

Spectrum of modalities – the medium of instruction

| National languages | Programmes and modules in English | English as an academic <i>lingua franca</i> | Parallel languages | Multilingualism | English only |
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| <p>The national language is the medium of instruction.</p> <p>In multilingual countries, more than one national language may be promoted.</p> | <p>Some programmes are taught in English to attract students from other countries or to offer students an international orientation and career (i.e. the 'brain gain' argument).</p> <p>HEIs offer English equivalents of programmes formally taught in the national language. It is often a common practice that if no international students attend the programme, the language of instruction switches back to the national language.</p> <p>EMI programmes are primarily the result of bottom- up strategies.</p> | <p>Some programmes are taught in English, mostly to attract foreign students, but also to promote internationalisation at home.</p> <p>Language policies promote the use of English or another foreign language.</p> <p>Overall strategic development at the institutional level of the HEIs.</p> | <p>The national language loses domain as an academic language.</p> <p>Parallel language policies are adopted, in which it is specified that the coexistence of English and the national language(s) has to be observed and practised in the domains of teaching and administration (and sometimes also of publication).</p> | <p>The HEI opts for multilingual practices, where the idea of partial language competences and simultaneous use of multiple languages in one interaction is practised.</p> <p>The HEI has then become a multilingual learning space, which also has didactic and pedagogical consequences.</p> | <p>English is the unique language of instruction.</p> <p>If a HEI considers English to be the only academic <i>lingua franca</i>, then the promotion of English is seen as a <i>conditio sine qua non</i> in the international academic competition.</p> |

Based on the survey conducted in the first year of the project, IntUni has identified this spectrum of modalities (languages of instruction). Taking into consideration recent literature on the internationalisation of European Higher Education, and recognising that there may be exceptions to the categories in this spectrum, it still seems fair to say that they cover the situation in European Higher Education today.