Freinet’s (C. and E.) techniques, Oury brothers (F. and J.), and is much a transdisciplinary movement (Martin, Meirieu & Pain 2009; Pesce 2010). Pesce (2010) related institutional French movement to American critical pedagogy and investigated IP (PI in French) as a multi-layered “semiotic” process. Like Pesce (2008) who completed his doctorate about Ecole de la Neuville, I have held experiential knowledge of the “Fabrique” (Trans. “construction” or “making”) of this school as a previous teacher (1993) and for my part as a student (early 1980s). As a youth growing up in Paris, I was an achieving student who incidentally changed schools many times with family life events and special credit to my mother, a National Education teacher and primary literacy specialist who explored educational possibilities for her daughter from the 1970s. As a result, I accumulated a wealth of educational experience at different public and private institutions from an early age, notably attending one bilingual primary school “Ecole Aujourd’hui” (School for Today), later the first Sport-Study academy in Paris, then “Ecole de la Neuville”, before attending a high-performance college. Later, I studied economics with international economy specialism at the Sorbonne (1988-92) and international Finance at UoS (1995-96).

I moved to England for personal reason in 1994, which was a Europhile time following the completion of a single market. I worked in several international companies, and as a Business Economics lecturer in a newly- forming university. I worked as an associate lecturer from 1999 till 2007 and again from 2010 until 2018/19. Over time, I became concerned about staff power or ability to contribute a critical voice, including my own as an international practitioner in an increasingly casualised, marketized, individualised, commodified, preferably English-speaking, and nationally influenced environment. Meanwhile, I became equally concerned by the primacy of research above teaching in career progression, the short life of some modules (with European titles especially), the mainstream of neoliberal economic models in relation to Business curricula development (i.e. models that contributed along unethical, and unsustainable practice to the 2007 US financial crisis that compounded globally). For example, as introductory materials by experts (for non-experts) about the multiple political issues, including conflicts of interest of the international financial crisis, I used the award-winning documentary by Ferguson (2010) in undergraduate teaching, and other relevant and contemporary sources in support of economics

teaching, in consultation and shared use in our team. This approach supported a civic and political dialogue with students and enhanced an interdisciplinary understanding through and beyond conventional materials and contents. It stimulated student-centred critical thinking, debating therefore active learning, especially in seminars. During this time, I completed much teaching, supervising, and unit-leading (e.g. Business economics for applied sectors such as Construction, Marketing, and HR, including various 'European' and 'Global' Business Environment, economics and numeracy undergraduate skills, and later research skills' units). I interpreted and translated linguistic assignments in and outside university, including a regional council and academic staff exchange visit (Acquitaine to Hampshire), or a bilingual book about protests in France against the Arts' sector national reforms and the Iraq war (De Montaigu et al. 2004). I completed a study of students' motivation and experience in studying Tourism in contrast to International Tourism degrees (Nichols & Power 2013) in preparation for my doctoral proposal, and started PhD part-time in 2014. I participated into international heterodox economics conference (AHE 2015) and bilingual evaluation of international research (BEEMS 2013; ReCreate 2014). In 2016/17, I designed and delivered two European Study modules, one for a Lifelong program in the lead up to Brexit referendum and one for UG Management students, which were both well received despite a turbulent context. For thesis, I turned attention to academics' experience when noticing significant research gap in literature for staff engagement as specified above in Section 1.3.1 (e.g. Green & Whitsed 2012; 2015; Kudo, Volet & Whitsed 2017; Guni 2017; Jones et al 2016), including evolving international assurance requirements (ESG2015), and with further literature (Chapters 2 and 3). I had noticed first-hand the T&L challenges of international or European subjects within classroom, not exclusively related to linguistic or demographic diversity of staff or students for example. This experience, including my own, is consistent with internationalisation research reported as a difficult process to initiate (Chapters 2 and 3). This forms a lack of linguistic, intercultural, and international awareness for contents and pedagogy altogether, nonetheless distinct, also for intersectional strands of diversity.

To illustrate more, I remember voluntarily attending an online internationalisation forum where I cited literature, plus my own examples of intercultural and language issues between students and other parties in practice, but I was told by a 'champion' that I "was saying interesting things", although he (the champion) did not have "any issues personally with international students" and would have "lunch with them" (nothing against lunch). This feedback whilst feigning acceptance actually excluded the validity of my input (by implying my issues were 'personal'). It is one of several experiences of mine that have made me alert to the difficulty of a balanced conversation (or category entities) in the field. This echoed with some experiences of my students, for a difficult example a black, male mature student from Gambia once complained to me his work had been partially cut by his peer (white and black) local students just before a collective presentation. I addressed in various ways, advised and referred students to discuss with personal tutor, I showed

empathy and reassured him in my capacity that performance and in terms of assessment were unaffected, that I much appreciated his presentation. I also remember addressing Greek etymology of economic terms with a mixed class including Greek and UK students to bring active discussion therefore understanding of concepts (that had worked in the past), and to confidentially learn later from two Greek students that UK students had been throwing balls of paper at them (without me realising or when I was not in classroom!). Clearly, my personal motivation stems from witnessing experiences of international students, and staff. These experiences, cross activities and places present indications of the emerging landscape that processes of internationalisation involve, and the importance of understanding experience in order to understand these processes across time and space.

A turning point for my research motivation came when attending a (UoS) specialist training delivered by A. Dickens and J. Doubleday. It was here I heard of communication issues raised by lecturing colleagues about how to support 'international students', who to support, and issues of communication with students or between them. I realised the lack of training provision, that staff including myself had been managing alone language and cultural pedagogical issues (perhaps not recognising this or for fear of appearing inefficient or a problem themselves as illustrated above). Again, why pursue and understand internationalisation that is complex, controversial, alternatively does not exist if no guidance, ultimately is unrewarded institutionally despite strategic centrality? (e.g. "Why do we need to talk about international students? Is it about home students? Or staff? Surely, all matter... But how do we all know that"?). One risk of not talking about a "native speaker's burden" (Phillipson 1992), "linguistic racism", or "linguicism" or intercultural issues of discrimination, is that they do not go away, therefore do require "problematisation" (De Costa 2020; Dovchin 2020). Otherwise, unacknowledged issues may escalate into communication crises whether individual or institutional, and non-inclusive (discriminatory for a worse term) in education or careers' experiences and outcomes.

On reflection, I have been interested and self-motivated for a long time in diversity and equality (Abbreviated EDI) development in T&L design, delivery, and beyond through inclusion of international, linguistic and cultural, overall transdisciplinary perspectives to enrich and accommodate different learning/learners' styles in teaching, ever since my foundational educational experience, a Human resource professional training consultancy in France in 1993, or my PGCTLHE in the UK in 2002 with trainer and consultant G. Lueddeke (2003; 2014; 2017). I attended training and pedagogical events as a complex effort (e.g. deaf awareness; LGBTQ+; widening participation) towards supporting all students (As per Equality regulation FRA EU Charter 2009 or Gov.UK 2010 Act), which left a lasting impact on me, and this study.

One recommended way of moving against forms of bias, such as “epistemological racism”, mainly “Eurocentric” (but not exclusively) is to start by making explicit one’s own “locus of enunciation” (Diniz De Figueiredo & Martinez 2019). For example, ‘I am a white mature woman of French nationality living in the UK, I am multilingual, educated, experienced, and I used to teach International as well as European Business in university; during the pandemic I worked elsewhere, and nowadays I write a thesis in applied socio-linguistics’. In other words, this explains one’s stance firstly to self-learning (and distancing), then to scholarship, and to the world (others). It clarifies about (non)-neutrality, alternatively commitment, familiarly where ‘one is coming from’ with openness to recognise possible struggle or suffering, which I believe I have done in this introduction. When connected to the wider, and various narratives around internationalisation, and my own experiences and positionings in respect to this, I recognise in due reflexivity how my own and professional perspective, agenda, or agentic approach to HE became the foundations and motivation for this study.

### 1.3.3 **Research Focus**

To address research gap in conscious and committed internationalisation, I devised a critical participatory action research case with multiple levels in more than one country, in more than one institution, above all with staff as an appropriate choice. There is additional international comparative research gap due to its difficulties (Teichler 2013). I chose France (Paris) that I have known relatively well as place of upbringing, and the UK with professional and experiential knowledge. This was a way to mind a research gap in a distributed, informative, meaningful, yet perhaps distance-taking or unpolarised way, so all come to realise that everyone is concerned with internationalisation at one’s “university” and “for life” generally. This has been one grounded attempt to make improvement. Staff “voice” matters (Trans. “voix” or “parole” as two possible French words for utterance also message or word), but this will not count unless it is recognised (not just heard). This has been the motivation to contribute an alternative way or critical thesis towards engagement, PD, even for future impact evaluation methodology of such activity in an audit-driven world as per literature. EAIE’s Barometer lists nine indicators of “perceived success” amongst which “training support” and “systematic quality assurance” are related signposts eighth and ninth (Sandström & Hudson 2019). Literature rationale is to advance internationalisation towards future comprehensive ‘mainstreaming’ (away from a partial and elitist understanding based on mobility and partnerships exclusively).

From this introduction, it follows three foci in this thesis are: the (dis)empowering of active learning through language for IoHE, the related construction of discourses, and staff perspectives (or agency) in interaction with predominant linguistically and culturally elaborated ideologies. This is exemplified by ‘neo-liberalism’ for economic (and political) ideology, other terms such as

## Chapter 1

'Westernisation', 'Anglo-Americanisation', 'mono-lingualism' or lastly for a wider term 'neo-colonialism' (not restricted nationally, even if controversial), which are explored.

Finally to reiterate, this thesis' main focus is on *staff* within enabling or constraining *institutions*, themselves influenced *nationally*, and because student-centred learning (ultimate goal) cannot happen without pedagogical co-construction with teachers (even de-centred), or without co-relation (i.e. free and reciprocal relationality) where individuals are emancipated to take charge (independently, but together) of their learning, and for building their university through multi-level meaning-making along institutional tools.

## Chapter 2      Context

### 2.1      UK and France Internationalisation: A Common rationale

#### 2.1.1      Introduction Demographics

IHE demographic context is extremely dynamic. The world's student population is on a continuous increase trend. Growth rate is far exceeding global demographic and GDP growth (UNESCO 2015, cited in Marginson 2016). IHE constant evolution is related to explanatory factors.

International flows show that language(s) is a prime category conditioning destination of study abroad. The language of study, particularly the opportunity to learn English but not exclusively, and the opportunity to study other languages are motivations for mobility. The "four leading English-speaking countries alone (the US, the UK, Australia and Canada) account for more than half (54%) of all foreign students" (OECD, 2004:2 cited in Ryan 2013:141). English-speaking countries register over half of mobility as per latest OECD report (2017). Many go to Europe, mainly to France and Germany followed by the Netherlands and Spain. In first position, is the US followed by the UK, Australia and Canada (note Canada is English and French-speaking). France is fourth as a major host country (Ibid.:290).

Large international cohorts outnumber national cohorts in some countries thereby representing specific cases. The rise has been exponential since the 1970s before a "historical levelling off in long-term trends" (OECD 2017:295). OECD defines *international* and *foreign* students as distinct statistical categories (respectively, in OECD area list, and in a list of other countries as sub-category). *International* are a subset of *foreign* students generally (Glossary). Data are collected from enrolments in countries of destination. Reporting about mobility is a major challenge "since current international and national systems only report domestic educational activities undertaken within national boundaries" (Ibid.:297).

A third of OECD mobile students favours STEM subjects followed by another third who choose Business, Administration and Law (OECD 2017:286). Subject-wise, the strong STEM and Business preference is due to an associated higher wage premium. In contrast, a fifth of national students choose either STEM or Business. This subject preference may be perceived as less linguistically demanding for performance and explain only partly such internationalisation distribution. Study abroad may associate educational 'quality' and maximised 'employability'. Reciprocally, international enrolments give an indication of perceived quality and attractiveness of given educational programmes and countries. Mobility increases with progress into tertiary education and doctoral mobility differs substantially from the lower tertiary level and between countries.

Internationalisation has increased in volume, scope, and complexity. Proximity factors are mobility determinants. Besides languages, historical ties play a role. So, determinants are languages, historical and geographical links as well as political frameworks, be it European Higher Education Area (EHEA) or specific national educational settings and immigration policies.

To say volume has increased means more participation. However, this is only one quantitative aspect, and scope and complexity have a quantitative and a qualitative impact. Qualitative aspects have to do with accessibility (as per equality into participation with quantitative implications) and inclusiveness (as per equity in provision) although they are not the only aspects. These aspects may be fulfilled by quality provision of appropriately rich international and intercultural course contents and pedagogy.

Participation and access are useful for considering improved or evolving demographics in education and IHE. This is by no mean enough and quality of learning and equity or inclusiveness in education are necessary with this evolution. The UNESCO SDG4 of inclusive, equitable and lifelong learning education embodies these aspects in collaboration with OECD work (Section 2.2.2) and internationalisation models (Chapter 3).

## 2.1.2 A Historical Bond

As geographical neighbours, the UK and France have been partners or adversaries throughout a long history. Both countries share a strong commonality insofar that their power as leading economic, diplomatic, and technological nations was founded on the construction of colonial empires over centuries from the beginning of 16th century. Likewise, other European nations built imperial power on military and logistical domination of territories (started with navigation discoveries of Americas from Portugal and Europe). From the start through mid- 20th century, the colonial era ended gradually with accession to political state independence in many countries of the respective unions, prompting a post-colonial era. Therefore, Britain, France and Western Europe are bonded in this history of hegemonic civilisation and culture. Britain and France both saw medieval university emergence and shared a German Humboldtian model of European university inherited from the 19th century, unified in study, research, academic freedom, and public contribution.

Carpentier (2018) has researched inter-disciplinarily the changes and continuities post-1920s in the UK, France, (including the US), connecting the wider history of education systems with political economy. A comparative, historical methodology helps to document expansion and differentiation of education systems during the Fordist and post-Fordist eras (Ibid.:11). It identifies how this organisational evolution is historically contingent, notably of the big crises of 1930s, 1970s, 2008,

and increased trend of differentiation, with implications on (in)equality (as per access, participation, and success). The 2008 crisis raised some renewed interrogation in the studied countries, with significant resources' differentials between types of institutions, and about how to assess the effectiveness of a vertical differentiation model. It "requires a reflection on how institutional differentiation impacts and is impacted by the connections and tensions between funding, equity and quality at the systemic level" (*Ibid.*:71).

As for difference, The UK and France have their own national language, English, and French, which somehow, it can be argued, share commonality as hegemonic languages, due to colonialism then post-colonialism as explained. The bond in History is strong and reflects in Language. The choice of language(s) used in the field of education is eminently political in the case of France, the UK, and several countries as reviewed by Akkari and Coste (2015). National policy has influenced state identity for a long time but with the new pressures of globalisation, more local actors may become involved in following or shaping of policies in practice and that require attention. When there is multiple choice in language(s) of instruction, new stakes appear. First, there is a tension between the need for results and considering linguistic diversity. A fragmented and multi-speed system with targeted audiences may appear. Another challenge is the didactic and pedagogic requirements for a language to be used as language of instruction. Therefore, the choice of English or other prestige language must be examined for its relationship to power and inequality in specific historical and geopolitical contexts (*Ibid.*).

Linguist Hagège (2006), explains how languages evolve slightly like living species in living, evolving, and dying. Furthermore, languages can borrow to one another to evolve unlike living species and even resuscitate (the case of Hebrew) thanks to human willpower. Hagège articulates reasons why French is a well-placed counterweight as a language to the dominance of English. The whole point is more to "promote" French than to "defend" against English itself in a polarised way, nonetheless a problematic issue since English is dominant. Hagège's (2006) aptly titled book, debates about French as a source of language and cultural diversity, and a champion to counterbalance an already dominant Anglo-American position. As any other language, French carries a rich potential of linguistic and cultural diversity within, and provided it is embraced (by France). A particularity of French is that it is present across the five continents, even though it comes behind many languages in terms of number of speakers.

There are historical, political, and philosophical reasons. French is a language of independence with the split from Latin and expansion during the monarchy. Further linguistic status came through the revolution as an ideal of political democratic construction, inherited from the intellectual "enlightenment" century in Europe that saw a revolution in scientific and humanist thought, based mainly on rationality, human rights, religious tolerance, and happiness. This intellectual tradition in combination with the French revolution and the first declaration of human rights in 1789, have

created an ideal of “universal” democratic patriotism (bracket-out the term to emphasize an ideal and not an absolute reality), which stands to defend rights across the world, and has lasted in time beyond the end of colonial empire, even with matter for criticism in a post-colonial era. However, the strong republican and state-secularist (i.e. laicist) model fought for and built over time, which stands for freedom of conscience and against communitarism, has been challenged and perceived as too rigid on occasions recently. France is also known for its cultural sectors’ protection policies (i.e. “exception”, now “diversité Culturelle”).

Nowadays, many populations in independent states did not have the same history than France but are connected to it. Populations from multi-generational migrations in France or new immigration in the Francophone world are fond of the French language and attached through French to this historical, literary, and cultural legacy (Hagège 2006). One last reason mentioned and that reinforces the last point, there is an established infrastructure and network for promoting French, peace, and prosperity that was developed over time. To this end, the Organisation of International Francophony (OIF) was founded by countries committed precisely to a universal ideal, not by France, it is noted (Ibid.:152), but thanks to the initiative of four presidents (Léopold Sédar Senghor of Senegal, Habib Bourguiba of Tunisia, Hamani Diori of Niger, and Prince Norodom Sihanouk of Cambodia) who led to its formation as a main multilateral organisation in 1970. Presently, France is still endeavouring to build a roadmap and sustain effort for an active francophonie project and Francophonie institutionally speaking, but not without resource challenges (Levaux 2018). Today, French, as one international language, has more non-native than native speakers and this trend is accentuating in a mirroring way to English.

From the historical context, the UK also adapted with inter-governmental organisation promoting peace and prosperity from its original colonial union the “British Commonwealth of Nations” in 1931. The Commonwealth is based on voluntary association and the role of royalty (with or without headship of state). It changed name as a “Commonwealth of Nations” in 1949 following the independence of India who became a Republic. Later, it became a “New Commonwealth” with a charter or values in 2012, comprising former colony countries but not all (Rwanda and Mozambique). “Common good” is a complex concept for humanistic collective wealth in contrast to “public good” embedded in neo-liberalism (Daviet 2016), on which “Commonwealth”, equally complex, is based. The new Commonwealth is vast and has other closely named associations, but it regularly faces controversy for its ties to colonial and royal privilege. Gambia for example, withdrew qualifying it as a “neo-colonial institution” albeit with no further explanation in 2013 (and rejoined five years later). In addition to the several renamed (‘British’) commonwealths, there are other commonwealth, namely the “Commonwealth of Independent States” formed by former countries of the Soviet Union in 1991 and of course the OIF presented above (BBC 2018c).

With reference again to historical Enlightenment era, the UK saw similar vibrant scientific literary progress, notably with philosophy theorists such as David Hume, John Locke, especially Adam Smith (1776) father of classic economics and liberalism. In contrast with France, the UK evolved as a constitutional monarchy and remained attached to a tradition of international trade (i.e. the historically used expression of “laissez-faire” policy, meaning minimal governmental trade intervention and regulation, which in modern day’s language would be associated to neo-classic or neo-liberal economics). Neo-liberalism is a variant with prefix “neo”. It is characterised by a gradual privatisation or state-controlled disengagement from most spheres of public service or other economic activity since the 1980s. Assumption is efficiency and reliance on market-only (mostly) mechanism and individual externalities (with little allowed for market failure or positive collective externalities). There are further assumptions of perfect information, no access barriers, and product homogeneity in this neo-classic-based model. Block (2017; 2018) documented “neo-liberalist constructs and positioned synoptically currents of historical political economy, language economics and AL, and what interdisciplinary contributions may be done at present in post-‘great recession’. A “political economy turn” follows a “social turn” and a call for “critical realism” in examining interdisciplinarily the role or positioning of language in relation to (political economic) ideology, class issues, and inequality in Education for example (Ibid.).

Recent analysis of “neo-racism” in IHE (NAFSA 2019:4), the rise of protest movements such as “Rhodes must fall”, “Black Students Movement” in South Africa, the differently US sparked 2020 international “Black Lives Matters movement” even “Me Too”, all rooted in inequality of treatment, spread further afield, and resulted in renewed attacks on material symbols of colonial past; with toppling and degrading of public statues in France and in the UK for example. With these acts, a same broad question is being repeated; how do you decolonise (Stein 2019) or de-westernise curriculum (Haigh 2002; Hyland et al. 2008; Trahar & Hyland 2011; Turner & Robson 2008) to have an impact in a wide and fair society eventually? IoC and IaH have similar remit (Beelen & Jones 2015; Leask 2015). In fact, there are two sub-questions: what and how is it done? A first way is to change curricula in contents with alternative, and sustainable perspectives, considering popular history, history of colonialism, including the slavery trade on which it was built. More references to non-Western black and female authors, and conversations about coloniality are needed for example. This is happening already in places, clearly not fast enough in view of worldwide events. However, this is only part of the solution in formal curricula. The other part would involve addressing delivery, issues of language beliefs, practice, as well as policy of *lingua franca* in use within curriculum, and at broader levels. It is through language and idioms that carry ways of thinking that teachers can address materials with students, be it in various international or decolonial ways for their subject. Teachers need to understand not only students, also themselves in a wider context (Trahar 2013a; 2013b), as they mediate T&L in classrooms across the world

(physically or virtually) through language indeed, and they need formal encouragement with validation from their institutions.

Clearly, as all statues and names of universities cannot be removed, changed nor forgotten easily, a critical conversation at least must take place. Lastly, the global 2020 pandemic has put the (in)equality debate and a digital divide to the forefront of conversation. Therefore, this is a contemporary and difficult problem of inclusive education to solve together, with due consideration to history as a first step.

### 2.1.3 **Country foci: IHE contexts**

#### 2.1.3.1 **The case of the UK**

The management of the UK HE as a sector, is structurally devolved to its four nations as observed with differences in fees and aid (EC 2017). In that sense, although some decisions can be regulated and controlled centrally (i.e. Westminster, England), regional governments and HEIs have own financial and strategic governance flexibility.

According to Humfrey (2011), university internationalisation can be retraced since medieval times through to a more detailed modern examination of the UK policy context that has much affected the process over the last four decades. Internationalisation is understood as a broad and deep process in terms of student recruitment and experience respectively.

The non-financial contribution to fees from international students was historically still relatively protected until the 1980s when fees were introduced in the UK. Controversially, EU students were exempted unlike Commonwealth students. This sparked a fall in international students which gave rise to a more active marketing and recruitment. By the end of the 1990s, numbers had risen again but there was intensifying competition, notably with a more relaxed work permit regime in the USA. UK government provided modest incentives through allowing international students to work certain hours. However, 9/11 events brought new policy with 2001 Immigration and Asylum Act and more scrutiny subsequently. Meanwhile, the publication of landmark review reports (Dearing 1997) set orientation for the future of UK HE in an era of mass education.

Recent years have seen the rise of cross-border (or borderless) or ‘transnational’ education (TNE) from the UK particularly (not exclusively), with jurisdiction implications in contrast with country-based international activity. Cross-border education can be defined as:

“The movement of people, knowledge, programs, providers and curriculum across national or regional jurisdictional borders” (Knight 2006a:18).

This definition is a subset of IHE as per introduction definition. Knight has completed seminal work in mapping complex TNE, its modes of supply and demand as well as its rationales. TNE must be crucially understood, as distinguished from a “Trans” TNE sociolinguistic education perspective, in the context of international negotiations which started with a first Uruguay round in 1995 for a treaty on Trade and Services (GATS) under the umbrella of the World Trade Organisation (WTO 1995). This formalised the status of education sector as tradable service commodity with the aim of enabling free trade through appropriate regulation and the removal of barriers to trade. This is a progressive, systematic, and legal process of negotiation that is on-going between the many WTO member countries with input from other large development and accreditation institutions (UNESCO/OECD (2005) cited in Knight 2006a:19). Therefore, TNE as an economic sector has implications for the balance of economic power (primarily but not only) between host-nations, providers, and in terms of balance for collaboration or competition (various agreements can be of either nature, or both).

With this distinction made, TNE is put forward as competitive economic activity principally but, TNE is intrinsically about collaboration and reciprocity (UWN Knight 2018a; Section 2.1.3 Cultural Understanding). Mellors-Bourne, Jones & Woodfield (2015) highlighted quality assurance that any UK TNE program requires, needs consistent provision for “internationalisation and employability”. The study investigated with HEIs, alumni and literature the extent to which enhancement in UK TNE is comparable but found significant room for improvement. For universities, TNE is about delivering “employment” as well as “employability” skills for the benefit of students and employers. Crucially, these skills are related to development of “international experience” whichever diverse mode is designed, “intercultural skills”, “graduate attributes” (Section 3.2) that need “articulation” or communication for students (Ibid.). Therefore, a key for universities to master TNE development and management is to precisely understand and develop better these dimensions *at home* (Chapter 2 and 3) through socio-linguistic and intercultural perspectives (of TNE).

Contemporary international recruitment may be qualified as aggressive at times and has brought a debate about responsible recruitment. This has developed along with the quality of the student experience, which has come to the forefront of the debate for IoC development. As HEIs diversify and commercialise their recruitment efforts, more pressure and legal scrutiny is mounting rightly over transparency of course information. In addition to the financial benefit of international recruitment, the recognition of cultural, diplomatic, and academic benefits has prompted a more holistic or adaptive approach to evolve that is centred on the quality of T&L and an experience shared by the entire community (Chapter 3).

Governments have tried to balance restrictions arising from security and immigration control versus incentives such as the Prime Minister Initiatives (PMIs) in the UK, funding, and dialogue with task forces to support HE sector and its international activity. The importance of attracting and

developing intellectual capital for the entire economy and society is recognised as an on-going and complex national responsibility for state as well as private stakeholders (Humphrey 2011). Therefore, the stakes are high for all.

This evolution is also affecting traditional division of labour, recruitment and employment practices, and professions in new ways. The influence of NPM (New Public Management) policies have been significant (Bleiklie et al. 2011). NPM has spread through to most European universities, starting with UK as an early adopter in the 1980s, and in France as one of the late comers with law changes in the late 2000s (Ibid.; Georghiou & Laredo 2015). This has fundamentally altered how organisations (universities) interact with the academic profession and calls for more sociological research (Ibid.; Musselin 2013). Furthermore, Whitchurch (2008) has notably documented the emergence of “third space” professionals, which also documents the profession complexification.

It is generally and widely acknowledged by demographers and economists that immigration contribute to the wealth and growth of a country, particularly in the case of a demographically ageing country, such as Britain, and short-term costs are outweighed by long-term benefits, provided migrants and refugees are integrated, as timely as possible, into the labour market (OECD 2015). However, Lomer (2016) has explored the representations and rationales of international students in discourse (1999-2013) and critically appraised binary categorisation and conflicting narratives within the shaping of UK policies. Elsewhere, they may be described as “cash cows” (Choudaha 2017).

As a result of the 2016 referendum in Britain, the engaged restrictions on EU immigration and the inclusion of international students within immigration statistics are the subject of an intense national and political debate in spite of its very clear implications for the health of IHE as an economic sector, which contributes over £20 billion to the UK economy (UUK 2017, London Economics 2018). The sector has been campaigning and lobbying for international students' numbers to be removed from government official statistics. Despite this evolving, at times adverse context, the UK is undeniably a world-leading study destination (UUKi 2017b). The debate between HE stakeholders and governments over student migration statistical treatment and the availability of some working rights is important because it impacts students' destination choices for study abroad, of course recruitment, and accounting for mobility. This impacts not only the employability and availability of work opportunities, but the whole ‘international student experience’ (life and training elements as well as professional ones) a concept larger and related to ‘international curriculum’. Furthermore, this has implications for inclusivity in terms of studies' funding as it is mainly up to families to afford study costs with limited or no working rights. Therefore, it is a debate for IHE sector and as contribution to the UK economy, which is still unfolding to this date (London

Economics 2019) with the latest global pandemic, in France as well as in many other countries, including the US as a leader (Glass, Godwin & Matross Helm 2021:introduction).

Subsequently, the UK has released a new internationalisation strategy with student numbers' target (Gov.UK/DE/DIT 2019), which is examined through a critical discursive perspective (Chapter 5).

### 2.1.3.2 **Positions of English as a Global Driver in the UK: English-medium education and research, and International dimensions of language and communication (ELF, EFL, and global languages)**

With the UK linguistic context, as English is the national language, it is logically the language of teaching in UK HEIs, or is it? The subtle reason why the obvious appears to be stated is the logic of national language, which in the modern context of IHE, does not apply in the same way than it used to. "English Medium" of instruction as EM/EMI or English Language Teaching (ELT), is fast-growing in HE across the world (Curle et al. 2020, Dearden 2014) where:

"The teaching of academic subjects through English in *contexts* where English is not the primary language of communication" (Curle et al. 2020:6; italic my emphasis).

There are different language considerations (the case of France next) and the UK is not exempt "context", even though it seems redundant to state that English is the language of teaching in the UK. In that sense, EM is understood as a specific term EM "Education" (EME) is to encompass the multilingual nature of EM and wider T&L and support aspects (Ibid.).

For "context", unlike in primary and secondary levels of UK education where the public is relatively homogeneous with one language mainly spoken amongst possible others, this is no longer the case in UK HE today. Thus, the question arises whether the UK is truly non-EMI setting? There is much more to be considered with definitions of the many "Englishes" relevant to analysis. These questions were explored in depth and answered in Jenkins & Mauranen (2019) collective multi-sited study of "Linguistic Diversity on EMI Campus" (See Sections 3.1.4 and 3.2.2.2). It refers to progress in "English Medium" Education (with 'E' noted) but explains how the oft used "EMI" label is not uncontested due to its variable application in local contexts, as illustrated for example in Asia, and further demonstrated for acknowledgment how the "ELF" category actually in operation is more useful in practice. The need for more studies localised in contexts is stressed (Ibid.). Furthermore, Murata and Iino (2018:402), citing Jenkins's (2014) "English Lingua Franca (ELF) in international universities", alongside Kachru (1985, 1992), also support the argument for non-static standards, and that EMI situations include "Anglophone" contexts in modern IHE.

Crucially, the elaboration about *lingua franca* ELF (Jenkins 2015) as distinct from EFL as a *foreign language*, are set out in relation to concepts of global citizenship or GC (Section 3.2.1.1 and 3.2.2.2). ELF is rather a "social practice" that is "multilingual" in nature and ever-evolving theoretical field

(Ibid.). In contrast to EMI, a definition of ELF (initially known as *English International Language* or EIL) is:

“an additionally acquired language system which serves as a common means of communication for speakers of different first languages” noting this can include native speakers (Jenkins, Cogo & Dewey 2011:283).

Jenkins (Ibid.:287) early work from 1990s and subsequent ELF research explored key phonological features such as “intelligibility” and “accommodation”, with lexicogrammar and pragmatics, which make ELF unlike English native speaking in academic and business settings.

Within a modern context of change in IHE, rising diversity whether students or staff, especially in Business (OECD 2017:286), English may be the language of teaching and research but, Anglo-American English (as per a native or traditional standard) is actually not the English spoken by most today.

Britain is already known as multilingual and multicultural nation, but the rise of diversity has compounded in UK HE. HEIs are places of learning, and will have on-going language progress, from the level sanctioned by English entry requirements’ testing for UK study, another area of critical reflection (Jenkins & Leung 2018). Many will possess varieties of English or “World Englishes” (i.e. American, Australian, Indian, Chinese, or Nigerian). Varieties of English can be distinguished as “native” or “non-native” varieties (NVE or NNVE) or more suitably referred to as national varieties of English. “WE” may be viewed within the umbrella-term “Global Englishes” (GE or GELT) as a modern “paradigm” (Galloway & Rose 2015:205; 2017:7; 2018). A GELT paradigm encompasses the perspective of ELF as successful language use and sets up a ‘level playing field’ for native speaking and non-native speaking (NS and NNS) in terms of norms, ownership, competence, and fluid linguistic or cultural resources (Ibid.).

From GELT with linguistic and conceptual matters (Sections 3.2.2.2 and 3.2.3), one can infer that English (as per abbreviations GE/WE/EMI/ELT/ELF) considerations in the IHE context are more complex than it appears at first glance for countries, whether non-Anglophone or Anglophone, thereby expanding application for ELF field. As for staff, there is currently no proficiency test or qualification required to teach in English in specific academic subjects, whether it is EMI or global ELF. Except for English as a foreign language (EFL), which commands qualifications, and the rise of provision in English for Academic Purpose (EAP) and English for Specific Purpose (ESP), which all respond to particular pedagogical needs.

The problematic taken-for-granted position of English had already been announced by Graddol (2006) with the stimulating question “Why global English may mean the end of English as a Foreign Language (EFL)?”. The author warned about the young monolingual English-speaking not learning

foreign languages and being increasingly at a competitive disadvantage for global professional opportunities as compared with their multilingual counterparts (Ibid.). Furthermore, economic argument of differentiated cost of learning English (low) and foreign language (high) for the UK was highlighted in a European context (Grin; cited in Graddol 2006:122).

Finally, it is important to appreciate the implications that presence (or absence) of formal strategic and specific language policy(ies) will be key with regards addressing various issues, particularly educational ones, which in turn compound into commercial, economic, and political significance over time (Kelly et al. 2018). To date, the UK has no official language policy strategy at a national level (Ibid.). Since 2016, the IHE context introduced above have become matter of national even more politically intense and relevant debate in the UK, and elsewhere.

#### 2.1.3.3     The case of France

Traditionally, France has a very good quality education system with exchanges and partnerships, rooted in Europe and including historical ties with the UK. Like the UK, it has some of its universities being the earliest created in medieval Europe. Today, it is subject to the same globalisation forces than the UK. As introduced, France is a fitting contrast with the UK because of commonality, but also due to difference. France is a world-economy close to that of the UK, leading in many sectors in terms of international competitiveness, and increasingly diverse (Barreau et al. 2013; Business France 2016). France is not as advanced as the UK in terms of hosting international students and accounting for its IHE provision, so France holds a position that is close but distinct to that of the UK, for now. This first point stems from the fact that French HE has the nation state at the centre of funding support, but this represents a relative constraint. France still has a collective system with minimal direct household contribution whereas the UK system has switched to an indirect, individual loan-supported system. This distinction is crucial in terms of areas such as funding, autonomy, and governance particularly with what countries and institutions can project to achieve with their internationalisation in a mass era.

With regards to France internationalisation, it is not new, but its intensification, speed, and diversification are (Hugonnier 2006). Hugonnier compares the current massification trend in HE with a similar movement in the secondary education sector in the second part of last century. France attracts the fourth highest numbers of students, similarly to Germany and Russia, and behind the US, New Zealand, and the UK. International students in France grew by 4.6% in 2016-17, which was the highest in five years (Le Monde 2018). Strikingly, the biggest relative growth was in the elite business schools with 23.7% (or 5000 students) for a particularity. French students going to study abroad with outbound mobility balance this growth although demand grows quicker (Ibid.). Traditionally, international students have joined universities as clear system identifiable from abroad (Charles & Jolly 2013). France has specific international students' migration trend from

## Chapter 2

Maghreb countries, likewise the UK (India, Nigeria, Pakistan) or Germany (Eastern Europe and Turkey) trends for historical reasons of colonisation and post WWII work migration (Ibid:24). France is a major host of African students (Charles & Delpech 2015:4). The role of French as *Moli, lingua franca* and wide “Francophonie” is crucial past and future European and global development dimension (Levaux 2018). France has rising attractivity for training quality, language, and cultural interests (CF 2018). Durand (2015) has detailed increasing actors’ diversity in Business discipline in French HE with potential evolution. The top business schools do not belong to the state mainstream university system to highlight another difference with the UK.

Previous national strategy report ‘STRANES’ has meant France is now formally positioning sector competitively as a nation (Gouv.fr/MENESR 2015a; 2015b) and considering increased fees for international students (Charles & Delpech 2015). Because of massification trend in participation and an ambitious goal of increasing the number of graduates to 60% by 2025, France, like the UK and many countries around the world, faces continued strategic reflection and formulation with regards actual and effective national HE system funding.

In addition to the importance of a national strategy with modernised frameworks, a report (Ramanantsoa, Delpech & Diagne 2016a/b) marked step towards mapping and quantifying the development of France’s internationalisation activities *abroad*, not well known to date. Mainstream definitions of TNE and a cross-country comparison with Australia, the UK and Germany were provided. The report (Ibid.) duly considered the complexity and excellence of the French institutional ecosystem, and critically negotiated the difficulty of mapping TNE activities. There is often a report of urgency (Ibid.; 2016b) or perception of France “lagging” (Chapters 5 and 6) perhaps from the press too. Finally, the report (Ibid.) formulated qualitative analysis with several possible strategies.

France is becoming progressively structured with respect internationalisation as French government published a “first” internationalisation strategy policy (Gouv.fr/CF 2018) examined (Chapter 5).

‘ESR’ is sector abbreviation for HE/R (Trans. literal ‘Superior Teaching & Research’ for ‘Enseignement Supérieur & Recherche’). Themes of excellence with teaching and research dynamics drive France’s system. Another specificity is a duality with the mainstream universities on the one hand and an elite network of ‘schools’ (or ‘grandes écoles’) on the other (or trifold system if distinguishing selective, vocational, and shorter qualifications, within mainstream). These schools are private or state-associated legal status, which have historically evolved as an institutional supply of civil servants for the state and executives since the French revolution and 19<sup>th</sup> century. They operate mostly in either Business, Politics, Engineering or ‘STEM’ study fields

and recruit through competitive ‘concours’ exams, which is a key difference from mainstream. The selective process starts with getting into a ‘classe préparatoire’ (these courses last from a minimum of 1 up to 3 years before possible but not guaranteed entry), but this evolved in the 1990s with additional pathways of parallel qualification and admission. Nowadays, Business schools offer UG ‘Bachelors’ (Anglicism), as an access to Business Schools’ higher cycle. This route is alternative at a price or with some merit-bursaries mostly and represents relative competition for the cheaper mainstream university ‘licence’ qualifications or other UG vocational qualifications (the ‘first/premier cycle’). It is often difficult for an outsider to the French HE system to fully-weigh the complexity of its non-selective, yet selective, very diverse but stratified structure.

France has modernised, and it complies with the LMD structure (Licence, Master, and Doctorate) in EHEA although it retains great qualification diversity and two-year masters (‘M1 & M2’). Recently, the landscape in France has evolved rapidly (Gouv.fr/MENESR 2015b) with an on-going national debate about selection, a technical as well as pedagogical reform of mainstream university orientation and “Parcoursup” online admission system, finally, the continuation of “initiatives d’excellence” backed by significant government investment. Initiatives were started and followed by the “Communauté d’Universités et Établissements” (COMUES) in 2013. This process has provided the springboard for an intense re-grouping and re-organising of French universities, ‘grandes écoles’ and other independent and public research institutions. One COMUE case is the University Paris-Saclay (UPS) in region Ile de France, which gathers 19 institutions and projected 70,000 students into a new legal statute (or “EPA”) that is experimental (Gouv.fr/MENESR 2019). In French regions, there has been a similar intensive progress with other university mergers (EUA 2019), which all follow a wider process of territoriality and state devolvement.

For internationalisation, one key goal behind the newly formed COMUES or this national landscape context is to achieve critical mass and legibility of the French system, increasing visibility in terms of research and rankings ultimately. There is no detailed roadmap for this effort of institutional transformation. Concepts of flexibility and agility take relative priority over structure, perhaps, for now. However, the process will expectedly produce synergies between different institutions, rationalisation, and scale benefits, enabling thereby the achievement of more international visibility for existing, excellent French institutions in teaching, research, innovation, and enterprise for a wide mission. Result with legal completion has started to show for grouping (including FRuni), and with rankings (UPS 2020).

The trend of emulating World-Class Universities (WCUs) is happening worldwide indeed with its scientific and national competitiveness opportunities but not without equity challenges (Marginson 2018). Two factors limit WCUs’ contribution to “common good”; their role in relation to “social equality or inequality” and the “influence of the nation-state” on cross-border mobility and scientific cooperation (Ibid. 2018:66). In other words, universities’ expansion supported by nation-

state policy do contribute to widening participation nationally, and internationally, but they are at the same time constrained by nation-state policies and their own success through stratification and selection. Universities may try to position and align with at highest possible status level traditionally. Hawanini (2011) contrasts international “reach” and “richness” and recommends HEIs should refrain from claiming they are global, rather focus on a model implementing IoC, exchange and collaboration programs in their mission to educate students *at home* to become global citizens.

With consideration to IHE global drivers (Introduction:31), Vincent-Lancrin (2004) suggested six possible different scenarios for settings in OECD countries (based on variables, ‘internationalisation’ being only one of them), not to predict but for reflection and decision-making. Nothing is set for the future as it faces “the fundamental constraints of language and uncertainty” (Ibid.:257). Equality issues of education are indeed driven by complex and multiple factors. Furthermore, it is important to distinguish equality of access, inclusive or equitable curriculum, and equality of opportunities, which are three different areas.

#### **2.1.3.4 Positions of English as a Global Driver in France: English-medium education and research, and International dimensions of language and communication (ELF, EFL, and global languages)**

Focusing on one ubiquitous but less documented equity implication is related to the position of ‘English’ as a global driver or dominant ‘research’ language, and increasingly used in ‘teaching’. The Academic Rankings of World Universities’ (ARWU) methodology disadvantages France and others, with English as the reference language (as research language) for accounting publications. ARWU clearly favours Anglophone countries over other countries. Methodological rankings’ biases as well as the complexity of measuring internationalisation are reasons why a European system “Multirank” came into being and has been elaborated to follow alternative criteria, including “international orientation”. Due to its multi-dimensionality, Multirank is presented and currently improved upon as a more equal or pertinent measure of HEIs’ attractiveness that would be more useful for choice and success (Business France 2016:109). However, it is a limited scheme still with country take-up, and due to voluntary basis.

Another cornerstone language equity evolution in France, is the 2013 “Fioraso Law”. It updates protective 1994 “Toubon Law” with a regularisation of the use of the “English” language in HEIs’ programmes, which was de facto widely used in grandes écoles but less so in mainstream universities (Gouv.fr 2013). Although “languages” are formally in text, it is easy to infer that what is informally at stake is the use of “English” (supposing EMI or as EFL, is it other language? It is not specified in text and the ambiguity remains). This legal context is in line with EU policy of multilingualism and diversity support. To give leeway to adopt languages in educational provision

is a departure because France has a global diplomatic influence policy that includes notably the promotion of the French language (Gouv.fr/MEAE 2017). France has a network for French abroad at various levels (e.g. 'Lycées Français' international high schools). Much of the French cross-border HE is offered either concurredly with host-nations' modern languages as French 'langue étrangère' (FLE), or as vehicular language and less common French Medium of Instruction (FMI), or in English as EFL, increasingly as ELT/EMI. In this context, Dubourg-Lavroff et al. (2015) have summarised meanings and implications at national level, highlighting the commitment to multilingual training, the safeguarding of French "cultural exception", and initiatives in supporting teachers/researchers for non-francophone (mainly English) teaching.

Language matters hugely in study choice and only half of francophone students choose France as a francophone study destination of quality whereas most international students choose English-speaking destinations (Le Monde 2018). With regards French, it matters to the extent that France is also a leading country in providing non-Anglophone IHE. Two study perspectives (anglophone and francophone) co-exist looking forward. Symmetrically to the case of the UK (e.g. EFL, ESP), France has provision of FLE and French for Specific Purpose (FSP).

Likewise, in a different way (to the not fully detailed description of language in Fioraso policy), there is questioning into what kind of English (ELT/EM) provision applies? Research has developed reflection about Contents Language Integrated Learning (CLIL) in European contexts and found EMI being rather "CLILised", including multiple problematic issues. Bruton (2013) details CLIL complexities as dual contents and language learning, showing that it is not "two for the price of one" on the contrary. One issue is that EM teachers may act as ELT teachers but are found resistant to being and acting as ELT teachers (Block & Moncada 2019; Moncada & Block 2019). Conversely, there may be language teachers albeit with additional but limited contents' skills. Beyond CLIL definition difficulty, ELT/EMI classes may hide a reality of a partial English, CLILised provision with limited language and contents learning. In France, this may apply increasingly with ELT/EMI, similarly with curricula abroad (in English or French) whether in francophone world or elsewhere. There exist further (CLIL-like) contents-based learning concepts, and abbreviations (not developed in this thesis), but this is acknowledgement there exist wider, older literature at minimum (e.g. CBLT), and in Francophone second language T&L context, even in relation to specific purpose (e.g. EMILE or LANSAD).

From the standpoint of a French as well as a British study, language(s) matters hugely, not just because of the competition and tension between English, (French), and national (local) language. The choice of language in use matters for equity and opportunity in learning and ultimately employability. It matters because the choice of one language (exclusive or parallel use - or availability of other languages) fundamentally affects all domestic and international students

pedagogically, including assessment performance, (inter)-cultural socialization, and other social or professional outcomes eventually (i.e. both learning outcomes distinct from graduate outcomes).

Behind considerations of provision and setting aside the choice of particular prestige language for internationalisation (or political-economic reason), is hiding a deeper crucial debate. Byram (2018) argued it is “Foreign Language Teaching” that is at stake for building global citizenship (See Section 3.2.2) and intersection with recommended “internationalism” against “pernicious effects of the chauvinistic nationalism which hides behind patriotism” historically and contemporarily.

To conclude about the case of France and likewise of the UK, it was shown how paramount the national and legal policy contexts are in setting a ‘relative’ level playing field in the HE sector, notably with regards language(s), which kind of language provision is for examination and reflection, with historical consideration given. Essential definitions of ‘English’ language whether Medium of Instruction (or Education), *Lingua Franca* (as international or contact language), distinct categories for ‘teaching’ or ‘research’ (that represents a difference for France). Further distinct categories, such as English for academic/specific purposes, or for foreign language study, including dual learning (CLIL) within English Language Teaching (ELT), were considered in these contexts. There was the position of French (also with categories) and concern in nurturing its position for ‘francophonie’ development (widely speaking), and in view of English as a global IHE driver in France (as EMI mainly, also in research, and other use in France as EFL or other related forms in ELT). Global Englishes (GE), encompassing World Englishes, were positioned and presented with further development about positions of ELF and EMI (See Sections 3.1.4 and 3.2.2.2). No positions are static; certainly the presence (conversely absence) of international strategy and in relation to language policy sends a powerful message to HEIs’ stakeholders and conditions which forms of knowledge count (or do not count) in a national as well as international environment.

## **2.2 Globalisation and Internationalisation**

### **2.2.1 Definitions and Meanings**

The context and meaning of IHE, in relationship to the wider globalisation, are examined next. Globalisation versus Internationalisation: the terms may be described as similar processes or used alternately, but they are distinguished as follows.

Internationalisation definition (Overview:27) with critical address, is an extensively recognised basis or systematic concept, even in quality assurance certification in Europe that is voluntary or supplementary to external assessment of quality, specifically regarding impact on T&L (Aerden & Weber 2013:8).

Whilst globalisation refers to:

“The process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight 2006a:18; 2008:x).

Globalisation is about the broad movement and relations between countries and cultures (i.e. international, intercultural, and global) at the level of a university. Note the presence of the word ‘global’ in internationalisation definition, which is problematic when juxtaposed to the globalisation definition. Internationalisation definition encompasses meanings that stretch beyond a university ‘institutional level’ to a ‘national’ level.

Globalisation term is itself broader and refers to a movement of ‘interconnectedness’ across the ‘globe’. It is a process or rising integration in the entire world with technological, economic, social, and political perspectives. Therefore, the two concepts hold distinct meanings although close and related.

From an inter-relation perspective, internationalisation may be sector response or a result of inexorable globalisation. Meanwhile, internationalisation may be viewed as an agent itself driving globalisation. However, globalisation and its drivers, is overall a force “beyond the control” of nations and institutions (Altbach, Reisberg & Rumbley 2009).

If globalisation and internationalisation are not identical upon examination, they are used interchangeably at times, which can be either helpful or unhelpful for clarity. Notably, the term ‘global’ is oft used in internationalisation. ‘Global citizenship’ is part of internationalisation (Section 3.2.2). Global Citizenship Education (GCE) is defined as part of the UN framework of sustainable development (Section 2.2.3). ‘Global engagement’ may be associated with ‘global’ education or demand for international tertiary education, or precisely a globally engaged IoC. Adding explicitly the word ‘global’ in curricula descriptors may be useful and a first step to highlight the international character of a specific learning outcome or activity. At this point of examination, one can gauge the difficulty of using the word ‘global’, even if for good purpose, in relation to HE international activity. Subsequently, Leask (2015) added and advanced the dimension of curriculum with research elaborated framework (Chapter 3).

## 2.2.2 United Nations Global Development Framework

Concerns in ‘global education’ are associated with sustainability. These concerns are best synthesised and expressed within the UN formal ambition, including one of its seventeen goals as follows:

“The fourth SDG aims to *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” (OECD 2017:27, italic my emphasis).

The construct of Global Citizenship (GC) is further addressed (Section 3.2.2). In a nutshell, this is about inclusive and sustainable education development as per UN SDG4. Longer definitions (UNESCO 2015) of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) are provided in glossary. A cited short version of GCED follows:

“nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active *global citizens*. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world” (UNESCO 2015b, italic my emphasis).

SDG4 universally calls on every country to improve their education system. This is a difference from previous Education global goals (Education for all and millennium goals) focussed on participation and access (OECD 2017:28)

SDG4 covers education at primary, secondary and tertiary level, including HEIs and vocational training. SDG4 has targets which have been set to be reviewed in 15 years’ time, in 2030 (UNESCO Incheon 2015). Each target of the SDG monitoring framework has at least one ‘global’ indicator with several related indicators. SDG4 has 11 indicators and 32 thematic indicators. One is of crucial interest in relation to sustainable, inclusive education, or IoC:

“4.7.1. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment” (UNESCO 2017, UNESCO 2018:36).

The above quotation makes specific references to “(b), (c) and (d)” in “(a) different nations”, all of interest for balance. Questions of “assessment” may be viewed as internal to “curricula” or external if considering language testing examination. The quotation contains the word “mainstreamed”, which means that evaluation of systematic and generalised progress in policies and systems is sought. In addition, SDG framework contains metadata and information needed to serve this purpose. This will be in the form of country reports, although methodology is not fully agreed.

The way SDG framework information seeks to evaluate countries’ mainstreaming process in GCED and ESD is as follows:

“It seeks to measure the quantity and quality of country inputs as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential. The indicator should go beyond the level of ‘existence’ or ‘mentioning’ of GCED and ESD in policy, curricula, teacher education and student assessment” (UNESCO 2018:37).

A clue is given with bracketed words in quotation. This means progress needs to be achieved, and substantiated, not just embedded, and described by way of aspirational statements. “Transformational potential” also means change is (or should be) possible for stakeholders following a given curriculum. To have transformation, one must be able to question own structures of power and change precisely at different levels (personal selves and organisational), hence this thesis’ interest in critical theory methodology and application.

SDG4 indicator sets a crucial agenda with UNESCO extensive broad methodology for HE international and intercultural curriculum. Future graduates will need to develop knowledge, competence (skills) and attitudes that are relevant for their future lives, wherever they may be. Emphasis is not only access and participation, but on quality learning and equity, with provision of information evidence towards fulfilment via the notion of ‘mainstreaming’. SDG4 is a fundamental pillar for internationalising curricula.

### 2.2.3      **Regionalisation: European and World - ‘Regional’ Contexts**

There has been a movement of regionalisation alongside internationalisation. This is examined with the significant EU example.

The independently initiated convention of Bologna (1999) and subsequent Lisbon strategy (2000) have had the ambition to create a harmonised EHEA and European Research Area (ERA) within Europe and beyond. Overtime, the European Commission and other instances or international actors have had increased input in proposals and law-making decisions with various uptakes at national levels within the EU due to various institutional and state-settings (Coché & Charlier 2009, Coché 2010, Oh 2007). This process has relied on democratic subsidiarity principle, voluntary country-compliance, and it is still evolving with a 2020 horizon shaping decisions and reforms. These subsidiarity and voluntary principles are key argument-features of a democratic setting. It cannot be understated what has been achieved with this process of ‘regional-international’ harmonisation that has been on the whole beneficiary. Two powerful narratives of knowledge society and of a more integrated and cohesive Europe have dominated the discourse agenda and these were indeed reflected in the landmarks of Bologna and Lisbon (Curaj et al. 2015:xxxviii/Intro; EC 2018c).

The EHEA’s influence extends beyond EU/European Economic Area (EEA) with a regional leadership and collaborations involving other countries within what is known as a neighbouring EU policy. Note the word ‘regional’ takes a different meaning with a broader world-scale as opposed to a regional-within-nations traditional meaning. This influence was notably triggered with ‘Erasmus’ (1987) success for academic mobility and latest Erasmus+ (Plus), via objective of learning two languages (EU 2002), still financed by EU budget (‘Horizon’ and newly ‘Europe’ strategic programme).

This is not the only worldly ‘regional’ influence in active exchange education. Other regional or sub-regional trade blocs consist of MERCOSUR (Mercado Común del Sur), ASEAN (Association of Southeast Asian Nations) and tripartite NAFTA (North American Free Trade Agreement) to name main ones represent various sizes of economic agreements extending to the cultural and educational.

BRICS (Brazil, Russia, India, China and now South Africa) is noteworthy as a rising ‘inter-governmental’ cooperation in terms of summits and projects to date. Although BRICS form a different make-up and level of institutional infrastructure, it is evolving fast and has significant economic, social, and cultural representation (Barreau et al. 2013:5).

Overall, IHE has expanded significantly along employability and inclusivity notions in curriculum, and pedagogy embedded in global national and institutional discourses (Ryan 2013:141), which themes are central to this thesis.

However, internationalisation in a competitive, cooperative and attractive EHEA has been mainly focused on Erasmus inbound or outbound mobility or staff mobility (EC Erasmus+ 2018) with a core target of graduates to have had a study or training period abroad. EU states and HEIs have responsibility in “social dimension” and are free to implement their own strategies with aims and quantitative mobility targets in a participative and inclusive way (London Communiqué 2007, Communiqué CEMRH 2009).

Alongside mobility, other key-priorities were recently stated such as internationalisation of curricula, including digital learning, strategic cooperation, partnerships, and capacity building to form a comprehensive internationalisation. (EC 2013 Communication). These elements were reiterated strongly in Yerevan conference (EHEA 2015). The Bologna progress was acknowledged but continuing development is stated as necessary due to uneven reform progress. A renewed vision puts “quality of teaching and learning” first, with “employability” and “inclusive” as second and third priorities, followed by more structural reform and governance efforts. Other policy measures adopted were the revised Standards and Guidelines for Quality Assurance in EHEA (ESG 2015), the European Approach for Quality Assurance of Joint Programmes and ECTS Users’ Guide. Lastly, one of the commitments highlighted is “to make our HE more socially inclusive by implementing the EHEA social dimension strategy” (Ibid.).

A paper titled “Teaching and Learning: A Journey from the margins to the core in European Higher Education Policy” (Sin in Curaj et al. 2015:325-342) explored how T&L has evolved to become sharp focus of the European political discourse and policy-making process. From the political and cultural motivation of Bologna process, transitioning with the primacy of economic rationales, the development of T&L dimensions has gradually been favoured. The need to respond to the needs

of labour markets and students-alias-consumers have firstly and obviously led the employability dimension to be increasingly prioritised and present in curricula. Recently, teaching as a condition for learning quality and the delivery of an appropriate student-centred experience, and institutional excellence, are prioritised in policy documents. Indeed, the professionalization and continuing training of academic teaching staff has emerged as a reinforced priority dimension of quality. However, informed “academic” voices and engagement with Bologna’s European alignment process even appears to be relatively limited in comparison to other stakeholders’ formal involvement and representation in the BFUG or Bologna-Follow-Up-Group for instance (Sin in Curaj et al. 2015:339), which raise concern about T&L being effectively and truly prioritised. This professionalization and continuing training of academic teaching staff as a dimension of quality of internationalisation is also present in the UNESCO Framework for Action with respect the SDG4 sustainable development goal on quality education for all (EFA).

Re-asserted were the accepted and sought benefits of internationalisation in HE in the respective contexts of globalisation and the Bologna process but stressed were the potential adverse effects arising from imbalanced pursuits by universities (IAU, 2012). IAU’s communication was key in acting both as a statement of intention and a warning; it marked a turning-point with regards the IAU’s position about the dynamic process of internationalisation. It was a reaction to intense IHE commercialisation, alerting about its negative impact and urging more ethical engagement amongst universities. IAU recommended the adoption and implementation of “values” in institutional internationalisation strategies.

Strategies that value academic freedom, financial autonomy, social responsibility, integrity, research, and pedagogy as all areas of importance. “Pursuit of the internationalization of the curriculum as well as extra curricula activities so that non-mobile students, still the overwhelming majority, can also benefit from internationalization and gain the global competences they will need” (IAU 2012:5) is then presented as a fifth point. Further “values and principles” are detailed in a series of points (eight additional points), whose common characteristics are compellingly related to a pedagogical theme. Therefore, IoC -one that is based in T&L as quoted above- emerges as one area of major emphasis (perhaps not in order of appearance but certainly in contents). This situation is summarised in title “*Affirming Academic Values...A Call for Action*”. The first keyword is “academic” with regards to values. The second italic highlight reflects and reinforce the message these values and principles are not rhetorical, but they are meant to be acted on (IAU 2012).

A late EHEA evolution include a plan or at least a project for an EEA (European *Education Area*) as presented by French president Macron at a recent conference in Sorbonne, Paris. This would be a distinct entity from the existing EEA (European Economic Area). This other EEA would bring flexible e-student visas across Europe and importantly, statutory harmonisation, which represents a departure from voluntary principle and inter-governmental cooperation (THE, 2017a). This new

“Sorbonne process” is only one of the key initiatives as part of on-going intergovernmental debate about the “social dimension” and the future of Europe. Negotiation initiatives to create more EEA integration (EC 2018b) include mobility for all (plan for EU student card), Sorbonne process (more diploma mutual recognition), bringing European universities into a closer network, supporting teachers, languages and LLL along with associated benchmarking and mainstreaming activities.

Imbalanced internationalisation agendas may consist in prioritising competition over collaboration, expanding commercialisation and TNE programs without due assurance of quality of delivery and relevance to host nations, privileging massive foreign recruitment leading to over-capacity and cohesion problems at home for domestic and international students alike.

These latter issues in connection with increased recruitment are potentially troublesome for institutions as they affect them directly and internally. Dissatisfaction may be manifested in various forms ranging from apathy and discomfort in class or group-work, all the way to more extreme versions of complaints and protest. These cohesion issues within student body and in relation to staff on the frontline are often not recognised (THE 2017c) although past research has identified problems in the diversity classroom (Clifford 2010; Clifford & Montgomery 2014), which are detailed subsequently. Examples can be found about difficulties experienced by international students or “domestic students of international education” in a multi-campus study (Clifford 2005). There are empirical studies investigating student voice(s) (Jones 2010). One study is salient in documenting often unacknowledged but problematic perspectives amongst UK home and international Business students, and triangulating a significant body of literature (Harrison & Peacock 2010a). Other studies report on refugee as local students or “home students with international needs” (Stevenson & Willott 2010), the difficulties of working together (Osmond & Roed 2010). Leask (2010) highlighted domestic students as the most resistant group to cross-cultural work in and out of the classroom. Clifford (2009) explored IoC understanding amongst staff and according to disciplines; she found various degrees of staff engagement. Various ways of delivering the curriculum, acting, and listening between stakeholders reveal various mismatch of perspectives and expectations (Ryan 2000; 2013). The general themes of interest are student cohesion and communication, staff abilities and competencies, curriculum contents, T&L arrangements. Literature clearly reveals a gap in awareness and training for staff and students to engage with internationalised curricula and in critical cross-cultural pedagogy. Given the global context and growth, this gap is unlikely to diminish unless it is actively addressed.

To conclude, the ‘global’ as well as ‘regional’ context for IHE generally and IaH particularly, is one of opportunity but recently, one of challenge. Pedagogical, commercial, and administrative issues are not unconnected to the problems of redistribution arising from the globalisation of our world economy. On the one hand, there is still wide public and political support for internationalism,

regionalism, European development with continued Bologna implementation processes, and the benefits of knowledge society. On the other hand, the aftermath of the 2008 great recession, global concerns over unemployment, precarious work contracts, and needs for skilled manual labour in the post-industrial (post-Fordist) world are combining to give rise to new voices that are perhaps more locally and vocationally focused certainly more nationally positioned. This evolution is reflected in the 2016 outcomes of the UK Brexit referendum and of the US presidential elections, along other nationalistic political stances taken across the world since. History of events (pre-WWI and WWII) shows that adverse economics preceded populism movement and the recent trends bring more economic uncertainty, especially to IHE. It cannot be ignored that this global context has and will have enormous sector influence, practically for the curriculum, its delivery, and the 'local' experiences of all parties.

#### **2.2.4 Policies of fees and aid: a UK and France comparative approach**

A European comparative context helps to understand the significance of state fees and support systems in specific HE contexts. Observing differences helps to situate countries' comparative advantages and competitive positioning in IHE sector. Fees and aid systems reflect national political visions of education seen either as 'public' or 'private' good and this is a fundamental philosophical choice for any society and economy although a mix of state provision is always possible with variations.

A report (EC 2017) provides data on fees and support for EU/EEA students (excluding private institutions). Plainly, fees are costs and support measures in the form of grants are benefits that influence in variable ways qualification progress and completion, also depending on socio-economic status. These elements are crucial aspects of national policies as they influence the state of modern mass education, the social dimension in higher education and ultimately the prosperity of a nation as a collective entity. The latter point is important as the 'collective versus individuals' are prioritised variably in policy choices. The level of grant-provision, distinguished from loan as other form of direct support from any government is an indicator that reflect an orientation of HE seen either as a collective positive economic externality or an individually based one. Likewise, fees' reliance reflect different and difficult budgetary choices to finance modern, mass-higher education. Overall, the report displays four broad categories of fee and support combined structures (*Ibid:7*).

The UK displays differences between its 'nations' of Scotland, Wales and Northern Ireland with fee and grant details that vary. One stark contrast is between UK (Scotland) who have public support with zero fee whether home/EU – but this has changed recently- whereas UK (England) has fee-paying bases for all and removed grant support by switching to loan system exclusively since 2016/17 (*Ibid.:9*). UK (Wales & Northern Ireland) have all to pay fees with some grant provision. Some EU countries charge same fees for home and EU nationals. However, whether international

students (as per non-EU/EEA) pay the same fees than home students, is a variable situation and a distinction for 'international attractiveness'. France makes no distinction between EU/EEA and non-EU/EEA, but this is set to change too.

Besides various shares of fee-paying students, there are country differences, especially when considering fees' amounts or support mechanisms. Looking at amounts, the brackets are EUR 9500-10500 for UK (England, Wales) /EU/EEA and 3000-4500 in Northern Ireland (EC 2017). Over 90% of full-time students domiciled in England took out a tuition fee loan to cover tuition fees in 2014/15. (Ibid.:54-57). Fees for other international students are unregulated (higher by a proportion of 50% as researcher's approximation). In France, the UG fee bracket is EUR 101-1000 for all (Ibid.:12-13), a major difference (even with latest changes) compared to the amounts paid in the UK.

Looking at grants, 2016/17 showed a proportion of 50-74% of UG students received universal of need-based grant in the UK and 25-49% in France. In 2017/18 there are need-based grants in the UK but except for England where there are no longer available for new entrants. Grants may be needs and merit-based, mixed criteria in France although excellence or merit-based awards that exist concern less than 10% of students (Ibid.:16-17). Other particularity is that some countries have no status other than full-time, which is notably the case in France as opposed to the UK who present more modularity.

The loan system and repayment conditions are worthy of attention too. In Scotland, loan amounts are income-dependent and for the rest of the UK, the amount of loan can match the study fee. Loans are usually at favourable interest (1-2%) and are guaranteed by the state. Most loan repayment start shortly after graduation. In the UK (excl. Scotland), repayment start when graduates' pay reach a threshold (Ibid.:19). At best, the UK exclusive loan system may be praised as a sustainable system to fund mass higher education in the 21<sup>st</sup> century. However, it is experimental as unprecedented, and not tested over time. At worst, it remains controversial at individual and collective levels for equity reasons and due to questionable elements, such as the contingency of loan conditions, student debt levels with rising interest rates or likelihood of mass-defaults. The current new setting for mass higher education presents risks collectively (from viewpoints such as national education, national debt link to financial crisis, and internationalisation competition), and of course individually. This is why policy is influent not only for internationalisation awareness, but for a sustainable educational and financial approach.

France and the UK have had varying state approaches to HE over time. National and political regulatory systems directly affect international attractiveness of any given country examined -in contrast with others- therefore a comparative approach is helpful, even essential to understand and position internationalisation meaningfully, and competitively.

## 2.3 Summary

All-important national and supra-national contexts were defined. It was important to understand (Section 2.2.4) how paramount national contexts, the structure of *legal systems of fees and aid* are for the context of internationalisation (by extension *visa fees, immigration and labour policy* regarding work opportunities). Students' choices, experience along study, and future employability are conditioned by these elements, so policy holds structural power in that sense.

Furthermore, supra-regional (e.g. European) policies (Sections 2.2.2 and 2.2.3) influence institutional HEIs' decisions not only with quality frameworks and narratives, but with regards *Language* aspects. Student choice to study internationally is also driven by factors such as *language(s)* chiefly, proximity, subject, including others. The role of *English* has long been identified as a crucial driver although it is one less addressed in IHE fast-changing context, notwithstanding the use of language, and the role of other languages (e.g. language competency for mobility is conditioned by initial language training provision).

A final point to take away is understanding that IHE cannot be addressed exhaustively from a strict *national* stance (even if paramount) but rather from a *comparative* stance. A synthetic point is that IHE is not a 'zero-sum game' for countries. A nationalistic stance may ironically place a country at a competitive disadvantage. There are collaborative as well as competitive implications indeed. Therefore, for IHE to be successful as a sector in any given national context, it is useful to be addressed from a range of comparative national perspectives to start to understand the whole context in motion instead of one partial national context understanding. This is why two countries with two distinct languages were selected as minimum basis to study internationalisation. There are further linguistic and cultural aspects for international comparison, internationalisation awareness, and affecting individuals variously.



## 3.1 The ‘Language’ of Internationali(z)sation

IaH and IoC are recent terms and evolving research fields. Of course, this is not a new subject and one used to talk about ‘International Education’ or IHE, still a valid terminology. Definitions have reshaped and refined over time (Knight 2008). Furthermore, the terms emerged as a reaction to a few problematic issues in the evolving context, including language-related in more than one way, and to precisely advance debate. This thesis takes a linguistic stance of spelling internationalisation with an ‘s’ (British or European suffix ‘isation’) although a great number of publications use ‘z’ spelling therefore it may appear so in places. Whichever ways, the phenomenon IoC in study is the same (Leask 2015). One study participant mentioned “s versus z” position, which is not so neutral as a spelling power joust. It is cultural and “phenomenological” understanding that is founded and varied discursively, in expression through language, and experientially (Chapters 3 to 6). The communication and understanding problem of internationalisation is a first core issue for materialisation whereby reality does not match rhetoric (Section 3.1). Section 3.2 separately discusses key models for application, including similar, but additional linguistic and cultural considerations for elaboration as theoretical frameworks (as per General Objectives 2-3).

### 3.1.1 Definitions for progress IaH and IoC

IaH and IoC are presented as follows.

IaH: “Internationalization at Home is the **purposeful** integration of international and intercultural dimensions into the **formal** and **informal** curriculum for all students within **domestic** learning environments” (Beelen & Jones 2015:69, and Leask 2015b bold in-text).

IoC: “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the **teaching and learning arrangements** and **support services** of a program of study” (Leask 2009:209 cited in Leask & Bridge 2013:82 bold my emphasis).

Crucially, by T&L arrangements, Leask means “learning outcomes (LOs), assessment and teaching methods” (Leask 2015:9). LOs designate the formal learning objectives of program, unit, or individual pedagogical session. Assessment may contain formative, summative evaluation, and involve other participative, and reflective aspects. Likewise, teaching methods are incredibly varied towards learning contents, achievement of LOs and assessment.

Leask is an expert on the practical process and conceptual modelling of IoC (Section 3.2.5). An important point is that diversity with a variety of perspectives are good resources for the internationalising curriculum, but this is not enough.

IaH definition puts clearly the “domestic” beyond “the formal” and the home campus to include other learning opportunities (preferably not through electives). IaH is definitely a wider concept than curriculum, even when the latter may be viewed as a competing “broader” notion for universities (Beelen and Jones 2015: 59). IaH includes extra-curricular or community activity, but not exclusively. However, IaH is related, but not strictly, to mobility as mentioned in the introduction (first stated by Crowther et al. 2001). It emerged as a useful counter-concept to mobility (originally) or international activity for a minority. Therefore, IoC (as per its mobility aspects) has perhaps a wider geographical or international scope only in that sense. There was a foundational contradiction seen in IaH differentiating itself from mobility, but terms can co-exist and have evolved as explained in literature with “contested”, “accepted” even “obsolete” concepts (Beelen and Jones 2015).

Furthermore, IaH as per the proposed accepted definition above is “not an aim or a didactic concept in itself, but rather a set of instruments and activities ‘at home’ that aim to develop international and intercultural competences in all students” (Ibid.:64). Yet, it relies on “articulation and assessment of internationalized learning outcomes within the specific context of a discipline” and it depends on “capability of academic staff” as key for institutional training and implementation (Ibid:69). This is further explained below in Section 3.1.2.

De Wit et al. (2015:28-29) based on two surveys (IAU & EAIE) and an expert panel, draws a positive picture in Europe and how institutional internationalisation has been prioritised. However, the report (Ibid.:18) states the paradox that high institutional prioritisation is not assort with consistent and systematic results in practice beyond “rhetoric” of comprehensive strategy. “Mainstreaming” is still lacking in most European countries and across the world.

The study recommends a future scenario for internationalisation along with identified barriers to be removed. It recognises that mobility will continue to be top priority along with partnerships, but it calls for a “focus on the curriculum and learning outcomes to ensure internationalisation for all, and not just for the mobile few” (Ibid.). Explicit recommendation is made for more efforts and support towards curriculum initiatives, this being currently less prioritised as per ranking in study. It advocates more awareness and less elitism. Recognition of this last point leads to an updated definition of “Internationalisation of HE” (IoHE) and inclusive of “staff” (Ibid.:29) as quoted in this thesis introduction (Section 1.1).

The study also states (italic emphasis in quoted text; bold my emphasis):

“Internationalisation of the curriculum is a process that will lead to a product, the internationalised curriculum, which *'will engage students with internationally informed research and cultural and linguistic diversity and purposefully develop the international and intercultural perspectives as global professionals and citizens'* (Leask 2009:209, cited in De Wit et al. 2015:50; & Leask 2015:10).

This implies significant change since LOs, content, T&L activities, and assessment tasks all need to be internationalised through a planned and systematic process that is purposeful and “to ensure that “all students develop international, intercultural and global perspectives as the result of their involvement in an internationalised curriculum”. (Ibid.:51). The study further points out that staff need “appropriate professional development”, including more systematic mobility (Ibid.:53), again more initiatives for IaH and IoHE.

A multiregional review (including China) of “professional learning” as enhancement process and activity in EMI T&L (a contrast from “PD”) for NNES educators revealed a variety of “EMI designs”, unaddressed challenges from modern demands, and concludes PL is missing at various levels, including in Anglophone settings (Dang, Bonar & Yao 2021). Language proficiency challenges were “perceived” lack of competence, real language barrier to “scaffold” EM learning, trade-off between language and communication against discipline-specific aspects, also time demands of research prioritised over teaching. Combined with language, student or teacher-centred pedagogical challenges are significant, including additional time and logistical preparation (Ibid.).

Changing Mol is not equivalent to an internationalised curriculum (De Wit et al. 2015:52) and as stated before (Overview:26). However, linguistic elements of curricula are crucial aspects indeed (for international, intercultural, and global perspectives). Common “misconceptions” about internationalisation and language(s) do persist, so they would need to be given constant attention. Each of the nine following areas are summarised and intersect with five “myths” spotlighted by Knight (cited in De Wit 2011; 2015).

**Table 1. Internationalisation Misconceptions**

1 As Education in the ‘English’ Language and as a ‘medium’ of communication
2 As Study / Stay (placement) ‘Abroad’ (i.e. as specific instrumental, goal, organisational or programmatic approach versus an integral process)
3 As an ‘International Subject’ teaching (e.g. European Studies, International Business/IB)
4 As per ‘many’ International Students (number one myth by Jane Knight or JK)
5 As per ‘few’ international students (Internationalisation can be implemented successfully with few international students in classroom)
6 As per ‘no need for international and intercultural assessment’ (i.e. becoming international is not a necessary implication of Study/Stay Abroad and in return at home)
7 As Partnerships (or “institutional agreements” & “reputation as a proxy for quality” by JK)
8 As international by its very ‘nature’ (again “international reputation proxy for quality”)
9 As a precise goal an objective in itself (e.g. “accreditation” & “global branding” is a plan by JK)

Source Table 1: (Summarised De Wit 2011; 2015)

Mobility instrumentalism (2) or a natural proxy for quality (8) interrelate with other myths. Premier myth (1), the position of English as “medium” of education (EMI) and communication (*lingua franca* by extension), the position of other languages, and the opportunity for *modern languages* to be learned and taught (not in mention), are of special interest in this thesis. In addition, culture(s) are intrinsically linked to language(s) and impact all the above. Learning other languages is an effective introduction to understanding different cultures, being at ease with diversity and a philosophy of openness to otherness. Consideration of these linguistic and intercultural elements in practice is key to implement comprehensive internationalisation as an integral process.

Blons-Pierre (2012) reported that universities do not develop “plurilingual conscience” by simply having a plurilingual environment. Although helpful, the role of language centres remains limited, somewhat less established or marginalised in comparison to other disciplines and there is concern about “window-dressing” hiding the language reality in universities. Specific language policies are scarce in most parts of Europe and Switzerland (Chambers 2003 for study in Europe; Springer 2010 for six universities, including three in France, both cited in Blons-Pierre 2012). Priorities recommended are the development of language policies by

universities themselves, incentives from senior level, participative action research in language centres as well as the need for language centres to organise and network to increase role visibility and impact (Ibid.).

### 3.1.2 IaH and Clarification

IaH is to benefit *all*: this is the point or overarching philosophy although there are some associated subtleties. Although IaH emerged to precisely progress definitional field, it was however challenged or contested. Beelen and Jones (2015) clarify this by tracing the origins of IaH as a problematic concept or “movement” to the start of European Erasmus (1987), its evolution and beyond elaboration from Crowther et al. (2001) definition. Pitfalls of IaH-related internationalisation concepts are appreciated, critiqued, and placed in different national context(s) (e.g. Australia, The Netherlands) within regional in Africa, America, Asia, and Europe since the 1990s. This evolution along with recent radical technology progress has led to the IaH concept in “domestic” environment as an updated and valid definition (Section 3.1.1). The EAIE has supported IaH at a European level, and Jones and Reiffernrath (2018) include, for example, ten aspects of a wide IaH in practice for curriculum and teaching, one of which involves internationalisation and interculturalisation “through internationalised learning outcomes in formal curriculum” as point (3), and point (8) is related to “teaching in English or another lingua franca” (The latter repeated from the Overview).

There is a subtlety that stems from IaH older definition (Crowther et al. 2001) specifying ‘what it is not’ (i.e. mobility/abroad) as opposed to ‘what it is’. Although IaH is still everything except (just) mobility, it is indeed linked to mobility in an indirect way. IaH may include diverse activities within four areas as follows (Knight 2008:24): “*Movement of people / Delivery of programs / Mobility of providers / International projects*”.

Activities *abroad* and *at home* have interdependence hence clarifying two problematic streams is important especially with the use of added modern confusing terms such as “crossborder” (Ibid.). Beelen and Jones (2015) have discussed “*Abroad*” and “*at home*” as “contested” concepts whereby reducing description may lead to curriculum not being directly included in IaH (i.e. if curriculum is viewed as “abroad”, as distinct from IaH for development of international and intercultural skills, leading to a far-fetched position that Abroad and Curriculum do not develop international understanding). This is an instance where categorisation is counterproductive (See also Section 3.1.3).

IaH now includes mobility aspect or a *broad* set of international activities and inter-cultural exchange linked to curricula, regardless of the language(s) of instruction and the nature of domestic settings: this might be linked to mobility indeed via students’ accounts shared with (domestic) students on return from mobility for example, or blended-learning activity, or Technology Enhanced Learning (TEL), or virtual Collaborative Online International Learning (COIL). Again, one must

beware of categorisation. Going beyond binary home and abroad, new forms of international distance learning take place with technology mediation and are formulated as “Internationalisation at a Distance” (IaD), defined further, and for articulation and research (Mittelmeier et al. 2021).

Therefore, with IaH, the focus is on *all* in the main *domestic* curriculum; not simply electives such as mobility for study or work, and languages concerning few students. These latter aspects are often incorrectly promoted as an already internationalised curriculum. The overall development of IaH is precisely about addressing and clarifying contemporary misconceptions and uncovering an elitist vision of education. Another point is that IaH does resemble IoC which links to disciplines, and formal or informal curriculum, but it is more than a core curriculum (See Section 3.2.5 for IoC disciplines’ emphasis). IaH and IoC both harness valuing diversity, but IaH includes additional activities within the *domestic environment* which might extend beyond formal or campus learning environment, to wide *community* activity and the *extra-curricular* (a tenuous difference nowadays with innovative or hybrid design). Georghiou and Laredo (2016) detail IaH activities precisely (citing Middlehurst 2008 with nine examples) such as IoC, internationally attractive courses, ELT, various tailored support, pedagogical cultures, staff development in interculturality (7<sup>th</sup> listed example), international student facilities, and wider social and cultural life. They also critically discuss strategic central considerations but warn about separating “taxonomies” (Ibid:19). For example TNE may involve resources at home. Lastly, another ‘place’ difference is geographical or regional as per IoC originated in Australia and IaH developed in Europe historically as described.

In sum, there are subtle points of distinction as explained, in spite of closeness between IaH and IoC. Given the nature of “misconceptions” presented so far, the criticism of the need for constantly updating definitions, and despite undeniable progress, the problem will not dissipate easily as per literature. Therefore, these concepts are likely to remain relatively contested (especially dichotomy *abroad/at home*), and probably due to thematic and regional width of field *internationalisation*.

### 3.1.3 Definitions: The (Bourdiesian) Cultural Understanding Minefield

The issue with definitions is that they may not always be understood accurately or in the same way by parties. This classic understanding (or conceptualisation) issue can arise in different ways and is connected to the concept of ‘culture’. Culture is not universal as such or in absolute terms, and it can be slightly particular. For anchor point, the proteiform and extensively used “notion of culture” in social sciences is linked to Cuche (2020), scholar of Sociology and Anthropology in France. It allows to think of the unity of humanity in its changeable cultural diversity. Philosopher, Hellenist, and Sinologist Jullien (2016) “defends” cultural resources in the sense of drawing or exploiting them rather than protecting them. In that sense, all are responsible for cultural resources that can be deployed or not, hence there is not a definite French or European (or else) “cultural identity” to

pinpoint (not unlike argued and normative values). This is a preferred subjectivist and relativist (in interaction, relation, and situation) as opposed to an objectivist or essentialist conception.

A problem with culture is that it is deeply embedded and acquired through upbringings and language, so it operates on different levels such as family, nation, professional discipline, and organisation. Layers of culture may be invisible or less visible to others and self, which makes it difficult to alter. In familiar words, ‘we do not know what we do not know about the world in which we live and that we think we know so well’. Theoretically, this hints to cultural Bourdieusian notions of “Habitus” after French philosopher and sociologist Bourdieu, whereby people are initially born and conditioned in their own socio-economic political settings (e.g. family, class, and country as socialisation instances), and people do remain relatively constrained by these structural power forms, especially family and class, that affect daily human lives, but less explicitly (Bourdieu & Passeron 1977a; Bourdieu 1986; Grenfell 2004). “Habitus” and “capital” (economic, cultural, and social) are central concepts in understanding inequality in education, positional competition, and “reproduction” of “social order” (Ibid.). Bourdieu’s “epistemological third way” (Grenfell 2014:25) was inspired by classic and contemporary scholars. Marx (political economy) is explicitly present in his work (Bourdieu 1977b:vi) implicitly in other work with critique of a global turn to neo-liberalism (Bourdieu 1993). The special language and terminology created in his work rooted in the empirical (in Algerian Kabyle regions, and native French Bearn) was driven by discovery, however, it was carefully aware or even defiant about absolute truth (Bourdieu & Passeron 1977a). Epistemological and criticality (Grenfell 2009; 2010) influence from Bourdieu’s work on this research project is acknowledged in methodology, used widely in Education, and as Bourdieu acted as government advisor in the 1980s (Section 4.2.1).

In prolonging of Bourdieu’s precursory analyses (i.e. neoliberal, and coloniality critiques), the life work of French sociologists Charlot and Pinçon-Charlot (2013; 2021) has warned about a contemporary situation of arbitrary “social violence” or the “violence of the rich” in a more asserted “class struggle”. This is not without connection to modern scholars in the field of decolonial Critical Internationalization Studies (CIS) in Canada and beyond, who also deciphered the “violence” and “denials” in academic neo-colonialism, epistemic injustice (Stein 2017), with its complex theoretical and ideological layers (Stein 2019; Stein & McCartney 2021), with application, for example, in an experimental collective or “mapping cartographies” (De Oliveira Andreotti et al. 2015; GTDF 2021). This highlights potential benefits of moving further from a liberal reform setting to a more radical “internationalisation otherwise” (Ibid.).

A study of two elite French and British institutions, Brown et al. (2014) critically comparatively extended a Bourdieusian reflection about the cultural and social understanding gap of educational and occupational elite reproduction, due to class (but not exclusively), in current expanding neoliberal HE systems. Opposing “relative social (im)mobility” proven in Sociology to “absolute

mobility" argued by neo-liberal proponents, there is a need ultimately for enhanced conceptual model and more research to address equal opportunities, distributional justice (not just access and destinations), and a "fallacy of fairness" in Education (Ibid.). Other "graduate capital" models of employability for T&L, and policy (Tomlinson 2012; 2017; Tomlinson et al. 2021) have developed from Bourdieu's concepts and offer resource for emancipatory potential to alleviate unresolved and structural inequalities in educational, professional and personal trajectories. Block (2017) argued for consideration of "class" in AL research and analysed the construct of "neoliberal citizen" (2018). The latter concept is discussed further with "global citizenship" (Section 3.2.2).

The IHE cultural minefield may manifest itself through dangerous forms such as misrecognition, misconception, denial, minimisation, and stereotypes. These dangers may be distinct or straddling with another. In a Bourdieu (1977a) sense, "misrecognition" involves misunderstanding (blind or complicit acceptance researcher understands) of the real and true objective link between structure of "field" (e.g. education) and structure of economic and political power. This "cultural" misrecognition does not happen without "symbolic power" of "language" in action or "pedagogic action", which applies cultural "arbitrariness" in education or other social formation in Bourdieu's work. Cultural imposition favours dominant groups, but "symbolic violence" does not occur by force and its effects are empirically rooted, so this is not fully deterministic, but rather constructivist and post-structuralist. Bourdieu's thought aims to reconcile inherent tension between subjective and objective domains for reaching truth empirically and theoretically (methodologically). "Symbolic" forms of capital do exist with power differentials furthermore, they are enacted through language use (Bourdieu 1991). Linguistic deciphering of symbolic representation and power may be utilised in critical pedagogical practice itself beyond Language Education extending onto Business and Politics, (Kramsch 2020).

The invisible cultural minefield problem occurs in IHE, when a term "IoC" with precise and explicit definitional link to T&L (Leask 2015), is appropriated or interpreted in another cultural way by a speaker to designate international education activities such as opening *campuses abroad* as part of TNE, also borderless education. Of course, TNE can help to develop T&L or IoC but this is a case of misrecognition as it is not strictly TNE (depending on which socio-educational or commercial viewpoint is presented by speaker and accepted by audience). Knight (2008:1) summarised this problem by writing "internationalisation means many things to different people". So, there will remain a grey area with terms such as 'international curriculum' or 'transnational' which can be amalgamated within the realm of economic import-export activity (TNE) technically speaking and encompassed differently (i.e. GATS process). Another common confusion is IoC defined as *mobility* with an exclusive quantitative reference to it without considering contents, pedagogy or languages that enable it and draws on domestic resources too.

This allows to stress again the whole point of the rise of the *IaH* concept. *IaH* came to clarify some common discourse based upon ‘internationalisation as mobility’ without due regard for international curriculum and experience in main wide ‘domestic’ campus. Lastly, it is important to stress again that *IaH* has not only helped to clarify and emulate a debate on internationalisation, but it has itself needed to mature along with the scope of activities. Internationalisation is not a still phenomenon, meanwhile, the debate sophisticates.

Principally, internationalisation in the field of HE may refer to the (contested) ***abroad*** or ***at home*** components of engagement, which can blur for cultural reasons. Students may experience study or placement abroad on a compulsory or optional basis whilst others may stay the whole course of study in the home campus. There might be distinction between ‘*international* or *foreign*’ and ‘*domestic, local* or *home*’ students. Firstly, there is a traditional view that international students need to assimilate or adapt to a new country of study, and somehow a difficult acculturation process takes place over time. Secondly, the view of domestic students expected to be at ease at home in their chosen study institution, applies to a large extent. However, a domestic student may well have a different nationality or educational background to that of the elected place of study and may experience difficulty. Finally, a foreign student classed as international may not experience difficulty as a result not fit into any determined or ‘pre’-conceived category of international. This demonstrates again that categorisation if statistically helpful indicatively, is unhelpful to understand learners from an educational stance. Complexity has to be embraced as categorisation is literally impossible, and this compounds cultural challenge. Therefore, caution needs to be applied in distinguishing abroad or home, international or domestic students. As mentioned above, one may encounter a home student who has an international background or a British national travelling back to study in birth country after spending years abroad. Reality may simply not match categorisation.

Care ought to apply for many reasons, chiefly relying on categorisation may lead the trap of cultural ‘stereotypes’. With categories, and rules or regulations attached, one may arbitrarily attribute universal characteristics within a category thereby running a risk of alienating some people in the process. For example, ‘this’ category needs support in English language. Perhaps, an alternative would be ‘all’ categories might need English support. About stereotypes, there is plethora of possible reasons. Are home students rude to international students or the opposite? Are international students lazy or over-powering? Are Germans always punctual or on-time? Are the French rude and do they always want to cause arguments (BBC 2018b)? The list of potential cultural pitfalls is endless and there is simply no straight universal answer in spontaneous practice. Even though world-expert on culture, Hofstede (Hofstede 2011; Hofstede & Minkov 2010) defined culture as “collective programming of the mind” that distinguish one (cultural) category of people from another (be it individual, organisational or national), perhaps cultural theorists like Hofstede

take one away from universal (non-categorising) truth, paradoxically. Hofstede ‘empirically’ elucidated a theory with ‘general’ cultural characteristics for awareness (i.e. power distance, uncertainty avoidance, indulgence / restraint, masculine / feminine, individualism / collectivism, long / short-term orientations), although a close answer would be to pay attention to specific contexts, be open to different “cultures”, sensitive to individuals to benefit one another.

Applying caution and a Bourdieusian socio-linguistic lens mean flexibility or not ignoring issues where possible and reflecting about the limits of categoric understanding. However, it is reassuring or simpler to ignore difficulties. It is tempting to keep categories which give legal currency and “assume” some patterns in such or such category for self-assurance, for auditing purpose, and automatic certainty. Categories are convenient, unfortunately, everyone is not the same. For simplicity, regulatory or even arguable democratic reasons, one often wants to apply the same equitable treatment to all. Although relatively commendable, this may hide problems due to reliance on categories and rules attached that are possibly based on false assumptions. For example, Bamford, Djebbour, Pollard (2014) found in a UK context different levels of learning engagement amongst native and non-native students, which called for discerning treatment. Essentialism duly factored, Harrison and Peacock (2010b) study in two UK universities, accounted how a majority of Business students did not engage academically and socially with their international peers due to threats, anxieties and pseudo-competition, overall frustrating the IaH proposition of intercultural interaction and inclusive integration.

Early literature produced support for “international students” (Ryan 2000) then with growing consensus towards support for “all” students (De Wit et al. 2015), and that means to include domestic students with regards international experience in a classroom. As introduced, more supportive actions for student engagement are needed (Bamford 2008; Scudamore 2013; Spencer-Oatey, Dauber & Williams 2014), independently from the views or experiences staff might project. However, this student development cannot be accounted solely or as a separate entity from their tutors’ own engagement, and students experience difficulties such as differentiated levels of engagement (Bamford, Djebbour & Pollard 2014). In an urban institution, dimensions of “commute”, inter-generational migration (possibly for international or local students alike) “habits of coexistence”, or various “self-segregation” were potential difficulties for “relationality” and belonging despite motivation (Bamford & Pollard 2018). Concepts of belonging, relationality and learning engagement indeed develop from students and between them, ideally actively and autonomously with “real-world” experience for effective pedagogy (Evans et al. 2015 Cited in Ibid.), especially intercultural exchange that ought to be encouraged by staff, and institutions themselves to develop strategies for improving this communication (Ibid.). Dolan and Macias (2009) produced a guide for motivating international students in Economics that is relevant to all, and transferable

to other Business disciplines. More recent studies exist with practical recommendations -to staff- for interculturality, relationality and active, belonging, community development processes (Bamford & Pollard 2018 for “Cosmopolitan engagement”; Dunbar 2015 for “intercultural toolkit”; Lomer, Mittelmeier, & Carmichael-Murphy 2021 for internationalising teaching). In connection to this, ‘Global Citizenship’ literature is explored (See Section 3.2.2 for ‘GC’ development).

With acknowledgment of (intersectional) considerations, more research is summarised here to reflect on staff experiences and views towards internationalisation. A last warning is that, just like other social constructs, the concept of “experience” presents difficulties for problematisation (e.g. Deuchar 2022 for student experience; Jones 2022 for IoC). This requires attention to both values and how they are realised (or not) in practice (Deuchar 2022:514) and negotiated. This requires examination of the limits of such a concept that is potentially void of meaning when used principally in a market rationale. These problems may be attended again through qualitative methodologies, here with criticality, phenomenology, and detailed contextual comparative case study (Chapters 4 to 6).

### 3.1.4 **Research about Staff Experiences towards Internationalisation**

Using the definitions available in the field, being precise and up to date with language (i.e. referring to state-of-the-art), whilst being wary of categorisation, serves to alleviate the ‘cultural understanding minefield’. Rumbley and De Wit (IHE 2017) explain how “international faculty” as per “foreign, nonlocal, or nondomestic” is “an important dimension of HE in the global knowledge society” yet understudied with its “definitional difficulties and contextual complexities”. They highlight:

“making sense of the international faculty mobility experience anywhere in the world hinges on an understanding of the distinct, yet interlocking, dynamics of policy and practice at the national and institutional levels, while taking into account *the complex realities of the fundamental human experience at the level of individual academics themselves*” (Ibid. Italic my emphasis).

Some time has passed since Trigwell and Prosser’s (1996) phenomenographical study showing a link between “teachers’ intention and strategy” (i.e. Student-focused or Teacher-focused). It calls for much more attention to staff roles in quality T&L (Arenas 2009; Sawir 2011; Teekens 2003) including bilingual learning and ‘CLIL’ perspectives for teachers (Teekens 2007). Sawir’s (2011) study showed disciplinary differences in international adjustment applied in soft sciences such as Business in contrast to reluctance in hard science, as per classic divide (Becher & Trowler 2001). Sawir (2011) concludes about the need for “more rigorous inquiry” into the influence of teachers’ beliefs and disciplinary differences in T&L practice especially in a multicultural context.

It is about understanding the difference between “symbolic” (with a distinct meaning from the term used by Bourdieu in this instance) and “real transformative” international orientation on a “Continuum” (Turner & Robson 2008:28; Bartell 2003:51) working with “ten operational dimensions” (Turner & Robson 2008:12-21). “Symbolic” internationalisation refers to local or national ways of doing, high numbers of overseas students and staff, and a market-competitive position, whereas “transformation” at opposite end of continuum is more cooperative (reciprocal) in orientation within institution. Turner & Robson (2007:15) found the former tended to dominate in a UK university case study, reflected ideological positioning, and a “counter-culture of cynicism and resistance”, signalling disengagement or potential obstruction of commercial competitive agenda at expense of cooperation within academic community.

Clifford and Montgomery (2017) documented theoretical basis for critical scholarship of a “transformative”, co-constructed, even disruptive and more radical kind, in order to question coloniality and whose knowledge is privileged in curriculum design and application (See also previous Section 3.1.3 on Bourdieu’s influence and critical studies). They analysed a multidisciplinary online course in ten countries (English-speaking mainly), involving staff contribution on “internationalising curriculum for all students” and “how to do it”. Study found indigenous, minority, and diasporic voices needed “to become integral to discussions of future tertiary education policies and curricula” (Ibid:1148). This translates into a requirement for more effort on the part of policy makers and institutions too, as the process can cause anguish and calls for a safe environment for learners and teachers. This means more institutional action at programme-level, particularly in translation or/and alignment between meaningful learning objectives rather than leaving individuals to their own devices at module-level. At institutional level, it is recommended to shift “corporate” to a “civic” discourse and commit resources into development of staff and curricula development (Ibid.). Kirk et al. (2016) reported levels of student or staff engagement and call for differentiated treatment of IaH practices, and global citizenship (GC) discourses’ alignment (See Section 3.2.2 for GC concepts).

Difficulties have been reported in studies by staff relating to international students, including staff tensions around what is considered as “fairness” or supportive academic and language aspects, which, in turn, encompass professional jurisdiction and identities (Skyrme & McGee 2016), and negotiating “becoming international” (Cited Fanghanel 2012, Ibid:767.). This calls for curriculum adjustment to include international perspectives (Turner & Robson 2007) and attitudinal intercultural development (Hyland et al. 2008; Leask 2015; Trahar & Hyland 2011). Trahar (2011) explored experience through narrative inquiry and autoethnography. She addressed the less identified culturally mediated aspects in T&L and relationship between students and staff. She found broad themes such as “approaches to T&L, local students’ experiences in international

classrooms and experiences of racism”, and “the experiences and perceptions of non-UK academics” (Ibid.; Luxon & Peelo 2009), either positive or negative. Trahar (2011) found positive contributions into emulating international curricula through using the feedback of students. Further in-depth case studies such as Dewey and Duff (2009) reported “a delicate balance between centralized and decentralized authority and capacity” with logistical and institutional barriers besides individual ones. These studies all reiterate T&L as central and for policy and strategy development.

Jenkins et al. (2019:Chapter 10) found in a UK study “minimal recognition of the de facto multilingual intercultural practices” (Ibid:234) despite both international statements in student handbooks and Marketing Communications, and the multilingual and intercultural practices reported amongst the diverse body of students and staff, in relation to stated language policies. The study explored the extent of “used” or “accepted” kinds of English, as well as other languages, amongst students, staff, including signage and linguistic landscapes. A small dataset of students and staff endorsed clarity and intelligibility although there was a general preference for “correct English”, with exception of some lecturer data that indicated tolerance of the use of non-standard English and other languages (Ibid:256). A student reported a self-termed “broken English”, setting diverse accents aside and to describe “wrong” grammatical or contextual use in contrast to correct English (Ibid:253) even though that may be a relative judgment (for context especially) or a subjective perception of correct English. This latter point means even if non-native styles or accents are used and tolerated by staff or students, it does not prevent possible deficit judgments towards language practices and language identities (paradoxically, these can involve American-English, or regional UK variations, in a British context). The study found a gradually growing, diverse use but a mixed picture for acceptance of other kinds of English, and no official acceptance of other languages than English (Ibid:259). In recent years, the work of the research Centre for Global Englishes (CGE) in Modern Languages and its doctoral students has contributed to bottom-up awareness raising, but top-down policy has not changed towards formally acknowledging linguistic and intercultural diversity (Ibid.:257). The study formulated a “lack of critical thinking about both multilingualism/ its intrinsic role in internationalisation, and English as an academic lingua franca/ its role as an academic tool of communication” (Ibid.:258).

Nevertheless, Jenkins and Mauranen (2019:272) found “a pragmatic attitude and realism led to practical lenience towards non-standard language, despite the hidden agendas of monolingualism and standard language”. Overall some questions remain unanswered regarding the extent of “pragmatic acceptance leading towards changing language ideologies, and to what extent is the prestige factor persisting in linguistic mindscapes despite liberal practices” (Ibid.). It would be interesting to explore in future similar studies according to the authors, which this thesis attempts.

The training of “academic developers themselves” was investigated (Wimpenny, Beelen & King 2020) and point out to space for improvement in supporting staff involvement in transformative

learning inclusive of many “champions”. Other “reviews” do this too (Dang, Bonar & Yao 2021; Tran et al. 2018), as does “collaborative research” in language and content (Macaro & Tian 2020). Troia (2013) researched international professional development (PD) extensively and listed numerous EM, linguistic, and cultural challenges in programmes, highlighting the difference in focus between English-speaking and non-English speaking countries (Ibid.:22). Areas of PD such as English proficiency, diverse cultural interactions, and pedagogic practice for international education may be prioritised differently according to needs. Intercultural skills are commonly prioritised; however, emphasis is greater in the English-speaking countries, and English language skills may be pursued in a variety of ways in NNES countries. There is also a scarcity of research sources regarding NNS teachers (Ibid.:23).

To that end, a few studies have been completed in a European project context (Dafouz, Haines & Pagèze 2020; Lauridsen & Lillemose 2015 in Section 3.2.2). More studies (Pagèze & Lasagabaster 2017 for France, and Doiz, Lasagabaster & Sierra 2013 for Spain in a trilingual context) have deciphered EMI specificities, practical challenges and opportunities for NNES. Pagèze and Lasagabaster (2017) explain the European and specific French policy contend with what is actually a slow EMI development related to student proficiency too. Yet, their (Bordeaux) study reports on progress through a multi-faceted EMI training course to support prepared-to-teach lecturers in their workload and emulate the wider community of practice (CoP). Transition to disciplinary teaching in English is enabled when teachers become able to “shift from seeing EMI teaching as a language problem to viewing it as a specific classroom situation and making pedagogical adjustments which are relevant to their disciplinary context” (Ibid.). Lecturers become empowered through a new understanding of how disciplinary expertise, classroom methodology and linguistic competence (in communication) combine, no longer viewing teaching in English as linguistic expertise solely (Ibid.). Small adjustments and experiments through the “*English lingua academica*” led to this positive and levelling impact of the native speaking standard between staff and students for what was reported as successful EMI programme development. For one participant who no longer views he has to speak better than students, “the communication hierarchy has been readjusted” (Ibid:306-307). This study tended “to confirm the disruptive value of implementing EMI in HE” (Ibid:309).

Critical intercultural scholarship and “pragmatics” (Ladegaard & Jenks 2015:6) has grown out of dissatisfaction towards essentialism and global Western or Eurocentric ideologies dominating Intercultural Communication in Business. Hundreds of studies in the international workplace and in education (many about mobility) have shown the multiple “caveats”, including power differentials for some expressing themselves in L2 language, which remain against the promotion and co-development, of multifaceted and inclusive communication, or employability skills

effectively needed in business (Ibid.). Similarly, much more “language sensitive research in International Business” is yet needed in extended contexts (including non-managerial levels, multiple corporate contexts, multilingual Switzerland, “officially monolingual” countries such as France, UK and the US), in this “relatively new field” (Gaibrois 2017).

Furthermore, “Mediation” as interface between understanding and production, whether communicational, relational, or intercultural mediation is a specific linguistic activity (Beacco et al. 2016:62). The concept has importance in language education but also in transversal discipline activity and for further reflection about inclusive Education. In above context of reference (Ibid.) of CEFR/CECR framework and Council of Europe work (Coste, Moore & Zarate 1997/2009), Coste and Cavalli (2018) have extended reflection on the potential of mediation in relation to major concepts such as “mobility”, “community” (also “social groups and networks” as alternative terms), and “otherness” (Trans. “altérité”). “Mobility” is defined as “mobility of social agents” in various forms (physical, professional, academic, institutional, social, virtual, or imaginary), and dynamically as a “changing position” in real or virtual spaces (Ibid.). Yanaprasart (2018) researched in (French-speaking) Swiss universities a “double mediation (or re-mediation)” as “communicational” and “constitutive” functions of scientific knowledge with its complex challenges in multilingual HE for internationalisation and diversity. This study confirms English as a “*lingua academica*” is necessary, but not sufficient, and balanced access to knowledge through English and other languages is required (Ibid.). One can be unaware of their own ethnocentrism or possible stereotypes, resulting in one being unable to embrace other cultural, linguistic or international perspectives. In such common cases, support in the form of third-party “mediation” is highly desirable or necessary to assist an opening process (IntlUni 2015; Leask 2015). See further practitioners’ models (Sections 3.2.3-3.2.5).

Not diminishing the value of a first impression, the ability to avoid *a priori* judgment is a soft skill that can be developed with, experience of different perspectives. This can be facilitated *via* cultural and linguistic exposure or immersion, but this may not be enough, hence a need for IaH as an “alternative” to IoC when set curricula may be limiting, with “qualified teachers that can accommodate different learning, communication and conflict styles” (Abermann & Gehrke 2016). Three key aspects (Ibid.) are not only some defined learning outcomes in curricula, but interculturally and pedagogically qualified staff, and a flexibly well-designed space, which additionally requires institutional programming or staff training through intercultural or mobility development.

Finally, internationalisation will happen naturally, but only to some extent. Universities cannot recruit internationally for home campus and simply expect success because of mere international demographic presence in ‘symbolic’ internationalisation (Turner & Robson 2007; 2008). Opportunity for immersion experience (again that may not be enough) needs to be actively created

for all, including local students. With greater diversity, there will be greater opportunity for intercultural mix, but there are less visible and deep cultural barriers as discussed that need preparation and support. Because these aspects are less evident and form barriers, wide mobility, in community(ies), in terms of perceived otherness, and with 'mediation' are important. The lesson is that it is clearly not enough to 'talk about internationalisation to get it right' or implement 'real transformative' internationalisation (Ibid.). It is a start but there is much more dialogue and language mediation needed to negotiate shared understanding. It takes effort to vindicate nationally bound stereotypes, to be able to bring different people together and benefit from one another. In many cases, it takes additional work amongst students, including staff to become self-aware, open, and receptive to others. Therefore, benefits of diversity and internationalisation need to be more explicitly, actively, and professionally encouraged, critically through staff reflection in developing awareness, curricula design and delivery through co-construction process for all as well as institutionally, so parties see the benefits for all including themselves. These aspects were scrutinised and reflected upon through critical analysis of strategy (Chapter 5), particularly staff interview cases (Chapter 6).

### 3.1.5 Internationalisation for Implementation: IaH and IoC in Organisational Strategies

Internationalisation can mean different things to different people, institutions, and nations again (Knight 2008:1; 2011a). As reported, the varying understanding levels (i.e. cultural, linguistic and discursive) form great related problems in the field. The need to recall and distinguish definitions is acute in internationalisation debate (but still not sufficient). Universities may include in their strategies (see Chapter 5) "IoC" in mention in the case of UKuni or "IaH" for international engagement at FRuni. Diverse definitions can co-exist harmoniously, and new concepts are an effort to clarify notorious, but enduring "misconceptions" (Sections 3.1.1-4). The emergence of IaH helped discursively hence conceptually, and materially to an extent to contrast activity '*abroad*' (of mobile minority) and on-the-home-campus (it concerns all).

IoHE definition (p. 27), Sections 2.2.2, 2.2.3, then American 'Comprehensive Internationalization' models (Section 3.2) bring more precision with commitment to notions of "intentionality", "mainstreaming", and what it means for practice in contrast to other definitions. Still, misconceptions persist. Research (US) highlighted a low level of engagement, even of governing boards in comprehensive or true internationalisation as per Knight's holistic definition. A survey of seventy chief international officers found that "fewer than 10% of respondents showed that trustees were closely involved in creating an international strategy" (Wilson-Oyelaran 2012). More widely, it was reported (UWN Marinoni & De Wit 2019) from IHE 5<sup>th</sup> global survey that a majority of HEIs have strategies and dedicated implementation offices or teams but observe they do not

have necessarily strategic approaches and a quarter lack monitoring. Budgetary slowdown and non-uniform take-up may not only reflect post global financial crisis, but inequality between HEIs.

Some universities are not afraid to declare their curriculum ‘international’ or ‘globally engaged’ with only mobility targets articulated and partnerships incentivised. Internationalisation definition is at worse eluded, at best variegated in national contexts, and relatively diluted with modern terms such as ‘borderless’, ‘crossborder’, or ‘TNE’ (Knight 2008). De Wit et al. (2015) comparative study documented the selective narrow focus in internationalisation priority implementation. The evidenced fact that mobility is still to this day, the focus, along with partnerships by way of active support indeed *via* Erasmus+ or other, is a proof of the enduring misunderstanding. Although related, *domestic* activity is not prioritised (e.g. preparation *at home* to study *away* and international activity may happen *at home* for returning and staying students).

This situation continues despite mobility being spotlighted a *minority* activity. Overall, this gives an idea of the non-mainstream situation as far as implementation is concerned even though it is talked about centrally and superficially. ‘Mobility’ remains in the foreground, presented as *international* activity, but not discussed for all that needs to be done *at home* especially (e.g. modern language preparation).

Internationalisation is about quality for all. The association of ‘internationalisation’ with ‘quality’ has prompted many universities to state or aspire to be international. Yet, some reductionist or commercial mobility-oriented discourse and targets prevail in strategy plans. Researcher herself observed some universities advertise by claiming that students on mobility schemes are more likely to get jobs at the start of career or subsequently (i.e. employability claim). This is backed by a study (UUKi 2017a) at first glance but no scientifically proven causality. Many who go abroad may be precisely confident to make that decision and build own advantage. It is far from unreasonable to argue the minority of mobile students is marginally more driven and equipped socio-economically to find jobs than non-mobile peers. This again links to Bourdieu’s work with misrecognition, reproduction, and class influence in socio-economic scientific inspection “if nothing else changes” (Latin “ceteris paribus” or “all things being equal”). Critically, Courtois (2017) found unequal implementation and outcomes and made key recommendations in Irish mobility. Courtois (2018) reflected about “academic concern”, “work readiness” and potential “devaluation of academic capital” in mobility, using a Bourdieu lens again. Kosteljik and Regouin (in Jones et al. 2016) appraised mobility added value and found personality may play a role and highlight profession-specific skills may not accrue more than at home despite other learning. Meanwhile, Gregersen-Hermeeans (*Ibid.*) argues for more “organisational” capability.

Literature has demonstrated “misconception” about internationalisation and quality. Internationalisation is complex to define or assess, much more so than mobility indicators, and they too can be problematic for interpretation, and actual holistic implementation. If scientific

objectivity is ignored as displayed by unsubstantiated Marketing claims, or complacency towards existing bodies of research and academic expertise, this amounts to unethical ‘greenwashing’, or a compromise of professional integrity for individual institutions as well as whole sector, leaving academics unable to resource, clearly to potential student detriment.

Therefore, at the starting block of the “running course” (“curriculum” in Latin), internationalisation for implementation ought to be precisely defined strategically, with clear attention to educational rationale, specific or explicit detail for international, linguistic, and cultural awareness provision as core (not elective) elements *at home*, together with other resourcing needed to ensure inclusiveness professionally. Otherwise, the state of affairs may unfortunately remain hollow discourse and it begs a question of which kinds of discourse actually applies. IaH may ‘not count as accountable’, ultimately credible or relatable to professionals and students alike in the hyper-audited modern world of HE. For internationalisation to apply, it needs to ‘count’ not just commercially but educationally for the possibility to become meaningful to concerned parties. Therefore, it matters for ‘transformative’ implementation with differentiated approaches for student and staff engagement as detailed previously, and it must have appropriate strategic organisation and governance to prioritise, and support importantly too.

### **3.2 Models of Internationalisation**

Section 3.1 introduced the ‘language of internationalisation’, a Bourdieusian associated ‘cultural’ understanding, and the fact that IaH is a relatively recent as a movement or research field therefore still relatively unknown in places. Elaborated internationally, “IaH” originated in Europe, “Graduate Attributes” (section 3.2.2) in Australia, likewise “IoC” recently (Section 3.2.5) notwithstanding the wide scope of curriculum (but attention is on recent models). IoC is relatively known in the UK, but not as such in France. One French participant in study said it merely evoked “Curriculum Vitae”. However, internationalisation “cursus” or “formations” in French (i.e. “courses”, “qualification” or “training” as translation) can be found (with over 200 results on Google) and this illustrate wide scope. “IaH” (English) is not well known in France although “at home” in English may be used along “à la maison” (Two participants were aware in France). Internationalisation “chez soi” (Cosnefroy et al. 2020) is the only (new) reference found under this mention, gathering socio-economic, political, and pedagogical considerations (Trans. “at/for the self”) to researcher’s knowledge. IoC may be found in English language publications in France, but once again variety rules. This can have an influence on which relevant literature is potentially identified, pointing out again to another language awareness issue, challenging “perception” of available material mainly in English in this instance (Curle et al. 2020). There is a large body of research in numerous educational, pedagogy and training fields in French language (broadly Continuing PD in English). “Internationalisation” as

a very wide field itself is not new. Nevertheless, the field IaH, (especially IoC), appear newer in France than in the UK, and cultural or linguistic lenses compound variety.

### 3.2.1 Models' Introduction

The modern models of IHE stem back to the 1980s. Attention is on last decade to stress this, but it is fair to acknowledge history has all contributed directly or indirectly to the elaboration and shaping of current models.

For mention, there exist older internationalism in 20th century, built on woes of war WW1. Models of internationalisation in the 1990s were summarised in a UK study (Al-Yousseff 2010). UK models such as Keller (1992) Davies (1992) and Rudzki (1995) represented various approaches, and Van Dijk and Meijer(1997) in the Netherlands with reactive or proactive, 'marginal, ad hoc or systematic' approaches (all cited in Al-Yousseff 2010:11-21). Al-Yousseff (2010) critiqued classic models and highlighted the need for more comparative and cumulative research to understand contextual differences and draw lessons for transferability and applicability. These early models have shaped field progress and lead to bring light on the social dimension of internationalisation.

Knight (2010) built modern foundation through definitions and showing the need to distinguish approaches and rationales. Definitions need to possess a degree of neutrality in describing education universally as opposed to normative rationale, goals, and strategies.

As introduced, the definition of IHE for comparative purpose (Knight 2004) is deemed neutral enough as it does not commit to any rationale and "dimension(s)" may relate to multiple (educational) ways.

It is important to stress again key influence of the national, sectoral, or institutional levels on dynamics. This is clearly expressed as follows:

"A model of internationalization needs to address both the *institutional* level and *national/sector* level. The national/sector level has an important influence on the international dimension of higher education through policy, funding, programs and regulatory frameworks. Yet it is usually at the level of individual institutions that the real process of internationalization is taking place. Therefore, this analysis and conceptual model of internationalization uses both a *bottom-up* (institutional) approach and a *top-down* (national/sector) approach, examining the dynamic relationship between these two levels" (Knight 2008:19, *italic* my emphasis).

Authors distinguish traditional definitions of internationalisation such as Knight's definitions, Hudzik's 'comprehensive internationalization' (2011), Leask's IoC (2015) and as debated contrast between definitions such as IaH or campus internationalization (Beelen & Jones in Curaj et al. 2015:61-62). Once again, evolving definitions are useful from a contrasting viewpoint especially

when addressing mobility. Furthermore, recent theoretical and practitioners' models are next examined, and form overall philosophical framework.

### 3.2.2      **Global Citizenship and Global Englishes**

#### 3.2.2.1      **Global Citizenship (GC), Graduate Attributes (GAs) or Global Outlook (GO)**

These concepts are minimum or basics for internationalisation. However, the vagueness of 'global citizenship' (GC) as a construct is deeply reflected upon in literature. Other terms "globally responsible citizens" are sometimes preferred (Oxfam 2006, cited in Clifford and Montgomery 2011a:17). As presented (Section 1.2.2), GC relates to longer definitions of GCED and ESD (UNESCO 2015; Glossary).

GC or a 'global outlook' (GO) are increasingly encountered in universities' strategic documentation. The translation of a GO into the courses, modules and LOs (or objectives) of the curriculum is unclear and this is the issue that has helped to gain interest (Clifford and Montgomery 2014). Based on the internationalisation strategy as a starting point and end goal, the formulation of a detailed process or the extent to which statements and attributes are in fact implemented, often remains unclear (Al-Youssef 2010).

'Graduate Attributes' (GAs) is a concept of interest, with a 'global outlook' and educational LOs specified in curricula. Australia has been one of the first countries to host significant numbers of international students through a general process of HE massification. Universities have been confronted with the need to formulate LOs (which may be viewed as specific GAs in a sense) through describing anticipated attributes or qualities for their graduates. Barrie (2003; 2006; 2012) completed foundation research into definitions of GAs and what makes them "generic" and for a research-led approach to academic development. Barrie identified four categories such as the "precurory, the complement, the translation and the enabling" conceptions of attributes through a phenomenology study with academic staff in disciplines. Enabling conceptions involve stances to scholarship (disciplines), to the world (as per GC) and to self (as per lifelong learning). Generally, there is a huge variation of terms used for attributes and some are used as equivalent when they are quite different, for example "skills and attitudes". Besides, there appears to be a necessary assumption (due to general formulation in university documentation) that GAs are generic and apply to all graduates when this is not at all verifiable systematically. These are common issues although the trend of articulating visionary GAs in documentation has spread greatly to become mainstream. However, difficulties remain especially in understanding the nature of GAs. Barrie showed the variability between disciplines' knowledge and GAs is a key aspect of variation in understanding. Barrie and other research enhanced this process and highlighted the relative lack

of implementation of GAs and the need to go beyond the visionary description of attributes and related outcomes to understand their nature and uptake.

A significant conceptual framework of “IoC in action” as part of a multi-institutions and countries’ Fellowship study, led by Leask (2015), provided a discipline-transcending guide of internationalisation together with case studies of the Curriculum. The theoretical framework and practical process is tightly connected to concepts of GAs and GO (Section 3.2.5).

The challenges in defining the concept of GC and translating this into practice and curriculum were examined by Barker, Hibbins and Farrelly (2011) with another Australian university case study. Half a century of Education internationalisation was summarised through Hanson phases of social, market and liberal transformation. The recent liberal evolution has led to more focus being given to student outcomes and desirable GAs as reflected in university strategic documents. The university case study was carried out regarding GC and staff engagement particularly. If institutional “top down” strategy is useful to bring a formal internationalisation, it is insufficient to translate effectively into T&L practice. In order to actually achieve internationalisation, work is required with staff at grassroots level in order to address staff needs in terms of skills, knowledge, and critical support for intercultural training, curricula development and Communities of Practice (CoP), which will help to improve T&L. As a result, a model which combines optimally “*top down*” (that means from leadership) and “*bottom up*” (staff driven) approaches for fostering PD towards achieving globally responsible citizenship qualities amongst academic staff is outlined (Barker, Hibbins & Farely, in Clifford & Montgomery 2011a:47). The particular benefit of CoP is emphasized. Sometimes, the terms Faculty Learning Communities (FLC) or Professional Learning Communities (PLC) are encountered instead, and they function in nearly the same ways (i.e. “bottom-up”). Hanson (2010) notes both liberal and social transformation engage cross-cultural understanding, but the social transformation model adds dimension of critical social analysis and distances from market model in global health studies. Others drew similar stances from perception studies at UK universities with staff engagement or attitudinal development as a key area to improve for operationalisation (Turner & Robson 2007; Warwick & Moogan 2013).

In their book, “Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education”, Clifford and Montgomery (2011a) presented an account of research. The authors emphasized the need to combine policy model research and practice to reach a truly ‘transformative’ experience for quality T&L. “Curriculum” is presented as an ever-evolving construct and multi-faceted field, which has gained more recognition as a research field over time.

The evolution of methodologies, recent interest in qualitative studies and the nature of research questions all contribute to the evolution of concepts. International student experience in terms of mobility numbers and student individual adjustment still draw attention understandably, but other areas of enquiry such as GC, and pedagogy in T&L have gained critical attention. Another study by

## Chapter 3

Clifford (2005) investigated students' views and found that curriculum contents, T&L and staff abilities were areas of concern. Similarly, Brookes and Becket (2011) have found challenges of staff development in International Hospitality Management degrees in the UK.

Clifford (2009) explored how hard disciplines can be more resistant to IoC than soft or multicultural-oriented disciplines, citing Becher's (2001) "academic tribes". Clifford and Montgomery (2014) challenged the shift of internationalisation discourse to the concept of GC and reflected on the fit with capitalistic Western education. Resistance could be foreseen in institutions, disciplines and amongst staff. Staff willingness and personal belief towards are influential in designing and implementing GC in curriculum. More recent UK studies (Kirk et al. 2018) congregate towards a challenging GC concept.

The strong link between research and practice is further highlighted together with some important questions to address for future research. Research needs to involve all stakeholders' perspectives (all students *and staff*) starting from the researcher as a multicultural subject to formulating the roles and responsibilities of institutions beyond a globalisation and marketization agenda. Critical conscience and robust processes must be applied in researching, interpreting, and evaluating the constructs of GC and IoC (Clifford & Montgomery 2011a/b). Recent concern in the field of Business where "ethics" appear to have been given low priority has given rise to case studies about pedagogical ethical orientation (Bell et al. 2014).

Additionally to disciplinary boundaries, the convergence or divergence from a Western model of education brings the debate about internationalisation into a social and political space. Similar issues are addressed with the themes of "Academic Practices" and "Reciprocity as opposed to Westernisation" gathered under Curriculum within a typology of internationalisation (Turner & Robson 2008:14). The inclusion of reciprocity is:

"A binding element, and highlights the dynamic, contingent and discursive nature of the conceptual boundaries as a whole" and "a key factor in the achievement of long-term sustainable internationalization" (Ibid.:21).

With care, the Developmental Model of Intercultural Sensitivity (IDMS) has been useful in training for cultural diversity and recognising the delicate balance of ethno-relative values against ethno-centric values (Bennett & Bennett 2001). Again, this is the debate of GC and balance between Western and Non-Western, in one word, diversity. Recently, other scholars have produced more research regarding intercultural competence taxonomy (Leask 2015: 65 citing Deardoff), mapping of intercultural competence and outcome assessment for effective practice in international education T&L (Carroll 2015; Deardoff 2014; 2016).

Cosnefroy (2015) led a study commissioned by French government to assess the state-of-the-art of T&L PD training in France, a key term is “accompagnement” for professional support towards T&L (Note from researcher: in addition to slightly more formal CPD/FPC). Considerable diversity of training provision and areas such as evaluation of T&L by students (“EEE”) was found in HEIs surveyed, but an overall finding was the absence of a formal or organised strategy, somewhat fragmented digital provision, for lecturers-researchers’ PD in France. One most often cited competency surveyed is one of “empathy” and listening posture (Ibid.), key variable for interculturality development. Amongst many findings and implications highlighted, one obstacle is researchers’ visibility, and the fact researchers can work in centres in relative isolation, not in research pedagogy or T&L. Formal partnerships (“conventions”) between services, and more emphasis on research as “scholarship of teaching and learning”, are noted levers for progress (Ibid.:38-39). Cosnefroy et al. (2020), turns to internationalisation, questioning the effectiveness of programs as various presence or distance programs delivered in other than local MoI, principally English with regards benefit of personal and professional learning, and graduate outcomes. It converges with other reviews published in English language with key distinction of “implicit” (from explicit) “language” learning goals (Curle et al. 2020) and stresses the need for empirical research of implications, transferability to local contexts, and again effectiveness, in relation to GC/GAs/GO constructs discussed above.

### 3.2.2.2 Global Englishes (GE), English Medium and Language Perspectives

It is essential indeed to link language or ‘discursive’ aspects to GC. The area of language and discourse about language is a growing focus although it is not widely researched within field. This trend has mirrored the growth of English Medium or EMI/E almost everywhere in the world. As per definitions (Section 2.1.3) the rise of ‘EMI’ and English as a *lingua franca* ‘ELF’ programmes are pedagogically and commercially motivated. Literature examined how it is:

“articulated in many academic practice and teaching learning commentaries exploring the language implications for second-language learners as well as providers” (Turner & Robson 2008:18).

The *lingua franca* position is explored within further work, for example IntlUni (2015a) in Section 3.2.3. Debate has increased about “the use” of EMI, particularly through innovative interactive (MOOC) technology and intended formation of a “transformative learning community” (Baird, Borthwick & Page 2017), and politics with the ELF field (Baird, Baker & Kitazawa 2014; Jenkins 2013; 2018b). ELF research recently proposed reconceptualising as a “*Multilingua Franca*” or EMF (Jenkins 2015; 2018a; Jenkins, Baker & Dewey 2017).

Jenkins (2015:77) posits that:

“English while always in the (potential mix), is now conceived as one among many other languages, one resource among many, available but not necessarily used, with ELF defined not merely by its variability but by its complexity and emergent nature”.

This definition slightly differs to traditional ones where a *lingua franca* is chosen for its benefits in bridging communication between speakers of different languages. In that sense it is similar and further pushes discourse and analysis of linguistic hybridity and “translanguaging” (Garcìà & Wei 2013; Wei 2018) as it relates to the nature of language or its ontological status. The interest of ELF/EMF research is not so much in terms of renaming or labelling but reflecting on the contribution and implications of an alternative definition (this applies to IaH too).

ELF (alternatively EMF) research helps to challenge the widely used and dominant, arguably hegemonic status of British or American English that has grown to be expected. The assumed aspects relate to accommodation or benefits’ awareness levels, opportunity, and willingness to learn other languages amongst monolinguals (speakers of one language). This assists reflection on the position of English Medium Education (EME) in host countries and its coexistence (or competition or tension) with national/local languages (Sections 1.2.3:39 Akkari & Coste 2015; 2.1.3:49 Curle et al. 2020; and 2.1.3:54-55 Block & Moncada 2019).

*Lingua franca* position is key in terms of contrasting mono, and pluri or multilingualism. It enables critical review of a dominant English-native-learning paradigm (Traditional ELT) and considers a pluralist-learning or “Global Englishes paradigm” for practice (Galloway & Rose 2017:7), which helps setting a ‘level playing field’ as introduced (Section 2.1.3:50).

A ‘GELT’ in contrast to traditional ‘T/ELT’ paradigm involves the following elements as summarised below. In pedagogical practice, this would involve ‘teachers’ through classroom awareness-raising and active training with ‘students’. This would (pre)-require teachers to be aware and trained to impart or mediate ‘GELT’ aspects accordingly.

**Table 2. Global Englishes Language Teaching (GELT)**

(NES: Native English Speakers &amp; NNES: Non-Native English Speakers)

T&L / pedagogy elements	Traditional ELT	GELT
•Target interlocutor	•NES	•NES & NNES
•Owners	•NES	•NES & NNES
•Target culture	•fixed native culture	•Fluid cultures
•Teachers	•NES & NNES (same L1)	•NES & NNES
•Norms	•NES or one standard (monolingual)	•diverse, flexible competence
•Role-model	•NES	•includes NNES as successful competent users
•Materials	•NE	•includes NNE/ELF
•First Language and own culture	•=interference/hindrance	•=resource
•Ideology	•exclusive ethnocentric view of English	•inclusive Global Englishes perspective

Source Table 2: (Summarised Galloway & Rose 2015:208)

From Table 2, it can be commented that ELT assumption of sharing 'same L1' for 'Teachers' (with native or 'mother tongue' alternatives as socio-cultural constructs) is relative as not always verified in practice, and GELT description is more realistic than interacting or emulating an NES interlocutor. It distinguishes a monolingual from a pluralist ideology (i.e. trans/multilingualism and interculturalism).

As cited, Jenkins and Mauranen's (2019) study and the earlier work of these authors have helped to develop the conceptual field of "ELF", and prompted more empirical research showing the variability and multilingual nature of ELF as a dynamic "repertoire in flux".

It is interesting to project and reflect on this GE model, also inspired from an ELF base, in the context of France with regards NS and NNS aspects plainly. Public universities could not teach in languages (English) before 2013 as seen in the legal context presented in Chapter 2, although some private international universities or grandes écoles had actually done so to an extent, therefore the law levelled this situation (i.e. that means not all, mostly public universities yet, would recruit international staff on the basis of 'English-only speaking is acceptable' or 'desirable more than French-speaking', and it is now evolving). Certainly not all 'Teachers' amongst international staff would have a native level of French (assuming they are not English-only speakers). Then, would it be easier to teach in English? Would other staff, including

students generally L2-speakers of English, be able to follow? Not all teachers in France would have proficiency or a native level of English for providing so-called ELT/EMI classes.

An observation for both countries is that NNS rules more often than not in practice in an increasingly international environment (be it in French or English with international scholars or students). Taking an extended view shows the fallacy of associating English-speaking to an ‘international environment’, notwithstanding the lack of fully confident English speakers (See Chapter 6 reported experiences). This was reported (Pagèze & Lasagabaster 2017 in Section 3.1.4; and Reynolds 2016) for staff, and for students in France. This comparative reflection shows how TELT model contradicts reality in both cases as demonstrated *de facto* in existing research.

Logic at play in an international environment actually requires bridging and mediating between several languages (not just English, also French as it can be a language for international use and teaching/research). Considering English language, it is one misconception of IHE (Section 3.1.1:69; De Wit 2011; 2015) or “fallacy” (Raihan & Deterding 2017) as it has been widely projected through ideologically dominant unilateral and fixed standard, started through historical legacy of colonialism imposing one language and continuing as linguistic imperialism in other words. This is true of the French language potentially conceived as a fixed norm, and representative of monolingual national ideology inherited historically (Sections 2.1.2 to 2.1.3) like other countries concerned by post-colonial history. Therefore, this is how a language becomes expected, accepted, or naturalised as exclusive or international language by excellence (even if inaccurately), in a non-reciprocal way *vis a vis* other language(s). In addition to potential monolingual or “neo”-colonial aspects, further neoliberal ideology may apply through the framing of languages, primarily the English language for economic and employability reason. This may apply to individuals as a kind of “neoliberal citizens” in Spain (Block 2018:51), even student-teachers or teachers in training not for the best Taylorised or developmental effects (Block & Gray 2016, cited in Block 2018:52-53).

Galloway and Rose (2018) students’ study stressed the lack of ELT materials incorporating ‘GELT’, the potential of studies so far in “EAP” program (or possible other), and the importance of critically engaging students with varieties of English. However, for this to happen requires teachers themselves to be fluent and trained in engaging themselves with Global Englishes. This will demand much wider development for disciplines ‘other than language’ with the support of language professionals to spread beyond ELT sector for inclusive (and non-elective) internationalisation to happen (or IaH precisely).

In similar ways to Galloway & Rose (2015; 2018) with “GELT” and Jenkins (2015) with “English as a multi lingua franca”, Gadet, Ludwig and Pfänder (2009) for French have reformulated “the multiple, the complex, the variability, the heterogeneity” as a contact language. A review of traditional typologies of the French language precedes a draft of a new typology with ecological perspective for assessing the role of francophony (Ibid.). The typology considers French as “spatio-cultural” and “urban areas” rather than geographically strictly delimited, as contact, as communicative functionality with a fourth related dimension of language dynamism or obsolescence (Ibid.). Behrent (2008) is a rare empirical study of international students’ use of “interalloglot communication” as “not anyone’s mother tongue, but everyone’s target language”. It explores the creative and rich potential of French (as FLF) as a flexible language of international communication. Again, this is not without intersection with a “trans” turn (Garcia & Wei 2013; Wei 2018).

Language research contributes to internationalisation (i.e. GC/GA/GO questions) by locating and clarifying ideological conceptions (or misconceptions) situated in language(s) with a monolingual ideology, and which can be divisive due to power implications. Power can be declined culturally, economically, politically, even technologically, applied through language(s) and contextual discourse acceptance. Power differences are often not recognised because of language(s) itself (themselves) not acknowledged, comprehended or grasped either.

Language(s) may be qualified as useful but often ignored, treated as a transversal thus not priority-subject in policies and practice (See Spolsky 2019 in Section 4.3.1:115), despite mounting evidence of centrality in work and society. Other language research and modern languages’ national strategy advocacy beyond the UK (Kelly et al. 2018) hold specific scientific arguments (such as economic, diplomatic, cultural, cognitive and health demonstrated benefits) that may translate into support and actual realisation of internationalisation for individuals, companies, and nations. By internationalisation, it is meant one that at least enables and at best achieves GC/GO in practice, one that intersects effectively the “global” and the “local” (Jones et al. 2016) and is socially “transformative” (Hanson 2010; Robson & Turner 2008; Robson 2011), hence a methodological interest of a comparative case design and critical discursive framework (Chapter 4).

### 3.2.3 **IntlUni and practitioners’ models**

The transformative ‘IaH’ and ‘GC’ or GAs’ movements along with other research have inspired or coincided with relevant practitioners’ models. Significant projects were IntlUni (2015a) and MAGICC (2014). Subsequently, more Erasmus+ projects such as EQUiIP (2019) and TAEC (2020) have been completed with further EMI positioning and guidance.

## Chapter 3

IntlUni is a project into the challenges of ‘multilingual and multicultural learning spaces’ (MMLS). As illustrated below, IntlUni is concerned with the ‘at home’ type of internationalisation and its quality. International experience depends on the quality of T&L processes. Programmes, services, and institutional processes also provide a basis for quality and sustainability. IntlUni is a European partnership project set to investigate good practice and identify “quality criteria” for T&L in the international classroom. Increased migration and internationalisation of universities have led to ever-growing diversity in the composition of classrooms in terms of students *and* teachers’ linguistic, cultural, and educational backgrounds. This diverse, international classroom is referred to as the MMLS in the IntlUni project.

IntlUni is important because internationalisation is much more than quantitative mobility of people or programme and in fact many students stay at home. Furthermore, MMLS is relevant *at Home* or *Abroad* as summarised below.

**Table 3. Internationalisation IaA and IaH**

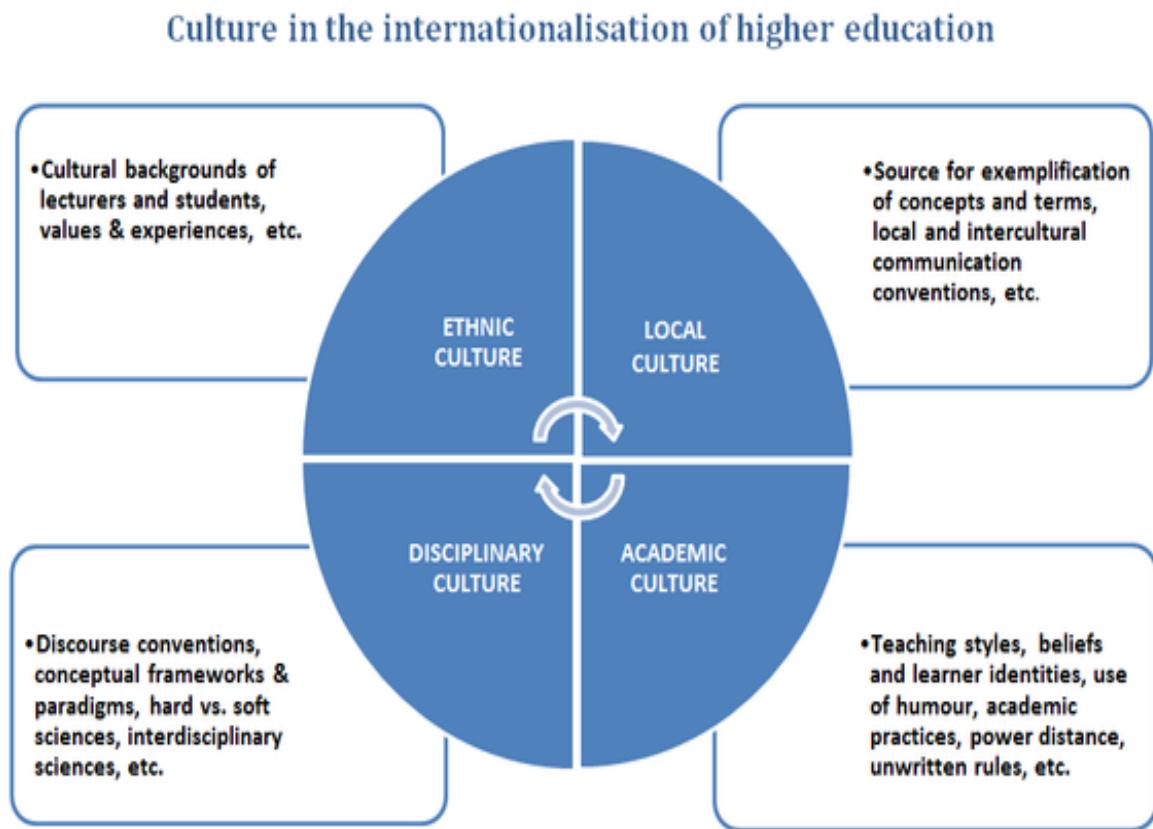
At Home:	Abroad or the mobility of:
<ul style="list-style-type: none"><li>• Curriculum/ Teaching &amp; Learning</li><li>• Open access</li><li>• Domestic students / in faculties</li><li>• International Students / Scholars</li><li>• Extra-Curricular</li><li>• Research</li></ul>	<ul style="list-style-type: none"><li>• People (here our students)</li><li>• Programs</li><li>• Providers</li><li>• Projects / Services</li><li>• Policy</li></ul>

Source Table 3: (Intluni 2015a). Available at <http://intluni.eu/>

The project contributes to building the European dimension in HE and is likely to continue as a network. IntlUni is internationally representative due to its scale with nearly 40 European partners involved. Ultimately, it draws recommendations for HEIs regarding sustainability of quality T&L in MMLS. IntlUni achieves a new contribution to the qualitative elements so difficult to identify and evaluate for IoC in universities.

The following model applies for the concept of culture:

**Figure 1. IntlUni Cultural Model**



Source Fig. 1: (Räsänen 2011 cited in IntlUni 2015b:6)

IntlUni identified challenges and opportunities for the MMLS and based on the Räsänen culture model, further modelled a three-dimensional interactive MMLS environment. Table 4 gathers all elements as follows.

**Table 4. IntlUni Quality Principles**

Dimension (actor)	Focus of activity (process)	Quality Principles (conditions)
<b>The institution</b>	Educational context & environment	1. Providing an inclusive learning space 1.1. Providing institutional support for learning-conducive environments 1.2. Integrating students and staff in the institution
<b>The teacher</b>	Educational processes	2. Raising awareness about teaching and learning processes 2.1. Reflecting on teaching approaches and negotiating learning processes 2.2. Managing and leveraging diversity
<b>The student</b>	Educational outcomes	3. Developing one's own cultural identity and extending one's knowledge base 3.1. Benefiting from awareness of cultural differences and the ability to deal with linguistic diversity 3.2. Acquiring and applying contextual and intercultural context

Source Table 4: (IntlUni 2015a)

Based on this description of “cultural model” with a “teacher dimension”, it is worth remarking that phenomenology is suitable to explore these categories (such as values, experiences, local and disciplinary conventions and identities) overall fulfilling integrative, reflexive and awareness-raising process and outcome.

Matching policy-making recommendations were developed for HEIs as well as national/regional authorities. Recommendations were also made to the attention of European actors (e.g. as per abbreviations, EUA, EURASHE, ENQA, ESU, Erasmus+) with regards accreditation and quality assurance. These recommendations apply to other actors in extension the “stakeholders”, namely students and staff (EQUIP 2015).

Some highlighted recommendations to HEIs are reproduced (annotated Rs):

- R2.a. Develop an **inclusive and enabling language and culture policy** that clearly define the role of the language(s) of instruction or the *lingua franca* chosen, **in relation** to the national language(s) and **other possible languages and cultures** (*italic my emphasis: for example, including explicitly in policy the possible use of other than English/national languages, “lingua franca” and cultural approaches in curriculum*).
- R2.b. **Guarantee and monitor the implementation** of such a policy by ensuring that students as well as academic and administrative staff have the requisite language and academic communication skills for the students to successfully complete their academic programmes; provide **appropriate language support measures when needed**.

- R2.d. Develop **measures to manage and leverage diversity in order to help all actors** increase their awareness of the effects of cultural diversity in the multilingual and multicultural learning space and move towards intercultural learning outcomes.
- R3. Develop **internationalized curricula** where appropriate, including internationalized learning outcomes which are aligned with adequate assessment pedagogies, to enhance the graduate profiles of students and the employability of graduates.
- R4. Provide the **necessary professional development** and **teacher training** programmes that will allow HE teachers **to appropriately develop their language proficiency as well as their professional and pedagogical knowledge, skills and competences** and thereby empower them to ensure the quality of their teaching – and their students' learning – in the multilingual and multicultural learning space.
- R5. Ensure that **adequate language tests** and screening procedures are used to select both students and staff.

(Source: IntlUni 2015b:12)

IntlUni sought to formulate quality principles, measures and recommendations that may be applied in different institutional contexts in future. It forms a useful conceptual framework and is practical for guiding and implementing MMLS pedagogy or T&L that is fit for purpose in each local context (IntlUni 2015b).

Crucially, the project takes a qualitative focus that takes into consideration both cultural and linguistic aspects of IoC. The focus is both specific and generic and encompasses an outer external circle of relevant projects (e.g. MAGICC) and individual contributors. Even if generalisation is difficult to draw, specific scenarios with illustrative samples of good practice that address MMLS elements give focus and contribute to support a wider implementation and generic discussion.

Project MAGICC (2014) also aimed at integrating multilingual and multicultural academic communication competences as graduate learning outcomes at BA and MA level. MAGICC provides an updated critical thinking and systematic model for academic staff and student community to use. It consists of main pillars such as the conceptual framework document, a multilingual and multicultural e-portfolio template, a set of illustrative scenarios, a transparency and guideline toolkit and finally, a generic template for scenario design, learning outcome(s) and assessment. The e-portfolio is conceived as an enhanced version of the Council of Europe's European Language portfolio (ELP). Altogether, the project forms a theoretical and practical framework for multilingual and multicultural training in line with the framework for Languages (CEFR), the Language network for quality assurance (LanQua 2010) and the constitution of the EHEA (Räsänen & Natri 2012; Räsänen, Natri & Forster-Vosicki 2013).

Likewise, project MAGGIC is both essential and complementary with other existing frameworks with regards assessment of intercultural and linguistic (communication) competence. It is recent

therefore perhaps still limited in application and uptake. With the view of inclusively considering and assessing multicultural and multilingual diversity, the EHEA student-centred LLL philosophy is key with reference to CEFR, related to LOs' assessment criteria and the production of assessment marking grids particularly. Portfolio development in digital format is also nowadays an important aspect of embedding employability-enhancing activities into curricula; this is valid for Business and across disciplines.

Since completion of IntlUni and MAGGIC, there has been work with EQUiiP (2019) and TAEC (2020) as EHEA contributions. These latter projects provide resources (e.g. modular, an EMI guide and alignment tool for staff English competency) in continuing support of staff development, and transparent implementation of internationalisation. It was observed that the focus on "educational developers" (EDs) as agents is "largely under-researched" in IHE context (Haines, Dafouz & Pagèze 2020:10). Depending on national contexts (whether English is adopted as parallel use of other medium or only partly depending on staff roles and areas of expertise), it is described how developing T&L in a MMLS setting (or IoC), draws on differentiated dimensions of expertise (educational, language, intercultural, plus other discipline) that few EDs rarely possess altogether. This means that EDs themselves need support and collaboration, even with a variety of professional expertise present. Additional research is needed about the role of staff as EDs and how internationalisation is "experienced" (Ibid.:12), hence again the potential of phenomenological methodology. Furthermore, it is recommended for leadership to recognise formally (and through academic professional promotion) the core role of IoC or indeed such development in order to ensure that quality operationalisation and intended international learning outcomes are being met (Ibid.; EQUiiP 2019).

Around the same time, authors Dafouz & Smit (2016), Dafouz (2018b) elaborated a synthesizing analytical framework "ROADMAPPING" (for its acronym) with intersecting dimensions such as "ROles of English, Academic Disciplines, Management (language), Practices and Processes, and lastly, Internationalisation and Glocalisation". In convergence with above models and perspectives, recommendation for "teachers' education programmes" is not only to focus on proficiency, but to reflect of ideological, pedagogical as well as identity aspects (Dafouz 2018a).

### 3.2.4      **Comprehensive Internationalization (CIZN)**

CIZN is an US-originated school of internationalisation. It is a useful model because it links importantly to leadership and governance. It is holistic, yet also practical for implementation, and specific with its guiding principles. Hudzik defines it as:

“A commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it” (Hudzik and McCarthy 2012:1).

Following this lengthy definition, Hudzik recommends as a first step to communicate a case for internationalisation via a university-wide discussion to recognise the rationale, motivations, and options. Then, some “audacious” goals that are appropriate to the institution should be set to engage in CIZN. Furthermore, these steps must be accompanied collaboratively by all stakeholders. This wide engagement must be actively supported and coordinated by a committed leadership. Institutional policies and processes such as university strategy document, policies and other promotional material need to reflect as well as reinforce the internationalisation goals and where possible may be reviewed and adapted under the care of leadership (Hudzik 2011).

In such way, Hudzik’s model provides a holistic yet specific guide. Its interest is to bring focus on the need for effective leadership and highlight the *top-down* and *bottom-up* collaboration involving all.

In prolonging work around CIZN in the US, a latest holistic “lifelong” model was published (ACE 2021), which places IaH, GC, and most topics presented in this chapter on the agenda. A new “culturally responsive” leadership is presented. All are to participate in intercultural transformation, mobility being only one out of six components, especially faculty support and the curriculum (or co-curriculum) of interest. Glass, Godwin, and Matross Helm (2021) have detailed a “new compact for international students” based on mounting knowledge from international student experience studies. This framework for inclusion and success is founded on tenets such as “Sustainability”, “Responsiveness”, “Network”, “Humanism” and “Equity” at the centre of preoccupations” (Ibid.). Humanity is suggested as a “fifth” rationale (Ibid.:13) to acknowledge identities and experiences in their non-monolithic nature. Practically, elements of inclusion involve “interconnected networks” (Ibid.:22) that also link communities beyond campus, that enables “belonging” in engaged learning, which is “culturally relevant”, “culturally responsive”, in programs, classrooms and with support of teachers (Ibid.:32-37).

### 3.2.5 An IoC model

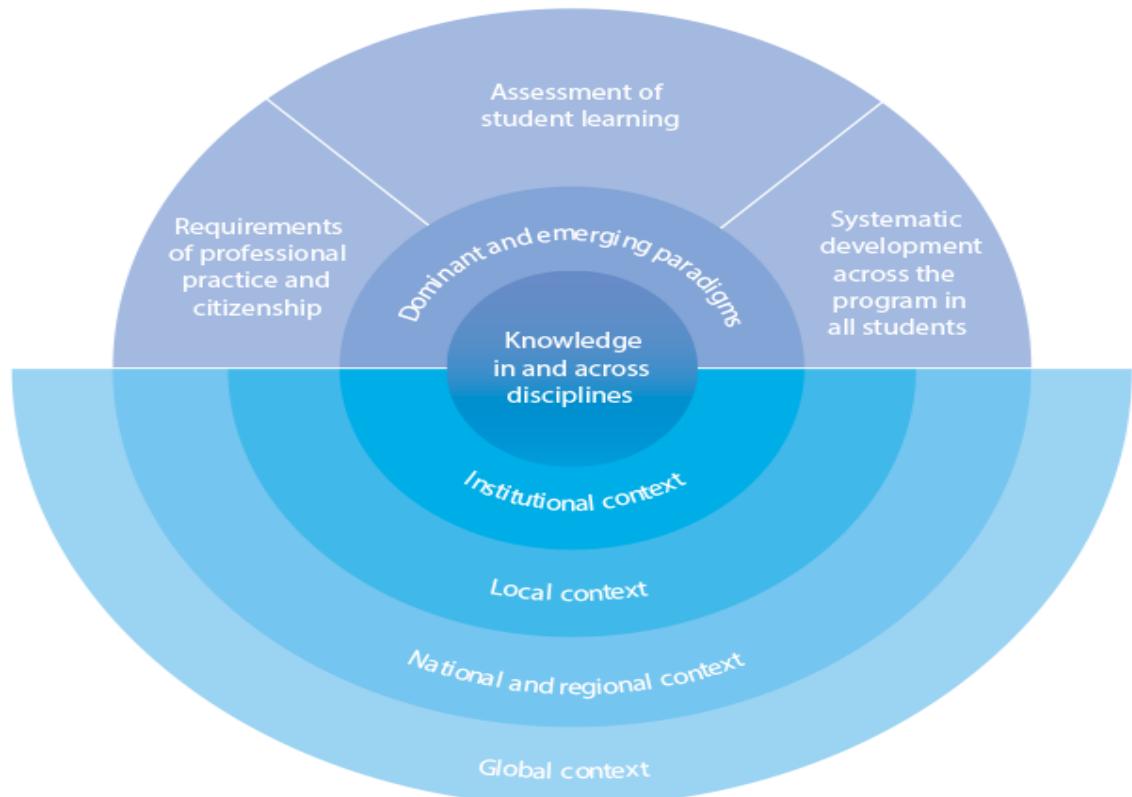
A theoretical and practical IoC framework relevant to this thesis is presented along with key terms.

#### 3.2.5.1 Conceptual Framework and Practical Process

A conceptual framework provided a discipline-transcending guide together with case studies of the Curriculum. The research engaged academic staff in “exploring and making explicit” the meaning of IoC in their programmes. It involved three case study programmes in Accounting, Journalism and Public Relations. The theoretical model asserts disciplines at the heart of the process and explain for the unavoidable differences by presenting different “layers of context” which cater for an overall picture of variability.

A schema of the framework is illustrated as follows:

**Figure 2. A conceptual framework of IoC**



Source Fig. 2: (Leask 2015a/c:27). Available at: <http://ioc.global/framework/>

*Attribution Note: Leask, B. Green, W. and Whitsed, C. Support for the original work was provided by the Australian Learning and Teaching Council Ltd. An initiative of the Australian Government Department of Education, Employment and Workplace Relations*

The model distinguishes the disciplines at its heart, layers of contexts and paradigms which all interact with program development, assessment of student learning and the requirements of professional practice and citizenship (Leask & Bridge 2013). In that sense, IoC can be described as a 'meta'-disciplinary field.

Application of institution-wide internationalisation of a broad curriculum experience in the UK was first outlined by authors, Jones and Killick (2007, cited in Jones & Killick 2013). This five-year project at Leeds Metropolitan University started in 2003 and was structured over two phases. A first phase consisted of the elaboration of a suitable framework with institutional curriculum review (*Ibid.*). The university formulated graduate attributes defined as sought-after and broad qualities or skills to be developed in graduates during their studies. "Global outlook, employability and digital literacies" were the graduate attributes (GAs) adopted by the university. A second project phase focussing solely on "global outlook" was developed with a cross-institution participation process in the design and implementation of "learning outcomes" for course units and via constructive

alignment in order to fulfil the graduate attribute. The overall result of the Leeds' experience is an ongoing, refocused curriculum that contained "embedded rather than added" learning outcomes together with a holistic framework and developmental guidelines. This constitutes a useful model of good practice with advice for future internationalisation work that could be developed in various institutional contexts (Ibid.).

From IoC definition (Section 3.1.1), Leask (2015) further detailed as:

"the incorporation of international, intercultural, *and/or global* dimensions into the content of the curriculum as well as the *learning outcomes, assessment tasks, teaching methods* and support services of a program of study" (Leask 2015a:43, italic my emphasis).

This definition adds precisions. The important T&L arrangements are detailed as "LOs, assessment tasks and teaching methods", including "support services". The mention of the "global" perspective in addition to international and intercultural ones is key too. LOs are "statements of what we want students to learn as the result of the learning activities they undertake during a course and a program" (Leask 2015:11). Leask's definitions clearly formulate a *process of internationalisation of the curriculum*. It is these definitions which are retained with definition that includes all 'students', including 'staff' (See IoHE in Overview) in preference to other IoC interpretations.

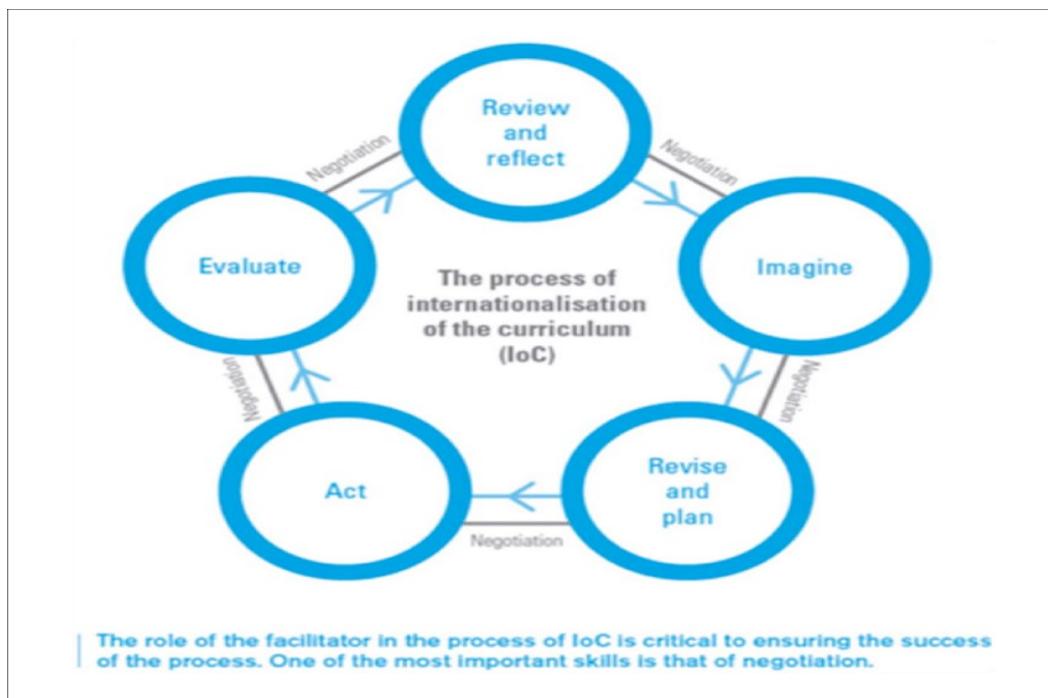
Furthermore, Leask stresses the subtle distinction between the *means* and an *end*. In other words, IoC as a *process* as opposed to a *product* or *internationalised curriculum*. This notion of on-going process is expressed with the use of verbs 'to engage', 'to develop' and the use of future tense within Leask (2009, 2015:10) cited. The term 'purposefully' echoes 'purposeful integration' for students (Beelen & Jones 2015) cited (Section 3.1.1:67-69) even 'intentional' in IoHE definitions (De Wit et al.2015:29).

With regards to differences (of *means* and *end*), Leask explained how, in her experience of internationalising curriculum, she encountered common individual misconceptions or personal blockers amongst academic professional colleagues, which took time and effort to resolve. This distinction is extremely important to understand and therefore anticipate with advice for anyone involved in development.

"...the role of the facilitator is critical and that indeed, it is very difficult for academic staff to start let alone complete the process without at least some support from, and sometimes the guidance of, an expert in teaching, learning and internationalization"  
(Leask 2015:6)

Leask's practical and iterative process is graphically represented as follows:

**Figure 3. The process of IoC**



Source Fig. 3: (Leask 2015:42)

### 3.2.5.2 Curriculum: Formal / Informal / Hidden

According to Leask (2015), *formal* curriculum is:

“The syllabus as well as the orderly, planned schedule of experiences and activities that students must undertake as part of their degree program”.

Whilst *informal* curriculum is:

“Various support services and additional activities and options organized by the university that are not assessed and do not form part of the formal curriculum, although they may support learning within it”. For example, ‘formal’ mentoring programs, peer-assisted study sessions, and organised social activities (Leask 2015:8).

Traditionally, informal curriculum activities may sometimes be termed ‘extra-curricular’ in a slightly inappropriate way as they are much part of learning.

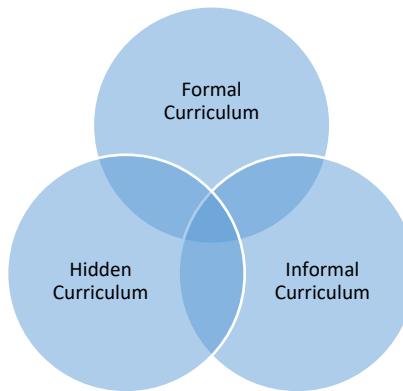
The same goes for the *hidden* curriculum which may be linked (relatively or indirectly) to all curriculum activity and processes with the result of developing, conversely hindering learners' tacit understandings over time. Leask (2015) takes example of international students who are sometimes required to complete cross-cultural training whilst their domestic peers may not be. Leask interrogates whether that means they are expected to “fit in” or it rests on them to “make

adjustments" (same result ironically but requiring more effort from one cohort). This is about the meaning of *hidden* messages that are conveyed often unintentionally. In other words, this is the impasse where one can be when there is no awareness or consciousness of language, and reciprocity in intercultural communication.

Following the same line, this thesis extends interrogation as the *hidden* curriculum does not only concern students. It concerns staff and managers regarding other matters such as international, intercultural or linguistic curiosity, Humanities' events more generally (music, film, history and politics), activities of training, leadership, taking or not taking curricula decisions, formulating or not formulating cultural and linguistic policies. Applying a right amount of 'checks and balances', in other words, an awareness or distance to cultural and linguistic 'self' whilst engaging with 'otherness' is difficult. This is precisely more argument why a third-party, specialist-mediation (intercultural and international) is critically recommended at the various stages of the IoC process.

Finally, the *hidden* curriculum is very important due to its implications or underlying issues of pedagogy, equality and power that affect all. Model emphasis or focus is however on the formal curriculum in the IoC model, but all aspects of T&L interact as depicted in the summary Venn-diagram. The most effective combination of T&L for students corresponds to the central location when all elements are at play at the same time (i.e. when the *hidden* matches the *formal* curriculum and is supported or enhanced by *informal* activities).

**Figure 4. Three interactive elements of the curriculum**



Source Fig. 4: (Leask 2015:9)

### 3.2.5.3 IoC relevance

There are by no means static definition(s). Many experts stress the changing nature as well as enduring confusion. However, literature on the subject is unanimous about the necessity to be explicit and develop relatively agreed, up-to-date understanding of this field-specific

internationalisation terminology prior to initiatives. IoC can be challenged in its existence especially in the beginning of the process. IaH itself has been subject to an existential challenge initially with Crowther (2001) definition excluding mobility. Therefore, by the same token, a reflective review was deemed a justified step in this thesis. It has been explained that *terminology* or *definitional* issues are significant ones because of enduring lack of awareness, misconceptions, and obstacles in developing shared understanding between individuals. This might be represented as the initial number one factor adversely affecting development as scholarly field and practice.

It was mentioned there appears to be no practical consensus as far as what IoC looks like (a relatively objective understanding) and should look like (a normative understanding or rationale) amongst countries, institutions, and individuals. This distinction in aspects of “being” and “meaning” are both useful for analysis (Leask 2015). Regarding the former aspect -in its being and validity- is likely to be challenged as a real phenomenon in the beginning. Indeed, the tangibility of experience may be questioned due to actual subjective levels of interpretation and application. This might be one explanation for the enduring obstacles to shared IoC perspectives. There is no regular and patterned occurrence. In many situations, IoC can be dismissed easily on that uneven existence basis in addition to the disciplinary barriers that may also be at play. This was also the basis for this thesis to invest on phenomenology to explore social relations, precisely staff experience (particular subjective beings in relation to IoC with their particular meanings).

The latter normative aspect of what should be achieved practically is explored further with the rationale, also associated with values in universities. A rationale was traced back in the Australian GAs’ movement with phenomenological background. In a geographic and time parallel, Internationalisation ‘at Home’ that was also qualified as a movement in Europe with contemporary Bologna process too must have contributed to this rationale.

Leask (2015) formulated a double rationale connected to globalisation of social and economic dimensions. This intersects with sustainability SDGs and matches inclusiveness and employability interests. On the one hand students should train to become responsible global citizens (GCED/equity) and on the other hand students need to become competitive or employable global citizens (economic dimension). The Fellowship “in action” (2015) revealed a practical process to be continuously improved upon rather than a finished product or an end. The fact IoC can be widely interpreted and applied shows there is no tangible ‘internationalized’ curriculum. Therefore, it is an “internationalising” curriculum “as a process” as explained before. This is a suitable model for varying layers of local, national, and international contexts in this study. This is how it is relevant along a phenomenological study with local, constant variation appraisal again, and a way to generate on-going evaluation of conscious impact within institution and for (internal / external) international accreditation purpose for example.

As highlighted before (Section 3.1), the terms ‘Abroad’ and ‘At home’ categorisation can be unhelpful practically and are contestable as definitions (Beelen & Jones 2015). Regarding IoC and IaH similarities and differences, the IoC model differs with relatively more emphasis placed on the formal curriculum with due consideration for informal and hidden parts (that may include outbound student mobility as ‘one’ of the means to achieve) in comparison to IaH (that strictly excluded outbound mobility initially). IaH embraces both formal, and informal wider activities (distinct from informal T&L activities in curriculum), for example IaH may include wider community projects and activities that are not elective. IaH concept has evolved towards including the abroad-element (of mobility) as home-element (that is integrated within the domestic formal and informal curriculum with due preparation for mobility experience prior to departure). IaH is wider with community and extra-curricular work (even that could become problematic to distinguish if these elements were embedded in formal curricula and reciprocally). IaH is versatile by helping to contrast the service to a minority of (mobile) students from the majority of (stay at home) students irrespective whether they are international or domestic students. It is useful as it becomes possible to express and justify a critique of an elitist internationalisation system and suggest improvements.

Rationale focuses on staff as key players and the subjects investigated for primary data in this thesis. Such participatory action is a start, and it is obviously transferable or extendable to student-centred studies with many possibilities. It is acknowledged IoC is different across disciplines and significantly for national contexts and in relation to GC concepts (Section 3.2.2). It is a difficult process for “professional development” and was documented experimentally in research (Troia 2013; Kirk et al. 2018). It is consistent with my own researching and T&L experience as a practitioner. I attended events and conferences where internationalisation was presented as global mobility or partnerships limitedly, with little time nor place for inclusive or transformative reflection ‘about internationalisation’ (Section 1.3.2).

IoC is a ‘meta’-disciplinary field. It is one reason for incorrectly dismissing it as ‘non’-field, or not discipline-based enough, even though disciplines do remain at the heart of the process practically and conceptually. This is another difficulty for a transversal field; it is viewed as (non) disciplinary. IoC may be stated in strategic principle but not often prioritised, systematically implemented nor incentivised in practice at institutional level and with staff. This same problem afflicts “language” field (Blons-Pierre 2012) and compounds the language and cultural minefield as added difficulties (Sections 3.1.1 and 3.1.3). Therefore, despite great relevance for concept and practice, there is continuing misrecognition of “inter”, “trans”, and “meta” disciplinary aspects. There are resistance difficulties to start with and onwards in participatory action, which holds back internationalisation at content, language, cultural and multiple levels. Hence, there is a real “window-dressing” threat to sustainability (and double rationale of inclusivity and employability).

Further work is needed even though Business appears much internationalised in curriculum contents' titles and diverse demographic uptake. This is where a phenomenological method can also accurately assist in action to explore and register through language beings and meanings that are significant to particular people in common professional or study contexts, raising awareness, and consciousness for a stronger word. Critical phenomenological methodology relates and extends participatory action research format. Phenomenology helps to understand formal, informal, especially hidden curricula. Beyond basic appearance, aggregated sensations further intellect or a reflexive consciousness (of 'self' and 'other' in the world in relation to a reality), there are in-between tacit, implicit, and ever-changing perceptions shaping actors' decisions and practice.

### **3.3 Models' Discussion**

Internationalisation is more than a definite plan or end goal. The addressed definitions by Knight and Leask emphasize a "process" and explain an "international dimension" with the wide terms "international, intercultural and global" used side by side. This is a challenge to reconcile the terms international, intercultural, and global in practice. However, both goal and process are important together for setting as well as implementing strategy. Leask's (2015) was reviewed as a practical and useful "guide to, a more international and critical approach to IoC, teaching, and learning" (Leask 2015:5). It was critically reviewed for overemphasizing the curriculum and overseeing assessment, staff (surprisingly perhaps), or student contribution to a diverse curriculum and aspects of referencing (Bovill 2015). Nevertheless, this model has inspired this thesis, precisely for the basis of reflection, focus on staff experience, and development exploration, as per data collection and phenomenological methodology.

The term 'global' poses problem at both individual and collective levels, not least for defining GAs and including them in strategy statements, but for implementing them and evaluating them as outcomes. There can be a conflict between the economic versus educational IHE rationales. The term global may be viewed either as encompassing responsibility and altruism or rather driven by competition, efficiency, and individualism. Globalisation is sometimes perceived by students as an "elitist" concept (Bourn 2010). This is why GC or "globally responsible citizens" are increasingly preferred to be conceptually more precise (Clifford & Montgomery 2014). Overall, IHE can be a result of globalisation. Simultaneously, it can be an agent of change, which feeds globalisation (IntlUni 2015). No consensus appears for GC. The recent development of GAs has been relatively restricted in universities in the UK whereas there has been wider engagement in countries with higher numbers of international students, notably Australia. IoC and the exploitation of the concept of GAs as a cohesive construct have yet undiscovered potential for unifying and enhancing institutions' multiple strategic agendas, whether in terms of diversity, equality, and inclusivity to

name only few (Jones & Killick 2007:110). According to the authors: “responding to the diversity of international students and responding to the diversity of home students are in fact not two agendas but one” (Ibid.). One remaining challenge is the critical assessment of GAs, which are elaborated and included in universities’ strategies (Hughes and Barrie 2010). To that end, more work has been completed, notably with MAGICC (2014) and IntlUni (2015) notably positioning the use of language (lingua franca). Then, more research has provided further Global English(es) language positioning and management (Galloway & Rose 2015; Dafouz & Smit 2016), and also TAEC (2017-20), with English Medium (of Instruction or Education) staff guidance and alignment with certification.

Hudzik’s CIZN (2011) for implementation and other research presented, have often highlighted the gap between rhetoric and practice. Therefore, following the initial problem of GAs’ assessment, the problem of implementation follows. How does one ensure that policy of GAs is translated into practice? In order to prepare graduates who are locally and globally responsible in the 21st century, planned attention must be given to areas such as international and intercultural content of programmes, T&L strategies, assessment (that is part of T&L and contains linguistic aspects that are distinct from language assessment or testing, EFL, EAP and ESP). Careful attention to which ‘international’ curriculum components are integrated in line with GAs throughout to LOs. Development of lecturers and classroom dynamics also contains T&L, cultural and linguistic pedagogy. This needs to be addressed within institutional but relatively flexible processes, with more support and not just left to academic responsibility. Otherwise, it could cause confusion and delay in implementation.

Another linguistic confusion to avoid is to be sure to distinguish “learning outcomes” (LOs as *direct* parameters) guarding the academic quality of units and programs (that may involve employability related aspects in LOs’ statements) from jobs or “graduate outcomes” (also involving employability notion but *indirect* parameters for learning and curriculum). The latter are referred to or confused with LOs, problematically at times, whereby commercial blends with educational considerations for the evaluation of academic and educational quality, alternatively what is perceived as success (as a result through *indirect* measure).

The multiplicity and multi-dimensionality nature of modern models that were presented (albeit in abridged forms) show there is potentially an infinite choice of possibilities or many different routes that universities may select for their internationalisation development. No one model is universal, and universities need not to follow models strictly, but rather to apply and evolve in practice, depending on their institutional contexts. Nevertheless, models provide valuable necessary structure and guidance when institutions set their strategic goals and throughout the on-going ‘process’ of internationalisation.

Theoretical models originate from a number of countries and gather wide geographical spread of academic and practitioners' experience although they provide some convergence with student-centred pedagogy, staff development need with discipline, as well as cultural and linguistic variation. Advice was often tested and drawn from the ground. GAs and IoC development have followed inductive methods in university experiments at grassroots' level.

Beyond acknowledging the diversity of theoretical and practical positions, let us simplify with two approaches to internationalisation. A traditional way that can be taken is a limited or *by default* approach. In other words, the onus is on international students to adapt to the new educational system they join. With *default*, it is assumed that international and domestic students interact and learn together or will do so eventually for the benefit of all. Another approach is *adaptive* and takes a more active role in assisting the integration of international with home students. The *default* approach is one firstly and commonly adopted but it is the *adaptive* approach that leads to "real", "transformative" as opposed to "Symbolic" internationalisation (Turner & Robson 2007; 2008; Robson 2011).

Recent research has highlighted a number of problems and possible solutions to the student experience in the international classroom and beyond (Jones 2010; 2013; UWN Knight 2018a). An on-going "process" (Leask 2015) or *adaptive* approach to internationalisation *at home* as well as *abroad*, appears to be increasingly recommended, although this might not be relevant to all institutions and more specific research would be needed to ascertain position.

### 3.4 Summary

Internationalisation and quality for all is likely to be difficult to operationalise due to "misconceptions" and Bourdieusian "misrecognition" challenges, powerfully shaped by language and culture at individual and systemic institutional or national levels, with overall slow progress.

It is impossible to categorise students, but studies in this chapter, including in introduction and Section 2.2.3 demonstrated difficulties do exist, which require key facilitation by staff, showing the need for acknowledgment and reflection about existing and potential own biases. Biases remain difficult to moderate. Bourdieu's sociology is useful to account for possible modern "reproduction" of differential outcomes due to "class" besides the specific characteristics such as gender, race, or sexual orientation protected in diversity policies. It may seem costly to implement holistic IaH in comparison to a mobility-partnership main export focus, but perhaps it is not necessarily so, especially in the long-term as it concerns the many *at home* and is beneficial ethically and commercially. Taking an opposite, worst case-scenario, unmanaged problems with increasing diversity in a mass era, can lead to unrest and protests at an organisational or national level in the

extreme, therefore causing cohesion and reputational adverse effects, more damage potentially with curtailed international recruitment (exports) eventually.

Due to numerous reasons, strategic '*institutional*' and '*national*' context(s), as highlighted *at home* and *abroad* need specific and careful consideration, without categorisation or polarisation, with special attention to language and cultural aspects in use around social phenomena. Education is a service, not a tangible good. All things being equal -with indicators or levels of quality assurance and regulation- internationalisation does not come with a labelled warning 'caveat emptor' (buyer beware) or 'venditor' (seller) but, perhaps, it should.

Still to that end, various development models were detailed. Internationalisation is about "many things" indeed and the way language is used to apply purposeful, but invisible power with reference to the cited scholars Knight and Bourdieu. This is whereby comparative critical approaches are helpful. It is also in line with a phenomenological (or ethnomethodological) view that is experiential, hermeneutical, and idiographic as presented in subsequent Chapters (4, 5, and 6), which seeks to enhance understanding and operationalisation of a social phenomenon in particular context.

The fact that there seems to be no prevailing universal model does not take away respective usefulness nor does it mean lessons cannot be extracted. There is a double two-fold '*top-down/bottom-up*' process at (supra)-national and institutional levels (Section 3.2.1), then at institutional and individual grassroots levels (Sections 3.2.2 to 3.2.5).

Firstly, growing student numbers combined with TNE expansion show that universities are already internationalised, at least demographically and geographically to some extent. Not all universities need to take the same approach but there might be a cost to doing nothing (as 'default'). As globalisation and demographic evolution testify and give rise to issues of competition, quality, inclusion, and employability related to many aspects, notably linguistic and cultural, an 'adaptive' approach may become more prescribed.

Secondly, terminology contradiction and a traditional (exclusive) Western conception of 'GC' is a current challenge and universities ought to actively pursue reflective approach for policy and practice. The IoC conceptual framework has disciplines at its core, including reflection about "dominant or own paradigms" (i.e. discipline-related paradigms), thereby making space for "emergent" paradigms. Specifically, a language-related "GELT" paradigm in line with other new paradigms such as "learner-centred", "lifelong" and "employability" ("professionalisation" for another term) is useful to inform reflection, T&L process and to leverage diversity practically, not solely in ELT discipline or programs.

Thirdly, research models in the last decade, namely IaH, IoC, Graduate Attributes, CIZN, MAGICC, INTLUNI and other practice-based models form current and complementary contributions in order

to solve the modern challenge of preparing graduates for the future. This movement directs to reconceptualising and constantly reshaping institutional ethos in HE. These models can assist continuous review of curricula, T&L, staff development and training processes in tandem with other administrative and research university functions to advance real internationalisation. An extremely rich base of models does exist (De Wit et al. 2015, Hudzik 2011; 2012; Turner & Robson 2007; 2008; Robson 2011) that propose more transformative, responsible and sustainable approaches, including academic reflection and development. Leask's IoC (2015) and IaH in synergy with practitioners' projects IntlUni (2015), MAGICC (2014) and later (Dafouz & Smit 2016; Dafouz 2018a/b; EQUiiP 2019; TAEC 2020), appear the most synthetic, practical and up-to-date for operational purpose.

Ultimately, as no single model answers unequivocally for success, it will depend on a case-by-case, the context and pragmatic assessment within a given institution, specifically with staff support. International strategic and policy statements may prove empty for operations, without critical and phenomenological consciousness appraisal (Chapter 4). An adaptive approach is clearly becoming pressing in the light of other global health, climate change and geopolitical developments in 2020-21.



# Chapter 4      Methodology

## 4.1      Introducing Criticality

Firstly, the choice of research in Business (discipline other than language) stemmed from my practice (Sections 1.2.4, and 1.3.2), and a rationale (Section 4.3.2) developed in this chapter, Chapter 4. Secondly, Chapter 2 presented trend that HEIs function as corporate organisations with increasing autonomy from public funding and are a subject of interest, which varies across national contexts, this is notably the case in the UK, increasingly in France. Research that considers national contexts comparatively are likely to become useful in informing public and political debates about intensifying competitive IHE. Even though internationalisation research is a huge and evolving academic field with potential, not forgetting great vulnerabilities, multi-country comparative research studies (qualitative) are rare (Teichler 2005; 2013).

In business research, two distinct modes for the process of scientific knowledge production in contemporary society can be outlined: a strict “academic” agenda mode and a “trans-disciplinary” mode (Gibbons et al. 1994 in Bryman and Bell 2007:6). An “academic” agenda mode applies to some extent as internationalisation research highlights a need to take further in-depth focus on specific disciplines for faculty PD (UWN Tran & Le 2018b), not under-recognising language (Tran et al. 2018). This thesis is anchored in the real world with actors and not theoretically disconnected. A qualitative “narrative turn” (Whitsted and Green 2018) is methodologically desirable to give more critical and material IoC contextualisation. This thesis aims to do that by including disciplinary study of two institutional cases, with primary focus on reflective voices and a phenomenological method. A critical phenomenology stance is brought together as a coherent mix (Sections 4.3 and 4.4). However, this thesis qualifies more as “trans-disciplinary” mode because IoC is not strictly discipline bound and IaH has broad coverage. IoC is multi or “meta”-disciplinary, as per a field across disciplines, albeit central. This thesis is multidisciplinary in bilingual engagement with research, examining the role of language(s) and intercultural communication competence in Business Education or links between disciplinary subjects. An academic agenda mode and subject-specific is often prioritised but it is hereby this research emphasis that a trans-disciplinary mode may allow critical consideration of issues and involvement of a variety of stakeholders.

Furthermore, in this context, researching internationalisation interrogates modalities of the process of knowledge production and transmission. To that end, a space for criticality is needed in the sense of independence, integrity, or distance-taking towards potential conflicts of interest (e.g. public or private). A critical space is therefore key to allow interrogation, and ethically bring together the fields of Business on one hand and Education research on the other hand. HE has become commoditised because of massification and relative nevertheless significant state-

disengagement along with new private, for-profit-providers (including brokering agents) worldwide (Altbach, Reisberg & Rumbley 2009, Altbach 2004, 2013). This evolution described as globalisation or “new liberalism” politically, is not new and has been extensively documented in differentiated ways (Helms et al. 2015, Maringe & Foskett 2010). For a classic example, globalisation village was announced in more than metaphorical ways as early as the 1960s (McLuhan 1994), but the term is more recent with spread in the 1980s. Furthermore, Altbach (2004) teases out the challenge of historical inequality in globalised HE that needs to be continuously addressed in a changing modern world, to avoid potential “neo-colonialism” or “McDonaldisation” in terms of uniformization, and standardisation in education.

Globalisation alongside internationalisation have developed in universities at an ever-increasing pace (De Wit et al. 2015, Hugonnier 2006, Helms et al. 2015, Sandström & Weimer 2016). Countries retain distinctive national characteristics like in the case of the UK (Humphreys 2011) or France with specialist emphasis on Research and Development, university and industry-linked sectors rather than the pursuit of a market share per se (Vinokur 2010) and an inherited network of business and elite schools historically, (Durand 2005, Hawanini 2011, Pon 2007). The scale of the recent commercial and managerial evolution has profound implications for research in areas such as intellectual activity, academic freedom, institutional governance, cosmopolitanism, and finally collaboration or competition (Marginson 2007). Hawanini (2011) has critically reviewed organisational models, distinguishing national, international, multinational, transnational and metanational HEIs, whilst distinguishing “international reach” and “international richness” dimensions. As metanational HEIs are difficult to achieve and rare to find, he recommends an import-export model that privileges IoC and exchange partnerships as a realistic way forward (*Ibid.*). Thomas et al. (2015) have presented a practical IoC “transcontinental” programming as a hybrid solution so far working, and a departure from theoretical internationalisation archetypes (as per “partnership/exchange” and “campus/export” models).

Nowadays, IHE counts as an economic sector within a national economy and quantified business considerations may somehow prevail at the expense of other less evident qualitative considerations. By definition, a business needs to make money and therefore to be efficient and constantly innovative with growth to survive (trifold objective). However, if IHE is business, it remains a business ‘of education’ with its modalities of criticality, creativity, and integrity in transmitting and producing knowledge. There is an increasing call for keeping customers satisfied with service and quality but with a difference in education that all must try, professional practitioners and customers/students alike. In other words, the voice of clients is paramount, but it is increasingly weighted towards their wants and authority at the expense of academic voice(s), which can be problematic. Standardisation as well as personalisation in professionalisation are desirable, but it

should not be at a cost of levelling down quality and fitness-for-purpose. In a subtle sense, there is a risk in taking ‘no risk’. Forgetting this point is like doing business by flattering customers or even hard selling a product without thinking of quality beyond marketing and branding. Profits may be healthy for a while but there is a real risk it will not last or there might be unexpected outcomes. It is not just a question of ‘learning outcomes’, but also rationale. Students will not be satisfied because they pay a course, but because they need to be included, engaged and successful.

Theories cannot be set apart and the numerous applied field(s) of research ought to link to professional and theoretical frameworks that can specify standards of good practice and increase clarity. Good practice may be defined by ‘standards’ or indicators but is also a ‘value’ judgment about what quality or success is or might be. Konkiel (2018) in the UK has argued how only articulation of “values” and a dialogue about “humane metrics” might improve how we derive indicators to effectively evaluate research in Humanities. This aligns with a “Humanist rationale” in the US “Comprehensive” internationalisation (Glass, Godwin & Matross-Helms 2021).

The shift of emphasis on students, parents, employers and all parties requiring more ‘accountability on quality’ of student-centred learning, including support and professionalisation (EQUIP 2015), rather than universities judging quality by themselves, is equally a positive modern evolution to a large extent. Crucially, ‘quality assurance’ is required for the sustainability of mass-education in our contemporary world. There is more emphasis on employability or professionalization as an integrated element in addition to the core academic element of studies, and this is a topic for internationalisation too. Therefore, criticality is again a key ingredient not to be missed for developing reflexivity, consciousness, and the right processes, minimising risk and optimising good practice in educational management, and internationalisation effort.

Social reality is by nature non-exclusive or contingent, relatively impossible to measure in absolute technical and quantitative terms. This calls for considering more qualitative and humanistic methods in research. It is important to address ethics alongside organisational performance, effectiveness, efficiency, and all stakeholders in business. Business as a discipline can be considered as an emerging field drawing on a diverse range to the point of almost competing with others such as Economics, Finance or Marketing. Conversely, Economics is no longer always or necessarily taught in business schools, even to the point of substituting into one another. Arguably, this may go either way between fields or in the case of Education as suggested above.

In sum, globalisation, and internationalisation in HE, are distinct driving and evolving forces that have resulted in massification, marketization and relative privatisation. The fact HE is an economic sector ‘invested’ for business should not obstruct the need to balance Education and its many disciplines. It is important to protect freedom of criticality aspects that could be lost if business and profit-seeking models are systematically or narrowly applied. An ideal scenario for HE is therefore to combine a *business and trans-academic* agenda with *criticality* to provide for quality, equality,

and accountability in the future. The choice of accountable and transparent methodology is next presented and forms the rationale for this thesis, including a political edge in education due to a chosen critical discursive framework.

## 4.2 Research Paradigm(s): epistemology, ontology, and methodology

### 4.2.1 Selected paradigm Critical realism et al. and constructionism

Research philosophy for this thesis was considered through the lens of paradigms viewed as overall systems. Guba and Lincoln (1994) distinguish paradigms such as “Positivism, Post-positivism, Critical Theory et al. and Constructivism”. Paradigms are “sets of beliefs (or metaphysics)” that are “based on epistemological, ontological and methodological assumptions”, which aspects are considered in turn. These sets of beliefs represent ‘worldviews’ for the researcher and “the possible relationships to that world and parts within it”. This definition is relative, though, not excluding the possibilities of variations with sub-worlds. Positivism and Post-positivism involve quantitative methodologies chiefly but not limited to, whereas qualitative methodologies apply mainly with Critical Theory and Constructionism.

Epistemology is concerned with theories of knowledge and the justified production of scientific knowledge; or simply: ‘how one knows that one knows’ the reality of the world. The thesis adopted a realist epistemology that embraced a reality independently of the senses and that is accessible to the researcher’s tools and considerations. Categories selected by the researcher refer to real entities in society.

This project assumes to some extent a **critical realist** stance concerned with identifying the structures that generate the social world. A criticality dimension also contains normativity in the sense that the researcher and practitioner’s goal is to become aware of structures to potentially change or alleviate inequalities. Precisely, this realism stance is related to the wider “Critical Theory et al.” paradigm (as opposed to the post-positivist paradigm also linked to critical realism). The added “et al.” denotes an umbrella meaning for theoretical strands, for example neo-Marxism, feminism, or participative inquiry. This thesis has affinity with theory such as Critical Discourse Analysis (CDA), (Fairclough 2001, Wodak & Meyer 2010) and even an institutional ethnographic stance (Smith 2005, Devault & McCoy 2006)) although it follows mainly **an Interpretative Phenomenological Analysis (IPA)** (Smith, Flowers & Larkin 2010) as a method (Section 4.3.3).

Critical realism accepts that social reality is a subjective domain and therefore not intelligible in absolute terms, so it has some connection to meanings of interpretivism and even post-humanism. This thesis is concerned with understanding the reality of social actors (i.e. staff) and their relations

within social practice (e.g. T&L, programmes and pedagogy, training, and career development) within institutional and national contexts. It is indeed connected to an interpretive and reflexive epistemology. The thesis is concerned with describing and explaining based on observational methodology, interpreting the state of social affairs with a view to improve them. Conversely, due to the subjective nature of the social reality studied, critical realism is antagonist to positivism. However, it is worth noticing and relativizing once more that most research projects will include degrees of interpretive, realist and positivistic stances. Therefore, no philosophy is better than one another but critical realism will be the orientation that is suited to this research and as above (Section 4.1).

Furthermore, an ontological philosophy is specifically concerned with theories about the nature of social entities or categories. The adopted interpretive and **critical** realist position means it is one epistemological path, which is ultimately aimed at freeing new meanings through raised awareness or the construction of alternative meanings. In particular, the aim of the research, notably the investigation of staff perceptions is consistent with this stance. T&L itself is a 'co-constructed' domain for students and staff alike. For these reasons, a **constructivist ontology within a Critical Theory paradigm** (distinction with Constructivism as a paradigm) is appropriate for this thesis. Additionally, it is noted that any given paradigm combination or selection is constructivist in ontology (relatively speaking).

'Subjectivity and contingency' are concepts that apply to both paradigms Critical Theory and Constructivism. These notions also form the basis to the critique of those paradigms. However, there are precisely the sought-after characteristics to 'make sense' or 'give meaning' to reality in qualitative paradigms. They are concepts to be embraced rather than critiqued in qualitative paradigms as all were developed to counterbalance classic, still dominant quantitative paradigms.

Furthermore, the concept of paradigm "pluralism" with "multiple frameworks" is important (Denzin & Lincoln 2013:145). Following a dialectical stance (also pragmatic) philosophy requires a plurality of assumptive frames of references and shifting focus away from paradigm(s). In line with this idea, Guba and Lincoln (2005) and Mertens (2007) distinguished four assumptions (in Denzin & Lincoln 2013) such as:

The axiological

The epistemological

The ontological

The methodological

The axiological serves to assert precedence over other systems: "*Transformative paradigm emerged from the need to be more explicit about how researchers can address issues of social justice.*

## Chapter 4

The axiological assumption is based on *power differences and ethical implications that derive from those differences* between marginalized and other groups" (Mertens et al. 2010 in Ibid.:147).

The philosophical pragmatism debate does not rely solely on epistemology. It is about all these above categories. The choice of a transformative and critical framework puts more emphasis on axiological and methodological perspectives that are different to those induced by a positivist epistemology and strict paradigm categorisation.

Husserl (1859-1938) as a grandfather of semantics and the phenomenology school developed a multi-contingent philosophy in contrast to related ones (existential, analytic) of his time. Initially trained as a mathematician, Husserl first developed a theory of language, then elaborated his theory of "transcendental" phenomenology, involving the key notion of "intentionality" (Woodruff Smith 2013). The starting point is an objective reality (compatible with realism), then departing with modalities of subjective experience, intersubjective, especially with intentionality, and cognisant of historicity. Husserl's phenomenology is the philosophy supporting the choice of IPA, and methodologically compatible with a critical framework (Sections 4.3 and 4.4).

Furthermore, this research would be incomplete without stating the influence of Bourdieu's philosophy of science, and sociology that he applied in many areas, particularly in Education as a member of French government in the 1980s (Bourdieu 1990). Bourdieu's understanding of "theory of practice" or "theory of research practice" (Grenfell 2014) are relevant to this thesis. There is no absolute reality so scientific research is always about a representation that may lead to a liberation from politico-economic, social, and cultural "reproduction" tendency of inherent suffering (Bourdieu 1993). Scientific research is about subjective representation with an objectification process; it is about ethical observation and negotiation of individual subjective strategies in relation to objective structural forces. Criticality and reflexivity towards the ever-possible theoretical disconnection with reality, together with a stance towards "words" and language such as "habitus" and "field" are elements for this methodology. Bourdieu's work has creatively invited future researchers to apply a fresh "gaze" or "metanoia" or "socio-genesis" (Grenfell 2014:213) to reveal real levels of understanding for social phenomena.

A rationale was detailed for choosing a research philosophy altogether that is *qualitative, dialectic, practice-based, critical, and transformative* in a "Bourdiesian" (Section 3.1.3) and "Husserlian" way (Section 4.3.3). Engagement with practice and the experiential that is reflective of social issues in IHE, is prioritised over a pursuit of theoretical categorisation (or polarisation) of the concepts of *paradigm, model, and method*. A *pluralistic* philosophy prevails; one that uses methods as non-mutually exclusive tools in attempt to decipher systems of *belief and values as opposed to essential knowledge* per se.

#### 4.2.2 Deductive and inductive approaches: abductive research

An argument against the explanatory power of theory is that abstractness is disconnected from reality. Conversely, this could be defeated through the usefulness of a theory in distancing from immediacy and contingency of events on the ground and elevating to a remote but possibly more objective level of systematic analysis and ultimately in the agency of practical reality. “Theory” and “empiricism” divide is not always necessary, and a model can gather both theoretical and practical perspectives (Bryman and Bell 2007:10). Another polarisation aspect consists in contrasting what is termed as ‘grand-theories’ from theories of the ‘middle-range’. To illustrate this from Chapter 3, Leask’s (2015) theoretical model and practical process indicates that it could be related to a theory of the middle-range. In this sense, it allows connection to applicability in the real world on the one hand, through action research. On the other hand, it integrates generalised or modelled elements, which has a higher level of abstraction.

Leask’s model (2015) was based on an experimental and comparative design as research took place in countries who have been main IHE hosts (i.e. Australia, the UK, and SA). The experimental design helped to infer causal relationships inferred between variables tested in practice and the resulting theoretical model was drawn with an inductive approach. It is of high relevance regarding its validity with a degree of ‘national and institutional specific’ flexibility to keep in mind as it was conducted in several representative host-countries. This body of work offered reliability and replicability potential for different contexts. The model represented a quality basis for an effective model to extend geographically.

Therefore, this thesis does not seek to test the workability or truth of IoC model deductively in absolute terms as one of the contemporary models considered. My approach was still hypothetically ‘deductive’ in testing-out model, using as a reference framework in order to elicit further data and increase a knowledge basis of comparative education. This model was the basis on which I mapped primary data ‘inductive’ questions.

Therefore, the **approaches (deductive and inductive)** apply at different levels (deductively guided in design, and inductive in application). This research is suitably abductive (Section 4.3.2 for details in rationale).

### 4.3 Research Design, Data Collection and Ethics

#### 4.3.1 Case Design

Secondary research informed the state-of-the-art together with primary research in the form of case studies. This involved contemporary comparison between the contexts of the UK and France with institutional and staff case-study. Time-horizon was cross-sectional but historical aspects were

considered. Universities claim to be ‘universal’ in society, actually they are heavily influenced by their historical, regulatory, national, and local context like most organisations. Primary research took place with qualitative interviews to inform RQ2. This was complemented by secondary research for objectives and both RQs.

A case approach allows to research a holistic phenomenon. Case studies are useful in many social sciences’ fields (Yin 2012) especially for practice-based field such as Education or Business studies. They can be associated with a single organisation, location, person, or event (Saunders, Lewis & Thornhill 2003). Country and institutional cases were useful to investigate theories and contexts from an international comparative basis, and to generate practical or theoretical insights because of possible contrasted findings. This international comparison was suitable for a finer level of understanding individualities, notably language and intercultural aspects or less acknowledged levels that concern ‘other’ academic subjects.

One of the benefits of ‘comparatively’ contrasting cases resides in helping to identify possible bias in data and to notice it with ‘international’ cases especially. Research may happen with quantitative data, albeit with limitations, and there can be controversy in the type of data chosen, the way it is measured, and reported. Qualitative data is not immune to criticism of subjectivity either. In fact, nothing is value-free. International comparison itself is not immune from bias with “ideas”, authors and their concepts that can get lost internationally, not just in translation (Bourdieu 2002). Chanlat (2014b/c) identifies similar issues and documents how “bibliographic amnesia” (2014a) occurs. According to Usunier (2010) in intercultural management, an “etic” and “emic” distinction with consideration of various “conceptual equivalences” residing in language must be factored (pre and post collection) for a more effective international comparative analysis.

The purpose of this research was to discover internationalisation insights into design and application in Business Education as an umbrella-discipline or “Droit-Economie-Gestion” (DEG in French). This encompassed Business modules together with other fields of work such as the role of Language and Education departments for curricular provision. This is consistent with a ‘trans-disciplinary’ mode (Section 4.1). Béchard (2020) presented four types of “pedagogical conversations” to have in his field of Management and specialist staff PD. A conversation covers the nature of knowledge in field. Then, pedagogical strategies to be deployed. Educational staff conceptions of education matter crucially with reflection on own practice and identity. Lastly, a conversation lies in institutional, organisational, and curricular environments that influence one another.

This is consistent with multi or “trans” design (Dafouz 2018b, Dafouz & Smit 2016) of “crossing borders” disciplinarily, linguistically, communicatively, socially, and situated-ly, going “beyond the

English box” (Chang 2018). This already introduced methodological “trans” turn enables this study to challenge a design that “English-only” applies in policy or practice. Chang’s EMI study with staff in Taiwan (Ibid.) opens up translingual space of research with a “Spolskian” model (Ibid.). As per Spolsky’s (2019) interdependent problematisation of policy effectiveness, this thesis addressed “policy” about internationalisation (including -or not- linguistic stances), “practice” (viewed as including a staff participative process), and “ideology” as system of ideas, which could lie either in “policy” or in “perceptions or beliefs” of staff as key actors. Furthermore, Spolsky’s model added limiting factors (Ibid.) such as the lack of power or authority for “advocates” (in contrast to “managers”), “self-management” (staff) and suggested “non-linguistic” factors. A case design along a framework within a critical realist and constructivist paradigm applied for this thesis (Section 4.4).

Case studies may share characteristic similarities, conversely bear differences. A case is often a complex functioning single entity. Case investigation is usually contemporary and takes place in a natural context with multiple methods. As for differences, expert of educational evaluation research, Stake (1998), points out that crucial to case study are not the methods of investigation, but that the object of study is a case: “As a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used”. Other scholars, like Yin (1994), place more emphasis on the method and the techniques that constitute a case study (Stake, cited in Johansson 2003). However, differences may harmoniously live together. The focus on the ‘case-in-question’ is indeed important for this research, and especially in relation to the choice of the method(s) or choice of ‘idiographic’ phenomenology.

With such a design, the relationship between theory and research practice tends to be deductive in approach. If quantitative strategy is chosen or from an existing theoretical model, then the approach tends to be deductive (Bryman and Bell 2007). However, the choice of research strategy and methods may reveal an inductive approach if qualitative (experiential and hermeneutic) methods are used predominantly, with phenomenology. In this thesis, the approach was abductive (Section 4.2.2).

#### 4.3.2 Research Data Collection and Ethics

UKuni and FRuni secondary data as per “case” design (Section 4.3.1) inform selected “international strategy policy” (SO3) and further T&L “arrangements” (SO1), which also form part of “educational policies” (Appendix C), including this entire critical methodology for rationale and contextuality as introduced (See also Section 1.2 and Chapter 2).

Documentary secondary sources (Appendices C and D) are explained below. Specific international strategies (Appendix C) are analysed (Chapter 5), drawing on critical discourse (Section 4.4), involving linguistic text analysis, and addressing ‘all-important’ contexts methodologically and according to participants (Chapter 6, Section 6.1.6.3), altogether discussed and reflected upon

(Chapter 7). Appendix C lists two sets of strategies (Table 8), or four strategies for analysis (Sections 5.2 and 5.3), with more discussion (Section 5.4). Appendix C contains some reference wording from the institutional strategies where the cases are anonymous, and the national strategies are available in public domain. Appendix D is an organisational case presentation summary (Table 6, Appendix D). I identified and elected these central ‘internationalisation’ strategic documents for focus at a point in time (2016-19). However, a single researcher could not realistically detail and analyse all related strategic and curricular documentation, which change over time. Complex, and mapped strategies evolved fast. A key commentary reference of the latest UK internationalisation strategy “update” (Gov.UK DEDIT 2021) is added in Chapter 5, Section 5.2.3.

Secondary data were further consulted for acknowledgment as a complex mix of related policies (but not text-analysed) from UKuni and FRUni Websites (Appendix C) and for a general curricular presentation, including module descriptors checked with specific attention (applied by I/the researcher) to international, language, and cultural aspects of Business curricula provisioned in relevant components and summarised in Sections 5.2.2.2, and 5.3.2.2. Descriptors are not curriculum (itself), but a stated commitment to delivery of contents and syllabi at minima. I developed in-depth knowledge and understanding for the cases from literature review, also by immersing myself and consulting widely from university websites, beyond in sector press (e.g. UUK, AdvanceHE, Campus France, CPU/FU news, Le Monde, THE, and UWN). A limitation for sources such as unpublished articles, interviews or conferences (what is called grey literature) is the difficulty of tracking all bibliographic references, again with changes over time. Nevertheless, I actively sought to consult “member’s resources” (Section 4.5) such as student unions’ and presidents’ inputs, and various parties’ projects, including using my own experiential knowledge and critical thinking for presenting the comparative cases in a balanced way (as of 2019), and including key related references. In connection with the methodological rationale, literature review, and UKuni and FRUni websites consulted (primarily but not limited to international strategy pages and descriptors), Chapter 5 forms a synthetic but detailed, and comparative basis for case development in Sections 5.2 and 5.3 with a discussion (applied critically, dynamically, and contingently) by myself about understanding complex and on-going strategic and operationalisation aspects (See also Section 5.4), subsequently evoked and developed otherwise by staff in Chapter 6.

As detailed below with a critical framework, this part of the case study (Chapter 5) only complements the staff primary data analysis (Chapter 6) through IPA (Section 4.3), all critically introduced, and for interpretive explication ultimately (Chapter 7). This helps to understand systems and structures, which in turn partly influence individuals’ perceptions, views, and attitudes for and in practice. In fact, there is a formal and informal, including a hidden part to curriculum to

discover as pointed in definitions. This altogether helps to answer RQs by understanding and showing how reality is contextually, discursively and materially shaped at structural, as well as individual level as a result, although individuals retain own unique agency as per research philosophy.

Study primary data consisted of nineteen qualitative semi-structured staff interviews (Appendices A-B) and processed using IPA method (Section 4.3.3). The participants have a common professional context suitable for IPA. The researcher's university ethically approved the study. Following elaboration of pilot schedule, one exploratory question (position of English and languages), was added in support of RQ2 containing linguistic mention with regards to T&L. Primary enquiry allows to fulfil SO1 (partly), SO2 and answer RQ2, specifically with "perceptions".

Interview questions were inspired from Leask's (2015) model and remained high level or non-prescriptive for semi-structured interviewing (Appendix A). This is key to IPA following the originality of "objects of concern" and accurately translate participants' "experiential claims" to develop a phenomenological account (Smith et al. 2010:46). Like in Husserl's phenomenology, one aims from "objects of consciousness" as a basic status to "consciousness of objects". In Husserl's philosophy, this amounts to "ideal entities" (Woodruff Smith 2013). I was aware of time limitation for number of interview questions and contents in contrast to longer detailed IoC review questionnaires for example. Questions were complex per se, but ambitious for reaching depth, and they were (anticipated to be) reasonable for professional educators in the UK and France to reflect upon. They proved to be so with little explanation or prompt required. The goal was also about setting a dialogic discovery. Therefore, the questions (Appendix A) were devised with a consistent, but in-depth and flexible approach in mind. I reflected with my supervisor guidance, and questions were pilot-tested in a staff seminar I ran at my university before interviewing.

Sample size "N=18" as a minimum of participants (Appendix B) was a basis to find an array of understanding for phenomenon researched with respect to other qualitative phenomenographic and phenomenological Health studies (Larsson & Holmström 2007) or organizational studies (Saunders & Townsend 2016). I had considered conducting eighteen interviews (*Ibid.*) in each country, and as advised by one participant in Management. Through reflection and supervision, I evaluated N=18 in total for both countries was realistic as qualitative samples can be low in IPA studies. With a large qualitative sample, case detail or depth are lower than with a small sample. Big qualitative data requires synthesis, leaving more details out, but it does not mean study quality is traded-off. I elected to cite a few participants more than others. However, less cited participants are important in bringing perspectives that support or differentiate emerging topics.

Overall sample was N= 19 or 17 + 2 (participants) as I interviewed ten UKuni, seven FRuni participants and two independent expert participants. One reason was I was unable to complete further interviews at FRuni despite a high number of contacts, referral requests and expediting.

There was a challenge of access, timing and delay for collecting qualitative data. I had arranged two more interviews to extend knowledge about France case and because my HE experience had been in the UK. This was interviewing for a relative balance of management and intercultural specialism (found as MARIE and MARC). Coincidentally, last FRuni participant (ADELE) cumulated expertise, being senior management involved with internationalisation, and an intercultural specialist with Southern perspective. I evaluated additional contributions were highly relevant without any significant bias for study, they somehow compensated. All enhanced understanding through expert comments and reflections; valid contributions were included as a result, albeit necessarily limited given a richness of qualitative data.

Due to its idiographic nature and focus on the experiential, samples in IPA research can be small in size. For this study, a balanced number of interviews were completed cross country and I reflected on optimal participants' number and demographic representativeness. I found myself building sample progressively through website exploration and contact recommendation. Access was at times difficult, uncertain, and uncomfortable as a "snow-ball" process, but it fits in accordance the inductive logic of IPA on reflection.

Participants were contacted by email with introduction and ethical registration. Participants were all involved in academic teaching and research practice with managerial or administrative responsibilities. It was possible to assert 100% of participants' activity was linked to the Business discipline, 25% of participants had a linguistic discipline in connection to Business or through a dedicated international centre (Appendix B). In that sense, sample was homogeneous and meaningful with regards to the RQs. Demographic diversity brings variability, and this is interesting for bringing a wide range of experiential accounts. I contacted a range of suitable participants eventually it was random who accepted to participate, although a bias factor of participants giving interest and time obviously is acknowledged and finally reflected upon for limitation. There was relative demographic diversity with English or French NS and NNS, but this was not a definite category to assert on reflection (in much the same way that students cannot be categorised). It was possible to identify demographic diversity, however, details such as nationality, age, and gender, were not formally sought for that reason and for the study purpose.

Interviews were completed flexibly either online or in person, sound recorded, and transcribed. Ethical consent, confidentiality and sensitive issues were addressed in conversation and agreed at the beginning of the process with participants. For example, one pre-meeting was agreed with a participant who requested it. Conversations took place freely in the sense that participants could speak about whatever they wished or could hold comments. Participants could withdraw from study (up to thesis publication realistically) and access transcript. In addition, IPA tradition requires quoting verbatim extracts, so participants were told that their permission was sought for citing

them. This was a suitable way to put at ease participants that they had scrutiny power to avoid unlikely but possible sensitivity and anonymity issue that may arise even with confidentiality. IPA process involved producing accurate convention-led transcripts and non-anonymous details were removed.

Original transcript data was transferred into transcript tables along with exploratory notes, including “descriptive, linguistic, and conceptual” comments, based on Smith, Flowers and Larkin (2010). Following reading, re-reading, initial noting from initial “broad” themes, “emerging” themes or topics were identified with new or associated themes, supported by exploratory comments tied to verbatim. Analysis stage involves some deconstruction with an interrogation of themes and connections between themes. Then, further analysis looks at recognising relationships or patterns across individual interviews. This is the link between individual and collective utterance (the meanings of each interview are inter-related with the meaning of a pool of interviews). Deconstruction takes place before reconstruction or synthesis follows through recognition of functions, context, polarization, or abstraction to produce an outcome structure (Ibid.).

This illustrates the concept of multi-level hermeneutics: interpretation or sense-making of the individual and the whole, the participants’ level, the researcher’s level, and the thesis readership’s level. The transferability is assessed by audience and from how this study will resonate in own personal and professional experience.

“The effectiveness of the IPA study is judged by the light it sheds within the broader context” (Smith, Flowers & Larkin 2010:51).

Evaluation criteria are detailed (Section 4.6), but criteria applying for phenomenology are different from positivist research. “Validity, reliability and generalisability”, in terms of “credibility, dependability and transferability” are important in qualitative science to establish “trustworthiness” (Carcary 2009:11). Representativeness and transferability can be sought in information as much as possible as well as replicability or generalisation, but the latter is actually impossible as a qualitative study is a domain of subjectivity and case studies are very contextual. Therefore, methodology’s last section (4.6.2) presents evaluation validity criteria (Yardley 2008), a logical and independent “audit” or research process as suitably rigorous and methodological ways of addressing subjective empirical material (Carcary 2009; Yazan 2015; Yin 2002) as it is reflected upon.

#### 4.3.3 **Research Method: Phenomenology in Concepts and Practice**

IPA as an inquiry method is theoretically described as:

“an approach to qualitative, experiential and psychological research which has been informed by concepts and debates from three key areas of the philosophy of knowledge: *phenomenology, hermeneutics and idiography*.” (Smith, Flowers & Larkin 2010:11).

Firstly, the concept of “experience” is central in *phenomenology* as a philosophical movement led by Husserl. “Going back to things themselves” according to Husserl, holds “essential value” in examining experience on its own terms. Philosophes, Heidegger and Merleau-Ponty continued intellectual movement by contextualising more this experiential process (Ibid.). The authors further stressed the situated-ness of experience, as an inter-subjective or world-related process (Heidegger) and an embodied or physical subject process (Merleau-Ponty).

In turn, Sartre (1939) started to develop similar themes from Husserl with *intentionality* and highlighted continuous transformation of being and the in-process characteristic of experience. This can be termed as an “existentialist” philosophy where nothing is pre-determined (essentially). Sartre (Ibid.:30-33) acknowledges Husserl’s notions of reflexivity, especially intentionality: “this necessity for conscience to exist as consciousness of something else than self, that Husserl calls intentionality”. Sartre (1943) emphasized nothingness or voidness (Trans. “le néant”) as a key concept to factor, in contrast and affecting the ‘being’ (“L’être”). The absence as well as presence of other interaction agents in the world can shape and transform the meanings attached to a given experience of the world.

The study of lived experience allows to apprehend and comprehend the reality of a psychological or social phenomenon. In this research, social phenomenon is internationalisation. Phenomenology choice abides with epistemological view of individuals as economic and social beings relatively integrated in a material but also in an inter-subjective world of cultural and linguistic relationships (Smith, Flowers & Larkin 2010).

Secondly, hermeneutics apply in relation to the interpretive nature of a research concern and a reflexive cycle. Interpretative nature can be of a first order where participants display and reflect experience in relation to an observed phenomenon. Interpretation involves a second order where researcher attempts to make sense of participants’ account. The account of researcher’s understanding is subjective as a third-party account and requires communication and ethical principles. However, here resides also, scientific interest in gathering data about social phenomena by nature. There can even be a third order interpretive level where a research audience or readership is involved in understanding and evaluating research. Smith, Flowers & Larkin (2010:41) refer to this as “third hermeneutic level”.

As for the interpretation cycle, it may follow a defined, logical, iterative order, but with complexity indeed, the interpretative hermeneutics cycle constantly seeks to bridge “the part”

and “the whole” (Ibid.:28). In that sense, partial meanings will be sought and situated in the context of a whole to elucidate links and coherence for meaningful sense-making. The overall point is that the hermeneutics’ cycle is as much a non-linear and creative process as a structured process of meaning-making at different levels (Ibid.). There is flexibility and creativity margin in this multilevel hermeneutic process. In this process, Bachelard’s (1927; 1972; AIGB) epistemological oeuvre combined with his science-based poetry works form another considerable contribution that is parallel and contemporary to that of Husserl’s philosophy of science.

Finally, the idiographic with a concern for the particular in case analysis, is relevant for this thesis. An IPA approach with an idiographic influence is compatible with selected small samples for a given case-study. An IPA study can be committed in detail and depth to one relevant case and to how a phenomenon can be experienced, understood, and interpreted for particular people in particular contexts. The resources of this project consisting of one individual researcher, a number of cases can only be developed realistically for primary research. With a cross-country perspective, a realistic number of cases was decided upon for analysis. In addition, the researcher is involved with own interest that has an idiographic and interpretive input part of the whole case.

Together, the idiographic is coherent with the experiential and hermeneutic elements as theoretical influences for this case-study. An IPA approach assists in identifying the different ways of experiencing a phenomenon according to a particular cohort of people. A commitment to elicit or situate the lived experiences and personal engagement of staff in internationalisation reflects practical motivation to shed light on the reality with particular insights. Research sets not only to investigate but to describe, interpret, and explain where meanings lie.

Practically for analysis, data tables were collated to cover the corpus with notes alongside (Smith, Flowers, and Larkin 2010:79-107). Commentary analysis was developed from these notes, which contained three categories of “descriptive, linguistic, and interpretive comments”, respectively marked and distinguished as “normal font, italic and underlined” text (Ibid:84). This forms an initial and systematic coding of raw data for reduction before reconstruction through critical analysis and synthesis.

With IPA, experiences are related as “*categories of description or outcomes*” (Akerlind 2005). IPA includes an assumption of structural relationship. Outcomes combine into a structured set and constitute an “*outcome space*”. This means that there is a dualistic ontology where the structure of the outcome space may be different than theory and definitions or the hypothetical experience:

“Different ways of experiencing will be logically related through the common phenomenon being experienced” and reveal a “logical, inclusive structure” (Akerlind 2005:322).

The benefit is that IPA allows to comprehend human experience and the phenomenon more accurately and holistically whilst understood from a basis of individual cases. The criteria for a quality outcome space needs to be distinctive, parsimonious and see categories of description that are logically related.

IPA involves the term of “*utterance*” which may be an interview or a set of interviews. There are two levels of analysis or contexts for utterances. One context is the meaning of an utterance itself. Another context is the pool of meaning as a collective utterance. Utterances are aggregated into categories of descriptions based on observation of similarities, differences, evaluation of borderline situations, which are decided through attribution criteria that needs to be detailed as “*explicit attribution criteria*”. IPA or phenomenographic analysis is a powerful and rich way to discover new meanings and “*commonalities*” for a phenomenon in concrete or physical terms. The researcher needs to be prepared to constantly adjust one’s conception or perspective in interaction with study. Meanwhile, in addition to meanings and commonalities, there is a search for “*variation*” in meaning. There need to be a focus on the (idiographic) uniqueness of one case, a reflection process to identify sources of variation as well as commonality in the collective meaning or overall structure. The structure cannot be left too late in the process as individual meanings are connected to the collective or structural (Akerlind 2005).

Distinct sources of variation in practice (Akerlind 2005:327) are summarised:

- “Variation in the amount of each transcript considered”: this is a discussion of whole transcript *versus* specific issues (or contextualised *versus* decontextualized).
- “Collaboration”: research here is individual and independent. Besides, due to the nature of the doctoral project, there was no scope to add possibly welcome collaboration with different perspective of additional researcher(s). Consequently, there are no information conflicts or consistency issues with that issue.
- “Data management”: an iterative process with different perspectives and different times is classically followed although this study data collection took place from end of academic year 2016/17 throughout 2017/18 (and completed in October 2018). Time spanned over two academic years followed by complementary consultation of strategies and modules. At country-level, two additional national strategies emerged during the primary research collection in both France and the UK (2016-2019) plus a UK update (2021). The whole

iterative process covered two academic years with consideration to emerging constraints and elements to gather a balance (e.g. participant availability and number of interviews) and relevance (new and update strategies) of data in a dynamic environment.

- “Variation in way of constituting structure”: this is a debate on neutrality and criticality of what is selected for accounting an emergent overall “structure” within the process or research hence, importance of methodology.

## 4.4 Research Strategic Framework: A Critical IPA (CIPA)

### 4.4.1 Introduction

In line with research philosophy, approaches, method and design, a strategy draws flexibly on a **Critical Discourse Analysis** (CDA) framework. This framework is relevant for this thesis with regards issues of power, ideology, and language.

The Dialectical-Relational Approach or DRA (Fairclough), and Discourse-Historical Approach or DHA (Wodak & Reisigl) schools are of interest (Wodak & Meyer 2014:20). A CDA framework is a starting-point for contemporary internationalisation study because it has been described in relative equal measures as a catalyst or globalisation-induced evolution. With attention given to issues of social hierarchy, power, and ideology, it is of interest in the study of equality and fairness in IoHE. It follows that this study’s CDA framework combined with the use of IPA method (Section 4.3.3) could be creatively renamed interpretive CDA or ‘*critical IPA*’ (CIPA).

Chouliaraki & Fairclough (2010) have provided a broad dialectical-relational model for analysing the inter-relationship of language and society with regards to concepts of power and ideology. Its focus is not specific to DRA because the themes of discourse, critique, power, and ideology are indeed common centre of attention for CDA.

The CDA/DRA model has proved suitable to examine some implications of globalisation as a result of a communication and technology revolution, the transition of more countries to free-market economies and an undeniable turn to neo-liberalism or new capitalism in the last thirty years. Furthermore, Fairclough’s work (1999, 2001, 2003, 2005) on deciphering these effects is a useful methodological strategy for IoHE. A wide debate on education runs throughout Fairclough’s work and with a requirement of “critical language awareness” and more to the point “discourse” awareness (Fairclough 1999).

With applied examples, Fairclough (2001) has elaborated a procedure for critical analysis. *Italic fonts* (used hereafter) describe the *terminology* of Fairclough’s model, also reminiscent of past thinkers (Foucault, Bourdieu, Halliday, and Marx not exhaustively) in subjects such as philosophy, linguistics, sociology, and political economy. This conceptual model helps to decipher *change in*

discourse in relation to *change in society* or conversely absence of change referred as *reproduction*.

It is a normatively biased model insofar that it helps the *struggles for social emancipation*. *Struggle* is reminiscent of Marx but here the meaning of the term applies in a technical sense instead of a conflicting or opposing sense (Ibid.).

#### 4.4.2 The Dialectic Relational Approach (DRA) in Concepts and Practice

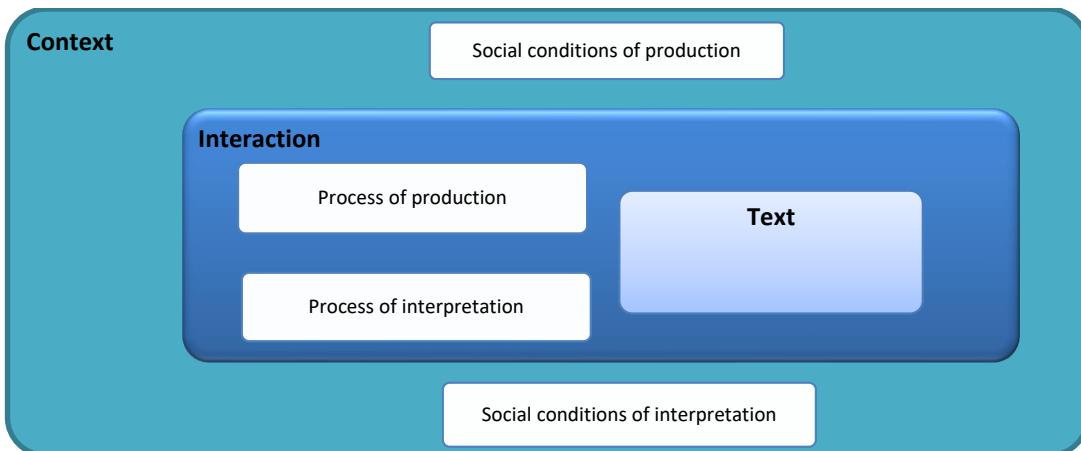
The DRA model revolves around four themes as follows:

- *Language and discourse*
- *Discourse and orders of discourse*
- Class and power in capitalist society
- *Dialectic of structures and practices*

(Fairclough 2001:14)

*Discourse* and *language* are both processes of social practice. The difference is that language is a conditioned social process, or it is determined by social structures. The concept of *text* is more tangibly understood as a product. Discourse is the whole process of *interaction* of which a text is a part. In interaction, two sub-processes need to be identified as *processes of production* and *of interpretation*. Formal text properties are referred to as *traces* in the former process and *cues* in the latter. Lastly, *Members' resources* (MR) are the *knowledge of languages representations of the natural and social world* for people who will describe and interpret text and discourse. So, MR are determined by *social conditions* or a *context*. This context may be the environment, some institutions, or the wider society. Critical discourse seeks to analyse the relationship between text, interaction, and context as summarised in the following diagram.

**Figure 5. Discourse as Text, Interaction, and Context**

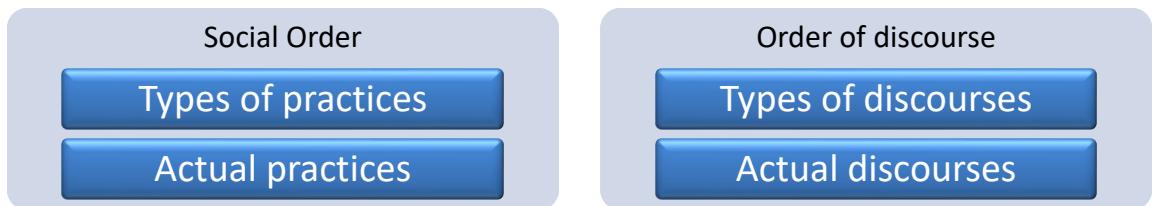


Source Fig. 5: (Fairclough 2001:21)

Analysis follows three stages: a description of formal text properties (T), an interpretation (T-I) whereby text and interaction are examined via discourse processes that include verbal as well as visual elements and an explanation (I-C) whereby the social determination of the social effects of the production and interpretation processes are identified (Ibid.).

Secondly, there are concepts of *order of discourse* and *felicitous ambiguity*. This means that people mostly act *habitually* on *pre-existing social conditions*, which may reveal to be either *conventional* or *creative* (i.e. or transformative as a possible departure from convention). This new terminology of *order of discourse* is summarised as follows.

**Figure 6. Social Orders and Orders of Discourse**



**Source Fig. 6: (Fairclough 2001:24)**

This represents a flexible process whereby one element draws on another one and structures into another form. *Actual discourses* can be specific or general instances, which can form into *types of discourses*. *Order of discourse* draws from *types of discourse*, which draw on *actual discourse*. Likewise, practices gathering into types of practice and into a *social order*. Order of discourse may be a discourses perspective of a social order. Society at large or a social institution like a university may be instances of social order. The communication and language mediated events or conversations may form a variety of interaction with discourse types and actual discourses (Ibid.).

Thirdly, power relations and class relations are both relations of *struggle*, but they must be clearly differentiated. In a Marxist vision, *class struggle* refers to the property of a social system in which the maximisation of the profits of one class depends on exploitation and domination of another. This social system is identified as capitalism with observations on commodity and the tendency of firms to concentrate. However, *power* relations are defined as a more technical and balanced process whereby social groupings with different interests interact and this *power* may be exerted either through *coercion* or *consent*. So, in this latter definition of power relations, there is less certainty to the exploitation of a labouring class or social grouping. Linking the characteristics of power in capitalist society (as a *social order* or *structure* defined) to the characteristics of *orders of discourse*, it is with or via *language* that *power through consent* is elaborated. Indeed, *power* is exerted through language as an instrument for building a credible discourse that is consensually accepted. This is how an *ideology* is formed as another key concept linked to discourse and consensual power.

In sum, the concern is to decipher the relationship of society and language (different social structures formed through practice and discourse) with emphasis on the constitution of powerful ideology. Linking to this research, IHE within nations, institutions to form a situation or social structure(s) where practice and discourse occur with the whole lifecycle of induction, T&L events and graduation. Students and staff participate with their respective set of social roles. Social actors are also known as *subject positions* and they comply or not with roles and types of practice and discourse. In that manner, actors may *reproduce* a set social structure or order. Eventually, the *dialectic* part (in structure and practice) refers to the mitigation or contingent element of the systematic *reproduction* of structure. This process is flexible, active and creative too. Again, understanding the nature of the *subject* or its *felicitous ambiguity* and the *members' resources* (MR) is important for explanation. The subjective felicitous ambiguity and the internalised idiosyncratic MR embody the *dialectic* process. *Reproduction* may be *continuous and conservative or changing and transformative* (Ibid.).

Within dialectic process, there is another characteristic of opacity. Beyond the struggles of power, there is a struggle of socio-economic class which has been defined as a distinct concept, whereby *reproduction* may or may not happen indirectly through discourse. However, the crucial idea is that actors are not conscious of class relations. Class relations are invisible to social actors who are unaware of them; at least not explicitly. "It is because subjects do not strictly-speaking, know what they are doing that what they do has more meaning than they know" (Bourdieu cited in Fairclough 2001:33).

Critical analysis endeavours to decipher *dialectic* structure and practice and to uncover consciousness ultimately, with a view to achieve possibly a transformative or positive social impact. The concepts of discourse, power and ideology are intrinsically linked. Power is manifested instrumentally through language in diverse and not necessarily equal ways. This can be explicitly contained in language in practice and implicitly in a less obvious manner (i.e. class opacity issues). The realisation of power materialises explicitly and directly through written rules, face-to-face and various forms of language-based communications. Alternatively, it is realised more implicitly and invisibly through tacit, cultural rules and other forms of communication that may be privileged or discriminated against following a conscious or unconscious process at various levels. From this situation, a step to follow for action is the *identification* of perspectives taken on a given topic. Elements to be considered for identification are *speech acts*, recognition of *themes* in connection to action and negotiation, importantly theme *misrecognition*. To that end, many aspects may be considered in order to access discourse and its relationship to power. Causality and nominalization of themes, the different levels of cultural capital and literacy, formality and informality (e.g.

politeness, turn-taking rules) all play a role in understanding and using discourse. Power affects the social world through discourse as a space where a *struggle* takes place (Ibid:49).

As described, discourses and practices may happen in a variety of direct or indirect ways. Using Fairclough's terminology, one may distinguish three devices. Firstly, there are the naturally occurring, accepted or self-imposed *practices and discourse types*. Secondly, there are the ones imposed in a hidden way which are called *inculcation*. Thirdly, there is a more rational and conscious debate termed *communication*. Theoretically, the duality of *inculcation* versus *communication* and other power and discourse-related concepts stem from Habermas 1984, Foucault 1972, Bourdieu 1992, and Bernstein 1992 (Cited in Fairclough 2001:63).

Power is served by constructed *ideology*. Relations of power are sustained with accepted ideologies which are built via discourse. The term ideology bears an affinity with order of discourse to some extent. An ideology serving or undermining a dominant discourse may be formed in several ways. It can be performed with opposition concepts that either will assert or challenge legitimacy of an ideology. The use of common-sensical, disguised *naturalization* as well as arbitrary arguments are important general and rhetorical devices in discourse analysis. Ideology may be depicted in a negative sense. It is not ideology in the sense of gaining positive and scientific assertion. However, ideologies may be formed openly through struggle or indirectly, and they result in a set of power or dominance relations. Fairclough has described a disguised, illusory effect of ideology. This is how:

“a dominant discourse is subject to a process of naturalization, in which it appears to lose its connection with particular ideologies and interests and become the common-sense practice of the institution.” (Fairclough 2001:89).

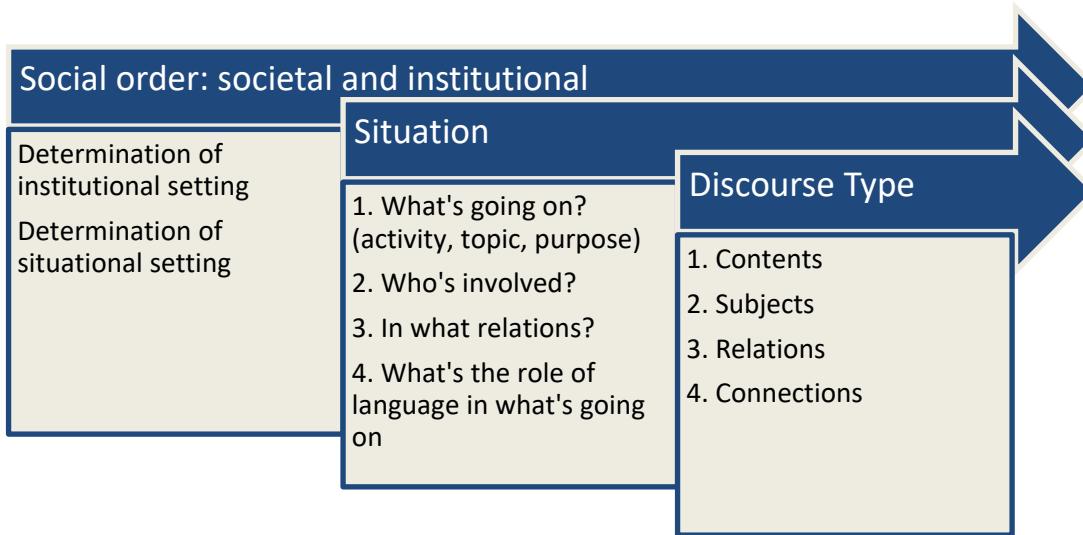
Illusory effects are detailed as *meanings of linguistic expressions, interactional routines* and finally *subjects* and *situations* (or *products*) of discourse. Fairclough recommends identifying or *foregrounding* those concepts. Lastly, the idea of transparency, as opposed to opacity, is paramount in developing *communication* as opposed to self-imposed or indirect types (Ibid.).

Practically, there is a three stage-process of *Description* (D), *Interpretation* (I) and *Explanation* (E). Stage (D) is to do with the description of text in which the concepts of *speech acts* and *presupposition* are important whereas stage (I) is about interpreting the link between text and interaction. Lastly, stage (E) explains in turn the relationship between interaction and social context. Focus on text in terms of vocabulary, grammar and textual structures with *values* is important. In addition to text, there is active involvement of the researcher who will draw on one's members' resources (MR) to describe and interpret. It is also termed *background knowledge* or *interpretative procedures*. The word “interpretation” is used both as the stage and for the procedure of text interpretation by discourse participants and analyst (Ibid:94).

Stage (D) relies mainly on text and different layers of understanding, then stages (I) and (E) hold complexity. The relationship between text and social structure is not obvious in the (I) stage because it is mediated with discourse and text as an integral part of discourse, and make sense within a context of social interaction, considering all background interpretative assumptions. The E stage is even less obvious when considering the relationship to the wider context in the sense of societal, institutional, national, or international context. It is important to realise there is a constant and dynamic negotiation that takes place between text and context for the interpreter in this stage.

The process of interpretation of *situational context and discourse type* is presented below. The task of identifying which discourse type is of relevance requires more reflection. Schematically, only one section for discourse is presented but it is important to bear in mind the reality of several discourses that may co-exist, complement, or contradict one another.

**Figure 7. Situational context and discourse type**



Source Fig. 7: (Fairclough 2001:122)

To sum up, there is inherent variability in (D) and (I) due to the nature of MRs. However, three pillars form a framework and apply for analysis. First is the context (intertextual and situational). Second is the identification of relevant discourse types. Third is the identification of any variations or change according to the study of participants, contents, time, and many possible factors for interpretation. This leads to the stage of explanation (E) which relates to now identified determinants and effects (Ibid:136). This stage is linked to *reproduction*. It is the attempt of lifting the participants' unconsciousness (or unawareness) of social process and practice as determined by deeper social structures in line with critical realism endeavour. This is also governed by three pillar-question to do with power relations, ideologies, and effects. The question is to identify what power relations and social determinants affect discourse at situational, institutional, and societal

levels, also to develop awareness of drawn MRs' elements of ideological character, and to consider the discourse positioning with regards *struggles* as previously defined (*Ibid.*).

More recently, Chouliaraki and Fairclough (2010:1218) have:

“put forward a relational-dialectic conception of discourse that understands context in deliberately contingent and broad terms, as articulations of language with other ‘moments’ of social practice and defends a purposefully porous and integrationist orientation to research methodology that privileges trans-disciplinarity over rigour. It is this conception of discourse, we believe, that renders CDA a powerful critical theoretical and methodological tool in the social sciences, including organizational studies”.

The term dialectical means that elements of texts, language as discourse and social process formation have no discrete or distinct relationships that can be categorised easily. The term relational-dialectic encompasses duality and link altogether. This refers to properties of situationality, inter-textuality and inter-discursivity. All conceptual constructs of CDA belong to a contingent epistemology. It follows that no fixed, objectified categorisation can be applied to CDA and particularly to methodology or context. CDA/DRA thus needs to remain flexible and trans-disciplinary to engage with complex and multi-faceted context and discourse and to preserve criticality (Chouliaraki & Fairclough 2010).

#### 4.4.3 The Discourse Historical Analysis approach (DHA) in Concepts and Practice

DHA stems from the theory of text linguistics and sociolinguistics. It caters for *extra linguistics* factors such as time, place, speech situation and status of participants, and other sociological and psychological variables to account for text production and analysis. In short, the DHA particularity is to take a *historical* and more holistic approach to text and to incorporate an interdependent and interdisciplinary *context*. DHA is compatible with DRA in main theoretical assumptions and by considering linguistic as well as social-psychological and cognitive elements. This interdisciplinary school of thought is helpful in unifying previously debated heterogeneous practices that were initially centred on linguistics. As well as a unifying force, DHA is a useful school in embracing complexity as an CDA group overall, focusing on the same overarching principles of discourse, immanent critique, and inter-discipline, including a political commitment for action-oriented result.

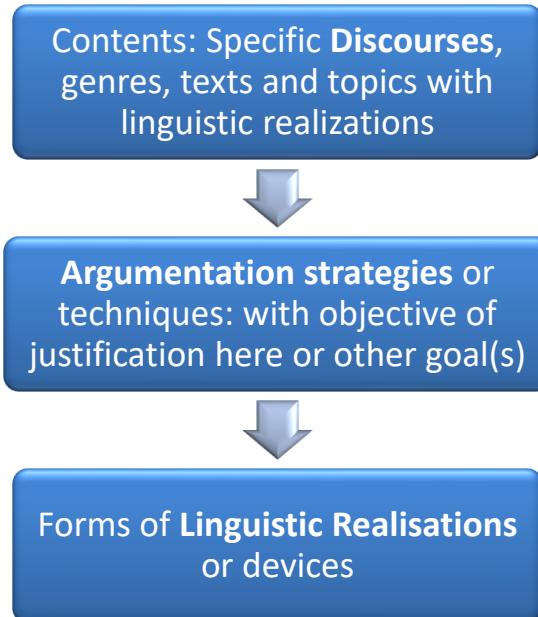
DHA is linked to the name of Ruth Wodak and *theory of text planning*, including the concepts of *plan, frame, schema, and script* (Titscher et al. 2000:155). Simplistically, intended plans and goals in text production have meaning as well as the formation of frame and schemata that lead to some scripts which can be derived final plans. The ensemble “plan-frame-schema-script” then forms a strategy in a subjective and interdependent sense as opposed to a rational one. No participant can

address a subject rationally; text and context are validated by subjective assessment and constructed socially. DHA's strategy is to enlighten this process.

The notion of context is important in DHA and encompasses the linguistic, local variables of texts and subjective mediation process, the extra-linguistic variables of situated context, and re-contextualisation (intertextual and interdiscursive relationships). This is qualified as a *triangulation* process linked back to Cicourel (1964). Furthermore, the notion of context is associated with the Vienna school and a *critical ethnographic* approach (Cited in Titscher et al. 2000:157-158).

The practical framework mirrors the conceptual DRA/DHA in contents and discourses, argumentation strategies and linguistic application -or *linguistic realizations*- being analysed. These analytical elements are performed independently but the procedure is cyclical, interpretative, or hermeneutic and illustrated in a general presentation as follows.

**Figure 8. DHA Analytical Schema**



Source Fig. 8: (Simplified from Matouschek, Wodak & Januschek 1995, cited in Titscher et al. 2000:159)

In this schematic programme, specific discourse(s) are identified, described, and evaluated. Strategies are addressed and not only include argumentation but possibly other types such as nomination, predication, perspectivation, intensification versus mitigation, which fulfil various objectives or levels of justification. Linguistic realisations are diverse and encompass a range of linguistic and rhetorical devices such as tropes, verbs, topoi and fallacies, all used to express various arguments in text and discourse production and construction. Analysis covers micro and macro levels of structure and covers triangulation elements in an interdisciplinary way. The context is

explained and situated as explicitly as possible along with re-contextualisation elements (intertextuality) and linguistic elements. A DHA programme may be as follows.

**Figure 9. DHA in eight steps**

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<b>1</b>	<b>Activation and consultation of preceding knowledge</b> (recollection, reading and discussion of previous research)
<b>2</b>	<b>Systematic collection of data and context information</b> (depending on the research question, various discourses and discursive events, social fields as well as actors, semiotic media, genres and texts are focused on)
<b>3</b>	<b>Selection and preparation of data for specific analyses</b> (selection and downsizing of data according to relevant criteria, transcription of tape recordings, etc)
<b>4</b>	<b>Specification of the research question and formulation of assumptions</b> (on the basis of a literature review and the skimming of the data)
<b>5</b>	<b>Qualitative pilot analysis</b> (testing categories and first assumptions as well as further specification of assumptions)
<b>6</b>	<b>Detailed case studies</b> (of a whole range of data, primarily qualitative but also quantitative)
<b>7</b>	<b>Formulation of critique</b> (interpretation of results, taking into account the relevant context knowledge and referring to the three dimensions of critique)
<b>8</b>	<b>Application of the detailed analytical results</b> (if possible the results might be applied or proposed for application)

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Source Fig. 9: (Wodak and Meyer 2009:98)

This programme may be expanded or restricted accordingly depending on projects' size, scope, and resources. It follows a format in line with that of a PhD thesis, which was suitable for this project.

To conclude this strategy outline, DHA focusses on historical analysis, with interdisciplinary argumentation, considering the context with triangulation as above to shed light on political power processes and lead to prospective, democratic and practical ways.

## 4.5 Researcher's own position

My research position is actively engaged in IPA with a discourse analysis process in stages, namely, Description, Interpretation and Explanation presented above, drawing from Fairclough's DRA and Wodak's DHA. Together, these models offer compatible, complementary, analytical frameworks to observe and understand empirically social interaction and phenomena as a different undertaking from that of natural or physical ones. This endeavour requires insights into the human mind with

possible analysis. IPA focuses on sense-making according to particular people regarding a common professional context, and a critical discursive way attempts to stretch analysis. To that end, input by the researcher analyst (my member's resource MR) is a necessary, justified step. My linguistic skills, including professional and personal experience, are important for tasks such as design, description, translation, interpretation, and analysis in research process. Spatiality, relationality, and developing reflexivity awareness are key in researching multilingually (Holmes et al. 2013).

Linguistic and communication expertise, along with openness and distance-taking are all aspects of quality in the apparatus. The study of internationalisation undertaken in two (instead of one) countries of interest, itself allows relative distance-taking by de-centring the individual national, societal, and institutional context(s). Comparison allows distance-taking, openness perhaps cross-learning in many ways through observing similarities to understand fundamental points and differences, including innovative or taken-for-granted ones that may even be counterproductive. The two countries have similarities and differences in levels of internationalisation and contrasted institutional and state-intervention policies.

I trained and worked in the French educational system before moving to England, training and working in sector HE over two decades. Born and educated in France, I have close and fluent understanding of the French and wider context. I possess T&L experience having studied and worked in Education in both countries. Therefore, I have personal experience or 'insider' knowledge as student and staff of both national HE systems under study. Equally, it could be said I hold an 'outsider' perspective due to the fact that France is not a country of habitual residence nor England is a native, linguistic, and cultural home-setting although it is permanent place of residency and work. Various degrees of distance-taking as an insider and outsider apply at the same time.

In professional practice, I have developed an interest with curriculum and pedagogical issues for international students due to observed rise of a diverse student-population. Furthermore, I have had a personal connection as a past EU-student, and sometimes a 'role-model act' to play subtly in a teacher-capacity with student audience. Identification and connection to pedagogical issues in international and multicultural classrooms are not widely acknowledged in my researcher-practitioner's experience whereas the rise of diversity itself is undeniable, hence interest in research gap confirmed in literature (Chapters 2 and 3). This rise in diversity is explained by increased international recruitment, increased mobility and increased widening participation. Besides, this (trifold) rise as a phenomenon is not a feature institutionally or nationally bound. It is especially intensive in the UK, the US, and Australia, but it is comparatively observed in countries such as France, Germany, Holland or Poland for Europe, and across the world in Asia, Africa, Middle East and South America. This rise of diversity is the most prominent evolution I experienced in career to date, along with digital change, which motivated my research.

To summarise my own position and express in theoretical terms:

“The analysis of discourse processes is necessarily an insider’s or a member’s task - which is why I have called the resources drawn upon by both participant and analyst members *members’ resources* (MR). But if analysts are drawing upon their own MR to explicate how those participants operate in discourse, then it is important that they be sensitive to what resources they are themselves relying upon to do analysis. At this stage of the procedure, it is only really *self-consciousness* that distinguishes the analyst from the participants she is analysing. The analyst is doing the same as the participant interpreter, but unlike the participant interpreter the analyst is concerned to explicate *what* she is doing. For the critical analyst, moreover, the aim is to eliminate even that difference: to develop self-consciousness about the rootedness of discourse in common-sense assumptions of MR” (Fairclough 2001).

I hold a bilingual and bicultural position, and knowledge (MR) as a French-educated citizen and long-term UK resident and HE worker for country comparison that is a strength for this research as well as for the critical distance-taking aspects in CDA perspective. Besides, for research motivation I have personal empathy and professional interest in managing, especially valuing diversity in practice and promoting social justice in HE, which is mirroring the intrinsic commitment to a problem as well as practical solution in CDA. This forms part of “sensitivity to context” as a validity criterion (Section 4.6.2). Thus, there is added interest and motivation (although being an insider is not a necessary IPA requirement), due to prior involvement in Education and for that matter examining the relevance of T&L experience in educators’ viewpoint. Finally, it is re-iterated that active participation with qualitative data collection and analysis has been justified in this methodology in terms of qualified philosophy, epistemology, strategy, and ethical principles.

## 4.6 Research Evaluation Criteria

### 4.6.1 CDA framework and Relevance

Research evaluation criteria were addressed for relevance of this study. The validity and reliability of the CDA choice as a strategic framework of suitable nature and quality is further explained. A macro-political and economic link can be drawn between globalisation and internationalisation by acknowledging that both processes are active and responsive from one another. Thus, this description fits well the notion of *dialectical* link between language and society as per CDA/DRA. CDA draws on Bourdieu’s *order of discourse*, and it is also referenced to Halliday’s multifunctional linguistic theory. The concept of “mediation” is important as CDA follows a non-deterministic approach to relationships (Wodak & Meyer 2009). With reference to Halliday’s systemic functional

grammar that has influenced wide CDA work, including Fairclough's work, it is worth noting that one of key concepts of ideational function whereby it interacts with social structure *dialectically* (in addition to the *textual* and *interpersonal* functions) is pertinent in a debate about the relationship between global and international education.

CDA is suited to the study of IoHE. It is not only concerned with the constitution, critical evaluation, and transmission of knowledge but also in the social organisation of institutions and the exercise of not so visible forms of *power*. To translate or apply this concern to IoC, that is "personal power" in learning and more "economic power" in career outcome, all which can be stated as essential modern HE goals, yet not clearly or un-controversially distributed in T&L and as a result of globalisation. The latter economic power often elusively expressed in terms of career or employment graduated outcomes (employability) has become increasingly sought-after thus relevant (although controversially) within curriculum to modern students and universities alike.

Challenges identified in recent research are related to complexity, which can be manifested in many ways. Poor conceptual understanding and scarce resources are first ubiquitous challenges, leading to unsystematic operationalization, lack of academic engagement and training, lack of incentivised managerial and staff support in spite of the rise of explicit institutional strategies and on-going quality assurance integration for all "stakeholders" (EQUIP 2015). The concepts of ideology, power, and interaction in CDA, including one of *misrecognition* will be useful and relevant for the analysis of the complex social processes at play in the progress of IoHE.

Furthermore, the basis of CDA is *critical* theory and it is concerned with a plurality of epistemological approaches (Wodak & Meyer 2014). This means no single method should produce valid and reliable findings. An interdisciplinary approach is more likely to achieve a better result and the theoretical should be balanced with the empirical. IoC research shares the same concerns and epistemological basis. This is evidenced by the progress in research with its pluralist, trans-cultural and meta-disciplinary models in disciplines such as, Business, Geography, Languages and Ethnography to name only a few (Leask 2015; Jones & Killick 2013; Ryan 2013; Haigh 2002; Trahar 2013a; 2013b; Clifford 2009; IntUni 2015). This eclectic body of research strives toward a meaningful and smooth integration of diversity in HE, which is one of the rising priorities in 21st century mass-education. In contemporary Equality, Diversity and Inclusion (EDI) professional training, the problem of 'sub' or 'unconscious bias' is also presented as in need of identification and neutralisation (albeit with no definite methodology nor accompanying learning model).

CDA criticism is related to *bias* as a common feature to avoid scientific inspection. The main criticism of CDA is to be inherently biased by being politically (rather than scientific, economic, or social research) argumentative for social justice. Yet, its criticism of being political is embraced

rather than denied. A first point is that the scientific integrity and rigour of CDA with regards transparency, distance-taking and separation in descriptive and interpretive processes applies distinctly, albeit possibly imperfectly due to explicitly identified constraints such as time, scale, or complexity factors. However, the argument of bias can be applied to all research stances, even to positivism to an extent. None are absolutely 'value-free'.

Another point is that the existence of an opposing *counter-discourse* in order to decipher the linguistics of a dominant (order of) discourse is to be allowed indeed, and that is especially valid for the Education sector within debate to protect academic freedom and criticality to re-emphasise this. The ability to self-reflect and evaluate critically is an essential Education feature that need to be respected and encouraged in order to protect integrity and professionalism. Furthermore, CDA perspective offers recommendation for action and change potentially (that is creative, risk-taking, and transforming rather than reproducing). As described, phases of CDA have distinct methodological steps and do not change during the study. The distinctive trait of a CDA is the explicit commitment to politico and socio-economic justice with an orientation towards subjectivity, *bias* identification, and a practical outcome eventually.

#### 4.6.2      **The Yardley criteria and IPA Relevance**

Consideration needs to be applied for the quality and validity of a qualitative IPA study. Classic criteria of validity and reliability appropriate for quantitative studies can be simplistic or misleading in the case of a qualitative study (Smith, Flowers & Larkin 2010:179). The authors recommend an independent "audit" based on Yin (1989) and the "criteria" that are broader and elaborated by research psychologist Yardley (*Ibid.*:180) as follows.

- **Sensitivity to context**

Sensitivity to context may be displayed at different levels, including methodological. It applies due to my familiarity level with the socio-cultural and linguistic environments as well as empathetic, interviewing communication skills honed as a T&L practitioner. The choice of IPA as a method was a result of sensitivity to context applied as it was initially hoped to conduct an action research method in my workplace. This turned out to be impossible logically, and received no further interest at the time. IoC in particular, being a meta-field may be judged as non-subject-based even though disciplines are at the heart, which is one argument. Another obstacle may be non-recognition of the research gap(s) and field, or perhaps lack of understanding of benefits. Internationalisation 'at home' has been classically less prioritised or incentivised -except for mobility- as per literature review and in my experience. Therefore, I applied theoretical and substantive sensitivity to the context with regards to reflection at an early infancy of project, literature awareness and the choice of an individually-led IPA study and with a critical framework.

The process can be pursued at the level of findings and analysis with verbatim extracts being traditionally quoted in IPA and triangulation with literature in discussion. IPA has been a method that organically developed as a realistic and sensitive response to my individual research circumstances and the constraining context of the research field in order to yield information data and subject engagement.

- **Commitment and rigour**

Thoroughness, balance, and rigour may be displayed in ways such as identification, sample selection, attention to detail and concentration on interviewees' voices, and overall message. The contents of previous sections on researcher's position and context sensitivity extend some way to explain my commitment as a researcher. The position to self-critique, highlight position by bracketing, and reflect with transparency through an audit and supervision are manifest of rigour.

- **Transparency and coherence**

This is an ensemble of elements that should reflect the sensitivity and hermeneutics, how well the study fits together and whether the methodological steps taken are explicitly and logically formulated.

- **Impact and importance**

This relates to research motivation again and the study itself bringing critical reflection through dialogue, awareness-raising and real engagement with IoC as a social process anchored in a discipline. A study is important and impactful if it is interesting and useful for knowledge and practice. Finally, an audit through the supervision process and a documentary availability at all stages is appropriate in fulfilling Yardley criteria (*Ibid.*).

## 4.7 Summary

This methodology explained how the case study addresses the RQs (Chapters 5, 6 and 7), by comparatively discovering and discussing how reality discursively and materially forms at different but interdependent national, institutional, and staff individual levels with paramount contextuality. With literature in mind (Chapters 2 and 3), it is relevant and appropriate to apply more than one national perspective in study.

Validity is key for qualitative research. Using flexibly a CDA framework combined with IPA method (or "CIPA") for strategy and individual cases is suitable in terms of validity for this research. This is for reasons of pluralism, diversity and problem-based orientation (i.e. in theory, inter-disciplinarily, methodologically for data and operationalization). This is in spite of some political bias criticism,

which was explained, and for acknowledgment to stimulate new perspectives. This is not just important for “criticality”. It is consistent with definitional “intentionality” in IoHE and with phenomenology philosophy. The Yardley criteria along research “reflexivity” are directly and practically relevant for this qualitative study.

Finally, a critical phenomenological involvement is especially valid (i.e. experientially, hermeneutically and idiographically in essence) for consciousness-making and study of a ‘particular’ phenomenon according to individuals in a common and significant professional and social context embraced.



# Chapter 5 The cases of the UK and France (Part I): A Critical Perspective

## 5.1 Introducing International Comparison

Secondary information was collected to complement and triangulate with primary data for analysis and discussion. Case data consisted of strategic policy documents selected for analysis (Appendix C), involved consultation of media sources, course descriptors from websites, reported upon in this part I, which stands in relation to primary data from staff that are developed in part II. Part I provides necessary case contextualisation for part II of case study. A critical perspective for rationale and presenting findings in this part draws on Fairclough's seminal work on discourse, language, and power as well as Wodak's three-dimensional framework (Sections 1.2.4, 1.3, and Chapter 4).

France, like the UK, have IHE systems going through exceptional changing times. The UK has published a *new* "internationalisation" strategy (Gov.uk/DE/DIT 2019). France has produced a *first* internationalisation strategy (Gouv.fr/CF 2018) following a national strategy for HE (Gouv.fr/MENESR 2015a) and plan for student life or experience (Gouv.fr/MENESR 2015b). Both countries are updating policies in the same direction of intensification. Country comparison enquiry enables understanding of similarities as well as differences in internationalisation field. Specifically, there are individual institutions' differences and how these differentiate themselves within each country, and within the international landscape. Institutional cases are an English university (UKuni) and a Parisian university (FRuni). They belong to a league of excellent research institutions so they are broadly comparable and the contrast between these institutions and countries is of interest from a comparative international education standpoint, not only because of status and similarity, but because of observable differences that may go unnoticed without comparison considering linguistic and cultural environment, and due to unique historical and institutional characteristics.

UKuni is part of the elite 24 universities in the UK called the Russell Group (RG) long-established. UKuni has a claim to be within the top 200 globally recognised universities in the 2016 based Times Higher Education (THE) World University Rankings and top 10% in the latest impact rankings by THE. FRuni is part of recently formed regional cluster of high-performance institutions (19 initially in 2014) founded as a regrouping with on-going integration work planned by 2020 (UPS website). UPS is experimentally evolutive (Gouv.fr/MENESR 2019) as the biggest amongst national-scale projects, territorially advertised, publicly supported (EPAPS 2014) and led by the new University (UPS website). It was in a context of "excellence initiatives" (IDEX) as a major state-investment for the future with ambition for internationalisation and world-rankings in French HE.

The IHE elements below are useful for structuring and reporting Chapters 5 and 6. These are elements for consideration in international education therefore for *comparative cases* and a *complete* picture. They gather in a clear format to form an organising framework with indicators as a professional consensus “to measure the current state of education internationally” (OECD 2017:13) and analysis accordingly for international performance.

The “actors in education systems” are individual learners, and staff (in this thesis), providers with their instructional settings (university level) and the national “education system as a whole” affected by its government (country level). Actors and Indicators’ groupings with related policy issues such as “quality” of outcomes, “equity and resource adequacy” or “effectiveness” (Ibid.).

**Table 5. International Education Organising Framework**

Higher Education	Learning outputs and outcomes 1	Policy levers and contexts 2	Antecedents and	Constraints 3
Individual participants I	1.I. The <b>quality</b> and distribution of <b>attitudes</b> towards, <b>outcomes</b> individual education engagement in, and behaviour in teaching and learning	2.I. <b>Individual</b> <b>characteristics</b> of the individual learners and teachers	3.I. <b>Background of</b>	
Instructional Settings II	1.II. <b>The quality of instructional delivery</b>	2.II. <b>Pedagogy, learning practices and classroom climate</b>	3.II. <b>Student learning</b>	<b>conditions and teacher working conditions</b>
Providers III	1.III. The output of educational institutions and institutional performance	2.III. School environment and organisation	3.III. Characteristics	of the service providers and the communities
The system as a whole IV	1.IV. The overall performance of the education system	2.IV. System-wide institutional settings, resource allocations and policies	3.IV. The <b>national</b> educational, social, economic and demographic contexts	

Source Table 5: (OECD 2017:13 **highlighting added**)

This chapter, Chapter 5, covers the systems of France and the UK and two organisations (FRuni and UKuni) with respective internationalisation strategies (2.III & IV Table 5). Chapter 5 covers instructional settings about delivery, T&L methods to some extent, although classroom practices and climate are individually contextual. Thus, in continuation, Chapter 6 focusses on individual staff in their common professional context in order to elicit more about a few T&L arrangements presented in Chapter 5, including an IPA and ‘reflective’ account of individual ‘reflective’ perspectives about internationalisation as a social phenomenon.

The upper half of Table 5 is important with attention to identify “individual attitudes and backgrounds” (highlighted 2 & 3 are seldom investigated, often unnoticed, either through interviews or class observation, with usual focus on students) because they do affect pedagogy (2.II), 1.I., 1.II. of course, and impact ultimately students’ results, outputs, and context of policies. Those elements enable or constrain table’s lower half for operationalisation of strategy policy (2.IV) and performance, such as quality surveys and rankings (1.III & IV). Other contextual antecedents (3) also need consideration in making decisions for strategy (2.IV) and structure governance (2.III). Lastly, the prominent place of national ‘macro’ contexts (3.IV) was addressed (Chapter 2) and practically ever-present (Chapters 5 to 7).

## 5.2 UK Internationalisation

### 5.2.1 UK Strategy: “International Education Strategy global potential, global growth”

The above is title for strategy, which sets an international student recruitment target, a brand-supporting campaign “UK/Education is GREAT”, and agenda for achievement (Gov.uk/DE/DIT 2019).

The strategy (48 pages document) aims to present for the whole education sector. It is brief and visual with case study “boxes” and clear sections (Foreword, Executive Summary, main body, and Annexes A & B). The strategy may be in contrast with other in-depth government reports and papers, such as export strategy (from which it states it is elaborated). Like its French counterpart document examined (Section 5.3.1), it is of a “press release” genre promoting and setting a strategic goal or objectives.

CDA (Section 4.3) applies flexibly for describing, interpreting, and explaining country strategy, then connected to examining institutional strategies. An ‘explanation’ stage continues in Chapter 7. DHA practical framework as below serves as a starting point to analyse *specific discourses* in the perspective of argumentation through *linguistic devices*.

**Figure 10. Internationalisation Strategies' Scheme**



Source Fig.10: Applied from Matouschek, Wodak & Januschek 1995, cited in Titscher et al. 2000:159

The contents' titled sections expand on the term "global" with repetition and accumulation into four variations, namely "global success, global ambition, global reach and global potential". From titles, they can be conceived or synthesised as a *global growth / economic discourse*. However, these notions are a little vague and much related in meaning. Nevertheless, there is a UK government plan of (numbered) "actions" such as:

1. Appointing a specialist International Education Champion
2. A Marketing campaign "Education is GREAT" with £5 million fund for exports
3. A sustained welcoming environment for international students
4. A whole-of-government approach (a steering group along the already existing DE/DIT Education sector advisory group)
5. Exports activity - or Improvements to statistical exports data reporting (5 points in Executive Summary)

There are 23 actions listed (Annex A: Actions Summary). The Foreword is by secretaries DE/DIT, but real control is across government. This is evident with a "whole-of-government approach" (Ibid.:3), the steering group and a few action categories that remain under "ongoing review" (as per the Action Summary). Although strategy is DE/DIT originated, it is tied to other ministries such as the Interior or Home Office policies with regards the monitoring of a welcoming environment, specifically visa application processes, work rights, including post-study. Some categories, including

policy-related, are being under review; it shows recognition that this matters economically, especially for the HE sector (Actions 3 to 5).

The £5 million “GREAT” Challenge Fund (Action 2) will be open to bids from early years through to HE. The strategy lists involved organisations (Annex B).

This latest strategy looks extremely ambitious, as it covers internationalisation for the entire education sector, from early learning to technical and vocational education training (TVET) sector. The title “potential” is close in meaning to ambition, this in order to increase “growth” (title contains both words) and “build on success” (Ibid.: 2). Strategy ambition is as follows:

“(...) an **ambition** to increase the value of our education exports to **£35 billion** per year, and to students hosted in the UK to **600,000** per year, both by 2030” (Gov.UK/DE/DIT 2019: 2).

Behind the word, “ambition” is a target with numbers attached clearly. Convenient although imprecise wording as an ambition allows projection of a positive outlook on the one hand, which is perhaps open to stay unfulfilled in terms of actual growth on the other hand. A target (like an ambition) is merely a forecast that might not deliver either, but it is useful to distinguish neutral from aspirational language. From *types and actual contents of discourses*, reflection about *description and interpretation* of meaning is possible.

A synonym of “target” is “objective” (cited in bold red); “to drive ambition across the Education sector” with 35 billion by 2030 (Ibid.:5, page numbers quoted thereafter). This appears in other forms with “to maintain and increase market share” (p. 9).

However, consulting strategy graph “UK revenue from education related exports and TNE activities 2010-16” (p. 8) and projecting to 2030 with the same percentage growth reveal a figure around 35 billion. It highlights this target is not ambitious in contrast to the relative language used.

There is argumentation intensification with the combined high frequency use of the words “global” (frequency 100 times) and “world” (50 times). If “global education”, “global demand”, are ubiquitous terms (i.e. standard business terms in frequent use such as global supply / demand, opportunity / challenge etc), then other expressions include the word “global” almost to the point of triviality or pleonasm, for example “globally minded”, a “global environment” or a “globalised world” (where “globe” has affinity with “world” or “environment”).

There are unnecessary redundancies with terms such as “global” or “world-stage” alternately used and one cannot miss “around /in-the-world” or “world-lead”. The superlatives “most” and “almost” are used frequently (17 times) and in conjunction with “in the world” (5 times). There is the “second most popular study destination in the world” (p. 8) and “the second most popular global destination for international higher education students” (p. 33). There are other examples; “the UK TVET sector as a worldwide, world-class operator” (p 40, Action 18) or where the word “world” appears (4 times) in a four-line sentence about UK Education at the start of the Executive Summary (p. 4).

Another linguistic realisation is performed with the use of common nouns, for example UK is “Great” (likewise “Bienvenue” / “Welcome” in the case of France), that morph into pseudo proper nouns through branding IHE, giving thereby weight and formality in meaning. Formalising and standardising are necessary in branding but perhaps with no guarantee of sufficient conditions for true operationalisation of specification for a good, service or process (even less so for education services viewed as intangible goods). Impactful and prioritised linguistic expression with certain words’ repetition such as “global” contribute to predicate and reinforce the subjects of “education or environment” understood as a “global” objective reality.

These linguistic devices effectively create over-emphasis for the text and subjectivation thereby making it unquestionably convincing *international / global discourse* (albeit insufficiently and superficially). Furthermore, in terms of qualitative substantiated commentary, throughout the Foreword, Executive Summary and whole document, examples of overlapping statements of classic rationales or logics conceived as *specific discourses - economic, political, educational or social-* are presented together side-by-side in places, which however creates confusion at the expense of clarity. This is a problematic aspect whereby real strategy may become a blur with general imprecise rhetoric despite including specific discourses (without details).

To illustrate this idea, the Foreword opens with the register of an *educational discourse* as per an elite, reputation and talent-driven narrative (“world-class education”, “global reputation”, “renowned and prestigious”, “the best”, “quality”, “excellence”). This *education discourse* then enters *economic discourse* (“contribution to economic growth”, “exports”), a *political* (“UK’s soft power”) and *social discourse* (“tackle global poverty”, “security”). One reason why this happens and not just due to constraint of introduction and conciseness, it is that leaders are often reluctant to declare main, exclusive interest in *economic discourse*, therefore *other discourses* accompany it. This is not useful for clarity and transparency in communication. Neither is it useful from a viewpoint of setting strategic goals (and providing details) for operationalisation.

An example in the Executive Summary is: “Education **exports** also bring **value** in the **collaboration and partnerships** they foster, helping to forge **soft power** and **global relationships**. These underpin opportunities for the UK and our international partners to develop, **trade** and collaborate” (p.4).

A circular argument is evident with *economic discourse* (“exports”) then - *educational* (“collaboration & partnerships” whether research or teaching) - *political* (soft power) - and back to all with the *economic* (last sentence contains the “trade” word between “develop” and “collaborate”). A logic of economic success actually transpires from the beginning to the end in this excerpt.

Another quote states:

“This ambition is **not just economic**: international collaboration brings with it a **better understanding** of the UK system **by our overseas partners** (...) and **helping them to share** knowledge and exchange policy” (p.5).

This is a problem for communication when it is unidirectional as opposed to an exchange of viewpoints. There is no mention of the UK’s understanding of overseas partners (“understanding...by”) in this quote thereby denoting a superiority (“helping them”) or neo-colonialist influence rather than acknowledgment of mutual interest and benefit in collaboration. The quote works at stressing economic logic is not all the ambition or “not just economic” (but is it really if no other dimension is considered?) Therefore, this quote could be viewed as problematic.

The same idea of economic logic shows in the next quote:

“As **part of** this ambition we want **to grow the numbers** of international higher education students studying in the UK to 600,000 by 2030. More broadly, we will **support our global partners in their education objectives** and, **by doing so, increase the UK’s global reach and influence**” (p. 5).

Although increasing international recruitment or exports (“grow numbers”) can indeed be linked to a *political discourse* (soft power and diplomacy for “global reach and influence”), it is worth remarking the *economic logic* of commercial, revenue-making for universities is not acknowledged explicitly or fully (it is “part of”) in this instance. There is a mix with *educational discourse* too (“their education objectives”) formulated again as one-directional or hegemonic whereby none other than soft power is implied.

International students are described as economic contributors during their study and post-study in many sectors including education (nomination or referential arguments):

“**We have seen students who come to the UK to study stay on as graduate innovators, setting up enterprises** such as **language training** in London, catering services in Newcastle and business support technology in Glasgow” (p.4).

This is balanced elsewhere, where all discourses can be found (in bold below). International students are economic but also social, educational and political contributors along their national peers. International students clearly bring economic value and more. “Contribution” is “invaluable” as per great or precious but also not to be standardly measured. Therefore, this contribution is open to be (not) considered. Why should we be talking about international students as their contribution is invaluable? The undercover meaning of this variegated discourses is that the economic logic is all what matters even if it is “not just economic”.

“ (...) international students make an **invaluable** contribution to British **society, bringing with them new knowledge, cross-cultural understanding and global friendships, enriching the education experience of domestic students**. International students play an important role in

**maintaining the viability of certain courses so that our domestic students can continue to access them.** They also bring important **revenue** to the UK higher education **sector** and to the UK **economy**. International students have the potential to become some of the UK's **best advocates overseas**" (p. 11).

The point about bringing revenue thanks to international students really is a main point even though it is presented as not the whole aspect or "important revenue" in the middle of the above paragraph. The big importance of revenue is slightly masked amongst other contributions international students bring at the start and end of paragraph. International students are described as "innovators, and "cross-cultural" contributors. There is no mentioning of how they benefit apart from assuming they benefit from UK international education.

International students might set up modern languages' support with "language training" and other business (p.4), but this is not explicit. All else is about "English language training", English use juxtaposed to "cultural credentials generate global connections and relationships" (p.4), again (p.13), and as a "dominant global language" in training section (p.30). There is exceptional mention of "Chinese language and culture" with a 3-week taster programme (p.14). Overall, culture is cited 8 times, language 21 times and English 30 times, but there is no reference to modern languages for internationalisation.

Challenges presented are the quickening of competition, regulatory, financial, data and transparency barriers. There are practical barriers cited but no *political, cultural or linguistic* barriers mentioned. Opportunities mentioned include the exit of the UK from the EU and with support from the UK government exports strategy. A cited "90% of global economic growth in the next five years expected to originate outside the European union" supports "global exporting potential" (Ibid.:3). The statistical source for this projection statement is unreferenced.

The stated necessary efforts in order to have an attractive environment for international students and to preserve market share, arise from to the increased international competition (a challenge) rather than any possible retrenchment at national level (e.g. Brexit is presented as an opportunity only). Researcher observes that lengthy time to sustain or adjust mobility and partnerships, negotiate new trade agreements (in years realistically), ageing demographics, labour needs and accompanying policy in the UK are real, but not considered in strategy currently - economically, diplomatically, educationally and socially- although this is implicitly covered with the mentions "ongoing review" it is suggested. This is a sharp contrast with the national internationalisation strategy of France, stating the European dimension as a priority (Section 5.3).

Categories of interest for the UK economy and HE sector are the "ELT" international provision (also other providers), what is presented as "EdTech", the TVET or "skills" UK landscape, and TNE. All are

wide educational fields of their own and extremely important. The fields are inter-related too (TNE, ELT, technology and training). UK government actions in contact with stakeholders are listed separately and the horizon for review or completion is Spring 2020. Only discrete actions such as training support in webinars form, or the publication of country guides appear listed for 2020 completion. This is ambitious or unrealistic for such endeavours of mapping TNE or ELT intelligence and concerning the International (European) “skills” institutional and accrediting context.

Even though internationalisation discourses are related and overlap in some way, their formulation does not produce a balanced strategy and action list. Actions 14 to 16 for ELT are restricted to exports agenda and through to economic sectors. Action 20 sets out to grow TNE, cites regulatory barriers but does not acknowledge linguistic and cultural barriers in achieving international agreements with mutual qualification recognition. It explicitly states one side only or the recognition of UK degrees in host countries, including online blended ones. The lack of acknowledgment of real linguistic and cultural barriers is a commonality with France strategy as presented below.

Through linguistic argumentation and devices, strategy contents help to convey a simplified, inaccurate and incomplete idea of internationalisation that is convincing through a process in disguise or “naturalisation” (Fairclough 2001:89; Section 4.4). The discourse of “*global growth and ambition*” is overstated, quantitatively flawed and focussed on international exports’ growth rather than a balance with national provision (at home). This applies to all sections of the strategy whether IHE, English language training, even early learning where national provision and funding is not systematic by far and ought to come at par with international exporting at the very least. Early learning is not thesis’ focus but is interestingly related because key mention along modern foreign languages and holistic learning from interviewees (Chapter 6).

Discourse consists of general, on-going but fragile, revenue-growing or business-oriented default position. It is a naturalised and taken-for-granted discourse. However, this common-sensical discourse hides those specific alternative discourses of internationalisation -*economic, political, educational and social*- are not acknowledged and explained enough to set up true strategic success and deliver practically in each of these domains internationally and nationally.

To summarise, Economic, political, educational and social discourses are all present in strategy (2019). However, internationalisation is already a puzzle, but the national strategy becomes opaquer paradoxically, through omitting, mixing or merging discourses, and helps to disguise dominant economic discourse of a ‘neo-liberal’ ideological type. The “Global growth and ambition” discourse holds an exclusive ‘business-oriented default’ position towards exports, which is always necessary but not enough from a business enterprise viewpoint. This position is most definitely limiting in the capacity or vocation of any government with a wider agenda that is not strictly, overwhelmingly following an economic agenda. This clearly means a government should not

function strictly as a business because government is not simply a business by its very function definition. In other words, a business-defaulting position or an exclusively neo-liberal orientation is unbalanced economically from any government's perspective with a wider social and educational agenda. Finally, the approach for internationalisation is 'monolingual', slightly 'neo-colonial' in language, tone and contents through unidirectional educational comments, and the marketing of English-only with notable absence of modern languages training or instruction. Practical or legal barriers to internationalisation are cited but no political, cultural or linguistic barriers are mentioned.

## 5.2.2 The case of UKuni

### 5.2.2.1 Strategy of Excellence, Quality and Global Citizenship

UKuni has five Faculties with a School structure. Humanities feed into two Schools (Arts and Humanities). The Faculty of Social Sciences has five Schools or departments such as Mathematical Sciences, Education, Law, Business, and Economic, Social & Political Sciences (ESPS). The economic, societal and political provision is obviously present within curricula, and it is worth observing that there exists separate Business and Social Sciences' Schools with distinct UG and PG provision. The Business School has no Economics department although the departments include Economics in multidisciplinary ways through particular modules and staff is qualified in Economics. The provision is organised into six disciplinary departments (Section 5.2.2.2).

UKuni prides itself to be interdisciplinary in course modules (UKuni Website, university life learning-teaching webpage) and this appears in many forms for personalising a degree (not exclusive to Business). Any student may choose language or interdisciplinary modules such as "Intercultural Communication in a Global World" and "Business skills for employability". It is the Business School's vision to be "truly distinctive via its multidisciplinary and integrated" with a mission "Delivering Management Research and Education with Rigour and Relevance" (Business School website, Who-we-are & Vision-and-Mission webpages). A notable number of research centres with interdisciplinary orientation exist within the faculties and schools. Business has eight research centres whilst ESPS has ten and the university counts in excess of two hundred. An e-platform for Business students and serviced by Humanities-Languages evidence integration with professional support services.

UKuni has a decennial strategy and internationalisation articulates with Research and Education. Its mission is to "change the world for the better" with a vision for quality. Strategic pillars include "**Internationalisation** (reputation), **Quality, Collegiality** and **Sustainability**" (**IQCS**) (UKuni Website; Summary in Appendices C and D). The formulation varies with "national or international

reputation". *Quality* and talent of students and staff are the dominant nomination or predication themes. Internationalisation is meant to infuse every aspect of university life as shown in statement "To **compete** with **the very best** we **will embed** an **international dimension** in **all** aspects of our strategy" (UKuni Website, Strategy 2016, italic bold added thereafter). The strategy evolves with incremental progress. Its latest update (2019) reformulates "to compete (...)" as follows: "To **maintain** our **position** as **one of the very best**" (version in Appendix C).

"International dimension" that is reminiscent of Knight's definition is replaced by: "Internationalisation at UKuni will be driven and **embedded by our students, academic and professional services staff, governance and leadership**". Little words such as pronouns "We" and "our" replace "The university" and "its" (Ibid.). Therefore, it is clear UKuni has updated strategy by acknowledging and owning linguistically a more human stance with the contribution of people (as stakeholders).

The updated strategy adds key words such as "reputation" and "quality" whereas some sections or words are deleted. World ratings support reputation and international profile that in turn support quality. "As measured by world league" is mentioned twice, that is in strategy and achievement to-do-list. All this shows the strategy is becoming more precise in formulating its goals.

Crucially, a new clause elaborates from "UKuni (...) support its communities and **celebrate its diversity**" with updated "**celebrate our diversity** and **add value** to our **communities at home and abroad**". With the mention of "at home and abroad", this signals an awareness of conceptual evolution in the field ("At Home"/"Abroad" problematic definitional categorisation).

However, the understanding of valuing diversity is ambiguous with the expression "add value". Technically, the concept of "valuing" is different from just "managing" diversity (i.e. valuing means sharing, possibly adopting others' perspectives from an educational, HR, sustainable and equal opportunity stance). However, the use of "add value" clearly holds cumulative and financial connotation so it blurs somehow technical meaning. The verb-plus-noun combination "add value" perhaps lacks detail and denotes business gain. It would be useful to develop examples or have clearer details elsewhere about celebrating or valuing diversity and "adding value" to communities. Nevertheless, this is part of a "vision" in essence a general formulation although aspirational. This is what UKuni envisions and leans towards. This goes to illustrate once more the observation of a dominant economic discourse with social and educational discourse just hinted as described above.

The strategy states a vision to be "a leading global institution" whilst Education strategy aims to be "internationally recognised for the quality of its education" and "attract qualified students from across the world". Documentation uses and repeats a vocabulary of *excellence* in many forms (outstanding, world-class talent, high quality / highly qualified students or applicants, world-leading

staff). The vision update swaps “**leading** global institution” with “to have **global reach** in education and research”, which is more specific (Appendix C, UKuni Strategy 2019).

It is interesting to note and interrogate what the meaning of global “reach” might be in comparison to “lead”. Perhaps the word “reach” could be seen more suitable than “lead” as one departure from meaning “to be ahead” or “unidirectional” (a Communication problematic aspect that was mentioned previously). “Reach” could be either used in a sense of a multi-dimensional communication or it could be “reach” in a sense of branding and market-share achievements, again an exports’ logic mirroring the UK national strategy. It is matter for reflection but holds ambiguity.

A vocabulary of international *excellence* and *quality* stands out in places: “leading, world-leading, world-class, outstanding, ground-breaking or cutting-edge” are noticeable in documents (UKuni Strategies, Website). One statement reads:

“Our **world-leading** academics deliver management research and education with **rigour** and **relevance**, solving **real-world** problems faced by businesses, organisations and governments. We **bring together experts** from a **diverse range of business fields** (...)"  
(UKuni Website; italic bold added).

In the Business School, an elite position and impact of actions is locally situated within the faculty as displayed in the statement above. Furthermore, proof of *excellence* is demonstrated with a number of high-*quality* accreditations or possessed (AMBA & AACSB) or in progress (EQUIS). Connection to professional associations as well as professional bodies attest to active corporate and real world and work-based learning engagement. As part of this Quality Assurance process, demonstrating international aspects through particular indicators is important within the evaluation notably with EQUIS, which was cited in interviews (Chapter 6), but misconception potentially (Chapter 3).

The strategy update (2019) provide precision on academic *collegiality* and community. Students will be attracted to a community that is “welcoming, diverse and growing”. There will be a “welcoming and enriching international environment to retain and attract staff”. The strategy page lists five numbered points for achievement such as recruitment of “outstanding students” (1) and “staff across the globe” (2), funding and portfolio diversification “through evidence-based engagement strategy” (3), “international Research profile and impact (4) and “global partnerships” (5). Recruitment is worded as “to attract” for students and “to retain and attract” for staff. Recruitment is “evidence and scholarship-based”.

The four pillars (IQCS) mentioned above do not stand separately and overlap evidently. Strategic elements combine altogether to represent an explicit and specific (albeit wide) discourse of *global*

*citizenship* (Section 3.2.2). A quote from UKuni president's introduction to overall strategy demonstrates or synthesises this idea:

“We will develop graduates who are confident ***global citizens***, equipped to make a ***positive contribution to the world***” (UKuni Website 2017).

This discourse not only contains alternate and related narratives of, *internationalisation, quality, collegiality, and sustainability*, it also contains two strands of *collaboration* on the one hand and *competition* on the other hand. For *collaboration*, this is illustrated by the focus on strategic “partnerships” worded “relationships”, “experience” (e.g. “high quality education and student experience” or “a great place to work”) and “community” (e.g. “community built on trust” or “a vibrant international community” or “support its communities and celebrate its diversity”). Elsewhere, *competition* appears through a narrative of excellence, talent and reputation race for quality. This is shown by “to compete with the very best”, “will attract world class talent”, “recruitment of diverse, high quality, high potential students” and “Recruitment, development and retention of our diverse, high-quality staff”. With both collaboration and competition, high diversity and quality are present. However, an essential difference is one operates to be ahead and ‘against’ others in competition whereas one may collaborate ‘with’ someone or others. As a result, even though the best quality is sought for collaboration as well as competition, the concepts are opposed or slightly antithetic.

Does increased competition not affect collaboration at the same time? Research and education require and happen through collaboration. The balanced coexistence of both *collaboration* and *competition* is a difficult question to check. Along with *global citizenship*, *collaboration* and *competition* do require further reflection with potentially conflicting meanings. The concept of *Global Citizenship* appears to encompass conflicting terms (Section 3.2.2).

In the strategy update, there is a sign that two themes of *collaboration* and *competition* could be seen to balance at least in a statement of intention. This shows in the following excerpt where the word “reciprocity” is added next to “selectivity”:

“Build ***high-value global partnerships***, networks and alliances, including for ***transnational*** education achieving ***impact*** through ***reciprocity*** and ***selectivity***” (UKuni strategy 2019).

The “high-value global partnerships” is kept from the original list of achievement goals with added “networks and alliances”, on the basis of which, “transnational” TNE occurs, the latter is a new mention. An important point is that TNE ought to happen through “reciprocity” as well as “selectivity”. The word “impact” replaces “critical mass” along “global partnerships”. It is included in vision as “education and research that leads to real-world impact” and with “international

research profile and impact". Therefore, collaboration exists for research and education, leading to successful (impactful) partnerships.

However, the debate remains open as for actual balance or recognition of *competition* and *collaboration*. For now, TNE is a definition of export-based activity with provision "delivered in a country other than the country in which the awarding institution is based" (UUK website; & Glossary). Even though there is a specific definition for TNE "mainstream" meaning for all parties and large debate (UNESCO 2018; Section 2.2.2), evaluation of result and "impact" still depends on quantitative measures as per rankings, through numbers of research output publications and partnerships, in order to measure international success associated with *excellence* and *quality*. These quantitative ruling aspects apply to UKuni and to HE widely. That primarily gives an edge to *competition* over *collaboration*. Of course, success is intrinsically dependent upon *collaborative* input in areas such as scientific scholarship of disciplines, T&L, intercultural and language(s) communication. So, TNE happens through a qualitative academic process that can be mainstreamed inclusively or evidenced-based too (*Ibid.*) that is perhaps not fully acknowledged in strategy policies it is suggested. That process recognises leadership decisions involved in international academic activities with regards to interdisciplinary, T&L training or development, scholarship including Humanities for Languages and Communication, not just managerial processing of Marketing, key-performance-indicators (KPIs), rankings of partnerships and research mainly as analytic data towards internationalisation.

The discourse of *global citizenship* carries some additional ambiguity through the pursuit of *excellence* and *quality*. By pursuing *excellence*, whether for *collaboration* or *competition*, is it not favouring an exclusive and elitist approach to education rather than an inclusive one? Is it not at odds with the definition of *global citizenship* that reaches for the weak and the poor (UNESCO 2015, Sections 2.2.2; 3.2.2; Glossary)? In *global citizenship*, inclusivity is valued at least theoretically.

This is not to infer (as per an elitist principle) that "not everyone can be the best". The reverse is also true "everyone can be the best" or as UKuni "one of the very best" at least. However, does not valuing the elite conflict with principal mission of universities to educate a majority of youth 18-25 population, the widening participation agenda as well as the scholarship of (inclusive) T&L? To clarify, "valuing the best" means practically higher entry requirements, which could be seen as unfair for students with less proving educational opportunities, set aside possible widening participation access scheme. High fees, whether national or international, are practical or real barriers to access, set aside the availability of selective competitive talent bursaries. This is also at odds with *global citizenship*.

*Collaboration* and *competition* themes have implied contradictions that exist because of particular language used in general or high-level strategic policies and they appear further in this thesis (Chapter 6). This links to globalisation double rationale (Leask 2015) and as presented in literature review (Sections 2.2.3; 3.2). These are arising questions or ambiguities in policy that remain and need clarification or discussion, through language precisely with respect to genuine internationalisation for all.

To summarise, the *IQCS* strategy is commendable in striving for the best and making UKuni look “excellent”. However, the pursuit of *excellence* appears to value an elitist or exclusive business vision of education and is at least implicitly present in policy through language use despite update. Actual business approach to strategy, mission and objectives is based on a quantitative approach of selective measurements of performance such as research rankings and embedded KPIs. As a result, there are three factors of ambiguity identified, firstly in relation to *global citizenship*, secondly for the successful education of a large youth population, and thirdly with the scholarship of inclusive education. A fuller ‘qualitative’ internationalisation approach to performance needs to be acknowledged and stating what evidence could be used. Next, curriculum organisation itself is addressed.

### **5.2.2.2 UKuni Curricula and Pedagogy**

#### **5.2.2.2.1 Curricula**

Business school curriculum is organised into six departments such as Accounting, Banking & Finance, Decision Analytics & Risk, Digital and Data Driven Marketing, HRM & Organisational Behaviour, Strategy Innovation & Entrepreneurship. The provision consists of a full palette of UG and PG courses, some with a “Placement” (P) or “Study Abroad” (SA) variation (three or four-year courses). These variations develop employability elements (P) or internationalisation (SA) or both (if a P takes place whilst on SA).

International contents such as International Marketing, or Banking & Risk usually requires a deeper level of discipline understanding or awareness of financial globalisation. Therefore, modules may be on offer later in programs (Year 3 or 4). This is visible in the descriptors consulted in courses such as a Finance or Marketing program for example.

The same applies in Law and Social Sciences school because students need to complete foundational or UG core Law (constitutional Law, civil Law) before they can commit to more international specialisation later. Therefore, students need typically (not always) to complete a disciplinary grounding before choosing a ‘full’ specialisation of international character.

At UKuni, an international outlook is possible, at UG levels with languages traditionally and as preparation for mobility. This may take the form of elective options through credit (non-credit) bearing, or other Humanities' modules. However, linguistic and cultural awareness preparation are needed as early and as fully as possible in combination with other disciplinary grounding in order to fully benefit of international educational opportunities especially a stay abroad. That is traditional although there are other beneficial forms such as "shorter" stays abroad that may be accessible to non-linguist or non-fully mobile students (Jones 2010; Section 2.2.3). There is a wide choice of Modern Languages, ancient classics (Latin, Greek) for dedicated study and EFL provision notably. Students on eligible courses may study a language as a "minor" alongside their degree. Note that this is the case in some but not all universities in the UK and trend for languages' provision and take-up is one of national concern (Section 3.2.2; Kelly et al. 2018). The availability of language and intercultural awareness training is essential along internationally facing modules.

UKuni eligible "courses with language" belong to various faculties and social sciences but interestingly none appears from the Business curricula (in contrast FRuni has compulsory foreign languages modules qualified as "options" in French). Students may enrol onto a language scheme "the UKuni opportunity" at no additional cost and subject to timetable availability, which is a great strength, but it remains optional and limited. This is particular to UKuni case and some universities' schemes but a feature not that widely available nationally, that cannot be inferred. Some universities may charge additional fees for attending modern languages' modules (not referenced but researcher's observation and experience), which results in less demand, worsening the already depressed take-up due to secondary level optionality.

Besides, internationalisation cannot be about choosing electives only, so caution applies; in other words, it is unlikely to be sufficient and has to be holistic throughout organisation and campus life. Business students may take additional professional exams along programs that attest disciplinary professionalization, engagement with external bodies and strengthening disciplinary identity beyond academic qualification. For students' employability, this is a big factor along with language and intercultural experience. Encouragement and support for this integrates within the formal curricula and through external or academic invited guest speaking, also information sessions from professional services (Careers / Library / ICT) at UKuni. Therefore, students can leave the university with more than a taught degree that means to say with developing professional identity and employability agency.

Examining Business curricula structure and several descriptors reveal the use of the following. The programs could not be audited or reported in their totality and variety for good reasons (e.g. the length of this thesis), however, this is a snapshot with synthesis rather than an exhaustive account (FRuni likewise), and as explained (Sections 1.2.4, 4.3.2, and 4.6.2). For example, in a Finance program,

methods include real-world application and the use of real-life software such as trading suite and databases for quantitative training and data analysis. Through those methods, focus is on quantitative aspects and in keeping with financial discipline. The key-targeted skills in that program are “problem solving, communication and teamwork”. This is the focus although one must critically observe that these skills would much depend on qualitative, intercultural and language training methods too.

At UKuni, students may register onto an integrated 18 month-Master instead of a classic 12 months. This longer duration could be electively helpful towards not only assisting with disciplinary foundation at Master Level, with internationalisation process or students who may have socio-cultural or language challenges additional to disciplinary study difficulty.

Part of Language provision and support at UKuni are embedded in T&L service and infrastructure (Sections 5.2.2.2.2 and 5.2.2.2.3). However, it is an observation that the importance of ‘modern languages’ does not appear considered enough in Business (optional subject to space and timetable). This is important because it hinders mobility to countries other than English-speaking evidently, also for other reasons. Furthermore, it is a stake for local English-speaking students even with linguistic diversity (more so than for international students who already are abroad, and mostly speak one or more languages in addition to English). This is valid for both educational and employability pursuits. Examining Business courses and programs’ titles reveal there are not many modern languages included in curricula as ‘core’ distinct from ‘elective’, except for few programs, some being in Social Sciences (e.g. a Bachelor with French). As for the provision of ‘English’ language support, it is important that it is made available inclusively. It is especially important not to take assumption that national students might not need support. The availability (or not) of language provision is key for reflection and alignment with inclusivity of goals, contents and discourses displayed in strategic policies.

### **5.2.2.2 Pedagogical / Teaching and Learning Methods**

Pedagogical or T&L methods may be arrangements that pay attention to contents, inclusivity and employability in this thesis. Generally, the term pedagogy can be the art and science of teaching. Teaching is not simply about imparting knowledge in a mechanical way. Pedagogy is artful in the sense that the teacher might develop a bond with students, emulate a confidence to motivate them and enable independent active learning, and through constructive alignment (Biggs & Tang 2011). It involves plethora of practical, social or psychological considerations as well as strategies contained within (explicit and tacit).

Effective pedagogy is about promoting a conducive environment for Teaching *and* Learning. From ancient Greek philosophers who valued dialogue to pedagogy of “the oppressed” (Freire 1970, 2000), institutional pedagogy in France (D’Ortoli & Amram 1990) to the “scholarship of T&L” (Boyer

1990 cited in Uzoka et al. 2013) to “pedagogy of the possible” (Johnson 2015) to the IntlUni (2015) “good practice” and “quality criteria”, it is clear that beyond expert specialisms, a reflection about *critical* principles of good practice in Education is commonly shared.

In terms of language, ‘T&L’ is commonly in use along with pedagogical interaction in the UK whereas ‘pedagogy’ (pédagogie) is possibly mainstream use in France as it is used a lot with ‘Teachers and Learners’ (Enseignants et Apprenants) rather than ‘Teaching and Learning’. Therefore, this is the reason for choosing to use both terms, not underestimating richness and diversity of literature (the subject of another thesis for ‘pedagogy’ as alternate term for ‘T&L’). ‘Learning’ is sometimes positioned before ‘Teaching’ to shift weight (i.e. L&T).

Furthermore, even if language and culture vary across disciplines and countries over time, good pedagogical principles or T&L in education involve the same broadly speaking. These principles attend to sound planning and method for teaching, to giving space to student learning inquiry, to partnership (or co-creation) with students, to all public or audience accessibility, with due regard (awareness) for context, and individual backgrounds to enable all the former. Lastly, if learners are key, teachers do have a role in enabling, not just technically designing and delivering curricula.

In the UKuni programs examined, pedagogical methods involve a balance of a traditional bigger lecture and smaller group tutorials, seminar, or workshops. There is the possibility to discuss with experts in their field. This is important, indeed not superfluous, to read this stated description in curricula. A difference at university with college or secondary school is that a higher level of independent study standardly applies, however, support is available. Students throughout the student lifecycle do not always fully understand a balance that is so important for independent and critical skills. A lower level of lessons’ contact time at university in comparison to college, is a result of this workload balance and moderated with the possibility to get advice, guidance, or supervision through various channels at university.

In the case of the UK, this university pedagogical set up has been recently in question with a more commercial environment generally, and the increase in tuition fees. Stakeholders have challenged many T&L settings with the notion of value for money. With the growing presence of international students on UK campuses, this set up can be an issue for some due to higher contact times traditionally in place in curricula of some other countries. For all these reasons, it is nowadays even more important to see pedagogical provision clearly acknowledged or detailed formally, transparently, and intentionally (De Wit et al. 2015:51) amongst key aspects. However, as mentioned in above introduction, pedagogy remains a creative, and versatile process of “formal” and “informal” curricula (Chapter 3; Leask 2015); it cannot just relate to a formal process.

Academic activities at UKuni may consist of exercises, problem-based learning (PBL), case studies, perhaps private study with guiding reading references, or individual supervision, or online training. There is some practical or professional experience with visits (real-world learning or work-based), personal and peer-group reflection. The Business discipline is active and creative in incorporating employability elements into pedagogical methods. The completion of various research projects and (e)-portfolio is a key part at levels of the Business curriculum. It complements the traditional case method to combine practice with theory.

The international with intercultural dimensions of curricula in relation to both inclusive pedagogy and employability are more difficult to explicitly pinpoint in contents and balance beyond the “international” mention of any given program title. In this instance, that is why an “intentional” or “purposeful” (*Ibid.*) international comparative approach are useful to curricula in ‘case’ approach or ‘assessment’ for example.

Recently, the creation of MOOCs, sometimes in response to special events and anniversaries, support both international and employability dimensions at UKuni. There is Entrepreneurship development amongst students with university-wide open competitions, specialized training, and guest-talks. Organizational entities such as an Entrepreneurship Network and a Business incubator run a number of these initiatives.

Lastly but importantly, student union and associative life through a high number of societies and platforms, play a holistic role with employability, international and intercultural dimensions at UKuni. Through societies, students can develop hobbies, life and professional expertise, and whole vocations. As further explained below, this is referential in terms of information, guidance but also participation, responsibility, agency, and leadership opportunities.

#### **5.2.2.2.3 Additional Teaching & Learning**

T&L comes in the form of online, language and communication initiatives that are complementary or even integral to curricula & pedagogical methods at UKuni. Note that ‘additional’ takes a different meaning here from a support function or traditional T&L conception (perhaps outdated).

TEL is instrumental and increasingly at the forefront of curricula development. As mentioned, various disciplines areas have seen the creation of specialised MOOCs that seem to serve formal and informal curricula altogether. Other initiatives include an e-platform ran by an e-Modern Languages’ development team to inform and welcome potential or future students from abroad and serve a role of projected or pre-socialisation between students. The “Get Ready for UKuni” is a “free course about life and study at a university in the UK” and directs to pedagogical resources detailing (e)-Communication, language and cultural elements. Language and intercultural awareness through understanding features and attitudes within ELF are introduced through interactive activities. A free

interactive website nationally available to universities has performed a similar preparation to UK study with 23 learning modules on “Prepare for Success” (PfS 2008-19).

Another discipline-specific e-platform is a Business course “designed to help you prepare for success in both your degree and future employment”. This is online or blended that stands to support all Business students; Modern Languages and Linguistics department mediate this platform. One section addresses academic and professional skills for business along sections for academic information and language with EAP and further signposting to services (Library, Career, additional technical video training). It is optional and non-credit bearing but there are technological badges. The platform is inclusive at least potentially as accessible to all, but it remains optional as well as employability activities. There is also a socialisation and professionalisation function at play for Business students to liaise with clubs and societies of interest.

Further to specialist, language support through EAP, there is a language scheme already cited that offers students the possibility to learn a language. This is an optional Language scheme as integral part of intercultural and global citizenship training (but non-credit bearing). Initiatives aim to support internationalisation such as the Language MOOCs “Understanding Language” and “EMI for Academics” - the latter related to CPD for staff as distinct from being student facing. Lastly, a number of disciplinary training modules exist; an interactive “eLearning sustainability” module is accessible - an action led by Geography department and interdisciplinary efforts towards sustainability.

There are award events, one of which is around online learning or VLE, which celebrate appreciated practitioners for their virtual or e-learning contribution whether in terms of design, contents, employability or wider applications and blended connection (online/face-to-face interfacing). In terms of physical infrastructure, an “Anniversary” T&L building is in construction to provide more space and technology access. With regards informal and hidden curricula, events are organised that involve social encounters whether in the shape of a “language café”, an “intercultural café” or projects such as visits to local cities, museums and historical landmarks of UKuni region.

Finally, all above educational features participate in synergy to a holistic process. These features whether curricular formal programming, pedagogical, or additional described, contribute to internationalisation for *all* at UKuni. Organisational, methodological, technological, linguistic, cultural, and associative aspects form part of a wide, open, and flexible infrastructure to create sustainable conditions for internationalisation. As a result, sustainability spreads environmentally and socially across curricula modules, operations, research, and experience through a wide *institutional* infrastructure.

### 5.2.3 **Addendum - International Education Strategy: 2021 update Supporting recovery, driving growth**

This 2021 document is officially worded not to replace the 2019 strategy; however, it has made major adjustments in addition to acknowledging the changing global growth context due to Covid-19 pandemic and EU exit for future evolution. The update was not discursively analysed, as I was far into the thesis and writing-up process, hence this addendum. Analysis and findings stand to date, and a few key elements are noted. The targets are well underway quantitatively (in line with previous comments). There is a new Champion. The export focus has not changed, there are Country-priorities (much like in the case of France), Export champions with Export-Finance appointments, and a move to a “government-to-government”, a “system-to-system” approach providing more devolved and international cooperation details for engagement. Improvements to immigration regime(s) (always in review) are to support smooth logistical route to international study. Government departments and the Champion will work with British Council to address international “market barriers” (e.g. market access barriers such as financial, regulatory, with added employability, social mobility, and e-learning aspects). A notable improvement is acknowledging the contribution besides an economic one from international students, plus on-going consultation and projects to address evaluation and support in terms of their experience and employability. A new plan to create a distinctive stand-alone international teaching qualification with teacher training providers may still be of uncertain status (for norm-making) because it is subject to accreditation (and abiding by international regulation). The same uncertainty would apply to the new mobility ‘Turing’ scheme, as it is outward only. The scheme is presented as a gateway to future inward mobility cooperation with discrete negotiation and funding by partners, but this is not equivalent to long-time established Erasmus with mutuality and reciprocity embedded. This is in line with critical commentary by international education experts De Wit & Kemp (UWN 2021b). Finally, ELT evolution is commented upon in pandemic context with presently rising e-learning, but again a highly perplexing fact is the absence of modern languages in a strategy for international education.

## 5.3 France Internationalisation

### 5.3.1 France Strategy: “Strategy of Attractiveness for International Students”

Strategy for *internationalisation* is critically described and interpreted with attention to discourse through linguistic realisations.

The strategy launched as “Strategy of Attractiveness for International Students” (Gouv.fr/CF 2018). It draws on a first *national* strategy proposal for HE in France titled “For a Learning Society” (Gouv.fr/MENESR 2015a).

The national strategy contained five strategic areas including internationalisation. A main axis is “To build a learning society and support our economy”. Therefore, the leading theme is a “learning society” as a literal but close translation from the title “**Pour une société apprenante**”. It can be pertinently associated to the broad European 21<sup>st</sup> century theme of “information society” or “knowledge economy”, which links to “lifelong learning” (Section 2.2.3). It is followed by an “internationalisation” axis worded as “to develop European dimension and internationalisation in HE”. The two elements linguistically side by side, display how inseparable and equally positioned they are for the evolution of HE in France. This is a clear difference to compare with the statement in the UK expecting 90% growth coming from outside Europe. Other strategic areas are “inclusion”, “HE in the 21<sup>st</sup> century” and “youth aspirations”.

The internationalisation strategy title bears affinity with EU anchoring points (stated and elaborated in the above related “national” strategy containing “internationalisation”). With “a strategy of”, this includes improving attractiveness, recruiting with an economic logic, welcoming and making life and study conditions agreeable. These are all aspects explicitly and implicitly contained in the title and stemming from this (first) internationalisation strategy.

The brand messages (below the title on p.1) are “**Choose France**” (In English) for the global strategy name and “**Bienvenue** en France” (Trans. “Welcome”) which is also a “label” (French term) or certification and funding process. The document is brief (28 pages) like its UK equivalent. It does not intensify argumentation too much with mention of the word “global” (4 times only) in comparison to keyness in the UK strategy document. However, the word “international” is frequently used (over 20 times).

There is a short foreword by way of a citation of president Macron (2018). It is expected that international student numbers will grow strongly and numbers from emerging countries will double (European countries are currently the lowest growth). According to Macron, this growth relates to the French language positioned as a “good” and a “link” therefore the idea of material and immaterial wealth (in the form of relationships) commonly shared by people. This future growth goes alongside logically with a “renovation” of study and life conditions. There was an initial plan for student life and experience released indeed (Gouv.fr/MENESR 2015b). The last word of the strategy foreword (Gouv.fr/CF 2018) is to reinforce the message about learning “French” wherever it might be in the world. However, this introduction does relatively contradict or contrast with

contents described hereafter that list the development of “English” alongside “French” teaching as a goal in second position (*Ibid.*).

International attractiveness is a strategic stake (“**enjeu stratégique**” p.5). Titles place France favourably as the fourth host country and the first non-anglophone for international students whilst stating that France is at risk of dropping out with “**un risque de décrochage**” (Trans. to fall behind). This substantive in French is a powerful expression for predication and it translates suitably as a verb. Meaning may vary according to context: “Décrochage” could be economic (fall in profit or competitiveness) or technical (literally becoming undone) even educational drop out (Trans. “décrochage scolaire”). This expression helps to convey a subtle message; France has assets with attractiveness, but success cannot happen if nothing else changes.

This “décrochage” risk stems from increasing competition with some details in a comparative mobility analysis (p.6). The idea develops further on with details of international attractiveness on the one hand with acknowledgment of particular flaws in the French welcome logistical system on the other hand. With formulation, “**La France accuse un retard**”, France portrays oneself as ‘behind’ and it means a kind of ‘lateness’ registration or auto-critique with the use of verb ‘to accuse’ and noun ‘retard’ (p.9-10). This is present in participants’ narratives (Chapter 6).

Amongst the flaws that France needs to work on as expressed in the strategy document (objective 3 detailed below) are administrative procedure and visa policy on student arrival and during study, which extend to post-study work opportunities. Other improvement areas are the cost of living, accommodation, including administration procedures.

Finally, yet importantly, the whole student experience with a standardised welcoming program needs addressing (p.10). This was survey-based (Campus France 2017). The solution is to provide an inclusive environment particularly for international students. The UK and northern Europe are cited as models in this domain. There is acknowledgment that students can feel isolated from having travelled from different parts of the world and from lacking French language skills. Linguistic support is explicitly mentioned with “French FLE and classes in English” in need of improvement. FLE provision is significant but qualified as “still disparate” in strategy. Structures of socialisation and sufficient French mastery are listed as necessary to a socialisation process in strategy (p. 10).

Provision points and difficulties are identified as above, and specific countermeasures described, although not detailed in the strategy,. Note in a non-Anglophone French context, English as EFL for francophone students is a separate complementary provision from English as EMI/ELT. Another description is EMI/ELT for *all* students for francophone (and non-francophone; some anglophone) students alike. This is at times described plainly as “classes in English” in strategy and by participants (Chapter 6). The kind of linguistic provision (for whom) is for exploration indeed. The list of flaws working against internationalisation is significant and highlighted in literature (Sections

2.1.4; 2.2.2; 2.2.3) especially about EM “Education” for teachers (Curle et al. 2020; Dafouz 2018a; Dafouz, Haines & Pagèze 2020; Block & Moncada 2019; Moncada & Block 2019; Bruton 2013).

Although paramount but *not* mentioned in the document, is implication of improving language provision whether FLE *along* English as EMI/ELT (for non-francophone/non-anglophone, for anglophone/non-francophone students, and for francophone/non-anglophone students). There is risk in potentially assuming positive implications that EMI (FMI likewise) technically increases and ‘improves the prospect of being able to communicate’ in a most practical or popular *Lingua Franca* (either ELF or FLF it ought to be specified) therefore all factors of sought socialisation - with study success and accompanying ‘increased proficiency’.

In the presentation of assets that are specific to France along general opportunities, it is interesting to note the explicit strategic positioning even fragile alongside international competition (p.7). There are informative box highlights about China and Middle East, notably the US and the UK for political situation (p.8). The UK and US loss of attractiveness is potentially an opportunity for France as well as the Brexit (France becomes first EU host in international education if it stays ahead of Germany). This is where *political* discourse appears and mixes with *economic* discourse about potentially uneven distribution of impact of HE international recruitment that is economically influenced, and politically. This was supported by attractiveness survey (Campus France 2017:3) in strategy.

Next, the “Choose France global strategy” presents an objective of 500,000 international students whilst encouraging outbound mobility by 2027:

“La France **se fixe l’objectif** d’accueillir un **demi-million d’étudiants étrangers** d’ici 2027  
(...) également pour **ambition** de favoriser le départ à l’étranger de **davantage d’étudiants**, dans le cadre des **échanges universitaires** ou d’une **mobilité diplômante** »  
(p. 11)

France sets itself a target (“l’objectif”) as well as an ambition (“pour ambition”). These words are reminiscent of the case of the UK. In this instance, despite Erasmus success, the target and ambition may equally be frustrated, as national students have comparative lower European mobility and the majority of students go to non-European destinations for mobility with a risk of “progressive décrochage” (i.e. lateness and not remaining competitive).

It is worth noticing statistical definition of “international” students is cited to apply in strategy to allow for “international country comparison” as per students crossing border to undertake pedagogical activity and of a different nationality to the destination host country. Precisely, this description matches more the “foreign” definition (Glossary). Regardless of difficulty again, it is pointed out definition includes “qualifying” mobility, but excludes exchange and other short

linguistic, intercultural observation or placement sojourns. This is a discussion point because internationalisation level seems to depend on the way mobility is measured. It may be low if one considers a strict mobility definition (that depends on programs leading to qualification), but it may be high if one considers exchange in a wider sense that includes shorter or ‘other’ forms of mobility as per aspects of IaH definitions. Distance virtual education (mobility) may be much underestimated too.

The global strategy comprises six (numbered) objectives to achieve target, enable opportunities and overcome the challenges mentioned:

1. To simplify visa policy
2. To double the provision of French as a foreign language (FLE) and English language teaching (ELT)
3. To create a “Welcoming” quality label “Bienvenue en France”
4. To apply differentiated fees and to triple scholarships
5. To increase presence abroad
6. To launch world communication campaign

Specific measures support objectives or projected actions towards fulfilment of underlying discourse rationales. Objective one contains *policy* measures, which actually aim to facilitate the process of international recruitment *practice* and visa processes thereby supporting the *economic* discourse.

The doubling of language provision (2) surprisingly mentions the only blockers as being legal ones. This follows an *educational* discourse that, in turn, serves other discourses altogether. The influence of French as a fifth world language is stated as well as a significant French learning network abroad. There will be support from the Fund “Bienvenue en France” (3) to strengthen FLE provision. It is observed that English provision has increased five-fold since 2004 at master level principally. The Netherlands is taken as a model who has rapidly become a leading international host by providing ELT for the majority of HE programs. Legal blockers (Trans. “Obstacles juridiques”) for classes in English are planned to be lifted in order to welcome more international students. This is expressed as follows.

« Mais le développement de l’offre de formation *en anglais* se heurte aujourd’hui encore à des **obstacles juridiques**, qui seront levés afin de permettre que tout enseignement puisse être délivré *en langue étrangère* dès lors qu’il accueille des étudiants internationaux. En parallèle, le **développement des enseignements délivrés, tout ou en partie, en anglais** ou en langue étrangère sera éligible au soutien du **Fonds d’amorçage Bienvenue en France** » (p.13, bold is the strategy emphasis).

However, linguistic and cultural aspects for internationalisation are not addressed in a balanced way nor fully. How exactly the possible linguistic and cultural barriers might be lifted following the lifting of legal barriers for introducing more ELT, is not addressed. The bold font in strategy emphasizes a special status of “English” as prioritised in objective in comparison to « in a foreign language » (observe the latter is not in bold although it is eligible to funding technically). There is inconsistency (See my italic emphasis) in the statement: “the educational offer *in English* still stumbles today on legal barriers (...) will be lifted to enable all teaching to be delivered *in foreign language* as long as it includes international students”. These traces in text (process of production) give a cue for (process of interpretation) or an insight about a gap between statement in theory (teaching in both English and other languages) and what happens in practice.

The quality “label” (3) initiated by the French government through Campus France aims to assert high standard in comparison to similar educational services. All HEIs may apply, including private ones, and label will be valid for a four year-cycle. It will be a vector of recognition as well as a brand for worldwide promotion. Therefore, it supports the strength of both *economic* discourse and *educational* discourse of quality whilst developing the *social* discourse of a practical welcoming environment still in a process of upgrade. A 10 million euros’ seed Fund will support this objective. Other measures are to supplement the integration of students with administrative support, notably in the sector of accommodation but also with the growing organisation of events including intercultural activities at university level, with examples of towns Lille and Toulouse highlighted.

Labellisation provides a degree of formalisation. From a linguistic viewpoint, the process of certification together with branding gives an enhanced symbolic status as almost a proper noun with expression “Bienvenue en France”. “France” is a proper noun of course but “bienvenue” is a common noun with an “e” at the end marking a feminine. Branding and corporatisation happens in reverse too when some powerful brand names are adopted in speaking and are actually used as common nouns. Under seed funding programme, applying institutions providing intensive FLE, distance FLE, diploma creation for refugees, and ELT (i.e. fully EMI or partially) may be supported.

Alternatively, label could have been “Bienvenus en France” (a gender masculine plural) but here one wishes all (La) Bienvenue en France (a gender feminine noun next to feminine proper noun). This is symbolic of a political, feminine and pluralist inclusive discourse (My interpretive MRs as per methodology). It is reminiscent of an evocative “Francophonie” speech by Macron committed to youth, particularly African youth, to Education, about the future of “La Francophonie” as resolutely “feminist” and part of a broad “combat” to defend universal common goods (e.g. environment, human rights) through the French language (Yerevan Summit 2018). In this speech, Macron also presented the French language in its international space as a medium of creation, exchange, and a

key second amongst FLs learnt besides English, confirming thereby a framing of French as counterpoint (Section 2.1.2).

The practical side of a welcoming program fully formed and standardised will need means. The supporting strategic point of charging fees (4) to provide a high-quality student service draws from experience of differentiated fees around the world and from the rising international success of French Business Schools or institutions that already apply fees. This corresponds to a new form of *economic* discourse that alters traditional *political* discourse in France. So far, the French government finances the quasi totality of real cost of study for national and international students alike. From 2019, increased differentiated fees will apply in order to bring 'equity' (p.18) into the system (to relieve local tax burden). As a comparative reminding note, the UK earlier brought increased differentiated fees in order to bring 'competition' or 'choice' into the system (and differentiation occurred only to some extent with international students' higher fees). In France, non-EEA students will pay short of a third of the real cost of study, which is still low internationally (p.18). For balance, a generous regime of scholarships and exoneration regimes (one in four students may benefit) will be introduced as supportive transition measures.

Furthermore, this new policy (4) may draw from a new *Marketing* and related *Economic* discourse. France has a high-quality educational offer at heavily state-subsidised price, but prospective audience may not realise this - if it did, a vast number of students would come to France set aside language barriers or other perceived life experience and employability reasons. However, this contrasts with "cost of study" cited as increasing factor of attractiveness even though quality, knowledge of French and cultural interest remain top factors (Campus France 2017:9).

Objective (3) and (4) clearly represents alignment to a neoliberalist economic discourse type still under state control. The new measures of Labellisation, Branding and Communication (3 & 6), of fees and scholarships (4) of policies and language (1 & 2) may contribute altogether to formalise, inform and frame the attractive educational offer under some conditions and with Communication campaign (6) for prospective audience to appreciate the offer and "want" to choose France (p.25). Last objective will prioritise geographically, digitally, and PG levels but not exclusively.

Objective (5) is "Accroître notre **présence** et notre **rayonnement** à l'étranger" (p.19). The title seems to suggest a soft power discourse, that applies presence and influence as per "rayonnement" (Trans. Influence in a figurative sense). However, an *economic* discourse -specifically *TNE*- activates with secondary title "l'enseignement supérieur Français **s'exporte**" (p.19 "French HE exports oneself" or "in exports"). It is the logic of naturalising economic discourse alongside soft power expansion, with the use of a reflexive verb (Trans. s'exporter). Presence and influence are associated to physical forms abroad such as campii or franchises with African and Asian partners. Therefore, "International attractiveness is not simply about international students who choose

France". It is about supply abroad "**offre délocalisée**" (Trans. "delocalised offer") as an alternative expression for TNE *economic* discourse (p. 19).

The French government wants to increase HE and school offer abroad. Macron's (2018) Francophonie discourse is cited in document with a goal of doubling students who study French program abroad. Whichever the plethora of modalities, this involves local partnerships to suit training needs and provide qualifications recognised by France. France has a big network already, but trends indicate increase of other providers, whilst universities make up a third of TNE, and grandes écoles in Engineering and Business make up a big share too. Another feature is that France is the top training provider abroad in French. The government allocates a seed fund of 5 million euros in 2019 and a 20 million-fund in support of growth from 2020. Other organisations may complement various actions.

The final objective (6) is about a broad but targeted Communication campaign worldwide to start through Campus France in 2019. The strategic campaign "Choose France" will aim not only to maintain attractiveness as a destination but also to spur desire to study in France. The campaign geographically targets language with Francophone countries, emerging countries, notably in Asia, and African Anglophone countries (p.25).

In sum, like in the case of the UK, France mixes specific discourses together, which denote neoliberalism. Perhaps it relates the *economic* a little more to the *political* with detailed visa and post-study rights, but description and interaction of areas remains vague (objective 5). The *educational* and *social* aspects, particularly linguistic and intercultural aspects have some detail, but are not clearly represented along the *political* (legal, diplomatic), *economic* or *marketing* logics. Legal barriers are mentioned, but linguistic or cultural attitudinal barriers of increasing English provision (and type) are overlooked. Discourses co-exist but again they do not appear formulated in detail to achieve a balanced target, for the twin and contradictorily presented objective of increasing FLE and ELT provision, or the practical social conditions for student life and study.

### 5.3.2 The case of FRuni

#### 5.3.2.1 Strategy of Excellence, Quality and International Relations

FRuni as "an exceptional scientific environment" holds historical and geographical explanation with post WWII context and progress in nuclear physics research, facilities and the settlement of numerous major research centres, Engineering and Business institutions, forming altogether a cluster of *excellence* developed over time.

FRUni is strong with a long *internationalisation* tradition through research and teaching links. The *excellence* areas are Physics and Mathematics with ranking positions respectively of 1 and 2 in France as well as 9 and 5 in the world (2019) referred to by HELEN (Chapter 6). FRUni has five Faculties, three university institutes of Technology (IUT) and one Engineering School, altogether nine organisational components spread across five locations. FRUni becomes part of integrated structure in Paris-Saclay research, university and schools' consortium from 2020 (FRUni website). Like in the case of UKuni, success in international *competition* depends on FRUni rankings proudly stated in media and website (UPS 2020).

A Faculty and an IUT both provision Business. Mol is in French language mainly. FRUni may have a number of classes in English as per EMI at Master levels. Both (Faculty and IUT) provide interdisciplinary and professionalising applied curricula. The IUT favours quicker qualifying routes into work such as 'private' and 'public' trade, 'accountancy and management', and through professional delivery modes: in "apprentissage" (Trans. Apprenticeship), "alternance", and "FPC" training (See CPD Abbreviation), which remain open to further studies.

The IUT has three professional bachelors ("Licence" in LMD system) but there is the possibility to complete a generalist bachelor or Masters (M1 & M2 in France) in the Economics Faculty. Preparation and entry into higher-level Business schools (e.g. UPS consortium or elsewhere) are all possibilities. Another distinction is the research vocation, which is not part of the main IUT mission. Therefore, both institutions possess distinct and focussed specialities with employability routes whilst being multidisciplinary.

FRUni is part of a decennial strategy for a 21<sup>st</sup> century university with a target model for a larger integrated UPS. FRUni has a strategy of "*International Relations*" (Appendix C), in French and English with an emphasis on partnerships and mobility. Versions are similar although not identical; "Summer Schools" are translated "European Summer Schools". The presentation of international English language programs such as Masters varies slightly. FRUni has a "Charter of Languages" to state its commitment to plurilingualism, interculturality and PD. German, Spanish and English are stated languages of practice in curriculum. It promotes French speaking in the world and *collaboration* with partners (including French-speaking partners). FRUni promotes its belonging to European Universities' "select" group (LERU). FRUni has an "Erasmus Charter" to clarify its individual strategic position in Europe/EU.

Beyond Europe, strategic documents such as the Language and Erasmus Charters are discrete policies, but they are actually complementary to traditional *International Relations* strategy with emphasis on mobility and partnerships. Like in the case of UKuni, pedagogical endeavours or projects at FRUni are detailed in next section as counting contribution as a result.

At FRuni the predication themes are “*International Relations*” as announced per the strategy title and “*Excellence*” associated with *quality*. FRuni has “**rigorous** research in a broad range of subjects” that shows similarity to the case of UKuni with variation, for expressing logical, rational and unbiased science. Scientific research is quality in a natural way. Quality with reputation are put forward as FRuni is “**well-known both** for its **research** and the **quality** of its **courses** (...).” This is part of a linguistic process of recognition and naturalisation of quality or excellence in scientific research and pedagogy at FRuni. It is not stated how or to whom quality reputation is well-known so again, like in the case of the UK’s global discourse, lack of specificity may be observed. The policy summary (FRuni Website) states that in addition to its internationalisation tradition and history, it is now developing further amongst and in *collaboration* with partner institutions of the future integrated UPS.

“International exchange” is the driving force of research quality mainly through scientific *collaboration* (Trans. “coopération”) through the sourcing of “top-rank” (“premier rang”) foreign partners and researchers (also a *competition* recruitment aspect here in the latter part of the sentence). However, inbound/outbound mobility have an impact on T&L dynamics (not just research). Outbound mobility is part of curriculum to enable language and intercultural skills, and “soft skills” (Anglicism used by one French participant) such as openness, flexibility and communication (Ibid.).

Mobility consists of qualifying mobility “mobilité intégrée” (e.g. specific destinations, partner institutions, or EU programs Erasmus Mundus) or “cursus de la formation”. There is additional mobility (“complémentaire”) such as Summer schools, either formal or informal curriculum. This mobility needs to be prepared for, linguistically and practically through some “DU” qualification at FRuni. All these forms of international experience not only represent an educational opportunity, also a premium for continuing studies or employability. The language used in French is to present this as an actual (and economic) benefit: “une réelle valeur ajoutée” (Trans. literally “real added value”).

Mobility in the plural (“mobilités”) may take new forms. Policy structures around four priorities for new mobility strategies such as:

- *mobility for all* - where “all” means the “non-mobile majority” that includes students not traditionally mobile in addition to the “mobile minority”
- *mobility to non-classic destinations*, i.e., not Northern America / Europe, for research and internship mobility
- *Programs in English* in order to increase inbound mobility, in particular students who wish to study in France but do not master the French language (FRuni strategy, Appendix C)

This translates as an inclusivity dimension to mobility that comes as another layer to employability in student international experience. The last priority is perhaps surprising given the fact that logic of mobility traditionally requires linguistic preparation prior to travel for study. FLE provision in France is strong and part of FRuni curriculum. Two-hours a week FLE is available to all foreign students. FLE is also available as a special preparation-intensive and qualifying program: a one-year “DU” FLE for students who do not fulfil linguistic pre-requirement. This is suggested broadly equivalent to some “Foundation” programs offered in the UK to starting students with a disciplinary, language and acculturation focus not exclusively reserved to foreign students either.

Mobility is fully and formally integrated into curriculum through different types of “double degrees” at Master level predominantly (Trans. “double diplômes” in some instances “offre délocalisée”) that involve student and staff mobility.

UPS for FRuni started to deliver programs in 2015/16 although law statutes integrate in 2020. On the one hand, UPS adopts a “school” (Anglicism) structure and on the other hand, the “grandes écoles” (Trans. “elite or great school”) become known as “colleges” ironically (“college” is now used in French with attached new meaning from the traditional secondary school meaning in French). Technically, this could be an Anglicism only as a linguistic device, but the word “college” has rich meaning for discussion aspects. From the UPS-FRuni website(s), one can read material that the future university is inspired from a “Cambridge and Oxford” model and mentioned by one participant. However, it is open question what exact kind of “collegiate” structure FRuni is projected to belong to. Generically at least, partner institutions have pooled together with the task of finding common resources to share within the larger institution and what they will specifically retain over time. One aspect is that the Masters delivered jointly under UPS are in EMI.

The theme of furthering internationalisation in the context of future Saclay appears less prominently in the “International Relations” strategy document. Mention comes in last position and perhaps less clearly in the English version (versions in Appendix C) where one may understand another form of partnership in the text. The reason may be that a particular term “grandes écoles” was plainly translated as “colleges” into English. Furthermore, it is worth observing that “grandes écoles” is a relatively known French term internationally due to its uniqueness (or eliteness) in French HE contexts, which is not always translated. A couple of UKuni interviewees were aware and mentioned specificity of “grandes écoles” (in French). This all indicates semantic difficulty.

“International action is increasingly developing, in interaction with its partners of the UPS, whether universities, **colleges** or research institutions”. (Appendix C).

Furthering internationalisation within the Saclay (UPS) entity is prominent with numerous links and practically impossible to miss between the FRuni website and the new UPS website. This is clear in the statement: “FRuni, located in an exceptional scientific environment, is joining forces with all the

higher education and research partners in the region to further increase the international visibility of all actors in the Paris-Saclay University project which it is a major player in." (FRUni Website). Similarly, the Russell Group may be considered as having the same regional or national 'international' function although this process is older and more established so perhaps less prominently placed in UKuni discourse than in emerging situation at FRUni. Both universities set KPIs to attest performance in rankings (Appendix C; IPC number 18). The presence of KPIs such as percentage of foreign staff and students (Appendix C, IPC 7, IPC 8, IPC 14-17) show attention is given to performance for international Quality Assurance.

The term "college" does not seem so noticeable but its new use in context of grandes écoles is not superficial for international strategy. "College" as mentioned is a linguistic 'false friend'. It traditionally means lower or higher secondary school level in countries such as France, the UK or Switzerland (some exception with the "Collège de France" one of the public academic institutions). Typically, "collège" is up to age of 16 in France, before higher secondary school (called "lycée"), whereas it is the opposite use in the UK. In the US, "college" in American-English use is likewise, for lower or short degrees (like "community colleges") and for university-type "colleges" that provide UG and PG qualifications.

A not always clear but big difference is whether "colleges" are federal-private organisational entities for profit or not (maybe federal-public or a mix). Another essential distinction is whether linguistic variations such as "college", "collegial" or "collegiate" only mean to be in a common residence in a physical sense or something else. Going back to the Latin root: "to be in a group" or "in society", it is clear that this means more than buildings. It means to be in an academic community of "colleagues" viewed as students and staff united in research, and T&L (see also a difficulty about word "campus" in Chapter 6, Section 6.1.4.3).

As just explained, it is open for ambiguous interpretation from a linguistic viewpoint. Furthermore, it is not clear whether presenting grandes écoles as "colleges" was meant (partly or wholly) as a "university-type college", either as a state-model (like a pre-1970 Paris University Sorbonne) or as a hybrid-model (like in the UK or US). Possibly, the "colleges" would even translate more suitably as the entire quotation, that is "universities, grandes écoles and research institutions" (Appendix C). In fact, grandes écoles are realistically not or not likely to become "university-type colleges" in a traditional historical sense suggesting a new shape or hybrid model.

The new system for FRUni is under-stated in places and a possible critical interpretation (or risk) is it may be re-forming the same old and known elitist system (only revisited) instead of reforming into a fully equitable one. UPS gathers and still consists of main state universities on the one hand with the relatively more prestigious "grandes écoles" on the other hand. The latter along perhaps

UPS Masters (Business and Engineering “Schools” viewed as UK Oxford/US MIT-type semi or private “Colleges”) may become the most international, entrepreneurial and English-speaking face in combination with the academic excellence of the former less English-speaking (state or public sector federated universities). Therefore, this is consistent at least with the recognised dual HE system in France. Crucially, the system organised into “college” or “school” structure (Anglicism “college” used instead of “école” for “school”) combines to have more critical mass and visibility for future *internationalisation* (i.e. following a quantitative results’ logic of world rankings that rate research quality therefore assumedly its excellence and internationalisation generally).

To summarise, internationalisation and associated image of FRuni-UPS emerges through an institutional and organisational redeployment as well as creative language use for branding an old two-heads model of higher education and research in France. The new organisation remains somewhat elitist as described above with “two-speed” system and is for reflection. It needs reflection about the possible degree of implicit but real elitism through international *collaboration* and *competition* selectivity in the French HE system. It is a system that associates international with *quality* or *excellence* as rated by research ranking. There are possible unaddressed issues of T&L consistency and power, access to what programs for whom in which languages and with English special status? There is on-going need for reflection about real and alternative action about *excellence* and *internationalisation* distribution for all (i.e. students, also staff) at FRuni components, by extension in France.

### **5.3.2.2 FRuni Curricula and Pedagogy**

#### **5.3.2.2.1 Curricula**

The Business curriculum has institutional organisational structure with T&L in a Faculty and an IUT the latter which aims at training learners to integrate working life rapidly. Both components have employability dimensions, but IUT emphasises curriculum modalities and shorter duration. The full scope of programs at FRuni is not detailed exhaustively for practical reasons as previously explained (as per UKuni), it is presented synthetically, again due to size and focus on comparative cases’ discussion approach.

Faculty DEG has programs, including an Economy & Mathematics as a dual degree (“double licence”). In Economy & Management, the third year of study (in Licence) splits into three specialisation pathways: Applied Economics, Business & Management or Accountancy. Depending on subject, curricula involves compulsory apprenticeship and projects (“mémoires”) in Accountancy as well as various internships or projects (“projets tutorés”) in Economics & Business. Like at UKuni, cases, projects and portfolios (individual or as collective “group work”) have a place.

The study of English is included as a core module (“tronc commun”) across all terms/semesters. Masters include language modules such as Business German, Spanish in Purchasing / Logistics and Business English. At higher level, further international dimensions fit into curricula with modules such as International Contract & Law, international Finance, Risk, Competition and HR. In addition to language(s) for Business, there are other intercultural modules integrated with subjects such as Strategy, Management and Supply Chain / Logistics (Purchasing and Customs). At FRuni, EM, and other Mol languages are used for internationalisation purpose. This corresponds to a partial or informal CLIL with disciplinary foci (technically a dual purpose of language learning and contents), and a variety of modules involving EM or other Mol. There is FL acquisition, including EM being prominent, but it is not an only or primary language medium for internationalisation (as in the case of UKuni). Obviously, primary language is French at FRuni, and participants (Chapter 6) confirm that UG curriculum remains national except for a few FL classes and specialist course, which is a similar trend at UKuni where specialisation increases at PG level. Additionally FRuni have plans to significantly increase ELT.

Faculty courses include either compulsory or optional credit-bearing study of English modules. MFL modules in German, Spanish, and English can be taken. Note there are options to choose from, but it is compulsory to learn FL for (International) Business at FRuni and generally in France. It is possible to create an individualised language pathway by choosing second FLs, including Italian and Russian with the language department (not ab initio). FRuni have had a specialist partnership diploma for “linguist-lawyers” running for over forty years. There are modules such as “professional Business English” / “Purchasing English”.

The IUT delivers “DUT” qualifications in two years, which have strong professionalisation orientation with two courses. One is designed for Management & Business Administration (State or private) whilst another is Commercial and Trade sectors oriented. There is possibility to complete a “Licence Professionnelle” (LP). In terms of levels under LMD system, this is the “L” that may be similar to an HNC/D in the UK as Higher National Cert./Dip. with possible access to higher levels. There are differentiated delivery modalities for DUTs, either in apprenticeship (“Apprentissage”) or traditional (“Formation Initiale”) where students may pursue university studies, all favouring employability.

There is inclusive LLL (Trans. “FTDLV”) for specific student audience. Adult job seekers, salaried or self-employed who have finished post-secondary training for more than two years may join a Bachelor at L/6 level (either general “L” in Accountancy & Management in partnership with Faculty, or “LP” in HRM, International Trade or OS).

All these modalities are important to consider because they are qualifying T&L towards formal inclusivity and employability. This is part of a European LMD system with formal recognition of experiential learning since “VAE” Law 2002 (VAE.gouv.fr) where all individuals can be awarded certification through evidential application.

Languages at the IUT are English, German, Spanish and Chinese. All students must learn two languages. There are conditions for the study -and practice- of languages in “LP” and officially stated as such. A number of students registered in one course may join selective third language ab initio Chinese. The interesting fact that Chinese is now ab initio could be an indication of two changes.

The educational system may be increasing or perhaps catching up with the provision of Chinese in comparison to other languages. Chinese is inherently a difficult language due to its ideographic characters, lengthy time required to learn and as a non-European MFL (only in comparison to other languages taught mainstream and there are other non-European MFLs). This may be interpreted as part of an intercultural effort or (and) a practical illustration of the debate around (de-)Westernisation / Europeanisation of the curriculum in Education. A second evolution may be that it is now insufficient to speak only English for IB. Chinese along other languages are seen and valued as a good-to-have or must-have sometimes in order to be at the cutting-edge of IB.

Employability and MFL are developed and core in curricula (with a few modules that are “selective” i.e. choice-based again compulsory) at both FRUni components. Employability modules and activities as well as Languages and Intercultural modules with applications such as Management, Finance, Logistics and Customs are found throughout the curricula levels. The range of languages is not extensive, but it is interesting to observe the study of two languages for IB. English (FL) is compulsory for all with modules, including ELT/EMI to choose from. However, it is key to observe that English is not the only essential dimension, even if emphasized. Language combined with intercultural, and contents’ dimensions are equally essential for internationalisation and employability, and according to Language Charter along strategy. This precludes and accompanies any international activity or mobility. These aspects are echoed and confirmed by participants’ interdisciplinary and comparative approaches (Chapter 6).

### **5.3.2.2.2 Pedagogical / Teaching & Learning methods**

As introduced, curricula consists of courses with various modalities in the two FRUni components. There are distinct distance and online training for student audiences who are in work or abroad, and PD for audiences who have been working (Lifelong). Some accelerated programs allow audiences to complete L level (typically 3 years) in 2 years (year 2 and 3 combined) as a result. Pedagogical arrangements (for employability and inclusive education) may be set up according to individuals’ needs.

The introduction of a new national online platform registering university choices for school leavers has brought a different pedagogical set and timing for being registered on courses at FRuni (that mirrors the “Yes if long” rubric of the platform for completing a Licence/Bachelor level). Completion of an L level in 4 years rather than 3 is for students who have less chance of academic success or study completion (due to lower results or interest outside of past discipline). Typically, students will have less weekly teaching but more accompaniment from personal tutoring (“referent”) and compulsory attendance (“obligation d’assiduité”). This pedagogical development reflects widening participation efforts in France and internationally in HE as a long trend. There is also a type of foundational program in order to access university study with compulsory attendance and for students who have lower levels than entry requirements.

Student associations related to academic subjects are active in organising sport or social events. A few student associations help specifically with assisting (Erasmus) international exchange. One association provides support through the organisation of “tandems” where local and foreign students are in touch to assist one another on language, intercultural communication matters and social life broadly speaking. Three associations (Anglo-Spanish, Franco-Chinese and Franco-Anglo-German students) support the formal curricula (DUs in the same language) through informal curricula and similar partnership to assist inbound or outbound mobility.

The work of a mathematical Foundation at FRuni is important for supporting research excellence. FRuni Foundation notably serves the whole university, nationally and internationally beyond the multidisciplinary curricula. Seven “chaires” in cutting edge fields contribute to innovative projects for the university and wider afield economically and socially. A small number of major companies have funded the Foundation, which is instrumental in fundraising and nurturing a network of alumni.

There is a Language and interculturality mission, which comes in support of MFL departments and internationalisation across the university. Its role is to make accessible practices and tools to help students with their independent critical learning in many disciplinary and ethical areas. There is commitment to French officially alongside English language following language charter. There is a number of languages for formal study or practice, however, a wider range of languages (fourteen) is available across the whole of the university. Useful project tools are on offer such as a French intermediate MOOC for aspiring students, a blended learning ‘FLE through study’, Language web-series videos (in comedy format), and a media platform for students to publish or share amongst peers and in the community.

This mission for international education and languages was set-up recently and is a moving process. At the time of writing of this thesis, there is more than a language study section as well as resources. It is about international engagement; specifically, the term “IaH” has appeared in English on website

(Trans. “A la maison”). It is about developing awareness that all students, academic and administrative staff are international in a domestic environment, and this commitment was stressed by FRuni participants (Chapter 6). There is a range of pedagogical activities related to the meaning of interculturality and awareness. Likewise, there was mention of “IoC” in the case of UKuni strategy. Various provision has evolved to support employability, inclusivity and social cohesion in student independent learning (as illustrated in next section). A comparative discussion with possible interpretive meanings and implications for the two cases ensues (Section 5.4).

### **5.3.2.2.3 Additional Teaching & Learning**

A number of online platforms support students professionally for employability and pedagogically. There is a French-speaking online Law platform at FRuni with additional lessons, Communication tools, Career advice and news. There are opportunities for students to take ICT certifications on a voluntary basis. This performs employability and technology development function but note a linguistic one (specific purpose or SP) as per acquaintance with terminology in use in the academic and professional fields.

FRuni benefits of a significant number of MOOCs elaborated within the UPS network, notably an intermediate B1/B2 French MOOC designed for aspiring international students. This presents, as part of the Language and Intercultural mission and the particular MOOC is a product between UPS institution and Engineering school, including Coursera MOOCs specialist organisation. There are other MOOCs.

Language wise, “pedagogical innovation” is a popular T&L term. The UPS Language and Intercultural mission listed under Innovation category (Website subject to change) provides support as previously described. At FRuni, there are “pedagogical initiatives”, including a “pedagogy” award and a “pédagogie Café”. The translation of “flipped classroom” is “pédagogie inversée” and a “pedagogy day” is a national event. Other innovations involve a formal scheme of T&L evaluation by students (EEE).

FRuni runs information sessions regarding mobility. This is in addition to ‘Erasmus days’ for example. FRuni issues information through its website in order to provide practical advice regarding Summer Schools or “Ecoles Thématisques”, and inbound/outbound international activities. They may take place either nationally or abroad.

Weakness points described in the national strategy with the need for a more standardised system, through a single point of use “Guichet unique” with regards international students’ administration formalities and transition to life abroad are in progress at FRuni. An “e international welcome” facility provides advice, points of contact and a “Buddy” scheme that helps both international and national students. A new acronym “GATE” for “Guichet d’Accueil des Talents Etrangers” is set-up to assist “foreign talent” in a smooth transition to life in France.

At university-wide level, there are infrastructures such as new buildings and externally funded support (state and private) or a technology transfer company (one of fourteen in France). There is plethora initiatives to develop Business and Entrepreneurship amongst students. These may be prizes, bursary, conference, workshop or fora events, learning opportunities as “Business challenges” (Anglicism). An interview revealed (Chapter 6), the use of an activity (at UKuni) called “The Apprentice”, is critically appraised and related to a discussion on how to (inclusively) bring employability into curricula.

The work of FRuni associations in support of the formal curricula is pursued in indirect ways through many events such as films, trips, conferences and “eloquence contests”. These are important linguistic events for Law and Business, and they draw on Humanities’ fields incidentally. One association is professionalised and entrepreneurial for encouraging students into Business and employability “pitching challenges” (Anglicism), mentoring and peer learning nationally. This association itself is a business concern and sited internationally in Canada. Therefore, FRuni associations fulfil diverse roles, again like so with UKuni associations. This is discussed in the light of FRuni and UKuni participants’ experiences about employability, cultural and linguistic development (Chapters 5 to 7).

## **5.4 Comparative Approach: Internationalisation strategic discourses**

### **5.4.1 Strategy and Organisation**

Both UKuni and FRuni are “world-leading” research universities in a range of subjects. With regards “World-Class Universities” (WCUs), they are debated and difficult to define (not attempted). WCUs can be described to master extensive financial means, an effective and engaging teaching environment and genuine “internationalisation” (THE news). Furthermore, in the pursuit of hard-to-identify WCU, difficult concepts -internationalisation and quality- appear linked, and often presented loosely in relation to one another in universities’ discourses (e.g. “excellence”, “global citizenship” or “international relations”), thereby making understanding difficult. Participants have reflected upon internationalisation elusiveness and how it may apply in their experience (Chapter 6).

UKuni and FRuni actively engage in forms of discourse such as themed policies, strategies and organisational communications, in order to represent themselves, which are synthesized in Table 6 (See Appendix D). The universities have strategic objectives, a stated stake in rankings for international visibility and attractiveness. What does this all mean for internationalisation? Both universities are taking flexible 10-year plans (in contrast to 5-year plans) as a common feature of

long-term and changing endeavour, which again denotes its difficulty. A description and discussion follow with attention to differences and commonalities.

Table 6 (Appendix D) effectively collates to show side-by-side the strategic and organisational characteristics of UKuni and FRuni. Information is summarised but paraphrasing or wording quoted are in lexical keeping to the materials reviewed (UKuni and FRuni Websites and sector press consulted by researcher for the anonymous cases). Despite slight language variation, it is clear the distinct strategic narratives have a lot in common.

The development models are different at first glance. UKuni is ruled by a commercial *Business* model (indirectly, this is a result of government choice of disengagement, and still monitored). FRuni is more a mixed model with direct framing from state rules albeit with national changes to come, with alliance of more autonomous universities, entrepreneurial Engineering, and Business schools.

At second glance, there is an argument that the politico-economic settings are not that dissimilar insofar that they are typical of modern “mixed economies” as systems with both countries having been historically in receipt of successive government initiatives’ funding introduced in Chapter 2. An argument is that the current distribution or public and private power balance might alter rapidly with policy in favour of the latter private logic and given commonality displayed in announced strategic priorities of the cases, therefore confirming this orientation in the near future.

French Law context has already changed as introduced with the landmark Fioraso Law 2013 about foreign language use in teaching (i.e. English). The 2007 Law on universities’ responsibility and subsequently have contributed to a call on rethinking and improving HR policies with securing the stability of work contracts amongst a number of recommended measures (CPU 2013). French project law and voluntary experiment (Gouv.fr/MENESR 2019) confirms this suggested changing orientation by enabling HEIs to have more autonomy in choosing legal form during current regroupings in order to facilitate internationalisation (Section 2.1.3.3).

Whether in France or the UK, one is in the “Business” of Education, an expression of a neo-liberal turn. What else is there to know about the Business case for Education? In the case of UKuni, it is “Global citizenship”, with the strategic pillars “Collegiality, Quality and Internationalisation” all supported by “Sustainability” as per the financial, technical and social (link to SDG4). As for FRuni, it has “International Relations” and a “Teaching” organisational pillar, which intersects the educational alongside entrepreneurial, technology transfer and corporate strategic engagement as a distinct pillar or “Business and Innovation”.

Overall, a *Business* model (a term in use) emerges in both cases. The neo-liberal orientation has a stronger corporate or private mission emphasis over public mission through market-driven economic rationale and competitive-selective recruitment, i.e. international with elite and

employability connotations (e.g. terms used are “the best”, “talent” and of course “global”). The parallel public mission as per institutional and national settings for educating nationals of all socioeconomic backgrounds still plays a part in combination although it is more subtle. The strategic agenda contains a neo-liberal take with more autonomy, margin of manoeuvre or reactivity (See in Table 6 project management term “agility”) reflecting a less visible if not disengaged central state authority input in both cases. Shattock (2019) in the UK has used the term “Business model” to discuss the recent evolution in governance and academic work with a critical observation of a rather threatening impact on “innovation” and “creativity”. Case participants have referred to such a model and in their own words (Chapter 6).

As shown in strategies, a competitive business logic in language permeates across the board to form a *neo-liberal* discourse. The commercial flag of rankings flies high with specific ambitious goals, objectives of recruitment (of “the best” “talent”) and KPIs attached. This is justified in turn with the impact of rankings on reputation and quality (part of indicators). KPIs include satisfaction, financial, student numbers and international metrics and surveys. International impact indicators classically include breakdowns of partnerships, students’ numbers and geographical diversity, but the international staff is not in main UKuni list. It is worth remarking that under financial sustainability there is a set of KPIs to be maximised such as surplus, tuition fees income, grants or contracts.

The growing trend of assessing Education policy effectiveness defined by a Business model has put a renewed and constant pressure onto HEIs. On the one hand, universities are under pressure to justify good financial health as a business, at the margin and in benchmark with competitors. On the other hand, the strict evaluation through KPIs maximisation (or minimisation) may have adverse effects on Education. For example, KPI “number of grants per Full Time Equivalent (FTE)” does not indicate the scale of quality and value of grants obtained. As for KPI “staff costs as percentage of income”, it is an interesting discretionary one as it is arguable to what extent it should be minimised and whether it should be listed at all. It is listed at UKuni, but not at FRuni. Staff are at the heart of T&L delivery and operations so it may affect quality, and if students review adversely in surveys (along with staff surveys), reputation may in turn become affected. Even with good branding and public relations, reputations may change quickly (because of operations and market logic precisely).

Therefore, for discussion, the minimisation of staff costs may hinder the “social” dimension of sustainability and is likely to be “financial” long-term (even if financially and competitively motivated short-term). Quantitative KPI-driven financial sustainability do not automatically ensure long-term viability and there is a need for qualitative balance. Monitoring with evidence base needs to consider indicators ‘of quality’ to ensure financial and sustainable educational core business of Education. At present, IaH incentives do not presently come from strategic discourses nor from a

neo-liberal model engineered by state. However, future incentives could come through with Quality Assurance accreditation progress, especially international ones like the European EQUIS, which include different indicator sets.

It is not at stake that discourses are unclear, but discourses need recognition (and differentiation) as they co-exist and evolve (e.g. the *economic, educational, social, excellence*, including '*global citizenship*' or '*international relations*'). Recognition matters because it acknowledges what counts officially for a start and it drives actions on the ground, critically Languages/Humanities resourcing and recognition of staff development towards internationalisation. Furthermore, it is key to have *critical* recognition, not at all for criticizing or opposing discourses but for constantly assessing and progressing them with impact into practice.

An effective international *Business model* or a neo-liberal turn is prescribed with accompanying levels of efficiency and customer satisfaction. However, it was shown heavy reliance on economic discourse away from the educational and social discourse at national level, trickles down at institutional levels, in turn impacting on structural decisions and detailed actions within institutions. Constant (or inconsiderate) appeal to economic discourse at the expense of social and educational discourse permeates and relates (negatively) to practice at its heart. This neglect could lead to lower educational quality at FRuni and UKuni.

In such neoliberal settings, there is a common danger that the *Business model* become exclusive and in this process, the prevailing discourse could eclipse *Education* discourse in any country. In familiar words, "to stay in Business" in Education, universities need to keep investing in the pedagogical business wisely, that is to say investing the people (and training) who not only sell but deliver the IB of Education. With interviews (Chapter 6), inquiry turns to a deeper and personal perspective of how staff see the positioning of the universities and strategic discourses fitting with their own, and their students', experiences and practices.

Although both Britain and France are not dissimilar as mixed economies, the cases have subtle differences in their respective traditional Business and State interventionist educational systems as reflected above. Both countries have deregulated HE to extents, France less so far in comparison to the UK, by appealing to 'equity' whilst the UK aspired to action market 'choice' or 'competition', and they share distinct experiments of a neoliberal turn in common. A neoliberal ideology based on market efficiency is prevalent.

Strategic internationalisation discourse is similar at both universities with highlighted differences about the position of English and other languages. With internationalisation, the UK is not as ahead as it proclaims, and France is not as late as it claims. Similarities and differences apply at the same time, crucially with contrasted cases, it helps to elucidate difficulties or better understand each case.

These cases illustrate how it matters to recognise strategic discourses, which overlap, align and compete at times because they link to practice and have implications for effective implementation.

#### 5.4.2 **Strategy and Delivery: Implementation within Institutional Context**

HEIs implement internationalisation in a specific institutional and timely context therefore they are multi-speed models. Both universities have set long-term endeavour to be monitored, which give flexibility for improvements and growth.

At the national level, it is experimental too. FRuni is part of UPS also a national project for internationalisation strategy and governance, and it looks at rolling out if successful. Likewise, UKuni along other universities watch every step of government's international policy and 'ongoing reviews' in order to update accordingly their own institutional policies, to project and secure a 'welcoming', 'attractive' international 'visibility'.

It is interesting to observe that "international branding" strategy competitively applies at institutional level, including at national level.

Linguistic and cultural barriers are difficult to overcome and often unnoticed as depicted and shown with the national strategic documents. In the case of the French strategy, it appears that once legal barriers to teaching in ML/MFL (English) are lifted, there are no other blockers in the way. In the case of the UK, there is no other explicit strategic goals for languages other than one's own (English). There are actually many linguistic and cultural barriers such as opaque internationalisation language itself, demographic settings (students, staff recruitment and training), professional and personal individual attitudes, the difficulty of modern language learning, learning in a second language, and generally the difficulty of taking a distance from (national) own historical, linguistic and cultural organisation (Chapter 6).

After analysing key strategic documents, and consulting programme structure and descriptors from websites, a number of observations and questions emerge for delivery. Internationalisation is inherently difficult to implement for a number of reasons and as per IoC and IaH models (Section 3.2). Literature definitions stress the importance of purpose and intentionality. The barriers may be national, technical, and there are also linguistic and cultural barriers that need to be addressed for (smooth) operations.

International strategy delivery or operationalisation may take various forms including mobility and partnerships, with specific institutional aspects whether with UKuni sustainability or with FRuni forming international institutional collaboration. Mobility and partnership are mainstream, and they are relatively speaking the minor not the easiest aspects to assess or quantify for delivery, again related to language and culture not to be missed.

IaH and IoC might describe a sought genuine internationalisation that is elusive alongside mobility and partnerships. FRUni mentions “**Internationalisation at Home**” whilst UKuni mentions “**internationalisation of the curriculum** and beyond into the **community**” which is encouraging and signals importance. Researcher noticed evolution in website and communications and at the time of writing, some but not many details of projects or practical aspects are formulated in strategic documents or related to IaH and IoC with associated commitments or materials.

Furthermore, it is not clear whether it is the university community referred to as “our community” at UKuni or it includes wider communities locally (possibly linked to students’ involvement into formal and informal curriculum). It is acknowledged with internationalisation, including in interviews (Chapter 6) that student associations especially, trade unions or groups play a positive role in the sense of community formation, links to local communit(ies) and harmony altogether in a wider social and international sense.

As both universities increasingly mention “community” in strategic communications and discourse, there is an implication to see involvement within curricula programming, and training specifically, in T&L (including assessment) as a central prescription not a beneficial ‘extra’ that may be part of evidence base towards international quality assurance too.

Another question to address is whether IaH or IoC’s genuine meaning (as per an engagement with global, intercultural and local perspectives) is enforced centrally by Management or compatible in a neo-liberal *Business model*. IoC’s ‘values’ of commitment to the global and the local (the ‘glocal’), need to be centrally positioned within the “product” (T&L contents) as well as centrally prescribed (i.e. recognised as such and worthy in the eyes of stakeholders ‘consumers/students’ and staff). All need space and time to process independently a central enactment in order to attain ‘glocalised’ rewards (educationally and professionally).

The state of advancement of real internationalisation is always going to be unique in ways it can be understood, devised and implemented (realised in mind and practice at discipline and pedagogy levels) depending on the particular institutional context and for population of students and staff, hence a discovery and analysis process with phenomenology (Chapter 6). Undoubtedly, this is partly due to the nature of the social phenomenon under study, although internationalisation remains ‘context-dependent nationally *and* institutionally’.

The last points are key in relation to the list of institutional operationalisation challenges. There is a need for an institution to not only address a ‘strategy’ in the form of a policy document but to formulate an ‘implementation or practical plan’. There needs to be a communication strategy or (and) campaign at least to provide partial information and signposting to action on the ground in order for all stakeholders (students and staff) to understand and buy-in the process (thereby the strategy). This can come for example in the form of communications with real actions from senior

management or an international VP. Specifically in practice, this means resourcing in internal communication and training allocated accordingly, flexibly and formally at all academic and administrative levels (i.e. recognition not just in language but in policy, and desirably in PD). Clearly, this is international activity of a different “HR” and “educational development” kind, which comes in addition to “Marketing” communication and strategy policy formulation - externally as well as internally. As detailed above (Sections 5.2 and 5.3), and with regards “institutional or national strategies of emerging importance” (Overview; Knight 2008) “international branding” is present at both levels. However, IoC and IaH are only mentioned not detailed, and notably a “staff development” strategy. Research identified of institutional relevance for both ‘top-down’ along grassroots’ ‘bottom-up’ operationalisation.

It is helpful to become aware with these two cases that in spite of uniqueness, institutional orientation is often a result of national orientation that each provides incentives (or not) to areas of internationalisation. Even if set up nationally, it requires effort to take more international, intercultural, and MFL perspectives. A lot of ambiguity occurs through language and may only lift through language again. Acknowledgment of IaH allows a subtle first step for improvement and any change to happen. Language together with most difficult awareness (consciousness) are key for advancing or operationalising genuine internationalisation for all parties. Researching, not forgetting T&L, through the prism of language and culture (national, organisational or disciplinary) is helpful in taking distance from own culture and for this awareness-raising process (phenomenologically). In that respect, both language and intercultural awareness of other perspectives, including individual ones, are important in process and for taking stock of the reality of internationalisation (Chapter 6).

The ‘delivery’ as explained or a better-termed ‘awareness’ or ‘realisation’ challenge in mind and action, applies to all. Differences always remain between UKuni and FRUni organisational and institutional contexts with their specific challenges as illustrated in this critical comparative case-study. Even though internationalisation has generic and specific challenges, it is again case-based, unique and bespoke by definition. Understanding commonalities and differences will help to identify challenges and formulate policies; however, the solution for delivery is not for generalisation.

An *international comparative case study* approach helps to reach distance by taking alternative perspectives, and notice differences and similarities, even though cases are neither transferable nor representative. However, they can mutually act as sending or receiving contexts. One commonality is that *national* and *institutional* logics or discourses shape internationalisation, but they can overlap, mix in description and compete. Besides, with two such settings, it helps to identify and confirm commonality of what is important or absent. In that way, it helps distance-

taking from each setting and see what possibly could not be seen in single settings, especially with linguistic and cultural barriers. Two settings allow a ‘bird’s eye’ or synthetic viewpoint for unique lessons to be drawn and adapted in each setting.

## 5.5 Summary

Chapter 5 critically presented and discursively interpreted internationalisation (four) strategies at two universities in the UK and France alongside some description of curricula provision whilst addressing some multilingual, intercultural and international aspects with a comparative summary as a basis for further reflection. As observed, these aspects are present in curricula at both UKuni and FRUni with a particular difference being that foreign languages (FL) are less provisioned in UKuni Business school. Yet, a commonality between countries and universities is that linguistic and intercultural barriers are not detailed strategically, in spite of FL development at UKuni, and the presence of a language charter at FRUni. Legal and practical barriers are addressed but not attitudinal ones.

With regards strategy, internationalisation is a national affair as it was shown. A critical reflective perspective in recognition of national issues is important to understand and acknowledge what overall counts (or counts less) for institutions, thereby to enable the start of possible and fair progress at a local level. Issues may be formulated, not necessarily as problems and rather as areas to be improved. It is important not to dismiss language and culture as problematic or confusing, and for solutions’ exploration. This only happens with criticality: whereby a counter-perspective to “what counts” and alternatives to powerful dominant forms of discourse may emerge hence methodological contribution of such analysis.

A critical discursive approach allowed to identify neo-liberalist and neo-colonialist ideological trends within national (hegemonic) internationalisation strategies. It was observed that the UK is not as ahead through strategic claim of English dominance, and France is not as behind as far as development is concerned through FL, and with an unbalanced preoccupation about English as ELT. ‘International branding’ strategies are present at institutional level, increasingly at national level with a prominent competitive logic. IoC (UKuni) and IaH (FRUni) in mention and ‘staff development’ are not so visibly encouraged at institutional level yet.

Chapter 6 then turns attention to related individual strategic views, which mirror other strategies (or not) about internationalisation, and reflection from educators themselves. Again, researching staff experience, matters with regards language and culture, issues such as control or agency appropriation, power ownership or distribution, and identity acknowledgment or recognition, which are all needed for effective T&L as a social process. Only if critical engagement of otherness, linguacultural awareness, and reciprocity occur, change may happen hence potential contribution

of research-informed action (i.e. critical phenomenology for staff active development towards recognised, inclusive, thus improved practiced contents and outcomes). Practice is important, but reflection about practice is (equally) important for consciousness (of practice precisely).

# Chapter 6 Staff Voices in the UK and France (Part II): An Interpretive Phenomenological Analysis

## 6.1 Introduction, Broad Themes, and Emerging Themes

Study data consisted of nineteen interviews (See Section 4.3.2). Following introduction and participants' respective senior roles, six semi-structured questions constitute "broad" themes. A final open question was to gather elements that could be amiss or important according to participants. The questions set to pursue conversation dialogically. Occasionally, the order of questions was changed, or a question skipped, depending on information contents, detail, participants' flow, and timing considerations. Sometimes, questions prompted explanation or elaboration; this helped to set flexible dialogue and discovery. The questions or broad themes were not prescriptive with definitions. They were structured with "what" and "how" or "why" or open with last question; this is consistent with testing the "experience" of a phenomenon.

In phenomenological tradition, participants and researcher(s) assume to engage actively in information exchange. From the start, (I)/the researcher (also found as R below) formulated interest in the participants' own experience for the study. A difficulty in interpretation is to discern what is own and what is "in the name of" discipline, institution, or nation. A liability is how efficiently R may (bracket out) for awareness of one's own conceptions, and this is a potential bias classically discussed. It can balance with the fact R's pre-existing knowledge or practitioner's experience may play strongly in reaching participants in the first place, then, eliciting information in depth and is therefore an asset for a consultancy or research project. Different level of interpretation or hermeneutics apply at the same time: what may be termed vertical hermeneutics draw themes of interest from the personal, and individual cases whilst horizontal hermeneutics seek clues for whole-case findings for the countries' internationalisation as a social phenomenon.

Themes T1-T6 (Appendix A) gather into core 'broad' themes as per below. A phenomenological description ensues with new sections identified for presentation and clarity as 'emerging' themes.

**T1-Meaning of Internationalisation and Globalisation**

**T2-Internationalisation of the Discipline**

**T3-IoC and IaH**

**T4-Rationale**

**T5-Role of English and other Languages**

## **T6-Opportunities and Challenges**

The presented ‘categories’ below intertwine and are not mutually exclusive. It would be impossible to justify categorical results from rich verbatim in a study whose aim is to get closer to Husserlian essence or holistic meaning of a phenomenon. First order of meaning and interpretation is accounted from participants in this chapter’s findings. There is space for second order interpretation (R’s own discussion), importantly third-order interpretation as readership of this thesis), and perhaps some Bachelard-like imagination.

This is in line with phenomenological methodology and literature, which reviewed the pitfalls of categorisation in internationalisation, calling for detailed examination to form in depth understanding. Such a detailed perspective nevertheless aims for a better understanding of whole situation in the process. A critical IPA study still seeks an underlying structure in relationships to capture and question internationalisation.

### **6.1.1      Meaning of internationalisation and globalisation (T1)**

#### **6.1.1.1      As *elusive* and blended necessity**

Internationalisation is what universities and companies say or do to position or market themselves as institutions, as distinguished from “general” globalisation according to LISA a Business and Language lecturer, and e-developer (Appendix E thereafter for quotes; LISA-L68). Internationalisation is a “word” and “jargon” meant to describe a terminology (R reflects this is “jargon” as ‘specialist’ instead of a ‘confused’ or incomprehensible lower level of language). It ties to both the commercial and diversity evolution in HE for companies, students and staff. However, so does globalisation to some extent (Section 2.2.1).

Globalisation ties to information society and travel of people across the world for PAUL an international experienced lecturer in Management and Organisations. As for internationalisation, PAUL comments IHE is extremely diverse demographically in the UK and this is country-specific. Mobility appears first for participants along contents’ Technologisation such as internet, global media, notably video resource according to MAX who points out usefulness for his Language within Business discipline. At FRuni, students have the possibility to travel with study or work abroad for up to half of the course duration (MAX). Staff mobility is actively encouraged for ALICE a lecturer and manager in Languages (EFL).

However, “general” globalisation as a concept of “the world becoming smaller” is a classic metaphor used by participants JOHN in Finance and Accountancy, and LISA. It is evocative of a global village and technological shrinking in order to convey the world is becoming homogeneous in all lifestyles and occupations everywhere. “Sameness” or “interconnectedness” described in literature, is in contrast to the idea of diversity. It is a contradiction that the two concepts could be similar, but different simultaneously.

KATE, a Law and Management lecturer, with e-learning responsibility immediately highlights “ongoing reflection” and “training” that is happening already with colleagues in connection with “EAIE’s” work at European level. This is an early hint about IaH showing KATE’s awareness and commitment to topic (T3). R prompts about IoC term, so KATE responds it is mainly about doing “classes in English” or “how we translate it”, but indeed it can be other activities. This is an area of “weakness” to develop. A theme of lateness is repeated, including by others, it illustrates ‘elusiveness’, set aside reasons of local demand and mobility (T3-6.1.3.2). ADELE an intercultural communication academic works on PD at FRuni that is not just interculturality in curricula for students, but for all staff and checks this understanding with R (ADELE-L71).

ERIC teaches Management. ERIC qualifies internationalisation as logical, unavoidable and natural for research, especially because it has always existed. There is similar historical reflection for HELEN a Mathematician and research management. This enhances with ease of travel and transport cost fall. It is a more recent trend with teaching and massification to encourage students into mobility. As an educator, ERIC supports students who consider a semester experience for personal maturity and professional reasons. Others also cite “the CV line” for employability in that respect. However, KATE mentions for Law subject, mobility is not necessarily viewed as beneficial for career, and Economics/Business is different from Law (T2).

Areas are cited in succession such as ‘Research’, ‘Curriculum’ and Education (or T&L), ‘Languages and mobility’, but also internationalisation as ‘Quality’, as ‘Marketing’, as ‘Research-informed practice’ or training and ‘professional development’ for salient remarks (LISA; MAX; ALICE; JOHN; KATE; ERIC; and ADELE). All mention language and culture as part of elusiveness (T1-6.1.1.7). Thereby, individual testimonies vividly illustrate how the related twin concepts of globalisation and internationalisation are elusive yet encompassing of these wide areas.

#### **6.1.1.2      As *embeddedness* of educational and commercial venture**

JOHN (L88), LISA, EMMA, ADRIAN convey a “fees-driven” perception. KATE and ERIC in France express it is more the case in the UK. There is a viewpoint amongst educators that with a “large number of universities”, internationalisation is primarily revenue and commercially aimed to grow and survive notably with international fees. For this business model to function well, international

pedagogy also needs to be “embedded” across curriculum, and campus life for the benefit of the whole student body. There is the idea of a “good balance or diversity” that functions through enriching and inclusive interaction within student cohort whereby diversity and inclusion have positive association. However, the presence of a negative formulation in language “so you don’t get a sort of division” (*Ibid.*) indicates that a reverse situation may be possible, perhaps remotely, even if undesirably.

PAUL as a comparative specialist immediately highlights own “bias” having benefitted from past study and professional international experience. It is about “exchange” participation, partnerships, and international lectures’ contents not solely focussed on home country. PAUL explains the commercial basis of curricula in T3. PAUL acknowledges curriculum international perspective has always happened during his time at UKuni. There is a parallel perspective from language specialist TOM who worked, trained abroad, and specified his own influential international experience as interview ends.

ANNE, an English language lecturer and teacher-trainer highlights that sometimes, other people are there such as library staff. This links to literature showing increasing blurring of boundaries between teaching and support missions for professionals (Section 2.1.3:48). However, this has implications in program design in terms of contents and of course assessment. For example, support professionals or PGRs who just started teaching may not need full course and lecturers may have different role requirements (e.g. seminar or lecture). This points out to the need for differentiation in ‘embeddedness’.

ADRIAN in strategic Management sees an “export” business and points out ambiguity of commercial and educational venture (ADRIAN-L54 & L69). In his view, curriculum needs to be international because one lives in increasing “internationalised” world and “our students would go out”, but this is “in our view of the world” (*Ibid.*). Universities are not international because of international students’ presence with the excerpt “by a matter osmosis (...) spread to British students but I don’t think it does unless you set out to make it so” (*Ibid.*). This is implicitly referring to opposition of a default versus adaptive or “transformative” internationalisation (Jones et al. 2016; Leask 2015; Turner & Robson 2008; 2011). Curriculum may not be international, for local students (Section 2.2.3:62; Harrison & Peacock 2010; Leask 2010) due to lack of intentionality (De Wit et al. 2015; Leask 2015) or professionalisation (Section 2.2.3) as discussed (Chapters 3 and 5), and because of inexorable “Westernisation” (ADRIAN-L69; See also T2).

JAMES in academic and strategic Management expresses two sides with a “blend” of “global and international” (JAMES-L30). There is commercial emphasis on the one hand (the university success and global brand in Business) and Pedagogy (for internationalisation) on the other hand.

Pedagogical focus is “curriculum development” as per achieving a blended “currency” that means relevance and employability for all students. Simultaneously, curriculum is in synergy through global branding of being internationally attractive to students (as a country, town, university and school). This double idea is synthesized with the use of “currency” expressing pedagogical relevance in context, also being a financial term. Its importance is represented in terms of the relevance for all students (T3) and perceived as part of “commercial and pedagogical” blend (Ibid.).

Accounting for curriculum relevance through ‘international accreditation’ reveals to be “critical” (JAMES-L45) for quality standard and reputation as mentioned by JOHN, and EMMA who is in Research and Business Management. UKuni already holds two British and American accreditations (AMBA, AASCB) and the third one being the European standard of quality assurance (EQUIS) or a goal, which progress precisely depends on evaluation (Ibid.). Literature again shows as insufficient ‘proxy’, pointing out to the need for more balanced intercultural awareness along ‘embeddedness’. EMMA (L149) also reports in T4 that motivation to internationalise contents and classroom is precisely driven to fulfil the “European type” of accreditation that requires a number of international experienced stakeholders’ (staff and students) involvement for recording in evaluation process.

#### 6.1.1.3 ***As Americanised, Westernised, WEIRD and Unequal***

Most participants depict “Americanisation and Westernisation” along standardisation and uniformisation (CARL) and with emphasis (ADRIAN). LUKE in Management and Organisations refers to “Western, Educated, Industrialised, Rich, and Democratic” (WEIRD) countries, an interesting acronym to describe few powerful countries as the word “weird” means strange or unusual. Nevertheless, it is associated with the spread of “Americanisation” and “economisation” as meaning (LUKE-L26).

There is a comment on global wealth inequality and IHE being unequal with a minority becoming educated in contrast to a majority with no or limited access (LUKE-L47). R (empathetically) agrees and confirms awareness of Economics research measuring and scientifically proofing to an augmented extent (Piketty 2014) LUKE’s worldview and experience. Some view only certain socio-economic groups across the world can access IHE (See T6). There are issues of affordance no matter how high demand for global education may be.

The ‘Americanisation’ theme continues with LUKE’s international experience in work at home and abroad, be it in research, conferencing and publication. The “Anglo-Saxon model” is associated with “success”. There is own individual reserve on whether LUKE agrees with the reality of success, but this model is a “global perception” hence a reality at play that constrains us all systemically as “everybody is trying to copy or at least to understand” (LUKE-L73).

This is ADRIAN's view stressing "Westernisation" as ruling force with a strong role of "Americanisation". ADRIAN tells how little the West knows about the rest of the world, not the reverse (ADRIAN-L24 & L63). This view is variously expressed and expands (See T3). ADRIAN later uses the word "copycat", which echoes LUKE's above comment. ADELE describes a problem of "dominant-dominated" relationship with globalisation, extended in relation to dominating cultures in T&L.

ERIC lectures Management and his research centre is mainly France-oriented whilst others are very international. However, ERIC depicts strong Americanisation for all who tend to publish in American journals with at times "proof-reading" help (ERIC). ERIC explains he is from an intermediary generation who benefited from international exchange and English training, but nuances that one is not always "at ease" to write fluently with "questions of style", especially to do "classes in English", which is a "handicap".

An ideological narrative emerges about concepts of 'convergence' regarding globalisation viewed as standardisation along a Western model as opposed to 'divergence' viewed as difference and variety. The narrative is ideological in the sense that it unveils increasing power of the former 'convergence' as an invasive therefore negative counter force to the rich and positive description of diversity as a latter 'divergence'.

#### 6.1.1.4 **As *Diversity*: wide but imbalanced**

'Diversity' is commented upon whether in terms of students, staff, language, culture and concerning research and teaching. However, it is worth remarking that a presence of many international students is insufficient as misconception (De Wit 2011; 2015; Knight 2011a:65). So, what else can be found? There are two concurrent narratives of 'diversity and non-diversity' as it appears in the experience of participants, or 'convergence versus divergence' narrative.

##### **Demographic diversity**

Diversity is a "first" parameter talked about by TOM an English and languages' senior lecturer associated with Law and Business, because one in three students is international at UKuni. Diversity in research and partnership in the form of "links" is a "big thing" along with a Marketing "drive" (6.1.1.2), and displaying internationalisation, which is an activity TOM is involved with ("promoting (...) cornerstone"). However, a crucial meaning from the educator's viewpoint is to relate to "international students, their position". This is more what matters for practice and from TOM's professional individual perspective as an educationalist; one's own "particular context" (TOM-L47).

Participants reflect upon diversity as “international students” demographic presence in many forms. The status of English as a global language and other languages takes prominent place (T5-6.1.5.1). Diversity is not only in “language” but also in “culture” as “adjustment making” for “the presence of international students” as hinted by TOM and explicitly expressed by ANNE (ANNE-L29). ADELE highlights “Scudamore” (2013) to start with and asks whether I know this report (Section 2.3:73). ADELE links to language EMI as “lingua franca” in introduction (ADELE-L42). Accommodation skills appear early in conversations but are neglected in T1-6.1.1.7 below, also in T2 pathways, T3-6.1.3.3, T4, and T6. Participants mention intercultural skills in business as backbone for valuing diversity, and ALICE cites “soft skills” (as Anglicism) own development focus in contrast to “higher” skills.

Language and Culture are developed across all themes not just in T1. Therefore, this cannot be restricted to Language T5 or prompted by R’s interest. This is proof of keyness in the world of participants regardless of whether they are in a Language or (and) Business discipline. Language and Culture get repeat mentions and when ANNE stresses language is insufficiently explored. The topic of ‘*adjustment for diversity*’ overlaps with T1 as per a conceptual, also real ‘*elusiveness*’ here (T1-6.1.1.1), and last category ‘*Language and Culture dimensions overlooked*’ (T1-6.1.1.7), with insufficient awareness, and ‘*embeddedness*’ (T1-6.1.1.2).

### **Accounting diversity**

International comparison is complex, likewise accounting for diversity as a larger mobility concept and depending on mobility definition. “Students” are usually referred to, as one population altogether. Occasionally, “exchange” is distinguished as a cohort from the “international” students registered on other programs *at home*; say for administration purpose. Another example is “international” used with “foreign” students, but as discussed (Sections 2.1.1.41; 3.1.3.75; Chapter 5:161) these categories need caution. Terminology distinctions are important for country comparison, from the mobility viewpoint and for clarity (set aside risk of categorising stereotypically). It remains a delicate domain as it is always difficult to ascertain whether like-for-like applies in international comparison. There are difficulties of what and how measures are processed. The underlying meaning may be different to quantitative measures used, and the quality of interpretive analysis may vary. In addition, differences with types of “equivalences” exist (Introduction: Usunier 2010) and need to be identified due to linguistic and cultural usage (i.e. different from stereotypes) at different research stages for (meaningful) international comparison. An explanation follows in the light of interviews.

For understanding reason, reflection about terminology in use (or co-constructed reformulation) occurred between R (who is French, but principally UK-based to bracket this point again) and KATE and ALICE in France. Commentary on such detail is seemingly unimportant but IPA pays attention to underlying or latent meanings in contrast to obvious or manifest meanings. Therefore, it holds

rich lessons that statistics alone cannot teach. As encapsulated in various quotes from participants, there appeared to be distinct but related (national and individual) levels of cultural attitudes or sensitivities in both countries, and simply referring to different student cohorts. ADELE explains this difficulty by qualifying “international” as a rather glamorous word that does not go with “foreign”, so one prefers to speak of “international students” (ADELE-L123).

KATE explains it is not the same to measure exchange and foreign students and give example that categories can mix when an exchange student stays as local student. Diversity is not only a reflection of contemporary cosmopolitanism as hinted in “a very diverse population and that is normal” for “a faculty of the suburb” but it is also reflected in “classic students who are foreign” (KATE-L261). This expresses how national and foreign students are part of one category in the French system, united altogether in language use for a few participants. This may be related to fees and strict regulation on ethnic or nationality data collection for historical reason in France.

It is fair to say national and international students are viewed altogether as “students” in the UK likewise. However, it is interesting to notice slightly less fluidity for R (oneself) and some participants in talking about international or foreign students distinctly from national (‘classic’ or ‘domestic’) students at FRuni. In contrast, the majority of UKuni participants explicitly express it matters to talk distinctly about international students whilst for a few others this may be less important or point to the needs of national students. The UK has officially twice as many international students than France, so this may be another explanatory factor.

This not a one-occurrence. Another example is about distinguishing main cohort programme where international and national students register on the same basis from exchange (inbound or outbound mobility on a specific programme). ALICE agreed international students are part of mobility flows, but main cohort international students’ numbers are not known, so conversation pursued over exchange specifically. This managed exchange (inbound with corresponding outbound mobility) is imbalanced with a much higher potential outbound mobility. It is a supply and demand mismatch. A salient fact is that outbound mobility of students wanting to travel to England is higher than inbound from England. There is not enough space to match student demand (“we have very few places”) despite space in other programmes (ALICE-L105).

Observations do not take away that participants in both countries do speak altogether of the benefit of internationalisation as diversity to all students. To highlight differences in this domain was important for two reasons. First, it raised a question how ‘international’ and ‘exchange’ students are accounted in France in comparison to the UK. Second, it showed existing various attitudes and the resulting fact that it is through language that one unites or sets apart (or “discriminate” and using that word alone is controversial or a negatively loaded term). Utterances

(and silences) are not neutral. An implication is internationalisation studies might not be relevant for comparability if not accounted in different countries of analysis, and if not meaningful in the same ways as a last semantic and experiential point. In sum, qualitative sociolinguistic and cultural elements must be considered to reach relative comparability (if not absolute).

KATE explains mobility situation reflects a higher demand for English-speaking destinations at FRuni and generally (Section 2.1.1:41). Reasons can be either potential inbound students have insufficient French proficiency to follow programmes, or outbound want a different language from French or own other language (e.g. students with heritage languages, or international students in domestic setting but who are already abroad). That translates into a demand for Anglophone countries principally first and ahead of other countries. A few other UK participants describe the problem of British students not keen on travelling abroad (LISA; DAVID; ANNE; and PAUL). Therefore, this is a double-aspect mobility mismatch.

Without being ‘essentialist’, it is worth noting that individual observations may reflect collective, institutional, especially national perspectives distinctly. Perspectives are indeed individually drawn (with linguistic, cultural, demographic, legal, and historical factors) about accounting international students, and mobility, but this somehow mirror a national collective (macro) construct of diversity. Because there are undoubtedly subtle differences in how categories are measured officially, there are differences how one affords to speak or perceive categories. International comparison must cater for this bias kind to consider complexity, neutrality and accuracy of results as further addressed in Chapter 7.

### **Aspects of non-diversity**

Participants describe linguistic, cultural, curricula issues, and highlight “staff”, and “undergraduate” diversity but there is a dominance of “Chinese students” in some courses at “Master” level, hence imbalance at UKuni. EMMA comments it is typical across the UK. FRuni participants do not comment about Chinese majority cohorts although France hosts Chinese students as a majority hosted cohort along African students who form a specific high cohort in France and mirror migratory trends (Section 1.1.4; Charles & Jolly 2013; Charles & Delpech 2015). Additionally, national cohorts’ diasporas reflect historical trend, and impact outbound (as well as inbound) mobility destinations’ demand (T3-6.1.3.2 & T5-6.1.5.3 mismatch). HELEN describes international presence, including Chinese in Mathematics. MARC who is an internationalisation expert does make one comment about Chinese students in France, whilst discussing the impact of isolation, depending on accommodation types for students. These students may feel adverse effects on their well-being or mental health for not being sufficiently and socially integrated in space, culture and language (See T4).

There is no lack of diversity, but comments preclude a sense that language and cultural issues can get in the way of optimal T&L in educators' views (LUKE; JAMES; ANNE; TOM; DAVID; JOHN; EMMA; KATE; and LISA). LUKE is "happy" with representation of British students in class (LUKE-L86) a humorous implied note this is not always the case. Other utterances allude to linguistic adjustments as per "accents" and "dialects" being difficult (JAMES-L447), as well as "cultural adjustment" (ANNE-L29 & L142), and through ways to approach "critical thinking" (ANNE-L101 T2; and TOM-L294).

Within a context of rich diversity, there can be sub-situations in some programs with local lack of diversity (EMMA-L22-31; and JOHN-L65). It is not possible to tell at first whether a different "dynamic" in question is a positive or negative aspect for JOHN, however, initial neutral position becomes clearer. JOHN views "good diversity" as one that is balanced in T4-rationale (i.e. pros and cons, or the normative aspects). "Good representation" as expressed (EMMA-L26) supports this. JOHN and ANNE speak of Chinese students as per near-full cohort in some programs, and JOHN reflects about including East-Asian case studies into his program in future. JAMES talks of relevance or "currency" in previous category '*embeddedness*' (JAMES-L30). This is close to EMMA's or PAUL's comments regarding the effect of diversity into curriculum at various levels such as geographical, international and cultural perspectives generally-speaking.

There is a topic of balancing a national "UK" curriculum with "international" as well as an intercultural curriculum actively: "it rests on us" (JOHN-L137). This links to T2 and T3. It appears that intercultural curriculum translates into "group work" practically in order to get a global outlook or a global learning outcome (Section 3.2.2). Group work is a learning opportunity to build intercultural skills of openness, flexibility and adaptability in communication between students and reaching outcome inclusive of diversity but with possible difficulty, and "segmentation" (Ibid.). Therefore, JOHN's words rally with the intercultural process of "adjustment making" with "critical thinking" described earlier by ANNE, TOM and others for incorporating and benefitting from diversity.

### **Corporate diversity: scale and geography**

Beyond demographics, diversity is approached as the environment of very international companies themselves in relation to discipline, as part of international networks in large cities (versus small, less international cities), from a project "scale", also from a professional and career development viewpoint (JOHN-L57). There are similar "internationalised world" viewpoints (e.g. ADRIAN quoted). This reinforces T1 as ubiquitous, unavoidable, and a necessity (T1-6.1.1.1).

Diversity is wider in the sense of within the discipline itself for example students studying on a common module, belonging to different disciplinary backgrounds (JOHN). Diversity is in terms of

professionally sponsored students (governments or other), international students registered on a full national program (either foreign or nationals) and as ‘exchange’ students (e.g. Erasmus typically). UKuni has a campus abroad and some students travel to the UK from there. FRuni has international program partnerships delivered abroad or “delocalised” (Trans. French).

#### 6.1.1.5 **As collaboration, competition and a search for talent**

A contrastive narrative is ‘collaboration’ and increasing ‘competition’, with regards research partnerships and publication, or from a wider economic and social perspective. Collaboration appears in the sense of staff diversity again, but competition in the sense of “talent” and a “wider pool” recruitment for teaching and publication in “English” (DAVID-L35; and PAUL-L81 in T5).

Another excerpt shows research globalisation and English dominance appear along ‘collaboration’ (“uniting (...) single platform”). There is competition with intensification observation through adjective use (“ferocious”) and repeat mention of ‘competition’ terms (DAVID-L28). The word “talent” is note-worthy word for reflection and in relation to intensifying process. Talent recruitment (whether staff or students) is associated with notions of elite and exclusiveness.

Perceived “lateness” at FRuni is explained in terms of responding to competition of partners, Business schools, and universities, outbound plus inbound mobility demand to come and study in FL particularly English in France (KATE). There is a double diploma with Germany, but few students go. This relatively extends nationally as one is not “premier league” in a European context, and clearly progress is needed. This is real or an “evidence” that partnerships get lost otherwise.

As interviews’ process advances, R prompts participants to elaborate about the notions in mention (as R holds previous participants’ comments in mind). DAVID sees much increased competition over time. Mathematician HELEN reflects about both dynamics of talent competition and collaboration in her subject, research centre and institution over time. ADRIAN views that collaboration happens for two reasons: gaining social status or money. This is about T4-rationale and R understands as an assertion of competition intrinsic dominance over collaboration even if both apply. ADELE comments about talent competition similarly (T4-6.1.4.4). The two terms are not a balanced practical situation even though they appear to be at parity in strategic texts or discourse formulation (Chapter 5). This reveals the link of these themes with the “*global growth* discourse of trade and mobility” and discourse of “*global citizenship*” (T4) , which is not on a ‘level playing field’ for operationalisation (Sections 5.2.2 & 5.3.2; and Literature Sections 2.1.3:50; 2.1.3.4:56; & 3.2.2).

#### 6.1.1.6 **As populist or nationalist concern**

HE global drivers are present in the words of participants. T&L Technologisation as cited before, its ever-increasing power with globalisation, internationalisation along with Europeanisation, and with “internet basically” as pointed out by LISA. There is a concern amongst some participants regarding the future of European partnerships and mobility schemes, principally “Erasmus”. The uncertainty over the future of research funding for HE in the UK, the continuity of Erasmus or the existence of a replacement after “Brexit” are discussed (LISA-L32).

The reality of uncertainty comes through with the use of tenses (‘past’ tense as if Brexit already happened at the time of interview and ‘present progressive’ to account for the lasting damage), with the opposition between current and future state of affairs, general words such as “perhaps” and “somebody” further denote a lack of clarity in the situation (*Ibid.*). Uncertainty over Erasmus reinforces with contrasting emphasis on the need for students in Britain, “our students”, to travel more than they currently do and crucially learn languages (LISA-L38).

Prompt reveals LISA’s view of confidence in own institutional personal capacities and regional voices in contrast with a lack of confidence in government level of assurance and action, hinted through BBC 2018a news (LISA-L58). Participants expressed uncertainty concern (JAMES; EMMA; and ADELE) whilst others took a composed approach (JOHN; and JAMES) or “set it aside” (PAUL).

In connection to the need for interculturality not only for students in curricula, but in classroom pedagogy, and stepping away from dominant T&L cultures (6.1.1.3) ADELE refers to “the radicalisation that we live through at the same time” as part of a “big problem”. It is as a sign of perhaps a “post-colonial discourse”, although not quite for internationalisation, even a “post-national” that needs more examination. ADELE (modestly) closes her commentary saying that “we” (i.e. all of us) need to learn “humility and openness to otherness in our discourses” (ADELE-L139).

Brexit, Trumpism and populist concerns emerge in different places from participants. No other participants who mentioned Brexit (JOHN; LISA; DAVID; JAMES; and EMMA in T2, T3, T4 & T6) expressed any positive forecast on the side of a pro-Brexit stance whilst a couple were somehow neutral (JOHN; ADRIAN; and PAUL). These are traces and cue-compiling of what academics think the sector actually needs that is more European engagement not less (with relativism considering parallel Western critique). This exposes a stark difference with the UK internationalisation strategy that formulates Brexit as an “opportunity” only, and currently not supported either by economic evidence (Chapter 5).

#### 6.1.1.7 **As language and culture: essential but overlooked for operationalisation**

All participants tell the difficulty to “make sense of” the reality of internationalisation (T1-6.1.1.1). It could be difficult to personally relate or understand internationalisation in terms of the strategy itself at institution level (in strategic concept), particularly its operationalisation (in practice and delivery). Concerning T1, institutional strategy (Chapter 5) or ‘mainstreaming’ (Sections 2.2.2:55; 3.1:68 & 82) did not make clear “sense” in an obvious way, whether with individual disciplines (T2) or academia as a whole (DAVID; ANNE; and LUKE).

However, ANNE’s utterance evokes the duality of strategic elusiveness, and research and teaching operation: “I don’t know exactly what is happening... one thing I do, do . I teach” (ANNE-L24). ANNE highlights “adjustment making” and “language” consideration insufficiently explored in teaching. As she is involved with research and training provision for educators and delivered for various professional needs at UKuni, this is suggestion that reflection through talk ought to be part of the consciousness-making process of internationalisation for its reality to be grasped and implemented (through language) according to all stakeholders. As interview progresses, ANNE speaks of intercultural and language arrangements for lecturers and students that really need active address. According to her, this is an important aspect of training, due for consistent delivery at all levels as well as embedded (T3-6.1.3.1) in order to manage and value diversity well. Likewise, specialist ADELE views that support could be done in many ways, including “with the help of Scudamore’s” work (T1-6.1.1.4).

DAVID addresses the idea of understanding internationalisation evolution over time (DAVID-L40). He describes a historical lack of understanding and a real “struggle” to grasp, that has lasted to this day in spite of renewed attempts in the form of committees or various initiatives. Other mentions of proofing are existence of campus abroad and developing “links” or partnerships to enable mobility (DAVID-L117; JOHN; and PAUL). “One-way traffic” (Ibid.) sums up the issues of mobility imbalance, which relates to Language(s) and Communication provision or preparation specifically. It highlights a UK outbound mobility problem of operationalisation (apart from possible benefit at home from inbound mobility interaction). Issues appear further for both UKuni and FRuni (T3 & T5).

Conversation between DAVID and R transitions to what happens presently (DAVID-L124). This excerpt shows the need for internationalisation “sense-making” through language and reflection. It highlights mobility and research implications of “Brexit” reiterated by a few participants as a concern (T1-6.1.1.6), meaning a step backwards or “retrenchment” of internationalisation already recorded.

With regards aspects of research, T&L on campus and for communities, ANNE tells in a dramatic way the forgotten “language” aspect (ANNE-L34). The excerpt alludes ironically (of course) that not

everybody speaks the “queen’s English”; the occasional or standard assumption is overridden by the reality that a great majority of students and staff do not.

A UK participant stresses importance of other languages by citing Chinese-translated own book useful to some students. Chinese learners in L2 (L2 as the case of English in the UK or French in France) using in combination their L1 first (or native) language indeed, is no hindrance in learning L2 contents and progressing with fluency. More generally, learning in several languages can help to learn more effectively (with sources’ availability in L1/L2) and that is valid for quite a few students at least whilst others may prefer or choose to learn in maximised L2 immersion. There is not enough acknowledgment of L1 use in L2 learning. This is an area for reflection and more active management, as students possibly do not get consistent information about what language sources may be used for study and assessment, and as teachers may give variable instructions, due to lack of consistent policy and training in this area, as indicated by ANNE. Considerations or concern for possible plagiarism may limit the use of other language sources and compound this unclear situation.

ADELE (L129) clearly stresses “intercultural” (and language as per her introduction) “awareness” development (Trans. “sensibilisation” and “conscience”) whilst explaining internationalisation happens “at home” (Anglicism used) in the classroom. ADELE explains teachers’ role as “mediators” for students to become “mediators” themselves. This is part of ADELE’s work and one “viewpoint” as she presents it. Interculturality is also the professional and personal position of MARIE who is a media specialist, and her work is essentially involved with pan-African Francophone publishing. It is internationalised as per African countries, Francophonie, and France, but not globalised or not Anglophone.

Language and Culture appear to be regularly overlooked for internationalisation or at best placed as secondary disciplines along other Business disciplines according to participants as they keep mentioning language matters. A number of English language dominance issues emerge with regards mobility, research and partnerships. Languages, other than English, are necessary to mobility, but are insufficiently prioritised, funded and provisioned. Note this is not an inference that English is sufficiently provisioned either. There is a lack of language diversity in international research publication with English being the described as default and taken-for-granted language at both universities and everywhere. FRUni participants explain this is a difficulty in research publication, not so much in conference, but a problem when one comes to teaching in English (ERIC) or with administration majority who is French speaking (KATE).

Therefore, a few participants do not make sense of internationalisation, be it elusive, misunderstood or curtailed. As illustrated and pointed out by most participants, Language and

(with) culture are central in enabling internationalisation or getting to its essence (T3 and T5). However, Language and culture are overlooked.

### 6.1.2      **Internationalisation of the discipline (T2)**

#### 6.1.2.1      **As *international* and *national* paradox**

In Business disciplines such as 'Law', 'Economics', 'Accountancy', 'Finance', 'HRM', 'Organizations', 'Entrepreneurship', including 'Mathematics' (Trans. for Accountancy/Business is 'Sciences de la Gestion' or 'Management'), these are reported as *very international* generally with 'Languages' a last but not least mention (KATE; JOHN; LISA; TOM; DAVID; LUKE; JAMES; EMMA; PAUL; and ERIC). Business/Economics is distinct from Law with professional implications. There are international "niches", and participants highlight curricula are dominantly in French, especially assessment (MAX; KATE; and MARC).

For Mathematics, discipline is international with much research and growing international students' presence (HELEN). FRUni is in a world-leading position in Mathematics and has a dual qualification "Economics-Mathematics" (Trans. bi). Mathematics is a *very international* language as (philosophically) pointed out by ERIC who teaches Management. However, it is not comprehended to apply as IoC or IaH in contrast to an *international* discipline for HELEN (L131; L142). It is a non-issue for Mathematics (not applicable in T3). These differences, or opposition between "hard" and "soft" disciplines, or within discipline specialisms do exist with various areas of resistance (Section 3.2:88; Becher & Trowler 2001, in Clifford 2009).

ALICE works in Languages in partnership with IRO, whereby work is done "at home" in first years in order to prepare for mobility abroad in third year. For ALICE, and MAX respectively in EFL and Business English, the specific use of media such as videos and press articles, helps to bring internationalisation. ALICE mentions problem of English-speaking films mostly dubbed in French instead of keeping original version with subtitles not so standardly available in cinemas although this links to the next category of awareness preparation.

ERIC acknowledges partnerships and publication Americanisation, however nuances that the level of *international* orientation varies with research centres. *National* dimension predominates whether from a legal framework viewpoint or from an initial business proofing view (JOHN-L32), and from a language viewpoint as highlighted by ERIC.

PAUL sums best *international* Business and Management perspectives: "by definition we have international content (...)" . In particular, the teaching method of "case studies" and "concepts"

developed for Business is strong or “useful”. This international educational through commercial basis, from large or small trading companies, is “easy” and “present all the time” in PAUL’s discipline (PAUL-L54). PAUL nuances this position in T3 by considering other *national* aspects (JOHN; KATE; and CARL).

In the legal profession especially, except for international “niches”, the framework is *national* whether it is in France, or with “British Common Law” in the UK. A couple of participants use the term “Franco-Français” (“Franco-French”) as a double emphasis descriptor that asserts a nationally bound scope in spite of “research in English” mention (KATE-L73). So, it is a paradox that the *national* is still overwhelmingly dominant no matter how internationally applicable a discipline is (e.g. TOM, also JOHN cited Common Law).

ADRIAN who is involved in commercial reach as well as curriculum management talks about the application of British standards evolution over time. In ADRIAN’s field background, there was in the past a tendency to apply the legal country standards that are the highest due to risk and responsibility for liability. This illustrates possible *national* and *international* tension, and underlying Westernisation with ADRIAN’s responses (T3).

There is a dichotomy between Law and other Business disciplines. With disciplines subject to national boundaries, the Law discipline is the one that encounters the most situated difficulties. If you take local Law to become a solicitor or family Law, there is a difficulty to internationalise regulated professions. Except for specialties (International or European situated) or Arbitrage niches, Law is fundamentally a *national* subject. FRuni has two thirds of students in Law and the majority of graduates join the French job market in the first place.

Law versus Business polarisation is strong. Law at FRuni is “excellence” area with less competition, whereas with Business, the most able students may go elsewhere in selective programs in France. As a result, students are not able to join Law programs at various points of UG cycle compared to Business as a “last wheel of the carriage”, yet demand is high. Polarisation is due to higher international versus national contents (80/20) Business, but more integrated Law. There is a strong language pre-requirement (CEFR B2-C1) so international students do not come to France to learn French (in principle at least). When students go abroad, the message is a good level is required then improvement is incidental (KATE). This may be explained by language expression or writing aspects that are required for success in Law. Polarisation is due to French (national) and FRuni (institutional) context. Access to Law studies is competitive (even in a non-selective system) and some students will elect joining more prestigious and selective Business studies such as grandes écoles, or other (universities’ “BTS” and “IUT”, vocational or shorter-term, employability-oriented pathways).

Elaborating from T1, MAX mentions “LMD” system having been a blueprint for a long time, whilst pointing out that it is somewhat not that internationalised due to the fact that a *French national* pedagogical programme rules. There is a two year-“DUT” qualification standing specifically within LMD although that may change with UPS transformation. This FRuni comment echoes UK comments from UKuni participants.

International ‘specialisation’ typically happens later in the third year of UG programs. Diverging slightly from LMD structure, the French system has some Masters offer over two years (M1 & M2), which may be traced back to the old Maitrise system (i.e. a bachelor in 4 years rather than 3) now M1. These Masters offer excellent specialisation. Similarly, Masters’ timing may vary in the UK system with offer over 18/24 months and such a program at UKuni (See ‘embeddedness’ and ‘pathways’ below). The UK system has entry points and part-time flexibility.

From a study as well as employability viewpoint, student and staff perception exists in France that it is not necessarily advisable to go on a Master mobility. Therefore, this is an interesting Law counterexample to wider discourse of disciplines’ internationalisation, and mobility benefit (KATE-L79). However, ALICE describes how Law was first ahead for creation of English classes at FRuni (See T3) despite strong national basis, and with disciplines’ differences.

In both countries, disciplines ‘Accountancy or Finance’ are truly internationalised as ruled by IFRS standards and adopted at EU level. With Taxation, it gets quickly into legal domain and falls back to the national regulation (French Law, UK Law with international basis of Common Law) as pointed out. Currently, Tax Law is not fully harmonised in the EU with the Monetary union in Euro zone (despite historical project to create an ever-closer union as quoted in 1958 Treaty of Rome) therefore it is not a constitutionally and integrated federal system (like the US example). This is a big European and international ‘Business’ debate (economic, financial, and social) indeed for most European countries, not just France, and the UK even post-Brexit.

These illustrate the stated paradox. There is an inherent tension or contradiction between the disciplines as an *international* subject versus a *national* subject set by its state and framed by Laws. The *national* logic remains strong.

#### **6.1.2.2 As *pathways*, and language with intercultural provision**

Explanation follows about ‘pathways’. There are pathways for international students, but it can be open to a wider set of students from a technical and language disciplinary level (TOM-L74).

Pathways take various forms. Pathway programs (or courses) are instrumental in responding to the need to address and combine the disciplinary, intercultural and language aspects presented so far. At UKuni, pathways exist at International Foundation and pre-Master’s levels. These pathways are

purposely designed study or integrated with subject, including language and cultural contents (TOM-L30). There are ‘Summer’ and ‘pre-sessional’, then ‘in-sessional’ programs to provide continuing support or advice during academic terms. Cross-faculty input from the language department and a dedicated centre that LISA, TOM and ANNE are involved with, including an online Business platform provide academic and subject skills’ student support.

Pathways are about preparation or “gatekeeping” in a thematic way, helping students with a pain-free acculturation process or “bringing them into” the university and town with engagement (TOM-L85). These pathways effectively mediate the technical, cultural and language requirements altogether at different levels of the UG and PG cycle. They perform a familiarisation and confidence-building role with all T&L, including assessment, regulations, visas, timing and pastoral matters.

The ‘FLE’ courses for non-Francophones even as a language discipline-based provision, perform a comparable role to an extent as a gateway to cultural and social integration. At FRuni, there is a specialist course with language and intercultural study (T3; Chapter 5). This concerns a minority cohort as not all Business students have sufficient interest and language experience from school. There is also a language hierarchy in FL learning where Spanish can be ahead whilst Chinese or German seem rare. For ALICE, this aspect of students’ interest and perception gets improvement with FRuni communication. ALICE cites staff mobility for bringing internationalisation about and as a recent evolution that is being encouraged and for individual awareness.

FL learning is different from a ‘CLIL’ type (e.g. German, Spanish, or English for Business) or from ELT/EMI being implemented at FRuni. For CLIL as ‘dual’ learning, it runs at FRuni (not formally as ‘CLIL’) through ‘Business with a language’ modules in official programs. There was no CLIL-like provision (as language and contents’ learning) for Business students at UKuni school whereas this was developed at FRuni. However, L2 learners may be viewed as a de facto CLIL-like scenario (with or without independent reference to their L1) at UKuni and FRuni. Apart from potential intercultural communication, home students mostly do not benefit learning experience symmetrically. Language may be further supported with formal language learning goals (EFL, FLE, or specific and academic purpose) at both institutions. There is also question of whom the support is available to. In FLE programs, there are variations (e.g. level, intensity, cultural content) and what institutions can implement as explained by ADELE. There is a need for ‘beginner’ (ab initio) FLE programs.

The presence of ‘learning goal’ (formally or informally, fully or partially) is a key characteristic (LanQua 2010). Whichever Medium (MoI) is officially used, ‘language learning goal’ is rather implicit in contrast to dual CLIL where language learning goal is explicit, although the debate about

language explicitness is only part of a larger international debate (Sections 2.1.4:54-55; Chapter 3:84-85, Curle et al. 2020; and Chapter 5). Significantly, “classes in English” (not actually EM/Mol, but rather partially ‘CLILised’) are being put into place at FRuni for the double reason of students who do not follow in French and for the benefit of home students not yet fluent in English (i.e. presence of implicit rather than explicit language goals), so this is a strategy. For a Business class in ‘French-only’ at FRuni or ‘English-only’ at UKuni (officially Mol), this represents in fact informal ‘CLIL’ for L2 learners (so to speak as they keep learning both contents and language, albeit with assumed or implicit language goal). In addition, as languages for communication, English or French as lingua franca(s)’ elements come into play. In other words, language diversity may be ignored under the guise of an official monolingual label and ‘EMI’ in both the UK and France. Universities may present a single Mol in policy, but reality turns out to be CLIL-like, multilingual, even translingual learning.

ERIC describes that Business Management, as Social Science or soft discipline, is a domain with more obstacles in comparison to hard disciplines and cites the lack of ease in “English” for many colleagues of his generation. In T3, ERIC describes curricula organisation and current project to increase provision of “English-friendly” classes, which is consistent with the description and purpose of ‘pathway’ set aside difficult distinction partial CLIL or EMI.

ADELE speaks of FRuni project to develop intercultural awareness amongst students to improve understanding of their (global) fields of application. Beyond this introduction it is a reflection as there is a “confusion” between internationalisation with communication in English and the reference to “Anglo-Saxon” practices. She takes example of Economics whereby teachers may share terminology but not abide entirely with practices. In the past, Comparative Law was in French language, nevertheless comparative (international). This is a way to illustrate that adopting a language does not make one international in itself. Coverage in English does not ensure international awareness (ADELE-L157-168; T3-6.1.3.2).

ANNE, as a disciplinary language specialist does not work directly with Business School. ANNE does take several business examples (T3). She stresses transdisciplinarity and the ambiguity of internationalisation for quantitative and health subjects. With international cohorts training to become language teachers, ANNE uses T&L materials such as speech on stereotyping and towards critical thinking, which challenge conceptions of NES (ANNE cites Nigerian black female author Chimamanda Ngozi Adichie), and disciplinary language across subjects and nations (ANNE-L105; Section 3.2.2, see GELT). Again, a comparative perspective is key.

Discipline Internationalisation ties to (demographic) diversity, and ability to evolve together (T1-6.1.1.4). This contributes to an intercultural curriculum as shown by the words “helps us deliver an international curriculum to be cognisant of the international cultures”. This quote aligns with the definitions (Chapter 3) and helps to link T2-discipline, T3 and T1 (e.g. ‘embeddedness’ for pedagogy

and university community). Positive depiction recedes with Brexit “a big issue” interpreted as threat to job security potentially wider stability (JAMES-L72) and felt as problematic.

There are a few critical questions as per literature. Is diversity a sufficient condition to generate interaction? If mere diversity ensures at least relative opportunities for international and intercultural learning, how are relevance and rigour addressed? Business has a whole array of disciplines and how are specific international and intercultural dimensions of a disciplinary field in its own right integrated? How is consistency achieved in ‘embeddedness’ and delivery? T2 relates to contents, T&L methods, and intercultural dimension (not just research), which may also happen through supportive ‘diversity’ and ‘pathways’.

To answer T2 arising questions, participants described an ‘acculturation’ transition. It is an on-going process (including managerial and administrative level) that is linguistic, cultural with Business subjects, hence *transdisciplinary* education, in need of facilitation by dedicated “centre(s)” with all staff. One may encounter the word “mission” (in French and English). FRuni has had a Language and Culture “mission” and UKuni has a “centre” working along modern languages. With on-going change in mind, R observed terms such as “international engagement” for all training activity towards “IaH”, as a distinct area to other linguistic activity at FRuni. Therefore, this process acknowledges its evolving trans-disciplinary dimensions as further evidenced next.

### 6.1.3      **IoC and IaH (T3)**

#### 6.1.3.1      **As *embeddedness* of international, language, culture and branding contents**

JOHN reflects about past study, present and future perspectives. He summarises about a working progress towards including international contents and beyond. In own studies’ past, European contents had more of a place in comparison to current situation (“ancient history now” is an allusion to Brexit) although the future holds a likely improved perspective. It shows the personal, professional and progressive role of JOHN in reflection about incorporating more European or Asian case studies into teaching. This intended process cannot be taken-for-granted as it is weighted by the tendency to use UK examples, the need to study for a ‘UK degree’ and hinted ‘Brexit’ (JOHN-L115).

PAUL describes the balance to achieve between UK-specific elements and a large international cohort in his Management discipline. PAUL explains: “in principle (...) from a teacher’s point of view, it’s beneficial to convey different perspectives and to contrast and compare I mean again in my

discipline one of subsection is the field of comparative {Discipline} (...) so that automatically has an international perspective (yes). “Students hopefully do like it @” (PAUL-L64). ADELE, and KATE mention likewise comparative Law at FRuni (not necessarily delivered in English). Regardless of Mol, a comparative stance is an important aspect for internationalisation although there is always the national tension (T2).

CARL in Strategy, including Marketing and Management explains one has to start in France, prove oneself in country of origin, and it is rare to be present across the world immediately, even with international cases and company teaching examples. He describes a past class with exchange students who were from the four corners of the world and in that way it was possible to teach in English (as ELF implicitly). Subsequently, it becomes clearer that CARL distinguishes this case from ELT with French students (T4, T5, & T6).

Skewed diversity with a proportion of international notably Chinese PG students, is an issue explored with curriculum implications for a few participants (JOHN; TOM; ANNE; LUKE; JAMES; EMMA; PAUL; and MARC). As cited previously, the need to check national and international perspectives' integration into curricula happens in a relevant and rigorous way (JAMES), or a first pillar (EMMA), is a critical view for participants. This, together with a 'UK degree' concern or national proof relates to paradox (T2-6.1.2.1), branding, or customer (student) satisfaction and considerations (T1-6.1.1.2).

ANNE tells about debating the topic of a 'UK degree in English' with a Business lecturer, and links to 'making adjustments'. A lecturer relatively questioned whether one should be linguistically flexible with international students who choose to come to the UK. He reportedly makes comparison with students who choose to go to France and surely must be fluent. In contrast, ANNE views international students do not have a choice and do a 'UK' degree preferably 'RG' in a selected discipline as needed global opening for future work worldwide not necessarily for native English. The lecturer had not been aware of this perspective, also as reported at FRuni, the level of French could be in fact problematic (T3-6.1.3.2). JOHN and JAMES mentions proficiency problem (not just perceived) at UKuni too. Universities ought to make 'adjustment' for global context and the use of English (ELF) and FL, including relevance in case study contents to specific cohorts. ANNE mentions inconsistency with unspecified implications in assessment (contents versus language) in Business or subjects she researched. R's own reflection is to prioritise in practice wide relevance, critical thinking and analysis whilst addressing nevertheless issues of language (native) correctness or errors with relativity or sensitivity as appropriate. Language error can be part of a written assessment criteria for example (A 1<sup>st</sup> usually implies few or no errors). Other assessment may be different and proactiveness in discussing assessment is key. Both ANNE and R agree improvement is needed for relevance and consistency. This ought to be appropriately and systematically

addressed in assessment (ANNE-L193) and with teachers themselves who need more language awareness for T&L implications as illustrated.

ADRIAN expresses the dominance of a Western-American approach (T1-5.1.1.3). Other participants share this view and try to counterbalance in practice by bringing different perspectives at UKuni and FRuni. On T3, ADRIAN says: “on the whole it does not exist, I think it’s westernisation”. This is explained with “the media and society is very much biased to the West” as per “methodology” (ADRIAN-L111). This Western-American ‘copycat’ theme expands, and ADRIAN does not see IoC happening although he personally thinks curriculum should be more international due to an increasing “export” global world for the generation of current students. JAMES highlights UKuni success and conveys the ‘embeddedness’ of relevant contents and branding that naturally suit a Business school environment that “lends itself to an international suite of programs” (JAMES-L134).

MARIE views IoC and IaH through Technologisation with unavoidable Englishis(z)ation as technical computing language. It is an internet obligation or evolution as anyone who wants to learn anything mostly starts by going on internet, and this space opens itself in at least two languages, including an ever-present one. MARIE expresses a Westernisation concern of imbalance North/South through restricted mobility, and real travel possibly for staff rather than students. ERASMUS is a mature scheme, but still elite or “North/North” for a minority.

LISA expresses academic, technical skills with international contents, pedagogical, linguistic, intercultural perspectives integrated into curricula, which gather into ‘embeddedness’ concept. It is “difficult to articulate” or define IoC because it is about contents in a main lecture, then it is about application in the UK and other local contexts, crucially about contextualisation with identification of time and place. “A lot of it is so embedded (...)" (LISA-L108).

ERIC describes intercultural contents of ‘International Strategy and Management’ Masters whereby one is delivered by himself, and specialist colleagues deliver accordingly. For ERIC’s course, students do “group work” project, which he presents as no traditional teaching. There are quite a few international students on this Master, as a result, groups are multicultural in composition. Students need guidance, even if they actively and independently complete a group assessment. This is where diversity is integrated into a module and assessment but needs active mediation (by ERIC). This ‘group work’ is called “accompanied” or “tutored projects” (Trans. French) whereas they are standardly designated as ‘group work’ in the UK (R’s experience). It is fair to acknowledge this active accompaniment, mediation or facilitation (by staff) of existing diversity is absent mention from the latter “group work” English word. It counts as designated student-centred learning (even though staff need to perform an effective de-centred, discrete, but active role to that end). Therefore, it is a good example of intercultural contents invisibly embedded along possibly other

linguistic and international design or contents into group work through projects (or cases), which are typically practiced in Business (less invisibly through its name in French language). This is perhaps only marginally less encountered in France than in the UK presently, but conditions of increased diversity in universities logically lead to increasingly operate this T&L arrangement in both countries. ADELE sees no other competency development than “intercultural” ones particularly for staff. There is “co-construction” work to do with students, through “pedagogical innovations”, especially avoiding one-size-fits-all solutions.

ANNE takes example of “The Apprentice”. A German PG student (Engineering) reflected with ANNE that she did not know about the British television show. Her lecturer assumed students were familiar whilst running TEL activities (designing websites) on that basis. ANNE (L235) describes how some students have to unfairly work harder, simply because they have not been explained a context.

R agrees with this view. (Bracketing) Finance and Economics’ teacher experience, R reflect this is a problem of overlooking educational and intercultural aspects whilst monopolising attention on employability or professional application (i.e. taking pedagogical ‘embeddedness’ for granted). R observed in own environment teaching practice or induction events, Business drills brought into formal or informal curricula and modelled on British broadcasting media. R also noticed dismissive reaction(s) when one (myself or students) dared querying this kind of contents, associated practices, or titles such as “The Apprentice” with assumed cultural familiarity.

Returning to ANNE’s example, it aligns with the aggressive “shout” and “macho” cultural atmosphere of the shows, which she stresses in T6-Challenges (ANNE-L403) along the need for more diverse, hence student-inclusive perspectives, re-iterated. There is additional concern with ANNE’s hinted words such as “Economics?” or “Management styles” perspective. It technically ought to be explained, which means recognising which economic concepts or models apply (i.e. neoliberal naturalisation), and not assuming this is the only going-concern to run Business, especially in Economics or political economy.

Curriculum ‘embeddedness’ is an ambiguous concept because it may become a convenient word for expression of a contextual curriculum, which may (or may not) be international. However, it cannot be an umbrella term to avoid (unintentionally or complacently) what needs to be managed and valued as JOHN, ANNE and ERIC illustrated well. MAX mentions “local (international) adaptation” by teachers (T3-5.1.3.3). This is a conscious and “intentional” effort (Section 3.1.4) to integrate various perspectives effectively (5.1.3.3 below), using constructive alignment to be exercised at module and program levels. Planning and implementing ‘embeddedness’, ‘group work’, generically an effective learning environment, cannot be left to improvisation for international, language and intercultural curricula elements (again, often invisible because unacknowledged). This balancing process needs to occur for tension acknowledgment (T2) and specific orientation of a discipline or qualification too. Lastly, this needs training and preparation

that goes beyond one academic discipline. Crucially, staff need training support and specialist help indeed to consistently prepare for multiple levels of diversity (alternatively non-diversity) to effectively embed, contextualise and integrate IoC (See Chapter 7).

#### 6.1.3.2 **As *mobility* and *FL*, not principally ELT/EMI (perhaps locally)**

KATE cites EAIE with awareness, so R asks whether IoC and IaH are known in France, to which KATE replies it is rather about developing “classes in English” amongst key aspects of mobility (KATE-L48). “English” (ELT/EMI) reveals to be a major perspective for IoC at FRuni and recognised commonly by participants, including at UKuni. This represents an interrogation about ‘the extent to which curriculum is international due to ELT’ and whether it is ‘embedded’ as ‘pathway’ (EFL, EMI/E, ‘partial CLIL’, FLE or else as explained).

KATE pursues discipline distinctions and focuses on gradual ELT curricula progress. There is a perception of “lateness” in domain at institution, possibly country level (KATE, ALICE). This repeats with expressive formulas such as “premier league” and need for progress (KATE-L95). ELT/EMI is under or partly provisioned even in later UG or PG Master levels. There is mobility and double degree offer, but it does not match student demand. It starts with Licence but there is no wide offer, except for EFL classes, a few mobilities and placements abroad (KATE; MAX; and ALICE). Many students wish to go to “Anglo-Saxon” destinations. Students may enrol on a selective FRuni Diploma, which provides Language and Cultural skills’ training. This course develops FL and intercultural communication competency, but it concerns few motivated and reflective students. For students’ UG majority, there is limited intercultural and linguistic offer except for some FL classes. Again, not many go abroad.

There are Masters available in English, but non-francophone students will be able to choose these ‘pathways’. ERIC explains voluntary basis initiatives where UG classes will be partly in French and English. This ELT/EMI provision may be taken by students who are not Francophone. Increasingly, domestic students are interested in benefitting from such ‘pathways’, allowing them to access more linguistically and culturally than three hours of EFL for example. Classes may be in French and main lecture slides in English (or in both languages), and ERIC will be able to cover questions in English. For seminars, strategy case-studies in English will be introduced. More Anglophone teachers will be recruited (ERIC; and KATE). ERIC explains on-going process for Business subjects, which have transitioned into half-EMI provision. ERIC reiterates the historical “handicap” whereby French Law banned teaching in English. There is recent incentive to develop ELT/EMI provision with remaining “real handicap” to attract non-francophone students and with staff who are not ready (ERIC-L90).

This gradual and mixed linguistic provision for half of courses appears optimal to cater for all student audiences, for staff, and to mitigate burden of academic course design and resourcing.

MAX stresses mobility and reiterates Erasmus framework's credit transferability for practical aspect under a harmonisation LMD system. 'Double' degrees play a role and hold potential with varying levels of development at different FRUni components. Conversation pursues about FRUni's future shape, with a distinction between UG university of "Collegium" and PG levels M and D of "the university" (Anglicism). ADELE refers to "NewUni" on the one hand and other institutions, including FRUni on the other hand within UPS (Chapter 5).

Participants KATE and ALICE explain some partnerships from UK universities were at risk because students have been unable to follow well, especially in arduous Law subjects. This is an issue of French proficiency hence preparation of (Anglophone) inbound mobility (KATE-L369; and ALICE). There is linguistic issue with balancing (ECTS) credits' equivalence. Students typically need 30 credits but 3 to 5 credits per subject amount to 6 to 8 subjects in a given semester for completion. Even with changes and credits in FLE, it can prove challenging for students to cope with expected contents, again language levels.

ALICE recalls that language teachers cannot teach Business subjects although she later highlights her language discipline as limitless in terms or resources to use and subjects to cover, which is what she loves about her discipline. ALICE refers to ELT introduction in Law and appreciates the fact that students can choose to follow classes either in French or English, may mix more that way, including through informal tandem opportunities for students in specific FRUni Diploma (ALICE-L182). Tandems promote language and intercultural opportunity to practice and integration support for inbound mobility. Communication practice (in language learning) is important, and it is what still lacks nationally for ALICE. There are comments by JAMES (UKuni) and ADELE (FRUni) who say the language level required to pass tests of proficiency is actually different from the English required for successful communicative study. JOHN echoes view with regards subject and technical terms readiness (T2-6.1.2.2 & T3-6.1.3.3).

At FRUni, there are selective courses (for a minority) and various FL provision (i.e. electives compulsory for all). The current ELT provision and mobility mismatch along with inherent effort to learn well in a FL, are identified problems, hence the project to increase 'English' as partial solution. R reflects that French proficiency (not strictly international students') before an English proficiency issue really ought to be supported with a mobility and exchange logic at stake, or at least balanced. Language preparation is to be addressed not just in France, but by sending countries as remarked by ALICE, ANNE, and LISA.

At UKuni, there is little comment about mobility set up and FL preparation. PAUL mentions there is capacity amongst staff to deliver subject contents in a number of FL (as different MoI, possibly

CLIL then) but there is no provision within UKuni Business School, except for optional FL scheme delivered in Humanities. There are double diplomas “with year abroad” (e.g. in French institutions) in the faculty of Sciences but no other language-based provision. There is EMI support for an international audience and EAP accessed via online platforms with possible in-person appointments and tutorials (Chapter 5).

There is similarity for students at both universities who may be reluctant to go abroad and face minimum requirements (English or French) and do not find available mobility (especially English-speaking). Most students tend to want to travel to English speaking places but want less to travel elsewhere (a picture of English-speaking only overall). However, that is where similarity ends. It is indeed difficult to call a similarity if it does not mean the same thing for students. In terms of language, the meanings or students’ logic are opposite. For students at FRuni who consider going to Anglophone mobility destinations, it is because they want to speak English (more) and as described they may have other language background already. There is a ‘FL acquisition’ logic as a definite aspect. For students at UKuni wishing to travel to Anglophone destinations, the reasons may be the experience of another culture, but this is the visible iceberg part to write metaphorically. The immersed part of explanation is that British students have limited FL learning opportunities in Business and do not see the need to learn another language (as English is their own). All students may not possess minimum language requirement level and it is at stake that British students need to learn languages more than they currently do in the UK (Section 2.1.3:50; Graddol 2006; Kelly et al. 2018), including at UKuni (LISA; and ANNE). Mobility opportunities are limited, again expression “one way-traffic”(DAVID). Therefore, all aspects cited amount to a logic of ‘FL non- acquisition’. Nevertheless, UKuni is nationally highly placed for FL offer with language students.

In discussion, the various conditions required to improve this seemingly similar situation are different (because it means something different for the stakeholders). Additionally, finding solutions for lack of ELT mobility will not provide solutions for lack of language development consistently. Having more English classes may suit local demand in France that is unfulfilled to go abroad and is great from the perspective of the student mix, but it will not help the French language ability of international students studying in France (i.e. the Anglophone-only end up linguistically and culturally disadvantaged). Evidently, they would benefit from FLE attendance and having learnt more French beforehand. The “more English” to cater for mobility does not imply evenly distributed solutions for language development, and it undermines international exchange foundationally.

A more balanced situation would be for France to increase French (as FLE), academic practice and specific purpose (along FL, CLIL or ELT/EMI provision), and for the UK to expand other than English FL provision, including CLIL (along EFL and EMI/ESP/EAP support), relatively speaking as all areas

benefit development. Principally, it is FL that conditions mobility and exchange, not the reverse. However, mobility imbalance somewhat dictates language choice, which will unavoidably accentuate the problem. Above aspects are further illustrated and reflected in T5. Internationalisation is not about English, it is about researching, teaching and learning in FL.

#### 6.1.3.3 **As linguistic with intercultural awareness preparation, including lingua franca**

*Pathways* (T2) vary in contents, language and acculturation support at both universities. TOM gives insights (TOM-L137). Elements, which were not included in the past are now included into curricula, which is T&L in the context of TOM. “Context” has widened overtime, it is less UK-based or more in “general terms” and “language terms”. It is about understanding “the context of studying in a Western country” at UKuni.

Controversially, this concept “Western” (T1-6.1.1.3) can be either centric or general depending on its approach. Whether you include in Business curricula Western-American or Western-European aspects, including Eastern Europe that is part of Europe, are controversial in cultural as well as business terms. There are distinct political dimensions within the concept “Western” (American or European) for the design and delivery of Business curricula, including embedding (or not) official Brexit majority position as far as European perspectives are considered, and hinted before by JOHN (T3-6.1.3.1). Then, there is the non-Western that is ‘Southern’ and ‘Eastern’ on a global level, and more ethno-relativist aspects of curricula contents within a wider or inclusive “context” for consideration (or disruption). There are interconnected issues of plurality and inclusivity.

By “language terms”, it is meant not just proficiency but as communication or “variety” as per accents’ variation. TOM describes validation of foreign accents’ variation at parity with British American (TOM-L146), so this is clear pedagogical effort to encourage language legitimacy (conversely discourage possible tendency to language normativity). By normativity, is referred a possibly common assumption in classroom practice (in the form of particular attitudes or beliefs amongst students and staff) even elsewhere that a specific native Received Pronunciation (RP) accent prevails. These practical instances may be associated to a common belief that RP English are the exclusive and prevailing norms for a superior, effective or winning accent in life. This practical description corresponds to ENS norm and links to monolingual as opposed to a multilingual ideology (Sections 2.1.3; 3.2.2 and 3.2.3 with GELT paradigm).

In TOM’s experience, there is a conscious effort to deliver inclusive curricula elements supported by ELF research contribution at UKuni. Furthermore, it has the power to infuse into T&L in a research-informed way. This is explicit in the whole excerpt: “that kind of informed it in the sense (...”, (TOM-L155). This is noticeable with ANNE’s teaching and research-informed choices too.

There is LUKE's multilingual publication approach, and his (field) view that American versus Anglo correction (e.g. "s" versus "z") spelling of a word "organis(z)ation" is pointless.

CARL contrastingly embraces ELT use for Business teaching situations where nationality diversity is high (implicit ELF description) but otherwise thinks it is preferable ELT with French students is done by (native) Anglophones.

ALICE describes her practice enticing presentations by foreign students who bring perspectives therefore international contents for the benefit of all, whilst ALICE says she is careful about not positioning foreign students any differently within a French national student body. These T&L modes may happen in a number of the practicing languages at FRuni in FL class (e.g. French, English, German or Spanish), probably at other ELT/EMI level and suiting an ELF/GE or FLF description or wide EMI conception (See T5). This is in line with the FRuni charter, albeit without detailing use of *lingua francas*.

MAX details FL provision in four languages, including compulsory second FL besides English at one FRuni component. MAX further explains benefits in T4-rationale. MAX speaks of intercultural modules with "local" (international) adaptation of a national program. This may apply in international Law or Strategy fields or Business modules introducing intercultural elements of customs for example, and teachers have a key role in developing (MAX-L134 & L153).

There is a selective more intensive intercultural and language diploma at FRuni with few reflective and self-motivated students (KATE; and ALICE). Training remains limited to FL or PG level for majority hence interest of current parallel UG ELT program open to both local and international students.

A topic is that of 'group work' at both universities. An example of a challenging seminar situation (hence small groups) was one for exchange students only (KATE-L401). It is interesting to reflect on the possible reasons why students "took fright" during group work. One may assume that it was for lack of French skills and confidence but there can be other non-language reasons. Therefore, it might have been not just linguistic, but other intercultural reasons as hinted with "catastrophe" and "competitive". It is not definite whether discomfort was related to intercultural communication in class, and T&L (format or method) either. Similarly, international students in a UK and "mixed" context, including national students, can find group work in English challenging instead of helpful. Nevertheless, group work whatever format does come with issues, and additional work or effort identified (Sections 2.2.3:62 & 3.2.2:87-88; Clifford & Montgomery 2014; Jones 2010). Here, the group was made of exchange students but probably a mix (even if not with local cohort). The expression "too tough" exemplifies well this work most definitely required in the difficult situation recalled. In example, the situation is critically and neutrally reflected, but in

different circumstances it might be so complex that one might not address or claim no difficulty until a crisis occurs.

ANNE describes the difficulty of getting students to work together as one of “the biggest problems in terms of intercultural communication” confirmed by literature (*Ibid.*). She illustrates lack of ‘accommodation’ ability (ANNE-L239) and an adverse groupwork experience for a Saudi female student in terms of multiple aspects at work such as English proficiency, assertiveness, cultural register, professional or socio-economic experience as well as maturity and gender differences. ANNE says there is not much guidance for groupwork given by lecturers to students.

Potential solutions under consideration appeared to be a stop altogether to this type of T&L arrangement or the provision in English with a mix possibly of home and exchange students for KATE, anyhow not any easier as reflected. By definition, group work is desirable in curriculum as it serves further understanding and application of theoretical knowledge from a larger lecture for example with development of collaborative and intercultural skills through activities. In that respect, cutting provision seems a loss or changing demographics not an optimal solution either, but examples demonstrate such skill development does not spontaneously happen. Another implication, regardless of the solution set up required, is that language choices (and non-choices) are not symmetrical or neutral in terms of who benefits (exchange and home students) from a T&L arrangement. A suggestion is to look towards formative socio-linguistic and intercultural arrangements (not less) in order to support all students continuously, and address seminar resolution or mitigation of issues that do exist (e.g. related to ‘group work’, ‘adjustment’, and ‘embeddedness’ or assessment understanding). Unidentified issues can add together with cultural blindness argument and cause serious issues for both lecturers and students. It is best to acknowledge, make allowance for ambiguity, whilst still providing guidance and flexible options for students indeed. Specialist ADELE who had mentioned Scudamore report (T1) expresses specifically about this kind of support “, but adds this material is not widely available.

Beyond group work, KATE describes on-going reflection and a pressing need to review and innovate. Some T&L methods, including assessment, which no longer work well, call for modernising traditional main lecture or bringing different perspectives (from abroad). This extends to a more personalised, improved pedagogical, and life experience for students, all difficult to deliver with limited means in a mass-system (T3-6.1.3.4 and T6-Challenges). ALICE noticed students’ intensive reliance on mobile technology and encourages its use for language immersion and cultural discovery in everyday timeslots as ‘micro-learning’ spent in transport or elsewhere.

These detailed examples of T&L settings, language choice, pathways, group work, lecture and assessment, including training situations, demonstrate the centrality of linguistic and cultural dimensions often overlooked (T1) for IoC and IaH in preparation as well as on-going mediation (by a teacher) required for an effective pedagogical environment with a diverse classroom audience

(constructively aligned and student-centred). In other words, there is unfulfilled gap in intercultural, language-assisted pedagogy and design, including foreign perspectives, and TEL, for teachers.

#### 6.1.3.4 **As resource constraints**

FRuni logistical constraint topic repeats prominently. It relates to HRM concerning the initial non-readiness possibly timid engagement from staff and the need to call on additional staff for EMI/ELT (R reflects this may be partial solution only). This mirrors the general linguistic context in France as hinted by many participants (i.e. generational and test-based education factors along other attitudes, lateness perception, and difficulty to learn English well). KATE explains how resource problems limit 'IaH' development, one being teaching space availability (KATE-L430).

(CARL-L88) questions the reality of T3-IoC "at home" whether "online" through ELT "made in France and used in France" even with "English" concepts (L101) and "US" theories' uniformisation (L146). Rather than T3 as such, CARL perceives 'abroad' development through students' easier travels, mobility (study exchange and placements for one's 'CV'), more extroversion and earlier initiation. Some mobility students may like Paris almost as Tourists and not necessarily for employability logic.

Due to constraints, the support performed by student associations, specifically an Erasmus club with information and socialisation at FRuni is extremely useful in helping and fostering internationalisation hence the university itself welcomes this. This applies to UKuni who counts many societies (Chapter 5). Constraint itself does not stand in the way of the strong pedagogical argument for students to be involved in developing internationalisation actively by themselves (e.g. presentations as detailed by ALICE). However, it does not replace institutional resourcing for development.

MAX describes public versus private constraint difference in ELT curricula (T6). The key elements for all French universities not just FRuni is the *non-selective* default basis and *finite state* universities' resources in contrast with a business-oriented *private* sector that has relatively more autonomous means to make a stay abroad or EMI/ELT 'compulsory' (or 'optional') and this is largely the case in top Business schools with means and autonomy (Chapter 5).

The above logic transfers in principle to a country like the UK's more private-like state system with means to generate mobility incentives with language implications even if constrained or *finite* too. This is the meaning behind a private logic described by KATE's expression "business logic (...) perhaps in the UK" (KATE-L133).

Pursuing France and UK comparison point, the UK surprisingly does not have a high record for outbound mobility or FL in Business discipline as observed. It is interesting to reflect that "EMI/ELT"

provision in France could logically “translate” as “foreign languages and CLIL” in Anglophone systems for a comparison of mobility preparation, IoC specific or IaH. However, the UK situation is one of under provision and optionality, this whether in Business or other segments of the Education sector. This is so at UKuni in spite of reported existing competency or capacity in the staff pool (PAUL). Conversely at FRUni, even though ELT classes are increased provision, there appears to be resource constraint with regards a pool of FRUni staff who feel EMI able and ready as reported.

The “artisanat” approach (*Ibid.*) in mention for France (Trans. “traditional craft” or “cottage-like” activity) repeats in conversation. It is contrasted later with a “real business” and “more professional” approach in other countries like the UK, which is another interesting comparison point.

Mobility (along ELT) constraint is with perceived ‘lateness’ according to a few participants. KATE gives a ballpoint figure cited as very low and expresses aspiration to improve. A circa >120 students in mobility out of 6000 represents 2%. R reflects this perception is relative as 2% is only relatively low in comparison to circa 5% in the UK. However, 5% is in turn low as reported in literature review by Erasmus target of 20% in Europe. Both figures are only very low if compared to Erasmus target or actual figures say 10% in performing institutions (with more means perhaps too) and this is not necessarily widespread. Besides, target is not an actual comparison point. This mobility ‘lateness’ comment follows an exchange about mobility and non-mobility initiatives. R prompts about the importance of reciprocity mentioned in relation to EMI/ELT development in response to partnerships and student demand growth. This account is important in revealing the direct and constraining link between mobility and language ability in KATE’s perspective.

It is perhaps logical to provide various English support (EFL, ESP, EAP) for international students in the UK and targeted FL to local students for mobility. Local students may require support too. It is perhaps peculiar to provide targeted ELT/EMI (rather than FLE) to students who do not speak enough French or to local students who wish more English (i.e. as FL or communicative practice translated into ELT/EMI). All reasons ought to be considered for balance (T5-6.1.5.3).

Mobility is a key theme but constrained by language. Mobility has an advantage of measurability and convenience to account for internationalisation. Universities across the board clearly have an incentive to strive to improve mobility. This example shows how much mobility remains the key strategic variable, which university leaders are keen to act and improve upon albeit in a constrained environment relative to language (KATE-L244). Nevertheless, it is language (not just English) that constrains mobility not the reverse (i.e. mobility constraining the choice of language through a skew towards English).

The notion of ‘global citizenship’ (GC) underpins all categories. The rationale-T4 is not so much about a ‘What’ but rather a ‘Why’ question, and “context” understanding, so participants elaborate views from T1. The rationales (De Wit 2010; Knight 2008) can be recognised amongst views expressed: academic, social and cultural (or educational with first three categories), political, and economic (T4-6.1.4.1; 6.1.4.3; especially 6.1.4.4).

#### **6.1.4.1      As intercultural and linguistic (‘*glocal*’) context of both employability and pedagogy**

Language and intercultural exposure is what helps achieving an “International opening” (MAX-L163) and MAX expands later in T5. “Multicultural” context in work and team communications is “obvious” reason and much developed by participants. It is a “taken-for-granted” because necessary rationale. It is essential (with a few disciplinary exceptions in Law) for future work whether one knows or not yet, due to changeable life itineraries (KATE-L494). Furthermore, there is a sense that although national logic dominates often to start with, one can evolve quickly onto a European or international basis and deregulation is increasingly helping this process. Any experience with different ways or models of thinking can only be beneficial and help adaptation to change (all rationales). Developing intercultural experience and competence is not only fundamental for employability but in terms of T&L (educational rationale). It is fundamental because traditional teaching methods also need to evolve.

The classic lecture model is in the process of collapsing as many students no longer seem to benefit, do not attend or do not seem to follow. Flipped classroom, e-learning and other pedagogical modalities are of interest at FRuni certainly widely, but it is difficult to embrace new methodologies (KATE). With regards disciplines, caution applies for a balance between tradition and innovation, as it would be unacceptable to compromise key linguistic communication skills such as oracy or eloquence in a given language, and with disciplines’ differences.

Multiculturalism is rationale and it is multidisciplinary. TOM accounts for this rationale both as a reflection of historical economic and legal power in a particular UK context relevantly intertwined within a globalisation context (TOM-L193).

Besides a rationale strand as ‘local’ overlapping with ‘global’ context for learning as above, another strand is related to international context at UKuni or diversity. TOM refers to people themselves, the travelling students and academic community to form the contextual environment that explain why UKuni is “more international” than “national” or “British specific” (TOM-L169) likewise PAUL.

This is a ‘demographic diversity’ (T1). There were comments about rationale for ‘linguistic diversity’ in publication. TOM cites a majority of publications in English (or Second Language Acquisition) are Chinese, hence noticing internationalisation of subject itself and the rise of publication in Chinese.

However, most participants moderated by stressing the forcible domination or obligation of publication in English and Westernisation (DAVID, LUKE, ADRIAN, PAUL). CARL (L146) says it is “automatic” recalling uniformisation through Americanisation (T1) of programs. Comments about existence of ELT for Francophone students by ‘Anglophone’ teachers (implicitly native teachers) with orientation to ENS norm as it becomes clearer (T5) prompt reflection.

JOHN observes that a high proportion of Chinese studying together who do not necessarily have the opportunity to mix much with students of other nationalities, represent a downside for learning or overall experience (JOHN-L148). On the one hand, imbalanced (linguistic) diversity represents a negative anti-rationale. On the other hand, the “world getting smaller” argument or globalisation is seen as a positive rationale and from the perspectives of UG or future workers whether they travel or not. Overall, despite “hiccups” mentioned (Brexit and Trump); the positive prevails.

However, this observation (Ibid.) perhaps indicates a normative view of what should rather happen with the word “sad” (and “not right” mentioned elsewhere). Again, this quote is rich with underlying meaning. The presence of many Chinese students in some course means they may not make the most of their sojourn abroad if they speak Chinese a lot, which by itself is absolutely fine (to highlight this fact), and since they do not get much opportunity to speak English in company of Chinese peers. When one travels to another country to study, will one use, learn and study in the national language all of the time? That depends on readiness, different expectations and perceptions in that domain. That in turn reflects different monolingual or multilingual ideology, which requires reflection in order to develop awareness. JAMES observes international Chinese students tend to revert speaking their national languages between themselves understandably, but perhaps not for maximum benefit.

The theme of wide diversity as a necessity for study or employment is present. There is a perception that nationalist or populist movements in the world will be small events or non-lasting “hiccups”. In other words, there appears to be a belief in an inexorable advancement of internationalisation and globalisation as opposed to retrenchment from it.

In contrast, there is a view that students travel to study in the UK in order to do a UK Master. Is the goal for students to do an international degree in the UK or just obtain a UK degree? Is it about both aspects? This conception of a “UK degree”, also “French” or ‘national’ (T3-6.1.3.1; & T2) deserves further reflection.

#### 6.1.4.2 As *intercultural pedagogy* in *evaluation* towards 'GC'

Different 'evaluation' may co-exist. Firstly, there is student evaluation of learning as per formative, summative 'assessment', and as 'feedback'. Secondly, there is an area of language evaluation or 'assessment' as pre-requirement to access university courses and follow successfully, including for mobility. Thirdly, there is student evaluation of teaching (e.g. EEE in France, institutional satisfaction surveys, NSS in the UK, including staff). Finally, staff evaluation whether in teaching (e.g. peer observation) or in CPD are areas as important as student evaluation(s), even though classic focus is on student.

LISA describes the multicultural 'GC' rationale, global networks, and agrees with R it is not obvious to students (LISA-L125) that IoC "should be" explained explicitly, clearly: "you have to explain" and "label it" even in a corporate signposting manner although not quite literally selling it. A branding of benefits ought to apply simultaneously almost (T3-6.1.3.1). IoC is about the "need to" learn languages along with the "excitement" meaning fun enrichment that an international experience is. This is important for 'home' students to understand so "we" (teachers) "need to label it what we are doing". The lexical choice of verbs and the combination of tenses illustrate how important it is; present use "to need" repeats for imperative action and a conditional use "we should be encouraging" for normative or continuous intentionality. This comes in contrast to the 'taken-for-granted' views.

Several excerpts aim at professionals not just students with regards needs for intercultural "evaluation" engagement (KATE-L549). A "rather important project" is quite an understatement with the emphasized ending "we are at the beginning" to sum up importance and scope. Clues such as "beyond international", "one must question" and (...) elsewhere" all point to the need for intercultural pedagogy in evaluation. KATE details further project(s) for updating student assessment, transforming to a more oral, individual and personable basis as well as addressing cheating or assessment challenges but this is very difficult to achieve in the French system given the logistical constraints (T3) and a mass-system (KATE-L539). Such pressure is reported at UKuni too (ANNE).

Based on this experience reported, it is ironical to draw conclusion that a rationale so clear-cut at times, calls for continuous clarification in pedagogy. International linguistic and cultural context of employability and pedagogy (T4-6.1.4.1) into all evaluation here require constant signposting (LISA) and work to activate IoC, and for all to become global citizens.

#### 6.1.4.3 As an *international space and through humanities for a culture of peace*

Beyond intercultural engagement, internationalisation as a ‘peace process’ and the meaning of Humanities disciplinary tradition is stressed as a broad spatial and social concept (T6-6.1.6.4 also).

ALICE indicates Germany-France learning tradition and twinning as an element of present and future political peace rooted in past. German and English have often been first languages although there is a “larger perspective”, but this is clear influence from WWI/II and European project creation (ALICE-L260; R study background). Its foundation was prosperity as well as politically therefore peace-driven.

The peace topic sprung with linguistic and cultural aspects of student experience in relation to student residence. France specifically does not possess integrated accommodation tradition or “campus” (this term is recently in use as MARC points out to R who used the term) in comparison to a British American “campus” tradition of “living together” (MARC-L280). Accommodation spreads geographically in France. FRUni has its own multi-location accommodation in progress. At UKuni, even though accommodation is multi-site, it gathers in vicinity of the main town. MARC who has internationalisation management experience depicts whether it benefits students to stay in student residences or rental with local inhabitants and shares his experience in Belgium and France. MARC observes that French universities have brought residences nearer cities in recent years, making good use of empty buildings and updating residences fast, in order to emulate a living “campus” and city territoriality as opposed to “extra-territoriality” for students (MARC-L303). Countries do have relative differences, but generically, student residences cannot be mere dormitories, otherwise inhabitants’ rental become more attractive proposition. Therefore, universities need to think accommodation carefully, also highlighted by LISA at UKuni.

The “Cité Internationale Universitaire de Paris” (CIUP) is characteristic of a French “campus” linked to infrastructure in Paris 13 district. CIUP is very internationalisation relevant. The CIUP topic appears in conversation about student experience, and it is noteworthy of reflection as an international relations’ tradition. CIUP was discussed between MARC and R for good reason (bracketing my experience). MARC has CIUP knowledge and supervision expertise as he mentions earlier about student experience. CIUP is not part of FRUni but technically part of the spread accommodation in Paris at international PG level (incidentally, I am aware because I grew up near CIUP, which is also a green public space). I took opportunity to ask about topic mentioned (by myself in earlier accommodation conversation brought by LISA, then again by MARIE), therefore it appeared worthy of enquiry (and to my knowledge).

CIUP was born out of a movement of pacific internationalism, American “Wilsonian” ideology (MARC) stemming from immediate contextual aftermath of WW1 when peace was deemed so important that military could not be trusted, so there was delegation upon intellectuals (MARC-

L323). CIUP stems from 1920s and was built in order to promote and secure future international peace through international education and intercultural exchange as a reaction to war trauma.

The “Cité” space is organised with “houses” (“maisons”) named by country (also “colleges” and “fondations”). Students can apply for accommodation with the house of their country of citizenship but there is a principle of international cultural mixing (Trans. “brassage”). Each house may run historical, linguistic, cultural, sport and social events that can be subscribed and enjoyed by all. International students may go on and stay in other houses. CIUP is an effective and unique project in that respect as its organisation forms country homily groupings, whilst valuing diversity as a whole through organised authentic international communities’ events as opposed to inclusive celebratory events (that perhaps may be less lasting).

Students may not benefit of successful social integration in their host country and may suffer as a result. MARC and R reflect on how special CIUP is and MARC qualifies project as “exceptional”, “precursor” and “one-off” because not replicated in scale (MARC-L337). However, MARC critically observes his own research converge with current research from a graduating doctor in different times with different technology available. The study of “house sociabilities” finds that international students tend to congregate in nationalities after a while. As per literature, “Permanent internationalisation” or “intense sociability” demand work, effort, commitment and study preparation and one tends to withdraw a bit (MARC-L345; Chapter 3).

One infrastructure (2016/17) R is aware and prompts about, is the start of a Sino-French construction of a House of China (named “Gardens of Harmony” trans. Chinese). This represents an increase of infrastructure capacity for Chinese researchers who form the third inbound-mobility population in France, and for Paris (clearly I was influenced by own previous interaction with LISA or recognised the need to follow up topic as research significance unveiled itself through experience, mention by MARIE and MARC, and high presence of Chinese students reported at UKuni). Physical ‘Accommodation’ as ‘international and social integration space’ for cohesion and ‘peace’ reveals itself to play important role whether in France with ‘CIUP’ history, new infrastructure, and established UK ‘campii’ generally. However, just housing international students together, it alone cannot bring about internationalisation.

Beyond study of languages and presence of a physical bonding space, a ‘culture of peace’ may build through a broader space brought by the whole spectrum of humanities’ disciplines for international education (LISA; ALICE; MARIE; and MARC). MARIE formulated a culture of peace as rationale or ethical, also political project, and an extended definition of mobility even short (in days), and not just minority travel activity. This involves openness to ‘otherness’, inspired by CIUP international community immersion for example, a notion reiterated through needed ‘early’ language and artistic

pursuits (T6-6.1.6.4). Short mobility is in line with IaH and FRuni new mobilities' types (e.g. EMI or CLIL-like for local students).

Internationalisation demands upfront, hard and renewed work effort. This evidence and co-reflection hint to a wider discussion on national representation and ideology. A reemphasis of a "humanist" philosophy of learning is suggested (Section 3.2.4; Glass, Godwin & Matross-Helms 2021; ACE 2020). Physical space to enact is necessary but it is certainly not sufficient. Life in the community through accommodation is key to support (practically and spatially), but it sustains (ideologically) through a philosophy of international pacifism and humanity. This directs to a plural and trans-disciplinary beneficial tradition of Humanities' subjects as a 'culture of peace' to foster IaH.

#### 6.1.4.4 **As *glocal* institutional *visibility* or *branding***

ALICE, MAX, ERIC and ADELE explain FRuni within UPS regrouping and situate it as a drive to become known abroad or "visible" (ALICE-L311; Chapter 5). This commercial visibility translates in terms of rankings based on research publication performance of the Ranking (ARWU) strategically (Sections 1.1.4; 4.4.1). At the time of writing, UPS has achieved top ranking (UPS 2020). However, it is shown there are other ways to emulate and evaluate international orientation (Sections 1.1; 1.3; 2.2.2; & 3.2) and as per 'categories' of this chapter, Chapter 6.

This is a same trend of institutional branding or internationalisation marketization whether at UKuni (LISA, TOM, JAMES, PAUL) or FRuni (ALICE; MAX; ERIC) with a difference that it is slightly more contemporary in the case of FRuni (Chapter 5). This branding topic was addressed with Western "bias" (ADRIAN-L111) and applies as taken for granted rationale. To attract the best students (ADELE; HELEN-207;L222) and belong in rankings as "the bible" and through English publication is "evident" (ADELE-L302). It is important France protects its linguistic and scientific heritage, but it needs to cultivate national "excellence" through social openness and diversification, and for students to learn that in order to avoid bias expressed as "Franco-French" and "jet set" society (Ibid.).

'GC', 'intercultural communication', and 'multilingualism' concepts dominate rationale and strategies along specific aspects. A positive rationale permeates everything and is assumed obvious. However, rationale can be negative if exclusionary and difficult to pinpoint as exemplified by 'elusiveness' or 'embeddedness' as a reminder that a positive educational rationale needs to be explained, promoted constantly, and explicitly for international T&L benefits to be actively facilitated. 'GC' needs to be communicated and appropriated at local and individual levels.

Not all universities have the means to pursue ranking-branding as in the case of UKuni and FRuni (Chapter 5). Progress always remains to be done at various glocal levels. To that end, 'intentional'

demonstration with ‘commitment’ for operationalisation (top-down institutional) to enable grassroots (bottom-up local levels for staff, in turn students indirectly) and ensure that educational rationale actually matters for related institutional, and national-building politico-economic levels.

## 6.1.5      **Role of English and other Languages (T5)**

### 6.1.5.1      **As English *dominance* and *resistance***

English dominance as a “mastodon” or a “road roller” (MARIE) is a fact that participants observe seemingly neutrally with no particular endorsement. It is the state of affairs for Business, disciplinary, and technical international learning. Critically, underlying positions progressively emerge.

PAUL points out to the benefits of international recruitment, teaching and publishing, and English use to “bring internationalisation about”. EMI settings are beneficial and attractive internationally. English dominance for IB and Academic *lingua franca* is instrumental. However, this comes at a trade-off in nuance and meaning because of not using the mother tongue, and this is a problem. The logic of English as publication language stressed by most, is ruthless with no incentive to publish and difficult access to publication in another language. The big attraction is “(...) in the teaching space, institutions have a much wider pool of people they can recruit from and that gives also an IoC element there and students may like it, or they may not like it . the mix is important” (PAUL-L81).

MAX emphasises English is unavoidable for Business with consideration that French is in minority at world level. ALICE comments that except for people who love French, French is not a majority preference despite good language provision noticed in a UK university she visited. However, MAX remarks French curriculum remains in French in the majority of curricula, and in assessment written submission (MARC also) even with trends of ELT/EMI. English provision and demand is mostly EFL in early UG cycle. ELT/EMI demand is rather from year 3 / L6 in cycle, and it is demand from both international and national students (MAX-L171).

CARL sees Business curricula increasingly in English, teaching Business concepts and models from British and American universities. CARL (L163) acknowledges English as ‘vehicular’ language (ELF not explicit) but finds that for French students, ELT by an NNS like himself is “ridicule”, although he has taught occasionally and finds it acceptable (as ELF context). The reasons for English resistance are several and relate to next categories. There are negative perceived threats to identity (national,

disciplinary, and learning, as expressed by “we are, they are and I am”), national language, subjects and contents’ loss. Multilingual, FL learning, and attractiveness of “other LF” (e.g. French, especially Spanish too) are positively perceived (*Ibid.*). PAUL at UKuni, KATE, ERIC, ADELE, also MARC similarly describe resistance with loss-related reason(s), real (e.g. levelling down in class) or perceived as above.

ADRIAN reports compulsory English in Chinese schools and presents as a basis to say English dominates now and in future. R is aware that in France, it has been compulsory in secondary for decades with recent English initiatives in primary schools. ADRIAN sees the demand for modern languages in Europe as “ever-decreasing” (L188). R prompts actual situation (‘as per FL’) in the UK in contrast to elsewhere. ADRIAN responds that French universities teach in ‘English’ to “make money” (*Ibid.*). In response to Chinese being prompted as a world language, ADRIAN sees the rising influence of Mandarin in places, the importance of Korean and Japanese in China, but emphasizes English; “we made it a choice, they imposed it” (ADRIAN-L227). This description connects to ‘Westernisation’ again.

#### 6.1.5.2 **As *lingua franca*: GELT, ELF in EMI(E)/ELT, including FLF (or other)**

As per review, English has been known as ‘EIL’ for international communication. However, in the fields of research and practice in AL and Education, EIL has evolved with successor ELF or *lingua franca*. This exists along the frequent use of the term EMI or EME in ELT. Various “English(es)” co-exist indeed and beyond definitions there is further subtlety in practice. For the UK, although English is the national language (L1), it is important to note that the UK *de facto* fits the description an ‘EMI setting’ due to the heavily internationalised nature of HE demographics. It was highlighted UKuni has very international staff, 30% of international students and a higher percentage in particular courses. Therefore, as difficult as it may be to accept in principle, again it is realistic to conceive both study cases qualify as ‘EMI settings’ without absconding that English is the national language at UKuni.

Ironically, EMI is not necessarily mentioned, nor viewed (chosen) as such, neither in the UK nor in France. Everyone appears to be mastering their very own English resources. Therefore, EIL evolved as ELF/EMF or alternative “Englishes” are actually a realistic pragmatic description. This is line with Global Englishes and ELF literature (Chapter 3; Jenkins 2015; Jenkins, Cogo & Dewey 2011).

LISA sums up situation by saying that ELF is less known than EMI and comments “I don’t know why that is” (LISA-L161). LISA and R discuss subtle language awareness issues and acknowledge the fact that ELF is a developing research field. This leads to conversation regarding various language attitudes in T&L: how some possible negative attitudes have changed, alternatively how they can

change into more positive attitudes, through awareness training precisely. Other specialists (TOM; ANNE; and ADELE) are aware of the EIL/ELF and EMI distinction.

LISA highlights the importance of EMI as training provision in relation to its use. The Business field appears rather unaware of ELF or its workings as a specialist field and this is acknowledged in dialogue between LISA and R as well as observed in exchange between R and (mainly) Business-based participants.

TOM describes activities of teaching, research and PD at UKuni (TOM-L203). English focus is as ‘tool of communication’ and links to other languages to a lesser extent in TOM’s practice although TOM is also involved with FLs. Multilingualism is present at UKuni in the form of classes, associations such as the Confucius Institutes and Humanities’ activities. Likewise, it is present at FRuni with student language associations (T5-6.1.5.4).

JOHN spoke with emphasis of ‘EIL’ or global language: “if English wasn’t the common language (... )” (JOHN-L198). JOHN next speaks of English in terms of EMI viewed as a language of technical instruction and as a linguistic working progress. Participants JOHN, and JAMES mention issues around “perceptions” of English levels and the real possibility of discrepancy between passing a test for language requirements, actual proficiency in use, and even choice of use. English is seen as EIL “for Business” par excellence (DAVID-L251). The word “transaction” conveys in one word both trade and communication advantages of English, which gives the UK an “edge” or a competitive advantage in economic and diplomatic terms.

LISA highlights attitudes amongst students towards NNS lecturers (LISA-L176). This aspect extends of course to working with NNS students and deserves on-going reflection. Various attitudes related to NS, with accents being a prominent share, including body language, physical aspects and more (EMMA; MARC), almost theatre-like (KATE) are widely reported (TOM; ANNE; LUKE; JAMES; PAUL; MAX; CARL; and MARIE). Attitudes exist amongst staff towards students, other staff, or even self. An ELF approach in T&L can play a role in managing inclusively these existing attitudes through developing awareness of language choices and accommodation skills. Therefore, “global Englishes” as a whole help to promote a multilingual belief system as opposed to a monolingual one, a role which is not traditionally explored through EMI and IoC models. This connects to other multilingual activity (T5-6.1.5.4).

There are cumulative reasons for being in leadership position that in turn place English as favourite “Mol” officially at least, on a developmental basis as level of proficiency and for subject contents or expertise in the UK HE sector. There are implications with regards T&L process crucially effectiveness in shaping attitudes towards language (or orienteering positively as opposed to

negatively). There are underlying ideological issues to attitudes all enforced through language in both policy and practice (e.g. neo-racism, neo-liberalism or nationalism).

At FRUni, one encounters terms such as “classes in English” mostly, and “English-friendly” (ERIC). Some classes continue to be in French at least partly, so it is questionable whether ELT/EMI uniformly applies as discussed before. However, France remains technically an ‘EMI setting’ as per definition or description of a majority of (L2) users of English in learning whilst this thesis considers that classes realistically have a high number of (L2) users in French MoI (FMI) at the same time. Therefore, FLF (perhaps FMF) exists, along ELF in France, and within the so-called EMI setting. CARL describes the role of French as L2 for Francophone African students who manage rather well, for students living in France, and he explains it would be bizarre to smatter English instead of French with a ‘French’ (Francophone) audience, to go through complex or subtle reasoning that nobody masters, including CARL himself. This would be “general impoverishment” therefore use of French as international and teaching language is justified (as FMI or FLF). Then, English (as ELF) is useful for mutual understanding in third party countries, and again useful with diversity at home in some instance. Balance is important and national language protection from English due to contents’ threat, is re-emphasized.

MARIE (L169) is aware of “usage and use” distinction applied to “Frenches”. French diversity and its creativity, including its internet presence needs protection, and for intercultural development (*Ibid.*). This mirrors participants’ ELF comments (LISA; TOM; and ANNE).

The nature of ELF along “Global Englishes” as a field research by extension FLF in France even though not developed (Sections 1.1; Behrent 2008; Gadet et al. 2009 in 3.2.2) are in turn positioned as a suitable approach to develop language pedagogy dynamically in order to manage English or other language dominance (resistance) such as French, and to mitigate an array of issues (e.g. didactic, pedagogic, attitudinal and ideological) in curricula design and delivery. This can be in support or synergy with T3 and models (Chapter 3).

#### 6.1.5.3 **Language or mobility: a prerequisite logic**

The study pre-requirement in France and internationally of B2 or C1 (CEFR) is relatively high although even with C1, successful study is no guarantee. This minimum then combines with disciplines. The minimum applies strongly in Law in comparison to Business. Therefore, one can join relatively less flexibly in Law than in Business studies within student cycle. This logic is clear with CEFR threshold or “important pre-required level” to go abroad (KATE-L320).

JAMES in the UK points out the potential divergence between B2 English fulfilment, and actual practice and proficiency of students. JOHN mentions classic difficulty of proficiency for

international students and in terms of subject contents (TOM; and DAVID also). There can be perception that expectation in France is sometimes stricter than in the UK (ANNE 5.1.3.1).

In France, there is contradiction as participants cite (French) prerequisite as one typical difficulty for international students, in Business, especially Law. However, threshold appears less clearly, when it comes to Anglophone students who do not have a sufficient level of French, which in turn seems to justify an increased provision in English as a result. Demand and loss of Anglophone partnerships are alternative arguments. It is worth recognising that language and contents proficiency affect typically, not exclusively, international students in both countries (See T2-6.1.2.2 'Pathways').

The contradiction above is firstly explained by the fact that France is specifically a main host of African and Asian international students with big demand. Secondly, many students registered on French national programmes would rather go to Anglophone mobility and because many come from Africa and Asia (e.g. they could be international students or nationals with migration backgrounds). For their preferred mobility, these students logically do not tend to choose the countries from where they have moved or francophone destinations as they already are in a French-speaking world. On the one hand, students might want to go to Canada and there was a noted growing interest for China but supply with partnerships in French were not satisfying the French local demand for mobility. On the other hand, partnerships based on reciprocity were difficult to reach with Anglophone destinations. There is additionally scarcity and fees to pay with US/UK partnerships. These factors form altogether a strong general local demand for learning English, be it at home or abroad.

Demand exceed supply for Anglophone destinations and France is not able to welcome enough Anglophone students either. This stems from a lack of French proficiency from international students. It has (surprisingly or not) translated as a need to run more classes in English from an IR office, partnership strategic goal viewpoint, hence a pedagogical one, in contrast to run more FLE (in order to meet language pre and ongoing requirements?) and support FMI ultimately.

There is an interesting quote with regards the position and role of languages in internationalisation: "One cannot hide under Francophonie to say that one does international" (KATE-L209). KATE has noticed that some international students speak French less and less well. Then, her point relates to strategic objective of sending students abroad, specifically in English-speaking destinations, reciprocally, to welcome international students on an FMI-basis with FLE provision or an EMI-basis increasingly (over other FL/EFL/FLE). Which one of languages or mobility is top priority? Which one 'should' or 'can' come first? Does this resemble a 'chicken and egg problem'? This theme is in further discussion (Chapter 7).

R reflects and infers (to bracket out) further points from this quote. French is internationally appreciated, sought-after as a world language and with an extensive schooling or Francophonie network worldwide. However, French alone is not sufficient for internationalisation, which needs FL, notably English as EFL, also as EIL/LF for learning and, also as CLIL rather than strictly FL, and for Business ELT. This point could form reflection for management in charge of international relations and strategic objective(s), reporting on internationalisation, welcoming international students such as Campus France. Should welcoming students (French-speaking or not) not include more FLE (perhaps with FLF-aware approach) alongside English as ELT/EIL/LF, including home students (through *lingua franca* awareness, FL and choice of MoI)? Then, it would apply slightly differently for the UK because English LF is the ‘national’ language. However, the point symmetrically transfers with ‘one cannot hide behind Anglophonie’ whereby it would be understood for UK/UKuni not to rely solely on English to claim it is international.

It remains it is a flawed FL logic in previous reasoning of adopting English (more than French) for FL or MoI in France, and likewise in England as adopting English mostly, but missing out on FL or other MoI development towards *mobility*. This flaw linguistically disadvantages international students in France and home students in the UK. This logic may be framed as an opportunity (due to constraints) but it is challenging from an ethical (educational perhaps national) viewpoint.

#### 6.1.5.4     **As multilingualism**

Many participants celebrate multilingualism and interculturality (Rationale-T4). The participants are senior specialists in language or (and) with Business pedagogical provision, with Management responsibilities. JOHN, LUKE, and JAMES in Business only confirm their limited FL ability. For participants, it is rather about the imbalanced English status again (T5-6.1.5.1) compared to other languages, or English “taking over the world” (ADRIAN-L188; LUKE; PAUL; and EMMA). R prompts ADRIAN about languages-T5 importance. ADRIAN thinks it is “an advantage” but not “essential” (ADRIAN-L233). With English dominance, this utterance reflects ADRIAN’s observation of Westernisation-Americanisation as overwhelming ideological forces worldwide (T1).

ALICE explains language hierarchy that needs communication. MAX and others in France acknowledge Francophonie role with English first then Spanish in the world-pecking order. MAX argues a second language is growingly necessary (“compulsory” and a “trend”) for Business students and from a professional perspective (MAX-L197; KATE; ERIC; and CARL).

‘Prerequisite’ fulfilled (T5-6.1.5.3), the decision to go abroad in order to “better” language ability “always plays a role”. The quality (“highly-ranked”) of the partnership institution is a factor too (PAUL-L123). Similarly, PAUL highlights the partnership imbalance for exchange or mobility. PAUL talks of the problem of English students not going abroad enough and the opportunity cost for

students as a result: “it’s not called like send me abroad it’s ‘exchange’ so you also need to be receiving (...) part of going abroad is the language element and this is one of the major assets” (PAUL-L138 in 5.1.5.3). This problem is related with utterances such as “willingness (...) not that high” (Ibid.), “one-way traffic” (DAVID), some people being “lazy” to learn languages (JAMES), and similar observations (LISA; and ANNE). This relates to a lack of appetite for travel or languages, and there can be other reasons attached (financial, practical and personal). PAUL qualifies the idea of English classes as a solution for mobility as “the wrong attitude”. Both PAUL and R reflect whether internationalisation is about ‘languages’ as it is logically (T5-6.1.5.3), or about teaching (and research) in English as it appears to be (T5-6.1.5.1). PAUL adds UKuni has the capacity to teach in other languages because of its international staff.

Following ALICE’s mention that French is not widely favoured, R prompts about French learning as an international choice for students who travel to France. ALICE confirms it is the case through FLE for all students at home but cannot speak for all students. ALICE states that countries and institutions need to do FL preparation work, set aside the difficulty to study ‘in’ a FL (L2) at university.

Languages provide tools and bridges into accessing other cultures. However, cultural and linguistic settings may always start to be explored from one particular language. Languages may carry stereotypes within themselves and in the way people use language, therefore languages are not sufficient on their own, and need to be attached to the intercultural discipline that cultivate values of plurality, openness, curiosity and awareness. ADELE explains that this is much part of a UKuni ‘intentional’ strategic axis for a wide audience. Intercultural awareness development alongside is key. At UPS, TEL projects such as DELTA for international scientific teachings and AGORA for multilingualism of ‘fourteen languages’ illustrate achievement. It is not that many languages in classes, but intercultural classes always involve at least four languages. ADELE uses a poem translated in 136 languages, including Creole, so that “everyone could hear the voice of the other” and this is extremely important (ADELE-L263) for valuing diversity. Language is a medium for disciplinary, and cultural and humanistic accessibility, which can be manually, or TEL driven as per example.

The argument certain people are not keen to learn a language or “lazy” in the UK or “behind” in France is worthy of attention. Can it be true, scientifically proofed that people cannot learn a language well, individually or personally (perhaps), and as a group? Many UKuni participants make converging observation about UK youth or the English-speaking world not that willing. Similarly, FRuni participants mention that people carry subjectivity in their own language (MARIE). MARC interrogates the struggling capacity of NNES in France in comparison to NNES of other French-speaking nations, namely Belgium and Canada who seem not to struggle much or instead strive towards RP.

Therefore, participants' single observations in both countries do aggregate to significant collective reality (even if counter-logical truth that it happens people cannot learn languages seemingly). This qualitative data may amount to a beginning of a breakdown with varying meaning for each case, then a possible collective explanation. This leads to reflection about what possibly influences national representation (or ideology) in a given education system, and society? Individual perspectives remain, but they must be related to a reflection and interrogation about policy for multilingualism as it would seem to amount indeed to collective messaging for individuals and aggregate into national representation.

### 6.1.6      **Opportunities and Challenges (T6)**

#### 6.1.6.1      **As *incentives* and *disincentives***

Leask (2015) speaks of “enablers” or “blockers”, which can affect IoC process. KATE talks about ‘*incentives*’, which can be financial and non-financial. JOHN speaks of ‘opportunities’ that are ‘challenges’ and vice versa.

There is HE recruitment impact because of Brexit (JOHN) through exchange rate fluctuation in the UK (elsewhere incidentally) as a challenge, ultimately an opportunity despite negative forecasts and uncertainty. Brexit is likely to affect levels of European staff by way of either a stabilisation or negatively possibly (JOHN). LISA mentions Brexit insularity and wastage of money. The impact of recent apprenticeship levy policy in the UK will be a possible area of change for universities if Business recruiters change their practice and training provision (JOHN).

DAVID mentions the edge of English for Business and study, but highlights changing (global) demand due to rising competition abroad, due to Brexit (on its own) and that English should not be taken-for-granted in future. EMMA mentions national regulation and Brexit as potential challenges. ANNE reiterates “big” challenge for British students to operate globally, their lack of cultural adaptation for the “vast majority who don’t learn other languages”, and Brexit insularity risk.

The ‘UK degree’ topic as a career premium is present as “one of the blockages” in T6 (ADRIAN-L237). ADRIAN explains, “It’s not just a question of adapting a curriculum for overseas students, you also have to do it for British students” however Westernisation trend works against this (ADRIAN-L250).

ALICE repeats lack of openness to English (as EFL) in France generally and as stand-alone more than an internationalisation issue. LISA at UKuni similarly stresses the need to start early in life with languages and to be open in a larger sense (T6-6.1.6.4). This links to themes emphasized by many participants. MAX mentions employability pressure connected to FLs’ mastery as the main push at

least at the student level (MAX-L217). This opportunity of FL or CLIL expansion in Business disciplines with its associated challenge(s) is absent at UKuni. PAUL mentioned capacity, but others warned about rising insularity. FL in Business at UKuni are optional whereas they are compulsory options at FRuni.

In ELT/EMI transition at FRuni, there are financial, technical and administrative challenges in a system that operates in French mainly. There are personal or attitudinal language challenges (such as fear of academic failure, uncertainty and workload, upbringing and family transmission) amongst students and staff, which are less easy to identify. MAX describes the ability to find qualified teachers in both subject contents and English as an especially challenging area in France, also KATE and ERIC. CARL similarly cites difficulty to communicate for people who do not speak the language (i.e. French; English) with his perceived improvements, but thinks complex subjects and contents are main blockers (also MARC). CARL believes one should speak one's own original language. He takes example that R (myself) teaching in English would probably speak French with students between classes, which would not be the same result. CARL perceives an ELT situation enabled by native Anglophone speakers.

As challenge, ADELE cites language teachers themselves who seemingly are intercultural experts in no need of development, and teachers in other disciplines due to ELT confusion, subject competency and transmission threat. She cites the lack of budgets for language and intercultural impact. However, she sees 'certified' training as an opportunity, along the 'competition' to find 'talent' and 'most experienced' staff as a push (T1-6.1.1.5) towards 'visibility' (T4-6.1.4.4).

Attitudinal constraints for finding staff are additional to financial, administrative and logistical classrooms' constraints (KATE). Questions possibly asked are whether staff will get more pay to teach in English or get 'technical support' with PowerPoint (Trans. Accompagnement). Experienced fixed-term lecturers can be hired as temporary fix in order to provide EMI/ELT classes. Issues of finding logistical support and pedagogical coaching for contents and delivery need to be institutionally organised, funded and administered.

There could be attitudinal opportunities towards cultural and language development. After a while, lecturers who are not initially EMI/ELT keen nor for a culture of change, may see the experience as developmental and prestige-enhancing with positive effect for research publication. Some lecturers make personal efforts to train themselves and organise English coaching on a private basis when institution is not fully ready (KATE). French attractiveness and motivation argument applies for international Francophone academics (MARIE at the start of interview). ALICE cites staff mobility increased incentives and recalls expediting a mobility opportunity with UKuni co- incidentally.

There is a perception argument of “ridicule” and an age or quality-division applying for a Francophone lecturer to teach Francophone students in English (KATE; ERIC; and CARL). There is a sense that if one is going to teach in English, it needs to be “very good” (ERIC) with relative terms in brackets, so this is a challenge and not many, have taken (or will take) the challenge so far. MAX points out the majority of curriculum remains taught in French.

There are differences within disciplines again. It may take time with oratory and eloquence skills being key in Law. Law has perhaps a different relationship to language in comparison to Business studies where language is conceived as a technical transactional tool (although not exclusively). At FRuni, there were differences of bachelor access due to the French pre-requirement. This is a stronger hurdle for Law studies than for Business, Economics & Management. Consequently, the student population is more diverse in Business than in Law and this makes the transition to English easier with a more diverse or English-international audience who understands classes in English better than classes in French. This makes it somewhat easier (less ridiculous or awkward as per previous argument) for Francophone lecturers to teach in English as the logic of using English (as ELF rather than a perceived standard or perfect English) is stronger with high diversity.

CARL (L323) repeats it is easier to teach in English when the class is international (ELF) instead of a French class where one might have to actually teach or switch to French for learning “survival”. Students may also “rebel” when it is too “complicated” and with “accents”. This is to stress overall point that linguistic proficiency challenge remain significant with contents, communication and pedagogy attached. There can be student resistance due to proficiency, additional to staff own proficiency and NES/NNES orientation.

There is philosophical challenge related to disciplines (PAUL; KATE; ERIC; and CARL) where some cannot be taught in the same way in different ‘languages’ for didactic, linguistic, cultural and experiential reasons (Sections 1.3: Chanlat 1990, 2014; 3.2.3: Intluni 2015). This links to T5 and slightly different from the ‘discipline’-T2 to do with national regulation, constraints whether they are soft or hard types, albeit philosophical question too (Section 3.2.5: Leask 2015 model variability). A quantitative subject Mathematics might be viewed as unaffected as a hard discipline traditionally (HELEN). Conversely, ‘Mathematics’ might still be viewed as international (HELEN) because of the same ‘language’ *per se* being spoken across the world (ERIC). Argument does endure over disciplines that cannot be taught in the same way according to ‘language’. There is debate in Law, also in Business/Management subjects with semantic and practical implications, which runs deeper than soft and hard distinction.

PAUL mentions one has opportunity to take international perspectives spontaneously, including for assessment, due to the nature of own (and comparative) discipline whereas Accountancy has similar book-keeping principles across countries (hard discipline argument). PAUL always gives a choice to students to compare perspective and talks about choosing case studies that are going to

be intelligible to students, pointing out a balance of English, US or other choices to apply. ANNE explains her case study choices too. Other participants explained how they were positioned and trained to apply IoC because of their own international travel, experience, network, even personal identity (KATE; TOM; ANNE; LUKE; EMMA; ADRIAN; ALICE; MARIE; ADELE; and MARC).

Linguistic debate may cover either teaching or research. Solutions might be finding compromises over rules. For example, language spoken in research conference where possible (French) is different from written publications in Management (English) accepted as part of the AIMS association as ERIC tells interesting example. Gradual thematic approaches might need to be adopted and partial or multilingual language provision over a long period.

Further philosophical, cultural, or professional attitudes, related to personal identity could affect change and transition (KATE; JOHN; LUKE; JAMES; and HELEN). An age or “generation” divide with regards EMI/ELT curricula and a view that it is almost a corruption of teaching and approaches altogether. It may be a political perspective in reaction to (conversely in enhancement of) the rise of neo-liberalism, Americanisation and association with EMI/ELT growth. There is resistance or grudge attitudes not merely to change but when staff are being asked to change too often or do more (EMI/ELT) with less and less recognition and resources over time. This was present in both countries (PAUL; DAVID; and KATE).

In connection, there is repeated challenge of a mass-system in connection with resources (T3-6.1.3.4), which poses challenges at different levels, for T&L, particularly assessment, which command very cautious and slow progress (KATE; JOHN-L559). There are also opportunities such as the presence of a Mathematics Foundation or continued Francophone research and training collaboration internationally (HELEN).

Two participants (KATE; JOHN) speak of academic freedom either through the tendency of some academics to resist change administratively or with pedagogical innovation. JOHN likens academics to “herdy cats”. Even though academic freedom is praised, it is perceived at least somehow as consistency and operationalisation IoC challenges in both contexts of state and semi-marketisation.

Debate over autonomy (budget, selection or non-selection, optionality or compulsory) in national context is again central (LUKE; JOHN; KATE; and CARL). There is difference between French Business Schools that can afford or decide on a full compulsory program in English, with universities that experience constraints from a resource and staff viewpoint. It connects to ideas of academic freedom for staff, and this is where considerations of attitudes around professional training, motivations and incentives come to play in full force. In the UK context, there appears to be in principle more autonomy than France for universities (e.g. FL or IoC resourcing) having been

liberalised with collateral diminished state funding. It means universities are freer to generate and manage their financial resources albeit with significant control applied by the state (still thereby).

It is not clear-cut to assert which country is more or less constrained. Staff struggle with scarce resources for T&L, increasing research demands, and massification. On reflection from what participants said, reality is difficult in different ways in both countries. FRUni participants feel more constrained than UK counterparts or Business schools with regards internationalisation capacity amongst issues above, however, UKuni participants also speak of significant constraints on being or becoming international, and lack of language and intercultural development.

#### 6.1.6.2 **As context all-important**

Participants depict national context previously detailed along micro-contextual factors (T6-6.1.6.1). Context is key as it conditions both material and human resources, or people's attitudes. Not only it relates to rationale-T4, but to affordances in terms of resources or constraints (T3), hereby for opportunities and challenges-T6. The national (versus international) 'context' has structure, control on its side (potentially conflictual). Private in contrast to state logic is strong too. It is a case of identifying possible margins of manoeuvre for action.

By law, it is now possible to teach in other languages in France, but the wider legal HE context is still a limiting factor. Additionally, many academics and most administrative staff currently do not speak English, so a sudden change is impossible. Context remains key although it is changing (KATE; and MAX). MAX expands regarding language and stress "context" differential between universities and business schools (grandes écoles) in France (L250). JOHN mentions training tax levy changes in the UK that may affect domestic undergraduate market.

PAUL speaks of (national) regulatory contexts' impact that can be restrictive for international campus activities as one "barrier" (PAUL-L224). PAUL mentions the interest a "discourse" approach might represent for progress and "taking a brand" abroad". Due to timing of regulations that need to be resolved or circumvented, it is possible "people lose motivation to push this forward" in that context (PAUL-L238). Likewise, managing the regulatory and financial context is challenging according to ADRIAN's experience (elsewhere than UKuni): "the other issue is transnational education where we take education to them . and I think they are not many success stories down there (...)" (ADRIAN-L315).

Pedagogical PD recognition linked to context is needed (KATE-L706; ADELE). There is lack of PD for teaching in an academic career, specifically the ability to teach in English with intercultural awareness as distinct but related areas. This point emphasizes current divide between teaching and research. Observation implies perhaps element of criticism of current situation whilst suggesting improvements. Previously, the intensifying pressure for research was accounted by UK

participants (TOM; DAVID; PAUL). Teaching-Research divide is not just restricted to countries studied, but problematic in HE in Europe and across the world as per literature (Sections 2.2.3, Curaj et al. 2015; Altbach 2013b).

Therefore, from the concept of ‘context’ can be drawn situational elements (the ability to teach in English or in another language, whilst engaging culture), a research-teaching divide, and global demand elements. Change, especially situational and behavioural (i.e. attitudes, beliefs or expectations) may happen through operationalisation with multilingualism and interculturality starting at home and with PD specifically. This would hold key in advancing development and global demand.

ADRIAN, and JAMES, identify “problems” or global demand challenges for UK IHE in the coming medium-term years. Firstly, domestic demand contraction that have underlying reasons such as low UG demand and Chinese market share over reliance along with affordability. Secondly, with TNE and campuses abroad topic, ADRIAN mentions making agreements work from regulatory, financial and HR viewpoints can be problematic. There are limits to modernisation through technology (e.g. MOOCS). Ultimately, ADRIAN thinks “Western academics need be more curious and have a better understanding of the rest of the world and it is only then that true internationalisation will happen” (ADRIAN-L365), as a Western critique throughout. There are comments showing participants’ viewpoints as educators critical of universities’ financial and commercial pursuit through higher international paying education (LUKE) or recruitment of international students as “cash cows” (EMMA-L285). This illustrates the challenge of professional, multilingual and intercultural development for IoC operationalisation (TNE indirectly).

#### **6.1.6.3     *As professional development with expert support for operationalisation ('how' point)***

Some participants strengthen the point of CPD addressed. One excerpt is interesting as JOHN makes a point, as he interrogates one’s own ‘how’ question (JOHN-L292). What is missing for IoC to simply happen, is time and space spent for reflection with people, for best practice exchange and mediation about “how to”. People need to be shown “how to” and “practical steps” to be able to co-construct together at grass-root level or as a bottom-up organisational process (Chapter 3).

Such development would go towards fulfilling the ‘GC’ strategic axis at UKuni (Chapter 5). There appears to be strategic will to such evolution at FRuni. Likewise, ADELE in France has been involved with developing and implementing specific programs for language and intercultural impact with administrative staff more widely needed, and for lecturers. This is a voluntary and distinct effort that has to be jointly with the work of language departments (ADELE). For example, ALICE from

Languages cites ‘soft skills’ as part of her current practice as a last point that is useful and can be taught in most instances. ALICE evaluates it is a suitable professional teaching area for her as she cannot teach Business subjects. By extension, contents’ teachers would need continued support with language and soft skills. This needed balance of intercultural, language, soft skills and contents was referred by many, which all teachers need in order to work effectively with a diverse audience anywhere (ALICE-L535).

Support to embed ‘international’ (that may include Western/European or Southern) perspectives across curricular programs and modules, including assessment, according to subject is a comparative as well as participative domain. PD itself requires ‘specialist skills combining language, intercultural, other subject contents with international and pedagogical (IoC) expertise in order to mediate process.

This translates as internationalisation PD drawing from these fields altogether. A critical point is to call on specialist expertise of international engagement with transdisciplinarity recognition within disciplines, hence also impacting budget decision-making. Senior strategic management with HR departments need to recognise this point that goes beyond HR or anyone’s domain and intersects with diversity (EDI) agenda. This identified need has to be tendered in terms of teamed IoC specialist skills with funding resourcing. Furthermore, this type of specialist and inclusive PD would need continuous support, process review, and HR recognition in career in order to secure buy-in. R reflects this may be all the more needed due to observed EMI rise, accompanying cohesion and inclusion argument, and for accounting stakeholder involvement in international quality assurance, which may not have been recognised seriously enough to date.

#### **6.1.6.4 As ‘early’ multilingualism and intercultural development**

LISA reflects about own past experience of FL learning and has a concern about how ‘early’, or effectively FLs are developed nowadays. What conditions would be needed for improvement or success? It implicitly links to above current context and CPD (“UK is at a severe disadvantage” and “don’t know how language is taught”). Language development context in the UK is unsatisfactory due to the shortage of linguists. It is cue for progressive T&L ways to be prioritised more (LISA-L255). Others express the opening process to language and international perspectives is needed ‘earlier in life’ and larger than the classroom (ALICE; MARIE; ADRIAN; and PAUL). It could start by inviting international teachers in classrooms at an early stage and all levels (MARC). More curious (ADRIAN-L365) and international teachers are much needed to develop international ‘flavour’ (MARC-L416; Anglicism Trans. saveur, arôme, goût). This aligns with UNESCO SDGs.

ALICE remarks the language and cultural development problem in both countries is actually the same, except for a difference that diversification needs to occur with different languages. The offer

of 'classes in English' caters for the idea of trying to ensure everybody understands. ALICE further describes French classes with cultural contents provided for international students to engage with. ALICE adds about the role of language student associations centred on languages such as Chinese, German and Spanish (no English association) that include cultural engagement. Conversation continues with co-reflection that this recognised 'challenge' could transform into an 'opportunity' if all elements mentioned were improved upon, an important viewpoint for ALICE.

Nevertheless, there is recognition of how different countries can be in "ways of doing" terms and their academic systems (*context* and *how* again). Significantly, 'convergence versus divergence' (T1 and T2) is re-emphasised. TOM re-frames outlook for UKuni as an 'opportunity' rather than a 'challenge' (also JOHN; and ALICE). TOM says UKuni can gain and learn "a lot" from students who "come here to learn" and from its international students with a "two-way-dialogue" (TOM-L303).

MARIE feels languages are charged with cultural *a priori* and that linguistic diversity needs to spring not quite from university, but very early. MARIE developed personal intercultural awareness (mentioned at the start of interview) and her own education and world outlook was firstly due to the fact she was born to African parents and her skin being black, she had to integrate into her country even though she was French. Secondly, MARIE's own upbringing particularly through exposure to a diversity of Music genres was how she understood the immensity of the world. A 'culture of peace' (T4-6.1.4.3) is a real objective not an ideal for teaching internationalisation, and that starts at the youngest age. Learning languages (not necessarily perfectly or with long travel for example) helps to know different universes and build individuals when one is young. MARIE specifies linguistic learning comes second after artistic, or Humanities' based learning all related to a socio-emotional domain.

Converging comments express much needs to happen 'early in life', going back to early learning, languages, with an international development outlook going beyond with food or artistic aspects (LISA; ADRIAN; ALICE; MARIE; and MARC). Examples highlight diversity nurturing to respect and grow individual (and learning) identity construction. ALICE recognises attitudes stem not just from classroom when comparing attitudes to learning English amongst own students in France and from a teaching observation trip abroad in Northern Europe. It goes beyond schools, and language.

Many participants reflect about own personal linguistic experience, stay abroad either study or professional capacity (amongst LISA; TOM; LUKE; JAMES; ADRIAN; PAUL; EMMA; MAX; ALICE; ADELE; and MARC) or in childhood (ERIC; and MARIE), and how it has benefitted their adaptation, openness, overall intercultural life outlook. MARIE reflects about international musical discovery and openness. ERIC illustrates how French education focused on error correction, shaped his experience, and constrained somehow his rewards (assessment) in otherwise productive and

performing German secondary learning. It supports ‘earlier’ and wider international experience to be factored in the classroom, along classroom, and societally.

As participants display international experience, this is not so surprising as it proved their interest in contributing to research. This was not assumed, but it is interesting for research final discussion (Chapter 7). EMMA (L246) states an ‘international’ professional identity beyond nationality and reflects she has opportunities through teaching international students, which feeds into new research. These reflections repeatedly occurred and hold special weight for a committed ‘international engagement’ at FRuni (Trans. ‘engagement’ is also a French word and it translates well in France as ‘commitment’ too).

## 6.2 Outcome Structure

Table 7 gathers below the *categories* that form an *outcome structure* of a social *phenomenon* at UKuni and FRuni. This identified qualitative outcome draws from a critical presentation of participants’ perspectives, including R’s interpretive accounts with accompanying verbatim and analysis as an evidenced audit trail. Categories of description follow through a logical, iterative, detailed IPA process of analysis, deconstructing accounts, reconstructing with aggregation and reflection about topic and thematic contents.

A critical discursive approach with IPA aims to continuously interrogate all sides of a given topic, including biases. CIPA methodology with staff is not just useful for discovering individual voices in order to make sense of the experience of IaH and IoC at a detailed, actual, and local level. CIPA assists in hearing individual and unique voices as well as collectively eliciting or materialising overall qualitative information result with working themes in a specific context, eventually outcome categories. Staff are key T&L mediators to engage and prepare with active encompassing process (as opposed to a by chance process and discrete actions) if students are to benefit as active stakeholders themselves. With result below, it is suited to an IoHE process of sense making with intentionality.

**Table 7. Outcome Structure: Internationalisation at UKuni and FRuni**

Internationalisation and Globalisation	Internationalisation of the Discipline	IoC and IaH	Rationale	Role of Languages	Opportunities and Challenges
<i>As elusive and blended necessity</i>	<i>As international and national paradox</i>	<i>As embeddedness of international, language, culture and branding contents</i>	<i>As intercultural and linguistic 'glocal' context of both employability and pedagogy</i>	<i>As English dominance and resistance</i>	<i>As incentives and disincentives</i>
<i>As embeddedness: educational and commercial</i>	<i>As pathways with language and intercultural provision</i>	<i>As mobility and Modern / Foreign Language not principally ELT / EMI</i>	<i>As intercultural pedagogy in evaluation towards Global Citizenship</i>	<i>As lingua franca: GELT, ELF in EMI(E)/ELT, including FLF</i>	<i>As context all-important</i>
<i>As Americanised, Westernised, WEIRD and Unequal</i>		<i>As linguistic with intercultural awareness preparation, including lingua franca</i>	<i>As an international space and through humanities for a culture of peace</i>	<i>As Language or mobility: a prerequisite logic</i>	<i>As professional development with expert support for operationalisation</i>
<i>As diversity: wide but imbalanced</i>		<i>As resource constraints</i>	<i>As glocal institutional visibility or branding</i>	<i>As multilingualism</i>	<i>As 'early' multilingualism and intercultural development</i>
<i>As collaboration, competition and a search for talent</i>					
<i>As populist or nationalist concern</i>					
<i>As language and culture: essential but overlooked for operationalisation</i>					

Source Table 7: (CIPA Primary data)

As detailed, CIPA is a participative, elaborate and inclusive tool in meeting the internationalisation challenge of sense making and engagement (directly and indirectly for all its stakeholders). Like threads weaving into a larger tapestry, these voices belong to and form a global canvass through CIPA metaphorically speaking, precisely for real impact and for 'glocalisation'. There is potential for qualitative improvement thereby, and impact tracking for evaluation and accreditation (setting aside notion of research publication 'impact' tracking).

Using an international, comparative CIPA, yields deep insights for what the situation might be at a country level and more salient points of discussion and recommendation than a single national case,

through considering and unlocking language and cultural aspects. The reason is international CIPA allows identification of possible individual country commonalities and differences, in turn with common or different qualitative meanings. Commonality and variation of experience in different countries is enlightening to confirm understanding of a social phenomenon. Beyond commonality and difference as per phenomenology, critical underlying meanings are what matters to call for appropriate development, which are also enabled with reflection for change or improvement through a critical framework methodologically. Thus, such particular or context(s)-specific expression with qualitative, and contrasted detail is useful in searching case-pertinent solutions.

### **6.3 A Summary of Critical Voices**

Staff are composed or relatively neutral in their reports, but it can be inferred from their stories that they are not happy with ideological aspects such as the increase of Westernisation, a nationalist or populist concern, and neoliberalism, even in teaching materials and attitudes, through elitism and language dominance, with overall adverse effects associated with Anglo-American norm-making for students. Participants voice that the Outcome Structure categories do apply; however, it does not mean they agree or that they have full agency to change for a critical edge (bracket to acknowledge that includes myself the researcher; See also critical methodology). There are clearly constraints and there is resistance, which amounts to relative agency even for internationally experienced professionals, but this does not mean participants are happy overall. JOHN adds he needs to know the 'how', not the 'if' or 'why', and it is a 'no-brainer'.

Participants voice they are unhappy about particular problems related to resistance such as the shortage in FL for IB (and in earlier learning), especially in the UK, and the taken-for-granted positioning of language as a medium and tool of communication (lingua franca) in specific contexts of disciplinary T&L. Participants repeatedly mention the problem of domestic students' bias against non-Anglophone mobility and some engagement tensions with intercultural and international perspectives, including in seminar or group work. They evoke difficulties and a 'lack of' ('missed' for a fairer term) engagement with linguistic and cultural diversity in communication (EMI and lingua franca) at times for staff or students, and this is the case in spite of individual or initiative enhancement efforts in contents and pedagogy. This amounts to a hint of outright criticism in addition to a critical discussion. Individuals do not have full agency; therefore, this points to a need for more embedding and institutional efforts beyond individual agency. This is further developed next in Chapter 7.

Finally, this CIPA research is not just relevant for hearing particular stakeholders' voices, advancing knowledge and impact for implementation of a complex social phenomenon; it holds potential for a methodological contribution towards development.



# Chapter 7      Discussion

Elaborating from the findings in Chapters 5 and 6, critical interpretive phenomenological analysis (CIPA), allows an ‘explanation’ (Fairclough-inspired) into how some staff interact or adapt within identified powerful systems with evaluative reflection in the following sections (that included my own interpretive input, and an internationalist positioning ideologically for acknowledgment), and to continue addressing the RQs about real and transformative internationalisation.

## 7.1      Language and Intercultural Awareness to serve Diversity

Language(s) with culture form a common denominator amongst all *categories of description* (Chapter 6) found and discussed for IoHE. Educators’ experience with mobility revealed that FLs are prime vector in Business Education and for work in IB. Besides, FL serve as gateway to intercultural openness and adaptation capacity amongst all, including students and staff who stay at home. One UKuni participant does not see languages as essential although important. Three other participants state own lack of FL skills with alleged laziness and hints of disappointed critique. FL provision in the UK (HE curriculum, and nationally) is emphasized as problematic. FRuni participants stress a reluctance to FL too, and English a particular problem, including its provision.

The lack of FL learning by Anglophones appears to be part of why asymmetric mobility flows push France to increase EMI/ELT along student demand. This goes against the core logic of exchange language learning, although local student demand does represent FL and communication logic. FRuni has modules targeting specific use for Business in languages, plus study of at least two FLs in Business, but FRuni provision is still limited at UG level. With resources’ constraints, this is a way of combining specific use and Mol, with partial ‘CLILisation’. UKuni has FL in option only. FRuni relies on FLE with specific pathways to support internationalisation. Likewise UKuni has pathways and EAP/ESP (pre or in-sessional).

There is reflection about provision of a ‘national’ language, be it English or French as addressed in its cultural and international diversity. There is understanding amongst participants that *lingua franca* or language presented as communication practice in its diversity or as ‘international’ language is helpful to bring people together. There is not always an explicit connection as formal ‘lingua franca awareness’, but there is awareness that language ‘use’ practically helps IoC delivery. It connects to language provision such as FL or academic practice where learner confidence improves therefore for engagement and proficiency ultimately. This is according to few professionals who were formally aware and reported using a research-informed multilingual paradigm or ELF-EMF in pedagogic practice. This was TOM, LISA, ANNE (UKuni), and ADELE (FRuni). Acknowledgment of contexts, accents’ and sources’ variation were stated as important for IoC.

Researcher infers from other participants as they speak of the role of language as communication medium with intercultural examples used in practice. This is DAVID, LUKE, EMMA and PAUL (UKuni), and KATE, MAX, ALICE, and ERIC (FRuni). FRuni participants recognised the need for more English as communication practice hence EMI strategies.

It is important to notice not all staff were in a position to know how to deliver such language pedagogy, and a few reported they did use international perspectives with linguistic and intercultural input (LUKE, DAVID, EMMA, and PAUL), albeit never had the opportunity to reflect about (EMMA) or how to achieve exactly (JOHN). Americanisation-Westernisation stood in the way for many in Management or Finance disciplines, including participants in managing and consulting functions, but they were aware of linguistic and intercultural teaching difficulties (JAMES, ADRIAN, MARC, and MARIE).

Another finding for discussion is a *lingua franca* approach proved beneficial for staff with engagement or resistance to teach in English. This was recognised only by few specialist participants at both universities. The case of CARL who was only at ease or EMI-ready in a lingua franca classroom that was made of students from all around the world was illuminating. Some participants would teach in English, perhaps in future. Both engagement and resistance to English existed at FRuni with English reported a big challenge for teaching, also for research and in an administrative capacity to a lesser but still majority extent in France. Levels of discomfort may exist amongst international staff with French, symmetrically to local staff struggle with English, and distinct from student struggle reasons. Difficulties were mentioned at UKuni too. Prospect and attitude can turn positive with awareness of addressing a lingua franca setting, with quality support in language as a communication tool for confidence-building as well as disciplinary and technical for SP. Such an approach especially helps to improve confidence through awareness and to evolve individual attitudes, principally negative perceptions of proficiency.

There is currently no formal support about ELF or FLF awareness in language provision, given disciplinary levels and the link to intercultural discipline towards classroom inclusive environment. One can reflect whether difficulties reported in exchange students' seminars could have been somewhat alleviated with an ELF or FLF multilingual perspective specified and developed for activities all the way to assessment. This could be instrumental to complement traditional FL/EAP/ESP approach, and to assist learners' multiple and real group work anxieties, and leverage diversity. Participants recognised Interculturality as specialist area additionally to Business disciplines, also Intercultural Management per se. Therefore, *lingua franca* and intercultural awareness revealed potential for unlocking inclusiveness and resistance tensions for staff (and learners).

It was recognised intercultural institutional effort may be of a different kind depending on whether it is staff internationalisation awareness for administrative purpose, for teaching, or research purpose. Intercultural impact projects do exist of a different kind, not mainstream, and linguistic intercultural pedagogical support is lacking. Staff development is lacking towards linguistic and intercultural pedagogy in curricula for students.

There are disciplinary differences for IoC in Business and social sciences. In that sense IoC is 'meta', still 'disciplinary'-based. It is important for strategic Management to recognise this point as IoC may suffer lack of development and financial resourcing for prioritisation within (taught) curricula consequently. The same ironically happens with language and intercultural education often considered as transversal, even subaltern, and taken for granted fields. Staff reflect about the difficulty to relate to internationalisation over time, and their constant effort to contextualise with students from their viewpoints. This contextualisation helps students to become aware of the local relate to the global, and vice versa. This process can only happen through language and intercultural awareness-raising with relative international contents' disciplinary expertise collaboration.

There is a kind of exception with Mathematics not that IoC-relatable by nature (HELEN). Mathematics is a field of international excellence at FRuni and have dual degree with Economics. There is always the possibility of teaching Mathematics in other MoI or English too. It can be inferred other quantitative subjects may take similar stance (e.g. Econometrics as a branch of Economics).

A CIPA *outcome structure* (Chapter 6, and Section 6.2) documented in categories overall (6.1.1.1-2; 6.1.1.6), also pathways (6.1.2.2), IoC itself (6.1.3.1-3), language(s) (6.1.5), and GC rationale. Category 6.1.6.4 frames FL and an international flavour to start "early", which stretch further than curricula and HE into a societal and humanistic "culture of peace". The overall structure (Section 6.2) summarised *categories of interest* for RQ2 address.

Designed "Embeddedness" is important in categories, including "pathways". A few participants wish for more accommodation, context explanation as well as adaptation of curricula contents (e.g. case studies and linguistic diversity), which they observe is missing to adjust for diversity indeed for inclusivity, so some students do not have to work harder than others, and at PG level (Chapter 6, and Section 6.3). UKuni has diversity specifically skewed to Chinese cohort, with some courses seeing a Chinese majority. It is representative of the UK and France hosting high Chinese cohorts, including African students as a specificity of France. The comparative cases revealed distinct relevance and usefulness in context of ELF (FLF) approaches.

From this discussion, it follows internationalisation, and diversity agendas of local and international students intersect and in line with literature review (e.g. Sections 3.1.3-4; 3.2.2; and 3.2.3 Intluni

2015, and Jones & Killick 2007). Accounting appropriately for diversity in a widest sense is the biggest theme to answer RQ2. Topics of embeddedness, relevance, and rigour were important. As educators, the majority of participants view the acknowledgment of students' linguistic and cultural differences as well as ability to contribute to T&L process as key, whilst taking active care that students do not feel set apart. Having everyone integrated as a learning community is central to participants.

## **7.2 Beyond monolingualism, nationalism, and ideology**

UKuni participants engage in conversation topics about international students as within the whole student cohort regarding educational and diversity aspects. FRUni participants engage likewise about student cohorts. However, in the French context, a difference appears insofar foreign or international students are referred as exchange students (or mobility only). A few participants in France express reticence to speak of "international" let alone "foreign" and say "exchange" students in line with strategic administrative mobility. Besides, educators did not know numbers of international students whereas some did know proportion at UKuni. On the one hand, international students were not distinguished and were integrated with at home students, expressing sensitivity to potential discrimination. On the other hand, it is important to know your students and equality of learning opportunity is 'not about doing the same for everyone' (ANNE). UKuni participants showed sensitivity in reflecting about educational and social implications for important Chinese cohorts. Likewise at FRUni, knowing students means noticing where students have travelled from and giving opportunities to share contributions so no one feels set apart (ALICE). This argument is often dismissed with massification, and participants described as constraints, whilst rejecting one-size-fits-all formulas.

Another explanation is the indirect impact of political state structures and demographic diversity of HE in both countries. UK participants are aware of the differentiated fee structure resulting from NPM policy (Chapter 2) and remark high international students. This is true for most people in the UK society and media who are aware of how much students pay nowadays, although they are less aware of country-specific high diversity in academia (relatively to schools and colleges). In contrast, low UG fees for all in mainstream state universities in France mean everyone is the same (perhaps not). The collective national dimension ideologically influences individual level perspectives with differences for the concept of diversity. Generally and historically, France has a stricter legal approach to policing, collecting and classifying "diversité" data, based on ethnicity in comparison to the UK and other countries who do so more routinely (diversity is a modern term). This situation is rooted in the French (i.e. monolingual) historical context of republicanism towards nation-formation, a specific model of "laicity" (Trans. secularism) to protect faith and non-faith, finally

World War two (WW2). French policy has evolved, but it is voluntarily conscious of geographical or socio-economic parameters as opposed to ethnic parameters. Policy and anti-racist laws stand to avoid any segregating deviance based on the existence of the term “race” as a relative (unscientific, not genetic) and social construct, reminiscent of the WW2 Nazi regime in France.

Therefore, the example above along the basis of critical comparative case study (Chapters 5 and 6) demonstrate or explain how strategic national or international types of discourses come to ideologically shape individual perspectives and discourses relatively collectively too. In that sense, a national and institutional discursive approach of internationalisation is relevant and distinctive as it was shown in strategies, and with participants in detail. Through monolingual orientation, commercial and pedagogical unilateralism, ideology may even reveal itself slightly neo-colonialist in tone of strategy as discussed. Meanwhile, individual agency remains practically (even if influenced) through individual language engagement, conversely resistance towards some topics.

Returning to convergence versus divergence, participants stress the following pressures. The predominance of national curricula with “local-international” adaptation (MAX). There is increasing pressure of research. All stress English dominance as language of research as a matter of fact. However, it should not be taken for granted according to them (although it largely is). FRuni participants clearly explain that English (as MoI in a foreign language) for teaching and student learning is not at all the same order than producing and participating in research in English. They are clear individual staff resistances in addition to disciplinary ones. There are linguistic attitudinal barriers such as the ridicule associated with perceived confidence and fluency, the culture of error correction in France, disciplinary contents’ loss and philosophical, cultural translation differences, national language and identity. Related resistances exist with regards uncertainty about additional workload allowance and recognition for career and promotion. Participants talk of student and staff resistance or tension in working in English/EMI (or ELF) in both the UK (not officially acknowledged EMI or ELF) and in France (note potentially FMI or FLF applies). These resistances documented in literature (Sections 2.2.3:62; 3.1.3-4; and 3.2.2-3 for students and staff) comprises issues such as anxiety or opposition in diverse group work, accents or gender, possible loss of face, fear of lower marks, and additional work. Some of these attitudes can change through active and critical reflection for awareness, notably considering a lingua franca approach as it happened between participants and myself in the course of this study, with a multilingual counterbalancing monolingual ideology at play for consideration.

Curriculum is not international because taught in English or French MoI (or national primary language basis). The acquisition of English or French is attractive (as ‘FL’). Studying in another MoI than one’s own does open to international contents’ knowledge, intercultural skills, and gaining differentiated qualification. For IB, what is recommended or sometimes required is to speak several languages not just English. Both English and French are attractive MoI for international learning.

English is attractive and dominant as a global Lingua Franca for IB, and for research, but it is not the only one. Other Lingua Francas such as French, Spanish or Chinese may be in use and more useful. However, due to colonial history, monolingualism fascination and trend of Westernisation (Americanisation), English (Brit-Am) remains a global language for academia and research. For these reasons, it would be inaccurate to present English mainly as a language of internationalisation per se, on the contrary. The same reasoning applies to French.

The adoption of ELT/EMI in France is partly driven by mobility asymmetry brought by the lack of sustained FL learning in the UK, ironically by France's own history. Increased EMI/ELT programs in a non-anglophone monolingual country with Western cultural and knowledge bias along neoliberalism, combine to worsen this imbalance (See section below). Again, this was pointed out by participants and highlighted in the literature review.

This research found significant resistances exist amongst staff (and students) against English as MoI (symmetrically French) in Business. There is opposition or anxiety associated with threats such as proficiency and fluency loss, domain loss, contents and philosophical loss in T&L, and national or individual identity loss when operating in L2 as listed above. Not to forget the difficulty of studying (let alone teaching) in another language. These are reported real difficulties, and linguistic attitudinal opposition may vary according to staff perceptions and associated with ideology. It was also discussed by staff how students may experience similar linguistic, cultural, competitive, and ideological tensions between themselves in several learning situations, including group work. In examples, challenges for students could be brought upon by peers or staff themselves who do not explain context enough. This demonstrates the potential of staff reflection to illuminate and elucidate problems whilst much more staff awareness is being needed in pedagogical design and delivery.

### **7.3 A Nationalist and ‘Business’ approach *versus* an Internationalist ‘State-interventionist’ approach ?**

Convergence and divergence continue. Universities' internationalisation strategy or policy is heavily influenced by types of discourses expressed at national strategic level as it was demonstrated (Chapters 2, 3, 5, and 6) even regional-European level in literature (Chapter 2; Sections 2.2 and 2.3). Both UKuni and FRuni display a neoliberalist approach based on so-called “free market” efficiency, which has affinity with a “Business” approach.

As noted with Byram (2018) about the benefits of ML or “FL Teaching” towards positive effects for “internationalism” (Section 2.1.4.1:55), it also reminds us that nationalism on the other hand, is not strictly, and historically, associated with positive ideological connotations, as per a proud patriotism,

but that a chauvinist-nationalism is potentially harmful playing against internationalisation unless it is foregrounded and recognised in its political dimension too. There is a need to improve, favour, or voluntarily privilege the position of language learning in education systems in order to support an internationalist development.

Universities express and characterise strategy accordingly in terms of aspirational concepts such as “*GC*” (UKuni) or “*IR*” (FRuni). However, as shown with a critical discursive perspective (Chapters 5 and 6), and literature (Sections 3.1.4; 3.2.2; and 3.2.5.3), *GC* is a contradictory concept as it does not generate uniform engagement amongst students or staff (e.g. Clifford & Montgomery 2014; Kirk et al. 2018). Further concepts can be vague, fuzzy or exclusive for implementation. For example in Chapter 6 (T1-6.1.1.5) as inferred from participants, there is an implied interrogation for *GC* and whether a *collaborative rationale*-T4 is actually redundant, in other words, it needs voluntary development as it will not happen on its own in the face of rising *competition* and neoliberalism (i.e. free market to apply with minimum intervention). *Excellence* too needs to apply to Teaching as much as Research otherwise run at risk of elitism or a “jet set” society rationale (ADELE). These concepts are problematic for practice. Academic staff need to be able to apply these, relate to glocalised views, and to assist with various student engagement into contextualised T&L. Individual staff reflection in a participative format, that is research-informed about types of views, practices, especially perceptions, is therefore essential to enable actual and transformative curricula. Only if staff have opportunity, time and space to reflect participatively, awareness of one’s own and others’ may be valued and enhanced in practice with these dimensions required for internationalisation. Critical phenomenology allows these dimensions of consciousness to emerge, and it assists in reconciling the parts and the whole, the particular whilst shedding light on phenomenon with an outcome structure (Chapter 6; Section 6.2).

Understanding discourse beyond sentence level and deciphering ideological orientation helps to show how national orientations to neoliberalism apply to a large extent, implicitly and increasingly against plural IHE in both countries. Strategies may need to be linguistically and semiotically presented in branded advertising terms, but this cannot be one-sided and subjectively economically grounded as it appears to be. A neo-liberal economic rationale prioritises ‘symbolic’ internationalisation with individualised results at the expense of ‘transformative’ with educational rationale, and more expected state-agenda of common good with collective externalities eventually (economic, political, and societal).

At individuals’ levels, staff report nationalist concerns indeed, intensified competition and perceptions of neoliberalism in education (e.g. students as “cash cows”), divergent views and constrained fewer plural or inclusive practices. A move away from reciprocal exchange schemes towards privileging outbound logic and private management is an example. Other reports concern the contents of curricula all the way through to assessment design taking language into account,

the need to culturally adjust along plural Economics or Business, and for specific and high levels of diversity. Nationalism (set aside pride as patriotism) could be clearly at odds with internationalism in Education and beyond (e.g. unsubstantiated economic neoliberalism, instances of protectionism, instances of racism, anti-pacific or hostile positions even passive indifference as discussed) so this need to be recognised and counterbalanced as powerful ideology.

Strategically, the UK has been at the forefront of international development and France has greatly modernised within a European policy context, and more globally. However, Brexit, specifically Erasmus' exit without an equivalent or working replacement will undoubtedly prove challenging for all universities' exchange and cooperation as raised by participants and recently confirmed (UWN O'Malley 2020; Mitchell 2021a). Situation has evolved to assert further uncertain neoliberal turn with appointment of new Turing implementation away from the competence of the British Council (UWN Mitchell 2021d), and shortfalls (UWN O'Malley 2021c). Despite the UK strategy update (2021) and acknowledging EU exit through formed and future relationships, there is uncertainty over the timing and nature of technical trade and educational agreements that will occur, and unfortunately this is adverse for business (i.e. uncertainty, knowledge, and time).

Commentary stresses a specific departure or evolution too in France with neoliberal discourse and policy meanings within strategy documents discursively presented. Historically, an assertive and cultural "exception" approach (Section 2.1.2) or "diversity" had meant state engagement, regulation and separation from commercial private market forces for cultural sectors' protection "par excellence" such as Education, Film and the Arts. This is now more than ever in question or for debate in France due to ongoing fee policy changes (Section 2.2.4) and a 'national' internationalisation strategy.

This shift borrows from Marketing and exemplifies Westernisation as much Anglicism was found in French strategy and branding formulation. However, Education (like sector Luxury for a peculiar analogy), relies on higher, projected, imagined future value in connection to a price, and may be described as an 'imperfect' market (i.e. supply and demand do not interact freely, with imperfect information access, non-homogenous products, and barriers to entry by definition). It is in contradiction (not proof) of Classic economics' theoretical assumptions. This is not to infer a perfect market exists but indeed to highlight the opposite; its imperfect nature in fact (and theoretically demonstrated). The point is that argument of 'perfect market' as simplified economic model have dominated Education debates despite its relative model efficiency, and certainty it is not (perfectly) appropriate for Education sector. Nevertheless, these business and marketing-driven orientations continue to spur debate across the world as they dictate budgetary choices to reflect different conceptions of how an economy and society -or Education- successfully run in a massified system at a point in time.

This political economy of deregulation in Education has not delivered ‘choice’ in the UK neither ‘equity’ in France to date. Sustainability is in question (like so the financial sector in the 1990’s) to achieve wealth in a collective sense in future. This as per a naturalised consensus and the findings in discussion undoubtedly translates into a limited strategic success (RQ1), and limits for plurality and inclusivity in internationalisation (RQ2) if nothing else changes as one answer to the questions. This means a new stealth way of state-(non)-intervention for managing HE paradoxically. As a result of this nationally induced neo liberalisation and financialisation, universities need to become ‘intentional’ (to use literature terms), even voluntarist or interventionist at their own levels for internationalisation implementation. To that end, a strategy of ‘staff development’ (or ‘engagement’) with specialist and bespoke support is key in order to actually align with strategy discourses of GC, and to translate into contextualised layered practices through staff for actual students’ benefit, and sustainability.

## **7.4 Awareness-raising through critical and comparative “phenomenology”**

A common story to identify with case study is *national* centrality for internationalisation (Section 6.1.2.1 ‘paradox’). Individuals are influenced by power structures and policy, so they develop constrained but own strategies in context. All parties (national, institutional, and individual) have a “phenomenological” understanding. This is more visible thanks to the “comparative international” case that is very *national*- oriented as it shows through enquiry in two countries, two institutions and with individual cases in combination, also through methodology. A comparative and “critical” phenomenology helps to understand another way for action, and to better comprehend idiosyncratic realities of external social phenomenon. In the presence of powerful issues and constraints acknowledged, there may be change or no change (Bourdieuian reproduction is likely).

France is not as late as it is claimed, and the UK is not as advanced as it seems with internationalisation. The UK will be missing out from neglecting European social dimension, reciprocity in mobility and further afield developments. Each country or institution has to perform the improvements they specifically need with language and cultural provision, and to operationalise IaH and IoC. What are the practical solutions in mitigation of real power imbalances highlighted? What are the implications for strategy and policy level? This answer to latter question is partly related to the former? To mitigate imbalances, ideological non-native, non-nationalistic awareness-raising, distance-taking through GELT and *lingua franca* reflection -with space for other languages- is essential. Both countries may take the wrong path insisting on promoting English dominantly, or in the case of France an elite (native) bilingualism with English along French. Demographically, within a few years, both languages will be spoken diversely by a majority of non-natives relatively speaking, and French will rise more as an African language.

Comparative CIPA reveals potential to methodologically contribute to raise awareness. Such kind of internationalisation ‘development’ (as one term selected) for awareness helps to build and assess impact. Firstly, it helps with engaging staff as essential gatekeepers. Staff engagement and empowerment have been relatively missing (not lacking); it is not just for students and staff are not unwilling mostly. It serves Human Resource CPD objectives too. Then, I reflect that documenting a dialogue process is useful from a perspective of assessing and recording otherwise elusive impact for International QA requirements (not the thesis focus) but in reference by participants, and in literature (Sections 1.3.1 and 1.3.3 for gap evolution; 2.2.1 Aerden & Weber 2013; 2.2.2 UN framework; EQUIP 2015; and 2.2.3 ESG 2015) besides internationalisation models (Chapter 3).

Several participants comment that they would like to know “how” to do. Some do know but never have reflected about it up to then (interview) or are unsure of what is happening at their university. IoC is a specialist field that not only requires the support of language, intercultural, T&L and other disciplines’ professionals. Literature recommendation is it requires the mediation of one specialist as a minimum for review and progress. This was Leask’s (2015) advice to call on an expert in “process”. It is already required for international quality assurance audit panels. A staff development strategy is key for sense-making, in that way to ready an institution, and even to support or enhance financial export strategies often difficult to implement.

Accreditation requires stakeholders’ input such as (international) students and staff. Thus, universities have to invest or draw widely on their staff, through recruiting research talent, and through formal staff development. This thesis demonstrates universities would especially benefit in valuing the contribution of internationally experienced teaching staff (at home) who may also be research-informed in their teaching like most participants in this study, and for development.

## 7.5 Summary

This chapter, Chapter 7 provided reflective discussion, or ‘explanation’ in synthesis of critical phenomenological case study findings, which were discussed and presented with an outcome structure, and critical voices (Chapters 5, and 6), in line with methodology (Chapter 4), and through the basis of literature review. CIPA enables acknowledgment of existence with explanation of not so visible power structures or ideological systems in place, and the recognition of specific constraints that influence staff. It develops counter-power, or a balancing powerful form of analysis as alternative, and more inclusive evaluation (as well as another practical or impactful way as part of international accreditation evaluation by extension) for what is otherwise difficult to foreground, comprehend, and successfully operationalise as a social phenomenon of internationalisation.

# Chapter 8 Conclusion

In connection to literature, and from previous chapters' discussion, a synthesis follows of the main themes and findings presented for resolving this thesis' research questions in summary, with implications, contribution including recommendations, finally limitations, and epilogue-ending.

## 8.1 Summary of Main Themes

Amongst the main 'themes' found from participants (Sections 6.2 and 6.3), 'embeddedness', 'pathways', and 'multilingualism' are important for internationalisation. For staff there is a tension between a national ('UK' or 'French') degree and an international degree. Business Education is not international either because it is delivered in 'English' (or French), and this is not new knowledge. What counts is learning and practicing 'foreign language(s)', taking intercultural, and international or comparative perspectives with the help of physical 'mobility' abroad sometimes. Other types of mobility(ies) at home may be internationally embedded, in pathways, and widely as extra-curricular activity, which also link to a linguacultural mediation concept (Section 3.1.3). Participants demonstrated how the place of 'lingua franca(s)' be it as a common language, as language for international business, mostly as a language for intercultural communication is not fully comprehended by staff themselves and students. The stated 'dominance of English' is assorbed by important real and perceived 'resistance'. There exist real disciplinary differences for internationalising on a linguistic, cultural and philosophical level (e.g. in Law and Economics). Furthermore, teaching in English is not the same than researching in English, and it is difficult to find teachers who can teach both technical and language contents (in France). Negative perceptions of English proficiency, more generally linguistic and cultural attitudes cause regular problems for staff and students with international contents' delivery, classroom discussion, especially in groupwork (also in the UK). However, these attitudes may evolve with 'awareness'-raising. Participants did alert to themes of 'elusiveness', 'Westernisation', rising 'nationalism concern', ambiguous 'Global Citizenship' rationale, and missed 'early' humanistic opportunity.

At FRuni, Business curricula is supported by foreign language and that is embedded and compulsory. FRuni has introduced and increased English EMI at undergraduate level, which reveal heterogenous provision in practice that ranges from CLIL-like for example in language for Business modules, or partial to full EMI. This responds to the need to cater for various logics and constraints with foreign language, proficiency and mobility demands of students as well as with staff competency and willingness to teach through EMI. By law, FRuni has FLE training and qualifying provision, also specific and academic support. Symmetrically at UKuni, English language training provision exists as pre-sessional, in-sessional, as EAP/ESP. UKuni has under-developed foreign language provision, if not insufficient, and no CLIL-like modules for business. Both universities have

technologised some 'pathways' and 'embeddedness' for inclusive access that remains optional in most instances. Overall, choices for language and intercultural provision may (not) benefit local and international students in the same way for learning development as discussed.

## **8.2 Findings: Culture, English and Language for Internationalisation in Business**

From the consideration of participants' accounts and themes identified and critically discussed, It follows that internationalisation is indeed a complex, inherently difficult process, and this is why or where 'specialist' multi or 'trans'-disciplinary collaboration is required for training and mediation, which is rare to 'holistically' put in place. As a process, it requires specialist, active mediation and a participative reflection for staff, in order to fulfil contradictory 'global citizenship' demands (For studies amongst others: Leask 2015; Scudamore 2013; Chapter 3; Sections 3.1.3-4; and 3.2.2).

In a nutshell:

- **Internationalising in Business Education involves learning additional Languages, awareness of *lingua francas* and Intercultural Communication, and not only taking international comparative perspectives**
- **Curriculum is not international because it is in English although it remains a global IHE driver**

Methodologically and theoretically, this study seeks to contribute towards IaH as a combined IoC (Clifford & Montgomery 2017; De Wit et al. 2015; Jones et al. 2016; Leask 2015; and Turner & Robson 2008) and ELF/GELT plural paradigmatic approach (Baird, Baker & Kitazawa 2014; Baker 2016; 2018; Galloway & Rose 2015; Jenkins 2015; Jenkins, Baker & Dewey 2017; and Jenkins & Mauranen 2019) alongside types of participative action research such as a new 'CIPA' phenomenological analysis for the reflective and negotiated element of staff developmental transdisciplinary T&L and leveraging diversity process. This is possible through a collaborative, trans-disciplinary contents and language specialist effort.

In summary, powerful (ideological) forces stemming from the case-study are:

English dominance with monolingualism and nationalist concern as categories of description in this study may hinder International (European) Business Education or cooperation, commitment to exchange and multilingualism in IHE, or other international sectors. Internationalisation is about the opportunity to teach and learn modern languages rather than principally (only) T&L in English (re-emphasis this is not new knowledge). Overall comparative case analysis reveal neo-liberalism applies in both countries, although the case of France appears to remain more of a mixed state-

interventionist model. As participants reported constraints in both countries, it emerges that the Business model is not more efficient in the UK contrary to some perception of lateness in France. Ideologies may seem abstract, but it was revealed how they can practically affect pedagogical development or progress to some extents. Neo-liberalism and neo-colonialism are associated behind the themes found in this research such as Westernisation, language dominance, nationalist concern, or embeddedness. CIPA helps to unpick ideologies' naturalisation process, and through a GELT paradigm, call out monolingualism in order to embrace alternative. CIPA methodology with a global Englishes and ELF approach (FLF by extension) specifically assist in the harnessing and valuing of diversity in curricula through multilingualism, and intercultural and language-based pedagogy.

As a result of dominant ideological forces, an overall danger in both cases remains elitism or exclusiveness (the opposite of inclusiveness) and a lack of engagement (with regards responding or fulfilling research questions). This will result in only a minority of students to reap benefits of internationalisation and many not accessing maximised chances of inclusive education and employability if we do not at least try to improve through IaH (as one answer), and staff development is essential to that end.

### 8.3 Study Implications

Engagement with diversity may happen and attitudinal linguistic and cultural resistance may change through appropriate staff development strategy. A key finding was a lack of awareness of language barriers in strategy and in practice as reported by participants, therefore a GELT and *lingua franca* approach integrated within an IoC process would be instrumental to practically engage with diversity and a multilingual, intercultural, plural, and transnational ideology. This is part of an educational review and design cycle of embedding and constructively aligning to international intercultural learning outcomes ultimately. This aligns with literature (Sections 3.1.3-4; 3.2.2-5) in the UK (Jenkins & Mauranen 2019), in France (Pagèze & Lasagabaster 2017), and at European project levels (e.g. MAGICC 2014; Intluni 2015; EQUiiP 2019; TAEC 2020). Some staff in both the UK and France reported using comparative expertise, multilingual, and WE/GE exposure, seeing English as ELF for intercultural communication and mediation in their practice with students. This study demonstrates a transdisciplinary, still a practical and participative way to integrate as a new theoretical and methodological contribution (e.g. GELT, ELF possibly FLF with internationalisation models, combined to CIPA or other type of action-research) towards international 'development'.

Beyond the term 'development' (or other Professional 'D', or Teacher 'D', or Learning, or Teacher Training), one may consider broadly '**international engagement**'. This was certainly a term in use at FRuni (in contrast to 'global engagement' for example) whilst UKuni strategy showed the use of 'IoC'. The business world has long known staff development is key for business performance. It is

paradoxically difficult to achieve in HE as expected pinnacle for T&L, however, not surprisingly as intangible-good sector and given its dual nature (research and teaching).

Whatever schemes are put in place and there have been initiatives, progress would need to be ‘intentional’ as per literature, recognised and rewarded through HRM policy to apply more than it currently is for all staff in future (See Limitations) and to act upon intended strategic values as alerted by IAU (2010). This would need to be reflected through language policy strategy in international strategy (institutionally, and nationally). This is important to happen as a ‘*top-down*’ process in a dual HE system (Section 3.2.1:84 for reference to *italic* terms). A ‘*bottom-up*’ or grassroot staff process alone is not enough and requires leadership (Barker, Hibbins & Farely 2011) for an ‘intentional’, ‘transformative’ and ‘holistic’ internationalisation as inferred from participants (See also literature Sections 3.1.1 to 3.1.4; and 3.2).

To operationalise the discussed concepts of GC and conflicting demands (Sections 2.2.2-3; 3.1.4; and 3.2.2), a (formative) staff development strategy is key. Crucially, this happens as a ‘*bottom-up*’ grassroot process through staff reflection in order to elicit consciousness, illuminate and test strategies. Bespoke teacher development and training is needed not just general administrative or co-curricular. This requires collaboration with language and contents’ specialists, with “internationalisation (intercultural)” specialists. This requires a ‘*top-down*’ institutional process to impulse such collaboration, along HRM recognition as highlighted (i.e. summative elements in career progression). This also fits regional EHEA/EU social dimension and United Nations global educational development frameworks (Sections 2.2.2-3).

A discursive approach showed that national language policy matters; ubiquitously none in the UK for modern languages (Kelly et al 2018). An official multilingual and multicultural position with tension in France requiring a gradual and case-by-case approach (Akari & Coste 2015; Blons-Pierre 2012; Dubourg-Lavroff 2015; Fioraso Law 2013; Pagète & Lasagabaster 2017). As a result, university institutional international strategies ought to lead adjustment for this gap, not just intentionally, but consciously or voluntarily with explicit multilingual policy, identifying barriers or with minimum reference to associated language charter or strategy (e.g. Erasmus, European multilingual objective, or international quality assurance aspects presented in Section 1.3.1) and evoked by participants (e.g. Erasmus; EQUIS). This is where a ‘*bottom-up*’, institutional leadership process of change may apply vis-à-vis national leadership.

Overall, this calls for a double ‘*top-down/bottom-up*’ institutional process. That means besides the educational engagement that matters, a supportive political institutional will is necessary to succeed in internationalisation effort.

Case study findings indicate UKuni needs to address more Foreign Language (FL) learning in its Business curriculum and FRuni must weigh more carefully its attraction for English-EMI. Both can learn from the place of Lingua Francas and from one's experience thanks to this case study, and international comparative CIPA methodology looking forward. At country-case level, both may learn from one another for internationalisation: UKuni is not as advanced and FRuni is not as late as it is claimed. Both universities have a will characterised in strategy, however they need to harness the experience of their staff to build with and for students an international curriculum at home for all (not electives for a few).

Whilst developing appropriate ELT/EMI, and intercultural support for international students, universities ought to carefully provision for local students. As it was demonstrated, student (or staff) categories cannot be relied upon beyond statistics, without running into essentialisation problems (Section 3.1.3). Inequality will otherwise perpetuate through the burden of intercultural adjustment borne mostly by international cohorts as highlighted by Leask (2015), and Trahar (2011) for example. Increasing diversity means even (UK) local students may need EAP/EFL support, especially ELF and intercultural awareness, and they need to learn FLs. It cannot be assumed local students need less help than international students in English (conversely 'more' help in France). Local students (France) may need FLE support. Language provision needs to be weighed carefully for learning purposes and its outcomes, with needed differentiated not indiscriminate application, with diversity and enabling support in mind. This is difficult to achieve with financial pressure, but not impossible through reflection, pedagogical and technological innovation. Universities need to cautiously examine cost-saving one-size fits all, and limited solutions.

This is a complex situation more prevalent than it is acknowledged by strategy, which often ignores lingua-cultural barriers to internationalisation. Again, it demands 'international engagement' or/and 'professional development' for staff, with specialists in both internationalisation field as per international or comparative disciplinary contents together with intercultural and linguistics' fields. This is an effort of a different kind than worthy but discrete intercultural and language impact projects or commissioning external staff survey for example. As explained above, it implies a double '*top-down/bottom-up*' process of 'international engagement' for practice and policy. Third party support is advisable, but design and operationalisation starts with staff being empowered to do so through time and space for reflection. As a result, further impact can be achieved, not restricted to international accreditation notably.

## **8.4 Contribution and recommendation(s)**

Results stand thanks to data collection, analysis, and discussion in accordance with literature and methodology review in this thesis. Linguistic and cultural considerations are particularly salient through international comparative and critical phenomenological case study. This thesis

formulates contribution to ‘international engagement’, or IaH broadly, as a new methodological and analytical transdisciplinary effort, and to detailed contextually-based (CIPA) case findings not often elicited. This study attempted to link the macro-side of strategy to the micro-side of individual engagement, with an explanation of how ideologies such as neoliberalism, nationalism, or neo-colonialism operate to an extent as three ‘negative’ forces in International Education (through linguistic analysis of discursive naturalisation in policies, monolingual language attitudes, and other professional or personal attitudinal types amongst staff, which otherwise may remain hidden). This may happen unless these ideological forces and attitudes are foregrounded and addressed for negative imbalances (consciously, intentionally or purposefully as per internationalisation definitions), with a ‘positive’ empowerment made possible as presented through a specific and specialist process, which includes staff reflection (alongside their ongoing work with students). This is where a critical, and political, dimension is part of education (and rationales are not mutually exclusive).

To that end, Language(s), including other Humanities and Social Sciences’ action research approaches with phenomenology and critical discursive reflexivity (CDA/CDS), are central in Business, and possibly in other disciplines for evaluation, and not a transversal add-on. Endeavours need to be recognised institutionally as a multi-level and (trans)-disciplinary departmental, and program level, without neglecting individual contributions and development. In providing incentives, this institutional process needs to be collaborative, not strictly competitive.

This thesis accounts for modern languages in particular as an integral provision for the IB discipline. The lack of FL focus presents a weakness for domestic students beyond constraints to learn or work abroad in the case of UKuni (with only an ‘optional’ language scheme), which is widely the case in the UK. This impacts on outbound mobility of students at FRUni with limited Anglophone opportunities, again beyond other constraints, as reported. FRUni has more FL provision (that is ‘compulsory’ optional) and needs to keep supporting French (as FL/FLE) at different levels too.

Generally, FRUni ought to address more precisely the kinds of English provision, and explicit or (EMI) implicit, “learning goals” associated (e.g. Curle et al 2020; Lanqua 2010) in language and contents integrated support. This covers EMI officially (all English), or in different forms of institutional practice (CLIL, partial, parallel or bilingual use), which all encompass the use of English (alongside other FL/language learning) as a *Lingua Franca* (ELF), and with the GELT paradigm (Sections 2.1.3, and 3.2.2-3) as part of EMI/E interest in this research.

UKuni is officially a non-EMI setting, although it would benefit practically from similar professional EME reflections, albeit with no holdall solution, and as per work completed in EU/EHEA and by practitioners (Sections 3.1.4; and 3.2-3). Linguistic and intercultural development are ‘essential’,

again, for awareness, reflexivity, and intentionality (drawing on Husserl's phenomenology), in taking care of quality T&L. It is all important programmatically as well as methodologically for PD (e.g. CIPA) in order to enable checks and balances in curricula contents and delivery in the disciplines with variation (Clifford 2009, Clifford & Montgomery 2014; 2017; Barrie 2003; 2006; 2012). In both countries, work around raising awareness of language use in communication or aspects of *lingua franca* would be beneficial. For this kind of trans-linguistic, cultural, and meta process of internationalisation to take shape in these higher education contexts, the evolution of a GELT/ELF paradigm, alongside a TELT paradigm (Galloway & Rose 2015; Jenkins 2015; Jenkins & Mauranen 2019; Jenkins et al. 2019) and impetus for FL learning, are required to be accessible to all (with additional language learning being enshrined beyond elective modules in Business especially).

In continuation of advocacy and work from All-Party-Parliamentary-Group (APPG), this would require more national level (UK) modern languages' policy development (Kelly et al. 2018). This is especially valid where 'early' efforts are required and required beyond the HE sector.

Presently, these contributory instances are not in full operation, and for impact, nor are they acknowledged in main strategies (e.g. various language and ideological barriers) as demonstrated in this case study. This study contributes towards the development of language learning (beyond English as a global driver for FL, and as MoI), also to the development of international, linguistic, and cultural awareness for all (in language use, and T&L), and for phenomenological 'consciousness' through reflection in systematic operationalisation (hence again a link with global/regional frameworks such as EQUIS quality assurance, UNESCO SDGs' mainstreaming, or EU/EHEA projects' literature). As in curricular assessment, there is a formative side through involvement of stakeholders (e.g. students and staff, including international), and a summative side to QA (i.e. it is an international statement or accreditation, but it is not limited to that). This thesis' findings and recommendation for reflective PD or other enhanced action research curriculum review would contribute to impact for both sides (again, documenting data for a summative end, and fulfilment of a formative end), which is all part of achieving elusive operationalisation in international engagement. Therefore, this thesis indicates a pathway to quality impact at several levels (formative and summative), in operationalisation as well as evaluation for international assurance, in connection to professional international T&L development. This is in accordance with latest QA evolution (ESG 2015), and associated "recommendations" such as staff being pivotal, with different data collection methods, and for ensuring quality contextualised T&L and student experience (Gover & Loukkola 2015; Gover, Loukkola & Sursock 2015; and Sursock 2015).

Overall, this will help (or try, at least) to strive towards ethical IB, and a conscious or/and sustainable capitalism in practice. Research contribution proposed is new and practical in its combined critical discursive, IPA and GELT/ELF approach (Sections 8.2 and 8.3) to enable change and improvement

(especially in ‘hidden’ aspects of curriculum that may be related to ideology, albeit not exclusively). The level of criticality with detailed contextual and comparative cases is enhanced as a result. Indeed, a space and a high regard for context is integral to critical methodology in this thesis but is often limited in shorter publications. The latter comparative and contextual case consideration across national and institutional settings is not new, but it is rarer in research as it requires more work, more time, and an understanding of multiple legal, cultural, and linguistic national settings. However, it holds advantages in developing potentially in-depth, informed analysis, catering for qualitative biases more effectively (by highlighting and reflecting about the meaning of similarities and differences between the cases), drawing case-appropriate conclusions. For a complex topic such as internationalisation, qualitative international (multilingual) comparative methodologies are appropriate, but, regrettably, they are not common (Holmes et al. 2013; Hülm Bauer & Seidlhofer 2013; and Teichler 2013).

One re-emphasized (because less evident) point is that staff development matters hugely in relation to active student development. The former is necessary for the latter transformation to happen, which is the ultimate goal in education. Quality (institutional) management, student and staff are three key dimensions of models presented in this thesis (e.g. Int'luni 2015a). It is not so much a problem of staff engagement either (to challenge any deficit or denying narrative), rather it is about taking into account for awareness-raising as a minimum, making staff contribution count through recognised teaching PD. This study indeed showed participants’ competency and willingness to engage with internationalisation. Therefore, an important message of this thesis is that bringing space for critical language reflection, imagination, and incremental improvements alongside other observation practice, and curricular review, is key to bringing positive change (genuinely innovative and transformative change, that is) with awareness-raising, and inclusion. This thesis has attempted to combine an applied socio-linguistics and educational stance towards improving CPD in HRM, and to contribute to holistic internationalisation in HE.

Furthermore, in neo-liberalised HE, academic staff ‘teachers/researchers’ (as they are called in France) may have different contractual statuses in relation to teaching versus research duties. There are administrative and technician staff in professional ‘services’ (or language centres for example), who perform academic duties or various levels of teaching seniority as evoked by participants in this research. A contrasting issue is the varying lingua-cultural proficiency amongst different kinds of staff who interact with students (e.g. English for administrative and technical staff in France). More qualitative attitudinal research is needed to account for this amidst drives towards further progress. With increasing neo-liberalisation and long-term casualisation of staff (both facts documented but not in the scope of this thesis to capture further), critical questions remain over the ability of the sector to acknowledge this, and to inclusively develop and reward teaching

alongside researching duties in career progression of ‘all’ staff. This state of affairs is inferred in reflective comments about rising research competition and risk of elitism in sought excellence. It is euphemised in the famous expression “publish or perish”, but this is developing wider dimensions that cross staff roles, rewards, and development. Notwithstanding existence of regulation, this indicates PD in teaching career progression need to be more inclusively processed than it currently is for all involved in academic T&L effort; again that includes administrative, technical, and casual staff.

Therefore, further recommendations would be for qualitative action research amongst non-tenured or casual staff to identify positionalities, insights and issues around internationalising T&L and beyond. A related recommendation would be for research and reflection with regards the balance or distribution between compulsory as opposed to optional professional development or learning solutions. Indeed, a lot of international conversations, and intercultural or inclusive trainings, are available on an optional-registration basis. If universities claim to be international all-round, they need to ensure the reach of all audiences for awareness-raising, development. This would be important to advance a goal of bringing more exhaustive cover for professional teaching development and recognition in HRM of career progression, for a harmonised quality of delivery in (scholarship of) T&L and research in HE. Lastly, in addition to quality and sustainability arguments that ought to be convincing enough, there is a business argument for universities to further invest into their own CPD for IaH (e.g. into trans-disciplinary participative action with staff for specifically language and intercultural awareness-raising possibly more, which is the orientation this study took) if they were to ready themselves to diversify from traditional activity into an (international) CPD domain, and in relation to the QA processes as pointed above in a rising competitive neoliberal world or ‘market-like’ sector.

## 8.5 Limitations

### 8.5.1 A few limitations of this research

The exploratory case study demonstrated contextuality and temporality dependence at all levels (and methodologically) therefore more case studies need to be completed and repeated. The review scope was limited as an individual PG study. It did not include student or teaching direct observation. However, it was precisely the argument of this thesis to explore empowerment through staff experience and reflection. Peer and teaching observation schemes are necessarily needed, but they will not be useful without post or other reflection building forward.

There is an observation for relativisation due to many factors or complexities involved in education, and the focus and limited scope of PhD study. There was not much elaboration (my researcher’s reflection) about how disability or enablement is negotiated for inclusive curriculum, which is

traditional meaning of inclusive in relation to this topic, and in the French language (gradually evolving to a wider conception). This topic may need not just physical adjustment in teaching or arrangement in classroom, but proactiveness in other T&L areas. In addition, two participants' comment about body language and ways of communication as well as another comment about colour both related to individual and national identity perception. These implicit topics were limitedly explored for RQ2 and diversity debate, perhaps taboo due to the sensitivities observed or not needed because potentially considered redundant. Similar commentary applies to inclusive digital internationalisation. However, language sensitivity regarding exchange, international or local students was observed and reflected upon through a number of examples in resourcing conversely adversity as reported by participants. It is certainly for staff lingua-cultural awareness and pedagogy consideration with more proactiveness as opposed to reactivity.

Participants all had interest in internationalisation and were variously internationally skilled (my researcher's assessment), which was another kind of stated bias. FRUni participants were mostly prepared to teach in English and one UKuni participant said there was capacity to teach in additional languages. There remains the question of engagement with all staff. This study reached out participants, but how about those who do not have time, do not know much, may not care nor afford time to be concerned by internationalisation? Administrative and managerial staff make some curricular decisions, but do not necessarily deliver T&L therefore may state internationalisation outside their jurisdiction. Alternatively, casual staff are more transient and have less individually owned and sustained input into curriculum, hypothetically and contractually. As observed through organisation and strategy, formally labelled internationalisation responsibilities appear to be concentrated in few senior positions; they need to involve more "champions" (Wimpenny, Beelen & King 2020; Section 3.1.4).

A last question participants raised was what institutions do in HE or beyond for early-learning, to harness the richness of internationally experienced teachers, and from a policy-making, including language policy viewpoint. There is a gap identified in this research, which is not just about staff engagement. This is posted as a limitation although it is implied recommendation (Sections 8.3; and 8.4:264). This study shows there is international expertise available that is under-utilized or not shared for recognition and wider peer engagement.

#### **8.5.2 Limitation of Brexit in particular and a graver nationalist concern in general**

Participants pointed to a 'nationalist concern' with Brexit, but no one could have predicted the scale of nationalist-populist trends across the world since 2019 (e.g. France Yellow Vests Protests since 2018, the US Capitol attack in 2021, a number of self-imposed leaders and more), which may have changed positions in hindsight (a first possible limitation). There is sustained interrogation for

plural and international perspectives ‘at home’ in the light of impeding ideologies, particularly the future of European studies post-Brexit, lingua-cultural and international (reciprocal and meaningful) exchange (e.g. Erasmus’ exit did happen) in times of fast-rising neoliberal and nationalist concern. This means that the recommendation of this research for professional development (of a liberal type) may not be sufficient and require a stronger voluntarist political commitment from institutions (a second limitation).

For an update at the time of correcting this thesis (2022), the negative “Brexit effect” for the UK nation as a whole, but especially the most vulnerable and small businesses is undeniably evidenced with available comparative data for “growth, investment and labour market” (FT 2022), pandemic and energy crises aside, but knowingly muted by political parties of all orientations in a “conspiracy of silence” that indicates the toxicity of public policy through unsubstantiated slogans or trade-offs such as “get Brexit done” or “Cakism” (Ibid.). For now, the UK is lowest in growth above a currently sanctioned Russia in European country comparisons (Ibid.). Note (for bracketing) that this is not my own view or endorsement of EU institutions perfectly functioning (i.e. it is not) in a neoliberal regime, but merely a technical observation of some economic and strategic benefits from historical international Free Trade Agreements (FTA as a basic economic one), pooled sovereignties into more elaborate agreements (such as a single market or a monetary union), with a distinct place for subsidiarity, human rights and a social dimension in labour market.

Marginson (IHE 2017) detailed difficulties in “a new era of politics” signalled by “Hard Brexit”. The finding ‘concern’ may apply acutely as I (and we) witness the rise of a worse ‘nationalist new-right’ (I call this term to possibly include both left and right on a political spectrum in the UK, France and elsewhere) with many countries left fighting their own ‘domestic’ originated security threats induced by economic hardship (and populist demands themselves founded) as dangerous as ‘xeno’-terrorism for example. Brexit, and stalled international negotiation oddly appears less grave than the war in Ukraine, which has been artificially discursively legitimised by nationalist Russia, with threat to the climate situation.

This thesis did reflect that a historical-conscious and evidenced-based perspective ought to show the way (e.g. participant LUKE: “the gap instead of getting smaller is becoming wider”, or with the history of crises and wars, intellectual political and pacifist ‘Wilsonian’ international relations as evoked by MARC). As suggested by a few participants, there is a need for further reflection. An important lesson is not to confuse the presentation of sovereignty issues through flawed arguments (i.e. carrying ideology founded in neo-liberalism, neo-colonialism, or neo-nationalism for extreme) at the expense of cogent economic and political democratic arguments, and against international relations and cooperation. Internationalisation and decolonization studies do offer ways to de-centre from Western/Eurocentric knowledge on the one hand, but it does not mean neutralising

European knowledge on the other hand. It is crucial not to oppose or antagonise centring and de-centring conversations as all perspectives are indeed needed.

All events are connected together, caused by the great recession originally, and financial deregulation earlier (e.g. Ferguson 2010). Governments who rescued the biggest banks (for systemic stability) without subsequent and diligent penalties for the unethical decisions and wrongdoings of “the rich” (Charlot and Pinçon-Charlot 2013) transferred the burden into imposed austerity policy, and subsequent continued hardship for the poor and middle socio-economic classes. Alliance of this political unaccountability to economic (financial) mismanagement is documented in financial and political scandals with ensuing instability. This depiction of contemporary “social violence” as a worsened class struggle matches and extends Bourdieu’s analysis of neoliberal reproduction, and HE is inevitably influenced by, and influential in the unfolding pictures that emerge. Modern critical scholars’ work abide in this direction warning about un-appraised complicity in mainly neo-colonialist knowledge, but not exclusively (Stein 2019; Stein & McCartney 2021). This more radical “internationalisation otherwise” (*Ibid.*) in order to shape a less unequal and environmentally-threatened world with all actors in the future, is undoubtedly difficult to realise.

Therefore, this is not just a concern for education, with recent mentions of Brexit, but it appears to be a larger environmental and political populist concern unfolding, which invites a clearer and pressing interrogation about the type of radical reform the HE sector might actually need, going further from what this thesis liberally recommends as introduced and explained in the limitations above.

## 8.6 Epilogue

An international comparative, critical discursive and phenomenological methodology assists internationalisation consciousness -as a social phenomenon- and for achieving transformative learning engagement in practice. It shows they are no clear individual winners or losers, so this is not a polarising critique (methodologically), but it has a political and sociological (Bourdiesian) edge not to be ignored. Given a chance, all individuals within institutions can potentially win and transform with an evolving recorded process of review, negotiation, co-construction, and impactful way to evaluation. Imagining in curricula is important to learn, even unlearn, co-construct innovatively, and transformatively in reflective implementation and review. This is not easy to do in a sector premised on (global) knowledge, and an old questioning process (as per Platonic and Aristotelian ancient Greek philosophy). Multilingualism, including ELF (FLF) in EMI (FMI) pedagogy and management through critical phenomenological reflections and action research-informed

forms, is essential alongside internationalism in contemporary HE, against potentially exclusive forces of Westernisation, monolingualism, and nationalism (or its negative form). Increasing neo-liberalism and financialization of IHE (including at European level) also work at worsening imbalances. Therefore, for countries' internationalisation, it is not a zero-sum game or stake either in terms of economic, political and social cohesion. It is a core transdisciplinary 'international engagement' overall effort for universities' teaching teams and HR recognition to align their strategy and operationalisation in order to equitably foster creativity, innovation, and a real sense of belonging through individual contributions that are valued and count. This path will counteract elitism in excellence pursuit, imbalance of competition and collaboration, and the negative issues of the research-teaching divide. Global Citizenship and Inclusive education for students cannot happen without strategic leadership, inclusive staff 'professional development', or an 'international engagement' process in that sense, including intercultural and lingua francas' awareness in discipline such as Business. Success will otherwise remain limited without intention, and this thesis advocates more intervention towards IaH.



## Questions pour entretiens (English & French versions)

- Preliminary/Introduction & any questions / Présentations/informations complémentaires.
- **Introduction:** Thank you very much for this interview, which should take about 30 minutes. I would like to gain new ideas and information on the progress of internationalisation in higher education (for my doctoral research). I am interested in the inclusion of global, international and intercultural perspectives into the curriculum and specificities with institutional and national contexts in Britain and France.
- Merci d'accepter de participer à cet entretien qui devrait prendre 30 minutes. (Dans le cadre de mon doctorat) je souhaite rassembler des informations et points de vue sur l'avancement de l'internationalisation (des formations / des compétences) dans l'enseignement supérieur et la recherche. Un intérêt est porté aux perspectives globales, internationales et interculturelles dans les cursus ainsi qu'à l'influence des contextes institutionnels et nationaux en Grande-Bretagne et en France.

1. **What is your understanding of Internationalisation and globalisation in Higher Education (HE) in the UK?**
2. **How internationalised is your field of work or discipline(s) in your institution?**
3. **What is your understanding of Internationalisation of the curriculum (IoC)? ( Internationalisation at Home – 'laH' was used as a broad prompt when participants did not relate to 'IoC')**
4. **Can you identify a rationale or some reasons for or against the process of IoC?**
5. **How do you view / what is the role and the importance of English (as a medium of instruction or lingua franca EMI/ELF) and multilingualism in relation to internationalisation?**
6. **What opportunities and challenges do you perceive with IoC in the UK?**

1. **Comment voyez-vous l'internationalisation et la mondialisation de l'enseignement supérieur et de la recherche (ESR) en France?**
2. **Comment / votre domaine(s) de travail ou d'enseignement sont-ils internationalisés dans votre établissement?**
3. **Comment voyez-vous l'internationalisation des formations ou du curriculum (IoC) et son évolution ? (Additional : 'IoC' ou bien laH internationalisation at home, « à la maison » ?)**
4. **Pouvez-vous identifier les raisons ou motivations envers ce processus et son évolution?**
5. **Comment voyez-vous / quel est le rôle et l'importance de l'anglais et du multilinguisme par rapport à l'internationalisation?**
6. **Percevez-vous des leviers et freins à l'internationalisation des formations dans l'enseignement supérieur en France?**

# Participant Information Sheet (Face to Face). English version

**Study Subject/Title:** *Internationalisation of the Curriculum / Internationalising the Business Curriculum: An enquiry-based investigation into the positioning and experience amongst institutions and staff in Britain and France.*

Researcher: Elise Nichols, University of Southampton Ethics number: 25328. Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

## **What is the research about?**

I am a doctoral student at University of Southampton, investigating the practice(s) of Internationalisation of the Curriculum (IoC) in Business Education at selected universities in the UK and France. IoC is a widely understood as mobility and partnerships but it is also referred as Internationalisation at Home (IaH).

## **What is the research aim?**

To research staff perceptions about multi-dimensional processes of curriculum internationalisation and engagement with transformative Teaching and Learning approaches for culturally and linguistically diverse students and staff involved in undergraduate Business Education in Britain and France.

## **What are the research specific questions?**

Question One: What are university staff views and practices in relation to Teaching and Learning for culturally and linguistically diverse students (and staff) in order to achieve an inclusive experience and global employability?

Question Two: How is IoC expressed and influenced in practice in terms of university strategic, aspirational concepts and policies?

## **Why have I been chosen?**

You have been identified as a potential participant for pilot study or research study as a higher education professional of the sector in the UK/France and within the IoC discipline focus -Business (UK version) -Economie/Gestion (FR version). There are a few leading institutions in the IoC field but there is no requirement to be a leader in order to participate in this study. Mapping on-going progress of IoC field is precisely a particular interest of the research.

## **What will happen to me if I take part?**

The study will involve taking part in one sound-recorded, semi-structured interview lasting about 30minutes. The interview data will be treated confidentially, coded and stored on password-protected computer. Any personal details will not be included in interview transcript.

There may be further contact to identify official and non-confidential programme or institutional documents or literature of interest exchange. You will be advised of the end of the study and copy of thesis will be available for information eventually. The study process will be followed ethically with quality, transparency and integrity. If you agree with this information sheet, you will receive a consent form.

## **What questions will the interview contain?**

- Internationalisation and globalisation in Higher Education
- Internationalisation in field of work or discipline(s) and in your institution
- Internationalisation of the curriculum (IoC)

- Role of English as a medium of instruction or lingua franca (EMI/ELF) and multilingualism in relation to internationalisation

**Are there any benefits in my taking part?**

There may be no benefit to the individual other than personal and field experience. The overall benefit is to advance knowledge and practice in international higher education, especially from an international comparative basis.

**Are there any risks involved?**

There are no risks in participating in the study, beyond those of everyday life. Should any sensitivity occur due to the nature of institutional and educational topic, participants retain the right to withdraw from a question or study for any reason at any time of the process.

**Will my participation be confidential?**

Compliance with the Data Protection Act/University policy and information will be stored and remain confidential (for example, data coded and kept on a password protected computer). Linked anonymity will be assured in the instance of interviews.

**What happens if I change my mind?**

It is clearly re-stated here that you have the right to withdraw at any time without your legal rights (or routine care if a patient) being affected.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you should provide a named independent contact with phone number and email address. This should normally be the Chair of the Faculty Ethics Committee Prof. Denis McManus (D.Mcmanus@soton.ac.uk).

If the Chair of Ethics Committee is also your supervisor, then the contact should be someone independent of the study. Isla Morris, Research Integrity and Governance Manager (02380 595058, rgoinfo@soton.ac.uk) is happy to be the named party.

**Where can I get more information?**

Contact details of research team who could answer any questions that you may have as a potential participant after reading this information sheet. Elise Nichols Email: earn1g14@soton.ac.uk Skype ID: elise.nichols

**Thank you for your time and attention**



## Appendix B Case-Study: Who are the Participants?

M: Male, F: Female

### UK Interviews

I2 JOHN Accountancy & Finance / M

I3 LISA English, E-Learning & Business / F

I4 TOM English, E-learning, Business & Law / M

I5 DAVID International Finance / M

I6 ANNE English, Language and Intercultural Communication / F

I7 LUKE International Organizational Studies & HR Management / M

I8 JAMES Management & Internationalisation, Business & Education / M

I9 EMMA International Organizational Studies, Management & Entrepreneurship / F

I10 ADRIAN Management & Internationalisation / M

I11 PAUL International Organizational Studies & HR Management / M

*100% interviewees are directly or indirectly linked to Business or Law / 50% link to international relations unit / 30% within a dedicated centre to international students*

### France Interviews

I1 KATE Management & Law, E-learning, Internationalisation Management / F / (Law Trans. Droit)

I12 MAX English in Business & Law / M / (Trans. Anglais in DEG = Droit, Economie & Gestion")

I13 ALICE English (EFL) & Language Management in Economics & Law / F (Anglais in DEG)

I14 HELEN Mathematics & Econometrics / F / (Mathématiques & Econométrie)

I15 ERIC International Business & Management / M / (Sciences de la Gestion)

I16 CARL Business & Management / M

I17 MARIE Intercultural Communication & Media Studies / F (Communication / C. interculturelle)

I18 ADELE Intercultural Communication Studies & Internationalisation Management / F (Communication / C. interculturelle)

I19 MARC Management, Internationalisation, Anthropology, Sociology & Communication Studies / M

*100% interviewees are directly or indirectly linked to Business or Law / 50% link to international relations unit / 10% within dedicated Internationalisation (at home)*

## Appendix B

*Most participants are engaged in teaching and research except for a couple of participants who are not research active. A couple of participants are strictly International Relations or Senior Management & Development in other words marginally not teaching actively. It is useful to observe that although participants have a discipline as a formal post, they often have (most have) a multi-disciplinary involvement in practice.*

## Appendix C Case-Study: Documentary Summary

Note: Table 8 lists below in Appendix C four specific internationalisation strategies for analysis presented and discussed in Chapter 5. Complementary secondary data sources were consulted and reviewed as explained for rationale (See Section 4.3.2) and further below.

**Table 8. Internationalisation strategic policy documents (Secondary data).**

References cited	Title	Data Type	Document Type
Gov.uk/DEDIT 2019. (Strategy for analysis 1of4)	Britain and Northern Ireland HM government, Department for Education and the Department for International Trade. "International Education Strategy Global Potential, Global Growth." Web. Available at: <a href="https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth">https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth</a>	Secondary	Government report. Web source
Gov.uk/DEDIT 2021. (Cited strategy update, not analysed)	"International Education Strategy: 2021 Update Supporting Recovery, Driving Growth." (2021). Web. Available at : www.gov.uk/education or <a href="http://www.gov.uk/dit">www.gov.uk/dit</a>	Secondary	Government report release
Gouv.fr/MENESR 2018. (Strategy for analysis 2of4)	Campus France, French government "Stratégie D'attractivité Pour Les Étudiants Internationaux." Dossier de Presse / Press Release, 2018. Web. Available at: <a href="https://www.campusfrance.org/en/choose-france-strategie-attractivite-etudiants-internationaux-bienvenue-en-france">https://www.campusfrance.org/en/choose-france-strategie-attractivite-etudiants-internationaux-bienvenue-en-france</a>	Secondary	Government report release. Web source
Gouv.fr/MENESR 2015a. (Cited and related strategy, not analysed)	Gouv.fr/MENESR, Béjean & Monthubert "Pour Une Société Apprenante. Propositions Pour Une Stratégie Nationale De L'enseignement Supérieur " 2015a. Available at: <a href="http://www.enseignementsup-recherche.gouv.fr/stranes/">http://www.enseignementsup-recherche.gouv.fr/stranes/</a>	Secondary	Government report. Web source
ANON. UKuni Internationalisation Strategy 2016-2019. (Strategy for analysis 3of4).	UKuni Internationalisation Strategy. <i>Summary-on-a-page (2019 update version) detailed below, Appendix C.</i>	Secondary	Company / Institutional report. Web source

## Appendix C

ANON. FRuni Internationalisation Strategy 2016-19. (Strategy for analysis 4of4)	FRuni Internationalisation Strategy.  <i>Summaries (French and English versions) detailed below, Appendix C.</i>	Secondary	Company / Institutional report. Web source
UPS, University Paris-Saclay 2017. (Cited and related strategy for KPIs and comparative case presentation)	"Modèle d'université Paris-Saclay Cible". 2017. Available at: <a href="https://www.bing.com/school/search?q=rapport+strategique+modele+universite+paris+saclay+cible+novembre+2017&amp;form=HDRMSB">https://www.bing.com/school/search?q=rapport+strategique+modele+universite+paris+saclay+cible+novembre+2017&amp;form=HDRMSB</a>  <i>See Summary, Appendix C</i>	Secondary	Company / Institutional report. Web source

### Documentary Review Summary: United-Kingdom

#### ***National Internationalisation Strategy UK***

Gov.UK 2019. Britain and Northern Ireland HM government, Department for Education and the Department for International Trade. "International Education Strategy Global Potential, Global Growth." 2019. Available at: <https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth>

#### ***University Strategy UKuni (website pages)***

##### Internationalisation Strategy UKuni

Other related organisational and strategic documents for consultation only - various distinct policies (not analysed)

#### ***Organisational Structure UKuni (website pages)***

UKuni Faculty structure / Research Centres

Module Descriptors consulted in two Business/Social sciences components

### Documentary Review Summary: France

#### ***National Internationalisation Strategy France***

Gouv.fr/MENESR 2018, Campus France, French government "Stratégie D'attractivité Pour Les Étudiants Internationaux." *Dossier de Presse / Press Release*, 2018. Available at: <https://www.campusfrance.org/en/choose-france-strategie-attractivite-etudiants-internationaux-bienvenue-en-france>

***University strategy FRuni (website pages)***

**Internationalisation Strategy FRuni**

Other related organisational and strategic documents for consultation only - various distinct policies (not analysed)

***Organisational structure FRuni (website pages)***

FRuni Faculty organisation (Faculty /Institutes/Schools) / Research Centres and Foundations

Module Descriptors consulted in two Business/Social sciences components

*Continued Appendix C, pages below*

**UKuni Internationalisation Strategy (2016-2019, latest update 2019) / Summary from website**

Researcher's Note: this strategy in association with other UKuni Education and Research strategies and policies consulted on website (not analysed).

*Our International vision:*

*The University UKuni will have global reach in education and research that leads to real-world impact and a strong international reputation. We will attract world-class talent, celebrate our diversity, and engage with and add value to our communities at home and abroad.*

*Our International strategy:*

*To maintain our position as one of the very best, internationalisation at the University UKuni will be driven and embedded by our students, academic and professional services staff, governance and leadership. It will help us to attract and retain high quality students, staff and partners, and in doing so will enhance our reputation, as measured by the world league tables, and will reflect and reinforce the quality and impact of our education and research.*

*To achieve this we will:*

1. *Attract outstanding students from across the globe to join our welcoming, diverse and growing community, through an evidence and scholarship based approach to recruitment. We will diversify our international student population, by level, subject area and country of origin, and will offer our students a vibrant and transformative research-based educational experience that allows them to excel. Students will in turn be willing to recommend the University to prospective students, and speak proudly as alumni and lifelong ambassadors of the University.*
2. *Create a welcoming and enriching international environment to retain and attract staff. This will be enabled by our policies, a principle-based approach, effective systems, services and processes that support staff to do their best work in student support, education, research, enterprise and professional services.*
3. *Increase funding from international sources (governments, corporates, philanthropists) and diversify our income streams for education, research and enterprise, supported by a focused and evidence-based engagement strategy at national and international level and a clear plan for university-wide operational delivery.*
4. *Enhance our international reputation, profile and impact with academic, governments, employers, corporate partners, our alumni and peers, and to influence opinion-formers and policy makers. This will be measured by our performances in the world league tables.*

5. Build high-value global partnerships, networks and alliances, including for transnational education, achieving impact and influence through reciprocity and selectivity.

#### *Our goals UKuni*

*These pages set out what we are striving for and will help to show how your work relates to the principles of our strategy.*

#### *UKuni Key performance indicators (KPI)*

*Key performance indicators and metrics - These pages set out how we will monitor progress in order to sharpen our focus to achieve our future success.*

##### *KPI 1 Staff satisfaction*

*- Engagement surveys*

##### *KPI 2 Student satisfaction*

*- UK rank in National Student Survey (NSS), Overall Satisfaction*

*- Graduate destinations*

##### *KPI 3 Research quality*

*- Field-weighted citation impact*

*- Impact partnerships*

*- Value of research grants and contracts awarded*

*- Rolling Research Excellence Framework (REF) measures*

##### *KPI 4 Entry standards*

*- Average total tariff points*

##### *KPI 5 League table rankings*

*- Rank in: the Guardian, Complete University Guide, The Times,*

*Times Higher Education 'Table of Tables'*

*- QS World University Rankings*

##### *KPI 6 Financial sustainability*

*- Income from teaching grants, tuition fees and education contracts per FTE\**

*- Income from research grants and contracts per FTE\**

*- Surplus as a percentage of income*

*- Staff costs as a percentage of income*

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- *Research overhead recovery*

*KPI 7 Student numbers*

- *Actual versus planned enrolments*

*KPI 8 International impact*

- *Enhanced strategic partnerships*

- *Number and geographical diversity of international students*

\**Full-time equivalent members of staff*

## ***FRuni Internationalisation Strategy (2016-2019) - French version***

Researcher's Note: In association with other Education and Research Strategies, e.g: central UPS or Paris-Saclay in mention, Erasmus Charter 2014-2019, EEE Charter, and Language Charter (not analysed)

### ***LES RELATIONS INTERNATIONALES***

*L'Université FRuni entretient une longue tradition d'ouverture à l'international, avec les universités ou les centres de recherche étrangers, à travers ses laboratoires et ses formations. Près de 85 pays, incluant tous les pays de l'Union Européenne élargie, les pays d'Amérique du Nord, l'Australie, de nombreux pays d'Amérique latine, du pourtour méditerranéen, d'Asie et d'Afrique sub-saharienne sont en relation avec l'Université.*

#### ***L'INTERNATIONAL À FRuni, C'EST...***

- *5 000 étudiants de nationalité étrangère, en provenance de 144 pays*
- *315 échanges ERASMUS*
- *150 doctorants en cotutelles actuellement accueillis dans nos laboratoires*

#### ***L'UNIVERSITÉ FRuni PROPOSE :***

- *plusieurs masters en langue anglaise*
- *des masters avec doubles diplômes*
- *et 1 master Erasmus Mundus en coordination*

*L'Université FRuni promeut fortement la mobilité de ces étudiants en 3ème année de licence ou master (en mobilité d'étude ou stage) dans le cadre de programmes tels qu'ERASMUS+ (Europe), MICEFA (Etats-Unis), BCI (Québec), TASSEP (Etats-Unis et Canada) ou à travers des accords bilatéraux signés avec de nombreuses universités de tous les continents et elle offre des aides financières ciblées. Elle soutient également les thèses en cotutelles. Elle encourage la création d'enseignements longs ou courts (ex : écoles d'été) en langue anglaise, de toutes disciplines et de tous niveaux.*

*Grâce à son inclusion dans la communauté d'universités et d'établissements, la ComUE Paris-Saclay, elle fait bénéficier à ces usagers d'un environnement de formation et de recherche unique.*

*L'Université FRuni améliore la compétitivité de ses étudiants, de son personnel et contribue ainsi à l'attractivité de l'Espace Européen de l'Enseignement Supérieur et de la Recherche à l'étranger.*

### ***UNE MOBILITÉ ÉTUDIANTE DYNAMIQUE***

*L'Université FRuni propose plusieurs axes prioritaires pour la mobilité étudiante : développer la mobilité de TOUS nos étudiants à l'étranger ; multiplier les échanges au-delà des destinations européennes et nord-américaines classiques (Chine, Brésil...) ; accroître les mobilités de stage en laboratoire ou en entreprise ; développer des formations en langue anglaise pour accueillir des*

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*étudiants qui sont intéressés par les méthodes françaises, sans pour autant maîtriser la langue française.*

*La mobilité est le noyau de l'action internationale et prend ainsi des formes plus intégrées : masters en langue anglaise, masters en doubles diplômes, masters Erasmus Mundus, consortium d'universités françaises de l'Université de Science et de Technologie de Hanoï (USTH), etc. Ces différentes modalités de formations internationales reposent sur la mobilité étudiante doublée généralement d'une mobilité enseignante.*

*L'Université FRuni accompagne la mobilité étudiante encadrée à l'international, à travers sa Direction des Relations Internationales et les services des relations internationales dans chaque composante. Livret d'accueil, cours de Français Langue Etrangère, journées de découverte, associations d'étudiants, événements et tutorats sont à la disposition des étudiants étrangers pour bien démarrer leurs études à l'Université FRuni. De plus, l'Université leur propose une aide pour trouver un logement en résidence universitaire, et leur fournit soutien et conseil dans leurs démarches administratives d'installation.*

### **DES RELATIONS INTERNATIONALES EN RÉSEAU**

*L'Université FRuni soutient la mise en place d'échanges structurés de doctorants avec des pays partenaires : thèses en cotutelle, sites d'accueil "Marie Curie" et organisation d'écoles d'été européenne.*

*Pour accroître sa visibilité internationale et améliorer l'accueil des étudiants et chercheurs étrangers, elle encourage les actions innovantes : création de cursus conjoints, mobilité des personnels enseignants, administratifs ou techniques, ouverture de formations à l'étranger...*

*L'Université FRuni développe aussi de forts partenariats avec les principales universités mondiales favorisant les échanges et collaborations scientifiques. Elle appartient aujourd'hui à différents réseaux, l'Agence Universitaire de la Francophonie (AUF) qui regroupe les universités francophones, l'Association des Universités Européennes (EUA) ; elle fait aussi partie du groupe très restreint de la Ligue des Universités Européennes de Recherche (LERU), créée en 2002, où siègent les plus prestigieuses universités européennes de recherche.*

*De plus en plus, l'action internationale se développe en interaction avec ses partenaires que sont les universités, les grandes écoles et les établissements de recherche de l'Université Paris-Saclay.*

## **INTERNATIONAL RELATIONS**

*FRuni university has a long-standing tradition of international openness towards foreign universities and research centres, through its laboratories, research teams and faculty. Almost 85 countries are related to the University, including all countries of the enlarged European Union, Russia, North America, Australia, many countries of Latin America, the Mediterranean region, Asia and sub-Saharan Africa*

## **INTERNATIONAL EXCHANGE AT UKUNI ACCOUNTS FOR**

- *5,000 foreign students from 144 countries*
- *315 ERASMUS exchanges*
- *150 new joint PhDs per year*

### ***The internationalisation of university training in partnership with foreign universities***

*FRuni offers international courses that open possibilities for double degrees, some of which evolve into joint degrees. The university encourages the mobility of its students through programs such as ERASMUS+ (Europe), MICEFA (USA), BCI (Quebec), TASSEP (US and Canada) or through bilateral agreements with other universities such as Mexico City, Montreal, Novosibirsk or Taiwan... It provides targeted financial assistance, particularly to scholarship students: scholarships for outgoing and incoming mobility.*

*FRuni contributes significantly to the attractiveness of the European Higher Education Area, by offering international exchange programs to students from third countries, in partnership with other European universities (Erasmus Mundus pro- gram). Scholarships are granted by the European Commission for some masters and doctorates.*

## **DYNAMIC STUDENT MOBILITY**

*FRuni offers several key strategies for student mobility by developing the mobility abroad for ALL of our students; by increasing exchanges beyond traditional European and North American destinations (China, Brazil...); by boosting internship mobility in laboratories or companies; by supporting English language courses to accommodate students who are interested in French methods but don't necessarily master French language.*

*Mobility is the core of international action and therefore takes increasingly integrated forms: master's in English, master's double degrees, Erasmus Mundus Masters, consortia of French universities from the University of Science and Technology of Hanoi (USTH), etc.*

*These different arrangements for international courses are based on student mobility, generally coupled with teacher mobility.*

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*FRuni supports student mobility within an international framework through its International Relations Office and the international relations service of each of its units. Welcome booklet, French Foreign Language courses, discovery days, student associations, events and sponsorship are available for incoming international students to take a good start in their studies at FRuni. In addition, the University offers them assistance in finding a university housing and provides support and advice in the administrative formalities involved in taking up residence.*

*International training, international days, information, advice, sponsorship and funding are offered to students of FRuni University to encourage inter-national mobility through training or internship.*

*Fruni University supports the development of structured exchanges for PhD students with partner countries: joint PhDs, "Marie Curie" hosting sites and organisation of European summer schools.*

*To increase its international visibility and improve the reception of foreign students and researchers, the university encourages innovative actions: creation of joint programs, mobility of teachers, administrative or technical staffs, opening of training abroad...*

*FRuni is also developing strong partnerships with the world's major universities by promoting exchanges and scientific collaborations. The University is part of different networks : the Agence Universitaire de la Francophonie (AUF) grouping several Francophone universities, the European University Association (EUA) ; it also joined the League of European Research Universities (LERU), a very select group created in 2002, that gathers the most prestigious research universities in Europe.*

*International action is increasingly developing, in interaction with its partners of the Université Paris-Saclay, whether universities, colleges or research institutions.*

## **FRuni KPIs**

*[KPIs for projected university UPS as of November 2017]. Indicateurs de performance clefs (IPC) - Les IPC permettant de suivre l'évolution par trajectoires de la stratégie globale de l'université.*

*(Document de travail Modèle d'université-cible Paris-Saclay 2017, version Novembre)*

### *La trajectoire académique*

*Ces indicateurs s'appliquent à tous les étudiants recevant des diplômes du périmètre de marque de l'Université Paris-Saclay, ainsi qu'à ceux de l'Ecole universitaire de 1er cycle Paris-Saclay.*

- *IPC n°1 : enquête annuelle de satisfaction des étudiants sur les conditions de travail, d'hébergement, de vie quotidienne et d'animation culturelle.*
- *IPC n°2 : mesure d'insertion professionnelle à 6 mois et 18 mois.*
- *IPC n°3 : mesure du recrutement d'étudiants issus de quartiers ou de groupes socio-économique défavorisés.*
- *IPC n°4 : mesure de la participation des étudiants aux actions mises en place : soutien scolaire et tutorat, participation à l'animation de la vie de campus, vie associative péri universitaire, etc.*
- *IPC n°5 : enquête de satisfaction auprès des employeurs des nouveaux diplômés.*

### *La trajectoire de recherche*

- *IPC n°6 : part des publications dans le top 10% des plus citées.*
- *IPC n°7 : part des publications parmi les 10% les plus citées cosignées avec des partenaires étrangers.*
- *IPC n°8 : pourcentage de chercheurs et enseignants-chercheurs non français.*
- *IPC n°9 : montant total des contrats publics (ANR, Europe) comparé aux montants distribués.*

*Ces indicateurs peuvent être obtenus directement à travers les bases de données Scopus/Scival et WoS/Incites. Avec d'autres intéressants aussi la trajectoire d'innovation et de valorisation, ils font partie du « classement de Leiden », dans lequel la nouvelle Université Paris-Saclay sera prise en compte. L'avantage de prendre en compte ce classement est de pouvoir comparer l'évolution de l'Université Paris-Saclay avec celle des autres universités internationales.*

### *La trajectoire d'innovation et de valorisation*

- *IPC n°10 : montant total des contrats privés de recherche partenariale*
- *IPC n°11 : enquête de satisfaction auprès des entreprises du site sur le soutien en recherche.*

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➤ *IPC n°12 : montant global des revenus de licences et mesure de l'impact économique par une étude ad hoc.*

➤ *IPC n°13 : stratégie de développement durable avec mesure des empreintes énergétique et carbone des activités de l'Université Paris-Saclay.*

### *La trajectoire internationale*

➤ *IPC n°14 : pourcentage d'étudiants non français.*

➤ *IPC n°15 : pourcentage de parcours de Master enseignés en langue anglaise.*

➤ *IPC n°16 : nombre d'accords internationaux de double diplômes actifs.*

➤ *IPC n°17 : nombre de cotutelles internationales de thèse en cours.*

### *La trajectoire de montée de la réputation*

➤ *IPC n°18 : panel de différents classements dont ARWU, THE, QS.*

## Appendix D UKuni and FRuni Strategic Profiles Summary

Note: Table 6 is a summary for UKuni and FRuni organisation produced by researcher as a basis alongside modular review and discussion for case study presentation (See also Appendix C).

**Table 6. UKuni and FRuni Strategic Profiles (Adapted. Sources: ANON UKuni, FRuni & UPS. Web).**

Key-Areas	UKuni	FRuni
<b>Strategic Organisation</b>	<p><b>Russell Group</b> of distinct HEIs (24).</p> <p><u>Campus Location:</u> <b>UKuni</b> multisite spread.</p> <p><b>UKuni</b> has 5 faculties and different Schools within.</p> <p><b>Fac. Social Sciences</b> has 5 distinct Schools: Law (1), Economic, Social &amp; Political Sciences (2), Business (3), Education (4) and Mathematical Sciences (5).</p> <p>Humanities has 2 Schools: Art (1) &amp; Hums (2), including a Language department and an international students' academic centre.</p> <p><u>Languages:</u> Optionality (except full time language studies). Partly embedded via a scheme ran by Languages &amp; open to all disciplines.</p> <p><u>Research:</u> Incorporated within all teaching faculties and dedicated research facilities / centres.</p> <p><u>Teaching / Pedagogy:</u> Spaces across sites / libraries. New or in progress infrastructure: dedicated T&amp;L building (in vicinity of Education building &amp; central library).</p>	<p><b>Multi-institutional group</b> (19) to form a new unified entity <b>UPS/Paris-Saclay</b>.</p> <p><u>Campus Location:</u> <b>FRuni</b> multisite spread across Saclay / Ile de France regional territories.</p> <p><b>FRuni</b> due to merge within UPS in 2020.</p> <p><b>FRuni</b> has 10 components either classic faculty, separate Schools ("Instituts" in French), other Research / Education Schools ("Écoles or 'Centres" in French). 5 UFR, 3 IUT, 2 engineering, specialised optical science schools.</p> <p><u>Fac. of Law / Economy</u> together is distinct from specialised Business institutes and from the Fac. of Science &amp; Mathematics.</p> <p>Language provision and academics are located within language departments of faculty and institutes for Law, Economy and Business and they have a centralised language department.</p> <p><u>Languages:</u> Mix of compulsory &amp; optional. Embedded within the disciplinary units.</p> <p><u>Research:</u> Dedicated research units but a few institutes do not have research mission as they centre rather on vocational &amp; shorter route for employability.</p> <p><u>Teaching / Pedagogy:</u> Spaces across sites / libraries. New or in progress infrastructure: dedicated Language &amp; Culture oriented facilities (building or centre).</p>

<b>Mission</b>	Changing the world for the “better”.	A modern university for the “ <u>21<sup>st</sup></u> century”.
<b>Vision</b>	Highest <u>quality</u> / global reputation / world class education, research & innovation / real impact in society / exceptional students.	Provisional: <u>outstanding collective work</u> towards the construction of a <u>new university</u> of the 21st century.
<b>Strategic main goal = Rankings</b>	<u>To improve WCU position</u> = Top 10.	To be top 20 WCU by 2020 =Top 20 ARWU & Leiden, Top 40 QS.
<b>Strategy</b>	<u>To increase “reputation &amp; rankings” (linked)</u> =Top 10 UK / top 100 World	To increase reputation & rankings = (or internationalisation visibility)
<b>Strategy Duration</b>	Plan 10 years - flexible plan	Continuation 10 years - experimentation period
<b>Strategic Goals</b>	<b>Goals or 4 strategic pillars:</b> <b><u>Internationalisation</u> (1)</b> (=international & national reputation i.e. rankings) <b>Quality (2)</b> <b>Collegiality (3)</b> <b>Sustainability (4)</b> (= financial, social & environmental)	Different levels or pillars: <b>Excellence / Scientific Research (1) &amp; Teaching (2), Business Relations &amp; Innovation (3), International Relations (4)</b> = subject to change or in progress <b>Foundation Target University UPS Saclay 2020</b> Some previous existing universities (case of FRuni & components) cease to exist & integrate as “faculties”. <i>Grandes Écoles</i> become “Schools” <b>Other Merging Members UPS Saclay 2025</b> Finalisation process <b>2025-30 Completion</b>
<b>Quality &amp; Reputation (linked)</b>	<u>Rankings</u> / REF /TEF / Funding / NSS / International Partnerships & Research (recognition output & impact) Research and enterprise administrative services in support	<u>International legibility</u> = show in <u>Rankings</u> . Rationalisation of educational / pedagogical offer with Masters & PhDs = International partnerships' enhancement as a result (from rankings) <u>Administrative support for funding &amp; calls</u>
<b>Internationalisation</b>	<u>IROs</u> and a dedicated Pedagogical and Language-based International Centre <i>mention of IoC</i> : “we will further internationalise our community, our curriculum, our research & our operations”	<u>IROs</u> & an “e-international welcome office” “Language and Interculturality Mission <i>mention of IaH</i> : “Internationalisation-at-home” process and a “Language Charter”
<b>National/Institutional Development Model</b>	<b>Main Business model</b> To survive (compete better) & to grow (surplus). Tradition of Business Schools exist within universities.	<b>Main State model</b> (with IDEX PIA) funding Also combined with enhanced Business model tradition of some French “Grandes Écoles” now being partly or discretionarily

	Also combined with some / reduced State support (ended PMIs & austerity 2008)	integrated with mainstream universities
<b>Institutional challenges</b>	<ul style="list-style-type: none"> <li>• <u>Clarity</u> strategy &amp; delivery plan, <b>flexibility</b></li> <li>• Embedded <b>Leadership</b> at every level</li> <li>• <b>Collective</b> responsibility, agility, self-confidence. Efficiency, effectiveness,</li> <li>• Evidence-base, monitoring &amp; sharing <b>KPIs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Formulation of strategy in progress</u> (within a newly forming organisational entity)</li> <li>• Global level UPS &amp; plans within parties</li> <li>• Strong <b>Leadership</b> &amp; authority represented by president(s) (budget, resources, staff)</li> <li>• <b>Integration/governance</b> within a single university entity = organisational integration of existing universities and “Grandes Écoles” together with research centres</li> <li>• An Undergraduate School 2020-25</li> <li>• Selective curriculum with logic of international attractiveness &amp; long study students / local undergraduate education</li> <li>• <b>“IPCs” (= KPIs)</b></li> </ul>



# Appendix E Participants' Quotations (Verbatim)

## Transcription Conventions

Open punctuation (no full stops) to mirror conversation flow, and use of other transcription markers as follows:

I\*: Interviewee participant

R: Researcher participant

. Approximate pause of a second or so

.. Approximate longer pause

(...) Gap between transcription sections not included (few words missed or not relevant)

() In-between brackets text of comments from research interlocutor in conversation flow or within a given utterance

{ } Additional information or researcher's note in occasional place within utterance

**Bold** Highlight of intonation emphasis

? Questions or rising intonations

! Exclamation mark

@ Approximate short laugh or @@ longer laugh

" Quotations

### 6.1.1 Meaning of internationalisation and globalisation (T1)

#### 6.1.1.1 As elusive and blended necessity

*LISA13-L68: I think **globalisation** is the term used for the **general** concept isn't it? of "the world becoming smaller" whereas **internationalisation** is the word, it's "**jargon**" isn't it?, that's used within universities and it is used in companies **to make companies, organisations more international**, and actually that includes **more international staff***

*ADELE18-L71: Not a responsibility of internationalisation . of teaching as such, it is **intercultural awareness development** in all programmes from the viewpoint of **students, teachers-researchers** as well as **administrative** you see?*

#### 6.1.1.2 As embeddedness of educational and commercial venture

JOHN12-L88: *a large number of universities' internationalisation agenda has been fees driven so when they talk about internationalisation, what they really mean is "we would like more overseas students". That's a primitive, surface, quite transactional level of internationalisation and it still adds value . adds value obviously to the UK purse but it adds value to the university because the domestic students coming through, they have the ability to interact and . work with different students from different backgrounds. However that only functions if they are well embedded to the course and it is a good balance, a good diversity so you don't get a sort of division of the student cohort .. that does I think at Russell Group especially extend to research ?, which is a very internationalised field so I think of international collaboration in terms of research is quite regularly done?, within research-led institutions I think (R: it is a very big part yes international collaboration for research) the real challenge, I think, properly, is for us to fully act on big titles like International Marketing or international Accountancy & Finance or something like that and for us to truly deliver an internationalised curriculum*

ADRIANI10-L54: *I think we see it as an export economy? (...) (R: Do you see HE as an import/export business?) I see it as an Export business? because we gain foreign exchange currency from it*

ADRIANI10-L69: *(...) in the university sector my view is if we had no international students at all we would still have to be internationalised in our curriculum and in our view of the world because our students would go out into an increasing internationalised world (mh mh) and therefore um it's our duty to be able to impart that onto students (...) whereas a lot of universities think of international students as money and profit and think by a matter of osmosis that that will spread to British students um but I don't think it does unless you set out to make it so.*

JAMES18-L30: *(...) one I would perceive, slightly more, how do we globalise the brand of "Town" Business School to different parts of the world some institutions may see that as delivering their education in different countries? and that might be one attempt at globalising the brand of the BS, globalising the brand of the university . Internationalisation? I might see that as more along the lines of how do we reach, how do we spread our reach of what we deliver to different countries so that those students come here to UK but also in the curriculum development, perhaps that's where it blends a little bit between globalisation and internationalisation it's ensuring the curriculum has a valid currency from wherever the students come from (...)*

JAMES18-L45: *(...) the whole nature of globalisation and internationalisation is something, which is critical, particularly on the radar of EQUIS (...) opportunity is to ensure that the curriculum isn't so UK centric that it doesn't have relevance to students from across the world.*

EMMA-L149: as a Business school we are pushed by the accreditation systems (...) standard will be contextualised to a particular context, but **still you need to really make sure standard has been achieved** . EQUIS (...) much **focussed on IoC** and therefore it has got **a number of criteria of standards** that you have to meet and, and some of these aspects are about **not just the contents of the curriculum that has to be international but what you teach in the class** that has to reflect internationalisation. and the fact you have an **international student base** but also the fact you have got **international staff** and the kind of **collaboration** you have got with other **international institutions** to enhance **knowledge exchange and flow** and how **that knowledge exchange flow that needs to reflect in what you do in the class**

#### 6.1.1.3 As Americanised, Westernised, WEIRD and Unequal

LUKEI7-L26: I can definitely see . **a process** . I wouldn't call? it **internationalisation** . I would call it **Americanisation** and (...) **economisation** of society (yes) I would say this is more the process that has been going on, that **everybody** is trying to be like the **American system**, because it is global, it is **what everybody understands** (...) you know the **WEIRD** countries?

LUKEI7\_L47: We're in **a system** that . **looks for development** but . yes . the poor really suffer and **the gap instead of getting smaller is becoming wider** . because we ran, ran and ran people in Africa and Asia etc are left behind and it is very difficult to . catch-up!

LUKEI7-L73: (...) people . but they want to hear about the **Anglo-Saxon** model because this is the world that **works**, that **succeeds with success** everywhere . I don't know if it is true or not? But this is **really the perception** and it is becoming a **global perception system**, everybody is trying to copy or at least to understand

ADRIANI10-L24: (...) its more **westernization**? and I think the rest of the world particularly SE Asia wishes, has put enormous investment into what they see as **their future** as more of a **western style economy** than they have in the **past**. And that's sometimes **interpreted** by people as **globalisation and internationalisation** (...) a **mismatch between from the standing of knowledge between the West and often the rest of the world**

ADRIANI10-L63: I am not sure that **society has understood the difference if there is a difference** and these words are **interchangeable** uh Coca Cola would call it globalisation and Ford Motors company would call it internationalisation, it is very **difficult** to understand **what's the difference between**

#### 6.1.1.4 As diversity: wide but imbalanced

TOMI4-L47 (...) It's probably the **first thing** it makes me think about (...) **links to other institutions abroad** is a very **big thing** (...) lots of **research** is carried on international level (...) **promoting the**

## Appendix E

university as an international university, I think it is now **one of the cornerstones** of university policy now is the **drive towards** being an international university. so I suppose, from me, and **my point of view, my particular context, it's about international students, their position** within the university, I think, mh.

ANNEI6-L29 (...) its not exactly perhaps **internationalisation** but . part of being an international university I think should include **making adjustments** . for . international, or **the presence of international students** . and I think in terms of the research that I've read and . written about . the **language aspect is often not . included** (okay) .um . (yes) yeah, it **tends to be not really taken into account**, there are other things that are **talked about**, **cultural issues** perhaps are **talked about**, the **contents of the curriculum** but most people **don't seem to write about** . **how language affects intercultural communication**

ADELEI18-L42: the acronym EMI of course it's **EMI** it's **ELF English** as a... as a... {Lingua franca? Or foreign language} international language well **ELF** not **EFL** (ok) and there is a real difference (yes) because **lingua franca yeah is considered to be so called international English** {yes} and it is **not the same English we are going to test in TOEFL and TOEIC and all else** (...) it it is a question of **effective communication in English**, and effective **in the sense also of interculturally appropriate**

ADELEI18-L123: **International** ... it is a . rather **glamour** word, which does **not rime well** with **foreign**, so one rather **says or speaks of international students instead of foreign students** (...)

KATEI1-L261: (...) finally **I don't really like the concept of foreign students** because we have many **classic students who are foreign students** especially for us as a university faculty of **the suburb**, we have a **very diverse population and that is normal**, it reflects population so for me it's not, **those we manage are students in exchange** and so indeed this is **not the same than measuring student in exchange and foreign students**

ALICEI13-L105: Yes, then yes, **especially with England** for example (yes) we have **other agreements**, **some very good programmes also** in {Eastern Europe country and Southern Europe country} etc . but we still have a **few students who would like to go to England in the United Kingdom** and we have **very few places**

JOHNI2-L57: (...) yes . **scale**, in terms of **progression**, certainly within the practice of that environment (...) it is almost always **necessary** to have done some sort of **international 'bit' or thing**. In terms of institution, I tell you **our department** in terms of **staffing is highly internationalised**

ANNEI6-L142: (...) in the Business School for the past few years, it has been at the **masters** level, it's nearly all **Chinese students** (...)

DAVIDI5-L242: (...) there is **a concentration coming from mainland China (in Masters)**

TOMI4-L294: (...) there is lots of **misconceptions** with I think, for example, we have **a large number of Chinese students here** and people quite often . I guess that's an **area of resistance** where people talk **about critical thinking** or something and **examining critical thinking**, there are **differences in cultural backgrounds how people learn** (...)

LUKEI7-L86: I can see a lot of globalisation the **majority of my students**, the **vast majority** of my students are **not English . not British**, I think I see **70%** are from **China**, maybe **20%** from other **places** in the far East . if I find @ British on my course . I'm happy@ yeah (I understand yes) in terms of population, in terms of **studying the global**, in terms of **contents relevant for the global**, in terms of the **material** that we use as a result, I am trying to find out examples, **cases** that are **not just uh local or at least cases that will be relevant for the global audience** . and **remind them** that you're **probably going to work somewhere in the globe in the future**

JAMESI8-L447: (...) so I can imagine, I'm gonna take **China** because we have **a large number of students from China**, a Chinese student who's learnt English and who's maybe been taught by a Chinese tutor who's learnt Chinese from America, so **an American accent is what they are tuned into and uh they come to the UK? with people speaking to them from the Northern part of the UK with accents from Scotland, or from Northern Ireland where regional accents are very different (it's an adjustment) and difficult adjustments** . but equally a Chinese student (...) **we do have difficulties** . I pick up on different **dialects** and . I tune in . and **I understand fully but sometimes** you hear a different dialect and **you need a few minutes to register and understand** what people are saying . but **for international students this must be hugely confusing**

EMMAI9-L22-31: (...) it is international because **of the range of students** and it is a **very diversified Master** from a **geographical** point of view in terms of the recruitment (...) **don't have a huge concentration of Chinese students which tends to be most of our MScs or PG teaching**, which is **quite common across the UK** when you look at the PG market . but actually it is **pretty diversified** so we have got **a good representation** (...) **diversified from a cultural point of view**. The program that we have is very much **international in terms of the curriculum** (...) **international**, we have got **students from all countries**

JOHN12-L65: the student body, I'd say the only thing that . because we normally talk about diversity .. as I said the **UG** body is **relatively** diverse, I think it is quite vibrant as a result . The **PG** is **not diverse** because it is **heavily skewed to China** and that . (right yeah yeah...) so that means there is a very **different dynamic** within that cohort

JOHN12-L137: I think we were delivering a **UK Master's** to . a **diverse** cohort and we are now delivering a **UK Master's** to . effectively, a **Chinese** cohort and that's **not necessarily right?** . At the moment, our **UG degree is very diverse, predominantly UK**. we deliver a **UK degree** to **predominantly UK students** and . I think . the **international students more regularly do** . relate

*themselves to our UK students, there tends to be greater examples where they will work together, there is still quite a lot of segmentation, especially where students choose their own students' groups (I see yes...it's all sort of em). but I think it rests on us to find more international examples so students do have that context.*

#### 6.1.1.5 As collaboration, competition, and a search for talent

*DAVIDI5-L35: Globalisation I see it slightly different to internationalisation. Globalisation it's countries and areas of the globe, competing with each other. Internationalisation is slightly different where you get a / the mix of staff that work within a university, if the university is open to the world, it's from hiring the best talent and by hiring the best talent, you end up with a very international faculty staff who can be from all corners of the globe*

*DAVIDI5-L28: In terms of research, globalisation, which is, if you like, the uniting of countries onto a larger single platform is evidenced by the fact that all the journals we're trying to publish in today are globally competitive so I am competing as an academic on with academics from China, Australia, South America North America and the language into which everybody is competing is English so all the long-standing English language journals are where global competition can be seen. I would say today is far more ferocious than it was 5 years ago.*

#### 6.1.1.6 As populist or nationalist concern

*LISA13-L32: It has been going on for quite a period since we've had the internet basically and when we were part of the EU, I think we discussed that last time with Brexit, which is devastating so yeah I don't really know what's going to be happening there (...) perhaps well somebody in the government was talking about an alternative to the Erasmus programme for . the exchange program for European students and other exchange programmes across the world, which we need to develop? (...)*

*LISA13-L38: (...) because not only that we need the international students to come here but because it makes our campuses more international, it also provides funding um as you know, a lot of, but also our students here need to go overseas don't they? (yes) and also our students here need to learn languages as they go*

*LISA13-L58: (...) headline was saying "Student exchange needs rethink says top uni head" so actually it's not coming from government it's coming from VC of Cardiff university (R: yeah regional voice) Absolutely ... (Reference: BBC 2018a).*

ADELEI18-L139: (...) a great problem and the, the **radicalisation** that . we live through at the same time . is a sort of . how to say this a **symptom**? of **post-colonial** and that if we are in an era even a bit **post-national**? We are not in a discourse really post-colonial with internationalisation, it is a little strange . it is complex it is to be dug? . but I think we must face? this and . learn some **humility** in our **discourses**, really work on **openness to the other** and I believe it is terribly lacking that's it! I will stop here

#### 6.1.1.7 As language and culture: essential but overlooked for operationalisation

ANNEI6-L24: I suppose I have two **perspectives** because I have **the research** I have read from my own research and then perhaps more **what I think could be happening** and . I don't know exactly **what is happening in this university** (...) **one thing I do do . I teach** (...)

ANNEI6-L34: (...) they talk about intercultural communication but surprisingly, **sometimes** don't talk about the language aspects **as if** there's just an **assumption** that **any non-native English speaker** is just **speaking the queen's English or standard English** and that will be fine and everybody will **understand each other**

DAVIDI5-L40: you have **always collected people** who think, **not just accepting the norm** and **thinking outside the established circles**, could see that **being international** somehow would be something to aspire to (...) But **nobody knew what it meant** (...) And **people have really struggled to say how they are international**

DAVIDI5-L117: **one approach** was to go out and have more **links** with other universities (R yes@ . partnerships .) so we always use the **Erasmus programme as evidence** that **students came from France into the UK** . but **no students from the UK went back** . so **one-way traffic** through Erasmus

DAVIDI5-L124: every so often it comes up and what are we doing, **where is evidence of our being more international**? I don't think we have **a strategy about it that I am aware of** . or **one that makes sense to me and that I can say Ah! this is quite simple what we're doing to achieve** (yes) **internationalisation of the school or staff is the following thing** (...) it is all **piecemeal, little bits and pieces** of things so the **Erasmus programme remains** but **you can see if Brexit occurs that stop** . so suddenly we don't have these kinds of international links into Europe mh

ADELEI18-L129: (...) **Internationalisation and Internationalisation** « **at home** » {term in English} it is also to learn from one another **here**, the world is **here** in the **classroom**, and one must become **aware**, and **realise the enrichment it represents and supposes** . our role as **teachers** is indispensable to act as **mediators** precisely for this **enrichment** to happen? And for our students? To **become in turn mediators**, well, that is a certain **viewpoint**

## 6.1.2 Internationalisation of the discipline (T2)

### 6.1.2.1 As international and national paradox

HELENI14-L131 @ are you asking me whether we have **common {double} diplomas** with foreign universities things like that? (...) HELENI14-L142: **I still do not understand** (okay) what you are saying (yes) when one **talks Mathematics** (yes!) pff the Chinese speak the same way than us (yes I understand) **we have a language** (I understand) that is international or global @ (...) there are **differences** maybe but . but it is **not in the discipline contents anyway** (...) even in the course what we say in the course (yes) we can say here we have Maths course of a **high academic level** (...)

JOHNI2-L32: In terms of internationalisation of the curriculum, it sits in a slightly **odd space** of Discipline because **although the profession is very international** and there are aspects of **internationalisation collaboration of rules**, it is **still subject to national legislation and national trends** (...)

PAULI11-L54-59: (...) that makes it also easy for example when we teach, we **by definition we have international content**, be it **case studies**, be it **concepts** that have been developed elsewhere and they're **useful for business** so all of this comes in here so from that point of view I think my discipline is **very heavily internationalised** . also Business is a cross border activity very often for the **larger** firms and even for the **smaller** ones they **trade internationally** and so from that point of view internationalisation is very important and it is there, it is **present all the time**

KATEI1-L73: for **Economics & Management** it is less complicated {than Law} additionally due to research, colleagues in **Economics & Management** **do their research in English and publication obligations**, one is directly placed on international stage . and it is true in **Law** it is less the case . colleagues do their research in France in a rather **Franco-French** perimeter . in anyway, in my faculty there are **two visions to balance** (...)

KATEI1-L79: "for some **Law** students, to leave on mobility, for half, for some, it is a **waste of time**... and it is **not advised by some teachers** even . because they would **not learn the same Law** than what they **would have covered in France** . they might even be at a **disadvantage to apply on M2** etc there is still a form of **resistance** or there are some **clear brakes** from the **Law side** on that subject I'm afraid sorry!

### 6.1.2.2 As pathways, and language with intercultural provision

TOMI4-L74: (...) our intake is not just people who **don't have the language** level, which is something one might **assume** but it's also for people who may be, their **first degree** or they're lacking **certain**

*elements, for example for **foundation**, If they're missing a certain **background** for their course so instead of doing A levels, it's a kind of way of creating their profile, it's **not just** language course but **pathways** course in providing **other** sort of missing **elements** which are necessary for applications but also **more than that**, thinking of the **pre-Master** (...)*

*TOMI4-L30: (...) PG degree here, they have, the way it works is **instead of coming for one year they come for two years** (fantastic) and then we teach them their core module of English for Master Study one is about **critical thinking**, one about **cultural perspectives** and along within that they also have **integrated studies** within their **discipline** (...)*

*TOMI4-L85: (...) to **do a poster presentation about an aspect of UniOf**, for example, for the immediate environment, we do a lot of reading about globalisation of HE and globalisation of universities (mh mh) we do, we have **themes** for our course and, that's, another one, that's **Learning in Different (Learning?) Contexts** . so a lot of it is about that sort of area . (and they don't have any assessment in the first months or 12 months or . ?) no they don't have assessment, it is **a pathway** course and as I said, it is a sort of **gate-keeper** course to **getting through** (is it a sort of formative assessment? Or do you have to pass it in order to progress?) yeah, **there's a mix**, there is sort of a mix, I suppose it is an alternative, or in many cases like for masters, it'd be an alternative to direct entry, having done an UG degree or an IELTS or TOEFL or something like that for the language requirement*

*ADELEI18-L157-L169: (...) one confuses at times **internationalisation** with **communication in English language and reference to Anglo-Saxon practices** (...) some teachers-researcher hesitate to say well "listen to us we have French practices but . my **vocabulary that comes from the Anglophone world refers to Anglo-Saxon practices**? And I **find it a little hard to find my way specially in Economics**" here (...) one covers {contents' articles} in English but that does not mean there is **awareness** . in **internationalisation**? It is **just that English language** is . naturally **the second language practice** in this institution*

*ANNEI6-L105: (...) to open their mind a bit . this is an **internationalised, globalised** world, there are people growing up speaking in English in **different parts of the world** (with different accents), you might not think of, with **different accents**, with **different uses of languages***

*JAMESI8-L72: (...) staff from numerous countries, from within Europe, obviously **Brexit** is a **big issue** for them in terms of their stability of their jobs within the UK (...), we have **an international grouping of academic staff** here and I think that helps us to deliver an **international curriculum** to be **cognisant of the international cultures** that we have **in terms of international students***

### 6.1.3.1 As embeddedness of international, language, culture and branding contents

JOHN12-L115: (...) **I don't think our curriculum is fully internationalised.** If I reflect on my time at UniOf (...) we did do . uh the economics/Finance of the EU... but we did ' . **funny old thing now . which is ancient History now!** @ but we focussed at least on European impacts (...) we don't tend to use examples with European or international companies, we tend to reflect on UK examples? (...) next year it will be best to try to identify East Asian examples?... (cases yes..), **Chinese case-studies?** . because (mm mm) otherwise all the contacts we provide is UK (yes) now I have to **balance that with the fact** that students come to the UK universities to **study for a UK degree**

PAULI11-L64: **certain subject areas where internationalisation is more difficult** so if I think of my field (...) regulations which are very often **specific to the country** in which you're teaching **so there is this** .. But then for example on the masters, you are facing like 95% of international students so. Are they **really** interested to learn something about the **UK regulations** and should that be cut down a little bit more and therefore probably you're talking a bit more about international regulations (...) so these things do matter and we need to think, so **there are those pockets of contents where internationalisation may make less sense** than it usually does and we need to be aware of that but, **in principle**, as in from, I mean **from a teacher's point of view**, its beneficial to convey different perspectives and to contrast and compare I mean again in my discipline one of subsection is the field of comparative {Discipline l11} (...) so that automatically has an international perspective (yes) . And **students hopefully do like it** @

ANNEI6-L193: **a criteria** that said language and it said grammar and language and spelling . I am really surprised with my research with how much there was of a **really diverse range of assessment criteria** (yes), I naively thought they **would be standardised**, they are very big differences

ADRIANI10-L111: I think on the whole it does not exist I think it's **westernization**. (...) That's because **we set the rules and we set the methodology** (okay) (...) (R So in order to climb the rankings you have to publish in English or American **(yes exactly)** language) l10 and **American journals** (...) But they're publishing in American journals. (mh .. mh) if they publish in Chinese, in Chinese generally, they would be ignored (mh) (R Okay so this is what you observe and what is your personal view?) l10 **I think the media and society is very much biased to the West**

JAMESI8-L134: (...) given we are **business school** I think that **lends itself to an international suite of programs** that we have to offer and I think that's **evidenced by our success in this BS or our recruitment onto our programs** . (...) students is non-EU/non-EEA are coming to our programs . and I think that is a **measure of the success of the reach of the global brand** of the UKuni and of the **relevance of the programs** (...) **embedded and designed to reach the international groupings or . catchment of our student body**

LISA13-L108: (...) a lot of it is so **embedded** it is quite **difficult to articulate** it without some thought because it is **embedded in everything** that we do

ANNE16-L235: it needs to be **relevant** to the students and that it needs to be **fair** . (fair yes) because it's **unfair** if some student is very familiar (yes) I think if they're very familiar with this **context** but other students are having to work **much harder because they don't know what it is** (yes) and they can't relate to it so I think from that point view in terms of the **content** and then of course in terms of the **language**

ANNE16-L403: "if you know students are bringing really **interesting case studies from their own country and its part of the disciplinary subject, and getting people interested** when "in Japan, this is how we kind of do it" and you know, it would enable **critical thinking** as well because they can think "aha! . Alan Sugar or someone **on The Apprentice**, they run business in this way, they **shout** at people, there is this **macho** culture but **what if in another country there isn't this macho culture** and **people manage in a different way, management styles, HR**, all of these things, **Economics?**"

### 6.1.3 IoC and IaH (T3)

#### 6.1.3.2 As mobility and FL, not principally ELT/EMI (perhaps locally)

KATE11-L48: well no, one would rather say to have **classes in foreign languages** and notably some **classes in English** so that's **how one translates this IoC** but indeed it **not just** about the teaching language it may be also internationalisation **through teaching methods**, interactions with other **partner institutions** and possibly with foreign **international students** who are in our programmes it may take **many facets but** it is true that where one is rather weak relates to **the offer of English classes** (ie ELT/EMI) it is that above all our current project actually. In any case, in our faculty, it is that way one conceives it . this **project**

KATE11-L95: I **don't want to reduce internationalisation to classes in English but it is true** that for us for now it is our **prism** . and it is our current **project** (...) we are **behind** because we have a lot of **requests from students who would like to take up courses with us in foreign language and in particular in English** . and indeed one feels in relation to other partners, like business schools or other universities that we are **behind** on that point . for an institution, it's good to be well positioned, to respond to **demand**, then, in terms of **image**, it is clear **we lose partnerships if one hasn't got classes in English** . it is obvious. And maybe on that point, France is a little **behind** anyway when one meets European colleagues, one has the impression we are a little bit **late** and that we are **not** really in the **premier league**, there are efforts to be made **to progress** in that direction

ERIC15-L90: We start with a **handicap** (...) it combined with what I indicated earlier is that the **majority of teachers-researchers in France are not extremely at ease to deliver a complete course**

*in English ? It results in the majority of courses are in French uh and it is a real handicap because obviously at international level, even if there are many francophone countries? And we have many students from francophone countries nevertheless to attract American or Australian students or other countries ? it is a serious handicap that we are aware of ? (...) to offer international students? some pathways (...) I am going to transition my course, we say "English-friendly" that is to say (...)*

*KATEI1-L369: our project to give classes in English in Licence (...) rather with a European or international dimension (...) to be able to propose these classes in English to our inbound mobility students (...) that would enables us to save a few agreements*

*ALICEI13-L182: we are professors of English, professors of Chinese above all . we are not at all subject experts in the "higher skills?" shall we say. Then in Law, it is being implemented as I explained with the possibility for students to follow classes either in English or in French so I find this is great? and it allows perhaps more contact with students in mobility in France, I favours this highly, for example all students part of the FRuni Course, in specific programme, I put them in partnership with students who arrive (...) link finally between International Relations and my students in this program (okay what you are describing is like buddy or tandem?) that's it but in an informal way yes (...) I tell them at the start you make contact, you welcome a person and then there is always affinity a little that works or not? But I prefer to let it free and spontaneous*

#### **6.1.3.3 As linguistic with intercultural awareness preparation, including lingua franca**

*TOMI4-L137: used to be a kind of . fairly context-free, if you like academic English course and it was very language-focussed and in some of the programs that I teach I kind of realised that maybe in the past there was more of an idea about integrating students into the UK specifically (...) you know, the culture of the UK or British culture but that sort of stuff is still there in some of the courses, so on the pre-Masters, we tried to widen it out so it's not British-specific anymore, it's about in a way the context of studying in a Western country to use that term, the idea of looking at concepts and focussing on concepts, so things like globalisation or gender issues or environmental issues, sustainability but kind of understanding the concepts not from a British . not from what it means in Britain (yes) but more in general terms and in language terms (...)*

*TOMI4-L146: (...) language course we run now, we don't' tend to necessarily use, even on the simple level things like listening, which always have British accents, we don't, you know necessarily promote British English over American English (you encourage variety) we try to have a variety and we also try to be aware of the context (yes) so if someone studied in Taiwan for example or South America, they might be more used to American English . so that's totally fine*

TOMI4-L155: In terms of assessment you probably hear ideas about the **English as Lingua Franca**, which is a big . topic at this university, it is something that UKuni is very **involved** with the **ML Research** Centre (...) that kind of informed it in the sense it's definitely much more of a **focus on communication and . the importance of getting your message across** rather than on some kind of prescribed idea of (...)we've sort of **moved away from being just English language providers** but also providing a **kind of prescriptive grammar, vocabulary based interwoven with the importance of communication** (...)

MAXI12-L134: Yes! By the force of things in language of course, then for other subjects, only to a certain extent, well the titles or descriptors . we have a national defined program but there is some **local adaptation**, one can do **adaptation** (...)

MAXI12-L153: (...) I do not know finely enough national program in all subjects to answer but obviously then **it depends upon teachers**, there are some who teach Business units, **one of our compulsory units, it is going to be oriented internationally as a going concern** and often they speak **not only of technique but customs** that all have **cultural differences** so this element is introduced

KATEI1-L401: We **thought of helping** because TD (Travaux Dirigés = seminar or workshop) it's work in **small groups** etc actually it was a **catastrophe** because it was almost more **competitive** than in main lecture so **exchange students took fright** (...) due to TD we are going to stop TD because it is **too tough** (...) in brief, with **offer more adapted and attractive** we could put some home students in those classes (...)

ANNEI6-L239: the **biggest** we haven't really talked about yet, I think, in terms of **intercultural communication**, the **biggest problem** or one of the biggest problem, is the **lack of availability** of **British** students to be able to **accommodate** and **talk to international** students, and they are not able to **adjust** the way **they speak** so when it comes to even having discussions in class or in group projects more seriously, it can bring **big problems**

#### 6.1.3.4 As resource constraints

KATEI1-L430: (...) we **don't have enough rooms** (...) the **ideal**, it's to **open to our students** too {context of classes offered in English to international students} so it could be **mutually beneficial** and that additionally there could be interesting **interaction** in classes .. because we try to get our **inbound and outbound students to meet** . that is also an **interesting internationalisation modality** . that's what we call "**internationalisation at home**" {English term used in French verbatim} we can **do things without a student going away**

CARLI16-L88: I **don't see how at home** you can **internationalise yourself** . through **online** courses, things like this? (...) Lots of **English programs** and . but which are **made in France and used in France**, it's **not really internationalisation** are there courses **online** used in **several countries maybe?**

CARLI16-L101: (...) No it's some **learning-by-doing** {Anglicism} my students need to redact a **business plan** {Anglicism} from an idea they are **developing**? They can **inspire** themselves from existing things **abroad**? But then they **achieve in France** to **adapt for the French market for example**

CARL-L146: cited in T4

KATEI1-L133: a **distinctive** element for **French** universities is that we **cannot select** our students (...) we are not in a **logic where we try to attract students** in a more **business logic** as we can sense **in other countries and perhaps in the UK** (...) we are not in that approach since we **don't have the means to send many abroad** (...) we have **limited means** (...) we have more like an "**artisanat**" {in French} **approach**

KATEI1-L244: because we have **limited means** . we always ask ourselves before launching a new program or accepting a new agreement, does this interest our students? Does it meet our **strategic objective**? One could do lots of things with many interested countries but **if we don't have human means** and moreover it **does not match our student demand**, in my view then it is useless (I see) well it is **perhaps a little limited vision** because we have **limited means** but I think **one needs priorities** (...) for now even if I agree with global vision of "**mobility is not everything**" for us . we **don't satisfy all demands**

#### 6.1.4. Rationale (T4)

##### 6.1.4.1 As intercultural and linguistic 'glocal' context of both employability and pedagogy

JOHNI12-L163: fundamentally it is due to **globalisation of the economy**, the **ease of mobility** at all levels of course, not only in **Education** obviously, there is a **strong demand** from **students**, of **audience**, our **audience to have an international opening** in terms of knowledge but **also in terms of mobility for study or work abroad**

KATEI1-L494: (...) **we no longer talk about the context because it is so given** . as to what we tell our students, those whom I teach in English, even if they work in a company or group in France uh they will be confronted with a **multicultural** context (...) **we don't even discuss any more it is so obvious** then I think **it depends on types of contexts and professions** . in relation to profession of Economics-Management, it is quite clear, for Law professionals, once again, it is what explains that there can be resistance

TOMI4-L193: like Law for example (...) yes, **English Common Law**, England and Wales is not the only jurisdiction that uses Common Law, but also, one of the specialisation of Law is **Maritime Law** and the majority of Maritime Law cases, or at least, I'm not sure I don t know the actual figures @ but, certainly a large part of them are **governed by English Law**, because, **that's just the way the world**

*is that . London rules maritime (...) yeah .so having an **understanding of common law** . isn't necessarily about wanting to study **Law as it is in this country** but it's about **understanding issues affecting maritime trade, for example, around the world because it is a global thing, it's not just limited to a particular context.***

*TOMI4-L169: It's very much related to the **context of how the world is today** so **students are travelling** around a lot more to study in different countries . and also that whole concept of **academia has less national borders** than it used to have . it's sort of **within that context** and seeing a university like the UKuni . **not really as a national institution in the same way but more as an international . university** . that encourages . okay it's **based in the UK and that does have some impact** . but **at the same time its access to the international academic community rather than being something that is British-specific** (...)*

*CARLI16-L146: (...) Well it is **automatic** with what we said that there was a **globalisation, uniformisation** of programs (...) That is why everyone sort of speaks "**Frenglish** » because we **use concepts that are not French**? And because we **refer to theories that come from the US** principally . here it is*

*JOHN12-L148: I think, the **reasons against** I would say is the fact that UK HE has a worldwide **reputation** uh for quality and I think it probably really quite **sad** for a lot of my Master's students who **come to the UK to do a UK Master's and then they spend their entire time working with Chinese students, speaking Mandarin** uh . (...) Sorry, that is probably the reason **against**, the reason **for**, I think the world, **despite hiccups 2016, Brexit and Trump** . "**the world is only going to get . smaller**". The prevalence of **people travelling** (yes) on international placement to work overseas is only going to get greater and even **if they don't work overseas, they will be working with international colleagues** and peers more*

#### **6.1.4.2 As intercultural pedagogy in evaluation for global citizenship**

*RESEARCHER-L121: **in my experience**, when I have applied international perspectives, it doesn't always get latched on by home students @ (ah) they don't always see the point @@ (right) **you have to explain** .. ) LISA13-L125: **you have to explain absolutely** but that's the **key I think** , that's something everybody **needs to work on** in **what we do** with students, **we need**, I used to work in industry, so **you** need to sell it to the students, **actually you don't say that** in application, **you need** perhaps **promote** it to students more, just **inform** the students **why, and what** benefits are for them (yes) and actually **it is really important, more for our home students, we should be encouraging** them to, **to taking international aspects, to learn a language** (...) the international? (I think) I think maybe for the **home students, we need** to perhaps **point it, the excitement** {?} of it, **we need to label it what we are doing***

KATEI1-L549: (...) especially here, what I was saying about the project about methods and **about evaluation**, these are **projects that go beyond international** domain . actually . for everybody, one must question one's methods and **one must also question one's models of evaluation** . hence obviously it might be **interesting to look at what is being done elsewhere** . and to take inspiration from it but here we are on a **rather important project** and .. well, **we are at the beginning, at the very beginning here**

KATEI1-L539: we are **rustic** in our evaluation because it is a **pity to always talk** of the **constraints** but indeed, well we have room **constraints**, time **constraints** and invigilation **constraints** which **mean** that we are **forced** to do an **evaluation** that is a little **mass-driven** . we think we don't necessarily evaluate students effectively and here we have perhaps progress to do but here I think on evaluation, we are really far, very very far . We start from the **beginning** . it is **complicated**

#### 6.1.4.3 As an international space and through humanities for a culture of peace

ALICEI13-L 260 : (...) relation between **France** and **Germany** (...) it is still always anchored, that is to say after **WWII**, when we **created Europe** and we wished French kids to learn German because in France, the first learnt foreign language is either English or German but we did not have Spanish? So all this, one of the reason had been that it was **important to know one another between neighbours** (for political peace) yes that's it **for political peace** and . that if we **can communicate**, if **we can** precisely the **many twinnings** in France well it is often with **German** towns? For a healthy relationship . then now it is **something much larger**? But it is **something that remains a bit**

MARCI19-L280: you have just said the word "**campus**" . the term "**campus**" only begins to exist in France , doesn't it ? with all that it means but it takes time, that means to say **French universities** . were **not residential** and study residence (residentiality in French) ? was never ? was **not part of pedagogical project** in France. whereas **residentiality has always been part of project, notably anglo-saxon, also American** . **living together** for 1 year, 2 years, 3 years was **part of university training**

#### 6.1.4.4 As glocal institutional visibility or branding

ALICEI13-L311: as an **institution**, the will to be more **internationally known**? Also I don't know whether you followed project Paris-Saclay a little? (yes) So the **primary idea** was to **regroup** under the umbrella Paris-Saclay, **FRUni** of which I am part and {other Saclay components} and also the **Grandes Ecoles** like **Polytechnique** etc and the **primary idea** (...) it was really the fact of being more **visible** with regards the **international institution** us so to be **visible abroad**

HELENI14-L207: *I still do not understand your question!* @ (...) HELENI14-L222: *in Maths we are not submerged by students are we not? It is not as we are in a place of excellence uh we are interested in internationalisation in order to attract some . here it is . we are in competing and winning in @ competition @? to have good students etcetera but we have always been interested also in welcoming students on merit but always very good they ought to be very good but actually we have the means to do this . so . yes, yes? {Also 5.1.1.5}*

ADELEI18-L302: *France needs to stop doing the “Franco-French” and “us the French we are the best” (@) but to recognise others are excellent too, and this excellence we know where to find it, to recognise it and to valorise . and our students need to learn this whilst opening French society? Because if one does not diversify and there isn’t social openness in France? . one is going to attract different kinds of societies that is of a jet set kind?*

### 6.1.5. Role of English and other Languages (T5)

#### 6.1.5.1 As English dominance and resistance

PAULI11-L81: *even if you look abroad, institutions . in the European mainland, heavily look for staff who are able to teach in English? . uh for their for their students . so . that has to bring internationalisation about? . to some extent? and obviously they hope to attract international students because they can offer courses in English so that’s one thing but we also need to be aware of that . of the fact that obviously teaching in . your mother tongue ., you can express things probably at a more nuanced way. than when you are an international staff member and so there is also a benefit to it. From a professional point of view when we do our publications I mean most of them are written in English, no matter where we go, everything that counts for us as staff members in terms of publications will take place in English and then that again it’s the communication across borders and yeah . But but the real downside is that.. probably, in some fields or in some instances it would be better for you to write in your mother tongue because you are expressing slightly differently and things slightly differently (R you can use some nuance or cause some dilution..) yeah (of the meaning) yeah so I would say this is a problem .. But I mean . the benefit . like in the teaching space, institutions have a much wider pool of people they can recruit from and that gives also an IoC element there and students may like it or they may not like it . the mix is important, probably, yeah @ {underline for Q1 category 6.1.1.5}*

CARLI16-L163: *it’s the vehicular language so all students should be able to understand what is happening in English and express themselves etc in English? Then, me I will never do a class to French students, I find it ridicule? Because that’s it it is simpler to discuss in French to the extent that we are, they are and I am? Then indeed we push students to master English but also to be at ease in a second language, Spanish, it can be Chinese, Arabic, Italian, German etc? but yes, in my*

view **Spanish** is important because there are many **countries where it is better to speak Spanish than English**

ADRIANI10-L188: (...) **the argument is over, English will dominate** the world, which is why English is **compulsory** in Chinese primary and secondary schools now? and I think the uh we see it here **the demand for modern languages in Europe is ever-decreasing** uh . and it will **continue** that way (R in the UK?) I10: in the, well everywhere! and there is a **brave fight back from the French** . A brave fight back but, **but I think it's doomed** . and when you see **French universities teaching international students in English Medium to make money, which is the only reason they do it, you know that they failed**. (R Well they want to climb in the rankings they will do in every country) I10 That is why, **that is why English dominates**

ADRIANI10-L227: **I don't see, I don't see it in the West, that um every pupil well compulsory learning Mandarin. We made it a choice, they imposed it.**

MAXI12-L171: **English** obviously, it is **unavoidable** for the domain of **business** notably even in the **scientific domain** etc **then French** well . it is obviously in minority at world level but in France, there are **curricula that are in majority entirely in French** even if there are also a few **trends of English units' offer** {EMI/ELT} notably, but **not only for foreign students that would come here, but also for uh there is demand on the part of French students**, but here it is more a level licence {L3} and Master, but a lot **less for undergraduate first two years** (...) **English is present as module of foreign language** {EFL} but **as a language of instruction** {EMI}, as I said it exists, we have tested a few modules in English but it remains much **in minority**

#### 6.1.5.2 As lingua franca: GELT, ELF in EMI(E)/ELT, including FLF (or other)

LISA13-L161: ohh in HE? Mh EMI a big question again, **EMI is growing, is increasing** of course. **ELF** well, it is still here, **ELF is still there**, yeah what's going to happen in the future? (...) it's **less talked about ELF. I don't know why that is** (...)

TOMI4-L203: **EMI** .. is one of the things as a department we **specialise** in and we have **links to other universities**, we have had **visiting groups of academics** (...) focus on . the **use of English language** {ELF} (...) **connection with the Business School or for example in Law, with lecturers whose first language is not English** and sort of offering training in sort of . in **language-based support** as well

JOHNI2-L198: (...) **if English wasn't the common language**, the UK higher education would be far smaller, far less internationalised, it would be catered for a **purely domestic** market (...) Yeah, I think **If English was not the global language**, the UK higher education system would be a **domestic only** market with **very modest**...sort of thgs ...and a **very large draw** to the UK higher education market is for students who want to come and **improve their English** too, they want to study, certainly for

postgraduate level, they're coming to study at postgraduate level but they also want to **improve their English** . (...)

LISA13-L176: (...) occasionally there may have been concerns, perhaps from the students, that **they could not understand them as well because they weren't native speakers** or the **students' expectations** . (mh yes) that **they would have a native speaker in front of them for their class and actually they find it's a non-native speaker** (yes) . **and some students are happy with this, other times they are not** (yes) and I think **it goes back to the start, telling the students**, maybe as part of the induction, we **need to tell students** (Yes, to prepare their expectation and to adjust expectation) yeah (before there is a problem) yeah yeah!

DAVID15-L251: I think that has given the UK an **edge** . (...), English is the **main medium of transaction in doing business**, so it has given us a **huge advantage in terms of being international** in that **students want to come and learn English primarily but also for subject clarity**

MARIE17-L169: a hierarchy today of English, French not only for defence but to recognise in its diversity, I think that is to say francophone diversity, **diversity of the use of French should be more recognised** also, I think we **do not talk French the same everywhere** and that it should **be all Frenches** (...) enrich not only **in the sense of vocabulary** but also **through all senses, the senses that connect** to vocabulary, which **means** that one **enriches** also from **culture**? through this **use of French** and how can I say, this **francophone creativity**, it is not just in the 'decorum'! (yes!) it is through language, thanks to language and thanks to **usage** and **creativity of this language**? that one learns ? **culture of others** too

#### 6.1.5.3 Language or mobility: a prerequisite logic

KATE11-L320: (...) **one still requires B2 or C1 to access** so I don't think one could say that they **{students} come to learn French, for us it is not our logic** actually and if I take another side when we send them abroad, our message is to say **one needs a good language level to go and study abroad** (...) **the objective is not to improve one's language, it can be an incidental and interesting effect** but **firstly there is an important pre-required level** (...)

PAUL11-L138: (...) setting **all Brexit matters aside** those **exchanges** work on a **partnership basis** so, **from the UK perspective**, you have probably **lots of people wanting to come to the UK** but it's **the willingness of English students to go out**, it is not that high, which is a problem, no matter if you're talking Erasmus or if you're talking of institutional partnerships and in other forms (yes) . it's **not called like 'send me abroad'** it's **'exchange'** so you also need **need to be receiving** . (...) **part of going abroad is the language element** and this is one of the **major assets** (yes) you can take **from such an experience**

#### 6.1.5.4 As multilingualism

PAULI11-L123: universities tend to think that international students come because . they have consciously chosen us because we are **highly-ranked** and the like this is surely **part of the decision** but **part of the decision** for an international student to come here is also to be in a different country to **learn the language better** than someone who studies the same language in their own country (yeah) so that **element always plays a role** (yeah) and therefore just by listening you improve your skills, it's as simple as that?

MAXI12-L197: well . **foreign languages yes** . nowadays for our students like I said before they **must do two languages**, that is **compulsory** in their **curriculum** and so yes the fact of having **two languages even more** is uh a **trend** (...) In the **job market** today . it depends with professions obviously but for our students in my department, they are future sales and commercial people who will be working in Marketing, Commercial Communication etc **English** obviously is **unavoidable** and a **second language is very much in demand if not indispensable**

ADELE18-L263: what was done **XXXX it is really internationalisation in scientific teaching** (...) **YYYY it is multilingualism on campus for teaching in 14 languages**, it is not yet in classes? But in our **intercultural classes** we always have **at least 4 languages** in use, also in certain modules we have **activities**? Which involve a **maximum of languages** and I have **a poem translated in 136 languages** (...)

#### 6.1.6. Opportunities and Challenges (T6)

##### 6.1.6.1 As incentives and disincentives

CARLI16-L323 a **colleague who is English**, an English teacher, he teaches in France, he has **classes to do in English so it would be justified? He does them in French** because he realises that **students do not really understand** when it is in English, they **vaguely follow** but it goes **over their heads**, he **speaks French badly** okay? So **he pushes himself into French?** For **students to understand** (okay) you see it is a counter example (yes) to be able to **survive** (...) last year I had a **course with students who came from various parts of the world and uh they did not speak French** so I did the class in **English**, I **discussed** with them in English and **we all were obliged to use a common English** therefore that was **okay** because **we were obliged**, once again when **students are not obliged**, when they feel there is too much **accent**, that it is too **complicated** and uh they **rebel?** Okay? therefore they **do not agree to this happening like that** . so I think it **must be simpler in England for other reasons**? But in France it not obvious at all to be in this logic of internationalisation (...) **not because you oblige students to listen** (...) **not enough to have titled course in English**

ADRIANI10-L237: Very often, people say: "well intl students are paying a **premium** price to come to the UK to get a UK degree. Why should we change the **product**? (right) because **they've chosen that product** in that country" (right) and that's their view. Now, **some would argue that's laziness that they don't want to change** what they've always been doing, **some would agree with this and say well, why should we**, you know, and **how would we adapt?** It's **adapting to African and the Far East or Latin America** and . its **focus abroad** .. I take a different view from that but I think it is one of the blockages..

ADRIANI10-L244: (RESEARCHER: the "UK degree assumption": is that something that is uh, you know, verified? because students may register with a UK. institution? With a UK Ltd? But they are going to go and develop careers elsewhere (mh mh), you know, can we assume this is always a case or that maybe we need to make more efforts . do you think? to . engineer **more international and intercultural and more relevance into our curriculum than just "a UK degree"**? ..(I think uh) With the numbers of intl students and mobility that is?) ADRIANI10-L250: Yeah! I go back to my original statement to say that **internationalisation is important for British students**, so it's not just a question of adapting a curriculum for overseas students, you also have to do it for British students and I think the .. there are 6 countries in the world which **dominate the overseas** (mh) **market** and they are the **English-speaking countries**, Canada, States, Ireland, UK, Australia, NZ (mh) and **proportional to their population**, the, Britain is the **biggest!** (...) of all we have half of the overseas students of America (...)

KATEI1-L559: what we do is kind of '**en masse**' so it isn't very satisfactory is it? (yes) one is in '**survival mode**' let's say

MAXI12-L217: opportunities for what pushes internationalisation ? (yes absolutely) well like I said earlier, it's the **pressure from the labour market** notably, then, for students it's **foreign languages' mastery** (...) the **difficulty to find people who master subject content and English as a medium of instruction, it is not that easy . to find qualified people** (ah ah yes) with these two levels, **then students have enough difficulty** to understand concepts and accumulate knowledge when it is in their mother tongue and if one **adds a foreign language** (yes), **it adds difficulty** (yes) and in France some diplomas and a number of assessments are **in French compulsorily** for example and if I remember well, if it has not changed, if one does a dissertation in my time, it was for a "maîtrise" so M1, one could do it in English but beyond that, all that was M2 and doctorate, it was **compulsorily in French in a French university** so there we go, that is a **blocker of some sort too**, what else . it is especially **to find qualified people in terms of teaching**

#### 6.1.6.2 As context all-important

MAXI12-L250: well just to continue on the same point (T6) I am just thinking therefore that **in French universities, there is no curricula entirely taught in English to my knowledge** whereas **in Business**

**Schools, it has existed for years already, so, it is one of the differences with regards state and private Education in France, it is Business Schools and probably Engineering Schools too but I am less knowledgeable on this (yes, yes), which have curriculum entirely delivered in English from the bachelor level and beyond, for those who . who are interested?**

**KATEI1-L706: (...) we did not talk about it in the context it's the evaluation of the lecturer-researchers themselves. Is the fact of teaching in English etc and more widely continuing pedagogical professional development, is it recognised in a career? For now it's not because what is recognised is research . in France**

**EMMAI9-L285: (...) a big opportunity . Because it brings a lot of money, international students in particular, the fact you can apply international fees, so actually it's important for being as a 'cash cow' . and I would like to see internationalisation as a real necessity fare from an academic point of view (...) L305 so I don't think we do it as a necessity driven situation by the finance? but I mean as an academic, because by being international (...)**

#### **6.1.6.3 As professional development with expert support for operationalisation**

**JOHNI2-L292: (...) All I need with is 'how you do it'...and I think the same with internationalisation, same here. It is a 'no brainer'! (...) and I go 'it seems like a no-brainer, IoC'...I don't need to ask why... I don't need to ask if because I think .. for me, that, those aren't issues, for me the issue is how . and so . it is not necessarily a question for your (Nooo, brilliant] for your research but I would certainly like to know more how people get to internationalise their curriculum... (Yes) Because it is something I would like to do . and so it would be interesting if you do come across colleagues who could do great examples of this, we need to focus on how . because those practical steps are things that would be very useful**

**ALICEI13-L535: I am developing in my practice, the teaching of "soft skills"? as I cannot teach "highered skills" precisely (...) {i.e. Law & Economics} so I work increasingly on everything that is soft skills, with oral presentations, teamwork et? And the idea also is that it is something that I can teach everywhere uh with French students as well as other nationalities etc**

#### **6.1.6.4 As 'early' multilingualism and intercultural development**

**LISAI3-L255: I don't really know, I just know the UK is at a severe disadvantage because of our lack of linguists (yeah) so the problem is, it rests (yes) back to the kinder garden yeah? (...) yeah! Its worrying, it's really worrying (...) I don't know how language is taught (...)**

TOMI4-L303: (...) it's an interesting thing to think **about how universities are organised in different ways or academia is organised in different ways** (...) they may have **preferences** about **learning styles** and things as well (...) rather than seeing it as a **challenge** it is better to see it as an **opportunity** and I think that's one area as well, the university, I sometimes feel that . maybe, the university, kind of . has **this idea that students come here to learn but I think the university can learn a lot from the international students who come here so I think it has to be more of a two-way, more of a dialogue** really

ADRIANI10-L365: I think **Western academics** need to have a **better**, have to be **more curious** and have a **better understanding** of the **rest of the world** and it is **only then that true internationalisation will happen**.

MARCI19-L416 :I want to say start **early, very early** I think that if we start both in terms of linguistic impregnation and in terms of plasticity and ability to absorb an external culture. it's already almost too late. and so what would be interesting for countries that are firmly committed to this international path is to think about it well before. obviously we want to do everything earlier in France now we will have to start school at 3 years old instead of 6 etc .but **if good god there were international teachers** in primary schools, in colleges, in high schools, it would **give even a "flavour"** {Anglicism} if only an **atmosphere** perhaps **international** and in terms of **democratization** I would say that **international high schools**, it is always for the big bourgeoisie uh, it is for an **elite**. The France who is fond of **equality** etc etc if it dared this way of **welcoming teachers. at all levels**. it might be in a better position to assert its principle of equal opportunities in the face of culture and education. something like that

EMMAI9-L246: **The opportunities** I mean **I can't talk about myself** because as an **international academic, not like a British academic**, I am **not a {nationality} academic** either, actually I have never taught in {country} either, I have been on seminars, conferences and things like that, so as an **international academic** so as an **experienced academic**, because I have **experienced the world** through **travelling and meeting with international colleagues** . to me I have lots of opportunities, in terms of developing and **international curriculum**, for me it's **much easier than anybody else, than somebody who is not international**, and it **gives me also the opportunity** to enhance my own knowledge to these systems of **knowledge exchange**, internationally speaking? therefore in terms of my portfolio, **not just in teaching? but also in terms of research?**, it **gives me a lot of opportunities** because. For example, **the fact that I teach international students** makes me also to **understand** what the peculiarities over their countries are, which particular problems they face and **I can use this as an opportunity for me for doing research** (...)



## Glossary

**Note: Key terms are defined and discussed within this thesis and this glossary acts as a summary of terminology used for complex internationalisation**

**Cross-border / borderless / offshore Education / also used TNE (see below):** the movement of people, knowledge, programs, providers and curriculum across national or regional jurisdictional borders. (Knight 2006a:18). (people i.e. students and staff)

**Globalisation:** The process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world (Knight 2006a:18)

**Education for Sustainable Development (ESD):** empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. (UNESCO 2015:49). See also below **SDG4**

**Global Citizenship Education (GCED short):** nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. (UNESCO 2015b)

**GCED:** aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good. (UNESCO 2015:49). See also below **SDG4**

**Foreign/ International students (OECD 2017:296):** *Foreign students are those who are not citizens of the country in which they are enrolled and where the data are collected.* Although they are counted as internationally mobile, they may be long-term residents or even be born in the “host” country. / *International students are those who left their country of origin and moved to another country for the purpose of study.* The country of origin of a tertiary student is defined according to

## Glossary

the criterion of “country of upper secondary education”, “country of prior education” or “country of usual residence” (Ibid.)

**Home Students:** the term is used to mean students registered on the home or domestic university campus. Note home students may either be of the nationality of the country of university registration and of other nationality too

**International Students:** the term is used to mean both EU/EEA and non-EU/EEA students who travel abroad on mobility to follow a study programme. Note a home student who undertakes a mobility abroad programme (whether study or placement, short or long) becomes *de facto* an international student

**IaH:** “Internationalization at Home is the **purposeful** integration of international and intercultural dimensions into the **formal** and **informal** curriculum for all students within **domestic** learning environments” (Beelen and Jones 2015, cited in Leask 2015b, bold in-text)

**IoC:** “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study” (Leask 2009:209 cited in Leask & Bridge 2013:82)

**Internationalisation 1:** “The process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of higher education” (Knight 2006a:18)

**Internationalisation 2:** “The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the **quality of education and research for all students and staff, and to make a meaningful contribution to society**” (De Wit et al. 2015:29 bold in text)

*Note: De Wit et al. study (2015) is European in the sense it was commissioned by European Union but not necessarily exclusively authored and informed by it (this is written at the time of intense European debate and over the meaning of institutional independence, which is distinct from academic). In the same vein, Betty Leask (2015) and IoC model are Australian but it was elaborated with cross-country contributions (Australia, UK & South Africa) albeit all Anglophone and it does advocate cultural and linguistic diversity in internationalisation.*

**SDG4:** Sustainable Development Goal 4 out of 17 SDGs adopted by the United Nations in 2015 also known as Global Goals or 2030 Agenda for Sustainable Development. The fourth SDG aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (OECD 2017:27)

**TNE Transnational Education:** education delivered in a country other than the country in which the awarding institutions is based (UUK website)

*Note: This simple UUK definition classes TNE as an import-export activity first and foremost. However, this definition hides tremendous complexity as TNE takes many various forms.*

*TNE takes a whole new meaning when associated with other activities like online/blended education or other related denominations such as global or borderless education or internationalisation of the curriculum/at home. Undeniably, the boundaries of terminology are somewhat being blurred by evolving practice and the description of practice.*

*For example, in the description of borderless education (above), the mobility of people is increasingly substituted by mobility of knowledge, programs, providers and curriculum, notably through partnerships and technology developments.*

*Other meaning for transnational education is encountered in academic literature from an ideological and philosophical study stance, for example, within numerous debates upon globalisation, Western hegemonic power and post-colonialism studies.*

*Therefore, TNE is a very complex and evolving term, not strictly commercial as argued in this thesis.*



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