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Rosana Villares Maldonado

The convergence between  
internationalisation and language  
policy in higher education: a  
discursive analysis of language  
implications for internationally  
engaged universities

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INTERNATIONALISATION AND LANGUAGE  
POLICY IN HIGHER EDUCATION: A DISCURSIVE  
ANALYSIS OF LANGUAGE IMPLICATIONS FOR  
INTERNATIONALLY ENGAGED UNIVERSITIES

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**UNIVERSIDAD DE ZARAGOZA**

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THE CONVERGENCE BETWEEN  
INTERNATIONALISATION AND LANGUAGE POLICY IN  
HIGHER EDUCATION:

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engaged universities

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## **Abstract**

In delving into the context of globalising trends and neoliberal educational policies, this PhD thesis aims to explore how the discourse of internationalisation, which is considered to be a direct consequence of globalisation, is constructed in top-down policies of universities. In particular, this study sought to identify and critically discuss the challenges and implications that English and other languages bring to the internationalisation process of predominantly monolingual institutions. The methodology used in the study drew on a mixed methods approach that combined quantitative corpus linguistics techniques with qualitative enquiry, namely, Critical Discourse Analysis (CDA). Both approaches were applied to a corpus of internationalisation and language policy documents organised into three main layers: the macro-level of European and national policies, the meso-level of institutional strategic documents from Spanish universities, and the micro-level, encompassing the internationalisation plan and language policy documents of a case study, the University of Zaragoza, a medium-sized primarily monolingual university in Spain.

In general, the main findings of this study showed that the implementation of internationalisation is done through a combination of internationalisation abroad strategies, namely, mobility, as well as an approach to internationalisation at home in teaching activities in English. The findings showed that languages lie at the core of the internationalisation agenda of universities, thus supporting the previous claims of the literature on the ‘Englishisation’ of higher education. Turning to language policy, a two-fold mission was encountered in the documents. On the one hand, English was associated with international visibility and considered a tool to attract international audiences. On the other hand, there was a maintenance stance for the local languages and commitment towards the acquisition of multilingual language competence, which calls for language management and language planning. Supporting the existing literature on internationalisation studies and language policy in Higher Education, it is concluded that top-down support and written plans are crucial for the success of institutional objectives. According to this PhD study findings, a well-articulated strategy and strong support services are essential to foster all stakeholders’ engagement in internationalisation and language-related initiatives.

## Resumen

Enmarcada en el contexto de la globalización y motivada por comprender el impacto de las actuales políticas educativas de corte neoliberal, esta tesis doctoral busca examinar cómo el discurso de la internacionalización, la cual se considera un efecto directo de la globalización, se construye a nivel nacional en las universidades españolas. También busca identificar y analizar de forma crítica los retos que el inglés y otras lenguas plantean en dicho proceso, y en particular, las implicaciones que de ello se derivan en contextos de instituciones monolingües. La metodología de trabajo empleada se basó en un enfoque mixto que combinó técnicas cuantitativas propias de la lingüística de corpus con técnicas cualitativas propias del análisis crítico del discurso. Estas técnicas se aplicaron a un corpus de documentos sobre estrategias de internacionalización y política lingüística organizados en tres niveles: el supranacional, con documentos europeos y nacionales, el nacional, que incluye documentos estratégicos de universidades españolas, y el local, que examina la presencia de la internacionalización y las lenguas en un estudio de caso concreto, el de la Universidad de Zaragoza.

Los resultados principales muestran que la internacionalización se lleva a cabo a través de estrategias en el extranjero, como la movilidad, y estrategias en el campus local, especialmente en el área de la educación y la enseñanza. Tanto el inglés como los idiomas aparecieron como elementos protagonistas de la internacionalización de las universidades, lo que apoya las reivindicaciones previas de la literatura científica sobre el papel predominante del inglés como la lengua de internacionalización en la educación superior. En lo relativo a la política lingüística, los datos revelan dos ideologías principales en los documentos. Por un lado, el inglés se asocia con la visibilidad internacional y como herramienta para atraer audiencias internacionales. Por otro lado, se observa un discurso proteccionista con respecto a las lenguas locales y un compromiso hacia la adquisición de la competencia plurilingüe, acciones que recaen en la regulación y planificación lingüística. Avalando los resultados de estudios previos sobre el tema, se puede concluir que el apoyo institucional y la existencia de documentos escritos son clave para el éxito de los objetivos de internacionalización de las universidades. Como demuestran los resultados de esta tesis, una estrategia claramente articulada y una red fuerte de servicios de apoyo son esenciales para incentivar a la comunidad universitaria a participar en tales iniciativas de internacionalización y lenguas.



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## List of Abbreviations

<b>AR</b>	Annual report
<b>CRUE</b>	Association of Spanish universities / Conferencia de rectores de las universidades españolas
<b>EC</b>	European Commission
<b>EHEA</b>	European Higher Education Arena
<b>EIL</b>	English as an International Language
<b>ELF</b>	English as a Lingua Franca
<b>EU</b>	European Union
<b>HE</b>	Higher Education
<b>IaH</b>	Internationalisation at Home
<b>IP</b>	Internationalisation plan
<b>LP</b>	Language Policy
<b>LPP</b>	Language Policy and Planning
<b>MECD</b>	Spanish Ministry of Education and Sport / Ministerio de Educación, Cultura y Deporte
<b>PAS</b>	Administrative staff / Personal de administración y servicios
<b>PDI</b>	Teaching staff / Personal docente e investigador
<b>SP</b>	Strategic plan
<b>UZ</b>	University of Zaragoza / Universidad de Zaragoza
<b>WE</b>	World Englishes



## **Chapter 1. Setting the global scene**

This first chapter provides the general framework for this thesis, whose main objective is the analysis of the relationship existing between internationalisation and Language Policy in higher education. The context in which this study is carried out considers the current changes found in modern society such as globalisation, the neoliberal economic context, the marketisation of universities, and commodification of knowledge and languages. These changes are reflected not only at the social but also at the discursive level, a situation that led to the exploration of the institutional discourse of internationalisation in the present PhD study.

## **1.1. Globalisation trends**

Globalisation is a multifaceted concept originated during the 19<sup>th</sup> century as a result of Western colonisation, technological development, and the establishment of a single worldwide market (Vaira, 2004; Yang, 2002). It affects the economic, political and social dimensions of modern life fostered by technology, which have helped to close the gap of time and space (Chouliaraki & Fairclough, 1999, p. 79). In the past, the physical gap was mended through the modernisation of means of transport that allowed travelling long distances in shorter periods of time. Nowadays, with the advent of the digital era, it seems reasonable to assert that the fastest way of travelling is not related to physical movement but to the virtual exchange of knowledge and information.

### **1.1.1. The knowledge society**

A society heavily influenced by technology and information exchange is known as the “knowledge society” (Gilbert, 2005; Vaira, 2004). The traditional view of knowledge was transformed according to a new understanding of its meaning, creation-process, usage, and ownership. In other words, for the modern society relevant knowledge is performative and innovative, it is constantly changing rather than being static and accumulative, and it responds to concrete problems and is applied to real world scenarios (Gilbert, 2005). Free knowledge circulation is emphasised, as Vaira (2004) explains, by the effects of globalisation and the lack of physical borders which in the past restrained its dissemination to specific disciplines and elite groups. In the present day, however, knowledge becomes a transferrable good that can be created and used by all citizens. Access to information is granted by technology, which also modified how people related to knowledge and information since it is more relevant to know how to find and communicate information than memorising it.

Another change influencing the knowledge society is the combination of neoliberalism and information, and how this is reflected in the economic value attached to knowledge (Vaira, 2004). The capitalist society shifted the origin of wealth from natural resources and physical goods to cultural goods and services, meaning that abstract concepts such as knowledge and information —or languages— are key for the economic

development of countries (Simpson & Mayr, 2010). That is knowledge becomes a product that can be measured and traded based on the instrumental value individuals give it according to its particular utility as well as what the global economy dictates (Becher & Trowler, 2001; Gilbert, 2005). Gibbs (2010) understands this process as commodification, which is defined as “the production and delivery of goods and services for monetized exchange” (p. 242). Fairclough (2010) also uses this notion in the higher education field and draws from it to reflect on the widespread growth and increasing demand of (higher) education, which ultimately supports the view of knowledge as a commodity influenced by global economic demands. Given that, educational centres need to be examined because of the role they play in the training process of citizens for a global competitive society that relies on knowledge production and human resources capable of meeting such expectations (Vaira, 2004).

### **1.1.2. The free market and Higher Education**

Education in the last decades has been strongly influenced by competitiveness and market-driven economies that see knowledge as an asset or as a commodity, which sometimes makes authors to replace knowledge society for the term “knowledge economies” (Evans, 2006; Maringe & Foskett, 2010; Vaira, 2004). In this scenario, the production of “useful knowledge”, i.e. knowledge with potential to generate economic value for the global market demands or customers’ priorities, tends to be favoured for the development of successful educational centres (Boulton & Lucas, 2008; Gibbs, 2010). Overall, the notions of research and learning are transformed as a result of the globalisation forces: research is seen as a significant element to create a leading “national innovation system” and generate knowledge with real applications for society, and “learning is seen as a commodity or as an investment” closely related to professional areas and industry (Gibbs, 2010, p. 245).

As a response to the pressures created by globalisation, universities all over the world have developed a strategy called internationalisation to tackle it. For example, Van der Wende (1997, p. 19) describes internationalisation as “any systemic, sustained effort aimed at making higher education (more) responsive to the requirements and challenges related to the globalization of societies, economy and labour market”. Thus, its responsive

nature is linked to external economic pressures. Similarly, Altbach and Knight (2007) pointed out that globalisation and internationalisation are often confused or used indistinctly, although internationalisation is understood by them as the reaction to globalisation. Other authors such as Maringe and Foskett (2010), whose work is dedicated to the analysis of the connections between the knowledge-based society and the free market, define internationalisation as “the integration of an international or intercultural dimension into the tripartite mission of teaching, research and service functions of Higher Education” (p. 1). These authors highlight the connection existing between the economic context and the integration of an international dimension in education that shapes the decisions behind universities’ strategies and objectives.

To illustrate the relevance of internationalisation, the European Union designed several strategies for internationalisation with the purpose to adapt to the changes taking place in society that promote cooperation and collaboration between the member states (Table 1.1.).

Year	European Strategy	Main objectives
1998	The Sorbonne Declaration	Harmonisation of the European HE system
1999	The Bologna Declaration	Signed by 29 European countries. Mobility and cooperation
2000	The Lisbon Strategy	Competitive knowledge-economy, research and innovation
2001-	Follow-up working groups	Prague (2001); Berlin (2003); Bergen (2005); London (2007); Leuven (2009); Bucharest (2012), etc.
2009	Europe 2020	Open data and sustainable growth

Table 1.1. European policies of internationalisation

These strategies fostered the creation of a unified European higher education system — the European Higher Education Area (EHEA)— to produce knowledge, innovation and research in order to become internationally competitive and sustainable in a globalised world (Boulton & Lucas, 2008; Sursock & Smidt, 2010). In a nutshell, as Evans (2006) argues, the main objective behind these strategies is to provide the member states with a space for cooperation, mobility and intercultural awareness to “build a competitive and world-class European Higher Education system” (p. 41).

### **1.1.3. The 21st century university**

Universities are expected to be educational and pioneering centres of knowledge adapted to current times (Boulton & Lucas, 2008; Winston, 2017; Vaira, 2004; Yang, 2002). This refers to the education and training of future generations of global citizens who should acquire the necessary tools, skills, and knowledge to cope efficiently and effectively with globalisation challenges, while forming part of inclusive and diverse societies. However, as noted by Dewey (2007), there is an intense debate on the effects of globalisation and neoliberalism in local cultures. Some see universities as defenders of national cultures and identity, while others focus on the potential of transnational exchanges as a source for greater diversity in terms of culture, language, and the creation of universal knowledge. Thus, there is a clash of views —sometimes even within the same university— between the promotion of a global identity and the protection of the local identity motivated by the socio-political and economic circumstances surrounding tertiary education (Fairclough 2010; Maringe & Foskett, 2010).

At this juncture, it is worth noting that the existing literature reports dramatic changes in the 21<sup>st</sup> century higher education (HE) attributed to some key drivers, some of them have been commented in the previous sections, namely, globalisation, knowledge production, the labour market, or the widespread growth of education (Boulton & Lucas, 2008; Maringe & Foskett, 2010). Murray (2016) provides further reasons, such as the social justice agenda of universities that aims at facilitating universal access to education, migration and mobility trends, and how technology facilitates mass education, distance learning, and new teaching strategies. However, a major drawback in the globalisation of HE, namely, the fact that global access to education increases the level of competition for resources and people all over the globe, therefore forcing universities to offer something unique with added value to differentiate themselves from the rest (Knight, 2001; Mayr, 2008).

Another factor influencing modern HE strategies and educational outcomes is related to decreased government funding and the need for alternative income streams (Knight, 2001; Murray, 2016; Simpson & Mayr, 2010). Some implications of this public-private dichotomy refer to students as influential actors because student fees are one of the main sources of income. Thus, students tend to be conceived of “clients” or “consumers”, especially when it comes to how international students are perceived



(Askehave, 2007; Caruana, 2010; Fairclough, 2010; Mayr, 2008). For instance, Murray (2016) analyses how the view of “students as clients” discourse may shape education in order to provide a truly rewarding experience —increase students’ enrolment, they pay for excellence, creation of support services—, how the learning and teaching is framed as a product —branding of learning and experiences to get better future opportunities, commodification of education, student-centred learning—, or the professional orientation that combine the universities’ and companies’ interests in the form of internships and placement periods. The downside of it is the fact that some of these elements often create tensions with the quality standards and evaluation systems expected for tertiary education, but in the positive side, they foster innovation in the curriculum, pedagogic methodologies, acquisition of new competences and the creation of supportive services (Maringe & Foskett, 2010; Murray, 2016).

The other major source of income of universities is research funding that comes from external institutions —national and international organisations, private companies and industry in general—, which to a certain extent condition the research lines and type of knowledge creation researchers target at, for example, knowledge that is useful and that has a market-value. This, in turn, has escalated into a *one size fits all* (standardisation) policy that tends to ignore a *diversity* of approaches and disciplinary differences for the sake of the private interests and the institutions’ objectives (Boulton & Lucas, 2008; Maringe & Foskett, 2010).

The above changes are reflected in the creation of supranational strategies for the modernisation of HE that adapt to the current needs and demands of a global society (European Commission, 2011, 2019). What emerges as common to all institutions, regardless of their particular contexts, are several curricular changes and core competences that are being introduced in institutions’ missions and strategies (Boulton & Lucas, 2008). The majority of these changes have been thoroughly studied by the literature (Caruana, 2010; Jones, 2013; Murray, 2016; Spencer-Oatey & Dauber, 2015; Winston, 2017) and all address issues of acquisition and development of skills rather than contents, as shown in Figure 1.1.

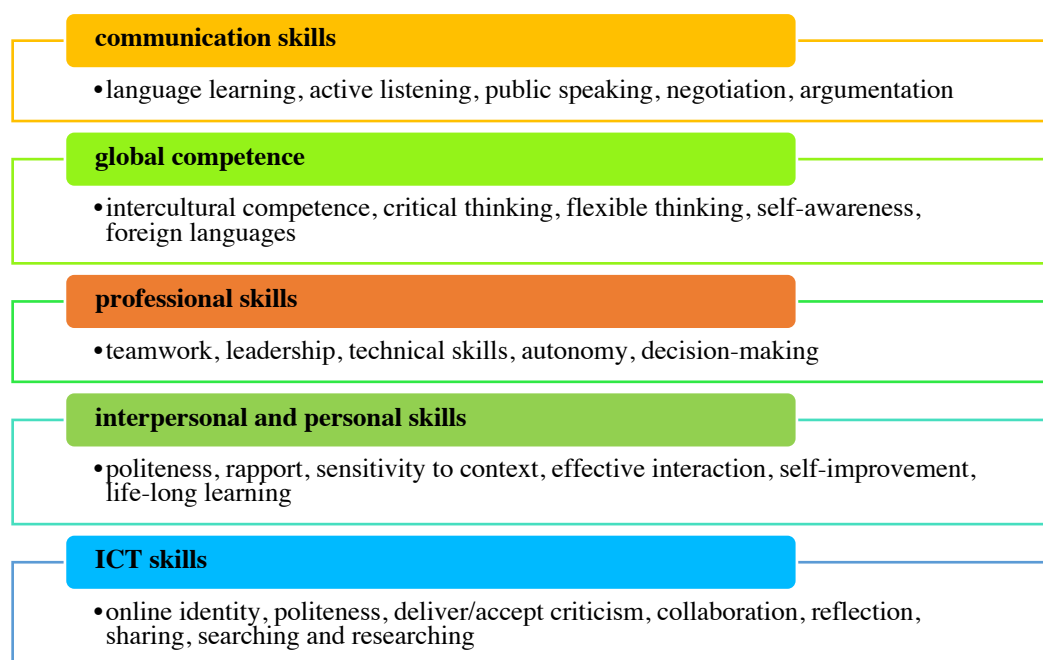


Figure 1.1. Competences for global citizenship

Additionally, the majority of universities includes an international dimension to their functions, which in combination with the above-mentioned competences, are essential for a global citizen to thrive in the globalisation tides of late modernity (European Commission, 2019; Sursock, 2015; Sursock & Smidt, 2010).

#### 1.1.4. The discourse of Higher Education

One defining feature of a *knowledge society* is that it questions established traditions and discourses. Through critical thinking and negotiation, the knowledge society adapts old practices into new ones (Fairclough, 2010; Simpson & Mayr, 2010). Globalising processes, technological innovations and neoliberal trends have triggered major changes in universities, not only at the managerial and structural level, but also at the discursive level so as to meet internal and external objectives. Drawing upon this idea, Fairclough (2010) argues that the globalisation's interconnectedness and borderless communication can also be found in the interdiscursivity of HE discourses and genres. For instance, the introduction of values related to the commodification of knowledge and the marketisation of universities is an example of how the discourses of HE are shaped by the 'marketing' and 'entrepreneurial' orientations of universities, which can be traced in their institutional agendas and websites (Askehave, 2007; Bocanegra-Valle, 2017, 2018c; Mayr, 2008). The

result is that the discourse of HE has become highly promotional and has been characterised by the presence of promotional features and the instrumentalisation of its contents is found in the use of persuasive and rhetoric devices, dialogical strategies, the appropriation of business lexis and branding language; and in the shift of themes and contents that introduce entrepreneurial values, the commodification of education, economic growth objectives, and the student as a client-consumer conceptualisation (cf. Askehave, 2007; Benavides, 2017; Mayr, 2008; Simpson & Mayr, 2010; Stier & Börjesson, 2010). The use of these elements has thus dramatically changed the existing descriptions of the discourse of higher education in the last decades, which now aligns with new ideologies, values and concerns (Fairclough, 2010).

One of the main critiques HE receives as a consequence of the above-mentioned changes is the excessive weight given to profit-making initiatives, which turns universities into factories of knowledge conditioned by the labour market (Fairclough, 2010; Maringe & Foskett, 2010). This is explained as a direct consequence of neoliberalism and entrepreneurial models that have reshaped HE as a result of the decrease in its income sources as well as the promotion of a consumer culture where the commodification of knowledge and marketisation of education (Block, Gray, & Holborow, 2012; Fairclough, 2010; Murray, 2016). The marketisation of knowledge in HE is found, as noted by Becher & Trowler (2001), in the increase in competitiveness and rivalry not only at the national but also at the global level, in cooperation and collaboration with the private industry, and in the power some stakeholders hold because of economic reasons. Boulton and Lucas (2008), among others (cf. Simpson & Mayr, 2010; Winston, 2017) ponder upon the kind of influence and implications universities hold in contemporary society in terms of social responsibility: does HE encourage knowledge-creation equally in all fields for the sake of improvement, or on the contrary, does HE promote only those aspects demanded by the market, industry and business, and wealth of the nation states?

## 1.2. Internationalisation in Higher Education

### 1.2.1. Definitions of internationalisation

Internationalisation in HE has gained exponential attention during the 1990s and first decades of the 21<sup>st</sup> century as a consequence of globalisation (EUA, 2013; de Wit, 2011; Teichler, 2004; Yang, 2002). Although the two phenomena share many features, internationalisation tends to be described as a strategic and dynamic response due to the fast-always-changing developments that occur in the political, economic, technological and social spheres of modern life (Altbach & Knight, 2007; Knight, 2004; Van der Wende, 1997). That is, in the same way globalisation affects every country differently, internationalisation strategies may vary from one university to another according to the university's particular context and objectives (cf. de Wit, 2010, 2011; de Wit, Hunter, Howard, & Egron-Polak, 2015; Knight, 1999, 2004, 2012; Teichler, 2004; Yang, 2002). For some, it refers to several international activities, while for others it is associated with the delivery of cross-border education. In some cases, it is seen as an end in itself whereas in others, it is just an instrument to achieve other goals. Despite the wide range of conceptualisations, there is a clear consensus regarding the fact that internationalisation involves at least the introduction of an international, intercultural, and global dimension into the university's functions. In the same vein, one of the most highly cited authors in this topic, Knight (2004), revisited her definition of internationalisation and concluded that "internationalisation is the process of integrating an international, intercultural, or global dimension into the purpose, functions and delivery of postsecondary education" (p. 11). This definition also stresses the importance of the international dimension in the universities' strategic areas of research, teaching and administration, which has adopted a strategic role (Childress, 2010; de Wit, 2011; Evans, 2006; Maringe & Foskett, 2010).

One recurring issue the literature is the concern with the creation of standard one-fit-all strategies that ignore the diversity of contexts which could affect universities negatively —e.g. geographical context, motivations, goals, strengths, weaknesses or funding resources (Childress, 2010; Sursock & Smidt, 2010; Yang, 2002). Knight (2004) argues that it is the institution's responsibility to decide which direction should be followed in terms of achieving its internationalisation goals in a realistic and suitable form. Despite the plethora of defining elements, agreement is found around the general considerations that are taken into account in comprehensive internationalisation efforts: it

is an institutional response to the social challenges posed by globalisation and should thus be included in the university's functions from an integrative and collaborative point of view that promotes quality and global values, rather than being an end in itself (de Wit, 2010; Evans, 2006; Qiang, 2003).

### 1.2.2. Elements of internationalisation

The consensus on a flexible approach to internationalisation allows the introduction of strategies that adapt to the particular characteristics and contexts of universities (Knight, 2012; Qiang, 2003; Yang, 2002). As can be seen in Figure 1.2, strategies might vary depending on external factors like the geographical, historical, political, economic and social context the university is located. Regarding internal factors, the university's understanding and motivation behind internationalisation efforts may be conditioned by its policy, stakeholders, profile, or resources (Knight, 2004; 2012).

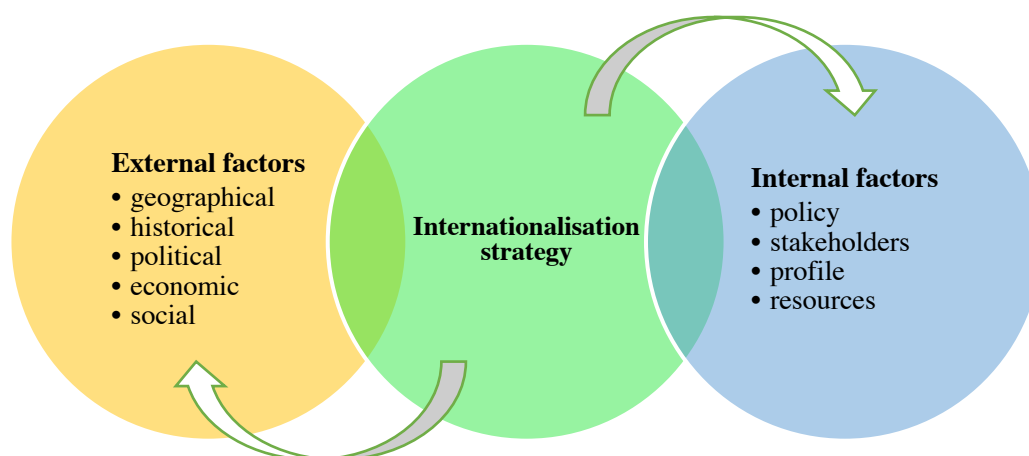


Figure 1.2. Factors of internationalisation strategies

It is particularly important that the institutions understand how the relationship between the external and internal factors influences the motivations to engage in internationalisation with the objective of designing a coherent and well-structured strategy adapted to the institutional context and its goals (de Wit, 2010; Iuspa, 2010). Rationales, as discussed by Knight (1999, 2004, 2012), are generally classified into four categories: academic, economic, political and socio-cultural. Some of the most common rationales to internationalise HE are the desire to achieve an international profile, increase reputation, lead research and knowledge production, promote student and staff development, the generation of income, or the creation of strategic alliances and

networking (de Wit, 2010; Foskett, 2010; Knight, 2004). Thus, effective and successful strategies must have a clear understanding of the rationales and objectives that vertebrate the design of an internationalisation strategy.

Internationalisation approaches have evolved from being considered a set of isolated activities and a set of competences that should be acquired into a process embedded in the university’s mission, understanding *process* as the “ongoing and continuing effort” that universities must undertake in the implementation of internationalisation strategies (Knight, 2004, p. 11). More specifically, such *process approach* focuses on the integration of an international and intercultural dimension in teaching and research activities, as well as in education services through organisational factors, i.e. when institutions include the internationalisation dimension in their strategic documents, internationalisation becomes a shared responsibility of the whole university community, not only of the International Relations Office (Childress, 2010; Sursock & Smidt, 2010; Qiang, 2003).

Depending on the stakeholders’ range of action and intentions, it is possible to find strategies with an international, national, or local impact (Bruce, 2009; EUA, 2013; Iuspa, 2010; Knight, 2004). Policies, strategies and programmes work together to pursue general internationalisation objectives, but they can also specialise in different functions and audiences. Table 1.2. summarises some of the most frequent initiatives found in Knight (2004), Maringe and Foskett (2010) and *the Strategy for the Internationalisation of Spanish Universities 2015-2020* (MECD, 2014). The first two columns illustrate institutional measures and the third column defines a strategy with a national impact.

Knight (2004)	Maringe and Foskett (2010)	Spanish Strategy (2014)
<ul style="list-style-type: none"> <li>• Academic programmes (study abroad programs, international students and faculty)</li> <li>• Extra-curricular programmes</li> <li>• Research and scholarly collaboration</li> <li>• Internationalisation at home (curriculum, foreign languages)</li> </ul>	<ul style="list-style-type: none"> <li>• International student recruitment</li> <li>• Student and staff mobility programmes</li> <li>• Collaborative teaching</li> <li>• Overseas campuses and distance learning</li> <li>• Collaborative research</li> <li>• Curriculum reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>• International university system (regulation, mobility, ‘at home’ and ‘abroad’ internationalisation)</li> <li>• International visibility (Spanish and English programmes, joint degrees, networking, projects)</li> <li>• International and regional partnerships</li> <li>• Cooperation with other countries</li> </ul>

Table 1.2. Comparison of internationalisation strategies

The strategies in Table 1.2. can be grouped into four categories:

- University's functions: teaching, research, administration
- Target audience: students, researchers, administrative staff
- Export- import- orientation: international, local
- Visibility: collaboration, mobility, partnerships

In general, they encompass some of the main strategies mentioned in the literature such as academic activities, services, mobility, academic programmes, collaboration, and extra-curricular activities (Qiang, 2003; Sursock, 2015). Most of these measures are part of what is known as a comprehensive internationalisation, which according to the European Commission (2013), it should “cover key areas grouped into the following three categories: international student and staff mobility; the internationalisation and improvement of curricula and digital learning; and strategic cooperation, partnerships and capacity building” (p. 4). Internationalisation thus transforms into a common goal for the whole university community, it shapes the ethos and values of the institution at the same time it supports policies from top to down and bottom to up (Beelen & Jones, 2015).

### **1.2.3. Exporting and importing internationalisation**

Another classification of internationalisation strategies, which was forwarded in one of the categories found in Table 1.2., refers to the location and direction they are aimed at. There is a clear-cut distinction between strategies focused on ‘exporting’ and ‘importing’ internationalisation which can be regarded as complementary, based on contextual needs, resources and goals. Foskett (2010) summarises some of the most common strategies of each approaches and refers to them as *internationalisation abroad* and *internationalisation at home*. The former involves the following,

Recruit [international] students to join academic programmes in the home university, promotional materials, student and staff mobility, overseas element to projects, programmes and research, joint teaching programmes in the form or articulation agreements, joint degree programmes or split-site PhD programmes, overseas branch campuses, research partnerships with overseas universities (p. 41).

while the latter involves the following

[Develop] the curriculum to ensure international coverage and focus, and relevance for international students as well as home students; internationalizing teaching and learning, by recognizing different cultural perspectives on learning styles and employing a diverse international staff; providing student services that meet the practical and cultural needs of international students as well as home students; benchmarking educational provision not just against national comparator institutions, but against comparators in other countries (p. 40).

The main characteristic of *internationalisation abroad* is the promotion of education strategies outside the campus while *internationalisation at home* (IaH) brings to the campus the international dimension, “help[ing] students to develop an international awareness and intercultural skills” (de Wit, 2011, p. 244). Traditional internationalisation tended to understand export-oriented initiatives as the main indicators of internationalisation, e.g. mobility-related strategies, recruitment of international students, international collaboration, and the delivery of cross-border education in off-shore campuses or joint degrees (Beelen & Jones, 2015; de Wit, 2011). Knight (2011), however, warns against the taken-for-granted beliefs that this kind of initiatives are the only valid internationalisation indicators because there are more complex aspects to internationalise a university than just the presence of international students or international agreements.

IaH, by contrast, pays more attention to language learning, foreigners’ integration, curriculum development and competence acquisition for those students and staff who stay in the local campus since they do not engage in physical mobility (Knight, 2011, 2012). Regarding this dimension, it is worth commenting briefly on the concept of curriculum development and how it can contribute to the achievement of internationalised learning outcomes and global competence in the domestic campus. According to Leask (2015), the *internationalisation of the curriculum* (IoC) is defined 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” (p. 9). This author establishes two main types of curriculum in education: “formal curriculum” that refers to the syllabus and planned teaching activities of a degree, and “informal curriculum”, that includes support services and additional activities not included in the formal curriculum. Beelen and Jones (2015) enumerate several activities that can be considered part of an internationalised curriculum such as the introduction of “comparative international literature, guest lectures by speakers from



local cultural groups or international companies, guest lecturers of international partner universities, international case studies and practice [...], digital learning and on line collaboration [...] engagement with local cultural and international groups” and so on (p. 64). Egron-Polak and Hudson (2014) also found out that the majority of initiatives carried out related to IaH included foreign language learning, international-related programmes and courses, mentor programmes to foster international experiences outside the class, or outgoing mobility programmes. These are some examples of initiatives that can be found in internationalised universities.

Most of the above initiatives, however, cannot happen without the engagement of faculty and their ability to teach intercultural competence and global skills to students. Brewer and Leask (2012) say that faculty can be internationalised by different means, such as the recruitment of international staff, experience exchange in seminars for faculty development, teaching mobility and collaboration projects, and creating opportunities to test innovative techniques, materials and assessment criteria that promote cultural awareness and critical thinking. These are some of the initiatives that are crucial from a strategic point of view. It is thus necessary to reflect on what kind of internationalisation actions need to be developed depending on the institution’s context, rationales and objectives, and what institutional support and incentives the different participants (interest groups) deserve in the proposed internationalisation activities.

#### **1.2.4. Planning internationalisation**

The literature underlines that, once the elements of internationalisation are discussed and integrated by the university management, the next step is the materialisation of the abstract intentions into *internationalisation plans* (Childress, 2006, 2010; de Wit et al., 2015). Focusing on the Spanish context, Rumbley (2010) proposed a model to analyse internationalisation efforts based on Knight’s Internationalisation cycle (2001), which included six phases, namely, Awareness, Commitment, Planning, Operationalisation, Review, and Reinforcement. Rumbley applied her *Delta Model for internationalisation* to four Spanish universities and concluded that the whole internationalisation cycle was conditioned by the context and available resources. In fact, as stated in Section 0., divergences can be found in the implementation of internationalisation strategies due to

the different nature and ethos of departments, faculties and service units —e.g. disciplinary traditions, teaching methodologies, research practices, and degree of localisation (cf. Becher & Trowler, 2001; Bruce, 2009; Hakala, 2009). Rumbley (2010) draws particular attention to the following contextual factors and views them as decisive in the initial phases of planning and operationalisation:

- Rationales were determined by the context and factors such as the universities' foundation and maturation, geographical location and unique institutional characteristics. It contemplated the idea that universities were in different stages of internationalisation based on the types of activities they engaged with.
- The selection of strategies tended to be context-determined, as many universities relied on geographical proximity and language for partnerships and collaboration with European and Latin American institutions.
- Outcomes showed an increase in international programmes and participants, the maturing of administrative structures, the development of measurable indicators of operationalisation and quality assurance tools.

On the other hand, outcomes are more related to the review and reinforcement phases of Knight's internationalisation cycle. Indicators inform of the progress of the plan and are used to verify whether the expected results are met or not. Studies analysing the relevance of indicators for quality and internationalisation purposes (cf. Aerden, 2015, 2017; Beerkens et al., 2010; Knight, 1999, 2001) recommend to look at several dimensions that can be examined to determine how international a university is, such as staff profile, agreements and cooperation, abroad experiences, management involvement and support, or available human and capital resources, among others. All these indicators can also be used as general guidelines for the creation of plans or the assessment of already created plans adapted to the specific needs and interests of the institutions.

The design of a tool that includes all the above-mentioned aspects —rationales, strategies, outcomes, indicators— and that coordinates internationalisation efforts is represented by the creation of written internationalisation plans. Childress (2006) provides an in-depth analysis of internationalisation plans in American institutions and stresses that “[c]oncrete, comprehensive internationalization plans are important, as they

[...] provide direction, expresses institutional commitment, and may define the particular goals of internationalization for an institution” (p. 4). Internationalisation plans are expected to work as roadmaps because they include a) well-articulated mission statements, b) clear and measurable goals, c) allocation of financial and human resources, d) stakeholder participation and active discussion of the implementation plan, and e) practical and achievable timelines and targets. Other operational elements found in successful internationalisation plans are the presence of senior leadership responsibility and the introduction of an international dimension in the areas of research, teaching, and administration, as reported by Foskett (2010) and Iuspa (2010). Thus, written plans establish the general guidelines and objectives of the institution while giving the option of heterogeneity in its application.

### **1.3. Description of the PhD thesis**

#### **1.3.1. Rationales**

The present PhD thesis can be framed within the following national and international research projects that have explored the consequences of globalisation in academic and professional language practices:

- The European research networks “English in Europe: Opportunity or Threat”<sup>1</sup> (2012-2014) and “Worldwide Challenge of English”<sup>2</sup> (2014), led by Prof. Andrew Linn (University of Sheffield) and funded by the Leverhulme Trust (UK). Both research networks sought to discuss the role and functions of English across Europe in different domains of language use —education, scientific research and business. They tackled global challenges created in an increasingly mobile interconnected society that demanded universities to evolve in terms of knowledge creation, delivery of education, and competence acquisition (Dimova, Hultgren, & Jensen, 2015; Linn, 2016; Linn, Bermel, & Ferguson, 2015; Plo

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<sup>1</sup> <https://www.sheffield.ac.uk/news/nr/project-researches-english-language-world-stage-1.174496>

<sup>2</sup> <https://wun.ac.uk/wun/research/view/the-worldwide-challenge-of-english>

Alastrué & Pérez-Llantada, 2015; Tatsioka, Seidlhofer, Sifakis, & Ferguson, 2018).

- The “Genre ecology and ecologies of languages: the dynamics of local, transnational and international research communication”<sup>3</sup> (2016-2019) research project led by Prof. Carmen Pérez-Llantada and funded by the Spanish Ministry of Economy and Competitiveness and the European Social Fund (FEDER). This project examined the relationship between academic genres and academic languages and how their dynamics were shaped in the university context. As a contribution to this project, this thesis specifically focused on the critical analysis of internationalisation policies and language policies to uncover discourses, practices, and values attached to institutional documents.
- The “Linguistic Diversity on the International Campus”<sup>4</sup> (2015-2017) project. This was an international project coordinated by Prof. Jennifer Jenkins (University of Southampton) and Prof. Anna Mauranen (University of Helsinki). Its purpose was to identify academic research practices, what level of linguistic diversity —in addition to English— was found in international universities from different world regions, and what practices and policies granted that international status to the institutions by means of combining quantitative and qualitative methodological approaches (Jenkins & Mauranen, 2019).

One common aspect of all these projects is their interest in the changing role of language(s) in society, especially regarding English and its status as the lingua franca of international academic and scientific communication. English has become a main element of the internationalisation process of HE, for example, as the vehicular language of instruction (cf. Airey et al., 2017; Bulajeva & Hogan-Brun, 2014; Coleman, 2006; Dimova et al., 2015) and as the language for international research and publication purposes (cf. Corcoran, Englander, & Muresan, 2019; Hakala, 2009; Lillis & Curry, 2010; Plo Alastrué & Pérez-Llantada, 2015). The hegemonic presence of English raises many issues and challenges related to language use and language hierarchies, language

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<sup>3</sup> <https://genresandlanguages.org/en/home>

<sup>4</sup> <https://www.researchgate.net/project/Linguistic-diversity-on-the-international-campus>

teaching and learning, language proficiency, language policy and planning, and language beliefs. These will be addressed in this PhD thesis.

### **1.3.2. Goals**

The scope of this thesis is limited to the Spanish context, where the national language holds the status of international language or ‘supercentral language’, according to de Swaan’s taxonomy (2001). Spanish is one of the top 5 most-spoken languages in the world (Instituto Cervantes, 2018; Moreno Fernández & Otero Roth, 2007). The international status and predominantly monolingual tradition of the country might explain why language matters have not been regarded as a priority in contrast to other contexts where linguistic diversity and maintenance discourses of small- and medium-sized languages are found, for example, in the bilingual autonomous regions of Spain (Cots, Lasagabaster, & Garret, 2012; Cots, Llurda, & Garret, 2014; Ramos-García & Pavón Vázquez, 2018; Vila & Bretxa, 2015). The recent turn towards bilingual and multilingual education fostered by European policies, however, draws our attention towards the creation of language policies in the educational system with the aim of improving the foreign language competence of citizens (Soler-Carbonell, 2016; University of Jyväskylä, 2015). Considering this, I deemed it relevant to investigate how the growth of English as a language for international communication influences the local sociolinguistic context in terms of speakers, practices and ideologies, and what implications can be found for the field of language management and planning in HE, especially when there is a clash between two international languages and, in some cases, a multilingual policy involving two *linguas francas* and a language with a non-*lingua franca* status. Succinctly, this thesis sought to examine the uses of languages in universities, with special attention to English, in the Spanish university system from a top-down approach to institutional policies to interpret how language choice and language use are both framed and shaped by the specific internationalisation goals of the institutions.

### 1.3.3. The case study: The University of Zaragoza

For Creswell (2007), a case study involves “the study of a case within a real-life, contemporary context or setting” (p. 97), in which the researcher collects different sources of information to report a case description and case themes that can later be extrapolated to contexts with similar settings, thus showing a local case with global perspectives and implications. For this purpose, the University of Zaragoza, a Spanish university currently engaged in the process of internationalisation (Vázquez, Luzón & Pérez-Llantada, 2019), was selected to provide a close analysis of language-related issues and how internationalisation efforts are implemented not only at the Spanish national level, but also in such particular context.

Established in 1542, the University of Zaragoza (UZ) is the public university of the region of Aragón, located in the Northeast of Spain. The UZ has several campuses distributed all over the regional territory —Zaragoza, Huesca, Teruel, Jaca, and La Almunia— as illustrated in Figure 1.3.



Figure 1.3. Location of the UZ<sup>5</sup>

According to data accessed in 2019, it is considered a medium-size university with a total of 39,653 stakeholders. The student population is represented by a total of 33,639

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<sup>5</sup> <http://www.unizar.es/institucion/conoce-la-universidad/localizacion> (last access, 2019)

undergraduate and graduate students, with a mobile student body of 933 incoming international students and 1,140 outgoing local students. The teaching and research staff account for 4,299 members and the administrative staff involve a total of 1,715 members of the university community. In terms of study programmes and research production, when this dissertation was completed, there was an offer of 54 bachelor degrees, 59 Master's degrees, 45 doctoral programmes, 16 research institutes and 170 research groups<sup>6</sup>.

As far as the international dimension of the university is concerned, it is also worth noting that the UZ has participated in the Erasmus mobility programme since its creation in 1987, with approximately 2,000 students participating in mobility programmes every year. In 2008, following European indications to adapt the offer of study programmes to the European Common space resulted into the shift from 5-year bachelor degrees to 4-year study programmes. In 2010, the UZ became a member of the Iberus International Excellence Campus, a strategic alliance with the neighbour universities of La Rioja, the public University of Navarra, and the University of Lleida (Bocanegra-Valle, 2018b). As stated on its website, Campus Iberus aims at promoting cooperation, innovation, specialisation and internationalisation in the areas of energy, environment sustainability, social development, and nutrition, among others. Additionally, the UZ participates in transnational cooperation programmes and joint degrees with France, enabling cross-border collaboration with the Université de Pay et des Pays de l'Adour and Université Federale de Toulouse. The UZ also promotes the creation of collaboration agreements with other Spanish, European, Latin American, North American, Asian and African universities in the areas of teaching, research, and cooperation (Vázquez, Luzón, & Pérez-Llantada, 2019). In sum, the UZ thus engages in collaboration with regional, cross-border, and overseas institutions.

Turning to international visibility, Table 1.3. shows several international indicators described in De Filippo, Pandiella-Dominique and Sanz-Casado (2017, p. 184), where the UZ is mentioned in several international rankings such as the Academic Ranking of World Universities (ARWU) —401-500 global position—, Time Higher Education

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<sup>6</sup> <http://www.unizar.es/institucion/conoce-la-universidad/datos-basicos> (last access, 2019)

World Universities Rankings (THE) —601-800 global position—, and QS World University Rankings —460-471 global position in the subjects of English Language and Literature, Modern Languages, Electric and Electronic Engineering, Agriculture and Forestry, Physics and Astronomy, Mathematics, and Chemistry (De Filippo et al., 2017). As for research, the UZ appears in the Highly Cited Papers of the Web of Science —156 global position in Physics— and *Hot Cited Papers* —15 global position in Physics.

Universidad	Essential Science Indicators		Ranking ARWU		Ranking QS		Ranking THE	Total
	HIGHLY CITED PAPERS	HOT CITED PAPERS	FIELD	SUBJECT	FIELD	SUBJECT	SUBJECT	
UAB	10	6	3	4	5	22	1	51
UB	8	5	4	2	5	25	1	50
UAM	9	2	2	3	5	18	0	39
UCM	4	0	0	2	5	21	1	33
UV	7	4	1	3	4	8	0	27
UPF	10	0	1	2	2	7	1	23
UGR	7	1	1	2	4	6	0	21
UPV	6	0	2	0	2	8	0	18
UPC	2	0	1	2	3	7	0	15
UNIZAR	4	1	0	2	2	5	0	14

Table 1.3. Summary of international indicators

According to Maringe and Foskett's categorisation of universities (2010), *internationally engaged universities* drive an internationalisation agenda at home, which typically involves internationalisation of the curriculum and international collaboration. As argued by Vázquez et al. (2019), the UZ fits into the category of internationally engaged university, because it is currently undertaking a process of internationalisation visible in the areas of mobility, cooperation, and research, among others. From an institutional perspective, there are references to such changes in the rector's governance speech (2016), the UZ strategic plan (2001), annual reports dating from 2013 onwards, and other institutional documents where internationalisation is mentioned as a strategic goal. In the institutional internationalisation website of the university is it possible to access figures, statistics, and internationalisation initiatives at the UZ in the areas of teaching, research and administration. Although the idiosyncrasy of these documents will be explained in detail in Chapter 3, Table 1.4. provides an overview of the main internationalisation initiatives within the university during the period 2008-2018 in the areas of teaching, research, and administration.



Teaching	Research	Administration
<ul style="list-style-type: none"> <li>• English-friendly subjects, EMI</li> <li>• Joint degrees with French universities</li> <li>• Mobility programmes</li> <li>• B1 level for graduation</li> <li>• Internationalisation of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• International collaboration</li> <li>• International research centres</li> <li>• Mobility programmes</li> <li>• European projects</li> <li>• Publication in English</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance</li> <li>• Mobility programmes</li> <li>• Foreign language courses</li> <li>• Conferences</li> <li>• Language requirement for some administrative staff</li> </ul>

Table 1.4. Overview of internationalisation initiatives at the UZ

The linguistic landscape of the region of Aragón includes, in addition to the use of Spanish as the official national language, the existence of two other local languages recognised by the regional government: Aragonese and Catalan. According to the sociolinguistic studies of Reyes et al. (2017) and Compains Clemente (2014) carried out in Aragón, Spanish is known and used by 100% of the population. Aragonese is defined as an ‘endangered language’ characteristic from the northern area of the region spoken by 2% of the population (10,000-12,000 people), but if the number of people who use it sporadically is considered, this number can increase up to 60,000 speakers. Thirdly, Catalan is spoken in the eastern border of Aragón, with around 4% of the population (35,000-40,000 speakers) using it in a daily basis. In other words, this data indicates that approximately 6% of the Aragonese population has a local language working as a mother tongue instead of Spanish. As far as foreign languages are concerned, national and regional education policies regulate foreign language learning in primary and secondary education<sup>7</sup> and, similarly to European policies (cf. Presidency Conclusions, 2002), stress the importance of being able to understand and communicate in more than one language. For those schools interested in bilingual education, there are agreements with organisations such as the British Council, the French Institute and the Goethe Institute to offer bilingual foreign education in English, French and German respectively<sup>8</sup>. Therefore,

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<sup>7</sup>Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

<sup>8</sup> ORDEN ECD/823/2018, de 18 de mayo, por la que se regula el Modelo BRIT- Aragón para el desarrollo de la Competencia Lingüística de y en Lenguas Extranjeras en centros docentes públicos no universitarios de la Comunidad Autónoma de Aragón.

it was deemed of interest to analyse to what extent local languages coexisted with the national and foreign languages dominating the university campus with a view to exploring the scope of linguistic diversity.

Lastly, at the university level, there is extensive research documenting the local scholars' language attitudes and practices towards the use of English as the international language of scientific communication such as Ferguson, Pérez-Llantada and Plo (2011); Pérez-Llantada, Plo and Ferguson (2011); Luzón (2017); Guillén and Vázquez (2018); Pérez-Llantada (2018); Vázquez et al. (2019). The added value that the UZ case study brings to this thesis is related to its participation in the international project "Linguistic Diversity on the International Campus" that compares international case studies to gain a comparative insight into global implications for local language strategies, turning the 'local' into a 'global' issue (Jenkins & Mauranen, 2019). In doing so, Jenkins and Mauranen (2019) conclude that internationalisation and languages, specifically English, tend to be intertwined both at the policy and practice level; but they also show the need to reflect on what type of English is used, expected, and required, as well as the possible tensions arising between foreign languages and the local languages. The presence of these issues is expected to be discussed in this dissertation in order to design policies which avoid mismatches between top-down management and bottom-up stakeholders for the development of institutional objectives.

#### **1.3.4. Research Questions**

The central research questions of this PhD thesis revolve around two pillars, the discourse of internationalisation and the role of English in the process of internationalisation:

- RQ1. What is the 'discourse of internationalisation' in a Spanish medium-sized internationally engaged campus?
  - 1.1. Is there an institutional policy stating a clear internationalisation policy?
  - 1.2. If so, how is it implemented in the form of strategies at the institutional level?
  - 1.3. Is the UZ comparable to other Spanish universities in terms of internationalisation?

- RQ2. What is the role of English in the internationalisation process of a Spanish medium-sized internationally engaged campus?
  - 2.1. Does language receive sufficient recognition at document level as a main tool for internationalisation and what is the main discourse about language policies?
  - 2.2. How is the 'English-only' discourse incentivised for academic and research activities within the institution and at a national level?
  - 2.3. To what extent are Spanish and English used and accepted as international languages?

## **Chapter 2. Language in the 21<sup>st</sup> century university**

Chapter 2 offers the literature review of the main theoretical frameworks that examine the impact of languages in the internationalisation process of higher education. To do so, this chapter starts with the contextualisation of the spread of English as a global language, how language hierarchies work, and an introduction to the “Englishisation” phenomenon of higher education in research and teaching activities. The spread of English in non-Anglophone countries and the presence of European multilingual objectives create a scenario where language policy is regarded as the most suitable tool to regulate linguistic diversity and multilingualism in the field of education. Finally, the last section explores the issues of linguistic diversity and language contact through the ecology of languages framework, the type of language strategies and language policy that can be found in the university, and the conceptualisation of language competence.

## 2.1. Language spread

### 2.1.1. Language hierarchy

Language hierarchies are a form of classification of languages based on aspects such as the number of speakers, language use (practices), language choices, communicative functions, level of recognition and treatment (status) within national and international borders (de Swaan, 2001, 2010; Graddol, 1997; Risager, 2012). Figure 2.1. illustrates the world language hierarchy based on de Swaan's taxonomy (2001, 2010).



Figure 2.1. The world language hierarchy system

'Peripheral languages', which are local languages mainly used for social interaction are those at the bottom of the pyramid. Although these languages represent circa 98% of the world's languages, they are only used by 10% of humankind. The second group of languages is known as 'central languages', which often correspond with national languages used in public domains such as administration, education, media, commerce, and so on. They are used by 95% of the world's population. The third level of the pyramid refers to 'supercentral languages' or languages used for international communication such as Arabic, French, Spanish, or Chinese. Finally, at the top of the hierarchy, de Swaan (2010) situates English as the only 'hypercentral language', a language that can connect the speakers of different supercentral languages.

From a communicative perspective, a language can reach the status of supercentral language based on its communicative potential (de Swaan, 2010) and the maxim of communication (van Parijs, 2001). Both authors suggest that the *value* of a language can

be quantified according to parameters such as the distribution of native/non-native speakers, i.e. the higher the number of native and non-native speakers of a language, the bigger the value will be speakers give it because of the high usage ratio. For example, if a person knows several languages, he/she will talk either in the language they feel more confident with or will adapt to the interlocutor's linguistic repertoires in order to be understood. Thus, if many people choose to communicate in a specific language that is regarded as widely used, the number of speakers will increase and the same will happen with its communicative potential, involving a wider range of communicative situations. At the moment this position is occupied by English with an estimation of over 1.5 billion native and non-native speakers thanks to globalisation (Haberland & Mortensen, 2012). Furthermore, there are studies that show that foreign language learning is often associated with learning English, French, German, Italian, or Spanish, being English the preferred choice (cf. European Commission, 2012a; Pauwels, 2014). This seems a logical consequence since English is the preferred foreign language taught in schools. Another example of the English hegemony is seen in the European Union's multilingual policies, which in spite of being aimed at promoting linguistic diversity, still prioritise English as the main *working language* in all levels of society (Ammon, 2012; Canagarajah & Said, 2013; Phillipson, 2008).

Consequently, an underlying ideology appears to be present in any classification and/or hierarchy related to the instrumental value of languages, which creates an opposition between “the more ‘useful’ global and vehicular languages” and “the ‘less useful’ languages used by minority communities” as Kontra, Lewis and Skutnabb-Kangas underline (2016, p. 10). This issue of utility might also be related to some of the values embedded in market-based and globalised societies that promote discourses of efficiency and utility (Chouliaraki & Fairclough, 1999; Mayr, 2008).

### **2.1.2. The hegemony of English**

This section includes a brief account of how English has achieved a global status. Many factors are involved in the process that turns a local language into a global language, especially when such language is supported by powerful economic and military nation-states (Ammon, 2007, 2016; Crystal, 2003; Hamel, 2006). Crystal (2003) offers a detailed

account of the spread of English and explains that the linguistic hegemony of English is a result of, on the one hand, the military and political expansion and colonialism of the British Empire during the 18<sup>th</sup> and 19<sup>th</sup> centuries, and on the other, of the rise of the United States of America as an economic and technological power nation after the World Wars and during the Cold War.

The privileged position of English is seen in the global dissemination of the Anglophone cultural values and language in the *high culture* sphere —education, science, business, world diplomacy— as well as in the *low culture sphere*, where it dominates the areas related to leisure, (mass) media and popular culture (Crystal, 2003; Hamel, 2006b; Phillipson, 2008). Particularly in the field of education and science, the growth of a competitive economy and industry based on Anglophone models positioned these countries in scientific leading roles, which meant that the access to knowledge, innovation and scientific research would be found only in English (Ammon, 2016). Another major driver that favoured the advance of English as the scientific language in the research field was the implementation of US language policies limiting foreign language learning and the creation of an academic evaluation system based on “bibliographical data bases”, “journal and citation indexes” and “impact factor” where international reach and prestige are sought (Ammon, 2007; Curry & Lillis, 2013, p. 213). It seems reasonable to assert then that any language with this level of international exposure would reach the status of ‘global language’ as a result of its high communicative potential and the prestige attached to its usage (Crystal, 2003; Graddol, 1997).

Nonetheless, one of the main critiques against the expansion of English is known as *linguistic imperialism* (Hamel, 2006; Phillipson, 2009). Canagarajah and Said (2013) refer to it as “the imposition of a language on other languages and communities” (p. 338), thus bringing about important geopolitical implications at a transnational level. Although this construct could be applied to any language associated with colonialism or imperialism, the term tends to be exclusively linked to English because its hegemonic status established inequalities between English and other languages according to “attitudes, assumptions, and values of speakers” (Canagarajah & Said, 2013, p. 389). In sum, the above trends instantiate how some languages have been privileged and supported while others have been relegated to secondary positions.

### 2.1.3. The English paradigm: WE, ELF, EIL

The consequences of the global status of English in the 20<sup>th</sup> century have led to different conceptualisations of the English-language paradigm in terms of speakers' origins, usage, linguistic features, and ideologies.

Traditionally, learning “English as a foreign language” was based on a native speaker model of English, however, as Haberland (2011) notes, “first language speakers of English are outnumbered by non-native speakers, and since interaction in English is much more common among non-native than among native speakers” (p. 945). The changes in demographics brought concerns that, in the 1980s, gave birth to World Englishes (WE), which provided an alternative to the native standard variety. In other words, it vouched for the validity of the different varieties of English originated in former British colonies that included local variation and adaptation of English as a second language (Pakir, 2009). This approach to English was motivated, firstly, by the desire to validate multiple geographical varieties of English and, secondly, by other circumstances such as the international status of English, concerns about the acceptability of English varieties, the growth of English second-language and non-native speakers, and the non-native appropriation of the language, to cite a few (Berns, 2009; Haberland, 2011; Seidlhofer, 2011).

In seeking to understand global language use in this new linguistic scenario, English as a lingua franca (ELF) emerged as a field of study in itself due to the increasing number of non-native speakers of English (Jenkins, 2009; Pakir, 2009). A lingua franca is defined as a language used between two or more individuals with different linguistic backgrounds and cultures who engage in (international) communicative exchanges (Darquennes, 2016; Haberland, 2011; House, 2003). An example of lingua franca in the European continent was Latin, which, as Dewey (2007) recalls, could be comparable in size and influence with the current global status of English, although in the case of English its use is more extensive than Latin because of the global conditions of modern society. It is also worth noting that Firth (1996) raised the issue of culture in his definition of ELF as “a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 240). English became the contact language of intercultural communication whose main purpose was to achieve successful



communication regardless of the presence of linguistic mistakes, which could be accepted as long as the intended communicative purpose was achieved. The issue of “incorrectness” based on native-like models has been problematised by ELF researchers, who investigate, among many issues, intelligibility and how communication problems among ELF speakers are solved through the use of pragmatic strategies. ELF, as a variety in itself, seeks the validation of a non-native variation and re-conceptualisation of proficiency models and language learning-teaching process (cf. Berns, 2009; Dewey, 2007; Seidholfer, 2011).

These two frameworks revolve around the English language itself, but it seems in the European context the use of English is related to its functional capacity of adapting to the needs of the speakers rather than to the speakers’ geographical location or linguistic varieties (Pennycook, 2010). This is known as English as an international language (EIL), whose main focus lies on its use for international communication in business, tourism, and educational settings (Berns, 2008). Motschenbacher (2016) lists several functions and values for English:

- *interpersonal use* while travelling, working, or mobility exchanges
- *symbolic value* of prestige as an asset for employability, collaboration
- *creative uses* in media or culture through its integration with the local languages
- *instrumental function* in education as a medium of instruction

It thus seems more appropriate to refer to English in Europe as a functional tool for communication, a “language for communication”, that does not question issues of native-likeness or identity as a “language of identification” (House, 2003). Although there are some attempts to promote a macro-European identity based on the use of English as lingua franca embracing all members of the European Union, not just the United Kingdom and Ireland (Berns, 2009; Graddol, 1997).

Referring back to the functional value of English, the instrumental value for education recalls a widely discussed topic in the literature in the form of English-medium instruction as a strategy to internationalise the HE system. However, the spread of English also creates tensions with local languages when the roles and functions of languages are not clearly established and might overlap. In this way, it is necessary to

reflect whether the international language assists communication or replaces the “identification language” because it better fulfils the communicative purposes, or whether the integration of new languages is a natural process or, by contrast, is it enforced by nations’ socio-political interests (Canagarajah & Said, 2013; Pennycook, 2010a; Van Parijs, 2001). The real concern revolves around the political and ideological contents embedded in the English-language discourse —explicit or implicit—, and how it is reproduced in teaching materials and culture products.

#### **2.1.4. English as the language of academia**

In research and tertiary education, the ubiquitous presence of English is commonly known as *Englishisation*, a term used to refer to the constant pressure academics face to disseminate research in English or to use English as the medium of instruction (EMI) in higher education, which is driven by concurrent internationalisation and globalisation trends (Erling & Hilgendorf, 2006; Hamel, 2007; Kirkpatrick, 2011). From a supranational perspective, the Bologna Process (1999) established the foundations for a common space of cooperation and mobility between European countries which accelerated this notion of English as a scientific lingua franca (Ferguson, 2007). Coleman (2006) enumerates some of the main reasons behind this ‘pro-English’ decision that were the desire to participate in international knowledge exchange, to access international education as well as to attract the international audience and market opportunities.

##### *2.1.4.1. English in research-oriented practices*

As a consequence of the international academic competitive context of HE, convergence towards the use of English for the circulation and publication of disciplinary knowledge further triggered the debate concerning linguistic unfairness, the amount of pressure suffered by scholars whose first language is other than English, or the type of evaluation requirements for academic promotion and grants (cf. Ammon, 2007, 2016; Curry & Lillis, 2013; Ferguson, 2007; Hamel, 2007; Luo & Hyland, 2017; Lillis & Curry, 2010). With the passing of time and extensive research on this topic, some of these negative attitudes have evolved into taken-for-granted ideologies where “the prevailing status of English

ought to be understood as an inevitable reality in an increasingly interconnected multilingual and multicultural world” (Pérez-Llantada, 2015, p. 353). The use of English for international scientific communication presents more benefits —global exchange, knowledge access, international collaboration— than drawbacks —language competence limitations for non-native speakers— for the scholarly community.

#### 2.1.4.2. English in teaching-oriented practices

In the field of education, English has stepped into non-Anglophone HE institutions as the preferred foreign language for instruction (Coleman, 2006; Dearden, 2014). Some of its main goals are the attraction of international students and teaching staff, improving the local students and staff’ language competence, and internationalising courses and teaching programmes (Kirkpatrick, 2011; Lasagabaster, 2015; Söderlundh, 2013; Ylönen, 2015). Figure 2.2. illustrates the study carried out by Wächter and Mainworn (2014, p. 48) that measures the presence of EMI programmes in European universities. The authors found out that in 2014 there was a total offer of 8,089 English-taught programmes, with an emphasis on the Nordic (1,931) and central West Europe regions (2,771) which are considered to be leading institutions in the topic (Airey et al., 2017).

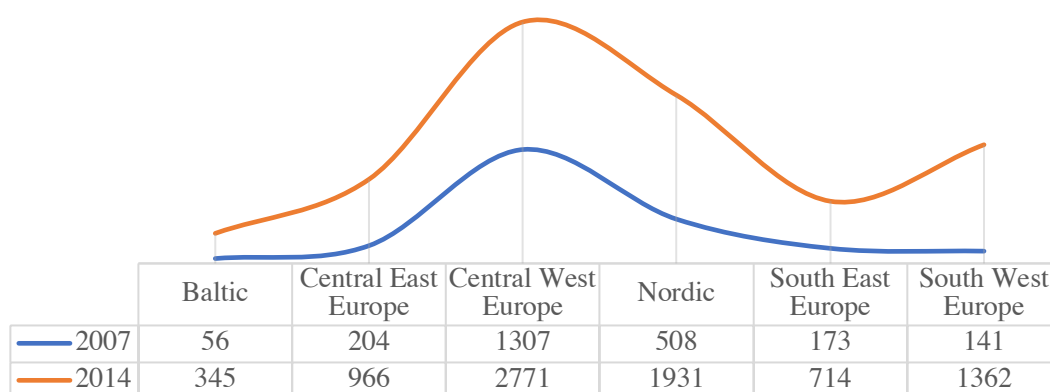


Figure 2.2. EMI programmes in Europe

The traditional belief of the North-South division is also worth discussing, especially if the object of this study is based on the Spanish context. To begin with, it is worth recalling how the South West European group, compared to the data from 2007, presents a tremendous rise in the number of EMI programmes, which positions them in the third

place despite the sociolinguistic traditions of this group and the international status of the countries' national languages —Spanish, French, Portuguese, Italian— that resist the monopoly of English as the only language of sciences and/or internationalisation (Hamel, 2007; Hamel et al., 2016). The Spanish context is discussed in more detail in the next section.

#### 2.1.4.3. *English in the Spanish university context*

In the tertiary education context, the *Spanish Strategy for internationalisation of universities* (MECD, 2014) draws upon two main pillars: language and quality. For this matter, the international status of Spanish, with 567 million speakers all over the world, attracts a lot of international attention and facilitates understanding with other romance-language countries (SEPIE, 2017, p. 49). The use of the Spanish language enables the establishment of international collaboration and scientific exchange with Latin America and offers an appealing asset for education that attracts foreign students (SEPIE, 2017; Vázquez et al., 2019). With the purpose of complementing Spanish, the internationalisation strategy also fosters the use of English initiatives for communication with other world regions. In sum, Spanish universities should encourage integrative policies that promote bilingual education in Spanish and English as well as global visibility, partnerships, and mobility (Alcón Soler, 2011; Ramos-García & Pavón Vázquez, 2018; Rumbley & Howard, 2015).

Some of the initiatives found in the Spanish universities related to language strategies are, according to the study of Halbach, Lázaro Lafuente, and Pérez Guerra (2013), the introduction of EMI programmes, language courses, language accreditation and certification, and language requirements. These measures imply the acquisition and use of an intermediate and/or advanced language competence level, which is still regarded as one of the main challenges universities face as a result of the generalised low language proficiency of the Spanish society. Universities should invest a great amount of money and efforts on training and supporting the teaching staff and students in order to be able to meet national objectives (Alcón Soler, 2011; Coleman, 2006; Julián de Vega & Ávila-López, 2018; Ramos-García & Pavón Vázquez, 2018). A strategy mentioned to cope with language instruction and multilingualism is language policy, a tool that

regulates linguistic diversity through the understanding of how language relationships are formed (Dimova et al., 2015; Shohamy, 2006; Söderlundh, 2013).

## **2.2. Language Policy and Planning**

### **2.2.1. Introduction to Language Policy and Planning**

Language policy (LP) is an approach to language that aims to understand and regulate language use and it is frequently included within the broader field of Language Policy and Planning (LPP). Kaplan and Baldauf (1997) established some differences between language policy and language planning, stating that language policy consists of the ideas, regulation and practices behind the changes in language behaviour of a social group; whereas language planning refers to the actual top-down decisions made to achieve that desired changes in language behaviour. The two terms tend to be interrelated as complementary approaches because they ultimately refer to the modification of language behaviours based on several elements such as activities, human agency, and so on. More specifically, Johnson (2011) described LPP as the combination of:

activities that influence the structure, function, use, or acquisition of language; are intentional and unintentional, overt and covert, de jure and de facto; and are engaged in by agents across multiple levels of language policy creation, interpretation, and appropriation, from the macro-levels of national planning and policy to the micro-level of language use (p. 206).

The development of LPP as a field of research is generally structured into three stages (cf. Johnson & Ricento, 2013; Linn, 2016; Ricento, 2006; Tollefson, 2010). In this section I present a brief account of the development of LPP following Tollefson (2010, pp. 464-470). During the first stage (1960-1970s) was characterised by “a general optimism after the decline of the colonial system” (p. 464). During this stage, the type of LPP encountered was frequently concerned with the structure of language itself and top-down government initiatives were implemented to “modernise and benefit ethnic groups and minorities” (p. 464). Language planning was implemented in postcolonial nations to create regulatory tools for the standardisation of languages. The second stage (1980-1990s) came with the collapse of the LPP implemented in the previous stage because it

turned LPP into a tool used by the privileged minorities to maintain power unbalances without considering the effects of LPP on the local speech communities.

The third stage (2000-to date) was revitalised by social processes of migration, the rise of nationalism and globalisation, and the understanding of language issues as closely related to ideological and political conflicts —e.g. linguistic human rights, linguistic diversity. It is in the current stage where many researchers seek a framework based on ecological models of languages, ethnographic approaches, and multilingual policies to investigate language issues such as how English interacts with local languages, the revival of endangered languages, or the development of the bi/multilingual competence (Donakey, 2007; Linn, 2016; Spolsky, 2009).

### **2.2.2. Spolsky's Language Policy framework**

This section discusses the LP framework proposed by Spolsky (2004, 2009, 2012) that consists of three interrelated components: language practices, language beliefs, and language management.

#### *2.2.2.1. Language practices*

Language practices are described by Spolsky (2009) as “the observable behaviours and choices —what people actually do [with language]” (p. 4). They are the different manifestations of written and/or spoken language that are shaped by contextual factors and the social behaviour of speech communities. Language practices are usually related to identity issues that are enhanced with the use of specific language behaviours or language choice (Pennycook, 2010b). Research related to language practices is typically done from a bottom-up perspective with ethnographic methods to analyse the sociolinguistic environment of the speech communities and the implications they bring for language practices.

#### 2.2.2.2. *Language beliefs*

The second component of the LP framework is language beliefs, which entail the values or statuses assigned to languages, language varieties and their features; as well as the existing attitudes towards language(s) and their speakers (Spolsky, 2009). Language is not an isolated system; it is part of a wider socio-political context with political and economic interests that shapes how language is viewed and experienced (Lønsmann, 2011). As discussed below in further detail, the following are some recurrent ideologies related to languages and English:

- A nation equals a language —a language is tied to a community (Blackledge, 2008; Shohamy, 2006).
- English is the language of global competitiveness —socioeconomic value and prestige (Donakey, 2007; Lønsmann, 2011).
- English is the language of internationalisation for non-English speaking universities (Dimova et al., 2015; Ylönen, 2015).
- Instrumentalist approach of international languages vs. heritage value of minority languages (Kontra et al., 2016).
- Native speaker ownership and proficiency standards (Hynninen, 2016).

These are some of the language beliefs expected to be found in the corpus analysis of collocations and critical discourse analysis of language policy documents, which may defend or challenge current language behaviours.

#### 2.2.2.3. *Language management*

The third component, language management or language planning, refers to “any specific efforts to modify or influence a practice by any kind of language intervention, planning or management” (Spolsky, 2004, p. 5). Language management tends to be organised into two phases, the first one referring to the identification and evaluation of problems e.g. deviations from norms and language expectations, while the second one corresponds with the design and implementation of solutions to those problems (Sherman, 2015). Language management instruments can be explicit such as laws, policy statements, or educational

directives, which in combination with covert regulatory mechanisms, shape and modify language behaviours and attitudes (Shohamy, 2006). Shohamy (2006) and Spolsky (2009) coincide in their analysis of top-down regulatory mechanisms and their role in the modification of language behaviours such as:

- Agencies not directly related to language like governments, supreme court, ministry of education, (mass)media.
- Language agencies and academies whose main interest is the standardisation of a language variety and their maintenance, i.e. how a language should be properly used and taught. Examples of these organisations are the British Council, the Cervantes Institute, or specific Language Commissions.
- Admission and graduation tests in schools regulate the type of language (standard) variety accepted, which in some cases may work as a gate-keeper device in education and the professional field.

Other scholars, for instance Hynninen (2016) and Solin and Hynninen (2018), explore bottom-up regulatory mechanisms, which often depend on the internal strategies employed by the speakers to monitor and regulate their own language behaviours in concrete interactions:

- Language brokers like specialists, editors, translators, interpreters, and colleagues whose authority is marked by expertise and experience (Lillis & Curry, 2010; Luo & Hyland, 2017).
- Teachers and instructors who transmit or resist top-down language ideologies.
- The individuals' linguistic strategies to mediate their language behaviour and discursive practices in discussions, drafts, and the questioning of acceptable linguistic behaviour in oral and written genres (Hynninen, 2016).

### **2.2.3. The Language Planning framework**

This section elaborates on the description of the different approaches to language planning (Cenoz & Gorter, 2013; Nekvapil & Sherman, 2015; Spolsky, 2009) (see Figure



2.3). Language intervention can take place at an internal level referring to the linguistic structure of a language, or at the external level when the status of a language is modified due to external circumstances to the language itself. Depending on the scope of action, LPP can range from the micro-level —individual and family— to the macro-level —supranational organisations. If participants are taken into account, then language actions can be bottom-up —individuals— or top-down —organisations and institutions.

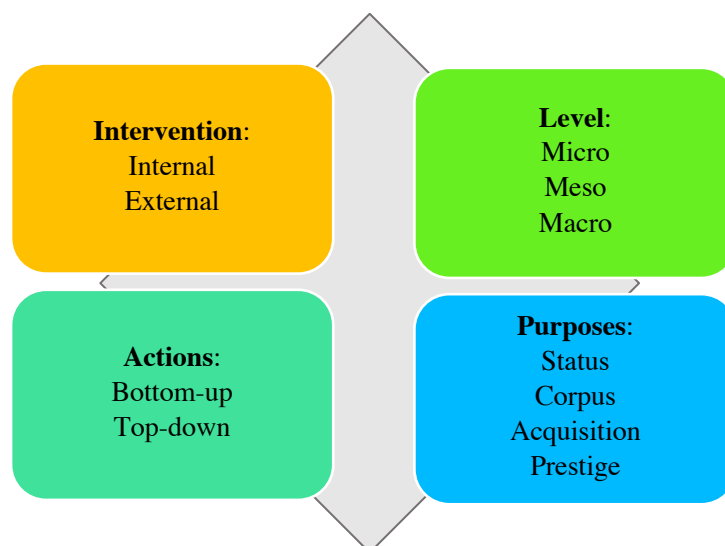


Figure 2.3. Approaches to language planning

Additionally, Baldauf Jr (2006, pp. 150-551) established four main typologies of language planning based on different purposes:

- Status planning refers to the social context of a language (objectives of standardisation, revival, spread).
- Corpus planning modifies or imposes a variety of language.
- Acquisition planning give opportunities to learn and use a language (objective of policy development, language learning).
- Prestige planning attempts to alter the image of a language (objective of promotion, professional, values...).

These four types of intervention present a double approach based on form/function, explicit/implicit intervention, planned/unplanned policy, and the policymakers' goals (language requirement/needs analysis). Following this framework, it could be said that the Spanish universities' language objectives fit in several of the typologies starting with

the status planning approach because it identifies and regulates the spread of English and regulates its functions alongside the local languages' functions as working languages at the university. In addition to this, acquisition planning can also be considered a university's objective because it deals with language learning through the presence of EMI programmes and language courses. Figure 2.4. shows an approximation to Baldauf Jr's framework (2006) applied to the Spanish university system.

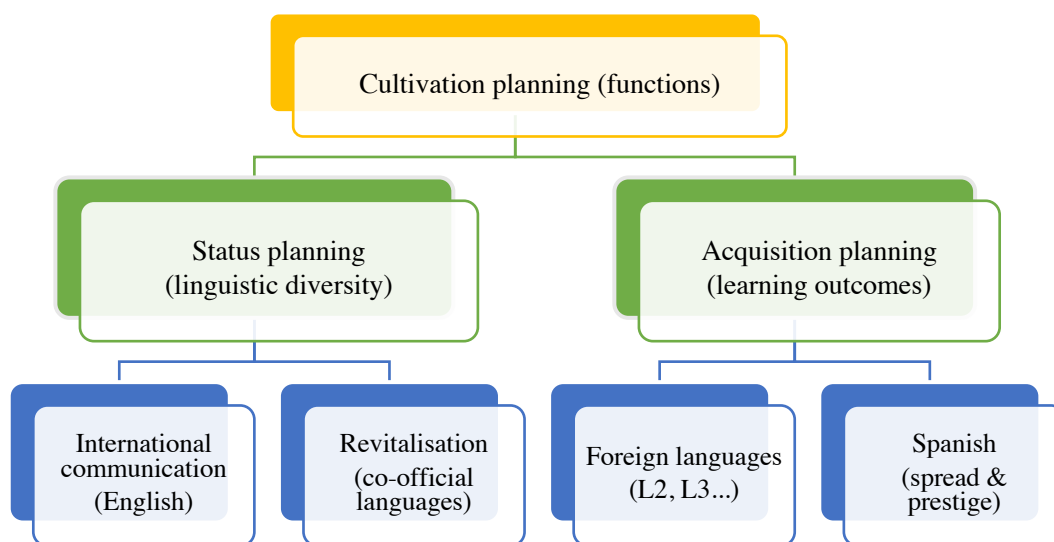


Figure 2.4. Approach to Spanish higher education LP

This initial conceptualisation of language intervention follows a top-down approach based on functions that aims at establishing an explicit and planned language policy. In the design of such policy, national and institutional LP needs to examine the current linguistic reality of the universities in order to match with the existing bottom-up practices (Hultgren, 2014).

#### 2.2.4. Language Policy in Higher Education

Generally, the design of a university LP consists of four main steps (Larsen & Holmen, 2017). Firstly, in order to match the institution's linguistic goals in a realistic and suitable way, a detailed analysis of its linguistic environment is carried out to identify people's everyday language practices, language functions, language-related problems, needs analysis, available resources (Huhta 2002; Loheyde, 1993; Sherman, 2015). It needs to match the sociolinguistic reality so it can be implemented effectively at the local level

without creating a feeling of resistance among the community (Pennycook, 2010a; Ricento, 2006; Shohamy, 2006).

Secondly, the design of the policy, which often present indications in language use, must consider a certain degree of flexibility and adaptability to the particular (academic) needs and language choices of the university members as well as providing stakeholders with opportunities to use, acquire, and improve languages others than their mother tongue (Airey et al., 2017; Haberland, 2005; Lindström, 2012). This step should also reflect on the rationales and consequences of language behaviour modification on the construction of knowledge, the attached values of a specific language —good, bad, appropriate—, which expectations are created by the use of specific languages, or the transmission of certain overt/covert language beliefs through LP's regulatory mechanisms, especially related to the impact of English and internationalisation (Haberland & Mortensen, 2012; Ylönen, 2015). Questioning these issues lead to a deeper understanding of how languages relate to their environment, which type of relationship exist between them, and what kind of implications humans give them (Bang & Trampe, 2014).

The last two steps involve the implementation of the policy activities and the final assessment of the policy to reflect on the achieved goals to decide if any adjustments need to be done for future implementation. Similar to internationalisation plans, written LP documents are a proof of the institutional support because they provide stakeholders with guidelines and frameworks to deal with language matters (Hultgren, 2016; Lindström, 2012).

## **2.3. Linguistic diversity**

### **2.3.1. Ecology of languages**

As an alternative view to the *instrumental value* of language that leads to an apparent competition for status and hierarchy, a complex linguistic diversity scenario can be examined with an ecological lens. An ecological approach provides insights into the relationship between languages, their speakers and context (Hult, 2010; Skutnabb-Kangas & Phillipson, 2011). This approach works to uncover how the environment re-structures

language as well as the speakers' attitudes, behaviours, how the representation of languages are shaped by the physical, social, political and historical context (Blackledge, 2008; Mufwene, 2001; Tollefson, 2010).

The language ecology metaphor began to be applied to language by Einar Haugen (1972), who defined it as “the study of interactions between any given language and its environment” (in Bang & Trampe, 2014, p. 325). Haugen borrowed a biology term to explain the complex dynamics of language and its environment, and how this could affect the language itself (Blackledge, 2008). Hult (2010) concurs with Blackledge in the importance of treating a language as a system connected to context, both at the micro-level —the individual— and macro-level —community, cultural, national. In a similar token, Pennycook (2004) highlights that the use of the ecological term brings implications for the conceptualisation of languages, which transfers them living features in order to humanise and appeal to the feelings of speakers; consequently, languages can evolve, adapt, die, and so on, as a result of their interaction with the physical and social context they exist in. Nonetheless, Pennycook warns caution towards the metaphor because in the end “languages do not adapt to the world: they are part of human endeavours to create new worlds” (2004, p. 232). In other words, languages exists because of human beings' interaction so, ultimately, they are cultural artefacts dependent on human agency and the speakers' conceptualisation of the world and their experiences, a reason why it is crucial to become familiar with overt and covert language beliefs in the case language behaviours would like to be modified.

Mühlhäusler (2000) proposes a framework that classifies language ecologies depending on the type of interaction that exists between languages and the environment, which can be observed in Table 2.1. Particularly important given the scope of this PhD thesis is the artificial presence of English in coexistence with other languages and whether it represents an opportunity or a threat to multilingualism in the Spanish context. Beliefs such as the global status of English or the revitalisation/maintenance of local languages illustrate the presence of an *artificial ecology* fostered by the government's intervention in language matters.

Type of ecology	Description
<b>Balanced equitable ecologies</b>	Multilingual settings where local languages express local identities and local knowledge, pidgins for transaction and lingua franca for regional communication.
<b>Mixed endemic/exotic ecologies</b>	Prolonged coexistence of languages originated by migration and mobility.
<b>Competitive ecologies</b>	The unbalance of power of one language over others, e.g. international languages push away smaller languages.
<b>Language continua and networks</b>	Lack of competition and national boundaries, e.g. Internet communication.
<b>Artificial ecologies</b>	Artificial diversity created by deliberate interference, e.g. revitalisation of endangered languages, introduction of English as working language, artificial languages.
<b>Isolated monolingual communities</b>	Communities exposed only to one language, or a particular language presents no affinity to its surroundings, e.g. Basque.

Table 2.1. Types of language ecologies

Another typology that could be applied to the Spanish context is the *competitive ecology* that examines the relationship between Spanish-English due to both languages holding the status of international languages. A close analysis might highlight in which domains one language is preferred over the other — adaptation to new functions and contexts —, if language choice is chosen or imposed, what values are attached to each language; or how the historical and socio-political context of the country has shaped language ideologies and language choice (Lasagabaster, 2015; Mühlhäusler, 2000; Soler-Carbonell, 2016).

### 2.3.2. The European linguistic landscape

There is a common consensus that isolated monolingual contexts are difficult to find nowadays, especially in an interconnected world ruled by migration trends and technological devices. The dynamic nature of society is also mirrored in the postmodern conceptualisation of language that understands language as a changing phenomenon rather than as a static isolated system of codes (Martin-Jones & Gardner, 2012). This

phenomenon can be observed in the development of the terms *bilingualism* and *multilingualism*. Broadly speaking, bilingualism is understood as the condition of a speaker who can speak two languages, and when an individual can speak more than two languages it is called multilingualism (Cenoz & Gorter, 2013). While only occasionally, the literature refers to both phenomena as multilingualism, the conceptualisation applied in this thesis.

Multilingualism generally presents an unbalanced degree of proficiency among the spoken languages. It might be utopian to expect completely parallel monolingualism in each of the languages acquired by the speaker, also named “multilingual idealism” ideology by Kontra et al. (2016, p. 10), because not all languages are used on a regular basis and for the same purposes (Cenoz & Gorter, 2013). A traditional view on language would consider this proficiency difference as “having no language” or creating communication problems in certain situations, but from an ecological and postmodern perspective, the presence of several languages—even when there are unbalanced proficiency levels—is perceived not as handicap but as resources to draw from in order to complement each other (Blackledge, 2008; Creese & Blackledge, 2011; Ylönen, 2015).

Some attempts to promote linguistic diversity come in the form of language policies, tools designed to tackle language use and regulation. Indeed, the presence of multilingual policies in the official institutions of the European Union (EU) indicate that Europe is “moving away from a traditionally monolingual society to a bilingual or multilingual society where the development of linguistic competence in L2 and intercultural competences are required” as a consequence of the increasing mobility and collaboration fostered by globalisation processes (Pérez-Llantada, 2012, p. 166). The EU counts with a total of 24 official languages although linguistic diversity goes beyond that, having evidence that there are at least 60 languages spoken in European territory (European Commission, 2003; European Parliament, 2016). Table 2.2. shows the EU’s language regime encompasses the following language statuses based on Ammon’s remarks (2012, pp. 575-578).

Language status	Description
<b>working languages</b>	EU institutions often follow an English-only policy or a three-language policy e.g. English, French and German.
<b>official languages</b>	The 24 official languages of the EU must be used in official documents, and translation and/or interpretation must be provided.
<b>national-official languages</b>	National-official languages of the member states.
<b>regional-official languages</b>	Regional-official languages of the member states.
<b>indigenous minority language</b>	They can be under or not under the protection of the European Charter of Regional or Minority Languages.
<b>exogenous minority languages</b>	For example, migrants' languages or asylum seekers.
<b>other types of languages</b>	Sign languages, classical languages, or foreign languages.

Table 2.2. European Union's language regime

As a result of the linguistic, ethnic, and cultural diversity found in the European context learning other languages is seen as a main reason to achieve mutual understanding, communication, and to encourage active citizenship in society (European Commission, 2003 2005, 2008). Indeed, the EU's website informs that the EU attitude towards linguistic diversity conceives languages as “bridges between people, giving us access to other countries and cultures, and enabling us to understand each other better”<sup>9</sup>, i.e. languages are valuable resources for individuals to understand others' ways of seeing the world. Given this, European language and education policies aim to promote individuals' “ability to communicate in more than one language competence” (Extra, 2013, p. 141). The emphasis is put on the decision to be competent not only in one but two foreign languages, which is based on the idea that mastering the mother tongue plus a lingua franca (English) is not enough to truly integrate in another country (European Commission, 2003; Presidency Conclusions, 2002). European citizens should be able to communicate in at least two foreign languages, not necessarily showing parallel language

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<sup>9</sup> [https://ec.europa.eu/education/policies/multilingualism/linguistic-diversity\\_en](https://ec.europa.eu/education/policies/multilingualism/linguistic-diversity_en) (last access, 2019).

proficiency or native-speaker fluency in all the languages, i.e. the chosen languages can be learnt at different proficiency levels; language use can involve different proficiency levels in the four macro-skills —speaking, writing, listening, reading—, or skills can improve/get worse over time as different needs and interests arise for the speakers.

### 2.3.3. Linguistic diversity in Higher Education

In parallel to European institutions, the 21<sup>st</sup> century university has witnessed several linguistic changes promoting linguistic diversity such as the revival of local languages and the advent of English in the academic world as the new lingua franca (Liddicoat, 2016; Vila & Bretxa, 2015). Although in most European universities English is seen as an asset for international communication and collaboration, the Englishisation movement has also raised some voices of concern because it leads towards a monolingual and monocultural environment based on the Anglophone culture (Ingvarsdóttir & Arnbjörnsdóttir, 2015; Kirkpatrick, 2011). This is accentuated in the case of small-sized languages because policies favouring English tend to damage the local languages' statuses and functions (Haberland, 2005; Ingvarsdóttir & Arnbjörnsdóttir, 2015).

A further concern about Englishisation revolves around the concept of domain, which refers to the context-dependent elements of a particular linguistic configuration — topic, location, and participants— that modify a speaker's language choice and language patterns (Haberland, 2005). As a consequence of the introduction of English, domain loss creates a situation where a language is replaced in certain settings or domains by a new one that might threaten the natural life of local languages (Ljosland, 2014). In a normal situation, Airey et al. (2017) concluded that domain loss would firstly lead to diglossia or a division of functions between languages, especially when the new language is used in domains with more prestige. This situation is typical of a *competitive ecology*, where the relationship between languages is not balanced and negative consequences may occur to local languages. Given that Nordic countries have a longer tradition dealing with English in HE, they have developed own strategies to protect languages, promote culturally aware users, and foster positive attitudes towards languages. Two of the best-known strategies proposed are *parallel language use* and *complementary language use* (Hultgren, 2014, 2016; Kuteeva, 2014; Söderlundh, 2013).



The term parallel language use refers to “the concurrent use of several languages within one or more areas. None of the languages abolishes or replaces the other; they are used in parallel” (Hultgren, 2016, pp. 158-159). It attempts to favour both languages the local language and English in different domains, above all in those where the local language could have more prestige, it advocates for real biliteracy in both languages, e.g. in research publication, in the combination of linguistic materials in lectures, switch between languages depending on the (non)compulsory nature of tasks (Söderlundh, 2013). Some downsides though, as expressed by Haberland, Lønsmann, and Preisler (2013) and Kuteeva (2014), question the cost of language duplication —efficiency, resources, extra effort— and human resources —students and staff with adequate language competence in both languages— that ultimately may lead people to end up using only the ‘strongest’ language as the working language. What is acknowledged, then, is a diversity of situations and language practices specific to different communicative purposes (Hultgren, 2016).

This brings to the fore the notion of *complementary language use*, which means that languages can be used in ‘complementary ways’ depending on their purpose, function, and context “rather than pretend or insist that they are used in parallel” (Hultgren, 2016, p. 163). Language choice will depend on “social convention” and the “communicative needs” of speakers and concrete situations (Haberland & Preisler, 2015, p. 32). The complementary use of languages is also connected to modern views of bilingualism and multilingualism where the speaker draws from the resources of their linguistic repertoire to deal with communicative needs. That is, rather than competing for equal use, speakers act according to social conventions and the participants’ available linguistic resources. The challenge here is how to maintain a balanced relationship between English as an instrumental lingua franca and the local language(s) as a tool of identity and culture (Björkman, 2014; Tange, 2012).

Another approach to language policy in the international university is offered by Risager (2012) and Tange (2012), who establish the type of policy according to the number of working languages found in university context:

- A monolingual policy of using either the local language or English exclusively.
- A bilingual policy where English is used with the national language, for instance, in parallel language courses of bilingual programmes, EMI courses and courses whose language of instruction is decided by the teacher.
- A trilingual policy where English is used with the national and the regional languages.

#### **2.3.4. Language competence**

The previous sections have shown universities' concerns towards languages based on the European objectives of linguistic diversity. In addition, the identification of English as a key element in the internationalisation strategy of universities has been brought to the fore to raise questions of language competence and foreign language learning. This last section provides a brief overview of the concepts of competence and correctness<sup>10</sup>, and how these concepts should be borne in mind during the design and the subsequent implementation of any language policy.

##### *2.3.4.1. Language skills in Higher Education*

The following explanation of language competence is based on the account offered by Murray (2016, pp. 70-75). Language competence was initially described by Chomsky as several formal properties of an ideal language system isolated from context that sticks to an abstract standard. In 1972, Hymes added the term 'communicative' to competence with the purpose of including the sociocultural and situational particularities of context in the definition of language competence, the non-grammatical aspects of language, as well as speech act theory for effective communication. Thus, language competence comprises both the linguistic knowledge and the ability to 'navigate' through it. Canale and Swain

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<sup>10</sup> What is discussed in this section can be applied to any language, but the acquisition of English is one of the main goals of university LP. Accordingly, I will use English as an umbrella term for other languages.

(1983) added to Hymes' communicative competence the ability to operate in specific situations thanks to the grammatical competence, sociolinguistic competence, strategic competence and discourse competence. These are the main elements considered in modern definitions of language (communicative) competence that are followed, for instance, by the *Common European Framework of Reference for Languages* (CEFR), which explicitly refers to knowledge, skills, and existential competence as indicators of an adequate mastery of a language.

In the university context, the concept of language competence involves general skills, academic literacy, and professional skills (Murray, 2016, pp. 95-96):

- General skills or language general proficiency for everyday contexts: this is a communicative approach that seeks fluency for social and day-to-day interactions, generally based on the CEFR framework of competence scales. For example, international students may be interested in attending general language courses to be able to follow lectures and to avoid being excluded from daily university life and interactions.
- Academic literacy for the schooling context: it takes into account the oral and written register necessary for students to succeed in their studies. The teaching of academic skills and academic culture should be part of the curriculum for both domestic and international students with general and discipline specific EAP courses.
- Professional communication skills for the workplace context: through the teaching of language in context in ESP courses, learners can acquire specific vocabulary and practices of a given domain as well as a set of interpersonal skills, such as effective interaction, negotiation, politeness, leadership, group work, etc.

#### 2.3.4.2. Language quality in Higher Education

Other aspects worth revisiting regarding competence are related to correctness and raises debate on what type of language is acceptable, i.e. the native-speaker model and ELF model, or the importance of adaptability to the context and functions of languages.

Although these topics tend to be avoided in LP documents, they should be discussed because they influence important elements related to language planning such as language instruction —e.g. design of modules— and language assessment —e.g. tests and examiners' expectations (Björkman, 2014; Jenkins & Mauranen, 2019).

Quality can be connected to the area of language management and what in LP documents is referred to as *language quality*, which brings up the concepts of correctness, conventionality, and acceptability to define what kind of language variety —it is often the standard variation— is appropriate in a specific context (Solin & Hynninen, 2018). Cameron (2012) uses the term “language hygiene” to refer to the practices and discourses that “attempt to ‘clean up’ language and make its structure or its use conform more closely to their ideals of beauty, truth, efficiency, logic, correctness and civility” (p. vii). This term is used to understand quality both as an internal regulatory mechanism and as an external mechanism to regulate language practices and varieties according to language expectations (Hynninen, 2016). When HE policies mention language quality, they appear to agree with Cameron’s language hygiene to meet the expectations of the nativelylike variety, which in the end is translated into the creation of revision and language services to meet those quality standards.

### **Chapter 3. Research methodology and corpus design**

This chapter begins with an overview of the mixed method approach followed in this dissertation for the extraction and analysis of data. It combines the quantitative methodology of Corpus Linguistics and the qualitative enquiry of Critical Discourse Analysis. Some of the studies included in this chapter that deal with internationalisation and language policy showed the benefits of the combination of these two methodologies which can complement and expand each other results. The next section of the chapter describes the corpus analysed and provides the main corpus details, such as text types, size and representativeness, compilation and storage procedures. In the last section, the extraction process and specific analytical tools used for the extraction of quantitative and qualitative data are explained.

## 3.1. Methodological framework

### 3.1.1. The added value of mixed methods

In the literature, the combination of quantitative and qualitative methodologies known as mixed methods has been considered an indicator of quality and reliability of research studies (Baker & Levon, 2015; Dörnyei, 2007). There is broad agreement that whilst the quantitative approach aims to be scientific, objective and measurable to provide a descriptive analysis; the qualitative approach seeks to further and deepen the understanding of the previous findings through the exploration of hidden meanings. Authors such as Ricento (2006), Dörnyei (2007), McEnery and Hardie (2012), Creswell (2013) or Hult and Johnson (2015) define mixed methods research in the humanities and the social sciences as a form of complementing the limitations found in each approach when used separately. Upon this idea, scholars Strauss and Corbin (1998), as noted in Dörnyei (2007, p. 43), reflect on the cyclical nature of this methodological process and claim that:

The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving, process with each method contributing to the theory in ways that only each can.

Dörnyei (2007) further highlights the benefits found in the combination of the two types of methodologies such as the ability to cross-check and gain better understanding of the target issues or to reach a broader audience because it compresses several approaches. Additionally, this author explains that a mixed methodology organises the research process in different levels so that findings can support each other at different stages of the analysis, allowing the comparison, complementation and verification of results in order to assure quality standards.

In order to guarantee the reliability and validity of the analysis, in this doctoral thesis I relied on the analytical techniques of Corpus Linguistics (CL) and Critical Discourse Analysis (CDA) to complement the findings from different perspectives (cf. Ajsic & McGroarty, 2015; Baker et al., 2008; Baker, & Levon, 2015; Freake, Gentil, & Sheyholislami, 2011; Baker, Gabrielatos, & McEnery, 2013; McEnery & Hardie, 2012). The combination of CL and CDA is referred by Baker et al. (2008) as a ‘methodological

synergy’, where the quantitative description of the textual data is complemented with the qualitative analysis of text-external variables to present more reliable and objective findings.

Specifically, the main goal of CL was to retrieve large-scale textual evidence of how internationalisation was textually expressed in top-down documentation to determine the extent to which the literature’s main concerns —mentioned in Chapter 2— and pre-existing hypotheses coincided with the Spanish context. Since the object of study of this PhD is embedded within the notions of *knowledge society* and global market economies, CDA was deemed a suitable methodology to expose the power dynamics found in the discourse of the marketisation of HE and the commodification of knowledge and languages. Following Creswell’s terminology (2013), this study adopted an “explanatory sequential mixed methodology” (Figure 3.1.) because CDA was used firstly in order to set the research questions based on a social problem. Then I carried out the quantitative research method, whose results later guided the design of the qualitative analytical procedures with the aim of providing complementary data for the interpretation of findings. In this way, the quantitative and qualitative exploration of linguistic patterns in institutional documents aimed to uncover emerging themes, context-dependent meanings, and ideologies regarding internationalisation and the use of English and other languages in higher education.

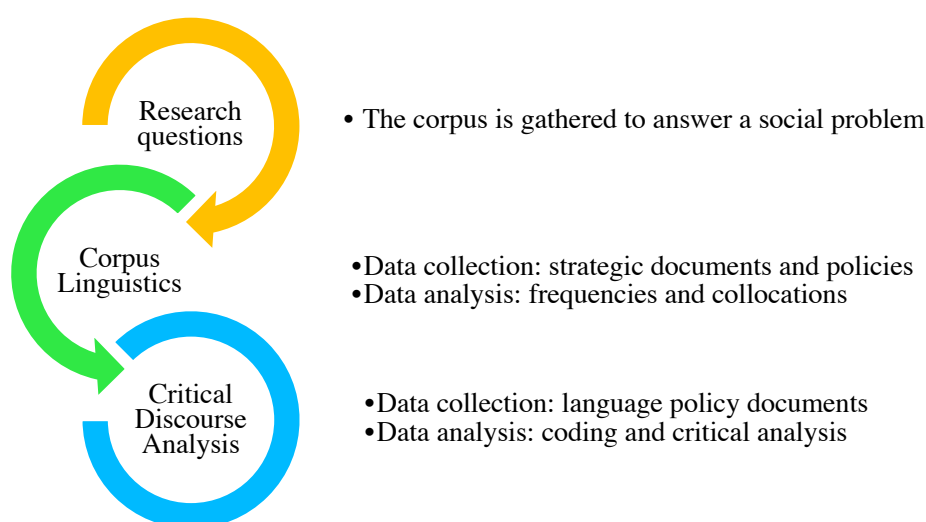


Figure 3.1. Explanatory Sequential mixed methods

The following sections will introduce both methodologies and discuss in further detail their relevance for this thesis.

### **3.1.2. Corpus Linguistics**

The use of CL enables to automatically analyse large-size corpora with a computer in a reliable way to identify representative linguistic patterns and language use in specific or general contexts (Adolphs & Lin, 2013; Stubbs, 2015; Wynne, 2005). McEnery and Hardie (2012) explain that, depending on the type of study conducted with the corpus, the researcher can adopt either a corpus-driven inductive approach or a corpus-based deductive approach. While the former is based on data observation to find a theory, themes or a hypothesis, the latter examines an already established theory through the data in order to test whether it matches it or not. This study adopts a corpus-based approach. Since CL is a quantitative methodology, it relies on some statistical concepts and analytical tools such as frequency lists, collocations, and concordances that will be explained along with the corpus compilation and data analysis procedures in Section 3.3.1.

For corpus linguists, the analysis of discursive events is generally described in terms of how cohesion and coherence are achieved in the written texts, and more precisely, how specific “lexical patterns” may convey specific meanings which are ultimately linked to the individuals’ experiences and contextual factors (Cook, 2013; McEnery & Hardie, 2012; Stubbs, 1996). Given that, it is assumed that a full understanding of discursive events depend not only of what is captured at the textual level but also of extra-linguistic features, so it was deemed necessary to complement the quantitative results with other approaches that deal with discourse in more depth, namely, CDA. In this way, a thorough analysis of textual, discursive, and social practices could help identify how reality is perceived, described and shaped by the speakers (McEnery & Hardie, 2012).

### **3.1.3. Critical Discourse Analysis**

Despite the fact that discourse has been discussed extensively in the literature (cf. Bhatia, Flowerdew, & Jones, 2008; Titscher, Meyer, Wodak, & Vetter, 2000; Paltridge, 2012; Rogers, 2011), for this thesis, the approach to discourse and CDA represented by Norman Fairclough (2001, 2003, 2010) was considered the most suitable to follow. This author (2010, p. 95) understands discourse as “language use conceived as social practice” that evolves through dialogical practices. In other words, discourse is a context-dependent tool



used by the speakers to construct meaning and represent the world. In doing so, discourse analysts deal not only with linguistic features, but also with its social function and sociocultural context —textual, discourse, and social practices (Fairclough, 2003, 2010; Rogers, 2011). In more detail, CDA seeks to examine how:

social power, dominance and inequality are enacted, reproduced and resisted in texts ranging from news reports, political addresses and institutional mandates to everyday conversations. Discourse is viewed not only as a text, then, but also as a historically and ideologically constructed form of action that helps to constitute society and culture (Ammon, 2008, p. 96).

Hence, the use of this analytical approach aimed at revealing, interpreting, and discussing how the language embedded in policies and institutional documents of HE contributed to the maintenance or resistance of power structures and (pre)established ideologies (Fairclough, 2003; Flowerdew, 2008; Willig, 2014). With the analysis of top-down policies, the texts deserve critical reflection on the motivation behind their design, what are their functions, who are the authors, and how specific ideologies are transmitted through the texts (Wodak & Meyer, 2001, 2008). With these issues in mind, Section 3.3.2. will draw upon discourse categories such as agency, modality, lexico-grammar or interdiscursivity for discourse analysis purposes.

#### **3.1.4. Mixed methods studies of internationalisation and Language Policy**

Turning to internationalisation and university discourse, it is more frequent to find studies exploring attitudes, perceptions and practices than those following a textual document analysis. The combination of methods seems to favour the mixing of qualitative approaches such as interviews and focus groups (Evans, 2006), surveys and interviews (Ratliff, 2013), or document analysis and interviews (Renc-Roe & Roxå, 2014; Taskoh, 2014). Some examples of studies critically examining documents and policies include the work of Stier and Börjesson (2010), whose study focused on the critical analysis of internationalisation documents to illustrate how HE institutions construct the meanings and discourses of internationalisation through the exploration of agency, intertextuality, rhetorical strategies and or social practices. Stein (2013) uses discourse analysis to examine HE internationalisation plans through the classification of the corpus contents into thematic categories alongside the identification of connections between the linguistic

level and thematic categories to discover the rationales, social practices and ideologies behind internationalisation documents. Benavides (2017) analysed the contents of institutional documents in HE through a CDA approach, and how the re-contextualisation of functions had changed the discursive practices of universities as a result of neo-liberal ideologies. More recently, Bocanegra-Valle (2017, 2018c) draws on CDA to analyse the discourse of internationalisation in HE policies and found correlations between the contents and discursive strategies that conveyed different meanings and effects on the readers with persuasive and promotional purposes.

With regards to language policies, most of the studies to date draw on a variety of research methods that investigate language practices, attitudes, and documents (cf. Hult & Johnson, 2015; Kaplan, 2010; Ricento, 2006). By way of illustration, Björkman (2014) investigates LP documents in Swedish universities using content analysis and paying attention to such elements as intertextuality, authorship, and thematic trends regarding language practices of staff and students. In the HE context, Soler-Carbonell, Saarinen and Kibbermann (2017) gathered a set of Northern European LP documents to analyse how macro- and meso-level documents shaped the discourse around languages in HE. For doing so, they used content analysis to comment on explicit and implicit ideologies and outcomes regarding the presence of several languages in HE settings, especially the presence of possible tensions between national languages and English. The work of Fitzsimmons-Doolan (2015) combined CL and CDA in the analysis of LP and immigration by means of using frequency lists, keywords, and a qualitative examination of collocates and concordances that highlighted specific ideologies matching the representation of certain languages. A final example of LP research combining CL and CDA was found in Lanverns's work (2018) on the Englishisation of German HE. This author used CL to conduct a thematic analysis and CDA to identify the ideologies, meanings and discursive strategies underpinning the corpus texts. Quantitative findings focused on the representation of stakeholders and the status of English whilst the qualitative findings were based on sentiment analysis —positive-neutral-negative representation— of the presence of English in HE.

In the above-mentioned studies, there is plenty of evidence showing that internationalisation and LP are recurrent concerns in state-of-the-art research and that scholars are familiar with dataset triangulation and combination of methodologies.

Nevertheless, to the best of my knowledge, only few studies have drawn on the complementarity of CL and CDA to approach these topics. In this respect, this PhD study hopes to contribute to the scholarly debate of internationalisation and LP regarding the implications English brings with it, such as underlying ideologies of linguistic imperialism, the commodification of languages, or the distinction between languages for communication and identification (Canagarajah & Said, 2013; House, 2003; Pennycook, 2010a; Philipson, 2008).

## **3.2. Corpus description**

A corpus of internationalisation policies, language policies and institutional documents was built with the purpose of exploring how European, national and local policies interact with each other. In more detail, this section deals with practical issues regarding the retrieval of the corpus, the nature and description of its texts, and the compilation process undertaken.

### **3.2.1. Text types**

Institutional documents and policies were collected as the main source of textual data. They are created through a process of discussion and decision-making that was considered to be representative of institutions' concerns and objectives, as pointed out by Coffey (2013). Although the analysis of the texts did not involve direct communication with the agents engaged in the document-creation process, it was assumed that publicly available institutional documents had gone through several filters therefore being considered as valid official documents approved by institutional representatives —e.g. committees, administrators, or specialised service units (Coffey, 2013; Stein, 2013). Thus, the selection criteria for the corpus compilation of texts were related to the institutional authorship and topic of the documents so that only those related to internationalisation and language policy were collected. Four main types of texts were retrieved for the corpus from the university websites. Table 3.1. summarises the four categories which consisted of internationalisation plans (IP), language policy documents (LP), strategic plans (SP) and annual reports (AR).

Text type	Description
<p style="text-align: center;"><b>IP</b> <b>(Internationalisation Plans)</b></p>	<p>This is a separate internationalisation plan document. It often includes sections like an introduction, rationale, objectives, lines of action, and indicators. Other documents considered IP are:</p> <ul style="list-style-type: none"> <li>• European communiques.</li> <li>• Regulation on mobility and management functions (e.g. vice-rector).</li> <li>• Information in website format about the internationalisation strategy — the promotional information that quantifies international students or international agreements was excluded.</li> </ul>
<p style="text-align: center;"><b>LP</b> <b>(Language Policy documents)</b></p>	<p>This is a separate language policy document. It often includes references to English and co-official languages. Other documents considered LP are:</p> <ul style="list-style-type: none"> <li>• European communiques.</li> <li>• Documents and regulation on language proficiency certification.</li> <li>• Language-related information in website format when documentation in other formats was not found. It should address the whole university, not just one Faculty/Centre.</li> </ul>
<p style="text-align: center;"><b>SP</b> <b>(Strategic Plans)</b></p>	<p>These are documents collected when there was no specific IP/LP. In the case that internationalisation and language-related sections appeared in the general strategic plans of the university, only those sections were kept. At other times, internationalisation appeared as a transversal goal or target. Therefore, the whole document contents were maintained. Other documents considered as SP:</p> <ul style="list-style-type: none"> <li>• European communiques.</li> <li>• Official governance speech that may include the main university strategies.</li> <li>• Information in website format that may include the mission, objectives and lines of action.</li> </ul>
<p style="text-align: center;"><b>AR</b> <b>(Annual Reports)</b></p>	<p>It is collected in the case the previous text types are not found. There is often a section describing the international actions carried out during the academic year.</p> <ul style="list-style-type: none"> <li>• Report of the latest academic year</li> <li>• Reports of the International Relations Office.</li> </ul>

Table 3.1. Type of texts collected for the corpus

The retrieval process focused on the collection of IP and LP documents. As illustrated in Figure 3.2., when any of these two text types did not exist or meet the selection criteria, SP was collected because it often included the strategic objectives and lines of action of the university. In the case documents regarding internationalisation and languages were still missing, the researcher collected the AR, which was a text type that followed-up the main activities done over the last academic year at the university.

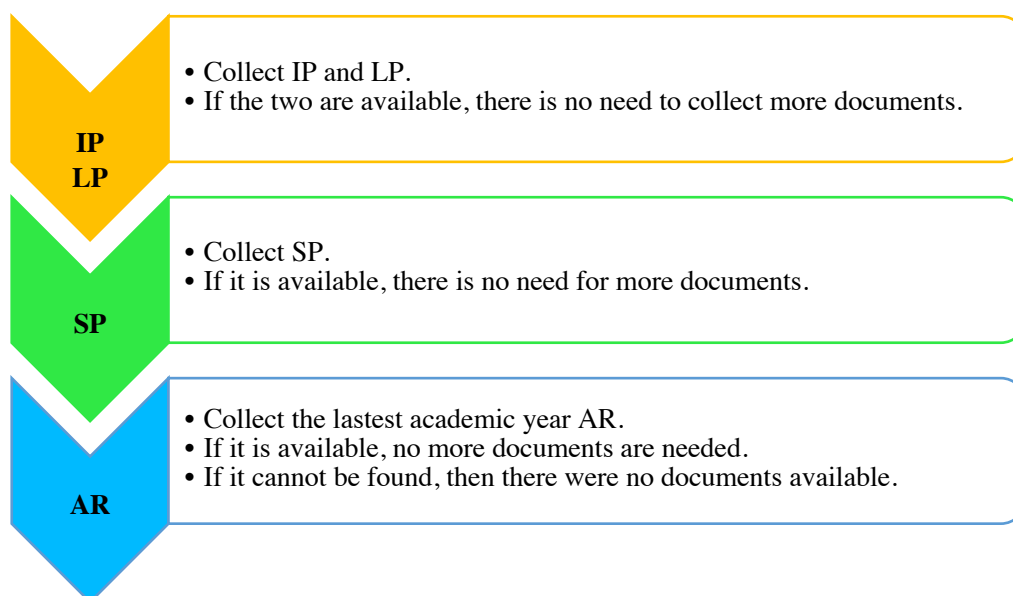


Figure 3.2. Text-types selection process

### 3.2.2. Corpus size

Similar to Ramos-García and Pavón Vázquez (2018)'s analysis of linguistic internationalisation or Soler-Carbonell et al.'s (2017) multi-layered analysis of language policies, the corpus was organised in three levels. Firstly, a sub-corpus of policies (C1) was collected that worked as a reference framework ranging from the supranational European level to the Spanish national government. In the second sub-corpus (C2) a set of top-down documents from Spanish universities were compiled. Finally, a third sub-corpus (C3) of internationalisation documents and language policy strategies from the University of Zaragoza was compiled to examine the specific case study's initiatives and discourse regarding these topics.

As shown in Table 3.2., the corpus comprised a total amount of 227 texts, distributed into three sub-corpora: the C1 sub-corpus, including 34 documents, the C2 sub-corpus, with 143 documents, and the C3 sub-corpus, with 50 documents. The overall corpus size amounted to a total of 1,083,886 running words.

Text type	N° docs	Average length	Time span	Language
<b>IP</b>	6	32,217	2006-2014	English, Spanish
<b>LP</b>	9	85,679	2002-2018	English, Spanish
<b>SP</b>	18	211,653	1999-2018	English
<b>C1</b>	<b>33</b>	<b>329,549</b>		
<b>AR</b>	19	54,324	2012-2018	Multilingual
<b>IP</b>	29	152,151	2001-2018	Multilingual
<b>LP</b>	47	163,900	2001-2018	Multilingual
<b>SP</b>	48	233,952	2008-2018	Multilingual
<b>C2</b>	<b>143</b>	<b>604,327</b>		
<b>AR</b>	3	53,487	2016-2017	Spanish
<b>IP</b>	35	69,976	2008-2018	Spanish
<b>LP</b>	10	6,412	2008-2017	Spanish
<b>SP</b>	2	20,135	2016	Spanish
<b>C3</b>	<b>50</b>	<b>150,010</b>		
<b>Overall total</b>	<b>227</b>	<b>1,083,886</b>	<b>1999-2018</b>	<b>Multilingual</b>

Table 3.2. Description of the corpus and sub-corpora

The search was refined between October 2017 and May 2018 to gather a balanced and representative corpus bearing in mind issues of size, practicality, transferability and representativeness (O’Keeffe & McCarthy, 2010). A main limitation encountered during the corpus compilation was the availability of certain documents. In the case of the C1 and C3 sub-corpora, the compilation process was based on the nature of each institution: the former corresponded with the existing policies at European and national level relevant for this study, while the latter sought to represent the particular context of the university selected as a case study. The C2 sub-corpus differed in size (total number of words) due to the existing differences between universities regarding policy phases. This was found in the diversity of their websites’ contents: available information, preliminary versions of documents, final versions of documents, several documents from the same text type, or the absence of specific documentation.

Further information regarding each sub-corpus is presented in the following sections and in Appendix A, which includes a more detailed description of the corpus documents.

### 3.2.3. Sub-corpora description

#### 3.2.3.1. Sub-corpus C1: The supranational level

This sub-corpus comprised a total of 33 documents from European and Spanish institutions. C1 represented the supranational and national reference framework that set the main guidelines for the design of meso-policies at the university level in terms of objectives and lines of action. The documents of European origin were written in English by the European Commission and Council of Europe and covered declarations, communications and reports regarding HE, internationalisation and language policy, a trend which started with the Bologna Declaration in 1999. In the Spanish context, the institutions in charge of the design of educational regulation and guidelines were the Spanish Ministry of Education and Sports (MECD) and the national association of Spanish universities (CRUE). The national documents were written in Spanish and included the national strategy for internationalisation of universities *Estrategia para la internacionalización de las universidades españolas 2015 – 2020* (MECD, 2014), and two language policies *Guía de buenas prácticas para la acreditación del nivel de lengua extranjera y español como lengua extranjera en la universidad española* (CRUE, 2016) and *Documento marco de política lingüística para la internacionalización del sistema universitario español* (CRUE, 2017).

#### 3.2.3.2. Sub-corpus C2: The university level

C2 comprised a total of 143 strategic official documents retrieved from 65 Spanish universities' websites. The corpus included texts written in Spanish, Catalan, Valencian and Galician because in some cases the electronic platform did not allow to access and retrieve the documents in Spanish. Documents, above all, SP and AR, were available at the *transparency portal* ('portal de transparencia'), a section incorporated in the majority of the websites that provide university-related data and public documentation to readers. In the case of IP and LP, the institutional/welcome section was explored and, in some cases, the International Relations section too. When none of the previous options worked, the researcher introduced keywords such as 'internacionalización', 'linguistic\*' and 'política' in the search engines of the university websites.

The majority of the Spanish universities presented at least one of the four established text types, with the exception of 11 universities, whose websites did not grant access to institutional documentation<sup>11</sup>. When more than one document fell under the same text type, only the latest version of that specific category was included in the corpus with the aim of keeping the corpus data updated, unless the documents included complementary information. For example, if one university had available IP documents from 2010 to 2015, only the 2015 version was selected for the corpus. Therefore, the majority of the documents dated from 2015 to 2017 as can be seen in Figure 3.3., which highlights the tendency to promote strategic documents. This could be understood as a response to European demands and to the national objective of being internationally competitive.

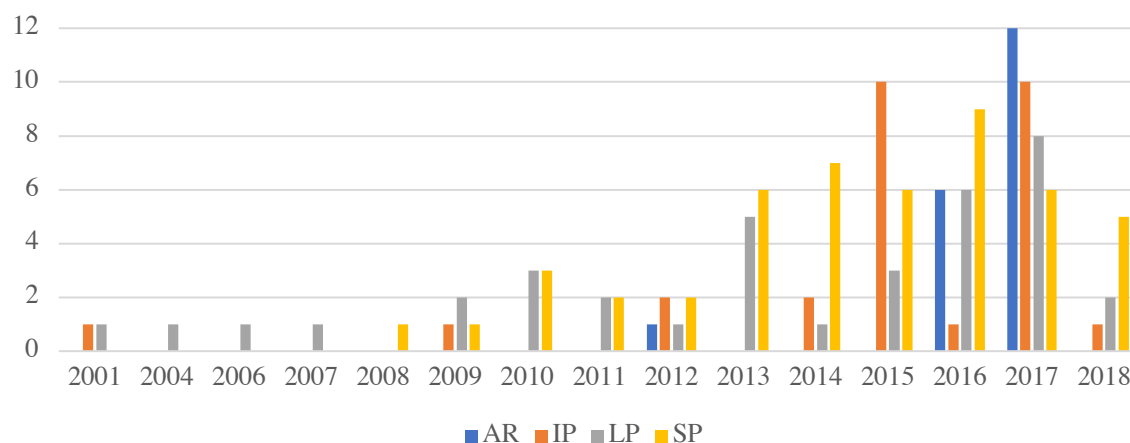


Figure 3.3. C2 documents distributed per year

As for LP documents, it was possible to identify three main phases using the date of the documents. The first one referred to those documents created in the decade 2001-2011, particularly in the bilingual autonomous communities like Catalonia and Galicia as a result of regional linguistic normalisation laws (‘normalización lingüística’). In the period 2009-2012, it was deduced from the titles and contents of the LP documents that primarily monolingual universities, especially Andalusian universities, joined the trend of

<sup>11</sup> There are 76 universities in the Spanish university system, 50 public universities and 26 private universities. (<http://www.crue.org/Universidades/SitePages/universidades.aspx>, last access, 2017). Further information regarding the description of all the university documents included in the corpus can be found in Appendix A.



language plan design in order to regulate the presence of foreign languages ('planes de lenguas'). From 2013 onwards, the type of LP that was designed in Spanish universities mainly had the purpose of promoting multilingualism within the university campus, hence the inclusion of Spanish, co-official languages, English and/or other foreign languages ('planes de plurilingüismo'). This current interest in LP documents to promote multilingualism could be traced back to the creation of internationalisation policies, which were supported by globalisation and mobility flows, and the subsequent relevance of language skills in the 21<sup>st</sup> century.

### 3.2.3.3. *Sub-corpus C3: The local level*

C3 consisted of 50 documents collected from the UZ website ([www.unizar.es](http://www.unizar.es)) and the International Campus of Excellence Campus Iberus (<http://www.campusiberus.es>). For the collection of texts belonging to the case study sub-corpus, the researcher widened her understanding of IP and LP text types so as to have a more precise description of how internationalisation and languages were understood and implemented in context.

Concerning SP, the two available strategic plans of the UZ were included, one dated from 2001 and the most recent one, from rector's governance programme (UZ, 2016). Two aspects should be commented regarding the 2001 SP: the first one is that the only available IP document —as defined in Table 3.1.— was included in the 2001 document and it already made it explicit the need to develop a language policy. The second one is the fact that the 2001 SP was included in a reference list of documents by other universities, which reflects its importance at the national level<sup>12</sup> (Figure 3.4.).

Similarly, the AR documents collected dated from 2016 and 2017 because they corresponded with the new rector's policy and included summaries of the academic year's activities. In addition to those, the International Relations Office website was also selected, and a report on internationalisation good practices was added to the remaining documents.

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<sup>12</sup> <http://www.ub.edu/pladirector/ca/docs.html> (last access, 2019)

### Documents i referències estatals i internacionals

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#### Plans estratègics

- Pla estratègic de la xarxa REBIUN
- Pla estratègic de la Universitat de Burgos (2004-2008)
- Pla estratègic de la Universitat de Cadis (2004-2010)
- Pla estratègic de la Universitat de Huelva (2003-2007)
- Pla estratègic de la Universitat de Màlaga (2005-2008)
- ▶ Pla estratègic de la Universitat de Saragossa (2002-2005)
- Pla estratègic de la Universitat de Dublín (2001-2004)

Figure 3.4. UZ SP (2002-2005) mentioned at the Universitat de Barcelona website

Regarding IP, the only institutional strategic document as such was the plan already mentioned in the 2001 SP, which worked as a reference point for the information displayed in the internationalisation website<sup>13</sup>. Despite the absence of an updated policy document, references to internationalisation were found in the 2016 SP and the International Office website in the form of transversal objectives, reports, mobility regulation, partnerships and agreements, and the internationalisation projects, which is a financial support initiative that started in 2008. The information related to these projects was included in the corpus with a view to taking a closer examination of internationalisation from a diachronic perspective as a consequence of the evolution of their objectives, actions and target participants.

Due to the absence of an official LP document to date, the university website was explored in order to compile language-related documents. In the section of internationalisation projects, it was found that some language-related initiatives had taken place during a time span from 2008 to 2010, mainly in the form of English-medium instruction and language support measures. The remaining documents were regulations of language accreditation, language requirements for student graduation and admission, and informative leaflets of language-related seminars held in 2016 and 2017.

As a final note, the nature of C3 allowed to carry out the quantitative analysis of internationalisation policies in Chapter 4, although in the case of the qualitative analysis of language policy the data gathered was not sufficient nor relevant at the national level to

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<sup>13</sup> <http://wzar.unizar.es/servicios/inter/Internac-TEMP.htm> (last access, 2018)

be discussed in a separate section, so the results regarding the UZ were analysed within the C2 framework in Chapter 5. Nevertheless, the absence of institutional documentation was viewed an opportunity to suggest proposals and to comment on the implications for language policy and planning in Chapter 6.

### **3.2.4. Compilation procedures**

#### *3.2.4.1. Text retrieval*

In the initial step in the corpus building process, the researcher familiarised with previous work and studies dealing with similar issues, hence the review of internationalisation and language policy literature helped to design the corpus in order to efficiently answer the research questions (O’Keeffe & McCarthy, 2010; Wynne, 2005). In the first stage of text compilation, a search of documents related to internationalisation and languages was conducted. A second compilation stage was carried out in order to include —whenever possible— missing documents from universities to improve the representativeness and balance of the corpus. In this case, the selection criteria and classification of the documents was more restrictive, limiting the number of valid documents to those categories described in Table 3.1. The retrieval process finished in May 2018, so only documents available before that date were included in the corpus.

#### *3.2.4.2. Cleaning process*

Texts were downloaded as PDF from the websites and stored on the computer and the cloud for security reasons. All the texts were converted to plain text to make them more manageable and to facilitate the computerised analysis. While the conversion process took place, it was possible to examine the corpus’ contents in more detail to re-assess its representativeness and check the quality of the text conversion. The cleaning process of texts consisted mainly on the correction of spelling mistakes, space between letters (*p a g e*, *t h e p u r p o s e*), lack of space between letters (*theinternationalizationprocessis*), separated words (*inter- nationalization*, *lan- guage poli- cies*), and the omission of metadata information (page numbers, authors, footnotes, titles, dates).

Each text followed a similar pattern of organisation, however, depending on the text type, its contents could present a certain level of variation. I signalled the document title as “Tit:Title of the document”. For IP and LP, all the contents were kept because they included relevant sections such as the introduction, mission, vision, values, objectives, SWOT analysis, strategic lines, and indicators of each institution. In the case of SP and AR, only the sections that explicitly discussed internationalisation and languages were maintained. When these two topics did not appear in a specific section, the entire document’s contents were kept. The omission of information such as calendars, tables and graphs which often included figures and percentages was indicated with “[...]” in order to show where the missing data was located in the original document. Finally, a limitation borne in mind during the cleaning process referred to that mentioned by Evans (2006) about how the researcher’s own beliefs could frame the selection of what contents were valuable for the analysis in order to present reliable results.

#### 3.2.4.3. Storage

The collected files were named including relevant information that facilitated the identification and management of texts. Therefore, the following information was included in the file titles:

- the sub-corpora they belonged: R(eference)EU/RES – ES – UZ
- the origin of the document: authors and/or universities
- the type of document: AR, IP, LP, SP
- the year

When the name of two texts coincided, a letter was added after the year. For instance, an internationalisation strategy belonging to C1 and written by the European Higher Education Area in 2009 would be described as REU\_EHEA\_IP\_2009. Other examples were RES\_MECD\_IP\_2014, ES\_UHU\_SP\_2008, UZ\_RRII\_LP\_2008 or UZ\_UZ\_LP2009a. Once the file name strategy was established, the files were organised into folders according to the sub-corpora and text type they belonged (Figure 3.5.). The original PDF documents were kept alongside the plain text files for reference.

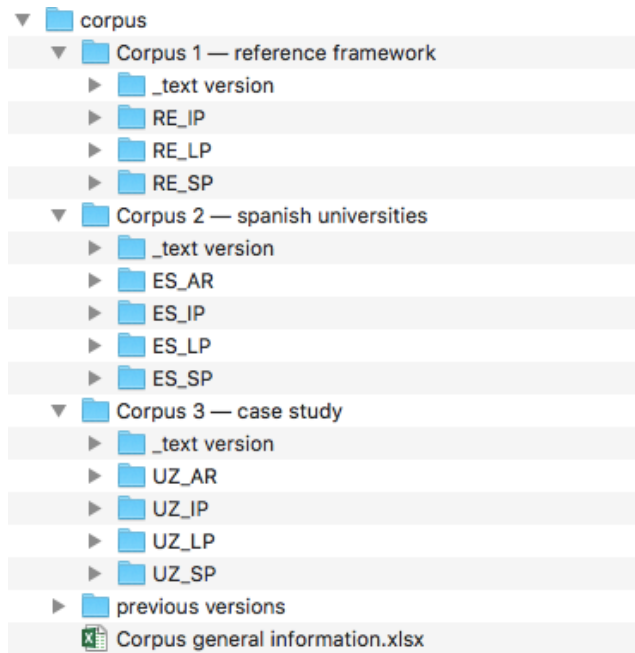


Figure 3.5. Folder organisation of the corpus

Additionally, an Excel spreadsheet was created to keep a record of all the collected texts. As seen in Figure 3.6., the following information about the texts was introduced: document metadata, document type type, and the contents included in each document.

DOCUMENT DATA										DOCUMENT CLASSIFICATION			
CORPUS	LEVEL / CCAA	Language	Title	Year	Source	Universities / Author	ABREV	Document ID	Text type	Type details	Notes #		
C2	ES VAL	esp	Documento estrategico CEU 20	2015	x	Universidad CEU Cardenal Herrera *	CEUH	ES_CEUH_SP_2015	strategy plan	STRATEGY DOC	same as 2018		
C2	ES VAL	esp	ACREDITACION DE NIVEL DE ING	2017	x	Universidad CEU San Pablo *	CEUV	ES_CEUV_LP_2017	language policy	STRATEGY DOC	ACREDITA		
C2	ES VAL	esp	Plan estrategico 2015 2019	2015	x	Universidad CEU San Pablo *	CEUV	ES_CEUV_SP_2015	strategy plan	STRATEGY DOC			
C2	ES MAD	esp	AMBITO D. INTERNACIONALIZAC	2015	x	Universidad Pontificia Comillas *	COM	ES_COM_IP_2015	internationalization plan	STRATEGY DOC	goes in a group of 3		
C2	ES MAD	esp	Plan Estratégico 2014 - 2018	2014	x	Universidad Pontificia Comillas *	COM	ES_COM_SP_2014	strategy plan	STRATEGY DOC	doubt AR		
C2	ES VAS	esp	AMBITO D. INTERNACIONALIZAC	2015	x	Universidad de Deusto *	DEU	ES_DEU_IP_2015	internationalization plan	STRATEGY DOC	goes in a group of 3		
C2	ES VAS	esp	Deusto Internacional	2018	x	Universidad de Deusto *	DEU	ES_DEU_IP_2018	internationalization plan	STRATEGY WEB			
C2	ES VAS	esp	Deusto 2018 servicio y compra	2018	x	Universidad de Deusto *	DEU	ES_DEU_SP_2018	strategy plan	STRATEGY DOC			
C2	ES AND	esp	Memoria de actividades 2016 -	2017	x	Universidad Loyola Andalucia *	LOY	ES_LOY_AR_2017	annual report	REPORT CURSO ACADEM			
C2	ES AND	esp	Plan estrategico 2013 2018	2013	x	Universidad Loyola Andalucia *	LOY	ES_LOY_SP_2013	strategy plan	STRATEGY DOC			
C2	ES VAS	esp	Memoria del curso 2016 - 2017	2017	x	Universidad Mondragón *	MON	ES_MON_AR_2017	annual report	REPORT CURSO ACADEM	<a href="#">web sp &amp; brie</a>		
C2	ES ARA	esp	Programa de gobierno 2016	2016	x	Universidad de Zaragoza	UZ	ES_SP_UZ_2016	strategy plan	STRATEGY DOC GOVERN			

TEXT													Language section		
Text	Presentation (rector)	Introduction	Miyeson	Viyeson	Values	Method	SWOT	Strategic lines/ actions	International section	International transversal	Language section	English	National / local languages	Other languages	
doc	0	0	yes	yes	0	0	0	0	yes	0	0				
doc	0	yes	0	0	0	0	0	yes	0	0	yes	yes	0	0	
doc	0	0	yes	0	0	0	0	0	0	0	0				
doc	0	yes	0	0	0	yes	0	yes	0	0	0				
doc	0	0	yes	yes	0	0	0	0	0	yes	0			0	
doc	0	yes	0	0	0	yes	0	yes	0	0	0	yes	0	0	
web	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
doc	0	yes	yes	0	0	0	0	yes	yes	0	0	0	0	0	
doc	yes	0	0	0	0	0	0	0	0	yes	0	0			
doc	0	0	yes	yes	yes	0	0	yes	0	yes	0				
doc	yes	0	yes	yes	yes	0	0	yes	0	0	0				
doc	0	0	yes	yes	yes	0	0	0	yes	0	0				

Figure 3.6. Example of organisation of the corpus data

The first columns included metadata referring to the sub-corpus, language, title, year, source, author, and the abbreviated author name which was used in the naming system. The second part entailed information regarding the document identification name, the text

type, a more specific text type classification, and a comments section. Lastly, the third group contained information regarding the document's sections kept after the cleaning process such as presentation, introduction, mission, vision, values, methodology, SWOT analysis, strategic lines, objectives, lines of actions, internationalisation section, internationalisation as a transversal objective, language section, and references to specific languages. The spreadsheet provided easy access to the document information and facilitated not only the visualisation of the data but also the contextualisation of the corpus texts.

### **3.3. Data analytical procedures**

#### **3.3.1. Quantitative data analysis**

##### *3.3.1.1. AntConc*

The software AntConc v. 3.5.7. was used to explore and quantify frequencies and textual patterns of the discourse around internationalisation. Following a corpus-based approach, the toolkit used for data retrieval included a concordance tool, a file view, collocates and word lists. As a starting point, frequency results identified broad themes that were later examined in an exhaustive way with the collocate and concordance tools (Baker et al., 2008; Stubbs, 2015).

##### *3.3.1.2. Frequency lists*

The wordlist tool (Figure 3.7) was used to obtain frequency lists that informed of the word occurrence, lexical richness of the corpus, and guided the creation of text-inherent categories. A general frequency list was retrieved for each subcorpora —C1, C2, C3— as well as specific frequency lists for each text type —IP, LP, SP, AR— in order to facilitate the exploration and identification of similarities and differences based on the nature and purpose of each text type. Data results from IP, LP, SP and AR were normalised by 10,000 words.

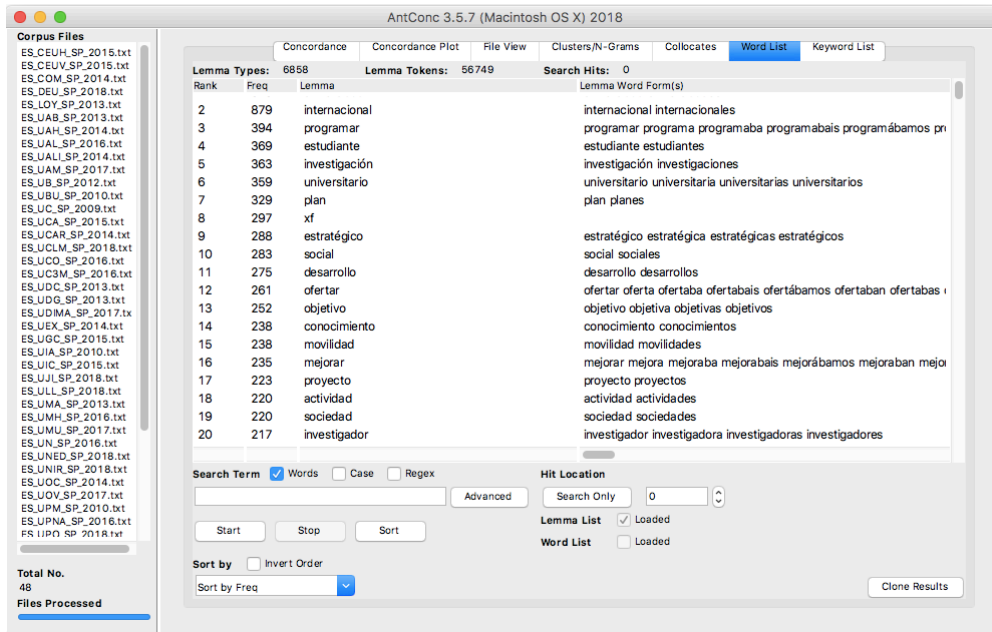


Figure 3.7. Wordlist tool with a lemma list

The extraction procedure of results began with the loading of all the corpus texts into AntConc. In the AntConc ‘tool preferences’ option, a lemma list of Spanish words and a stoplist were uploaded before running the wordlist tool (Figure 3.8.). The results generated by AntConc were imported into an Excel spreadsheet to check the lemma organisation and discard unwanted tokens. Resulting from the multilingual nature of the corpus, the classification of lemmas into lexical families was carried out manually and the lemmas —along with their corresponding frequencies— were grouped together whenever possible. This step was repeated in all the frequency lists retrieved, i.e. C1, C2, C2 IP, C2 LP, C2 SP, C2 AR, C3, C3 IP, C3 LP, C3 SP, and C3 AR. By way of illustration, the researcher combined under the lemma research (‘investigación’) terms such as ‘investigación’, ‘investigador’, ‘investigadoras’, or ‘recerca’, and added their frequencies to the total number of frequencies. Due to the large number of tokens, only words whose frequency was  $\geq 100$  in the general corpus and  $\geq 50$  in the text type datasets were considered for the analysis so as to be able to work with a manageable number of lemmas.

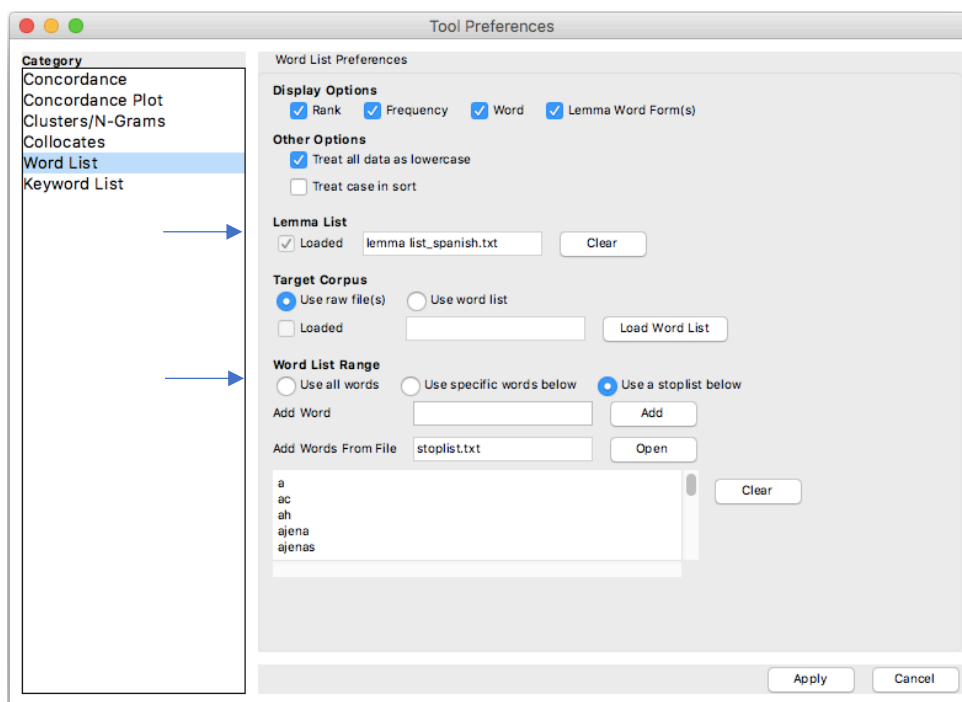


Figure 3.8. Loading lists on AntConc

Figure 3.9. shows a snapshot of the frequency lists. The text highlighted in red indicates that those words were manually added after the classification with AntConc.

Rank	Freq.	Lemma	Word1	Word2	Word3	Word4...
1	5420	universidad	universidades	universitat	universidade	universitats
2	2964	internacional	internacionales	internacionals	international	internacionais
5	2565	lengua	lenguas	llengua	lingua	llengu
4	2314	estudiante	estudiantes	alumno	alumnas	alumna
18	1878	investigación	investigaciones	investigador	investigadoras	investigadora
9	1663	lingüístico	lingüística	lingüísticas	lingüísticos	lingu
3	1537	programar	programa	programaba	programabais	programábamos
19	1378	docente	docentes	docencia	docencias	docència
6	1332	curso	cursos	cursar	curs	
8	1231	plan	planes	pla		
20	1198	internacionalización	internacionalización	internacionalizaciones	internacionalitzacio	
10	1096	movilidad	movilidades	mobilitat	mobilitade	
34	1034	formación	formaciones	formacio	formació	
47	1019	acción	acciones	accio	accions	
40	1018	inglés	inglesa	ingleses	ingle	ingles

Figure 3.9. Spreadsheet with the lemma and frequencies of the corpus

Once the cleaning process of the frequency lists was completed, only the first 30 lemmas of each list were selected for subsequent identification and discussion of the main data. The cut-off level for selected lemmas was based on frequency of occurrence (i.e. the lemma appeared in at least three of the text type categories) to ensure representativeness.



## 3.3.1.3. Collocations

Collocations, that is, a node and their collocates, were examined with the purpose of identifying statistical linguistic patterns associated to specific terms (McEnery & Hardie, 2012). The results of the collocational analysis were complemented by the data extracted from the concordance tool as it guided the discussion of findings with real examples from the corpus texts and enabled the identification of patterns and instances of desambiguation of certain words. Figure 3.10. shows how results were imported to an Excel spreadsheet to analyse the accompanying co-text of the collocates.

Rank	Left	Right	Source	Doc	Position	LEMMA	TERM
530	4.- ESTRUCTURA DEL PEJ [...] Objectiu 1:	Internacionalitzar la Universitat i promoure la cultura d'	ES_URV_IP_2014.txt		41	12 internacionalitzar	internacionalización
12	6.2. Prestar suport a la docència reglada d'	anglès a les titulacions afavorint la coordinació d'	ES_UJI_IP_2018.txt		72	40 anglès	inglés
485	[...] VIDA DE CAMPUS I PARTICIPACIÓ.	Internacionalització: ItCO3 Incrementar la dimensió internaci	ES_UV_SP_2016.txt		139	9 internacionalització	internacionalización
1595	2.3. O estudantado a) Incrementar o uso da	língua galega como un dos idiomas instrumentais no	ES_UDC_LP_2006.txt		61	53 língua	lengua
1650	2) Racionalizar as probas de coñecementos de	língua galega nos procesos de selección, promoción e	ES_USC_LP_2001.txt		87	56 língua	lengua
1633	4.3.2.3 Incrementar progresivamente o uso da	língua galega na función docente respectando, naturalmen	ES_USC_LP_2001.txt		87	44 língua	lengua
1697	A diferenca do alumnado, a distribución da	língua habitual do PAS tende a ser máis	ES_USC_LP_2001.txt		87	85 língua	lengua
433	accommodation arrangements. 3. The intensive	language course will be developed along the month	ES_UCM_LP_2018.txt		58	11 language	lengua
630	Ante la demanda existente, el Centro de	Idiomas de la ULE ofertó en 2015 el programa	ES_UL_AR_2016.txt		9	22 idiomas	lengua
2581	El Campus Internacional del Patrimonio y la	Lengua se apoya en importantes ámbitos de conocimiento	ES_UC_SP_2009.txt		107	14 lengua	lengua
20	En lo que respecta al Mapa de	Internacionalización, a lo largo de 2018 se trabajará para	ES_UZ_AR_2017.txt		18	5 internacionalización	internacionalización
2787	Es sabido que el conocimiento de un	idioma y su uso no siempre se encuentran	ES_UPV_LP_2013.txt		80	31 idioma	lengua
1606	Facilitar e/ou mellorar os coñecementos de	língua galega do persoal de administración e servicos	ES_USC_LP_2001.txt		87	52 língua	lengua

Figure 3.10. Example of the concordance results

The retrieval process of collocations and concordances focused on three significant words for the study: ‘internacionalización’, ‘inglés’, and ‘lengua’ written in Spanish, Catalan, Galician, and English. The extraction procedure of results began with the loading of all the corpus texts, the lemma list and the stoplist to AntConc. Before retrieving results, the ‘advanced search’ tool was used to include the multilingual variations of the key terms as shown in Figure 3.11.

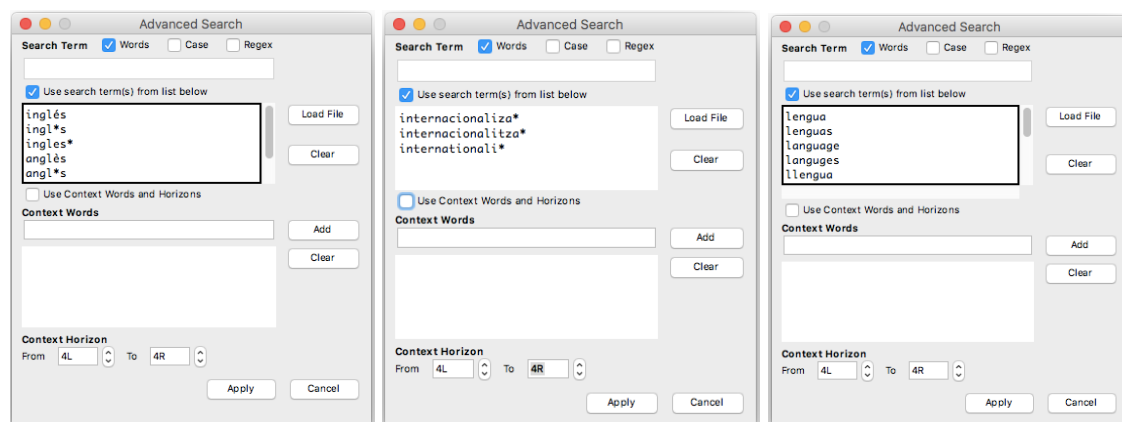


Figure 3.11. Advanced search in a multilingual corpus

In the case of the word English, the search included both the noun and adjective forms: ‘inglés’ (‘ingl\*s’ in case ‘é’ was not correctly processed by the software), ‘ingles\*’ (to include words such as ‘inglesa’ or ‘ingleses’), ‘anglès’ (‘angl\*s’ in case ‘è’ was not correctly processed by the software), ‘angles\*’ (to include words such as ‘anglesa’ or ‘angleses’) and ‘English’.

For internationalisation, the noun and verb forms were included in the search with the terms ‘internacionaliza\*’ (to include ‘*internacionalización*’), ‘internacionalitza\*’ (to include ‘*internacionalització*’) and ‘internationali\*’ (to include ‘*internationalization*’ and ‘*internationalisation*’).

Lastly, the term language was searched as ‘*lengua*’, ‘lenguas’ (‘lengua\*’ was not used to avoid terms like ‘lenguaje’, irrelevant for the study), ‘*llengua*’, ‘*llengües*’ (‘lleng\*es’ in case ‘ü’ was not correctly processed by the software), ‘*lingua*’, ‘*linguas*’, ‘*language*\*’, ‘idioma’ and ‘idiomas’ —the latter is a term frequently used in Spanish to refer to foreign languages.

Following the parameters established in Brezina, McEnery and Wattam (2015), all the collocation results were retrieved using a symmetric window span of 4 words, left and right side, with the MI score association measure, and a cut-off point of 4 occurrences to consider only the collocates that added significant information. Once the result lists were gathered, another Excel spreadsheet was created to organise, clean and analyse the data. To do so, each node had a table that included the following columns: rank, frequency, statistics, collocates, filter, word class, lemma and category (Figure 3.12.). The filter column included categories that were omitted from the final results such as function words, university names, proper nouns, or words belonging to repeated lemma families. The remaining collocates —selected with a cut-off frequency point of 4-6— were grouped together into macro-structural categories to facilitate the analysis of the corpus contents and discourse attached to internationalisation, languages, and English (Baker & Levon, 2015).

Rank	Freq	Freq(Left)	Freq(Right)	Stat	Collocates of language	Filter	Word class	Complete with (lemma)	Category
11	454	7	193	1.367.128	extranjera	yes	adj	estranxeiras, foreign...	descriptor
33	327	10	88	1.376.703	inglesa	yes	adj	inglés, anglesa, english	language
19	184	93	55	1.171.669	docencia	yes	sust		strategy
38	177	4	82	1.295.326	oficiales	yes	adj		descriptor
25	173	4	127	1.340.941	catalana	yes	adj, sust	catal*	language
30	147	6	101	1.343.715	galega	yes	adj		language
32	145	88	15	1.225.386	centro	yes	sust		agency
53	145	51	6	1.071.007	conocimiento	yes	sust		assessment
36	145	69	22	1.089.955	nivel	yes	sust		assessment
66	135	11	29	807.028	universidad	yes	sust, adj		agency
31	131	83	21	1.111.043	cursos	yes	sust		strategy
52	122	19	41	1.165.960	español	yes	adj		language
77	118	20	15	943.531	lengua	lemma			
152	109	15	3	1.104.394	impartir	yes	verb		strategy
62	104	34	11	1.020.158	formación	yes	sust, adj		strategy

Figure 3.12. Example of the collocation spreadsheet during the cleaning process

According to the corpus findings, the collocates were organised into the following groups:

- Agency referred to the actors involved in the process.
- Evaluative discourse showed attitudes towards the objectives and actions found in the corpus.
- Language assessment included aspects involved in language evaluation.
- Descriptors were neighbouring collocates describing the node.
- Strategies entailed lines of actions and concrete initiatives found in the corpus.
- Language use referred to the areas where language was supposed to be used.
- Specific languages included explicit references to local or foreign languages.

Following Soler-Carbonell et al.'s (2017) or Lanverns' (2018) procedure to organise their data findings, the findings of the present study were structured into three main levels to examine how macro-policies were adapted and implemented in the national and local university context. Lastly, the quantitative findings provided preliminary insights that were considered in the design of the qualitative coding system of language policies.

### 3.3.2. Qualitative data analysis

#### 3.3.2.1. Atlas.ti

Atlas.ti v.8 is a CAQDAS software, a computer-assisted qualitative data analysis software, that among its main features allows the analysis of textual, audio and graphical

documents (Sabriego Puig & Vilà Baños, 2015; Saldaña, 2009). Atlas.ti was used for the identification of the salient themes and the relationships established between them, textual practices, social practices, and contextual factors such as location, period of time, agents, or purpose of the policy documents (Freake et al., 2011; Taskosh, 2014). Alongside with the coding tool and semantic networks that helped identify relevant concepts, the memo tool was used to reflect on the analytical process, revisit the research goals, and track problems and changes concerning the coding criteria. The use of reports and co-occurrence tables were also useful to quantify in a systematic way data and codes.

### *3.3.2.2. Coding reliability*

The codification system used during the analysis of language policies followed an inductive approach based on close reading of the data to avoid missing any important themes or including any of the researcher's prejudices (Gibbs, 2007). The selection and definition of the codes' nature was explained on the Atlas.ti code description option so as to guarantee credibility and consistency in the labelling process for further accuracy and trustworthiness purposes (Cho & Lee, 2014). This step improved the quality of the coding process because it provided a space to organise and reflect on the codes at the same time that it included the necessary information for reproducibility and intercoder reliability (Krippendorff, 2004).

After the initial coding, as seen in the next section, the coding system was revised and redefined to move from a descriptive coding to analytical categories that were able to show meaningful relationships and connections between the textual practices, discourse practices and contextual practices of the analysed documents (Gibbs, 2007; Saldaña, 2009).

### *3.3.2.3. Coding procedure*

LP documents were uploaded to Atlas.ti and three main folders regarding the type of LP —official document, regulation document, website document— were created with the objective to provide some preliminary information regarding the nature and origin of the

documents depending on the universities. From this first exploration, it was inferred how the degree of institutional implication, objectives, authorship, or date of creation could influence the documents' contents.

The first cycle of the coding system began with an inductive approach to coding, based on line to line reading and open coding to identify the main ideas of each paragraph (Cho & Lee, 2014; Saldaña, 2009). Similarly, Baker and Levon (2015) suggest starting with a general identification of the structure and themes of the texts to later move on to a more exhaustive examination of specific types and discursive constructions. The main codes used in this stage identified the following areas: actions, objectives, agency, language use, authority, argumentation, implementation, diagnosis, methodology, metalanguage, description, language value, and languages. The codification of specific languages like 'English', 'Spanish', 'co-official languages' and 'foreign languages/other language' was made using the auto-coding tool. Figure 3.13. illustrates the main groupings included in the first coding cycle.

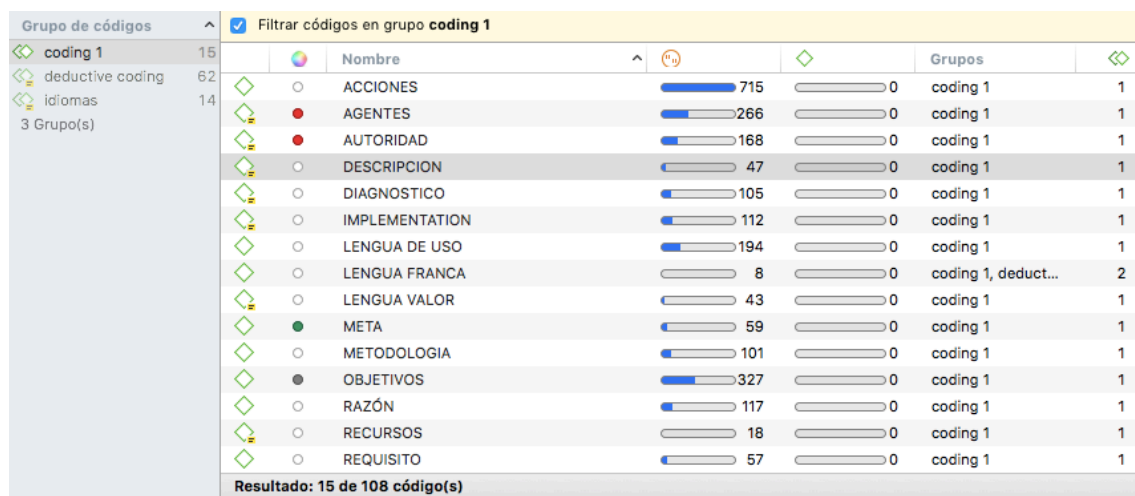


Figure 3.13. Codes from the first cycle coding on Atlas.ti

The second cycle of the coding system consisted on the identification of relationships between codes. Although the first coding served as a departure point to highlight relevant concepts, revision and refinement of codes was needed to test if they were mutually exclusive, consistent and analytical (Baker & Levon, 2015; Cho & Lee, 2014; Saldaña, 2009). In addition to that, data-driven codes were compared with the quantitative results of collocations in order to find coincidences —see Figure 3.13. Deductive coding group (left top). Finally, specific codes were grouped into broad categories that shared recurrent features, which covered the areas of actions, agency, discourse, argumentation, English

and other languages, and English and discourse. Figure 3.14. shows the main categories selected in the second cycle coding process.

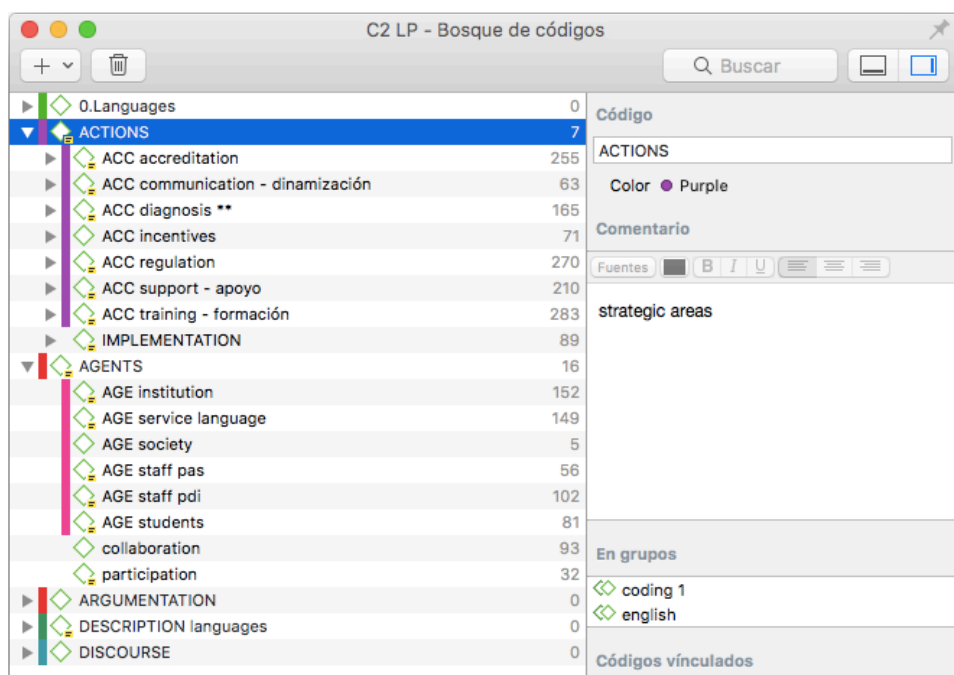


Figure 3.14. Second cycle coding on Atlas.ti

Another way in which code relations were illustrated was through the use of networks. For example, both Figure 3.15. and Figure 3.16. show the associations between the codes *action* and *agency* with their corresponding sub-codes. The network tool gave the option to customise codes and add commentaries and quotes to provide more information for the researcher and the reader

Finally, the third cycle of the coding system involved the critical analysis of the relations between codes and quotes, which provided evidence of the textual strategies and evaluative discourse used towards languages. This stage is discussed in relation to the use of analytical tools in the following section.

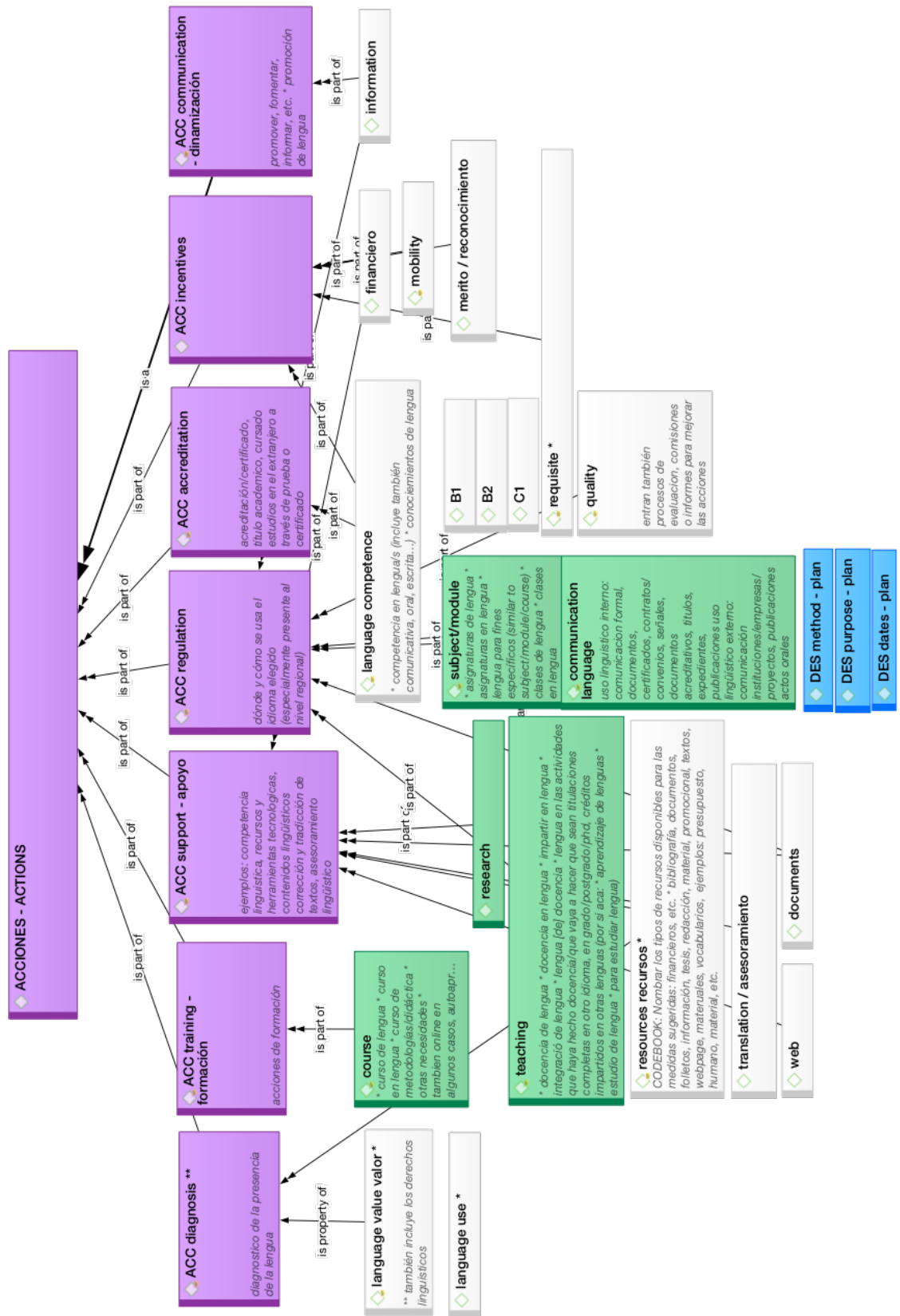


Figure 3.15. The code *action* and its sub-codes

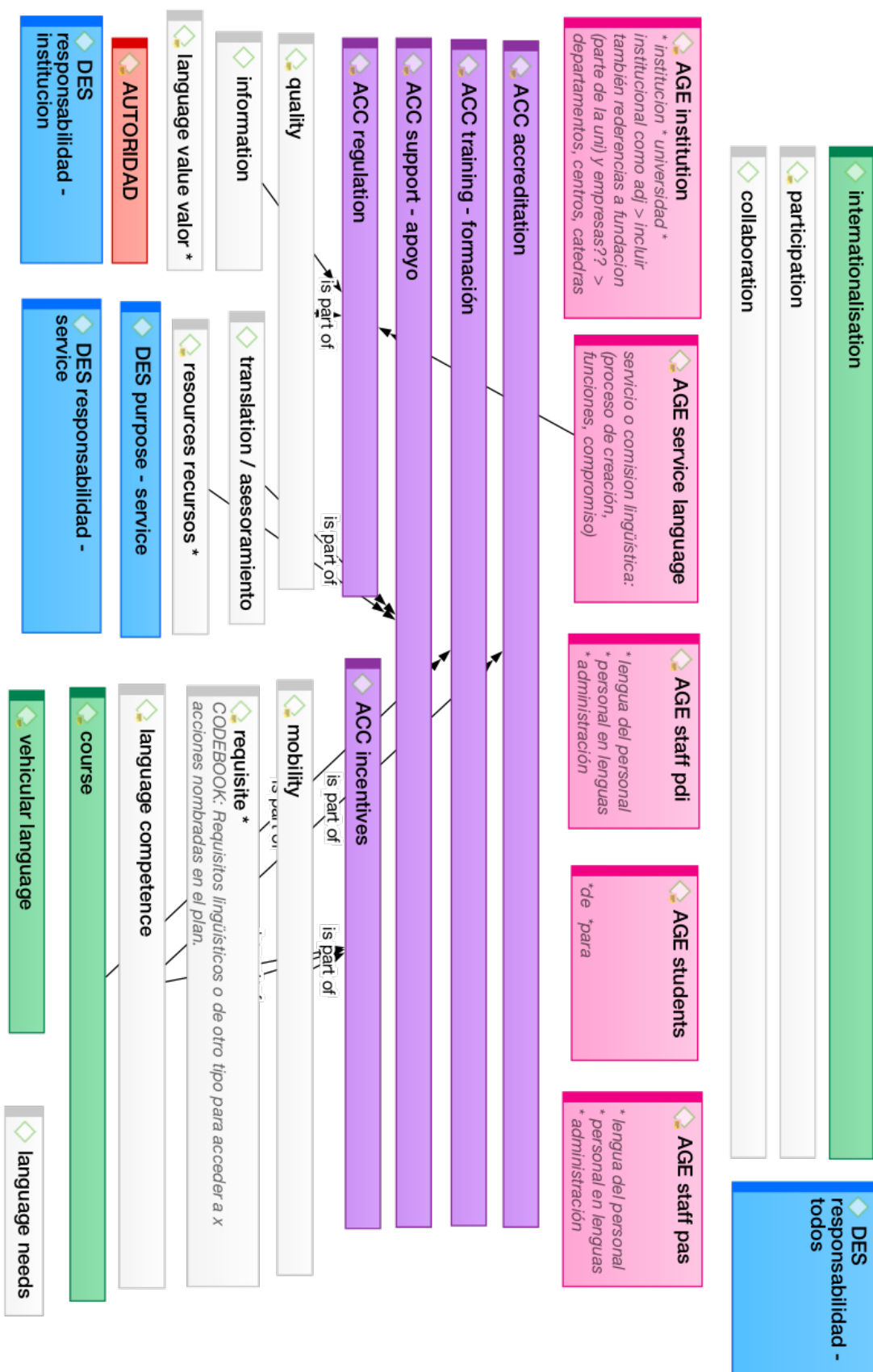


Figure 3.16. The code *agency* and its sub-codes



#### 3.3.2.4. A Critical approach to coding

The coding categories were interpreted in the light of Fairclough's CDA framework (2003, 2010; see also Bloor & Bloor, 2007; Cameron & Panovic, 2014; Jorgensen & Phillips, 2002) as well as previous studies of HE policies and HE discourse (cf. Lanverns, 2018; Saarinen & Rontu, 2018; Soler & Vihman, 2018; Uzuner-Smith & Englander, 2015). More specifically, Fairclough's framework was implemented according to:

- The textual practices. They focus on how linguistic choices and strategies are used to convey specific ideas. At this level it is relevant the use of vocabulary, grammar, textual structure, framing, agency and communicative functions.
- The discourse practices. They refer to the process of production, distribution and consumption of texts. At this level, the analysis may focus on the authors, recontextualisation, and effects on the readers.
- The social practices. They involve the different contextual layers in which discourse takes place, i.e. the relationship between power and context, authority, or the attitude towards a problem.

Traces from Fairclough's multi-layered analysis could be found in the main coding categories which, overall, supported emerging the themes with textual —*argumentation, discourse, descriptors of languages*— and contextual —*agency, actions, situational factors*— evidence. Furthermore, the presence of descriptive and evaluative discourse associated with languages and English allowed the identification of specific ideologies. Figure 3.17. shows the influence of a critical stance in the coding system of *argumentation* and *discourse*. Regarding 'argumentation' it was deemed of interest to examine the codes *reason*, *objectives* and *authority* because of their role in policy decision-making and their associations with external contextual factors and agency — discourse and social practices of CDA (cf. Bhatia et al., 2008; Fairclough, 2003, 2010; Simpson & Mayr, 2010). *Reason* referred to the simplest form of argumentation, a problem to solution approach (we do 'x' because of 'y') and *authority* was considered another form of argumentation that relied on power dynamics (external pressure by experts, policies, research). *Objectives* referred to an 'ends to means' argumentation approach because the decision to pursue certain goals could also motivate the creation of specific strategies (we want to achieve 'x', so we will do 'y').

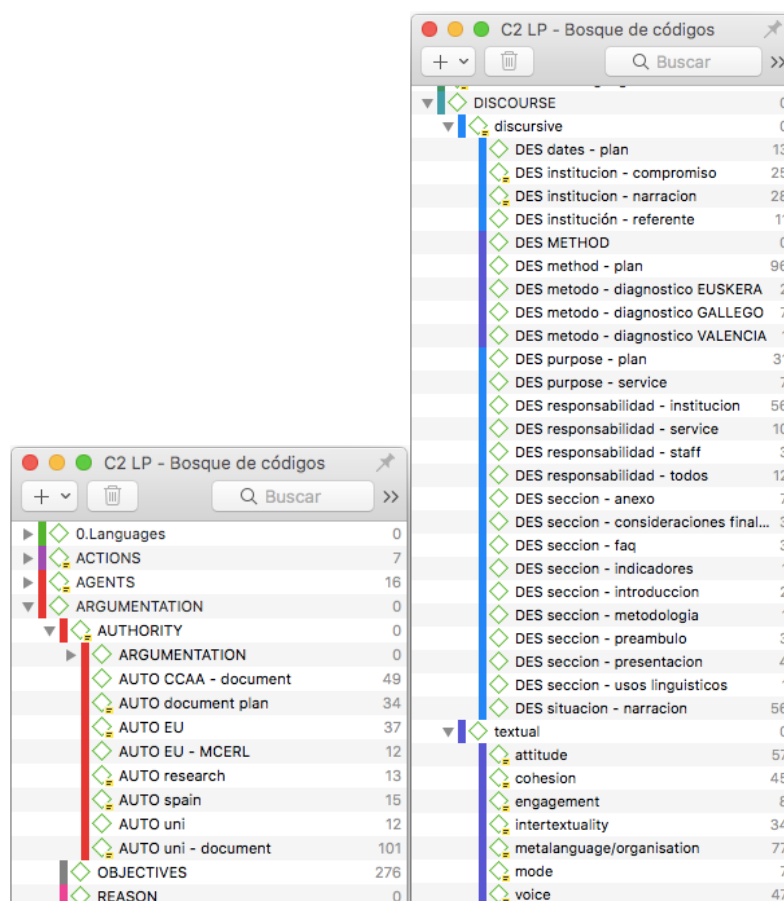


Figure 3.17. Argumentation and discourse coding example

Under the ‘discourse’ code, which was separated from the textual practices addressing explicitly languages, the codes *discursive* and *meta-discourse* were included. At the textual level, several aspects of attitude, voice, engagement, intertextuality or modality were examined. At the discourse level, some recurrent patterns were found that dealt with the agents’ role and responsibility towards languages, the instruments used to implement LP and interdiscursivity (i.e. appropriation of features characteristic of other discourses).

The aim behind the classification of these codes was the identification of ideologies and practices so as to better understand institutional and educational discourses and the way in which those discourses disseminated discourses embedded in the marketisation of HE and knowledge-based economy (Fairclough, 2010, Simpson & Mayr, 2010; Uzuner-Smith & Englander, 2015; Woodside-Jiron, 2011). These groupings proved very helpful to highlight the connections between power, the institution’s identity and the recontextualisation of LP contents in the broader context of internationalisation.

## **Chapter 4. A quantitative approach to internationalisation**

This chapter reports on the main the quantitative results found in relation to internationalisation processes of universities. It first provides a thematic analysis of the main supranational strategies found in European policies and the Spanish national guidelines for internationalisation (C1). In general, policies proved to place the focus of interest on teaching and mobility for internationalisation purposes. The national (C2) and local (C3) subcorpora are organised according to the analytical tools employed in Corpus Linguistics research. Firstly, frequencies are examined for an introductory exploration of the corpus results, which is followed by the analysis of the collocations of three salient terms: ‘internationalisation’, ‘language’ and ‘English’. The collocation analysis indicated similarities with macro-level policies such as a comprehensive approach to internationalisation, a positive attitude towards internationalisation, the different stages in which universities were regarding their internationalisation level, and the role languages played for teaching, research, and mobility. The results of the case study showed very similar results to those found in other Spanish universities, except for the fact that a higher level of concretion was appreciated in the findings.

## 4.1. Internationalisation policies at the supranational level

### 4.1.1. A systematic review of supranational policies

In order to adapt to the changes taking place in society, European institutions designed several strategies for the internationalisation of European tertiary education, such as the Bologna Declaration (1999), the Lisbon Strategy (2000), the ET2020 Strategy (2009), and different communiques regarding the international dimension of HE. Mobility was a consistent objective found in European internationalisation policy since the Bologna Declaration (cf. *Leuven and Louvain-la-Neuve Communiqué*, 2009; *‘Youth on the move’ – promoting the learning mobility of young people*, 2011; *Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems*, 2011; *Mobility strategy 2020 for the European Higher Education Area*, 2012). The multiple benefits of mobility for employability and global competitiveness were described in terms of scope –lifelong learning, knowledge exchange– as well as competences –language skills, social cohesion, active citizenship, intercultural values, innovation, and creativity, among others.

Yet, the corpus data showed that there were other equally important aspects to be included in a proper internationalisation strategy in addition to mobility. According to the *European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process* (EHEA, 2006), the data showed that there should be space for the design of national strategies, a forum for communication and debate, cooperation in research and innovation, and transference to society, among others. In 2013, the *European higher education in the world* (European Commission, 2013) introduced a comprehensive approach to internationalisation that adapted to both the specific characteristics of the member states as well as the external demands of the market:

[...] tailor their national strategies to reinforce their strengths, their international presence, and attract talent, taking into account identified national and intercultural skills shortages and bearing in mind the knowledge and research needs of their developing partner countries (European Commission, 2013, p. 4).

The three general objectives included in the 2013 strategy were related not only to international mobility, but also internationalisation at home (IaH) through inclusive and

innovative learning and teaching methodologies, and cross-disciplinary and cross-border cooperation.

At the national level, in 2014 the Spanish Ministry of Education approved the internationalisation framework entitled *Strategy for the Internationalisation of Spanish Universities 2015-2020* (MECD, 2014) based on European policies such as the *ET2020* (2009), the *European higher education in the world* (2013) and the *External Dimension of the Bologna Process* (2006) mentioned before (de Wit et al., 2015; SEPIE, 2017). As described in Chapter 2, the Spanish strategy is based on two main pillars: firstly, quality of education as a guarantee of competitiveness and excellence and, secondly, the promotion of Spanish as a language for long-distance and international communication (MECD, 2014, p. 23). In terms of action plans and objectives, there were similarities with the European policies, although with a slightly higher level of concretion that adapted them to the particular context of the country. In this way, the four main objectives of the strategy refer to the consolidation of an internationalised HE system, visibility and attractiveness, international competitiveness of universities, and cooperation with other regions of the world<sup>14</sup>.

#### **4.1.2. A comparison of European and Spanish internationalisation strategies**

The comparison between European and Spanish objectives of internationalisation strategies (European Commission, 2013; MECD, 2014) indicated that specific approaches to internationalisation fitted within the following thematic categories: cooperation, mobility, quality, regulation, research, and teaching and learning. Figure 4.1. summarises the comparison between the European and Spanish initiatives organised into these six categories.

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<sup>14</sup> Appendix B describes in more detail the European and Spanish internationalisation objectives.

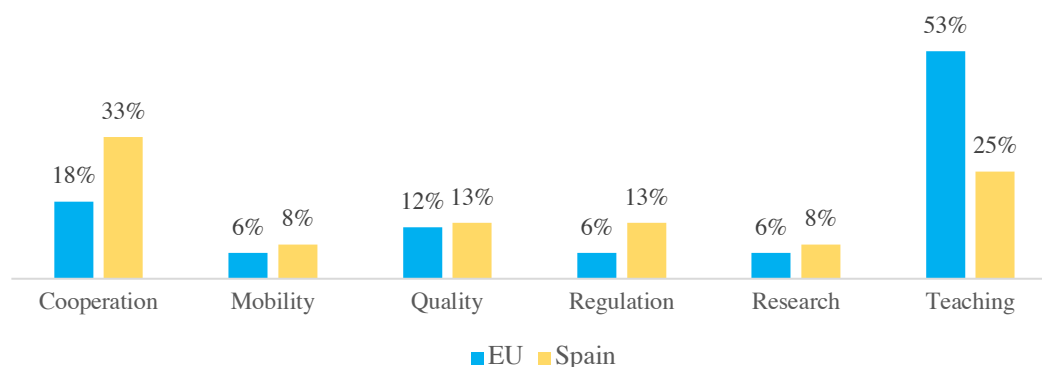


Figure 4.1. Comparison of European and Spanish internationalisation strategies

According to the data, it is possible to say that European lines of action focus more on teaching and learning initiatives whereas the Spanish objectives focus more on cooperation. Teaching (n=15) entails initiatives related to:

- Courses for international students
- Digital learning and distance learning
- English-taught programmes and foreign language courses
- Joint and double degrees
- Degree design: skills, curriculum, methodologies, collaboration, IaH

Cooperation (n=11) initiatives refer to:

- Business forums and partnerships for entrepreneurship and research innovation
- University development of products and services
- EU and non-EU countries, developed, developing and non-developed countries

Mobility (n=8) is associated with welcoming and support services, networking, and it is presented as an available option for students and staff. Quality (n=5), regulation (n=4) and research (n=3) are rather seen as transversal goals which rely on each other to create excellence and international standards for education, innovation, and knowledge creation. This is reflected in the creation of common quality indicators and standards for qualification recognition, mobility and immigration legislation, or top-down policies with internationalisation concerns.

Nonetheless, the Spanish policy (MECD, 2014) identifies several problematic areas related to the previous actions, especially in the area of languages, such as the low

proficiency of foreign languages or the challenges English-taught programmes might bring with them. The following sections will explore these issues, among others, in a more exhaustive way based on the quantitative results of the Spanish universities corpus (C2) and the local case study (C3).

## 4.2. The internationalisation of Spanish universities

### 4.2.1. Frequency findings

The starting point for the analysis of the corpus results was the examination of frequencies. Table 4.1. shows the 30 most frequent lemmas found in C2, which were present in at least 3 of the subsets used for the corpus compilation —IP, LP, SP and AR.

Rank	Lemma	Frequency	Rank	Lemma	Frequency
1	universidad	5,420	16	institución	917
2	internacional <sup>15</sup>	2,964	17	profesorado	880
3	lengua	2,565	18	oferta	806
4	estudiante	2,314	19	nivel	793
5	investigación	1,878	20	académico	781
6	programa	1,537	21	conocimiento	758
7	docencia	1,378	22	grado	744
8	curso	1,332	23	personal	741
9	plan	1,231	24	proyecto	734
10	internacionalización <sup>1</sup>	1,198	25	actividad	733
11	movilidad	1,096	26	comunidad	712
12	formación	1,034	27	extranjero	697
13	acción	1,019	28	centro	664
14	desarrollo	986	29	servicio	631
15	objetivo	969	30	estudio	577

Table 4.1. Relative frequencies of the 30 most repeated lemmas in C2

An initial exploration of frequencies proved useful because it indicated where the main concerns of universities lied, thus enabling reflection on the importance of

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<sup>15</sup> ‘International’ and ‘internationalisation’ are considered different lemmas according to the lemma list used in the corpus. This applies to C3 results too.

‘internacionalización’/internationalisation (ranked no. 8). As can be seen in Table 4.1., there is a general interest in ‘lengua’/language (ranked no. 3), which can be a consequence of the common combination *language + adjective* used in Spanish to refer to a specific language, e.g. ‘lengua inglesa’/the English language. Although English ranked no. 15 in the results, it was not included in Table 4.1. because it only appeared within the top 30 frequencies in IP and LP. However, the high position of these lemmas suggests that the policies acknowledge the international dimension of HE (Knight, 2004) as well as the role of languages in the process of internationalising universities (Coleman, 2006; Saarinen & Rontu, 2018).

The results of the analysis of frequencies classified into broad data-driven semantic categories brought to the fore the recurrence of the following aspects: the institution, agency, strategies, and assessment (Table 4.2.).

Category	Areas	Lemmas
<b>Institution</b>	<i>Research</i>	conocimiento, desarrollo, investigación
	<i>Teaching</i>	académico, estudio, formación, grado, programa, docencia, curso, oferta
	<i>Administration</i>	servicio
<b>Agency</b>	<i>Top-down</i>	centro, institución, universidad
	<i>Bottom-up</i>	comunidad, estudiante, personal, profesorado
<b>Strategy</b>	<i>International</i>	extranjero, internacional, internacionalización, movilidad
	<i>Language</i>	lengua, nivel
<b>Assessment</b>	<i>Tools</i>	plan, proyecto
	<i>Indicators</i>	acción, actividad, objetivo

Table 4.2. C2 lemmas organised into categories

The findings regarding the category of ‘institution’ were consistent with Knight (2004)’s definition of internationalisation because there are references to the university’s functions of research, teaching and administration; the ‘agency’ category follows the comprehensive approach to internationalisation promoted by the European Commission (2013) because it involves a wide range of top-down and bottom-up stakeholders in the university’s plans and strategies. Taking a closer look at the data, we observe that



international-related terms point out to ‘movilidad’/*mobility* or ‘internacional’/*international* relations — whose target tends to be ‘extranjeras’/*foreign*, which could refer either to international students/staff or foreign languages. Thus, it can be assumed that international strategies are linked to the presence of languages and thus include the general term ‘lengua’ and ‘nivel’/*level*, the latter often seen in relation to the objectives of language competence and language accreditation found in LP documents (CRUE, 2017). The final category was labelled ‘assessment’ and was divided into tools, which comprise the presence of written documents working as essential instruments for the implementation of internationalisation, and indicators, which refer to some specific areas that could track the degree of implementation of written documents’ contents. This is useful because, as the literature notes, there is a general agreement on the necessity of designing written strategies to guide the internationalisation processes of universities (Childress, 2006, 2010; Iuspa, 2010).

Another analysis of frequencies was carried out to compare similarities and differences of the individual subsets of IP, SP, LP, AR to the general frequencies included in Table 4.1. It was observed that the majority of lemmas (60-80%) were already included in Table 4.1., thus showing a not unexpected level of coherence with the main corpus results. New lemmas represented, respectively, 20% in IP (6 new words), 30% in SP (10 new words), 36% in AR (11 new words), and 36% in LP (11 new words). Table 4.3. includes a list with the new lemmas. The full lists can be found in Appendix C.

The subset formed by IP includes new terms that can be grouped under the categories of assessment and strategy. The majority of them in fact add meaning to the general results as well as to the conceptualisation of internationalisation. In this way, references to ‘estrategia’/*strategy* and ‘proceso’/*process*, which can work as tools for its implementation, are common. In more detail, there are more references to international-related and language-related initiatives. In fact, this view of internationalisation goes hand in hand with some frequent lines mentioned in the supranational strategies —e.g. ‘red’/*networking*, ‘curso’/*course* or an increase in international/bilingual teaching programmes, ‘inglés’/*English* in courses and English-taught programmes. The presence of ‘europeo’/*European* emerges as either the internationalisation model to be followed or as a target where the majority of cooperation and mobility efforts lie.

Text type	Rank	Lemma	Norm. Freq.
IP	11	estrategia	49.85
	19	curso	35.08
	23	uropeo	31.59
	27	Red	30.98
	28	proceso	29.75
	29	inglés	28.51
LP	3	lingüístico	174.04
	7	inglés	71.91
	9	euskera	55.86
	12	galego	50.68
	15	atalán	41.33
	19	competencia	36.02
	20	política	35.64
	24	acreditación	32.10
	25	idioma	29.95
	27	impartir	29.82
	28	valencià	29.82
AR	8	erasmus	62.04
	10	convenio	41.24
	12	convocatoria	37.15
	14	participación	32.04
	15	uropeo	31.70
	18	país	30.34
	21	doctorado	26.24
	23	relación	26.24
	24	colaboración	25.90
	28	cooperación	24.88
	30	visitar	23.86
SP	5	estrategia	78.76
	12	social	49.86
	18	mejorar	41.41
	21	sociedad	38.76
	22	nuevo	34.18
	23	campus	32.24
	25	calidad	29.78
	26	proceso	29.78
	28	potenciar	29.60
	29	recurso	29.60

Table 4.3. Normalised frequencies of the 30 most repeated lemmas

In the subset of SP, new lemmas seem to add a layer of meaning related to the internal mechanisms of the process through the creation of documents (‘estrategia’/*strategy*, ‘campus’, ‘calidad’/*quality*, ‘proceso’/*process*, ‘recurso’/*resource*) and how they are perceived (‘mejorar’/*improve*, ‘sociedad’/*society*, ‘nuevo’/*new*, ‘potenciar’/*foster*). Strategic plans work as a roadmap where the managerial lines of action of the university are stated and, at the same time, attempt to respond social challenges by transferring knowledge from the university to companies and society. This may justify why some of the new lemmas appear only in this subset.

The main function of the third text type, AR, often includes reports describing the main activities undertaken during an academic year in a visual way with figures and graphs. Therefore, most of the terms work as indicators of strategic areas such as research, teaching, international relations and cooperation, management, or infrastructures. The majority of the new additions fall under the categories related to international items

(‘erasmus’, ‘convenio’/agreement, ‘europeo’/European, ‘país’/country, ‘doctorado’/PhD programme, ‘colaboración’/collaboration, ‘cooperación’/cooperation, ‘visitar’/visit), boosting the national and international visibility and attractiveness of the institution.

The final subset is LP, where it was expected to find lemmas exclusively related to the language issues of universities. There were very frequent references to specific languages (‘inglés’/English, ‘euskera’/Basque, ‘galego’/Galician, ‘catalán’/ Catalan, ‘valencià’/Valencian) as well as to competence (‘competencia’/competence, ‘acreditación’/accreditation) and teaching (‘impartir’/teaching, ‘centro’/centre), which in fact are strategic areas of Spanish LP documents (CRUE, 2016, 2017).

To summarise this section, it has been observed that the four sub-corpora share most of the high-frequency words, but the presence of specific lemmas indicates differences in their communicative purposes: IP deal with specific internationalisation strategies, approaches and lines of action; SP tend to include detailed internationalisation plans or refer to internationalisation as a transversal objective present in other areas of the university. AR describe the different activities carried out during an academic year, and LP focus on the linguistic context and language use present at the university. Similarly, and mirroring their functions, the presence of the salient words, ‘internationalisation’, ‘language’, and ‘English’ may vary from one subset to another. Hence, a collocation analysis of these three words was deemed necessary, as already noted in the Chapter 3.

#### **4.2.2. Collocates of Internationalisation**

The main collocations of ‘internationalisation’ were organised according to the categories of agency, descriptors, evaluative discourse, and strategies, which are discussed in the following sections.

##### *4.2.2.1. Agency*

The first category examined the role of the actors involved in the internationalisation process, both participants responsible for the creation and implementation of internationalisation at the university, and those affected by such actions.

Category	Collocates (frequency)
Agency	<ul style="list-style-type: none"> <li>• institucional (433), universidad (189), vicerrectorado (61), responsables (26), comisión (12), centro (12)</li> <li>• estudiantes (18), servicios (12), comunidad (11), personal (10), PAS (9), profesorado (6)</li> </ul>

Table 4.4. Collocates of Internationalisation: agency

As shown in Table 4.4., it is possible to identify agents at different levels of the university management, such as top-down institutional representatives like ‘universidad’/ *university*, ‘vicerrectorado’/ *vice-rectorate*, ‘comisión’/ *commission*, or ‘centro’/ *centres*, who are responsible at different levels for the creation and support of internationalisation at the university, as illustrated in these extracts<sup>16</sup>:

1. [...] Universidad de Jaén. Responsables: *Vicerrectorado de Internacionalización*. Indicador: 1. Número de nuevos convenios de movilidad [...] (no. 478 from ES\_UJA\_IP\_2015)
2. Destacan en este sentido la *Comisión de Internacionalización* de la *Universidad*, llamada a tener un papel preponderante en la planificación y ejecución de la internacionalización de la UPNA; (no. 772 from ES\_UPNA\_SP\_2016)

The creation of specific units dealing with internationalisation points to the efforts of creating a transversal strategy reaching all areas of the university. The presence of the adjective ‘institucional’/ *institutional* also offers a comprehensive approach to internationalisation in the form of a top-down goal:

3. 3.6.5. **Internacionalización institucional**: Internacionalización de los servicios relacionados con la oferta y la movilidad “Get Ready UPM”. (no. 808 from ES\_UPM\_SP\_2010)
4. A estos tres ejes, se añade, por la necesidad de que la internacionalización sea un proceso transversal de carácter estructural, un cuarto eje: Desarrollo de una cultura *institucional* de **internacionalización**. (no. 552 from ES\_UAM\_SP\_2017)

On the other hand, references to the participants for whom internationalisation is aimed are described with the term *community*/‘comunidad’, which can entail both university

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<sup>16</sup> Glosses in English of the extracts used in this Chapter are included in Appendix D.

stakeholders and society in general. Actors therefore can benefit from internationalisation abroad and at home, especially ‘*estudiantes*’/*students*, ‘*personal*’/*staff*, ‘*profesorado*’/*teachers*, or ‘*PAS*’/*administrative staff*:

5. [...] contribuir ao desenvolvemento e xeneralización desta cultura pola **internacionalización** en toda a *comunidade* académica [...] (no. 934 from ES\_UVI\_IP\_2016)
6. Promover la movilidad de nuestros *estudiantes* y atraer *estudiantes* extranjeros fomentando la **internacionalización** e interculturalidad de la Universidad. (no. 331 from ES\_UN\_SP\_2016)
7. Elaborar un plan de **internacionalización** del *Personal de Administración y Servicios*, que contemple acciones formativas específicas y que facilite la realización de estancias de movilidad internacional. (no. 878 from ES\_UAH\_SP\_2014)
8. El trabajo que realiza el *personal docente* en materia de **internacionalización** en cuatro aspectos: la tutela de *alumnos* que participan en programas de movilidad internacional, la impartición de asignaturas en inglés, la impartición de docencia en acciones de movilidad internacional y la participación en proyectos de investigación europeos. (no. 938 from ES\_UR\_IP\_2015)

Example 8, which refers to the role of the teaching staff, is highlighted because it shows how, despite the fact that staff are a direct addressee of internationalisation actions, they also play an essential part in the internationalisation of students and the university as a whole. They prepare students for global challenges caused by socio-political and economic changes that reflect on the daily life of citizens. In sum, the data showed that teachers play a bidirectional role, which turns them into crucial actors for internationalisation.

#### 4.2.2.2. Descriptors

The second category refers to the specific collocates of the node ‘internationalisation’ which, according to the findings, were closely related to the conceptualisation and characteristics of this term (see Table 4.5.). Salient among the findings is the collocate ‘*actividades*,’/*activities* and, to a lesser extent, the collocate ‘*estrategia*’/*strategy*. *Activities* appeared in the corpus either as specific initiatives created to internationalise the university or as already existing activities in the teaching and research fields that are expected to become more internationalised. Additionally, one way to materialise

internationalisation intentions from an institutional point of view is through written documents such as ‘estrategia’/strategy, ‘política’/policy, ‘plan’/plan (cf. Childress, 2010). In more detail, collocates that form part of internationalisation plans, besides ‘actividades’/activities, are ‘objectives’/ objectives, ‘proyecto’/project, ‘acciones’/actions, ‘retos’/challenges, etc. which shape the contents and lines of action of those documents. Specific examples of initiatives will be commented on Section 4.2.2.4.

Category	Collocates (frequency)
Descriptor	<ul style="list-style-type: none"> <li>• actividades (1,345), estrategia (124), objetivo (46), proyecto (33), acciones (28), política (27), plan (12), iniciativas (10), necesidades (7), oportunidades (6), reto (6)</li> <li>• proceso (69), grado (38), ámbito (32), nivel (22), indicador (21), eje (19), materia (14), marco (7), factor (6)</li> <li>• propio (24), integral (9), transversal (7)</li> </ul>

Table 4.5. Collocates of internationalisation: descriptors

Another group of collocates relates to the level or progress of internationalisation. As described by Knight (2004), internationalisation is a dynamic process which adapts to the particular context of the universities in different ways, so different implementation levels may be found. The concern about the dynamic nature of internationalisation can be observed in the presence of collocates such as ‘proceso de internacionalización’/process, ‘grado de internacionalización’/degree, ‘nivel de internacionalización’/level.

The corpus data also indicated that internationalisation is framed as a specific area to tackle. This is done in general terms through the use of expressions ‘materia’/subject, ‘marco’/framework or through specific sections within plans: ‘ejes’/axes, ‘indicador’/indicator, ‘factor’/factor i.e. cause of. All of them serve to measure the areas of progress and associations with other discourses that promote the visibility and excellence of the universities, as seen in Example 9:

9. De igual forma, *promocionar* la **internacionalización** como *factor* de desarrollo académico de alta *calidad* y para el posicionamiento de la UdeC en el ámbito internacional. (no. 599 from ES\_UCAR\_SP\_2014)

On the other hand, internationalisation was understood as a holistic characteristic of the university which goes hand in hand with supranational objectives that present internationalisation as an ‘integral’/integral and ‘transversal’/transversal objective for the

whole university. The relevance of individuality with the adjective ‘propio’/own showed how plans are adapted to the specific needs and setting of universities (own needs/‘necesidades’):

10. La UdL considera el procés d’**internacionalització** com una *estratègia* global i *integral*, clau per a la seva consolidació i la projecció present i futura com a institució d’educació superior. (no. 86 from ES\_UDL\_IP\_2016)
11. **Internacionalización**: esta arena se desarrolla de manera *transversal* en toda la agenda estratégica y de innovación. (no. 407 from ES\_UGC\_SP\_2015)
12. El *Plan Propio* de **Internacionalización** promueve y respalda acciones y actividades de política lingüística de la UGR (no. 360 from ES\_UG\_LP\_2017)

#### 4.2.2.3. Evaluative Discourse

The collocates included in Table 4.6. point to issues of commitment and attitude towards internationalisation, i.e. its objectives and actions.

Category	Collocates (frequency)
Evaluative discourse	<ul style="list-style-type: none"> <li>• fomentar (22), potenciar (21), incrementar (17), promover (17), impulsar (15), avanzar (8)</li> <li>• apuesta (12), mejora (11), calidad (9), excelencia (9), compromiso (8)</li> <li>• deber (12), facilitar (6), definir (6), consolidar (6)</li> </ul>

Table 4.6. Collocates of internationalisation: evaluative discourse

An initial selection of collocates included action verbs transmitting positive connotations regarding internationalisation (‘fomentar’/foster, ‘potenciar’/foster, ‘incrementar’/increase, ‘promover’/promote, ‘impulsar’/boost, ‘avanzar’/move forward), indicating compromise and the promotion of its presence in the HE context. This idea is also expressed with nouns such as ‘apuesta’/bet, ‘compromiso’/compromise which connect internationalisation to institutional objectives of increasing visibility and recognition such as ‘calidad’/quality, ‘mejora’/improvement, ‘excelencia’/excellence (see Example 9). Plans and written documents therefore transmit an undoubtedly favourable attitude towards internationalisation and its effects.

The main issue in this category was the responsibility of agents in the spread of an internationalised culture at the university, as evidenced by the range of activities to ‘facilitar’/*facilitate*, ‘definir’/*define*, ‘consolidar’/*consolidate* the internationalisation process. These findings in fact very much relate to Knight’s internationalisation cycle (2001) and, more specifically, to the role played by the institution as a leading actor by means of raising awareness and consolidating internationalisation efforts for the success of the strategy. Variation in the actions the institutions embark in is a result of the different stages in which internationalisation strategies stand at universities, whether they are already assimilated into the institution’s mission or not. It should also be noted that this compromise is likely regarded as a duty —the modal verb ‘deber’/*should* refers to the areas to address—, as a consequence of the institutional responsibility towards society and the community:

13. la Universidad de Huelva *debe* diseñar su propia estrategia de **internacionalización**, acorde con sus especificidades y sus fortalezas, para poder situarse en el panorama mundial y con ella a sus estudiantes, sus investigadores y su personal, lo que redundará en *beneficio* de la docencia, la investigación, la innovación y la transferencia que en ella se realizan. (no. 593 from ES\_UHU\_IP\_2015)
14. [...] la ULP GC *debe* competir para alcanzar un grado de **internacionalización efectiva y de calidad**, e identifica y potencia las acciones de internacionalización que *generan valor* para la institución. (no. 350 from ES\_UGC\_SP\_2015)

In Examples 13 and 14, internationalisation is associated with its expected outcomes, as well as its added value for global competition, the university, and society.

#### 4.2.2.4. *Strategies*

This category contained the highest number of collocates of ‘internationalisation’, as shown in Table 4.7., which includes lines of actions and concrete initiatives. As can be seen, there are some general areas in which internationalisation measures take place such as research (‘investigación’/*research*, ‘transferencia’/*transference*) and teaching embedding within it a local approach to internationalisation (‘casa’/*home*).



Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• investigación (55), casa (50), campus (18), gestión (13), recursos (7), transferencia (7), información (6), web (6), apoyo (6)</li> <li>• internacional (54), movilidad (34), cooperación (21), cultura (10), exterior (8), relaciones (7), erasmus (7), alianzas (6)</li> <li>• programa (54), Lingüística (43), oferta (30), docencia (21), educación (17), innovación (14), formación (13), enseñanzas (11), competencias (10), doctorado (10), estudios (8)</li> </ul>

Table 4.7. Collocates of internationalisation: strategies

Turning first to the field of research, the extracts below illustrate some concrete measures to support research groups and research dissemination at the international level:

15. Para el fomento de la **internacionalización** de la *investigación*: incorporar perspectiva y dimensión internacional en todos los programas de Doctorado; promover la vinculación con socios internacionales en la *investigación* de las diferentes disciplinas; promover la vinculación de *investigadores* extranjeros a las investigaciones de la Universidad; posibilitar a estudiantes extranjeros participar en diferentes investigaciones; y proporcionar medios para estancias de investigadores de la UD en universidades extranjeras. (no. 159 from ES\_DEU\_IP\_2018)
16. El apoyo a la **internacionalización** de los grupos de *investigación* de la Universidad de Oviedo es un objetivo que debe alcanzarse a través de diferentes herramientas. La participación en convocatorias europeas competitivas es una de ellas, pero no la única. La Universidad fomentará también la adhesión institucional y de nuestro personal *investigador* a redes estratégicas, plataformas y asociaciones europeas de *investigación* e innovación, [...] (no. 829 from ES\_UOV\_SP\_2017)

Within the internationalisation at home approach, to a lesser extent the following collocates pointed to relevant areas of action such as campus, management ('gestión'/*management*), visibility strategies ('información'/*information*, 'web'/*website*), or support measures ('recursos'/*resources*, 'apoyo'/*support*). Even more significant though, are those strategies related to teaching, languages and collaboration, which are connected to the internationalisation at home strategy (cf. Beelen & Jones, 2015; Brewer & Leask, 2012):

17. Los objetivos prioritarios en la estrategia de "**internacionalización** en *casa*" de las universidades españolas es incrementar el multilingüismo y el ambiente internacional de los campus universitarios (no. 934 from ES\_UAL\_LP\_2016)

18. A UDC ven apostando fortemente pola docencia en inglés como medida de **internacionalización** na *casa*. (no. 1202 from ES\_UDC\_LP\_2016)
19. En la línea de trabajo de **internacionalización** en *casa*, se firmó un convenio con la UPPA para facilitar la realización por nuestro alumnado de asignaturas en línea de esta institución. (no. 369 from ES\_UZ\_AR\_2017)

Regarding the area of teaching, it was found that some of the main concerns included aspects related to degrees, courses and competences (e.g. ‘programa’/*programme*, ‘oferta’/*offer*, ‘docencia’/*teaching*, ‘educación’/*education*, ‘formación’/*training*, ‘enseñanzas’/*teaching*). This suggests that internationalisation involves paying special attention to the curriculum and the methodologies employed so that domestic and international students acquired not only knowledge of disciplinary contents but also competences that essential in a global social context:

20. Impulsar la **internacionalización** de la *oferta* del grado – diplomas en inglés. (no. 155 from ES\_UC\_SP\_2009)
21. La necesidad de facilitar a los miembros de la comunidad universitaria el conocimiento de *idiomas*, así como la **internacionalización** de las *enseñanzas* y la movilidad. (no. 792 from ES\_UMA\_LP\_2012)
22. A UdC comprométese a implantar unha oferta estable de cursos e materias ofrecidos en *idiomas* estranxeiros, como instrumento esencial de **internacionalización** da universidade. (no. 116 from ES\_UDC\_SP\_2013)
23. Formación a petición de los Coordinadores de los grados o másteres en los que se vayan a impartir asignaturas en inglés en el marco de un proyecto de **internacionalización lingüística** de las *titulaciones*. (no. 1022 from ES\_USA\_LP\_2016)

As seen in Examples 17-19, 22-23, internationalisation at home appeared to be interpreted as the introduction of teaching experiences in a foreign language, in particular English, or the learning of foreign languages. This is actually a strategy reported by Coleman (2006) and others to improve the local students’ skills —e.g. cultural awareness, intercultural competence, communication and interaction skills— and to attract international students.

Lastly, the remaining collocates refer to the main traditional actions for internationalisation abroad, international *mobility* (n=34) and international *cooperation* (n=21): exchanges with other countries and international institutions to promote the visibility and the university experience of the main stakeholders.

### 4.2.3. Collocates of Language

The collocates of the salient word ‘language’ were grouped into seven thematic categories, some of them already mentioned in Section 4.2.2. such as agency, evaluative discourse, descriptors and strategies, and new ones more directly related to languages such as language assessment, language use, and references to specific languages.

#### 4.2.3.1. Agency

Akin to the internationalisation’s agents, a division between the actors in charge of promoting languages and the receptors of such actions was found in the analysis of collocates (Table 4.8.).

Category	Collocates (frequency)
Agency	<ul style="list-style-type: none"> <li>• centro (145), universidad (135), instituto (47), institución (18), responsable (11), vicerrectorado (9), departamento (8), consejo (7), facultad (6)</li> <li>• estudiantes (80), servei (49), profesorado (34), comunidad (29), personal (25), PDI (20), PAS (13)</li> </ul>

Table 4.8. Collocates of language: agency

According to the resulting collocates, universities express a desire to improve the language competence of all the members of the university *community*/‘comunidad’ and stakeholders. The following extracts, for instance, show the importance given to language competence:

24. La política lingüística reposa de manera central en els coneixements de **llengües** dels membres de la *comunitat* università, [...] (no. 1400 from ES\_UDL\_LP\_2013)
25. [...] promover a competencia en **linguas** estranxeiras da *comunidade* universitaria como un elemento fundamental da política europea de educación superior. (no. 1162 from ES\_UVI\_LP\_2016)

From the collocational analysis it was also found that among the many top-down institutional agents who can promote language strategies in the university context, the high frequency of the collocations ‘centro’/*centre* ‘universidad’/*university* and ‘instituto’/*institute* indicate they are the agents in charge of language centres, language training and language certification (Alcón Soler, 2011; Julián-de-Vega & Ávila-López, 2018). For other top-down university agents who can propose language strategies, their range of action may vary affecting either the whole university (‘vicerrectorado’/*vice-rectorate*, ‘consejo’/*council*) or more localised contexts (‘departamento’/*department*, ‘facultad’/*faculty*).

On the other hand, it can be deduced from the analysis of collocates that the agents who receive language-related actions are students, teaching staff and administrative staff (‘estudiantes’/*students*, ‘servei’/*services*, ‘profesorado’/*teachers*, ‘personal’/*staff*, ‘PDI’/*teachers*, ‘PAS’/*administrative staff*). It is interesting to note how in the case of *teachers* and *institution* both collocates can work as initiators or receptors of actions depending on the context. For instance, *teachers* are responsible for training students through language courses or English-medium instruction, but they also benefit from language training and the possibility to participate in exchange programmes and other initiatives:

26. Oferta de cursos gratuitos de **lingua** en CLM para *profesorado* que imparte docencia en inglés o tiene intención de hacerlo. (no. 1163 from ES\_UG\_LP\_2017)
27. Preferencia para *profesorado* que imparte docencia en otras **lenguas** en programas de movilidad docente y con fines formativos del PDI. (no. 1280 from ES\_UG\_LP\_2017)

Moving on to the collocate of *institution*, the corpus findings showed that institutions are described as initiators, insofar as they represent an authoritarian figure that regulates language use in the campus. However, there was evidence in the data that showed that an institution can act like a passive subject when language use is associated with communication with external institutions —and their linguistic context—, which may determine language choice and language practices:

28. [...] galego a lingua empregada con institucións e entidades públicas e privadas da nosa comunidade autónoma e que existirán versións bilingües (galego/**lingua** oficial da *institución* ou entidade receptora) no caso de se dirixiren estas comunicacións a lugares exteriores a Galicia. (no. 3364 from ES\_UAC\_LP\_2006)

29. Los planes de uso y los criterios de uso de las **lenguas** oficiales de cada *institución* y cada departamento, según la situación sociolingüística de cada lugar, fijarán de manera clara y precisa lo que se traducirá y no se traducirá, [...] (no. 3399 from ES\_UPV\_LP\_2013)
30. El conocimiento de la **lengua** de estudio en la *institución* de destino es requisito imprescindible para la realización de la movilidad. (no. 565 from ES\_UCM\_LP\_2018)

#### 4.2.3.2. Descriptors

Table 4.9. includes the collocates describing the node ‘language’, which were mainly adjectives grouped by status.

Category	Collocates (frequency)
Descriptors	<ul style="list-style-type: none"> <li>• extranjera (454), otras (241), terceras (89), modernas (87), segunda (36)</li> <li>• oficiales (177), pròpia (79), materna (16), principal (7)</li> <li>• treball (60), franca (25), vehicular (22)</li> <li>• diferentes (42), distinto (30), diversos (11)</li> </ul>

Table 4.9. Collocates of language: descriptors

The collocates with the highest frequencies were those referring to foreign languages (‘extranjera’/foreign, ‘otras’/other, ‘modernas’/modern), hence indicating that the majority of the language strategies discussed in the corpus refer to foreign languages and not to the language of the local setting. Following this, references to local languages involved references to languages with different statuses (‘oficiales’/official, ‘pròpia’/own, ‘principal’/main). A further distinction between foreign and local languages that could be drawn from the corpus data was observed in the collocates ‘materna’/mother tongue, ‘terceras’/third, ‘segunda’/second which refer to the acquisition of languages —and therefore a hierarchy might be established based on language proficiency and the order in which they were learnt.

As deduced from the analysis of collocates, the use of more than one language is expected and described as desirable as well. Bilingualism and multilingualism are promoted through the introduction of foreign languages, references to second and third language, or the presence of synonyms suggesting linguistic diversity (‘otras’/other,

‘diferentes’/*different*, ‘distinto’/*distinct*, ‘diversos’/*diverse*). Consequent with the supranational policies, it can be surmised that institutions seek the promotion of linguistic diversity. This may explain the importance of establishing roles for the different languages, some already seen with the collocate analysis, such as working language, *lingua franca* and vehicular language (‘treball’/*work*, ‘franca’/*franca*, ‘vehicular’/*vehicular*).

#### 4.2.3.3. Evaluative Discourse

According to the corpus data, perceptions towards the value of languages are mainly textualized through the use of verbs and adverbs (see Table 4.10.).

Category	Collocates (frequency)
Evaluative discourse	<ul style="list-style-type: none"> <li>• promoción (39), fomentar (21), impulsar (19), incrementar (10), potenciar (6)</li> <li>• establecer (21), garantizar (13), ofrecer (13), facilitar (10)</li> <li>• especialmente (13), preferentemente (12), fundamentalmente (8)</li> </ul>

Table 4.10. Collocates of language: evaluative discourse

‘Language’ is associated with positive connotations. On the one hand, a favourable and positive attitude towards languages is conveyed, as seen in the use of collocates such as ‘promoción’/*promotion*, ‘fomentar’/*foster*, ‘impulsar’/*foster*, ‘incrementar’/*increase*, ‘potenciar’/*foster* whose ultimate purpose is to increase the presence of languages at the university. On the other hand, the verbs used (e.g. ‘establecer’/*establish*, ‘garantir’/*guarantee*, ‘ofrecer’/*offer*, ‘facilitar’/*facilitate*) suggest that it is necessary to undertake further actions to protect languages, thus acknowledging the need to design effective strategies for the sake of language regulation and access to information in more than one language. Thus, the institution is the main responsible agent to ensure effective language management on campus.

Finally, it is worth noting the presence of adverbs such as ‘especialmente’/*specially*, ‘preferentemente’/*preferably* and ‘fundamentalmente’/*principally*, all of them evaluatively tinged. This evaluative stance was explicit in references to local and foreign languages:

31. *Oferta de lenguas* extranjeras (*especialmente* inglés) en los nuevos títulos de Grado, exigencia del nivel B2 de inglés para obtención de los títulos de Grado (no. 1984 from ES\_UBU\_SP\_2010)
32. *Impulsará* la divulgación de la producción científica a la sociedad vasca y *especialmente* en **lengua** vasca. (no. 3938 from ES\_UPV\_SP\_2012)
33. Para ello se *promoverán* programas de formación en **lenguas**, *especialmente* para el que esté en contacto con la comunidad extranjera de la universidad o con acciones de internacionalización. (no. 1624 from ES\_USA\_LP\_2016)

#### 4.2.3.4. Strategies

The introduction and promotion of languages at the university may take many different ways. Table 4.11. shows the most frequent collocates in regards with the area of language strategies, which mainly focused on language teaching and other teaching-related areas of interest.

Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• docencia (184), cursos (131), impartir (109), formación (104), oferta (74), aprendizaje (65), estudios (45), programa (43), grau (42), asignaturas (34), enseñanza (34), materias (25), específicos (19), titulaciones (14), créditos (13), clases (10), itinerarios (10), contenidos (6)</li> <li>• *cultura* (86), internacional (43), información (23), internacionalización (22), investigación (18), actividades (16), qualitat (14), colaboración (9), textos (8), apoyo (7), recursos (7), tesis (7), movilidad (6)</li> </ul>

Table 4.11. Collocates of language: strategies

References to language teaching accounted for the majority of the collocates of this section, thus strongly suggesting that language teaching is the most frequent strategy used by universities to promote multilingualism. Within the teaching area, several observations can be made from the corpus data. General references to teaching programmes such as ‘docencia’/teaching, ‘impartir’/teach, ‘oferta’/offer, ‘estudios’/studies, ‘programa’/programme, ‘grado’/degree, ‘titulaciones’/ degree refer to programmes where classes may be taught not only in Spanish but also in co-official or foreign languages. It also seems clear that there is interest in overcoming monolingualism. Full degrees taught in a foreign language are not so common, yet, so the introduction of English or other

languages as vehicular languages of instruction is done gradually by means of some compulsory and optional modules ('asignaturas'/*modules*, 'materias'/*subjects*, 'créditos'/*credits*, 'clases'/*classes*, or 'itinerarios'/*itinerary*). The number of hours taught in a language different from Spanish may vary from one university to another depending on the socio-linguistic context, the available resources, and the nature of the study programmes. Nonetheless, the final goal is to have both teachers and students capable to conduct classes and understand *contents*/'contenidos' in a foreign language.

Collocates such as 'formación'/*training*, 'enseñanza'/*teaching*, and 'aprendizaje'/*learning* recall the emphasis of European objectives on the importance of linguistic diversity and language learning. The university's desire to improve the stakeholders' language competence skills was evident in the recurrent references to language *courses*/'cursos' (n=131), addressed not only to students but also to staff. Institutional documents rely on the benefits mentioned by European policies, i.e. language learning helps to improve communication, integration and cultural skills ('cultura' n=86), as well as working as a potential asset for content learning to attract international students to the Spanish universities (Examples 34-35):

34. La *enseñanza y aprendizaje* de las **lenguas** extranjeras ha cobrado especial relevancia en el sistema universitario andaluz como consecuencia de la adaptación de las enseñanzas al Espacio Europeo de Educación Superior. (no. 1989 from ES\_UMA\_LP\_2012)
35. Fomentar el *aprendizaje* de **lenguas** extranjeras relevantes, además del inglés, para el mercado laboral y la futura actividad profesional de los alumnos. (no. 2007 from ES\_USJ\_SP\_2016)

Other relevant areas where language strategies can play a key role include research ('investigación'/*research*, 'qualitat'/*quality*, 'tesis'/*thesis*), international collaboration ('internacional'/*international*, 'cultura'/*culture*, 'colaboración'/*collaboration*, 'movilidad'/*mobility*), and support measures ('información'/*information*, 'texto'/*texts*, 'apoyo'/*support*, 'recursos'/*resources*). This indicates the institutional desire to be able to translate/communicate information not just in Spanish but also in English and so on. It further indicated the need to have the necessary tools to support those who may struggle because they are not proficient enough in other languages.

Lastly, *internationalisation*/'internacionalización' (n=22) in this section is associated with language learning and language training:



36. Además como hablantes del español debemos reforzar la enseñanza de nuestra **lengua** como la otra cara de la *internacionalización lingüística*. (no. 394 from ES\_ULL\_LP\_2016)
37. [...] para fomentar el Plan de **Lenguas** para la *Internacionalización Lingüística* el dar cobertura y apoyo a las distintas acciones y propuestas que vayan encaminadas a formar a toda la comunidad universitaria [...]. La comunidad universitaria tiene que adquirir, actualizar y/o desarrollar las competencias necesarias para que propicien dicha internacionalización. (no. 2299 from ES\_USA\_LP\_2016)
38. 6.5.- Competencias interculturales y en **idiomas**. El desarrollo de la *internacionalización* [...] exige mejorar el nivel de las competencias en relación con el dominio de idiomas, especialmente el inglés, [...] (no. 869 from ES\_US\_IP\_2015)
39. En coordinación con aquellos centros que ofrezcan gran parte de su docencia en **lengua** extranjera, el Vicerrectorado de *Internacionalización* planificará, junto con el Centro de **Lenguas**, la oferta de cursos diseñados específicamente a las necesidades formativas y académicas del alumnado. (no. 1283 from ES\_UAL\_LP\_2016)

The findings on LP documents reported in this section will be discussed qualitatively in Chapter 5.

#### 4.2.3.5. Language assessment

The previous section showed that both the acquisition and improvement of language competence are key for a successful internationalised university. In this category, Table 4.12. shows the collocates that refer to the aspects involved in language assessment.

Category	Collocates (frequency)
Language assessment	<ul style="list-style-type: none"> <li>• conocimiento (145), competencia (74), dominio (31), escrita (8), comunicativa (7)</li> <li>• nivel (145), acreditación (75), certificados (25), MCERL (21), capacitación (11), diploma (9), evaluación (8), pruebas (8)</li> <li>• superior (32), required (27), deber (25), mejorar (15), mínimo (6)</li> </ul>

Table 4.12. Collocates of language: language assessment

Firstly, the collocates are all associated with the concept of language competence, as reviewed by Murray (2016), which indicate the institutional objective to promote linguistic diversity and language skills. Thus, it is not unexpected to find references to

‘conocimiento’/*knowledge*, ‘competencia’/*competence*, and ‘dominio’/*proficiency* when the documents refer to the strategies carried out to develop stakeholders’ language competence. Another set of collocates can be associated with assessment of language competence, such as ‘acreditación’/*accreditation*, ‘capacitación’/*accreditation*, either following traditional assessing methods such as tests and exams according to European quality standards (‘MCERL’/*CEFR*, ‘evaluación’/*evaluation*, ‘pruebas’/*tests*) or referring to the resulting proof of a specific language level (‘certificados’/*certificate*, ‘diploma’/*diploma*).

The corpus also contained references to what the expected and/or desired *level* ‘nivel’ of language proficiency should be, although levels vary across universities. The same applies to the nature of language requirements (‘required’ n=27). Another interesting finding was the explicit concern about improving/‘mejorar’ (n=15). The collocations suggest that requirements —textualised through modal markers of obligation (‘deber’/*should-must*, n=25)— were mainly stated in regard to the admission to specific study programmes and graduation of bachelor degrees. *Improvement* ‘mejora’ of the language competence is seen in relation to teaching initiatives and foreign language-medium instruction —as seen in Section 4.2.3.4.

#### 4.2.3.6. Language use

Another area related to language strategies and linguistic diversity is the establishment of where and when languages are supposed to be used. Table 4.13. summarises the collocates under this category.

Category	Collocates (frequency)
Language use	<ul style="list-style-type: none"> <li>• uso (186), académico (32), comunicación (30), àmbit (18), habitual (16), utilizar (16), funciones (12), elección (11), presencia (9), profesional (9), atención (6)</li> <li>• plan (74), normalización (21), normativa (9), reglamento (8), política (6)</li> </ul>

Table 4.13. Collocates of language: language use

One way to regulate language use is by means of written documents and policies, as deduced from the recurrence of the collocates ‘plan’/*plan*, ‘normalización’/*normalisation*, ‘normativa’/*regulation*, ‘reglamento’/*regulation*, ‘política’/*policy*. Regulation

establishes the uses and functions of languages from a top-down perspective with language management purposes. It is possible to find different uses and contexts where languages appear, such as education ('académico'/*academic*), professional communication with other institutions and companies ('profesional'/*professional*) or public-oriented services ('atención'/*attention*). It might also take into consideration languages' roles and statuses such as the common language used for communicative exchanges and language choice ('elección'/*choice*, 'habitual'/*common*, 'presencia'/*presence*) depending on the context and the speakers' linguistic repertoires.

#### 4.2.3.7. Specific Languages

The final category found regarding 'language' collocates is that of specific languages, as seen in Table 4.14.

Category	Collocates (frequency)
Specific languages	<ul style="list-style-type: none"> <li>• inglés/inglesa (327), francesa (20), alemana (15), italiano (7)</li> <li>• catalana (173), galega (147), español (122), valenciano (35), castellano (29), euskera (11)</li> </ul>

Table 4.14. Collocates of language: specific languages

Supporting the findings of authors like Bolton and Kuteeva (2012) or Hultgren (2014) on the presence of English in the internationalisation of universities, the fact that *English* was the collocate with the highest frequency (n=327) suggests that English and internationalisation are closely interrelated, particularly in the areas of teaching, language learning, research, and institutional visibility. Other European languages were also mentioned as alternative options for foreign language learning. This was the case of 'francés'/*French*, 'alemana'/*German*, 'italiano'/*Italian*, which are popular choices in Spain, possibly because of the geographical proximity of the countries, or possibly because of their linguistic proximity or tradition as previous lingua francas.

Co-official languages such as 'Catalana'/*Catalan* (n=173) and 'galega'/*Galician* (n=147) are more frequent in the corpus than 'español'/*Spanish* (n=122). The recurrence of these three collocates clearly captures the sociolinguistic landscape of the country and suggests the desire to normalise and promote regional languages in the Spanish territory.

On the other hand, most of the references to the Spanish language (54%) were associated with courses and tests of Spanish as a foreign language:

40. 5.4. Centros de **lengua** y *cultura española* de la UGR en el extranjero (no. 2730 from ES\_UG\_LP\_2017)
41. EDWelcome: Acogida de estudiantes, investigadores, docentes y PAS de universidades extranjeras, proporcionándoles información sobre nuestra universidad, el país de acogida e impartiendo cursos de **idioma español**. (no. 1055 from ES\_UNED\_SP\_2018)
42. Impulsar a la UMH como centro certificador de **idiomas**: valenciana y *español* para extranjeros (no. 2672 from ES\_UMH\_SP\_2016)

Drawing on the above findings, Chapter 5 delves into the relationship between local and foreign languages in the LP documents, placing the focus on the main beliefs behind language strategies and language hierarchies.

#### 4.2.4. Collocates of English

The collocates of ‘English’ are commented in this section. Interestingly, the collocation analysis showed that English shared most of the collocates with ‘language’, therefore, in order to avoid repetition, only those collocates that add new meaning to the discussion are commented below.

##### 4.2.4.1. Agency and evaluative discourse

Table 4.15. includes all the collocates organised into the categories of agency and evaluative discourse.

Category	Collocates (frequency)
Agency	<ul style="list-style-type: none"> <li>• estudiantes (29), universidad (16), profesorado (14), PAS (8), responsable (5)</li> </ul>
Evaluative discourse	<ul style="list-style-type: none"> <li>• deber (9), promoure (8), facilitar (6)</li> <li>• preferentemente (8), especialmente (6)</li> </ul>

Table 4.15. Collocates of English: agency and evaluative discourse

In the categories of agency and discourse, the findings are very similar to those of ‘language’ in the sense that the initiatives created to promote languages at the university target both to students, teachers and administrative staff. Furthermore, attitudes towards English show a level of commitment that *facilitates*/'facilitar' and *promotes*/'promoure' its use. It was already anticipated in Section 4.2.3., but the presence of adverbs such as ‘preferentemente’/*preferably* and ‘especialmente’/*especially* denote preference towards English, as seen in the extracts below, that is complemented with explanations of its added value:

43. [...] facilidades para el aprendizaje de idiomas a través del Centro de Lenguas Modernas, oferta de lenguas extranjeras (*especialmente inglés*) en los nuevos títulos de Grado. (no. 222 from ES\_UBU\_SP\_2010)
44. La Universidad de Alicante debe organizar la docencia teniendo en cuenta la enseñanza en las dos lenguas oficiales y la posibilidad de impartir en una lengua no oficial, *preferentemente el inglés*. (no. 393 from ES\_UALI\_LP\_2013)
45. Fortalecer entre los profesores la competencia en idiomas, *fundamentalmente* en lengua **inglesa** que les permita su participación en redes internacionales de docencia y proyectos de investigación internacionales. (ES\_UN\_SP\_2016)

#### 4.2.4.2. Descriptors and Language use

The collocates describing ‘English’ were further classified according to the combination and proximity to the node as shown in Table 4.16.

Category	Collocates (frequency)
Descriptors	<ul style="list-style-type: none"> <li>• lengua (321), habla (6)</li> <li>• otras (57), extranjeras (28), tercera (5)</li> <li>• franca (10), purposes (6), instruction (6), específico (5), tècnic (5), friendly (5)</li> </ul>
Use	<ul style="list-style-type: none"> <li>• uso (15), trabajo (11), académica (10)</li> </ul>

Table 4.16. Collocates of English: descriptors and language use

‘Lengua’/*language* (n=321) and ‘habla’/*speaking* both refer to the English language itself or to the situation when English is (not) spoken (‘lengua inglesa’/*English language* and

‘habla inglesa’/*English-speaking*). English is associated with domains and functions, such as ‘uso’/*use*, ‘trabajo’/*working*, and ‘académica’/*academic* (Example 47), which suggests some of the main concerns that English brings along: its international status is acknowledged and accepted thus there is a need to regulate its use as a working language and academic language at the university:

46. Dotar l’ **anglès** del’estatus de “llengua de *treball*” de la Universitat, amb les implicacions que això té tant en la docència i en la recerca com en l’administració de la Universitat. (no. 122 from ES\_UPF\_LP\_2007)
47. Discriminar positivamente el *uso* del **inglés** en el ámbito *académico* para favorecer la internacionalización docente e investigadora de la Universidad. (no. 203 from ES\_ULL\_SP\_2018)
48. [...] la educación superior, [...], ha fomentado el aprendizaje y *uso* cada vez más extendido del **inglés** y *otras* lenguas extranjeras en los campus universitarios. (no. 1123 ES\_USA\_LP\_2016)

As seen in the Example 48, ‘English’ is related to the collocates ‘extranjeras’/*foreign* (n=28) and ‘otras’/*other* (n=57), which stresses that English is the most popular foreign language for international communication. It is chosen as the preferred foreign language to learn. In the case of *other*, it repeats the idea that English is the preferred foreign language because it appears in stark contrast to the generic noun phrase *other languages* marked with coordinators or parentheticals in the documents. It is the only language that is explicitly stated:

49. [...] Grado y Máster impartidos en **inglés** u *otras* lenguas. (no. 1090 from ES\_UG\_LP\_2017)
50. [...] número de créditos de docencia en **inglés** y *otras* lenguas (no. 1125 from ES\_UPO\_SP\_2018)
51. Departamento que opte por implantar docencia en **inglés** (u *otras* lenguas extranjeras) seguirá las pautas [...] (no. 1079 from ES\_UCM\_IP\_2015)

English is also associated with the collocates that refer to its status as lingua franca (‘franca’), specific modules of language for specific purposes (‘purposes’, ‘especific’, ‘tècnic’) and modules taught and/or partially taught in a foreign language (‘instruction’, ‘friendly’).

## 4.2.4.3. Strategies and assessment

Similar to the category of strategies reported in the section of ‘language’ collocates, most of the findings in Table 4.17. are related to teaching and education, thus suggesting that both are the main strategy used to promote the use and learning of English in the university.

Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• docencia (88), impartir (74), asignaturas (73), cursos (45), formación (33), programa (32), oferta (31), grado (27), titulaciones (20), estudios (15), enseñanza (12), créditos (9), aprendizaje (8), clases (6), máster (5)</li> <li>• internacionalización (5)</li> </ul>
English assessment	<ul style="list-style-type: none"> <li>• conocimientos (25), competencia (20), capacitación (11), dominio (11)</li> <li>• nivel (82), acreditación (17), certificado (12), pruebas (7), diploma (7)</li> <li>• básica (10), mínimo (6), required (6), superar (5)</li> </ul>

Table 4.17. Collocates of English: strategies and English assessment

Initiatives to offer English-taught education at the undergraduate or graduate level (‘grado’/degree, ‘máster’/master) can be found in general terms at the university with collocates ‘docencia’/teaching, ‘impartir’/teach, ‘programa’/programme, ‘oferta’/offer, ‘titulaciones’/degree, and ‘estudios’/studies (‘planes de estudio’). This teaching initiative may vary, ranging from full bilingual degrees to just offering some teaching hours in a foreign language; from specific courses in which contents are taught in English to general English language courses or courses where English is learnt for specific purposes (‘asignaturas’/module, ‘cursos’/courses, ‘formación’/training, ‘créditos’/credits, ‘clases’/classes).

More precisely, one of the goals of introducing English-instruction is the promotion of *internationalisation*:

52. Bajo nivel en **inglés** que no permite que mejore la *internacionalización*. (no. 622 from ES\_ULL\_SP\_2018)
53. [...] se comiencen a impartir enseñanzas en **inglés** en el marco de la *internacionalización* del Grado. (no. 271 from ES\_USA\_LP\_2016)
54. UDC ven apostando fuertemente pola docencia en **inglés** como medida de *internacionalización* na casa (no. 131 from ES\_UDC\_LP\_2016)

Another objective is the improvement of language competence and language acquisition, which is closely related to the category of language assessment. Collocates from this area relate to language proficiency ('conocimientos'/*knowledge*, 'competencia'/*competence*, 'dominio'/*proficiency*, 'capacitación'/*accreditation*) as well as language accreditation ('nivel'/*level*, 'acreditación'/*accreditation*, 'certificado'/*certificate*, 'pruebas'/*tests*, 'diploma'/*diploma*), which are linked to language requirements:

55. [...] acreditar que han adquirido un *nivel mínimo* de competencia en lengua **inglesa** que debe ser justificado antes de presentar su trabajo fin de grado. (no. 616 from ES\_UC\_LP\_2018a)
56. [...] una prova de *nivell* —només d' **anglès**— als estudiants de nou ingrés (no. 670 from ES\_UDL\_LP\_2013)

Akin to language assessment, the type of requirements found in the corpus tends to establish the minimum level of what is acceptable, which is found in collocates like 'básica'/*basic*, 'mínimo'/*minimum*, 'required', 'superar'/*pass*. Thus, the general language requirements often refer to the certification of an English competence level to access certain domains in the university.

#### 4.2.4.4. Other Languages

Finally, the last category was concerned with other languages mentioned in relation to English, whether foreign languages or local languages, as illustrated in Table 4.18.

Category	Collocates (frequency)
Other languages	<ul style="list-style-type: none"> <li>• valencià (41), castellà (27), català (20), español (12)</li> <li>• alemán (23), francés (22), italiano (14), idiomas (13), portugués (5)</li> </ul>

Table 4.18. Collocates of English: specific languages

English is found to have a high correlation with 'valencià'/*Valencian*, 'castallà'/*Castilian* and 'català'/*Catalan*. Further, the concordances of the results suggested that this corresponds with the bilingual nature of the regions —Valencian-English, Catalan-English— or the desire to internationalise the institution by providing bilingual versions of information —Spanish-English. The co-official languages receive the status of



working languages at the university, either as the language of instruction or as the language for administration and services:

57. Nombre d'assignatures grups en *valencià* i en **anglès** en el LLEU. (no. 198 from ES\_UJI\_LP\_2018)
58. En cuanto a la oferta de posgrado, se deberá tender a un modelo plurilingüe que combine *euskera*, *castellano* e **inglés**. (no. 372 from ES\_UPV\_LP\_2013)
59. [...] d'incloure e l requisit mínim del C1 de *català* i el B2 **d'anglès** per a nous contractes (acció 6.6.1). (no. 30 from ES\_UJI\_LP\_2018)

In the case of foreign languages, their relationship with English seems to respond to the enumeration of courses and tests at the Language Centres of universities, as seen in the following extracts:

60. [...] una prueba de nivel en línea de **inglés**, *alemán*, *francés* e italiano. (no. 45 from ES\_UAB\_AR\_2016)
61. [...] alumnos que llegan cada semestre son recibidos en la Oficina de Relaciones Internacionales donde se les dan seminarios orientativos y de apoyo para su incorporación a la UCA y, posteriormente, acogidos en un acto de bienvenida que tiene lugar, igualmente, al comienzo de cada semestre y donde se les atiende, además de en español, en *alemán*, *francés*, **inglés**, italiano, portugués y ruso. (no. 446 from ES\_UCA\_AR\_2016)
62. [...] para realizar exámenes de dominio, [...], para el nivel B1 de cinco idiomas (**inglés**, italiano, *francés*, *alemán* y portugués) (no. 873 from ES\_UZ\_LP\_2015)

### 4.3. A local internationalisation strategy: the case of the UZ

#### 4.3.1. Frequency findings

Table 4.19. provides an overview of the 30 most frequent lemmas found in C3, from which a total of 18 lemmas (60%) coincide with the frequency results reported in C2. New lemmas tend to include concrete references to centres and initiatives. Regarding the salience of the highly-frequent words, it is worth observing that only 'internationalisation'

(no. 17) and ‘English’ (no. 20) are included in the list — ‘language’ ranks no. 48 (n=153) in contrast to C2, where it was ranked in third position.

Rank	Lemmas	Frequency	In C2	Rank	Lemmas	Frequency	In C2
1	Universidad	1,527	yes	16	Grado	261	yes
2	Estudiante	879	yes	17	internacionalización	259	yes
3	Internacional*	808	yes	18	Objetivo	256	yes
4	Programa	762	yes	19	Acción	247	yes
5	Centro	530	yes	20	Inglés	235	
6	Movilidad	521	yes	21	Ciencia	232	
7	Actividad	396	yes	22	Titulación	221	
8	Facultad	361		23	Investigación	216	yes
9	Curso	347	yes	24	Servicio	209	yes
10	Acuerdo	336		25	Desarrollo	208	yes
11	Proyecto	328		26	Profesor	204	yes
12	Convocatoria	320		27	Empresa	200	
13	Estudio	318	yes	28	Ayuda	195	
14	Mejorar	306		29	Plan	193	yes
15	Gestión	281		30	Convenio	191	

Table 4.19. Relative frequencies of the 30 most repeated lemmas in C3

Based on the classification used for the organisation of C2 frequencies —refer back to Table 4.2.—, lemmas retrieved from C3 follow the same groupings, which are summarised in Table 4.20.

Category	Areas	Lemmas
<b>Institution</b>	<i>Research</i>	investigación, desarrollo, empresa
	<i>Teaching</i>	curso, estudio, grado, programa, titulación
	<i>Administration</i>	gestión, servicio
<b>Agency</b>	<i>Top-down</i>	ciencias, centro, facultad, universidad
	<i>Bottom-up</i>	estudiante, profesor
<b>Strategy</b>	<i>International</i>	acuerdo, ayuda, convenio, convocatoria, internacional, internacionalización, movilidad
	<i>Language</i>	inglés
<b>Assessment</b>	<i>Tools</i>	plan, proyecto
	<i>Indicators</i>	actividad, acción, mejorar, objetivo

Table 4.20. C3 lemmas organised into categories

In contrast to C2, C3 has more lemmas in the categories of institution, (top-down) agency, and international-related items. In more detail, the institution grouping mentions the characteristic functions of universities: ‘investigación’/*research* and its importance for the progress of the university as well as the collaboration with ‘empresas’/*companies*; the teaching function is represented by the presence of diverse approaches to teaching programmes (‘grado’/*degree*, ‘cursos’/*courses*); and the administrative function might be represented either by the administrative staff and services provided at the university, or by the transfer of knowledge to society. In agency, references to ‘estudiantes’/*students* and ‘profesores’/*teaching staff* seem to prove that both actors are regarded as the main target populations of the proposed strategies. Other references to agency relate to the institution or top-down actors such as ‘universidad’/*university*, ‘centro’/*centres*, and ‘facultad’/*faculty*, e.g. the Faculty of Sciences.

International-related strategies seem to be frequent in the corpus, especially those concerned with ‘movilidad’/*mobility* both in the form of exchange programmes or the previous steps that are involved before the signing of an agreement (‘acuerdo’/*agreement*, ‘ayuda’/*support measures* ‘convenio’/*agreement*, ‘internacional’/*international*). The only reference to language found in C3 was *English*, which foregrounds the correlation between HE internationalisation and English, as the literature has claimed (cf. Bulajeva & Hogan-Brun, 2014; Coleman, 2006; Dimova et al., 2015; Kirkpatrick, 2011). This also has implications according to the linguistic landscape and language approach of the institution, meaning that greater focus is placed on the international language than the national language. The final category includes terms related to written documents and strategy planning (‘plan’/*plan*, ‘proyecto’/*project*) as well as to some indicators and concrete initiatives to develop internationalisation (‘actividad’/*activity*, ‘acción’/*action*, ‘mejorar’/*improve*, and ‘objetivo’/*objectives*).

#### **4.3.2. Collocates of Internationalisation**

As in Section 4.2.2., the collocates of ‘internationalisation’ found in C3 were organised into the categories of agency, descriptors, evaluative discourse, and strategy.

### 4.3.2.1. Agency

Table 4.21. shows the collocates referring to the actors involved in the internationalisation process of the UZ, whether they are in charge of the initiatives or the targets of such actions.

Category	Collocates (frequency)
Agency	<ul style="list-style-type: none"> <li>• universidad (44), vicerrectorado (27), facultad (8), responsable (8), escuela (4), secretariado (4)</li> <li>• centro (42), profesores (9), estudiantes (9)</li> </ul>

Table 4.21. Collocates of internationalisation: agency

On the one hand, there were references to top-down agents such as ‘universidad’/*university* —displaying the highest frequency of occurrence—, ‘facultad’/*faculty*, ‘escuela’/*school* as well as specific agents dedicated to internationalisation, such as ‘vicerrectorado’/*vice-rectorate* and ‘secretariado’/*secretary*, or the generic ‘responsable’/*responsible*, frequently used to refer to those in charge of promoting concrete internationalisation initiatives at the university:

63. La *Facultad de Filosofía y Letras* ha desarrollado dos grupos de actividades simultáneas y conectadas, financiadas con la ayuda del programa de **Internacionalización** 2009 del *Vicerrectorado* de Relaciones Internacionales. (no. 124 from UZ\_RRII\_IP\_2009ca)
64. [...] una *comisión* formada por el *Vicerrector* de **Internacionalización** y Cooperación de la Universidad de Zaragoza, la Directora de *Secretariado* de **Internacionalización**, el Director de Secretariado de Cooperación y la Jefa de la Sección de Relaciones Internacionales. (no. 130 from UZ\_RRII\_IP\_2017c)

The internationalisation trend is even reflected in the institutional compromise towards it. The former title of Vice-rector of International Relations is at present Vice-rector of Internationalisation and Cooperation (Examples 63-64), a decision made by the newly elected rector and included in the university’s strategic plan (2016).

Accordingly, *teachers*/‘profesores’, *students*/‘estudiantes’ and *centres*/‘centros’ are described as the addressees of internationalisation initiatives, a similar approach to what was stated in C2.

## 4.3.2.2. Descriptors

The lemmas describing internationalisation are shown in Table 4.22. Broadly speaking, they revolve around the understanding of internationalisation and written documents.

Category	Collocates (frequency)
Descriptor	<ul style="list-style-type: none"> <li>• proceso (11), transversal (4)</li> <li>• políticas (9), estrategia (8)</li> <li>• objetivos (20), actividades (18), acciones (15), planificación (11), herramientas (5), retos (5)</li> </ul>

Table 4.22. Collocates of internationalisation: descriptors

Similar to the findings in C2 ‘internationalisation’ is regarded as an on-going *process* / ‘proceso’ or ‘transversal’ action that occurs at the university as a result of the university stakeholders’ interest. Compromise towards internationalisation is indicated through institutional initiatives such as ‘políticas’ / *policies* and ‘estrategia’ / *strategy*. According to the concordance results, these two collocates reflect the importance of policies at a national level, although they do not refer to the existence of written documents at the UZ, with the exception of the following extracts:

65. Uno de los principales objetivos de la *estrategia* de **internacionalización** de la Universidad de Zaragoza es el de incrementar progresivamente la movilidad internacional de sus estudiantes, [...] (no. 50 from UZ\_UZ\_IP\_2015)
66. De acuerdo con la *estrategia* de **internacionalización** dirigida a ampliar acuerdos de movilidad en el área Latinoamericana se iniciaron contactos entre la Escuela y la Universidad [...] (no. 126 from UZ\_RRII\_IP\_2011ca)

While there are few references to written plans, internationalisation can be understood as a transversal objective thanks to the presence of collocates such as ‘objetivos’ / *objectives*, ‘acciones’ / *actions*, ‘actividades’ / *activities*, ‘planificación’ / *planning*, ‘herramientas’ / *tools*, ‘retos’ / *challenges* — common sections in internationalisation plans — which suggest the imminent implementation of internationalisation not only from a bottom-up approach, but also from a top-down perspective that guides the internationalisation process of the university.

#### 4.3.2.3. Evaluative Discourse

Table 4.23. illustrates some of the most common perceptions and actions towards ‘internationalisation’, most of them linguistically realised in the form of verbs.

Category	Collocates (frequency)
Evaluative discourse	<ul style="list-style-type: none"> <li>• participar (16), contribuir (10), impulsar (5), fomentar (4), apoyar (4)</li> <li>• mejora (9), continuidad (4)</li> </ul>

Table 4.23. Collocates of internationalisation: evaluative discourse

It could be argued that the UZ takes into consideration the fact that internationalisation benefits the university in general, as well as what activities and actions have helped improve the internationalised state of the university. In this way, the management’s responsibility is ‘contribuir’/*contribute*, ‘impulsar’/*foster*, ‘fomentar’/*foster*, ‘apoyar’/*support* to increase the level of internationalisation. It also aims at increasing the level of participation of the stakeholders in order to approach internationalisation in a comprehensive way. A favourable attitude is conveyed through the use of such verbs:

67. Analizar los sistemas de gestión de titulaciones para facilitar su *mejora* continua, *impulsando* aspectos como la **internacionalización** o empleabilidad de los títulos. (no. 179 from UZ\_UZ\_AR\_2016)
68. [...] desarrollo de las actuaciones hayan supuesto una *mejora* en la **internacionalización** del Centro y de la Universidad de Zaragoza, [...] (no. 109 from UZ\_RRII\_IP\_2015c)
69. Las asociaciones de estudiantes y su *contribución* a la **internacionalización** de los centros: ESN y AEGEE. (no. 73 from UZ\_RRII\_IP\_2012jo)
70. 3ª convocatoria de ayudas para proyectos de **internacionalización** 2010: *Contribuir* a *mejorar* la proyección internacional de la UZ, favoreciendo la planificación estratégica de la internacionalización de los Centros [...] (no. 182 from UZ\_RRII\_IP\_2010c)

#### 4.3.2.4. Strategies

The last category concerning ‘internationalisation’ is provided in Table 4.24., which illustrates the different internationalisation strategies found at the UZ.

Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• ayudas (47), proyectos (39), jornada (10), casa (7), mapa (7), financiación (5)</li> <li>• cooperación (26), internacionales (12), movilidad (8), extranjero (6), acuerdo (5)</li> <li>• cursos (21), programa (9), títulos (6), estudios (5), currículos (4), docencia (4), oferta (4)</li> </ul>

Table 4.24. Collocates of internationalisation: strategies

Similar to the findings reported for C1 and C2, mobility and education were some of the most frequent initiatives. Mobility and international collaboration are associated with the collocates ‘cooperación’/cooperation, ‘movilidad’/mobility, ‘extranjero’/abroad or foreign/‘extranjero’, ‘acuerdo’/agreement (agreements for international mobility), among others. In the field of teaching, a relevant area of internationalisation at *home*/‘casa’ shows an interest in the internationalisation of teaching programmes and their contents (‘programa’/programme, ‘títulos’/degree, ‘estudios’/studies, ‘currículo’/ curriculum, ‘docencia’/teaching, ‘oferta’/offer) and the attendance to courses for internationalisation training. For instance:

71. Dar continuidad a la propuesta de **internacionalización** de los *títulos* de [la] Universidad de Zaragoza con posibilidad de ser reconocida dentro de los procesos de evaluación externa de los títulos. (no. 84 from UZ\_UZ\_AR\_2017)
72. [...] la **internacionalización** de los *currículos*, la puesta en marcha de titulaciones conjuntas, el fomento del uso del inglés y de la potencialidad de la lengua española, junto a otras muchas acciones. (no. 74 from UZ\_UZ\_AR\_2016)
73. Asistencia a *cursos* en materia de **internacionalización** universitaria. (no. 216 from UZ\_RRII\_IP\_2010c)

A well-established strategy is the one revealed by the collocate ‘proyectos’/projects (n=39). This initiative was established in 2008 and offers faculties and centres support measures in their enterprise for internationalisation —often in the form of economic support (‘ayudas’/help, ‘financiación’/financing), an essential aspect according to Childress (2006, 2010) and Foskett (2010) for the implementation of internationalisation. These projects involve agreements and exchanges with European, American or Asian universities for mobility and education purposes; the translation of materials and websites to other languages; the creation of language-related initiatives to improve language skills and

cultural exchanges; or the attendance to international conferences, among others. Communication of the projects' outputs and other topics related to internationalisation are shared annually in the 'jornadas'/seminars, a space created to put in common the initiatives of the UZ. A final tool referred to in the corpus is the so-called 'mapa de internacionalización'/internationalisation map which aims at tracking internationalisation at the university:

74. [...] el *Mapa de Internacionalización*, que, en su primera fase, pretende centralizar [...] toda la información disponible relativa a convenios internacionales, movilidad de estudiantes, programas de cooperación y proyectos europeos de investigación, innovación docente y redes de colaboración académica e investigadora. (no. 199 from UZ\_UZ\_AR\_2017)

### 4.3.3. Collocates of Language

The following categories were deemed relevant to examine the collocates of 'language': agency, descriptors, language strategies, language assessment, and specific languages.

#### 4.3.3.1. Agency

The two collocates found in the category of agency are 'centro'/centre (n=21) and 'universidad'/university (n=10). In this case, *centre* refers to the Centre of Modern Languages ('Centro Universitario de Lenguas Modernas') of the University of Zaragoza, which is in charge of foreign language courses and certification tests.

#### 4.3.3.2. Descriptors

The collocates directly related to the node 'language' were 'modernas'/modern (n=35), 'extranjeras'/foreign (n=28), and 'propias'/own (n=6). The first two correspond with the expressions 'lenguas modernas'/modern languages —found in the name Centre of Modern Languages and the Degree in Modern Languages— and 'lengua extranjera'/foreign languages. References to foreign (modern) languages are, namely, to English, French, and German since they are the most widely learnt foreign languages in



Spain according to the European Commission survey (2012a). The third collocate, *own* refers to the local language spoken in Aragón, a similar use was found in C2 when languages such as Catalan or Valencian were described:

75. Los circunloquios de nuevo cuño empleados en la Ley — **Lengua** aragonesa *propia* de las áreas pirenaica y prepirenaica de la Comunidad Autónoma, y Lengua aragonesa propia del área oriental de la Comunidad Autónoma— [...] (no. 10 from UZ\_UZ\_LP\_2013)
76. También, las guías docentes de algunas asignaturas reflejan aprendizajes de contenidos desde una perspectiva global o desarrollan la capacidad de trabajar en un contexto diverso, multicultural e internacional, la capacidad de comunicar, para enseñar en la **propia lengua**, y en otra u otras lenguas europeas o de afrontar situaciones de aprendizaje de lenguas en contextos multilingües (no. 82 from UZ\_RRII\_AR\_2017)

#### 4.3.3.3. Language strategies

Table 4.25. illustrates the collocates concerning language strategies, which were mainly associated with the field of teaching.

Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• cursos (13), enseñanza (8), cultura (6), aprendizaje (5), asignaturas (5), docencia (4), grados (4), oferta (4), titulaciones (4)</li> </ul>

Table 4.25. Collocates of language: strategies

As seen in C2, languages in tertiary education are closely related to teaching and learning. The collocates suggest that the traditional approach to language learning is done by means of language *courses*/'curso' —organised by the Centre of Modern Languages. Other collocates suggest that learning opportunities can take place within the formal curriculum. This means the university *degrees* ('grados'/degrees, 'enseñanza'/teaching, 'docencia'/teaching, 'oferta'/offer, 'titulaciones'/degrees) may offer a certain number of hours dedicated to learning a language, to learn a language for specific purposes, or that a *subject*/'asignatura' includes teaching materials or the vehicular language in a language that is not Spanish:

77. Plan de formación para el Personal Docente e Investigador en competencias lingüísticas para la *docencia* en **lengua** extranjera de grados y másteres. (no. 85 from UZ\_UZ\_AR\_2017)

78. Asimismo, en varios grados se ofertan además *asignaturas* de **lenguas** instrumentales (lenguas para fines específicos), [...] (no. 152 from UZ\_RRII\_AR\_2017)
79. En algunos planes de estudios se exige obtener dos créditos obligatorios de nivel B1 de idioma moderno Inglés matriculándose en la *asignatura* “**Idioma** Moderno B1” (alemán, francés o inglés) (no. 197 from UZ\_RRII\_AR\_2017)

Occasionally, ‘language’ is connected to *culture* / ‘cultura’ i.e. the Spanish culture and language, which expresses the importance of both elements in the development of successful global citizenship and intercultural competence in students and university staff.

#### 4.3.3.4. Language assessment

In Table 4.26., a distinction can be made in regards with language assessment: language proficiency on the one hand, and indicators of language standards on the other hand.

Category	Collocates (frequency)
Language assessment	<ul style="list-style-type: none"> <li>• competencia (24), niveles (17), oral (6), capacitación (5), comunicación (5)</li> <li>• europeo (11), referencia (11), certificación (9), ACLES (4)</li> </ul>

Table 4.26. Collocates of language: assessment

Proficiency in the four macro-skills is assessed according to the Common European Framework of Reference for Languages (‘europeo’/*European*, ‘referencia’/*reference*) and regulated by ‘ACLES’, the Spanish Association of Language Centres in Higher Education. One shared concern of Spanish universities is the accreditation of the students’ language competence (‘niveles del competencia’/*competence levels*). In the case of the UZ, the level B1 is mandatory for graduation and participation in the Erasmus mobility programme:

80. [...] la obligación de que figure en los planes de estudios de los nuevos grados la necesidad de obtener una formación de *nivel* B1 o equivalente del **idioma** que se haya establecido en la Memoria de Verificación según las necesidades de formación que requiera el estudiante, y que se computa con un valor de 2 créditos. (no. 227 from UZ\_UZ\_LP\_2012)
81. [...] aquellos que deseen solicitar su admisión al programa Erasmus del curso 2015-2016 cuando se les exija acreditar el *nivel* B1 de una de las **lenguas** antes referidas para acceder a la fase de solicitud; (no. 9 from UZ\_UZ\_LP\_2015a)

In order to successfully implement language-related strategies and meet up language expectations, language support and training must be provided (CRUE, 2017). However, current policies seem to lack explicit references to support strategies, as shown in the quantitative data.

#### 4.3.3.5. *Specific Languages*

Turning to the remaining ‘language’ collocates, ‘inglesa’/*English* (n=32) and ‘español’/*Spanish* (n=26) appeared to be the preferred linguistic choice for bilingual education. Additionally, English was mentioned in relation to foreign language courses and language accreditation. Spanish, on the other hand, was associated with the teaching of Spanish as a foreign language and understood as the most suitable language to establish relations with Latin America as Example 66 illustrates or as stated by the authors that have examined the internationalisation of Spanish universities, e.g. Rumbley (2010), UNESCO (2014) and Vázquez et al. (2019), inter alia.

#### 4.3.4. **Collocates of English**

The majority of the ‘English’ collocates coincided with the results of ‘language’ presented in the previous section given their semantic connection. In what follows, only new findings are commented for the sake of avoiding repetition. The categories used to classify the collocates correspond with agency, strategies, language assessment, and specific languages.

##### 4.3.4.1. *Agency*

In the case of agency (Table 4.27.), the focus of attention lies on two main actors, students (‘grupo’/*group*, ‘estudiantes’/*students*) and teaching staff (‘profesores’/*teachers*, ‘PDI’/*teaching and research staff*) as the main addressees, or target population, of

English-related initiatives. These initiatives often refer to participants involved in English-taught modules and English language courses.

Category	Collocates (frequency)
Agency	<ul style="list-style-type: none"> <li>• grupo (36), estudiantes (13), profesores (11), PDI (5)</li> <li>• ciencias (11), facultad (8), centro (7), universidad (7)</li> </ul>

Table 4.27. Collocates of English: agency

The collocate ‘ciencias’/*sciences* appears for the first time and serves to introduce explicit references to initiatives organised at the Faculty of Sciences or the Faculty of Economic Sciences. Some of the specific actions found in the corpus focus on language learning, translation, or English-medium instruction:

82. Curso de formación para impartir docencia en **inglés** en los Grados de Ingeniería y *Ciencias* (no. 101 from UZ\_RRII\_IP\_2017)
83. Curso de comunicación académica oral en **inglés** para el PDI de la Facultad de *Ciencias* Económicas y Empresariales de la Universidad de Zaragoza. (no. 188 from UZ\_RRII\_IP\_2010ca)
84. Programa de asignaturas **English** friendly en la Facultad de *Ciencias* (no. 135 from UZ\_RRII\_IP\_2016jo)
85. Elaboración de la página Web de la Facultad de *Ciencias* en **inglés**. (no. 86 from UZ\_RRII\_IP\_2009ca)

These lines of action will be illustrated in further detail when examining the collocates of the Section 4.3.4.2.

#### 4.3.4.2. Strategies

Table 4.28., as seen in the previous sections dealing with internationalisation and language strategies, suggests a great interest in teaching languages at the undergraduate and graduate level (‘grado’/*bachelor*, ‘máster’/*master*).

Category	Collocates (frequency)
Strategies	<ul style="list-style-type: none"> <li>• asignaturas (42), docencia (42), cursos (24), grado (19), titulaciones (15), programa (10), oferta (9), clases (8), formación (7), material (7), estudios (6), enseñanza (5), máster (5)</li> <li>• traducción (16), web (12), información (8), versión (6), guías (4), proyecto (4)</li> </ul>

Table 4.28. Collocates of English: strategies

English and education are combined in multiple forms: ‘asignaturas’/*modules* partly or completely taught in English, English for specific purposes modules, or the so-called ‘English-friendly subjects’ (Example 84, 87) that involve lecturing in Spanish but also providing teaching/learning materials and support to the learning process —e.g. tests, office hours— in English for international students. This initiative addresses the top-down demand of English-taught courses and international students’ needs at the same time that adapts to the teachers’ language competence and skills.

Another strategy mentioned in the corpus was the opportunity to attend English language *courses*/‘cursos’ for university staff:

86. *Cursos de apoyo lingüístico (inglés) para PDI y PAS.* (no. 191 from UZ\_RRII\_IP\_2010)
87. También ha proseguido el apoyo a la *formación de los profesores* que desean impartir *clases* en lengua **inglesa** o *asignaturas English friendly*, enseñanzas que se han incrementado en el curso 2017-2018 con un nuevo máster impartido íntegramente en inglés y la oferta de nuevos bloques de asignaturas impartidas en inglés en titulaciones de grado. (no. 179 from UZ\_UZ\_AR\_2017)

Moving on to other areas of interest, collocates suggest that the goal to promote the international visibility of the university is done through the *translation* of information into English (‘traducción’/*translation*, ‘información’/*information*) and the creation of bilingual *versions* of promotional materials, institutional documents, and the university’s and faculties’ websites (‘web’/*website*, ‘versión’/*version*, ‘guías’/*guides*):

88. El proyecto ha permitido elaborar la página *web* del centro en **inglés**. Esto va a incrementar la visibilidad [...] (no. 122 from UZ\_RRII\_IP\_2009ca)
89. Para hacer más atractiva y accesible nuestra oferta académica, se ha preparado una versión **inglesa** de una parte de las *guías* docentes que facilite la atracción de estudiantes extranjeros [...] (no. 64 from UZ\_UZ\_AR\_2016)

90. Elaboración de *material* de difusión en **inglés**. Este *proyecto* se plantea ante la necesidad de seguir aumentando los contactos de la Escuela Universitaria de Ciencias de la Salud con Universidades e Instituciones del extranjero, para poder ampliar el número de acuerdos y el intercambio de profesores y de alumnos. (no. 121 from UZ\_RRII\_IP\_2009ca)

#### 4.3.4.3. English assessment

The collocates that appear in Table 4.29. were already mentioned in the Section 4.3.3. At this point, the general references to languages mainly referred to English as ‘the’ language for certification.

Category	Collocates (frequency)
Language assessment	<ul style="list-style-type: none"> <li>nivel (19), acreditación (11), comunicación (9), oral (5), capacitación (4)</li> </ul>

Table 4.29. Collocates of English: English assessment

As seen in the following examples, English requirements are associated with bilingual degrees’ admission (B1-B2), language training (B2), or job promotion (C1):

91. Son requisitos básicos para poder matricularse de nuevo ingreso en el grupo de docencia en inglés ADE, estar admitido en el Grado Administración y Dirección de Empresas y, en su caso, bien *acreditar* un *nivel* de **inglés** de B1 o superar la prueba de idioma correspondiente. (no. 56 from UZ\_FAC\_LP\_2016)
92. Son requisitos básicos para solicitar la incorporación al grupo de docencia en inglés en 2º, 3º o para cursar el Semestre Internacional ser estudiante del Grado Administración y Dirección de Empresas en el curso inmediatamente anterior y tener un *nivel* de **inglés** de B2 o haber superado durante un programa de movilidad al menos 30 ECTS en asignaturas impartidas en inglés. (no. 57 from UZ\_FAC\_LP\_2016)
93. Curso dirigido preferentemente al profesorado de la Escuela de Ingeniería y Arquitectura y de la Facultad de Ciencias, [...], que tenga una formación en **inglés** equivalente o superior al *nivel* B2 del Marco Común Europeo de referencia para las lenguas. (no. 116 from UZ\_RRII\_IP\_2017)
94. [...] bonificación por *nivel* de idioma **inglés**, que será 1,5 puntos para C1 o C2 acreditado en el momento de la solicitud. (no. 212 from UZ\_FAC\_LP\_2016)

4.3.4.4. *Other Languages*

Lastly, Table 4.30. summarises the findings from the collocate ‘*lengua*’/*language* (n=31), the most frequent one due to the combination *language* + English (‘*lengua inglesa*’), which is another way of referring to the English language, as mentioned earlier in this chapter.

Category	Collocates (frequency)
Other languages	<ul style="list-style-type: none"> <li>• <i>lengua</i> (31)</li> <li>• <i>idiomas</i> (26), <i>francés</i> (22), <i>alemán</i> (10), <i>italiano</i> (8)</li> <li>• <i>español</i> (15), <i>castellano</i> (6)</li> </ul>

Table 4.30. Collocates of English: specific languages

In the sub-group related to foreign languages, English appears in relation to the general term ‘*idiomas*’/*foreign languages* as its main representative, and is followed by *French*, *German*, and *Italian* when it refers to the availability of foreign language courses, language exchange programmes, and accreditation tests available at the university. At the regional level, special attention is paid to French due to geopolitical factors, i.e. it facilitates cross-border relations with the neighbouring country, France, which can be found in the translation of promotional documents into French as a third language:

95. La prueba se realizará de acuerdo con el Marco Común Europeo de Referencia para las Lenguas, y para los siguientes idiomas: *alemán*, *francés*, **inglés** e *italiano*. (no. 78 from UZ\_UZ\_LP\_2015a)
96. En este año 2011 la Facultad de Ciencias Sociales y Humanas ha actualizado su página web ajustándose a la imagen corporativa de la Universidad de Zaragoza y se han traducido al **inglés** y al *francés* sus contenidos básicos. (no. 236 from UZ\_RRII\_IP\_2011ca)
97. Diseño e impresión de un Dossier sobre el Programa Universtage, en español, **inglés** y *francés*, de cara a su difusión entre empresas e instituciones en España y el extranjero. (no. 244 from UZ\_RRII\_IP\_2009ca)
98. Dichos folletos fueron impresos en tres idiomas: *español*, **inglés** y *francés*. (no. 246 from UZ\_RRII\_IP\_2009ca)

The last two collocates of this category are *Spanish* and *Castilian* —the latter is the traditional way of referring to Spanish. They might appear in an enumeration of languages,

for instance when bi/multilingual versions of documents are created (Examples 97-98) and in the language courses offered to international students where Spanish is learnt as a foreign language ('cursos de español'/*Spanish courses*, 'español como lengua extranjera'/*Spanish as a foreign language*).

In sum, the analysis of collocates showed that C3 defines the internationalisation efforts of an internationally engaged Spanish university and thus aligns with the national level and provides more detailed insight into the broad themes brought into surface in C2. In other words, C3 follows the general approach to internationalisation defined in C2 and, at the same time, it builds its own approach taking into account the specificities of its local context.



## **Chapter 5. A qualitative exploration of Language Policy**

This chapter reports on the results of the qualitative analysis found in the sub-corpus of LP documents. The chapter opens with an overview of European and national policies, that is followed by the emerging themes identified in the Spanish universities sub-corpus. Based on the inductive coding system and CDA approach, the main findings are organised into the following sections: i) argumentation to explore rationales and objectives; ii) the identification of strategic areas; iii) the representation of stakeholders' ideologies and power dynamics; and finally iv) the depiction of the English language beliefs revolving around the concepts of language status, language hierarchies, and language ecology that varies depending on the universities' sociolinguistic context, but still situate English in a privileged (preferent) position in contrast to other foreign languages.

## 5.1. C1 policies: findings and emerging themes

### 5.1.1. European language policy

Current views on languages are transmitted in European policies, particularly those that see languages as tools —commodities or assets— that “can contribute to economic growth, competitiveness, mobility of labour, and employability” (Gazzola, 2016, p. 140). This quote echoes European strategies such as the *Lisbon Strategy* (2001) and the *Strategic Framework for European Cooperation in Education and Training (ET 2020)* (2009), that emphasise the development of a competitive economy based on knowledge and skills. Bi/multilingualism is one of the skills that is considered to be essential for this purpose (European Commission, 2003). Policies dealing specifically with language matters can be traced back to 2002 at the Barcelona European Council, where it was firstly discussed that citizens should learn “at least two foreign languages from a very early age” in order to encourage the integration of migrant and mobile citizens in the European Union (Presidency Conclusions, 2002, p. 19). Since then, several European policies issued by the European Commission (2003, 2005, 2008) have reported the benefits that linguistic diversity offers to citizens, summarised in Figure 5.1.

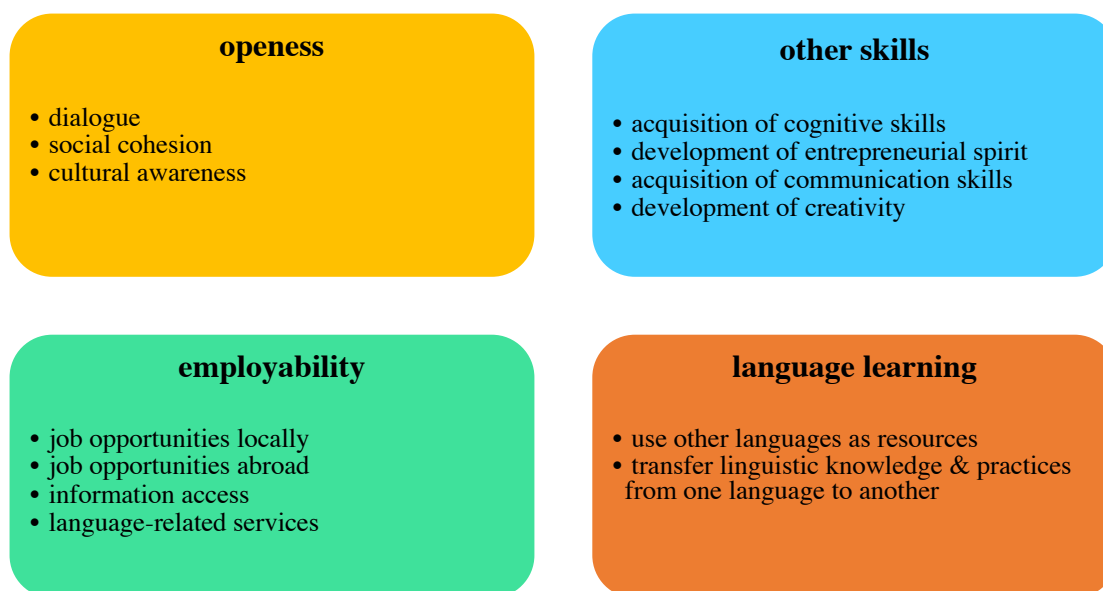


Figure 5.1. Benefits of multilingualism

Official policies dealing with languages in the European Union include proposals for the member states in the fields of language learning and teaching, mobility, and social

cohesion, among others. Specifically, strategies to promote language learning can be grouped into four main areas as shown in Table 5.1. (based on European Commission, 2003, 2005, 2012b, 2018):

Areas	Strategies
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Funding language learning programmes (Socrates, Leonardo da Vinci)</li> <li>• Funding projects, grants, assistantship, courses, exchanges</li> <li>• Funding dissemination events, raise awareness and information access</li> <li>• Funding logistics, tools, materials</li> </ul>
<b>Teacher training</b>	<ul style="list-style-type: none"> <li>• Teacher mobility</li> <li>• Dissemination of research results and good practices</li> <li>• Continuous innovation and new methodologies (e.g. ICT resources)</li> <li>• Professional development for teachers</li> </ul>
<b>Assessment and quality</b>	<ul style="list-style-type: none"> <li>• Design of tools and instruments (e.g. CEFR, European Language Portfolio)</li> <li>• Monitor learning outcomes, proficiency levels, real language use</li> <li>• Improve the effectiveness of language strategies</li> </ul>
<b>Media and new technologies</b>	<ul style="list-style-type: none"> <li>• Improve motivation</li> <li>• Access to input and resources (Internet)</li> <li>• Non-formal education</li> <li>• Online courses, collaborative projects and platforms</li> </ul>

Table 5.1. Main strategies for language education

These documents, especially those directly related to multilingualism and language competence issued by the European Commission (2003, 2005, 2008, 2012b) also included a set of useful indications for multilingual education and language policies for educational centres. Firstly, the design of the language policy (LP) should be based on a clear understanding of rationales and objectives. European, national, regional and local authorities share the responsibility to be coherent with each other at the same time they adapt non-context specific policies to the linguistic context of each region and country (cf. Julián-de-Vega & Ávila-López, 2018). LP should provide guidance and serve as reference documentation for addressing issues of language teaching, promotion of language awareness and equal positive views on international languages, national languages, regional languages and migrants' languages for inclusion and tolerance purposes (European Commission, 2012b).

Secondly, LP should promote a multilingual environment where users can exploit, use and expand their linguistic repertoires through opportunities for using the language. For example, universities are seen as appropriate spaces to create language-friendly environments based on real opportunities of language use between the international and local communities, the use of English as a lingua franca for dissemination and networking, or the organisation of events that reflect on good teaching practices (European Commission, 2003, 2008; Julián-de-Vega & Ávila-López, 2018). This means effective language learning relies on functionality, i.e. language use should have a real-world focus, for instance like a tool for mobility or an asset for employability; as well as on quantity, meaning there are actual opportunities to receive language training in a wide range of foreign languages —more hours, learn two (or more) foreign languages (European Commission, 2012b, 2018).

Thirdly, as seen in Table 5.1., the policies promote continuous teacher training through the creation exchange programmes to “enhance their language and intercultural skills” as well as the introduction of innovation and ICTs in the learning-teaching process (European Commission, 2008). This can be complemented with self-assessing and monitoring frameworks of teacher development such as the EAQUALS framework for language teacher training and development (2016).

In sum, the above-mentioned benefits, strategies and recommendations seek to contribute to raising awareness and enhancing the value of languages that European institutions use, and they are thus expected to provide guidance in the process of developing LP documents in universities committed with linguistic diversity.

### **5.1.2. Spanish Language Policy**

In the Spanish context, explicit references to languages can be traced back to the Spanish Constitution (1978) that states as follows:

Artículo 3. 1. El castellano es la lengua española oficial del Estado. Todos los españoles tienen el deber de conocerla y el derecho a usarla. 2. Las demás lenguas españolas serán también oficiales en las respectivas Comunidades Autónomas de acuerdo con sus Estatutos. 3. La riqueza de las distintas modalidades lingüísticas de España es un patrimonio cultural que será objeto de especial respeto y protección.

The Spanish LP establishes the official status of Spanish and recognises the co-official status of the regional languages in their autonomous communities as well as the cultural value of all the languages spoken in the country. It is in these bilingual regions where further references to language regulation and LP are found, in the ‘*Decretos de bilingüismo*’ (1978-1979) of Catalonia, the Basque Country, Galicia, the Valencian Community, and Balearic Islands. These legal documents for the first time make the distinction between the status of official language and *own language* —previously commented in Chapter 4— with the purpose of normalising the use and role of local languages in the local social setting and in education (Julian-de-Vega & Ávila-López, 2018).

Across university campuses, most of the documents dealing with LP drew on legal documents aiming to normalise the use of regional languages at the university. Within the Barcelona Council (Presidency Conclusions, 2002)’s objectives, multilingualism and foreign language competence emerged as new areas of concern for policymakers. Additionally, the presence of internationalisation as an institutional objective and the need to respond to social changes and global demands was considered in the design of new LP. With the purpose of bridging multilingual aspirations and internationalisation strategies together in LP, the Spanish Association of Universities published a guide with recommendations for the accreditation and certification of foreign language competence in HE settings (*Guía de buenas prácticas para la acreditación del nivel de lengua extranjera y español como lengua extranjera en la universidad española*, 2016). In 2017, CRUE released the official language policy framework that included the main issues to be addressed and the main strategic areas that universities should bear in mind during the design and decision-making of local policies (*Política Lingüística para la Internacionalización del Sistema Universitario Español*). To put it bluntly, the results of the qualitative analysis showed that, within the national scope, each university should understand their specific needs and context in order to state clear objectives, and language uses (CRUE, 2017; Ramos-García & Pavón Vázquez, 2018).

### 5.1.3. Degree of convergence between European and Spanish policies

Using the 2017 Spanish LP document's organisation, the actions mentioned in the areas of accreditation (n=13), training (n=34), incentives (n=25) were compared and classified according to the European strategies and recommendations described previously in Table 5.1. The qualitative analysis revealed that the European objectives worked in fact as general guidelines that helped to address common interests among European and Spanish policies and understand how national actions are expected to fit within supranational strategies, as illustrated in Figure 5.2. The areas that received more attention were those related to training (38%), the promotion of a multilingual environment (24%), and assessment (14%). The fact that the main strategic areas of the Spanish national LP (CRUE, 2017) are language training and accreditation mirrors this trend too.

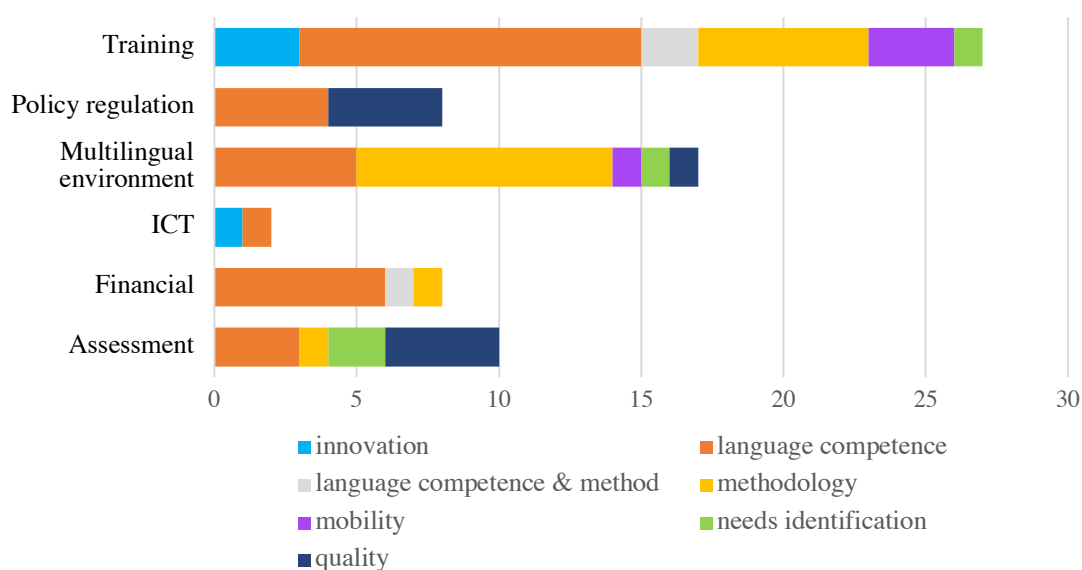


Figure 5.2. C1 transversal themes of LP documents

Regarding training, the discourse analysis revealed that the main strategies explicitly stated in the documents focused on the creation of measures to acquire and improve language competence by means of targeting specific language needs, communication skills, foreign language instruction or mobility. This was mostly achieved through

language and methodological courses that assured compliance of the language requirements. Table 5.2. summarises the kind of training proposed to support language learning according to the needs of the university community members<sup>17</sup>.

Students	Teaching staff	Administrative staff
<ul style="list-style-type: none"> <li>• Oral and written communication courses</li> <li>• EAP courses</li> <li>• Pronunciation courses</li> <li>• Effective communication courses</li> <li>• Multimodal communication courses</li> <li>• Complementary courses abroad</li> </ul>	<ul style="list-style-type: none"> <li>• Needs analysis</li> <li>• Methodological courses adapted to the language of instruction</li> <li>• Training courses (teaching in a foreign language, teaching to international students, intercultural competence and communication)</li> <li>• How to structure training and courses</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign language courses</li> <li>• Specific skills courses (phone conversations, welcome international students and scholars...)</li> <li>• Specific written communication courses (email, documentation, informative material, website contents...)</li> <li>• Visiting period in international institutions related to the administrative internationalisation process</li> </ul>

Table 5.2. Language training for university members

Another emerging theme from the documents was the promotion of a multilingual environment. Broadly speaking, the qualitative analysis indicated that the introduction of innovative methodologies and adaptation of traditional teaching methodologies to teach in a foreign language was considered to be the main tool to support and maintain linguistic diversity. Promotion was often based on preparatory courses for teachers and the creation of resources, materials, support actions, and incentives for those agents participating in English-medium courses, language courses and mobility. This is complemented with the creation of incentives to increase participation in bilingual education.

A further emerging theme was the assessment and monitoring of language competence. Different ways of dealing with language evaluation were frequently mentioned, such as language requirements, language needs, or the creation of indicators and tools that assure quality standards for international recognition and validity of certificates and diplomas. The assessment category can be related to the strategic area of

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<sup>17</sup> See Appendix E for further details on the Spanish language strategies.

accreditation found in the LP documents (CRUE, 2016, 2017; Halbach & Lázaro, 2015). For instance, there is a common agreement on the type of language requirements found at the university —evidenced by the language assessment collocates in Chapter 4. Students, depending on the purpose, are expected to reach at least a B1 for graduation, a B2 for mobility or admission in some bilingual degrees and specific masters, and a C1 level for admission in some doctoral programmes. Academics are expected to hold a C1 level if they are interested in teaching in a foreign language. Administrative staff, at least those working in international-related positions, are expected to accredit a B2 level of language competence.

Akin to the areas of regulation, ICT and financial measures appeared to be less important —as shown in Figure 5.2. The national LP (CRUE, 2016, 2017) also mentions several recommendations, which suggests that for the policymakers it is very important to have explicit language regulation and ensure effective communication of outputs and initiatives to the whole university community. The same emphasis is placed on the institutions' role in the creation of support measures and incentives to foster international collaboration and exchanges.

## **5.2. Emerging themes of LP in Spanish Higher Education**

### **5.2.1. Argumentation**

Changes in HE are introduced by means of argumentation techniques, such as rationales and objectives, which are essential elements to mobilise agents and modify values and practices regarding policies (Fairclough & Fairclough, 2012; Wodak & Meyer, 2008). Accordingly, in this section the following concepts are examined: language objectives, internationalisation, and the identification of other rationales.

#### *5.2.1.1. Language objectives*

One of the main purposes of LP documents is the creation of adequate objectives for the design and implementation of strategic actions that regulate language use (European Commission, 2005). Thus, explicit references to setting up objectives takes the form of



argumentation so as to justify the decisions taken by the LP makers. The main arguments —formulated as strategies— proposed in LP documents revolved around the languages Basque, Catalan, English, and Spanish. Bearing in mind the sociolinguistic landscape of Spain and the increasing presence of foreign languages in the university context, LP documents defined three different purposes. These are summarised in Figure 5.3. The data further showed that the three objectives are associated with certain language practices too.

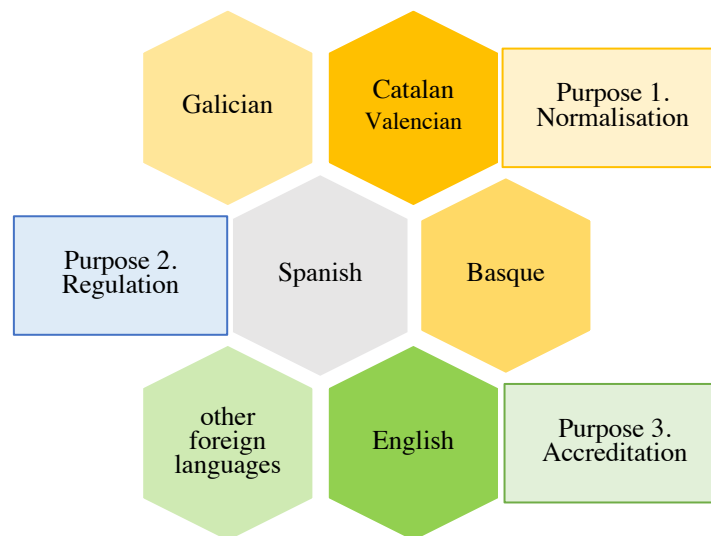


Figure 5.3. The three main objectives of language policy

Purpose 1. Language normalisation referred to co-official languages in order to describe their uses and trigger their institutional use. Purpose 2. Language regulation was found when a LP dealt with more than one language, for instance, when referring to the relation between a co-official language, Spanish and foreign languages, to regulate the functions and values of those languages. Lastly, Purpose 3. Language accreditation was associated with bi/multilingualism and the presence of English and foreign languages to promote second language competence and language planning for teaching, research and administration.

Other language-related objectives included an understanding of the sociolinguistic profile of each institution, particularly with the aim of normalising the use of co-official languages, providing some regulation for language use, and establishing the statuses of working languages to foreign and local languages. Language use regulation proved to be core to the nature of LP and the ultimate reason for the creation of a policy document, either to modify language practices, for example, increasing the co-official languages’

functions in opposition to using Spanish as the default language, or by means of providing explicit descriptions of languages' roles and statuses to boost their use at the university.

Language preferences are hinted in the enumeration of several languages, e.g. English and co-official languages tend to be accompanied by modifiers that co-occur whenever the different languages are listed. This circumstance could be connected to the fact that LP documents particularly seek to foster the promotion of foreign language competence and the promotion and normalisation of co-official languages which, in the end, may impact the current language practices and language beliefs.

In sum, from the documents analysed it seems clear that the main responsibilities of the universities are the promotion of languages in three respects: 1) grant co-official languages the status of *actual* working languages, 2) provide English and foreign language competence to train global citizens, and 3) emphasise that Spanish is an instrument to promote the national culture abroad and attract international students and staff. The second and third goals also relate to the national internationalisation strategy that relies on the use of Spanish and English (MECD, 2014). Thus, the promotion of language competence and multilingual environments aligns with European LP and internationalisation strategies (European Commission, 2005, 2008; Halbach et al., 2013; Saarinen & Rontu, 2018).

#### 5.2.1.2. *Internationalisation*

Internationalisation was the main rationale found in LP. This is not an unexpected finding if we refer to the increasing marketisation of HE institutions and broad socio-educational context policies are embedded in that was explained in detail in Chapter 1. Additionally, this was also not a surprising finding if we consider the results of the documents commented on in Chapter 4, where it became evident that there was a clear correlation between languages and the internationalisation process of universities. In LP, languages and internationalisation were closely associated with education and training-related strategies to improve foreign language competence, communication skills for the global market, and the use of English as an academic language for teaching and research

purposes to gain international competitiveness and prestige, among other goals (cf. Jenkins & Mauranen, 2019; University of Jyväskylä, 2015).

Some of the actions introduced to improve the language competence of the students ranged from EMI courses and collaboration between institutions to the design teaching programmes —degrees, courses, seminars, etc. In the field of research, strategies associated with enhancing language competence and promoting multilingualism included the international dissemination of knowledge in English or in other languages, and networking with international institutions with a view to becoming internationally visible. According to the documents, international collaboration and the presence of international students and staff is highly valued by institutions, whose ultimate purpose is to share their view on languages as strategic tools for global interaction and inclusion, more broadly echoing the neoliberal ideologies and discourses of internationalisation in relation to globalisation, prestige, excellence and visibility<sup>18</sup>:

99. **É evidente** que un aspecto que cómpre considerar para **valorar o atractivo internacional** das universidades é a presenza de profesorado e persoal investigador de referencia e acreditada excelencia académica e científica. Estes son, á vez, **fonte de prestixio e elemento de visibilidade mundial**, pois abren novas portas para a presenza da Universidade de Vigo noutros espazos e á inversa. (no. 35:128 from ES\_UVI\_LP\_2016)
100. **El entorno global** en el que los futuros graduados **deberán** desarrollar sus carreras profesionales **exige** la familiarización con contenidos con carácter internacional y el dominio del inglés, actual lingua franca. (no. 21:50 from ES\_UNA\_LP\_2017)
101. Pretende, por tanto, **cohesionar** mediante tres ejes de actuación –acreditación, formación e incentivación- todas aquellas actuaciones realizadas dentro de la UAL encaminadas a **impulsar la internacionalización** de la actividad académica, así como a **aumentar las competencias plurilingüe y pluricultural** de la comunidad universitaria y de su entorno social. **Consideramos** que los objetivos y propuestas que aporta dicho plan **repercutirán positivamente en la proyección profesional y personal** del alumnado, PDI y PAS de nuestra universidad. (no. 4:13 from ES\_UAL\_LP\_2016)

The clear position of universities in favour of internationalisation and, ensuing from this, the promotion of languages and multilingualism on campus is overtly stated through the

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<sup>18</sup> Glosses in English of the corpus extracts are provided in Appendix D.

use of attitude markers and personal preferences (‘é evidente’/clearly, ‘consideramos’/we consider) and deontic modal verbs (‘deberán’/must, ‘exige’/demands, ‘repercutirán’/will affect). The use of these discourse strategies aims to align the reader’s opinion with that of the policymakers who drafted the document. Their discourse stressed the benefits of internationalisation for stakeholders and the relevance of the policy to reach strategic institutional goals.

### 5.2.1.3. Other rationales

Other rationales can be traced through the use of intertextuality and other techniques that establish credentials and exert authority—further discussed in Section 5.2.3.1. Björkman (2014) describes intertextuality as “[t]he documents a text refers to provide us with important information regarding that text” (p. 344). By mentioning other texts and different discourses —such as those from legal background, institutional regulation, academic studies, and expert voices— that express similar concerns to those of the institution, universities justify their actions. The following extracts cite academic and legal texts to reinforce and support the policy rationale:

102. Este derecho se deriva del pluralismo lingüístico del estado español, **definido en el Estatuto básico del empleado público**, y se tiene que concretar en cada marco operativo. (no. 5:69 from ES\_UALI\_LP\_2013)
103. Dissenyar mesures de promoció de l’ús de l’anglès a la docència, amb la finalitat d’incrementar els crèdits impartits en aquesta llengua, **d’acord amb els objectius del Pla de finançament per a les universitats públiques catalanes**. (no. 23:10 from ES\_UPC\_LP\_2010)
104. **Según el estudio de Wächter y Maiworm**, el número de programas en el ámbito académico europeo descritos como programas. (no. 4:10 from ES\_UAL\_LP\_2016)
105. Respecto al reto particular de la cualificación lingüística del profesorado es de común acuerdo, **tal y como queda reflejado en la literatura científica**, que el nivel mínimo exigible es un nivel C1 [...] (no. 30:70 from ES\_USA\_LP\_2016)

Authority was conveyed through references to European, national, or regional regulation regarding the use of a certain language. By this means, any decision proposed in the document is presented as a contextualised action within the macro-level

guidelines and supported by research rather than being an isolated initiative. This is a form of exerting power backed up by recognised sources of knowledge, which eases the modification of language ideologies and language practices (Fairclough, 2003; Wodak & Meyer, 2008).

Furthermore, the use of attitude markers (*'es por ese motivo'*/it is for that reason, *'queda claro'*/it is clear) and the use of negation (*'ni qué decir tiene'*/not to mention, *'no pot ser ja... més demora'*/can't no longer be delayed) help to create a sense of urgency and immediacy towards the proposed actions that justify the university's intentions, as the ones Examples 106-108 illustrate, which aim to align the reader's opinion with the policy's objectives:

106. **Es por este motivo que** hay que [...]. **Hace falta, por lo tanto, que** todos los empleados públicos de la Universidad de Alicante acrediten [...] (no. 5:72 from ES\_UALI\_LP\_2013)
107. En vista de los datos, **queda claro** que se han cumplido los principales objetivos del plan anterior. Tal y como pudo apreciarse en el documento evaluación [...] Eso, **ni qué decir tiene, exige** que el personal que atiende al público conozca tanto el euskera como el castellano. (no. 26:118, 26:623 from ES\_UPV\_LP\_2013)
108. La implementació d'una acció decidida al voltant de l'aprenentatge d'altres llengües **no pot ser ja objecte de més demora**. (no. 24:269 from ES\_UPF\_LP\_2007)

### 5.2.2. Strategic areas

Interestingly, the results of the document analysis further indicated that the following themes were interconnected dimensions of LP: diagnosis, regulation, accreditation, training, incentives, and communication.

#### 5.2.2.1. Diagnosis

Experts like Huhta (2002) and Larsen and Holmen (2017) agree on the importance of a complete language diagnosis before the design and implementation of any language plan. In the documents, this theme appeared as a kind of introductory contextual information to the linguistic context of the university, which includes information about

the stakeholders' current language practices, i.e. linguistic profile, language competence, identification of what languages are used for specific purposes, and so on. This information is presented in the initial sections of LP to set the path for the implementation of strategies that aim to modify some existing language practices and attitudes, such as the promotion of co-official languages. Contents revolve around the notion of linguistic diversity and the possible challenges encountered in the implementation of LP:

109. No hay duda, en cualquier caso, de que **actualmente existe un desequilibrio lingüístico dentro del personal docente e investigador** de la UPV/EHU: el número de docentes bilingües doctores/as es menor, y, además, gran parte de ese colectivo está en situación inestable. Además, en la **investigación reciben un menor reconocimiento que el profesorado monolingüe**. Todo esto impide a muchas de estas personas participar en la oferta de posgrado, pero, gracias a la política que la universidad está aplicando en los últimos años, **dichos obstáculos se están reduciendo**. Esta es la línea en la que debemos seguir trabajando. (no. 26:222 from ES\_UPV\_LP\_2013)
110. Sin embargo, el **sistema universitario español adolece** de una escasa internacionalización en sus actividades docentes, de **una baja tasa de formación** impartida en inglés u otros idiomas extranjeros, así como de una limitada motivación, retención y atracción del talento. [...] (no. 4:90 from ES\_UAL\_LP\_2016)

According to Huhta (2002), an initial diagnosis identifies aspects such as language beliefs, needs, and interests that help to design tailored language plans to the scenario and priorities of each university. Policymakers must understand why LP is needed, what it intends to achieve, what actions will be implemented, what resources are available, timelines, and the target audience of the plans. Furthermore, the initial diagnosis should be complemented by indicators that measure to what extent objectives are reached during its implementation and, once the plan is entirely implemented, to assess its level of success and reflect if modifications are needed, as noted by Loheyde (1993) or Lindström (2012). In the documents, references to such matters abound:

111. Para la etapa que se inicia con el nuevo Plan de lenguas se valoran como especialmente efectivas las medidas de soporte, **y se considera que las de diagnóstico y las de regulación**, con carácter general, actualmente son menos necesarias de lo fueron hace unos años, si bien en determinados casos sí que pueden serlo. (no. 1:136 from ES\_UAB\_LP\_2016)

112. **Establiment d'indicadors de progrés** per al **seguiment del domini** de la llengua anglesa. Accions a. Seguiment continuat dels professors i alumnes que participen en el projecte de la docència en llengua anglesa, que ajudin a establir indicadors fiables per a l'assoliment dels objectius proposats. b. Fixar un horitzó al 2013 de nombre de classes en anglès, tenint en compte les tradicions lingüístiques i les particularitats acadèmiques de les diferents àrees de coneixement. (no. 11:73 from ES\_UDG\_LP\_2010)

As concluded by Lindström (2012), a LP has more chances to be successful and effective when it takes into consideration the actual sociolinguistic landscape, with its weaknesses and strengths and their stakeholders' needs and interests.

#### 5.2.2.2. Regulation

As understood in the documents, language management refers to how LP provides a regulatory framework of language practices within the university context. This involves deciding which languages are going to be explicitly mentioned in the policy and which functions will be assigned to them. This decision tends to vary according to the linguistic context and geopolitics of universities. As seen in Examples 113-116, regulation can be found in the oral and written communication between university members, institutional documentation, certificates, contracts, signs and symbols, publications, and so on.

113. 4.5. Las comunicaciones dirigidas fuera del dominio lingüístico catalán **se podrán realizar en cualquier lengua, atendiendo, en todo caso, a las normas legales vigentes.**
- 4.6. Los formularios que deban dirigirse fuera del dominio lingüístico catalán se **realizarán en catalán o en versión doble: catalán y otra lengua.** En tal caso, el texto **catalán figurará en lugar preferente.** (no. 7:84 from ES\_UB\_LP\_2011)
114. La **documentació interna** de caràcter administratiu, i totes les comunicacions institucionals internes i la documentació **que s'hi acompanye, s'han de fer en valencià, sense perjudici** dels drets dels ciutadans i ciutadanes **establerts en la legislació general.** (no. 39:17 from ES\_UV\_LP\_2014)
115. a la Universitat Pompeu Fabra la vida i les activitats acadèmiques **es desenvolupen o poden desenvolupar-se en català, en castellà o en anglès, sense perjudici, naturalment,** de la utilització d'altres llengües en les relacions interpersonals o de caràcter bilateral i en determinats ensenyaments específics o en determinades accions acadèmiques de la Universitat. (no. 24:25 from ES\_UPF\_LP\_2007)

116. [...] será o galego a lingua empregada con institucións e entidades públicas e privadas da nosa comunidade autónoma e que **existirán versións bilingües (galego/lingua oficial da institución ou entidade receptora) no caso de** se dirixiren estas comunicacións a lugares exteriores a Galicia. (no. 3:192 from ES\_UAC\_LP\_2006)

The discourse analysis also revealed that the level of specificity of language regulation appears to pose several challenges to policymakers, in particular regarding the individual freedom for language choice. For instance, some LP documents discussing co-official languages present a high level of specificity concerning the description of language use in different situations, which is linguistically seen through modal verbs, future forms and adverbs. In the cases where language regulation is very detailed, two scenarios may appear: either the policy presents a slight level of resistance to accept the use of other languages justified by the legal framework —covert references with the noun phrase ‘other languages’ (Examples 113-114)—, or it facilitates language alternation when asked by the interlocutors —explicit references to specific languages (Examples 115-116). This type of detailed regulation is found in LP whose main objective is the normalisation of co-official languages, where the *language for identification* becomes the *language for communication*, following House’s terminology (2003). The data analysed thus appear to indicate that explicit statements of *language use* are expected to modify language practices and promote one language over others. It is observed that authority is exerted more overtly in LP dealing with co-official languages than in LP including foreign languages for teaching and international communication —it might be a temporal situation since the top-down introduction of foreign languages is more recent.

In the case of English, which is referred to as a *language for (international) communication*, regulation of its use imitates normalisation policies. It should be noted, though, that the same level of specificity regarding language use is not always homogeneous:

117. **Estendre la presència** de l’anglès com a llengua **d’ús oral i escrit** en els diferents àmbits, especialment en la docència. (no. 23:8 from ES\_UPC\_LP\_2010)
118. **A priorización** do inglés como lingua docente **establécese, no momento de redactar o presente documento**, tendo en conta a situación internacional do ensino superior e a función do inglés como lingua franca. Non obstante, a Universidade de Vigo **poderá** establecer outra ou **outras linguas prioritarias en función dos seus intereses en cada momento, por proposta**



**da Comisi3n** de Internacionalizaci3n Lingüística. (no. 35:104 from ES\_UVI\_LP\_2016)

119. **Afianzamiento** de una se1al3tica **bilingüe** espa1ol-ingl3s as3 como accesible. (no. 14:243 from ES\_UG\_LP\_2017)

Another theme associated with regulation is quality, represented by the terms *linguistic quality*/'qualitat lingüística' (Examples 120-121) and *linguistic security*/'seguretat lingüística' (Examples 122-124). The former is generally understood as language hygiene, an indicator of adequate written and spoken language proficiency that often refers to specific language values attached to native-like standards (Cameron, 2012; Solin & Hynninen, 2018).

120. Incrementar la **qualitat lingüística dels textos** de recerca, els articles i les publicacions científiques mitjançant programes d'ajuts (**especialment en català i anglès**). (no. 13:245 from ES\_UDL\_LP\_2013)
121. **Acordar els criteris d'estil** que calgui (segons les necessitats de cada col·lectiu), com a mitjans per garantir el **model de llengua institucional i la qualitat lingüística** de les comunicacions i garantir que la comunitat universitària els conegui. (no. 13:79 from ES\_UDL\_LP\_2013)

The latter concept, *linguistic security*, is used with regards to teaching (Fortanet, 2012). It is understood as the linguistic right to be informed of the language of communication and/or working languages expected to be used in the teaching and learning activities in a multilingual university. For example, as mentioned in the following extracts, a student should know the vehicular language of a class prior to their enrolment as well as the languages in which they are going to be evaluated:

122. Para garantizar la **seguridad lingüística** en las actividades docentes, tanto del profesorado como del alumnado, **habrá que informar**, previamente a la matrícula, de la lengua en que estas actividades docentes serán impartidas. (no. 6:30 from ES\_UALI\_LP\_2016)
123. **Assegurar la disponibilitat de la informaci3** sobre la llengua d'impartici3 de les assignatures abans de la matrícula, com a mesura de **transpar3ncia informativa** cap a l'estudiantat, i **garantir** que es mant3 la llengua anunciada, com a mesura de **seguretat lingüística prevista en els objectius** del Pla de finançament de les universitats públiques catalanes. (Source 23:54 from ES\_UPC\_LP\_2010)
124. Una conseqüència directa d'aquest principi de **seguretat lingüística** que presideix totes les activitats acadèmiques de la Universitat Pompeu Fabra és que la llengua de la docència és una **informaci3 pública** i vinculant que tothom **ha de conèixer amb prou antelaci3**. [...] (no.

24:99 from ES\_UPF\_LP\_2007)

This term is used only with co-official languages —Catalan/Valencian in the documents —, although it is expected to be found in relation to English in future LP documents.

### 5.2.2.3. Accreditation

Accreditation, i.e. the assessment of language competence, is presented as one of the main concerns of LP documents at the national level (CRUE, 2016, 2017), which responds to internal and external needs such as language requirements, international visibility, mobility, or employability skills. Accreditation is closely related to the areas of teaching and learning, which is observed in the consistent references to assessment procedures —exams, courses, degrees or modules— and accepted forms of accreditation —certificates, credentials, and external accreditation bodies.

Language requirements, which were discussed previously in Section 5.1.3., are generally homogeneous among the universities and are regulated by top-down agents such as language centres. The discourse of the documents also made it explicit that for the students, foreign language competence is compulsory for graduation, participation in mobility programmes, and admission in certain study programmes. Teachers who want to impart EMI courses or any other formal teaching activity that does not involve the use of the mother tongue have to have their language proficiency certified. Administrative staff are also encouraged to present language certificates for career advancement, particularly in those positions that involve the use of at least two languages.

What does not seem to be homogeneous in the documents analysed is the required level of language proficiency, turning language into a gate-keeping device. Requirements are marked by impersonal voice (*‘los másteres...obligan’/masters oblige...*, *‘cada programa tiene...’/each program has...*), intertextual references to European guidelines and modality, that is, the use of modal markers at a discourse level (Examples 125, 127-128). It is common to all Spanish universities that undergraduate students should achieve at least a B1 level in a foreign language for their graduation, with the exception of some universities where the required level is a B2 (Example 126).

Language admission requirements were mainly stated in regard to certain master's programmes and some bilingual programmes. In this case, a B2 level of language competence is a requirement, although at the operational level it creates tensions: there is a gap between the language competence level required for graduation in undergraduate study programmes and the access to the subsequent educational level (graduate courses).

125. **Los másteres** de la ULL **obligan a acreditar** un nivel de B1 del Marco Común Europeo de Referencia para las Lenguas (MCERL) en una lengua extranjera **para poder** matricularse. (no. 19:16 from ES\_ULL\_LP\_2016)
126. [...] **todos los alumnos** que inicien los estudios universitarios de grado en una universidad catalana **deben acreditar** el nivel B2 de **una tercera lengua** (alemán, inglés, francés o italiano) para obtener el título de graduado. (no. 17:23 from ES\_UIC\_LP\_2017)
127. El alumnado **que desee** cursar docencia en lengua extranjera **deberá** acreditar un conocimiento de nivel B2 (**de acuerdo con el MCERL**), salvo en el caso de las titulaciones piloto ya en curso. (no. 9:13 from ES\_UCO\_LP\_2014)
128. **Cada programa** bilingüe tiene **sus propios requisitos** de admisión en cuanto a **dominio de inglés adecuado para poder** cursar las asignaturas, pero en general **se necesita un nivel no menor que** el B2 del Marco Común Europeo de Referencia. (no. 21:32 from ES\_UNA\_LP\_2017)

For university staff —teaching and administrative— a B2 level is required to participate in mobility programmes and it is the minimum level to teach content courses in another language:

129. **Se considera habilitado** para impartir docencia en valenciano el profesorado que dispone de acreditación del nivel C1 de valenciano **y, en el caso de otras lenguas**, el nivel B2. (no. 6:36 from ES\_UALI\_LP\_2016)
130. La acreditación de competencia lingüística por parte del PDI y del PAS **es un requisito en algunos** programas de movilidad. La UGR fomentará la competencia lingüística del profesorado y su acreditación **con el fin de cumplir con** la recomendación del programa Erasmus+ (**mínimo un B2** para participar en movilidad docente). (no. 14:269 from ES\_UG\_LP\_2017)
131. **Para poder impartir** docencia en una lengua extranjera el profesorado **deberá** acreditar un conocimiento **mínimo del nivel C1** (de acuerdo con los niveles del Marco Común Europeo de Referencia para las Lenguas –MCERL). (no. 9:11 from ES\_UCO\_LP\_2014)

According to national policy (CRUE, 2016, 2017) and Halbach & Lázaro (2015), the C1 is the suggested level to teach in a foreign language, as also seen in Example 131. However, there are some exceptions which draw a division between the co-official languages and foreign languages. For instance, Example 129 specifically mentions that a C1 level is required in the local language, Valencian, whereas only a B2 level is needed for teaching in any other language. There are in the documents, however, no explicit indications as to whether this difference accounts for the level of difficulty, for higher quality in the local language, or for the specific institution's goals —e.g. the maintenance and promotion of the local language. Nevertheless, one might also argue that this could be a consequence of the institution's sociolinguistic context because, as seen in Section 5.2.2.2., most of the LP documents coming from bilingual regions implied that all university members are proficient in at least two languages so they can draw on linguistic repertoires depending on their interlocutors —Examples 113-119, 122-124.

Lastly, it seems LP does not turn out to be the place (or an opportunity) to discuss some language issues mentioned in Chapter 2, such as (foreign) language proficiency standards — ELF or CEFRL—, different types of language proficiency adapted to the specific purposes the language targets, or the domain in which the language is used, e.g. general English, academic English, professional English. Not even references are found regarding alternative assessment forms that measure language competence.

#### 5.2.2.4. *Training*

The most prominent theme associated with LP was language training, which mainly involve courses designed to meet the institutional demands and expectations on multilingualism. These can be either language courses to improve and consolidate the stakeholders' language competence —for foreign languages, co-official languages, Spanish as a foreign language—; or methodological courses for teachers so they can learn new teaching dynamics. The latter aims at introducing EMI methodology so that academics become confident in lecturing in other languages and develop the necessary skills for engaging in international research. Example 132 provides clear instances of

how teaching but also research skills are oriented towards different students' needs and disciplinary profiles:

132. a. Programació de **cursos d'anglès per a la docència**: cursos de gestió de l'aula en anglès, oberts únicament a professors que impartiran classe en aquesta llengua; anglès amb finalitats específiques, segons l'àrea de coneixement (cursos d'anglès per a l'economia, anglès científic, anglès tècnic, anglès per a ciències de la salut, anglès jurídic, etc); anglès amb finalitats específiques segons tipologia de textos, cursos virtuals del programa Argumenta en llengua anglesa, etc.
- b. Programació de **cursos d'anglès per a la recerca**: cursos de llengua oral i escrita (Presenting a Paper i Writing a Paper), en dues edicions cada any.
- c. Programació de **cursos en format presencial** (individuals o en petit grup) dels anomenats taylor-made per a persones amb **perfil de gestió i/o recerca** que necessiten utilitzar la llengua anglesa en contextos molt concrets: reunions, presentacions, actes socials, adaptant-los a les necessitats concretes de cada persona: horaris, lloc, etc. (no. 11:9 from ES\_UDG\_LP\_2010)

Other initiatives proposed for students to acquire language competence are, for example, through formal education and the attendance to classes where diverse language repertoires are used by means of the vehicular language or the use of resources written in different languages. In the case on informal education, alongside with optional language courses, incentives are explicitly described. Those incentives were varied, for example, they came in the form of abroad stays and the exposure to real opportunities of language use in extra-curricular activities such as reading/film clubs, social activities, language tandems with other institutions and international students, and conversation groups:

133. Promoverase a captación de estudiantado estranxeiro en prácticas e de **persoal de administración e servizos** dos nosos parceiros internacionais cun nivel axeitado de inglés para **desenvolver funcións de apoio** nos distintos servizos da Universidade de Vigo, e a dotación de **bolsas de asistencia lingüística e conversación** a alumnado estranxeiro. (no. 5:72 from ES\_UALI\_LP\_2013)
134. Promoure l'**aprenentatge informal** de l'anglès i terceres llengües: **grups de conversa, grups de lectura, cinema en VOS i altres activitats** de dinamització, especialment les parelles lingüístiques, és a dir, aprofitar la presència de persones d'arreu entre la comunitat universitària. (no. 13:237 from ES\_UDL\_LP\_2013)

135. Los **cursos de español** constan de clases de gramática y práctica conversacional [...] y los programas se completan con actividades como **visitas guiadas** por la ciudad, **excursiones**, etc. (no. 21:41 from ES\_UNA\_LP\_2017)
136. El **Buddy Program** es una nueva iniciativa promovida por el Comité Internacional para ayudar los estudiantes de **intercambio a hacer amigos**. (no. 21:46 from ES\_UNA\_LP\_2017)
137. Organización de **exposiciones de libros** universitarios en euskera de las distintas áreas de conocimiento. — Impulso de iniciativas en **euskera en internet**. — **Divulgación de las noticias** de los distintos departamentos relacionadas con el euskera a través de listas de distribución y revistas electrónicas. — Impulso de circuitos de euskera con la **colaboración** del PAS y el alumado. — Cuidado del cumplimiento de las recomendaciones y medidas relacionadas con el uso del euskera. — **Organización de iniciativas en favor** del euskera en ámbitos profesionales: encuentros, charlas, ayudas [...] (no. 26:304 from ES\_UPV\_LP\_2013)

The contents agree that offering an attractive and adapted range of language learning options and language use scenarios are essential for a successful and effective language learning policy (European Commission, 2012b).

#### 5.2.2.5. *Incentives*

The relevance of language training and accreditation in LP documents has been discussed so far, but language incentives are also worth discussing. According to the national guideline (CRUE, 2017), incentives are a strategic area of LP that may boost participation in language initiatives because they explicitly acknowledge the extra effort, time, and motivation that learning and working in a language different from one's mother tongue involves (Alcón Soler, 2011; Lillis & Curry, 2010; Ferguson, 2007; Luo & Hyland, 2017). Among the most common initiatives found in the documents, universities seem to favour incentives and support measures that encourage both the learning of a second —or third— language, and the use of those languages in teaching, research and administration. Initiatives falling into the grouping of incentives range from economic incentives to academic recognition. To receive them, stakeholders should demonstrate they have the required language credentials:

138. **Valoración do dominio oral e escrito** do galego en calquera tipo de **concurso a prazas** de profesorado, dentro da tendencia a ofertar unha docencia en lingua galega en todas as titulacións **que se equipare coa** oferta en castelán. (no. 3:208 from ES\_UAC\_LP\_2006)

139. **Reconocimiento explícito en la baremación** que regula el acceso a programas de **movilidad internacional**, así como a la realización de **cursos destinados** al perfeccionamiento de la competencia en lengua extranjera. (no. 4:34 from ES\_UAL\_LP\_2016)
140. Convocar **anualmente axudas** para a realización de **trabajos de investigación** en lingua galega, nomeadamente teses, memorias de licenciatura e proxectos de fin de carreira. (no. 32:81 from ES\_USC\_LP\_2001)

Economic recognition usually refers to price reduction for tests, language courses and mobility stays, as well as financial support given to those engaged in multilingual practices in their academic endeavours. Financial support measures, however, can be restricted by the institution's budget and available resources (Example 141).

141. Concesión de **becas para fomento del plurilingüismo**: Todos los docentes que participen en el Plan de Fomento del Plurilingüismo de la UAL podrán optar a una beca proporcional al número de ECTS impartidos en lengua extranjera, cuya cuantía quedará reflejada en la convocatoria anual **y según las posibilidades presupuestarias de la UAL**. (no. 4:23 from ES\_UAL\_LP\_2016)

Other language support measures stated in the policies involve the creation of resources that the university members can use in their work, such as teaching materials, glossaries, institutional documents and templates:

142. 6.1. Impulsar el coneixement i l'ús de les eines de suport a l'elaboració de textos per part del personal acadèmic: **correcció automàtica, traducció automàtica, diccionaris electrònics**, etc.  
6.2. Desenvolupar **models i guies** per a l'elaboració dels textos per a la docència (disseny de les assignatures). 6.3. Publicar els **materials terminològics** de cada estudi entre el personal acadèmic. (no. 10:124 from ES\_UDG\_LP\_2009)
143. Crear un **portal lingüístic de recursos** d'assessorament per a l'autonomia lingüística en català, castellà i anglès, amb **l'elaboració de plantilles específiques** per als diferents tipus de documents. (no. 13:182 from ES\_UDL\_LP\_2013)

More advanced language support measures that rely on language experts are found in the form of special language services for translation and proofreading tasks. These measures aim to support teaching and research activity, as the following examples illustrate:

144. Ofereir **serveis de traducció i correcció** amb tarifes especials per al PDI [...] (no. 13:245 from ES\_UDL\_LP\_2013)
145. Desde el SACU se impulsarán **programas de revisión lingüística de textos**, en especial en lengua inglesa, como resultado de la docencia o la investigación del profesorado, así como acciones para optimizar las exposiciones orales. (no. 29:52 from ES\_US\_LP\_2009)

In sum, with the presence of incentives and support measures, universities expect to increase the multilingual language practices of stakeholders, who may view, or at least perceive that learning and/or communicating in a new language as a burden rather than as an asset. By reinforcing language learning, universities would be addressing the global market's social demands and economic needs at the same time they strengthen their international prospects.

#### 5.2.2.6. *Communication*

Information, communication, and transparency are key aspects when seeking collaboration and participation among stakeholders in LP. A collaborative and inclusive view on LP is not only restricted to the university members, but also to other institutions and social entities, as shown in the following extracts that underline the important role played by stakeholders:

146. Los pasos dados en los últimos años para actuar como una universidad con dos lenguas oficiales y, especialmente, para promover el conocimiento y el uso del valenciano, son un punto de partida importante, **pero colectivamente hay que ir más allá. Tenemos que hacer que el valenciano sea una lengua de todas y todos los universitarios**, tanto del personal de la Universidad como de los estudiantes que eligen la Universidad de Alicante [...] (no. 5:59 from ES\_UALI\_LP\_2013)
147. [...] El **estudiantado es responsable** de mejorar sus propias habilidades comunicativas escritas y orales, tanto en su lengua materna como en otros idiomas. (no. 14:223 from ES\_UG\_LP\_2017)
148. A política de internacionalización lingüística da Universidade de Vigo ten que ser unha iniciativa en que **participe toda a comunidade universitaria**, é dicir, ten que ser determinada polo noso estudiantado, persoal docente e investigador e persoal de administración de servizos, **participando na súa definición directamente** e a través dos seus órganos de representación. (no. 35:56 from ES\_UVI\_LP\_2016)



In the examples above, the use of first-person plural inclusive pronouns and the explicit enumeration of all the members of the community creates a sense of community membership and shared ideas ('colectivamente'/*collectively*, 'de todas y todos'/*of all*). Although these extracts explicitly convey the institutional intention to support and promote language-related issues, they also acknowledge the role of individual responsibility in the achievement of language learning objectives ('el estudiantado es responsable de mejorar...'/*students are responsible of improving...*, 'comunidade universitaria... participando na súa definición'/*the university community... participating in its definition*).

The contents of the LP also favour the creation of a space for dialogue that puts in common initiatives, resources, and channels of communication for stakeholder participation. As illustrated in the extracts below, this inclusive view aims to position the different sectors of the university under the same shared ideas:

149. **Difondre el Pla entre els membres de la comunitat universitària** i ferne el seguiment adequat. - **Informar anualment** els òrgans de govern del seguiment del Pla. - **Assegurar la participació permanent** dels diferents col·lectius. (no. 10:168 from ES\_UDG\_LP\_2009)
150. Converter o sitio web do Servicio de Normalización Lingüística nunha **fonte actualizada de difusión de información e iniciativas** relacionadas coa normalización lingüística. (no. 32:86 from ES\_USC\_LP\_2001)
151. **Organizar reunións de traballo nos centros**, contando coas comisións de normalización lingüística destes, para debater cómo executar o Plan en cada un, e procurar a maior implicación. (no. 32:89 from ES\_USC\_LP\_2001)

Communication is therefore essential to grant visibility to the university's policy and to engage the university community in joint efforts to achieve the desired national and European (language) objectives. As stated by Alcón Soler (2011), a successful LP firstly needs to be accepted by all the stakeholders involved in it.

### 5.2.3. Stakeholders

This section reports on the role of agency in language-related actions, either as initiators or addressees. The actors mentioned in LP are the institution, language service units,

university staff —teachers and administrative—, and students. In what follows I describe how these actors are represented in the documents, their voice, interests and intentions, beliefs, and functions so as to understand the discursive and social practices in and surrounding the institutional documents. A limitation should be acknowledged here, though. Because of the institutional nature of the documents, there is a lack of representation of all the different stakeholders' voices since communication tends to be top-down and unidirectional.

### 5.2.3.1. *The institution*

The term *university*, also discussed in Chapter 4, is used in the documents to refer, on the one hand, to the university's management team —vice-chancellor, centres, faculties— or, on the other, to the institutional objective of establishing connections with other national or international HE institutions. From the analysis, it is possible to say that the main concerns of universities regarding language matters are, firstly, the compromise towards linguistic diversity, and secondly, becoming prestigious role models for other institutions.

In the first case, those institutions following regional and national regulation show a clear compromise towards the normalisation of local languages as well as the introduction of foreign languages. This initiative can be linked to the current attitudes promoted by European policies that highlight language-related benefits for the speakers, positive attitudes towards linguistic diversity, and the importance of a plurilingual language competence for a globalised society. The way each institution understands their two-fold mission —local-oriented and international-oriented— within the internationalisation paradigm, and the way institutions engage with their audiences calls for different self-presentation strategies. Sometimes, the institution's representation in the text is indicated with the use of proximity strategies as already noted by Bocanegra-Valle (2017, 2018a) to create on the readers' sympathy and engagement in what is being proposed —e.g. first-person plural pronouns, possessives, inclusive expressions. Reliance on these strategies is associated with LP discussing co-official languages, where institutions present themselves as a meeting point for a community with a specific language that share similar language values:

152. Hacer del valenciano **una lengua de todas y todos** los universitarios (alumnos, PDI y PAS) [...] (no. 5:74 from ES\_UALI\_LP\_2013)
153. Amb aquest Pla, la **nostra Universitat** assumeix el compromís de promoure, en l'àmbit de les seves competències, **una veritable política lingüística**. (no. 10:97 from ES\_UDG\_LP\_2009)
154. **Como xentes da universidade, non podemos deixar de ser conscientes da importancia** da lingua galega como patrimonio social e cultural que **debe ser protexido**. Debémonos ao que **somos e a onde vivimos**. (no. 3:155 ES\_UAC\_LP\_2006)
155. Desde su creación, la UPV/EHU **siempre ha mostrado una actitud claramente favorable** al euskera, postura que este nuevo plan pretende mantener, en la línea del esfuerzo que la universidad lleva años realizando por lograr una universidad bilingüe. (no. 26:58 from ES\_UPV\_LP\_2013)

The above extracts make it evident the overt institution's favourable positioning towards languages and LP, where support and recognition of the co-official languages —Basque, Galician, Valencian— is explicitly reinforced with adjectives and adverbs that differentiate the university from others ('nostra Universitat... una veritable política'/our university... a true policy, 'actitud claramente favorable'/a clearly favourable attitude).

On the other hand, the introduction of English or the promotion of Spanish as an international language within the university's policy relies on well-founded argumentation. The value of languages echoes the discourses of internationalisation in relation to the geopolitics of languages (MECD, 2014; Rumbley, 2010; SEPIE, 2017), as well as the explicit references to supranational entities (Example 158) and global demands (Example 157, 159-160):

156. La **situación de punto de encuentro tricontinental de Canarias hace ineludible una política lingüística** de la Universidad de La Laguna que favorezca nuestra conexión con África (francófona y anglófona), América (hispanófona, anglófona, francófona y lusófona) y Europa, donde el inglés se ha convertido en la lengua franca del continente. Además como hablantes del español **debemos reforzar la enseñanza de nuestra lengua** como la otra cara de la internacionalización lingüística. (no. 19:11 from ES\_ULL\_LP\_2016)
157. Por tanto, la Universidad CEU San Pablo, consciente de que la **apuesta por la calidad y la internacionalización** exige dar pasos cada vez más firmes en la exigencia de competencias transversales a todos sus grados, **establece el siguiente Reglamento que obliga** a que todos sus

estudiantes, antes de finalizar sus estudios de grado, acrediten un nivel mínimo de conocimientos y de competencias en lengua inglesa. (no. 46:13 from ES\_CEUV\_LP\_2017)

158. Aquesta nova realitat es tradueix en una voluntat institucional de **seguir les recomanacions europees en relació amb el multilingüisme**. [...] (no. 24:54 from ES\_UPF\_LP\_2007)
159. **Las universidades**, [...] **debe[n] proporcionarles** habilidades de corte transversal, entre las que las competencias comunicativas multilingües y las de carácter intercultural pueden **enriquecer sobremanera su perfil académico y profesional**. (no. 30:167 from ES\_USA\_LP\_2016)
160. A la luz de su extensa e intensa experiencia internacional, **la UGR ha cobrado conciencia** de que, más allá de las numerosas e importantes medidas que se han llevado a cabo en este sentido, hasta ahora de forma dispersa y **a demanda en muchos casos de las necesidades** que ésta conlleva, **se hace necesario** adoptar una política lingüística. (no. 14:121 from ES\_UG\_LP\_2017)

External pressures that support the use of English and LP are introduced by means of a neutral stance that create a sense of detachment between the authors and the social situation, in opposition to the co-official language LP where the authors attempt to appeal the reader with familiarity and proximity strategies. Here, LP is presented as a necessity, as the direct consequence of the social context and, therefore, it is seen as an institutional responsibility.

The accountability towards the promotion of linguistic diversity and the introduction of English in the university context can be connected to the institutional image and level of international recognition. The following quotes —as well as previous Examples 157, 159-160— show the institutions' desire (in terms of mission and vision) to become international role models. Similar to the introduction of English seen in the previous paragraph, a detached tone is used to create a sense of objectivity when mentioning the institution's own achievements and distinct profile:

161. A més a més, és prova de la voluntat de la UdL per potenciar i regular els usos lingüístics de la institució, per tal de **millorar-los i oferir una imatge internacional i oberta**. (no. 13:160 from ES\_UDL\_LP\_2013)
162. La **dilatada historia** de la UGR, **su reconocimiento como una universidad europea de prestigio y sus perspectivas** de futuro exigen un enfoque constructivo hacia las lenguas y el plurilingüismo que las considere un importante recurso. (no. 14:133 from ES\_UG\_LP\_2017)

163. La **UPF és una institució de prestigi** tant a Catalunya com, a un altre nivell, en l'àmbit internacional. El prestigi en totes dues esferes es realimenta, i és per això que cal continuar treballant tant en l'àmbit del grau, més orientat a l'entorn local, com en l' àmbit del postgrau, **amb uns majors índexs d' internacionalització i de multilingüització, per mantenir i intensificar el prestigi atresorat.** (no. 24:86 from ES\_UPF\_LP\_2007)

The extracts above explicitly associate prestige and excellence with the discourse of internationalisation, which presents language as an essential tool to reach international visibility and recognition —see also Section 5.2.1.1. By overtly enumerating their distinct characteristics, universities try to differentiate themselves from other institutions in an increasingly competitive HE context. The use of promotional discourse and branding techniques of language strategies and multilingualism are recurrently found in internationalisation discourse that aims at attracting interest from abroad (Stier & Börjesson, 2010).

#### 5.2.3.2. *Language service units*

The qualitative analysis showed that, in some cases, the university's top administrators delegate language responsibilities to specific services, such as language centres or language committees. Their duties include the coordination of language strategies in the areas of accreditation, regulation, training and support measures. As shown in the examples below, *language service units* are in charge of monitoring and assessing the extent to which language initiatives are effective and whether or not any modifications are needed:

164. O **Servizo de Normalización Lingüística** canalizará o **cumprimento** do disposto no artigo 5 dos presentes Estatutos da UDC, velando pola **progresiva capacitación** dos membros da comunidade universitaria no uso do galego e **arbitrando** as medidas necesarias para facer normal a utilización do galego en todos os ámbitos da vida universitaria. (no. 2:91 from ES\_UAC\_LP\_2004)
165. La **Comissió de Política Lingüística** ha de fer el **seguiment anual** del compliment d'aquest reglament d'usos lingüístics i **proposarà** al Consell de Govern, si escau, els canvis o les modificacions que **considere necessàries** per a la correcta aplicació d'aquests usos lingüístics. (no. 39:44 from ES\_UV\_LP\_2014)

In these examples the expression of certainty —realised through the modal ‘will’ (‘canalitzarà’, ‘proposarà’)— serves to assert the authority held by the agents. The monitoring function addresses the fact that in the initial stages of the policy development the authors do not actually know the effectiveness of the plan. In other words, the contents of the documents are open to possible modifications.

Other function related to *language units* is the development of support measures, and, again, general statements convey a broad idea of what the institution seeks to achieve and what actions is going to undertake:

166. la Universitat ofereix, a través del Gabinet Lingüístic, el **suport i l’assessorament lingüístic necessaris** per garantir uns usos lingüístics homogenis i de qualitat en les comunicacions d’àmbit institucional de la Universitat, com a **complement i com a reforç de l’autonomia lingüística** dels usuaris i en el marc de la política lingüística general de la Universitat. (no. 24:164 from ES\_UPF\_LP\_2007)
167. Facilitar un **servei d’assessorament** en altres llengües de **suport a les tasques del professorat** que afavorisca el seu desenvolupament professional, tant en docència com en investigació. (no. 18:158 from ES\_UJI\_LP\_2018)
168. l’Àrea d’Assessorament Lingüístic ha de prestar els serveis adients per facilitar aquesta tasca a la comunitat universitària (**revisió, correcció i traducció de documents institucionals i administratius i de webs institucionals en diverses llengües**). (no. 13:164 from ES\_UDL\_LP\_2013)

In the academic field, support measures are, namely, counselling and the revision of documents and teaching materials. Exploring further the webpages of the language services<sup>19</sup>, it is revealed that support measures for teachers involve innovation projects that include working synergies of language and contents, incentives for teachers who participate in English/co-official language-medium instruction, or online resources for teaching and research purposes —e.g. terminology glossaries, guidelines, academic writing resources, translation and revision of institutional documents, among others. What is clear from Examples 166-168 and the websites is that LP acknowledges the

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<sup>19</sup> See for instance <https://www.uji.es/serveis/slt/> or <https://www.upf.edu/es/web/gabinet-linguistic/suport-linguistic> (last access, 2019)

importance of the university members to become autonomous language users rather than presenting *language units* as a replacement. In other words, language services work together with the university staff, taking a secondary role, offering a back-up service for language use guidance.

Lastly, the discourse of the policy documents also unveils that Language Centres are gaining greater importance and responsibilities as key agents in the implementation of LP:

169. **Dar más peso, visibilidad y responsabilidad** al Centro de Lenguas en la acreditación y formación del alumnado, PDI y PAS. (no. 4:32 from ES\_UAL\_LP\_2016)
170. El Instituto de Ciencias de la Educación, con el fin de formar lingüísticamente al PDI que imparte docencia en valenciano e inglés, o que quiere impartirla, **coordinará un plan de formación de estas lenguas** que incluirá cursos de refuerzo para mejorar el nivel de idioma, la acreditación de competencias y los contenidos metodológicos. (no. 6:38 from ES\_UALI\_LP\_2016)
171. Aquesta oferta inclou el Pla de formació de llengua catalana, **dels Serveis Lingüístics**; el Pla de formació d'espanyol per a estrangers, **d'Estudis Hispànics**; el Pla de formació de llengües internacionals, **de l'Escola d'Idiomes Moderns**, i el Pla de formació en idiomes per a la internacionalització de la docència, **de l'Institut de Ciències de l'Educació**. Al costat d'aquests plans de formació, destaca el suport dels centres d'autoaprenentatge de llengües dels **Serveis Lingüístics**. (no. 8:140 from ES\_UB\_LP\_2013)

Traditionally, language centres in Spanish universities offered language certification and language courses for students, teaching and administrative staff, and non-university members (Alcón Soler, 2011; Julián-de-Vega & Ávila-López, 2018). The creation of new language objectives in addition to the traditional general language courses, involves the collaboration among different language services, language experts, and other university centres such as Education Institutes (ICE) and language departments to improve the training strategies and support measures available at the university. In this way, from a collaborative approach, university members can benefit from more language learning options that are adapted to their needs.

### 5.2.3.3. University staff

University staff, both academics and administrative staff, are one of the main target groups of LP. The significant role the former group plays in the internationalisation of institutions is translated into language-related strategies in the areas of English-medium instruction, language teaching, dissemination of research, and international networking, among others (Spencer-Oatey & Dauber, 2015). Similarly, Aerden (2017) explains that staff are regarded as a quality indicator, which can be measured based on the “internationalisation experience, intercultural competences, and language skills” of the staff (p. 23). Given that the staff’s language competence plays a key role in all the aforementioned internationalising strategies, it is encouraged from a top-down policy to fulfil institutional objectives. Indeed, the convergence of internationalisation plans and language skills, as previously reported in Chapter 4, can be seen in the following extracts:

172. El **Plan Propio de Internacionalización** promueve y respalda [...] tres modalidades de ayudas: dos de ellas atienden a dos aspectos importantes de la **formación docente**, y la tercera respalda la **mejora de las competencias lingüísticas necesarias en la gestión administrativa** (no. 14:174 from ES\_UG\_LP\_2017)
173. La **internacionalización de la ULL requiere que el profesorado** mejore su formación lingüística. Para poder impartir futuras **titulaciones bilingües se debería** por acreditar un C1, que es el nivel que se recomienda desde las instancias europeas. (no. 19:22 from ES\_ULL\_LP\_2016)
174. Pretende [el plan], por tanto, cohesionar mediante tres ejes de actuación –acreditación, formación e incentivación– todas aquellas **actuaciones realizadas dentro de la UAL encaminadas a impulsar la internacionalización** de la actividad académica, así como a aumentar las competencias plurilingüe y pluricultural de la comunidad universitaria y de su entorno social. Consideramos que los objetivos y propuestas que aporta dicho plan **repercutirán positivamente en la proyección profesional y personal del alumnado, PDI y PAS de nuestra universidad**. (no. 4:55 from ES\_UAL\_LP\_2016)

Language initiatives addressed to the academic staff revolve around training courses that cover language learning and methodological needs, the accreditation of the required language levels to provide quality research and education, and the creation of support resources to help the staff in their functions, as reported in Section 5.2.2.5. and Section 5.2.3.2. Teachers and researchers appear as a group who needs to improve their



language competence to meet institutional objectives. However, there are no explicit references regarding language teachers and their role in LP. In contrast, in the case of the university administrative staff, they do appear in the documents in relation to language practices and language competence. As way of illustration, policies may describe the linguistic profile required for their working environment, the specific language requirements for job promotion, the languages expected to be used for their daily tasks or for institutional documents:

175. el Vicerrectorado de Internacionalización colaborará en la elaboración de un plan formativo dirigido al **PAS**. Se valorará juntamente con los estamentos implicados la posibilidad de inclusión en la **oferta formativa cursos que aborden la mejora comunicativa en lengua extranjera en el desempeño de las funciones administrativas** como: redacción de correos electrónicos, gestión de documentación específica (convocatorias, proyectos europeos), atención al alumno extranjero, etc. (no. 4:3 from ES\_UAL\_LP\_2016)
176. La **internacionalización** atañe a todos los estamentos de la ULL y su política lingüística también. Por esta razón habrá **cursos de idiomas para el PAS** con los mismos niveles del portafolio. (no. 19:24 from ES\_UALL\_LP\_2016)

All in all, it can be concluded that (plurilingual) language competence, above all, is a crucial skill required for the university staff in order to internationalise HE (Spencer-Oatey & Dauber, 2015). Despite the call for participation of all the university stakeholders, there seems to be an apparent lack of staff's overt voice in the texts. Staff tend to appear as the recipient or passive subject ('para...'/*for*, 'dirigido a'/*addressed to*, 'requiere que el profesorado'/*teachers are required*) of all the measures that the universities attempt to implement. In this case it is important to consider some possible (hidden) implications of the initiatives encountered in the documents such as to what extent the initiatives suggested by the institution are accepted willingly or under pressure since stakeholders' voice is reduced. Or if institutional agents see staff only as an indicator in their quest for international recognition and prestige or, on the contrary, they serve to develop the staff's skills and competences for the benefit of all the stakeholders involved in the university community.

#### 5.2.3.4. Student body

The last group of actors identified in the LP documents refers to the student body. The main areas where references to students were explicitly stated were those related to accreditation and training as the result of the language requirements that they are expected to meet at the university (CRUE, 2016, 2017). There were nonetheless differences across universities, as seen in the Section 5.2.2.4. For example, training initiatives can be completely or partly organised by the institution or by the language service units. These initiatives ranged from formal education and extra-curricular activities to autonomous learning for local and international students:

177. Ofertar **cursos específics** para el alumnado de grado y postgrado, incluyendo cursos de **pronunciación, cursos de lengua y cultura**, etc. [...] 5. Velar porque el alumnado extranjero participante en programas de movilidad tenga el **soporte lingüístico necesario** con **cursos y horarios** adecuados y debidamente subvencionados. (no. 30:104 from ES\_USA\_LP\_2016)
178. 2.2 Promoure entre els estudiants l'aprenentatge de terceres llengües amb finalitats instrumentals, a través de **campanyes informatives i de sensibilització**. 2.3. Crear **espais d'autoaprenentatge dins les biblioteques** de cada Campus i incentivarne l'ús entre la comunitat universitària (no. 10:155 from ES\_UDG\_LP\_2009)

The data show that the main language-related initiatives addressed to students are focused on the internationalisation at home approach, which seems to promote (incoming) mobility as well as improvement of domestic students' foreign language competence to meet European requirements. Furthermore, the fact that new teaching methodologies and student-centred education has gained more importance in the quality assurance process of universities also explains the interest in continuous teacher development to offer quality teaching programmes, administrative skills to deal with international students, and the creation of language services to improve the students' university experience and overall satisfaction (Aerden, 2017; Murray, 2016). Despite the important role of students in current institutional policies, however, the students' voice seems to be missing in LP as it is not overt. Surprisingly though it may seem, they are just the addressees of language strategies and language requirements rather than as proactive actors that participate in the creation process of LP:

179. El **alumnado que desee** cursar docencia en lengua extranjera **deberá** acreditar un conocimiento de nivel B2 (**de acuerdo con el MCERL**), salvo en el caso de las titulaciones piloto ya en curso (no. 9:13 from ES\_UCO\_LP\_2014)
180. La acreditación del nivel B1 de un idioma extranjero **deberá** realizarse antes de solicitar el título de Grado por cualquiera de los medios establecidos con anterioridad. Los estudiantes extranjeros **deberán** acreditar el nivel de idioma por alguno de los medios **regulados en la presente norma**. (no. 42:11 from ES\_UCLM\_LP\_2018)
181. Para la obtención del título de Grado, todos los estudiantes de la Universidad CEU San Pablo **deberán** acreditar **obligatoriamente un nivel mínimo** de lengua inglesa de B2, **de acuerdo con lo establecido** en el Marco Común Europeo de Referencia para las lenguas (MCERL). (no. 46:16 from ES\_CEUV\_LP\_2017)

To conclude this section, language may work as a gate-keeping device that restricts participation in certain aspects of university life. Thus, it is understandable that tensions appear between the protagonist role of the students in current university policies and internationalisation, and what actually appears in the texts, where few references to attracting international students are made (Example 177) and references to domestic students are only circumscribed to language requirements (Examples 179-181).

#### **5.2.4. The English Language**

This last section first reports on the different language statuses that can be traced back in the documents. It will then be followed by an analysis of how English is presented in opposition to other languages, an aspect that is closely related to language beliefs (Spolsky, 2004).

##### *5.2.4.1. Language status*

According to the findings and consistent with the quantitative results of Chapter 4, language issues tend to revolve around a set of descriptors that denote their functions and are influenced by contextual information. Such representation of languages brings into surface different types of language statuses granted by external factors such as

socio-economic, political, or the work environment<sup>20</sup>. In this way, it is possible to find in the documents a clear-cut division between *official language* and *non-official language* as established by the law —the political factor. In the case of Spain, the official languages are Spanish/Castilian, and Basque, Catalan, Galician, and Valencian in the bilingual autonomous communities. On the other hand, non-official languages refer to English and other foreign languages. Another term introduced in this context refers to *own language*/'*lengua propia*', as illustrated in the following excerpts:

182. El euskera, como **lengua propia** del Pueblo Vasco, y el castellano son las **lenguas oficiales** de la UPV/EHU. (no. 26:10 from ES\_UPV\_LP\_2013)
183. Llengua catalana, com a **llengua pròpia** que és de Catalunya i **oficial**, juntament amb el castellà, així com amb la llengua occitana. (no. 13:87 from ES\_UDL\_LP\_2013)

*Own language* is mainly used by universities from bilingual regions which aim at promoting the use of the local languages. Textual strategies are used to enhance its relevance, supported either by inclusive noun phrases ('del pueblo vasco'/of the Basque people, 'com a llengua pròpia que és de Catalunya'/as the language owned by Catalan people). The initial position of the co-official languages at the beginning of the sentences as well as the use of the adjective *own* also denotes a stronger emotional bond that resonates with the target reader, giving the impression of exclusivity because both author and reader are members of the same community, which resembles what House (2003, p. 559) calls 'language for identification'.

Another term that describes a language is the expression *working language*, which refers to the language used —or expected to be used— in daily communicative exchanges for internal and external communication at the university —the work factor. Although language status is not regulated officially by any law, language practices and specific uses tend to be included in LP if language normalisation, regulation, and other objectives are to be implemented. In the documents, when a language is used in the academic context, especially for scientific communication and publication purposes, it is identified as an *academic language* (Ferguson, 2007). On the other hand, when

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<sup>20</sup> <https://www.ethnologue.com/about/language-status> (last access, 2019)

references to the function of a language in the teaching context are found, especially as the medium of instruction, it is called *vehicular language* (Ferguson, 2007). References to the language of instruction in LP either establish some level of regulation of co-official languages in a multilingual environment or introduce English-medium instruction.

It is interesting to note that English is the only language associated with the expression *lingua franca*. This term describes and recognises the global status of this language, which is used to justify the introduction of English in the university context. In fact, there is a common agreement that English has become a crucial mediating instrument in HE as the *de facto* working language for international communication as a result of its role in globalisation processes — the socio-economic factor.

Language status relies not only on external factors as the ones mentioned at the beginning of this section, but also on internal factors such as individual preferences and language attitudes <sup>21</sup>. The qualitative analysis showed that language choice is a consequence of the already existing or promoted multilingualism by LP. In other words, if the aim of LP is the creation of a space where language strategies and resources can help to increase the stakeholders' linguistic repertoires, there should exist the option for them to choose which language they would like to use in different situations. The main message conveyed in the documents is that although LP may provide the main guidelines for language use in specific situations in the areas of administration, teaching and research, it should leave room for speakers to adapt to different linguistic situations that vary depending on their linguistic repertoires, needs and context. Language choice is thus closely related to the issue of *language value* and the speakers' attitudes towards certain languages. As discussed in Section 5.2.3., LP documents reflect a positive view towards language diversity and the benefits it presents for individuals, including communication skills as well as bonds with culture and identity. All in all, the importance of languages is highlighted by institutional LP, which reproduces the widespread European ideologies about the social and economic value of being competent in more than one language.

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<sup>21</sup> <https://www.ethnologue.com/about/language-status>, (last access, 2019)

#### 5.2.4.2. The presence of English in LP

Both the literature (Ferguson, 2012; Hultgren, 2014; Linn, 2016, among others) and the findings reported in Chapter 4 and in this Chapter point out to the idea that the presence of English as lingua franca is frequently taken for granted, with little questioning of the possible consequences it might bring to the local language ecology. In LP, the functions associated with a language tend to be explicitly stated, and sometimes, it is possible to find not only the descriptor but also a longer explanation on the processes involved:

184. [...] **anglès de l'estatus de "llengua de treball"** de la Universitat **in teaching, research, administration**. (no. 24:13 from ES\_UPF\_LP\_2007)
185. La transparencia y la efectividad de los derechos y los deberes lingüísticos que se derivan del estatus de las lenguas: del catalán como lengua propia, del catalán y del castellano como lenguas oficiales, del **inglés como lengua franca de la comunidad académica internacional**, y también de otras lenguas en contextos específicos. (no. 1:6 from ES\_UAB\_LP\_2016)
186. [...] **anglès**, cal ajudar a consolidar-ne el bon ús com a **llengua franca de comunicació acadèmica internacional**. En les activitats de recerca i difusió, la UOC vol potenciar l'ús de la llengua anglesa com a **principal vehicle d'intercanvi científic internacional**, mantenint l'ús del català i l'espanyol per a la difusió de la recerca en contextos més específics. (no. 22:5 from ES\_UOC\_LP\_2015)
187. [...] el **inglés** se ha convertido en la **lengua franca académica**. [...] constata que la competencia lingüística en inglés, la **oferta académica en esta lengua y su promoción como lengua de intercambio científico**, convierten a la UGR en una opción atractiva para estudiantes, profesores e investigadores extranjeros. (no. 14:131 from ES\_UG\_LP\_2017)

In the case of English, again, its international dimension is highlighted in explanations about its use and functions in the university context and in references to how the university recognises its status and thus consolidates it as a working language at the institutional level. The fact that LP includes and recognises English as a working language (Examples 186-187, 189, 'se ha convertido'/*it has become*, 'vol potenciar... com'/*wants to foster... as*, 'reconoce el papel'/*recognises the role*), openly acknowledge the necessity to inform about its functions and uses in institutional regulation. By this means, the institution shows there is consensus on a clear institutional position that prioritises language matters instead of relying exclusively on isolated bottom-up initiatives, as also noted Pérez-Llantada et al. (2011). If language objectives are

included in institutional policy, then language management can clarify the role of the existing languages and the overlapping functions between two or more languages (Examples 185-186). The following extracts illustrate explicit references to regulation and its consequences:

188. **Planificar la funció** de l'espanyol i l'anglès, entre altres llengües, en cursos de màster adreçats a la captació d'alumnat de fora. (no. 8:53 from ES\_UB\_LP\_2013)
189. [...] **reconoce** el papel de la lengua inglesa como lingua franca académica internacional, lo que **se refleja en la necesidad de regular de forma específica** su estatus en nuestra institución. (no. 14:37 from ES\_UG\_LP\_2017)
190. El inglés **se ha convertido** en la lengua franca de la comunidad académica internacional y cada vez se utiliza más como lengua de trabajo efectiva en la actividad de la universidad y en entornos profesionales, **y es, por este motivo**, un activo clave para el desarrollo académico de nuestros estudiantes. **Así pues, se considera necesario formalizar el estatus del inglés como lengua franca**. (no. 1:22 from ES\_UAB\_LP\_2016)
191. [...] anglès com a llengua de treball o d'ús corrent a la Universitat Pompeu Fabra té una **sèrie de conseqüències pràctiques i jurídiques**. (Source 24:17 from ES\_UPF\_LP\_2007)

In addition to the points made in Section 5.2.2.2., here it should be noted that the consequences related to English become more overt, for example, concerns such as what kind of dynamic will involve the coexistence of English and Spanish for internationalisation purposes, how the presence of English will affect the existing language ecology of local languages and foreign languages, what functions English is expected to perform in formal and informal exchanges, or what language strategies will the institution introduce in terms of training, support and incentives.

According to Mühlhäusler's taxonomy (2000), the presence of English in the university system can be considered a relatively new *artificial ecology*. English did not enter in the university context 'naturally' e.g. tense verbs ('se ha convertido'/it has become), passive voice and impersonal voice ('reconoce el papel'/it recognises the role... which implies that before it was not, 'se considera'/it is considered, 'se refleja'/it reflects), causal connectors ('así pues'/therefore, 'por ese motivo'/for that reason). Rather, English has been introduced as a result of external global changes and policy decisions. For this reason, institutional discourse acknowledges the need to align with

the existing social practices and explicitly states the need for language regulation at the textual level (Examples 188-191).

#### 5.2.4.3. *English in the language hierarchy*

This section is articulated following some of the questions posed by Hult (2010, pp. 9-11) regarding language dynamics and, ensuing from them, what type of language hierarchy exists in the university context. The section also reports on the way the relationships among different (pre-existing and new) languages are expressed in the institutional discourse of LP and assesses whether there is evidence of ‘English-only’ discourse, especially in academic and research settings, or there are other ‘pluralistic’ discourses where languages are treated equally.

Following the belief that English is the taken-for-granted language of internationalisation, the textual data suggest that most of the time English holds a *higher status* than other languages, particularly in contrast to those of foreign languages, which coincides with Pauwels’ (2014, p. 310) reporting status of English being the preferred language in language learning due to its communicative value. The separation between foreign languages, as a collective group, in contrast to English is clearly established with the use of textual techniques such as pre-modifying adverbs that stress its relevance —and favourable attitude towards English—, punctuation marks and parentheticals, or the use of the generic noun phrases *other/diverse languages*, *other foreign languages*, *third languages*:

192. [...] impuls de les **terceres llengües, especialment l’anglès**, associat a la internacionalització (no. 23:3 from ES\_UPC\_LP\_2010)
193. [...] coneixement de **diverses llengües i sobretot de l’anglès** com a llengua vehicular internacional. (no. 10:13 from ES\_UDG\_LP\_2009)
194. [...] titulaciones completas o asignaturas **impartidas en inglés (o en otras lenguas)** (no. 14:8 from ES\_UG\_LP\_2017)

If English relates to other languages at the same level, i.e. English has the *same status* as other languages, it is marked with conjunctive and disjunctive coordinators. This is



commonly seen when English appears alongside Spanish since both languages are considered to be international languages, and languages that can reach wide audiences and fulfil similar purposes. Hence, both are useful for the internationalisation goals of the universities:

195. **A investigación** realizase principalmente en **castelán ou en inglés** (no. 3:1 from ES\_UAC\_LP\_2006)
196. Són línies prioritàries la gestió del **castellà i de l'anglès** com a **llengües de comunicació** en el marc de l'espai europeu d'educació superior, [...] (no. 8:137 from ES\_UB\_LP\_2013)
197. Contribuir a incrementar el volumen de investigación publicada en **inglés, catalán y castellano y en otras lenguas** que puedan ser relevantes en determinados ámbitos. (no. 1:7 from ES\_UAB\_LP\_2016)

When more than two languages are mentioned together (Example 197), usually, English and the co-official languages appear at the beginning of the enumeration. This is not the case of Spanish, which tends to be listed along with 'other languages' in final positions in policies from universities located in bilingual contexts. The international status of the Spanish language commented before is missing when the *language for identification* and the *language for international communication* are mentioned.

Lastly, some traces of English understood as having a *lower status* than other languages were also found in the documents. In this case it is marked by means of relegating the use of English to concrete situations and to possibility markers ('la posibilidad'/*the possibility*, 'si escau'/*where appropriate*) in contrast to the local languages, which works as a protective measure:

198. [...] enseñanza en las dos lenguas oficiales **y la posibilidad de impartir** en una lengua no oficial, **preferentemente el inglés**. (no. 5:16 from ES\_UALI\_LP\_2013)
199. S'oferrà suport als professors perquè puguin elaborar el seu propi material didactic en llengua catalana **o, si escau, en llengua anglesa**. (no. 16:39 from ES\_UIB\_LP\_2017)
200. [...] augment de crèdits de la docència en anglès **no s'havia de fer a costa de crèdits** de la docència en **català**. (no. 18:30 from ES\_UJI\_LP\_2018)
201. **A pesar** de que la UGR reconoce el papel dominante del idioma **inglés** en varias disciplinas, **también fomentará el uso del español** como lengua de generación y transferencia de conocimiento. (no. 14:10 from ES\_UG\_LP\_2017)

These extracts illustrate how LP take into account the sociolinguistic context of each institution and its official languages in order to promote actions that foster their use for teaching and research purposes (*‘también fomentará’/will also foster, ‘fer a costa de’/at the expense, ‘lengua de generación y transferencia’/language of production and circulation*). Nevertheless, despite the secondary position of English in these extracts, it still prevails as the preferred foreign language choice, similar to Example 192, marked with adverbs and explicit mentions to the language in Examples 198-199.

The commented extracts further illustrate the existing relationships between languages in each university. They bring into surface some of the challenges that appear as a consequence of the introduction of English and that have been discussed by the literature, such as parallel language use, diversification of uses depending on the purposes and needs —e.g. complementary language use—, absence of reference documents —e.g. need to regulate the presence of English—, or risk of domain loss — e.g. normalisation policies and protective strategies of local languages. Notwithstanding these concerns, LP documents align with European guidelines and regulations that seek to increase the stakeholders’ multilingual competence and promote linguistic diversity in university settings.

## **Chapter 6. Discussing internationalisation and Language Policy**

Drawing on the corpus findings (Chapter 4) and document analysis (Chapter 5), in this chapter, the main findings regarding internationalisation and language policy are critically assessed, starting with the case study and finishing with a broader view on internationalisation and language policy. For the case study, a critical assessment of the most salient outcomes is complemented with a language policy proposal. The section discussing the findings at the national level revisits the most significant aspects for effective internationalisation —agency, written documents, strategic areas and languages— and comments on the implications they bring to language policy in terms of language beliefs and language management to handle multilingual HE environments.

## 6.1. Replicability of the case study

In this section, the UZ strategies are described and assessed in order to provide sufficient background information for the comparison and replicability in other middle-sized universities embarking in the process of internationalisation and facing language policy challenges.

### 6.1.1. The UZ internationalisation strategy

#### 6.1.1.1. Rationales

The UZ is an internationally engaged university (Foskett, 2010) located in a primarily monolingual context with an international agenda at home and abroad. According to Rumbley (2010), the internationalisation of a university is conditioned by contextual elements such as the location, institutional characteristics and objectives. Therefore, an analysis of the UZ's strengths and areas for improvement is illustrated in Figure 6.1. based on the corpus findings and strategic plans (UZ, 2001, 2016):

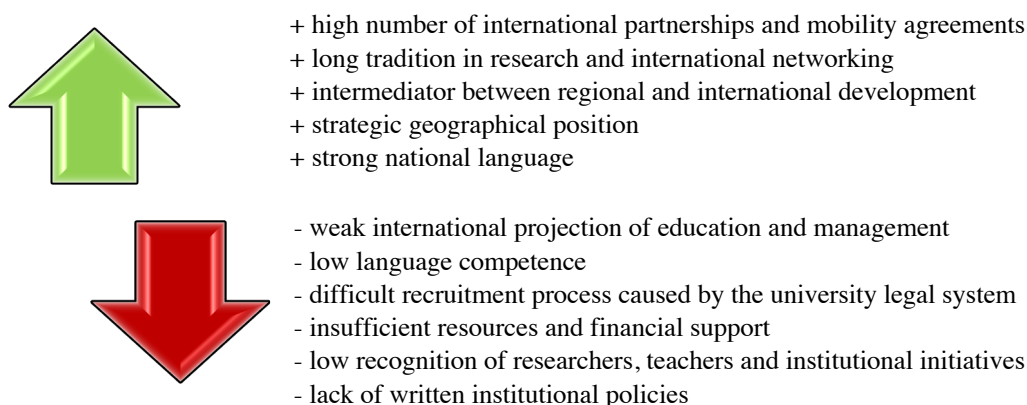


Figure 6.1. Strengths and areas for improvement in the UZ

As positive aspects, networking, its long-established tradition and geopolitics are highlighted. On the other hand, aspects to improve refer to the communication strategy, organisational constraints and low foreign language competence. As a result of the institution's context, motivations to engage in internationalisation correspond with Knight's classification (2004) of academic, economic and socio-cultural rationales that

can increase both the international recognition of the university and the quality of the university's teaching and research (de Wit et al., 2015).

Universities with a similar economic and political background, e.g. other Southern European countries (Jenkins & Mauranen, 2019), Spanish-speaking countries (Hamel et al., 2016), or universities located in primarily monolingual settings with strong national languages (Dearden, 2014), may find it useful to examine this case study to compare and promote the creation of responsive and adaptable strategies.

### 6.1.1.2. Strategies

Based on the corpus findings, the internationalisation plan of the university involves a combination of internationalisation abroad and internationalisation at home agendas (Figure 6.2.). The combination of approaches is a clever strategy to deal with budget limitations and lack of resources by taking advantage of the university's particularities such as the location, linguistic landscape, research and networking opportunities.

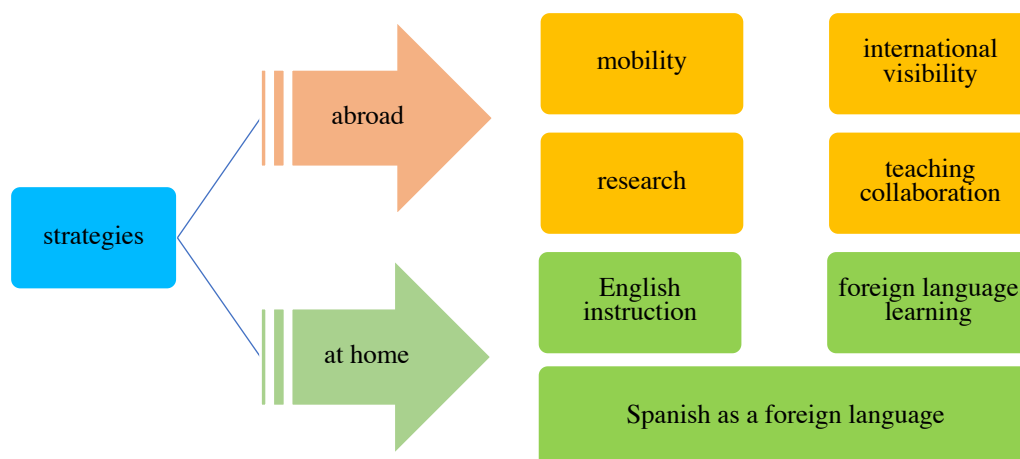


Figure 6.2. Strategic areas of internationalisation of the UZ

The most recurrent strategies of internationalisation abroad according to the corpus findings are related to the following aspects:

- **Mobility.** Institutional efforts revolve around the creation of international agreements for outgoing and incoming student and staff mobility (van der Wende, 2018). Based on a geolinguistic strategy, in addition to the establishment of

Erasmus agreements with European universities, the creation of partnerships with Latin American universities is fostered due to the shared language. Other countries with major interest for the UZ are Canada and the United States, possibly because of the prestige discourse of the Anglophone world. To a minor degree, other regions that receive attention include New Zealand, China, Japan, or Brazil. Some of these destinations have gradually gained institutional interest — e.g. China— in order to open up the collaboration horizons and exchange opportunities. Similar destination trends findings were reported by Uceda in other Spanish universities (UNESCO, 2014, p. 133).

- **Research.** The strategic geographical location of the UZ facilitates participation in cross-border projects with French universities as well as the creation of partnerships with Latin American universities thanks to the use of Spanish. Participation of UZ members in European projects and international funding organisations is also encouraged as another key element of the internationalisation of research, which helps to complement public funding. Establishing a network of international connections increases the global visibility of the UZ and, therefore, academic mobility in the form of research stays, visiting scholars, and international doctoral programmes.
- **International image.** In order to promote the external dimension of the university, Faculties and Centres increase their international visibility and attraction of international students by means of translating into English their websites, study programmes, and promotional materials—or into French depending on the target audience. Furthermore, the UZ engages from an institutional and bottom-up perspective in internationally organised events such as conferences and associations.
- **Teaching.** An export-oriented application for teaching is found in the creation of international joint degrees at the undergraduate and master's level in collaboration with other universities. As Uceda explains (UNESCO, 2014), the implications of such study programmes represent homologation and equal reputation for the participant institutions, which helps to strengthen collaboration and the institutional image.

As far as internationalisation at home is concerned, the most crucial strategies involve the use of languages:

- **Teaching in English.** English-taught programmes are not as frequent in the UZ as in other universities from the European context, for instance Germany (Lanverns, 2018) or the Nordic countries (Airey et al., 2017; Hultgren, 2014). Currently, the presence of English as a vehicular language at the UZ can be traced to several study programmes —international joint degrees, Erasmus Mundus degrees—, one bilingual undergraduate degree in Business Administration and Management, and the modules of English for specific purposes that can be found in some undergraduate degrees. Aware of the challenges that the use of a foreign language brings to academics and students, the university designed a strategy that gradually introduces foreign languages into the class are known as “English-Friendly subjects”, which combines Spanish instruction with the use of English/French —depending on the teacher’s linguistic repertoires—in teaching and learning resources, assessment options, and office hours to provide international students with linguistic support.
- **Foreign language learning.** As extra-curricular activities, the university offers the opportunity to enrol in language courses with economic benefits to students, teaching staff and administrative staff. There is an option for academics to participate in English courses that specifically target oral skills, teaching in English, and other academic needs related to their research practices. Multilingual language competence is also fostered through informal bottom-up initiatives such as linguistic exchange programmes between local and international students and cultural activities in foreign languages.
- **Spanish as a foreign language.** The status of Spanish as an international language is promoted through language courses addressed to international students who come to the UZ with the Erasmus programme or other mobility programmes. It is an initiative that aims at providing linguistic support for students and helping them to integrate into the local culture during their exchange period (MECD, 2014).

The strategies mentioned above reveal that the UZ relies on a two-fold approach to internationalisation. The combination of strategies strengthens the connection between the international and the regional dimensions of the university. It bases its strategy on the unique characteristics of the UZ to differentiate it from other universities and exploit it for the benefit of the university, its members, and the local society.

### *6.1.1.3. Outcomes*

Internationalisation is presented as a strategic goal of the institutional policy (UZ, 2016). Although to date there is not an official written internationalisation plan, the specific objectives related to internationalisation and its strategies can work as indicators that measure their impact. The dimensions found in the UZ coincide with some of the indicators stated in the IMPI project (Beerkens et al., 2010) that assessed the quality of internationalisation in higher education, like the U-map project, or the case study of the Osaka University, a university located in a primarily monolingual setting with a range of low foreign language competence (p. 38). The set of indicators proposed in those projects examined aspects like the international orientation, teaching profile, research profile, knowledge creation and transference, student profile, and incoming and outgoing mobility exchanges. Similarly, the following dimensions can be extrapolated to the UZ's internationalisation specific objectives:

- **Increase the international orientation of the institution.** This can be measured through the initiatives carried out in the translation of institutional documents and websites, the presence of the university in international rankings, or the increase in international students and joint degrees.
- **Attractive teaching and learning profile.** Evidence of strategies refer to the development of new teaching programmes, double and joint degrees that target students' employment needs, the introduction of English-taught courses to respond to international demands, the creation of language training courses and workshops for teachers who want to improve their language and teaching skills, and the translation of course descriptions into English to facilitate mobility.



- **English language proficiency.** This corresponds with the institutional desire to improve language competence measured by the number of enrolments in language courses, bilingual study programmes, the number of English-taught courses, extra-curricular activities, or mobility exchanges. As a consequence of language requirements, the number of accreditation tests taken at the university may serve as an indicator too.
- **Attraction of talent and funding.** Through the research support services available at the UZ, indicators of participation in European projects, funding proposals, other research programmes and grants can be gathered. Moreover, the level of research involvement and circulation can be measured using quantitative indicators such as the number of publications, organisation of conferences, or doctoral programmes.
- **Mobility.** The international student profile can be measured in terms of number of mobility agreements and enrolment. It is important to assess the previous and final impact of mobility in local and international students, for instance, in relation to language competence and intercultural competence. Another indicator could be related to foreign language courses that measures the interest of students to integrate in the new culture by learning the local language, e.g. French, German, Italian or Spanish. Regarding the quality of the mobility services, the number of informative events and support provided before, during and after the mobility period can be considered another indicator of the international orientation of the university.
- **Cooperation for development.** International cooperation is related to Latin American and Northern African institutions in the form of partnerships and volunteering programmes, which can be assessed through the level of participation and visibility these actions received. Cooperation for regional and local development could be also considered in this dimension.

This is a proposal of indicators that can be used to measure the impact and outcomes of internationalisation at the UZ. Following the IMPI project indications (Beerens et al., 2010), the selection of indicators should correspond with several elements such as knowing what wants to be measured, how the data will be collected —e.g. surveys,

interviews, official reports— and what is the purpose behind the measurement of outcomes —e.g. reflection and self-assessment, or regional and international comparison, among others. Ideally, this information and institutional commitment towards internationalisation should be stated in the written plan, which is an element essential for the success of the plan, as concluded by Iuspa (2010) in her analysis of US universities.

### **6.1.2. Proposal of a Language Policy for the UZ**

What is concluded from the internationalisation discussion of the previous section is that foreign languages and English hold a relevant role in the internationalisation process of the UZ. Therefore, the design of an institutional language policy is deemed necessary for the university stakeholders. With this in mind, the absence of official LP documents creates an opportunity to suggest a proposal for language planning and management, which is based on the corpus findings and the main trends discussed nationally and internationally by the literature.

The UZ is a primarily monolingual university where Spanish is the official and main working language. In the study carried out by Vázquez et al. (2019), the scope of linguistic diversity observed in the teaching and research fields was limited, and in some cases, it was also found in some managerial activities. The main rationale for linguistic diversity was shaped by the target audience and purpose of the communicative exchange. Similar to the findings of Elliot et al. (2018), and in contrast to the linguistic contexts of central and northern European universities (Ljosland, 2014; Airey et al., 2017), the international status of the Spanish language might be the reason why Spanish is not at risk of experiencing domain loss caused by the presence of the English language. This circumstance explains why the references to the status of Spanish as the official language of the university do not seem relevant for the policy as domain loss is unlikely. What is of greater concern, however, is the tacit acceptance of a generalised low language proficiency level of foreign languages (UZ, 2001; MECD, 2014). It is therefore likely that the LP proposal views language planning and foreign language acquisition as the most urgent areas of intervention. The LP can be divided into three main parts, the context, the strategic areas, and the addressees (Figure 6.3.).



Figure 6.3. Contents of the LP proposal

The policy should consider the sociolinguist profile of the UZ —e.g. the actions carried out by Vázquez et al. (2019) to become familiar with actual needs and language practices at the university. Since the UZ is influenced by the national LP document (CRUE, 2017) and European guidelines, it is expected to present discourses on the instrumental value of English for globalisation, employment and prestige (Dearden, 2014), but also discourses stressing the value bi/multilingualism brings to individual speakers in the form of interpersonal values and competences, identity and culture, cognition, or creativity, for example (cf. Kontra et al., 2016).

An inclusive LP comprises initiatives that must reach students, academic staff, and non-academic staff. Although the main strategies are shared —e.g. a language course—, they can be adapted to the specific needs of each group of stakeholders —e.g. general language competence or academic literacy. Following the suggestions of the national policy (CRUE, 2017) and other studies such as Halbach et al. (2013) and Halbach and Lázaro (2015), the following strategic areas deserve attention:

- **Accreditation.** With the exception of the language requirements established by law, e.g. the graduation requirement and some admission requirements in some study programmes, language requirements proved to be, according to the data analysed, very heterogeneous across institutions. A study of language requirements and what level of proficiency is expected needs to be discussed and decided in LP. Following national trends, the B1 (threshold level) is the level required for graduation, while admission requirements for certain masters and doctoral programmes are either B1 or B2, which is the level required for engaging

in bilingual instruction (B2 for learning and C1 for teaching). The B2 level is a requirement for certain administrative positions, and in the case of incoming students, language requirements vary (B1-B2). Furthermore, an analysis of allocation of resources for accreditation tests and certificates is also necessary.

- **Training.** This is one of the major concerns in the policy, which is often related to the creation of a diverse offer of language courses. This means creating the opportunity to learn foreign languages in different learning modalities which may cover onsite, distance, extra-curricular, formal instruction, immersion programmes; or, as for contents, targeting the linguistic competence, communicative skills and other competences. The proposal of other informal strategies to promote language learning is welcomed too in the form of cultural events, international exchanges, agreements with other universities, collaboration with Language Institutes like the French Institute (French), the Confucio Institute (Chinese), and the Cervantes Institute (Spanish).

The creation of specific plans for stakeholders offers a tailored view of language learning. For students, in addition to the possibility to enrol in language courses, language learning should be either part of the curriculum, as a compulsory or optional module, in their study programmes. This seeks to guarantee that the students achieve a certain level of foreign language competence. For teachers, language courses, methodological courses, and academic literacy courses should be available in order to tackle their responsibilities as researchers and teachers. For those involved in EMI instruction, it is advisable to create support services that provide follow-up and coaching throughout the academic year in order to maintain and improve their skills. For administrative staff, participation in general language courses and courses targeting special needs and intercultural communication would be useful for their daily tasks.

- **Incentives.** They mainly consist in an economic reduction in the fees for language courses and other forms of language training. Another incentive is to give greater recognition to those who participate in language-related initiatives e.g. through mobility, career promotion, ECTS credits, reduction of teaching hours, or the creation of language support services, among others.

- **Support.** The creation of internal language services or collaboration with external services is welcomed by stakeholders. Some of the tasks they can do is the creation of linguistic materials —e.g. glossaries, academic writing guides—, translation and proofreading of institutional information or research papers, coaching and support for English instruction, distribution and communication of language-related events and resources, and the coordination of the LP.
- **Regulation.** The LP should decide whether it wants to take a hard- or a soft-management approach. In other words, if language use is completely regulated or there is freedom for language choice. For the particular context of the UZ — primarily monolingual—, it seems more realistic to implement a functional multilingualism or complementary language use policy based on the instrumental value of English and Spanish (University of Jyväskylä, 2015). This means that in certain areas of language use, such as that of research communication, the academic staff have developed academic literacy in English due to internal and external demands. In the case of institutional documentation addressed abroad or to an international audience, documentation might exist in a bilingual format Spanish-English. In the case of English instruction, decision on whether fostering monolingual practices —only English— or flexible bilingualism —code-switching or translanguaging— should be considered too (Ljosland, 2014).

I would like to finish this section with the following reflection. At the moment, this proposal is based on European and national language hierarchies that situate English in a high position, that is, at the top of a language hierarchy. However, hierarchies are dynamic as they are very much constrained by social, political and economic factors. This means new languages may appear in the equation such as other foreign languages or other local languages which do not get sufficient recognition at the institutional level yet.

## **6.2. The construction of internationalisation in the Spanish university context**

This section is structured around four main aspects of internationalisation. These are stakeholders, written plans, internationalisation initiatives and languages. All had a significant impact on the data results, which was consistent with the previous literature.

### **6.2.1. Who is involved in internationalisation?**

A well-articulated institutional vision is essential to achieve the internationalisation endeavours of universities. Top-down leadership and institutional support from agents specialised in internationalisation is, as recalled by Foskett (2010) and Taylor (2004), an essential element for the effectiveness of internationalisation policies because it is presented as their responsibility to provide stakeholders with opportunities to develop their international experience (Engelbrecht, 2013). According to the study carried out by UNESCO (2014), some indicators of institutional internationalisation are the presence of an internationalisation vice-chancellor, specialised services for international students and teachers, and a language service for international students (p. 50). The presence of a diverse but collaborative range of institutional actors creates a space for different proposals and points of view, which indicates that the interest in internationalisation is collectively shared (European Commission, 2013; Knight, 2004).

Other indicators of internationalisation noted by Aerden (2015, p. 21) which coincided with the corpus findings that demonstrate the level of institutional commitment include strategies aimed at the internationalisation of staff and students. In fact, the first step to internationalise a university is through its members. Their actions and experiences bring an international dimension to the institution that can benefit from it because an international mind-set helps to grow and sustain global and local societies. The role of individuals who engage in international activities help to build up the internationalised atmosphere and context offered at the universities. An example of stakeholders' involvement in internationalisation might take the form of a researcher participating in an international research project, a teacher who introduces intercultural learning outcomes in their classes, or administrative staff who provide a good-quality service to international

students. As a result of both top-down and bottom-up commitment with internationalisation, it becomes a collective and transversal goal which is beneficial for the whole university community (Childress, 2010; de Wit & Jones, 2018; Sursock & Smidt, 2010; Taylor, 2004).

Students have gained a prevalent position in current educational policies, mostly due to the advent of student-centred education, the marketisation of higher education which makes ‘student experience and student satisfaction’ one of the universities’ main concerns, and the creation of quality indicators that enable student representation and participation in the decision-making processes of universities (Fairclough, 2010; Maringe & Foskett, 2010; Murray, 2016). However, despite the proactive role of students in the shaping of policies and institutional processes, the corpus findings that refer to students often represented them as passive subjects rather than as the true protagonists or actors, i.e. strategies of teaching, mobility and languages were addressed to domestic students, and to a lesser degree, to international students.

As for the international students and the “student as client” discourse (cf. Fairclough, 2010), few overt references were found in the documentation compiled for the present PhD study. One reason why the corpus data differed from the literature could be related to the differences existing between the nature of the Spanish and Anglophone university systems and their sociolinguistic context (de Wit et al., 2015, pp. 167, 171; Jenkins & Mauranen, 2019, p. 266), that the Spanish sociolinguistic context is different from those of northern Europe —the impact of Englishisation on the national/local languages (Haberland & Mortensen, 2012)—, or that the majority of the international students that come to Spain are Erasmus participants who do not provide major economic contributions to the universities, as Lasagabaster explains (2015, p. 268).

### **6.2.2. Are written plans necessary?**

Authors like Childress (2006, 2010) state that it is important to have written plans for universities. Written documents become statements of the institution’s commitment that work as a roadmap for its members —a well-designed plan should at least include aspects such as goals, allocated resources, action items, and timelines to helpfully guide its

implementation (Childress, 2010; Foskett, 2010). Akin to this idea, the quantitative analysis, particularly the sections dealing with general frequencies and, above all, the collocates of 'internationalisation', indicated that the main way to unify and clarify university's strategies is by means of organisational tools such as plans or policies. A detailed analysis of those collocates, however, did reveal that references to plans were related to the need to create such documents. The UNESCO's study on the internationalisation of Madrid universities (2014, p. 54) confirmed a similar trend: even though most of the universities admitted to not have a *de facto* written internationalisation plan, internationalisation activities were explicitly embedded in the main strategic policy of the university.

It can therefore be concluded that there exists heterogeneity among Spanish universities and institutional policy: some universities have separate written plans, others have their plans integrated within the main university's strategy, or, in other cases, indirect references to internationalisation tentatively suggest the absence of internationalisation plans. This situation recalls the dynamic nature of internationalisation, which according to the corpus analysis, is described as a process that takes place at different levels (Knight, 2004). Different phases of internationalisation can also refer to the level of commitment of universities towards internationalisation. Using Foskett's terminology (2010), universities can be described as internationally aware, internationally engaged, or internationally focused depending on the development of their internationalisation strategies (pp. 44-46).

Commitment towards internationalisation was supported by the textual data containing positive connotations towards internationalisation objectives. This favourable attitude that may represent the level of institutional compromise towards global challenges and European policies reflects that internationalisation has become a strategic objective as well as a transversal action spreading to the different areas of HE. Thus, in order to make this position intentional and purposeful, institutions should design written plans that guide and overtly show the planning and implementation process of internationalisation (de Wit et al. 2015).



### 6.2.3. How is internationalisation implemented?

According to the corpus data, the main areas where internationalisation strategies are implemented in the Spanish context are those of teaching and mobility, which also replicate some of the main objectives of European internationalisation policies (EHEA, 2006, European Commission, 2013).

Turning to teaching, the majority of the strategies mentioned were found at the bachelor and master's levels; and in the form of compulsory or optional activities. Most of these initiatives can be described as elements of the internationalisation at home (IAH) approach that grants students and staff the opportunity to experience the international dimension of education locally (Beelen & Jones, 2015). Authors like de Wit (2011), Beelen and Jones (2015) or Knight (2004) claim that the internationalisation of teaching and learning is made through a revision of the curricula and competences of the study programmes, the creation of international joint degrees, the promotion of foreign languages, or the organisation of informal activities in the campus that fosters international- and intercultural-related exchange like seminars, conferences, cultural events, and so on. However, since institutional documents work as frameworks, the description of teaching strategies is quite general and there is little grasping of what it really means to internationalise the study programmes and curricula in addition to just introducing English-medium instruction.

In order to understand alternative forms to internationalise teaching and learning, Leask (2015) suggests that the internationalisation of curricula involves the acquisition of competences and skills needed in global societies and stresses the importance of intercultural learning outcomes. This is connected to the explanation of the modernisation of HE described in Chapter 1, as well as to the development of a global citizenship competence and cultural awareness, which can be achieved through the following strategies: international-domestic student interaction —formal or non-formal learning— and the creation of learning environments that offer opportunities to use and practice those skills. Beelen and Jones (2015) also propose the internationalisation of contents and syllabi by means of introducing comparative frameworks and bibliographic references, inviting visiting scholars to give talks and seminars, or the possibility to participate in online learning and distance learning. These suggestions align with the European policies that advocate for ICTs and innovative teaching methods because they can be beneficial

for local and international students (European Commission, 2013). As a result, it would be advisable for institutional policies to be more explicit and promote these initiatives in addition to merely English-medium instruction.

Unsurprisingly, mobility is the other main internationalisation strategy found in the Spanish context, as revealed in the comparative data across subcorpora as well as the literature regarding students and (non-)academic staff mobility (de Wit et al., 2015, EUA, 2013; Sweeney, 2013; van der Wende, 2018). Mobility is a key indicator of internationalisation. Universities encourage and support the establishment of international agreements with other universities for both teaching and research purposes. In the Spanish context, this is observed particularly with other European countries, as well as in North America and Latin America (de Wit et al., 2015; Rumbley, 2010). The benefits of incoming and outgoing mobility are related to the acquisition of the previously mentioned global citizenship competence, intercultural competence, and the international dimension of universities.

As a result of mobility, students can experience different academic environments and learning experiences that are enriching for them, both academically and personally (Sweeney, 2013). Concerning the teaching staff, they tend to be in charge of the creation of exchange agreements with other universities, but it is also expected from them to participate in mobility stays when it comes to their research responsibilities. Mobility through research stays helps to establish connections with other academics and institutions that eventually foster knowledge circulation, collaboration in international research projects and teaching programmes, as well as membership of international associations. Finally, the administrative staff are also encouraged to engage in mobility as a way to improve their language competence and to bring innovative working approaches. The international dimension of administrative staff turns out to be essential in the development of services that can offer a better experience to international students and staff (European Commission, 2013). Thus, it is crucial that they are prepared and trained to deal with international audiences. It can therefore be concluded that mobility —either outgoing or incoming— is beneficial for all the sectors of the university, which explains the institutional policies' attempts to create incentives and opportunities to engage them all in this initiative (MECD, 2014).

#### 6.2.4. Which languages for internationalisation?

The presence of languages as a crucial element of modern internationalisation is extensively discussed in the literature, as well as in supranational policies (European Commission, 2013; Kuuteva, 2014; Lasagabaster, 2015; Soler-Carbonell et al., 2017; Saarinen & Rontu, 2018). Corpus evidence also pointed out to the different roles that languages could play in HE internationalisation processes, either as foreign languages or as national languages, for the purposes of teaching and mobility. Taking English as an example, this language was perceived to be the language of internationalisation and was therefore used as the preferred linguistic option in the design of international promotional and informative materials. However, it is worth noting that universities' websites also relied on other foreign languages such as French and Portuguese depending on their geographical proximity, or on Italian or Chinese if those were their internationalisation objectives. Thus, in an online format, English, as the lingua franca of international communication, is widely used to address a general audience, but other languages may be included to target specific audiences.

As a teaching strategy, English-medium instruction and bilingual degrees were the preferred way of introducing foreign languages at the university (Coleman, 2006; Dearden, 2014; Halbach et al., 2013). Lanverns (2018) points out to two main reasons for the introduction of English-taught programmes: the attraction of international students who benefit “from substantially lower study costs compared to Anglophone countries and from an English-medium education” and the opportunity to develop the local students' language competence and their intercultural competence (p. 45). However, some resistance to the introduction of English as a vehicular language remains a challenge, maybe because of the low language competence level ratio, the intense debate regarding the advantages and disadvantages of using a second language of instruction at the cost of decreasing the quality of contents, or at the cost of gaining domain to Spanish as an international language (Alcón Soler, 2011; Julián-de-Vega & Ávila-López, 2018; SEPIE, 2017). Consequently, the presence of EMI courses is generally limited to strategic areas such as postgraduate courses and scientific disciplines, as stated by Dearden (2014) and others (Tatsioka et al., 2018).

The role of Spanish as an international language is also seen as an asset fostered by the national internationalisation strategy (MECD, 2014) and institutional policies which

see it as an attractive element to engage in research collaboration with Latin America and to attract foreign students interested in the country's language and culture (Rumbley, 2010). The corpus findings had similar implications. Most of the references to the Spanish language occurred in the form of Spanish as a Foreign Language courses and language accreditation. It can therefore be concluded that English holds the highest status as a language of internationalisation with an added value for employment, mobility, and prestige whereas the scope of Spanish is more limited. Yet the international status of both languages emerges as a powerful combination that may attract different profiles —people, institutions, companies, networks— to the Spanish universities. Their complementary use can work as an asset that increases the presence of internationalisation in universities.

### **6.3. Implications for Language Policy**

This section discusses the implications of language beliefs and language management, and how they relate to the qualitative results reported in Chapter 5.

#### **6.3.1. Language values**

The consequences of language value for language beliefs and language management are examined according to a dual ideology: either in the promotion of English and foreign languages for international communication and European multilingual objectives; or in the protection of national co-official languages, which situates them at the top of the language hierarchy.

##### *6.3.1.1. International languages*

English is regarded as the *de facto* language of internationalisation as shown in the analysis of institutional documents, where several discourses justifying the hegemonic position of English were found such as:

- the instrumental value and prestige of English as an asset for engaging in globalisation and employment (Björkman, 2014; Dearden, 2014, Hamel et al., 2016).
- the language to access specialised knowledge for teaching and research (Coleman, 2006; Linn, 2016).
- the lingua franca status and interpersonal value of English that facilitates international communication and a cosmopolitan identity (Hultgren, 2014; Motschenbacher, 2016; Tatsioka et al., 2018).

Most of these values are based on the utilitarian view of languages related to market-based societies that promote discourses of efficiency and efficacy (Chouliaraki & Fairclough, 1999; Ferguson, 2007; Mayr, 2008). These beliefs are recurrently found in institutional documents, which are used to support the introduction of English-related strategies at the universities. They situate English at the top of the foreign language hierarchy, although it should be acknowledged that there are also references to other foreign languages, e.g. language courses, mainly French or Portuguese, possibly the outcome of the geographical proximity and a collaborative tradition with these countries.

The presence of English as a working language in the Spanish universities can be tracked into different domains in view of the values mentioned above. Nonetheless, it brings about several consequences. In the research area, because of the already established status of English as the international scientific language, there has been an evolution on trends regarding the “academic unfairness” of non-native academics using English for research purposes. Linguistic challenges have been widely discussed in the literature from both linguistics, sociolinguistics and geolinguistics perspectives, e.g. studies on phraseological competence in academic English, knowledge of formulaic language (Ferguson et al., 2011; Pérez-Llantada et al., 2011; Plo Alastrué & Pérez-Llantada, 2015; Linn, 2016), and international publication pressures (Corcoran et al., 2019; Lillis & Curry, 2010; Uzuner, 2008). What initially was crowded with negative attitudes has evolved into the taken-for-granted presence of English (Pérez-Llantada, 2012), which is demonstrated textually and discursively in the corpus. The use of English is fostered because it brings international prestige through publications, projects, and networking.

In the field of teaching, international trends and supranational pressures are the main motivation behind EMI courses, which are currently under a developing state. In other words, the teaching field has observed an increase in bilingual programmes and EMI courses, but the numbers cannot be compared to the contexts of northern and central European countries where a higher level of English monopoly is found (Dearden, 2014; Wächter & Mainworn, 2014). This trend follows economic reasons to attract international students, but it is also presented as the university's responsibilities to train students in competences valued by the labour market —e.g. language competence, international experience— which stresses the instrumental value of English. Although the Englishisation process of HE presents challenges for stakeholders (Cots et al., 2014; Lasagabaster, 2015), it is noticeable that the prestigious value of English for employability and global competition is enough to push institutional policies in that direction.

#### 6.3.1.2. Local languages

Using Hultgren's (2014) and Fabricius et al. (2017)'s findings of Nordic universities as a starting point to uncover hidden discourses regarding national languages, the maintenance discourse of local languages in Spanish policy was more overt than covert. While English appeared as a *language of communication* because it adapts to the communicative needs beyond the national borders, local languages are represented as *identification languages* (House, 2003). This is supported by persuasive discursive strategies that stress identity factors and community feelings in the readers. Spanish, as the national official language, can be associated with two main discourses: its role as a national language within the country's borders and as an international language. References to Spanish as the national language are scarce, it might appear in an enumeration of languages or in bilingual versions of information because of its national and international status prevents it from the threat of domain loss. In the case of references to the use of Spanish outside the national borders, community traits are found since the promotion of the Spanish language and culture is presented as a shared interest and responsibility of the Spanish community.

A different situation is found in relation to the co-official languages of bilingual Spanish regions: Basque, Catalan, Galician and Valencian. In the analysis of policies, an explicit maintenance discourse was found through institutional compromise to protect and promote the use of those languages as the main working languages (Lasagabaster, 2015). Therefore, if the equilibrium between Spanish and the co-official language was supported by strong LP regulation, the introduction of a global language such as English presents threats to language use and domain loss. In order to stress the identity value of the local languages, community and identity discursive traits are used to foster their cultural value for the adaptation to the local context (Elliot et al., 2018; Hamel et al., 2016). However, the bi/multilingual tradition of these universities better prepares them to cope with the introduction of English and the design of multilingual LP documents, which might be reflected in language attitudes and language practices.

### **6.3.2. Language regulation**

The identification of overt and covert language ideologies as the ones discussed previously are the basis of language management and planning (Spolsky, 2004, 2009). Multilingual language regulation appeared in the corpus as one of the main concerns of institutional LP documents because of the co-existence of several working languages at the universities. Different scenarios were found in the corpus with universities presenting numerous LP documentation, other universities with some attempts at LP or, in other cases, universities with only isolated LP initiatives that lacked the coordination and institutional guidance of an official LP document. It is not mandatory to have written documents, but similar to internationalisation plans, it is advisable to create them because they are proof of the institution's commitment towards languages.

An area that deserves special attention in LP regulation is that of language requirements, which is related to language expectations and language accreditation, as shown in the study of Halbach and Lázaro (2015) that explores the consequences and benefits of a well-documented and clear policy which should carefully consider the purpose, design and evaluation of language competence. This is translated into the areas where language requirements might be found like graduation, admission, mobility, bilingual education, and career prospects; in the decisions behind demanding certain

language proficiency levels to meet, for example, linguistic demands such as participating in EMI courses; and the assessment format of the competence levels through tests and the CEFRL framework. The discussion and clear statement of these issues are crucial in the regulation of languages. Language proficiency and correctness (“language quality”) is also related to language expectations (Hynninen, 2016). In contrast to the standards of language requirements for foreign/second languages, in daily communicative exchanges a wider range of competences, skills, and fluency might be encountered. In Ferguson’s words (2012), this means reflecting on what is considered good or bad language competence, the communicative needs, or the different forms to assess competence. Discussing language expectations on native-like proficiency or an ELF approach — correctness vs. a good use of resources, standardised assessment vs. diversification of language competence assessment according to the communicative functions of the language like academic biliteracy, professional language skills, informal or formal contexts— is important for the design of a LP that adapts to the university’s particularities, goals and needs.

A final aspect for consideration refers to the type of multilingual regulation promoted at the university in order to offer linguistic security to the stakeholders. In the case of Nordic universities this issue has been widely discussed and several initiatives have been proposed such as parallel language use and complementary language use (Hultgren 2014, 2016). Risager (2012) establishes three main types of policies depending on the number of working languages found at the university: a monolingual policy, a bilingual policy that resembles parallel language use because of the duplication of language functions, and a trilingual policy that coincides with the complementary language use of languages according to linguistic needs and communicative functions. Taking into account the idiosyncrasy of the Spanish university system, a complementary language use policy of functional multilingualism seems to be more suitable in terms of physical, human, and linguistic resources which in the long-term may result more enriching (e.g. University of Jyväskylä, 2015).

It is important to note that the scope of LP’s regulatory practices cannot cover the total of linguistic interactions that happen at the university because language choice in bottom-up interactions is shaped by multiple factors —e.g. interlocutors’ linguistic repertoires and mother tongues, communicative purposes, disciplines, among others—



hence institutional LP provides a general framework for working languages and formal contexts specific enough so stakeholders can refer back to it for guidance but with room for variation and adaptability to each situation.

### **6.3.3. Language planning**

Since the acquisition of foreign language competence is what presents more challenges for Spanish universities according to the corpus data and national policies (CRUE, 2017; MECD, 2014), language intervention targets that objective by means of, firstly, understanding the linguistic profile of the universities, and secondly, designing specific strategies to support areas of improvement.

#### *6.3.3.1. Linguistic profile*

The first step to articulate a coherent language plan is to carry out an initial diagnosis of the university's language practices and attitudes to examine problematic areas, needs and available resources (Alcón Soler, 2011; Huhta, 2002; Larsen & Holmen, 2017). The analysis of the results helps to understand the linguistic profile of the institution and what strategies are needed to modify current language practices. For example, if the objective is to promote multilingualism, linguistic diversity can be described as an opportunity to expand personal and career goals. In the case of the proposed language initiatives that target the areas of training, accreditation, and incentives, they may be diverse to adapt to the stakeholders' necessities. As an example of the training dimension, the strategies' modality could vary depending on learning needs:

- onsite learning
- blended or distance learning
- availability of online resources
- continuous language support service for queries and monitoring
- informative seminars on language skills needed for the global society
- formal and informal curriculum activities
- local or study abroad programmes

Further information that might be collected in the initial diagnosis includes the prospects of bilingual education, self-assessment of language competence and linguistic repertoires, the identification of multilingual practices, and the evaluation of language service needs.

### *6.3.3.2. Areas of intervention*

Once the linguistic profile of the institution is identified, the next step is to decide which strategies are offered to the students, the teaching staff and the administrative staff.

The main challenge students face is related to the language requirements set at the university. LP should provide solutions by offering options to gain the language competence in the formal and informal curriculum through the creation of instrumental language courses in all undergraduate degrees to reach, at least, the B1 level required for graduation. These courses can integrate general language competence —e.g. language proficiency for daily communication and mobility— or specific skills —that is, advanced academic literacy to navigate the academic tasks or professional language and intercultural communication skills— depending on the nature of the study programme. In this way, universities would be training students with competences demanded for employability and mobility (cf. Sursock, 2015; European Commission, 2019). Informal learning of language competence, on the other hand, should be offered as an additional resource to the formal curriculum. This can be done by promoting positive attitudes towards languages by means of language centres' courses, intercultural experiences, cultural events, interaction between local and international students, incentives to participate in mobility, or financial support when taking language certification tests and language courses.

The main difficulties academics face regarding language use are in research activities and, above all, in the level of language competence required for bilingual instruction, which according to the national framework and other studies is a C1 level (CRUE, 2017; Halbach et al., 2013; Halbach & Lázaro, 2015). Concerning research activities, support measures should target academic literacy and the skills needed to engage in effective communication by means of English for Academic Purposes courses —e.g. publication, dissemination of results, genre-based pedagogy, writing strategies, or oral communication. Turning to bilingual instruction, there should be an option to

participate in courses dealing with general language competence, techniques for EMI and bilingual teaching methodologies, design of materials and resources, or formal courses dealing with aspects such as the internationalisation of the curriculum, how to deal with a multicultural classroom environment and classroom management techniques in a foreign language.

Other initiatives common to both areas include financial incentives, academic recognition, and continuous language support. Regarding the latter, language services tend to be key in the implementation of LP because their work is highly appreciated. Language support services, in collaboration with language experts and language departments, provide academics with coaching and mentorship in the form of proofreading and translation of documents, the creation of writing and terminological resources, or the monitoring of teacher development tools so that academics can gain confidence regarding their language proficiency and ability to evaluate the students.

The challenge for the administrative staff refers to the improvement of their language competence and how to become a more relevant actor in LP. Hamel et al. (2016) noted that the administration's role is essential for an inclusive LP and for internationalisation, particularly for those members working directly or indirectly with international audiences. For example, top management and administrators who represent the institution abroad should be competent at least in English to offer an international image of their universities. The main initiatives found to improve foreign language competence involves language courses and specific language courses that address professional skills such as email writing, meetings, or phone calls. Other initiatives refer to short mobility exchanges to improve language competence and meet other work environments, participation in coaching experiences with members from language departments, or the offer of financial support to engage in language courses and mobility.

Once the concrete initiatives addressed to the stakeholders are defined and created, the LP document should include a set of indicators to assess periodically the effectiveness of the plan, focusing on both quantitative and qualitative results, as well as the communication of results and informative events within and outside of the university community.

## **Chapter 7. Conclusions**

This PhD dissertation was designed to investigate the convergence between internationalisation and language policy in higher education through a discursive analysis of language implications for internationally engaged universities. The overarching research questions looked into the ‘discourse of internationalisation’ in primarily monolingual (Spanish) medium-sized internationally engaged universities and the role of English in the internationalisation process of those universities. For this aim, this thesis drew on a mixed-methods design, combining corpus linguistics techniques with the perspective of Critical Discourse Analysis. This methodological synergy was deemed suitable because, on the one hand, it allowed me to carry out a quantitative analysis of a large number of institutional documents, and on the other, the initial results were complemented with a critical analysis approach to examine the role of English in internationalisation. In this concluding chapter, I provide a summary of the main findings of internationalisation and discuss their implications for linguistic diversity and language planning for university staff and students. The chapter closes with an acknowledgement of some of the main limitations of the study and possible areas of future research.

## **7.1. Summary of the main findings**

Internationalisation, which is defined as as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11), is one of the preferred strategies for educational leaders to modernise higher education and to respond to current global demands (Altbach & Knight, 2007; Knight, 2004; de Wit, 2011; Maringe & Fostett, 2010; Sursock, 2015; Teichler, 2004). Additionally, globalising trends and the increase of international relationships manifested the need for a shared lingua franca to engage in effective international communication. This role was adopted by English as a result of the combination of several political, historical, and economic factors, which has been thoroughly document by the literature (Ammon, 2007, 2012; Crystal, 2003; Ferguson, 2007; Hamel, 2007; Lillis & Curry, 2010). Turning to the field of tertiary education, the advent of Englishisation in the academic world, sometimes to the detriment of the local languages, brought considerable debate on the challenges and consequences it presented to non-Anglophone institutions and non-native speakers of English in the fulfilment of their academic responsibilities and duties (Dimova et al., 2015; Ferguson et al., 2011, Haberland & Mortensen, 2012; Hamel, 2007; Jenkins & Mauranen, 2019; Lillis & Curry, 2010; Plo Alastrué & Pérez-Llantada, 2015).

### **7.1.1. The ‘discourse of internationalisation’ in a Spanish medium-sized campus**

In the light of the findings analysed in the present study, for medium-sized universities, internationalisation has developed into a strategic and, at the same time, transversal objective in order to become internationally competitive and visible, which responds to national and supranational economic, socio-political and educational policies (Jenkins & Mauranen, 2019). The discourse of institutional documents enhances internationalisation’s benefits for society and its members in the form of global competence, employment and mobility, which are essential requirements in modern society. Furthermore, internationalisation is presented as a collaborative effort that nurtures all the involved stakeholders, from bottom-up to top-down agents. Given that, the integration of an international dimension in the campus is done by means of a complementary approach to internationalisation which relies on more elements apart from

the presence of international students and staff, such as cross-border collaboration, research and knowledge transfer and the internationalisation of teaching within the study programmes, along with foreign language learning and instruction. The combination of internationalisation at home and internationalisation abroad strategies is a convenient approach that can adapt to the particular context, resources, and linguistics needs —for language learning, language instruction, and language support— of each institution and its centres. Considering these indicators, it can thus be concluded that the aim to internationalise universities is well-established among administrators and top management.

Nevertheless, the corpus findings indicated variation regarding the level of written commitment of Spanish universities. In fact, the creation of official internationalisation plans is one aspect to improve in those medium-sized universities that considered themselves ‘internationally engaged’ universities. Taking as an example the case study of this dissertation, the UZ explicitly acknowledges internationalisation as a strategic objective in different institutional documents such as the general strategic plans (UZ, 2001, 2016) and the university’s website, thus showing potential interest in developing a *de facto* internationalisation plan. As attested by the literature (Childress, 2006, 2010; Foskett, 2010; Iuspa, 2010) and by the present study findings, the creation of an official written policy is essential to coordinate all the internationalising initiatives that take place at the university and monitor their implementation in a systematic manner. As Childress (2006) notes, a plan is a key tool that serves as a guideline for stakeholders because it identifies and indicates the objectives, actions, support measures, and resources allocated to internationalisation efforts. In other words, the existence of internationalisation plans that integrate an international and intercultural dimension in the strategic areas of teaching, research, administration and support services help to close the existing gap between top-down intentions and reality.

Likewise, another crucial area for internationalisation is the creation of an effective communication strategy (MECD, 2014; UZ, 2001). A problem of institutional policies that is identified is the lack of information that reaches bottom-up agents about internationalisation opportunities and initiatives. This damages the effectiveness of the plan and it is found not only in the Spanish institutions but also in the international context, as stated by Jenkins & Mauranen (2019, p. 267). Open discussion and active

participation are characteristics of comprehensive internationalisation; therefore, given the present study findings, the collaboration between policy and communication is an essential element that can increase the university community's engagement because it addresses the following crucial aspects:

- Top-down commitment and responsibility for the implementation of internationalisation.
- Planification of internationalisation strategies adapted to the institution's objectives and resources.
- Information about the plan's contents and support measures distributed within and outside the university community through different channels of communication e.g. digital, brochures, social media, seminars.
- Organisation of informative seminars on specific internationalisation-related topics targeted at students, academics, and administrative staff to raise awareness of the scope and benefits of internationalisation on the local campus.
- Space to exchange and share internationalisation actions from different faculties, departments, and stakeholders to learn from others' experiences and opinions.

In sum, from the study findings it can be concluded that if institutions engage seriously in these two key areas —policy and communication—, bottom-up agents would participate more actively in internationalisation initiatives because they would feel supported and recognised by their institutions.

### **7.1.2. English in the internationalisation process of a Spanish medium-sized campus**

In response to the second research question, this study supports the previous literature claims on the direct relationship between English and internationalisation in institutional documentation (Airey et al., 2017; Fabricius et al., 2017; Jenkins & Mauranen, 2019). In the corpus findings, English was overtly related to its role as lingua franca and its instrumental value for international communication and mobility. Covert references to English were found in the form of the noun phrase 'foreign languages'. As a way of illustration, the 'English-only' discourse was found in the presence of training courses

and linguistic resources which were associated with English-taught instruction, English for Academic Purposes and English for Research Publication Purposes, linguistic resources for English, and the translation of institutional documentation and website contents into English. Hence, the discourse of medium-sized universities describes English as an inevitable reality for any institution that seeks to participate in the global arena. The main rationales to introduce English as a working language in the university's functions and services are to increase their international visibility, attract an international audience, and turn bi/multilingual competence into an employment asset for students and staff (Coleman, 2006, Dearden, 2014; Jenkins & Mauranen, 2019; Jones, 2013).

However, in the case of Spain, or any other context with a national language with a strong position in the global arena, the fact that policymakers acknowledge the international value of the national language —explicitly stated, as seen previously in this dissertation and in the national internationalisation strategy— suggests that English is not the only linguistic means to internationalise HE. Overt references in the documents to Spanish as an international language refer to its practicality for international relationships with Latin America —and neighbouring countries— and, at the same time, it can attract an international audience interested in the Spanish context by offering high-quality education and research opportunities. As a result, the existence of an internationally recognised national language suggests a certain level of resistance to the introduction of foreign languages as the main working languages —which is also a result of the low competence levels in foreign languages that some surveys and studies report (European Commission, 2012a; Howard & Rumbley, 2015; Soler-Carbonell, 2016). In sum, institutional documents coincide with the benefits the English language brings for internationalisation like its function as *lingua franca*, but it should be noted, as Canagarajah and Said (2013) and Fabricius et al. (2017) point out, that the growing presence of English should be analysed from a critical perspective because it certainly supports the spread of English linguistic imperialism and, as a consequence, the transmission of Anglophone ideological and cultural values in loss of the local traditions and languages of non-English speaking universities.

As a way of preventing domain loss, linguistic diversity appears as an option for language policy documents where a maintenance stance regarding local languages is found (Elliot et al., 2018; Hultgren, 2014; Vila & Bretxa, 2015). In the same vein,



language learning and language competence have become institutional objectives resulting from the European policies that promote linguistic diversity, as discussed earlier in this dissertation. Universities with a tradition of bi/multilingual contexts, such as Nordic universities, have discussed thoroughly this issue and created national protectionist policies against the English-only discourse and encouraged parallel and complementary language use (Björkman, 2014; Bolton & Kuteeva, 2012; Bulajeva & Hogan-Brun, 2014; Hultgren, 2014; 2016; Risager, 2012; Tange, 2012). In the light of the present findings, the Spanish context represents a diverse sociolinguistic context that may fit within a framework of bilingual and trilingual language policy that can adopt a functional multilingual approach based on decisive factors such as audience, contents, and context that shape language choice. In other words, while English addresses a global and general audience for international visibility, Spanish and/or the co-official languages are used for a more specialised audience, and for knowledge circulation at the regional level and with other Spanish-speaking countries. Furthermore, disciplinary traditions or the stakeholders' linguistic repertoires can also motivate the use of other languages if the communicative exchanges require it.

Similar to the findings of internationalisation regarding written plans, heterogeneity was found concerning the existence of written language policy documents. Echoing the internationalisation section, the presence of written policy shows a strong leadership as well as a strong commitment towards the achievement of language objectives, particularly in the case of primarily monolingual universities where linguistic diversity often appears in the form of isolated and bottom-up initiatives (Pérez-Llantada, 2018; Vázquez et al., 2019). It thus seems crucial that language initiatives become a part of the strategic plan of the universities so that they have better chances to thrive in the international arena. A strong institutional infrastructure that provides language support and real language use opportunities to staff and students is key for their involvement in language-related initiatives, and to increase their language competence and confidence in their language skills.

According to the corpus data, the findings discussion of Chapter 6 and the national LP framework (CRUE, 2017), I consider that awareness of language beliefs, language training and language services are the strategic areas where institutional efforts should be addressed. This translates into the creation of plans for language intervention and

allocation of resources addressed to students, academics and administrative staff that target their specific needs. Currently, there are numerous initiatives focusing on general language competence but, in my view, there are still areas for improvement in the design of specific courses for spoken and written (academic and professional) literacy, continuous coaching and mentoring by language experts for those stakeholders who engage in bi/multilingual communication, and the creation of permanent language services which coordinate language initiatives and informative campaigns that proclaim the value of local and foreign languages for intercultural awareness and integration across all university community members —students, teaching staff and administrative staff.

## **7.2. Limitations of the study and areas for future research**

Because the research scope of this PhD thesis was ambitious, in order to make it manageable, certain decisions were taken to make the study focused. Aspects left out from the study might thus be regarded as limitations, or rather, niches for further research.

One limitation of the study corresponds with the phase of corpus-design and the type of data collected. Document analysis was restricted to availability and has an end-product nature, i.e. it does not offer insights into the decisions taken during the document creation process; however, the decision to reduce the data only to institutional documents corresponded with the issue of manageability (Taskoh, 2014). Further research needs to explore the use of other methodological techniques to complement this study findings, such as interviews with top-down agents and policymakers to see how institutional documents reflect the current concerns. Another kind of follow-up would be to continue with this line of research taking into consideration the collection of data from other type of formats, for example, websites or social media dealing with internationalisation and languages to offer a complementary and updated view of these topics.

Another limitation refers to the fact that the documents analysed are institutional and supranational policies, which indicates that most of the documents and their contents work as general frameworks (Björkman, 2014). There was variation in the findings regarding the level of concretion of the plans —some documents were very detailed, others just included general objectives—, but in the majority of the cases it was difficult

to point out exactly to concrete initiatives. This study has offered insights at the institutional level that could be cross-checked with a micro-level perspective to understand how general top-down strategies are actually implemented at the bottom-up level. In this way, real implications of top-down objectives would be represented in the design of plans and policies addressed to specific faculties and departments, or to different groups of stakeholders with the purpose of offering adapted plans to the particular needs of the participants.

A final aspect to consider as a limitation would be the question to what extent a policy can change practices in reality (Linn, 2016). I would suggest to continue, on the one hand, with the document analysis focusing on the indicators described in the policies and, on the other, to carry out a complementary analysis based on ethnographic methodologies to evaluate the real impacts and effects of the policies among the university members —e.g. interviews or questionnaires with policymakers and representatives of internationalisation and LP commissions; retrospective studies about the strategy-creation-process or the level of response and active involvement with the policies' actions. Due to the multiple dimensions of this research interest, it is advisable to focus on a specific case study, like the UZ, in order to assess the long-term effects of these study findings regarding internationalisation and language policy. This could be carried out by means of examining the creation of new strategies, if the suggested proposals of Chapter 6 are actually considered for implementation —e.g. written plans, language planning and management, language services—, or considering whether the implementation of language strategies creates a significant difference in comparison to the current linguistic profile of the university or not.

These observations lend credence of the fact that additional research is needed to complement this study's findings and to further understand the contextual specificities and global concerns of internationalisation and language policy from a holistic point of view.

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## Appendix A. The corpus description

### C1 documents

This table includes the 34 documents that form the sub-corpus of European and national policies.

Title	Year	Author	Text type
European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process.	2006	EHEA	IP
Council conclusions of 11 May 2010 on the internationalisation of higher education	2010	European Council	IP
Council recommendation of 28 June 2011. Youth on the move – promoting the learning mobility of young people	2011	European Council	IP
Mobility for Better Learning. Mobility strategy 2020 for the European Higher Education Area (EHEA)	2012	EHEA	IP
European higher education in the world (COM(2013) 499 final)	2013	European Commission	IP
Estrategia para la internacionalización de las universidades españolas 2015 - 2020	2014	Ministerio de Educación y Deporte de España	IP
Barcelona European Council on 15 and 16 March 2002	2002	Presidency Conclusions	LP
Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006 (COM(2003) 449 final)	2003	European Commission	LP
A New Framework Strategy for Multilingualism (COM(2005) 569 final)	2005	European Commission	LP
Multilingualism: an asset for Europe and a shared commitment (COM(2008) 566 final)	2008	European Commission	LP
Language competences for employability, mobility and growth (SWD(2012) 372 final)	2012	European Commission	LP
Conclusions on multilingualism and the development of language competences. Brussels, 20 May 2014	2014	Council of the European Union	LP
Guía de buenas prácticas para la acreditación del nivel de lengua extranjera y español como lengua extranjera en la universidad española	2016	CRUE	LP
Documento marco de política lingüística para la internacionalización del sistema universitario español	2017	CRUE	LP
Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages (SWD(2018) 174 final)	2018	European Commission	LP
The Bologna Declaration of 19 June 1999	1999	EHEA	SP
Lisbon European Council 23 and 24 March 2000	2000	Presidency Conclusions	SP

Towards the European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19 <sup>th</sup> 2001	2001	EHEA	SP
Realising the European Higher Education Area. Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 <sup>th</sup> September 2003	2003	EHEA	SP
The European Higher Education Area – Achieving the Goals. Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005	2005	EHEA	SP
London Communiqué. Towards the European Higher Education Area: responding to challenges in a globalized world. 18 May 2007	2007	EHEA	SP
The Bologna Process 2020 – The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009	2009	EHEA	SP
Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')	2009	European Council	SP
Budapest-Vienna Declaration on the European Higher Education Area. March 12, 2010	2010	EHEA	SP
Apoyar el crecimiento y el empleo – una agenda para la modernización de los sistemas de educación superior en Europa (COM(2011) 567 final)	2011	European Commission	SP
Rethinking Education: Investing in skills for better socio-economic outcomes (COM(2012) 669 final)	2012	European Commission	SP
2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020). New priorities for European cooperation in education and training	2015	European Commission	SP
Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. Paris, Tuesday 17 March 2015	2015	European Ministers	SP
Yerevan Communiqué. 14-15 May 2015	2015	EHEA	SP
On a renewed EU agenda for higher education (COM(2017) 247 final)	2017	European Commission	SP
Paris communiqué. May 25 <sup>th</sup> 2018	2018	EHEA	SP
The Lisbon Strategy 2000 – 2010. An analysis and evaluation of the methods used and results achieved	2010	European Parliament	SP/AR
Reflection paper on harnessing globalization. 10 May 2017	2017	European Commission	SP/AR



## C2 documents

This table shows the collected documents up to the year 2018 from the public (n=50) and private (n=26) Spanish universities. Private universities are identified with (\*). Comments explain in more detail the inclusion/criteria in some specific cases.

University	AR	IP	LP	SP	Comments
IE University *	0	0	0	0	All the information is highly promotional and mentions the international nature of the centre, but there are no official documents. There is only one AR (2012) of the “fundación”, nothing updated nor from referring to the whole university.
Universidad a distancia de Madrid *	0	1	0	1	The SP completes the IP ( <a href="https://www.udima.es/es/internacional.html">https://www.udima.es/es/internacional.html</a> ).
Universidad Alfonso X El Sabio *	0	0	0	0	All the information is promotional or informative for university members but there are no strategic documents or policies ( <a href="https://www.uax.es/conoce-la-uax/como-es-la-uax.html">https://www.uax.es/conoce-la-uax/como-es-la-uax.html</a> ).
Universidad Antonio de Nebrija *	1	0	0	1	The international website section deals with mobility, learning Spanish as a foreign language and surveys/figures.
Universidad Autónoma de Madrid	0	0	0	1	The SP complements the IP.
Universidad Camilo José Cela *	0	0	0	0	All the information found is promotional for student enrolment. The website mentions the importance of the international dimension in the study programmes (mobility, agreements, destinations, courses and international programmes) but there are no institutional documents available ( <a href="https://www.ucjc.edu/universidad/">https://www.ucjc.edu/universidad/</a> ).
Universidad Carlos III Madrid	0	1	0	1	AR not found   Language references found only on the international relations webpage, which addresses students, PAS and PDI and informs of the available activities they can participate in (mobility, internships, volunteering, languages) ( <a href="https://www.uc3m.es/ss/Satellite/Internacionalizacion/es/">https://www.uc3m.es/ss/Satellite/Internacionalizacion/es/</a> ).
Universidad Católica de Ávila *	0	0	0	0	The only relevant document is the Educational Project but it consists of the institution’s identity and mission. There are some language services (Spanish and foreign languages). No documents nor institutional strategies are found ( <a href="https://www.ucavila.es/modelo-educativo/">https://www.ucavila.es/modelo-educativo/</a> ).
Universidad Católica de Valencia San Vicente Mártir *	0	0	0	0	The only document somehow similar to SP are the objectives and quality programme of the university. This is the basis for the educational project where “internacionalidad” is mentioned. However, no policy nor strategy is found.
Universidad Católica San Antonio de Murcia *	0	0	0	0	There is a quality policy regarding the educational project that might work as SP or lines of action, but it focuses only on one part of the university. The SP section has a short section on the web where internationalisation is only mentioned in one paragraph. ( <a href="http://www.ucam.edu/universidad/transparencia">http://www.ucam.edu/universidad/transparencia</a> ).

University	AR	IP	LP	SP	Comments
Universidad CEU Cardenal Herrera *	0	0	0	1	
Universidad CEU San Pablo *	0	0	1	1	LP regarding language accreditation.
Universidad Complutense de Madrid	1	1	1	0	On the website, there is a brief section for the mission and vision but no strategy available. IP is part of the internationalisation plan for teaching (magazine format). LP refers to the mobility language requirements ( <a href="https://www.ucm.es/politica-linguistica">https://www.ucm.es/politica-linguistica</a> ).
Universidad de Alcalá	0	0	0	1	
Universidad de Alicante	0	1	2	1	There are 2 LP documents “Plan de política lingüística de la Universidad de Alicante 2013” and “Modificación del plan de incremento del valenciano, el inglés y otras lenguas en la docencia (pivald). 2017-2020”
Universidad de Almería	0	0	1	1	
Universidad de Burgos	0	0	0	1	SP includes the educational project, research and transference strategies. The only references to languages are the objectives of the Language Centre ( <a href="http://www.ubu.es/centro-de-lenguas-modernas/informacion-general/objetivos-y-ambitos-de-actuacion">http://www.ubu.es/centro-de-lenguas-modernas/informacion-general/objetivos-y-ambitos-de-actuacion</a> ). Information is written in Spanish and Chinese .
Universidad de Cádiz	1	0	0	1	
Universidad de Cantabria	0	0	2	1	The university presents an individual SP document and another shared with the UIMP. IP is only related to the international relations and “vicerrectorado de internacionalización” and they coincide with the objectives mentioned in the SP. LP refers to language accreditation, and English instruction.
Universidad de Castilla La Mancha	0	0	1	1	
Universidad de Córdoba	0	0	1	1	There is only information regarding internationalisation for the International Excellence Campus. The international relations website includes mobility information, international students and agreements.
Universidad de Deusto *	0	2	0	1	The IP is shared with the universities of Deusto, Comillas, Ramon Llull. Specific actions for the Deusto university are found ( <a href="https://www.deusto.es/cs/Satellite/estudiantes/es/rrii/proyectos-internacionales">https://www.deusto.es/cs/Satellite/estudiantes/es/rrii/proyectos-internacionales</a> ).
Universidad de Extremadura	0	0	0	1	
Universidad de Granada	0	1	1	0	IP from 2017. LP is an example of a well-structured policy.

University	AR	IP	LP	SP	Comments
Universidad de Huelva	0	1	1	0	
Universidad de Jaén	0	1	0	0	SP not included because the university has a separate IP.
Universidad de La Laguna	1	0	1	1	
Universidad de La Rioja	0	1	0	0	
Universidad de Las Palmas de Gran Canaria	0	0	0	1	
Universidad de León	1	1	0	0	
Universidad de Málaga	1	0	1	1	
Universidad de Murcia	0	0	0	1	The IP is divided into mobility and cooperation projects, but official documents are not available and the remaining information on the website is merely informative.
Universidad de Navarra *	1	0	1	0	No available IP, only information of rankings, agreements and partnerships. However, one of the objectives of the “Vicerrectorado de Internacionales” is the creation of an IP. Further references to internationalisation are the enumeration of strategic areas (Project Horizonte 2020) and an interview to the rector.
Universidad de Oviedo	0	1	0	1	
Universidad de Salamanca	0	0	1	1	
Universidad de Sevilla	0	1	1	0	
Universidad de Valladolid	0	1	0	1	
Universidad de Zaragoza	1	1	1	1	LP about language accreditation regulation   The IP was retrieved from the 2001 SP although the 2016 governance speech also situates internationalisation as a strategic objective.
Universidad del País Vasco EHU	0	0	2	1	LP documents are “Plan director del euskera de la UPV/EHV 2013” and Plan de plurilingüismo web” ( <a href="https://www.ehu.eus/es/web/nazioarteko-harremanak/leaniztasun-plana">https://www.ehu.eus/es/web/nazioarteko-harremanak/leaniztasun-plana</a> ).
Universidad Europea de Madrid *	0	0	0	0	Everything is embedded on the web with no separate documents. Internationalisation-related information is found in the International Relations website, but only in the form of promotional information (international students, agreements).
Universidad Europea Miguel de Cervantes *	0	0	0	0	AR not found   Internationalisation is mentioned in some sections but in very broad terms. The remaining information includes a presentation, cooperation, mobility and joint degrees and mentions an IP but there is no access ( <a href="http://www.internacional.uemc.es/p/estrategia">http://www.internacional.uemc.es/p/estrategia</a> ).

University	AR	IP	LP	SP	Comments
Universidad Francisco Vitoria *	1	0	0	0	They define themselves as an international university, but there are no documents available. The discourse is promotional (agreements, partnerships, academic programs, Spanish courses, foreign language exchange). The AR summarises the international activities carried out in the last year.
Universidad Internacional de Andalucía	0	1	0	1	
Universidad Internacional de La Rioja *	0	0	0	1	The international section informs of international agreements, the presence of the university in international territories, and language support for the ERASMUS students. There is an informative document for international students with no relevant information for an IP ( <a href="https://www.unir.net/internacional/apoyo-linguistico/">https://www.unir.net/internacional/apoyo-linguistico/</a> ).
Universidad Internacional Menéndez Pelayo	0	0	0	0	This university shares official documents with the University of Cantabria   The only AR document found was a blog post ( <a href="http://www.uimp.es/institucional/memoria-curso-academico.html">http://www.uimp.es/institucional/memoria-curso-academico.html</a> ).
Universidad Loyola Andalucía *	1	0	0	1	SP is very simple but includes the internationalisation as a transversal objective.
Universidad Miguel Hernández de Elche	0	0	0	1	
Universidad Mondragón *	1	0	0	0	SP are a few paragraphs on the web ( <a href="https://www.mondragon.edu/es/conoce-mu/portal-transparencia/plan-estrategico">https://www.mondragon.edu/es/conoce-mu/portal-transparencia/plan-estrategico</a> ) The only document found related to LP belongs to the Education Faculty, but it was discarded because it does not represent the whole university.
Universidad Nacional de Educación a Distancia	0	0	0	1	
Universidad Pablo de Olavide Sevilla	0	0	0	1	There is an internationalisation section on the website but not IP available, only information for students and teachers.
Universidad Politécnica de Cartagena	0	0	0	1	
Universidad Politécnica de Madrid	0	0	0	1	There are policy documents for cooperation and equality but not for internationalisation. As the educational project includes many references to internationalisation and it is a summary of the university's goals, mission and vision, this information was finally included in the corpus. References to languages are in the section "lenguas para la internacionalización" (Spanish and foreign language) but there is no policy document.
Universidad	0	1	0	1	Documents are part of a university group (Deusto, Comillas,

University	AR	IP	LP	SP	Comments
Pontificia Comillas *					and Ramón Llull)
Universidad Pontificia de Salamanca*	0	0	0	0	There is only information related to the international relations office's functions ( <a href="https://www.upsa.es/estudiar/programas-de-intercambio/index.php?lang=en">https://www.upsa.es/estudiar/programas-de-intercambio/index.php?lang=en</a> ). LP involves the Language Centre's information ( <a href="https://www.upsa.es/otros-centros/idiomas-modernos/oferta-academica-cursos.php?idCtro=3131">https://www.upsa.es/otros-centros/idiomas-modernos/oferta-academica-cursos.php?idCtro=3131</a> ).
Universidad pública de Navarra	0	0	1	1	
Universidad Rey Juan Carlos	0	0	0	1	Internationalisation information is only addressed to international students and future students (agreements, mobility, English courses and foreign languages).
Universidad San Jorge *	0	1	0	1	The information is only available in web format.
Universidade da Coruña	0	0	3	1	LP documents are “Regulamento de usos da lingua galega 2004”, “Plan de normalización lingüística 2006” and “Regulación docencia en inglés”
Universidade de Santiago de Compostela	0	1	3	1	LP documents are “Regulamento do uso do galego na Universidade de Santiago de Compostela”, “plan de normalización lingüística 2001” and “language accreditation”
Universidade de Vigo	0	1	2	0	LP documents are “Regulamento do uso da lingua galega” and “Plan de internacionalización lingüística de la universidad de Vigo 2017”
Universitat Abat Oliba CEU *	0	0	0	0	AR is in video format. No institutional documents available. There are some informative leaflets about foreign languages (language service and courses: English, B2 accreditation) and the internationalisation section's functions deal with mobility.
Universitat Autònoma de Barcelona	1	1	1	1	IP is in web format but includes the objectives and lines of action.
Universitat de Barcelona	0	0	2	1	SP is the governance plan because it included lines of action. LP documents are “Los usos lingüísticos en la Universidad de Barcelona 2011” and “Pla de llengües de la Universitat de Barcelona 2013-2015”
Universitat de Girona	1	1	4	1	SP is the governance plan because it included lines of action. LP documents are “Pla de política lingüística Universitat de Girona 2009”, LP “Aprovació del pla d'impuls de la llengua anglesa ... 2010”, lp “Aprovació del pla d'impuls de la llengua catalana, ... 2010”, and “Third language accreditation”.
Universitat de les Illes Balears	1	1	1	0	
Universitat de Lleida	0	1	1	0	
Universitat de València	0	0	2	1	LP are “Reglament d'usos lingüístics de la Universitat de València” and “Servicio de Política Lingüística”

University	AR	IP	LP	SP	Comments
Universitat de Vic *	0	0	1	1	
Universitat Internacional de Catalunya *	1	0	1	1	
Universitat Jaume I	0	1	1	1	
Universitat Oberta de Catalunya *	1	0	1	1	
Universitat Politècnica de Catalunya	0	1	1	0	
Universitat Politècnica de València	1	0	1	1	
Universitat Pompeu Fabra	0	1	1	0	
Universitat Ramon Llull*	1	1	0	0	Documents are part of a university group (Deusto, Comillas and Ramón Llull).
Universitat Rovira i Virgili	1	1	1	0	

### C3 documents

The table includes the documents of the case study, the University of Zaragoza.

Title	Year	Author	Text type
Informe de gestión 16 programa de actuación 17	2016	UZ	AR
Informe de buenas prácticas en internacionalización de los títulos de la UZ	2017	Vicerrectorado de política académica	AR
Informe de gestión 17 programa de actuación 18	2017	UZ	AR
Plan estratégico segunda parte. Internacionalización ( <a href="http://www.unizar.es/plan_estragico/">http://www.unizar.es/plan_estragico/</a> )	2001	UZ	IP
Convocatoria internacionalización 2008	2008	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2008. Anexo resolución	2008	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2009	2009	Vicerrectorado de	IP

		internacionalización y cooperación	
Convocatoria internacionalización 2009. Anexo resumen	2009	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2010	2010	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2010. Anexo resumen	2010	Vicerrectorado de internacionalización y cooperación	IP
Informe autoevaluación de los servicios de RRII	2010	Vicerrectorado de internacionalización y cooperación	IP
Políticas y actuaciones de internacionalización del campus	2010	Campus Íberus	IP
Resumen de las ponencias de la I Jornada de Internacionalización.	2010	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2011	2011	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2011. Anexo resumen	2011	Vicerrectorado de internacionalización y cooperación	IP
II jornada de internacionalización	2012	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2013	2013	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2013. Anexo resolución	2013	Vicerrectorado de internacionalización y cooperación	IP
III Jornada de internacionalización	2013	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2014	2014	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2014. Anexo resolución	2014	Vicerrectorado de internacionalización y cooperación	IP
IV Jornada de internacionalización	2014	Vicerrectorado de internacionalización y cooperación	IP
Carta de servicios RRII	2015	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2015	2015	Vicerrectorado de internacionalización	IP

		y cooperación	
Convocatoria internacionalización 2015. Anexo resolución	2015	Vicerrectorado de internacionalización y cooperación	IP
Reglamento sobre movilidad internacional de estudiantes	2015	Consejo de gobierno	IP
Convocatoria internacionalización 2016	2016	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2016. Anexo resolución	2016	Vicerrectorado de internacionalización y cooperación	IP
Redes y asociaciones nacionales e internacionales de las que forma parte la UZ	2016	Vicerrectorado de internacionalización y cooperación	IP
VI Jornada de internacionalización	2016	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2017	2017	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2017. Anexo resolución	2017	Vicerrectorado de internacionalización y cooperación	IP
Web de internacionalización	2017	Vicerrectorado de internacionalización y cooperación	IP
Programa de formación del profesorado internacionalización 2017 ICE	2017	Vicerrectorado de internacionalización y cooperación	IP
Titulaciones internacionales guía orientativa	2017	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2018	2018	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2018. Anexo resolución	2018	Vicerrectorado de internacionalización y cooperación	IP
VIII Jornada de internacionalización	2018	Vicerrectorado de internacionalización y cooperación	IP
Convocatoria internacionalización 2008. Apoyo lingüístico	2008	Vicerrectorado de internacionalización y cooperación	LP
Convocatoria internacionalización 2009. Apoyo lingüístico. Oferta de asignaturas en inglés	2009	Vicerrectorado de internacionalización y cooperación	LP
Convocatoria internacionalización 2009. Apoyo lingüístico. Encuesta sobre la impartición de asignaturas y/o titulaciones en inglés	2009	Vicerrectorado de internacionalización y cooperación	LP



Reglamento para la certificación de niveles de competencia en lenguas modernas. Modificaciones	2012	Consejo de gobierno	LP
Uso, promoción y protección de las lenguas y modalidades lingüísticas de Aragón	2013	Consejo de gobierno	LP
Prueba extraordinaria para la acreditación del nivel B1 de idiomas modernos	2015	Consejo de gobierno	LP
Reglamento para la certificación de niveles de competencia en lenguas modernas por la Universidad de Zaragoza	2015	Consejo de gobierno	LP
El inglés como lingua franca (ILF) y el proceso de internacionalización de la universidad española: Política lingüística y prácticas bilingües/multilingües en la UZ	2016	InterLae	LP
Normativa para el acceso al grupo de docencia en inglés del grado en Administración y Dirección de Empresas de la Facultad de Economía y Empresa de la UZ	2016	Facultad de economía y empresa	LP
Buenas prácticas docentes multilingües	2017	Vicerrectorado de política académica	LP
Funciones del vicerrectorado de internacionalización y cooperación (RESOLUCIÓN de 19 de mayo de 2016, del Rector de la Universidad de Zaragoza, por la que se determina la estructura, composición y régimen de funcionamiento del Consejo de Dirección y la delegación de competencias)	2016	UZ	SP
José Antonio Mayoral. Programa de gobierno	2016	UZ	SP

## Appendix B. Supranational Internationalisation policies

These two tables include the general and specific objectives found in the *European higher education in the world* strategy (European Commission, 2013) and the Spanish internationalisation strategy (MECD, 2014). Objectives are organised into quality (QUA), mobility (MOB), teaching (TEA), research (RES), regulation (REG), cooperation (COO).

### European Objective 1. International mobility for students and staff

- QUA 1.1. Recognition of qualifications (diplomas and institutions for academic excellence, visibility, quality services)
- MOB 1.2. Guidance and support for mobility (adaptation courses...)
- TEA 1.3. Foreign languages and other competences for the international environment
- TEA 1.4. New teaching methodologies and updated curricula (comparison, improvement, networks)
- RES 1.5. Research (comparison, improvement, networks, quality and transference to individuals and institutions)
- REG 1.6. Legislation on immigration to facilitate mobility (facilitate recognition of study periods abroad and qualifications acquired outside the EU, common degree structure and credit system, common quality assurance standards and guidelines)
- COO 1.7. Relations among EU and non-EU countries (networks, projects, programs, partnerships...)

### European Objective 2. Internationalisation and improvement of curricula and digital learning

- TEA 2.1. International curriculum and incoming mobility (staff and students) for those unable to participate in physical mobility
- TEA 2.2. International skills and competences required in a globalised world
- TEA 2.3. Exchange and cooperation of learning and teaching methods (cultural differences)
- TEA 2.4. English-taught programs (European audience) and multilingualism (valued asset, local languages)
- TEA 2.5. Digital learning: audience, exchange of materials and contents, transparency, adapt to learners' needs and interests (society's needs and challenges, niche services, transfer knowledge at international, national and regional level, access...)
- TEA 2.6. Distance learning MOOCs (partnerships, blended learning, potential...)

### European Objective 3. Strategic cooperation, partnerships and capacity building

- TEA 3.1. EU and non-EU countries: joint and double degrees, doctoral schools, entrepreneurial and innovative curricula with transferable skills, international internships ... (legislation as obstacle)
- COO 3.2. Partnerships to foster entrepreneurship and innovation against global challenges
- COO 3.3. Developing countries: programs, mobility and strategic partnerships (cooperation for equity in access to education and mobility with incentives and support)
- QUA 3.4. Recognition of foreign diplomas with transparency tools (charters, rankings, HEI promotion)

**Spanish Objective 1. Establish and consolidation of an internationalised university system**

REG 1.1. Improvement of legal framework for internationalisation

TEA 1.2. Internationalisation of teaching programmes

MOB 1.3. Mobility

TEA 1.4. Internationalisation at home

REG 1.5. Recognition of qualification and study periods

QUA 1.6. Transnational assurance of quality values

**Spanish Objective 2. International attractiveness of universities**

REG 2.1. Internationalisation of universities (strategies)

MOB 2.2. Welcoming services

TEA 2.3. Adaptation courses for foreign students

TEA 2.4. Tuition programmes in English and other foreign languages

TEA 2.5. Transnational joint and multiple qualifications (flexible system)

QUA 2.6. International positioning of universities

RES 2.7. Participation in networks, projects, international programmes

QUA 2.8. Promotion of Spanish universities

**Spanish Objective 3. International competitiveness of universities**

COO 3.1. Business forums (cooperation)

COO 3.2. University community committed to the regional, social and business environment

RES 3.3. Internationalisation of the evaluation and transference of technology offices

COO 3.4. University products and services

**Spanish Objective 4. Cooperation with other regions in the world**

COO 4.1. with Europe

COO 4.2. with Latin America

COO 4.3. with Mediterranean and Africa

COO 4.4. explore with developed and emerging countries

COO 4.5. cooperation for development

TEA 4.6. multilateral bodies and programmes for higher education

## Appendix C. Frequency list of C2

This appendix includes the top 30 normalised frequencies of the Spanish universities sub-corpus divided by text type: IP, SP, AR, LP.

Rank	IP	Freq.	%	Rank	SP	Freq.	%
1	universidad	254.99	0.005	1	universidad	253.22	0.004
2	internacional	251.91	0.005	2	internacional	154.89	0.003
3	<i>internacionalización</i>	<b>122.26</b>	<b>0.003</b>	3	investigación	146.61	0.003
4	estudiante	119.80	0.002	4	formación	80.00	0.001
5	investigación	105.44	0.002	5	estrategia	78.76	0.001
6	movilidad	87.39	0.002	6	desarrollo	72.60	0.001
7	programa	83.70	0.002	7	programa	69.42	0.001
8	desarrollo	63.80	0.001	8	estudiante	65.02	0.001
9	docencia	61.54	0.001	9	plan	57.97	0.001
10	proyecto	56.41	0.001	10	institución	56.91	0.001
11	estrategia	49.85	0.001	11	<i>internacionalización</i>	<b>55.86</b>	<b>0.001</b>
12	institución	46.57	0.001	12	social	49.86	0.001
13	profesorado	42.26	0.001	13	docencia	47.04	0.001
14	objetivo	40.21	0.001	14	oferta	45.99	0.001
15	plan	39.39	0.001	15	objetivo	44.40	0.001
16	oferta	37.95	0.001	16	conocimiento	41.93	0.001
17	centro	36.10	0.001	17	movilidad	41.93	0.001
18	personal	35.69	0.001	18	mejorar	41.41	0.001
19	curso	35.08	0.001	19	proyecto	39.29	0.001
20	<i>lengua</i>	<b>33.85</b>	<b>0.001</b>	20	actividad	38.76	0.001
21	actividad	32.62	0.001	21	sociedad	38.76	0.001
22	académico	32.21	0.001	22	nuevo	34.18	0.001
23	europeo	31.59	0.001	23	campus	32.24	0.001
24	formación	30.98	0.001	24	grado	31.54	0.001
25	grado	30.98	0.001	25	calidad	29.78	0.001
26	nivel	30.98	0.001	26	proceso	29.78	0.001
27	red	30.98	0.001	27	acción	29.60	0.001
28	proceso	29.75	0.001	28	potenciar	29.60	0.001
29	<i>inglés</i>	<b>28.51</b>	<b>0.001</b>	29	recurso	29.60	0.001
30	acción	28.31	0.001	30	extranjero	28.54	0.001

Rank	AR	Freq.	%
1	universidad	270.33	0.009
2	curso	156.13	0.005
3	programa	128.51	0.004
4	internacional	127.15	0.004
5	movilidad	79.089	0.003
6	estudiante	137.38	0.005
7	proyecto	73.293	0.002
8	erasmus	62.044	0.002
9	formación	46.362	0.002
10	convenio	41.24	0.001
11	actividad	40.22	0.001
12	convocatoria	37.15	0.001
13	investigación	36.47	0.001
14	participación	32.04	0.001
15	europo	31.70	0.001
16	centro	31.36	0.001
17	profesorado	30.68	0.001
18	país	30.34	0.001
19	desarrollo	27.95	0.001
20	estudio	27.61	0.001
21	doctorado	26.24	0.001
22	grado	26.24	0.001
23	relación	26.24	0.001
24	colaboración	25.90	0.001
25	académico	25.56	0.001
26	institución	25.56	0.001
27	extranjero	25.22	0.001
28	cooperación	24.88	0.001
29	<i>internacionalización</i>	<b>24.20</b>	<b>0.001</b>
30	visitar	23.86	0.001

Rank	LP	Freq.	%
1	<i>lengua</i>	<b>268.07</b>	<b>0.003</b>
2	universidad	181.49	0.002
3	lingüístico	174.04	0.002
4	docencia	88.97	0.001
5	plan	77.35	0.001
6	estudiante	75.58	0.001
7	<i>inglés</i>	<b>71.91</b>	<b>0.001</b>
8	formación	58.39	0.001
9	euskera	55.86	0.001
10	nivel	54.72	0.001
11	curso	53.46	0.001
12	galego	50.68	0.001
13	programa	45.24	0.001
14	académico	42.21	0.001
15	catalán	41.33	0.001
16	servicio	39.81	0.001
17	oferta	38.54	0.000
18	objetivo	37.28	0.000
19	competencia	36.02	0.000
20	política	35.64	0.000
21	centro	34.75	0.000
22	extranjero	33.62	0.000
23	profesorado	32.22	0.000
24	acreditación	32.10	0.000
25	idioma	29.95	0.000
26	personal	29.95	0.000
27	impartir	29.82	0.000
28	valencià	29.82	0.000
29	conocimiento	28.31	0.000
30	internacional	27.17	0.000

## Appendix D. Glosses in English of the corpus extracts

For ease of identification, the extracts included in Chapter 4 and Chapter 5 are glossed in English in this Appendix.

1. [...] Universidad de Jaén. Responsables: *Vicerrectorado* de **Internacionalización**. Indicador: 1. Número de nuevos convenios de movilidad [...] (no. 478 from ES\_UJA\_IP\_2015)

[...] Jaen University. Responsible: *Vice-Rectorate* for **Internationalisation**. Indicator: 1. Number of new mobility agreements [...] (no. 478 from ES\_UJA\_IP\_2015)

2. Destacan en este sentido la *Comisión* de **Internacionalización** de la *Universidad*, llamada a tener un papel preponderante en la planificación y ejecución de la internacionalización de la UPNA; (no. 772 from ES\_UPNA\_SP\_2016)

Highlights in this regard the **Internationalisation Commission of the University**, called to have a leading role in the planning and execution of the internationalisation of the UPNA; (no. 772 from ES\_UPNA\_SP\_2016)

3. 3.6.5. **Internacionalización institucional**: Internacionalización de los servicios relacionados con la oferta y la movilidad “Get Ready UPM”. (no. 808 from ES\_UPM\_SP\_2010)

3.6.5. **Institutional internationalisation**: Internationalisation of services related to study offer and mobility “Get Ready UPM”. (no. 808 from ES\_UPM\_SP\_2010)

4. A estos tres ejes, se añade, por la necesidad de que la internacionalización sea un proceso transversal de carácter estructural, un cuarto eje: Desarrollo de una cultura *institucional* de **internacionalización**. (no. 552 from ES\_UAM\_SP\_2017)

To these three axes, a fourth axis is added, due to the need for internationalisation to be a structural cross-cutting process: Development of an *institutional* culture of **internationalisation**. (no. 552 from ES\_UAM\_SP\_2017)

5. [...] contribuir ao desenvolvimento e xeneralización desta cultura pola **internacionalización** en toda a *comunidade* académica [...] (no. 934 from ES\_UVI\_IP\_2016)

[...] contribute to the development and generalisation of the culture of **internationalisation** throughout the academic *community* [...] (no. 934 from ES\_UVI\_IP\_2016)

6. Promover la movilidad de nuestros *estudiantes* y atraer *estudiantes* extranjeros fomentando la **internacionalización** e interculturalidad de la Universidad. (no. 331 from ES\_UN\_SP\_2016)

Promote the mobility of our *students* and attract foreign *students* by promoting the **internationalisation** and interculturality of the University. (no. 331 from ES\_UN\_SP\_2016)

7. Elaborar un plan de **internacionalización** del *Personal de Administración y Servicios*, que contemple acciones formativas específicas y que facilite la realización de estancias de movilidad internacional. (no. 878 from ES\_UAH\_SP\_2014)

Prepare an **internationalisation** plan for *administrative staff*, which includes specific training actions and that facilitates the participation in international mobility stays. (no. 878 from ES\_UAH\_SP\_2014)

8. El trabajo que realiza el *personal docente* en materia de **internacionalización** en cuatro aspectos: la tutela de *alumnos* que participan en programas de movilidad internacional, la impartición de asignaturas en inglés, la impartición de docencia en acciones de movilidad internacional y la participación en proyectos de investigación europeos. (no. 938 from ES\_UR\_IP\_2015)

The work carried out by the *teaching staff* in the field of **internationalisation** in four aspects: the guardianship of *students* participating in international mobility programs, the teaching of subjects in English, the teaching of international mobility actions and the participation in research projects Europeans (no. 938 from ES\_UR\_IP\_2015)

9. De igual forma, *promocionar* la **internacionalización** como *factor* de desarrollo académico de alta *calidad* y para el posicionamiento de la UdeC en el ámbito internacional. (no. 599 from ES\_UCAR\_SP\_2014)

Similarly, promote **internationalisation** as a high-*quality* academic development *factor* and for the positioning of the UdeC in the international arena. (no. 599 from ES\_UCAR\_SP\_2014)

10. La UdL considera el procés d'**internacionalització** com una *estratègia* global i *integral*, clau per a la seva consolidació i la projecció present i futura com a institució d'educació superior. (no. 86 from ES\_UDL\_IP\_2016)

The UdL considers the process of **internationalisation** as a global and *integral strategy*, key for its consolidation and present and future projection as a tertiary education institution. (no. 86 from ES\_UDL\_IP\_2016)

11. **Internacionalización:** esta arena se desarrolla de manera *transversal* en toda la agenda estratégica y de innovación. (no. 407 from ES\_UGC\_SP\_2015)

**Internationalisation:** this arena is developed *transversally* throughout the strategic and innovation agenda. (no. 407 from ES\_UGC\_SP\_2015)

12. El *Plan Propio* de **Internacionalización** promueve y respalda acciones y actividades de política lingüística de la UGR (no. 360 from ES\_UG\_LP\_2017)

The *Own Plan* of **Internationalisation** promotes and supports actions and activities of the UGR language policy (no. 360 from ES\_UG\_LP\_2017)

13. [...] la Universidad de Huelva *debe* diseñar su propia estrategia de **internacionalización**, acorde con sus especificidades y sus fortalezas, para poder situarse en el panorama mundial y con ella a sus estudiantes, sus investigadores y su personal, lo que redundará en beneficio de la docencia, la investigación, la innovación y la transferencia que en ella se realizan. (no. 593 from ES\_UHU\_IP\_2015)

[...] The University of Huelva *must* design its own **internationalisation** strategy, in accordance with its specificities and strengths, in order to place itself on the world scene as well as its students, its researchers and its staff, which will benefit from the teaching, research, innovation and transfer that is carried out in the university. (no. 593 from ES\_UHU\_IP\_2015)

14. [...] la ULP GC *debe* competir para alcanzar un grado de **internacionalización efectiva y de calidad**, e identifica y potencia las acciones de internacionalización que generan valor para la institución. (no. 350 from ES\_UGC\_SP\_2015)

[...] ULP GC *must* compete to achieve a *level* of effective and quality **internationalisation**, and it identifies and fosters internationalisation actions that generate value for the institution. (no. 350 from ES\_UGC\_SP\_2015)

15. Para el fomento de la **internacionalización** de la *investigación*: incorporar perspectiva y dimensión internacional en todos los programas de Doctorado; promover la vinculación con socios internacionales en la *investigación* de las diferentes disciplinas; promover la vinculación de *investigadores* extranjeros a las investigaciones de la Universidad; posibilitar a estudiantes extranjeros participar en diferentes investigaciones; y proporcionar medios para estancias de investigadores de la UD en universidades extranjeras. (no. 159 from ES\_DEU\_IP\_2018)

For the promotion of **internationalisation** of *research*: incorporate an international perspective and dimension in all PhD programmes; promote the collaboration with international *research* partners in different disciplines; promote the collaboration with foreign *researchers*; enable foreign students to participate in different investigations; and provide the means for UD researchers stays in foreign universities. (no. 159 from ES\_DEU\_IP\_2018)

16. El apoyo a la **internacionalización** de los grupos de *investigación* de la Universidad de Oviedo es un objetivo que debe alcanzarse a través de diferentes herramientas. La participación en convocatorias europeas competitivas es una de ellas, pero no la única. La Universidad fomentará también la adhesión institucional y de nuestro personal investigador a redes estratégicas, plataformas y asociaciones europeas de investigación e innovación, [...] (no. 829 from ES\_UOV\_SP\_2017)

The **internationalisation** support of the *research* groups of the University of Oviedo is an objective that must be achieved through different tools. Participation in competitive European calls is one of them, but not the only one. The University will also promote institutional and our research staff adherence to European strategic research networks, platforms and associations of research and innovation, [...] (no. 829 from ES\_UOV\_SP\_2017)

17. Los objetivos prioritarios en la estrategia de “**internacionalización en casa**” de las universidades españolas es incrementar el multilingüismo y el ambiente internacional de los campus universitarios (no. 934 from ES\_UAL\_LP\_2016)

The main objectives of the “**internationalisation at home**” strategy of the Spanish universities is to increase multilingualism and the international atmosphere in the university campuses (no. 934 from ES\_UAL\_LP\_2016)

18. A UDC ven apostando fuertemente pola docencia en inglés como medida de **internacionalización** na *casa*. (no. 1202 from ES\_UDC\_LP\_2016)

At UDC they are betting strongly on teaching in English as a measure of **internationalisation** at *home*. (no. 1202 from ES\_UDC\_LP\_2016)

19. En la línea de trabajo de **internacionalización en casa**, se firmó un convenio con la UPPA para facilitar la realización por nuestro alumnado de asignaturas en línea de esta institución. (no. 369 from ES\_UZ\_AR\_2017)

In the line of work of **internationalisation** at *home*, an agreement was signed with the UPPA to facilitate the realization by our students of online subjects of this institution. (no. 369 from ES\_UZ\_AR\_2017)



20. Impulsar la **internacionalización** de la *oferta* del grado – diplomas en inglés. (no. 155 from ES\_UC\_SP\_2009)
- Promote the **internationalisation** of the degree *offer* - diplomas in English. (no. 155 from ES\_UC\_SP\_2009)
21. La necesidad de facilitar a los miembros de la comunidad universitaria el conocimiento de idiomas, así como la **internacionalización** de las *enseñanzas* y la movilidad. (no. 792 from ES\_UMA\_LP\_2012)
- The need to provide members of the university community with knowledge of languages, as well as the **internationalisation** of *teaching* and mobility. (no. 792 from ES\_UMA\_LP\_2012)
22. A UdC comprométese a implantar unha oferta estable de cursos e materias ofrecidos en *idiomas* estranxeiros, como instrumento esencial de **internacionalización** da universidade. (no. 116 from ES\_UDC\_SP\_2013)
- The UdC is committed to implement a stable offer of courses and subjects in foreign *languages*, as an essential instrument of university **internationalisation**. (no. 116 from ES\_UDC\_SP\_2013)
23. Formación a petición de los Coordinadores de los grados o másteres en los que se vayan a impartir asignaturas en inglés en el marco de un proyecto de **internacionalización lingüística** de las *titulaciones*. (no. 1022 from ES\_USA\_LP\_2016)
- Training at the request of the Coordinators of the degrees or master's in which there will be English-taught modules, within the framework of a project of *linguistic internationalisation* of the *degrees*. (no. 1022 from ES\_USA\_LP\_2016)
24. La política lingüística reposa de manera central en els coneixements de **llengües** dels membres de la *comunitat* università, [...] (no. 1400 from ES\_UDL\_LP\_2013)
- The language policy relies mainly on the **linguistic** knowledge of the members of the university *community*, [...] (no. 1400 from ES\_UDL\_LP\_2013)
25. [...] promover a competencia en **linguas** estranxeiras da *comunidade* universitaria como un elemento fundamental da política europea de educación superior. (no. 1162 from ES\_UVI\_LP\_2016)
- [...] promoting the competence in foreign **languages** of the university *community* as a fundamental element of the European Higher Education policy. (no. 1162 from ES\_UVI\_LP\_2016)
26. Oferta de cursos gratuitos de **lengua** en CLM para *profesorado* que imparte docencia en inglés o tiene intención de hacerlo. (no. 1163 from ES\_UG\_LP\_2017)
- Free **language** courses at CLM for *teachers* who teach in English or plan to do so. (no. 1163 from ES\_UG\_LP\_2017)
27. Preferencia para *profesorado* que imparte docencia en otras **lenguas** en programas de movilidad docente y con fines formativos del PDI. (no. 1280 from ES\_UG\_LP\_2017)
- Preference for *teachers* who teach in other **languages** for teacher and training mobility programmes. (no. 1280 from ES\_UG\_LP\_2017)

28. [...] galego a lingua empregada con institucións e entidades públicas e privadas da nosa comunidade autónoma e que existirán versións bilingües (galego/ **lingua** oficial da *institución* ou entidade receptora) no caso de se dirixiren estas comunicacións a lugares exteriores a Galicia. (no. 3364 from ES\_UAC\_LP\_2006)

[...] Galician as the language used with institutions, public and private entities of our autonomous community and there will be bilingual versions (Galician/official **language** of the *institution* or receiving institution), in case these communications are addressed to places outside Galicia. (no. 3364 from ES\_UAC\_LP\_2006)

29. Los planes de uso y los criterios de uso de las **lenguas** oficiales de cada *institución* y cada departamento, según la situación sociolingüística de cada lugar, fijarán de manera clara y precisa lo que se traducirá y no se traducirá, [...] (no. 3399 from ES\_UPV\_LP\_2013)

The language use planning and criteria of the official **languages** of each *institution* and each department, according to the sociolinguistic situation of each place, will establish in a clear and precise way what will be translated and not translated, [...] (no. 3399 from ES\_UPV\_LP\_2013)

30. El conocimiento de la **lengua** de estudio en la *institución* de destino es requisito imprescindible para la realización de la movilidad. (no. 565 from ES\_UCM\_LP\_2018)

Knowledge of the **language** of study in the receiving *institution* is an essential requirement for mobility. (no. 565 from ES\_UCM\_LP\_2018)

31. Oferta de **lenguas** extranjeras (*especialmente* inglés) en los nuevos títulos de Grado, exigencia del nivel B2 de inglés para obtención de los títulos de Grado (no. 1984 from ES\_UBU\_SP\_2010)

The offer of foreign **languages** (*especially* English) in the new undergraduate degrees, requirement of the B2 level of English to graduate (no. 1984 from ES\_UBU\_SP\_2010)

32. Impulsará la divulgación de la producción científica a la sociedad vasca y *especialmente* en **lengua** vasca. (no. 3938 from ES\_UPV\_SP\_2012)

It will promote the dissemination of scientific research to the Basque society and *especially* in the Basque **language**. (no. 3938 from ES\_UPV\_SP\_2012)

33. Para ello se *promoverán* programas de formación en **lenguas**, *especialmente* para el que esté en contacto con la comunidad extranjera de la universidad o con acciones de internacionalización. (no. 1624 from ES\_USA\_LP\_2016)

For this, **language** training programmes will be *promoted*, *especially* for those in contact with the foreign university community or with internationalisation actions. (no. 1624 from ES\_USA\_LP\_2016)

34. La *enseñanza y aprendizaje* de las **lenguas** extranjeras ha cobrado especial relevancia en el sistema universitario andaluz como consecuencia de la adaptación de las enseñanzas al Espacio Europeo de Educación Superior. (no. 1989 from ES\_UMA\_LP\_2012)

The *teaching and learning* of foreign **languages** have gained special relevance in the Andalusian university system as a result of the adaptation of the teaching programmes to the European Higher Education Area. (no. 1989 from ES\_UMA\_LP\_2012)

35. Fomentar el *aprendizaje* de **lenguas** extranjeras relevantes, además del inglés, para el mercado laboral y la futura actividad profesional de los alumnos. (no. 2007 from ES\_USJ\_SP\_2016)
- Encourage the *learning* of relevant foreign **languages**, in addition to English, for the labour market and the future professional activity of students. (no. 2007 from ES\_USJ\_SP\_2016)
36. Además como hablantes del español debemos reforzar la enseñanza de nuestra **lengua** como la otra cara de la *internacionalización lingüística*. (no. 394 from ES\_ULL\_LP\_2016)
- In addition, as Spanish speakers, we must reinforce the teaching of our **language** as the other side of *linguistic internationalisation*. (no. 394 from ES\_ULL\_LP\_2016)
37. [...] para fomentar el Plan de **Lenguas** para la *Internacionalización Lingüística* el dar cobertura y apoyo a las distintas acciones y propuestas que vayan encaminadas a formar a toda la comunidad universitaria [...]. La comunidad universitaria tiene que adquirir, actualizar y/o desarrollar las competencias necesarias para que propicien dicha internacionalización. (no. 2299 from ES\_USA\_LP\_2016)
- [...] to promote the **Language** Plan for *Linguistic Internationalisation*, providing coverage and support for the various actions and proposals that are aimed at training the entire university community [...]. The university community has to acquire, update and/or develop the necessary skills to promote such internationalisation. (no. 2299 from ES\_USA\_LP\_2016)
38. 6.5.- Competencias interculturales y en **idiomas**. El desarrollo de la *internacionalización* [...] exige mejorar el nivel de las competencias en relación con el dominio de idiomas, especialmente el inglés, [...] (no. 869 from ES\_US\_IP\_2015)
- 6.5.- Intercultural and **language** skills. The development of *internationalisation* [...] requires improving the level of skills in relation to language proficiency, especially English, [...] (no. 869 from ES\_US\_IP\_2015)
39. En coordinación con aquellos centros que ofrezcan gran parte de su docencia en **lengua** extranjera, el Vicerrectorado de *Internacionalización* planificará, junto con el Centro de **Lenguas**, la oferta de cursos diseñados específicamente a las necesidades formativas y académicas del alumnado. (no. 1283 from ES\_UAL\_LP\_2016)
- In coordination with those centres that offer a large part of their teaching in a foreign **language**, the Vice-Rectorate for *Internationalisation* will plan, together with the Centre for **Languages**, the offer of courses designed specifically for the educational and academic needs of the students. (no. 1283 from ES\_UAL\_LP\_2016)
40. 5.4. Centros de **lengua** y *cultura española* de la UGR en el extranjero (no. 2730 from ES\_UG\_LP\_2017)
- 5.4. UGR *Spanish language* and *culture* centres abroad (no. 2730 from ES\_UG\_LP\_2017)
41. EDWelcome: Acogida de estudiantes, investigadores, docentes y PAS de universidades extranjeras, proporcionándoles información sobre nuestra universidad, el país de acogida e impartiendo cursos de **idioma español**. (no. 1055 from ES\_UNED\_SP\_2018)
- EDWelcome: Reception of students, researchers, teachers and PAS from foreign universities, providing information about our university, the host country and teaching *Spanish language* courses. (no. 1055 from ES\_UNED\_SP\_2018)

42. Impulsar a la UMH como centro certificador de **idiomas**: valenciana y *español* para extranjeros (no. 2672 from ES\_UMH\_SP\_2016)

Promote the UMH as a **language** certification centre: Valencian and *Spanish* for foreigners (no. 2672 from ES\_UMH\_SP\_2016)

43. [...] facilidades para el aprendizaje de idiomas a través del Centro de Lenguas Modernas, oferta de lenguas extranjeras (especialmente **inglés**) en los nuevos títulos de Grado. (no. 222 from ES\_UBU\_SP\_2010)

[...] Facilities for language learning through the Centre for Modern Languages, offering foreign languages (*especially English*) in the new bachelor degrees. (no. 222 from ES\_UBU\_SP\_2010)

44. La Universidad de Alicante debe organizar la docencia teniendo en cuenta la enseñanza en las dos lenguas oficiales y la posibilidad de impartir en una lengua no oficial, *preferentemente* el **inglés**. (no. 393 from ES\_UALI\_LP\_2013)

The University of Alicante should organise the teaching offer taking into account the the two official languages as vehicular languages and the possibility of teaching in an unofficial language, *preferably English*. (no. 393 from ES\_UALI\_LP\_2013)

45. Fortalecer entre los profesores la competencia en idiomas, *fundamentalmente* en lengua **inglesa** que les permita su participación en redes internacionales de docencia y proyectos de investigación internacionales. (ES\_UN\_SP\_2016)

Strengthen language proficiency among teachers, *primarily* in **English**, that allows them to participate in international teaching networks and international research projects. (ES\_UN\_SP\_2016)

46. Dotar l' **anglès** del'estatus de "llengua de *treball*" de la Universitat, amb les implicacions que això té tant en la docència i en la recerca com en l'administració de la Universitat. (no. 122 from ES\_UPF\_LP\_2007)

Provide **English** with the status of "*working language*" of the university, with the implications this has for both teaching and research as well as the administration of the university. (no. 122 from ES\_UPF\_LP\_2007)

47. Discriminar positivamente el *uso* del **inglés** en el ámbito *académico* para favorecer la internacionalización docente e investigadora de la Universidad. (no. 203 from ES\_ULL\_SP\_2018)

Positively discriminate the *use* of **English** in the *academic* field to favour the internationalisation in teaching and research at the university. (no. 203 from ES\_ULL\_SP\_2018)

48. [...] la educación superior, [...], ha fomentado el aprendizaje y *uso* cada vez más extendido del **inglés** y *otras* lenguas extranjeras en los campus universitarios. (no. 1123 ES\_USA\_LP\_2016)

[...] Higher education, [...], has encouraged the increasingly widespread learning and *use* of **English** and *other* foreign languages on university campuses. (no. 1123 ES\_USA\_LP\_2016)

49. [...] Grado y Máster impartidos en **inglés** u *otras* lenguas. (no. 1090 from ES\_UG\_LP\_2017)
- [...] Degree and Master's taught in **English** or *other* languages. (no. 1090 from ES\_UG\_LP\_2017)
50. [...] número de créditos de docencia en **inglés** y *otras* lenguas (no. 1125 from ES\_UPO\_SP\_2018)
- [...] Number of teaching credits in **English** and *other* languages (no. 1125 from ES\_UPO\_SP\_2018)
51. Departamento que opte por implantar docencia en **inglés** (u *otras* lenguas extranjeras) seguirá las pautas [...] (no. 1079 from ES\_UCM\_IP\_2015)
- The department that chooses to teach in **English** (or *other* foreign languages) will follow the guidelines [...] (no. 1079 from ES\_UCM\_IP\_2015)
52. Bajo nivel en **inglés** que no permite que mejore la *internacionalización*. (no. 622 from ES\_ULL\_SP\_2018)
- A low level in **English** that does not allow *internationalisation* to improve. (no. 622 from ES\_ULL\_SP\_2018)
53. [...] se comiencen a impartir enseñanzas en **inglés** en el marco de la *internacionalización* del Grado. (no. 271 from ES\_USA\_LP\_2016)
- [...] begin to teach in **English** in the framework of the *internationalisation* of the Degree. (no. 271 from ES\_USA\_LP\_2016)
54. UDC ven apostando fuertemente pola docencia en **inglés** como medida de *internacionalización* na casa (no. 131 from ES\_UDC\_LP\_2016)
- UDC are betting strongly on teaching in **English** as a measure of *internationalisation* at home (no. 131 from ES\_UDC\_LP\_2016)
55. [...] acreditar que han adquirido un *nivel* mínimo de competencia en lengua **inglesa** que debe ser justificado antes de presentar su trabajo fin de grado. (no. 616 from ES\_UC\_LP\_2018a)
- [...] prove that they have acquired a minimum *level* of **English** that must be justified before submitting their undergraduate dissertation. (no. 616 from ES\_UC\_LP\_2018a)
56. [...] una prova de *nivell* —només d' **anglès**— als estudiants de nou ingrés (no. 670 from ES\_UDL\_LP\_2013)
- [...] a *level* test —only **English**— to the new students (no. 670 from ES\_UDL\_LP\_2013)
57. Nombre d'assignatures grups en *valencià* i en **anglès** en el LLEU. (no. 198 from ES\_UJI\_LP\_2018)
- Number of subjects of the *Valencian* and **English** groups in the LLEU. (no. 198 from ES\_UJI\_LP\_2018)
58. En cuanto a la oferta de posgrado, se deberá tender a un modelo plurilingüe que combine *euskera, castellano* e **inglés**. (no. 372 from ES\_UPV\_LP\_2013)

As for the postgraduate offer, a multilingual model that combines *Basque*, *Spanish* and **English** should be used. (no. 372 from ES\_UPV\_LP\_2013)

59. [...] d'incloure e l requisit mínim del C1 de *català* i el B2 d'**anglès** per a nous contractes (acció 6.6.1). (no. 30 from ES\_UJI\_LP\_2018)

[...] to include a minimum requirement of C1 level in *Catalan* and a B2 level in **English** in our hiring process (action 6.6.1). (no. 30 from ES\_UJI\_LP\_2018)

60. [...] una prueba de nivel en línea de **inglés**, *alemán*, *francés* e italiano. (no. 45 from ES\_UAB\_AR\_2016)

[...] an online level test of **English**, *German*, *French* and Italian. (no. 45 from ES\_UAB\_AR\_2016)

61. [...] alumnos que llegan cada semestre son recibidos en la Oficina de Relaciones Internacionales donde se les dan seminarios orientativos y de apoyo para su incorporación a la UCA y, posteriormente, acogidos en un acto de bienvenida que tiene lugar, igualmente, al comienzo de cada semestre y donde se les atiende, además de en español, en *alemán*, *francés*, **inglés**, italiano, portugués y ruso. (no. 446 from ES\_UCA\_AR\_2016)

[...] Students who arrive every semester are received at the International Relations Office where they are given orientation and support seminars for their stay at UCA and, subsequently, welcomed in an act that takes place at the beginning of each semester and where they are assisted, in addition to Spanish, in *German*, *French*, **English**, Italian, Portuguese and Russian. (no. 446 from ES\_UCA\_AR\_2016)

62. [...] para realizar exámenes de dominio, [...], para el nivel B1 de cinco idiomas (**inglés**, italiano, *francés*, *alemán* y portugués) (no. 873 from ES\_UZ\_LP\_2015)

[...] to take proficiency exams, [...], for the B1 level in five languages (**English**, Italian, *French*, *German* and Portuguese) (no. 873 from ES\_UZ\_LP\_2015)

63. La *Facultad de Filosofía y Letras* ha desarrollado dos grupos de actividades simultáneas y conectadas, financiadas con la ayuda del programa de **Internacionalización** 2009 del *Vicerrectorado* de Relaciones Internacionales. (no. 124 from UZ\_RRII\_IP\_2009ca)

The *Faculty of Arts* has developed two groups of simultaneous and connected activities, funded with the help of the 2009 **Internationalisation** programme of the *Vice-Rectorate* of International Relations. (no. 124 from UZ\_RRII\_IP\_2009ca)

64. [...] una *comisión* formada por el *Vicerrector* de **Internacionalización** y Cooperación de la Universidad de Zaragoza, la Directora de *Secretariado* de **Internacionalización**, el Director de Secretariado de Cooperación y la Jefa de la Sección de Relaciones Internacionales. (no. 130 from UZ\_RRII\_IP\_2017c)

[...] A *commission* formed by the *Vice-Chancellor* of **Internationalisation** and Cooperation of the University of Zaragoza, the Director of the *Secretariat* for **Internationalisation**, the Director of the Secretariat of Cooperation, and the Head of the International Relations Section. (no. 130 from UZ\_RRII\_IP\_2017c)

65. Uno de los principales objetivos de la *estrategia* de **internacionalización** de la Universidad de Zaragoza es el de incrementar progresivamente la movilidad internacional de sus estudiantes, [...] (no. 50 from UZ\_UZ\_IP\_2015)

One of the main objectives of the **internationalisation strategy** of the University of Zaragoza is to progressively increase the international mobility of its students, [...] (no. 50 from UZ\_UZ\_IP\_2015)

66. De acuerdo con la *estrategia* de **internacionalización** dirigida a ampliar acuerdos de movilidad en el área Latinoamericana se iniciaron contactos entre la Escuela y la Universidad [...] (no. 126 from UZ\_RRII\_IP\_2011ca)

According to the **internationalisation strategy** aimed at increasing the mobility agreements in the Latin American area, contacts between the School and the University were initiated [...] (no. 126 from UZ\_RRII\_IP\_2011ca)

67. Analizar los sistemas de gestión de titulaciones para facilitar su *mejora* continua, *impulsando* aspectos como la **internacionalización** o empleabilidad de los títulos. (no. 179 from UZ\_UZ\_AR\_2016)

Analyse the degree management systems to facilitate their continuous *improvement*, *promoting* aspects such as the **internationalisation** or employability of the degrees. (no. 179 from UZ\_UZ\_AR\_2016)

68. [...] desarrollo de las actuaciones hayan supuesto una *mejora* en la **internacionalización** del Centro y de la Universidad de Zaragoza, [...] (no. 109 from UZ\_RRII\_IP\_2015c)

[...] the development of the actions has led to an *improvement* in the **internationalisation** of the Centre and the University of Zaragoza, [...] (no. 109 from UZ\_RRII\_IP\_2015c)

69. Las asociaciones de estudiantes y su *contribución* a la **internacionalización** de los centros: ESN y AEGEE. (no. 73 from UZ\_RRII\_IP\_2012jo)

Student associations and their *contribution* to the **internationalisation** of the centres: ESN and AEGEE. (no. 73 from UZ\_RRII\_IP\_2012jo)

70. 3ª convocatoria de ayudas para proyectos de **internacionalización** 2010: *Contribuir a mejorar* la proyección internacional de la UZ, favoreciendo la planificación estratégica de la internacionalización de los Centros [...] (no. 182 from UZ\_RRII\_IP\_2010c)

3rd call for grants for **internationalisation** projects 2010: *Contribute to the improvement* of the international projection of the UZ, favouring the strategic planning of the internationalisation of the Centres [...] (no. 182 from UZ\_RRII\_IP\_2010c)

71. Dar continuidad a la propuesta de **internacionalización** de los *títulos* de [la] Universidad de Zaragoza con posibilidad de ser reconocida dentro de los procesos de evaluación externa de los títulos. (no. 84 from UZ\_UZ\_AR\_2017)

Continue the proposal of **internationalising** the *degrees* of [the] University of Zaragoza with the possibility of being recognised by external assessment agencies. (no. 84 from UZ\_UZ\_AR\_2017)

72. [...] la **internacionalización** de los *currículos*, la puesta en marcha de titulaciones conjuntas, el fomento del uso del inglés y de la potencialidad de la lengua española, junto a otras muchas acciones. (no. 74 from UZ\_UZ\_AR\_2016)

[...] the **internationalisation** of *curricula*, the implementation of joint degrees, the promotion of the use of English and the potential of the Spanish language, alongside with many other actions. (no. 74 from UZ\_UZ\_AR\_2016)

73. Asistencia a  *cursos* en materia de **internacionalización** universitaria. (no. 216 from UZ\_RRII\_IP\_2010c)

*Courses* attendance on university **internationalisation** contents. (no. 216 from UZ\_RRII\_IP\_2010c)

74. [...] el  *Mapa* de **Internacionalización**, que, en su primera fase, pretende centralizar [...] toda la información disponible relativa a convenios internacionales, movilidad de estudiantes, programas de cooperación y proyectos europeos de investigación, innovación docente y redes de colaboración académica e investigadora. (no. 199 from UZ\_UZ\_AR\_2017)

[...] the **Internationalisation Map**, which in its first phase intends to centralise [...] all the available information regarding international agreements, student mobility, cooperation programmes and European research projects, teaching innovation and academic and research collaboration networks. (no. 199 from UZ\_UZ\_AR\_2017)

75. Los circunloquios de nuevo cuño empleados en la Ley — **Lengua** aragonesa *propia* de las áreas pirenaica y prepirenaica de la Comunidad Autónoma, y Lengua aragonesa propia del área oriental de la Comunidad Autónoma— [...] (no. 10 from UZ\_UZ\_LP\_2013)

The new sections included in the Law - Aragonese **own language** of the Pyrenean and pre-Pyrenean areas of the Autonomous Community, and Aragonese language typical of the Eastern area of the Autonomous Community— [...] (no. 10 from UZ\_UZ\_LP\_2013)

76. También, las guías docentes de algunas asignaturas reflejan aprendizajes de contenidos desde una perspectiva global o desarrollan la capacidad de trabajar en un contexto diverso, multicultural e internacional, la capacidad de comunicar, para enseñar en la *propia lengua*, y en otra u otras lenguas europeas o de afrontar situaciones de aprendizaje de lenguas en contextos multilingües (no. 82 from UZ\_RRII\_AR\_2017)

Besides, the teaching guides of some subjects reflect aspects such as content learning from a global perspective; development of the ability to work in a diverse, multicultural and international context; the ability to communicate either to teach in the **own language** or in other European languages; or to face language learning situations in multilingual contexts (no. 82 from UZ\_RRII\_AR\_2017)

77. Plan de formación para el Personal Docente e Investigador en competencias lingüísticas para la *docencia* en **lengua** extranjera de grados y másteres. (no. 85 from UZ\_UZ\_AR\_2017)

Training plan for the Teaching and Research Staff in language competences for *teaching* in foreign **languages** of undergraduate degrees and masters. (no. 85 from UZ\_UZ\_AR\_2017)

78. Asimismo, en varios grados se ofertan además *asignaturas* de **lenguas** instrumentales (lenguas para fines específicos), [...] (no. 152 from UZ\_RRII\_AR\_2017)

Similarly, in several degrees, instrumental **language subjects** are offered (languages for specific purposes), [...] (no. 152 from UZ\_RRII\_AR\_2017)



79. En algunos planes de estudios se exige obtener dos créditos obligatorios de nivel B1 de idioma moderno Inglés matriculándose en la *asignatura* “**Idioma** Moderno B1” (alemán, francés o inglés) (no. 197 from UZ\_RRII\_AR\_2017)

In some curricula it is required to obtain two compulsory credits of B1 level of English by enrolling in the *subject* “Modern **Language** B1” (German, French or English) (no. 197 from UZ\_RRII\_AR\_2017)

80. [...] la obligación de que figure en los planes de estudios de los nuevos grados la necesidad de obtener una formación de *nivel* B1 o equivalente del **idioma** que se haya establecido en la Memoria de Verificación según las necesidades de formación que requiera el estudiante, y que se computa con un valor de 2 créditos. (no. 227 from UZ\_UZ\_LP\_2012)

[...] it is compulsory to include in the curricula of the new degrees the need to obtain a B1 *level* or equivalent of the **language** established in the Verification Report according to the training needs that the student requires, and that is equivalent to 2 ECTS. (no. 227 from UZ\_UZ\_LP\_2012)

81. [...] aquellos que deseen solicitar su admisión al programa Erasmus del curso 2015-2016 cuando se les exija acreditar el *nivel* B1 de una de las **lenguas** antes referidas para acceder a la fase de solicitud; (no. 9 from UZ\_UZ\_LP\_2015a)

[...] those who wish to apply for admission to the Erasmus programme of the 2015-2016 academic year are required to accredit a B1 *level* of one of the aforementioned **languages** to access the application phase; (no. 9 from UZ\_UZ\_LP\_2015a)

82. Curso de formación para impartir docencia en **inglés** en los Grados de Ingeniería y *Ciencias* (no. 101 from UZ\_RRII\_IP\_2017)

Training course to teach in **English** in the degrees of Engineering and *Sciences* (no. 101 from UZ\_RRII\_IP\_2017)

83. Curso de comunicación académica oral en **inglés** para el PDI de la Facultad de *Ciencias* Económicas y Empresariales de la Universidad de Zaragoza. (no. 188 from UZ\_RRII\_IP\_2010ca)

Course of oral academic communication in **English** for the PDI of the Faculty of Economic and Business *Sciences* of the University of Zaragoza. (no. 188 from UZ\_RRII\_IP\_2010ca)

84. Programa de asignaturas **English** friendly en la Facultad de *Ciencias* (no. 135 from UZ\_RRII\_IP\_2016jo)

**English**-friendly subject programme at the Faculty of *Sciences* (no. 135 from UZ\_RRII\_IP\_2016jo)

85. Elaboración de la página Web de la Facultad de *Ciencias* en **inglés**. (no. 86 from UZ\_RRII\_IP\_2009ca)

Creation of the website of the Faculty of *Sciences* in **English**. (no. 86 from UZ\_RRII\_IP\_2009ca)

86. *Cursos* de apoyo lingüístico (**inglés**) para *PDI* y *PAS*. (no. 191 from UZ\_RRII\_IP\_2010)

Language support *courses* (**English**) for *PDI* and *PAS*. (no. 191 from UZ\_RRII\_IP\_2010)

87. También ha proseguido el apoyo a la *formación de los profesores* que desean impartir *clases* en lengua **inglesa** o *asignaturas English* friendly, enseñanzas que se han incrementado en el curso 2017-2018 con un nuevo máster impartido íntegramente en inglés y la oferta de nuevos bloques de asignaturas impartidas en inglés en titulaciones de grado. (no. 179 from UZ\_UZ\_AR\_2017)

It has also continued the support for the *training of teachers* who wish to teach **English**-taught *classes* or **English** friendly *subjects*, teaching programmes that have increased in the 2017-2018 academic year with a new master's degree taught entirely in English and the offer of new subjects taught in English in undergraduate degrees. (no. 179 from UZ\_UZ\_AR\_2017)

88. El proyecto ha permitido elaborar la página *web* del centro en **inglés**. Esto va a incrementar la visibilidad [...] (no. 122 from UZ\_RRII\_IP\_2009ca)

The project has allowed the development of the center's *website* in **English**. This will increase visibility [...] (no. 122 from UZ\_RRII\_IP\_2009ca)

89. Para hacer más atractiva y accesible nuestra oferta académica, se ha preparado una *versión inglesa* de una parte de las *guías* docentes que facilite la atracción de estudiantes extranjeros [...] (no. 64 from UZ\_UZ\_AR\_2016)

An **English** *version* of a part of the teaching *guides* has been prepared to facilitate the attraction of foreign students, and to make our academic offer more attractive and accessible [...] (no. 64 from UZ\_UZ\_AR\_2016)

90. Elaboración de *material* de difusión en **inglés**. Este *proyecto* se plantea ante la necesidad de seguir aumentando los contactos de la Escuela Universitaria de Ciencias de la Salud con Universidades e Instituciones del extranjero, para poder ampliar el número de acuerdos y el intercambio de profesores y de alumnos. (no. 121 from UZ\_RRII\_IP\_2009ca)

Preparation of dissemination *material* in **English**. This *project* is based on the need to continue increasing the contacts of the University School of Health Sciences with other Universities and Institutions abroad, in order to expand the number of agreements and promote the exchange of teachers and students. (no. 121 from UZ\_RRII\_IP\_2009ca)

91. Son requisitos básicos para poder matricularse de nuevo ingreso en el grupo de docencia en inglés ADE, estar admitido en el Grado Administración y Dirección de Empresas y, en su caso, bien *acreditar un nivel* de **inglés** de B1 o superar la prueba de idioma correspondiente. (no. 56 from UZ\_FAC\_LP\_2016)

These are basic requirements to be able to enroll again in the ADE English teaching group, to be admitted in the Business Administration and Management Degree and, if appropriate, either *accredit* an **English** *level* of B1 or pass the corresponding language test. (no. 56 from UZ\_FAC\_LP\_2016)

92. Son requisitos básicos para solicitar la incorporación al grupo de docencia en inglés en 2º, 3º o para cursar el Semestre Internacional ser estudiante del Grado Administración y Dirección de Empresas en el curso inmediatamente anterior y tener un *nivel* de **inglés** de B2 o haber superado durante un programa de movilidad al menos 30 ECTS en asignaturas impartidas en inglés. (no. 57 from UZ\_FAC\_LP\_2016)

They are basic admission requirements to apply for the English-taught group in year 2, 3, or to attend the International Semester as a student of the Business Administration and Management Degree in the previous year and have an **English** level of B2 or have passed during a exchange stay at least 30 ECTS in modules taught in English. (no. 57 from UZ\_FAC\_LP\_2016)

93. Curso dirigido preferentemente al profesorado de la Escuela de Ingeniería y Arquitectura y de la Facultad de Ciencias, [...], que tenga una formación en **inglés** equivalente o superior al nivel B2 del Marco Común Europeo de referencia para las lenguas. (no. 116 from UZ\_RRII\_IP\_2017)

A course preferably aimed at teachers of the School of Engineering and Architecture and the Faculty of Sciences, [...], who have an **English** proficiency equivalent to or higher than a B2 level of the Common European Framework of Reference for Languages. (no. 116 from UZ\_RRII\_IP\_2017)

94. [...] bonificación por nivel de idioma **inglés**, que será 1,5 puntos para C1 o C2 acreditado en el momento de la solicitud. (no. 212 from UZ\_FAC\_LP\_2016)

[...] bonus for **English** language level, which will be 1.5 points for C1 or C2 accredited at the time of application. (no. 212 from UZ\_FAC\_LP\_2016)

95. La prueba se realizará de acuerdo con el Marco Común Europeo de Referencia para las Lenguas, y para los siguientes idiomas: *alemán, francés, inglés* e *italiano*. (no. 78 from UZ\_UZ\_LP\_2015a)

The test will be carried out according to the Common European Framework of Reference for Languages, and for the following languages: *German, French, English* and *Italian*. (no. 78 from UZ\_UZ\_LP\_2015a)

96. En este año 2011 la Facultad de Ciencias Sociales y Humanas ha actualizado su página web ajustándose a la imagen corporativa de la Universidad de Zaragoza y se han traducido al **inglés** y al *francés* sus contenidos básicos. (no. 236 from UZ\_RRII\_IP\_2011ca)

In 2011, the Faculty of Social and Human Sciences has updated its website in accordance with the corporate image of the University of Zaragoza and its basic contents have been translated into **English** and *French*. (no. 236 from UZ\_RRII\_IP\_2011ca)

97. Diseño e impresión de un Dossier sobre el Programa Universtage, en español, **inglés** y *francés*, de cara a su difusión entre empresas e instituciones en España y el extranjero. (no. 244 from UZ\_RRII\_IP\_2009ca)

Design and printing of a Dossier on the Universtage Programme, in Spanish, **English** and *French*, for its dissemination among companies and institutions in Spain and abroad. (no. 244 from UZ\_RRII\_IP\_2009ca)

98. Dichos folletos fueron impresos en tres idiomas: *español*, **inglés** y *francés*. (no. 246 from UZ\_RRII\_IP\_2009ca)

These brochures were printed in three languages: *Spanish*, **English** and *French*. (no. 246 from UZ\_RRII\_IP\_2009ca)

99. **É evidente que un aspecto que cómpre considerar para valorar o atractivo internacional das universidades** é a presenza de profesorado e persoal investigador de referencia e acreditada excelencia académica e científica. **Estes son, á vez, fonte de prestixio e elemento de visibilidade mundial**, pois abren novas portas para a presenza da Universidade de Vigo noutros espazos e á inversa. (no. 35:128 from ES\_UVI\_LP\_2016)

**Clearly, one aspect to consider in assessing the international attractiveness of universities** is the presence of leading faculty and research staff and accredited academic and scientific excellence. **These are at the same time a source of prestige and an element of world visibility**, as they open new doors for the presence of the University of Vigo in other spaces and vice versa. (no. 35:128 from ES\_UVI\_LP\_2016)

100. **El entorno global** en el que los futuros graduados **deberán** desarrollar sus carreras profesionales **exige** la familiarización con contenidos con carácter internacional y el dominio del inglés, actual lingua franca. (no. 21:50 from ES\_UNA\_LP\_2017)

**The global environment** in which future graduates **will need** to develop their careers **requires** familiarization with international content and the command of English, the current lingua franca. (no. 21:50 from ES\_UNA\_LP\_2017)

101. Pretende, por tanto, **cohesionar** mediante tres ejes de actuación –acreditación, formación e incentivación- todas aquellas actuaciones realizadas dentro de la UAL encaminadas a **impulsar la internacionalización** de la actividad académica, así como a **aumentar las competencias plurilingüe y pluricultural** de la comunidad universitaria y de su entorno social. **Consideramos** que los objetivos y propuestas que aporta dicho plan **repercutirán positivamente en la proyección profesional y personal** del alumnado, PDI y PAS de nuestra universidad. (no. 4:13 from ES\_UAL\_LP\_2016)

It aims, therefore, **to combine** through three axes of action - accreditation, training and incentive - all those actions carried out within the UAL aimed **at promoting the internationalisation of the academic activity**, as well as **to increase the multilingual and multicultural competences** of the university community and of their social environment. **We consider** that the objectives and proposals provided by this plan **will have a positive impact on the professional and personal projection of** the students, PDI and PAS of our university. (no. 21:50 from ES\_UNA\_LP\_2017)

102. Este derecho se deriva del pluralismo lingüístico del estado español, **definido en el Estatuto básico del empleado público**, y se tiene que concretar en cada marco operativo. (no. 5:69 from ES\_UALI\_LP\_2013)

This right is derived from the linguistic pluralism of the Spanish nation, **defined in the basic Statute of the public employee**, and must be specified in each operational framework. (no. 5:69 from ES\_UALI\_LP\_2013)

103. Dissenyar mesures de promoció de l'ús de l'anglès a la docència, amb la finalitat d'incrementar els crèdits impartits en aquesta llengua, **d'acord amb els objectius del Pla de finançament per a les universitats públiques catalanes**. (no. 23:10 from ES\_UPC\_LP\_2010)

Design measures to promote the use of English in teaching, in order to increase the creditstaught in this language, **according to the objectives of the Funding Plan for Catalan public universities**. (no. 23:10 from ES\_UPC\_LP\_2010)

104. **Según el estudio de Wächter y Maiworm**, el número de programas en el ámbito académico europeo descritos como programas. (no. 4:10 from ES\_UAL\_LP\_2016)

**According to Wächter and Maiworm's study**, the number of programs in the European academic field described as programs. (no. 4:10 from ES\_UAL\_LP\_2016)

105. Respecto al reto particular de la cualificación lingüística del profesorado es de común acuerdo, **tal y como queda reflejado en la literatura científica**, que el nivel mínimo exigible es un nivel C1 [...] (no. 30:70 from ES\_USA\_LP\_2016)

With respect to the particular challenge of the linguistic qualification of the teaching staff, it is common agreement, **as it is reflected in the scientific literature**, that the minimum level required is a C1 level [...] (no. 30:70 from ES\_USA\_LP\_2016)

106. **Es por este motivo que** hay que [...]. Hace falta, **por lo tanto**, que todos los empleados públicos de la Universidad de Alicante acrediten [...] (no. 5:72 from ES\_UALI\_LP\_2013)

**It is for this reason** that we must [...]. It is necessary, **therefore**, that all public employees of the University of Alicante accredit [...] (no. 5:72 from ES\_UALI\_LP\_2013)

107. En vista de los datos, **queda claro** que se han cumplido los principales objetivos del plan anterior. Tal y como pudo apreciarse en el documento evaluación [...] Eso, **ni qué decir tiene, exige** que el personal que atiende al público conozca tanto el euskera como el castellano. (no. 26:118, 26:623 from ES\_UPV\_LP\_2013)

From the data, **it is clear** that the main objectives of the previous plan have been met. As it can be seen in the evaluation document [...] That, **not to mention, requires that** the staff that assist the public know both Basque and Spanish. (no. 26:118, 26:623 from ES\_UPV\_LP\_2013)

108. La implementació d'una acció decidida al voltant de l'aprenentatge d'altres llengües **no pot ser ja objecte de més demora**. (no. 24:269 from ES\_UPF\_LP\_2007)

Implementing a decisive action around learning other languages **can no longer be delayed**. (no. 24: 269 from ES\_UPF\_LP\_2007)

109. No hay duda, en cualquier caso, de que **actualmente existe un desequilibrio lingüístico dentro del personal docente e investigador** de la UPV/EHU: el número de docentes bilingües doctores/as es menor, y, además, gran parte de ese colectivo está en situación inestable. Además, en la **investigación reciben un menor reconocimiento que el profesorado monolingüe**. Todo esto impide a muchas de estas personas participar en la oferta de posgrado, pero, gracias a la política que la universidad está aplicando en los últimos años, **dichos obstáculos se están reduciendo**. Esta es la línea en la que debemos seguir trabajando. (no. 26:222 from ES\_UPV\_LP\_2013)

There is no doubt, in any case, that there is **currently a linguistic imbalance within the teaching and research staff** of the UPV/EHU: the number of bilingual doctoral teachers is lower, and, in addition, much of that group is in a situation unstable. In addition, **in research they receive less recognition than monolingual teachers**. All of this prevents many of these people from participating in the postgraduate offer, but thanks to the policy that the university has been applying in recent years, **these obstacles are being reduced**. This is the line on which we must continue to work. (no. 26:222 from ES\_UPV\_LP\_2013)

110. Sin embargo, el sistema universitario español adolece de una escasa internacionalización en sus actividades docentes, de una baja tasa de formación impartida en inglés u otros idiomas extranjeros, así como de una limitada motivación, retención y atracción del talento. [...] (no. 4:90 from ES\_UAL\_LP\_2016)

However, the Spanish university system **suffers from a low internationalisation in its teaching activities, a low rate of training taught in English or other foreign languages**, as well as a limited motivation, retention and attraction of talent. [...] (no. 4:90 from ES\_UAL\_LP\_2016)

111. Para la etapa que se inicia con el nuevo Plan de lenguas se valoran como especialmente efectivas las medidas de soporte, **y se considera que las de diagnóstico y las de regulación**, con carácter general, actualmente son menos necesarias de lo fueron hace unos años, si bien en determinados casos sí que pueden serlo. (no. 1:136 from ES\_UAB\_LP\_2016)

For the stage that begins with the new Language Plan, support measures are considered to be especially effective, **and those of diagnosis and regulation**, in general, are considered to be less necessary than they were a few years ago, although in certain cases this can be the case. (no. 1: 136 from ES\_UAB\_LP\_2016)

112. **Establiment d'indicadors de progrés per al seguiment del domini** de la llengua anglesa. Accions a. Seguiment continuat dels professors i alumnes que participen en el projecte de la docència en llengua anglesa, que ajudin a establir indicadors fiables per a l'assoliment dels objectius proposats. b. Fixar un horitzó al 2013 de nombre de classes en anglès, tenint en compte les tradicions lingüístiques i les particularitats acadèmiques de les diferents àrees de coneixement. (no. 11:73 from ES\_UDG\_LP\_2010)

**Establishing progress indicators for monitoring English proficiency.** Actions a. Continuous monitoring of teachers and students involved in the English language teaching project to help establish reliable indicators for achieving the proposed goals. b. To set a horizon in 2013 of the number of English classes, taking into account the linguistic traditions and the academic particularities of the different areas of knowledge. (no. 11:73 from ES\_UDG\_LP\_2010)

113. 4.5 Las comunicaciones dirigidas fuera del dominio lingüístico catalán **se podrán realizar en cualquier lengua, atendiendo, en todo caso, a las normas legales vigentes**. 4.6 Los formularios que deban dirigirse fuera del dominio lingüístico catalán **se realizarán en catalán o en versión doble: catalán y otra lengua**. En tal caso, el texto **catalán figurará en lugar preferente**. (no. 7:84 from ES\_UB\_LP\_2011)

4.5 Communications directed outside the Catalan language domain **may be carried out in any language, in any case, in accordance with the legal regulations in force**. 4.6 The forms that must be addressed outside the Catalan language domain **will be completed in Catalan or in a bilingual version: Catalan and another language**. In this case, the Catalan text will **appear in a preferred place**. (no. 7:84 from ES\_UB\_LP\_2011)

114. La **documentació interna** de caràcter administratiu, i totes les comunicacions institucionals internes i la documentació que s'hi acompanye, **s'han de fer en valencià, sense perjudici** dels drets dels ciutadans i ciutadanes **establerts en la legislació general**. (no. 39:17 from ES\_UV\_LP\_2014)

**Internal administrative documentation**, and all internal institutional communications and accompanying documentation, **must be made in Valencian, without prejudice** to the rights of citizens **established in the general legislation**. (no. 39:17 from ES\_UV\_LP\_2014)

115. [...] a la Universitat Pompeu Fabra la vida i les activitats acadèmiques **es desenvolupen o poden desenvolupar-se en català, en castellà o en anglès, sense perjudici, naturalment**, de la utilització d'altres llengües en les relacions interpersonals o de caràcter bilateral i en determinats ensenyaments específics o en determinades accions acadèmiques de la Universitat. (no. 24:25 from ES\_UPF\_LP\_2007)

[...] at Pompeu Fabra University life and academic activities **are developed or can be developed in Catalan, Spanish or English, without prejudice, of course**, to the use of other languages in interpersonal or bilateral relations and in certain situations. specific education or in certain academic actions of the University. (no. 24:25 from ES\_UPF\_LP\_2007)

116. [...] será o galego a lingua empregada con institucións e entidades públicas e privadas da nosa comunidade autónoma e que **existirán versións bilingües (galego/lingua oficial da institución ou entidade receptora) no caso de** se dirixiren estas comunicacións a lugares exteriores a Galicia. (no. 3:192 from ES\_UAC\_LP\_2006)

[...] Galician will be the language used with public and private institutions and entities in our autonomous community and **there will be bilingual versions (Galician/official language of the institution or recipient entity) in case these** communications are directed to places outside Galicia. (no. 3:192 from ES\_UAC\_LP\_2006)

117. **Estendre la presència** de l'anglès com a llengua **d'ús oral i escrit** en els diferents àmbits, especialment en la docència. (no. 23:8 from ES\_UPC\_LP\_2010)

**Spread the presence** of English as a language **for oral and written use** in different areas, especially in teaching. (no. 23:8 from ES\_UPC\_LP\_2010)

118. **A priorización** do inglés como lingua docente **establécese, no momento de redactar o presente documento**, tendo en conta a situación internacional do ensino superior e a función do inglés como lingua franca. Non obstante, a Universidade de Vigo **poderá** establecer outra ou **outras linguas prioritarias en función dos seus intereses en cada momento, por proposta da Comisión** de Internacionalización Lingüística. (no. 35:104 from ES\_UVI\_LP\_2016)

**Prioritisation** of English as a teaching language **is established, at the time of writing this document**, taking into account the international status of higher education and the function of English as a lingua franca. However, the University of Vigo **may establish another language or other priority languages according to their interests at any time, at the proposal of the Commission** for Linguistic Internationalisation. (no. 35:104 from ES\_UVI\_LP\_2016)

119. **Afianzamiento** de una señalética **bilingüe** español-inglés así como accesible. (no. 14:243 from ES\_UG\_LP\_2017)

**Strengthening** a **bilingual** Spanish-English as well as accessible signage. (no. 14:243 from ES\_UG\_LP\_2017)

120. Incrementar la **qualitat lingüística dels textos** de recerca, els articles i les publicacions científiques mitjançant programes d'ajuts (**especialment en català i anglès**). (no. 13:245 from ES\_UDL\_LP\_2013)

Increase the **linguistic quality of research texts**, articles and scientific publications through grant programs (**especially in Catalan and English**). (no. 13:245 from ES\_UDL\_LP\_2013)

121. **Acordar els criteris d'estil** que calgui (segons les necessitats de cada col·lectiu), com a mitjans per garantir el **model de llengua institucional i la qualitat lingüística** de les comunicacions i garantir que la comunitat universitària els conegui. (no. 13:79 from ES\_UDL\_LP\_2013)

**To agree on the style criteria** that are needed (according to the needs of each group), as a means to guarantee the **institutional language model and the linguistic quality** of the communications and to ensure that the university community knows them. (no. 13:79 from ES\_UDL\_LP\_2013)

122. Para garantizar la **seguridad lingüística** en las actividades docentes, tanto del profesorado como del alumnado, **habrá que informar**, previamente a la matrícula, de la lengua en que estas actividades docentes serán impartidas. (no. 6:30 from ES\_UALI\_LP\_2016)

In order to guarantee the **linguistic security** in the teaching activities, both of the teaching staff and of the students, **it will be necessary to inform**, before the enrollment, of the language in which these educational activities will be taught. (no. 6:30 from ES\_UALI\_LP\_2016)

123. **Assegurar la disponibilitat de la informació** sobre la llengua d'impartició de les assignatures abans de la matrícula, com a mesura de **transparència informativa** cap a l'estudiantat, i **garantir** que es manté la llengua anunciada, com a mesura de **seguretat lingüística prevista en els objectius** del Pla de finançament de les universitats públiques catalanes. (Source 23:54 from ES\_UPC\_LP\_2010)

**Ensure the availability of information** on the language of the subjects prior to enrollment, as a measure of **informative transparency** towards students, and ensure that the language announced is maintained, **as a measure of linguistic security provided in the objectives** of the Funding Plan for Catalan public universities. (Source 23:54 from ES\_UPC\_LP\_2010)

124. Una conseqüència directa d'aquest principi de **seguretat lingüística** que presideix totes les activitats acadèmiques de la Universitat Pompeu Fabra és que la llengua de la docència és una **informació pública** i vinculant que tothom **ha de conèixer amb prou antelació**. [...] (no. 24:99 from ES\_UPF\_LP\_2007)

A direct consequence of this principle of **linguistic security** that presides over all the academic activities of Pompeu Fabra University is that the language of teaching is a public and binding **information that everyone must know well in advance**. [...] (no. 24:99 from ES\_UPF\_LP\_2007)

125. Los másteres de la ULL **obligan a acreditar** un nivel de B1 del Marco Común Europeo de Referencia para las Lenguas (MCERL) en una lengua extranjera **para poder** matricularse. (no. 19:16 from ES\_ULL\_LP\_2016)

In the ULL masters the students are **obliged to accredit** a B1 level of the Common European Framework of Reference for Languages (MCERL) in a foreign language **in order to be able to enroll**. (no. 19:16 from ES\_ULL\_LP\_2016)

126. [...] **todos los alumnos** que inicien los estudios universitarios de grado en una universidad catalana **deben acreditar** el nivel B2 de una tercera lengua (alemán, inglés, francés o italiano) para obtener el título de graduado. (no. 17:23 from ES\_UIC\_LP\_2017)

[...] **all the students** who begin their undergraduate studies at a Catalan university **must accredit** the B2 level of a third language (German, English, French or Italian) to obtain the degree. (no. 17:23 from ES\_UIC\_LP\_2017)



127. El alumnado **que desee** cursar docencia en lengua extranjera **deberá** acreditar un conocimiento de nivel B2 (**de acuerdo con el MCERL**), salvo en el caso de las titulaciones piloto ya en curso. (no. 9:13 from ES\_UCO\_LP\_2014)

**Students wishing** to study in a foreign language **must** prove a knowledge of B2 level (**according to the CEFRL**), except in the case of the pilot degrees already in progress. (no. 9:13 from ES\_UCO\_LP\_2014)

128. Cada programa bilingüe tiene **sus propios requisitos** de admisión en cuanto a **dominio de inglés adecuado para poder** cursar las asignaturas, pero en general **se necesita un nivel no menor que** el B2 del Marco Común Europeo de Referencia. (no. 21:32 from ES\_UNA\_LP\_2017)

Each bilingual program **has its own admission requirements** in terms of **competence in English to be able to take** the modules, but in general **a level no lower than B2** of the Common European Framework of Reference is required. (no. 21:32 from ES\_UNA\_LP\_2017)

129. **Se considera habilitado** para impartir docencia en valenciano el profesorado que dispone de acreditación del nivel C1 de valenciano **y, en el caso de otras lenguas**, el nivel B2. (no. 6:36 from ES\_UALI\_LP\_2016)

**Teaching staff are considered qualified** to teach in Valencian if s/he has accreditation of the C1 level in Valencian **and, in the case of other languages**, the B2 level. (no. 6:36 from ES\_UALI\_LP\_2016)

130. La acreditación de competencia lingüística por parte del PDI y del PAS **es un requisito en algunos** programas de movilidad. La UGR fomentará la competencia lingüística del profesorado y su acreditación **con el fin de cumplir con** la recomendación del programa Erasmus+ (**mínimo un B2** para participar en movilidad docente). (no. 14:269 from ES\_UG\_LP\_2017)

The accreditation of linguistic competence by the PDI and the PAS is a **requirement in some mobility programs**. The UGR will promote the linguistic competence of the teaching staff and their language competence accreditation **in order to comply with** the recommendation of the Erasmus + program (**at least a B2** to participate in teaching mobility). (no. 14:269 from ES\_UG\_LP\_2017)

131. **Para poder impartir** docencia en una lengua extranjera el profesorado **deberá** acreditar un conocimiento **mínimo del nivel C1** (de acuerdo con los niveles del Marco Común Europeo de Referencia para las Lenguas –MCERL). (no. 9:11 from ES\_UCO\_LP\_2014)

**To be able to teach** in a foreign language, teachers **must** accredit a **minimum C1 level language competence** (in accordance with the levels of the Common European Framework of Reference for Languages –MCERL). (no. 9:11 from ES\_UCO\_LP\_2014)

132. a. Programació de **cursos d'anglès per a la docència**: cursos de gestió de l'aula en anglès, oberts únicament a professors que impartiran classe en aquesta llengua; anglès amb finalitats específiques, segons l'àrea de coneixement (cursos d'anglès per a l'economia, anglès científic, anglès tècnic, anglès per a ciències de la salut, anglès jurídic, etc); anglès amb finalitats específiques segons tipologia de textos, cursos virtuals del programa Argumenta en llengua anglesa, etc. b. Programació de **cursos d'anglès per a la recerca**: cursos de llengua oral i escrita (Presenting a Paper i Writing a Paper), en dues edicions cada any. c. Programació de **cursos en format presencial** (individuals o en petit grup) dels anomenats taylor-made per a

persones amb **perfil de gestió i/o recerca** que necessiten utilitzar la llengua anglesa en contextos molt concrets: reunions, presentacions, actes socials, adaptant-los a les necessitats concretes de cada persona: horaris, lloc, etc. (no. 11:9 from ES\_UDG\_LP\_2010)

a. **English courses for teaching**: classroom management courses in English, open only to teachers who will teach in this language; English for specific purposes, depending on the area of knowledge (English for Economics, Scientific English, Technical English, English for Health Sciences, Legal English, etc.); English for specific purposes depending on the typology of texts, virtual courses in the Argumenta program in English, etc. b. **English courses for research**: Presenting a Paper and Writing a Paper, in two editions each year. c. **Courses in face-to-face format** (individual or small group) of the so-called **tailor-made for people with management and/or research profile** who need to use the English language in very specific contexts: meetings, presentations, social events, adapting them to the specific needs of each person: times, place, etc. (no. 11:9 from ES\_UDG\_LP\_2010)

133. Promoverase a captación de estudiantado estranxeiro en prácticas e de **personal de administración e servizos** dos nosos parceiros internacionais cun nivel axeitado de inglés para **desenvolver funcións de apoio** nos distintos servizos da Universidade de Vigo, e a dotación de **bolsas de asistencia lingüística e conversación** a alumnado estranxeiro. (no. 5:72 from ES\_UALI\_LP\_2013)

It will promote the recruitment of foreign students doing internships and of **administrative staff** of our international partners with an adequate level of English to **develop support functions** in the different services of the University of Vigo, and the endowment of **scholarships for language advice and conversation practice** to foreign students. (no. 5:72 from ES\_UALI\_LP\_2013)

134. Promoure l'**aprenentatge informal** de l'anglès i tercers llengües: **grups de conversa, grups de lectura, cinema en VOS i altres activitats** de dinamització, especialment les parelles lingüístiques, és a dir, aprofitar la presència de persones d'arreu entre la comunitat universitària. (no. 13:237 from ES\_UDL\_LP\_2013)

Promote **informal learning** of English and third languages: **conversation groups, reading groups, VOS cinema and other dynamic** activities, especially language couples, that is, taking advantage of the presence of people from all over the university community. (no. 13:237 from ES\_UDL\_LP\_2013)

135. Los **cursos de español** constan de clases de gramática y práctica conversacional [...] y los programas se completan con actividades como **visitas guiadas** por la ciudad, **excursiones**, etc. (no. 21:41 from ES\_UNA\_LP\_2017)

**The Spanish courses** consist of grammar classes and conversation practice [...] and the programs are completed with activities such as **guided city tours, trips**, etc. (no. 21:41 from ES\_UNA\_LP\_2017)

136. El **Buddy Program** es una nueva iniciativa promovida por el Comité Internacional para ayudar los estudiantes de **intercambio a hacer amigos**. (no. 21:46 from ES\_UNA\_LP\_2017)

The **Buddy Program** is a new initiative promoted by the International Committee to **help exchange students to make friends**. (no. 21:46 from ES\_UNA\_LP\_2017)

137. Organización de **exposiciones de libros** universitarios en euskera de las distintas áreas de conocimiento. — Impulso de iniciativas en **euskera en internet**. — **Divulgación de las noticias** de los distintos departamentos relacionadas con el euskera a través de listas de distribución y revistas electrónicas. — Impulso de circuitos de euskera con la **colaboración** del PAS y el alumado. — Cuidado del cumplimiento de las recomendaciones y medidas relacionadas con el uso del euskera. — **Organización de iniciativas en favor** del euskera en ámbitos profesionales: encuentros, charlas, ayudas [...] (no. 26:304 from ES\_UPV\_LP\_2013)

Organisation of university books **exhibitions** in Basque of the different areas of knowledge. - Promotion of **initiatives in Basque on the Internet**. - Dissemination of the **news** of the different departments related to the Basque language through distribution lists and electronic magazines. - Promotion of Basque circuits with the **collaboration** of the PAS and students. - Compliance with the recommendations and measures related to the use of Basque. - Organisation of initiatives in favor of Basque in **professional areas: meetings, talks, financial support** [...] (no. 26:304 from ES\_UPV\_LP\_2013)

138. **Valoración do dominio oral e escrito** do galego en calquera tipo de **concurso a prazas** de profesorado, dentro da tendencia a ofertar unha docencia en lingua galega en todas as titulacións **que se equipare coa** oferta en castelán. (no. 3:208 from ES\_UAC\_LP\_2006)

**Assessment of the oral and written** command of Galician in any type of **competition for teaching positions**, within the tendency to offer teaching in Galician in all the study courses **that are compared with** the offer in Spanish. (no. 3:208 from ES\_UAC\_LP\_2006)

139. **Reconocimiento explícito en la baremación** que regula el acceso a programas de **movilidad internacional**, así como a la realización de **cursos destinados** al perfeccionamiento de la competencia en lengua extranjera. (no. 4:34 from ES\_UAL\_LP\_2016)

**Explicit recognition in the scale regulating** access to international **mobility** programs, as well as to **courses** aimed at improving foreign language competence. (no. 4:34 from ES\_UAL\_LP\_2016)

140. Convocar **anualmente axudas** para a realización de traballos de investigación en lingua galega, nomeadamente teses, memorias de licenciatura e proxectos de fin de carreira. (no. 32:81 from ES\_USC\_LP\_2001)

**Annual grants** for carrying out research work in Galician language, namely theses, degree reports and end-of-study projects. (no. 32:81 from ES\_USC\_LP\_2001)

141. Concesión de **becas para fomento del plurilingüismo**: Todos los docentes que participen en el Plan de Fomento del Plurilingüismo de la UAL podrán optar a una beca proporcional al **número de ECTS impartidos en lengua extranjera**, cuya **cuantía** quedará reflejada en la convocatoria anual y según las posibilidades presupuestarias de la UAL. (no. 4:23 from ES\_UAL\_LP\_2016)

Granting of **scholarships to promote plurilingualism**: All teachers participating in the UAL Plurilingualism Promotion Plan will be eligible for a scholarship commensurate with **the number of ECTS taught in a foreign language, the amount of which will be reflected** in the annual call and subject to the budget of the UAL. (no. 4:23 from ES\_UAL\_LP\_2016)

- 142.** 6.1. Impulsar el coneixement i l'ús de les eines de suport a l'elaboració de textos per part del personal acadèmic: **correcció automàtica, traducció automàtica, diccionaris electrònics**, etc. 6.2. Desenvolupar **models i guies** per a l'elaboració dels textos per a la docència (disseny de les assignatures). 6.3. Publicar els **materials terminològics** de cada estudi entre el personal acadèmic. (no. 10:124 from ES\_UDG\_LP\_2009)

6.1. Promote the knowledge and use of the support tools for the elaboration of texts by the academic staff: **automatic correction, automatic translation, electronic dictionaries**, etc. 6.2. Develop **templates and guides** for writing texts for teaching (module design). 6.3. Publish the **terminology materials** of each study among the academic staff. (no. 10: 124 from ES\_UDG\_LP\_2009)

- 143.** Crear un **portal lingüístic de recursos** d'assessorament per a l'autonomia lingüística en català, castellà i anglès, amb **l'elaboració de plantilles específiques** per als diferents tipus de documents. (no. 13:182 from ES\_UDL\_LP\_2013)

Creating a **language portal for support resources** for linguistic autonomy in Catalan, Spanish and English, with the **elaboration of specific templates** for different types of documents. (no. 13:182 from ES\_UDL\_LP\_2013)

- 144.** Oferir **serveis de traducció i correcció** amb tarifes especials per al PDI [...] (no. 13:245 from ES\_UDL\_LP\_2013)

Provide **translation and proofreading services** with special fees for teaching and research staff [...] (no. 13: 245 from ES\_UDL\_LP\_2013)

- 145.** Desde el SACU se impulsarán **programas de revisión lingüística de textos**, en especial en lengua inglesa, como resultado de la docencia o la investigación del profesorado, así como acciones para optimizar las exposiciones orales. (no. 29:52 from ES\_US\_LP\_2009)

SACU will promote **programmes for linguistic revision of texts**, especially in English, as a result of teaching or research activities carried out by the teachers, as well as actions to support effective oral presentations. (no. 29:52 from ES\_US\_LP\_2009)

- 146.** Los pasos dados en los últimos años para actuar como una universidad con dos lenguas oficiales y, especialmente, para promover el conocimiento y el uso del valenciano, son un punto de partida importante, **pero colectivamente hay que ir más allá. Tenemos que hacer que el valenciano sea una lengua de todas y todos los universitarios**, tanto del personal de la Universidad como de los estudiantes que eligen la Universidad de Alicante [...] (no. 5:59 from ES\_UALI\_LP\_2013)

The steps taken in recent years to act as a university with two official languages and, especially, to promote the knowledge and use of Valencian, are an important starting point, **but collectively we must go further. We have to make Valencian a language of any and all university members**, both the university staff and the students who choose the University of Alicante [...] (no. 5:59 from ES\_UALI\_LP\_2013)

- 147.** [...]. El **estudiantado es responsable** de mejorar sus propias habilidades comunicativas escritas y orales, tanto en su lengua materna como en otros idiomas. (no. 14:223 from ES\_UG\_LP\_2017)

[...]. **Students are responsible** for improving their own written and oral communication skills, both in their mother tongue and in other languages. (no. 14:223 from ES\_UG\_LP\_2017)

- 148.** A política de internacionalización lingüística da Universidade de Vigo ten que ser unha iniciativa en que **participe toda a comunidade universitaria**, é dicir, ten que ser determinada polo noso estudiantado, persoal docente e investigador e persoal de administración de servizos, participando na súa definición directamente e a través dos seus órganos de representación. (no. 35:56 from ES\_UVI\_LP\_2016)

The language internationalisation policy of the University of Vigo has to be an initiative **in which the whole university community participates**, that is, it has to be determined by our students, teaching and research staff and service administration staff, participating in its definition directly and through its representation committees. (no. 35:56 from ES\_UVI\_LP\_2016)

- 149. Difondre el Pla entre els membres** de la comunitat universitària i ferne el seguiment adequat. - **Informar anualment** els òrgans de govern del seguiment del Pla. - **Assegurar la participació permanent** dels diferents col·lectius. (no. 10:168 from ES\_UDG\_LP\_2009)

**Disseminate the Plan among members** of the university community and provide appropriate follow-up. - **Annually inform** the governing bodies of the monitoring of the Plan. - **Ensure the permanent participation** of the different groups. (no. 10:168 from ES\_UDG\_LP\_2009)

- 150.** Converter o sitio web do Servicio de Normalización Lingüística nunha **fonte actualizada de difusión de información e iniciativas** relacionadas coa normalización lingüística. (no. 32:86 from ES\_USC\_LP\_2001)

Convert the website of the Language Normalization Service into **an up-to-date source for disseminating information and initiatives** related to language standardisation. (no. 32:86 from ES\_USC\_LP\_2001)

- 151. Organizar reunións de traballo** nos centros, contando coas comisións de normalización lingüística destes, para debater cómo executar o Plan en cada un, e procurar a maior implicación. (no. 32:89 from ES\_USC\_LP\_2001)

**Organise working meetings** in centers, with their language standardization committees, to discuss how to execute the Plan in each one, and to seek greater involvement. (no. 32:89 from ES\_USC\_LP\_2001)

- 152.** Hacer del valenciano **una lengua de todas y todos** los universitarios (alumnos, PDI y PAS) [...] (no. 5:74 from ES\_UALI\_LP\_2013)

Make Valencia **a language for all the** university members (students, teaching and administrative staff) [...] (no. 5:74 from ES\_UALI\_LP\_2013)

- 153.** Amb aquest Pla, la **nostra Universitat** assumeix el compromís de promoure, en l'àmbit de les seves competències, **una veritable política lingüística**. (no. 10:97 from ES\_UDG\_LP\_2009)

With this Plan, **our University** is committed to promoting, within the scope of its competences, **a true language policy**. (no. 10:97 from ES\_UDG\_LP\_2009)

- 154. Como xentes da universidade, non podemos deixar de ser conscientes da importancia** da lingua galega como patrimonio social e cultural que debe ser protexido. Debémonos ao que **somos** e a onde vivimos. (no. 3:155 ES\_UAC\_LP\_2006)

**As university people, we cannot help but be aware of the importance** of the Galician language as a social and cultural heritage that must be protected. We owe it to who **we are** and where we come from. (no. 3:155 ES\_UAC\_LP\_2006)

155. Desde su creación, la UPV/EHU **siempre ha mostrado una actitud claramente** favorable al euskera, postura que este nuevo plan pretende mantener, en la línea del esfuerzo que la universidad lleva años realizando por lograr una universidad bilingüe. (no. 26:58 from ES\_UPV\_LP\_2013)

Since its creation, the UPV/EHU **has always shown a clearly favourable attitude** towards the Basque language, a position that this new plan intends to maintain, in line with the university's efforts for a bilingual university. (no. 26:58 from ES\_UPV\_LP\_2013)

156. La **situación de punto de encuentro tricontinental de Canarias hace ineludible una política lingüística** de la Universidad de La Laguna que favorezca nuestra conexión con África (francófona y anglófona), América (hispanófona, anglófona, francófona y lusófona) y Europa, donde el inglés se ha convertido en la lingua franca del continente. Además como hablantes del español **debemos reforzar la enseñanza de nuestra lengua** como la otra cara de la internacionalización lingüística. (no. 19:11 from ES\_ULL\_LP\_2016)

**The situation of the tricontinental meeting point of the Canary Islands makes inescapable a language policy** of the University of La Laguna that favors our connection with Africa (francophone and anglophone), America (hispanophone, anglophone, francophone and lusophone) and Europe, where English has become lingua franca of the continent. In addition, as speakers of Spanish, **we must reinforce the teaching of our language** as the other side of the coin of linguistic internationalisation. (no. 19:11 from ES\_ULL\_LP\_2016)

157. Por tanto, la Universidad CEU San Pablo, consciente de que la **apuesta por la calidad y la internacionalización** exige dar pasos cada vez más firmes en la exigencia de competencias transversales a todos sus grados, **establece el siguiente Reglamento que obliga** a que todos sus estudiantes, antes de finalizar sus estudios de grado, acrediten un nivel mínimo de conocimientos y de competencias en lengua inglesa. (no. 46:13 from ES\_CEUV\_LP\_2017)

Therefore, CEU San Pablo University, aware that the **commitment to quality and internationalisation** requires increasingly firm steps in the demand for transversal competences at all its degrees, **establishes the following Regulation that obliges all its students**, before completing their degree studies, to accredit a minimum level of knowledge and skills in the English language. (no. 46:13 from ES\_CEUV\_LP\_2017)

158. Aquesta nova realitat es tradueix en una voluntat institucional de **seguir les recomanacions europees en relació amb el multilingüisme**. [...] (no. 24:54 from ES\_UPF\_LP\_2007)

This new reality translates into an institutional willingness **to follow European recommendations on multilingualism**. [...] (no. 24:54 from ES\_UPF\_LP\_2007)

159. **Las universidades**, [...] **debe[n] proporcionarles** habilidades de corte transversal, entre las que las competencias comunicativas multilingües y las de carácter intercultural pueden **enriquecer sobremedida su perfil académico y profesional**. (no. 30:167 from ES\_USA\_LP\_2016)

**Universities must** [...] **provide them** with cross-cutting skills, among which multilingual and intercultural communication skills **can profusely enrich their academic and professional profile**. (no. 30:167 from ES\_USA\_LP\_2016)

160. A la luz de su extensa e intensa experiencia internacional, **la UGR ha cobrado conciencia** de que, más allá de las numerosas e importantes medidas que se han llevado a cabo en este sentido, hasta ahora de forma dispersa y **a demanda en muchos casos de las necesidades** que ésta conlleva, **se hace necesario** adoptar una política lingüística. (no. 14:121 from ES\_UG\_LP\_2017)

In the light of its extensive and intense international experience, **the UGR has become aware that**, beyond the numerous and important measures that have been taken in this regard, so far in a dispersed manner **and in many cases demand for the needs that this entails, it becomes necessary** to adopt a language policy. (no. 14:121 from ES\_UG\_LP\_2017)

161. A més a més, és prova de la voluntat de la UdL per potenciar i regular els usos lingüístics de la institució, per tal de **millorar-los i oferir una imatge internacional i oberta**. (no. 13:160 from ES\_UDL\_LP\_2013)

Furthermore, it is proof of the UdL's willingness to enhance and regulate the linguistic uses of the institution, in order to **improve them and offer an international and open image**. (no. 13:160 from ES\_UDL\_LP\_2013)

162. La **dilatada historia** de la UGR, **su reconocimiento como una universidad europea de prestigio y sus perspectivas** de futuro exigen un enfoque constructivo hacia las lenguas y el plurilingüismo que las considere un importante recurso. (no. 14:133 from ES\_UG\_LP\_2017)

**The long history** of the UGR, **its recognition as a prestigious European university and its prospects for the future** require a constructive approach to languages and multilingualism that is considered an important resource. (no. 14:133 from ES\_UG\_LP\_2017)

163. La **UPF és una institució de prestigi** tant a Catalunya com, a un altre nivell, en l'àmbit internacional. El prestigi en totes dues esferes es realimenta, i és per això que cal continuar treballant tant en l'àmbit del grau, més orientat a l'entorn local, com en l' àmbit del postgrau, **amb uns majors índexs d' internacionalització i de multilingüització, per mantenir i intensificar el prestigi atresorat**. (no. 24:86 from ES\_UPF\_LP\_2007)

**The UPF is a prestigious institution** both in Catalonia and, at another level, internationally. The prestige in both spheres is reinforced, which is why we must continue working both in the field of the degree, more oriented to the local environment, as in the field of the postgraduate course, **with higher rates of internationalisation and multilingualization, to maintain and enhance the treasured prestige**. (no. 24:86 from ES\_UPF\_LP\_2007)

164. O **Servizo de Normalización Lingüística** canalizará o **cumprimento** do disposto no artigo 5 dos presentes Estatutos da UDC, velando pola **progresiva capacitación** dos membros da comunidade universitaria no uso do galego e **arbitrando** as medidas necesarias para facer normal a utilización do galego en todos os ámbitos da vida universitaria. (no. 2:91 from ES\_UAC\_LP\_2004)

**The Language Normalisation Service** will channel the **fulfillment** of the provisions of article 5 of these UDC Statutes, ensuring the **progressive training** of the members of the university community in the use of Galician and **arbitrating** the measures necessary to normalise the use of Galician in all areas of university life. (no. 2:91 from ES\_UAC\_LP\_2004)

165. La **Comissió de Política Lingüística** ha de fer el **seguiment anual** del compliment d'aquest reglament d'usos lingüístics i **proposarà** al Consell de Govern, si escau, els canvis o les modificacions que **considere necessàries** per a la correcta aplicació d'aquests usos lingüístics. (no. 39:44 from ES\_UV\_LP\_2014)

**The Language Policy Committee** shall **monitor** annual compliance with these language use regulations and shall, if appropriate, **propose** to the Governing Board any changes or modifications **it deems necessary** for the proper application of these language uses. (no. 39:44 from ES\_UV\_LP\_2014)

166. [...] la Universitat ofereix, a través del Gabinet Lingüístic, el **suport i l'assessorament lingüístic necessaris** per garantir uns usos lingüístics homogenis i de qualitat en les comunicacions d'àmbit institucional de la Universitat, com a **complement i com a reforç de l'autonomia lingüística** dels usuaris i en el marc de la política lingüística general de la Universitat. (no. 24:164 from ES\_UPF\_LP\_2007)

[...] the University offers, through the Language Cabinet, the **linguistic support and advice necessary** to guarantee homogeneous and quality linguistic uses in institutional communications of the University, **as a complement and as a reinforcement of linguistic autonomy**. of users and within the general language policy of the University. (no. 24:164 from ES\_UPF\_LP\_2007)

167. Facilitar un **servei d'assessorament** en altres llengües de **suport a les tasques del professorat** que afavorisca el seu desenvolupament professional, tant en docència com en investigació. (no. 18:158 from ES\_UJI\_LP\_2018)

Provide a language advice **service** in other languages in **support of the tasks of the teaching staff** so as to favour professional development, both in teaching and in research. (no. 18:158 from ES\_UJI\_LP\_2018)

168. [...] l'Àrea d'Assessorament Lingüístic ha de prestar els serveis adients per facilitar aquesta tasca a la comunitat universitària (**revisió, correcció i traducció de documents institucionals i administratius i de webs institucionals en diverses llengües**). (no. 13:164 from ES\_UDL\_LP\_2013)

[...] the Language Counseling Area must provide the appropriate services to facilitate this task in the university community (**revision, correction and translation of institutional and administrative documents and institutional websites in several languages**). (no. 13:164 from ES\_UDL\_LP\_2013)

169. **Dar más peso, visibilidad y responsabilidad** al Centro de Lenguas en la acreditación y formación del alumnado, PDI y PAS. (no. 4:32 from ES\_UAL\_LP\_2016)

**Give greater weight, visibility and responsibility** to the Language Center in the accreditation and training of students, PDI and PAS. (no. 4:32 from ES\_UAL\_LP\_2016)

170. El Instituto de Ciencias de la Educación, con el fin de formar lingüísticamente al PDI que imparte docencia en valenciano e inglés, o que quiere impartirla, **coordinará un plan de formación de estas lenguas** que incluirá cursos de refuerzo para mejorar el nivel de idioma, la acreditación de competencias y los contenidos metodológicos. (no. 6:38 from ES\_UALI\_LP\_2016)

The Institute of Education Sciences, in order to train linguistically the PDI that teaches in Valencian and English, or who wants to teach, **will coordinate a training plan in these languages** that will include reinforcement courses to improve the language level, the accreditation of competences and methodological contents. (no. 6:38 from ES\_UALI\_LP\_2016)

171. Aquesta oferta inclou el Pla de formació de llengua catalana, **dels Serveis Lingüístics**; el Pla de formació d'espanyol per a estrangers, **d'Estudis Hispànics**; el Pla de formació de llengües internacionals, **de l'Escola d'Idiomes Moderns**, i el Pla de formació en idiomes per a la internacionalització de la docència, **de l'Institut de Ciències de l'Educació**. Al costat d'aquests plans de formació, destaca el suport dels centres d'autoaprenentatge de llengües dels **Serveis Lingüístics**. (no. 8:140 from ES\_UB\_LP\_2013)



This offer includes the Catalan Language Training Plan by the **Language Services**; the Spanish as a foreign language Training Plan by the **Hispanic Studies Department**; the International Languages Training Plan by the **School of Modern Languages**, and the Language Training Plan for the Internationalisation of Teaching by the **Institute of Education Sciences**. Alongside these training plans, the support of language self-learning centres for **Language Services** stands out. (no. 8:140 from ES\_UB\_LP\_2013)

172. El **Plan Propio de Internacionalización** promueve y respalda [...] tres modalidades de ayudas: dos de ellas atienden a dos aspectos importantes de la **formación docente**, y la tercera respalda la **mejora de las competencias lingüísticas necesarias en la gestión administrativa**. (no. 14:174 from ES\_UG\_LP\_2017)

The **Plan of Internationalisation** itself promotes and supports [...] three types of aid: two of them support two important aspects of teacher training, and the third one supports the **improvement of the language skills needed in administrative management**. (no. 14:174 from ES\_UG\_LP\_2017)

173. La **internacionalización de la ULL requiere que el profesorado** mejore su formación lingüística. Para poder impartir futuras **titulaciones bilingües se debería** por acreditar un C1, que es el nivel que se recomienda desde las instancias europeas. (no. 19:22 from ES\_ULL\_LP\_2016)

The **internationalisation of the ULL requires that teachers** improve their language competence. In order to be able to teach future **bilingual degrees, staff should** accredit a C1, which is the language competence level recommended by the European authorities. (no. 19:22 from ES\_ULL\_LP\_2016)

174. Pretende [el plan], por tanto, cohesionar mediante tres ejes de actuación –acreditación, formación e incentivación– todas aquellas **actuaciones realizadas dentro de la UAL encaminadas a impulsar la internacionalización** de la actividad académica, así como a aumentar las competencias plurilingüe y pluricultural de la comunidad universitaria y de su entorno social. Consideramos que los objetivos y propuestas que aporta dicho plan **repercutirán positivamente en la proyección profesional y personal del alumnado, PDI y PAS de nuestra universidad**. (no. 4:55 from ES\_UAL\_LP\_2016)

[The plan] intends, therefore, to cohesion through three axes of action - accreditation, training and incentive - **all those actions carried out within the UAL aimed at promoting the internationalisation** of the academic activity, as well as to increase the multilingual and multicultural competences of the university community and its social environment. We consider that the objectives and proposals provided by this plan **will have a positive impact on the professional and personal projection of the students, teaching and administrative staff of our university**. (no. 4:55 from ES\_UAL\_LP\_2016)

175. [...] el Vicerrectorado de Internacionalización colaborará en la elaboración de un plan formativo dirigido al **PAS**. Se valorará juntamente con los estamentos implicados la posibilidad de inclusión en la **oferta formativa cursos que aborden la mejora comunicativa en lengua extranjera en el desempeño de las funciones administrativas** como: redacción de correos electrónicos, gestión de documentación específica (convocatorias, proyectos europeos), atención al alumno extranjero, etc. (no. 4:3 from ES\_UAL\_LP\_2016)

[...] the Vicerectorate of Internationalisation will collaborate in the elaboration of a training plan addressed to the **PAS**. It will be evaluated in conjunction with the involved states the possibility of including in the **offer of courses to improve the foreign language competence**

**in the performance of the administrative functions** such as: writing of emails, management of specific documentation (calls, European projects), attention to the foreign student, etc. (no. 4:3 from ES\_UAL\_LP\_2016)

176. La **internacionalización** atañe a todos los estamentos de la ULL y su política lingüística también. Por esta razón habrá **cursos de idiomas para el PAS** con los mismos niveles del portafolio. (no. 19:24 from ES\_ULL\_LP\_2016)

**Internationalisation** concerns all ULL institutions and their language policy as well. For this reason, there will be **language courses for the administrative staff** with the same levels of the portfolio. (no. 19:24 from ES\_ULL\_LP\_2016)

177. Ofertar **cursos específicos** para el alumnado de grado y postgrado, incluyendo cursos de **pronunciación, cursos de lengua y cultura**, etc. [...] 5. Velar porque el alumnado extranjero participante en programas de movilidad tenga el **soporte lingüístico necesario** con **cursos y horarios** adecuados y debidamente subvencionados. (no. 30:104 from ES\_USA\_LP\_2016)

Offer **specific courses** for undergraduate and postgraduate students, including **pronunciation courses, language and culture courses**, etc. [...] 5. To ensure that foreign students participating in mobility programs **have the necessary linguistic support** with courses with appropriate timetables and properly funded. (no. 30:104 from ES\_USA\_LP\_2016)

178. 2.2 Promoure entre els estudiants l'aprenentatge de terceres llengües amb finalitats instrumentals, a través de **campanyes informatives i de sensibilització**. 2.3. Crear **espais d'autoaprenentatge dins les biblioteques** de cada Campus i incentivarne l'ús entre la comunitat universitària (no. 10:155 from ES\_UDG\_LP\_2009)

2.2 Promote among the students the learning of third languages for instrumental purposes, through **information and awareness campaigns**. 2.3. Creating **autonomous learning spaces in the libraries** of each campus and encouraging its use among the university community (no. 10: 155 from ES\_UDG\_LP\_2009)

179. El **alumnado que desee** cursar docencia en lengua extranjera **deberá** acreditar un conocimiento de nivel B2 (**de acuerdo con el MCERL**), salvo en el caso de las titulaciones piloto ya en curso (no. 9:13 from ES\_UCO\_LP\_2014)

**Students wishing** to study in a foreign language **must** prove a knowledge of B2 level (**according to the MCERL**), except in the case of pilot degrees already in progress (no. 9:13 from ES\_UCO\_LP\_2014)

180. La acreditación del nivel B1 de un idioma extranjero **deberá** realizarse antes de solicitar el título de Grado por cualquiera de los medios establecidos con anterioridad. Los estudiantes extranjeros **deberán** acreditar el nivel de idioma por alguno de los medios **regulados en la presente norma**. (no. 42:11 from ES\_UCLM\_LP\_2018)

The accreditation of the B1 level of a foreign language **must** be done before applying for the Degree degree by any of the previously established means. Foreign students **must** accredit the level of language by any of the means **regulated in this regulation**. (no. 42:11 from ES\_UCLM\_LP\_2018)

181. Para la obtención del título de Grado, todos los estudiantes de la Universidad CEU San Pablo **deberán** acreditar **obligatoriamente un nivel mínimo** de lengua inglesa de B2, **de acuerdo con lo establecido** en el Marco Común Europeo de Referencia para las lenguas (MCERL). (no. 46:16 from ES\_CEUV\_LP\_2017)

In order to obtain the Degree, all students of CEU San Pablo University **should have to accredit a minimum level of B2 English language, in accordance with what is established** in the Common European Framework of Reference for Languages (MCERL). (no. 46:16 from ES\_CEUV\_LP\_2017)

182. El euskera, como **lengua propia** del Pueblo Vasco, y el castellano son las **lenguas oficiales** de la UPV/EHU. (no. 26:10 from ES\_UPV\_LP\_2013)

Basque, as the **language** owned by the Basque people, and Spanish are the **official languages** of the UPV / EHU. (no. 26:10 from ES\_UPV\_LP\_2013)

183. Llengua catalana, com a **llengua pròpia** que és de Catalunya i **oficial**, juntament amb el castellà, així com amb la llengua occitana. (no. 13:87 from ES\_UDL\_LP\_2013)

Catalan language, as the language owned by Catalan people and official, along with Spanish, as well as the Occitan language. (no. 13:87 from ES\_UDL\_LP\_2013)

184. [...] anglès de l'estatus de "**llengua de treball**" de la Universitat" in teaching, research, administration. (no. 24:13 from ES\_UPF\_LP\_2007)

[...] English of the University's "**working language**" status in teaching, research, administration. (no. 24:13 from ES\_UPF\_LP\_2007)

185. La transparencia y la efectividad de los derechos y los deberes lingüísticos que se derivan del estatus de las lenguas: del catalán como lengua propia, del catalán y del castellano como lenguas oficiales, del inglés como **lengua franca de la comunidad académica internacional**, y también de otras lenguas en contextos específicos. (no. 1:6 from ES\_UAB\_LP\_2016)

The transparency and effectiveness of the linguistic rights and duties that derive from the status of the languages: Catalan as their own language, Catalan and Spanish as official languages, English as the **lingua franca of the international academic community**, and also of other languages in specific contexts. (no. 1:6 from ES\_UAB\_LP\_2016)

186. [...] anglès, cal ajudar a consolidar-ne el bon ús com a **llengua franca de comunicació acadèmica internacional**. En les activitats de recerca i difusió, la UOC vol potenciar l'ús de la llengua anglesa com a **principal vehicle d'intercanvi científic internacional**, mantenint l'ús del català i l'espanyol per a la difusió de la recerca en contextos més específics. (no. 22:5 from ES\_UOC\_LP\_2015)

[...] English, we must help to consolidate its good use as a **lingua franca of international academic communication**. In the research and dissemination activities, the UOC wants to promote the use of the **English language as the main tool for international scientific exchange**, maintaining the use of Catalan and Spanish for the dissemination of research in more specific contexts. (no. 22: 5 from ES\_UOC\_LP\_2015)

187. [...] el inglés se ha convertido en la **lengua franca académica**. [...] constata que la competencia lingüística en inglés, la **oferta académica en esta lengua y su promoción como lengua de intercambio científico**, convierten a la UGR en una opción atractiva para estudiantes, profesores e investigadores extranjeros. (no. 14:131 from ES\_UG\_LP\_2017)

[...] English has become the **academic lingua franca**. [...] notes that English language proficiency, the **academic offer in this language and its promotion as a scientific exchange language**, make the UGR an attractive option for foreign students, teachers and researchers. (no. 14: 131 from ES\_UG\_LP\_2017)

- 188. Planificar la funció** de l'espanyol i l'anglès, entre altres llengües, en cursos de màster adreçats a la captació d'alumnat de fora. (no. 8:53 from ES\_UB\_LP\_2013)

**Plan the function** of Spanish and English, among other languages, in master courses aimed at attracting students from abroad. (no. 8:53 from ES\_UB\_LP\_2013)

- 189. [...] reconoce el papel de la lengua inglesa como lingua franca académica internacional, lo que se refleja en la necesidad de regular de forma específica** su estatus en nuestra institución. (no. 14:37 from ES\_UG\_LP\_2017)

[...] **recognises the role of the English language as an international academic lingua franca, which is reflected in the need to specifically regulate** its status in our institution. (no. 14:37 from ES\_UG\_LP\_2017)

- 190. El inglés se ha convertido** en la lengua franca de la comunidad académica internacional y cada vez se utiliza más como lengua de trabajo efectiva en la actividad de la universidad y en entornos profesionales, y es, por este motivo, un activo clave para el desarrollo académico de nuestros estudiantes. **Así pues, se considera necesario formalizar el estatus del inglés como lengua franca.** (no. 1:22 from ES\_UAB\_LP\_2016)

English **has become** the lingua franca of the international academic community and is increasingly used as an effective working language in university activity and in professional settings, **and is, for this reason,** a key asset for academic development of our students. **Thus, it is necessary to formalize the status of English as a lingua franca.** (no. 1:22 from ES\_UAB\_LP\_2016)

- 191. [...] anglès com a llengua de treball o d'ús corrent a la Universitat Pompeu Fabra té una sèrie de conseqüències pràctiques i jurídiques.** (Source 24:17 from ES\_UPF\_LP\_2007)

[...] English as a working or common language at Pompeu Fabra University has a **series of practical and legal consequences.** (Source 24:17 from ES\_UPF\_LP\_2007)

- 192. [...] impuls de les terceres llengües, especialment l'anglès,** associat a la internacionalització (no. 23:3 from ES\_UPC\_LP\_2010)

[...] boost of **third languages, especially English,** associated with internationalization (no. 23:3 from ES\_UPC\_LP\_2010)

- 193. [...] coneixement de diverses llengües i sobretot de l'anglès com a llengua vehicular internacional.** (no. 10:13 from ES\_UDG\_LP\_2009)

[...] knowledge of **diverse languages and especially English** as an international vehicular language. (no. 10:13 from ES\_UDG\_LP\_2009)

- 194. [...] titulaciones completas o asignaturas impartidas en inglés (o en otras lenguas)** (no. 14:8 from ES\_UG\_LP\_2017)

[...] complete degrees or subjects **taught in English (or in other languages)** (no. 14:8 from ES\_UG\_LP\_2017)

- 195. A investigación** realizase principalmente en **castelán ou en inglés** (no. 3:1 from ES\_UAC\_LP\_2006)

**The research** is conducted mainly in **Spanish or English** (no. 3:1 from ES\_UAC\_LP\_2006)

196. Són línies prioritàries la gestió del **castellà i de l'anglès** com a **llengües de comunicació** en el marc de l'espai europeu d'educació superior, [...] (no. 8:137 from ES\_UB\_LP\_2013)

Priority lines are the management of **Spanish and English as languages of communication** in the framework of the European Higher Education Area, [...] (no. 8: 137 from ES\_UB\_LP\_2013)

197. Contribuir a incrementar el volumen de investigació publicada en **inglés, catalán y castellano y en otras lenguas** que puedan ser relevantes en determinados ámbitos. (no. 1:7 from ES\_UAB\_LP\_2016)

Contribute to increasing the volume of research published in **English, Catalan and Spanish and in other languages** that may be relevant in certain areas. (no. 1: 7 from ES\_UAB\_LP\_2016)

198. [...] enseñanza en las dos lenguas oficiales y la **posibilidad de impartir** en una lengua no oficial, preferentemente el inglés. (no. 5:16 from ES\_UALI\_LP\_2013)

[...] teaching in both official languages **and the possibility of teaching** in an unofficial language, preferably English. (no. 5:16 from ES\_UALI\_LP\_2013)

199. S'ofrirà suport als professors perquè puguin elaborar el seu propi material didactic en llengua catalana **o, si escau, en llengua anglesa**. (no. 16:39 from ES\_UIB\_LP\_2017)

Support will be provided to teachers to develop their own teaching material in Catalan **or, where appropriate, in English**. (no. 16:39 from ES\_UIB\_LP\_2017)

200. [...] augment de crèdits de la docència en anglès **no s'havia de fer a costa de crèdits** de la docència en català. (no. 18:30 from ES\_UJI\_LP\_2018)

[...] increase in English teaching credits **should not be done at the expense of** Catalan teaching credits. (no. 6:30 pm from ES\_UJI\_LP\_2018)

201. **A pesar** de que la UGR reconoce el papel dominante del idioma inglés en varias disciplinas, **también fomentará el uso del** español como lengua de generación y transferencia de conocimiento. (no. 14:10 from ES\_UG\_LP\_2017)

**Although** the UGR recognizes the dominant role of the English language in several disciplines, **it will also promote the use** of Spanish as a language of production and circulation of knowledge. (no. 14:10 from ES\_UG\_LP\_2017)

## Appendix E. The Spanish Language Policy framework

In this appendix, the 72 strategies mentioned in the Spanish national LP created by CRUE (2017) are listed. The table shows the specific action, the strategic area it belongs to — accreditation (ACC), training (TRA), incentives (INC)—, the target audience —students (SS), teachers (PDI), administrative staff (PAS)—, and the three level coding used for their classification into European objectives (EU code), language-related code, and a specific subcode.

Action	Area	Target	EU code	Code	Subcode (optional)
10) Identificar y reflejar en la RPT los puestos administrativos donde es necesario el uso de lenguas extranjeras.	ACC	PAS	multilingual environment	need identification	
11) Prestar especial atención a la mejora de las competencias lingüísticas de este colectivo con el objetivo de acreditar un nivel lingüístico apropiado, especialmente para el personal que esté en contacto con la comunidad extranjera de la universidad o con acciones de internacionalización.	ACC	PAS	assessment & monitoring	language competence	support
12) Contemplar la inclusión de un requisito lingüístico (entre B1 y C1 según el servicio) en la promoción de determinados puestos de la administración, así como en las plazas de nuevo ingreso.	ACC	PAS	multilingual environment	language competence	requisite
13) Promover su participación en los programas de movilidad y en acciones de internacionalización en casa, con objeto de implicar a este grupo en la internacionalización de la universidad	ACC	PAS	training	mobility	
6) Recomendar el nivel C1 del MCERL (utilizando como referencia las acreditaciones validadas por las Mesas Lingüísticas y/o ACLES) como mínimo aconsejable para el profesorado implicado en titulaciones bilingües/plurilingües.	ACC	PDI	multilingual environment	language competence	requisite
7) Promover procedimientos debidamente subvencionados para que el profesorado pueda acreditar su capacitación específica para la docencia en lengua extranjera.	ACC	PDI	financial	language competence	requisite
8) Fomentar la participación del profesorado en programas de capacitación para la docencia en lengua extranjera, por lo que idealmente las universidades lo incluirán en sus planes de formación subvencionados.	ACC	PDI	financial	language competence and method	course
9) Ofrecer apoyo lingüístico durante el periodo de docencia.	ACC	PDI	training	language competence	support

1) Recomendar que el nivel mínimo de lengua extranjera para la obtención del título de grado sea B1 en las diferentes destrezas, sin perjuicio de que las universidades puedan exigir un nivel superior en las titulaciones que así lo requieran.	ACC	SS	assessment & monitoring	language competence	requisite
2) Establecer en las titulaciones bilingües/plurilingües <sup>10</sup> una ruta lingüística definida con perfiles de acceso diferenciados y nivel lingüístico de salida superior al B1.	ACC	SS	policy regulation	language competence	
3) Velar por el rigor de los procesos de acreditación y verificación, consultando con las comisiones de las que se han dotado las universidades españolas para este fin, las Mesas Lingüísticas de la CRUE y ACLES, y respetando las decisiones de estas comisiones.	ACC	SS	assessment & monitoring	quality	requisite
4) Facilitar el reconocimiento entre universidades de los mecanismos de acreditación para el acceso a estudios, programas de movilidad y obtención de títulos.	ACC	SS	assessment & monitoring	quality	
5) Incluir en el SET el nivel de salida de los egresados debidamente acreditado y, en el caso de las titulaciones bilingües/plurilingües, hacer constar explícitamente la participación del alumnado en dichos itinerarios, con objeto de visibilizar el valor añadido del conocimiento de lenguas extranjeras.	ACC	SS	policy regulation	quality	
64) Ofertar cursos de idiomas para el Personal de Administración y Servicios en los que se aborden contenidos destinados a la mejora comunicativa para el desempeño de sus funciones: redacción de correos electrónicos, gestión de documentación específica (convocatorias, proyectos europeos, memorandos de entendimiento con otras instituciones, etc.), atención a alumnado extranjero, etc.	INC	PAS	training	language competence	course
65) Reducir las tasas para la formación en idiomas y en las pruebas de acreditación de niveles B1 o superior.	INC	PAS	financial	language competence	requisite
66) Promover la certificación de la competencia lingüística de los trabajadores en las propias universidades.	INC	PAS	assessment & monitoring	language competence	
67) Incluir la posesión de un nivel acreditado (B2-C1-C2) como mérito específico para la contratación de nuevo Personal de Administración y Servicios en las universidades y consideración de estos niveles en la promoción interna en determinados servicios (Vicerrectorado de Internacionalización, Oficina de Relaciones Internacionales, Oficina de información al estudiante, personal encargado de matrícula, de expedición de certificados y títulos, biblioteca y unidades similares).	INC	PAS	policy regulation	language competence	promotion
68) Priorizar al personal que tenga reconocido el uso de la lengua extranjera en sus funciones y que concurra a becas, cursos o programas de movilidad internacional gestionados por las universidades.	INC	PAS	policy regulation	language competence	promotion

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69) Facilitar la asistencia del PAS a los cursos de formación lingüística para la acreditación de niveles (preferentemente B2 o superior).	INC	PAS	training	language competence	course
53) Posibilitar la certificación de la competencia lingüística de los docentes en las propias universidades.	INC	PDI	assessment & monitoring	quality	
54) Facilitar la convergencia de las universidades españolas para respetar y reconocer la acreditación para impartir docencia en titulaciones bilingües/plurilingües certificada por otras instituciones de educación superior de nuestro país.	INC	PDI	policy regulation	quality	
55) Ofertar cursos específicos subvencionados, así como un servicio de apoyo lingüístico al profesorado que imparta docencia en lengua extranjera. Estos cursos estarán destinados a la mejora de las técnicas comunicativas y docentes del profesorado cuando impartan asignaturas no lingüísticas en la lengua extranjera (metodología, redacción académica, habilidades comunicativas, etc.).	INC	PDI	financial	language competence	support
56) Reducir las tasas para la formación en idiomas y en las pruebas de acreditación, preferentemente de nivel B2 o superior.	INC	PDI	financial	language competence	support
57) Incluir la posesión de un nivel acreditado (B2-C1-C2) como mérito específico para la contratación de nuevo profesorado y la promoción en la carrera docente.	INC	PDI	policy regulation	quality	
58) Aplicar descargas docentes en la carga del profesorado que imparta asignaturas no lingüísticas en una lengua extranjera.	INC	PDI	multilingual environment	method	support
59) Asegurar el compromiso por parte de los departamentos (y de los interesados) en mantener la docencia asignada en la lengua extranjera por un período mínimo de 3 años consecutivos.	INC	PDI	multilingual environment	quality	
60) Priorizar (o bonificar) al profesorado que imparta docencia en titulaciones bilingües/plurilingües y que concurran a becas, cursos o programas de movilidad internacional.	INC	PDI	multilingual environment	language competence	promotion
61) Proporcionar ayudas para la compra de materiales y recursos en lenguas extranjeras para el profesorado con docencia en itinerarios bilingües/plurilingües.	INC	PDI	financial	method	
62) Impulsar programas de revisión lingüística (de textos académicos, memorias, contratos, patentes, solicitudes de proyectos y cualquier otro documento resultado de la docencia, la investigación o la transferencia del conocimiento) así como acciones para mejorar las competencias en cuanto a la exposición oral y escrita para incrementar la producción y difusión internacional de la investigación.	INC	PDI	training	innovation	support



63) Establecer mecanismos de revisión de la calidad lingüística de la docencia y reconocimientos para la excelencia.	INC	PDI	policy regulation	quality	
45) Ofertar cursos de lenguas extranjeras subvencionados o, en su defecto, descuentos para el alumnado que se matricule en los cursos de idiomas ofertados por la propia universidad durante el grado.	INC	SS	financial	language competence	course
46) Ofertar “cursos cero” para el alumnado que vaya a iniciar grados bilingües/plurilingües o impartidos completamente en inglés en la universidad, en los que se proporcionen al alumnado las herramientas comunicativas necesarias para poder seguir las clases con total aprovechamiento.	INC	SS	multilingual environment	language competence	course
47) Reducir las tasas para la realización de pruebas conducentes a la acreditación de la competencia lingüística en una lengua extranjera, preferentemente B1 o superior.	INC	SS	financial	language competence	requisite
48) Priorizar al alumnado de las titulaciones bilingües/plurilingües que concurren al Erasmus+ estudios, el Erasmus+ prácticas u otros programas de movilidad.	INC	SS	multilingual environment	mobility	promotion
49) Ofertar prácticas de apoyo lingüístico por parte de alumnado que certifique un nivel C1 según el MCERL.	INC	SS	training	language competence	requisite
50) Fomentar la concesión de ECTS por superación de cursos de lenguas extranjeras de Centros de Idiomas universitarios <sup>13</sup> .	INC	SS	policy regulation	language competence	
51) Velar porque el alumnado extranjero participante en programas de movilidad, además de los cursos online obligatorios financiados por la Unión Europea en el marco del programa Erasmus+, tenga el soporte lingüístico necesario en la(s) lengua(s) oficial(es) de la comunidad autónoma, con cursos y horarios adecuados y debidamente subvencionados.	INC	SS	multilingual environment	language competence	support
52) Organizar tandems lingüísticos entre estudiantado extranjero y local y actividades de intercambio lingüístico.	INC	SS	media	language competence	tandem
42) Cursos específicos de comunicación oral para la atención telefónica, recepción del estudiante internacional, atención de profesorado visitante, etc.	TRA	PAS	training	language competence	course
43) Cursos para el desarrollo de la comunicación escrita: información académica a través de correo electrónico, documentación administrativa y académica en lengua extranjera, elaboración de material informativo sobre la universidad en lengua extranjera, contenidos web, etc.	TRA	PAS	training	language competence	course
44) Estancias en universidades extranjeras para observar y colaborar en las tareas administrativas relacionadas con procesos de internacionalización	TRA	PAS	training	mobility	

Appendices

21) Analizar el perfil lingüístico, pedagógico y académico del profesor y definir el grado de competencia docente para establecer el nivel formativo dentro de dicho programa de formación.	TRA	PDI	assessment & monitoring	need identification	requisite
22) Seguir una metodología que se adapte a la construcción y transmisión de contenidos a través de una lengua extranjera.	TRA	PDI	multilingual environment	method	
23) Planificar cursos atendiendo a ámbitos formativos relacionados con lo que los profesores implicados en una enseñanza bilingüe/plurilingüe deberían saber:	TRA	PDI	training	need identification	course
24) Formación inicial y continua específica, tanto de carácter lingüístico como metodológico, para la docencia en lengua extranjera.	TRA	PDI	training	language competence and method	course
25) Observación del profesorado novel por expertos con rúbricas y otros recursos diseñados para este fin.	TRA	PDI	assessment & monitoring	need identification	
26) Mentorización de profesores experimentados en la docencia en lengua extranjera como estrategia de formación.	TRA	PDI	training	innovation	support
27) Oportunidad de realizar estancias docentes en universidades extranjeras para observar y participar en experiencias docentes internacionales y para la realización de proyectos docentes conjuntos.	TRA	PDI	training	mobility	
28) Formación permanente para formadores de profesores.	TRA	PDI	training	language competence and method	
29) Sistema de evaluación de la calidad para los programas de formación a nivel europeo que posibilite la acreditación y la movilidad.	TRA	PDI	assessment & monitoring	quality	requisite
30) Técnicas para el manejo del vocabulario y del discurso académico en el aula	TRA	PDI	training	innovation	course
31) Creación y utilización de materiales para la enseñanza en lengua extranjera	TRA	PDI	multilingual environment	method	course
32) Mejora de la producción oral y la pronunciación	TRA	PDI	training	language competence	course
33) Técnicas para la adaptación y/o explotación de material audiovisual original en lengua extranjera	TRA	PDI	multilingual environment	method	course
34) Técnicas para la adaptación y/o explotación de material escrito original en lengua extranjera	TRA	PDI	multilingual environment	method	course
35) Seminarios y acción tutorial en lengua extranjera	TRA	PDI	multilingual environment	method	

36) Estrategias para la gestión de la clase: modelos de agrupamiento y aprendizaje cooperativo	TRA	PDI	training	method	course
37) Estimulación del aprendizaje autónomo: el trabajo por proyectos	TRA	PDI	training	method	course
38) Elaboración de actividades y de tareas integradas	TRA	PDI	training	method	course
39) Estrategias para el andamiaje de la lengua y del contenido	TRA	PDI	training	method	course
40) Utilización de las nuevas tecnologías: programas y materiales en lengua extranjera, proyectos individuales o colectivos con estudiantes locales o con estudiantes de otros países, conexiones online con profesores o alumnos de otras universidades extranjeras, etc.	TRA	PDI	media	innovation	ict
41) Criterios e instrumentos para la evaluación del aprendizaje adaptados al aprendizaje integrado de contenidos y lengua extranjera.	TRA	PDI	assessment & monitoring	method	
i. acerca de la enseñanza y aprendizaje de contenidos a través de una lengua extranjera	TRA	PDI	multilingual environment	method	course
ii. cómo actuar en situaciones de enseñanza y aprendizaje con estudiantes internacionales	TRA	PDI	multilingual environment	method	course
iii. cómo transmitir valores interculturales	TRA	PDI	multilingual environment	method	course
14) Cursos de formación en competencia en comunicación oral y escrita.	TRA	SS	training	language competence	course
15) Cursos de formación en lengua extranjera específica de las asignaturas que se imparten dentro de un programa bilingüe/plurilingüe.	TRA	SS	training	language competence	course
16) Cursos de pronunciación.	TRA	SS	training	language competence	course
17) Curso para aprender a comunicar ideas de manera clara y efectiva.	TRA	SS	training	method	course
18) Curso en comunicación multimodal (recursos verbales y no verbales).	TRA	SS	training	method	course
19) Cursos de inmersión lingüística.	TRA	SS	training	language competence	course
20) Cursos complementarios de formación lingüística en el extranjero.	TRA	SS	training	language competence	course

