# CLIL4ALL Best Practice Guide

The **ROADMAPPING** framework, developed by Emma Dafouz and Ute Smit, is tailored to support the complex dynamics of CLIL environments. It addresses various dimensions essential for successful CLIL implementation. In the following document, findings and recommendations based on this framework from the five project partners of the CLIL4ALL project (Jean Monnet University, University of Cordoba, Karelia University of Applied Sciences, HAN University of Applied Sciences, Technical University of Applied Sciences Wildau) are laid out.

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<u>Findings:</u> The findings below describe the history and current status of CLIL at the partner universities. They are both prescriptive and descriptive in parts and aim to provide a general impression of the development of the partners' CLIL narratives whilst including some recommendations for those universities wishing to find out more about the CLIL process in higher education. In this text the foreign language (FL) is generally considered to be English, reflecting the present reality in the higher education landscape in the European Union. The term national language refers to the dominant language of any specific partner university. Of course, depending on the context these findings may be relevant to any combination of foreign and national languages.

Quotations from the different partner universities are inserted in this text. The reader is advised to consult the individual longer documents provided by each partner institution for more content or information.

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## Role of English (international communication, diversity, job opportunities, networks, bilingualism, multilingualism)

The ROADMAPPING reports from the five universities involved in the CLIL4ALL project indicate that an ideal linguistic background for introducing a CLIL programme is provided when English is regarded alongside other languages as a useful tool for internationalisation and enhancing the intercultural competences of students and staff. As Cordoba states, 'the main motivations … include, among others, the interests of institutions in attracting international students, promoting the international mobility of students and teaching staff, and offering future graduates the opportunity to develop linguistic and communicative competence in English in order to improve their job opportunities in an increasingly

globalised environment'. The Framework Document on Language Policy for the Internationalisation of the Spanish University System identifies the 'students' linguistic ability… to enrich their professional profile' as a driving factor.

Cordoba identifies three aspects of internationalisation: first the 'obvious' one of the number of students and teachers travelling to and from the university; second the 'invisible' one of the quality of publications; third the 'necessary' one of collaborative professional and research networks. These criteria might, however, apply less to universities of applied sciences than to the University of Cordoba which prioritizes all three equally.

Although on the one hand FL-taught programmes are established to attract international students, there is also a local demand for such programmes. Cordoba points to the clear connection between primary, secondary and tertiary levels of regional or national education. There are a total of 1,250 bilingual and plurilingual primary and secondary schools in Andalusia which obviously provide candidates and create demand for Cordoba's bilingual degree programmes. This 'home grown' plurilingualism contrasts starkly with the situation of the TH Wildau, where professors (see the Practices and Processes section below) describe the challenges created by large blocs of international students and low numbers of local students.

Across the partner universities, the status of English differs according to the wider national context. In the Finnish context there are two national languages, Finnish and Swedish, providing a fruitful basis for a multilingual educational environment. Karelia reports that students who have completed their secondary education in Finland need to show their skills in both national languages as part of their Bachelor's studies. Karelia regards English as 'one of the key languages of multilingual Finland', quoting a 2023 report, suggesting that for young people, English is not just a tool of internationalisation, but of promoting multiculturalism and diversity in their home country. Interestingly, English is seen as a means of internationalisation beyond the country on the one hand, and within the country as a tool for cultivating greater multiculturalism and diversity. The UJM team describes a movement diametrically opposed to multilingualism in the French instance of "cultural exception", which under French law limits the use of English in French companies. This reaction highlights the need to deal with all languages sensitively and respect a country's language(s) so that no sense of linguistic imperialism is nurtured. In terms of institutional acceptance, it is important that English should not be seen as marginalising other languages. In 2023-2024 Cordoba drew up the new Plan for the Promotion Plurilingualism at the University of Cordoba to which 346 professors have been assigned. 132 of those teach in English. These examples of Karelia and Cordoba indicate that even though bilingualism is in itself an ambitious goal the logical development seems to be to go beyond bilingualism to plurilingualism to encompass genuine diversity. This development would refute those arguments that claim, with some justification, that the dominance of English transporting Anglo-American culture is the very opposite of diversity. This notwithstanding, it is generally recognised that graduates require international competences and that knowledge of international languages is one such competence. As HAN shows, when regional/national employers prioritise these competencies, a climate is created where foreign- language programmes are regarded as desirable or even necessary.

The important role played by English across all the partner universities is not limited to teaching but extends to international projects dedicated to research and development and is interwoven with publishing activities and the cultivation of networks between European/international partners. Karelia, for example, is seeking to enhance international cooperation in research, development and innovation at a global level and is part of INVEST, a European university alliance, where joint studies and programmes are developed and offered with seven partner universities.  English is used widely across

the partner universities in administrative functions to ensure accessibility for those students or guests who have no or little command of the national/local language. This is normally incorporated into the university recruiting policy i.e., the requirement of a certain level of language proficiency from applicants for administrative positions.

Partners are at different stages of drafting a language policy, which is generally recognised as creating the institutional framework for CLIL. At some partner universities there is a language policy drafted for the entire university, such as the TH Wildau, and at Saint-Étienne and HAN this is delegated to university institutes or schools. A language policy can have a variety of goals, one of which may be to make institutions largely or fully bilingual. Often specific areas of the university are identified as starting points when an additional language is introduced: Updating/translating the website, increasing FL-taught content courses, recruitment of new lecturers and researchers. Rarely are partner universities 100% bilingual, for various reasons. Often, as in the case of HAN, English is regarded as an additional language.

Foreign languages have different statuses between different departments or faculties within the same university, reflecting the discipline-specific role of English or other languages. In some cases, the use of languages such as English has become the normal or preferred medium of research and instruction. In others this is not the case. The dominant role of English in the world of academic publishing can make it attractive for lecturers to use American textbooks and to teach in English. In some cases, the use of such textbooks, generally regarded as less abstract or theoretical and more practical and relevant doesin fact, change the teaching style or methodology of lecturers.

English-language literature is used in non-CLIL degree courses at HAN. HAN reports that approximately 15% of the literature used in their BBA programme is offered in English. HAN is also an example of an institution with a relatively low level of CLIL activity, with just one department, the School for Organisation and Development, involved in the CLIL4ALL project. The School has no international colleagues, no international research profile and being proficient in English is not a requirement for new recruitments of administrative or teaching staff. It is expected that involvement in the CLIL4ALL project will provide impulses to change the situation at this particular institution.

Whereas HAN does not demand any specific language level for student admissions, it is revealing that Dutch Business students realise the importance of English as a communication tool and participate in English-taught modules later in their studies, seeking an international career naturally seek out foreign-language programmes. So, even if the institution does not formally require language proficiency on admission, it is something that many students regard as an asset for their career development. As undergraduate students progress in their studies their career goal may become clearer and they may be seeking courses and skills that prepare them for starting their professional life. A command of fluent English directly related to their profession may be one of these skills (see Academic Discipline below). This situation contrasts starkly with that of the TH Wildau, where high numbers of international students are admitted to the university's English-language degree programmes, whereas local students from the regional monolingual environment of Brandenburg do not generally recognise the need to communicate in a foreign language and are therefore less willing to participate in FL-taught programmes.

English plays roles of varying importance in different professions and situations around the world. Cordoba points out that 'the professional employability is a factor that must be taken into account prior to the decision on what type of studies have to be offered through a foreign language'. It is therefore important to consider the role of particular languages in specific professions when introducing specific modules or degree programmes. In other words, to what extent it is natural and

appropriate to discuss subjects (such as international finance) in a particular language. (See interview on the clil4all.eu website with a TH Wildau finance professor discussing this point).

### Academic Discipline (Genre, discipline, academic proficiency)

The justification for a CLIL approach in higher education is that students acquire the specific vocabulary and ways of thinking specific to a particular genre and discipline, e.g., a management class teaches students to talk and think as managers do. However, mere exposure to content in a foreign language does not guarantee that the students will develop active academic proficiency in their spoken or written production. Cordoba refers to the inconclusive evidence on the impact of EMI on students' linguistic and communicative skills and reminds us that university institutions 'should pay special attention to the development of programmes that effectively contribute to students' foreign language development'. Collaboration between a content teacher and a language specialist serves to bridge the gap between everyday language fluency and academic/scientific proficiency in a specific discipline by raising awareness among the students not only of specific termini but also trains of argument linked to specific linguistic strategies, e.g., use of modal and non-modal verb forms in legal analysis. In other words, a CLIL approach trains students to present an argument that is accepted as correct or valid in a specific discipline.

At universities of applied sciences, academic literacy is directly aligned with future employability/career options. In other words, the practical applied approach of these institutions means that the course content and requirements are aimed at preparing graduates to apply their knowledge and skills to the genuine demands of large companies. At TH Wildau professors must demonstrate five years' professional experience before being appointed. In the Netherlands universities of applied sciences - in contrast to Dutch universities and university colleges - offer programmes that focus on the practical application of arts and sciences in professional contexts. Consequently, HAN's didactic approach specifically states as one of it pillars the 'development of practice-based competences … the direct application of theoretical knowledge in practice … the development of practical skills to cope with complex business challenges'.

HAN highlights the development of practice-based competences, emphasising the direct application of theoretical knowledge in practice over linguistic accuracy and formalism. Additionally, there is a focus on *integrality* (approaching problems from different perspectives, paying attention to the broader context of business issues) and on paying attention to the broader context of business issues within which language is acquired. In the Netherlands the national framework envisages that students are able to apply acquired knowledge and understanding in a professional manner appropriate to the discipline, solving problems in the field of the discipline.

At the partner universities, bilingual education takes different forms, ranging from degree programmes taught exclusively in English to single modules taught in English. In practice, courses can also be taught in the national language and incorporate a foreign language element or courses may be taught in both languages in the same programme with a focus on different aspects, e.g., theory in one language and practice in another, as Cordoba demonstrates.

At Saint-Etienne the focus is on hard and soft skills: communication skills (looking for a job, communicating with international colleagues) and specific business or technical skills (understanding and writing technical documents). The CLIL4ALL project inspired content and language teachers to jointly work on a business vocabulary list which contains the most common terminology of the field in English.

### Language Management (language proficiency levels, linguistic/methodological support, reward system, global policy)

Language proficiency is a hotly-debated topic in the CLIL process. Many would claim that B2 or even C1 should be a set requirement for students to study in English, others doubt whether linguistic proficiency in itself guarantees high-quality learning or teaching. One issue associated with language certificates as part of admission requirements is how dependable these documents are as experience shows that many certificates do not, in fact, reflect the true level of students' proficiency. In France, where those with their Baccalauréat are supposed to have English at B2 level, the standard varies greatly from student to student. Karelia also reports that although 'students in the English-taught programmes are required to show a proof of B2 level skills … the certificates or even the international language test results cannot always be trusted'. TH Wildau has experienced similar problems. Karelia reminds us that 'language proficiency needs to be seriously considered in recruitment to English-mediated programmes' for both teachers and students. This is an issue that should be considered not merely from a bureaucratic/administrative point of view at admissions but rather tested - at the latest - in the first weeks of any FL-taught programme.   If resources allow, it may be advisable to set up a system where applicants are tested individually to ascertain their true linguistic competence.

A number of supporting measures can be established to help students with linguistic problems such as English for Special Purposes courses embedded in the curriculum, courses offered by the language centre, and a programme where students at C1 level help other students specifically in their written work, as Cordoba demonstrates. The TH Wildau has several courses practising team-teaching involving close cooperation between content and language teachers working on materials and activities that try to scaffold or process the dense content to enable the students to (re-) act more actively in class.

There is generally little standardisation regarding language requirements for content teachers. For example, Wildau and Karelia require a minimum level of B2 or C1 when recruiting new personnel. Cordoba demands that lecturers certify a minimum B2 level (CEFR), with a commitment to reach C1 within three years of their inclusion in the Plan. At the same time, Cordoba reminds us that 'a certain degree of proficiency in the language means you have met standards that are closely related to specific linguistic tests, but not necessarily that you have the ability for specific use of the language in academic fields and for the transmission of knowledge'. Whilst a certain linguistic proficiency is necessary to teach in English, it is more important that the teachers are provided with support that is not merely linguistic but rather methodological/pedagogical and intercultural, especially in view of the heterogeneous, multicultural nature of international student groups in many FL-taught programmes. Cordoba's plan does not only focus on improving the linguistic competence of the teaching staff using a foreign language but also on fostering communication between those in charge of bilingual degrees and modules to improve coordination and respond to specific needs. Many CLIL lecturers involved envisage support programmes extending to three years as content teachers develop their skills in adapting to a new teaching environment, both linguistically and methodologically. Within this process observation visits serve to provide constructive feedback to professors and provide an opportunity for self-reflection. Cordoba uses the term 'personalized pedagogical counselling' for this process in which 30 teachers have participated since 2017. It has also been suggested that collaborating with visiting foreign teachers who are also content teachers may be of more value than with native-speaker language teachers.  At the same time, as most professors focus on the content of their lectures and tend to neglect language, the concept of *language awareness,* as practised by Karelia, may focus content-teachers on how to use language to best transmit their specialist subject.

For those professors not intrinsically motivated to teach in a foreign language and who may also struggle with the challenges of teaching in a foreign language, a transparent and generous incentive programme may prove useful to increase and maintain motivation and commitment. Saint-Etienne pays content teachers double the first year of teaching in English and 1.5 the following years. Cordoba rewards content teachers who teach in English by recognising their teaching load plus 50%, i.e., 8 hours of teaching officially count as 12 hours. This is an approach that TH Wildau professors would like to see implemented at their institution. Promotion at Cordoba also depends on a certain level of linguistic competence (B2,C1,C2), as a way of  encouraging ambitious colleagues to improve their proficiency.

Almost as important for international students as the classroom experience is the general experience of interacting with the administration, whether that is the admissions' office, examinations' board, accommodation office, etc. as these are often the first point of contact for external students. Again, it not merely a question of demanding a certain level of English proficiency from the administrative staff, rather it means ensuring that such staff are equipped with the appropriate communication and intercultural skills to successfully interact with international students. Although Karelia does not have an official language strategy or policy, its Accessibility Plan highlights the importance of communication in English. As at TH Wildau, Karelia's primary language dominates 'and it may take some time for all documents and announcements to be translated into English. However, Karelia is putting more effort in improving its services for non-Finnish-speaking students, staff and partners'.

Cordoba pays special attention to improving the linguistic competencies of administrative and services staff, 'especially for personnel who are in contact with the university's foreign community or with internationalization actions'. This includes a language requirement for promotion and new entry positions. Again, the focus here is on those who have 'recognized use of a foreign language in their functions' rather than demanding that all staff attain a similar level.

It is important that international students studying in a foreign language are required to learn the national language for their own benefit and to be able to integrate into the local environment, as Karelia and others demonstrate. Karelia offers more than 15 ECTS of Finnish as a second or foreign language to ensure their equal opportunities to employment in Finland.  The TH Wildau also incorporates German-language courses in their undergraduate business curriculum. As some students intend to remain in the host country and find employment after their studies this requirement also serves the career interests of the students themselves as well as the interests of the host institution and economic needs of the country at large.

In terms of language policy and introducing a (compulsory) foreign language, the tendency seems to be to offer students studying in the national language in a monolingual environment opportunities to expand their linguistic repertoire.

HAN's'Looking into the future' document aims to expand the integration of international competences into content courses so that the need for separate language classes will disappear. Lecturers will be prepared for teaching in English by participating in an international grant project and carrying out joint teaching.  It is an open question whether the process of integrating language and content at higher education means discontinuing separate form-focussed language classes (see discussion above on the need for form-focussed exercises in CLIL).### This may explain why some language teachers are suspicious or resentful of the CLIL approach which they may perceive as eroding the value of traditional language teaching. In reality the opposite may be true; CLIL may mean that content

teachers discover the importance of language in their teaching and reassess the value of language in communication and student achievement.

Across any one university one can find a range of linguistic offers. These variations may relate to the nature of the subject and the linguistic proficiency of the content teacher as well as the student composition and motivation. As Karelia demonstrates, programmes completely taught in English exist alongside Finnish-mediated bachelor-level programmes including English for Special Purposes courses as well as programmes where specific subjects are taught in English. Karelia offers internships and exchange studies abroad for such students. TH Wildau offers English-taught electives to those students in the German-taught Business Administration Bachelor programmes alongside identical German-taught electives. This approach adheres to the principle of freedom of choice in the CLIL scenario. Cordoba's Plan for the Promotion of Plurlingualism envisages extending the 30 credits in the bachelor degrees so that these are transformed into bilingual degrees. Cordoba's gradual and incremental approach to CLIL may well serve as model for those institutions who are contemplating introducing CLIL.

Cordoba points out that top-down decisions and bottom-up initiatives 'must converge at some point' and that a global language (within the university) is needed to recruit the right teachers, train and reward them properly. This global policy should be based on 'the principle of homogenity' and 'ensure that the right decisions are made, and adequate resources are provided to achieve quality teaching, and also to ensure sustainability'.

The distinction between EMI and CLIL is important and may determine the success or failure of CLIL initiatives. As Cordoba notes EMI, 'where language competence is not seen as being a primary objective, is more appropriate at primary and secondary level education' differs from ICLHE 'where there is an intention more or less explicit in promoting the improvement in the use of the foreign language'. In the context of the discussion above on linguistic entry requirements for students, it may prove counterproductive to demand a certain language level, e.g., C I, and subsequently discover that the students' level is, in fact, below this. A CLIL course should have the resources to deal with this discrepancy, whereas an EMI programme by definition will probably not be able to compensate for linguistic deficiencies. Continuous assessment in the first semesters of the programme may help identify initial issues before they become more serious at a later date and undermine students' academic performance.

Cordoba considers in some depth the connection between language and content areas, assuming that 'the transmission and manipulation of content is strongly determined by the achievement of a solid command of academic language. Therefore, collaboration between these two areas seems fundamental for the achievement of learning objectives'. This collaboration should prevent the negative effects of 'learning content in isolation'. This insight returns us to the debate about incidental and formal learning and paradoxically to the development of EMI that is regarded as a method of acquiring language proficiency without the focus on linguistic formalism which still dominates language teaching classrooms. The balance between content and language is a delicate and interconnected one, with the former being the driving force in the CLIL dynamic but the latter being critical at various times for various actors.

What are the areas in which language teachers might best support the content teacher? Cordoba identifies managing academic functions of language, discursive genres or handling textual typologies, including pedagogical support. Accepting the fact that L2 is not L1, a fact that many content teachers simply ignore, calls for a different methodological apparatus that involves strategies and activities for the transmission and manipulation of academic material. At the same time this cooperation is

designed to foster a learning community where colleagues review each other's work and seek solutions for common problems.

Although universities enjoy a substantial degree of autonomy it may be useful for regions or countries to establish common guidelines, objectives and procedures that apply to all universities. In 2017 the Board of Rectors of Spanish Universities (CRUE) published a document in which the main objectives were to organize shared initiatives and to apply homogeneous criteria in order to promote linguistic internationalization in Spain. In the wake of this, three dimensions were dealt with; accreditation, training and incentives. The resulting recommendations 'need the overt backing and the coordination from those more directly involved in decision-making at the universities'. These common sets of guidelines have led to an increase in English-taught programmes, highlighting the need for a coherent framework to accompany the CLIL process.

Finally, the success of any CLIL project relies on governance in terms of defining the objectives or foreign language taught programmes, drawing up a clear language policy, informing all stakeholders involved and selecting appropriate initiatives and strategies. The profile and performance of teachers and students is decisive for the understanding and manipulation of academic content. As TH Wildau professors have already noted, the level of complexity may limit the transmitting of academic content both in terms of sender (the professor) and the receiver (the students). Consequently, the former need to be equipped with linguistic and pedagogical skills and the latter with linguistic and academic skills.

### Agents (EU Commission, ministries, college presidents, rectors, programme directors)

As Cordoba observes, on the European level it is the European Commission that has provided recommendations and initiatives that have encouraged 'the multilingual and intercultural dimension in higher education'. Nationally, the Spanish Ministry of Education, Culture and Sport Strategy drafted a document in 2014 setting out measures to increase the number of bilingual Bachelor and Master programmes. This aligns with the Strategic Plan of UCO as well. Over the last ten years the Governing Council has been involved in the Program for the Plurilingualism Plan of the UCO.

Although many EMI or CLIL initiatives are started by individuals or small groups, they can ultimately only be successful if they are supported by university policy and national policy, supported in turn by EU policies. At TH Wildau the language policy is anchored in the university wide internationalisation strategy. At Karelia the language policy is incorporated into the university policy and overseen by the President of the university, rectors and managers and also implemented by the staff of Student Services, International Affairs and Library Services. Student Welfare Officers dedicated to students' well-being are an extra asset that can ensure the success of international students (and deal with questions/issues that otherwise professors may reluctantly have to deal with). Karelia has two Student Welfare Officers that support Finnish and English-speaking students. The International Office at TH Wildau provides a similar service for international students.

At Saint-Étienne the vice rector of Education and Internationalisation prioritised the topic of incoming students and the CLIL programme, asking all institutions to increase active international student recruitment as well as the implementation English-language programmes. The increase in English-taught courses is also related to Erasmus+ programmes which have been conducted at the university and the networks which were established. Unfortunately, at Saint-Etienne these initiatives have not been anchored in the curriculum and have largely disappeared. Nevertheless, individual teachers have been able to keep some programmes going due to their persistent commitment to FL teaching.

Each IUT at Saint Etienne manages internationalisation and the language policy under the direction of the Head of the International Office. The head depends administratively on the UJM General International Office. The Vice-President together with the Managers of Education are jointly responsible for educational development and activities. An administrative staff supports the two International Offices. The dual service of International Relations and Languages is composed of 4 people, two teachers and two administrative staff, all of whom are involved in the CLIL programme.

At HAN those seeking to offer English modules, semesters or even larger parts of a programme have to apply for official permission. The management board of the school makes decisions based on feasibility, costs, workload and goals of the programme. These initiatives can be supported by the Language Centre of HAN.

In preparation for introducing CLIL Cordoba reminds us that all stakeholders involved (university management, students, and teaching staff) should clearly know the needs and challenges that the university will be facing as a whole, adding, 'detailed and clear information is an obligatory element and the information must flow in a multiple direction'. Staff and students may be 'suspicious of these incentives since their first concern is the degree of additional difficulty that conveying and receiving instruction in English entails'. Emphasizing the 'enriching component of this type of teaching' and that 'additional effort can be mitigated' is important at this stage. In 2012, the University of Cordoba asked their teaching staff if they would be prepared to participate in English-taught programmes, followed up by a questionnaire. This then shaped the resulting policy. It may be noted that many institutions first develop a policy that staff are then expected to follow. Cordoba's model may be well worth adopting where a consultation process takes place before policy is formulated.


### Practices and Processes (cultural norms, language switching)

At Saint Etienne and Roanne in France, English is taught in all the bachelor programmes and in almost all six semesters. The drive for integration runs throughout the CLIL process, encouraging programme directors to collaborate with each other as well as with professors from partner universities to participate in programmes.

A common criticism of FL-taught programmes in the literature is that the quality of teaching may suffer. Cordoba's report claims that 'purely conceptual learning can be reduced' in the CLIL context, however 'what is learned is consolidated in a better way … there is no impairment of essential learning objectives and … the objectives of a competent nature increase exponentially'. Especially for universities of applied sciences this may prove to be a benefit rather than a disadvantage.

CLIL often involves international students. However, many CLIL programmes involve professors and students who share a common native national language (not English) and chose to teach and study in a foreign language (for reasons listed above). This may make the process considerably easier as everyone involved shares both culture and L1, providing for fewer cultural and linguistic challenges. This scenario obviates the requirement for institutional support at higher levels. Some TH Wildau professors commented that international groups comprising various distinct blocs of students can make teaching more difficult and decrease the level of interaction across the group as a whole. This may lead to misunderstandings between these groups and the lecturer. Karelia, in contrast, indicates that due to the student diversity 'it is quite difficult to make cultural adaptations in Karelia's degree programmes'. So, the question is how to regulate the composition in international student groups: if there are more than a dozen nationalities in a classroom how realistic is it to focus on individual

cultural differences? In contrast, a small number of large blocs of international students constituting autonomous groups seems also to inhibit cultural exchange.

If student numbers are increasing there is 'less possibility to provide individual feedback and scaffolding during the learning process' (Karelia). A common solution (not restricted to Karelia) is to use flipped-learning where 'students are expected to prepare themselves in advance for group discussions and problem-solving activities in class'. This is seen as part of 'a pedagogical plan (where) students are introduced to new methods in stages'.

Some TH Wildau professors admitted to a reduction in teaching quality in terms of their own ability to elaborate on content topics and the academic level of some international students. One professor commented that since the students are actually attending a German university it is tempting to assume that they are familiar with the requirements of such institutions and (should) meet these institutional expectations. This, however, is seldom the reality for those who have just arrived in the host country, even for those in later semesters. This may result in the students withdrawing from classes, either psychologically or physically (or both), and requiring psychological problem-solving skills which professors feel they lack. Cultural issues may relate to expectations regarding giving feedback (face-saving strategies), class participation (active versus passive) and students claiming the right to be treated differently to other students and ignoring established class and institutional rules, pleading exceptional circumstances. This experience faced by teaching staff at the TH Wildau is echoed in the Karelia report that criticises not only the insufficient language proficiency of students studying in English but also 'different cultural orientations, teaching and learning philosophies and communicative styles (that) create challenges in both on-campus and online courses'. Karelia pinpoints this challenge when saying, 'It can come as a surprise for students that in order to pass courses they additionally have to study independently without teachers' supervision', in particular 'scheduling group work or self-study assignments' are difficult issues. TH Wildau also reports challenges with international students managing their own groups and competently allocating assignments to group members in a coherent fashion.

It seems that in the face of international diversity the natural reaction is to fall back on the institutional environment in which one operates. Karelia comments that in the face of cultural diversity, 'the principles and norms of the university, including the Degree Regulations, are introduced and observed'. This is true of the TH Wildau as well. The tension between the dominant cultural norms and resulting prevailing regulations of the host institution and the cultural diversity and diverging expectations of international students seems to be unresolved. This may explain the under-performance of some international students and is deserving of more attention and more imaginative solutions.

Concerning team-teaching, many professors welcome the contact with another teacher and the resulting feedback. However, in a very specialised subject the language teacher may be overwhelmed by the complexity of the academic content. It is, however, not the role of the language teacher to replicate the role of the content teacher, rather he or she should focus on the interaction between the content teacher and the student group As language teachers often have a fundamentally different approach to learning their perspective may bring fresh ideas to transmitting content. At the same time, language teachers may profit by dealing with new content and applying their skills to the navigation of authentic material. HAN is an example of where English-language teachers have gained more knowledge of international business administration by cooperating with content teachers in the CLIL4ALL project.

Collaboration between language specialists and content teachers may take different forms. Cordoba's language centre offers specific courses to students at B2 and C1 levels to develop their ability to understand and express academic content. The TH Wildau offers language courses that are run in parallel to content courses as well as ones which are integrated and co-taught by language and content teachers.

Cordoba offers priority linguistic support for those students going abroad as Erasmus+ students. Although many such students already possess a high level of proficiency this may be an example worth imitating to boost academic success for out-going students at host institutions.

Generally, TH Wildau professors prefer to stick to one language (the FL) to avoid the confusion of translating into one or more languages. Some have a pragmatic approach that allows individual students to use the national language (German) to clarify specific issues. Experience shows that in the course of the semester as students are gradually acquiring the academic language the need for switching declines and the target language becomes the natural, easier language. This is due not least to the fact that some Anglo-American terms are difficult or clumsy to translate into the students' L1 (see online interview with Stephan Trencsik, TH Wildau).

Of course, a CLIL element may be the result of more than one-year language preparation. At HAN students in their third year work intensively with a partner university in Hungary, collaborating virtually with their peers on joint assignments using English as the language of instruction and acquiring intercultural competencies.

Cordoba's Plan for the Promotion of Plurilingualism offers teaching staff training on specific methodologies aimed at improving that ability to transmit content through a foreign language including didactic strategies in English Medium Instruction and materials development for CLIL. These training aspects, particularly in the area of methodology, may well prove to be a fruitful area of exploration.

Cordoba also promotes the idea of peer observation among lecturers which is flexible and confidential. The TH Wildau is also working towards establishing small workshops to enable lecturers to share experiences of teaching in English. These initiatives aim at breaking down the isolation and anxiety that many lecturers experience when teaching a FL module and create a space for sharing experiences and good practice.


## Internationalisation and Glocalisation

CLIL in higher education is often motivated by a drive towards or response to internationalisation. The internationalisation process is understood as not simply attracting foreign students in order to create an international campus and fill gaps in the home university's classrooms. It means that teachers need to cooperate with each other within the university and to invite international professors for teaching visits and/or integrate teachers from outside the university. At HAN students carry out research for Dutch companies planning to do business abroad, developing their international business awareness and intercultural adaptability. Under the auspices of the CLIL4ALL project, HAN students were involved in a shark project with Finnish students and are involved in a BIP project with the partner university from Pécs. At HAN internationalisation involves introducing international aspects to the curriculum, guest lectures, (virtual) collaborations, joint projects and studying for a semester at a partner institution.

As Cordoba observes, internationalisation also affects elements of the local university in terms of the internationalisation of the curriculum and the enhancement of the professional and academic profile of the students. At the same time, Cordoba is strengthening the offer of teaching Spanish as a foreign language and in the field of Spanish for academic purposes. This aspect of internationalisation can counter impressions that one language is dominating the agenda as the language of the home institution is upgraded to deal with the influx of international students for whom this language is a tool both for integration into the home institution and possible career advancement. The vice-president of the TH Wildau observed that the CLIL experience also encompasses international students studying in German, where these students have been underperforming, and this aspect of internationalisation deserves proper attention.

Naturally, there are formal issues that can be disadvantageous. One issue that can impede internationalisation for universities of applied sciences is shorter two-year programmes that render stays abroad more difficult. This problem has been solved by St. Etienne with the creation of a one-year degree to enable students to pursue an international experience after their two-year degree. Their new three-year technical bachelor degrees have opened up new possibilities for internationalisation, allowing students to spend one or two semesters abroad.

In the French case the focus of internationalisation has traditionally been North and Sub-Saharan Africa, as promoted by the French Ministry of Foreign Affairs. Five years ago, this was refocused towards Europe and Asia with the development of English-taught study programmes. At the other end of the spectrum, the experience of HAN in the Netherlands shows that with incoming students exceeding 25%, the system is experiencing pressures and in certain English-language programmes access for Dutch students could be limited. This has consequences for the quality of education and in 2023 the Minister of Education called for a pause in international student recruitment. Internationalisation needs to be considered within and adaptive to the national context of wider social and political developments in order to avoid feelings of resentment and institutions being overwhelmed. This reinforces the need for institutions to coordinate and plan their internationalisation strategies, matching available resources to incoming demand. These resources it should be noted are not simply the classrooms and lecturers available but all the amenities that international students use and share with domestic students. If these resources experience relentless pressure and lack of resources over time, then some form of backlash is to be expected.

A buddy programme operating at partner universities is one way to incorporate home students in the internationalisation process, providing them with an opportunity to improve their language and intercultural skills. Simultaneously, it offers international students the opportunity to informally become familiar with the host culture and institutions. It is worth considering whether home students should be rewarded in some way (credit points) for playing the role of buddy as some partners experience difficulty recruiting home students for such a programme.

In order for international students to perform at least as well as national students, it is important that the university administration is able to interact with them by employing linguistic and cultural competences themselves. As mentioned above, it cannot be assumed that international students are familiar with the institutional procedures that are in place. Therefore, administrative staff must also be able to explain the process and procedures that international students must follow. Many international students may be unfamiliar with such processes and be bewildered by their complexity. As one TH Wildau professor suggested, a contact person for international students could bridge the gap between international students and institutional actors (admission office, examination office,

examination board, computer centre) and deal with issues as they arise. This service should encompass all aspects of international students' experience.

## Recommendations: Q and A.

*Does my institution have to draw up a language policy before introducing a CLIL programme?*

A language policy is an instrument to align all the separate areas of a university to agree on the roles of different languages, even if there is in fact only one dominant language and other languages (including English) are used in specific areas of the university in a limited way. Alternatively, there may be cases where bilingualism is operating, where two (or more) languages are used everywhere by everyone for everything. In reality, many universities are somewhere between these two poles with many staff members feeling more comfortable communicating in their native language. It is recommended that key areas of the university landscape, particularly those with which international students interact, are able to conduct these interactions in a linguistically efficient and culturally sensitive manner.

So, it is neither necessary nor realistic to expect a language policy to be in place before introducing foreign-language taught programmes. Indeed, introducing the CLIL model may initiate a process that eventually leads to the formulation of a language policy that aims at bilingualism / multilingualism and in turn extends the CLIL initiative to include more programmes and faculties. This has been the case at the TH Wildau.

Expanding bilingualism to plurilingualism may be a more enlightened approach to introducing FL-taught programmes as one highly valued language is not placed above the national, local language, which may be regarded as having less value; rather a range of languages are promoted each with their own value.

*How do I know if my institution is ready to introduce a foreign-language taught module or programme?*

If colleagues are involved in international exchanges, networks and partnerships and your university is inviting international students to study in a foreign language and if there is already a mobility process underway, then your institution may be well placed to introduce a foreign-language taught programme. Another consideration is the general attitude toward this new language: Do most members of staff have a positive attitude towards the language, embracing it as a means of exploring internationalisation and diversity? Or do they resent the intrusion of this language, regarding it with suspicion and anxiety? If there is a core group of the former, then introducing a foreign language taught programme should be successful. Introducing a FL-taught programme is in itself a step towards internationalisation and creating a partly bilingual campus as it sends out messages and stimuli that can ripple throughout the institution.

*What areas of the university need to be English-speaking to ensure the success of international students?*

Remember that students need to interact with the international office, the admissions office and maybe the examinations board, among others, in the course of their studies. Therefore, it is important that at least one staff member in these departments is communicatively equipped to successfully interact with international students. It is important that they can explain how the procedures operate and in what sequence. The best scenario, of course, is a member of staff that has experience of

universities outside of the institution they are working at. The TH Wildau has an internationalisation officer in one of its faculties who supports international students and liaises with relevant stakeholders. Furthermore, relevant parts of the website and specific documents need to be available in English for international students to access the information they require e.g., computer centre, not simply the information related to the degree course.

*Do content teachers need to have a certain linguistic standard to participate in an English-language programme?*

Generally, the partner institutions require B2 or C1 levels of teachers and students. However, professors teaching in a foreign language rarely require linguistic assistance (communicative fluency), rather they may benefit from improving their intercultural skills to deal more effectively with international students and expanding their methodological skillset as they adapt to transmitting content in new formats. The mistake may be to see language proficiency as a requirement and something static and complete, rather than viewing it as a starting point and the basis for an unfolding process. It may be more useful to focus on supporting content teachers in the first years of teaching in a foreign language, concentrating on the specific academic discipline within which the individual lecturer operates and the interaction between content and students in terms both of methodology and intercultural awareness. The focus then shifts from language proficiency to communicative competence, the latter being something that is constantly evolving.

*Should content teachers be rewarded for teaching in a foreign language?*

In some cases, content teachers are rewarded for teaching in a foreign language, either financially or in terms of recognition of extra teaching hours. It is important that the incentive system is generous, transparent and fair, otherwise it may prove to be counterproductive.

*Do I have to introduce a module or course exclusively taught in the foreign language?*

No. There are variations that include teaching one part of a module in one language (e.g., theory) and another part in another language (e.g., practice). Or the other way around. Alternatively, your institution can start by introducing specific modules within a programme and expanding these over time. Start small and expand as the situation allows.

*How can the university ensure that international students actually have the academic or linguistic proficiency that their documents or certificates claim?*

Many universities find this a difficult issue. The academic level that some international universities claim may vary significantly from that of a European university. It is rare that the host university would have the resources to individually monitor the linguistic or academic standard that applicants possess when applying for a place. One solution may be to provide extra classes in the first semester(s) to bridge the gap between the programme's requirement and the actual academic or linguistic level of some international students. This is a situation where language teachers might collaborate with content teachers, where English for Specific Purposes or Academic language courses may be offered, either within the programme of the faculty.

*Can a university have too many international students?*

If there is a continuous increase in international students it is important for the university to focus not just on teaching capacity but to consider broader issues such as accommodation and amenities that affect all students and may lead to some frustration or resentment of a perceived flood of non-national students causing the infrastructure to burst at the seams. The Dutch concept of

'Internationalisation in balance', as practised at HAN, encapsulates this approach. The programme director may also consider separating large blocs of students from one country or continent across different classes or groups. Teachers may also insist on students working in heterogeneous groups so they do, in fact, develop intercultural skills and not allowing them to form group comprising students from one cultural background/language.

It may also be useful to have regional bilingual secondary schools that can supply the university with local candidates for their degree programmes to ensure a balanced group of local and international students.

*What are the language skills that students need?*

In the higher education scenario, the standards that secondary schools demand of language learners are of little relevance; to a large extent at third level students are *users* rather than *learners* of a language. The key at third-level education is linguistic proficiency as determined by the subject that is being taught (see academic discipline above). This involves not only key vocabulary but ways of arguing and reasoning as exercised by professionals in the field, be they chartered accountants or engineers.

*Do we need to have a designated contact person for international students?*

To ensure the success of international students it is advisable to have a contact person who is familiar with all the administrative and academic aspects of the home institution, ranging from accommodation to enrolment to examination procedures. This person should also have proven cultural sensitivity in dealing with young students who come from a distinctly different culture and may initially misinterpret many aspects of their new, and perhaps daunting, environment. From a cultural point of view it is important to explain to foreign students what the university will (and will not) do for them but also what the university expects them to do. It is crucial that expectations from both sides are clearly formulated and understood. Traditionally, for example, in Germany undergraduates have been older, more mature and self-reliant than in other countries. Consequently, international students at a German university may be neglected or disoriented in this environment.