

The Role of Language in the Internationalisation of Higher Education: an example from Portugal

VINCENT KERKLAAN, GILLIAN MOREIRA & KEES BOERSMA

Introduction

Under the influence of globalisation, 'higher education institutions' task environment changed dramatically in the last twenty years' (Vaira, 2004, p. 489) and universities have to cope with 'new cultural, social, political, and economic surroundings brought about by globalisation' (Kwiek, 2001, p. 31). In this context, globalisation refers to the growing interdependence and interconnectedness of modern institutions, which implies a flow of goods, services and people (Held & McGrew, 2000) and obliges HE institutions to face many new challenges, including the internationalisation of knowledge and means. These processes form the background which now frames the mobility of teaching, non-teaching and research staff and students, as well as the internationalisation of the research agendas of institutions and students' curricula.

The pressure on universities to raise their global profile in the competitive higher educational arena has led to the increasing importance of internationalisation for HE institutions (in Europe) today. Universities look across national borders and university boards set targets and outline strategies for internationalisation. Some of these strategies are agreed at national and international level, like, for example, the Bologna Declaration of 1999 (Barkholt, 2005; Kettunen & Kantola, 2006; Kehm & Teichler, 2006, Keeling, 2006). Since Bologna, the 29 signatory countries have been implementing the Bachelor-Master-Doctoral structure and putting into practice other instruments (ECTS credits, diploma supplement, etc) designed to level the terrain in higher education. Although the Bologna Process does not aim to create identical programmes, it has promoted a structure which allows qualifications to be compared and understood by everyone, enabling (in theory) the recognition of grades and qualifications across Europe, and leading to a higher level of mobility in the education and employment of students and graduates throughout Europe. In addition, it aims to create a European Higher Education Area that is capable of competing on the international stage and attracting students from outside as well as inside Europe.

These tendencies highlight the European language issue and the challenges of communication in a multilingual space. They oblige European university policy-makers to confront the language question and think about changing their curricula from local languages to the international standard: the English language. This process, however, is not without problems, not least of all because both instructors and students may have language constraints. There may also be obstacles at other levels, given the cultural and political sensitivity of the issue. Policy-makers at the local level, for example, may feel that the switch to English will be implemented at

the cost of the local language and teaching traditions, or there may even be legal constraints to the adoption of such a policy.

If we look at universities at a more local level, we can see that, despite global pressures, reactions depend on their past and history (Vaira, 2004; Beerkens & Derwende, 2007). Although internationalisation is seen as a success indicator, a university will flourish if it has developed strong links with local partners and agencies. This global-local dialectic becomes visible when we look at universities that are global institutions rooted in local traditions and networks. For example, Clark (1998) studied universities that have transformed themselves into entrepreneurial organisations. They are characterised by a strong steering core; a development periphery; a diversified funding base; a strong academic heartland and strong incentives towards internationalisation and transfer (Clark, 1998; Slaughter & Leslie, 1997; Van Vught, 1999). However, the entrepreneurial university presupposes the support of and even the participation in start-up businesses (mostly initiated by their alumni) in the *local or regional* community. Although globalisation has led to a convergence of practices at universities in this respect, institutional responses have differed because of local conditions — a process described by Green as glocalisation (Green, 1999; Tabulawa, 2007; Held & McGrew, 2000, especially Part 1; Chatterton & Goddard, 2000). In other words, the success of the entrepreneurial attitude can be found next door. And to stay active next door, the local language is of primary importance.

Universities are thus confronted with a dilemma: to transform their programmes into international curricula based on English, or to keep the local language as the main language of instruction and communication. And this issue has not yet been widely studied. Of course, there are European Surveys on Language Competencies that indicate levels of attainment in foreign language skills and there are studies into bilingual universities (Purser, 2000). Several studies pay attention to the problem of language in student exchanges (Teichler, 2004b), but how university members on a local level struggle with this dilemma in the context of internationalisation has not been studied in detail in the literature on higher education.

In this article, we will focus on the processes of internationalisation at the University of Aveiro that were part of Clark's study on the entrepreneurial university in order to learn more about how policy-makers and staff at a local level see and deal with the language issue. More precisely, we will present how the Rectorate and the Department of Languages and Cultures play a role in its internationalisation. Regarding adherence to the Bologna reforms, most of the UA's study programmes according to the Bologna pattern were launched in the academic year 2006/2007 and the remainder of the study programmes and all students found themselves in the Bologna model the following year.

Two impacts of Bologna are particularly important in this article: on the one hand, the growing importance and value given to mobility and internationalisation; and, on the other, the pressure on policy-makers to adopt a language policy, in particular to give study programmes a more international profile by adopting English as the medium of instruction. In the study on which this article is based, we hoped to find out more about how, at the University of Aveiro, these processes have led to local dilemmas, discussions and sometimes tensions about the role of the English language in processes of internationalisation and curriculum change.

The Internationalisation of European Higher Education Institutions

As stated above, the Bologna Process has brought a semblance of unity to study programmes all over Europe, but at the same time it has resulted in strong competition between the European universities. Universities now are not only bidding for students at the local, regional and national levels, but also at the international level (Denman, 2005, p. 13). In the context of the globalisation of higher education institutions, the term internationalisation is frequently used. However, as Knight (2004) points out, it is not altogether a clear concept:

Internationalisation is a term that is being used more and more to discuss the international dimension of higher education and, more widely, postsecondary education. It is a term that means different things to different people and is thus used in a variety of ways. Although it is encouraging to see the increased use and attention being given to internationalisation, there is a great deal of confusion about what it means (Knight, 2004, p. 5).

For the purpose of clarity, it can be defined as ‘. . . the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education’ (Knight, 2004, p. 11), and ‘. . . the concept of integration is specifically used to denote the process of infusing or embedding the international and intercultural dimension into policies and programmes to ensure that the international dimension remains central, not marginal and is sustainable’ (Knight, 2004, p. 12). The term process is used to show that internationalisation is an ongoing and continuing effort (Smeby & Trondal, 2005; Teichler, 2004a).

The outcomes of this process are certainly also visible in Portugal (Veiga, Rosa & Amaral, 2006; Teixeira, Amaral & Rosa, 2003). The Portuguese government has made great efforts to stimulate the internationalisation of its higher education system, partly by supplying grants for the training of its own Portuguese post-graduate students in foreign universities, and partly by providing space for special types of students in its institutions (descendants of Portuguese emigrants and students coming from Portuguese-speaking countries) (Veiga, Rosa & Amaral, 2006, p. 106). Since joining the European Union, efforts have been made to participate in the opportunities for internationalisation which this afforded. As a consequence of its adherence to the Bologna Process, the Portuguese Government enacted new legislation governing higher education, regulating the instruments necessary for the European Higher Education Area¹ and defining the three cycles of Bologna.² Thus, the functioning of ECTS as the national credit system was formalised, as was the adoption of other instruments to support mobility and transparency, namely, a European grading scale, study contracts for mobility and institutional information guides. The legislation requires that institutions provide these latter instruments both in the national language and in English. Regarding the adoption of the Bologna degrees, the academic year 2009/2010 was established as the deadline, allowing institutions to do so earlier (from 2006/2007), depending on their readiness. In the case of the University of Aveiro, a process of restructuring had begun some years earlier under the designation *Repensar os Currículos* (Rethinking the Curricula),³ which meant that it was well placed to present the great majority of its study programmes according to the Bologna model in the academic year 2006/2007.

In the interests of internationalisation and in order to offer adequate services and products to its members and environment, Portuguese (like other European) universities today look across national borders for collaborative partnerships which will enable them to benefit from the knowledge and experience of each other. For example, they now collaborate in a range of partnerships, networks and consortia to share specialised knowledge and enhance research, to support student mobility, as well as to consolidate their institutional position on the international scene. In addition, increased and better cooperation between universities leads to graduates who are more flexible, more skilled and more able to cooperate internationally, building a strong social and employability dimension into the higher education sector.

Globalisation and internationalisation have also led to institutional restructuring at the local level (in the introduction of this article referred to as glocalisation). In Portugal, this has led to organisational restructuring, such as the establishment of middle management (Tabulawa, 2007, and see for a Portuguese case: Santiago, Carvalho, Amaral & Meek, 2006), soft-managerialism and quality control (Rosa, Saraiva & Diz, 2005) and deregulation (Correia, Amaral & Magalhaes, 2002). Arguably, it is the middle management that forms a layer between the top-management of the university on the one hand and the local staff on the other. The middle management is held responsible for the implementation of the ideas of the higher management, such as the internationalisation policy and quality control. For this reason, we studied the policy, stance, opinions of the central, and higher management bodies in the Rectorate, and of the Department of Languages and Cultures of the University of Aveiro. This Department seemed particularly appropriate for our study, given that it has a high number of foreign teachers and students, as well as a high number of teachers and students that have been abroad. Moreover, almost every foreigner in the University comes in contact with this Department through the Portuguese as a Foreign Language course.

Methods and Research Population

The data for this study were collected from two main sources, the first comprising European Union documents, university papers and websites. At the University of Aveiro, we studied the documents and websites of the campus and of the Department of Languages and Cultures (<http://www.ua.pt>). The second source was the interviews we conducted with key informants about issues of internationalisation and language.

The written sources were policy documents and official statements, including those of the Rectorate. In addition, we were looking for the way local teachers and policy-makers give meaning to those issues. We found Weick's concept of sense-making particularly helpful. For Weick (1995, p. 6), sensemaking is about 'such things as placement of items into frameworks, comprehending, redressing surprise, constructing meaning, interacting in pursuit of mutual understanding and patterning.' He analyses sensemaking as an ongoing process which is grounded in identity construction and rooted in history.

The researchers of our study at the University of Aveiro were representatives of the management and central administration services,⁴ selected members of the Department of Languages and Cultures, and some external respondents, who were approached to answer additional questions about the organisational context of the Department. We chose to carry out interviews on the grounds that interview

studies in the context of higher education offer the possibility to analyse the sensemaking process at a local university, as shown before in a Swedish case (Svensson & Wihlborg, 2007). We conducted the interviews in 2006 with six representatives of the Rectorate and Central Administration Services, ten members of the Department of Languages and Cultures and three staff members from other departments. The group of ten persons from the Department of Languages and Cultures were all professors who held coordinating positions, either as study programme directors or Masters' coordinators. The student data were collected through observation and short informal talks.

Context and Internationalisation of the Portuguese Higher Education System

Although a detailed overview of the institutional development of the Portuguese higher education system is outside the scope of this article, a short overview will be given of the most important developments in the higher education landscape. This will provide an introduction to the context in which the University of Aveiro operates.

Before 1973, there were only four universities in Portugal. Now, there are 14 public universities (including the Open University) a non-integrated university school, ISCTE, and 15 public polytechnic schools (OECD, 2006) although the higher education network is much more extensive than this.⁵ This rapid expansion⁶ over the last 30 years, both in the number of institutions and student places and in the type and variety of educational offer, marks Portugal out from its European counterparts and has led to particular challenges for the national higher education context, particularly at a time of decline of the student-age population combined with the low level of academic qualification amongst the Portuguese population.

Awareness of the need to expand offer and access to higher education by the end of the 1960s led to several new universities and polytechnics being established in the early 1970s, including the University of Aveiro, which was founded in 1973. After the 1974 Revolution, Portugal entered a period of political and social transition, which led to a rapid expansion in demand for higher education places and a series of interrelated problems, including low academic success rates and high dropout and repetition rates.

By the early 1980s, the political and social situation had become more stable, but further development of the education system was problematic, due to several factors: the budget was constrained because of the difficult economic situation the country was facing and access to higher education was still restricted because of the limited enrolment numbers that the World Bank had imposed on Portugal the decade before. This situation created a growing group of young people that was denied access to higher education. To face this problem and also to face the problem of the high dropout rates, alternative educational structures were needed. A network of polytechnic institutions was established to offer shorter, more vocationally oriented degrees, thus offering an alternative to universities and going some way to meeting the needs of society. However, this was still not sufficient to respond to the demand for places in higher education by potential Portuguese students and so Portugal was faced with a rapidly expanding private higher education market, supported by the Portuguese authorities. The enrolment regime was redefined by giving the institutions greater autonomy.

When Portugal joined the European Union in 1986, the role of the World Bank, which had been so influential in the preceding decades, began to change. Portuguese universities became more aware that other European universities had similar problems and that it was essential to look across borders to find solutions. Although the autonomy that Portuguese Higher Education Institutions enjoyed meant that they were responsible for their own curricula and although there was some resistance to outside influences, the European Credit Transfer System, exchange programmes, student mobility, evaluations by other institutions and quality assessment all had their effect on the structure and curricula of the Portuguese Higher Education System (Teixeira, Amaral & Rosa, 2003).

In 1989, the World Bank produced a report for Portugal in which it concluded that the old universities still had privileges when compared with the more recently founded ones (including the University of Aveiro). In general, universities were favoured when compared with polytechnic institutions, which were seen as second class. Other issues mentioned by the report were the inefficiency of institutions and the fact that Portuguese higher education institutions were too dependent on government funding. This obstructed the development of higher education; solutions included the raising of tuition fees and looking for other ways of collecting revenue. Many of these issues continue to challenge higher education institutions in Portugal, which, in a time of contraction, also face strong competition amongst themselves '... because funding depends on the total institutional enrolment, both for public and private institutions, an accustomed competition for students is emerging and will become more important in the future' (Teixeira, Amaral & Rosa, 2003, p. 198).

It is against this background that we studied the University of Aveiro, one of Portugal's 'new' universities,⁷ which is generally considered to be one of the most dynamic and innovative in the country. In the academic year 2006/2007, 10,875 undergraduate and over 2,000 postgraduate students were registered, with a teaching staff of 1081 and a non-teaching staff of 457. The University hosted 426 international students in 2006 and 142 of its students were studying abroad on some kind of an exchange programme.

The UA is not a traditional university organised in faculties, but an integrated network organised according to a matrix structure based on polytechnic schools and university departments. It comprises 17 academic departments and autonomous sections (university education) and four polytechnic schools, 15 research units and four associated laboratories⁸ (2007). The Department of Languages and Cultures has 47 teaching and 4 non-teaching staff members and is equipped with computer rooms, audio-visual facilities, reading rooms, rooms reserved for research and post-graduate studies, an amphitheatre, a language laboratory and a newly opened multimedia laboratory.

Internationalisation at the University of Aveiro

At the University of Aveiro, national and international cooperation take place through participation in European education and research programmes, as well as on a bilateral and multilateral basis with partners worldwide. At the international level, it has relationships with several higher education institutions, individually or through the membership of university networks and consortia. Although there have been some budget cut-backs, it strongly supports student mobility and

educational/research programmes, which is why it has adhered to several European Union education programmes. Its commitment to Erasmus and the Lifelong Learning Programme is justified in its policy document in the following terms: 'creating an adequate institutional culture requires regular involvement in a diverse and highly qualified international environment'. The role of these programmes is 'of vital importance, particularly towards developing sensitivity to multiculturalism, use of foreign languages and strengthening of transversal competences' (University of Aveiro European Policy Statement).

In the field of international cooperation, the University of Aveiro has been and continues to be involved in the Erasmus, Socrates (Gordon, 2001) (http://ec.europa.eu/education/programmes/Socrates/Socrates_en.html), and now Lifelong Learning Programmes since these began in the 1980s. As well as Erasmus, which supports the European activities of higher education and promotes the mobility and exchange of teaching staff and students (Teichler, 2004b), the UA has been involved in Leonardo da Vinci (vocational training) (http://ec.europa.eu/education/programmes/llp/leonardo/index_en.html), Lingua (teaching and learning of languages), Minerva (ICTs and ODL in education), Grundtvig (Continuing Education), Comenius (quality of school education) and Tempus (cooperation between universities from EU Member States and the Western Balkans, Eastern Europe and Central Asia) (<http://www2.staff.fh-vorarlberg.ac.at/~nd//index.htm>), as well as the Mediterranean partner countries in higher education modernisation projects.

The UA is also involved in European programmes which support cooperation between higher education institutions in EU member states and those of other regions, such as Alfa, dating from 2002, which '... aims at the reinforcement of the European Union-Latin America cooperation in the area of Higher Education' (<http://www.programalban.org/index.php?lg=13>); Alfa, created by the European Commission to encourage cooperation between higher education institutions in Latin America and Europe, '... thereby creating networks for the implementation of joint academic activities; the mobility of postgraduates and university students, as well as other activities which contribute to regional integration' (http://ec.europa.eu/europeaid/projects/alfa/index_en.htm); and Vulcanus, which supports placements in Japanese industrial firms for EU students (http://www.eujapan.com/Europe/vulcanus_japan.html).

The UA participates in international networks such as EUCEN (European Universities Continuing Education Network), ECIU (European Consortium of Innovative Universities) (<http://www.eciu.org>), the Columbus programme, the European University Foundation — Campus Europae (<http://www.campuseuropae.org>). It is currently involved in four Erasmus Mundus programmes.⁹ The Erasmus Mundus programme started in 2004 (http://ec.europa.eu/education/programmes/mundus/index_en.html) to enable students from Europe and the rest of the world to follow Master courses in several European universities. It also aims to create openness in European universities, leading to cooperation between institutions inside and outside Europe. The final objective is to enhance interest and visibility of European Higher Education.

Finally, we should mention the protocols established with the Portuguese-speaking nations for the provision of postgraduate education (e.g. in Cape Verde and Mozambique), as well as numerous trans-national educational and research initiatives, including several thematic networks within Europe, inter-institutional

postgraduate programmes, and cooperation programmes with China, India and East Timor.

The Internationalisation Policy of the Rectorate

The official policy of the University of Aveiro regarding internationalisation is defined in the European policy statement of the University:

Basically what the statement emphasises is . . . the importance that the university attaches to European cooperation, European exchange of students and staff . . . this is an important item in the overall mission of the university.

There are three sides to the internationalisation of the University according to the vice-rector: a research side, a student side and an institutional side. First, with regard to research, the University has been active in international partnerships in research projects, researchers collaborate in international research circles and there is a significant number of foreign people working there as researchers.

Second, internationalisation is visible in the student mobility as it is organised under the Socrates-Erasmus programme and the Campus Europae initiative and other networks. Traditionally, the University has contacts in other Western European countries and with universities of the former Portuguese colonies like Brazil, but recently there has been an interesting increase in exchanges with Eastern and Central European countries. Although these programmes have been successful, their scope has been limited in comparison with the ambitions of European student exchange targets (with outgoing students reaching a total of around 150, approximately 1.2% of the student population as compared with a European target of 10%). Despite the increasing emphasis on student exchange and internationalisation, the restructuring of degree programmes in accordance with the Bologna cycles has meant that there is less space for mobility.

Finally, the third aspect of internationalisation is at the institutional level, or, more precisely, in the way the University is embedded in wider international academic circles. If we look to the founding generation, a high percentage of academic staff completed their doctoral studies abroad. Today, professors continue to incite post-graduate students to go abroad and invite foreign professors to come to the University. The Erasmus Socrates programmes were made a priority by successive Rectors. The Rectorate invested in this 'narrative of change' (Dunford & Jones, 2000; Gabriel, 2004) in order distinguish itself in the broader, Portuguese university context. The niche they saw was to be at the forefront of internationalisation. The current Rectorate maintains this international vision, declaring its goal to find ways of facilitating the mobility of students, teaching *and* non-teaching staff and to participate in networks of excellence, expanding involvement in Erasmus Mundus and looking forward to international doctoral programmes. In addition, the University aims to continue to support and develop education and research programmes with Higher Education Institutions in Portuguese-speaking countries and Latin America. In this view of internationalisation, the two faces of the language question are made clear. On the one hand, advanced training in the English language is seen as an important strategy to meet these goals, whilst on the other, great emphasis is given to cooperation with Portuguese-speaking nations on

the grounds that 'It is the common language and proximity in cultural understanding which give confer on us a great heritage which must be preserved at all cost' (Nazaré, 2005).

Portuguese in the Process of Internationalisation and the Role of the Department of Languages and Cultures

Portugal is a relatively small European country and the Portuguese language a small player on the European stage. Consequently, internationalisation may be more challenging because of language barriers, while at the same time, it is more important to improve scientific progress and quality in comparison with larger countries. Small countries are normally more active in internationalisation because their home market is smaller and there are fewer potential partners within the country (Smeby & Trondal, 2005, p. 451). On the other hand, the Portuguese language is important on the world stage, enabling Portugal to attract students and establish educational relationships with Portuguese-speaking countries. And, as we have seen, the relationship with Portuguese-speaking countries and Portuguese speakers in the rest of the world has been and continues to be a strong component of the University's international goals. In the quotation that follows, the vice-rector gives a clear vision about the communication policy of the University of Aveiro in this respect and also highlights the dilemma which is central to this article:

I must say we do not have problems in attracting researchers. In terms of students of course, our intake is Portuguese students — it is not international. It is only international for PhD studies and in limited numbers for master studies, for instance the Erasmus Mundus master. Those are clearly international. So what we plan is to increase the use of the English language in the master courses. To be able to start recruiting also more outside Portugal, but I also believe it is an obligation of the university, as a public university in Portugal . . . to keep Portuguese as the primary language of the university.

For its part, the Department of Languages and Cultures has an important role to play in this respect, being responsible for the courses in Portuguese and in foreign languages.¹⁰

Three interrelated issues come to the fore if we talk about the processes of internationalisation in the context of the Bologna reforms. In the first place, internationalisation needs an investment to be made by the Rectorate in order to meet the demands of an internationally-oriented university, particularly in structures and personnel needed to support a language policy. That higher education institutions should develop and implement their own specific and coherent language policy was a recommendation that emerged from the Berlin European Year of Languages Conference in 2001. Such policies should take into account that ' . . . the establishment of a European area of higher education can only be achieved if students are encouraged and enabled to develop multilingual and intercultural knowledge and skills. More generally, universities need to recognise their specific responsibilities to promote societal and individual multilingualism'.¹¹ Secondly, internationalisation needs the investment that has to be made by the teaching staff in order to internationalise the curriculum. And finally, the success of this process depends upon the way these two investments result in a greater international

exchange of students. Again, we have to consider the fact that these processes happen at a university that wants, on the one hand, to be connected to the local community and, on the other, to work across borders.

When we examine the University's internationalisation process and language policy, we see that the use of *multiple languages* is a problematic issue from several viewpoints, most notably from the communication and cultural perspectives.

In the first place, if the use and acceptance of diverse languages are seen as means of facilitating communication and attracting students, the use of English is seen as a means of increasing internationalisation and the visibility for the institution, and the use of Portuguese is seen as essential to maintain national identity and culture. It is the processes, which we have been discussing that have brought the complexities of the language issue to the fore. And there is a feeling that the issue does not get the attention it deserves. There was a general feeling that the stream of frontstage information by the board had to be improved. This means that the website and the electronic journal of the University have to improve and be in English. The same was said about the information about study programmes and university documents meant for an international audience. Not all of these information sources are available in English. The support staff members seem to support this concern, not necessarily in order to become an international university, but to become a more prominent and well-established one:

They forget that the language is an obstacle . . . we don't want to be an international university . . . we cannot . . . we know we cannot . . . so we want to be national . . . we are national . . . we are not regional . . . we are a national university and we have many connections with many other universities and we are known in many other places . . . but we need to be seen more . . . more known . . . and for that we need to be in English.

The Rectorate's policy is to work towards multilingual documentation. In a first stage, documents must be available at least in Portuguese and English. The professors support this policy, especially those with international experience. This does not mean that everything runs smoothly with regard to the English language, but the University makes an effort to meet the international standard. There were, however, also complaints about the availability of information in English. However, mostly due to the fact that the University restructured its website and remodelled its study programmes in accordance with the Bologna guidelines, the website does not yet provide all the information in English, or any other language, which is needed by international visitors.

Secondly, the internationalisation process of the University presupposes the importance of English language courses. Few departments, however, continue to support the inclusion of English (or any other foreign language for that matter) in the study programmes in their scientific areas, despite the centrality of (English) language proficiency for internationalisation and employability as well as academic success in many fields. On the other hand, very few disciplines are taught in English, on the grounds that it is neither economically viable nor pedagogically efficient. The Department of Languages and Cultures, however, runs a programme of evening classes in several languages, including English, in order to meet a growing demand for language competence. In fact, the offering of disciplines in English is seen by some staff members as a necessary step to

compete with other European universities. However, there was a great deal of scepticism, mainly because both the teaching staff and the students have to make a big investment in order to reach the standard that is necessary to set up English curricula. Until now, Portuguese universities, including the University of Aveiro, have not been completely prepared to give classes in languages other than Portuguese (it has only recently become legally possible). Perhaps ironically, economic globalisation, combined with the expansion and massification of education, have made students less willing and able to study in languages other than their own. At present, there is some reluctance from professors to give classes in English because of a heavy teaching load. Besides, some are reluctant to teach in a language which is not their own and in which they may not feel confident or competent:

I think the Rectorate is enthusiastic about the idea but at the same time it is working with limited conditions, because we have to see that in order for teachers to feel confident about teaching in a language that is not his or her own, they need to have extra training in English for instance (. . .) I am afraid teaching in a language that is not one's own is very difficult and it needs a lot of financial support.

Still, teaching in English will become increasingly important at the University of Aveiro, although this was not a straightforward matter for professors at the Department of Languages and Cultures. Neither were the support staff members thrilled with the idea of complete courses in English. The Erasmus Mundus Master programmes are seen as a positive development, but they also seem to present some potential dangers and that is why not all members see the need for education in English.

Finally, these efforts by policy-makers and teachers serve one major goal: the mobility of students. The external relations office mentioned that the University was very clear about this: by 2010, 10% of all students should have experience off campus. By off campus is meant either an internship (in Portugal or abroad) or a mobility experience. For this to be possible, students will have to invest in their language skills. It is in this regard that the Portuguese speaking countries offer the interesting possibility of internationalisation without having to adapt to another language. Brazil, a Portuguese speaking country, for example, might be more interesting than Europe. One professor said: *'they have lots and lots of students in Brazil'*. Certainly, opinions about the Bologna Process were very divided, from very positive to very negative. While it was recognised that the Department of Languages and Cultures had to adapt to the changing environment, the members also saw opportunities in the former Portuguese speaking countries. The respondents recognised that the university has always had an international attitude and that this started with people going abroad to do their PhDs and the large number of staff members inside the university that came back from the former colonies in the 1970s (this is also true for other institutes of higher education in Portugal, see: Veiga, Rosa and Amaral, 2006). Therefore the university's strong ties with the Portuguese-speaking nations across the world (Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tomé e Príncipe, East-Timor, Macau and Brazil) are regarded as an important, and more consensual, area of internationalisation in the future.

Conclusion

The challenges faced by entrepreneurial universities such as the University of Aveiro concerning internationalisation are great. In this article we have looked at some of the policies and opinions of the Rectorate with regard to the internationalisation of the University of Aveiro in the context of globalisation. And we have looked at the ways in which representatives of the management bodies and of the Department of Languages and Cultures view the language question within the domain of internationalisation.

It became clear that the Rectorate emphasises the importance of internationalisation, although this vision cannot be called a guiding force that leads the organisation with a strict hand in a certain direction. It is more to be seen as a set of guidelines to be used by members of the institution. The Rectorate is very conscious of the growing importance of collaboration with other, non-Portuguese higher education institutions through international consortia. Whereas the Rectorate has not a clearly delineated view of a consistent language policy, the Department of Languages and Cultures emphasised its importance. It is interesting to see that members of the Department of Languages and Cultures mentioned a lack of importance given to the Portuguese language and other languages as well as English.

For the University of Aveiro to operate internationally, the role of the Portuguese language and other languages will become increasingly important in the near future. As for regional development, regional and local companies and other entities will increasingly demand graduates who are skilled in, at least, one second language, and require language and intercultural training for their employees.

In conclusion, we note that internationalisation and the role of languages in this process are considered important for both the Rectorate and representatives of the central administration and the Department of Languages and Cultures. However, differing perspectives emerge at these two institutional levels. The former reveals a pragmatic attitude, oriented towards the need to make the university more visible internationally while maintaining local, regional and national attractiveness for students and society as a whole. The role of language is to secure the visibility of the institution as a modern institution and ensure the communication of its activities on an international scene. This situation can be resolved by recourse to English.

For the Department of Languages and Cultures, which includes Humanities and Language professionals, as well as foreigners, the language question is more complex. Its members showed themselves more sensitive to the cultural issues underpinning the choice or imposition of a lingua franca approach. They recognised the need to maintain the strength and visibility of the Portuguese language and culture on the international scene. However, they also recognised the need for English, as a facilitating language of communication.

The University of Aveiro has been an interesting case to study, not least because it illustrates a dilemma which has become increasingly central to internationalisation policies in many institutions and vital for the successful construction of the European Higher Education Area, i.e.: how to develop an economic but effective language policy which is not limited to English. The University of Aveiro seems to have opted for a commitment to English for the purposes of intelligibility and visibility, namely through the provision of information in English, a growing use of

English in international postgraduate programmes, and the qualification of personnel, while maintaining the majority of its functions in the national language. But the language issue does not stop here.

The real challenge for an internationalised institution in Europe today is how to provide a multilingual environment for students and staff which values the use of multiple languages and facilitates the exchange of students, teaching and non-teaching staff. Providing students and staff with the competences they need for participation in such an environment, in and beyond the university, requires serious attention to the need for generalised multilingual competences amongst the university population.

NOTES

1. Decree Law N° 42/2005 of 22nd February.
2. Decree Law N° 74/2006 of 24th March.
3. The University of Aveiro launched a process of curricular reorganisation in 1999, *Repensar os Curricula* to adapt the study programmes to the changing conditions and demands of higher education in Portugal/Europe. This process in many ways prepared the UA for the Bologna era and as a concrete result of this, it was amongst the first European universities to be awarded the ECTS label.
4. Housed in the Central Administration Building are the rectors and vice-rectors, the academic and administrative services, the administration and financial services, the external relations services, the international office, the internship and professional opportunities office and the quality assessment Office, the pedagogical and scientific councils, the pedagogical office, the under-graduate, post-graduate and polytechnic studies institutes, the research institute, technical and other services.
5. There are over 150 higher education institutions in Portugal, including public and private university institutions and polytechnic schools, some of which are integrated within universities (ENQA, 2006).
6. The student population expanded from around 30,000 in the 1960s to nearly 400,000 by the end of the 20th century, as it was opened to young people of all social classes since the early 70s (OECD, 2006).
7. The University of Coimbra, the oldest university of the country (over 700 years old), the University of Porto, the University of Lisbon and the Technical University of Lisbon belong to the group of 'old' universities. The other ten are the 'new' universities, which were founded in the early 1970s.
8. Associated Laboratory is a special status awarded by the Portuguese Ministry of Science and Technology.
9. The Erasmus Mundus programmes in which the UA participates are: JEMES — Joint European Masters Programme in Environmental Studies, EMMS — Joint European Masters Programme in Materials Science (as coordinating institution), FAME — Functionalised Advanced Materials and Engineering and HEEM — European Masters Degree in Higher Education.
10. The Department of Languages and Cultures in 2006 offered language tuition in Portuguese, English, French, German, Spanish, Chinese and Arabic as part of its study programmes; and Portuguese as a Foreign Language, and

several other languages, namely: Italian, Russian, Spanish, Japanese, Chinese and English, as part of its extra-curricular studies.

11. *Language Studies in Higher Education: a Key Contribution to Higher Education*. Draft Declaration of the Members of the Scientific Committee of the Berlin European Year of Languages 2001 Conference. <http://fu-berlin.de/elc/docs/BDecIEN.pdf>.

REFERENCES

- BARKHOLT, K. (2005) The Bologna Process and Integration Theory: convergence and autonomy, *Higher Education in Europe*, 30, pp. 23–29.
- BEERKENS, E. & DERWENDE, M. (2007) The paradox in international cooperation: institutionally embedded universities in a global environment, *Higher Education*, 53, pp. 61–79.
- CHATTERTON, P. & GODDARD, J. (2000) The response of higher education institutions to regional needs, *European Journal of Education*, 35, pp. 475–496.
- CLARK, B. R. (1998) *Creating Entrepreneurial Universities: Organisational Pathways of Transformation* (Oxford, International Association of Universities, Pergamon Press).
- CORREIA, F., AMARAL, A. & MAGALHAES, A. (2002) Public and private higher education in Portugal: unintended effects of deregulation, *European Journal of Education*, 37, pp. 457–472.
- DENMAN, B. D. (2005) What is a university in the 21st century? *Higher Education Management and Policy*, 17, pp. 9–28.
- DUNFORD, R. & JONES, D. (2000) Narrative and strategic change, *Human Relations*, 53, pp. 1207–26.
- ENQA (2006). *Quality Assurance of Higher Education in Portugal* (Helsinki, European Association for Quality Assurance in Higher Education).
- GABRIEL, Y. (2004) Narratives, stories and texts, in: D. GRANT, C. HARDY, C. OSWICK, & L. PUTNAM (Eds) *The Handbook of Organisational Discourse* (London, Sage).
- GORDON, J. (2001) The internationalisation of education — schools in Europe and the SOCRATES Programme, *European Journal of Education*, 36, pp. 407–419.
- GREEN, A. (1999) Education and globalization in Europe and East Asia: convergent and divergent trends, *Journal of Education Policy*, 14, pp. 55–71.
- HELD, D. & Mc GREW, A. (2000) *The Global Transformations Reader* (Cambridge, Polity Press).
- KEELING, R. (2006). The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse, *European Journal of Education*, 41, pp. 203–223.
- KEHM, B. M. & TEICHLER, U. (2006) Which direction for bachelor and master programmes? A stocktaking of the Bologna process, *Tertiary Education Management*, 12, pp. 269–282.
- KNIGHT, J. (2004) Internationalization remodelled: definition, approaches, and rationales, *Journal of Studies in International Education*, 8, pp. 5–31.
- KWIEK, M. (2001) Globalization and higher education, *Higher Education in Europe*, 26, pp. 27–38.
- KETTUNEN, J. & KANTOLA, M. (2006) The implementation of the Bologna Process, *Tertiary Education Management*, 12, pp. 257–267.

- NAZARÉ, M. H. (2005) *A Universidade de Aveiro: uma referência. Candidatura ao cargo de reitor (2006–2010)*.
- OECD (2006) *Background Report on Tertiary Education in Portugal*. http://www.mctes.pt/docs/ficheiros/Background_Report_on_HE_OECD_Final_10may061.pdf.
- PURSER, L. (2000) The bilingual university — general reflections on its origins, mission, and functioning, *Higher Education in Europe*, 25, pp. 451–459.
- ROSA, M. J., SARAIVA, P. M. & DIZ, H. (2005) Defining strategic and excellence bases for the development of Portuguese higher education, *European Journal of Education*, 40, pp. 205–221.
- SANTIAGO, R., CARVALHO, T., AMARAL, A. & MEEK, V. L. (2006) Changing patterns in the middle management of higher education institutions: The case of Portugal, *Higher Education*, 52, pp. 215–250.
- SLAUGHTER, S. & LESLIE, L. (1997) *Academic Capitalism: Politics, policies and the entrepreneurial university* (Baltimore, Johns Hopkins University Press).
- SMEBY, J. & TRONDAL, J. (2005) Globalisation or Europeanisation? International contact among university staff, *Higher Education*, 49, pp. 449–466.
- SVENSSON, L. & WIHLBORG, M. (2007) Internationalisation in the Swedish nurse education from the perspective of teachers involved: An interview study, *Higher Education*, 53, pp. 279–305.
- TABULAWA, R. (2007) Global influences and local responses: The restructuring of the University of Botswana, 1990–2000, *Higher Education*, 53, pp. 457–482.
- TEICHLER, U. (2004a) The changing debate on internationalisation of higher education, *Higher Education*, 48, pp. 5–26.
- TEICHLER, U. (2004b) Temporary study abroad: the life of ERASMUS students, *European Journal of Education*, 39, pp. 395–408.
- TEIXEIRA, P., AMARAL, A. & ROSA, M. (2003) Mediating the economic pulses: the international connection in Portuguese higher education, *Higher Education Quarterly*, 57, pp. 181–203.
- VAIRA, M. (2004) Globalization and higher education organizational change: a framework for analysis, *Higher Education, Journal of Teacher Education*, 48, pp. 483–510.
- VEIGA, A., ROSA, M. & AMARAL, A. (2006) The internationalisation of Portuguese higher education: how are higher education institutions facing this new challenge? *Higher Education Management and Policy*, 18, pp. 105–120.
- VAN VUGHT, F. (1999) Innovative universities, *Tertiary Education and Management*, 5, pp. 347–354.
- WEICK, K. E. (1995) *Sensemaking in Organizations* (Thousand Oaks, Sage).