



UNIVERSITY OF LATVIA
FACULTY OF EDUCATION, PSYCHOLOGY
AND ART

**FOREIGN LANGUAGE STUDIES IN THE
CONTEXT OF HIGHER EDUCATION
INTERNATIONALIZATION**

Promotion to the degree of Doctor of Pedagogy

Author: **Anna Stavicka**

Scientific Adviser: **Indra Odiņa**, *Dr. paed.*, asoc. professor, University of Latvia

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Table of Contents

INTRODUCTION	1
1. Conceptualizing Internationalization: Theoretical Perspectives	24
1.1 Main Concepts within the Internationalization Perspective	25
1.2 Research Trends and Perspectives within the International Dimension in Higher Education	30
1.3 The Impact of Globalization and Internationalization on Higher Education	44
1.4 Types of Internationalization, Rationales and Strategies for the Internationalization of Higher Education	46
1.5 Conclusions	56
2. English as a Global Language and a Lingua Franca for the International Higher Education	59
2.1 Approaches to the Explanation of the Spread of English	61
2.2 Factors Affecting the Spread of the English Language	69
2.3 English as the Language of Science	73
2.4 Towards the Multilingual and Multicultural Learning Space	76
2.5 The Place of Languages in the Internationalization of Higher Education	83
2.6 Conclusions	86
3. Languages within the Curriculum and Faculty Staff's Professional Development for the Development and Implementation of International Curriculum	89
3.1 Conceptualizing International Curriculum	89
3.2 Faculty Staff's Professional Development for the Design and Implementation of International Curriculum	100
3.3 The International Dimension in the Professional Development of Faculty Staff	105
3.4 The Role of Languages within the International Curriculum and Professional Development of Faculty Staff	110

3.5 Conclusions	123
4. EMPIRICAL RESEARCH	125
4.1. Research Design	125
4.2 Research Stage 1: Case Study	127
4.2.1 Research Context and Research Methodology	128
4.2.2 Research Findings and Discussion	132
4.2.3 Implications for Further Research Implementation	139
4.3 Research Stage 2: Questionnaire Survey, Focus-Group Discussion, Documentary Analysis	141
4.3.1 Research Context	141
4.3.1.1 Introduction: Country Overview	
4.3.1.2 Language Policy in Latvia and its Implications for HEIs	145
4.3.2 Research Methodology	148
4.3.3 Research Findings	155
4.3.3.1 General Background of the HEIs and Statistical Data in terms of the Volume of the Implementation of the Internationalization process	
4.3.3.2 Language profiles and language practices of HEIs	162
4.3.3.3 HE Policies and Strategies in the Implementation of the International Dimension, Internationalization Support Mechanisms	175
4.4 Narrative Analysis	179
4. 4.1 Research Methodology	
4.4.2. Research Findings	184
4.4.2.1 Conceptualizing Internationalization	
4.4.2.2 Narrators' International Experience	188
4.4.2.3 Languages Issues within the Internationalization Perspective	201
5. Language Studies Within the Higher Education Internationalization Perspective: Findings, Implications for the Latvian Higher Education Sector and Recommendations for the Elaboration of the Language Study Implementation	217
5.1 Typology of Linguistic Scenarios within HEIs	218
5.2 Recommendations for the Elaboration of Language Study Implementation in Latvian HEIs	226
CONCLUSIONS	235

REFERENCES	241
LIST OF TABLES AND FIGURES	253
LIST OF APPENDICES	254

INTRODUCTION

Research Topicality

The development of the common European Higher Education Area and the internationalization of higher education have led to challenges many higher education institutions (HEI) have never encountered before. Internationalization of higher education affects the processes linked to higher education provision, implementation, management, etc. at all levels. As a consequence, every single individual involved in these processes has to both consider and find solutions to problems or challenges rooted in the change of the educational paradigm and the transformation of higher education.

The evolving educational paradigm takes roots in significant changes in the political, economic, etc. systems of Latvia, first due to regained independence of the Latvian state and the change of its ideological paradigm in the beginning of the 1990-ies, later due to the accession of Latvia to the European Union in 2004. Latvia has become part of the Bologna process concerning higher education, of the Copenhagen process which concerns vocational education and training; in 2009 the strategic framework for European cooperation in education and training (“ET 2020”) was adopted concerning pre-school, primary, basic, secondary, higher and vocational education in the EU countries. Introduction of the European Qualifications Framework (EQF) led to the opportunity to understand and compare qualifications awarded in different countries and by different education and training systems. All these developments are crucial contributors to the foundation and promotion of international education in Latvia.

The issues of internationalization of higher education and problems linked to it are one of the most topical research directions given the current goals put forward by and for the higher education both in the EU countries and worldwide (e.g. Altbach & Knight, 2007; Blight, Davis, & Olsen, 2000; Bowser, Jones & Young, 1995; de Wit, 1995; Van der Wende, 2007; etc.). Latvia is not an exception, as these issues are discussed, researched and promoted at state, institutional and individual levels (e.g. Blūma, 2013; Krūze, 2006; Koķe, 2006; etc.). Therefore, the necessity to study **the policies and practices which are undertaken by academic systems, institutions and individuals involved in the education process to cope with the global academic environment in the context of internationalization of higher education**

is apparent, as exploration and critical analysis of the existing practices is necessary to work out the strategy appropriate and effective for the local setting to cope with the processes of globalization and internationalization and to use their strengths and benefits for the development of the Latvian education system and the sustainable development of the Latvian state and the society in general.

The reasons for the internationalization of higher education are numerous. Among those most highlighted are the contribution of every single nation to a global economy and society, and the labour market need for the people educated to operate in international and intercultural contexts (Blight, Davis, & Olsen, 1999; Kenney & Mowery, 2014). The contribution of the international community to the formation and development of the knowledge society, exchanging, gaining and sharing global knowledge are viewed as other crucial objectives set for all the nation states.

Alongside the apparent benefits rooted in the internationalization of higher education, challenges and problematic questions are encountered at all the internationalization stages. The world practices provide brilliant examples of successful practices as well as introduce solutions to problems the involved parties face. Therefore, the urgent need to study, analyze and adjust these practices to local contexts is apparent.

Approaching the conceptions around and within the internationalization processes, the concept of language as one of the most crucial tools of international communication is highlighted. Basically, the issue of global language is central for all the processes linked to internationalization. According to Crystal (2003: 4), a crucial distinctive feature of a global language is that it has a special place in the countries worldwide regardless whether it is native or mother-tongue for the local people, as it may have few or no mother-tongue speakers at all in the particular community. It is crucial to explore the issues of languages (e.g. language practices and maintenance and/or promotion of particular language/languages in higher education institutions) in Latvia in order to identify the dominating languages and the levels of language proficiency in Latvia to define the language state with the view to work out the crucial strategic reference points appropriate for the context of Latvia to facilitate the successful higher education internationalization process, which defines the scope of the Doctoral Thesis.

The **research problem** is determined by the indispensable and urgent necessity to explore the potential and the actual state of internationalization process implementation in the sector of higher education in Latvia placing language issues (global and local language/-s) as the main research focus. In general, the **two major trends** within the higher education sector are crystalized, which might be rooted in HEI missions, visions and strategies among other factors explored in the framework of the thesis:

- **Preference given to an English-only or “English-as-the-dominant-language” environment**

Some HEIs at the institutional level, or even the whole nation states at the state level give preference to an English-only or “English-as-the-dominant-language” environment where English has become or is becoming the foreign language of choice, and where HEIs offer their degree programs in English. This strategy may be chosen for different reasons and a variety of purposes, which might be directly or indirectly outlined in documentation, etc. This choice might be well - planned and elaborated or it may also be a spontaneous decision made under certain circumstances. It may also be partly elaborated, as a particular HEI may have both strong and weak sides in the process of implementing the objectives set.

- **A revived and purposeful interest in local languages**

A revived and purposeful interest in local languages, their use (e.g. as the language of instruction in HEIs within a variety of scientific disciplines), maintenance, elaboration, dissemination and promotion of the correct usage, in other words, the appreciation of linguistic diversity. This aspect is now viewed as vitally important within the EU member countries when negotiating the reference points for the international dimension within the HE sector, as languages are viewed as complex issues comprising also cultural alongside with other elements.

At first sight, these new developments might seem contradictory. Moreover, both of them are mainly based on the ideologies dominating in particular settings or scenarios. However, this is not necessarily so, as the reasonable management of the situation based on the timely identification of challenges and issues to be addressed may ensure the reasonable balance and diminish negative consequences of the main ideological stance promoted within a particular setting or scenario. The case of Latvia regarding the language situation reveals **the potential for supporting the benefits of**

both the above-mentioned scenarios, but not necessarily excluding one of the options offered by the globalizing modern society. This stance is taken as the starting point for exploring the actual situation in the implementation of internationalization strategies in Latvian HEIs and serves as the position defining the scope of the thesis.

Other notions gaining topicality in the modern educational discourse alongside with the concept of linguistic diversity are the notions of multilingualism and multiculturalism. The apparent characteristics of a multicultural society, stating that it is distinguished by a plurality of cultures, leads to the necessity for all the members of this society to deal with different signification systems. Different systems of meaning-making result in different life structures. “Unlike a culturally homogeneous society, members of a multicultural society do not share a common substantive vision of the good life, and disagree about the value to be assigned to different human activities and relationships” (Parekh, 2005: 13). Therefore, one of the major objectives set for education within the dimension of multiculturalism is educating members of this society for successful and efficient functioning in this society. The consideration of this dimension within the higher education curriculum planning should become the general practice, as “almost all societies today are multicultural - some, no doubt, more so than others” (Ibid.).

Multilingualism is one more crucial concept in view of the focus of the thesis, as multilingualism and the mobility of labour are the two aspects actively promoted at the EU level. The world experience reveals that modern education is capable of organizing the appropriate environment for the development of competence in at least two foreign languages upon a number of conditions (Phillipson, 2003: 63). Latvia reveals the potential as well as provides the example of successful practices in a number of activities (e.g. bilingual education, etc.). To expand on the “stories of success” and to mark the examples of good practice, Latvia as a representative of “small” countries (alongside with, for instance, Nordic countries) can boast a significant development – already at secondary school level, schoolchildren generally gain competence in at least two foreign languages (<http://izm.izm.gov.lv/education/general-education/basic-educationprogram.html>).

However, there are challenges still unresolved and the cases of other countries may

serve as the grounds for the elaboration of the local internationalization scenario under the local circumstances.

To proceed, another significant characteristics of the world language landscape is the inevitable predominance of the English language at all levels worldwide. There are numerous factors affecting the spread of the English language nowadays (economic, political, etc.). However, it should be highlighted that this phenomenon is not unique to the modern developments, as, for instance, lively communication between scientists across Europe was witnessed already in the seventeenth century. To communicate internationally, the participants of the scientific discussions had to be multilingual. This is not the only evidence of multilingualism (Phillipson, 2003: 80). However, it should be once again highlighted that the phenomenon of multilingualism has gradually been replaced by the English language gaining the position of the global language of scientific communication. The present-day pressure to communicate the scientific knowledge in English is a widely disputed issue and the obligations to communicate research to the wider scientific and scholarly community rather than promote research findings locally are intense, and are evidenced among scholars of the majority of scientific disciplines (Phillipson, 2003; Ferguson, 2004; Skutnabb-Kangas, 2014a, 2014b). The danger of such a situation is seen in the neglect of local and national topics (Phillipson, 2003: 81). Given the realities of the modern academic world, the phenomenon of English as a way to be productive for a scholar should not be neglected. The attitudes to this phenomenon are different. Still, it is apparent that it is hardly possible to function in the world of science and humanities without the sufficient level of foreign language proficiency. Moreover, although the scholarly community (e.g. Phillipson 2013, 2014; Skutnabb-Kangas, 2000, 2014a, 2014b; and others) is advocating numerous measures (e.g. multilingual abstracting, etc.) to be taken to promote linguistic diversity over the dominance of English, many issues still need to be considered at both national and international levels.

As already highlighted, language issues within the higher education sector have taken the central position in view of the current internationalization trend. Language policy in European higher education institutions is impacted by current trends in commerce, science, and culture, as well as the guidelines provided in numerous documents issued by the Council of Europe emphasizing the centrality of languages within any

curricula (e.g. Beacco et. al., *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education*, Council of Europe, 2010).

Being the EU member state, Latvian state education is a key national domain and is taking the leading role in the formation and implementation of language policy and the consolidation of the national language. Still, alongside with other countries it should beneficially resolve challenges associated with the spread of English and use this phenomenon in the most productive way. Therefore, everyone involved in the higher education sector (management, academic staff, students, etc.) should be well - equipped with the necessary skills and competences to face and become active participants of the learning network and the knowledge society.

The reasons for highlighting language issues in the Latvian context are many. For instance, since Latvia joined the EU in 2004, it has been involved in a number of programmes, such as ERASMUS, LEONARDO DA VINCI, SOCRATES, ERASMUS+, etc. aimed at the promotion of Europeanization, international mobility and cultural diversity. It has led to the urgent necessity to use English in scientific, academic and daily communication. Attracting students (both local and foreign) in higher education is one more way to ensure both the diversity of cultures, views and standpoints. It is apparent that within the international classroom, choice should be made concerning the language or the languages of instruction. Another important aspect highlighted within the literature is the pressure to work “in an increasingly entrepreneurial fashion, and become more self-funding. A professor’s ability to attract private investment is now often more important than academic qualifications or teaching ability” (Phillipson, 2003: 93), which is not possible without maintaining international contacts and thus foreign language proficiency.

As widely acknowledged, English is the most privileged language of international communication, as it is most widely learned as a second or foreign language worldwide (Dovring, 1997; Crystal, 2003; Mair, 2003, etc.), which is also true for the case of Latvia (data of the Central Statistical Bureau, 2014). There is also much exposure to English outside the classroom. Therefore, it can be said that the English language is acquired through different channels: through formal, informal and non-formal education in Latvia.

Summarizing the data on the role of English in Latvia, the conclusion can be drawn that the English language is one of the central school subjects within the Latvian curricula; proficiency in the English language is a requirement for continuing into higher and further education. Within the higher education sector, in the demographically small European countries, textbooks in English are widely used in all subjects as the main or additional literature; proficiency in English is required for many types of employment; there is considerable exposure to English in the media, pop culture, public and private life.

Based on the fundamental conceptions underlying the thesis, the major research perspectives are crystallized. **A variety of linguistic and cultural scenarios for the internationalization of higher education across Europe make the basis for the exploration and statement of the place of Latvian higher education sector within these scenarios.** Since Latvia has joined the European Union in 2004, the objectives of the EU member countries have become of fundamental importance for Latvia as well.

To proceed, international students seem to prefer to learn through English or another major language, but at the same time some HEIs also see a (renewed) interest in the learning of other foreign languages, as students are aware of the fact that they will have to be proficient in more languages than their first language and English (or another major language) if they are to avail themselves of the mobility opportunities on the European or, indeed, international labour market, to work in international businesses or organizations, or to otherwise cross linguistic and cultural borders for professional or private reasons. It should also be highlighted that local languages are now placed in the centre of attention. For instance, **the promotion of the use of local language/languages and the preservation of cultural heritage are stated as fundamental objectives within the ideological stance of some countries** (e.g. Latvia). As a consequence, one of the major challenges is to maintain the proper balance between the two dominating trends – **the development towards the international learning environment and cultivation of national heritage, values and language.**

Recent research (e.g. Weeks & Fugate, 2012; Smith, 2013; Baker, 2014, Druviete, 2014, etc.) reveals that the language issues introduced above related to the

development towards the international learning space present challenges that go beyond the promotion, maintenance and elaboration of local language/languages or second language acquisition and learning of a foreign language (FL) and developing a sufficiently high proficiency in the FL in question. There are other aspects which need to be investigated and critically analyzed in the effort towards the development of the international HEI, among other ones involved, these are, most pertinently, the cultural backgrounds of students as well as educators and other parties involved in the educational process, the educational cultures, etc. In other words, in an international HEI, the main objective for every individual involved in the process is to learn to navigate in the transforming environment of the country and culture in which the HEI is situated, and of the students and the faculty staff. This type of environment is frequently termed the Multilingual and Multicultural Learning Space.

Therefore, **the research question** underlying the Doctoral Thesis is formulated as follows - **what changes should be introduced to language studies within the higher education curriculum and professional development programmes for the faculty staff in view of the internationalization of higher education.**

In view of the research question, the following **research goal** is set:

- to explore how internationalization impacts language studies within the higher education curriculum and faculty staff professional development in order to identify types of linguistic scenarios in Latvian HEIs and work out a substantive framework for the elaboration of higher education curriculum and faculty staff professional development programmes placing language studies in the focus of attention to facilitate the implementation of the higher education internationalization.

The following **objectives** have been set:

- To explore and analyze theoretical literature on higher education internationalization, languages and language studies within the international dimension, higher education curriculum and faculty staff professional development with the aim to build theoretical grounds for the implementation of the empirical research;
- To construct the research design;

- To map the challenges rooted in the new direction of HE towards the international learning space as they unfold in Latvia and identify the needs in terms of language proficiency of students and faculty staff within the dimension of internationalization; to identify the strategies appropriate for the Latvian type of setting for providing quality language teaching and facilitate quality language learning in the relatively new and complex learning multilingual and multicultural space;
- To design a typology of linguistic scenarios in Latvian HEIs identifying the peculiarities of these Latvian scenarios and identify pertinent reference points that define language studies within the HE curriculum and faculty staff professional development offered in the context of these scenarios;
- To design a substantive framework for the elaboration of higher education curriculum and faculty staff professional development related to language studies to facilitate the implementation of the higher education internationalization process;
- To work out recommendations for Latvian HEIs to cope with linguistic problems rooted in the new direction towards the global academic environment in the context of internationalization of higher education.

Research Object: Foreign Language Studies

Research Context: Higher Education Internationalization

Research Methodology

The analysis of theoretical literature was performed with the aim to design the theoretical framework for the implementation of the empirical research. Theoretical research of trends and perspectives within the research on the internationalization of higher education was carried out applying content analysis of theoretical sources as a research method.

The empirical research was carried out in the **pragmatic paradigm** referring to a philosophical position with a long-established history originating in the works of Pierce, James, Dewey and revived in the work of Rorty (e.g. Rorty, 1999). Mixed-methods or multi-strategy research was used as the approach to research design. The

concurrent triangulation design was chosen as a type of multi-strategy designs. The following research strategies were used within the 3 stages of the empirical research:

1. Case Study;

2. Survey;

Focus group discussion and documentary analysis were used to amplify and gain thorough understanding of the findings from a questionnaire survey.

3. Narrative Analysis.

The following data collection methods were used:

Questionnaire, focus-group discussion, documentary analysis, the testing technique adapted from Horst & Meara (1999), narratives.

The **data analysis and processing methods** included:

Content analysis and thematic coding approach for qualitative data analysis;

SPSS 20 software for quantitative data analysis.

Research Sample

Within the three above-stated empirical research stages, the sampling procedure was performed in accordance with the research sampling methodology (Robson, 2011).

Within the Research Stage 1, the research sample comprised 100 respondents (students of the University of Latvia, the Faculty of Education, Psychology and Art) and 3 experts (2 professors of the University of Latvia, the Faculty of Education, Psychology and Art and 1 professor affiliated to the Faculty of Humanities, the University of Latvia).

Within the Research Stage 2, the research sample comprised 7 Latvian HEIs, 108 questionnaire respondents and 11 participants of the focus-group discussion affiliated to these HEIs. The respondents represented the following groups within the higher education sector: affiliated to these HEIs

Within the Research Stage 3, 20 narratives were collected from 20 narrators representing the following target audiences: academic staff (affiliated to HEIs explored during the previous research phase), students (affiliated to HEIs explored during the previous research phase), employers (working outside the higher education

sector, having higher education) and employees (working outside the higher education sector, having higher education) provided their narratives.

The purposive sampling was performed in accordance with sampling methodology (Robson, 2011). The detailed sampling procedures are described in the corresponding subchapters of the empirical research.

Research Limitations

The research does not aim to provide the full generalizable report on the internationalization initiatives in the Latvian higher education sector, as the research sample may not be representative of the practices within all the higher education institutions and the involved individuals at large. However, the typology of linguistic scenarios identified within the Latvian higher education sector may be used as the basis for further research. The substantive framework introduced based on the findings of the theoretical and empirical research may be used as the basis or the reference point for the elaboration of higher education curriculum and faculty staff professional development related to language studies to facilitate the implementation of the higher education internationalization process within the Latvian higher education sector and the higher education sectors of other countries.

Theoretical and Methodological Research Foundation

1. *Conceptualization of higher education internationalization* (e.g. main concepts within the internationalization perspective; the impact of globalization and internationalization on higher education; types of internationalization; rationales (existing and emerging) for the internationalization of higher education; internationalization strategies): Knight 1993, 1994, 1995, 1996, 2003, 2004, 2005, 2008, Knight and de Wit 1997; Liempd, Howard, & Wit, 2013; Van der Wende, 1999, 2001, 2007; Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003; Held 1991, 2004; Luke & Luke, 2000; Torres & Rhoads, 2006; Scholte, 2000; De Ridder-Symoens, 1992; Brock & Tulasiewicz, 2000, Altbach, 1989, etc.; Altbach, Berdahl, 1994; Buckley and Casson, 1976; Rugman, 1982; Ahokangas, 1998; Fraser & Lane, 2011; Brunello, Garibaldi, & Wasmer, 2007; Dunne, 2005; Reich, 2005; El-Khawas, 2002; McNamara & Harris, 1997; Guttel, 2006; Wagner, Yezril, & Hassell, 2001; Carayannis & Campbell, 2006; Phillipson, 2003; etc.

2. *Conceptualizing languages in international higher education* (e.g. English as a global language and a lingua franca for the international higher education; approaches to the explanation of the spread of English; factors affecting the spread of the English language (e.g. structural, ideological); ideology and language; English as the language of science; multilingual and multicultural learning space; mother tongue; monolingualism; bilingualism; multilingualism): Dovring, 1997; Druvieta, 1997, 1999, 2000; Crystal, 1997, 2003; Freimane 1993; Nītiņa, D., 2004; Ammon, 1998, 2001; Barry, 2002; De Swaan, 2001; Ferguson, 2004; Edwards, 1994; Elgin, 2000; Silverstein, 1998; Skutnabb-Kangas, 2000, 2014; Phillipson, 1992, 2000, 2003; Phillipson, Skutnabb-Kangas, 1996, 1997; Tollefson, 2002; Yildiz, 2012; etc.

3. *Social and intercultural aspects in the conceptualization of international higher education* (e.g. HE and society; the role of HE in building and shaping the society; personal, cultural identity; living (learning to live) together; diversity; life-long learning): Ahier, Beck, Moore, 2003; Attewell, Newman, 2010; Blandford & Shaw, 2001; Drennen, 2002; Hamburg & Hamburg, 2004; Hill, 2002; Koķe, 2008; etc.

4. *Conceptualization of the curriculum/international curriculum* (e.g. the concept of curriculum; international dimension within the curriculum; curricula relevance; professional development of the faculty staff for the design and implementation of international curriculum; languages within the international curriculum and professional development of the faculty staff): Źogla, 2001, 2006; Apple, 1990; Blandford, Shaw, 2001; Drennen, 2002; Hill, 2002; Skelton, 2002; Groenings, Wiley 1990; Marsh, 2004; Reeves, 2004; Ross, 2000; Van der Wende, 1999, 2001; etc.

5. *Conceptualization of the faculty staff and the professional development of the faculty staff* (e.g. the international dimension in the professional development of faculty staff; faculty staff's professional development for the design and implementation of international curriculum): Austin, 2002; Baume, Kahn, 2004; Day, 1999; Drennen, 2002; Holderness, 2002; Holloway, Wheeler, 2002; Green, Shoenberg, 2006; Sanderson, 2008; Blūma, 2013; etc.

6. *Research methodology in education; Approaches to research; Data processing and interpretation* (e.g. the context of educational research; the nature of science; the tools; the scientific method; the ethics of educational research; recent developments in educational research; quantitative and qualitative research traditions; research

paradigms; research question; pragmatic approach; multi-strategy research designs; research strategies; data collection methods; data analysis vs. data interpretation; integration of quantitative and qualitative data in multi-strategy designs; using specialist software; reporting on multi-strategy design studies): Geske, Grīnfelds, 2006; Fowler, 1993; Kitzinger, 1995; Koch, 1998; Lasmanis, 2002; Robson, 2011; Žogla, Lasmanis 2009; etc.

Other significant information sources used for the research purpose include the national normative acts and regulations of the Republic of Latvia, statistical data provided by the Central Statistical Bureau of Latvia, as well as EU documents referred to and cited in the corresponding chapters.

In accordance with the classification of the sub-branches of the science of pedagogy proposed by the Latvian Scientific Council, the research was conducted in the sub-branch “Higher Education” of the science of pedagogy („Zinātņu nozaru un apakšnozaru anotācija” LZP, 1999).

Research stages

The Doctoral Thesis was elaborated in the following stages summarized in Table 1:

Table 1. Research Stages

	Theoretical R.	Empirical R. Stage 1	Empirical R. Stage 2	Empirical R. Stage 3	Empirical R. Stage 4
2007	Content analysis of theoretical literature				
2008	Content analysis of theoretical literature	Case Study implementation			
2009	Content analysis of theoretical literature	Case Study implementation			
2010	Content analysis of theoretical literature	Case Study implementation			
2011	Content analysis of theoretical literature	Case Study implementation			

2012	Content analysis of theoretical literature	Case Study implementation	Survey implementation; data processing		
2013	Content analysis of theoretical literature		Survey; focus-group discussion; documentary analysis of websites; data processing and interpretation; drawing conclusions	Narrative analysis	Design of the typology of linguistic scenarios in HEIs; building a substantive framework
2014	Review and updating		Final review and proofreading of the results		Drawing conclusions; final review and proofreading

Theoretical Research:

In the years 2007-2013, literature analysis aimed at identifying the main research trends and theoretical perspectives and building the theoretical and methodological research framework was performed, in order to place the study into the context of previous research and the theoretical perspectives that inform its conceptual framework. In 2014, some relevant information (e.g. statistical data provided by the Central Statistical Bureau of Latvia) was reviewed and updated.

Empirical Research

Stage 1

The pre-doctoral empirical research stage (Stage 1) describing the area the research stems from was performed in the period from 2007-2012. The findings of the research stage **revealed specialized terminology as a particularly significant aspect to be included and focused on within higher education study content in the context of internationalization of higher education.** The implementation of the case study was the starting point for the whole research process. It provided the data defining one of the directions of the research field, as well as served as the point of departure for the further research. The topicality of the problem detected within the research Stage 1 led to the following conclusions to be considered within the broader research framework (within the research Stages 2 and 3):

- English as the dominant language in many professional fields worldwide impacts language use in professional communication in Latvia;

- inconsistency in the use of professional terminology may lead to challenges in professional communication;
- educators should recognize and acknowledge the need to address the issue of officially recognized terminology in both the local language (Latvian) and the source or target one (English) and terminological practice in the framework of their study courses in view of the internationalization of higher education.

Stage 2 (2012-2014)

The objective of the research Stage 2 implemented using survey, focus-group discussion and documentary analysis of websites as research strategies was to identify Latvian HE setting for the International HEI with the view to identify strengths and challenges of Latvian internationalization scenarios focusing on issues related to language studies for both students and faculty staff.

The present methodology was agreed upon the experts in the framework of the IntlUni project “The Challenges of the Multilingual and Multicultural Learning Space at the International University” (An ERASMUS Academic Network – 1 October 2012 – 30 September 2015: 526646-LLP-1-2012-1-DK-ERASMUS-ENW). The network has grown out of a Special Interest Group under the European Language Council (CEL – ELC). It has 38 partners in 27 countries. The author of the Doctoral Thesis is the local coordinator of the project in Latvia and represents the University of Latvia, Faculty of Education, Psychology and Art.

The quantitative and qualitative data for the Latvian sample were collected and processed by the author of the Doctoral Thesis. The quantitative and qualitative analyses introduced in the framework of the Doctoral Thesis were performed by the author of the Doctoral Thesis and the data presented in the framework of this paper were not used for the purposes of the IntlUni project. The data collected for the survey of the case of Latvia were fully performed by the author of the present paper. The data were used solely to achieve the objectives set in the framework of the present research.

The implementation of the research Stage 2 resulted in:

- Identification of the various types of settings (scenarios) for the International HEI with a view to establish a typology of such scenarios;
- Identification of the strengths and challenges related to language studies in the Latvian setting;
- Identification of possible ways to meet these challenges by identifying examples of successful practice in different settings as well as identifying issues that still need to be addressed;
- Identification of a set of quality criteria and reference points that should characterize language teaching and learning in the M&MLS, which can be applied to the Latvian HE setting;
- Identification of the reference points aimed at qualitative teaching and learning within the multilingual and multicultural learning space aimed at facilitating successful professional language acquisition focusing on academic language proficiency in both the local and a foreign language in a particular type of setting (Latvia) within the perspectives of internationalization and multilingualism.

Stage 3 (2013)

Within the Research Stage 3, narrative analysis as a research method was chosen in order **to attain a condensed and broad description of the phenomenon of internationalization and the language issues linked to internationalization as appeared in the narratives of particular target audiences.** Twenty narrators representing the following target audiences: academic staff (affiliated to HEIs explored during the previous research phase), students (affiliated to HEIs explored during the previous research phase), employers (working outside the higher education sector, having higher education) and employees (working outside the higher education sector, having higher education) provided their narratives. Within the narratives, the following common themes were identified:

- participation in international activities;
- positive international experience;
- negative international experience;
- personal solutions to challenges;
- international experience of others: family members, colleagues;
- phenomenon of English as a global language;

- languages other than English (e.g. mother tongue, other foreign or local languages);
- personal strengths related to language issues;
- difficulties and challenges related to language issues;
- Solutions and actions to be taken to resolve the challenges and difficulties related to language issues.

The implementation of the Research Stage 3 resulted in the identification of the gaps in the knowledge gained during the previous research stages.

Stage 4 (2013-2014)

During the Research Stage 4, based on the theoretical and empirical research findings, the typology of linguistic scenarios in Latvian HEIs was designed and a substantive framework for the implementation of language studies within the higher education curriculum and faculty staff professional development was introduced.

Based on the research findings, a set of recommendations which should be undertaken by HEIs involved in the education process in the Latvian setting to cope with linguistic problems rooted in the new direction towards the global academic environment in the context of internationalization of higher education was developed.

Structure of the Doctoral Thesis

Chapter 1 reviews the conceptions related to globalization and internationalization of higher education, as well as introduces the terminology and working definitions relevant in the framework of the doctoral thesis. The concepts under investigation are explored within the perspective relevant for the higher education sector providing the critical analysis of the concept of internationalization if applied to the domain of higher education, the existing practices at all levels, in order to work out the strategy applicable for the Latvian setting to cope with the processes of globalization and internationalization and to use their benefits for the benefit of the higher education sector in Latvia. The chapter also presents the analysis of theoretical literature revealing the most topical research directions within the internationalization

perspective placing the study into the context of previous research and the theoretical perspectives that inform its conceptual framework. Based on the analysis, the conclusions are drawn to be applied in the framework of the empirical research.

The main focus of Chapter 2 is English as a Global language, a Lingua Franca, a language of global communication. The theories related to its spread are discussed. The affective factors and the implications of the wide spread of English for the sector of higher education are analyzed. Based on the analysis, the conclusions are drawn to be applied in the framework of the empirical research.

Chapter 3 is built around the fundamentals of international education, its ideology, utility and pedagogy that play important roles in the rationale for the international curriculum. It also reveals the crucial place of languages as fundamental tools within the international study process. It both highlights and builds the theoretical basis for the professional development of faculty staff paying special attention to the role of languages within the HE internationalization perspective.

Chapter 4 presents the empirical research. It outlines the methodological procedures placing the empirical research within the accepted methodological framework relevant to achieve the objectives set in the research framework. The research problem is specified. The overview of the research background and the rationale for its choice are outlined. The research procedure is described and the choice of research methodology is substantiated. The thorough analysis of the data obtained is performed and presented.

Chapter 5 introduces the typology of linguistic scenarios in Latvian HEIs and a substantive framework for the implementation of language studies within the higher education curriculum and faculty staff professional development. A set of recommendations which should be undertaken by HEIs involved in the education process in the Latvian setting to cope with the linguistic problems rooted in the new direction towards the global academic environment in the context of internationalization of higher education is presented. Conclusions are drawn.

Research Novelty and Implications for the Higher Education Sector in Latvia

An international HEI is not one specific and well-defined entity. It may take various forms in different linguistic and cultural settings at national, regional level and international level. Therefore, the need for mapping the field mentioned above is apparent. The research follows the Europe 2020 Strategy to enhance the performance of “Youth on the Move” as well as the Bologna Process towards 2020 and aims at supporting HEIs in their efforts to enhance the quality of their teaching and prepare students for a career in a constantly changing labour market. To be competitive in the globalized world, it is crucial for the HEI to empower their students, graduates and faculty staff to study and work across national, linguistic and cultural borders.

The Doctoral Thesis provides the typology of linguistic scenarios in Latvian HEIs and presents a substantive framework for the implementation of language studies in view of higher education internationalization. The research outcomes will contribute to the development of quality lifelong learning and promote high performance, innovation and a European dimension in HE teaching and learning in Latvia; support the implementation of the EU objectives for the promotion of common European learning space; help improve the quality and attractiveness of HEIs in Latvia; contribute to social cohesion and intercultural dialogue; promote employability of HE graduates; and encourage the learning of and learning through multiple languages this way using the benefits of linguistic and cultural diversity.

The research results can be used in the elaboration of the curriculum and modification of faculty staff’s professional development programmes at the University of Latvia and other higher education institutions.

Based on the findings of the theoretical and empirical research, the following **theses** are put forward for the defence:

- Higher education internationalization and the dominance of the English language as the language of international communication/lingua franca/global language shape language policy and practices within higher education institutions in Latvia based on the internationalization rationales relied upon by a particular HEI.
- Rationales behind the internationalization of higher education (socio-cultural,

academic, economic, political) relied upon by HEIs in Latvia predetermine the formation of a monolingual, bilingual and multilingual type of learning space with a certain linguistic scenario being implemented within a HEI: within the monolingual learning – Scenarios 1, 2, 3 (Scenario 1 – state language as the dominant language; Scenario 2 – English as the dominant language of instruction within the study programme implementation with the state language being the basic communication language; Scenario 3 – English as the dominant language of instruction and communication at all levels); within the bilingual learning space – Scenarios 4 and 5 (Scenario 4 – the majority of the programmes implemented in the state language, some programmes are implemented in the English language; Scenario 5 – the majority of the programmes implemented in the English language, some programmes are available in the state language); within the multilingual learning space – Scenario 6 (simultaneous use of multiple languages in study programme implementation).

- Study programmes in all the professional disciplines and professional development programmes for the faculty staff focusing on expert proficiency in the state language alongside with advanced proficiency in at least one foreign language enhance the quality of higher education and promote the sustainable development of the knowledge society, as members of the knowledge society can not function effectively in one language only, whether it be their mother tongue or a foreign, world language, e. g. English.

Approbation of the Research Findings

Published Research Findings:

A. Stavicka *Internationalization of Higher Education and Its Impact on Higher Education EFL (English as a Foreign Language) Curriculum.* [Augstākās izglītības internacionalizācija un tās ietekme uz angļu valodaskā svešvalodas mācību programmu augstskolā]. „Valoda dažādu kultūru kontekstā” Nr. 24 and „Komparatīvistikas almanahs. Journal of Comparative Studies” (EBSCO) Nr. 34/4

I. Odiņa, **A. Stavicka** *Initiatives Towards the Development of an International Learning Space in the Context of Internationalization of Higher Education in Latvia* [Starptautiskas mācību telpas izveides iniciatīvas Latvijas augstākās izglītības internacionalizācijas kontekstā]. “Internationalization in Teacher Education”, ed. Rabensteiner: Scheider Verlag, Baltmannsweiler Hohengehren, Germany, 2014

A. Stavicka *Language Studies in the Context of Higher Education Internationalization in Latvia*. SGEM Conference Proceedings Volume 3, STEF92 Technology Ltd., 2014. Pp. 491- 498. Nr. ISBN 978-619-7105-24-7 (included in EBSCO, Thomson Reuters, ISI Web of Knowledge, ISI Web of Science, ELSEVIER Products - SCOPUS)

A. Stavicka, I. Odiņa, E. Doroshenko *Terminology Development in the Field of Education in the Context of Common European Education Space in The Perspectives of Pedagogy: Innovative Solutions*. Rubene, Z., Drinck, B. LU Akadēmiskais apgāds, 2013

Z. Rubene, I. Vanaga, **A. Stavicka** *Challenges for Teacher Education in the Context of Media Culture in Teachers Training in the European Space of Higher Education* (edited by I. Nowosad, E. Kobylecka) International Forum for Education ISBN 978-83-7780-549-7 Adam Marzcalek, 2012, pp. 150-169.

A. Stavicka, I. Odiņa, J. Dorošenko *Terminological Aspect in EFL (English as a Foreign Language) Teacher Education for Vocational Schools*. ATEE 2011 Conference Proceedings, 2012, pp. 639-647..

I. Odiņa, **A. Stavicka**, J. Dorošenko *Language Planning and Proficiency in the field of ICT -the Case of Latvia*. Hermeneia, AXIS Academic Foundation Press, Iasi, Romania, 2011, pp. 88-97.

A. Stavicka *Raising Awareness of Standard Usage in the Context of ESP Course for ICT Specialists*. E-publication in Conference Proceedings: Applied Linguistics for Specialised Discourse. 2009. Nr. ISBN 978-9984-39-789-4

A. Stavicka *Word Formation Models in ICT Terminology*. Publikācija rakstu krājumā XVII. Valoda dažādu kultūru kontekstā. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2008, pp. 411-420.

Reports on the Research Findings:

A. Stavicka *Language Studies in the Context of Higher Education Internationalization in Latvia*. International SGEM Conference on Social Sciences and Arts. September 3-9, 2014 (Albena, Bulgaria).

A. Stavicka *Internationalization of Higher Education and Its Impact on Higher Education EFL (English as a Foreign Language) Curriculum*. International Scientific Conference XXIV ZINĀTNISKIE LASĪJUMI/Scientific Readings. January 30-31, 2014 (Daugavpils, Latvia).

A. Stavicka, I. Kangro, I. Odiņa *The Challenges of the Multilingual and Multicultural Learning Space in the International University: the Case of Latvia*. 72 International Scientific Conference of the University of Latvia, February 11, 2014 (Riga, Latvia).

I. Kangro, I. Odiņa, **A. Stavicka** *Benefits and Challenges of Multilingual and Multicultural Learning Space in the Context of Internationalization of Higher Education – the Case of Latvia*. International Scientific Conference ECER, September 9-13, 2013 (Istanbul, Turkey) .

I. Kangro, I. Odiņa, **A. Stavicka**, S. Vaļka *Teaching Foreign Languages in the Context of Internationalization of Higher Education*. 71 International Scientific Conference of the University of Latvia, February 7, 2013 (Riga, Latvia).

A. Stavicka *ESP (English for Specific Purposes) for Education Specialists in the Context of Internationalization of Higher Education*. 71 International Scientific Conference of the University of Latvia, February 7, 2013 (Riga, Latvia).

A. Stavicka, S. Vaļka *The Impact of Globalization on Professional Discourse in the field of Education* 70 International Scientific Conference of the University of Latvia, February 9, 2012 (Riga, Latvia).

A. Stavicka, S. Vaļka *Foreign Language Teacher Training for Vocational Schools in Latvia*. 70 International Scientific Conference of the University of Latvia, February 9, 2012 (Riga, Latvia).

A. Stavicka *EFL Teacher Preparation for Vocational Schools* ATEE Annual Conference 2011 Riga: Teachers' Life-cycle from Initial Teacher Education to Experienced Professional, August 24-28, 2011 (Riga, Latvia).

A. Stavicka *Acquisition Planning for Standard Professional Terminology at Tertiary Level.* 69 International Scientific Conference of the University of Latvia, February 3, 2011 (Riga, Latvia).

A. Stavicka *Raising Awareness of Standard Usage in the Context of ESP Course for ICT Specialists.* International Scientific Conference: Applied Linguistics for Specialised Discourse, May 22-23, 2009 (Riga, Latvia).

A. Stavicka *Towards the Consistent Use of Specialist Terminology: Problems and Solutions* 67 International Scientific Conference of the University of Latvia, February, 11, 2009 (Riga, Latvia).

A. Stavicka *Discrepancies between the Officially Recognized IT Terms and Terms in Use: Problems and Solutions.* Scientific Conference *ZINĀTNISKIE LASĪJUMI.* January, 30-31, 2009 (Daugavpils, Latvia).

A. Stavicka *Latvian Official Terminology vs Field Specialist Terminology: a Functional View of Language Change.* Scientific Conference *The World in the Language.* October, 2008 (Šiauliai, Lithuania).

CHAPTER 1

Conceptualizing Internationalization: Theoretical Perspectives

The chapter focuses on the concept, meaning, rationales, approaches, and strategies for the internationalization of higher education and identifies core issues through the analysis of theoretical literature. The theoretical background behind the internationalization and the processes related to it is used for building the framework for analyzing the international dimension of higher education in Latvia in the empirical research conducted in the framework of the Doctoral Thesis. In sum, this chapter attempts to present an in-depth and holistic look at the concept of internationalization within the modern transformative higher education environment.

It is both apparent and widely documented that the world of higher education is undergoing significant changes and transformations. There are numerous reasons discussed and debated about worldwide. However, the majority of the interested parties assume, following the phrasing of Knight (2005: 1), that the key drivers of these changes include the rapid development of information and communication technologies, “increased international labour mobility, greater emphasis on the market economy and trade liberalization, the focus on the knowledge society, increased private investment and decreased public support for education, and the growing importance of lifelong learning.” Within all these changes, the international dimension of higher education is gaining an increasingly important place. It is crucial to highlight that “One area that is still underdeveloped is the study of internationalization of higher education itself: researching and analyzing trends, rationales, comparative developments at the regional and global scale, and outcomes and impacts of internationalization” (Liempd, Howard, & Wit, 2013). Liempd, Howard and Wit (2013) draw attention to the regrettable fact that policies are frequently implemented “without proper knowledge and understanding of the consequences of these actions and policies” (Ibid.). Therefore, they emphasize the necessity to research the impact of international activities. In general, despite the popularity and significance of this research theme in its current interpretation, which has become particularly obvious already in the late 1980-ies (e.g. Christenson, 1988; Aigner, et al. 1992; Davies, 1992; Blok, 1995; Bowser, Jones & Young, 1995, etc.), many questions still need to be explored and found answers to. For instance, it is

crucial to explore whether the quality of host institution's programmes is improved through the involvement of international students in these programmes and whether internationalized curriculum improves the quality of educational programmes. Liempd, Howard and Wit (2013) also highlight the importance of exploring the topics related to languages within the higher education internationalization. They pose a question what the impact of non-natives on teaching and learning in English is and what the role of the study of foreign languages and of intercultural and international competencies in the current global knowledge society is. These are just a few questions among many others.

1.1 Main Concepts within the Internationalization Perspective

The issue of internationalization of higher education is widely discussed and is one of the most topical research directions given the current goals put forward for the higher education worldwide. The increasing importance of internationalization as a research direction is obviously rooted in the emphasis put on the dimension of internationalization within supra-national and national policy-making and in institutional strategic management (Van der Wende, 2001).

This sub-chapter introduces the concepts and working definitions relevant in the framework of the Doctoral Thesis. In view of the research focus, the study is placed into the context of previous research and the theoretical perspectives that inform its conceptual framework.

It is crucial to clarify the definitions of the concepts under investigation at the outset, as there is much overlap in the concepts of internationalization, Europeanization and globalization. The confusion around these concepts may lead to inconsistency in the attempts to research these phenomena.

In view of the research focus, the concepts will be explored within the perspective relevant for the higher education sector.

Knight (2004: 5), an acknowledged theoretician of internationalization and the processes linked to it within the higher education perspective, provides an eloquent message uncovering the principle difference and interconnection of the concepts of globalization and internationalization:

Internationalization is changing the world of higher education, and globalization is changing the world of internationalization.

This statement can be seen as the starting point in searching for the working definition of the concepts discussed in the framework of the research. Following the acknowledged authors, it can be stated that the terms globalization and internationalization are contested (e.g. Knight, 2004; McNamara, Harris, 1997; Scholte, 2000). This implies that they may have and they do have different meanings and interpretations for different people and in different contexts, as “globalization tends to segment and divide societies and the world into three types of players: those who globalize, those who are globalized, and those who are excluded by globalization” (Yang & Vidovich, 2001). There are “winners and losers in the globalization process. Globalization is not a simple, neutral term, and needs to be explored in its ideological and material forms” (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 1).

The definitions and interpretations of the terms “globalization” and “internationalization” found within the literature are numerous and frequently overlapping. To start with, globalization is frequently explored in political terms, from the economic or cultural perspectives. Therefore, within these perspectives, a number of concepts are crystalized, e.g. the global economy, fast capitalism, market forces, economic liberalization and free trade regimes, Westernization, Americanization, modernization, and homogenization of values, democratization or the spreading of democratic practices, the information society and the knowledge society, etc. In addition, there are global communication tools, such as the Internet, etc. To proceed, globalization has been defined as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Held 1991: 9). Another source defines globalization as “a feature of late capitalism, or the condition of postmodernity, and, more important, ...the emergence of a world system driven in large part by a global capitalist economy” (Luke and Luke 2000: 287). Other definitions emphasize the positive gain within the definition of globalization: “the flow of technology, economy, knowledge, people, values, ideas...across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight and de Wit 1997: 6). Even though

the impact of globalization may be both positive and negative, this particular definition does not aim to highlight its negative effects. Moreover, it may be assumed that the actors involved in the processes linked to globalization may direct or manage them in their preferred way to achieve the goals set. Therefore, it may be assumed that globalization and the processes related to it are multifaceted and multi-perspective and may lead to different consequences under different conditions. It should also be highlighted that, in general, globalization is described as being both a positive and negative force, depending extensively upon one's vantage point (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 9).

To proceed, some authors see global relations as distinct from international relations in the sense that “International relations are cross-border exchanges over distance, while global relations are trans-border exchanges without distance. Thus global economics is different from international economics; global politics is different from international politics, and so on. Internationality is embedded in territorial space; globality transcends that geography” (Scholte, 2000: 49). In general, internationalization involves agreements between at least two countries or among nations or regions, such as, for instance, the European Union, furthering cultural or diplomatic exchanges (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 9). Therefore, it may imply “a positive exchange of ideas and people contributing to a more tolerant world” (Ibid.) Moreover, in its ideal manifestation, “internationalization should lead to a world where neither one culture nor economic system dominates, but rather, where a plurality of cultures and ethnic diversity are recognized and valued” (Ibid.).

To extend the idea and to uncover the difference between the notions of globalization and internationalization, globalization can be thought of as the catalyst while internationalization is the response, albeit a response in a proactive way. The key element in the term internationalization is the notion of *between* or *among* nations and cultural identities. A country's unique history, indigenous culture(s), resources, priorities, etc., shape its response to and relationship with other countries. Thus *national identity* and *culture* are key to internationalization (Knight, 1997: 6). This idea is crucial for the research goal implies the study of the language related issues which are closely tied with both the national identity and culture in being their core elements.

To proceed to the interpretation of the term “international” when applied to higher education, it is also crucial to clarify what is meant by the term “higher education” in the framework of the research. In the Doctoral Thesis, the term *higher education* is used to mean educational institutions, providers, and programs that lead to award at the undergraduate or graduate levels through full-time, part-time, or continuing education.

In general, international higher education traditionally implies students, who are residents of one country studying at universities in another country. However, the conceptions around this phenomenon are much more complex. At this point it should be highlighted that internationalization of higher education is not a recent research phenomenon. For instance, De Ridder-Symoens (1992: 281) describes the mobility opportunities for students and academic staff in the Middle Ages. A crucial role of the Latin language as a language of scientific communication within the internationalization of higher education in the Middle Ages should be highlighted as the role of the Latin language as compared to the role of the English language will be outlined in Chapter 2 of the Doctoral Thesis. The use of Latin as the common language for scientific communication and academic purposes, the uniform study programmes and examination system encouraged international mobility and ensured degree recognition providing opportunities for continuing the studies in foreign countries at any academic level (De Ridder-Symoens 1992: 281).

At present and corresponding to the research focus, the term “internationalization” if applied to higher education is increasingly used “to discuss the international dimension of higher education and, more widely, postsecondary education” (Knight, 2004: 5). Moreover, it is already widely acknowledged and documented that the use of the term varies across institutions and “it means different things to different people” (Ibid.). The trends in the interpretation of the term are multi-perspective, as internationalization is characterized by diversity and complexity, but Knight’s generic definition of internationalization will serve the purpose of defining the context of this research:

Internationalization at the national/sector/institutional level is the process of integrating an international, intercultural or global

dimension into the purpose, functions or delivery of higher education at the institutional and national levels. (...) International carries the sense of relationships between and among nations, cultures and countries. However, internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions, and classrooms, so intercultural seems the best term for addressing aspects of cultural diversity. Finally, global is included to provide the sense of worldwide scope (Knight 2008: 21f).

The proposed definition (“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education” (Knight 2003: 2) was several times updated and explained. As Knight (Knight, 2005: 13-14) herself suggests, this definition is intentionally neutral, as a definition should be objective “to describe a phenomenon that is universal but that has different purposes and outcomes depending on the actor or stakeholder.” Knight uses the term “process” to convey the idea of “continuing and ongoing effort.” The concept of integration implies the embedding of the international dimension into both policies and programmes. Moreover, she emphasizes the centrality of the international dimension within the programmes and policies. She claims that the terms international, intercultural, and global reflect the broad scope of internationalization, as they comprise “relationships between nations, cultures, or countries, cultural diversity in the home environment, while global provides the sense of worldwide scope” (Knight, 2005: 13-14).

Consideration of all the terms related to or forming collocations with the concept of internationalization is beyond the scope of the Doctoral Thesis, however, some of the selected terms having their rightful place within the research will be defined. The term *international cooperation* takes numerous directions in the effort to describe the phenomenon. It should be highlighted that the meanings and interpretation of the term differ across the countries, the actors and the stakeholders. Within the Doctoral Thesis, the term will be used in accordance with the statement proposed by Knight – “as a generic term to describe the myriad relationships an institution or sector has with partners in other countries” (Knight, 2005: 4).

In general, there are two major types of cooperation - *vertical* and *horizontal cooperation*. These terms are also used in numerous ways. Nevertheless, within each of the types, certain defining elements are found. In the case of *vertical cooperation*, the process usually involves “donor-recipient relationships in which development is oriented to aid or assistance” (Knight, 2005: 4), while *horizontal cooperation* describes a mutually beneficial process (Ibid.).

It is also important to include the term *internationalization at home* to build the conceptual framework for the higher education internationalization. Liempd, Howard, and Wit (2013) suggest that the development of intercultural and international learning outcomes, the internationalization of the curriculum and teaching and learning are examples of internationalization at home. The authors also refer to the phenomenon of internationalization at home by “the preparation of global professionals and citizens” (Liempd, Howard, & Wit, 2013).

The subsequent sub-chapter explores the theoretical perspectives and research trends within the internationalization perspective, which is crucial for building the conceptual framework for achieving the objectives put forward in the framework of the research.

1.2 Research Trends and Perspectives within the International Dimension in Higher Education

The subchapter presents the literature review identifying the key issues, research trends and perspectives within the higher education internationalization.

The theoretical literature review resulted in: the clarification of the research question; identification of the under-researched areas in the Latvian research within the higher education internationalization perspective; identification of current scholarly debates within the higher education internationalization perspective; clarification of theoretical and methodological issues within the higher education internationalization perspective.

Content Analysis of Literature

To explore the most topical research directions within the internationalization perspective in the global scholarly community, the analysis of the sources on

internationalization available in the trusted on-line research library “www.questia.com” was performed. Questia is the premier online research and paper writing resource. The sources with the key words “internationalization” and “higher education” used as key words for selecting the sources from the database were analyzed. The data obtained revealed that the English language and its global impact emerge as one of the main topics within the internationalization perspective. Therefore, the additional keyword “English as a global language” was used revealing the availability of 3298 published books excluding scientific articles, which points to the fact that research on scientific language, scientific discourse, English as a lingua franca across academic disciplines remains the issue of highest topicality. To narrow down the sample for the analysis, the additional keyword “internationalization” was added. The total number of literature sources related to languages within the international dimension explored comprised 79 units. The full sample selected for the literature review is presented in Appendix 1E.

The acknowledged and respectable publishing houses represented in the selected sample allow for drawing reliable conclusions on research trends within the dimension of internationalization in the global scholarly community (e.g. Greenwood Press, Prometheus Books, Falmer Press, M.E. Sharpe, Open University Press, Oryx Press, Praeger Publishers, Hong Kong University Press, Routledge, Plenum Press, Harvard University Press, State University of New York Press, Westview Press, Pergamon, Bergin & Garvey, Cornell University Press, Stanford University, Beacon Press, Quorum Books, McGraw-Hill, Lawrence Erlbaum Associates, Elsevier, Clarendon, Oxford University Press, L. Rienner Publishers, Academy of Political Science, Holmes & Meier, South End Press, Norton, Berg, Clarendon Press, Irwin, etc.).

To explore the theoretical perspectives and research trends within the dimension of internationalization in the Latvian scholarly community, the databases of Latvian HEIs were explored. In accordance with the research scope, the Doctoral Theses defended in the scientific branches of education and humanities were explored. Due to limited number of works devoted to the aspects related to internationalization of higher education, the sample was expanded through the use of the Google Scholar search engine applying “internationalization of higher education in Latvia” and the Latvian translation of the phrase as key words. To raise the representativeness of the

literature sample selected for the analysis, bibliographical data of selected authors were explored, which led to the identification of additional sources to be included in the literature sample.

Key Themes within the Internationalization Perspective

As concerns the resource sample of the global scholarly community, the research subjects take a variety of directions. The key areas within the dimension of higher education internationalization are summarized in Table 2. The full bibliography of the sources selected for the analysis is available in Appendix 1E.

Table 2. Key Areas within the Dimension of Higher Education Internationalization

Key Themes within the Internationalization Perspective	Key Research Subjects
Case Studies	The USA; Asia and the Pacific region; Europe; Great Britain; Latvia.
International Initiatives	Global mobility; international partnerships, consortiums and projects; international study programs; implementation of educational objectives within the international dimension; internationalization at home; joint research.
Social Aspects	Higher education (HE) and society; the role of HE in building and shaping the society; personal, cultural identity; living (learning to live) together; diversity; life-long learning.
Quality, standards, evaluation, forecasting	Measuring responsibility of HE; policies; strategies; improvement; performance; competition; international reputation.
Curriculum	Contents; international dimension within the curriculum; curricula relevance
Women in Education	Women studies; prominent personalities; the place and the role of women in science and education; stereotypes; discrimination
Language/Languages	Global language, lingua franca, language education, language planning in HE, policies, strategies, language use, scientific and scholarly discourse; mother tongue; bilingualism; multilingualism.
Technologies and Innovation	ICT; technology use and integration; expansion of mobile technology; on-line programme delivery; cross-boarder education delivery; innovations rooted in the development of ICT.

Professional Development	Professional development for the faculty staff; programmes and courses; life-long learning; professional development for the design and implementation of international curriculum; living and working in the multilingual and multicultural learning space.
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Within the literature sample, the topics are mostly discussed in connection with higher education, which is relevant to the scope of the present research. The availability of the thorough research body confirms the idea expressed by numerous scholars (e.g. Knight, 1994, 1997, 2004, 2008; Krūze, 2006; Rubene and Žogla, 2011) revealing the core interest and involvement of higher education researchers and practitioners in the processes related to higher education internationalization. The data of the analysis of the Latvian scholarly works within the internationalization of higher education also revealed that within the Latvian scholarly community, the issue of internationalization of higher education is fundamental in the implementation of reforms and innovations in the Latvian higher education system. The scholars clearly point to the role of higher education in the development of the nation state (e.g. Koķe, 2008; Auziņš, 2009). Moreover, Doctoral Theses defended in Latvia in recent years (e.g. Vīksne “Assessment and Development Perspectives of Regional Higher Education Institutions in Latvia” (2010); Boge “Language Policy Implementation Management in Latvian State Higher Education Institutions” (Valodu politikas īstenošanas vadība Latvijas valsts augstskolās (2012)) also emphasize the changing role of the higher education institution and its significance for the sustainable development of the country, as well as the role of higher education in the maintenance, elaboration and promotion of local and foreign languages in the society.

The availability of some studies on the issue substantiates the importance and necessity for the in-depth research on various aspects related to the internationalization of higher education in Latvia. For instance, the research titled “Internationalization of Higher Education in Latvia?” by Kraushaar and Veide published in 2013 takes a broad scope exploring what Latvian universities should do to be able to develop more effectively and whether they should aim at becoming a part of the internationally ranked institutions or finding their own strategy in incorporating the international dimension in their study, scientific and research initiatives. The authors rightly highlight the geopolitical location of Latvia as potentially beneficial for its sustainable development. They claim that even small

changes may lead to positive results, which substantiates the necessity to study the state of affairs in the higher education sector within the international dimension.

Despite the active interest in the exploration of the international dimension within education in the last decades, it should be highlighted that the phenomenon of internationalization is not recent. To explore the issue from the historical perspective, the two oldest sources in the present selection titled “The Overseas Americans” (contributors: Cleveland, Mangone, Adams) and “The World Role of Universities” (contributor: Weidner) dated with the publication years 1960 and 1962 respectively were considered. The research subjects included such issues as Multicultural Education; Americans-Foreign Countries; United States-Relations-Foreign Countries; Educational Exchanges; University Cooperation. The source “The Overseas Americans” was published in the book series which have resulted from studies supported by grants of the Carnegie Corporation of New York, and are published by McGraw-Hill in recognition of their importance to the future of American education (Cleveland, Mangone, & Adams, 1960: ii). Within the scope of the present source, the authors attempted to explore the four main questions important to consider for the further analysis, as the investigation of the previous research efforts may be useful in finding answers to the questions posed nowadays. Firstly, the authors are interested in the “elements in the education and experience of an American relevant to his effective performance on an overseas assignment” (Cleveland, Mangone, & Adams, 1960:vii); the second question addressed the issue of integration of these elements into the education and training processes to which overseas Americans were exposed; among other questions addressed were the preparation of American civilians to overseas service and the activities of American educational system in this field (Ibid.). It is crucial to highlight that the questions posed in this source are still of fundamental topicality worldwide. Therefore, the book makes up useful grounds for exploring the issues under investigation applying different scenarios and present-day situations and contexts. “The World Role of Universities” is another interesting source representing the research directions within the dimension of internationalization in the USA in 1960-s. The source provides extensive data on the educational structures of different countries.

The sources published in the 1980-ies comprise 7 units (Appendix 1E). Although not all of them deal directly and entirely with higher education within the dimension of internationalization, they add up to the multi-perspective and interdisciplinary understanding of the main concepts employed in the framework of the present research. In the framework of the present chapter, due to volume constraints, only the ones having direct link to the research topic are analyzed. To exemplify, the source titled “The Left Academy: Marxist Scholarship on American Campuses - Vol. 3” (contributors: Bertell Ollman, Edward Vernoff) dated with the publication year 1982 puts forward the following research subjects: Communism and Education; Higher Education – the United States. The source reveals the trend crucial in the 1980-ies and displays the rich and varied work being produced by Marxists working in American universities. The main objectives of the authors are to compare the Marxist approach in its different variants with those used by mainstream scholars, and in the process to serve as an introduction to how Marxism unifies the knowledge divided according to academic disciplines (Ollman & Vernoff, 1982:ix). The source added to the understanding of the term “international” across the times and scientific schools. To proceed, the source titled “Scientific Development and Higher Education: The Case of Newly Industrializing Nations” (contributor: Philip G. Altbach) published in 1989 deals with several interrelated subjects in the context of the very successful newly industrializing nations of the Southeast and East Asia. It is concerned basically with the role of higher education in developing scientific capacity and the relationships between university-based research and the application of research in Korea, Malaysia, Singapore and Taiwan.

The main research subjects within the category of more recent sources comprise a variety of directions starting with the focus on **international activities** such as academic mobility for students and teachers; international partnerships, consortiums and projects; international study programs, implementation of educational objectives (including the delivery of education to other countries and by applying new models and modes of education delivery) taking into account the dimension of internationalization (Table 1). Another significant trend is the inclusion of and emphasis on intercultural and global dimensions within the **study curriculum**, international joint research initiatives, etc. The inclusion of financial aspect is also increasingly emphasized within the literature on the internationalization of higher

education and the processes linked to it. Still, it is very crucial to point out that the confusion of the concepts of internationalization, globalization, etc. is apparent, which is also verified by acknowledged researchers (for instance, Knight, 1994, 2004, 2005; Beacco J.-C. et al., 2010, etc.).

Given that an important role is assigned to individuals at large and faculty members in particular in the activities within the internationalization perspective, thorough research body is devoted to **professional development of faculty staff** for the implementation of the international dimension in higher education. Latvian scholars also emphasize the topicality of this issue. For instance, among the most recent Latvian sources, the work of Blūma “Institutional and Individual aspects of Internationalisation and University Staff Development” (2013) discusses the benefits of the common European higher education area and its most important tool – international cooperation. She sees lecturers as having the major role in hindering the higher education internationalization process or the key promoters of the international dimension in higher education (Blūma, 2013). The important claim the professor puts forward implies the new objectives set for the lecturers’ professional development in view of the internationalization of higher education, as the skills and abilities required for international cooperation as the main tool of internationalization are different from the skills and competences needed for the implementation of the study process.

Andersone in “Research on the Contribution of Comenius School Partnerships and Individual Mobility for Educators’ Professional Development to Latvian Education” (2009) (Pētījums par Comenius skolu partnerību un pedagogu profesionālās pilnveides individuālo braucienu ieguldījumu Latvijas izglītībā) also sees the professional development of educators as particularly crucial for the promotion and implementation of the international dimension. She believes that cooperation projects and individual staff mobility provides the opportunity for educators to see their own educational practice in a broad European context, to compare and learn from the best practices. To proceed, the different aspects (e.g. development of critical thinking; promotion of students’ entrepreneurship, etc.) which should be taken into account considering educators’ professional development in view of the transformation of higher education were paid attention to in numerous Doctoral Theses defended in Latvia in the last decades (e.g. Rubene (2004), Lūka (2007), Margeviča (2008), Baranova (2012) etc.).

Exploring the literature shedding light upon world internationalization practices, it was revealed that the significant place is assigned to **case studies** of a variety of scenarios and settings. It is logical that Latvian scholars contribute to the promotion of Latvian education practices and communicate the research on the Latvian cases to the wider scholarly community (e.g. Koķe, 2006; Žogla, Andersone, Černova, 2007). Apart from the exploration of local cases, within the literature sample, numerous literature units are devoted to the exploration of the case of the USA and American influences on higher education systems worldwide, as well as the cases of Asia, Pacific region and Europe (Table 1). The world experience and its influences on education practices are of fundamental importance for building theoretical grounds for exploring the questions posed in the framework of the present study, as, for instance, America is regarded as a great innovator since post-war period and many influential actors in internationalization practice (e.g. Japan, etc.) have turned to the United States in planning and implementing higher education (see, for instance, Haiducek, 1991:xii). Scholars of higher education in the United States and its internationalization strategies talk from the perspectives of a wide range of conceptual frameworks, which adds up to the understanding of the essence of the relationship between higher education and the wider international society. As Altbach & Berdahl (1994) put it, “presuming that higher education is structurally determined by external social forces, changes can be examined and explained as resulting from historically specific political-economic circumstances in which higher education functions as an agent of reproduction. Alternatively, at the other end of the continuum, one can view higher education through an internalist perspective, where colleges and universities are characterized as pro-active in nature; the presumption that defines this view is the institutional initiatives may exert powerful affects that shape the wider society” (Altbach & Berdahl, 1994:16). Therefore, best practices acquired and international experience adopted can foster pro-activity and innovation in higher education within different (absolutely opposing) scenarios and settings.

The research directions focused on within the literature units published starting with the year 2000 shift towards the more apparent focus on the specific elements within the activities related to internationalization. This might be due to the fact that earlier

the research was mostly aimed at the exploration of the phenomena of internationalization and globalization as such.

The issue of **the impact of globalization on higher education** at large and universities in particular holds central position within the selected sources. Currie et. al. admit that “When considering the impact of globalization on universities, it is imperative to acknowledge the latest transformation of the nation-state into a competitive player within the new global marketplace” (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 11). It is crucial to acknowledge this, as this implies that higher education institutions should consider “market-rational ways” when planning and implementing their activities. An important aspect here is that “education becomes less a part of social policy and more a part of economic policy” (Ibid.). Therefore, one more crucial function is assigned to universities – “to serve national interests within the global marketplace, emphasizing the practical and technical value of higher education” (Ibid.) It has also affected students’ vision of higher education, as they tend to view it as “serving their individual economic goals” (Ibid.).

One of the crucial research directions in the most recent literature is **knowledge** (its acquisition, maintenance, sharing, etc.) and **learning** which are both the key interest and objective for higher education in the modern society. Knowledge being a fundamental value for the sustainable development is discussed from all the possible perspectives and standpoints, and at different levels. A crucial assumption underpinning the discussions of the issues core to achieving objectives of the present study can be summarized as follows: “... knowledge, like money, has velocity: the more it gets used, the greater the potential effect. More important, unlike physical assets that depreciate over time, knowledge can increase in value when used, whereas neglect will destroy it...” (Inkpen & Ramaswamy, 2006: 107). This is also one of the most important messages underpinning the research interests within the selected literature. Although the message is quite clear, the major question which should be addressed is how to capture the knowledge, to share and transfer, as well as receive and process, and make it usable and/or useful for solving particular problems and achieving certain objectives. This is also one of the challenges and major goals of modern higher education. Moreover, here the dimension of internationalization comes up as a particularly crucial one, as “when knowledge is tacit, it is difficult to transfer without moving the people who have the knowledge” (Inkpen & Ramaswamy, 2006:

107). It is widely documented that it is still known relatively little about how to transfer the knowledge within the local and across international boundaries.

Another significant area for exploration is **Information and Communication Technologies (ICT)** and **innovations** in higher education. ICT have uncovered tremendous opportunities and facilitated the development of the knowledge society. Firstly, the possibilities for communication ensured by them are enormous. The benefits are apparent, but, within the educational process, both educators and students also face and need to learn how to cope with the problems and challenges brought about. The information overload is one of just numerous concerns pedagogical and didactic solutions should be found to. The benefits of the possibilities for the storage and maintenance of large amounts of information and knowledge, their selection and dissemination obviously advance the acquisition of the new knowledge, however, they again lead to new and unprecedented objectives put forward for educators. The new possibilities for the implementation of the e-learning programmes lead to the urgent necessity to acquire new skills and competences. These are just a few issues among numerous other discussed in the literature.

Other basic research areas found within the selected literature list comprise research bodies on **women** in higher education, topics focusing on **curriculum**, **quality issues**, standards, evaluation, forecasting in higher education, etc. (Table 1).

Alongside with the research perspectives discussed above, the trend to put the **language** as the core subject of inquiry in the sources published after 2000 is clearly visible. The sources dealing directly with language and its place, role and function in the context of internationalization and globalization include such issues as the **English language as a global language**, **English as a Lingua Franca**, **English for scientific and global communication**, etc. The sources devoted to language issues in the context of internationalization of higher education address a wide array of questions starting with language planning and language policies and up to teaching methodology. It is not surprising that English as a global language and the lingua franca for many (or even most of) professional fields, as well as its impact on the use of local languages are assigned a special place within the most current research to. The sources provide accounts on the implications of the dominance of English for higher education, science and research as well as the whole of the society providing

examples of the case studies from across the world. Besides the debates on the role of English in the modern world, leading scholars (e.g. Ammon, 2001; Barry, 2002; Ferguson, 2004) sharply argue on the relations between the educational objectives and the place of languages within the curriculum. Exploring a wide range of topics, from the globalization of communication to the professional discourse, authors consider the implications of the changes in the educational paradigm rooted in the internationalization of higher education. The authors (e.g. Ammon, 1998, 2000; Crystal, 2003) provide authoritative reports on the ways in which language is changing, and in turn, changes the users of a language/languages. Sources under analysis shed light upon the latest research and insights from linguistics (esp. applied linguistics), studies on educational policies and strategies as concerns the planning and implementation of language studies resulting in the synthesis of language education practices from across the world (e.g. Ferguson, 2004; Kaplan, 2001).

As concerns issues related to **languages** as a research interest within the Latvian scholarly community, the issues of the local language maintenance and promotion, as well as dissemination of correct usage, including translation and localization of professional terminology are viewed as the ones of fundamental importance. Another research direction, which reiterates the most recent concerns of authorities involved in the promotion of common European education space, is bilingualism, multilingualism and their promotion, the emphasis on the development of language skills and competences within the diverse world linguistic landscape, which are viewed as the issues of fundamental topicality both in Latvia and worldwide. Latvian scholars have contributed to the understanding of the situation within the Latvian linguistic landscape (e.g. Druviete, 1998, 2000; Lūka, 2012; Valdmanis, 2012; Balodis, et al., 2011; Kļava, Valdmanis, 2012; etc.). Latvian scholars rightly admit that the language policy in Latvia is implemented in the generally complex linguistic situation, for within the Latvian setting, at least, two other major languages are present - the English and Russian languages. They also highlight that the English language has been assigned a special role to also within the Latvian community (e.g. Druviete I., 2014). Latvian scholars also acknowledge the necessity to assess the state of affairs as concerns the implementation of language policy in the HE sector in Latvia. The same as the authors from the wider world scholarly community, Latvian scholars are concerned with the issues related to professional discourse, specialist terminology, the

promotion of consistency in the use of professional language, local language maintenance and promotion, as the English language being the source language for many professional terms has impact on the use of local language/languages within the professional communication. However, the literature analysis has revealed that no research works are devoted specifically to the language studies within the higher education curriculum and faculty staff professional development. Therefore, given that languages are fundamental tools within the processes related to internationalization of higher education, sufficient attention should be paid to language studies within the internationalization perspective, which once again substantiates the topicality of the research perspective chosen in the Doctoral Thesis.

Key Findings of the Literature Review and Implications for Higher Education Sector in the Context of Higher Education Internationalization

In sum, based on the literature analysis conducted in the framework of the research, the conclusion can be drawn that the research trends can be conventionally subdivided into two major groups – the research exploring international education and its impact on different aspects outside the domain of education (e.g. employment, mobility, equal opportunities, etc.); and the research exploring the “inner” aspects of education as such - curricula, reforms in education, cultural differences in it, English as a global language in the context of internationalization of higher education. The dynamics and change in focus for the publications before and after 2000 are clearly crystalized. The change of research focus may be rooted in the emergence of new types of providers of international education, forms of education delivery and implementation of educational objectives, and collaborative partnerships. The rapid development of ICT and its integration into the teaching/learning process has led to the possibility to use different modes of education provision - face-to-face and virtual modes to deliver education to students. The university in its traditional understanding is still the predominant provider of higher education, however, its essence is being transformed.

Based on the analysis of regional differences, the conclusion is drawn that the Middle East is witnessing rapid developments. Within the Asia Pacific region, Vietnam has become an emerging centre of activity. The number of active partnerships between local and foreign institutions is steadily expanding. Australia, China, Egypt, and the United States are increasing cross-border education to Thailand. Singapore

institutions, in turn, are also noteworthy exporters. India's higher education sector imports and exports programs and services at an unprecedented pace. Africa, with the partial exception of South Africa, shows the fewest international and cross-border initiatives. Many Russian higher education institutions operate programmes abroad. Russia is also the site of joint and double degree programs, etc. U.S. colleges and universities and private companies are undertaking hundreds of initiatives and partnerships to deliver cross-border education courses and programs. U.S. higher education institutions sponsor similar cross-border activities in China, India, Malaysia, the Philippines, Singapore, Thailand, Vietnam, and the Middle East. U.S. cross-border activity increasingly involves private and publicly traded companies. These diverse initiatives show how conventional higher education institutions and new commercial providers promote, exchange, link, and predominantly sell higher education across borders. Challenges related to the internationalization revealed in the literature should be taken into account - e.g. the issues of quality assurance and the national and international recognition of providers, programs, credits, and qualifications are topical for achieving the objectives put forward in the framework of the present research.

It is apparent that the above-introduced analysis of the trends in the research on and around the issues related to internationalization have certain implications for the international dimension in higher education, as the research frequently reflects practice especially in the field of education or, at least, addresses the issues relevant for practitioners in the field:

- Firstly, the research evidence suggests the increasing shift from state education provision to non-governmental education provision, e.g. private institutions, commercial companies, etc. A greater diversity and a wider choice leads to stronger competition, which might turn into the positive driving force, as the necessity to attract students or to become attractive in general leads to innovation and new initiatives in the ideal case.
- New modes of education provision and delivery is one more direction found within the research perspectives. The development of ICT and inclusion of their integration into the curricula at all levels, as well as attention paid to the issues related to distance, on-line and e-learning make the significance of this issue apparent.

- The appearance and strengthening of the life-learning aspect within the education.
- Professional training is becoming one of the core interests within the higher education research, for these are the individuals, who are the driving force behind the process related to internationalization.
- New forms of international cooperation are emerging. Therefore, it is high time for all the parties involved to consider and find the form most relevant in their settings.
- The domain of higher education is seen as the main agent and platform for both change and explanation of changes and transformations in the society. For instance, higher education can be seen as “settings that are simultaneously embedded in and constituted by the wider society” (Altbach & Berdahl, 1994: 16). “What is unique about this conceptual position is that wider societal forces are seen as interactive and dynamic, rather than unidirectional and external; these forces are characterized as mediated by institutional filters and played out on campuses in a number of crucial processes such as governance, resource allocation, curricular change, and research training, to name only a few” (Altbach & Berdahl, 1994: 16).
- The sources revealing the higher education from the historical perspective are crucial in the sense that the exploration of the evolution of higher education provides the grounds for the study of contemporary issues, since, apparently enough, the challenges, questions or problems faced within the contemporary society and the domain of education are not all new ones.
- The studies on external agents, such as, for instance, the governmental and non-governmental units make grounds for working on the strategies for implementation of the dimension of internationalization in particular types of settings (including the focus of the present research study - Latvia as a particular type of setting).
- Based on the data presented above, the conclusion can be drawn that internationalization is interpreted and used in different ways in different countries and by different stakeholders. This reflects the realities of today and presents new challenges in terms of developing a conceptual model that

provides some clarity on meaning and principles to guide policy and practice (Knight, 2004).

- Languages, multilingualism and linguistic diversity within the Common European Education Space have central position within the international dimension in higher education.

The presence of the literature on the issues related to higher education internationalization, as well as the under-researched areas identified within the higher education internationalization perspective in Latvia justify the chosen research area.

1.3 The Impact of Globalization and Internationalization on Higher Education

The domain of higher education and the institutions providing higher education have focused on the dimension of internationalization within their activities for centuries. For instance, higher education institutions in medieval Europe have put much effort into attracting foreign students and promotion of academic staff mobility. Throughout history, this objective has been challenged by different events (e.g. the Protestant Reformation, the formation of the nation-state, etc.), still, at present, the domain of higher education has regained and strengthened its international scope and direction, which is enhanced by the Information and Communication Technologies, the knowledge economy; increased mobility for students, faculty, programmes, and providers; and an integrated world economy (Knight, 2004; 2008).

In the last decades (at least, the last 25 years), the European higher education landscape has undergone profound transformations. The reasons are diverse, however, the development of the European Higher Education Area and the introduction and promotion of the European Commission's programmes that support student and staff mobility have led to the ever strongest emphasis on the dimension of internationalization within higher education for all the parties involved in the activities and processes.

Based on the working definition stated in the Doctoral Thesis (*Internationalization at the national/sector/institutional level is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels. (...) International carries the sense of relationships between and among nations, cultures and countries. However,*

internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions, and classrooms, so intercultural seems the best term for addressing aspects of cultural diversity. Finally, global is included to provide the sense of worldwide scope (Knight 2008:21ff.), the internationalization of higher education encompasses much more than the mobility of students and staff. As a matter of fact, mobility per se does not necessarily lead to internationalization as defined above; but it may be considered one of many factors that together constitute the internationalization process, just as the numbers of mobile – incoming and outgoing – students and staff may be considered indicators of the volume of internationalization at a given Higher Education Institution. Internationalization is thus a process that develops continuously and comprises the core activities of research and education at HEIs and the actors involved.

According to Knight (2004), globalization concentrates wealth, knowledge, and power in those already possessing them to a certain extent. This may imply that the more power, wealth, knowledge a country has the more successfully it adjusts to the processes and the more efficiently it can control and manage them. Therefore, it is just logical that the countries which are less successful in these indicators should aim at improving these particular indicators in their particular environments or settings. This process is complex and it takes time and effort. Moreover, international academic mobility similarly favours well-developed education systems at large and institutions in particular. This way the existing inequalities are compounded (Ibid.). The exploration, analysis and adjustment of best world practices are the possible ways to gain the knowledge necessary for the elaboration of the education system.

Transformations and changes in the educational paradigm rooted in globalization and internationalization lead to changes in education in general. For instance, educational change in member states of the European Union is the result of “the economic challenge which highlights the need for preparation for skilled work of school pupils and professionals through wide access to technological innovation, the socio-political skills of citizenship and the creation of opportunities for life-long learning” (Brock & Tulasiewicz, 2000:6). Another reason stated by the same source is “the existence of the “European machinery” concerned with European economic prosperity, such as access to international research and innovation, and the ability to respond to the different cultural and linguistic identities in the nation states, which requires making

adjustments in their situation if people wish to live harmonious personal and productive working lives as citizens of the new Europe” (Ibid.). Consideration of the reasons for the change in education is of necessity, as the implications for the education system in general include the necessity to introduce “common trans-national European items of knowledge, skills—such as languages, and attitudes referred to as the European dimension in the Resolution of the Council and the Ministers meeting within the Council (The European Dimension in Education (1988) OJ (1988) CL 177/02) and a sharing of national experiences through exchanges” (Ibid.).

Turning back to the notions of globalization and internationalization, it should be highlighted that in the sub-chapter 1.1, the conclusion was drawn that although internationalization and globalization are closely related, these two concepts imply different processes. However, any of the two cannot be discussed in isolation or separately from each other. Therefore, they are closely interrelated and the processes linked to them are closely linked and interrelated as well.

1.4 Types of Internationalization, Rationales and Strategies for the Internationalization of Higher Education

As already stated, it is widely documented (sub-chapter 1.2) that higher education institutions have been involved in internationalization activities for centuries. According to the Organization for Economic Co-operation and Development (OECD), in 2000 there were 1.6 million students in OECD countries who were not studying in their country of origin. In 2007 that number had risen to 2.5 million, an increase of 56 per cent in only seven years (Education at a Glance 2009: OECD Indicators (Paris: Organisation for Economic Cooperation and Development, 2009)). The number is constantly increasing resulting in almost 3.5 million students in the year 2012 (Education at a Glance 2014: OECD Indicators (Paris: Organisation for Economic Cooperation and Development, 2014)).

However, it is not sufficient just to mention the growing numbers of international students, as this is only one indicator among many others. Internationalization as such takes a variety of forms and numerous types of internationalization are distinguished among in the literature. For instance, Altbach and Knight, (2007) distinguish among

the following types of internationalization: traditional internationalization; European internationalism; developing-country internationalization; individual internationalization.

Traditional internationalization is not obligatory aimed at making profit. However, it frequently leads to financial profit due to raising the competitiveness and prestige of the institution involved in the internationalization processes. The examples of traditional internationalization include the implementation of international study programmes aimed at the provision of international and cross-cultural perspectives to the students involved in these programs. Study-abroad experience opportunities provided to students, curriculum enrichment via international studies majors or area studies, advanced and intensive foreign-language instruction, and sponsorship of foreign students to study on campus - these can be viewed as indicators of the internationalization initiatives (Altbach and Knight, 2007).

The adaptation of the traditional internationalization theory (e.g. Rugman 1982) recognized in the business world to the field of education, which can also be viewed as a certain business type, leads to the statement that the internationally active HEI manages to create some kind of field-specific advantage in its home settings. The objective of the international HEI is to retain and strengthen control over the internal resources that have contributed to the successful implementation of the international dimension in the HEI (Ahokangas, 1998:82).

The idea behind the “**European Internationalism**” if applied to the domain of higher education is partly rooted in its goal, namely, economic and political integration. The programs (e.g. ERASMUS) funded by EU authorities provide the opportunities for EU higher education institution students to gain study experience outside their home-country. The Bologna Process has led to the creation of the European Higher Education Area. “The Bologna Process for the creation of the European Higher Education Area has given a new impetus to cooperation in higher education between the member countries of the European Union” (Fraser & Lane, 2011: 229). The name of the initiative originates in the place it was proposed, the University of Bologna in Italy (the oldest university in the world), with the signing of the Bologna Declaration by Ministers of Education from 29 European countries in 1999. Fraser & Lane, 2011:65) It should also be highlighted that the EU is promoting international

programs not only for the EU countries, but also in other regions - especially in Latin America and the Asia–Pacific regions (Altbach and Knight, 2007).

Developing countries have also proved to be active participants of the process of internationalization. The reasons for hosting a significant number of international students are diverse – the improvement of the education quality, gaining prestige and financial benefits, etc. For instance, China, Malaysia, and India have put much emphasis on attracting students and exporting educational programs (Altbach and Knight, 2007).

Furthermore, the role of an individual in the internationalization process should not be underestimated. As these are the individuals, who make crucial choices and decisions regarding fields of study, the actions to be undertaken and work out the strategies. Within a certain educational institution, the internationalization attempts might be fragmentary, still, certain individuals may be quite active in implementing activities within the context of internationalization. Moreover, these are students themselves, who make their decisions regarding their education and opportunities. Most of the world’s international students are self-funded. Students are therefore the largest source of funds for international education—not governments, academic institutions, etc. (Altbach and Knight, 2007).

In sum, internationalization initiatives of some type are present almost in every country worldwide. The indicators of internationalization are different, still the dimension of internationalization will remain central within higher education. The questions related to it and the problems to handle are still numerous. Knight (1997: 9) believes that “the long-term trends are strong and stable” and categorizes the reasons for or the rationales behind internationalization into four groups: political, economic, academic and cultural/social.

Rationales behind the Higher Education Internationalization

De Wit (2002: 83-102) and Knight (2005: 16) provide a comprehensive account on the rationales driving internationalization. Both scholars distinguish among the four major groups of rationales: social/cultural, political, economic and academic rationales.

According to de Wit (2010: 9), the **cultural rationale** deals with the role of HEIs, their research and teaching “in creating an intercultural understanding and an intercultural competence for the students and for the faculty and in their research”, while the **social rationale** implies that an individual placed in the international environment broadens his/her horizons or “becomes less provincial” (ibid.). Within the rationales of the **social/cultural** group, Knight (2005: 16) lists cultural identity, intercultural understanding, citizenship development, social and community development.

Within the **political rationales**, foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identity are highlighted. De Wit (2010: 9) notes that although the political rationales have been particularly crucial after the Second World War, and in the Cold War period, after such cases as 9/11/2001, national security has regained importance.

Economic growth and competitiveness, labour market and financial incentives are seen as vital within the category of **economic rationales** (Knight, 2005:16; de Wit, 2010: 9). De Wit (2010: 9) highlights that economic rationales “have come more to the forefront in present-day globalization of our economies”.

Extension of academic horizon, institution building, profile and status, enhancement of quality, international academic standards, international dimension to research and teaching are the cornerstones in the group of **academic rationales** (Knight, 2005: 16; de Wit, 2010: 9). De Wit suggests that within the academic rationales, profile and status are becoming more dominant (ibid.).

Further on, Knight (2005) subdivides the major groups into the existing rationales and the rationales of the emerging importance.

The **emerging rationales** stated by Knight (2005:16) will be paid closer attention, as even though the generic categories are a useful way to analyze the rationales, some of these categories overlap and some rationales do not fit neatly into the stated categories. Such rationales include: 1. development of human resources; 2. strategic alliances; 3. income generation/commercial trade; 4. nation and institution building; 5. social and cultural development and mutual understanding; 6. enhancement of international profile and reputation. The first four of these emerging rationales are

closely linked to the political and economic rationales (Ibid.).

1. Development of human resources is crucial at both national and institutional levels. One of the major values of all the societies and at all times is human resources. Moreover, investments in human capital are central to economic performance and growth for they are crucial in maintaining high levels of competitiveness and employment (Brunello, Garibaldi, & Wasmer, 2007: 158). The recent emphasis on the knowledge economy, shifts in demography, labour force mobility is the driving force for involving human capital through international initiatives. The same idea is true for the higher education sector – strong human capital or, in other words, smart students, academic and research staff increase the scientific, technological, and economic potential and competitiveness of a HEI. Therefore, in the ideal case, certain initiatives (e.g. changes in recruitment strategies, institutional policies, etc.) should be proposed to attract both students and academics, who would enhance the human capital of the state (Knight, 2005: 17). Moreover, one of the ways to contribute to economic performance is the *transmission of knowledge, knowledge production and diffusion of knowledge*. Within the higher education perspective, this can be accomplished through teaching activities, research and other activities of students and faculty staff, as well as participation in activities implemented cooperatively with external organizations, e.g. business industries. (McMullen, Mauch, Donnorummo 2000: 200). The international dimension in research and knowledge production is viewed as the key rationale for the internationalization of higher education, given the global issues that cannot be considered at the national level only, as higher education is one of the key actors in resolving such problems. The major objectives of knowledge production within organizations, also the HEIs, can be divided into the capability of change and the capability of innovation. To be able to contribute to the economic performance and growth of the state, a HEI should attract the strong human capital as well as ensure opportunities for the workforce and students to acquire new skills to be able to benefit from, for instance, technological developments (Brunello, Garibaldi, & Wasmer, 2007: 158). It is apparent that both students and academics should be well-equipped with the necessary skills

and knowledge to contribute to the international competitiveness of their country. Intercultural understanding and skills for personal, professional, and citizenship development are also viewed as vital for the productive functioning in the modern society (Knight, 2005: 17), as cultural diversity being the modern reality leads to the necessity for students, the faculty staff and others to develop certain skills necessary for living and working in the international community and the globalized world. The mobility of the labour market and the increase in cultural diversity of communities and the workplace require that both students and academics have a better understanding of and demonstrated abilities to work and live in a culturally diverse environment (Knight, 2005). Moreover, graduates with an international profile are now seen as more competitive in the labour market. Individuals implementing the managerial functions should also be ready to manage international teams and to deal with cross-cultural issues on a daily basis. Relocation to other countries for work purposes is also a wide - spread case today (Fraser & Lane, 2011: 63). One of the ways to prepare for the working life in the modern world is to acquire the international experience in the study years through mobility opportunities and the experience of cultural diversity in the home countries, as well as acquisition of the skills and competences necessary to function in the international environment (Ibid.).

2. Strategic alliances are defined as both “a driving rationale and as a means or instrument of internationalization” (Knight, 2005: 17). Knight states that “the development of strategic alliances through internationalization of higher education is seen as a way to develop closer bilateral or regional cooperation and to gain a competitive edge” (Knight, 2005: 18). However, there are still numerous challenges related to this kind of initiative. Even though HEIs are mostly open to the cooperation opportunities, such as academic mobility, joint curriculum or program development, seminars and conferences, joint research initiatives, etc., there are many agreements which remain inactive due to, for instance, high working loads and low motivation rooted in unclearly stated or articulated objectives and outcomes of cooperation projects (Knight, 2005). Strategic alliances can be viewed as rationales for academic, economic, political, or social/cultural purposes, due to the reason that the focus is constantly changing.

3. The income-generation rationale is also important at both national and institutional levels. Due to limited funding, also the state-funded HEIs are pressed into the involvement in internationalization activities for income-generation purposes. It is not surprising that gaining financial profit through delivery of international education is becoming more and more emphasized (Knight, 2005: 18). In the case of Latvia, the examples of the more commercially-oriented approach to internationalization include the implementation of study programmes funded by students or, in other words, a limited or very small number of the so – called state-subsidised students in numerous programmes especially in the humanities, arts and social sciences; the growing segment of on-line learning opportunities, which might, if certain strategies are introduced, lead to more income-generating opportunities for Latvian HEIs; the growing number of cooperation projects, which again might be used for building reputation worldwide and thus more opportunities for financial profit through attracting more students among others.
4. One more crucial rationale behind the internationalization of higher education is nation- and institution-building. Knight believes (Knight 2005: 18-19) that “an educated, trained, and knowledgeable citizenry and workforce and the capacity to generate new knowledge are key components of a country’s nation-building agenda. But many countries lack the physical and human infrastructure and the financial resources to offer higher education opportunities to their citizens”. Knight exemplifies the initiatives within this rationale by stating the role of international academic projects and their contribution to the nation-building of developing countries. However, she states that nowadays there is a considerable shift from the previously set objectives for the projects become more and more commercially-oriented (Knight, 2005: 19). Nevertheless, the importance of such projects for the nation-building should not be undervalued. It is apparent that, if proper balance between the two interest, commercial and national, is maintained, such cooperation may be used to achieve both the objectives.
5. Social/cultural development, mutual understanding, national cultural identity, intercultural understanding, citizenship development, social and community development are considered one more crucial rationale behind the initiatives aimed at internationalization of higher education. These issues should be

considered not only within the existing rationales perspective but also within the emerging rationales. Knight highlights that “their importance does not carry the same weight as the other rationales” (Knight, 2005: 19). She admits that “it may be optimistic, but it would be reassuring to think that social/cultural rationales for internationalization will be given equal importance as economic and political ones” (Ibid.). However, it is apparent that the growing diversity in, for instance, students is a significant trend which should be carefully considered. Here the important aspects include appreciation of the local (cultural and national identity) and the diversity (intercultural aspect). The “national” aspect here mostly refers to the cultural concept of a nation “connoting a social grouping held together by an amalgam of factors such as shared descent, historical experience and memory, language, custom, and belief” (Dunne, 2005: 100). Citizenship in this context may be seen as active civic engagement, which is”a praxis that cannot be legally enforced,.... It requires the cultivation of civic virtues, not least the virtue of patriotism. And these virtues can take root only in a political culture that defines freedom not only in terms of individual liberties but also as a joint practice of self-rule. Self-rule entails an ability and willingness to adopt a "we" perspective that relativizes—and sometimes even displaces—the "I" perspective of each virtuous citizen” (Dunne, 2005: 101). Moreover, in view of the formation of global European area, a new type of citizenship is emerging, which “calls for a renewed, more pluralized "civil society", related more pluralistically to the state. This will provide a space for older minority groups and new migrant ones to develop their own cultures and to do so in dialogue with each other and with the majority culture. In a healthy civil society the latter is itself plural and diverse and thus more open to influence from and modification by the others” (Dunne, 2005: 106). Intercultural understanding should go hand in hand with the appreciation of the diversity, as “difference-blindness will favour majority cultures and disadvantage smaller ethno-cultural or national minority groups” (Reich, 2005: 299).

6. The enhancement of international profile and reputation appears to be a crucial emerging rationale distinguished among at the institutional level. Knight believes that there is a “drive to achieve a worldwide reputation as an international high-quality institution. This drive relates to the quest for name

recognition internationally in an attempt to attract the brightest scholars and students, a substantial number of international students, and high-profile research and training projects” (Knight, 2005: 19). “The contribution that the international dimension makes to improving the quality and relevance of higher education in relation to international standards is often articulated as a rationale and goal of internationalization” (Ibid.). The international dimension in education contributes “to the quality and relevance of its mission to serve the needs of individuals, communities, countries, and society at large” (Ibid.). According to El-Khawas (El-Khawas, 2002: 197), quality assurance denotes “a public responsibility to demonstrate high levels of performance”. It has been given major attention in recent policy debate on higher education (Ibid.). The analysis of theoretical literature introduced in sub-chapter 1.2 clearly reveals the significance of the research on quality in higher education and marks it as a crucial recent research trend, as it is apparent that HEIs should place the teaching and learning, in view of the recent transformations and changes in the focus rooted in internationalization of higher education, in the centre of their attention. The establishment of a quality assurance system and the involvement of external assessors ensure close monitoring and evaluation of higher education. It is crucial to highlight that one of the approaches within the quality assurance practices is adaptation of foreign practices already in use. This could be a solution given that such practices are fully appropriate for a study setting in question. However, it is not always the case, as, for instance, in the Latvian setting, it may be more productive to address certain quality issues immediately, while addressing some other aspects may be postponed to later stages. Therefore, even though the exploration of best practices is useful, they cannot be directly translated into local contexts and need thorough consideration and elaboration to match local scenarios for international higher education. El-Khawas believes that “strategies for quality assurance need to be seen as means, not ends” (El-Khawas, 2002: 213). However, the fundamental goal should be directed towards the provision of effective higher education at large to serve the needs of a country (Ibid.).

To conclude, it should be highlighted that the rationales driving internationalization may differ across educational units, institutions and countries. The rationales driving

internationalization initiatives “contribute to both the complexity of the international dimension of education and the contribution internationalization makes” (Knight, 2005: 22).

The statement or recognition of the driving forces for the internationalization of higher education is not enough unless carefully considered strategies for the implementation of the objectives related to internationalization are put forward.

Internationalization Strategies

According to de Wit (de Wit, 2002: 121), strategies are —those initiatives that are taken by institutions of higher education to integrate an international dimension into research, teaching, and service functions as well as management policies and systems. Later, Knight (2004) expanded on the term internationalization strategies. The concept, she said, explained beyond the idea of international activities by suggesting a more planned, integrated, and strategic approach. Strategies can be subdivided into two major types (de Wit 2002: 121): programme strategies and organization strategies.

1. **Programme strategies** imply academic activities and services of a higher education institution that integrate an international dimension into its main functions and objectives (de Wit, 2002: 121). According to Knight, programmes are —one of the ways policy is translated into action (Knight, 2004: 16) These are statements, directives, or planning documents that address implications for or from internationalization (Ibid.).

To exemplify, the provision of international student programmes is viewed as one of several strategies for internationalization (Blight, Davis, & Olsen, 1999: 17).

2. **Organizational strategies** are aimed at ensuring the institutionalization of an international dimension through developing the appropriate policies and administrative systems (de Wit, 2002: 122).

The organization strategies include the following crucial aspects (Blight, Davis, & Olsen, 1999: 18): the internationalization context; It may imply a particular type of setting; culture and policy of the institution, its mission statements and corporate

plans; its management and business plans; its organization structure for internationalization; its staff policies and its institution-wide links.

It should be highlighted that international student programmes are key to internationalization. The most significant component of the internationalization of teaching is the **internationalization of the curriculum** (Blight, Davis, & Olsen, 1999: 18). Alongside curriculum issues, internationalization of teaching includes staff exchanges, study abroad and student exchange programmes, joint degrees, credit-transfer arrangements, the development of specialist centres that focus on relevant foreign language and cultural studies and the institutional links which facilitate these initiatives. (Ibid.)

Research internationalization is mainly implemented through collaborative projects, institutional links and exchange programmes (Ibid.). The role of the recent trend - Internationalization of scientific R&D – is gaining significance, as it directly affects the notion of science in general, in other words, it is *transforming the face of science*, which directly affects scientists and policymakers in the sense that these transformations pose “new challenges to priority setting among scientists and policymakers” (Wagner, Yezril, & Hassell, 2001: 39). Although science has long been recognized as an international activity, the increasing “internationalization of scientific research arises in part from the increasing scientific excellence emerging around the world” (Wagner, Yezril, & Hassell, 2001: 39). However, scientific excellence alone cannot account for the increase in the internationalization of research, this is the increasing volume of international cooperation (Ibid.) through the availability of easier and faster communication ways made possible due to the development of ICT (ibid.). Moreover, *research-based knowledge networks* become fundamental for the knowledge production (Carayannis & Campbell, 2006: 336).

In view of the research focus of the Doctoral Thesis, the central place of foreign languages for academic and scientific communication is once again highlighted.

1.5 Conclusions

First of all, it should be emphasized that the political incentives of national governments include the crucial dimension of the commitment of the nation to a global economy and society, its openness to the world, its commitment to its region

and its commitment to development assistance to the world and to its region (Blight, Davis, & Olsen, 1999: 17). Secondly, whereas the “economic incentives for a nation include the value of education as a service export and, for the community also, the labour market need to train students to operate in international and intercultural contexts”(Blight, Davis, & Olsen, 1999: 17). The introduction of corporate business practices brings about not only numerous benefits, but also certain challenges leading to “potential threat to traditional university values” (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 17). The “best practices” are commonly borrowed from corporations (Ibid.). Sometimes it leads to unprecedented outcomes, as “operating universities like businesses changes their essence” (Currie, Deangelis, De Boer, Huisman, & Lacotte, 2003: 13). Thirdly, the institution and the community, including business and industry, have academic incentives for internationalization. There is an assumption that ‘by enhancing the international dimension of teaching, research and service there is value added to the quality of our higher education systems’ (Knight 1997: 11).

Based on the theoretical assumptions introduced in this chapter, it is apparent that internationalization of higher education is one of the core issues for all the parties involved in the higher education sector. Therefore, it is high time to consider the factors that may either promote this process or hinder it depending on the strategies and actions taken in this direction. The affective factors include the political situation in a particular country and worldwide (starting with the fear of terrorism and up to visa policies); governmental or state policies on the internationalization initiatives (e.g. tutoring costs, funding opportunities, etc.); human resources issues; language policy issues (this aspect is thoroughly explored in the corresponding chapter of the research paper); issues related to elaboration and modification of the curriculum based on the new needs rooted in the strengthened international dimension; issues related to the development of ICT and implications of the technological developments for higher education; issues related to competitiveness, reputation building, quality of education, its assurance, monitoring and assessment, etc.; strategies and policies at the institutional level; preparation of individuals involved in the international education for the implementation of international dimension in education; etc.

To finalize, it can be assumed that the new era and the direction towards the “knowledge society” can be marked by the following distinctive features:

fundamental role of higher education and life-long learning for the effective utilization of knowledge; increasing emphasis and thus investments need into research and development, training, education, software, etc.; emphasis on service-based economies comprising activities with intellectual content; increasing competitiveness at all level (e.g. individual, institutional, national, etc.); constant transformation and changes in the economies to cope with changes rooted in globalization and internationalization (Carayannis & Campbell, 2006: x).

In the twenty-first century, the value of cultural diversity rooted in the internationalization and globalization will definitely shape the grounds for the teaching and learning in higher education and the community at large. The attention should be turned to the concept of *productive diversity*, which encompasses more than *the cultural diversity of the student population*. Diversity, in this case, should be reflected in all the aspects of educational process, which “will not only contribute towards meeting the demand for international education but will also provide a richer, more flexible, tolerant, responsive and innovative higher education, preparing students effectively for work and living in a more globally interactive world” (Blight, Davis, & Olsen, 2000: 112).

To draw final conclusions, it should be highlighted that exploration and comparison of world internationalization practices can be used as a crucial benchmark for making judgments of the issues related to the internationalization process in higher education. The comparison of internationalization practices provides the possibility for drawing conclusions on the effectiveness of performance of different national internationalization practices and aspects of the underlying processes. It should also be emphasized that the comparison of internationalization strategies in different units at the national level is also useful, as the internationalization practices within one state may differ in their overall structural and/or their institutional design, even though they can integrate similar elements or be implemented under similar conditions and in the similar circumstances. Therefore, the experience of the country can be used for the elaboration of practices within this country as well.

CHAPTER 2 English as a Global Language and a Lingua Franca for the International Higher Education

In the period of rapid changes in the political, economic and social situation rooted in internationalization and globalization, individuals working in different professional fields need to be flexible and rapidly adjust to the new conditions of existence. To be competitive in the globalized world, professionals need to learn, gain and share new knowledge and experience, which is difficult without foreign language knowledge.

The dissemination of English as the world lingua franca is widely documented (Kachru, 1987; Crystal, 1997, 2003; Lambrie & Quell, 1997; Phillipson & Skuttnabb-Kangas, 1996, 1997; Ammon, 2001; Phillipson, 2003; Mair, 2003; Trousdale, 2010; etc.) and is frequently seen as “the confluence of a number of political and economic forces during the last half of the 20th century” (Ammon, 2001: 19). Professionals working in different spheres commonly accept this fact as a contemporary imperative indicating a perceived and urgent necessity to master the language of world communication, and ESL/EFL (English as a Second Language/ English as a Foreign Language) teachers are preoccupied with finding innovative ways of teaching English.

To approach the exploration of a language as global, world language, a lingua franca or an international language, terminology behind the conception under investigation should be considered. At this point, it is crucial to highlight that the terms under discussion are generally used in the reference to the English language at present. The application of the terms across the history is beyond the scope of the Doctoral Thesis. The roots of these widely accepted and used collocations are explored in the following subchapters.

Approaching the conception of a global language, Crystal states that “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (Crystal, 2003: 3). A crucial distinctive feature of a global language is that it has a special place in the countries worldwide regardless whether it is native or mother-tongue for the local people, as it may have few or no mother-tongue speakers at all in the particular community (Crystal, 2003: 4).

Another concept, as it has already been pointed out, frequently used to refer to the

English language is *lingua franca*. The uses of the term vary from user to user and across the points in time. For instance, Phillipson (2000: 89) claims that:

[...] such terms as “global English”, “anglophone Africa”, or reference to English as a “universal lingua franca” conceal the fact that the use of English serves the interest of some much better than others. Its use includes some and excludes others.

Byram (2000) following Ammon (1994) states that the concept of “lingua franca presupposes its functionality, as it mostly refers to verbal communication between speakers of different languages irrespective of the number of speakers using a particular lingua franca, the range of use or the quality of communication, and it therefore must not be equated with an international language” (Byram, 2000: 357).

This goes hand in hand with Croft’s (2003) assumption that “When a secondary intersocietal community arises through trade or some other similar contact situation, the intersocietal code will often be the language of one of the societies. If there is widespread contact, the intersocietal code may be a third language. That is, one society’s language will function as a Lingua Franca” (Croft, 2003: 61).

Byram (2000) makes a useful distinction between English as a lingua franca and English as a foreign language. He believes that the necessity to draw such a distinction is predetermined by the strengthening role of English in the modern world and its increasing use as a global language (Byram, 2000: 358). He explains that such distinctions are necessary, as, for instance, English for global communication cannot be viewed as a linguistic variety of English, as “... it refers to contexts of use definable by extralinguistic factors such as the relationship between speaker and hearer, the time and place of communication, the purpose and topic of communication, ...”(Byram, 2000: 357).

At this point, it should be highlighted that the collocation *global lingua franca* is also in use. Therefore, what the *global* aspect actually implies within the terms considered should be pointed out. Crystal (2003) introduces two main ways for a language to acquire a global status. Firstly, a language can be given the status of an official language in the country, thus becoming the language of the government and administration, the media, the system of education, etc. Crystal illustrates this

statement with the example of the English language, which has gained the official status in more than 70 countries around the world (Ibid.). Here it is crucial to highlight that a language can gain the status of an official one in different ways. It can either be the only official language in the country, or it can be used as an official one along with another language or languages (Crystal, 2003: 5). It may also have a “semi-official” status by being used only in certain domains (Ibid.). With the rise of a nation-state, a certain language used to be attributed to a particular geographical place, thus being the property of the land (e.g. French – the language spoken in France) (Mackey, 2003: 66). However, with the tremendously increased mobility and in view of globalisation, the idea that a language belongs to its users is not applicable anymore, “for a world language is no longer the property of a nation-state; it can be adopted by citizens of any country” (Ibid.).

The second option for a language to strengthen its status within the society is to become the foreign language teaching-learning priority in some particular country (Crystal, 2003: 4). The English language is widely documented to be one of the most common languages to be taught as a second or foreign language at school. Latvia is not an exception in this case. In view of the underlying research focus, this perspective is particularly crucial. Crystal (2003) states a number of reasons for giving preference to a certain language within the community. It is apparent that the choice for some language is largely affected by “historical tradition, political expediency, and the desire for commercial, cultural or technological contact” among other affective factors (Crystal, 2003: 5). The factors affecting the spread of the English language worldwide are explored in the following sub-chapters.

2.1 Approaches to the Explanation of the Spread of English

The global spread of the English language is a relatively old phenomenon, which takes its roots in the spread of English through British colonial expansion some five hundred years ago (Crystal, 2003). However, the use of English as the most common language in science, the media, etc. is a comparatively recent phenomenon, which is confirmed in the academic literature (e.g. Mühleisen, 2003: 107).

The attempts to explain the spread of English have resulted in the strengthening of the positions of several major approaches. One of the scholarly perspectives to view the spread of English is the *diffusion-of-English*, *language ecology* and *linguistic*

imperialism paradigm (Phillipson & Skutnabb-Kangas, 1996). However, even though these approaches have “shared values”, they fundamentally differ in their underlying ideologies. A useful comparison of diffusion-of-English and language ecology paradigms is introduced in Skutnabb-Kangas (2000: 657) (Appendix 1). Even though the two above-mentioned paradigms are based on “*goodies* and *baddies* type”, it is crucial to state that the learning of English is a crucial component within both of them (Skutnabb-Kangas, 2000: 657). The “Diffusion of English” paradigm places English “as the default language, the universal norm, even though this gives its native speakers unfair advantages, and non-native speakers a substantial learning burden” (Phillipson, 2003: 169). However, a number of positive points within the “Diffusion of English” perspective have been detected:

- Phillipson (2003: 169) proposes that, firstly, “non-native speakers do interact effectively in English, using whatever competence they have in the language”. This would mean that when facing the necessity to convey or process some message, individuals would readily employ all the means at hand to succeed in the objective.
- Secondly, “communication involves negotiating meaning, and correctness in all details is less important than the capacity to reach understanding interactively” (Ibid.). Therefore, the main goal of any communicative situation is not the provision of precise and correct language patterns, but the ability to both convey and interpret the intended message in the process of interaction of interlocutors. This conforms to the statement put forward by Croft “the use of a lingua franca presupposes that members of the other society or societies have mastered the lingua franca at least to some degree” (Croft, 2003:61).
- Another point Phillipson views as favourable is that “an excessive focus, in teaching English, on abstruse points of pronunciation or grammar may be a waste of limited teaching time” (2003: 169). Even though this proposal is definitely arguable, foreign language educators’ approach should be based on careful student needs analysis. Educators should maintain reasonable balance between the “precision” and “fluency” aspects within their language courses. Phillipson also highlights that the term “ELF (English as a Lingua Franca) users” used within the “Diffusion of English” approach is one of the major advantages of it, as the term “non-native” or “non-native user” “defines users of English as a foreign language negatively, in terms of what they are

not, rather than positively - it therefore implies stigmatization and is discriminatory” (Phillipson, 2003: 170). Therefore, the conclusion can be drawn that, in view of the focus of the present study, the “Diffusion of English” approach can add up to the theoretical basis for building the framework for the elaboration of language studies within the higher education curriculum and professional development of the faculty staff within certain scenarios.

“Linguistic Imperialism”, in its turn, “builds on an assumption that one language is preferable to others, and its dominance is structurally entrenched through the allocation of more resources to it” (Phillipson, 2003: 162). Phillipson’s (Phillipson 1992: 47) main general definition which builds the grounds for the “Linguistic Imperialism” paradigm is phrased as follows:

A working definition of *English linguistic imperialism* is that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. Here *structural* refers broadly to material properties (for example, institutions, financial allocations) and *cultural* to immaterial or ideological properties (for example, attitudes, pedagogic principles). English linguistic imperialism is one example of *linguicism*, which is defined as ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language.

Even though the “Linguistic Imperialism” in general and in English in particular has been criticized in literature (e.g. Phillipson, 1992; Skutnabb-Kangas, 2000), the “Linguistic Imperialism” paradigm is crucial for dispelling “the myth that the loss of linguistic diversity is a natural process” (Mühlhäusler, 1996: 18), however, it should be highlighted that the English language spread is not limited to external power only, but local situations may become the driving forces of this spread.

It is apparent that Phillipson (1992) maintains his strong position when discussing the Anglo-American post-colonial promotion of English through different agencies. One

of the most powerful promoters of “a wider knowledge of the United Kingdom as a forward-looking and dynamic democracy” and the use of the English language (Byram, 2000: 88) is the British Council established in 1934 and operating in more than 100 countries around the world (Ibid.). In the case of the USA promotion of English, Phillipson (1992) emphasizes not only the government as an agency for the promotion of the language, but also the role of private foundations, such as, for instance, the Ford Foundation (Phillipson, 1992:154). It is obvious that the promotion of the English language through different ELT (English Language Teaching) programmes, projects, etc. is not disinterested, still it should be mentioned that other states such as Japan, China, France, Germany etc. have long been recognized for “national self-interest” (Ferguson, 2004:116). For instance, the Goethe Institut is a worldwide-recognized promoter of the German language and culture on behalf of the Federal Republic of Germany. It has around 120 branches in more than 70 countries worldwide. Its major goal is provision of information about Germany and its culture, politics and society; teaching the German language; and providing further training to teachers of German (The Goethe Institut website: <http://www.goethe.de>). Another influential organisation is the DAAD - Deutscher Akademischer Austauschdienst founded in 1925 and re-founded in 1950 (Byram, 2000: 169). Its mission is the promotion of international academic exchanges and it serves as an intermediary for the implementation of foreign cultural and academic policy as well as for educational cooperation with developing countries. The DAAD provides information on the system of education and higher education in Germany, on studying abroad, and on funding programmes and scholarships (Ibid.) The support in teaching the French language from the French government is similar or even stronger (Ferguson, 2004: 116). Based on the above-mentioned facts, the conclusion can be drawn that the concept of “Linguistic Imperialism” as interpreted by Phillipson may also be applied to the context of Germany or France (Ibid.), still it is obvious that the languages of these countries do not have such a strong position as the English language, which substantiates the statement that the promotion of a language is not the only prerequisite for its spread. In attempting to detect the factors contributing to the spread of a language, the concept of hegemony invoked by Phillipson (1992) is useful. The concept of hegemony is generally interpreted as “emphasizing consent in contrast to reliance on the use of force” (Joseph, 2002: 1). It is usually used to describe the way how leadership is gained by dominant social groups proposing the

idea that leadership is not given, but “it requires the ruling group to attain consent to its leadership through the complex construction of political projects and social alliances “ (Ibid.). However, the concept of hegemony exploited by Phillipson and other above-mentioned scholars is “not hegemony as straightforward dominance, but hegemony in the Gramscian sense (Gramsci 1971)” (Ferguson, 2004: 118), which reveals that leadership is not imposed on the subordinate groups, but they are willing to accept the ruling position of the dominant group. As Ferguson puts it, “they consent because the prestige of the ruling elite allied with dominant taken-for-granted discourses saturates their practical daily consciousness, communicating the idea that their subordination is an unavoidable given, part of the natural order” (Ferguson, 2004: 118). Such a conception can be applied to the spread of the English language, as “English is readily accepted – even by those whom it disadvantages – because people are seduced by dominant discourses that portray English as a beneficial language of modernisation and opportunity” (Ibid.). There is much reason in applying the concept of hegemony to the spread of English, however, here again a number of problems can be faced, as all the situations are unique and it is not always possible to provide the reliable evidence to show “that individual adoptions are not the product of hegemony but of rational choice” (Ferguson, 2004: 118).

An alternative framework was introduced by Abraam de Swaan - a Dutch essayist, sociologist and professor emeritus from the University of Amsterdam. The starting point for the discussion of language spread is his hierarchy of languages (De Swaan, 2001a). The only hypercentral language in the classification is the English language. 12 languages are defined as supercentral within De Swaan’s classification: Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish, Swahili. About 100 languages are stated as central languages, while all the rest languages (approx. 98 per cent of world languages) are considered peripheral.

In de Swaan’s (2001a: 25) perspective, all the world languages make up a global system of languages, which is hierarchical, coherent and “strongly ordered”. The base of the hierarchy comprises peripheral languages, which account for the 98 per cent of world languages. Peripheral languages usually belong to a small geographical area and have relatively few native speakers. They are generally used for interpersonal spoken communication and often have no standard written form (Trim, 2006: 447).

The speakers of these languages are generally bilingual, which frequently leads to diglossia. They are mostly used by the older generation and within domestic life contexts; they are not used in public administration, media or education. All these characteristics of peripheral languages lead to the danger of their extinction (Ibid.).

The next level of the hierarchy comprises central languages, which usually have an official or a semi-official status in nation states. Their important property is that they have standard written form used in government and administration, the media, education, etc. Still, the place of central languages within foreign language teaching is small (Trim, 2006:447).

Supercentral languages are characterized by their presence within the international communication. They have large numbers of both native and non-native speakers and their position is strong within foreign language teaching (Ibid.)

The position of the English language as the only hypercentral language within the foreign language teaching is apparent. English is both global and “the aspect of globalization which both promotes and is reinforced by it” (Ibid.)

Edwards (Edwards, 1994: 141) also discussed the famous *Stewart-Ferguson taxonomy* which distinguishes among seven main language types: P (pidgin), K (creole), V (vernacular: an unstandardized native language of a speech community), S (standard: a standardized vernacular), C (classical: a standard which has died out as a native language), A (artificial), D (dialect: to cover situations in which a particular dialect enjoys special status) (Edwards, 1994: 141). Ten crucial functions of language are also listed:

- 1 ‘g’: group language, used for communication within a specific speech community;
- 2 ‘o’: official language, used at the national level;
- 3 ‘p’: provincial language, official only in given regions;
- 4 ‘c’: capital language, communicatively dominant in the area of the national capital (other than an ‘o’ or ‘p’ variety);
- 5 ‘w’: language of wider communication across language boundaries within the state (other than an ‘o’ or ‘p’ variety);
- 6 ‘i’: language of wider international communication (other than an ‘o’ or ‘p’ variety);

7 'e': language used for educational purposes, at primary or secondary level (again, not to overlap with 'o' or 'p');

8 'r': language used for religious purposes;

9 'l': language used primarily for literary or scholarly purposes;

10 's': language widely taught as a school subject (other than an 'o' or 'p' variety) (Edwards, 1994:142).

Finally, six degree-of-use categories, ranging from class I (where language users within the state comprise 75 per cent or more) to class VI (less than 5 per cent) are specified (Edwards, 1994: 142).

Turning back to De Swaan's classification (2001a, 2001b), its significance is rooted in revealing its role in teaching/learning foreign languages – the choice is apparent, as a language from the higher level in the hierarchy is generally given preference to. However, in order to be able to detect the real place of the English language within the FL teaching/learning which is the primary focus in the framework of the present research, it is crucial to recognize language as an economic commodity having certain properties (Ferguson, 2004:121). Ferguson (2004: 121) provides a set of language properties, which are helpful when considering languages as collective goods. In fact, it is crucial to state that languages are not just collective goods, but they reveal the properties of hyper-collective goods, which are as follows:

1. One of the properties common to collective goods is that languages do not diminish in utility with use (Ferguson, 2004:121). It is quite the opposite – the more people use a language, the more potential communication partners are available. Therefore, this presupposes a logical conclusion that the choice of a language to acquire can be predetermined by its utility and this is a well-grounded explanation to the fact that preference is generally given to bigger languages when the choice for some language to learn is made. In Ferguson's words, the choice is influenced by the individual's estimate as to which is most likely to retain an enduring utility in a competitive situation, a factor predisposing people to opt for the larger language, whose prestige tends to transfer to the acquirer, thereby further enhancing its attractiveness (Ibid.).

2. Another, although arguable, point is that languages are open to everyone willing to learn them, thus not “excludable”. However, here we should admit that different kinds of limitations or borders can be faced when looking for arguments to defend this point, as, for instance, the barriers to language learning might be illiteracy or exclusion from education (Ibid.).

3. Another property common to both languages and “collective goods” is that “the maintenance of language requires the collaboration of many persons” (Ibid.).

4. One more property highlighted is that the production of a collective good presupposes certain input from the community. Efforts of an individual are not enough. The same is true about languages (Ibid.).

Considering languages as “hyper-collective goods”, an important “language utility” aspect is revealed. At this point, the formula introduced by de Swaan (2001a: 174) should be considered.

The utility of a language for a speaker (*i*) in a constellation or sub-constellation (*S*) can be expressed in terms of its “communication value”, *Q_i*, indicating its potential to link this speaker with other speakers in *S*. The “prevalence” (*p_i*) of language *i*, refers to the number of speakers (*P_i*) that are competent in *i*, divided by all the speakers (*N^S*) in constellation *S*. The “centrality” (*c_i*) refers to the number (*C_i*) of multilingual speakers who *also* speak the language *i*, divided by all the multilingual speakers (*M^S*) in constellation *S*. The communication or *Q*-value equals the product of the prevalence (*p_i*) and the centrality (*c_i*) of language *i* in constellation *S* (de Swaan 2001a: 174).

$$Q_i = p_i \cdot c_i = \frac{P_i}{N^S} \cdot \frac{C_i}{M^S}$$

Fig. 1 Language Utility: Formula

The value of the formula introduced above is stated by de Swaan – “The current scarcity and unreliability of statistics on language competencies do not permit a more

elaborate measure. A simpler measure would lack validity” (De Swaan 2001a: 174). It is not surprising that the English language has gained the highest score (Ibid.).

To conclude, the theoretical evidence presented in this subchapter substantiates the necessity to explore certain factors affecting the spread of English in particular circumstances applying them to Latvian settings.

2.2 Factors Affecting the Spread of the English Language

Within the theoretical frameworks discussed in the previous subchapter, a crucial place is given to the notion of “affective factors” if applied to the explanation of the spread of certain languages.

A useful classification of factors contributing to the increased use of English in Europe was introduced by Phillipson (2003). He distinguishes between the structural and ideological factors affecting the spread of the use of English as lingua franca in various communicative situations.

In the case of Latvia, **structural** factors can be viewed as fundamental ones in the macro socio-political structure that affect current trends in language planning.

- Among the structural factors, Phillipson (2003: 64ff.) highlights English as a crucial dimension employed within globalization processes in different spheres of human activities, as it is increasingly used as the main language of corporate, institutional and scientific communication, which results in its consolidation at all levels;
- Investments in the promotion of the English language on global scale by the Americans and British since the mid-1950s have resulted in the strengthening of its position worldwide (Ibid.). Latvia is not an exception in this case. For instance, the British Council has successfully operated in Latvia implementing its major objectives in promoting the English language and British culture, society and politics;
- English as the language of instruction in higher education programmes is seen as an attractive factor for students from all over the world in choosing the country for receiving their higher education (Ibid.);
- Substantial investment in the teaching of English is seen as vital in the education systems of continental European countries (Ibid.). Latvia is not an exception in this case, as English is taught as the first foreign language in the majority of educational

institutions at all education levels (CSB, 09.2013). Levels of foreign language competence vary widely, but there tend to be more people who are proficient in English in the demographically small countries. The data obtained in the framework of the recent research “Eurobarometer” conducted by the European Commission reveal that 54 per cent of the Latvian population are proficient in 2 foreign languages. In this respect, Latvia maintains the 6th positive indicator within the EU countries (Special Eurobarometer 386 / Wave EB77.1 Special Eurobarometer, 2012: 13);

- The increasing tendency to introduce programmes and courses taught in English in continental Europe is one more crucial factor contributing to the spread of English (Phillipson, 2003: 64-ff.);
- Phillipson highlights that the lack of investment in the field of “analysis of language policy, multilingualism, and language rights at European universities and research institutes” results in incomplete and defragmented information available on these issues;
- Furthermore, insufficient coordination of the units involved in language policy making adds up to the inconsistency of the available information;
- The strong connection of English to the dominant economic system and to global networking is one more significant factor;
- The open labour market and international links as well as cross-cultural marriages reinforce the language shift towards dominant languages (Phillipson, 2003: 64-ff.).

In the case of Latvia, even though the issue of internationalisation is of highest topicality, the goals put forward are still challenging. However, it should be highlighted that the situation is improving. For instance, the University of Latvia states the internationalization of studies and research as one of the most crucial objectives (UL Annual Report, 2013). The opportunities to offer “students at all academic levels, academic and research staff studies, practice and research cooperation with international colleagues both in Latvia and abroad increase each year”. University of Latvia has signed 122 bilateral agreements with universities in 41 countries (Ibid.).

The second crucial group distinguished by Philipson comprises **ideological factors** (Phillipson, 2003:65):

- The shared or globally-accepted understanding of language policy issues is hindered by the differences in interpreting language problems rooted in ideologies underpinning the formation of states (Ibid.);
- Differences in the attitudes towards multilingualism rooted in people's exposure and the use of languages (Ibid.);
- Different levels of awareness about language policy issues (Ibid.);
- Prestige of a particular language imposed by advertising and the media (Ibid.);
- Ranking languages and language hierarchies resulting in language "glorification and stigmatization processes" (Ibid.).

To acknowledge the significance of the concept of language ideology for the proper understanding and analysis of the language situation in Latvia, the conceptual framework around the notion of ideology should be briefly reviewed. The term "ideology", coined in 1796 by the French writer and philosopher Antoine Louis Claude Destutt de Tracy (1754-1836), originally meant a methodic and scientific analysis of ideas (Silverstein, 1998:124). The term soon acquired pejorative connotations in Napoleon's use, who posited it as *illusion*. One of the best-known phrasings of ideology as illusion is Engels's description of it as "false consciousness". Apart from the negative interpretations of the term, more neutral readings apply the term broadly to "all cultural conceptual schemata and are noncommittal on the truth value of ideology". These have been discussed as descriptive, notional, or social scientific conceptions of ideology (Schieffelin, 1998: 8). The neutral stance is usually encoded by attaching certain labels such as culture, worldview, belief, *mentalité*, and so on (Ibid.). Apparently, the concept of ideology has been interpreted in a variety of ways. Thus, here for the purpose of the study, the neutral stance is maintained, namely, the language situation in Latvia is assessed adapting the view of Karl Mannheim, a founder of the sociology of knowledge, who advocated a "total conception" of ideology, as systems of thought that are socially situated and collectively shared (1936). Mannheimian ideological analysis is neutral, non-

evaluative, indistinguishable from the sociology of knowledge, as it studies the way knowledge systems are influenced by the social and historical circumstances in which they are situated (Schieffelin, 1998: 8).

The “*questione della lingua*” has been of fundamental importance since Latvia regained its independence in 1991 and stood for a complex range of issues dealing with language, politics, and the body of power. Modern linguists have incorporated considerations of power in their research, leading to an obvious focus on language and ideology (Schieffelin, 1998: 15).

The end of the World War II marked the beginning of a new ideological period in the history of central and eastern European countries – the domination of the Soviet Union resulting in the new ideology imposed by the Soviet power. Regarding the language ideology, the imposition of the Russian language as the first foreign language compulsory at all levels of education resulted in the mass use and advanced proficiency in Russian. The process of destalinisation from about 1955 led to the introduction of other foreign languages, such as English, German and French, still the Russian language maintained the dominating position until the end of the 1980s (Fodor & Peluau, 2003: 86).

The collapse of the Soviet Union has resulted in drastic alterations in both language policy and language practice in many post-soviet countries. In the three Baltic republics (Estonia, Latvia, and Lithuania), the changes have been complicated by the complex historical developments of the second half of the 20th century in a peculiar context where the national languages are challenged by the spread of minority languages (Druviete, 1997, 1999, 2000). Apart from the impact of Russian, the globalization resulted in the spread of English as the *lingua franca* in many professional fields. Thus, the issues of much concern in the post-soviet space have been language maintenance and shift, linguistic change induced by language contact, the linkage of language to language attitudes and language planning, as language ideology shapes linguistic landscape and has a significant role in language change.

It should be stressed that language ideologies do not assign the central role to languages alone, but rather, they aim at providing a system of links of language to

identity, to aesthetics, to morality, and to epistemology (Schieffelin, 1998: 3). Through such a system, they aim at forming solid grounds for the investigation of linguistic form and norm, standard and use as well as the role of language in the formation and development of the personality, the social group, the nation-state, education and schooling, law, etc. (Ibid.). Thus, the aim is to attract and focus the attention of educators on the unavoidable significance of the ideological dimension within their language courses.

2.3 English as the Language of Science

The strengthening position of English as a global language results in its increasing importance as the language of academia and publishing. The English language has become the language of the “knowledge society and it “is expected to be read and understood by the non-native speakers across all academic fields” (Mühleisen, 2003: 108). It is widely acknowledged that the status English has gained within sciences and humanities is “closely connected with the emergence of the USA as the political and economic super-power in the twentieth century”, as its scientific infrastructure was not damaged by the World War II (Mühleisen, 2003: 108; Kaplan, 2001: 11). However, the status and the role of the language as well as the language proficiency situation across the academic disciplines are different. It is crucial to state that language has become the issue of centrality within not only exact sciences and technologies (the description of the case study of Latvia and the language situation revealing some points of concern will be introduced in the empirical part of the Doctoral Thesis), but also the humanities and social sciences.

The consequences of the World War II and the foundation of the United Nations, the invention of the computer, and the rapid development of science and technology contributed to the fact that English is not just a hypercentral language (in de Swaan’s terms) but the dominant language of science and technology (Kaplan, 2001: 12).

Ammon (1998: 167) conducted a statistical analysis of languages used in publications. The data providing the evidence for the constant decline of languages such as Russian, French, German, etc. as the languages of publications both for the natural sciences and the humanities are discussed in numerous studies (e.g. Ammon, 1998; Mühleisen, 2003) (Appendix 2). The data clearly show the decrease of the use

of languages other than English in scientific publications across all the disciplines. Moreover, the researcher's most urgent need is to read and understand the English language (Mühleisen, 2003: 108) as well as to be able to communicate freely with the academic community at national and international levels.

Approaching one of the major objectives put forward in the framework of the Doctoral Thesis, namely, the study of language studies and practices within Latvian HEIs and identification of linguistic challenges students and faculty staff face fulfilling their responsibilities within HEIs in the context of higher education internationalization, science as “an important candidate for promoting the growth of a standard language” should be considered (Kaplan, 2001: 14), as “it uses a common set of methods and measurement-standards and is cumulative and self-referential” (Ibid.). Kaplan provides a working definition for the concept of “standard language”, which is very important in view of the objectives set within the present research. In his words, “a ‘standard language’ is ‘ a set of discursive, cultural, and historical practices - a set of widely accepted communal solutions to discourse problems...a ‘standard’ language is a potent symbol of national unity”(Kaplan, 2001: 13). The author emphasizes that “the ‘standard’ language must be acquired through individual participation in the norms of usage, and these norms are commonly inculcated through the education sector (with the powerful assistance of canonical literatures and the media — conventional and electronic)” (Ibid.). This statement is of fundamental importance in the context of the present research, as it builds the grounds for designing the framework of domain-specific language acquisition aimed at facilitating successful professional language acquisition focusing on academic language proficiency in both the local and a foreign language in a particular type of setting (Latvia) within the perspectives of internationalization discussed in the previous chapter. What is particularly significant, that this is the education sector, which is to disseminate the norms, therefore, serving as a role-model is one of the major objectives put forward for the sector itself.

To proceed, researchers face urgent and immediate necessity to access both the new and the previous research, as the new research is built on previously accumulated knowledge. Therefore, in order to be able to participate in the research community, a researcher should possess certain proficiency level in the language in which this knowledge is available. Receptive language skills (reading, listening) are not enough

for effective participation in the scientific community, which is substantiated in Kaplan's claim that "those researchers whose written English-language skills are inadequate find that publication is difficult and indeed may be effectively excluded from participation in the exchange of science information" (Kaplan, 2001: 14). Furthermore, the issue of language within the humanities and social sciences is much more complicated than in the case of natural or exact sciences, as "these disciplines are much more strongly bound to language" (de Swaan, 2001a: 75). Therefore, "meticulous precision in the use of the natural language" should be one of the major objectives within the social sciences and the humanities (Ibid.). Within these disciplines, the translation from one language into another one is frequently challenging. These difficulties are rooted in the necessity to: firstly, translate the language of the informants into the scholarly or academic language; secondly, translate the text into the international language of academic discourse (Ibid.). Therefore, precision and consistency in the use of professional terminology must be observed at least at two levels – the local and the international ones (Ibid.). Both the local and the international levels are complex in the sense that they comprise numerous units involved in the formation, standardization, coordination, dissemination, etc. of standard professional terminology. The Latvian case revealing the terminological aspect within the issue of languages for scientific and academic communication is presented in the framework of a case study in the empirical part of the Doctoral Thesis.

To proceed, "the social sciences study human beings in the social arrangements they constitute with one another" (de Swaan, 2001a: 76). Therefore, one of the objectives put forward for the scientists within the social sciences and humanities is "understanding and interpreting statements, of transposing spoken language into its nearest, written equivalent, and of condensing and converting the material into the editorial format and the linguistic register appropriate for professional, academic publications" (de Swaan, 2001a: 76-77). Therefore, scientists within the disciplines under investigation have to deal with language in more detail (Ibid.), which is particularly crucial in view of the focus of the present research, as "problems of language are central to the task of the social sciences" (Swaan, 2001a: 77). Another concern which makes the grounds for the present research is that scholars working in English are unable to communicate their professional expertise in the mother tongue,

and that the language itself is atrophying in particular areas, rather than continuing to develop and adjust. Action is needed to remedy this state of affairs, because any information for the general public in a democratic society has to be made available in a local language (Phillipson, 2003: 81). The claim of Phillipson will be illustrated by the case study conducted by the author of the present research, which is introduced in the empirical part of the Doctoral Thesis.

2.4 Towards the Multilingual and Multicultural Learning Space

The previous subchapters have been built around and focused primarily on the place of the English language in the transformative modern reality. However, the theoretical account would be incomplete without introducing the more generalized theoretical assumptions on the language issues relevant for the thorough description of the language situation in Latvia, e.g. the role and place of the mother tongue and other languages in the Latvian society in the perspective of the formation and development of the multilingual and multicultural learning space.

To start with, the role of a language in general and mother tongue in particular is tremendous. Skutnabb-Kangas (2000: 104-105) eloquently formulates and states the place of language in the life of an individual:

Language is a tie, and our mother tongues both form and are symbols of our identity. Language plays a key role in most aspects of human life everywhere. Language is also a tool, a mediator and an active creative agent, central to our conceptualization and indeed creation of the world, and for interpreting, understanding, and changing it. Language supports us in organizing our world and frees our energy for other tasks. Words for concepts are like pegs on which we hang the meanings that we inherit, learn, work through, accept and reject, and create, and store in the fluid storehouse of our mind. They are the framework that binds together the experienced details into a totality, a meaningful whole. Verbalising helps us remember, reproduce, and reflect on meaning and thus make sense of reality, participate in creating the changing realities and to try out alternatives in our mind before we act in more concrete ways. Through the verbal socialisation process we also learn much of our own culture's ethics. Together with the words for objects and phenomena, we learn our culture's connotations, associations, emotions, and value judgments which we can then modify. The definition and

construction of our ecosocial world, including our individual and group identities, status, and worldview, are all reflected in, reflect on, and are partially created and realized through language.

The definition presented above, although emotional, clearly reveals the crucial role a mother tongue plays in the formation and development of personality, which is in the heart of all the pedagogical and educational research.

Initially, a Latin term, *lingua maternal*, was introduced in the Middle Ages and the Early Modern period to signify “lay people’s vernaculars in contrast to learned Latin” (Yildiz, 2012: 10). However, in the late 18th century, the emotional context was added to the term *muttersprache* shaped by new and interrelated conceptions of family, kinship, motherhood, nation, and state (Ibid.).

The relationship between language and identity today can be described in accordance with the monolingual paradigm, within which the mother tongue is viewed as a privileged or special language for

one is born into it, one acquires it with the “mother's milk” (H. Weinrich, “Chamisso”) or at least at the “mother's knee” (B. Anderson, Imagined Communities). The emotional shade is added through the ties with the family and childhood. The sounds of this language can stir something deep down inside a person; this is the language of primary attachments, the language in which one first says and becomes “I.” It is a language that signifies belonging and reaffirms it (Yildiz, 2012: 203).

This goes hand in hand with the claim that

the term may have an emotive coloring for many of us, both authors and readers, meaning the language our mother first exposed us to, the language we try to maintain no matter how difficult it is when living in a country where that language is not valorized, and referring to the language that is closest to

our heart no matter how many other languages we can speak
(Kecskes & Papp, 2000: 2).

Other authors may expand this emotional explanation by stating that

the mother tongue is a chain that binds us to our own history. Each one of us is a ring in the chain of generations, a ring in our own mother tongue. If any ring grows weak, the whole chain will be weak. Every generation has to make sure that their ring is strong enough to add the next ring onto the chain. Our personal duty is to transfer the mother tongue to the next generation. By passing on our language, the mother tongue, to the next generation, we ourselves guarantee that life itself will continue into the future. (Skutnabb-Kangas, 2000: 13)

A mother tongue is behind all the discoveries and developments. It is the only tool to teach the discovered wisdom to new generations. Therefore, “a language, a mother tongue, is the most valuable inheritance of human beings” (Skutnabb-Kangas, 2000: 13).

Discussing the concept on a more practical level, the mother-tongue, in some interpretations, refers to “the language one masters best and has full command of” (Yildiz, 2012: 203). However, it should be highlighted that much discussion around the conception of a mother tongue is in place. According to Skutnabb-Kangas and Phillipson (1989), the notion of a *mother tongue* can take numerous perspectives. Firstly, as already discussed, the notion itself implies that it may refer to the language learned from the mother. It can also refer to the first language learned or rather acquired – within this scope, it is not crucial to emphasize who it is learnt from. Another interpretation suggests that a mother tongue can imply the strongest language of an individual, the language used most and/or the language an individual has most positive attitude to, the stronger language at any time of life. Within the present research, the term is used to refer to the mother tongue of the area or country (e.g. Latvian in Latvia).

It is apparent that the interpretations of this term differ and investigation of linguistic and sociolinguistic issues related to this conception are beyond the scope of the

present research, therefore, within this paper, when talking about the importance of mother tongue, the value of a national language or, in other words, the mother tongue of a country, will be focused at.

The importance of maintenance, elaboration and promotion of a national language is in the centre of the discussion. Education in general and higher education in particular are viewed as one of the core actors in the implementation of state language policy objectives. In this respect, it should be highlighted that education is one of the key actors “in the status-planning process of providing a nation with a national language” (Kron, 2003: 38). It is important to state that for the language to effectively function as a national language and be used at all levels (e.g. in education), this language should be standardized (Ibid.). In this respect, a good example of the challenges faced on the road to standardization of a language, is the case of professional terminology. For instance, within certain professional domains, rapid development of the fields in question may lead to inconsistency in the terminological systems, which, in turn, leads to challenges or even failures in the communication of domain-specific knowledge. This case will be illustrated in the corresponding sub-chapter of the empirical research.

It is apparent that every world language should be worshiped and maintained, as with the death of a language, human wisdom and valuable life experience vanishes forever. Regarding the case of Latvia, since Latvia regained its independence, the Latvian language has managed to gain and maintain its position as the dominant and the only official language in Latvia. Still, the same as in other linguistic scenarios worldwide, the Latvian language is surrounded and influenced by other languages. The linguistic reality of present-day Latvia is embedded in the broader debate on the status of minority languages in Latvia and the status of English and other languages in both Europe and the world.

To proceed, when talking about language repertoire of the society at large and linguistic diversity in particular, one more crucial concept should be explored – the concept of multilingualism. The historical investigation of this phenomenon is beyond the scope of the present research. Therefore, the notion of multilingualism will be explored in the context of internationalization of higher education paying special attention to the use of the concept within the EU.

Many scholars (Phillipson, 2003; Crystal, 1997, 2003; etc.) investigating EU documents confirm that multilingualism has become “an EU mantra” (Phillipson, 2003: 129). They also admit that the concept is used in numerous ways and in various senses. In the brochure titled “A multilingual community at work. The European Commission's Translation Service” multilingualism is equalled with the status given to all the official languages of the EU. In this respect, the source also emphasizes that multilingualism “goes to the heart of what Europe is all about” (Phillipson, 2003: 129).

In 1958, the Treaty of Rome and Regulation 1/1958 recognized Dutch, French, German, and Italian as official languages. Danish, English, Finnish, Greek, Portuguese, Spanish, and Swedish were added in later years. The 2004 enlargement resulted in adding Czech, Estonian, Hungarian, Latvian, Lithuanian, Maltese, Polish, Slovak, and Slovene. Irish, Bulgarian and Romanian gained the same status in 2005. All these languages have equal status as the original four (Ginsburgh & Weber, 2011: 163).

To manage multilingualism as a useful resource, the functional aspects of multilingualism should be regulated at all levels (e.g. EU, regional, state, institutional, etc.) through the implementation of what is termed “language policies” referring to the official positions of the governing units to language use and maintenance (Elgin, 2000: 25). To proceed, “the present- day policies on language, multilingualism and national identity at different political levels do not exist in isolation from one another” (Stevenson & Carl, 2010: 82).

As regards the supra-national level, language strategies promote multilingualism through language education declared as “one of the EU’s key integrationist aims” (Stevenson & Carl, 2010: 83). Here again it should be emphasized that the concept itself is seen in a variety of ways, which makes the implementation of this aim challenging. Multilingualism can stand for “an ability to communicate with people from different countries in their respective languages or, within other strategic documents, it is considered a human right to choose which language to use in daily life, and crucially also for official purposes and in the public sphere” (Stevenson & Carl, 2010: 83-84). It is apparent that these two different interpretations imply absolutely different aims implementation processes behind them thus making the

whole process confusing for the units implementing this dimension. Moreover, “discourses on language and multilingualism are highly political in the sense that they have a direct impact on how language is used to define the relationships between different groups of people as well as between individuals and relevant public institutions” (Ibid.). The same source highlights that the “notions of cultural diversity at EU level and national homogeneity are often perceived to be competing or even incompatible with one another” (Ibid.). This differences in statements and interpretations lead to the necessity to clearly define and agree upon the objectives to ensure the successful implementation of the key aims of both the EU and nation-states.

One of the possible multilingual situations, which is particularly relevant in the context of the present research for it characterizes the Latvian context, “is the presence of a dominant language assumed to be the logical choice of a national language existing alongside one or more minority languages. Typically, these are spoken by a minority of the population, most of whom are bilingual and also speak the majority language” (Barry, 2002: 217). Barry formulates the questions which are usually addressed when dealing with minority languages. She highlights that “Although they tend to be phrased in more policy-oriented tones, the questions in essence revolve around attitudes toward the minority language (or minority dialect)” (Ibid.).

Firstly, one of the dilemmas for the units in charge is whether: to *ignore minority languages* or *obliterate* them. Secondly, if authorities take up another direction, then they might consider whether they should *support and preserve* minority languages. If authorities choose to support the second option, then they should make a decision regarding the learning support provision for minorities to acquire the majority language. Another question to resolve is whether to support the provision of opportunities for learning minority languages. As concerns the issues related to language teaching methodology, the question one might pose is whether minority languages should be taken into account in the majority language learning process. Another question might be whether literacy in more than one language should be set as one of the aims (Barry, 2002: 218).

In general, bilingualism is seen to offer both opportunities and challenges for education. It is acknowledged that bilingualism leads to new opportunities for the individual and the society at large (Wei, Dewaele, & Housen, 2002: 2). It is not surprising that a bilingual or multilingual individual is much more competitive in the labour market and useful in the competitive international market (Ibid.).

Bilingual individuals are open to the priceless opportunity to experience the cultures of others in a more direct way. They are given the “chance to participate and become involved in the core of a culture, and to appreciate the different systems of behaviour, rituals, religious traditions, beliefs and values, histories, and literatures” (Wei, Dewaele, & Housen, 2002: 3). Moreover, it is claimed that bilingualism provides the opportunity to reflect on one’s own linguistic and cultural heritage and even discover and develop new identities (Ibid.).

The opportunities bilingualism provides at the societal level are rooted in the value of bi- and multilinguals in the world market thus contributing to the economic growth of the country. It is claimed that “the number of bi- and multilingual speakers a country produces is often seen as an indicator of the educational standard, economic competitiveness and cultural vibrancy of the country” (Wei, Dewaele, & Housen, 2002: 3). The role of language-knowledge for building contacts or bridges between different groups within the nation-state and worldwide is also obvious (Ibid.).

At this point, it is crucial to refer to the appreciation of languages as the direction towards reconsideration of the relationship between unity and diversity, which, in turn, facilitates the implementation of the fundamental objective crucial for all the societies and at all times - peaceful co-existence with different linguistic and cultural groups and observation of the rights and obligations of each other (Ibid.).

The last 20 years have seen an amazing development of European Higher Education: Erasmus student and staff exchange (horizontal mobility) has developed at the same time as an increasing number of programmes delivered through the medium of a major European language, often English, have been launched in order to attract students to full 3- or 2-year academic programmes (vertical mobility). In tandem with this, and in order to meet the major challenges that this has entailed, e.g. the European Credit Transfer System (ECTS) and the European Qualifications Framework (EQF) have been developed, also to support the development of the European Higher

Education Area (the Bologna Process). In addition to this, especially the last decade has seen an increase in the international recruitment of HE academic staff in several countries, all of this resulting in more diverse groups of researchers and academic staff as well as student audiences than ever before in many HEIs.

2.5 The Place of Languages in the Internationalization of Higher Education

As already discussed in the corresponding subchapters of the paper, internationalization strategies make up a dynamic and integrated set. Developments in one internationalization activity can lead to opportunities in another. For instance, there might be close links between international student programmes and internationalization of the curriculum, and teaching or faculty staff mobility leads to international research partnerships, etc.

The issue of language policy, which is closely connected to trends in commerce, science, and culture gains the central position within the centralization strategies worldwide, as “State education systems have been a key national domain, central to the formation of nations and the consolidation of national languages” (Phillipson, 2003: 93). The internationalization of education that the EU strengthens in a range of actions providing funding for the mobility of students, staff and researchers is aimed primarily at experiencing culture and languages, so that the participants can experience a second culture and language first-hand (Phillipson, 2003: 93). It is crucial to once again acknowledge that the European Union can be viewed as a test case for policies that respect linguistic diversity, and for principles of equality, both for the individual language user and for a range of languages. Therefore, the framework for addressing language policy issues introduced by Phillipson (2003: 175-178) crucial for building the theoretical grounds to achieve objectives set in this research is explored and analyzed:

- sociolinguistic realities, including “big” and “small” languages, nationally and internationally, the risk of severe loss of linguistic diversity, asymmetrical communication due to linguistic hierarchies, the native/non-native imbalance, the nature of English in a Europe of fluid national and supranational identities (Phillipson, 2003: 175 – ff.);

- issues of cost, in relation to the use and learning of a range of languages at the sub-national, national, and supranational levels; the issue of the cost of language use and maintenance at the EU level;

- matters of principle, language as a human right, equity as a paramount concern in democratic communication structures, and criteria for a just and sustainable ecology of languages; Within this perspective, the relevant questions to pose are those concerning language policies creating inequalities or, in other words, policies marginalizing some students while granting privilege to others; language policies serving the interests of dominant groups within society; and whether linguistic minorities can promote their interests through attempts to impact language policies in education (Tollefson, 2002: 3-4).

- issues of practicability and efficiency, how multilingualism can be managed in a wide spectrum of contexts, among them education, science, culture, and the media, and how interpretation and translation can function optimally in political life and commerce;

- issues of political will and power, the challenge of taking up the sensitive topic that language policy is, and the conversion of policy initiatives into legislation and policy implementation.

So far, the theoretical speculations have focused mostly at the language issues as considered at the national and supra-national levels. Even though they fall under the heading of “language planning” and pertain to all areas of public function, they definitely impact the decision-making in the sector of education, which is the focus of attention. Decision-making regarding the language issues within the higher education address such questions as the choice of the language of instruction in a HEI; what languages students should be taught (e.g. what foreign languages they should be taught as obligatory, optional, etc.; if students may be provided with the opportunity to learn in more than one language; which languages should be taught for certain purposes (e.g. given the strengthening role of languages in the context of internationalization of higher education); and others. These issues are complex, complicated and, at times, controversial (e.g. the choice of the language of instruction – “should we promote a national language or go for financial benefit through supporting, for instance, the English language to make a HEI more attractive for

students”) for they are more than just a matter of taking a decision, as “Language policies in education represent a critical arena in which a society’s expectations for the success of its future members are simultaneously expressed, enabled, and constrained” (McGroarty, 2002: 17).

Still, even though it is a challenge, these questions should be resolved as “...language policies are viewed by many in education as an integral and necessary part of the administration and the curriculum practice of schools” (Corson, 1999: 1).

To proceed, the most recent document on language policy in Europe (2013) suggests that HEIs are encouraged, within the framework of their own societal context, mission, vision and strategies, to develop the aims and objectives of a Higher Education Language Policy (European Language Council, 2013) that allows them to implement these strategies. In this process, they may want to determine the needs, the measures that are already in place, and the measures that need to be put in place in order for them to do so.

The recommendations of the sections on pages 3 – 11 are meant to assist HEI leadership and management teams in this process. These recommendations are summarized below:

As the first step in a Higher Education Language Policy (HELP, 2013), HEIs should determine the relative status and use of the languages employed in the institution, taking into consideration the answers to the following questions: What is/are the official language(s) of the HEI?; What is/are the language(s) of communication at institutional/departmental/research group /administrative unit, etc. levels?; What is/are the language(s) of instruction?; Who are the HEI stakeholders / targets audiences, and which language(s) is / are used in communication with these audiences?

HEIs should further consider the following interrelated questions as regards the students: Given the programmes and the level of internationalisation the HEI has or wants to have, and as a direct implication of that, what the language proficiency levels required by students who apply to its programmes are; Given the programmes and the level of internationalisation the HEI has or wants to have, and as a direct implication of that, what the language proficiency levels expected from the graduates of these programmes are; Given the profile of the HEI and its educational strategies, which

language components are to be offered within and without the (non-language) degree programmes.

Students may need support for all four language skills (receptive and productive; oral and written); and in addition to that, they may need special support in academic reading and writing both in their first and their other languages (Ibid.)

As regards academic staff, HEIs should consider measures to validate formal as well as informal and non-formal learning of the language of instruction and provision of language courses for academic and non-academic staff in the language(s) of administration and communication.

To conclude, the reference points and the discussion introduced above are crucial for consideration in Latvia in view of the focus on the internationalization of higher education.

2.6 Conclusions

The claim that language is the issue of centrality within the educational process in all the disciplines has its implications for the teaching of these disciplines and, therefore, the contents of the study programmes:

- The issues of translation and interpretation should be ensured a legitimate position within the professional development programmes for the faculty staff, scientists and scholars.
- Students can not effectively study in one language only, whether it be their mother tongue or a foreign language (e. g. English). This substantiates the conclusion that study programmes in all the scientific disciplines should focus on both expert proficiency in the native language alongside with advanced proficiency in at least one foreign language.
- As concerns the faculty staff, insufficient language competence may result in challenges for the career advancement.

As English has expanded to become the preferred language of international communication in more fields, the needs of ever more non-native users of English have become evident. Therefore, the following reference points aimed at the

promotion of language competence as a crucial component of specialists' professional competence should be taken into account:

- Responding to globalization and internationalization, emphasis on Languages for Specific Purposes (LSP) education including the courses focusing on different language aspects (e.g. academic writing) for both students and academic staff should be placed within higher education;
- To facilitate the acquisition of professional competence, specialists from all scientific and scholarly domains should take specialized LSP courses during their undergraduate years and in their further professional trainings;
- The emphasis on linguistic proficiency should be seen as vital within LSP courses for the application of language skills;

To conclude, the English language has gained a rightful place as a vehicular language and it is necessary to learn to use it as the global medium of communication (e.g. de Swaan, 2001).

Based on the literature analysis, the conclusion can be drawn that within the empirical research the following areas are to be considered:

-Research in the International HEI or in teaching and learning through a Foreign Language (FL) in a multilingual and multicultural setting.

-Teaching the Language of Instruction (LoI), including e.g. academic writing, to students and lecturers, and/or teaching the national or regional language of the HEI in question.

-Teaching subject content through the LoI, whether as one's L1, L2 or even L3, to a diverse student audience in the Multilingual and Multicultural Learning Space (M&MLS), thus preparing lecturers (local as well as 'international faculty', 'expatriates', 'foreign lecturers' or 'immigrant teachers') for facilitating learning in a FL cultural and educational setting.

-Providing HE pedagogical training, including preparations for teaching in the M&MLS.

-Quality indicators and quality assurance.

-Language policy and / or internationalization policy.

-Leadership responsibilities in departments, language centres, international offices, etc.

CHAPTER 3 Languages within the Curriculum and Faculty Staff's Professional Development for the Implementation of International Curriculum

This chapter is built around the fundamentals of international education, its ideology, utility and pedagogy that play important roles in the rationale for the international curriculum. It also reveals the crucial place of languages as a fundamental tool within the international educational process. It both highlights and builds the theoretical basis for staff's professional development paying special attention to the role of language within the HE internationalization perspective. In view of the changing educational contexts, faculty staff are a crucial resource who must be ensured with support for the implementation of international curriculum. Austin (2002: 233) argues that "...while faculty development may, in times past, have been viewed as an institutional and individual luxury, it is now essential for organizational effectiveness, creativity, and successful transformation".

3.1 Conceptualizing International Curriculum

As the literature analysis presented in Chapter 1 confirms, in recent years, considerable amount of research has been devoted to the issues related to internationalization processes, the place of curricula design that would incorporate tasks and objectives related to the promotion of international dimension and the role of faculty staff in higher education internationalization being in the centre of attention for many scholars (e.g. Andersone, 2009; Blūma, 2013; Drennen, 2002; Hayden, 2007; Knight, Yorke, 2004; Žogla, 2001, 2006), who have aimed at finding solutions to numerous challenges associated with it, starting with building the theoretical basis for international curriculum design and up to investigating the effectiveness of the practices already applied worldwide.

However, the issue of international curriculum development is remaining one of the most topical research directions, which requires in-depth investigation, as the meaning of the term "international" if applied within this perspective is still not agreed upon and therefore there is much confusion around it (e.g. Hayden, Levy and Thompson, 2007). However, one of the possible solutions proposed by Ian Hill (2000), Deputy Director-General of the International Baccalaureate Organization (IBO), is to discriminate between the internationally-minded schools and those that are not (Gellar, 2002:31). Even though such an approach could be an immediate

solution, there are still many questions unresolved or further questions are raised. One of the challenges is also the necessity to define “the internationally-minded school”, which is not an easy task to handle either. In an attempt to answer the question posed, Skelton (2002) refers to the UNESCO declaration of 1996 (UNESCO, 1996). The issues such as “a sense of universal values, valuing freedom, intercultural understanding, non-violent conflict resolution”, etc. are stated within this framework (Skelton, 2002: 40). However, it is obvious that identification of certain issues is valuable, but not enough to shape a clear understanding of the concept.

Based on the ideas introduced in the opening paragraphs, an attempt to answer the above-mentioned questions in the perspective of the need to conceptualize curriculum internationalization will be addressed within the present chapter.

It is apparent that the fundamentals of any curriculum depend on the context it is being implemented in. Therefore, when the context undergoes changes or transformations, the curriculum has to be adjusted to this context, otherwise it will prove to be ineffective. Therefore, the concept of the curriculum has to be redefined taking into account all the changes in the context (Žogla, 2006). The failure of curriculum design and implementation is mostly rooted in treating curriculum out of context. Decontextualization leads to the gap between the curriculum as a product to apply in practice and policy-making as well as its ineffectiveness in meeting the needs rooted in the structural and sociocultural context it should be implemented in. It is apparent that curriculum theory and practice should be built around an educational system, society and history (Cornbleth, 1996: 149).

Attempting to define the fundamentals of the “international curriculum”, firstly, a working definition of the concept of “curriculum” should be found.

There are numerous definitions available, the most complex and holistic ones comprising a range of aspects, such as the structure of knowledge, the specific content, the balance between subjects, the organization of the school day, the resources to be used, the teaching methods and the expectations of learners and staff (Catling, 2001). It is also distinguished among the planned, delivered or received curriculum, which adds up to misunderstandings and overlaps in definitions. According to Skelton (2002), curriculum designers are responsible for the planned curriculum and only partly responsible for the delivered and received curricula

(Skelton, 2002:39). It should be highlighted that it is beyond the scope of the Doctoral Thesis to draw such distinctions, as the attention is focused on the international dimension, which is relevant and can be theorized within all of these notions.

It is useful to start with the origins of the term “curriculum”. The term originates from the word’s Latin root, which means “racecourse”, which in Marsh’s (2004) terms, corresponds to the perception of many students – “a race to be run, a series of obstacles or hurdles (subjects) to be passed” (Marsh, 2004: 3). In easy terms, “a curriculum is a definition of what is to be learned or the prescribed content of learning during the years of education” (Ross, 2000: 8).

The crucial notion within the cornerstones of any curriculum is learning goals defining what learners should achieve at a certain stage of the study process or, in other words, learning outcomes (Skelton, 2002: 45) A formal curriculum, as conceptualized by scholars within the domain of education, comprises content (knowledge and concepts), skills and attitudes (e.g. Žogla, 2001, 2006).

To proceed, the collocation “international curriculum” will be considered. The apparent and documented (e.g. Green & Shoenberg, 2006; McMahon, 2011) lack of clarity about the definitions of “internationalization” and the terms related to it, such as “international school” and “international education”, helps to explain why the creation of an international curriculum has to be a work in progress. However, exploring the core elements of the curriculum and integrating the “international” perspective to them may be helpful in the attempt to define what is actually aimed at.

Referring to the cornerstones of the formal curriculum, namely, content (knowledge and concepts), skills and attitudes, when adding the international perspective, students should acquire knowledge about: social justice and equity; interdependence; sustainable development (a balance between economic growth, protection of the environment and a fair distribution of material wealth and the earth’s resources); cultural diversity; peace and conflict; population concerns (migration, ethnicity, refugee issues); languages (Hill, 2002: 26).

Hill (2002:27) argues that this is the content students should be equipped with to successfully function in the internationalized environment. He claims that there is nothing ideological about this content – it is “useful to know, almost factual”. It is

apparent that skills are necessary to deal with this content. Firstly, a learner should be able to critically analyze the material introduced, therefore, specific pedagogical and methodological approach should be applied focusing on the development of critical thinking skills, cooperation and individual work (including research), interdisciplinarity, learning to learn and methods aimed at the development of the holistic personality (Ibid.).

Attitudes are fundamental to the formation of the holistic personality. Attitudes referring to the ideology in international education are as follows: “commitment to social justice and equity on a global scale; empathy for the feelings, needs and lives of others in different countries; respect for cultural diversity within and without one’s geographical location; a belief that people can make a difference; concern for the environment on a global scale; commitment to sustainable development on a global scale” (Hill, 2002: 27).

The aspects of knowledge, skills and attitudes comprising the idea of “me and others” or “me vs. others” clearly imply the fundamentalism of the concept of “world citizenship” to international education. Being subdivided into three levels, the first one utilizes knowledge about the content, the second one – pedagogical level – is the level of understanding and applying the contents into practice or, in other words, events through critical analysis. The third level deals with attitude formation in students leading to “positive action for a better world” (Hill, 2002: 28). Having considered the above-stated, the role of university education in “advancing forms of citizenship” becomes apparent (Rhoads & Szelényi, 2011: 20). One of its crucial tasks is contribution “to one’s ability to negotiate the political, economic, and social dimensions of human experience” (Ibid.). Therefore, the conclusion can be drawn that alongside certain professional competences necessary in further life, the sense of citizenship, legal and political rights and responsibilities contributing to a broader understanding of the world and the experience related to these issues should be ensured within the curriculum at HEIs (Rhoads & Szelényi, 2011: 20). Great expectations are also placed on students’ political and civic participation, moreover, these days, such engagement in the life of the society is considered in a broader sense – their active participation not only in the life of the society around them, but across the societies in the globalizing world (Ibid.). It should also be highlighted that not

only do the faculty staff and students have a significant role in knowledge production, management and application, but also their roles are crucial in “shaping how societies envision citizenship, primarily through their roles as academic citizens” (Ibid.). Having a closer look at the above-stated ideas, it is apparent that these are the educators who are primarily responsible for shaping both their own and students’ ability to construct the notions around global citizenship, as, performing their different roles (e.g. teacher, leader, researcher, activist, etc.), educators “enact and/or reinforce various models of citizenship grounded in their lived experiences at universities” (Rhoads & Szelényi, 2011: 21).

Given the crucial role of universities and educators in the shaping of the conception of global citizenship and the shaping of key players in this area, it is crucial to consider the university policies directed at the promotion of international and global dimensions within their teaching, research and other functions. For instance, “the University of Latvia pays great attention to the development of international collaboration in order to promote international identification and to strengthen good reputation. The University of Latvia has been always active in international collaboration. Nowadays the objective is to focus on the content and quality of international cooperation in order to make internationalization a balanced element of education and research” (www.lu.lv). University of Daugavpils states that it boasts to have “an advantage to be located in multicultural environment. We cooperate with approximately 80 institutions worldwide and recently we became a member of EUA. Our University participates in international Erasmus programme. We have 66 partners in 19 countries”(http://du.lv/en). The Latvian University of Agriculture highlights within its vision that it aims “to become a modern, internationally recognized and prestige university, taking part in the common European academic education and science space”(http://eng.llu.lv/?mi=559). In turn, Riga Stradins University claims that “Our mission is to train highly qualified experts in the fields of healthcare and social sciences, so that they can serve the society of Latvia, the European Union, as well as the world. So that the knowledge, skills and attitude they have acquired during their studies would comply with EU standards and humane traditions, and it would form a firm basis for lifelong learning” (http://www.rsu.lv/eng/about-rsu). These are just to mention a few of the examples.

To proceed, it is apparent that the presence of the international dimension is visible within missions, visions and strategies of HEIs, however, there are still numerous nodal points to consider – the presence of this dimension in the curriculum aiming “to construct something that responds to a number of the contextual elements in international education and to try to engage in a process of continual improvement” (Skelton, 2002: 41).

Building the further conceptions around the essence of international curriculum, closer attention should be paid to international curriculum design and what the international dimension adds to knowledge, skills and attitudes as interpreted within the traditional curriculum.

Drennen (2002: 56) presents a list of criteria relevant for consideration also within the HE curriculum design taking into account the international dimension. The criteria identified may form the basis for the template for the purposes of planning, implementing and evaluating the international curriculum within the HE: 1. developing citizens of the world—culture, language and learning to live together; 2. building and reinforcing a student’s sense of identity and cultural awareness; 3. fostering the recognition and development of universal human values; 4. stimulating curiosity and inquiry to foster a spirit of discovery and enjoyment of learning; 5. equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge across a broad range of areas; 6. providing international content whilst responding to local requirements and interests; 7. encouraging diversity, and flexibility in pedagogical approaches; 8. providing appropriate forms of assessment and international benchmarking.

For the purposes of the research, the above-mentioned criteria will be considered with the aim to identify the place and the role of languages (local and foreign languages), when relevant within these aspects and/or for the implementation of teaching/learning objectives within these aspects.

Drennen (2002) lists *developing citizens of the world* as the first aspect to consider within the curriculum. This aspect includes 3 crucial elements, namely, culture, language and learning to live together. He emphasizes that it is only through “the

dynamic combination of knowledge, skills, independent critical thought, and international awareness or intercultural understanding, the principles of educating the whole person for a life of active, responsible citizenship can be espoused” (Drennen, 2002: 57). Critical examination of oneself, one’s traditions, customs is the starting point for the educational process. Here, it is crucial to highlight that the concept of international community is also of fundamental importance for it brings in the idea of growing individually, still with the understanding of others, appreciating human diversity, for “a plurality of human identities, interaction brings the potential for greater mutual understanding.” It is also crucial that the aspect of the local and the national should be visible within this perspective, as the development of “world citizens” only adds to the appreciation of the “own” through bringing in “the worth of human life wherever it is lived, and that there is a shared bond with all other human beings by virtue of our common humanity ” (Ibid.). It is widely acknowledged that in the modern globalized world, the challenges young people face “require collaborative global solutions, which extend well beyond parochial and national boundaries” (Drennen, 2002: 58).

Drennen (2002) proposes practical solutions for citizenship development in young people. The author believes that within the international curriculum students should be involved in service provision to others at all levels – it is not just about the idea of giving to someone from other community, but the idea of giving as such – be it in the family, a neighbour or the wider community. Here both action and reflection involved in this process are important. This is the point, the author highlights, where theory is applied to practice. This is just one of the activities among many others, which should be introduced, practised, experienced during different life stages, as citizenship education, as the author rightly notes, should start early in the childhood (e.g. through storytelling – about “me and others” in the surrounding world (Drennen, 2002: 59).

It is apparent that language plays one of the key roles within this aspect, as language is both the bridge between “me and others” and a tool to communicate “my ideas, beliefs, values” to “the others”, as well as learn about important, valuable things in the lives of “the others”.

Building and reinforcing a student’s sense of identity and cultural awareness and

fostering the recognition and development of universal human values should be viewed as two more crucial aspects to be included into the international curriculum. These aspects within the international curriculum are of fundamental importance, as frequently programmes are loaded with thorough information on the “foreign”, on the “other”, while building *an understanding of the nature and value of one’s own culture* is seen as secondary within the international educational process. One can never understand or learn the cultures of others unless he/she understands that of his/her own. From here the study of others’ cultures can begin. Moreover, the exploration of values within one’s own culture and the cultures of others should lead to the understanding that some of the values are truly universal. In this respect, Reeves quotes the American cultural anthropologist Margaret Mead: “*we are our culture*” (Mead 1942/1943: 21). Reeves believes that the word “are” put in italics may have been used to highlight the point that people are defined by their culture to a great extent (Reeves, 2004: 1).

Drennen (2002) claims that “Cultural roots are as important as our basic needs for survival: they dictate relationships whether they are with family, community, nation or the wider world. Most significantly, they also determine how communication with others takes place and how the experiences of living are shared. Less admirably, however, such roots are largely responsible for the ways in which people exploit, exert power and destroy others, which is why the study of culture and language is fundamental to learning to live together” (Drennen, 2002: 60). Therefore, “developing an understanding of culture is critical in promoting an understanding of others and an ability to relate cooperatively with them” (Ibid.). This goes hand in hand with the interpretation of culture introduced by Reeves (Reeves, 2004: 2):

Today, there is plenty of culture to be found; culture is everywhere - it makes our communities and it makes us different from one another, as people, as organizations and as businesses. We must defend it when it is under threat of extinction; protect it from globalization; employ it against homogenization; celebrate it in its diversity; and find ways of living with a multiplicity of other cultures if they happen to share the same geographical space, say, the British state for example. 'Culture,' it seems, defines us and our ways of life, and what is more, everyone knows this. “Culture” is accepted and known as the thing that distinguishes us from one another.

Based on the authors' assumptions, the conclusion can be drawn that culture is of fundamental importance – it is an individual's key characteristics, it is what makes people individuals, what makes individuals different from one another, it shapes people's thinking, it defines the way they live, work, bring up their children and treat the others around them. Therefore, it is crucial to develop an understanding of culture in students, as it is a prerequisite for developing an understanding of others, which, in turn, is critical for living and functioning in the international community. Regarding the role of languages within culture - "language is central to all culture and cultures" (Miller, 2001: 19). The famous Sapir-Whorf hypothesis could also be recalled in this respect – a language predetermines the way people think or their cognition. Within the programme design for building the international curriculum, languages are assigned one of the central roles. Language is a tool for accessing both an individual's own and foreign cultures, therefore, language learning is fundamental within any study programme (Drennen, 2002: 60-61).

The ideas put forward by Drennen referring to the necessity to develop intercultural understanding and a sense of global citizenship go hand in hand with the framework presented by Blandford & Shaw (2001) who claim that the curriculum of an international school incorporating these aspects as the objective could implement them by enabling students to, firstly, "develop their understanding of their self-perception and self-esteem and of their own identity and attitudes". Therefore, self-identity is a primary concept also for these authors. Secondly, they claim that insight into and an understanding of other cultures, as well as raising awareness of students' own stereotypes and prejudices and recognition of stereotypes and prejudices as superficial images are also vital aspects of international education. Thirdly, it is important to make students understand and raise their awareness of the impact of their perceptions of their own culture/self on their perceptions of other cultures. Finally, students should realize that their perceptions of other cultures impact their own perception of themselves and their own culture (Blandford & Shaw, 2001: 36).

Regarding the knowledge and understanding necessary for the development of intercultural understanding and a sense of global citizenship, Blandford & Shaw (2001) state that students should know and understand their own culture and its elements; know and understand the culture of the others and its elements, the

similarities between cultures and differences; understand that cultural values have impact on behaviour, as well as appreciate cultural diversity; understand what is behind the notions of social justice and equity, peace and conflict, globalisation and interdependence, as well as sustainable development (Blandford & Shaw, 2001: 36).

Regarding the development of attitudes and values necessary for the development of intercultural understanding and a sense of global citizenship, the authors believe that students should accept and appreciate cultural diversity, act openly and respectfully towards “the others”, be ready and eager to resolve conflicts which goes hand in hand with developing a sense of common humanity. Students should be tolerant towards ambiguity in themselves and others. Commitment to social justice, equality and sustainable development, as well as concern for the environment and the belief that *people can make a difference* should be the cornerstones an international curriculum should be built on (Blandford & Shaw, 2001: 36).

To proceed, *stimulating curiosity and inquiry to foster a spirit of discovery and enjoyment of learning alongside with equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge across a broad range of areas* should be viewed as two more crucial aspects to be included into the international curriculum.

In fact, it is obvious that acquisition of the study material provided within a study programme is not enough for growing to one’s full potential. Drennen (2002) highlights that “It is important to give central focus to the student as “the knower”, in constructing meaning from existing knowledge and personal experience through active inquiry” (Drennen, 2002: 62). It is through the integration of different approaches to learning, using different media and employing different modes in learning, raising awareness of intercultural and intergenerational learning, applying skills and gaining knowledge through both individual subjects and transdisciplinary study, acknowledging the importance of learning both individually and in groups or collaborative learning - all of these elements should become visible within the international curriculum design (Drennen, 2002: 62-63).

Drennen’s opinion corresponds to the ideas put forward by Blandford & Shaw (2001)

regarding the skills and behaviours necessary who believe that *students should be able to* communicate with others both verbally and nonverbally thus be able to interpret the messages they receive from “the others” and send the interpretable messages to “the others”. The authors highlight that the development of critical thinking and affective argumentation is also a must, as students should be able to analyze their culture. Students should be able to work in cooperation with the others and be active listeners. The authors also emphasize the importance of honest and sensitive feedback and meaningful consideration of proposed solutions to problems. Students should definitely challenge cultural injustice and negotiate cultural conflicts, be flexible and ready to adjust their behaviour in another cultural setting. All in all, students should be flexible living in the society undergoing changes and transformations (Blandford & Shaw, 2001: 36-37).

The next aspect introduced in Drennen’s list is *providing international content whilst responding to local requirements and interests*. This aspect should be emphasized as vitally crucial within the international curriculum design, as the responsible parties should clearly point to local needs and interests within the content they provide. These are the educators who are responsible for the selection of the content comprising both the global and the local dimensions for the stimulation of “curiosity, inquiry, reflection and critical thinking, together with a sense of empathy” (Drennen, 2002: 63). One of the main drawbacks of curriculum theory is rooted in the decontextualization of the curriculum or treating it out of context, which means separating curriculum as product from curriculum policy-making, design, and use, as well as not taking into account its structural and sociocultural contexts. However, even though the importance of the context within which the curriculum is implemented is apparent, the curriculum decontextualization still remains a common problem within curriculum discourse and practice (Cornbleth, 1996: 149). Therefore, it should be highlighted that “Context situates and shapes curriculum...” (Cornbleth, 1996: 155).

Another aspect introduced by Drennen - *encouraging diversity, and flexibility in pedagogical approaches* – is particularly crucial for both methodologists and practitioners in the field of education. Flexible approaches to teaching and learning should be given priority to, as individual cultures impact also educational practices

including teaching methodology. Various methods and techniques should be used in the international classroom to foster the success of individual students having different educational, cultural and linguistic backgrounds. *Providing appropriate forms of assessment and international benchmarking* is also crucial within the international curriculum design in the sense that interpretations of these aspects may differ and do differ across cultures and countries (Drennen, 2002: 62-63).

To finalize, a number of principles common to the supporters of the international dimension within the curriculum should be summarized. These include openness towards and appreciation of other cultures and diversity; resolving the culturally biased challenges and overcoming ethnocentrism; the significance of critical thinking and decision-making skills in diverse cultural contexts; understanding, accepting and appreciating global issues (Blandford & Shaw, 2001: 34).

To conclude, following Blandford & Shaw, it should be stated that “In effect, the heart of an international curriculum, indeed of all curricula, lies in the attitudes, values and behaviours that are developed by pupils” (Blandford & Shaw, 2001: 35). In brief, this statement covers the key objectives of the international education in the modern society.

3.2 Faculty Staff’s Professional Development for the Design and Implementation of International Curriculum

This subchapter will consider the importance of individual professional development for the faculty staff within the larger framework of faculty staff’s professional development for the international education. In the previous subchapters, the issues related to the building and implementation of international curriculum have been considered. However, the theoretical account can not be finalized without presenting the theoretical assumptions on staff’s professional development for the design and implementation of international curriculum, as well as their successful professional functioning in the international higher education sector, as the implications of the development of common European education space suggest the urgent need for well-trained specialists prepared to meet the diverse needs of students from a range of educational, cultural and linguistic backgrounds. Moreover, when cultural and linguistic diversity is becoming the norm, it should be assumed that supporting

learners with various backgrounds is both an essential and vital part of faculty staff's professional responsibilities. Therefore, it may be concluded, following Walker (2002), that "At the heart lies the teacher: the initial training, appointment and professional development of an 'international teacher'" (Walker, 2002: 213). The teacher's role is tremendous for his/her impact on students is much more lasting than that of, for instance, curriculum or syllabus. The same idea can be applied to the educator working in the higher education. According to Austin (2002), faculty staff make up a critically crucial component having impact on the quality and effectiveness of higher education institutions (Austin, 2002: 233). If we consider the international education space in this respect, then it is apparent that only an educator who has developed all the skills and competences related to this dimension himself/herself is more likely to make sense of it to the students in his/her classroom.

To start with, it is crucial to define what the concept of faculty staff's professional development implies. Holderness (2002) holds the view that Continuing Professional Development (CPD) is generally individual – and learning-centred. It tends to take place at every stage and during the whole teacher's (educator's) career. It is commonly related to improving the individual's practice within all the spectrum of activities an educator is involved in (Holderness, 2002; Glover & Law, 1996; Muller & Overmann, 2008).

Numerous terms related to CDP are found in scholarly literature. Teacher development, professional development, staff development, career development, in-service education and training (INSET), human resource development, continuing education and lifelong learning are among the most widely used ones. It is not surprising that the meanings of these terms often overlap, and different definitions are proposed by different authors. The problem of definitions may be rooted in differing practices across the countries and institutions, which is confirmed by Glover & Law (1996) stating that "The rapidly changing nature of development practice and process has undoubtedly influenced both the meaning and use of these terms" (Glover & Law, 1996: 2).

The working definition proposed by Day (1999: 4) proves to be thorough and holistic enough revealing the elements crucial for building the theoretical background for professional development for the implementation of the international dimension

which makes the focus of attention for the present subchapter:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

The definition proves to be complex in the sense that it reveals the crucial components of professional development highlighting that, as a process, professional development includes *all natural learning experiences and those conscious and planned activities*, which might imply that any experience which leads to the acquisition of new information, skills, competences, etc. may go under the heading of professional development. It is also emphasized that this process is primarily aimed at the enhancement of *the quality of education in the classroom*. The definition marks the importance of the life-long learning aspect in educators' education proposing that *teachers review, renew and extend their commitment* – which reveals the continuous effort in “brushing up” professionalism rooted in the developments and transformations the field of education undergoes. The contents of the learning experience and the objectives an educator aims to achieve are also paid attention to - *the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice*. In fact, this definition goes hand in hand with the ideas proposed by Craft (2000: 9) saying that CPD “are sometimes used in a broad sense and seen as covering all forms of learning undertaken by experienced teachers.” Learning experiences may include a range of activities starting with participation in the specially designed courses and up to private reading. However, the author claims that in certain cases the term is used in a narrow sense to imply professional courses (Ibid.). Still, within the majority of definitions, the term is used to describe educators' advancement in knowledge or skills, as, for instance, in the definition of

Kelchtermans (2004) stating that “Professional development is conceived of as a learning process, resulting from the meaningful interaction between the teacher and their professional context, both in time and space. This interaction eventually leads to changes in a teacher’s professional practice as well as in their thinking about that practice” (Kelchtermans, 2004: 217). It might be the case that Kelchtermans (2004) uses the wording “changes in a teacher's professional practice as well as in their thinking about that practice” to convey the idea that professional practice of an educator generally undergoes changes and developments alongside the changes and developments in the field of education and the society at large. To change professional practice, an educator should necessarily change or, in other words, develop some new skills, knowledge and competences.

At this point it is crucial to highlight that *conscious and planned activities*, as phrased by Day (1999), directed towards the implementation of professional development aims and objectives are normally based on CPD policies and practices which, in turn, are rooted in the political, economic, social, cultural, historical, professional and technical context. Both macro changes in the society, such as the rapid development of ICT, the knowledge economy and globalization, etc., and changes introduced by authorities have impact on CDP. It is not surprising that authorities are mostly concerned with education quality. Therefore, it is crucial for CPD programmes to follow the core aims of education in general, so that it could enhance *the education quality*. It thus leads to the CDP being frequently grounded in the reform policies necessary for the authorities at the point in time (Bolam & McMahon, 2004: 35). For instance, Neil & Morgan (2003) point out that “The government has a clear agenda of linking professional development to improving standards of student performance” (Neil & Morgan, 2003: 77).

To proceed, even though the CPD practices may differ, the general trend within the interpretation of CDP rationales is the emphasis put on life-long learning which underlies the idea of CPD emphasizing professional development as a part, moreover – the obligatory part, of educator’s work (Draper & O’Brien, 2006: 23), while “Until the mid-1990s, CPD was often taken up as a matter of voluntary commitment or just as something for those with career ambitions” (Craft, 2000: 6).

Given the assumption that professional development may be the obligatory part of every educator's work, the rationales or reasons for professional development are numerous. For instance, Craft (2000) holds the view that professional development is usually undertaken: "to improve the job performance skills of the whole staff or groups of staff; to improve the job performance skills of an individual teacher; to extend the experience of an individual teacher for career development or promotion purposes; to develop the professional knowledge and understanding of an individual teacher; to extend the personal or general education of an individual; to make staff feel valued; to promote job satisfaction; to develop an enhanced view of the job; to enable teachers to anticipate and prepare for change; to clarify the whole school or department's policy" (Craft, 2000: 9-10).

Based on the reasons provided, the conclusion can be drawn that, firstly, these are the authorities or administration of an educational establishment in question, who might initiate the participation of staff in professional development activities. Secondly, this might be an individual educator himself/herself, who may be willing to develop certain skills or knowledge for a variety of purposes. In the former case, the administrative bodies might be willing to improve the image of an educational establishment at large or improve the staff's satisfaction with the profession, etc. An individual educator may be willing to gain some new knowledge and/or skills to improve his/her competitiveness or to climb the career ladder. Whatever the reasons, Craft believes that "A key issue, both for those planning and participating in professional development, is the match between methods and purpose" (Craft, 2000: 11).

To conclude, it should also be highlighted that there would always be the necessity *to anticipate and prepare for change*, which is particularly relevant in view of internationalization of higher education, as given that this phenomenon in its present-day interpretation is relatively new, everyone may need to build the grounds or develop the skills, acquire or widen the knowledge, or just exchange the ideas with colleagues about the implications of international educations for both individual educators and the domain of education at large. Therefore, the international dimension in the professional development of faculty staff will be considered in the following subchapter.

3.3 The International Dimension in the Professional Development of Faculty Staff

Discussing the fundamentals behind the international curriculum, the conclusion was drawn that it was crucial to encourage and appreciate both the cultural diversity and one's own culture and identity. In fact, an educator who understands, acknowledges and appreciates these aspects can be called a "terrestrial teacher" (the term originates from Henderson (1968)). Holderness (2002: 85), following Steiner (1996), states that the terrestrial teacher holds a particular sense of identity – he/she is strong and confident, constantly developing and open for this development, understands the others and ready to learn from others, easily identifies the commonalities. Holderness emphasizes that "If teachers in training were indeed trained to see themselves as terrestrial or global teachers, then the vision of many international educators could become a reality" (Ibid.). The author highlights the central place of "international" in initial teacher education. Even though teachers of the new generation are exposed to this dimension either directly or indirectly in their study years, the academic staff who have received their education in the times when this dimension has not yet been a priority need such training within the CPD.

Regarding the initial teacher training, Holderness (2002: 86) admits that "for all student teachers Initial Teacher Education (ITE), or Initial Teacher Training (ITT), would strive to achieve truly international, multicultural understanding." The curriculum should comprise courses revealing principles of international education and discussing curriculum developments from the global perspective. The author also suggests that peace studies and intercultural understanding may be introduced (Ibid.). The place of the English language is also highlighted, as it is claimed that "Initial training in English as an Additional Language (EAL) is essential but rarely thorough enough for teachers who are preparing children to enter a multilingual society" Holderness (2002: 86). The same objectives could apply to the preparation of the academic staff at higher education institutions and can be implemented within the CPD programmes.

In general, each of the issues, factors, and trends affecting higher education institutions in a particular country and worldwide has certain implications for academic staff. Therefore, internationalization of higher education and the processes

related to it have direct impact on the professional objectives and professional development needs of faculty staff. Many questions on the new roles and responsibilities of educators rooted in the transformations higher education is undergoing arise. Therefore, the implications, challenges, and questions leading to the new professional development needs for academic staff should be timely discussed.

Díaz-Maggioli (2004: 17) has summarized the ideas on different kinds of educator knowledge elaborated by numerous authors, such as Shulman (1987), Grossman (1990), and Putnam and Borko (2000). In brief, educators' interest in the profession generally takes up one or more of the following directions: an interest in the subject matter; and/or an interest in pedagogy; and/or an interest in students and their communities (Díaz-Maggioli, 2004: 17). In the course of their careers, educators take up numerous roles and perform numerous responsibilities. Neil & Morgan (2003: 79) have compiled a list of roles based on conversations with educators and ideas of education scholars. The roles identified will be considered as applied to educators in higher education or faculty staff, and in terms of responsibilities faculty staff members fulfil when performing these roles. Additional objectives and responsibilities rooted in the internationalization of higher education will also be considered. The list Neil & Morgan (2003) introduced is as follows: Communicator; Subject expert; Subject teacher; Classroom manager; Pastoral tutor; Administrator; Team member; Manager of other teachers; School member; Representative of a department (year-group/school); Researcher; Deliverer of government policies (Neil & Morgan, 2003: 79). Performing all these roles, educators are assigned certain responsibilities which should be developed and "brushed up" in the framework of CPD. In the case of international education, one more crucial dimension is added to the areas of expertise an educator should work on. For instance, *an educator as a communicator* upholds all the other roles an educator performs. It might be initially found in people starting the teaching career. However, when the international dimension to communication is added, it is apparent that certain skills and knowledge need to be developed to be a successful communicator in the international environment. According to Neil & Morgan (2003: 82), areas requiring an educator to do his/her best in communication include:

- teaching, helping and managing students; If the same idea is applied to the

international learning and teaching space, then an educator has to at least double his/her efforts in the sense that he/she should be able to teach, support and manage students coming from different cultural backgrounds, which, in turn, leads to the necessity to be well-equipped with a variety of approaches and methods, as well as he/she should understand the cultures of others and the implications for the classroom work.

- contact with colleagues; Adding the international dimension to this aspect, the objective set for an educator is working with colleagues with different backgrounds. Here again it is apparent that an educator has to consider the language issues related to international communication and other issues related to the process of international communication.

- contact with parents; This aspect can mostly be applied to secondary school level, still, within both home and international environment, it is possible that an educator will have to deal with students' family members as well.

- presentations of self or the institution to outside bodies. In the case of international higher education, it is obvious that an educator acts on behalf of his institution. Moreover, he/she represents his/her country on a global arena. Therefore, performing this crucial role, an educator has to be equipped with all the necessary skills and knowledge, as he/she is the one responsible for the image and reputation of both his/her institution and the country in general.

It is beyond the scope of the Doctoral Thesis to describe all the responsibilities performed by an educator, as the empirical research is based on the international curricular objectives as outlined in the corresponding chapter. However, the example introduced above serves well to describe the phenomenon of the changing roles and responsibilities of an educator in the higher education rooted in the transformations which are the result of the higher education internationalization.

Besides the numerous responsibilities of an educator, also new ones, rooted in the strive towards the development of the international learning space, it is largely accepted that “reflective practice, lifelong learning and the refinement of one’s professional practice is essential to professional growth” (Holderness, 2002: 95). The

growing amount of research on the themes related to internationalization of higher education as well as accessibility of research results lead to the raising awareness of “the need to keep abreast of developments in education, as well as informed debate into uniquely international school issues” (Ibid.).

It is not possible to finalize this subchapter without posing the seemingly easy question – what is “international” about an international curriculum and how it affects faculty staff’s professional development in the international higher education.

Based on the information presented within this chapter, it should be stated that the prerequisites for the successful functioning in the international higher education for both students and faculty staff include a deep and thorough understanding of similarities of people worldwide, as well as appreciation and acceptance of differences and an ability to live and work peacefully and productively together within the international community, which is not possible without having the most crucial communication tool – the language. The claim substantiates the relevance of the research question and the objectives set in the framework of the Doctoral Thesis.

Drennen points out that, based on his analysis of the cases available, several crucial features of the international programme emerge (Drennen, 2002: 64), which will be analyzed in terms of the areas which need to be developed by the faculty staff for the successful implementation of the objectives of international curriculum. In brief, an international programme: “requires study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the creative arts, drawing on content from educational cultures across the world; gives special emphasis to language acquisition and development; provides opportunities for engaging in transdisciplinary learning; focuses on developing the skills of learning culminating in a study of the theory of knowledge in the Diploma Programme; includes, to a different extent, study of individual subjects and of transdisciplinary areas; provides students with opportunities for individual and group collaborative planning and research; and includes a community service component requiring action and reflection” (Drennen, 2002: 64). Basically, the features of an international programme imply the necessity to review the contents of the study courses within a full range of subject fields across the countries with the aim

to elaborate existing programmes basing them on the best world practices. It is apparent that it is a challenging objective to achieve, however, the purposeful and on-going work in this perspective may gradually lead to the formation of an effective international learning environment in a particular setting.

The crucial skill which could be defined as “learning to learn” is particularly crucial in view of the strive towards the development of the Knowledge Society. The promotion of transdisciplinarity within the studies should also be seen as vital to show that everything is interconnected and new knowledge is built on prior knowledge across the disciplines, which would not mean that the study of individual subjects or subject areas should be underevaluated. Promotion of cooperation and collaboration, as well as hands on experience in working cooperatively with both the local individuals and those coming from other educational, cultural and linguistic backgrounds alongside with “giving” or community service should be marked as fundamental within the international curriculum.

To conclude, the interpretations of the objectives of the international learning space may differ across HEIs and for each particular individual. They can be taken as the guidelines, “food for thought” or the starting point in the work towards the development of the efficient international learning space.

The next subchapter will be devoted the place of languages within the international curriculum and faculty staff’s professional development, as languages have been highlighted as the crucial feature of an international programme and, in general, the role of languages in the modern world at large and education in particular is tremendous. The issues related to languages have already been considered in Chapter 2 of the Doctoral Thesis. The language issues have also been briefly touched upon earlier in this chapter when relevant. However, the account on languages and language studies would not be full without the introduction and analysis of the place of languages within the international curriculum and faculty staff’s professional development, therefore, this point will be thoroughly discussed in the following subchapter.

3.4 The Role of Languages within the International Curriculum and Professional Development of Faculty Staff

To start with, the most recent document on higher education language policy in Europe (Higher Education Language Policy in Europe (HELP), 2013) developed by an expert group under European Language Council suggests that HEIs are encouraged, within the framework of their own societal context, mission, vision and strategies, to develop the aims and objectives of a Higher Education Language Policy (HELP) that allows them to implement these strategies. In this process, they may want to determine the needs, the measures that are already in place, and the measures that need to be put in place in order for them to do so.

The document presents recommendations which are meant to assist HEI leadership and management teams in the process of the development and elaboration of HEI language policy. These recommendations are summarized and analyzed below with the aim to identify the reference points crucial for the Latvian HE sector. It is also significant to present the document under analysis within the Doctoral Thesis, as the questionnaire developed by the Erasmus Academic IntUni network (thoroughly described in the corresponding subchapter of the Doctoral Thesis) clearly reiterates the fundamental assumptions presented within the guidelines and recommendations posed by the experts in “Higher Education Language Policy in Europe” (2013).

In the opening paragraph of the document, the general background of the situation in the HE sector is speculated on. The document states that “The 21st century has witnessed a dramatic increase in the internationalisation of higher education”(HELP, 2013: 3), which could be viewed as one of the most crucial rationales behind the necessity to consider the HE language policy issues. Further on, the factors affecting the internationalization of higher education are introduced and discussed. (These factors have already been thoroughly explored in Chapter 1 of the Doctoral Thesis.)

The document highlights that a “Higher Education Language Policy (HELP) should always be seen within the national or regional context of the HEI in question, and it should be a function of the HEI mission, vision and strategies for research, education and service to HEI stakeholder communities” (HELP, 2013: 3). This statement once again emphasizes that even though world practices should be viewed as a useful resource for exploration and analysis of both “good practice” and failure examples,

every case or educational setting is unique and should be considered as an individual case, this is the reason why the experts aim not to assist the interested parties in the development of their own language policies relevant in their own contexts, but not to provide any ready-made framework or prescribe one way how a language policy should be developed and implemented.

To start with, the main function of a language policy is the statement of “the languages of instruction and of administration and communication as well as the aims and objectives of language programmes, language support measures and the way in which these are put into practice within a particular HEI” (Ibid.). In fact, these are the issues which should be considered in the first place when exploring the actual situation in a HEI in question and building the framework for HEI language policy creation and/or elaboration.

The document provides a number of factors facilitating the successful implementation of a language policy in a HEI. Firstly, “the programmes offered should prepare HE graduates for the – now global – labour market with the knowledge, skills and competences of the disciplines they have studied, and with cultural awareness, intercultural communication skills and a language repertoire that enable them to work both within and without their immediate local community” (Ibid.). The thorough analysis of aspects which should be considered within the development of study programmes have already been discussed within the corresponding subchapters of the present chapter, therefore, the theoretical assumptions put forward for building the theoretical framework for the research prove to be relevant. Secondly, *researchers* should be capable “of sharing their knowledge through publication to the international scholarly community as well as to the national and local communities of non-expert stakeholders. In order for this to happen, not only the researchers, lecturers, and students, but also the librarians, technicians and administrative staff must have the necessary language skills” (Ibid.). Here it is crucial to highlight the need to communicate scientific knowledge not only globally, but also at the local level. The author finds it necessary to refer to the ideas proposed earlier within the chapter acknowledging the need to communicate the need to not only to report research findings *to the national and local communities of non-expert stakeholders*, but also the necessity to exchange knowledge with the local and national communities of experts. This claim goes hand in hand with the idea emphasized by Canagarajah

saying that "...in language policy planning, the need for English in other communities is assumed to be beyond dispute as it is considered natural that people everywhere would want to arm themselves with a powerful language for global relationships. That the local languages may have an equal or greater role to play in educational and social development is often ignored" (Canagarajah, 2004: xv).

HELP (2013) is also useful in the sense that it provides a comprehensive list of basic tenets behind a HE language policy. It states that the one or all of the following principle areas may be incorporated in the language policy of a HEI: the HEI institutional language or languages; the language(s) of administration and communication; language degree programmes (e.g. modern language degrees; translation and interpreting; teacher training); languages for non-language students; languages for mobility and employment; the language(s) of instruction and language support for lecturers not teaching through the medium of their own first languages; language support for researchers; language support for librarians, technicians and administrative staff; languages for the wider community (HELP, 2013:3-4). The areas introduced within the document may serve well for building the empirical research framework, however, the Doctoral Thesis primarily focuses on students (both local and international) and academic staff members (both local and international). The last two target groups are beyond the scope of the present research and can be explored in further studies.

The key question posed by the HELP experts concerns the choice of languages to be taught in a HEI in question. They claim that the factors affecting the decision in this respect may comprise the following: the language repertoire that students already have or are expected to have when they enrol in a HE programme; the language repertoire that faculty and lecturers have or are expected to have; the geographical location of the HEI; the HEI mission and vision as well as the strategies that the HEI has adopted in order to enhance graduate mobility and employability (HELP, 2013: 4). The HELP experts emphasize the importance of "considering new opportunities for collaboration, business, trade and industry in countries and cultures that were formerly outside the reach of the country in which the HEI is situated" (Ibid.) within the HEI language policy. This recommendation is particularly crucial for it has the

direct impact on the possible choice of languages offered at a particular HEI taking into account its *geographical, economic and societal context*.

To proceed, the areas posed for consideration within the HEI language policy will be considered in turn and extended through the adjustment of the framework introduced in Corson (1999).

According to HELP (2013: 5), as the first step in the development of Higher Education Language Policy, HEIs is suggested to determine “the relative status and use of the languages employed in the institution”. The questions posed in the opening paragraphs of recommendations deal primarily with the determination of the official language(s) of the HEI; the language(s) of communication at institutional / departmental / research group /administrative unit, etc. levels; the language(s) of instruction, the HEI stakeholders / targets audiences, and which language(s) is / are used in communication with these audiences. The HELP experts emphasize the fundamental importance of these questions for they directly impact “the language repertoire required from faculty, lecturers, students and staff, and for how the HEI communicates with internal and external stakeholders, in official documents, on its website, etc.”

It is apparent that the first step towards the development of HEI language policy is the identification of the parties responsible for the activities related to it. Depending on the unit, it might be the case that a team of professionals has to be built for dealing with this questions. Moreover, in the majority of cases, it is a teamwork, as the range of activities performed under the heading “policy-making” is wide and requires a variety of skills and competences. To proceed, it should be clear “what small-scale fact gathering needs to be done before a policy can be designed or fully implemented”(Corson, 1999: 217), as well as what large-scale research is needed in the longer term, as it is apparent that language policy should be based on reliable and valid data to ensure the setting of relevant objectives and successful implementation of language policy in a HEI.

One of the initial stages could also be exploration of national language policies, as a HEI’s language policy may be based on prescribed curriculum that the institutional language policy needs to work within. In brief, it should be determined what national or state policies affect the development of a HEI’s language policy, as it is impossible

to build an institutional language policy without following the policies already at work at the state and, in the case of Latvia, the European level, as well as taking into account world trends and global perspectives on the issues in question.

Another key area which should be thoroughly considered is language support provision for students (HELP, 2013: 6-8). As already extensively discussed earlier in the theoretical chapters and once again highlighted in the document under analysis, “students in higher education form a much more heterogeneous group than ever before” (HELP, 2013: 6). The groups identified in the framework of HELP (2013:6) are as follows: 1. local students whose first language coincides with the first (official, national) language of the country or region in which they live, and in which the HEI is situated; 2. students of migrant families whose first language is considered a heritage language and for whom the official language of the country or region is a second or other language; 3. exchange students and international students on full degree programmes. This classification is also applicable to the case of Latvia, as, for instance Group 1 makes up the majority of students in the case of Latvia, although the number of local students having another language (not Latvian) as their mother tongue is considerable. As concerns Group 2, in the case of Latvia, the largest minority group, whose first language is considered a heritage language and for whom the official language of the country or region is a second or other language is composed of the speakers of the Russian language. In view of the higher education internationalization, the group classified under Group 3 is also applicable to the Latvian HE sector.

It is vital to point to the distinction the HELP experts make when listing exchange and international students as two separate groups, as the needs of the students in these two cases may considerably differ, and, as a consequence, the requirements set for them should differ, too. For instance, an exchange student frequently enters a programme for a semester or a year thus for a limited time. In this case, he/she might only have an opportunity to be briefly introduced into the local culture and language, while a full degree student may have some other rationales behind his/her choice and may probably need to build a more thorough knowledge of the country, culture and language in question. Still, the HELP experts point out that the three groups of students identified “cannot be considered well-defined entities” (Ibid.), as the language repertoire of the students differs tremendously in the sense that some

students have limited language repertoire while others may be the so-called multilinguals. It is stated that “some of the local students enrol in programmes targeted at the local community which are taught in their own first language” (Ibid.). In the case of Latvia, the majority of students belong to this group. Another group includes local students enrolled in international programmes or programmes aimed at or attractive for international students. Such programmes may be taught in the local language, however, in the Latvian case, the language of instruction in such programmes is English for apparent reasons, this is why the Latvian case could be included into the third possibility proposed by experts – “other programmes are taught through the medium of one of the major European languages in countries or regions where the local first language is another one of the major languages or is one of the less widely used and taught European languages” (Ibid.). It is emphasized that it is crucial to acknowledge the presence of other major European languages as the languages of instruction in international programmes, despite the obvious predominance of English medium instruction programmes.

To proceed, the attention should be turned to the provision of languages for non-language students identified as one of the areas, which should be addressed within the HEI language policy. Within this perspective, the main purpose of language learning is *languages for mobility and employment*. Language proficiency is marked as *a key qualification* for mobility and employment and propose that a range of programmes or modules may be available to students aimed at enhancing their language proficiency, such as, for instance, combined programmes – Business and Language(s), International Law and Languages, etc. The HELP (2013) experts distinguish among the programmes that simply use the language in question as the language of instruction not paying particular attention to the development of particular language aspects and programmes using Content and Language Integrated Learning (CLIL) as an approach, or at least partly implementing CLIL strategies for the development of specific language components within their programmes. It is highlighted that within some programmes language proficiency at the required levels in the Common European Framework of Reference for Languages (CEFR) is a prerequisite for the entrance to studies. The experts also highlight the availability of extra or additional language programmes or modules. These may include language programmes for international students in the official language of the country / region / HEI in

question. They may be offered as mandatory or optional (HELP, 2013: 6-7).

The second area for consideration within the HEI language policy is the one dealing with “students learning through the medium of another language” (Ibid.). By pointing to *another* language, authors acknowledge that at present many students choose to learn through a language which is not their mother tongue. The authors propose the following grouping for the students learning through a foreign language: “Students who choose to study abroad for a full degree or as part of an exchange programme and thereby also choose to study through the medium of another language; Home (domestic) students who choose to study through the medium of another language; in major parts of Europe, more often than not, this is English Medium Instruction (EMI programmes)” (HELP, 2013: 7).

The HELP experts explain that the reasons for the choices students make in this respect can be as follows: “The students have the option to choose between similar programmes run in their own first language or run through the medium of another language; The students can only enrol in a programme with a given specialisation if they enrol in, say, an EMI programme because the same specialisation is not available in their first language; Students who live and study in a country where the official language is not their first language, and for whom both the official language of the region / HEI or e.g. EMI programmes entail learning through the medium of another language (the student’s second, third, ... language); Students enrolling in programmes in their heritage languages (e.g. children of migrants; returning expatriates; students whose families have been expatriated from their original home country” (Ibid.). It is apparent that the students’ command of the language of instruction in the above-presented cases may not always be advanced, which should also be taken into consideration, therefore, support measures are needed to help such students. The HELP (2013: 7) experts provide a set of questions which should be addressed within the language support provision for such students. For instance, it should be considered whether students have “the necessary language skills in their first or other languages; what the minimum requirements are; how they are ascertained”. As concerns the migrant students, it should be explored whether they “have the necessary language skills to study in the official language of the HEI or in their second / third languages (e.g. English), or in their heritage languages; what the minimum requirements are; how they are ascertained” (Ibid.). Among the crucial questions which are frequently

paid insufficient attention to are whether “first, second and third cycle students have the necessary academic reading and writing skills needed (in their first, second or other foreign languages); and whether students need support in LSP (including the terminology) of their first, second or other foreign languages” (Ibid.). Based on the experts’ viewpoint, HEI should also consider, as part of a Higher Education Language Policy (HELP), the following interrelated questions as regards the students: “Given the programmes and the level of internationalisation the HEI has or wants to have, and as a direct implication of that, what are the language proficiency levels required by students who apply to its programmes?; Given the programmes and the level of internationalisation the HEI has or wants to have, and as a direct implication of that, what are the language proficiency levels expected from the graduates of these programme?; Given the profile of the HEI and its educational strategies, which language components are to be offered within and without the (non–language) degree programmes?” (HELP, 2013: 8).

Regarding the case of Latvia, centralized examination in the English language is set for local students as a requirement to enter the first cycle education. State examination system in Latvia is administrated by National Centre for Education (NCE) under the direct auspices of the Minister of Education and Science of the Republic of Latvia (<http://izm.izm.gov.lv/education.html>).

The compulsory examinations are in the Latvian Language (also for minority schools with the Russian as the language of instruction for a number of subjects), Mathematics and a foreign language by student’s choice. The majority of Latvian students take a compulsory examination in the English language which is the first foreign language in the majority of Latvian secondary schools. All compulsory examinations are centrally marked (www.gov.lv).

External examination system in Latvia dates back to 1994 when the British Council (Baltic States) initiated reform of the secondary school exit exam in English. The first centralised exam in English was introduced in 1997, followed by French and German in 1998. Gradually centralised exams in other subjects were introduced. Since 2004, university entrance is based on the results of centrally marked examinations. The contents of centralised exams is based on National General Secondary Education Standard. Quality Assurance approach has been adopted to ensure and monitor quality

of the exams and procedures. This refers to content, format and conduct of examinations as well as processing and appeals procedures.

Since 2013, centralised examination results in foreign languages in addition to percentage score also contain information on the proficiency levels B1, B2 or C1 according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Ibid.).

Having explored the requirements set for entering first cycle education in Latvia, the conclusion can be drawn that although centralized examinations are set as the main prerequisite for entering the studies, the proficiency level of a subject in question is generally not suggested. Therefore, the general practice is, based on the evaluation for centralized examinations, the students enter a programme through competition and based on their place in the rating. The similar procedure is implemented at all the educational levels. This may lead to, firstly, mixed-ability classrooms, where students have very different levels of proficiency in subjects in question and the failure to ensure the continuity between the study levels. Therefore, the continuity between the requirements and learning outcomes is the question immediate attention should be paid to, as ensuring continuity of action directed at purposeful education through planning, executing, monitoring, and evaluating is the only way to build and develop purposeful learning environment in a particular setting.

Turning back to the guidelines, the HELP (2013) experts believe that “students within the higher education may need support for all four language skills (receptive and productive; oral and written); and in addition to that, they may need special support in academic reading and writing both in their first and their other languages” (HELP, 2013: 8). This statement leads to the necessity to address these issues within particular course development based on careful assessment of students’ proficiency levels in certain language components and their needs.

Another crucial area which goes hand in hand with the contents selection for courses and programme development in the languages as a discipline is testing and record keeping. These issues are also directly related to the above-introduced problem – a challenge to ensure continuity between the study levels. Regarding the testing and

record keeping procedures related to language studies, it is crucial to assess whether language testing practices prove to be effective and useful for a HEI; which language competencies should be tested; how frequently should testing be carried out; what should the objectives be; who should administer tests to students – whether it should be the educator working with these particular students or an independent board of professionals to ensure the higher objectivity level; how continuity should be guaranteed for students moving to other programmes (e.g. exchange programmes) and between institutions, as well as within different educational cycles; who is responsible for ensuring uniformity and fairness in test use.

In view of the strengthened role of the English language in education worldwide based on the theoretical assumptions presented in chapter 2 of the Doctoral Thesis, the questions for consideration related to provisions for ESL/EFL support to students may deal with how the needs of ESL/EFL students have to be assessed and how progress has to be assessed and evaluated; what ESL/EFL support outside the language learning classroom can provide for them adequately; how students' first languages can be used in learning/improving a second or a foreign language; what type of motivation to learn English suits the students; how a HEI can display a positive attitude towards the students' first language and towards the users themselves.

Another crucial area which requires consideration within the HEI language policy is language support for lecturers. This point is particularly crucial within the scope of the present study and for the reasons discussed in the corresponding subchapter dealing with academic staff's professional development for the implementation of international curriculum.

The experts rightly point out that lecturers' linguistic repertoires may also differ, which has "major implications for the languages used, the language programmes and the language support needed within the HEI" (HELP, 2013: 8). Members of academic staff who need to teach through the medium of a foreign language" may need to enhance their skills in that language, while foreign lecturers may need support both in the official language of the region / HEI and, if it is a different one, in the language of instruction" (Ibid.) One more issue related to lecturers' language proficiency is that "more often than not, the language proficiency of lecturers are taken for granted rather than ascertained by means of language tests or other measures designed to

assess and validate formal as well as non-formal language learning” (Ibid.). The HELP (2013: 9) experts highlight that “as part of their HELP, HEIs should employ measures to validate lecturers’ formal as well as non-formal learning of the language of instruction. Moreover, HEIs should consider the need for and their provision of language courses for lecturers in the language(s) of instruction; language courses for lecturers in the language(s) of administration and communication; translation or language revision of teaching materials”.

Support provision to academic staff in language issues is still the issue which has to be raised awareness of. Even though the authorities have started paying attention to the role of languages for different subject educators, these activities are just in their initial stage.

Bridging together the theoretical assumptions presented in the subchapter devoted to the professional development of academic staff, some additional questions are posed for consideration which go hand in hand with the recommendations presented in the document under analysis. While there are many areas which should be addressed within the professional development programmes or courses, it is firstly crucial to determine whose responsibility is staff development in general and staff development in languages in particular. Once the responsible bodies are defined, numerous major and minor questions besides those already discussed within the HELP (2013) can be raised. Adjusting the framework introduced in Corson (1999), one of the most crucial fields of inquiry is academic staff’s attitudes towards languages. In this respect, it is crucial to determine *whether the staff are aware of the language and language varieties represented in a HEI*; if staff recognize that students' ability to use language effectively has an important impact on their confidence as learners; if staff accept the validity of all students' spoken abilities, and use these as a basis for developing their skills in reading and writing; if staff are knowledgeable about what is meant by *language variety* and do they have a positive approach to varieties other than the standard variety; how this is reflected in the way in which they assess students' written work; if staff are knowledgeable about the mother tongues that their students speak and if they see these as a potential or real strength in a HEI; if a HEI acknowledges and supports students' bilingualism and promotes an interest in their language among all students; if there is a satisfactory system within a HEI for

identifying students who need help with English as their foreign language, for providing this help, and for monitoring their progress; if the teaching resources for English as a second language/a foreign language are sufficient to meet the needs of the students in a HEI and if they are organized so that students have access to them in a range of subject areas; if staff make positive attempts to draw out the experience of students who as yet are not entirely confident in expressing themselves in English or other languages; if progress has been made in responding to the issue of language diversity through the language policy and practice of the whole HEI; whether in-service provisions are being made for staff who work in monolingual, bilingual or multilingual classrooms; what implications it may have for their classrooms (non-language subject areas). This question goes together if another one – “what training in classroom methods is available to staff working with students who are linguistic minorities or dialect speakers in their own homelands and how teachers feel about nonstandard language varieties and different languages being used in the school and classroom” (Corson, 1999: 216). Basically, despite the apparent significance of the implications of linguistic repertoires of students within a classroom for the study process, evidence does not exist to prove that this issue is ever considered within the professional staff development. One more suggested field of inquiry is “what in-service provisions are being made to develop staff proficiency in language maintenance and how teachers can come to see that language development in a HEI is everyone's responsibility” (Corson, 1999: 216). This problematic clearly points to the necessity to raise the questions of languages and their role in both education and the modern society not only in the framework of activities directed at language educators, but also the educators across all the study disciplines. It would also be useful to explore “how student preferences in language work can be taken into account in planning” (Ibid.). This issue may refer to the necessity to assess students’ learning preferences, which is the prerequisite for better learning outcomes.

Within the subchapter on staff professional development for the implementation of international curriculum, much has been talked about the necessity to raise cultural awareness of both students and the academic staff. In this respect, it is crucial to consider such issues related to cultural diversity within a HEI or classroom. For instance, the question should be posed whether academic staff know the different cultures represented in a HEI and how this diversity is reflected in the character of a

HEI; how academic staff give value to the life experiences of culturally different students (Corson, 1999: 224); how students and staff learn about important practices of the cultures represented in a HEI; what will encourage staff, students, and community to work together; - it was already discussed that it is crucial to try out the “giving to the others” aspect during the studies, to experience this joy of sharing, exchanging, appreciating the people around.

One more significant field of inquiry deals with the curriculum, language and learning. As concerns this area, Corson (1999) summarizes the theoretical assumptions presented in the volume and states that it should be explored whether “staff are knowledgeable about the role of language in learning; whether there is wide professional support for the development of a language policy; whether in-service professional development is desirable as part of the introduction of a language policy” (Corson, 199: 225).

Given the role of English as a global language, the author also poses questions related to staff development for ESL education. In many cases, the same would apply to EFL education. It is crucial to ensure that all educators “know their role in the ESL students' education and whether regular classroom teachers are willing to work within that role” (Ibid.). In view of the development of the international learning space, this is frequently the question of educators’ competitiveness. In order to be competitive in the profession, they should follow the recent developments. Therefore, it would be recommended to learn whether educators “can get the support or training they need if they lack the expertise” (Ibid.).

Another crucial area reported on within HELP (2013) is language support provision for researchers. Researchers, as a target group, can be defined in a variety of ways, as this group could include lecturers, doing research as part of their professional activities, and students participating in research activities at different educational levels, as well as other individuals (researchers) who need to enhance their language/s proficiency. The experts claim that “faculty may need language support, including language revision and perhaps even translation, in order to publish in the appropriate media (scholarly journals and books, but also other media targeted towards a broader audience in the local / regional community). Foreign faculty may need support both in the official language of the region / HEI and, if it is a different one, in the language(s)

in which it is appropriate for them to publish their research” (HELP, 2013: 9).

It could be the case that raising awareness of the interested parties, starting with the authorities and up to individuals, may be the first step to initiate the actions in this perspective. Setting objectives to achieve well-meant and eloquently-formulated learning outcomes is the objective which will never be fulfilled unless faculty staff themselves are receiving relevant training for the quality of the educational process is largely based on “the quality of educators”.

The questions to explore and find answers to are many, so this is not an easy way to go, however, it is of fundamental significance to start acting now, as the future of the state and the world at large is in the hands of students and thus educators. All these crucial tenets and questions form the basis for building empirical research framework.

3.5 Conclusions

The chapter is built around the three primary interrelated areas of inquiry – the fundamentals of international curriculum, staff professional development for the implementation of international curriculum and the role of languages within the international curriculum development and implementation.

Based on the theoretical assumptions discussed within the chapter, the conclusion can be drawn that international learning space has become the reality HEIs should face. Therefore, HEIs should use the opportunities rooted in the international higher education and work on the solutions to the challenges related to the internationalization of higher education. The key role within the processes associated with the internationalization of higher education is assigned to languages – both local and foreign ones. Within this perspective, the issues related to the internationalization of higher education curriculum and professional development of the faculty staff for the implementation of the international curriculum should be resolved. It is crucial for HEIs to state the aims and objectives of language education within a HEI which would allow to implement internationalization strategies. In this process, it is of fundamental importance to determine the needs, the measures that are already in place, and the measures that need to be put in place in order for them to do so. The chapter presented the analysis of the key areas of inquiry relevant for the research

purpose, which is used as the theoretical basis for the implementation of the empirical research.

4. EMPIRICAL RESEARCH

4.1 Research Design

The research was carried out in the pragmatic paradigm referring to a philosophical position with a long-established history originating in the works of Pierce, James, Dewey and revived in the work of Rorty (e.g. Rorty, 1999), as pragmatism provided the basis for carrying out the multi-strategy research utilizing both quantitative and qualitative research methodology in accordance with the core idea of the philosophical approach defined as “the meaning of a concept consists of its practical implications” (Robson, 2011: 28).

Mixed-methods or multi-strategy research, as the approach to research design, emerged in the 1990s onwards, establishing itself alongside the previous paradigms (Johnson, Onwuegbuzie, Turner, 2007; Robson, 2011). The distinctive nature of this approach and the core ideas and practices on which the paradigm stands have been spelled out by Creswell (2003) and Tashakkori and Teddlie (2003) among others. The approach is characterized by:

- Quantitative and qualitative methods within the same research project;
- A research design that clearly specifies the sequencing and priority that is given to the quantitative and qualitative elements of data collection and analysis;
- An explicit account of the manner in which the quantitative and qualitative aspects of the research relate to each other;
- Pragmatism as the philosophical underpinning for the research (Denscombe, 2008).

The multi-strategy (mixed-method) (Robson, 2011) approach to research design was chosen, as, for the research purpose, a substantial element of qualitative data collection as well as a substantial element of quantitative data collection were necessary. The chosen approach was appropriate for it allowed the researcher to both combine research methods and use more than one research strategy.

The *concurrent triangulation design* was chosen as a type of multi-strategy designs. Within the present design, qualitative and quantitative methods are used

independently and concurrently. The research results are compared to assess their convergence (Creswell, 2003: 213ff.).

The multi-strategy design was chosen based on the exploration of its potential benefits. Triangulation or the use of quantitative and qualitative methods enhanced the validity of findings. The combination of research approaches allowed to produce a more complete and comprehensive picture of the research topic. The use of multi-strategy design gave the basis for neutralizing the limitations of each approach used while building on their strengths. The combination of research methods also had to be used to understand the complex nature of the phenomena of higher education internationalization and language studies within the international perspective, as there are numerous perspectives from which the phenomena under investigation had to be considered. The combination of research methods also gave the opportunity to explain the research findings (e.g. the findings of the questionnaire data were followed up by the focus-group discussion with experts to gain a deeper understanding of the findings obtained).

The following research strategies were used within the 3 stages of the empirical research:

1. Case Study
2. Survey, focus- group discussion, documentary analysis

Focus group discussion and documentary analysis were used to amplify and gain thorough understanding of the findings from a questionnaire survey, as suggested by Robson (Robson, 2011: 296).

3. Narrative Analysis

The following data collection methods were used:

Questionnaire, interviews, documentary analysis of HEIs' websites, the testing technique adapted from Horst & Meara (1999), narratives

The data analysis and processing methods included:

Content analysis and thematic coding approach for qualitative data analysis.

SPSS 20. software for quantitative data analysis (Appendix 2E). The following quantitative data analysis stages were performed:

1. Analysis of descriptive statistics;
2. Validity and reliability analysis;
3. Test of empirical distribution;
4. Analysis by applying parametric/non-parametric tests.

The analysis of descriptive statistics comprised the analysis of frequencies. The aim of this stage was to produce counts and percentages for individual variables, which allowed for the reliable and logical conclusions based on statistical data.

Data validity and reliability were tested through the application of Cronbach's Alpha test by SPSS software. The conducted Cronbach's Alpha validity and reliability analysis revealed a good internal consistency between the issues under investigation and a very high validity as well as very high data reliability ($\alpha = .846$).

To select the appropriate tests for the data analysis, the empirical distribution was determined by applying Kolmogorov-Smirnov Z test. The results of the applied Kolmogorov-Smirnov Z test show that the data do not have normal distribution as p-value is below 0.05.

The in-depth description of the research procedure is presented in the corresponding subchapters.

4.2 Research Stage 1: Case Study

The subchapter presents the pre-doctoral research stage, namely, describes the area the research stems from. The research stage was performed in the period from 2007-2012. The main objective of the research stage was **to reveal specialized terminology as a particularly significant aspect to be included and focused on within higher education study content in the context of internationalization of higher education.**

The implementation of the case study was the starting point for the whole research process. It provided the data defining one of the directions of the research field, as well as served as the point of departure for the further investigation. Given that certain procedures (e.g. the linguistic analysis of terms) do not make up the main research direction taken within the Doctoral Thesis, the sample of the linguistic analysis of terms conducted within the case study - the pre-doctoral research stage - is presented

in Appendix 3. The following sub-chapters describe the procedure of the initial research stage, as well as selectively introduce the findings relevant to provide the background for the further empirical investigation.

The data obtained revealed a number of problems related to the lack of language proficiency benchmarking and the need to revise existing inconsistent curricula with the aim to promote improved use of professional discourse, as well as problems related to insufficient foreign language knowledge among the respondents. The existence of overlapping and competing terminological systems leads to inconsistency in the use of professional terminology at all levels – starting with ensuring high-quality education and up to problems in communicating research findings to the global community.

These problems are possibly associated with the initial phase of transition towards the multilingual and multicultural community.

4.2.1 Research Context and Research Methodology

Research Context

The prominence of English as the world lingua franca results in numerous challenges discussed in Chapter 2. Challenges related to the use of professional discourse at higher education institutions in Latvia are among the significant ones to consider and aim at finding solutions to. All specialist domains have undergone rapid development and transformations in recent years due to globalization and internationalization processes taking place worldwide, which results in the need to modify the tertiary level education curriculum and make it based on students' needs rooted in these changes.

Specialist communication now makes up about four fifths of all information, which is transferred and shared through scientific communication at an ever increasing rate via the new communication channels of the borderless, multilingual information society (Recommendations for Terminology Work 2002: 8). The accuracy and thus the value of scientific knowledge is predetermined by the precision of terms defining concepts used to transfer the practices of experience and innovation. The role of the English language as a lingua franca and the language of international communication is clearly outlined in theoretical chapters of the Doctoral Thesis.

The relatively short period when Latvia has become part of the European Union and thus of European education space, as well as rapid technological developments have resulted in the mixture of the local and other languages being used for different purposes and in different settings. In various degrees these languages gain prestige as a consequence of certain, not always clear-cut, power relations. Therefore, the language considered “prestigious” for some groups might not always be supported by other groups. In the historic perspective, languages are associated with the groups they are represented by. The language of the more powerful group, thus, becomes the dominant one under certain conditions and in specific contexts, e.g., English is gaining position in the ICT field at least with professional users, which is not always viewed as a positive tendency by local officials, policy-makers, etc. While in the case of ICT, the invasion of borrowed terms is to a certain extent rooted in its rapid development, within other domains (e.g. education), the use of borrowings to replace the terms available in local languages should be addressed and solutions to the situation be found at all levels and especially by paying special attention to this problem within the higher education curriculum. It is obvious that language is the key factor in the process of nation formation, thus, the invasion of languages other than local is seen as a danger to local languages. Though the Latvian language regained its position as the state language since the declaration of independence in 1991, its power status still remains a painful question for the Latvian nation, as it is surrounded by at least two languages – English and Russian (e.g. Druviete, I., 1997, 2000). At first sight, they might be viewed as peripheral, however, their impact is obvious, which results in different unresolved language related issues. Therefore, the focus of the present research stage was English as the source language for terminological systems in Latvia, due to its impact on local language use.

Modern reality puts forward new requirements to education, for globalization results in new objectives set for future specialists in all domains. Teacher education for a rapidly - changing world is an ongoing objective for teacher educators. Therefore, the topicality of the problem discussed was substantiated by a number of factors:

- The growing importance of English as the dominant language in many professional fields and its impact on language use;
- Inconsistency in the use of professional terminology revealed as a problem in Latvia;

- The necessity to raise awareness of educators of the need to address the issue of officially recognized terminology in both the local language (Latvian) and the target one (English) and terminological practice in the framework of their study courses in view of the internationalization of higher education.

Theoretical assumptions informing the grounds for the present research stage are introduced in the theoretical Chapters 1 and 2, however, to highlight the main focus of the present research stage, brief exploration of the situation relevant for the purposes of this particular research stage is of necessity.

There are several parties involved in the process of terminology development, all with their own vested interest in it: the producers (scientists/ scholars and manufacturers) of technology or knowledge, its users, which, in their turn, can be either professionals (then this group partly overlaps with those involved in research and production of technology or knowledge) or simply consumers. In the latter case, conflicts of interest and differences in needs may arise either at the level of definitions of terms or at the level of nomination – the choice of the term as such. As far as definitions are concerned – as Sager (1990) points out, non-specialists may need an encyclopaedic definition, not a strictly terminological one (Sager, 1990: 48 - 49). This is usually taken into account by general monolingual explanatory dictionaries, where definitions of most technical terms will now commonly differ considerably from those in terminological dictionaries, and the tendency is to offer quite simplified versions (e.g., in the *COBUILD* dictionaries). It is also taken into account by companies providing widely used technical services, e.g., telecommunication: both terms and their descriptions are often worded differently in internal communication and in instructions for consumers.

Approaching the issue of dictionaries and glossaries, the resources available in the Latvian language are still fragmentary. For instance, the most recent published glossary of educational terms (*Pedagoģijas terminu skaidrojoša vārdnīca*) is dated with the year 2000. Even though online electronic databases are available in the Latvian language, they do not always provide the most up-to-date information, which leads to significant problems for educators, translators, scholars, students and others.

Research Methodology

Two terminological systems were investigated comprising English ICT (Information and Communication Technologies) terms and terms common in the domain of education constituting the core discourse to be acquired during the four-semester ESP (English for Specific Purposes) course for future teachers of applied information technology of the University of Latvia and the course aimed at professional foreign language development for the teachers in various subject domains delivered by the researcher within her professional activities at the Faculty of Education, Psychology and Art, the University of Latvia. These two terminological systems were chosen for the analysis and discussion within the research framework, as they are usually seen as the two extreme poles – the domain of information and communication technologies is the domain undergoing constant and rapid changes, while the terminological system of the domain of education is though dynamic, but for different reasons.

The studies were conducted in the academic years 2007/2008, 2008/2009, 2009/2010, 2011/2012, 2012/2013 at the University of Latvia, Faculty of Education, Psychology and Art, Teacher Education Department (UL FEPA TED). The core database of the study, which explores the extent to which the terms of the Latvian official specialist terminology are used in the community of students (pre-service teachers), are ICT originally English terms and originally English terms of the domain of education. The lists of terms examined were culled from a number of written materials in the field of ICT and education constituting the core discourse to be acquired during the four-semester ESP course for pre-service teachers of applied information technology of UL FEPA TED. The studies dealt with the term-lists collected from the study texts and distributed to the respondents: 100 pre-service teachers from the UL FEPA TED.

The adaptation of the technique developed and tested by Horst and Meara (1999) was used to obtain the data. The respondents were asked to indicate whether they knew the meaning of an item by choosing one of three options: YES (sure I know it), NS (not sure) or NO (I don't know it). At the second stage of the test, the requirement was to write down the native terms the respondents used in everyday professional communication to convey the concepts. When they encountered difficulties in recalling the native equivalent for the English term, the informants were asked to

provide their own definition of the concept in English/Latvian or to incorporate the term in a meaningful sentence. Thus, the respondents supplied the terms used by them in professional communication produced both in highly informal settings and formal settings, spoken and written or in quick computer mediated messages, which was later revealed in the analysis described in the corresponding subchapter. The linguistic analysis of the data was performed.

In 2013-2014, expert notes were received from three experts in written form which included the experts' comments on the data obtained. The expertise was performed by 2 professors of the University of Latvia, the Faculty of Education, Psychology and Art and 1 professor affiliated to the Faculty of Humanities, the University of Latvia. The experts provided their opinion on both the linguistic analysis of the terminological systems and the impact of the dominance of the English language on language use worldwide. The comments on the linguistic aspects will not be considered within the Doctoral Thesis, while the latter issues will be introduced in the corresponding subchapters.

4.2.2 Research Findings and Discussion

The extracts from the linguistic analysis of terms and the findings of the linguistic analysis are presented in Appendix 3. The findings are not thoroughly presented within the Doctoral Thesis, as the linguistic analysis is beyond the research scope of the Doctoral Thesis. The selective findings presented within this subchapter are relevant in view of the research focus.

According to the data obtained from the respondents, there is a gap between what is recommended by Latvian terminologists and what is used in everyday professional communication. According to the evidence gained from the experts during the expert assessment stage, the respondents may make their linguistic choices not only to communicate some information but also to assert their identity. For instance, rather than choosing between languages, they may prefer codeswitching, producing sentences which are partly English and partly Latvian. However, it should be highlighted that such a situation is more relevant when they deal with ICT terms. Sometimes the reason for codeswitching is prestige. By using an English word instead

of the Latvian equivalent, the respondents show their familiarity with Anglo-Saxon culture, which is often glamourized. One of the experts suggested that “it may be the case that if members of the group adopt the terms that are not exactly the common terms of the network, even in the case when they are aware of the officially recognized term to be used in the professional communication to convey the concept, they must weigh up the potential benefits and disadvantages of the choice” (Expert 1). To the extent that they value the emotional support of their network peers, they will choose the familiar speech-patterns. When choosing the officially recognized terminology, they are taking a decision to distance themselves from the norms of the group. Thus, it becomes obvious that “although the formal structures of languages are not appropriate phenomena for value-judgments, speakers of languages do attach values to particular words, grammatical structures and speech-sounds. There is apparently a yawning gap between what linguists profess to think about language and what ordinary people assume in their daily use and observation of language” (Milroy J., Milroy L., 1999: 11).

Some examples reveal the respondents’ tendency to use the transliterated form when introducing a concept (e.g. fails, rūteris, klipbuks, etc.). Borrowed terms serve as a point of departure for word formation drawing on either purely imported stock or combining Latvian and foreign word-building and/or inflectional elements. Moreover, the data bear witness to the consequence of the fact that the major part of communication on the Internet takes place through the medium of English and only a fraction of the remainder through that of Latvian, therefore, many Latvian-language users operate through what can be referred to by the derogatory “Cyber mix” of English and Latvian. The same situation was acknowledged for other professional domains, as the experts assessing the data suggested that resources available in the Latvian language may not always be sufficient to cover all questions and professional interests. Nevertheless, while borrowings are likely to be more frequent in the ICT field, their use also depends on the mode and the tenor of the discourse. To exemplify, while such borrowings as *hederis*, *fūteris*, etc. might be used in an informal discussion, they would not be used in formal circumstances. The most widely used terms, such as, for instance, *print* or *search*, give rise to a wide variety of Latvian professional slang terms. The addition of the *-šana* suffix to the English words has generated nouns such as *sērfošana*, *mērdzošana*, *apdeitošana*, etc. and the endings *-ēt*,

-ot have provided the ICT specialists with *printēt and sērfot*, etc. What is of interest here are the productive resources of the Latvian language that allow terminologists and speakers of Latvian both to generate neologisms using indigenous Latvian morphological stock and at the same time to absorb a vast number of borrowings and domesticate them by, for example, the processes of assimilation to Latvian orthography, phonology and morphology. Terminologists are able to expand the lexicon by means of affixation, for example, the use of the prefix *pret-* as in *pretvīrusu programma* for *antivirus program* or the use of the suffix *-šana* as in *asamblēšana* for *assamblage*. Therefore, through the use of both prefixes and suffixes, affixation is a highly productive derivational mechanism in Latvian. On the basis of elements already existing within the language and easily identifiable by the listener and speaker/reader, it is possible to extend the existing lexical network to meet new needs. Thus, it is obvious that lexis which meets more than the ephemeral needs of Latvian speakers and writers in the domain is frequently integrated into the host language. The details and more examples are available in Appendix 3.

One of the experts (Expert 3) admitted that, in general, there was a much greater variability in speech than there was in written language. The two dimensions relevant for the present discussion are social and situational. Language, as it is known, is a social phenomenon, thus, it is not possible to account for the linguistic change not paying attention to the social origins of change, as these are the speakers who are responsible for the innovations at the first place. It is obvious that the functional elaboration of Latvian terminological resources in the ICT field cannot be approached without deeper investigation into the social, cultural and technological changes and innovations which are taking place.

Another facet of the conflict, where the process of —naming is the focus of attention much more than definitional issues, is the well-known tension between professional communities and the official bodies responsible for standardization of terminology. This situation is not unique either to Latvia or to certain domains. However, within certain domains, the tension is particularly acute. Due to rapid developments and innovative processes, professional domains develop at a very quick pace and most original terms are English, since so far most innovations in software development were introduced in English-speaking countries. It should be highlighted that this refers not only to the domain of ICT which undergoes rapid developments and

transformations, but also, for instance, the domain of education, as the development of information and communication technologies goes hand in hand with the developments within the domain of education.

Ideally, the development of professional domains and the development of professional lexicon should advance hand in hand. Conscious efforts to neologize or borrow the necessary terms have generally been made to meet specific and immediate needs (Russ, 1994; Ryazanova-Clarke, and Wade, 1999; Wise, 1997). Latvian, as any other language, has no limit to the number of words that can be formed in it. Thus, whenever the need for new words arises, any language has the capacity to produce the native ones, though it is not usually the case (Freimane, 1993; Brikše, 2002; Nītiņa, 2004). It is relatively seldom that either terminologists or users create completely new words, as Latvian, similarly to any other living language, is continually developing in order to keep up with the vast number of new concepts which need to be expressed verbally, and borrowing is often a more appropriate alternative to neologizing, since it is merely a matter of adopting a widespread, accepted term with which the speakers of the borrower-language may already be familiar. This type of borrowing is accompanied by phonetic assimilation to the phonological inventory and phonotactics of the borrower language (Jones, 1998:81).

Borrowing without any concessions to Latvian phonology, morphology and syntax observed in the data obtained from the respondents is the process which incurs the greatest amount of criticism from terminological authorities. Instead of using the available Latvian terms or nativising the English ones, the language users (representatives of different backgrounds) often borrow English words without even adjusting them to the grammatical system of Latvian, such as, for instance, adding the Latvian inflection –s. This kind of borrowing is particularly prominent among one group of the respondents – pre-service ICT teachers, who are constantly required to deal with new concepts. In the ICT area, borrowing occurs particularly frequently in everyday professional communication, mostly oral and/or electronic, where speakers may wish to appeal to in-group knowledge shared by specialists.

Professional jargon is picked up by other users who are, for instance, in the case of ICT often a relatively young section of the population, in other cases they may belong

to older generations, still some are likely to use jargon or borrowings as a fashionable and distinctive mark of belonging to a professional, age group or “being up-to-date”. Professional discourse takes place both in the spoken and written mode as well as in the mode of electronic communication among both insiders and outsiders (including numerous blogs, professional chats, etc.). In the highly informal settings participants have equal status; communication is often face-to-face and always highly interactive, with rapid feedback. Correctness and compliance with the standards of usage (possibly even non-existent as yet) are not valued too highly (details are available in Odina, Doroshenko, Stavicka, 2011: 89-91). In the written mode and within formal communication, standard is seen as a sign of professionalism, however not always users (both students and professionals) are fully aware of the officially accepted versions, which leads to inconsistency in the use of specialized language and poor quality of communication within the scientific community in the case of those involved in it.

One more interested party is represented by the standard-setters promoting the idea of the purity of the national language standing symbolically for both ethnic and cultural identity and political independence. Thus, their activities are closely linked to language policy and standardization practices and are strongly oriented towards them. While the link is understandable, the effects of standardization are sometimes problematized by specialists in professional domains claiming that the standard-setters do not take into account the already existing practices. This is the conflict between spontaneous term formation and designed and engineered term formation which Sager also refers to as secondary term formation (Sager 1990: 80). Opposition to traditional overtly prescriptive approaches to terminology standardization is voiced also by some linguists who claim that when language planning and standardization are the primary and most important motivation, or when the scientific study of terminology is confounded with the pragmatic activity of standardization, the objective study of terminology is difficult (Temmerman, 2000: 19), the aim at absolute uniformity of scientific terms would be an artificial and utopian process (Ibid.) and prescriptive terminological activity should give way to the study of real language usage (Temmerman 2000:31). This idea is also supported by Latvian linguists (e.g. Liepiņa, 2007). Indeed, it stands to reason that while individual preferences for the prescriptive or descriptive approach may be a matter of taste, the

descriptive approach should be primary at least in the sense that the actual state of affairs in terminology should be known before recommendations of any kind are offered or terms are invented by standard-setters themselves. “Prescription (, however,)... presupposes certain assumptions about facts which have to be correct. If the facts cannot be supported by experiential evidence, the prescriptions lack a basis for their application” (Temmerman, 2000: 22). This, in turn, would mean that corpora of data based on professional discourse can not possibly be ignored by terminologists. Moreover, reliance on corpora, now a must for general-purpose explanatory English dictionaries, has already changed the face of modern lexicography whose prescriptive authority was enhanced, not undermined, by more informed choices made by compilers in their prescriptive practices. It should be noted that it is the difference in the situational and linguistic contexts where unofficial and official versions of terms are produced that is decisive. Official terms are produced and communicated in print or authorized electronic versions, there is no direct feedback or it is delayed, the standard-setter is an authority with no immediate interlocutor.

Some terminological systems, e.g., educational terminology, evolve under slightly different conditions, even though Latvian educational terminology is also quite dynamic. It has experienced significant changes, first due to regained independence of the Latvian state and the change of its ideological paradigm about 20 years ago, later due to the accession of Latvia to the European Union in 2004. Latvia has become part of the Bologna process concerning higher education, of the Copenhagen process which concerns vocational education and training; in 2009 the strategic framework for European cooperation in education and training (“ET 2020”) was adopted concerning pre-primary, primary, secondary, higher and vocational education in the EU countries. These institutional changes go hand in hand with official translations of numerous respective EU documents into the Latvian language, i.e., translation, adaptation and naturalization of terms are closely monitored by official bodies, therefore official or institutionalized terminology prevails. Professional discourse in the domain of education is not, of course, limited to the written/print mode exclusively, but classroom/conference/public educational discourse is, by its very essence, derivative from texts produced in the print mode and mostly employs the officially established terminology, even though it may be recent or brand new. This allows to assume that ICT and educational terminology in Latvia can be viewed as two opposite poles on a

scale: ICT being the most unruly one where the gap between official and unofficial use is possibly the greatest, while educational terms conform much more closely to official patterns of use. In the first case the term in professional use is often born prior to standardization efforts and the professional community may resist them, in the latter case standardization in many instances seems to take place if not before, then at least shortly after the appearance of the original English term on the local scene. This does not imply that educational terminology in Latvia has no unresolved issues, but it does suggest that the two domains developing in very different ways are worth comparing. Moreover, the domain of education is interdisciplinary, therefore students and professionals working in the field of education should frequently possess advanced knowledge (including specialized language knowledge) in at least two professional domains. Therefore, the Case Study presented in the framework of this subchapter reveals the necessity to raise awareness of educators of the importance to include the terminological aspect paying special attention to both local terminological systems and foreign (or English in this case) ones within the foreign language teaching practices directed towards the multilingual and multicultural learning space.

It is apparent that the potential of the Latvian language for creating specialist terminology is enormous, and both terminologists and users exploit it creatively, lexicalizing new concepts with ease. Indeed, the comparison between the official terminology and the actual linguistic practice of specialists shows the weight of usage against prescriptive advice. It may be the case that the educational system fails to instil the norm and is to blame for the specialists' failure to use the officially recommended terminology. Apparently, the pressures of globalization work towards the consolidation of English as language as the *lingua franca* for science and technology as well as many other fields. This is a challenge which all other languages, and not only Latvian, have to face. Thus, it is crucial to raise awareness of educators and others that the implications of this should be analyzed and programs aimed at the promotion of standard officially recognized professional terminology should be designed. The author of the Thesis concludes that one of the possibilities to change the situation discussed is to raise awareness of educators and students of the importance of consistency in the use of professional terminology highlighting the

importance of ideological perspective to facilitate the successful promotion of standard usage at tertiary level.

4.2.3 Implications for Further Research Implementation

As already stated, the presentation of the pre-doctoral research stage in the framework of the Doctoral Thesis is necessary to state the grounds for the whole research and introduce the research background the Doctoral Thesis stems from. Although it does not aim to be presented as an independent part of the empirical research conducted to meet the requirements of the Doctoral Thesis, it has crucial implications and findings making the background for the whole research procedure and higher education sector in view of the internationalization of higher education in Latvia.

The data obtained in the framework of the case study clearly demonstrates that it is of fundamental importance to address the issues of both target language terminology (English) and the local one (Latvian). To achieve the objectives of internationalization processes set worldwide, educational authorities should highlight elaboration of the local language resources by ensuring standardization and dissemination of standardized language. It should also be highlighted that the sector of higher education should serve as a role model and promote the use of standard language, which is substantiated in the following conclusions:

- The existence of competing and overlapping terminological systems results in discrepancies between the official terminological corpus and the terms used in everyday professional communication. In Latvia, an indirect indication of the possible improvement of the present situation is apparent, as the majority of the relevant professional-group is in tertiary education. The context of ESP course for different field specialists is relevant for the promotion of public awareness of standard usage of both source language field terminology (English) and native professional terminology (Latvian), as the knowledge of the native equivalent for the source language term facilitates the understanding of the concept.

- In the case of Latvia, the aim might be the promotion of a *standard ideology*, i.e. a public *consciousness* of the standard (Milroy J., Milroy L., 1999), as clarity as well as the effectiveness in the use of professional terminology is the primary concern for the implications of the Case Study.

- One of the main objectives is to attract the attention of educators to the

conceptions of ideology as well as language ideologies, as socially and linguistically significant in the Latvian settings.

- The importance of the ideological perspective for the successful promotion of standard official terminology in the context of ESP course for future specialists should be stressed.
- Efforts should be made to induce educators to develop and reflect on principles of good multilingual practice in their professional fields.

The claim that language is the issue of centrality within scientific domains has its implications for the teaching of these disciplines and, therefore, the contents of the study programmes:

- According to (Swan, 2001:77), the issues of translation and interpretation should be ensured a legitimate position within the professional training for scientists. Given that language and its particular aspects are in the very heart of numerous scientific disciplines, language still remains the issue not sufficiently addressed.
- Another implication, as thoroughly discussed in the theoretical chapters, is that students can not effectively be taught in one language only, whether it be their mother tongue or a foreign, world language, e. g. English. This substantiates the conclusion that study should focus on both expert proficiency in the native language alongside with advanced proficiency in at least one foreign language.

As English has expanded to become the preferred language of international communication in more fields, the needs of ever more non-native users of English have become evident. Therefore, the following recommendations aimed at the promotion of language competence as a crucial component of specialists' professional competence are put forward:

- Responding to globalization and internationalization, emphasis on LSP (Languages for Specific Purposes) education should be placed within tertiary level education;
- To facilitate the acquisition of professional competence, specialists from all scientific and scholarly domains should take specialized LSP courses during their undergraduate years;

- The emphasis on linguistic proficiency should be seen as vital within LSP courses for the application of language skills;
- The communication of information requires the use of unambiguous terminology, which reveals the necessity to emphasize the introduction of professional terminology in both languages (native and target) within the courses.

4.3 Research Stage 2: Questionnaire Survey, Focus-Group Discussion, Documentary Analysis

4.3.1 Research Context

4.3.1.1 Introduction: Country Overview

Exploring the case of Latvia, it is crucial to introduce the general background information for the higher education sector in Latvia. It should be highlighted that the higher education sector in Latvia is confronted by a number of macro environmental challenges.

To start with, it should be stated that The Law on Higher Educational Institutions (1995) sets the framework for the higher education system in Latvia. The Law defines two types of institutions: non-university (ISCED Level V) and university (ISCED Level VI). The present research does not limit itself to the former or the latter, but finds its borders in the attempt to explore a number of institutions in both Riga and the regions of Latvia with the aim to come up with certain generalizations about Latvia as the context for the international higher education, having certain characteristics and implying particular strategies.

According to the Law, the higher education is organised in three cycles: 1. first cycle (undergraduate: Bachelor and profession bachelor (at non-university HEI) programmes); 2. second cycle (graduate: Master, specialised professional programmes); 3. third cycle (doctoral studies; residency). In the framework of the questionnaire, all three cycles are addressed with the aim to identify similarities and/or differences in the processes linked to internationalisation.

Universities offer both academic and professional programmes, while non-university institutions offer only professional programmes. The distinctions between academic and professional programmes are emphasized in the answers to

open-ended questions provided in the questionnaire.

Academic education programmes last three or four years for Bachelor's degree, one or two years for Master's degree; scientific activities last three or four years for Doctoral degree. Professional higher education is divided into first level (college programmes) and second level professional higher education. These programmes last at least four years. Within the research sample, the HEIs implement all types of programmes described (http://izm.izm.gov.lv/upload_file/en/education_system.pdf).

The 2008 Latvian economic downturn, which stemmed from the global financial crisis of 2008 - 2009 – a major economic and political crisis in Latvia in recent years has impacted an external economic environment which has hindered industrial and business activity, initiated currency difficulties and reduced the previous readiness of companies (state, private, etc.) to engage in any activities linked to education (e.g. research). Moreover, the financial downturn in HE rooted in both the crisis and other factors discussed further on created numerous challenges such as cost effectiveness cancellation of numerous project initiatives, etc.

Another crucial aspect having direct impact on the higher education sector is national demographic downturn as regards the number of eligible students of school leaving age, which thus creates issues in terms of the buoyancy of student numbers and, as a consequence, financial benefit; tough competition among the HE providers; the urgent need to find the new target audiences (including the audiences which have not been previously addressed, e.g. international audience).

To exemplify, based on the information provided by the Central Statistical Bureau of Latvia, the total number of students in the academic year 2012/13 is 94474 students (full - time students – 68659; part time students – 25815; the number of students as per 10000 of total population of Latvia – 467). Comparing the data with the previous years, the highest estimated number of students since Latvia has regained its independence is stated in the year 2005/2006 (131125), it is apparent that in the last years the number of students is constantly decreasing. One of the explanations of the situation is lower birth rates estimated at certain periods. On 1 January 2013, in Latvia there were 2 million 23.8 thousand people – a drop of 21 thousand, as compared to the previous year. Data on the population number at the beginning of 2013 and 2012 specified by the Central Statistical Bureau of Latvia (CSB) show that, due to negative

natural movement, as number of deaths exceeded the number of births, in 2012, population number has reduced by 9.1 thousand, while because of the international long-term migration – by 11.9 thousand (in 2011 – by 20.1 thousand due to migration). This data is crucial for forecasting the number of students in the future with the aim to attract students from other parts of the world, as one of the factors influencing population number in the country is international long-term migration. CSB has developed migration estimates considering both registered and non-registered migration. In 2012, 13.3 thousand people arrived to Latvia from other countries (3.1 thousand more than in 2011), while 25.2 thousand people moved from Latvia to permanent residence in other countries (5.1 thousand less than previous year). Females comprised 41% of the total number of people arriving to Latvia, while males - 59%. Half of the immigrants were aged 20-39 (49.8% of males and 50.0% of females). 83.7% of the total immigrant number were at working age (15-61 years). Immigrants were mainly coming from European Union countries (54.9%) and Russia (22.6%), which should be considered the new target market the higher education sector may direct towards.

Higher education can be received in 60 higher education institutions across Latvia (CSB statistics for 2012/13 academic year).

The tables presented below demonstrate enrolment of students in HEI and colleges in the years 1990/91 as compared to the year 2012/13. The colleges are included into the following selection, as from 2003/2004 vocational education institutions providing 1st level higher professional education are included in the number of higher education institutions and colleges.

Table 3. Higher Education Institutions and Colleges (beginning of the school year)

	1990/1991	2012/2013
HIGHER EDUCATION INSTITUTIONS AND COLLEGES	10	61
Enrolment - total	45,953	94,474
..enrolment: full-time studies	29,077	68,659

..enrolment: part-time studies	16,876	25,815
Enrolment per 10 000 population	173	467
New enrolees - total	9,514	33,319
..new enrolees: full-time studies	6,874	25,031
..new enrolees: part-time studies	2,640	8,288
Graduates with awarded degree or obtained qualification – total	5,668	21,472
..graduates with awarded degree or obtained qualification in full-time studies	3,444	16,072
..graduates with awarded degree or obtained qualification in part-time studies	2,224	5,400

As the data introduced above clearly demonstrate, the number of students enrolled in HEI and colleges has doubled since the beginning of 1990-ies. However, it should also be specified that the highest number of students was stated in 2004 with the following decrease in enrolments. The reasons for such a situation have already been stated above.

Another crucial factor which should be taken into account is tough competition among state and private higher education providers and the risk of brain drain nationally, regionally and internationally. As stated in the theoretical literature, such a situation may lead to challenges in terms of inter-institutional cooperation, both in the delivery of services and political pressure.

Regarding the international students, the data available states that at the beginning of the academic year 2012/2013, there were 3505 foreign students from 81 countries studying in higher education institutions of Latvia constituting 3.7% of the total number of students and is by 29% or 789 students more than in the previous academic year.

In 2012, the responsible parties acknowledged the recognition of the international dimension within the higher education through undertaking measures to simplify

attraction of foreign students in the higher education institutions, for example, by granting higher education institutions legal rights to develop and implement study programmes jointly with higher education institutions of other countries and to issue joint certificates. This is just one of the initiatives among many other including the measures aimed at the promotion of exports of higher education. The sources also note that a range of amendments is going to be introduced to legislation with an aim to eliminate obstacles to attraction of foreign academic staff and students to higher education, including the requirements for language in academic environment, etc. (*Progress Report on the Implementation of the National Reform Programme of Latvia within the “Europe 2020 Strategy”*, 2013).

Based on the crucial points discussed, the conclusion can be drawn that to ensure future sustainability of HEI, finding new ways of attracting students – not only the residents of Latvia, but also student population from abroad is of urgent necessity. This solution can be successfully implemented only in the case when all the strategic points relevant within the internationalization dimension are systematically implemented, therefore it is high time to elaborate the strategic steps to be taken to ensure the successful transition towards the international learning space in the Latvian higher education sector. When working on this strategic solution, the following aspects need to be considered when dealing with issues of language repertoire: the language repertoire that those involved already have or are expected to have when they enrol in a HE programme; the geographical location and the HEI attractiveness to neighbouring or other countries and/or regions. These issues are generally grounded in the state language policy, therefore, the following subchapter briefly introduces the main tenets of language policy in Latvia relevant for the study.

4.3.1.2 Language Policy in Latvia and its Implications for HEIs

The 1989 Language Law (amended in 1992) restored the well-deserved place of the Latvian language at all levels. Since Latvia regained its independence in 1991, the language situation has undergone significant changes rooted in the new ideology becoming dominant in the independent country.

The main objective set within the dominating language ideology was to promote the use of the Latvian language at all levels and to ensure successful integration of all the

inhabitants. Due to numerous challenges to observe the tenets of the language ideology promoted apparent not only in Latvia, but also other countries belonging to post-soviet space, discourses on language have always been highly political in the sense that they have a direct impact on how language is used to define the relationships between different groups of people as well as between individuals and relevant public institutions. Since Latvia joined the EU in 2004, additional reference points (frequently contradictory with the local tenets) have been introduced, as “ the notions of cultural diversity at EU level and national homogeneity are often perceived to be competing or even incompatible with one another” (Stevenson & Carl, 2010:84). This then defines the continuum that all those involved have to agree upon in order to position their individual language repertoires and linguistic practices (Ibid.).

In general, the policy of the Latvian language at work has crucial implications for the Latvian language profile at large and language policies in Latvian HEIs in particular. The fundamentals of the Latvian language policy are based on the following tenets:

- the Latvian language is the official state language in Latvia;
- the state guarantees possibilities to preserve, to develop and, for some functions, to use minority languages of Latvia.

These basic tenets are particularly crucial in the sense that they have significant implications for the HEIs language policies – they highlight the idea of successful language co-existence *protecting the rights of persons belonging to national minorities to preserve and develop their language and their ethnic and cultural identity*, while maintaining the juridical hierarchy of languages giving priority to the state language (Press Release of the Ministry of Foreign Affairs of the Republic of Latvia, 2014 <http://www.am.gov.lv/en/news/press-releases/2014/march/facts/>).

Regarding the official state language – the Latvian language, numerous efforts to strengthen its position within the society have been made. For instance, minorities in Latvia have an opportunity to receive bilingual education funded by the government. Within the bilingual education framework, the Latvian language is taught as a second language. Latvia finances its liberal education model providing state-funded

education in seven minority languages: Russian, Polish, Hebrew, Belarussian, Ukrainian, Estonian, Lithuanian. Currently (academic year 2013/2014) state finances 99 schools with instruction in Russian, and 65 bilingual (Latvian and minority language programmes) schools. Every school is entitled to determine by itself which subjects are taught in Latvian, but the total should be 60% of all subjects (Press Release of the Ministry of Foreign Affairs of the Republic of Latvia, 2014 <http://www.am.gov.lv/en/news/press-releases/2014/march/facts/>). Therefore all the members of the Latvian society are ensured the possibility to achieve the sufficient level of state language competence thus providing opportunities for both the successful integration and successful involvement and participation in all the societal processes.

To exemplify the successful efforts of the promotion of the Latvian language at all levels, it should be stated that, for instance in 1992, almost 50 % of pre-school children enrolled in pre-school educational establishments with the Russian language of instruction (the total number of enrolments – 65397; with the Latvian language of instruction – 34757; with the Russian language of instruction – 30503) as compared to the data obtained for the year 2012 (the total number of enrolments – 93293; with the Latvian language of instruction – 70894; with the Russian language of instruction – 21866) (CSB, 2012/13). The choice of the language in favour of the official language has become apparent. Therefore, the conclusion can be drawn that parents acknowledged the role of the Latvian language in their children's future. It is apparent that the pre-school stage is of fundamental importance in language acquisition. Furthermore, it should be highlighted that since 2002, pre-school education has been stated as compulsory in Latvia. Therefore, given the opportunity to receive education in minority languages, the choice is still made for the state language, which once again proves its strengthening position in the Latvian society.

In view of the focus of the research, it is also crucial to illustrate the state of foreign language teaching in Latvia. The data presented by the Latvian Statistical Bureau goes hand in hand with the theoretical assumptions introduced in the theoretical chapters. The top 4 places are taken by the English language 192897 students in the year 1996/97 and 181701 in the year 2011/12 respectively; the Russian language – 87018 in the year 1996/97 and 75294 in the year 2011/12; the German language-72719 in

the year 1996/97 and 25823 in 2011/12; the French language – 3612 in the year 1996/97 and 4307 in 2011/12 (Data provided by CSB for 2011/12). It is apparent that English as a foreign language has taken the leading position in Latvia as well as worldwide (the minor decrease in the number of students enrolled in English courses is rooted in the general decrease of enrolments due to the demographic factors described above). The Russian language has strong 2nd position within the choices made. However, it should be highlighted that while the English language is obligatory in Latvian schools, the Russian language is optional, which allows for the conclusion that the significance of the Russian language in the community of Latvia is still apparent. The third and the fourth places are taken by the German and French languages respectively. However, it should be emphasized that the dramatic decrease of the popularity of German in the Latvian society is obvious, while French maintains stable though not high interest rate.

The data presented above make the useful grounds for the exploration of the issues discussed in the research framework.

4.3.2 Research Methodology

The objective of the survey conducted applying the **questionnaire, documentary analysis and focus-group discussion** as **data collection methods** was to identify Latvian HE setting for the International HEI with the view to identify the strengths and challenges of Latvian internationalization scenarios focusing on issues related to language studies for both students and academic staff.

Questionnaire Survey: Research Procedure

To obtain the data necessary for the research purposes, a questionnaire aimed at identifying various types of settings (scenarios) within the higher education sector in Latvia and exploration of practices and identification of challenges within these scenarios was used, which was also used as the basis for focus-group discussion with experts.

The present methodology was agreed upon the experts in the framework of the IntlUni project “The Challenges of the Multilingual and Multicultural Learning

Space” (An ERASMUS Academic Network – 1 October 2012 – 30 September 2015: 526646-LLP-1-2012-1-DK-ERASMUS-ENW). The network has grown out of a Special Interest Group under the European Language Council (CEL – ELC). It has 38 partners in 27 countries. The author of the Doctoral thesis is the local coordinator of the project in Latvia.

Initially, the questionnaire comprising 86 questions was designed and piloted in the framework of the IntlUni project (Appendix 4). Firstly, the draft questionnaire was pre-tested by colleagues who provided constructive comments on the contents of the questionnaire. Secondly, the respondents from the group of interest were asked to test the questionnaire. As a result, the decision was made to supplement the questionnaire data with the documentary analysis of HEIs’ websites.

The quantitative and qualitative data for the Latvian sample were collected and processed by the author of the Doctoral Thesis. As stated, the author of the paper is involved in the project as the local coordinator and represents the University of Latvia, Faculty of Education, Psychology and Art. The quantitative and qualitative analysis introduced in the framework of the research paper was performed by the author of the present paper and the data presented in the framework of this paper were not used for the purposes of the IntlUni project. The data collected for the survey of the case of Latvia were fully collected and processed by the author of the present paper. The data were used solely to achieve the objectives set in the framework of the present Doctoral Thesis.

The working definitions stated were provided alongside with the guidelines for completing the questionnaire. The concepts relevant for the discussion of the issue under investigation were also introduced and discussed with the respondents.

7 Latvian HEIs were explored in the framework of the research with the aim to state, analyze and identify the strengths and challenges which need to be addressed within the implementation of the internationalization strategies as stated in the theoretical chapters.

The questionnaire was sent or distributed personally to the representatives of HEIs under investigation. A total of 108 complete responses from 7 individual higher

education institutions were received. The number of responses received differed across the institutions. The questionnaires were administered in the three main ways:

- Self-completion. 50 out of 108 respondents filled in the responses by themselves.
- Face-to-face interview. In 48 cases, the researcher asked questions in the presence of the respondents, and completed the questionnaire.
- Telephone-Internet interview. In 10 cases, the researcher contacted the respondents by phone or internet applications (e.g. Skype), put forward the questions and recorded the responses.

The questionnaires were filled either on behalf of the higher education institution (HEI) for the university as a whole or for the faculty / school / main academic area, which was clearly stated. The respondents were asked to provide the answers on behalf of the unit they have chosen that is, the whole HEI or the specific faculty/unit.

The **response rate** constituted 85 per cent (108 filled in questionnaires out of 127), which is viewed as adequate response rate (Fowler, 1993).

The **research sample** addressed in the framework of the study of the case of Latvia comprised the representatives of the following groups within the higher education sector: Director of study or programme coordinator; Lecturer (home lecturer/teacher); Lecturer (international lecturer/teacher); Language teacher, Director, International office; Staff, International office; Director of language centre; Director of special programmes for international students; Head of department; Teacher trainer; Educational developer; Representative of students' union. The possibility to choose more than one option was provided, as some of the respondents hold several positions in their institutions (Figure 2).

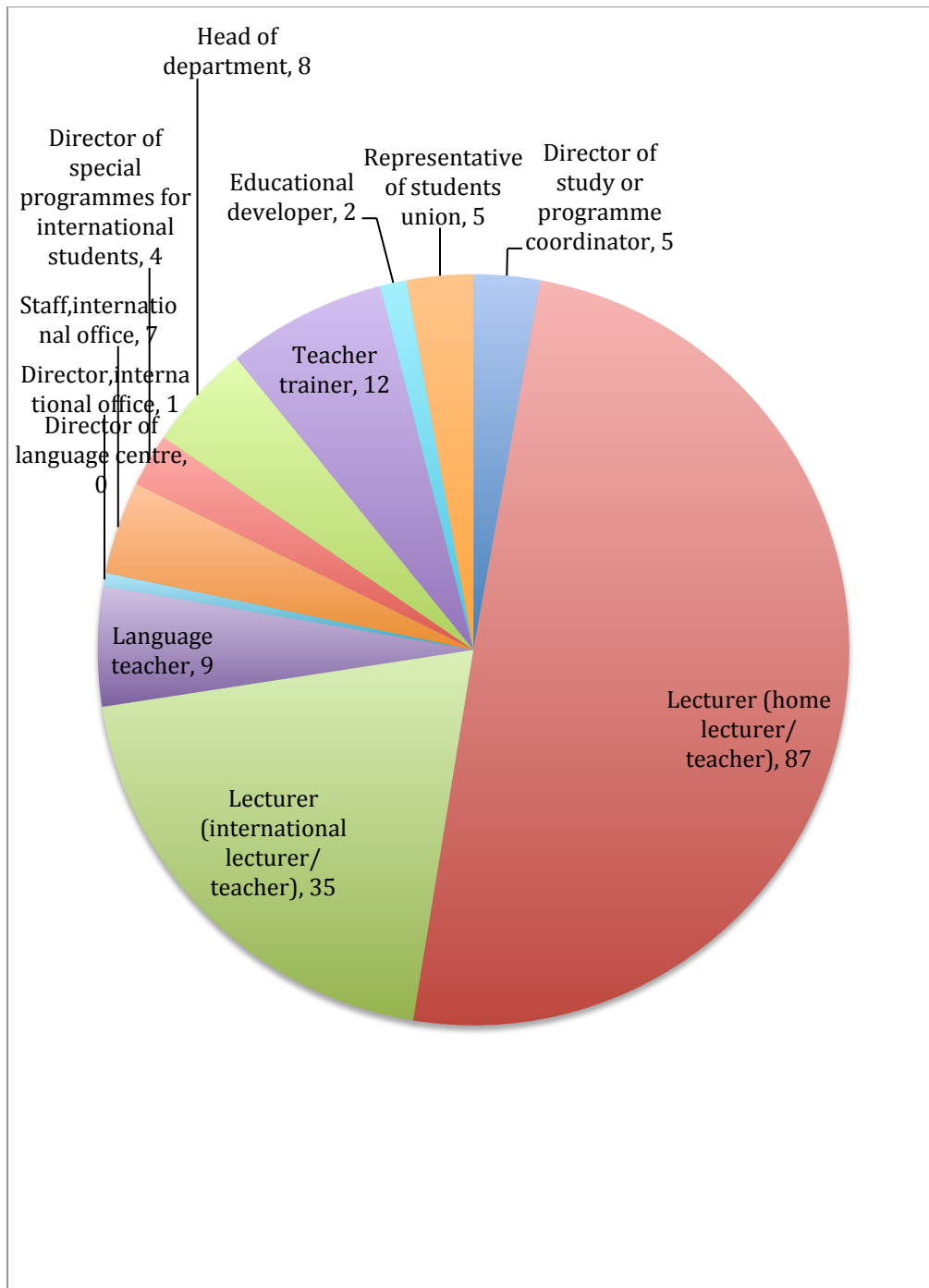


Figure 2. Positions of Questionnaire Respondents in HEIs

As concerns the composition of the respondents based on the positions they held in their higher education institutions (HEI), directors of study programmes provided useful input on the situation in their academic areas, the requirements set for study contents emphasizing the dimension of internationalization highlighted by the HE authorities. The comments on language practices and language proficiency requirements within the units they represented were of particular importance given the

focus of the research. Within the questionnaire, the distinction was made between home and international lecturers, due to the fact that in some countries these positions were stated as different. It should be highlighted that in Latvia no special distinction was made between lecturers working with home and international students. This might be due to the fact that there were no special requirements or trainings and courses aimed at faculty staff working with international students. This allowed for the conclusion that the issue was underattended in the Latvian case. Language teachers and representatives of language centres provided crucial input on language situation in their units as well as commented on language teaching methodology, syllabus and curriculum design and their units' stance regarding language policies and practices. The respondents directly involved in international activities (representatives of international departments, etc.) commented on the actual situation, the actual numbers of international students (based on both the statistical data available and their own personal experience), mobility, activities aimed at the promotion and implementation of international dimension within the HE sector, etc. The student representatives were responsible for providing the view from the inside by revealing the opinions of those all the objectives set within a HEI were aimed at.

The academic disciplines and sub-disciplines represented by the respondents allowed for drawing comparisons among the situations in different spheres in Latvia, as the actual situation in terms of internationalization might be different, which will be revealed later on in the chapter.

Within the questionnaires, the title 'lecturers' referred to all teaching staff whether or not they had research obligations or were fully tenured. Full confidentiality was observed as the aspect of academic ethics.

The questions formulated were both close and open-ended. The quantitative data were analysed with SPSS 20 software. The qualitative data were analysed by applying content analysis. In other words, to increase the reliability of the data, the multiple-choice questions were processed with the statistical software, while the open-ended responses were analyzed applying content analysis as a data analysis method.

Within the questionnaire, the questions were arranged around the following **thematic categories**:

1. **General background of the HEIs under investigation and statistical data in terms of the volume of the implementation of the internationalization process** (e.g. numbers of incoming and outgoing international students, etc.);

Within the first thematic category, the data were coded into the following **sub-categories**:

- The size of a HEI (number of students, academic staff);
- Volume in terms of the implementation of the internationalization process.

2. **Language profiles and language practices of a HEI;**

Within the second thematic category, the data were coded into the following **sub-categories**:

- Institutional language policy, languages of instruction;
- Language support provision to students (local and international);
- Language support provision to lecturers (local and international);
- Institutional practices related to language issues (entry requirements);
- Students' and academic staff's language proficiency;

3. **HE policies and strategies in the implementation of the international dimension; Internationalization Support Mechanisms;**

Within the third thematic category, the data were coded into the following **sub-categories**:

- Challenges related to studies and work in the international classroom;
- Support mechanisms for faculty members;
- Support mechanisms for students.

However, it should be stated that some of the areas of inquiry were overlapping and covered a number of phenomena.

Documentary Analysis: Research Procedure

The **documentary analysis** incorporating the **content analysis** of HEIs' websites of the HEIs under investigation was necessary to ground and confirm the data obtained with the help of the questionnaire for the first thematic category – '**General background of the HEIs under investigation and statistical data in terms of the volume of the implementation of the internationalization process**'. The thematic

sub-categories for the first category in the questionnaire were supplemented by two additional sub-categories integrating two of the existing sub-categories into one and leading to the following arrangement:

1. The size of a HEI (number of students, academic staff);
2. The presence of the international dimension within the mission and vision of a HEI;
3. International dimension within educational and academic initiatives.

Content analysis was chosen as a common approach to documentary analysis. The documentary analysis incorporating the content analysis of HEIs' websites was chosen, as the context of the document (a HEI's website) including *the purpose* of the document, namely, functioning as the most easily accessible information source for the interested parties, including international target population (e.g. international students, international academic staff, etc.) answered the purpose of the chosen research methodology. Within each sub-category, the relevant recording units were selected resulting in the following arrangement:

1. The size of a HEI (number of students, academic staff):
 - 1.1 The size of a HEI;
 - 1.2 Total number of students;
 - 1.3 Number of international students;
 - 1.4 Number of local students taking a study period abroad;
 - 1.5 Number of academic staff;
 - 1.6 Number of international academic staff;
2. The presence of the international dimension within the mission and vision of a HEI:
 - 2.1 Mission;
 - 2.2 Vision.
3. International dimension within educational and academic initiatives:
 - 3.1 International collaboration;
 - 3.2 International projects;
 - 3.3 International initiatives.

The approach ensured the possibility to differentiate between the different senses of

words that might have multiple meanings (e.g. ‘collaboration’ as ‘cooperation’, etc.) and code phrases constituting a semantic unit.

Focus Group: Research Procedure

In the year 2013, a focus-group discussion with 11 experts to receive expert evaluation of the data obtained with the help of the questionnaire and documentary analysis of HEIs websites, as well as to amplify and gain deeper understanding of the findings was conducted in accordance with focus-group methodology (Morgan, 1998). The group sampling was performed in accordance with group sampling methodology (Robson, 2011). The focus-group sampling was performed through selecting the individuals affiliated to different HEIs, representing different scientific and subject areas, as well as performing different positions within their HEIs. The appropriateness of the sample was determined by the degree to which it permitted the researcher to confirm the categories marked within the questionnaire and documentary analysis. The focus-group discussion was moderated by the researcher through putting forward questions relevant in the research perspective and raising relevant themes. The qualitative deductive content analysis of the data was performed.

The findings of the documentary analysis of HEIs’ websites and focus-group discussion were integrated into the findings obtained with the help of the questionnaire.

4.3.3 Research Findings

4.3.3.1 General Background of the HEIs and Statistical Data in Terms of the Volume of the Implementation of the Internationalization Process

Seven Latvian HEIs were explored in the framework of the study with the aim to state, analyze and identify the challenges necessary to address within the implementation of the internationalization strategies. Within the IntlUni network (introduced above) working strategy, the decision was made not to state the particular institutions, based on the idea that the main objective was not to draw generalizations about the situation in the country at large, but to explore practices within some particular institutions, which might be a representative sample for the identification of

certain challenges related to higher education internationalization not only in Latvia, but also in other European countries.

The first group of questions worked out in the framework of the survey comprised the questions dealing with general facts about the HEI involved in the study: general information about the HEI and its location (urban, metropolitan, etc.); the total number of students (home and international full degree students together) at bachelor, master and PhD levels in the HEI; the implemented study programmes; the number of exchange students per year in the HEI at different study levels; percentage of local staff, etc. The comparison of the data of HEIs across Europe is beyond the scope of the Doctoral Thesis. Moreover, as the principle of anonymity was observed, it is not possible to provide data and references to particular institutions selected as a research sample by the experts within the IntlUni network, therefore, the data for the European sample are not presented within this particular study.

It is also crucial to consider the HEIs in terms of the programme implementation, namely, the programme offer for students, distribution of programmes according to subject areas (e.g. humanities, social sciences, etc.), as provisionally, it seems logical that the situation across units may be different. The presence and activities of research-related units is also worth analyzing, as these are one of the units considered to be promoters of internationalization worldwide.

To start with, **the HEI 1** (Higher Education Institution) chosen for the present sample is the biggest regional state university and the only university in Eastern-Latvia providing education to approximately 2500 students within all the education cycles. It provides the opportunity to receive higher education in the framework of 51 programmes implemented at 5 faculties. The major research areas of the HEI comprise Literary Science, Linguistics, History, Biology, Environmental Sciences, Physics, Economy, Sociology, Psychology, Education and Art. The HEI 1 is multi-profiled. It has eight research centres, almost all of them have allocated the means of various EU projects, which allows to conduct high level research in various fields. The **HEI 2** providing education to approximately 7000 students is the only higher agricultural education institution located in one of Latvian towns recognized as a student town. Besides the traditional study fields, the HEI2 also provides multiform unique study programmes related with advanced agriculture, veterinary medicine,

food production, forestry and landscape architecture. The number of programmes implemented is 73. **The HEI 3** having 2000 students is accredited state higher educational institutions, which implements about 30 study programmes. Initially, it has mainly specialized in educational sciences, however, since 1990, a broad spectrum of non-pedagogical study programmes alongside with teacher training programmes have been introduced. **The HEI4** has a total of 7,096 students, the majority of which are full-time students. This particular institution is famous for having a considerable number of international students (18% of the total student number). The number of international students at one of the faculties stands at 50%. The majority of students are studying at the faculties of Medicine, Nursing or Rehabilitation. Approximately 20 % of the students study social sciences, communication and law. **The HEI 5** is an accredited, internationally recognized European level university. It is known as the institution providing studies in various technical fields and implementing high quality academic and professional study programmes being the second largest institution in Latvia. The data for the year 2013 revealed that the number of students receiving education in the institution was 14 891. The number of international students was 874, which is twice as much as in the previous year (414). The number of local students taking a semester abroad in the framework of ERASMUS exchange programme is 139, as well as 64 individuals are involved in international internships. The number of academic staff involved is 453. **The HEI 6** with its 15,000 students, 13 faculties and more than 20 research institutes is one of the largest comprehensive and leading research universities in the Baltic States. The University offers more than 130 academic and professional study programmes. The scientific research is conducted in four main scientific areas: the humanities, sciences, social sciences, and education sciences. According to the information provided on the official website of HEI6, each year, approximately 300 students of the UL study abroad with the help of international exchange programmes, thus perfecting their skills and abilities; in turn, the HEI6 welcomes approx. 250 international students. **The HEI7** is the only non-government higher educational institution in the selected sample providing education to approximately 4,500 students. Foreign students make up 10 % of the total student population. The reason for including the HEI7 into the research sample is that it implements study programmes in students' heritage language (the term used in the questionnaire worked out in the framework of the IntlUni project). [The data were retrieved in 2013 from

the official websites of HEIs under investigation. The references are available in Appendix 3E. They are not listed within the text to observe the anonymity principle stated within the methodology design.]

The data obtained for the sub-category *Mission and Vision* revealed that HEIs in the selected sample see their mission in being the core promoters of both state and regional development, as they consider each individual involved in the HE process responsible for gaining and passing new knowledge to the whole society. For instance, **HEI1** sees its goal in educating not only students, but also the society in general. The **HEI 2** is the only HEI claiming to aim at promoting intellectual potential for rural development in agriculture; encouraging young people to acquire higher academic and professional education; developing research; contributing to the cultural development; studying, maintaining and perfecting the gained experience from the Latvian people and pass it over to the future generations. Within its mission statement, it aims “to develop the intellectual potential for sustainable future of Latvia and especially rural areas.” Its vision is “to become a modern, internationally recognized and prestige university, taking part in the common European academic education and science space.” **The HEI3 and HEI4** also aim at building a strong internationally - recognized reputation through promotion of education, science and culture. Qualitative research, innovation and sustainability of society development can be viewed as the cornerstones within their mission and vision. The same key objectives are emphasized by **HEI5** and **HEI7** which also see their responsibility in ensuring competitive high quality scientific research, higher education and innovation for the development of national economy and the society at large. Within its vision, the institution views itself as an internationally recognized, modern and prestigious scientific and innovation university – “the cornerstone for the development of Latvia”. **HEI 6** sees its mission in being “a guarantee for the development of Latvia through the integration of diverse fields of research and studies to provide the higher education of European standard”. It is crucial to highlight that within its mission, the HEI emphasizes “cultivation of the Latvian language and traditions of cultural cooperation” as its major objectives (References are available in Appendix 3E).

Regarding the international dimension as highlighted on the websites, all the HEIs within the selected sample pay great attention to the development of international collaboration in order to promote international identification and to strengthen good

reputation. Within the objectives they set is the focus on the content and quality of international cooperation in order to make internationalization a balanced element of education and research. The HEIs acknowledge the importance of international communication and aim at widening their international contacts through sharing their unique experience and providing opportunities for students and employees to obtain up-to-date knowledge and experience in European countries and worldwide. The internationalization processes primarily take place in the following areas: bilateral cooperation agreements; membership in the international university organizations and networks; participation in international educational and research programmes and projects; exchanges of students and teachers; international cooperation at different levels (e.g. faculty, research institute, department, individual levels).

Due to the factors affecting the number of students in HEI introduced above (e.g. demographic, etc.), one of the issues appearing to be crucial for the present moment are working out and implementing strategies aimed at raising attractiveness of Latvian HEIs for foreign students.

The comments received from experts in the framework of the **focus-group discussion** for the set of questions dealing with the general information and the volume in terms of the implementation of the internationalization process mainly dealt with the speculations on the work on the promotion of certain programmes and initiatives among both the students already participating in the study programmes and those, who provisionally might choose a certain faculty, programme, initiative for their future studies. For instance, the representative of one of the units explored stated that “already for some years in turn specific campaigns aimed at the promotion of the programmes introduced in their units take place” (Respondent 4). The events taking place within this initiative can be characterized as the events aimed at raising awareness of the future opportunities. Within this perspective, different seminars and workshops take place in different Latvian regions. In general, the respondents (Respondent 4, 2, 7) admitted that such events might be a useful and strong tool to attract the attention of young people to the opportunities they provide, as these days the competition among the Latvian HEIs is strong and every single individual is a priority for any HEI in Latvia. Three of the respondents (Respondent 1, 2, 4) admitted that the situation is “really dramatic”, as the number of students has considerably decreased and continues to fall. These might be the demographic factors which

negatively affect the number of students, however, five of the respondents viewed the foundation of common European education space, which affected the situation in a negative way for home students. One of the respondents (Respondent 2) stated that “once a student sees an opportunity to leave for the better, he would definitely use it, as the crisis of 2008 has affected lives of families in a negative way and young people choose the easiest option – leaving for another, more prosperous country. At first sight, we should be glad for our children having more opportunities, but at the same time I feel a bit sorry and confused about the actual situation. My opinion is that we should more and more attract the attention of the authorities to the problems of HE in Latvia. The number of budget places for local students is insufficient. We should find ways to resolve this situation as soon as possible” (Respondent 2). Another viewpoint goes in a different direction – “We should find absolutely new ways in terms of all the aspects related to HE – teaching methodology, education management, totally new ways of managing and implementing the study process. We should prove that this experience [author-study experience] will be truly useful in students’ future life...More practice...More opportunities for employment...My solution is – building closer contacts with business companies and with those directly involved in the employment sector...We should think about it and offer such programmes already in the first academic year and this aspect should become visible.” (Respondent 8). Another group of respondents (Respondents 3, 5, 6) were more positive about the study programmes and their implementation as such. One of them claimed “Our education corresponds to highest quality levels in Europe. I guess we should not change anything within the programmes themselves, the problem is hidden in the forces which are beyond our control. One of them –insufficient resources and funding we have to survive with ” (Respondent 5). It goes hand in hand with the idea proposed by another respondent – “ I see that we can guarantee the adequate education level even taking into account the fact that we have to deal with limited resources. Here I mean the availability of equipment, the money assigned to research, etc.” (Respondent 6). Another respondent stated that “ receiving feedback on the exchange semesters abroad experienced by our students, I am proud to admit that our students are well-prepared to participate in the European education” (Respondent 3).

Another crucial aspect revealed in the research framework is the recognized necessity to attract not only local young people, but also potential students from other countries.

One respondent says: “ It is true that the number of exchange students is increasing each year and we are ready to host them, but these are mostly Erasmus students and they are not many, we should also look for other opportunities to attract students from abroad” (Respondent 7). A respondent affiliated to one of the higher education institutions which fell into the category of *Juridical Persons Established Institutions of Higher Education* stated that they are open to education provision in any language that would fit the target audience. This way they are already implementing programmes in foreign languages other than the English language (Respondent 8).

The participants of the focus-group discussion also suggested that differences in international student population between institutions within the same countries may be rooted in different strategies adopted by HEIs in Latvia. For instance, three of the respondents (Respondent 3, 5, 6) clearly saw the link between offering more courses in foreign languages (preferably English) and developing double and joint degrees. Regarding the low numbers of international staff recruited by Latvian institutions, the respondents (Respondent 2, 3) agreed that international staff recruitment is not yet sufficiently prioritised in strategies.

Another crucial point which should be highlighted were the difficulties the researcher faced when dealing with the resultant figures concerning the number of international student population despite the possibility to address such questions to the representatives of international offices in the framework of questionnaire survey. The experts commenting on this situation suggested that not all institutions record numbers of incoming and outgoing exchange students in terms of levels (bachelor, masters etc.). Secondly, respondents (Respondent 1, 3) noted that the figures given were guesstimates due to the lack of official statistics in some cases or inaccessibility of information, fragmentary information, etc., hence their full reliability could not be assumed. However, the recognition of the inconsistency of statistical data identified can be seen as a worldwide problem, therefore, the discussion of this issue can be viewed as a raising awareness activity.

4.3.3.2 Language Profiles and Language Practices of HEIs Institutional Language Policy and Languages of Instruction

To build the grounds for the exploration the language profile of HEIs under investigation, the question was put forward whether **the HEI had a written and officially adopted HEI-wide language policy**. The existence of an institutional language policy represents a crucial indicator for progression in institutional internationalization. Therefore, it is apparent that an overarching issue of importance within the higher education sector is whether aspects of internationalization have been formalized into an institutional language policy or strategy.

Analyzing the responses, the conclusion was drawn that more than half (59.9%) of the respondents admitted that they did not have any official language policy, while 40.4% confessed they did not know whether their institution had such a policy or not.

However, the findings of the **focus-group discussion** demonstrated that the data obtained were compelling, as the respondents participating in the focus-group discussion suggested that it could be the case that language policy issues were incorporated in numerous different documents, while one single united document on language policy within a HEI might not exist. Respondents (Respondent 1, 2, 4, 5, 7, 8) claimed that even though in many cases language policy issues had been formalized, the information available was inconsistent and fragmentary, which led to questionnaire respondents' inability to clearly state the tenets regarding the language policy in their institutions.

All the participants of the focus-group discussion agreed that the HEIs in Latvia mostly grounded their language practices in the general language policy at work in Latvia (e.g. State Language Law, etc.), as well as guidelines and European strategic documents.

For instance, all the respondents admitted that they had encountered requirements regarding language proficiency in their position descriptions, however, the general landscape of language needs within the higher education sector or a unit as such was still unclear. This could partly account for the problem of the lack of promotional activities regarding the questions and tenets of institutional language policy.

The respondents agreed that an important step towards the development of language policy within the institution was raising awareness of the need to develop one. They suggested that promotional activities were necessary to discuss painful issues within the context of internationalization of higher education, including or even emphasizing the language issues. At individual level, the respondents (Respondent 3) admitted that their own professional practice was frequently based on particular objectives, often defined as strategies, at work in the institutions they were affiliated to. For instance, some took a bilingual perspective, dealing with the relationship between the Latvian language and another language, usually specified as English. This was a comment posted by the lecturer working in the field of ICT (Respondent 9). He said that “maintaining the bilingual perspective is the only possible way within his scientific domain, as the majority of, if not all, the terms within his professional domain come from the English-speaking world, so while emphasizing the use of the local equivalents, the original terms are still English in his classroom” (Respondent 9). The fact that the English language was specified in the full majority of cases was not surprising which was rooted in the theoretical assumptions presented in the theoretical chapters. Others had a multilingual profile, and here the focus might be on students. Among the other crucial aspects regarding the institutional language policy, such aspects as HEI institutional language/languages and the languages of administration and communication; language degree programmes and provision of language courses for non – language students; languages for mobility and career – the language(s) of instruction and language support for lecturers not teaching through the medium of their own first languages in view of the direction towards the international learning space; language support for researchers; language support for technical and administrative staff; languages for the wider community. This was not surprising, as these were also the basic areas of institutional language policy discussed in the theoretical chapters of the Doctoral Thesis.

The reference points identified in the discussion framework lend themselves well to illustrating the strong link between the political stance on language issues and levels of policy-making in HEI. It is apparent that discourses on languages and their use in the higher education sector (as well as other sectors) are highly political.

Several questions were asked to explore the situation with study programmes with languages of instruction other than the official state language. The questions were

posed to find out whether HEIs implemented programmes in languages other than the official language(s) of the country or region, how many students enrolled in such programmes, and whether home students and the international students within the three cycles (BA, MA, PhD) enrolled in the same courses/different courses.

Regarding the sample selected for the analysis, the data revealed that the Latvian language was used as the dominant medium of instruction in the majority of institutions selected for the sample. The dominating ideology was supported in the mission statements of HEIs (e.g. “the cultivation of Latvian language and culture”, strengthening the traditions of cultural cooperation”). However, the majority of the units offered programmes in the English language in certain academic and professional domains as well as separate courses in subject areas with English as the medium of instruction. Some institutions (not funded by the state) offered programmes in the Russian language which were rather popular not only among Latvian residents, but were also attractive to students from post-soviet countries and Russia, as stated by the respondents.

The exploration of the official websites of the institutions under analysis confirmed the questionnaire data. EMI (English Medium Instruction) programmes are obviously becoming more and more popular, but still there is room for improvement. The Europe 2014-2020 strategy most probably will contribute to institutional developments in this perspective.

All the HEIs in the selected sample offered a wide range of all level study programs for international students. The majority of the HEIs implemented international study programmes in the English language (6 out of 7 HEIs). HEI7 also offered study programmes in the Russian language (applying the terminology used in the questionnaire – the heritage language or the language of the largest language minority group in Latvia). Therefore, the conclusion can be drawn that none of the state-funded higher education institutions in the selected sample provided programmes in language minority students’ heritage languages (the specialized language programmes make the exception, however they cannot be seen as the programmes designed specifically for the promotion of minority heritage languages). (By heritage language a student’s first language (mother tongue) even though the student may have grown up in a country where this language is not the first language is understood.)

Within the selected research sample, only one HEI claimed to offer programmes in students' heritage languages. The respondents affiliated to one of the higher education institutions which fell into the category of *Juridical Persons Established Institutions of Higher Education* stated that their institution offered programmes with the Russian medium instruction. The respondents claimed that, in fact, all of the programmes were available in the official state language – the Latvian Language and the Russian language. The data revealed that the majority of programmes were also available in the English language, as well as some other languages (e.g. Polish).

Based on the research findings for the present category of questions, the conclusion can be drawn that all the HEIs within the selected sample acknowledge the importance of the international dimension within their activities. Crucial steps towards raising the competitiveness level through the implementation of international programmes in foreign languages are made.

Language Support Provision to Students and Lecturers

A number of questions addressed the crucial issues of support mechanisms for students and staff in relation to teaching and learning within the context of internationalization of HE. This group of questions was primarily aimed at placing the support mechanisms, such as special courses provision, in the centre of attention. Support mechanisms aimed at students and lecturers were distinguished between. Among the mechanisms aimed at students, certain measures were aimed at home students, others at incoming students. The inquiry aimed at students focused also on specific language skills development (e.g. academic writing, reading, etc.), as academic language skills covering various relevant language aspects were seen as vital by the experts participating in the questionnaire development in the framework of the IntlUni project.

The data revealed that all the HEI presented in the Latvian sample offered mandatory language courses as part of the curriculum, optional language courses as part of the curriculum and language courses outside the curriculum. However, the data obtained revealed that none of the HEIs offered mandatory courses in academic writing as part of the curriculum, which could be viewed as a serious challenge and obstacle for students to comply with the requirement generally set for students to write a research

paper upon the graduation from a programme at all educational levels (first-, second-, third-cycle education), as the requirement for graduation in Latvia is to write a final (e.g. BA, MA, PhD paper) research paper in all the academic and professional domains. This allows for the conclusion that the role of academic writing skills is undervalued which leads to poor quality of academic writing and thus scientific communication. The awareness of this problem should be raised and the necessity to introduce such courses should be recognized by those involved in the development of the study content.

To proceed to details, the full majority of the respondents admitted that they had special provisions, such as language courses, for home students. The data obtained revealed that, within the first-cycle education (e.g. BA level), the English language courses were mandatory within the majority of the study programmes implemented, while for the second- and third-cycle studies, the situation was different.

Based on the data obtained in the framework of the focus-group discussion, it may be assumed that despite the apparent and recognized role of language studies in education, languages were paid insufficient attention to within the second- and third-cycle studies. The participants of the focus-group discussion admitted that, “unfortunately, despite the obvious significance of developing, for instance, academic writing skills in both the native and foreign languages, this aspect is frequently omitted within the educational process” (Respondent 9). This was one of the reasons for poor quality of scientific communication, as stated by the respondents (Respondent 2, 3). Another comment stated that “Despite the fact, that Latvian students are obliged to produce a research paper as one of the requirements for successful graduation from a study programme at all study levels, students’ academic writing skills are taken for granted” (Respondent 6). This issue requires urgent attention from the responsible parties (e.g. programme directors, etc.)

One of the respondents (Respondent 9) mentioned that domain-specific foreign language studies would be the beneficial development within the unit he was affiliated to. Others said that foreign language studies should be granted more credits and therefore devoted more time to (Respondent 1, Respondent 5). Two respondents (Respondent 3, Respondent 7) stated that nowadays young people were exposed to real, authentic language in the media – “their situation is much more beneficial as

compared to older generations” (Respondent 7). One respondent confessed that “we can never compete with the new generation in the language questions, as they acquire languages in the natural way already in the childhood while watching cartoons, films, etc.” (Respondent 3).

In general, all the respondents acknowledged that support mechanisms aimed at international students were at work in their HEIs. They reported that support mechanism was usually provided by international offices, however the international offices were not the only units aiming to “make the life of students easier” and help students integrate into the new unfamiliar environment, adjust to new circumstances, decrease the stress associated with, for instance, cultural differences, unfamiliar teaching and learning cultures, means of assessment, etc. Formally, these measures included introduction courses, orientation weeks, handbooks (guides for students), online resources and buddy systems, Erasmus student networks, individual consultation, social and cultural activities and establishment of cross-cultural groups in the classroom, as stated by the respondents. Such measures were overwhelmingly optional in character and most or some of the students took advantage of the opportunities on offer.

The majority of the respondents (Respondents 1, 2, 3, 5, 6,7, 8, 9) stated that their institutions offered language courses for international students in the local language (the Latvian language). Some institutions (e.g. HEI2, HEI4, HEI5, HEI6) also offered courses in the English language aimed at international students.

Moreover, individual attempts to meet students’ needs were also obvious. This way the participants of the focus group discussion claimed to pay special attention to international students in their groups. However, those attempts were frequently decentralized, e.g., lecturers addressed international students personally by asking if they needed any help (Respondent 2, 4). The same referred to local students. The respondents’ comments revealed that local students were generally open for questions, eager to assist and provide help or support to international students (Respondent 7, 9).

Certainly, measures such as introduction courses/weeks tend to be segregated, being organized specifically for international students. Some respondents refer to the social

behaviour of students where international students and home students rarely mix (Respondent 3).

The data obtained with the help of the questionnaire and confirmed by the documentary content analysis of the official websites of HEIs in the framework of the focus-group discussion revealed that HEIs organized Open Days providing the opportunity to visit a HEI and get the necessary information.

The Orientation Weeks were organised for international students including activities, such as signing the study agreement as well as general social activities - getting to know new people, parties, etc. Buddy system was a well-established practice in Latvian HEIs. Some HEIs (e.g. HEI4) also provided the pick-up service. It might seem that this was just a minor activity. However, given that students arrived in an unfamiliar environment and generally did not have friends or people to turn to, this could be a good start and the opportunity for a HEI to build its positive image and reputation.

The full majority of HEIs (all the 7 HEIs) have developed survival guides for international students covering the basic information on the studies and life in Latvia.

To build international reputation, some of the HEIs (e.g. HEI4, HEI5, HEI6) promoted their names in the global arena through, for instance, organization of Summer Schools in different up-to-date topics, as well as language courses.

Regarding students' international experience, the question was posed - **how many students study abroad (as part of their programme at your HEI) at least once in the course of their studies at their HEI.** Based on the data obtained with the help of the questionnaire, the conclusion was drawn that only 10-19 per cent of students studied abroad as part of their programme in all the education cycles. Generally, the international experience was gained through participation in ERASMUS programmes. However, the comments provided to this question implied that the number of students going abroad in the course of their studies was constantly increasing. Some of the respondents participating in the focus-group discussion (Respondent 3, 7, 9) admitted that promotional activities aimed at raising awareness of the opportunities for gaining international experience took place regularly. Students who had spent a semester abroad were welcome to share their experience and they eagerly did it in a formal,

centralized way or at individual level in the talks with other students (Respondent 9). Local coordinators and other authorities also organized promotional activities on a regular basis (Respondent 3, 7).

The next question was formulated by the IntlUni experts with the aim to estimate how many lecturers (faculty and other teaching staff) at HEIs were home lecturers, i.e. “nationals” – someone holding the passport of the country in which the HEI was situated. The full majority of the respondents stated that more than 50 per cent of lecturers in their HEIs were “nationals” or, in other words, lecturers holding the Latvian passport. However, the full majority of the respondents mentioned that guest lecturers or visiting lecturers frequently visited their HEIs delivering lectures, leading workshops, etc. In such cases, the visiting lecturers mostly acted through programmes such as ERASMUS. There were also educators employed for longer periods of time.

Institutional Practices Related to Language Issues: Entry Requirements

Regarding specific entrance requirements as regards the students’ proficiency in the language of instruction, the questionnaire respondents’ data were confirmed through the documentary content analysis of websites.

For the first-cycle studies, the requirement set for local students was the certificate received for passing the standardized examination in a foreign language (generally English). One of the trends, as reported by the respondents, was to set recognised formal English language test scores (IELTS, TOEFL and other) as an entrance requirement for international students. Basically, this referred also to second- and third cycle studies.

Within the focus-group discussion, the respondents (Respondent 3, 4, 9) suggested that consistent and relevant language needs analysis should be performed as a prerequisite for the successful engagement in the study process, as students should be able to communicate, convey, receive and interpret information in the language of instruction and the language of global communication. Moreover, the previous experience and research should be processed and accumulated to provide the opportunities for the ongoing development of students’ discipline-specific English language proficiency, as despite the requirements set, a number of students did not have the sufficient command of a language (Respondent 3, 4, 9). This might lead to students’ inability to participate in the study process. Therefore, HEIs need to

consider how to develop their practices to face students' needs and improve language proficiency. An opinion was put forward that "given the mixed ability classrooms as the situation educators have to work in, HEIs need to find effective means to assure themselves that students entering through different pathways are equipped to participate effectively in their studies" (Respondent 9).

Regarding the entrance requirements for international students, apart from the discipline-specific requirements, all the institutions set the English language entry requirements.

One of the respondents (Respondent 7) stated that they had developed their own entry tests. However, such tests could rather be described as one of the procedures within the needs analysis and the analysis of the "actual state of affairs". The purpose of such tests was identification of students' strengths and weaknesses, as well as the statement of their needs.

Students' and Academic Staff's Language Proficiency

A number of questions were aimed at the exploration of the respondents' opinions on students' and staff's language proficiency. Although the use of the term *sufficient* applied to language proficiency in the questionnaire did not predetermine the statement of criteria behind the interpretation of the term, it was purposefully chosen in order to explore respondents' subjective perception of their own, students' and educators' language proficiency. The findings for the present sub-category are summarized in Figure 3.

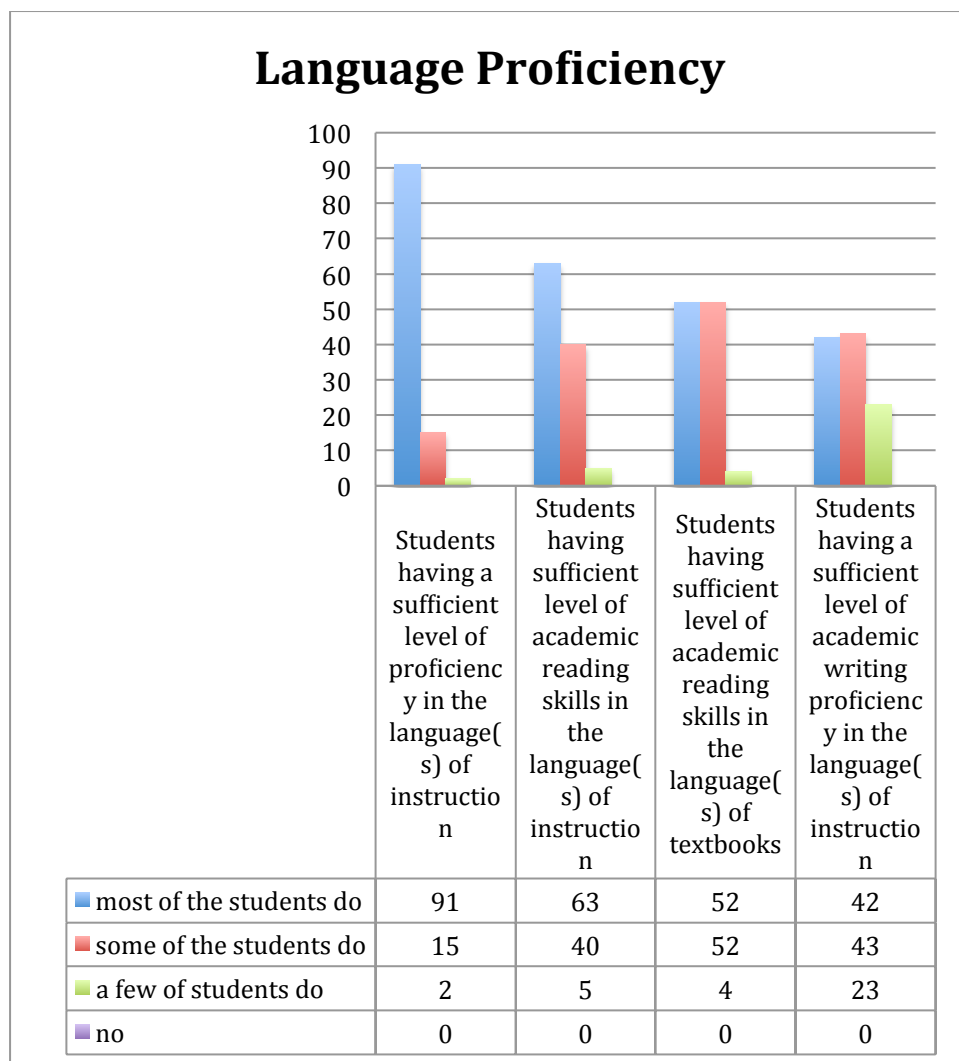


Figure 3. Questionnaire Data for Students' Language Proficiency in the Respondents' Perception

91 respondents out of 108 stated that their students had a sufficient level of proficiency in the language(s) of instruction. That would mean that even in the case when the language of instruction was the official language, the command of the official language was far from being evaluated as sufficient. One of the possible explanations could be that certain number of students had attended a minority school with the language of instruction other than the official language of the country.

Two questions were posed to find out whether students in HEIs, according to the respondents' viewpoint, had a sufficient level of academic reading in the language(s) of instruction or language(s) of the textbooks and a sufficient level of academic writing in the language(s) of instruction.

The data received for these questions could be described as a precarious situation, as only 42 respondents out of 108 believed that most of their students had a sufficient level of academic writing skills. It might be the case already discussed earlier in the Doctoral Thesis. As the data revealed, the courses aimed at the development of students' academic writing generally did not exist. Such courses did not also make a part of the secondary school curriculum, which could be the reason, or at least one of the reasons, for students' poor academic writing skills.

The data on students' level of academic reading should also be taken a grave view of, as 63 respondents stated that students' proficiency in the academic reading in the language(s) of instruction was sufficient, while only 52 respondents, which was less than a half, believed that students' academic reading skills in the language or languages of textbooks was sufficient. The comments provided by the respondents of the questionnaire revealed that this situation mostly referred to students' ability to read in foreign languages.

The respondents participating in the focus-group discussion noted that it should be acknowledged that different disciplines might have different language proficiency requirements. This idea might refer to the knowledge of discipline-specific discourse, terminology, etc. It is apparent that most students do not enter university with "ready-made" proficiency in the academic language of their discipline(s) (Respondent 9). This aspect should be taken into account when designing study programmes.

Regarding the opinions on the lecturers' and other teaching staff's language proficiency in the language(s) of instruction, the data obtained revealed that the majority of the respondents (95 respondents out of 108) believed that the teaching staff's language proficiency was appropriate to fulfil their professional responsibilities. Still, the comments showed that these data might be attributed to the cases when the language of instruction was the official state language, as comments provided within the questionnaires, showed that foreign languages were not among the professional strengths of the teaching staff. This was confirmed by the finding that the full majority of the HEIs explored (7 out of 7 HEIs) did not set the requirement for the faculty members to pass any foreign language proficiency test or other means of assessment of foreign language proficiency. The respondents, commenting on the data in the framework of the focus-group discussion, admitted that, regarding the

international lecturers or guest lecturers, this aspect had probably been formalized into the requirements set for professionals in their own countries and/or institutions. Therefore, they assumed that there was no need to test international or visiting faculty members' language proficiency (Respondent 1). All of the respondents admitted that within their position requirements, the issues related to language proficiency were paid attention to. However, none of the respondents said they had ever been asked to prove their language proficiency level. When asked whether testing faculty members' proficiency was necessary, two respondents (Respondent 3, 5) suggested that such testing was not necessary, as it was the question of professionalism which was acknowledged in their academic and scholarly activities.

Students (Respondent 10, 11) participating in the focus group discussion said that, in general, they did not find fault with their lecturers' language proficiency. However, students confessed that they had the experience when "a teacher used poor language". The respondent stated that this fact affected her motivation in a negative way (Respondent 10). The respondents suggested that it should be recommended to consider this question. One of the respondents admitted that "It is unfair. Students have to face certain requirements, while teachers' professionalism is taken for granted" (Respondent 10).

The data obtained revealed that 5 out of 7 HEIs did not offer language courses for lecturers in foreign languages. However, some of the questionnaire respondents provided further comments: "I have heard something about courses for lecturers, but I don't know what exactly it was all about" (Questionnaire sample 87). "I know that our unit offers some courses for professional development, but I am not sure whether these are language courses or some other courses" (Questionnaire sample 43). Such comments could partially explain the situation. It might be the case that language courses in foreign languages aimed at faculty staff did exist, but they were not promoted, therefore, some of the lecturers willing to participate in them did not know who to turn to. Another reason could be the working load of academic staff. They might be (or thought that they were) too busy and did not have time for attending such courses – "I have huge loads of work and do not have time to participate in such courses" (Questionnaire sample 12).

The issue of language proficiency among the faculty staff can be viewed as one of the most significant challenges or reference points for the present moment, as most activities within the dimension of internationalization are aimed at students. However, the significance of the new competences of the faculty staff rooted in the new direction of the higher education sector towards the internationalization should not be undervalued. It should be recognized and promoted as one of the most crucial objectives within HEIs.

The most painful questions for the participants of the focus-group discussion appeared to be the issues linked to professional foreign language proficiency and the impact of the spread of English as the lingua franca in the international scientific community. The fundamental ideological question widely discussed in the theoretical literature was raised. The question set by one of the respondents in the focus-group was formulated as follows: “Could it be the case that we have concentrated too much on publishing our research results in the international editions and thus in the language of international communication (English)? How does it impact the state of awareness of the research and local achievements among our own local population?” (Respondent 3). This kind of interrogation was neither new nor unique to the case of Latvia, as this issue was widely discussed worldwide. The most reasonable solution found for this day was “the struggle to maintain reasonable balance” as stated by one of the respondents (Respondent 7) within the focus-group discussion and supported by the whole group. The conclusion was drawn that it was not enough just to discuss these issues and to agree upon them. The action which has to be taken is the statement of these values in official documentation in HEIs.

The data obtained revealed that none of the HEIs explored offered courses to the international lecturers in the official language of the country. As concerns the special measures for teaching staff not familiar with the local teaching and learning environment and assessment procedures, 82 respondents out of 108 reported that no such measures had been implemented. It should be highlighted that the answers received did not necessarily imply that no measures were taken and no support to international lecturers was provided. Still, the data obtained were crucial in the sense that the results once again confirmed the necessity to raise awareness of such issues, discuss them, familiarize the faculty staff with the opportunities.

The exploration of language profiles of HEIs and language practices within the HEIs led to the conclusion that internationalization of higher education implied certain changes and developments to facilitate the successful implementation of the international dimension within the higher education in Latvia. Languages play a particularly crucial role within the processes related to internationalization. It is apparent that teaching and learning (e.g. using resources in English, etc.) through a foreign language increases the cognitive load of both educators and students. In addition, both educators and students need to effectively function in a cognitively and conceptually demanding subject-specific academic language. These challenges are increased by the differences in not only *ethnic* and *local* cultures, but also in *academic* cultures and practices and *disciplinary* cultures in HEI contexts, which will be considered in the following sub-chapter.

4.3.3 HE Policies and Strategies in the Implementation of the International Dimension, Internationalization Support Mechanisms

The responses received for the category *HE policies and strategies in the implementation of the international dimension; Internationalization Support Mechanisms* were analyzed based on the following sub-categories:

- Challenges related to studies and work in the international classroom;
- Support mechanisms for faculty members;
- Support mechanisms for students.

To start with, a broad open-ended question was posed - **What would you consider the most important cultural and educational issues that you have to deal with in programmes or courses with a mixed group of students are.**

Even though the answers received differed in their depth and thoroughness, the data obtained allowed drawing certain conclusions and sketching particular trends within the perspective under exploration.

The vast majority of the questionnaire respondents (98 out of 108 respondents) stated that they faced challenges when working in multicultural groups, which took their roots in intercultural differences (e.g. “intercultural differences” (Questionnaire Sample 102), “differences in the interpretation of situations” (Questionnaire Sample 41)). This was definitely not surprising. Still, it should be noted that some of the

respondents admitted that they were not always prepared to handle the challenges they faced (e.g. “Discussions with colleagues help, as it is difficult to take any decisions based on my own subjective opinion. I don’t have theoretical and practical information concerning working in multicultural groups” (Questionnaire Sample 15)). This situation should be viewed as the one that needs to be urgently resolved, as intercultural communication and the skills related to it have become one of the major objectives in recent years. The educators, who received their education prior to the increasing perspective towards the internationalization, might not be fully familiar with and might not be professionally prepared to deal with these challenges.

Another crucial point mentioned was “different interpretation of the concept of discipline” (Questionnaire Sample 92), as well as differences in interpretations of other concepts “crucial for successful integration into the study process” (Questionnaire Sample 23). Eleven respondents stated that some challenges they faced were rooted in differences in the course/study contents in their HEIs and students’ home institutions (“ I have to spend my personal free time on explanation of the material I have already explained to my home students” (Questionnaire Sample 86)). One of the respondents admitted that within the course the respondent delivered some background knowledge was necessary, as the course was developed as the continuation of some other course usually delivered in the first study year (Questionnaire Sample 55). An international student joining the second part of the course may lack the basis necessary to participate in the activities. The differences in the study contents were reported as a wide-spread case. Five of the respondents stated that they faced cases of the failure in the interpretation of requirements frequent among foreign students. “International students arriving from [some particular] country are not always ready or willing to meet the expectations or the requirements set within some course” (Questionnaire Sample 17). Based on the respondents’ comments, it may be assumed that differences in the academic cultures and practices may impact the actions of students. The “time aspect” was mentioned three times. The further explanation was provided by only one respondent stating that “international students coming from the country [in question] are always late for lecturers and do not see it as something inappropriate” (Questionnaire Sample 19).

In the framework of the **focus-group discussion**, an opinion was put forward that the question of urgent importance was maintenance of the consistency among the learning

objectives and learning outcomes set for courses and programmes aiming to establish cross-boarder learning environment (Respondent 5). This is a very challenging objective to achieve, still, it is the only way to develop true international learning space.

To proceed, the question was posed whether a HEI had special measures in place (e.g. introductory courses) for lecturers not familiar with the educational culture of the country or region. The vast majority of the respondents (96 respondents) stated that they did not have any special measures in place for lecturers not familiar with the educational culture of their country or region. These data referred mostly to formal support measures, as the data provided in the comment boxes confirmed the assumption that the formal support measures for international lecturers did not exist, while individual efforts were present in the majority of cases. 68 per cent of the respondents said that they always assisted, supported, provided all the necessary help, supervised guest lecturers coming to their institutions (e.g. “Together with colleagues, we generally provide all the possible support to our foreign colleagues, including the social programme and sightseeing” (Questionnaire Sample 3); “I always treat guest lecturers as dear guests, as I also learn much from them” (Questionnaire Sample 21)). It may be assumed that local academic staff recognized the benefits of cooperation and communication, experience exchange with colleagues from other countries. Therefore, they did not need any formal obligation to provide support to international lecturers in the majority of cases.

The next questions addressed the issues related to **the provision of special support measures for students and lecturers not familiar with the teaching and learning culture and the forms of assessment applied in the HEI**. The majority (92 out of 108 respondents) of the respondents stated that they had special measures in place for students not familiar with the teaching and learning culture and the forms of assessment applied in their HEIs. Eleven per cent of the respondents noted that they did not know whether such measures existed within the HEIs they were affiliated to. Those respondents who confirmed the presence of such measures said that those measures were generally optional. However, they could not be sure about the number of students who participated in the activities offered. This was mostly due to the lack of consistent statistical data concerning this question.

It was not surprising, as such a situation could have already been predicted based on the data obtained for one of the earlier questions, that the vast majority of the respondents reported that their HEIs did not have special measures in place for lecturers not familiar with the teaching and learning culture and the forms of assessment applied in their HEIs.

The question whether a HEI has **any measures in place to ensure integration of all students irrespective of their linguistic, cultural and educational background and who is responsible for it (e.g. the international office, the directors of degree programmes, the head of department or the departments, the individual teachers, the students' union, other)** went hand in hand with one of the previous ones dealing with support provision to students, but it took a broader scope in the sense that it addressed specific aspects of support provision and stated “integration of all students” as the main reference point, as well as aimed to identify the parties responsible for the development and implementation of support measures for international students. The data obtained for this question revealed that the vast majority of HEIs (7 out of 7 HEIs, as confirmed by the respondents affiliated to these institutions) recognized the importance of the issue and provided support to foreign students. However, the comment provided showed that the resources were fragmentary and the activities performed by different parties overlapped. While highlighting some aspects of the student integration process, they may overlook others.

The data obtained for the question **whether a HEI had measures in place for lecturers teaching multilingual and multicultural groups of students such as informal networks and interaction among lecturers, in-service training courses on e.g. the challenges of teaching and learning through the medium of a language other than one's own first language, how to interpret differences in behaviour, diversity in teacher and student roles, collaboration among students, etc. and whether lecturers had to complete these courses before they started teaching international programmes** revealed that 82 respondents stated that they had measures in place for lecturers teaching multilingual and multicultural groups of students, such as informal networks. These data once again confirmed that

international lecturers are generally supported through informal activities. It, thus, substantiated the question whether informal support was enough and whether the introduction of formal institutional measures had to be promoted. Unfortunately, no research evidence was available on the issues related to problems or challenges international or guest lecturers might face in Latvia. Therefore, it may be the reference point for further studies based on the data of the present research. Only four respondents stated that they had formal measures in place – training courses. The participation in such courses was reported as optional. The rest of the respondents admitted that they did not know whether such measures existed.

In sum, the data obtained for this group of questions pointed to the necessity to raise awareness of the opportunities among the faculty staff through promotion of such activities. The fact that the majority of the respondents provided support to visiting lecturers was commending, still the necessity to introduce formal institutional support measures for visiting lecturers should be analyzed and discussed.

4.4 Narrative Analysis

4.4.1 Research Methodology

Narrative analysis as a research method was chosen with the aim **to attain a condensed and broad description of the phenomenon of internationalization and the language issues linked to internationalization as appeared in the narratives of particular target audiences:**

L – Lecturers/Faculty Members

ST - Students

ER – Employers (outside the higher education sector; having higher education)

EE – Employees (outside the higher education sector; having higher education)

Generally, the characterizing feature distinguishing narrative from other discourse types is sequence and consequence. First-person narratives are commonly used to provide research material. Many distinguished authors (e.g. Holloway & Wheeler, 2002; Koch, 1998) defend and substantiate the legitimacy of using narratives for research purposes. The same as within other approaches to qualitative data analysis,

the main objective of the narrative analysis is the production of a textual narrative transcript proceeded by the data reduction (Robson, 2011: 375).

Twenty individuals participated in the present research stage representing the following target audiences: academic staff (affiliated to HEIs explored during the previous research stage), students (affiliated to HEIs explored during the previous research stage), employers (working outside the higher education sector, having higher education) and employees (working outside the higher education sector, having higher education). In the sample selection, the purposive sampling principle was adopted. The narratives were collected from five members of the academic staff representing different scientific fields (social sciences and humanities represented by 2 individuals; ICT – 1 individual; chemistry – 1 individual; medicine – 1 individual) and performing different positions within their institutions (lecturers – 5 out of 5; researchers – 2; programme director – 1); five students belonging to different educational cycles (Bachelor's, Master's, Doctoral); five employers working in different business sectors (Finance (1 individual); Industry (1 individual); Service provision (3 individuals)); and five employees employed in different business industries (Finance (1 individual); Industry (1 individual); Service provision (3 individuals)). The narrators ranged in age from 22 till 63.

The narrators selected represented the four types of audiences relevant within the scope of the research. In a number of cases, the narrators were classified as belonging to two or more categories, as they shared their stories from different perspectives – from the employer's, employee's and student's viewpoint (e.g. R1). However, generally the respondents' narratives were considered from the viewpoint of their current position.

The following broad questions and themes were put forward with the aim to elicit the narratives:

- What is internationalization in your perception?
- Do you face the consequences of internationalization in your daily or professional life?
- Please, tell about/share your international experience.

The above-introduced questions and theme were phrased to direct the narrators

towards the relevant themes. The narrators were requested to talk on the topics around the themes posed, but not necessarily to attempt to answer the questions directly. The samples of the narratives are available in Appendix 6 and Appendix 2E.

Within the present research stage, an inductive approach was chosen with the aim to identify the possible gaps in the knowledge gained during the previous research stages conducted with the help of the questionnaire and focus-group discussion used as data collection methods. The codes were derived from the narratives and categorized under themes as established in the thematic coding approach, which is generally viewed as a generic approach within which all or parts of the data were coded and labelled. Further on, the codes having the same label were grouped under themes. The inductive thematic coding approach was chosen, which incorporated the determination of codes and themes occurring in the data and based on data review from the perspective of relevance to the research (Robson, 2011: 467).

Within the thematic coding analysis, the following stages were performed:

- **Preparation stage or familiarizing with the data**

The stage involved data transcription and induction of initial ideas, selecting the units of analysis. The chunks (words, phrases, paragraphs) were given labels and arranged under the induced codes.

The narratives were transcribed, read through several times and translated into the English language and back into the Latvian language. Five narrators delivered their narratives in the English language. These narratives were edited by the author of the Doctoral Thesis. The units chosen for the analysis were representative of the universe from which they were drawn. The units under analysis varied in their length and, in particular cases, contained several meanings. As suggested by Robson (2011), the whole narratives were chosen as units of analysis. Within the present research, in the majority of cases, the manifest content was analyzed, as it allowed the researcher to draw reliable conclusions based on the research goal and research question.

- **Organizing stage**

Within the organizing stage, initial codes were generated inductively through interaction with the data. The chunks (words, phrases, paragraphs) were given labels

and arranged under the induced codes.

Extracts from the data were given codes across the entire data set, with similar extracts being given the same code. Further on, the codes were collated into themes, gathering all data relevant for each potential theme. The next step was checking if themes worked in relation to the entire data set.

- **Reporting stage**

The reporting stage involved exploration, description, summary and interpretation of the patterns sketched.

The following codes were induced in the process of the analysis of the narratives:

- Familiarity with the concept (F1)
- Reflections on participation in international activities (R11)
- Reflections on positive international experience (R12)
- Reflections on negative international experience (R13)
- Personal solutions to challenges (S1)
- Reflections on experience of others: family members, colleagues (R14)
- Reflections on the phenomenon of English as a global language (R21)
- Reflections on languages other than English (e.g. mother tongue, other foreign or local languages)(R22)
- Reflections on personal strengths related to language issues (R23)
- Reflections on difficulties and challenges related to language issues (R24)
- Solutions and actions to be taken to resolve the challenges and difficulties related to language issues (S2)

The codes were arranged under the two major uniting themes in accordance with the research purpose. The codes F1, R11, R12, R13, S11, R14 were categorized under the theme *Conceptualization of Internationalization*. The codes R21, R22, R23, R24, S2 were classified under the theme *Language Issues Related to Internationalization Processes*.

The analysis of narratives resulted in the following code frequency distribution:

Table 4. Code Frequency Distribution in Narratives

	Lecturer (L)	Student (St)	Employer (Er)	Employee (Ee)
Familiarity with the concept (F1)	5	5	5	5
Reflections on participation in international activities (R11)	5	5	4	2
Reflections on positive international experience (R12)	3	4	3	2
Reflections on negative international experience (R13)	4	4	2	2
Personal solutions to challenges (S1)	5	4	2	1
Reflections on experience of others: family members, colleagues (R14)	1	2	2	1
Reflections on the phenomenon of English as a global language (R21)	5	5	4	2
Reflections on languages other than English (e.g. mother tongue, other foreign or local languages) (R22)	4	4	2	2
Reflections on personal strengths related to language issues (R23)	4	4	2	2
Reflections on difficulties and challenges related to language issues (R24)	5	5	4	3
Solutions and actions to be taken to resolve the challenges and difficulties related to language issues (S2)	4	2	3	2

Authentic citations are presented to increase the reliability of the research findings, as well as inform of the grounds for the formulation of the codes and themes.

4.4.2. Research Findings

4.4.2.1 Conceptualizing Internationalization

To start with, it was crucial to determine the level of familiarity with the concept of internationalization among the narrators belonging to different categories, as well as to identify what internationalization was associated with in order to state the role of internationalization as appeared in the opinions and practices of four different groups of the narrators.

The initial interpretation of the narratives was performed based on maximal or minimal consequence principle, i.e., in the process of interpretation, two absolutely opposing cases were identified. Based on the exploration of the data, the narrators fully familiar and unfamiliar with the concept of internationalization were identified. The phrases *I know what you are talking about* and *I don't quite understand what I need to talk about* were marked as two different cases as concerned familiarization with the concept of internationalization.

Within the analysis of code frequency, the code F1 was confirmed in all the 20 narratives, R11 – in 16, R12 – in 17 narratives.

The data obtained for all categories of the narrators revealed that 16 out of 20 narrators were fully familiar with the concept of internationalization, while four of the narrators, though being able to provide the data on the requested theme, were not fully sure what the concept in question might imply. Within the narratives, the narrators introduced their vision of what the concept of internationalization implied.

The citations selected and introduced in Table 5 clearly demonstrated that the conceptions and practices built around the concept of internationalization were relevant for all the narrators within the **L (Lecturers) category**.

Table 5. Familiarity with the Concept of Internationalization

	Familiarity with the Concept of Internationalization: Examples	Individual's Role/Participation in International Activities
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<p>L</p>	<p><i>My experience tells me that internationalization is becoming more and more something of a buzz word. I constantly hear it all around. It is in my email – I keep receiving advertisements of new books and journals having this concept in the title. Conferences in many fields use it as the key theme (L1)</i></p> <p><i>Just recently we were discussing it with colleagues...Actually, lately this theme is quite frequent in our discussions. So we were discussing the fact that mostly this is negative experience with international students, which is memorable. (L1)</i></p> <p><i>...When I start thinking about it...I recall moments I have to speak English and this way I realize it is my international experience. This is not too challenging for me, this is why such moments are many and they are not like memorable experiences, they are more like daily professional life as it is. They are part of my professional life. And I guess it is not only for me, it is for everyone these days. (L3)</i></p> <p><i>What I think about it...Yes, definitely, we can feel that something is happening in this perspective. For me, it is the development of technologies, it is the presence of English in all the spheres of people's lives. It is the possibility to get huge loads of information in just a few seconds. All of these changes definitely affect our daily life and work. (L1)</i></p>	<p><i>I am also an actor in the internationalization process...(L1)</i></p> <p><i>My international experience...Well, conferences. I do participate in conferences. I do keep in touch with colleagues. We have numerous cooperation projects. We have visiting colleagues. I have also delivered workshops to international audience. (L3)</i></p>
<p>St</p>	<p><i>But I feel that “internationalization” will gradually be felt in all the spheres. This is what is happening every day. At my workplace I need to communicate with foreigners. So everyone feels that now we live in the global community. (St2)</i></p> <p><i>And I am here for my PhD project. So this is not my first international experience. (St1)</i></p> <p><i>So everyone feels that now we live in the global community. (St2)</i></p> <p><i>This is not my first experience. When I was in the 11th grade at school, I spent 3</i></p>	<p><i>Also me at my workplace...I need to communicate with foreigners. So everyone feels that now we live in the global community. (St2)</i></p>

	<i>months studying in Germany. (St3)</i>	
Er/Ee	<p>Trend 1: <i>Have I told that I am the boss for the Baltic division, so my team is truly international. (ER 1)</i></p> <p>Trend 2: <i>I work in a relatively small ship management company. The sphere speaks for itself I guess. I am a former sailor. You understand what I mean. Is it to do with international experience? (ER2)</i></p> <p><i>Ok. So, would you want to know about my international experience? What do you really mean by that? Let me tell you the way I see it. (ER1)</i></p>	<p><i>For now, her last launch was a course for clients working in beauty industry. So you see they also feel their are part of this reality. [ER 1 talking about his wife teaching English to the professional in beauty industry].</i></p> <p><i>I mean this is the reality. And anyone willing to succeed should be well-prepared for that.(ER1)</i></p> <p><i>So, anyways, this industry definitely works within the international environment. (ER2 talking about ship management industry)</i></p>

Based on the data obtained for the L category, it could be inferred that internationalization had particular impact on professional practices of faculty members. They deepened their understanding through discussions of the phenomenon with colleagues and larger scholarly community in the framework of conferences and other related events. For some, the changes were associated with the rapid development of information and communication technologies, for others – with the presence of the English language in their lives. Some viewed the changes taking place as positive pointing to the accessibility of information. Others might see obstacles alongside with opportunities – these were the challenges related to work with international audiences. All the narrators reiterated the idea that internationalization had become one of the most popular topics raised among the members of scholarly community within particular disciplines. The attitudes to internationalization as the research object also differed. Some narrators might even feel annoyed by pointing out that “internationalization is becoming more and more something of a buzz word” (L1). Still, the fact that the narrators “can feel that something is happening in this perspective” (L1) substantiates the necessity to raise the issues related to internationalization of higher education and research its impact on the study process and the higher education curriculum.

The findings also imply that the faculty members not only were familiar with the concept, but also implemented the international dimension within their professional practice. Another crucial association common among the narrators was the reference

to the English language as the language of global communication. They saw it as one of the main tools in their professional practice. Moreover, the role assigned to it was significant, as many perceived it, in one of the narrator's terms, as "daily professional life" (L3).

The data obtained for the **St (Students) category** also revealed that the students were familiar with the concept of internationalization. The concept took its rightful place in their discourse.

None of the students required additional explanations on the theme they were asked to talk about. It was not surprising that "internationalization" was mostly associated with their "international experience" for students. All the narrators within the St category admitted that they had had the experience of work, studies or daily activities in the international environment.

Within the **ER (Employers) and EE (Employees) categories** of the narrators, two opposing trends regarding the familiarity with the concept of internationalization were sketched. Despite the fact that in the course of the narration they gained understanding of the essence of the question posed, initially, some of the narrators were unsure what they had to talk about.

The narrators' hesitation related to the necessity to talk on the theme put forward may be rooted in that they were not used to directly address these issues within their daily and professional life as opposed to other categories of the narrators, such as, for instance, the faculty staff.

Other statements revealed that the narrators within the ER category had their own interpretation of the concept in question, which might suggest that despite the fact that the narrators might not have directly addressed the issues of internationalization or might not have thought about the processes or activities they implemented in these terms, all of them, in the course of the narration, had managed to share their experience and expertise in the questions directly related to the theme under investigation.

All in all, the conclusion can be drawn that certain target groups (e.g. employers, employees) might not have considered the conceptions around internationalization.

They may participate in and be active part of the international community not ever thinking about their activities in this perspective.

For the majority of the narrators in the L category, their international experience is mostly associated with their professional activities. The same tendency is visible within the other three categories. Moreover, the majority of the narrators also see their international experience in a broader scope mentioning their exposure to the global community in their everyday life not connected to studies or work.

4.4.2.2 Narrators' International Experience

The code R12 (reflections on positive international experience) was confirmed in the narratives of the narrators belonging to all the four categories. In sum, it was confirmed in the 19 out of 20 cases. Therefore, it should be assumed that the majority of the individuals in the research sample identified their positive experience, benefits and opportunities rooted in the internationalization. The code R13 (reflections on negative international experience) was confirmed in the narratives provided by L, St, Er categories, while it was not found in the narratives produced by Ee category of the narrators.

The main data obtained in the framework of the analysis of narratives revealing positive core themes and ideas related to international experience, opportunities challenges rooted in the internationalization the respondents faced in their daily and professional life are summarized in Table 6.

Table 6. Positive and Negative International Experience; Opportunities and Challenges

	Positive International Experience/ Opportunities	Negative International Experience/ Challenges
L (Lecturers)	International work experience (e.g. delivering lectures); professional development opportunities in other countries; gaining, sharing, exchanging information, knowledge and experience; possibility to learn something new, meet new people; intercultural experience; foreign language practice.	Challenges related to communication in foreign languages (e.g. feeling unable to deliver lectures in a foreign language); intercultural differences; lack of theoretical basis and practical experience in working with multicultural groups.

St (Students)	International study experience, participation in different programmes, such as ERASMUS, “Work & Travel”; meeting new people and learning about new cultures; freedom (being away from families, students appreciate the opportunity to take decisions themselves without guidance of parents, relatives, adults); accessibility of resources (ICT, libraries, etc.); support provision (e.g. students' networks)	Challenges related to intercultural differences and studies in the multilingual and multicultural learning space; challenges related to the necessity to take decisions without guidance of parents; challenges related to the use of foreign languages in the classroom; loneliness; homesickness.
Er (Employers)	Opportunities «to see the world outside»; gaining, sharing, exchanging information, knowledge and experience; possibility to meet new people; additional opportunities for education and life-long learning.	Challenges related to the use of foreign languages; challenges related to the necessity to work in a new, unfamiliar environment; challenges related to cultural differences.
Ee (Employees)	International activities leading to job satisfaction; opportunity to meet new people representing different cultural and linguistic backgrounds; opportunities to learn, gain new experience; additional opportunities for education and life-long learning.	Challenges related to the use of foreign languages; challenges related to the necessity to work in unfamiliar environment; necessity to deal with problems never encountered before rooted in intercultural differences

Based on the data obtained, the conclusion can be drawn that all the categories of the narrators saw the benefits rooted in the changes taking place in the modern world, which was substantiated by the presence of the code R12 in the 19 narratives out of 20.

Within the **L category** of the narrators, positive international experience was mostly associated with fulfilling their professional responsibilities, participation in different events, such as conferences, international projects, opportunities to meet international colleagues, communicate their research to international audiences, this way having a unique chance to exchange experience with the international community.

Four narrators out of five belonging to **L category** mentioned the benefits provided by the development of information and communication technologies. The access to information was seen as particularly significant. Moreover, the narrators emphasized the availability of many resources free of charge, which made up a useful platform for studies and professional development (e.g. *Thanks to opportunities provided by ICT, many resources are available for free. This way I am constantly studying – reading in the Internet, listening to and watching some videos. I already feel that I am much*

better now...(L1)). The aspect of time management was also repeatedly emphasized (e.g. Once I start thinking that it is only as long as 10 years ago, it could take me much more time, let's say, weeks to do something I can do in a minute now. For instance, the availability of resources... Everything is here at hand. (L4) I used to work with limited resources. I used to spend hours in libraries in search of some idea I urgently need or I cannot do without. Now I have access to limitless number of books and texts on the topic in question. (L4))

Still, the narrators appreciated not only the opportunities related to their professional development, but also they saw benefits related to their daily life (e.g. *I watch films and just videos on Youtube, I like talking to strangers while travelling, shopping, everywhere. (L4)*)

The narrators belonging to the **ST category** generally spoke about their positive international study experience, participation in different programmes, such as ERASMUS, “Work & Travel”, etc.:

Immediately upon the graduation from the secondary school, I left for Estonia to get my Bachelor's at the university which used to be rather popular, also among Latvians. So I left my country and stayed there for 4 years in the so-called international or rather multi-national company. What I mean by that is, let's say, it is not only regarding the study process itself, but also my daily life. I stayed in the dorms with people coming from different countries.

For instance, my first experience with America or my dream world at those time was during my study years. I went there for summer in the framework of a youth programme something like “Work and Travel”. That was cool. Just seeing all those dream places with my own eyes... Great experience of socializing with the people, young guys from all around the world...

For the majority of the narrators within the ST category, their international study experience was evaluated as generally positive apart from some challenges discussed further on in the chapter (e.g. *It is fun. Very-very good here in general... Especially the social part of that all...(St1); This is not my first international experience. Once I was offered this opportunity I immediately said – “yes”.(St1); I started with the overall judgement that it is fun. And, of course, it is. (St1); But, in general, I am satisfied with everything. (St1); I am just back from my ERASMUS term in Germany. Pure fun. (St3); Freedom!!! I must say that it was not a scary decision for me, as I was there and knew what to expect from the beginning. No, I did not know what to*

expect, but I could predict. I had some knowledge about the country and what to expect. This is what predetermined my choice. (St 3); I felt there like at home. Yes, these are definitely some new nice youth places and new faces and mates,...(St3); I am still excited about this term in Germany, as I came back just a couple of weeks ago. Even though, closer towards the end, I felt as if I was really missing home, now I already wish to come back there. (St3); All in all, it was fine. I would wish to participate in something similar once again.(St3)).

Another significant benefit rooted in the internationalization of higher education highlighted by the narrators classified under St category was the access to the rich resource base provided by host institutions for the outgoing students participating in ERASMUS exchange programmes (e.g. *Firstly, these are definitely the resources they provide. I have everything I need here. Just imagine how our students would appreciate those huge rooms equipped with best computers and I can freely use that all. The libraries are perfect. Everything I would wish for...(St1)*). It was not surprising, that students, being away from their families, appreciated the daily care and support provision regarding the basic needs – “food and shelter” (e.g. *I don't have to deal with daily stuff like cooking. I perfectly like their canteen for small money providing restaurant level food. I save my time this way (St1)*). It is both apparent and widely acknowledged that, even when provided with the daily support, such as availability of a canteen, etc., students may feel stressed when left alone in the new, unfamiliar environment, therefore, the availability of the person to turn to for advice or suggestion may be both of fundamental importance and value for a young person (e.g. *Coming back to the good things- I do get all kinds of support. If I have questions I know who to turn to. We also have nice students' networks who are mainly responsible for the social life. (St1)*).

It should be highlighted that social activities aimed at familiarization of students with the new culture should be set as one of the fundamental objectives of an international programme, as it is the opportunity to learn the life of the locals from inside through communication, exploration of the country and its cultural heritage, getting an insight into the daily life, activities, habits and traditions of the host country population. Moreover, the language of the host country is easier acquired and improved through being exposed to authentic learning situations (e.g. *I have already visited all the sights and destinations of interest. Here again I should emphasize that I have travelled a lot*

for small money. I mean visiting smaller and bigger towns around and also outside the country. It is definitely valuable experience for me. I also feel that the language issues are much better for me now. (St1); Now due to all this daily practice in the shops and with mates, I feel that it is easy for me to chat which was a challenge for me prior to this experience. So my language has improved. This is really of value. I am also writing on a daily basis. That used to be difficult, as at school despite the perfect German teacher, it is still impossible to become the advanced user of the language. Moreover, I feel good here, I like this place, the people,...(St1); Everything is in that perfect English, but we know that this country is generally praised for that. The level of English proficiency is very high also among older generations. This is very interesting experience in this sense (St2). Moreover, through this new experience, students get to appreciate “the others”, thus developing “citizens of the world” as proposed in the theoretical chapters. Through exposition to language and culture, they learn to live together. One of the narrators believed that international programmes (e.g. ERASMUS) was a valuable chance to see the world, as this was one of the unique opportunities to be exposed and to integrate into the new culture for considerable amount of time. The narrator also highlighted that this way students also gained a chance to practise foreign languages in authentic situations and the study years gained particular significance (e.g. *I love Germany. And may be it is always when you learn some language, you get interested ... or you gain some special interest in the country. For example, I love London. Why not Paris or Stockholm? Of course, I love Paris. For no reason, I have not been there yet. But I treat the UK and Germany in a special way. It is some special feeling when you are in a foreign country and you listen to people talking, reading the signs, window-shopping. You see those familiar words and you feel somehow happy. Or you see the famous sights or places of interest when in London, and you recall the text you were learning by heart in your school years. This way your study years gain particular significance. You realize that was worth it. You did something valuable. (St3)*) It is apparent that language plays one of the key roles within this aspect, as language is both the bridge between “me and others” and a tool to communicate “my ideas, beliefs, values” to “the others”, as well as learn about important, valuable things in the lives of “the others“.

Another crucial aspect in view of the internationalized education space discussed by the narrators was the study process itself. Therefore, in this respect, the objectives of

the Bologna process, as well as strategic steps suggested by the responsible EU authorities should be considered. The outgoing exchange students reported that while the courses were interesting, they were not absolutely the same, but mostly the parallels with the study contents implemented in their home institutions (Latvian HEIs in this case) could be seen, which made it possible to successfully participate in educational activities (e.g. *The courses here are interesting. They are not absolutely the same as at my faculty, but mostly I guess I can see the parallels.(St2)*; *The studies as such were ...cannot say it clearly...It was as if easy and at the same time difficult... Or rather it was like this – something easier, something more difficult for me...As if the assignments were ok. Something similar to what we do here.(St3)*). The value assigned to the consistency of the study contents in EU HEIs is significant, as the expectations in terms of the requirements of a HEI have direct impact on students' overall satisfaction with the international study experience.

For the **ER (Employers) category** of the narrators the same as for the L category, positive international experience was mostly associated with fulfilling their professional responsibilities:

I travel regularly for business purposes to different world destinations. We have trainings regularly aimed at brushing our skills in innovations and business communication. I also attend conferences both as a speaker and just a participant. I have conducted numerous workshops.(ER)

He is working in aviation. Travelling around the globe and delivering workshops and lectures to the diversity of audiences.[ER talking about his father]

The discourse of the extracts of the above-quoted narratives clearly pointed to the idea that the narrators in question perceived their international experience as part of their professional reality, which might imply that many professional activities at present take place in the international environment. Only one narrator mentioned that he had had the opportunity to participate in international activities and “see the world” prior to the restoration of the independence of Latvia. It was not surprising, as the narrator in question was a former sailor. The narrator shared his experience:

In former times, these were people like me who could see a bit of the world from behind the curtain. I think that in former times this profession was seen in some so-to-say romantic light for many. And I

guess the major reason for such a perception was this 'international experience' - it is the way I understand this. You know, for the reason I have already mentioned. We could see the world outside. This was actually the reason for this profession to be prestigious. For the outsiders, this was the only way to get this so-called international experience. This is the way I understand it. (ER2)

Despite the opportunity to “see the world outside”, the narrator continued by mentioning his real viewpoint on the “opportunities”:

I would even say that, in emotional terms, this profession was seen in a kind of romantic light. But I should once again emphasize – this is mostly for those outside the profession...I have already said that I am an ex-sailor. Not doing it anymore...Although, I am still in the field. I would have changed, but once you start with something, years rush by, and its not that easy to change. So for the others, I would even say that for the majority, this was the only way to see the world out there. However, objectively, did we see much during those short stops in between long working hours? Also those stops, imagine, were not in those places – let's say, sightseeing places. Still it was what we used to call “going abroad”.(ER2)

The only positive memories related to previous international experience were formulated as forwards:

And yes, from time to time, I had some chance to buy some “foreign stuff”. This was pure happiness – for the families, of course. (ER1)

The quotation may imply that the concept of “international experience” has come to connote much more positive experience if compared to the perception of the concept prior to the restoration of independence in Latvia.

The formation of positive view of “the others” may be seen as another achievement reflected in maintaining international contacts upon the graduation or changing a workplace:

So I finished my Bachelor's and headed back home. By the way I am still in touch with my BA advisor. Together with my wife we visit her from time to time. She is one of those people in my life I keep learning from. (ER)

The country has become our love for life and we keep visiting our friends, I mean my ex-colleagues, there. (ER)

Generally, the positive trend was sketched in the sense that none of the target populations saw the processes related to internationalization in a totally negative light. The full majority highlighted the benefits they encountered. A viewpoint which can be a starting point for building the open- and internationally-minded modern society may be as follows:

But, anyway, it is so interesting to exchange experiences, to learn and gain from others, be part of the international society, actively participate in everything going on, just live for the good and better, bring up our children....(L4)

The identification of challenges rooted in internationalization was particularly significant in view of the scope of the research, for it allowed to build the grounds for the elaboration of the higher education curriculum paying special attention to language studies in the context of internationalization of higher education. The code R13 was confirmed in 4 cases out of 5 within the L category, in the 4 cases out of 5 within the St category and in the 2 cases out of 5 within the Er category and in the 2 cases out of 5 within the Ee category.

The in-depth analysis of the challenges related to language issues will be presented in the corresponding subchapter of the chapter, for language issues make up the main research direction. Therefore, the analysis of weaknesses and challenges the narrators faced presented below will primarily reveal the issues not directly related to language practices. However, it should be pointed out that sometimes the themes may overlap, which is just logical given the place and the role of languages in the internationalization process.

Firstly, within the **L category** of the narrators, 2 of the narrators stated that their overall negative attitude or rather low self-esteem was rooted in their feeling that older staff could be dismayed to find that their years of service no longer guaranteed career promotion or they even felt that they did not fit into the system anymore. One of the explanations put forward for such a situation was that management seemed to take a meritocratic position in such questions. Others believed that their skills had become outdated and they could not do anything to change the situation (e.g. *I come from the generation when everything was done in a different way. I feel that it is becoming more and more difficult for me to compete with the new generation. Imagine my grandchildren having and working with all these gadgets and devices*

from early childhood .In this sense, these are them who teach me...These are them who can answer the questions. (L1)). One of the possible explanations is that the new generation in contrast with the previous generations has been shaped by parental excesses, computers (Niemiec, 2000), and dramatic technological advances. One of the most frequently reported characteristics of this generation was their comfort with technologies (Kersten, 2002). However, the data obtained also implied that it was always dangerous to describe or stereotype different generations' characteristics since individuals within that generation do not always fit the qualities ascribed to them. This way, there are numerous examples of individuals belonging to the same generation as the narrator in question, who feel quite comfortable with the requirements set by the modern age. The same narrator confirmed the assumption that reasons for the "inability to compete" might be different. It might also be the lack of time or unwillingness to devote sufficient time to personal development rooted in personal convictions (e.g. *We know that being an educator may lead to lonely private life...so I try to prioritize and devote time also to my family, as my work will not take care of me when in need. (L1)).*

The idea that the new era has changed also the teaching and learning space, which leads to the necessity to gain new knowledge and skills was reiterated in numerous extracts (e.g. *This is that interesting, though painful topic. So you now get my opinion on research and information management in our global area. The same applies to studies, the study process. The skills we should teach our students (and, firstly, acquire ourselves) are very different from those we used to be dealing with. So, firstly, based on what I have already talked about, these are the skills to deal with all this information – dealing with the huge amount of data and numerous resources. This definitely also builds grounds for one more aspect to consider – time management. And definitely, this is always to do with languages.(L)).* The benefits rooted in the rapid development of ICT lead to the necessity to cope with numerous problems on the way to successfully use the opportunities. One of the lecturers thoroughly discussed the new situation, which might also reflect the ideas and feelings of other target populations:

For instance, the availability of resources... Everything is here at hand. However, this new problem arises. Problems are always present...(laughing). Most probably you are familiar with the

concept of «information overload». I am lucky in the sense that I can review the situation from both sides. I used to work with limited resources. I used to spend hours in libraries in search of some idea I urgently need or I cannot do without. Now I have access to limitless number of books and texts on the topic in question. And now I am wondering how and what I should do, as I am always having more to read. I can never stop at some point. This is the challenge which takes roots in the so-called technological progress...And the consequences for everyone, in our case, for education is the fact that both us-the teachers and the students need to learn to operate with those resources, to find the right balance between the limitless opportunities and the reasonable actions. Sometimes we feel as if swimming in the ocean full of numerous familiar and unfamiliar creatures and we don't know who is our friend and who is hostile. So, you see, these are both benefits and drawbacks of our interesting, but dangerous era. This is actually huge stress for everyone. There is much research on this topic available – I mean information overload and its psychological impact.

The narrator rightly raised the issue of “information overload” and clearly pointed to the necessity to discuss the information management skills within the curriculum for students and professional staff development courses aimed at faculty members.

Other examples of negative international experience included the cases directly related to the narrators’ professional practice. Such cases were crucial for investigation, as they clearly pointed to the aspects to be included into professional development programmes for the faculty staff. The story presented below can serve well to illustrate the challenges faculty staff may encounter working in the international environment. The example also serves to illustrate the data obtained with the help of the questionnaire stating that intercultural differences make up one of the major challenges lecturers need to find solutions to in the multilingual and multicultural learning space:

But to turn back to my story, I remember quite recently I was discussing with my colleagues what should I do, as one of my international students...Should I tell which country he comes from? [Interviewer's remark: Not necessarily...If you feel like not doing it, that is ok...It is about what you consider the right way of sharing your story...] So my students treated me..., let's say, in a very informal way. Well, all of us definitely have to follow some course requirements, etc. So the student was required to submit some home

assignment, or rather, we call it just an assignment posed within the course. The student has not managed to do it timely. He kept asking questions and looking for some assistance. This is ok. It is not surprising. Many of the students do – both local and foreign ones. And I don't see it as something surprising. Moreover, I appreciate it. The true interest and well-meant questions are good...But what really made me feel like talking with colleagues is that he told me: Ok. Let's discuss it in the canteen while having lunch. As during this break I need to have some lunch and if I spend this time now with you, I will be hungry. So what is so challenging in this situation one may ask. Well, this story is just funny, but there is much to do with observing certain rules. Normally, within our academic environment, students treat lecturers with respect, as we are not friends or mates. These are the unwritten rules of our academic culture. Don't you agree with me? For us it is common to address the faculty staff in a formal way. So my question was whether I should have agreed or should I have explained to the student that we normally do it in a different way.(L2)

In the course of the narration, the narrator put forward questions relevant for wider audiences, which pointed directly to the aspects to be considered within the courses aimed at the professional development of the faculty staff in view of the internationalization of higher education (e.g. *Could it be the case that the level of formality in communication with educators in his home institution was different... Do they perceive such issues in a different way? These were the questions I posed for my colleagues. Perhaps such questions really mark the necessity for the more frequent discussions and experience exchange. (L2)*). Other representative cases introduced by the narrators belonging to L category reiterated the idea that certain measures for the faculty members should be offered to equip them with the necessary theoretical and methodological background to successfully function in the multilingual and multicultural learning space, as all the respondents in the L category mentioned the cases of negative international experience in the international classroom. One of the narrators put forward her own explanation for memorizing the negative experience:

So we were discussing the fact that mostly these are negative experiences with international students, which are memorable.(L2)

But the stories we keep retelling are generally about the challenges we face or the so-called «intercultural differences»...It may be due to the fact that we are teachers, we are practitioners, who are born into resolving problems and finding solutions to

challenges. When something good happens, we think that there is no problem, so the situation does not require careful investigation...(L2)

The data imply the necessity to provide support to faculty members in working with multicultural groups. The questions and reference points of the programmes aimed at faculty members should include the issues related to openness towards and appreciation other cultures and diversity; resolving the culturally biased challenges and overcoming ethnocentrism; the significance of critical thinking and decision-making skills in diverse cultural contexts; understanding, accepting and appreciating global issues (Blandford & Shaw, 2001: 34).

The same idea may apply to the narrators in the **St category**, as they also acknowledged that they experienced numerous challenges when studying in the multilingual and multicultural learning space:

But it is almost every day that I start feeling nervous and stressed because of the huge loads of work and whether I can finish the project. The requirements here are absolutely different if compared with my country. I cannot say they require more or less – it is just different. So, at present, I am in doubt and unsure whether I can finish in time, as these are huge, huge loads of work. I will either have to stay for longer period to finish...In this case, I will have to look for some job, as the period I was receiving funds would be finished by that time. These are actually the issues that make me feel stressed. (St1)

Oh, one more thing...This is anonymous, isn't it? I also do not always agree with my professor in charge. Sometimes our visions are completely different. There used to be times, especially in the beginning when I was totally desperate about it. For now, it is better, as I am trying to accept what I can accept and do the rest the way I find right. Well, again, I should say that I come from the family belonging to the academia in my country. So I know what I am talking about. The way we do it in our country is different, but actually it was not surprising for me, as we do it in a different way if compared to many European countries. (St1)

The above-introduced extracts from the narratives clearly point to the theoretical stances put forward in the theoretical chapters and ground the necessity to raise awareness of both educators and students of the importance of *encouraging diversity, and flexibility in pedagogical approaches*. It is apparent that the proponents of flexible approaches to teaching and learning may have found the right path to the implementation of the objectives within the multilingual and multicultural classroom, as individual cultures impact also educational practices. The use of a variety of

methods and techniques work at fostering the success of individual students having different educational, cultural and linguistic backgrounds. To proceed, students may also encounter challenges due to insufficient background in the intercultural issues (e.g. *Moreover, I feel good here, I like this place, the people, but I also notice many things which make us different. I cannot fully trust them. Maybe this is my problem, maybe this is the psychological aspect – I don't fully know the culture. It sometimes seems that people mean it differently. At first sight, it may seem that the professors are more democratic here, friendlier so to say. But I am not sure whether it corresponds to the reality. So I often feel unsure how I should act and what I should say. It may be the case that the problem lies in me myself. So I am in doubts and often nervous, as basically I am alone in the strangers' place. I talk to my family via skype every day, but I don't have my close friends here and I miss them. I have mates for parties and that's it. It may be the case that I am here for a long time. At first, I thought I would wish to stay in this country, but now I guess I should go back home or to find some other opportunities in some other place. It is also the situation I observe – I doubt I can find a place to work in the sphere I am interested in. It is huge competition. I am sure it is challenging also for the locals. So I guess I will not stay....(St1)*)

The data imply that despite the overall satisfaction with the international study experience, students may feel lonely and unsure due to their feeling of being unfamiliar with the host country's culture, they feel that they do not actually understand what the requirements are, how they should act and what they should do. Despite the availability of support measures, students may feel shy or unwilling to put forward direct questions or ask for a piece of advice. One of the possible solutions may also be psychological support provision to international students to help them integrate into and adjust to the host country environment.

Within the **ER and EE category**, the narrators also pointed to the challenges related to the necessity to gain new knowledge and skills (e.g. *For now, as an employer, I do face many challenges, as my employees mostly belong to former generation. It happened so. They are brilliant professionals in our field. They are unique I should say, but once I send my people to provide service abroad, I feel as if they are small kids. We need to plan and arrange every single step for them, as without our pre-planning, they can never get into the location. I mean that they don't speak languages.*

I mean English, so the problems start upon the arrival...If not at the airport. I am also not perfect in this respect, but sometimes the problem is doubled by my insufficient language competence and the clients' poor language command. So just the experience from yesterday...An important talk lasting for hours...Something like “a broken telephone”...(ER2)). Therefore, it might be assumed that support provision is necessary for all the four target groups.

4.4.2.3 Language Issues within the Internationalization Perspective

The data categorized under the theme “language issues” is grouped according to the following codes:

- Reflections on the phenomenon of English as a global language (R21)
- Reflections on languages other than English (e.g. mother tongue, other foreign or local languages) (R22)
- Reflections on personal strengths related to language issues (R23)
- Reflections on difficulties and challenges related to language issues (R24)
- Solutions and actions to be taken to resolve the challenges and difficulties related to language issues (S2)

The code R21 was confirmed in all the 5 narratives provided by **L respondent category**. English was either directly referred to as the language of international communication or the idea was implied indirectly. In general, it should be stated that all the respondents within the L category recognized the role of the English language as the main tool or vehicle of internationalization. Even though one of the respondents did not discuss the language issues within her narrative, it might be explained by the fact that she was a language teacher herself, so this aspect and its impact guided the whole narrative, but was not directly referred to, as, she rightly pointed out that the professional questions were discussed on a regular basis and the challenges faced in that respect were immediately paid attention to in the framework of her professional practice.

The examples of direct reference to the English language as the language of international communication clearly revealed its role and its place within the dimension of internationalization (e.g. *For me, it is the development of technologies, it is the presence of English in all the spheres of people's lives. (L1); When I start*

thinking about it...I recall moments I have to speak English and this way I realize it is my international experience. (L3) ; German is ok, but not enough. I mean it does not work as the language of international communication. That's for sure. The command of English ensures many more opportunities, let's say for communication.(L4); Nowadays, internationalization is mostly associated with the English speaking environment. (L4); But honestly enough, especially when you ask to talk about this international experience, I know that in our global society English is a must. (ST2); The language of both my studies and daily communication has always been English. (ER1); This is the language of global communication. (ER1)). The quotes directly pointed to the idea that «internationalization» and «international experience» were associated with the “English speaking environment” or the necessity to speak English. It was also referred to as the language of opportunities.

Within the narratives, the English language emerged as the language assigned a particular status to, for, consciously or subconsciously, the respondents referred to their past experiences and labelled their sufficient proficiency in the English language as one of their key professional competences (e.g. *In general, I deliver my lectures in Latvian, but I have graduated from a really good school so my English is good enough. (L3); Easy for me....I am fluent in it [English]...Never felt like any difficulties. Thanks to my school teachers and parents who did care about my education and upbringing.(ER1).* Those, who still perceived their command of the English language as insufficient, looked for ways to work in that direction through, for instance, using the opportunities to communicate in English, which became more and more possible, due to the consequences of internationalization. Some of the target populations were more likely to achieve their fullest potential due to having certain educational background, others, due to natural exposition to the international community, also acquired the required skills in the most relevant way through, for instance, exposition to situations within which authentic language was used (e.g. *As my first professional field is Linguistics, I know a bit more about languages than an average person, and though I am working in another field now, languages remain my true passion, so English has become a hobby for me – the so-to-say useful hobby. (L4); ...so the only thing left is just to travel for pleasure, but not for work. This way I also gain international experience, as I use all the opportunities to communicate in the English language... (L1)).*

The research findings of the case study are confirmed by the findings of the narrative analysis, as the role of English as the language of scientific communication was repeatedly emphasized (e.g. *Especially in the conferences when everything should be in English...(L1); I don't write in English. When I need to publish some research, I always turn to a translator.(L1)*). When talking about professional responsibilities, English was ultimately referred to as the only and unique language for the communication of research, scientific and business communication within all the four categories of the respondents (e.g. *I need it for my future career.(ST2); Also me at my workplace...I need to communicate with foreigners. (ST2)*). Insufficient command of the English language has direct impact on career opportunities. Both employers and employees viewed insufficient knowledge of the language of international communication as a significant obstacle to fulfilling professional responsibilities in many professional domains (e.g. *I have never taught anything in English, still, I should say I was offered to do it in the framework of ERASMUS exchange for the faculty staff, but I feel unsafe and unable to do it...(L1); For now, as an employer, I do face many challenges, as my employees mostly belong to former generation. It happened so. They are brilliant professionals in our field. They are unique I should say, but once I send my people to provide service abroad, I feel as if they are small kids. We need to plan and arrange every single step for them, as without our pre-planning, they can never get into the location. I mean that they don't speak languages. I mean English, so the problems start upon the arrival...If not at the airport. (ER2)*). Based on the evidence provided by the respondents, it may be assumed that without the knowledge of the English language it is getting practically impossible to successfully function in the modern world. Moreover, the narrators revealed that the problem of insufficient language knowledge took its roots in the lack of recognition of the importance of language learning in previous decades emphasizing that mostly such problems were detected among the individuals belonging to “former generations”. This result is significant in the sense that it clearly points to the necessity to promote the life-long learning dimension and ensure the opportunities for life-long learning for the Latvian population. The idea that significant changes were taking place as compared to the previous decades was reiterated in numerous extracts.

The data obtained confirms that the age factor is particularly crucial, as it is directly linked to the language policy stated in a particular period in time. Therefore, it was

not surprising that the respondents belonging to the generation born in the middle of the previous century had been exposed to a different educational practice.

The code R21 was confirmed in all the 5 narratives produced by St category of the research sample. Within **the St category**, the idea that the English language was present in daily life was repeatedly highlighted. English was opposed to other languages implying that English was assigned a particular role and place in the modern world (e.g. *You know English is all around, but with the German language the situation is quite different. (ST1)*; *But honestly enough, especially when you ask to talk about this international experience, I know that in our global society English is a must. (ST2)*)

The respondents pointed to the idea that, unfortunately, within particular scenarios the dimension of internationalization was implemented (especially as concerns English as the main tool of international communication) more successfully than in the setting they were affiliated to (e.g. *Everything is in that perfect English, but we know that this country is generally praised for that. The level of English proficiency is very high also among older generations. This is very interesting experience in this sense. (ST2)*) The findings may point to the necessity to assess world practices and learn from best-practice examples on a regular basis with the aim to elaborate the existing scenarios.

English as the tool for access to information was also repeatedly emphasized (e.g. *I was reading much in English prior to this trip, as it is not a secret that much of the information necessary is available in the English language. Every researcher has to be able to at least work with sources in foreign languages or English would just be enough. (ST2)*; *...but the whole Internet is in English, so we don't even notice that we are reading in a foreign language. I guess it's this way. (ST3)*; *I buy stuff in the internet, I read the information necessary regarding everything, starting with blogs for parents and advice in all the different daily situations and up to professional inquiries. (ER1)*) English was perceived as “a must” – an absolutely necessary skill – in the modern world. However, the full majority of the respondents emphasized that they needed to ensure the opportunities to master not only the English language, but languages in general both for themselves and their family members (e.g. *My mum kept asking me – so, how is your language. And she said she felt proud. As she had «devoted her life to ensure that for me» - to cite her words. Now, when I am a grown*

up, I understand her. (ST3 talking about her experience with the German language while being in Germany in the framework of ERASMUS programme.)

The employer talking about his three-year old daughter proudly admitted:

My daughter is three. And she has already tried out what you call like «international experience». In autumn she started attending a kindergarten. And the kindergarten we have chosen for her is a private one situated in the city centre with the Latvian as the language of education or how to phrase it...In the family, we speak Russian. For now, I can say she is bilingual. My wife is also a kind of chatting in the two languages with her. She is not that shy girl and she has never had problems. So now it is so funny for us. They say she does not have any accent in the Latvian language, while we do...Despite the fact that I communicate in the Latvian language with the colleagues from the Latvian branch, I am fluent, but I do feel I have an accent. They can guess that it is not my mother tongue. But with my daughter, I guess she speaks like a native speaker. (ER1)

The idea that Latvians were in a beneficial position if compared to other settings in the sense that the population was exposed to at least two languages was present in numerous narratives besides the above-introduced one. One of the faculty members rightly admitted that even though Latvia might not be an exception in the present-day world internationalization scenarios, still, the case of Latvia was special (e.g. *Turning back to the point of our conversation, we, let's say, live in the multicultural society. Moreover, Latvians have lived in the multicultural society for ages. At that point in time, we did not perceive it this way. But, anyways, we are much more in the beneficial position, as the majority of our people have always spoken at least two languages and communicated with people with different cultural backgrounds. Nowadays, internationalization is mostly associated with the English-speaking environment. However, it is apparent that scenarios are many, and the developments can take different directions. Time will show. Let's see.(L4)*)

All in all, the conclusion can be drawn that the assumptions about the place of the English language alongside with other languages in the modern world presented in the corresponding theoretical chapters go hand in hand with the ideas stated by the respondents.

To proceed, it was crucial to see whether the narrators recognized their strengths and weaknesses related to language issues. The main ideas and themes derived from the data obtained for the codes R23, R24 and S2 are summarized in Table 7.

Table 7. Strengths and Weaknesses related to Language Use

	R22	R23	S2
L	Passive/receptive language skills: reading, listening	Active/productive language skills: Speaking, writing Specialized advanced language knowledge Scientific discourse Terminology (target and source language terms)	Specialized language courses Independent studies Travelling and communicating with native-speakers of a language in question International professional experience (e.g. participation in conferences, workshops, delivering lectures in a foreign language as the medium of instruction, listening to lectures, etc. Instructed through a foreign language)
St	Passive language skills: reading, listening	Specialized advanced language knowledge Academic discourse Foreign languages and English as a lingua franca for scientific communication Language for research	Travelling and communicating with native-speakers of a language in question International study experience
Er	Passive language skills: reading, listening	Foreign languages for professional purposes Language for daily professional communication	Professional trainings (including professional language trainings) Daily foreign language practice (use of different resources for daily and professional purposes) Travelling and communicating with native-speakers of a language in question
Ee	Passive language skills: reading, listening	Foreign languages for daily communication/General foreign language proficiency Foreign languages for professional purposes Language for daily	Professional trainings (including professional language trainings) Daily foreign language practice (use of different resources for daily and professional purposes)

		professional communication	Travelling and communicating with native-speakers of a language in question
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As concerns the codes **R22** and **R23**, the majority of the narrators within the L category recognized the urgent necessity to learn or to «brush up» their English language skills, as well as they reported on their strengths and weaknesses.

Regarding the strong points identified, the respondents referred to their positive learning experience which was the result of the development of ICT and availability of numerous learning resources (e.g. *Thanks to opportunities provided by ICT, many resources are available for free. This way I am constantly studying – reading in the Internet, listening to and watching some videos. I already feel that I am much better now...(L1)*; *Well, not everyone can treat the situation this way. For me, I just made the process much easier for myself. I am not putting forward ambitious goals. I am doing that for fun. But I see the results already. Actually, it's much easier these days, as you acquire the language in a more or less natural way. I watch films and just videos on Youtube, I like talking to strangers while travelling, in shops, everywhere. I just use a chance to speak. Maybe it's the peculiarity of my personality, as much is known about the inner barrier, some obstacle which does not let one freely speak. It's to do with some inferiority complex. People do have many...I am not the exception in this case. I do have many complexes, but, luckily, language barrier is not mine...(L4)*). The data clearly implied that the learning could occur not only through purposeful use of learning resources, but also through the use of authentic situation as a crucial learning source. The respondents felt that they were improving their skills and were able to complete certain professional assignments related to the use of languages themselves (e.g. *However, I try to make, for instance, presentations myself. (L1)*).

Two out of four narrators in the L category stated that they perceived their language skills as fully sufficient to fulfil their professional responsibilities (e.g. *I have graduated from a really good school so my English is good enough. This is my subjective judgement. I used to be shy about it and less self-confident when I was younger. But throughout these years, I have come to the understanding that I am good enough, so I try not to worry anymore. There is always room for improvement, but I*

try not to be that perfectionist. No one is ideal and I have so many things to achieve...(L); I also work for the scientific institute, so there was no way for me to hide my knowledge of English (laughing), as we were and we are publishing articles together, and normally it is me who is also responsible for the language part of it. I don't turn to translators, but sometimes I ask my close friend – an English teacher – to do some proofreading for me. But my main objective is to make my texts comprehensible. (L) The data revealed that despite the recognition of the idea that *there is always room for improvement*, some target populations might be well-equipped with the language skills to cope with the objectives put forward in the globalized world.

The data obtained for the ST category revealed that the international study experience had positive impact on the narrators' perception of their own language proficiency. The daily language practice and communication through a foreign language worked apparently enough for foreign language proficiency improvement. As concerned the English language, the narrators rightly pointed out that it was much easier to get the opportunities for daily practice. The external motivation to learn could be rooted in the availability of relevant information in the English language (e.g. *I was reading much in English prior to this trip, as it is not a secret that much of the information necessary is available in the English language. (ST2)*) In contrast, opportunities for using some other foreign language apart from English were not that many, therefore, the international study experience was a unique opportunity to practice authentic language (e.g. *I also feel that the language issues are much better for me now. Even though I learned German at school, I lacked daily practice and communication. You know English is all around, but with the German language the situation is quite different. My level was high enough to read literature in my sphere and I was quite ok with communication with colleagues. Now due to all this daily practice in the shops and with mates, I feel that it is easy for me to chat which was a challenge for me prior to this experience. So my language has improved. This is really of value. I am also writing on a daily basis. (ST1); It is some special feeling when you are in a foreign country and you listen to people talking, reading the signs, window-shopping. You see those familiar words and you feel somehow happy. (ST3)*)

It is worthwhile to note that certain representatives of target populations saw their strong points in being able to work in and with foreign languages in the areas related

to their professional spheres (e.g. *I can understand everything around my topic. That's for sure. (ST2)*) It is apparent that some language skills are better acquired than others. This way reading and listening generally perceived as passive skills normally refer to the skills acquired faster as opposed to active or productive skills (speaking and writing) (e.g. *I am a reader, an average speaker and definitely not a writer. So at my study level, I can cope with language issues, but...(ST2); When I read something in English, I do not even think about it. (ST3); That's for sure, but the whole internet is in English, so we don't even notice that we are reading in a foreign language. I guess it's this way. (ST3); There are many original texts in German I read for my studies. (ST3); But once I started reading more, now they [words] have become familiar to me. (ST3)*)

The data obtained revealed that the majority of the respondents in the ER category evaluated their proficiency in the English language as sufficient (e.g. *The language of both my studies and daily communication has always been English. Easy for me...I am fluent in it...Never felt like any difficulties. Thanks to my school teachers and parents who did care about my education and upbringing. (ER1)*) The quote implies that, in the respondent's perception, he has used English as one of the main communication tools for a long time. He clearly pointed out that he did not face any challenges when communicating in English. The data also showed that the respondent believed that this knowledge had been gained in the school years. Based on the respondent's appreciation of the parents' role in his high level proficiency, it might be assumed that either the parents had chosen the school which ensured the opportunity to master the language in question or they might also had provided some additional support.

All the respondents within the ER category highlighted the role of English as the language of professional communication. For instance, the respondent stated that English had always been the language of communication at workplace. This is crucial, as the respondent mentioned several workplaces throughout his career (e.g. *The working language everywhere I go has always been English. I sometimes feel that it is easier for me to convey my messages in English than in my mother tongue. I don't think about it and I don't have to choose words. I easily switch from one language to another.(ER1); Have I told that I am the boss for the Baltic division, so my team is truly international. We communicate in English and it is a must. (ER1)*) Although this

finding might not work well for making generalizations, it is obvious that it might partly account for one of the possible work environments.

The data clearly implied that the English language had gained a particular place in business communication. Moreover, the data suggested that it had become the main language for business communication, especially in recognized international companies. The implications of such a situation may be different, still, in some cases, the data showed that the dominance of English in particular spheres might gradually lead to the ignorance of or failure to use other languages in business communication in some professional domains (e.g. *My wife is an English teacher. For now, she delivers corporate classes for different audiences as well. For now, her last launch was a course for clients working in beauty industry. . So you see they also feel their are part of this reality. (ER1); He [the respondent's father] is working in aviation. Traveling around the globe and delivering workshops and lectures to the diversity of audiences. (ER1)*) Moreover, the English language can gradually become also the dominant language in daily life, at least as regards the access to information (e.g. *I buy stuff in the internet, I read the information necessary regarding everything, starting with blogs for parents and advice in all the different daily situations and up to professional inquiries (ER1)*).

The code **R24** appeared in 17 narratives out of 20. In the L category, the majority of the respondents referred to their professional responsibilities when evaluating their weaknesses or challenges as regarded foreign language proficiency. As a consequence, it may be concluded that the respondents' language needs can be identified based on their self-assessment of personal challenges as related to the use of languages in professional and daily communication.

Within each narrative produced by the respondents in this category, conferences and the activities related to participation in international academic events were paid attention to (e.g. *Especially in the conferences when everything should be in English...It is challenging for me I should confess.(L1); However, even though I do understand the most of the information in English, it is difficult for me to speak...I don't have much practice and when I need to talk I cannot easily find words I need to convey my idea...(L1); However, I try to make, for instance, presentations myself. But I feel it is difficult, so I turn to my colleagues, my English-speaking colleagues, to*

check for the mistakes. (L1)) The data suggested that all the language aspects needed to fulfil professional responsibilities related to international professional communication required special attention. The data also clearly showed that attempts to participate in international scholarly environment were taken, which led to the necessity to polish the skills the respondents might already possess and master the new skills necessary to work productively and be part of the international scholarly community. Among the four foreign language skills (reading, speaking, listening and writing), writing can be assumed to be the most challenging one to acquire and one of the solutions put forward was turning to translators (e.g. *I don't write in English. When I need to publish some research, I always turn to a translator. (L1))* These data confirmed the results obtained with the help of the questionnaire in the previous research stage. However, in some cases, the respondents within the category might just have needed some proofreading when communicating the research (e.g. *I don't turn to translators, but sometimes I ask my close friend – an English teacher – to do some proofreading for me. (L3))* In either case, whether the respondents were able to convey their messages themselves or they needed translators, the data provided the evidence for the fact that the full majority needed support with all the four language skills.

To proceed, as an ultimate goal set within personal career objectives for educators delivering lectures might be the opportunity to deliver lectures to the international audiences, while it could still be a serious challenge for educators (e.g. *I have never taught anything in English, still, I should say I was offered to do it in the framework of ERASMUS exchange for the faculty staff, but I feel unsafe and unable to do it... (L1)*).

Another crucial issue raised in the narratives collected from the respondents was related to professional terminology and the rapid development of terminological systems rooted in the technological progress. The extract introduced below confirmed the data obtained in the framework of the case study:

By the way those language issues are frequently discussed in my academic surrounding. We also have research being conducted on these themes. I think it's due to the peculiarities of the field. Once I supervise scientific papers at BA and MA levels, I frequently need to deal with the so-called language questions as well. These are the questions to do with terminology,

You know. These are also the topics of many of our debates with colleagues. As these are us who are the decision-makers in this respect. Oh, yes, definitely not the only decision-makers...(laughing). I mean that we need to choose the terms to adopt in our professional practice. Sometimes we laugh about it, sometimes we feel unsure and in doubt. You know our field is special in this case. English is the best choice for me, as it helps me to avoid all those mistakes. I feel that even though I know the contents I deliver in all its depths and breadths, I need careful preparation...In the sense, that I need to look through the terms I use at my lecturers. (L3)

It is apparent that the knowledge of professional terminology is a vital constituent part of professional communication. In the era of rapid development of information and communication technologies, the terminological aspect has become of particular importance. This idea was confirmed in both theory and empirical research conducted in the research framework. The above-introduced citation from the narrative clearly pointed to the fact that challenges related to the use of professional terminology were common for different categories of terminology users. For the faculty members, this question was two-fold, as they both needed to resolve the questions related to language use themselves and be role models for their students. They painfully felt this responsibility, which might lead to the rejection to use a language in question within the professional communication. Another citation exemplifying the situation from an employer's viewpoint also pointed to the necessity to raise awareness of the responsible parties on the danger of the dominance of English in specific professional domains (e.g. *The working language everywhere I go has always been English. I sometimes feel that it is easier for me to convey my messages in English than in my mother tongue. (ERI)*)

The data implied that within certain professional domains English had become an easier solution. However, the choice of the English language in that case might impact the use of the local language in certain situation. Moreover, if such a situation became common, the English language could gradually replace the local language in specific professional domains. Therefore, this aspect requires urgent consideration within the higher education curriculum. The peculiarities of the impact of internationalization on professional discourse were revealed and discussed in the theoretical chapters and the case study introduced within the empirical part of the Doctoral Thesis.

The narrators within the St category also identified challenges and difficulties related to language issues. Some stated that they encountered challenges due to insufficient practice in languages in question, others reported that they lacked advanced knowledge (e.g. *Regarding my own ability, I should say that again I am not sure if I could participate in, let's say, Bachelor's or Master's studies here, as there are many more requirements set for students at these levels. I mean more general requirements. (St); I can understand everything around my topic. That's for sure... But if I get deeper or if I have to listen to some unfamiliar topic, it is much more difficult... At my level, I also do not have to submit many assignments in English, as it would be too difficult for me. I know that. I am not a writer in English. I am a reader, an average speaker and definitely not a writer. So at my study level, I can cope with language issues, but in general, as a researcher, I do think about the necessity to improve. (St)*

The narrators rightly admitted that learning through a foreign language was an added cognitive load. Basically, it may be assumed that none of the representatives of the target group thought that they did not need to work on their language skills.

The situation with the narrators from **Er** and **Ee** categories was similar in the sense that they placed language proficiency in the centre of attention within their professional spheres. Still, two of the respondents within the Er category did not report any challenges related to language use.

Regarding the code **S2**, the data obtained revealed that the target populations sought to find their own answers to the questions and find their own solutions to challenges related to internationalization processes. Some target groups were more successful than the other ones, still, these ideas might be useful in building the overall picture of the target population making up the target audience the research findings are aimed at.

It is not surprising that the code S2 was present in the 4 narratives of the L category of the respondents given that this target-group, based on the requirements of the profession, has to generally deal with the issues addressed as part of their professional responsibilities. Among the solutions they put forward to cope with the internationalized learning space where English had become the language of international communication, professional English language courses were seen as one of the steps to take, learning independently with the help of available resource (e.g. Internet), travelling for business and pleasure were suggested as ways both to gain

international experience and improve the English language skills. Others suggested that they should not be perfectionists and should rely also on the support provided by different responsible parties (e.g. reviewers, editors, translators, etc.), as one of the narrators rightly admitted that most probably, in present day circumstances, the objective was not to become a linguist or a language specialist, but to be able to communicate research and experience to the international community (e.g. *By the way, they always have reviewers and editors in good scientific journals, so I guess it is their professional responsibility to do this in the author's place. And my experience shows that they do it and it is just reasonable. I have to share my research, my subject field contents with them. I am a researcher in my field and I am not any language specialists. (L)*) As concerned the impact of the invasion of English on language use in different professional domains, one of the narrators rightly pointed out that educators working in the higher education sector, should also acknowledge and recognize their role as promoters of consistency in the use of, for instance, local professional terminology (e.g. *These are also the topics of many of our debates with colleagues. As these are us who are the decision-makers in this respect... Oh, yes, definitely not the only decision-makers. (L3)*)

The data obtained for the L category of the respondents demonstrated the evidence for the recognition of the importance of language studies in view of the internationalization of higher education, the solutions proposed will be considered within the research framework.

The narrators from the St category also noted that certain solutions aimed at improving language proficiency should be found. Unfortunately, in some cases, students did not always rely on the language support provided by higher institutions. The evidence showed that due attention was not always paid to language development in the 2nd and 3rd cycle studies. Moreover, specialized courses aimed at the development of specific language aspects (e.g. academic writing, professional terminology, etc.) were not always offered, which confirmed the findings of the survey conducted with the help of the questionnaire and in the framework of the focus-group discussion:

So at my study level, I can cope with language issues, but in general, as a researcher, I do think about the necessity to improve. The only question is how...Honestly, I do not have many

opportunities to improve my foreign language at the faculty. In earlier years, I remember we did have some course in the English language. It was not optional, it was A part I guess (as I was not the one to chose it). But I can hardly remember what we were doing there... I remember some reading, some talks, but nothing serious. I did not have any good foreign language class at Master's level either. For now, we did have to take an exam in a foreign language. But it was not any specific course. We could come for some class, but it was more like a consultation. The final requirement was to provide translation of some text and then talk about it. If I remember it properly... I got a seven as my final evaluation and it was ok for me. I did not care much, as it was just a mark. I just needed to pass this exam and that's it. (St2)

As I was not provided with the opportunities to develop my language at the university, I will have to do it on my own now. It is much more difficult. No, I am not blaming anyone. It's just one of the directions I should consider. I need it for my future career. (St2)

It should be assumed that the above-presented case may not be fully representative of all the programmes implemented within the higher education sector, however, based on the evidence obtained with the help of the questionnaire, it may be classified as one of the scenarios in terms of language studies within the higher education sector. Therefore, the assessment of higher education curriculum should be set as one of the primary priorities aimed at detecting the reference points to be elaborated on to improve the education quality and raise the competitiveness of HE programmes.

Within the **Er** and **Ee** categories of the respondents, the code S2 was found in 3 and 2 narratives respectively. Three employers out of five participated in professional development activities, including language development activities on a regular basis. Within the business industry, such initiatives were either promoted by the responsible parties within companies or the employers voluntarily devoted personal time to professional development, as they saw it as a fundamental component of their career development. Three out of four employers also stated that they regularly went on business trips outside Latvia (e.g. *I travel regularly for business purposes to different world destinations. We have trainings regularly aimed at brushing our skills in innovations and business communication. I also attend conferences both as a speaker and just a participant.*). The employees were also offered opportunities to improve skills necessary for the achievement of their professional objectives. Although, within the employees' narratives, language development initiatives were not directly addressed, the narrators stated that many initiatives were held in the international

environment, which might imply that, in certain cases, the programmes or courses were implemented through English as a medium of instruction. Although it did not fully guarantee the sufficient foreign language proficiency among the employees, it indirectly implied that at least part of the participant might participate in the activities based on their sufficient foreign language knowledge. Moreover, although such activities may not directly address language issues, they definitely provide the environment for foreign language practice.

To conclude, the findings of the narrative analysis have crucial implications for the research outcomes. The findings of the research stage confirm the findings of the previous research stages, which substantiates the validity of the present research stage. In the subsequent chapter, the results of the exploration and analysis of the comparability of the data set will be presented, the typology of linguistic scenarios within Latvian HEIs and a substantive framework adjusted to the Latvian setting for the internationalization of higher education and implementation of language studies within the international dimension based on the theoretical literature analysis and findings of the empirical research will be introduced, recommendations for the elaboration of the HE curriculum and professional staff development focusing on language studies will be put forward and final conclusions drawn.

5. Language Studies Within the Higher Education Internationalization Perspective: Findings, Implications for the Latvian Higher Education Sector and Recommendations for the Elaboration of the Language Study Implementation

Within the empirical research, the following principal areas of HEI language practices (which go hand in hand with the theoretical assumptions presented in the corresponding theoretical chapters) were addressed: the HEI institutional language/languages, including the language/languages of instruction, the languages of administration and communication; provision of language courses for students (local and international) studying in the programmes not related to language studies (e.g. linguistics, language teacher, etc.); languages for mobility and career - language support for educators for professional purposes, such as delivering courses through the medium of a foreign language, participation in the conferences, communication of research, cooperation with colleagues on the global education arena, etc.; language support for researchers (including students as researchers; provision of support measures to local/international students and local/international educators in intercultural issues(e.g. intercultural differences, integration, etc.); strengths and challenges related to language issues as perceived by target populations (educators, students, employers, employees).

Based on the research findings, the **typology** of linguistic scenarios in the Latvian higher education settings (Fig. 4) and a **substantive framework** (Fig. 5 presented within the text and in Appendix 6) adjusted to the Latvian setting for the internationalization of higher education and implementation of language studies within the international dimension based on the theoretical literature analysis and findings of the empirical research were worked out. Six different types of settings as concerns programme implementation were identified. The advantages and benefits, as well as disadvantages and challenges within each particular scenario were stated with the aim to provide recommendations to eliminate the drawbacks and elaborate the existing strategies for successful higher education study programme implementation which would ensure maintenance of rightful balance between the nation state, European and international objectives set for the sustainable development of the higher education sector in view of the internationalization of higher education.

5.1 Typology of Linguistic Scenarios within HEIs

Based on the research findings, three different types of learning spaces were identified: monolingual (Scenarios 1, 2, 3), bilingual (Scenarios 4 and 5) and multilingual learning spaces (Scenario 6). Each of the types and the scenarios attributed to these types will be considered in turn.

Typology of Linguistic Scenarios in
Latvian HEIs (programme
implementation)

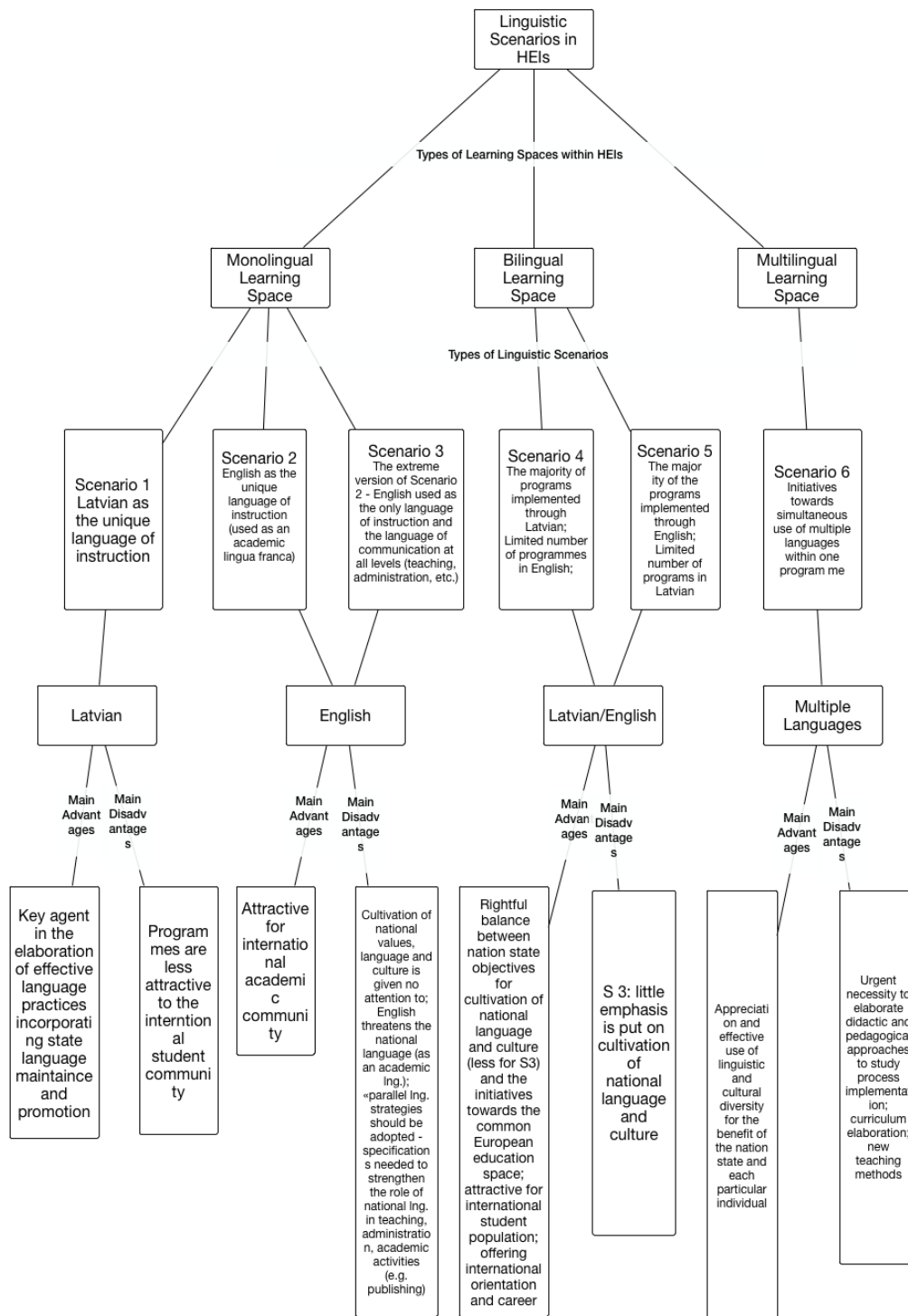


Figure 4. Typology of Linguistic Scenarios in Latvian HEIs

Within the typology, 3 scenarios were attributed to the **monolingual learning space**.

Scenario 1 is characterized by the state official language (Latvian) being the dominant language of instruction within certain study programme implementation. Within Scenario 1, the main language of communication at all levels and the general language of instruction in HEIs is the state official language - the Latvian language.

Within the Latvian Language Law and strategic documents, the role and significance of the state official language is highlighted, therefore, the primary advantage of this scenario is seen in its main mission and function of being **one of the key agents in the elaboration of effective language practices incorporating state language maintenance and promotion**. However, it should be noted that one of its major challenges is the attractiveness for the wider international community, as the role of languages within numerous professional domains should be reviewed taking into account recent developments towards the multilingual and multicultural learning space rooted in the internationalization of higher education worldwide. It is apparent that, apart from other objectives, all the study programmes implemented in Latvian HEIs should aim at cultivation of the Latvian language and culture. However, the main challenges within Scenario 1 are seen in the necessity:

- to consider strengthening the traditional cross-cultural connections, promoting research and experience exchange ensuring development within higher education sector, which is not possible without paying sufficient attention to foreign language proficiency;
- to promote recognition and appreciation of linguistic diversity, as well as the perception of languages (both local and foreign) as primary in the formation and development of the state and a person's national identity within the HE curriculum and professional staff development.

Scenarios 2 and 3 (Scenario 3 being the extreme version of Scenario 2) are also attributed to the type within the monolingual learning space. However, these scenarios are fundamentally different from Scenario 1, as the English language as the dominant language of instruction within the programmes implemented in this scenario is used.

The research findings revealed that in all the HEIs selected as a research sample certain programmes were implemented through the English language. These

programmes are mostly aimed at international students. The main objective of such programmes is attracting international student population. However, it should be highlighted that such programmes are categorized under Scenario 2, as the programmes offered are generally available also in the Latvian language, while the Scenario 3 presupposes the use of English as the unique language of instruction and administration in a HEI in question. Nevertheless, the main drawback of both Scenario 2 and Scenario 3 is detected in insufficient attention paid to the cultivation and promotion of local (national) language, culture and values. Within Scenario 3, the dominance of English may threaten the national language (especially as an academic language). None of the HEIs in the research sample were categorized under Scenario 3.

Within the implementation of Scenario 2, the main challenges are seen in the necessity:

- To cultivate the Latvian language and culture within all professional domains, as the national language is primary in the formation and development of the state and a person's national identity;
- To provide the opportunity for both educators and students (local and international) to be familiarized with the local culture, language, educational practices and other related areas;
- To consider effective strategies to ensure that both local and international students have experience of a wide range of contexts where the state official language is used;
- To provide the opportunity for students and educators to extend the breadth and depth of their skills in using the state official language and the academic lingua franca appropriate to the sociocultural or academic circumstances;
- To generally consider the provision of language skills support to both educators and students, as this is the only way to maintain high academic standards and the quality of education in the context of internationalization of higher education.

Within the typology, 2 scenarios were attributed to the **bilingual learning space**.

Scenarios 4 and 5 (Scenario 5 being the extreme version of Scenario 4 and leading to more challenges as revealed) are attributed to the bilingual learning space. Scenario 4 is characterized by the majority of programs being implemented through the Latvian as the main language of instruction with a number of programmes in English, while Scenario 5 refers to the learning space where the majority of the programmes are implemented through English with a number of programs in Latvian. This way, especially in the Scenario 4, the right balance between the nation state objectives for cultivation of national language and culture and the initiatives towards the common European education space is maintained. The Scenario 5 presupposes greater emphasis on raising attractiveness for the international student population. However, both of the scenarios offer the opportunities for international orientation and career.

Given that Latvian is the main language of instruction in the majority of programmes implemented within the majority of HEIs selected for the research purpose, in the course of the research, the conclusion was drawn that English as a lingua franca was more and more used as the additional language of instruction in HEIs as well as in institutional communication and documentation, as HEIs in Latvia actively participated in the international academic scientific communication (e.g. international projects, partnership, academic networks, etc.). Moreover, all the HEIs recognize and acknowledge the international dimension as of particular importance within the education they provide. All the institutions aim towards the development of true international learning space. Apart from participation in the global scientific community, they offer programmes for international students mainly implemented in the English language (in some cases, e.g. HEI 7 in the research sample offers programmes in other foreign languages alongside with English). All of the HEI explored state that global processes and the international communication related to them are becoming more and more crucial and not a single HEI can develop without considering, including and implementing the international dimension at all levels. All the HEIs are developing more and more new contacts, sharing their unique experience and providing opportunities for students and academic staff to obtain up-to-date knowledge and valuable experience in foreign countries in their particular field of study. Therefore, the conclusion is drawn that the majority of HEIs can be categorized under Scenario 4.

Within the implementation of Scenario 4, HEIs should consider the following

findings:

- Regarding the language support provision, the precarious situation was marked, as the majority of the HEIs do not offer any formal preparation for neither local educators facing challenges in the process of fulfilling their professional responsibilities nor visiting educators who should be familiarized with the local culture, language, educational practices and other related areas.
- A significant number of the respondents admitted that due to the lack of sufficient language proficiency in the English language as the academic lingua franca, they frequently felt unsafe. They confessed that they would highly appreciate trainings aimed at the development of professional language skills, as they were frequently required, for instance, to provide references, participate in conferences, communicate research, etc. when fulfilling their professional responsibilities. These findings require urgent attention from institutional and state authorities.
- Based on the results obtained in the framework of the research, it may be assumed that despite the apparent and recognized role of language studies in education, languages are paid insufficient attention to within the second- and third-cycle studies (MA, PhD). The experts admitted that, unfortunately, despite the obvious significance of developing, for instance, academic writing skills in both the native and foreign languages, this aspect was frequently omitted within the educational process. This is one of the reasons for poor quality of scientific communication. Despite the fact, that Latvian students are obliged to produce a research paper as one of the requirements for successful graduation from a study programme at all study levels, students' academic writing skills are taken for granted. This issue requires urgent attention from the responsible parties (e.g. programme directors, etc.)
- The research data revealed that providing support, help and assistance to international students led to the opportunity for local students to enrich their own experience and cultural knowledge of others. The same idea could be applied to educators who eagerly welcome, communicated with, provided all kinds of support and assistance to their international colleagues. However, it is high time also to consider formal ways and activities aimed at acknowledgement of the value and promotion of multilateral exchanges of

experience and ideas among people from differing language and cultural backgrounds. In view of the internationalization of higher education and one of its major goals, which is formation and development of the truly multilingual and multicultural learning space, HEIs should ensure also formal and centralized opportunities for international students and educators to gain truly international experience within the host institutions.

- Based on the analysis of the official websites of HEIs, it can be concluded that all of the HEIs explored have at least one academic language and learning unit or centre and some universities also have dedicated units within specific faculties or at least individuals responsible for language issues. The respondents admitted though that individuals responsible for the language issues might not always have the formal obligation to do so. They might be language educators within a particular unit and thus additionally working on the interrelated language issues. The measures undertaken and the support provided were not usually restricted to international students (international offices were the exception in this case), as generally units or people working on language issues may cover all the interrelated areas (course development, implementation, etc.). Based on the data obtained, it can be concluded that coordination among all personnel involved becomes important, as otherwise resources are likely to be fragmented.
- Regarding the entrance requirements and ongoing assessment of students' language proficiency, the findings imply the apparent necessity for ongoing assessment of language proficiency and the analysis of language needs during the study process. Unfortunately, the findings revealed that the language proficiency was assessed only in the framework of specialized courses – for instance, foreign language courses within different study programmes. However, within such courses, the full and thorough diagnostics was impossible. Moreover, the assessment and evaluation procedures were mostly based on the requirements to be awarded with the credit points. The mother tongue or the state official language proficiency was rarely, if not say never, monitored within the higher education curricula implementation. However, there is strong necessity to develop and introduce a diagnostic tool or tools which would track professional language development to ensure the

consistency between different study programmes at different levels and within different cycles, as well as improve the learning outcomes, as it would be very beneficial to have evidence of the extent to which particular interventions in language learning support affect students' language proficiency and their academic performance.

Within the typology, 1 scenario was attributed to the **multilingual learning space**.

Scenario 6 is attributed to the multilingual learning space and is characterized by the plurality of languages and cultures present within one classroom. Moreover, within the Scenario 6, the initiatives towards simultaneous use of multiple languages within one programme are assigned the central role to. In view of the formation and development of the common European education state, it should be highlighted that the success of this learning space to a large extent is rooted in the ability to live and work in a multicultural and multilingual environment in which the relevant skills can be deployed most effectively.

Within the Scenario 6, mother tongue, national culture and history are the key elements alongside with recognition and appreciation of the mother tongue, national culture and history of "others". Therefore, it may be concluded that the core objectives within the Scenario 6 correspond to the position of the state authorities as regards these questions, as placing national achievements and national values within the education is definitely the right perspective to keep to, which is also highlighted within the corresponding EU documents, as the formation and development of European identity comprise national differences, which make a crucial dimension within the multilingual and multicultural community. Based on the theoretical literature, it should be marked that European education comprises European knowledge and foreign language skills to enable young people to live and work anywhere in the European Union. The European education is frequently phrased as the European dimension within the compulsory curriculum. It is apparent that this dimension can not be omitted in the present-day circumstances.

The research findings demonstrated that Latvian educators and students had become part of the multilingual and multicultural learning space, which leads to certain findings for HEIs to consider:

- The survey findings imply that the most challenging issues educators and students working and studying in multilingual and multicultural groups have to deal with can be categorized under the concept of academic cultures and practices (e.g. international students' perception and interpretation of the academic norms and requirements);
- Challenges related to the diversity of educational experiences, integration of students, adjustment to the new learning environment, teaching methodology and assessment requirements, etc. should be the reference points for consideration within the faculty staff professional development programmes;
- Challenges related to language proficiency and support measures for faculty staff and students working and studying in the multilingual and multicultural learning space substantiate the necessity to review the higher education curriculum and staff professional development programmes with the aim to provide sufficient preparation as concerns language proficiency in the multilingual and multicultural learning space.

5.2 Recommendations for the Elaboration of Language Study Implementation in Latvian HEIs

The **substantive framework** (Fig. 5 presented within the text and in Appendix 6) adjusted to the Latvian setting for the internationalization of higher education based on the theoretical literature analysis and findings of the empirical research introduces the interrelation of the key elements of internationalization and the rationales driving internationalization (both existing and those of emerging importance), their impact on higher education in general and the implementation of the international dimension within a HEI in particular. As a result, implications for the implementation of language studies are stated providing the basis for putting forward recommendations for the elaboration of language study implementation in Latvian HEIs.

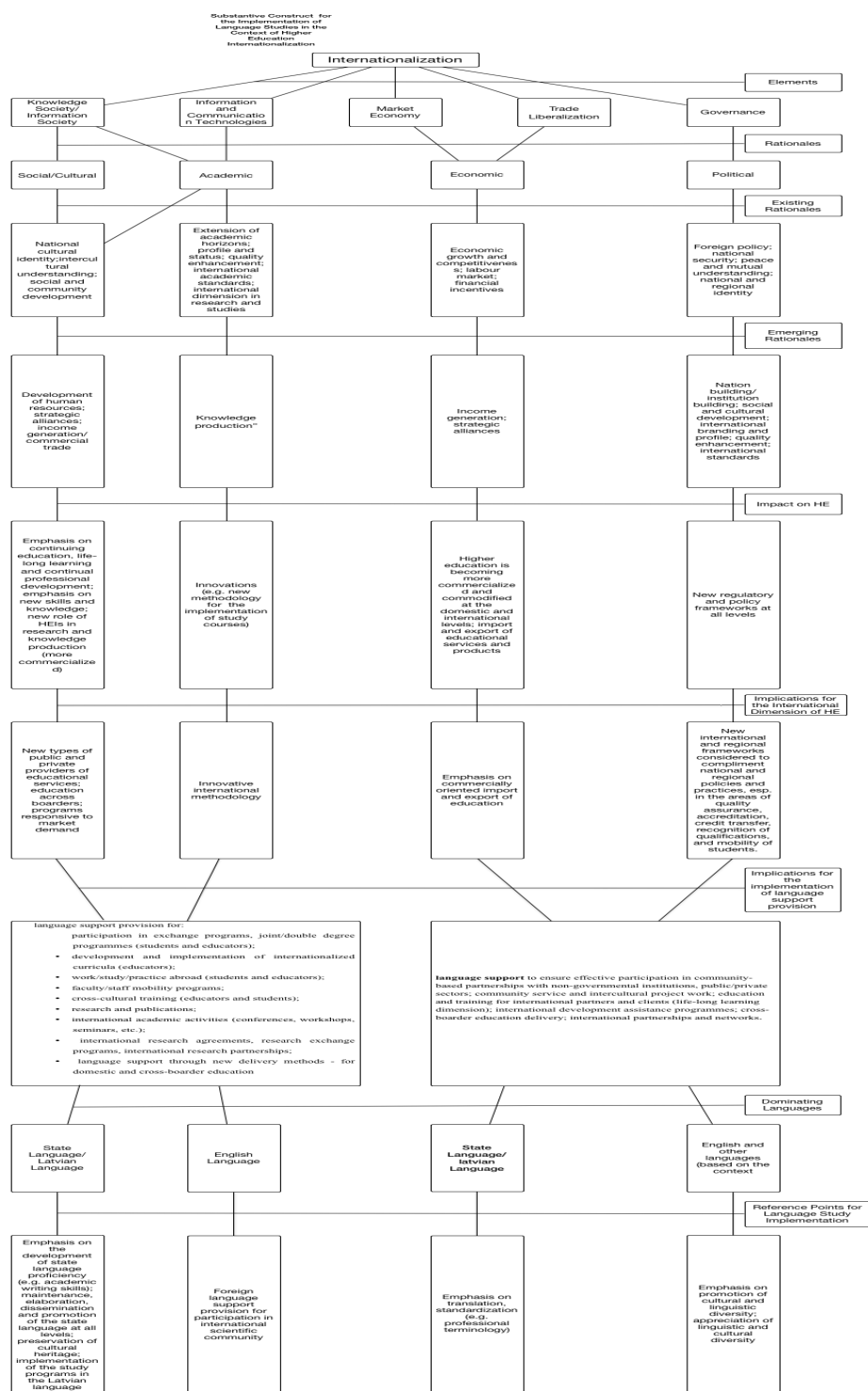


Fig. 5 Substantive Framework for the Elaboration of the Implementation of Language Studies in the Context of Higher Education Internationalization (see Appendix 6)

Within the **socio-cultural and academic rationales** driving internationalization placing national cultural identity; intercultural understanding; social and community development in the centre of attention given that their impact on HE is reflected in the growing emphasis on continuing education; lifelong learning and continuing professional development; the need to develop new skills and knowledge leading to the need for new types of programmes and qualifications; the changing role of HEIs in research and knowledge production, etc., the following recommendations are put forward:

Within the higher education curriculum and staff professional development programmes, HEIs should ensure language support provision for participation in exchange programs, joint/double degree programmes (students and educators); language support provision for development and implementation of internationalized curricula (educators); languages for work/study/practice abroad (students and educators), languages for faculty/staff mobility programs; cross-cultural training (educators and students); languages for visiting lecturers and scholars; languages for research and publications; languages for international academic activities (conferences, workshops, seminars, etc.); international research agreements; research exchange programs; international research partnerships, language support through new delivery methods - for domestic and cross-boarder education.

More specifically, HEIs should:

A. Objectives aimed at language support provision

- Develop and/or elaborate a formal institutional language policy and familiarize educators and students as well as others involved in the HE sector with the main reference points and stances within a HEI language policy;
- develop and/or elaborate effective strategies to ensure that educators and students (local and international) have experience of a wide range of contexts where the state official language and English alongside with other foreign languages are used. This way the opportunity to extend the breadth and depth of their skills in using the state official language, the academic lingua franca and other foreign languages appropriate to the sociocultural or academic

circumstances would be ensured;

- raise awareness of the need for better acculturation of students and educators to the style and conventions of academic work and the academic environment paying special attention to the role of academic language and language learning support within HEIs, as the findings revealed a deficiency in the knowledge of English among both educators and students as one of the main causes of the problems related to the implementation of professional or study objectives within the international perspective;
- introduce specialized courses (e.g. courses focusing on specific language aspects, such as academic writing for different field specialists), as the survey results clearly demonstrate that despite the world-wide recognition and implementation (even though fragmentary in some cases) of language courses directly linked to professional language learning such courses are not introduced within the higher education curriculum in all Latvian HEIs;
- offer mandatory and/or optional courses in academic writing and other specific language aspects as part of the curriculum to ensure that students comply with the requirement generally set for students to write a research paper upon the graduation from a programme at all educational levels (first-, second-, third-cycle education), as the requirement for graduation in Latvia is to write a final (e.g. BA, MA, PhD paper) research paper in all the academic and professional domains; the opportunity to master or improve the academic writing skills in both the state official language and foreign languages should also be ensured for educators to ensure high level of scientific communication;
- within the specialized language courses, sufficient attention should be paid to mastering professional terminology (both source and target language terminology), as the research findings revealed inconsistency in the use of professional terminology;
- attract the attention of educators to the conceptions of ideology as well as language ideologies, as socially and linguistically significant in the Latvian settings.
- raise awareness of educators of the importance of the ideological perspective for the successful promotion of standard official terminology in the context of LSP courses for future specialists;

- ensure the legitimate position to the issues of translation and interpretation within the professional training for students, educators and researchers (both students as researchers and educators as researchers). Given that language and its particular aspects are in the very heart of numerous scientific disciplines, language still remains the issue not sufficiently addressed;
- focus on both expert proficiency in the native language alongside with advanced proficiency in at least one foreign language and sufficient proficiency in additional foreign languages in view of the development towards the multilingual and multicultural learning space, as both students and educators can not effectively work or study in one language only, whether it be their mother tongue or a foreign, world language, e. g. English;
- motivate educators to develop and reflect on principles of good multilingual practice in their professional fields;
- develop and introduce diagnostic tools which would track professional language development to ensure the consistency between different study programmes at different level and within different cycles, as well as improve the learning outcomes, as it would be very beneficial to have evidence of the extent to which particular interventions in language learning support affect students' language proficiency and their academic performance;
- ensure that language entry requirements are considered in the context of developmental support that a HEI is able to provide;
- set standard requirements for educators' language proficiency not only to ensure high academic standards, but also to serve as the basis for the elaboration of staff professional development programmes based on the educators' needs;
- take the responsibility for ensuring that educators and students are sufficiently competent in both the local language (the state official language) and the required foreign languages, paying special attention to the English language as the language of international communication, to participate effectively in both the study process and fulfilling professional responsibilities;

B. General support aimed at home and international educators

- Develop and introduce courses in the curriculum and in-service training for the academic staff as general practice in the higher education sector, as the

research findings confirm that support provision to educators working in multilingual and multicultural classrooms is still one of the weaknesses of current HEIs practices;

- provide professional development assistance for educators to increase their understanding of, or expertise in, teaching methodology for the work in the multilingual and multicultural classroom;
- implement promotional activities aimed at raising awareness of the opportunities for gaining international experience;
- motivate educators to further develop their language proficiency;
- equip educators with the necessary background and skills to function effectively in the multilingual and multicultural learning space in view of the internationalization of higher education;
- offer courses to international lecturers in the state official language incorporating familiarization with the local culture and traditions;
- inform educators about the nature and level of support that will be given to help them meet the expectations that are placed on them in view of the internationalization of higher education;
- clearly communicate expectations for educators' further professional development;
- ensure formal and centralized opportunities for international educators to gain truly international experience within the host institutions.

C. General support measures aimed at home and international students

- Ensure the learning environment providing opportunities and encouragement to participate in the study process in ways that boost students' confidence and contribute to the formation of the positive international experience; to equip students with the necessary background and skills to participate in the study process within the multilingual and multicultural learning space in view of the internationalization of higher education;
- implement promotional activities aimed at raising awareness of the opportunities for gaining international experience;
- support students to adapt to academic, sociocultural and linguistic environments;

- ensure formal and centralized opportunities for students to gain truly international experience within the HEIs;
- encourage and support students to enhance their intercultural competence through the provision of the opportunities for effective social interaction on and off campus;
- inform students about the nature and level of support that will be given to help them meet the expectations that are placed on them in view of the internationalization of higher education.

Within the **economic and political rationales** driving internationalization given that their impact on HEIs is reflected in the commercialization and commodification of higher education and training at the domestic and international levels; the import and export of educational services and products; the changing role of national level education actors, both government and nongovernment; new regulatory and policy frameworks at all levels (fig.5.2), **HEIs should provide language support** to ensure effective participation in community-based partnerships with non-governmental institutions, public/private sectors; community service and intercultural project work; education and training for international partners and clients (life-long learning dimension); international development assistance programmes; cross-boarder education delivery; international partnerships and networks.

The research findings substantiate the following recommendations to fit the economic and political rationales driving internationalization as concerns the implementation of language studies:

- Responding to globalization and internationalization, emphasis on LSP education should be placed within tertiary level education;
- To facilitate the acquisition of professional competence, specialists from all scientific and scholarly domains should take specialized LSP courses during their undergraduate years;
- The emphasis on linguistic proficiency should be seen as vital within LSP courses for the application of language skills;

- The communication of information requires the use of unambiguous terminology, which reveals the necessity to emphasize the introduction of professional terminology in both languages (native and target languages) within the courses. Emphasis on translation, standardization (e.g. professional terminology) and promotion of consistency in the use of professional terminology (source and target language terminology) should be placed to ensure that future professionals are able to communicate their knowledge in the global business industry;
- Cooperation should be promoted at all levels (within particular study programme implementation, between HEIs, etc.) to prepare the graduates for effective functioning in the international community, as well as improve the quality of research and education. In this perspective, the higher education sector should become the key actor in building the environment which could be characterized as the common European education space enabling Europeans to feel that they are part of the strong heterogeneous society.
- The significance and the role of the higher education sector in the expansion of the economy has to be fully recognized and acknowledged in the context of the strive towards the successful implementation of the objectives set within the common European education space.

In general, the provision of language support to both students and educators should be ensured, as this is the only way to maintain high academic standards and the quality of education in the context of internationalization of higher education.

To conclude, the experts participating in the expert assessment of all the research phases came to the agreement that Latvia is “at something of a cross roads in its development”, as formulated by one of the experts and reiterated in a variety of ways by other experts. The following points to justify the claim were stated: “ Even though the direction towards internationalization has already been emphasized within the HE documentation, a question of how this change of emphasis should be realized is still open” (Exp. 1). “Since Latvia regained its independence, we have been struggling to become a nationally oriented or a national institution, but we now aspire to international status” (Exp. 2). “The policies or strategies within the institution are not always compatible, for instance, the policies regarding the language of publication”

(Exp. 3). “We should promote awareness among all those involved about the faculty development strategy” (Exp. 3). “We are not quite familiar with the most successful internationalization strategies even though we understand what we should aim towards. What are the steps?” (Exp. 3). These statements might imply that despite the statement in the missions of HEI, the actual steps are not formalized and promoted. “Internationalization is somewhere in the air and we just go on fulfilling our daily responsibilities” (Exp. 1). The opposing opinion held within the focus group members was that the reference to “cross-roads” did not necessarily imply that everything is just “in the air”. The claim was that “the whole society recognizes the dimension of internationalization and thus the opportunities associated with it” (Exp. 2).

The formation of the new, culturally and linguistically diverse learning environment rooted in the internationalization of higher education makes grounds for the unique setting for students and educators, which would definitely be beneficial for the both parties if support measures are introduced and promoted within a HEI.

CONCLUSIONS

The findings of the theoretical and empirical research conducted in the framework of the Doctoral Thesis titled **“Foreign Language Studies in the Context of Higher Education Internationalization”** imply the following conclusions:

1. The research trends both in Latvia and worldwide within the dimension of higher education internationalization can be conventionally subdivided into two major groups:
 - the research exploring international education and its impact on different aspects outside the domain of education (e.g. employment, mobility, equal opportunities, etc.);
 - the research exploring the 'inner' aspects of education as such – curricula, reforms in education, cultural differences in it, English as a global language in the context of internationalization of higher education.
2. The enhancement of the international dimension of teaching, research and service is value added to the quality of higher education systems.
3. The value of cultural diversity rooted in the internationalization of higher education shapes the grounds for the teaching and learning in higher education and the community at large.
4. The key role within the processes associated with the internationalization of higher education is assigned to languages – both local and foreign ones.
5. As English has expanded to become the preferred language of international communication in more fields, the need for more non-native users of English has become evident.
6. Proficiency in the English language ensures access to the world knowledge, therefore, if a student or an educator opts for learning of a foreign language, preference should be given to the English language.
7. Insufficient language competence may result in challenges for the career advancement.
8. Language studies should be given central position to in all the study programmes within the higher education curriculum and programmes

aimed at the professional development of the faculty staff.

9. The findings of the empirical research revealed that all the HEIs within the selected sample acknowledged the importance of the international dimension within their activities. Crucial steps towards raising the competitiveness level through the implementation of international programmes in foreign languages are made.
10. The findings of the empirical research revealed that all the HEI presented in the Latvian sample offered mandatory language courses as part of the curriculum, optional language courses as part of the curriculum and language courses outside the curriculum. However, certain language aspects are not paid sufficient attention to within the language studies (e.g. the role of academic writing skills is undervalued which leads to poor quality of academic writing and thus scientific communication). The awareness of this problem should be raised and the necessity to introduce such courses should be recognized by those involved in the development of the higher education curriculum.
11. The issue of language proficiency among the faculty staff can be viewed as one of the most significant challenges or reference points for the present moment, as most activities within the dimension of internationalization are aimed at students. However, the significance of the new competences of the faculty staff rooted in the new direction of the higher education sector towards the internationalization should not be undervalued. It should be recognized and promoted as one of the most crucial objectives within HEI.
12. Based on the data obtained in the framework of the focus-group discussion, it may be assumed that despite the apparent and recognized role of language studies in education, languages are paid insufficient attention to within the second- and third-cycle studies.
13. The exploration of language profiles of HEIs and language practices within the HEIs led to the conclusion that internationalization of higher education implied certain changes and developments to facilitate the successful implementation of the international dimension within the higher education in Latvia. Languages play a particularly crucial role within the processes related to internationalization. It is apparent that teaching and learning (e.g. using resources in English, etc.) through a foreign language

increases the cognitive load of both educators and students. In addition, both educators and students need to effectively function in a cognitively and conceptually demanding subject-specific academic language. These challenges are increased by the differences in not only *ethnic* and *local* cultures, but also in *academic* cultures and practices and *disciplinary* cultures in HEI contexts.

The research goal put forward in the framework of the Doctoral Thesis - **to explore how internationalization impacts language studies within HE curriculum and faculty staff professional development in order to identify types of linguistic scenarios in HEIs and work out a substantive framework for the elaboration of higher education curriculum and faculty staff professional development placing language studies in the focus of attention to facilitate the implementation of the higher education internationalization process** – was reached through the implementation of the objectives:

1. A typology of 6 linguistic scenarios attributed to the mono-, bi- and multilingual learning spaces in Latvian HEIs identifying the peculiarities of these Latvian scenarios was designed;
2. Pertinent reference points that define language studies within the HE curriculum and faculty staff professional development offered in the context of the scenarios within the typology were identified;
3. A substantive framework for the elaboration of higher education curriculum and faculty staff professional development related to language studies to facilitate the implementation of the higher education internationalization process was designed;
4. Recommendations for Latvian HEIs to cope with linguistic problems rooted in the new direction towards the global academic environment in the context of internationalization of higher education were put forward.

Research Novelty and Practical Significance

1. A typology of linguistic scenarios in Latvian HEIs identifying the peculiarities of these Latvian scenarios and stating the reference points that define language studies within the HE curriculum and faculty staff professional development offered in the context of the scenarios within the typology is introduced.
2. A substantive framework for the elaboration of higher education curriculum and faculty staff professional development related to language studies to facilitate the implementation of the higher education internationalization process is introduced;
3. Recommendations for Latvian HEIs to cope with linguistic problems rooted in the new direction towards the global academic environment in the context of internationalization of higher education are put forward.

The research follows the Europe 2020 Strategy to enhance the performance of ‘Youth on the Move’ as well as the Bologna Process towards 2020 and aims at supporting HEIs and the academic staff in their efforts to enhance the quality of their professional activities and prepare students for a career in a constantly changing labour market. To be competitive in the globalized world, it is crucial for the HEI to empower their students, graduates and faculty staff to study and work across national, linguistic and cultural borders.

The research outcomes will contribute to the promotion of high performance, innovation and a European and international dimension in HE teaching and learning in Latvia; support the implementation of the EU objectives for the promotion of common European learning space; help improve the quality and attractiveness of HEIs in Latvia; contribute to social cohesion and intercultural dialogue; promote employability of HE graduates; and encourage the learning of and learning through a multiple languages this way using the benefits of linguistic and cultural diversity.

The research results can be used in the elaboration of the curriculum and modification of faculty staff’s professional development programmes at the University of Latvia and other higher education institutions.

Based on the findings of the theoretical and empirical research, the following **theses** are put forward for the defence:

- Higher education internationalization and the dominance of the English language as the language of international communication/lingua franca/global language shape language policy and practices within higher education institutions in Latvia based on the internationalization rationales relied upon by a particular HEI.
- Rationales behind the internationalization of higher education (socio-cultural, academic, economic, political) relied upon by HEIs in Latvia predetermine the formation of a monolingual, bilingual and multilingual type of learning space with a certain linguistic scenario being implemented within a HEI: within the monolingual learning – Scenarios 1, 2, 3 (Scenario 1 – state language as the dominant language; Scenario 2 – English as the dominant language of instruction within the study programme implementation with the state language being the basic communication language; Scenario 3 – English as the dominant language of instruction and communication at all levels); within the bilingual learning space – Scenarios 4 and 5 (Scenario 4 – the majority of the programmes implemented in the state language, some programmes are implemented in the English language; Scenario 5 – the majority of the programmes implemented in the English language, some programmes are available in the state language); within the multilingual learning space – Scenario 6 (simultaneous use of multiple languages in study programme implementation).
- Study programmes in all the professional disciplines and professional development programmes for the faculty staff focusing on expert proficiency in the state language alongside with advanced proficiency in at least one foreign language enhance the quality of higher education and promote the sustainable development of the knowledge society, as members of the knowledge society can not function effectively in one language only, whether it be their mother tongue or a foreign, world language, e. g. English.

Further Research Perspectives

The research did not aim to provide the full generalizable report on the internationalization initiatives in the Latvian higher education sector, as the research

sample may not be representative for the practices within all the higher education institutions and the involved individuals at large. However, the typology of linguistic scenarios within the Latvian higher education sector may be used as the basis for further investigation within the Latvian higher education sector and higher education sectors worldwide to provide the comprehensive typology of all the possible existing scenarios, which would contribute to the foundation of the holistic view of the world internationalization practices. The typology introduced within the present Doctoral Thesis may be expanded through the study of internationalization practices in other Latvian higher education institutions, as well as other types of education institutions. The substantive framework introduced based on the findings of the theoretical and empirical research may be used as the basis or the reference point for the elaboration of higher education curriculum and faculty staff professional development related to language studies to facilitate the implementation of the higher education internationalization process within the Latvian higher education sector and the higher education sectors of other countries.

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The sources analyzed in Subchapter 1.2 **Research Trends and Perspectives within the International Dimension in Higher Education** are presented in Appendix 1E.

List of Tables and Figures

Tables

Table 1. Research Stages

Table 2. Key Areas within the Dimension of Higher Education Internationalization

Table 3. Higher Education Institutions and Colleges

Table 4. Code Frequency Distribution in Narratives

Table 5. Familiarity with the Concept of Internationalization

Table 6. Positive and Negative International Experience; Opportunities and Challenges

Table 7. Strengths and Weaknesses related to Language Use

Figures

Figure 1. Language Utility: Formula

Figure 2. Positions of Questionnaire Respondents in HEIs

Figure 3. Questionnaire Data for Students' Language Proficiency in the Respondents' Perception

Figure 4. Typology of Linguistic Scenarios in Latvian HEIs

Figure 5. Substantive Framework for the Elaboration of the Implementation of Language Studies in the Context of Higher Education Internationalization

List of Appendices

- **Appendix 1.** Comparison of Diffusion-of-English and Language Ecology Paradigms
- **Appendix 2.** Statistical Analysis of Languages Used in Publications
- **Appendix 3.** Sample of the linguistic analysis of terms conducted within the Case Study
- **Appendix 4.** Questionnaire designed in the framework of the IntlUni project “The Challenges of the Multilingual and Multicultural Learning Space” (An ERASMUS Academic Network – 1 October 2012 – 30 September 2015: 526646-LLP-1-2012-1-DK-ERASMUS-ENW).
- **Appendix 5.** Samples of Narratives
- **Appendix 6.** Substantive Framework for the Elaboration of the Implementation of Language Studies in the Context of Higher Education Internationalization

Appendices available on a CD – ROM

- **Appendix 1E.** Theoretical Perspectives and Research Trends within the Internationalization Perspective. Literature Sample for the Analysis
- **Appendix 2E.** Selected test samples conducted with SPSS 20 software
- **Appendix 3E.** List of homepages of HEIs under investigation

