

EMI

Across Languages, Disciplines, and Contexts

Editors

Simone Sarmento
Ana Luiza Pires de Freitas
Rozane Rodrigues Rebechi
Marine Laísa Matte

 Letraria®

Simone Sarmento
Ana Luiza Pires de Freitas
Rozane Rodrigues Rebechi
Marine Laísa Matte
(Editors)

EMI

Across Languages, Disciplines, and Contexts

Araraquara
Letraria
2026

Ficha catalográfica

Dados Internacionais de Catalogação na Publicação (CIP)
(Câmara Brasileira do Livro, SP, Brasil)

EMI Across Languages, Disciplines, and Contexts
[livro eletrônico] / (editors) Simone Sarmento...
[et al.]. -- Araraquara, SP : Letraria, 2026.
PDF

Vários autores.

Outros editores: Ana Luiza Pires de Freitas, Rozane
Rodrigues Rebechi, Marine Laísa Matte

Bibliografia.

ISBN 978-65-5434-225-4

DOI 10.5281/zenodo.22282889

1. Artigos - Coletâneas 2. Inclusão 3. Língua inglesa
4. Línguas e linguagem I. Sarmento, Simone. II. Freitas, Ana
Luiza Pires de. III. Rebechi, Rozane Rodrigues. IV. Matte,
Marine Laísa.

26-393465.0

CDD-410

Índices para catálogo sistemático:

1. Linguística 410

Cibele Maria Dias - Bibliotecária - CRB-8/9427

| Table of Contents

Foreword Ute Smit	8
Acknowledgments to Reviewers	10
Situating ICLHE: Language, Internationalization, and Inclusion in Higher Education Simone Sarmento, Ana Luiza Pires de Freitas, Rozane Rodrigues Rebechi, Marine Laísa Matte	11
Part I – Internationalization, Language Policy, and Inclusion	24
1. English as a Medium of Education in Internationalization: For What and for Whom? A Roadmap for Teaching Glocally Ana Luiza Pires de Freitas, Bernardo Sfredo Miorando, Julie Celine Walaszczyk, and Fernanda Correa Soldatelli	25
2. Aligning With Europe Through Language Policy, Bologna and the Internationalization of Higher Education in North Macedonia Vesna Prodanovska-Poposka, Marija Todorova, and Tatjana Ulanska	41
3. Language Dynamics and Co-Authorship in the Internationalization of Higher Education in Latin America and the Caribbean Cláudio França and Kyria Finardi	52
4. The Role of English Language Proficiency in Brazilian EMI Practices: Toward an Inclusionary and Egalitarian Framework Lucas Henrique Fogaça Marengo, Simone Sarmento, and Ana Beatriz Arêas da Luz Fontes	65
5. EMI Implementation at UFSM: Challenges, Opportunities, and Inclusion Gabriel Salinet Rodrigues, Graciela Rabuske Hendges, and Juliana Michelin Ribeiro	77
6. Learners' Perceptions of EMI and Internationalization at the Federal University of Pará Anderson Francisco Guimarães Maia, Rafael de Souza Timmermann, and Tatiane Lopes Moreira	93

Part II – Lecturers, Support, and Professional Development	106
7. EMI Teachers’ Language Support Needs Across Contexts: Cause for Tensions and Opportunities for Inclusion Marie Vander Borgh	107
8. Navigating EMI Lecturers’ Teaching Anxiety: Insights and Implications for Support Mladen Marinac and Irena Vodopija-Krstanović	128
9. Designing Glocally Responsive EMI and Intercultural Competence Faculty Development at a Brazilian Federal University Marcelo Kremer	146
10. Designing E-Learning Units for English-Medium of Instruction (EMI) Professional Development: Theoretical and Practical Considerations Patrick Studer, Paul Kelly, Nadja Sudalei Spillmann, Lisa Hüther-Pape, Nele Koehler, and Luis Raufeisen	164
11. Engineering Through English: Preparing Engineering Faculty for English-Medium Education Ana Luiza Pires de Freitas, Cristina Kroeff Schmitz Gibk, and Cristina Nassar	181
12. The Role of Academic Literacy in an EMI Teacher Training Course Vinícius Oliveira de Oliveira	205
13. Reframing Language Teachers’ Roles in ICLHE from a Course on Interculturality in Healthcare Ana Luiza Pires de Freitas, Julie Celine Walaszczyk, and Fernanda Correa Soldatelli	216
Part III – Language, Academic Literacies, and Disciplinary Participation	229
14. Professional (Content/Subject) Language Is Like the Air Wenchao Liao	230
15. Translanguaging and Integrated Support in Two Brazilian EMI Courses Emmanuelle Pereira da Costa, Simone Sarmento, and Deise Prina Dutra	248
16. Fostering Terminological Autonomy Through a Student-Constructed Glossary in EMI-Oriented Higher Education Juliana Monteiro dos Santos Almeida and Ana Eliza Pereira Bocorny	259

17. Beyond Language: The Influence of English on Scientific Writing in Higher Education	279
Luciana Martiliano Milena and Danusa Munford	
18. Citation Practices in Brazilian Applied Linguistics: Implications for Inclusive EMI	290
Simone Sarmento, Maria Eduarda Faleiro, Maria Eduarda Muller, and Roberta Wagner Ballejo	
19. Rethinking Case Studies: CLIL and the Implications for Undergraduate Students of Public Relations	302
Marcelo Concário	
20. Plans in Action: Integrating Language and Methodology in a Teacher Education Context	315
Luciana Aguiar de Oliveira and Sandra Elisabeth de Oliveira Santos	
21. Research Announcement: Is There More to Scientific English Than Reading? Speaking, Listening, and Writing in “English for Science” Courses	330
Meggie Rosar Fornazari	
Part IV – Situated Educational Practices Across Disciplines	338
22. The Use of English in UFCSPA Courses	339
Ana Beatriz Gorini da Veiga, Tanira Alessandra Silveira Aguirre, Caroline Buss, Felipe Borges Almeida, Mauro Mastella, and Helena Maria Tannhauser Barros	
23. Talks in Clinical Lab: Integrating English-Medium Instruction and Clinical Laboratory Education in Biomedical Sciences	351
Helena Schirmer, Vanessa Suñé Mattevi, and Sandrine Comparsi Wagner	
24. Positive Psychology in Organizational and Healthy Workers’ Contexts: Bridging Theory, Critical Reflection, and English-Medium Education	364
Ana Luiza Pires de Freitas and Ana Cláudia Souza Vazquez	
25. Integrating Ethics and Language in Higher Education: Two English-Medium Experiences	376
Ana Luiza Pires de Freitas and Ana Carolina da Costa e Fonseca	

26. Talks About Healthcare Software: Biomedical Informatics through English as a Medium of Education (EME)	388
Ana Luiza Pires de Freitas and Juliana Silva Herbert	
27. Integrating Content and Language Learning into Healthcare Education: An Experience Report of an Artificial Intelligence	396
Johanna Billig, Melissa Fortes, and Silvio Cesar Cazella	
28. Quantum Coaches: Training the International Physicists' Tournament Team of Unicamp	404
Pierre-Louis de Assis and Leandro Tessler	
29. EMI as a Bridge to Brazilian Portuguese: Engagement in an Online International Course	414
Luciane Sturm, Cleo Pletsch, and Jancileidi Hübner	
30. Gastronomy as Language: Sensory Mediations of Culture in an International Academic Event	431
Laura von Hoonholtz Barreto, Leandro Frosi, Antônia Kneipp Cargnelutti, and Ana Luiza Pires de Freitas	
About the Editors	442
About the Contributors	444

| Foreword

Ute Smit

University of Vienna

ICLHE Chair

This volume includes papers developed from conference contributions to the 8th ICLHE conference on “EMIInclusion: Integrating Content and Language for Egalitarian Higher Education”, which took place in Porto Alegre, Brazil, from the 24th to the 27th of September 2025. As a typical book of proceedings, this publication might thus not seem that unusual in academia, not even when its production phase of a year is impressively expedient, reflecting effective work on behalf of the contributors and especially the editors. What makes it truly remarkable, however, is the story behind it, which it is my privilege to unfold. But not to worry – as the opening act, I’m not aiming at a complete narrative of events here, but rather at an appraisal of the conference that has made this book possible.

While the label of ‘8th ICLHE conference’ hints at continuity rather than innovation, this event was truly ground-breaking in terms of its location and, linked to that, academic focus. Hosted by the Federal University of Health Sciences of Porto Alegre (UFCSPA) and the Federal University of Rio Grande do Sul (UFRGS), it was the first ICLHE conference outside Europe; the first time our members and other academics, researchers and teacher (educators) interested in English medium higher education and, more generally, the intersection of content and language in higher education could meet and learn from each other on non-European soil. While we have had numerous online international events – after all, our members are based in more than thirty countries all over the globe – the three conference days in the South of Brazil provided clear proof of how enriching and important the physical setting is for situated and contextualised exchange and discussion, also repositioning who and what is (not) local and more or less ‘normal’, in the sense of to be expected.

With all educational topics and concerns integrally shaped by contextualisation, the location of the event was not only relevant for us participants, but arguably even more crucial for our academic interest and conference focus, i.e. “EMIInclusion: Integrating Content and Language for Egalitarian Higher Education”. As topicalised across presentations and succinctly pointed out in Robert Wilkinson’s plenary address, EMI, while all-pervasive in higher education institutions world-wide, is fundamentally diverse: “That which we call EMI is EMI, even if it differs from all other events equally termed EMI”. This definitional fuzziness requires a fully situated approach, recognizing that EMI policies and practices can only be handled or investigated comprehensively when considering their respective ecologies systematically (e.g. Dafouz & Smit, 2020). In this connection, Southern Brazil was a particularly welcome conference location: set in a large country whose main educational language is Portuguese, but bordering to Spanish-speaking Latin America, which is home to a diversity of linguacultural communities, this area comes with a history of multilingual stratification. With EMI a relatively recent and still marginal phenomenon, the globally induced call for more English in higher education is not only met with support but

also with resistance against its potentially divisive force causing further inequality. This serious issue that Brazil shares with many other settings globally (e.g. Mirhosseini & De Costa, 2025) was one of the motivators for the conference in the first place, as reflected in the conference title, calling for egalitarian and inclusive English-medium higher education through integrating content and language.

Apart from quoting the name of our association, *integrating content and language* can also be understood as the vision we have of how EMI in all its fuzziness should be conceived of, implemented and investigated. Rather than focusing on English as medium of instruction, the conference as well as our association argue that the focus should be placed on the teaching and learning practices and the integral role language and languaging play in the educational process. Such an approach, which foregrounds the institutionalized educational aims and relevant (critical) pedagogical practices, is also at the forefront of the chapters in this volume. Profiting from the conference location, the predominantly Brazilian papers reveal a clear interest in carefully and critically investigating how teachers and students can (be supported to) make their teaching and learning undertakings (more) successful and enriching educational experiences by using English, Portuguese and other resources in discipline-specific ways. For the range of topics covered in detail, the challenges identified and potential solutions offered in different Latin American, European and Chinese contexts, you are heartily invited to peruse the chapters of this volume!

Let me finish this Foreword by emphasizing that our Brazilian conference was a true highlight for the association and all its members. My most heartfelt thanks go to Ana Luiza Pires de Freitas and Simone Sarmento for their courage and vision to plant the conference seed, their perseverance in making it grow and develop, and their hard work in reaping its fruits, first and foremost this very volume.

| References

- Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the internationalised university*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-23463-8>
- Mirhosseini, S.-A., & De Costa, P. I. (Eds.). (2025). *Critical English medium instruction in higher education*. Cambridge University Press. <https://doi.org/10.1017/9781009386456>
- Wilkinson, B. (2025, September 26). *EMI: A dominating trend—Thoughts in progress* [Online plenary address]. 8th International Conference on the Integration of Content and Language in Higher Education, Porto Alegre, Brazil.

Acknowledgments to Reviewers

The editors acknowledge the scholars listed below for their careful reading and thoughtful evaluation of the chapters included in this volume. Their expertise, constructive comments, and generous engagement contributed significantly to strengthening both the individual contributions and the volume:

Bernardo Sfredo Miorando (UFCSPA)

Bianca Rigamonti Valeiro Garcia (UFABC)

Cláudio Márcio de França (UFES)

Cristina Kroeff Schmitz Gibk (UNISINOS)

Deise Prina Dutra (UFMG)

Denise von der Heyde Lamberts (UNIPAMPA)

Emmanuelle Pereira da Costa (UFRGS)

Felipe Furtado Guimarães (UFES)

Gabriel Salinet Rodrigues (UFSM)

Graciela Rabuske Hendges (UFSM)

Helena Vitalina Selbach (UFPEL)

Julie Celine Walaszczyk (UMONS)

Luciana Cabrini Simões Calvo (UEM)

Luciane Sturm (UPF)

Marcelo Concário (UNESP)

Marcelo Kremer (UFSC)

Marine Laísa Matte (IFSUL)

Mario José Molina Naar (UNIANDES)

Melissa Santos Fortes (UFCSPA)

Mladen Marinac (VELERI)

Patrick Studer (ZHAW)

Rafael de Souza Timmermann (UFPA)

Ricardo Yudi Akiyoshi (UFCSPA)

Sandra Mari Kaneko Marques (UNESP)

Taisa Pinetti Passoni (UTFPR)

Vinícius Oliveira de Oliveira (UFMS)

2. Aligning With Europe Through Language Policy, Bologna and the Internationalization of Higher Education in North Macedonia

Vesna Prodanovska-Poposka

St. Kliment Ohridski University

Marija Todorova

Goce Delcev University

Tatjana Ulanska

Goce Delcev University

Abstract: Europe is characterized by remarkable cultural and linguistic diversity, with more than 250 languages spoken across the continent. The European Union (EU) promotes this diversity through a language policy that values multilingualism, language proficiency, and respect for linguistic and cultural plurality. At the same time, the Bologna Process seeks to harmonize higher education systems by facilitating academic cooperation, mobility, and degree comparability. Although they follow different approaches, both initiatives contribute to the shared goal of internationalizing higher education. This paper examines the relationship between European language policy and the Bologna Process, focusing on their combined influence on the internationalization of higher education in North Macedonia, a candidate country for EU membership. It outlines the principles and key instruments of both frameworks and discusses how they support international cooperation and educational integration. The European language policy provides the communicative foundations for mobility and collaboration through instruments such as the Common European Framework of Reference for Languages (CEFR) and the promotion of multilingualism. The Bologna Process complements this by establishing structural mechanisms, including the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement, and joint degrees, which facilitate student and staff mobility, institutional cooperation, and the recognition of qualifications. The paper argues that, despite their distinct objectives and instruments, European language policy and the Bologna Process are mutually reinforcing. Together, they create the linguistic and structural conditions that foster the internationalization of higher education and support North Macedonia's integration into the European Higher Education Area.

Keywords: European language policy, multilingualism, Bologna Process, internationalization, higher education, North Macedonia.

| Introduction

A critical factor in shaping language policy is the need to acquire foreign language skills. This necessity arises in many areas of everyday life, such as the development of international relations, diplomacy, foreign trade, mobility of scientific personnel, translation of scientific and artistic literature, and the education system (e.g., student mobility). Foreign language knowledge is increasingly regarded as economic capital rather than strictly cultural wealth for an individual, as it represents one of the most important skills considered by employers during the hiring process. Therefore, investing in foreign language learning benefits both individuals and society as a whole (Beadle et al., 2015). As noted by the European Commission (2016), language competences are indispensable for mobility, cooperation, and mutual understanding across borders (see also Beadle et al., 2017). Mobility and internationalization are among the key aspects of the Bologna Process, a reform of higher education that leads towards internationalization. The comparison between the European Union and the United States serves to highlight two contrasting approaches to linguistic diversity. While the United States has historically relied on English as the dominant language in public life despite its multilingual population, the European

Union has adopted multilingualism as a fundamental value, recognizing all official languages of its Member States and actively promoting linguistic diversity through education and policy. This distinction provides an important context for understanding why language policy occupies such a central place in the European integration process. Alongside these language policy developments, the Bologna Process, launched in 1999 through the Bologna Declaration signed by ministers from 29 European countries, introduced a common framework for higher education based on comparable degree structures, quality assurance, academic mobility, and mutual recognition of qualifications. Although the European Language Policy and the Bologna Process originated from different policy domains, together they have become complementary pillars supporting the internationalization of higher education across Europe. In light of these developments, this paper explores how the European Language Policy and the Bologna Process together contribute to the internationalization of higher education in North Macedonia, a candidate country for European Union membership. It examines how these complementary European initiatives, i.e., one fostering multilingualism and respect for linguistic diversity, the other harmonizing degree structures and promoting mobility, jointly facilitate cooperation, comparability, and competitiveness within the broader European Higher Education Area. The study offers insights into North Macedonia's implementation of these frameworks and their effects on the country's educational integration and international positioning. From an ICLHE perspective, these policy developments are also relevant because internationalization and multilingualism increasingly shape how disciplinary knowledge is taught, learned, and communicated in higher education. Mobility, multilingual repertoires, and the growing use of additional languages in academic settings create conditions in which language development and content learning cannot always be treated as separate processes. European language policy and the Bologna Process can therefore also be understood as providing part of the broader policy environment within which integrated approaches to content and language in higher education have developed.

| European Language Policy: Principles and Tools

The European Union (EU) distinguishes itself through its commitment to preserving and promoting the linguistic and cultural diversity within its territory, recognizing multilingualism as one of its fundamental values. Since its inception, the EU has regarded multiculturalism and multilingualism as defining characteristics of European integration. Promoting and supporting multilingualism is part of the fundamental principles of European language policy. The EU actively develops language policy, which aims to define the role of languages within the education system. EU language policies promote reforms in the education system, specifically in the process of learning foreign languages. These reforms concern changes in curriculum development, teaching plans, textbooks, assessments, and the organization of the teaching process, including teaching methodologies for foreign languages. The goal is to plan and introduce multilingual teaching that will prepare students for a multilingual world (European Commission, 2016). The foundation for these reforms is the Common European Framework of Reference for Languages

(CEFR), originally published in 2001 and updated through the Companion Volume (Council of Europe, 2020), which reflects the current reference framework for language learning, teaching, and assessment across Europe.

| Multilingualism in European Language Policy

Within European language policy, multilingualism is regarded as a fundamental value and a key objective of education, cultural cooperation, and social integration. According to the CEFR, multilingual competence extends beyond the knowledge of several languages and emphasizes the ability to draw on different linguistic and cultural resources in communication. This approach reflects the European Union's commitment to linguistic diversity, intercultural dialogue, and lifelong language learning. In 2007, the Union introduced the position of European Commissioner for Multilingualism to advance and protect multilingualism in member countries. Leonard Orban, the first commissioner (serving from 2007 to 2010), promoted practical benefits of multilingualism, emphasizing how language knowledge positively influences careers and businesses (Orban, 2009). Promoting language learning and linguistic diversity supports a healthy multilingual economy and grants citizens access to EU legislation in their languages (Kuźelewska, 2014, pp. 2-4). Multilingualism continues to be a fundamental principle of European language policy. According to CEFR documentation (Council of Europe, 2001, p. 4), the aims of European language policy include:

- preparing Europeans for enhanced international mobility and cooperation across education, culture, science, trade, and industry;
- promoting mutual understanding, tolerance, respect for identities, and effective international communication;
- maintaining and developing the richness of European cultural life through better mutual knowledge of national and regional languages, including less commonly taught languages;
- meeting the needs of a multilingual and multicultural Europe by enhancing Europeans' ability to communicate regardless of linguistic and cultural boundaries;
- avoiding risks resulting from marginalization of those lacking necessary communication skills in an interactive Europe.

| Key Characteristics of Multilingualism

According to the CEFR (Council of Europe, 2001, as cited in Stoycheva, 2006), the key characteristics of multilingualism are:

- Multilingualism is a complex communicative ability that includes all the languages a person masters (Council of Europe, 2001, pp. 15, 163);

- The knowledge and experiences gained through learning a language spread within one's cultural environment, starting from the family language, through the language of the entire society, to other languages studied at school or acquired through direct contact with speakers of languages different from one's own. These languages and cultures are not "stored" in separate mental compartments but are mutually interconnected;
- In multilingual communicative competence, languages are mutually connected and influence each other;
- Linguistic and cultural competences in one language modify competences in another language;
- Multilingual competence forms part of broader multicultural competence. However, the development of communicative ability and cultural competence are not always directly correlated;
- Multilingual and multicultural competences are variable and uneven because an individual acquires different levels of competence in the languages they study, and the multicultural profile differs from the multilingual profile of the person (Council of Europe, 2001, p. 163).

Multilingual and multicultural competences allow combinations and transformations of various kinds. This means it enables "switching" from one language to another, the use of mixed linguistic forms, and mediation between languages. The Common European Framework precisely defines the objectives of foreign language teaching, directed towards the development of multilingualism. These objectives have evolved - the goal of foreign language teaching is no longer the mastery of different languages learned in isolation from one another, but rather the development of a spectrum of languages. Language learning and the development of multilingual competence are considered lifelong tasks. Education systems should broaden the range of languages available for selection by interested learners, thereby ensuring opportunities to develop multilingual competence. Motivation, ability, and self-confidence should be encouraged in young people to face new challenges beyond school. The responsibility of educational institutions, examination committees, teachers, and professors should not be limited to achieving a certain level of proficiency but should continue through lifelong learning and improvement processes.

| The Bologna Process and Internationalization

The Bologna Process is one of the largest reforms of higher education in Europe. It is the result of many years of educational reform within the European Union (EU) and across Europe more broadly. The main idea was to promote student mobility and, more recently, degree recognition (Roper, 2007, p. 52), meaning that education systems would become more similar so that students could study more easily in different countries and have their degrees recognized internationally. The reforms were designed to create a common European space in higher education, which would help prepare a highly skilled workforce able to compete worldwide. In other words, the Bologna Process was about building a knowledge-based society that would be

strong in the global market. It was also meant to be a shared strategic framework for countries to exchange educational policies and experiences, while at the same time making Europe more attractive and competitive economically (Munar, 2007, p. 80). The Bologna Process officially began with the signing of the Bologna Declaration in 1999 by ministers from 29 European countries. Its primary objective was to establish the European Higher Education Area through comparable degree structures, quality assurance, and enhanced student and staff mobility. The ministers once again emphasized that compatible and comparable qualifications and systems were essential to increase the attractiveness and “international competitiveness of the European system of higher education” (European Ministers of Education, 1999, p. 2).

The Bologna Declaration set out six main goals for reform. One of the central commitments was the introduction of a two-cycle degree system: the first cycle lasting at least three years and leading to a qualification “relevant to the labor market” (European Ministers of Education, 1999, p. 3), and the second cycle leading to a master’s or doctoral degree. To make qualifications easier to understand and compare across countries, ministers introduced the Diploma Supplement, already integrated into the Lisbon Recognition Convention, and agreed to implement a credit transfer system to promote student mobility. Another priority was to remove barriers to mobility not only for students, but also for teachers, researchers, and administrative staff. Quality assurance was also emphasized to develop comparable criteria and methodologies across national systems. In addition, the ministers highlighted the importance of a European perspective in higher education, particularly in curriculum design, cooperation between institutions, mobility programs, and integrated study, training, and research.

As countries began implementing the reforms to build the European Higher Education Area, they adopted and developed three main tools: the Diploma Supplement, the European Credit Transfer and Accumulation System (ECTS), and qualifications frameworks. While only a few countries had developed national qualifications frameworks (NQFs) at the beginning, aligning them with a European framework soon became a key priority to support structural reforms (European Higher Education Area, 2023, pp. 22–23).

The Bologna Process has not only reflected internationalization of European higher education but has also actively promoted it. Internationalization has been one of its key strategies, closely linked to the broader goal of creating a unified and competitive European Higher Education Area (EHEA) (European Higher Education Area, 2020). This focus on internationalization emphasizes the need for higher education systems to respond to globalization by promoting academic cooperation across borders, facilitating the mobility of students and staff, and supporting the international recognition of qualifications. In addition, the goal of internationalization fits with broader European policies that promote intercultural dialogue, economic competitiveness, and lifelong learning (European Commission, 2005). The Erasmus+ program, an important tool supporting Bologna objectives, demonstrates how mobility and cooperation strengthen both the capacity of institutions and the development of individuals, while also reinforcing the strategic goal of internationalization (European Commission, 2016, 2017). By supporting internationalization,

the Bologna Process not only standardizes higher education but also encourages the sharing of knowledge, cultural experiences, and economic opportunities beyond national borders, which is crucial for Europe's position in the world (Munar, 2007; Roper, 2007). Although the implementation of the Bologna Process has presented challenges across different national contexts and has been the subject of critical debate, its contribution to the internationalization of higher education remains one of its most significant and enduring achievements.

Internationalization of higher education has been defined as encompassing activities, programs, and services related to international studies, educational exchange, and technical cooperation (Arum & van de Water, 1992). Building on this understanding, Knight (2008) conceptualizes internationalization as the process of integrating international, intercultural, and global dimensions into the purpose, functions, and delivery of higher education. It encompasses student and staff mobility, academic cooperation, curriculum development, and international recognition of qualifications. Within the European context, internationalization is closely linked to the Bologna Process and European language policy, both of which provide the framework for strengthening cooperation, multilingualism, and mobility across higher education institutions.

Multilingualism and internationalization in higher education in North Macedonia

Multilingualism in higher education in North Macedonia is structured around the CEFR, with study programs aligned to its defined proficiency levels to ensure standardized language learning outcomes. Across all programs, mandatory learning of more than one foreign language is required. English is the dominant foreign language; however, other languages such as French, German, Spanish, and Italian are also taught depending on the specific curriculum. These reforms aim to promote multilingualism and cultivate multilingual individuals equipped for broader mobility and intercultural engagement. North Macedonia officially joined the Bologna Process by signing the Declaration in September 2003. Through this commitment, Macedonian educational institutions pledged to implement key elements of the process, including:

- Establishing a unified European Higher Education Area;
- Ensuring student and academic staff mobility and recognition of diplomas through the universal application of ECTS;
- Introducing three-cycle study structures culminating in comparable diplomas supplemented by the Diploma Supplement;
- Improving the quality of educational services in academic institutions;
- Strengthening scientific research activities as a foundation for higher education advancement.

These reforms have gradually been implemented across higher education institutions in North Macedonia. All public universities now apply the European Credit Transfer and Accumulation

System (ECTS), issue the Diploma Supplement, and organize studies according to the three-cycle structure. Participation in Erasmus+ mobility programmes has expanded opportunities for students and academic staff to study, teach, and train at partner universities across Europe. According to the Erasmus+ Country Factsheet for the Republic of North Macedonia, higher education represents the largest share of mobility projects under the programme, demonstrating the active engagement of Macedonian higher education institutions in European academic cooperation and mobility initiatives (European Commission, 2023).

The 2023 Bologna Process Implementation Report notes that while student and staff mobility from North Macedonia has increased, it still falls below the European average, reflecting ongoing efforts needed to enhance internationalization and cross-border cooperation (European Higher Education Area, 2023). Moreover, lifelong learning initiatives and the integration of digital language learning tools are increasingly recognized as vital pathways to fostering multilingual competence beyond formal education settings (European Commission, 2020). Participation in Erasmus+ mobility programs has contributed positively to the development of language competences and intercultural skills among students and academic staff, further supporting internationalization objectives (European Commission, 2016). Research further corroborates the positive impact of multilingual skills on graduates' employability and competitiveness in the European labor market (Cedefop, 2019). These interconnected efforts continue to drive the progress towards a more inclusive, multilingual, and internationally engaged higher education system in North Macedonia. Nevertheless, the long-term success of these reforms depends not only on adopting European frameworks but also on ensuring their consistent implementation across higher education institutions. Continued investment in language education, academic staff development, digital learning resources, and international cooperation will be essential for North Macedonia to fully realize the objectives of multilingualism and internationalization. Taken together, these developments demonstrate that North Macedonia has made substantial progress in aligning its higher education system with European language policy and Bologna objectives, although continued institutional development remains necessary to ensure the consistent implementation of these reforms across the sector.

| Conclusion

The integration of European language policy and the Bologna Process has significantly shaped the internationalization of higher education in North Macedonia through the adoption of the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement, CEFR-based language policies, and increased participation in Erasmus+ mobility programmes. The European Language Policy promotes multilingualism as an essential competence, fostering communication skills necessary for mobility and intercultural understanding within the European Higher Education Area. The Bologna Process, through its structural reforms such as the adoption of ECTS, the Diploma Supplement, and degree harmonization, complements this language policy by creating transparent, comparable, and compatible study frameworks.

Together, these two pathways advance North Macedonia's alignment with European standards and facilitate student and staff mobility, institutional cooperation, and enhanced employability of graduates. The mandatory learning of multiple foreign languages and adherence to CEFR proficiency levels ensure that graduates are linguistically equipped for the demands of international academic and labor markets.

Moreover, the sustained commitment to Bologna reforms strengthens the quality of the country's higher education system and its participation in the global knowledge economy. As Knight (2008) argues, internationalization is a process of integrating international and intercultural dimensions into the purpose, functions, and delivery of higher education. Similarly, the Council of Europe (2020) emphasizes that plurilingual and intercultural competence are fundamental for democratic participation, social cohesion, and lifelong learning. Together, these perspectives reinforce the importance of sustained investment in foreign language learning as a foundation for employability, intercultural competence, and academic and professional mobility. This investment not only enriches individuals culturally and professionally but also aligns with the EU's vision of fostering intercultural dialogue, mobility, and cooperation in an increasingly interconnected world. These intertwined efforts contribute to building a multilingual, mobile, and competitive educational environment that supports North Macedonia's ambitions for European integration and global academic collaboration.

Continued implementation and development of these policies remain crucial for maintaining momentum towards achieving these internationalization goals. Moving forward, North Macedonia's alignment with European language policies and the Bologna Process remains essential to enhance its higher education internationalization. Continued promotion of multilingualism and effective implementation of tools like the European Credit Transfer and Accumulation System (ECTS) will support greater student mobility and academic cooperation (European Higher Education Area, 2023). Lifelong language learning initiatives and digital innovations can equip learners with essential skills to meet the demands of a globalized economy (European Commission, 2016). Further harmonizing national qualifications frameworks will improve degree comparability and graduate employability within Europe (Knight, 2008). These efforts will strengthen North Macedonia's integration into the European Higher Education Area and foster a dynamic, multilingual knowledge society.

References

- Arum, S., & Van de Water, J. (1992). The need for a definition of international education in U.S. universities. In C. B. Klasek (Ed.), *Bridges to the future: Strategies for internationalizing higher education* (pp. 191–203). Association of International Education Administrators.
- Beadle, S., Humburg, M., Smith, R., & Vale, P. (2015). *Study on foreign language proficiency and employability: Final report*. European Commission, Directorate-General for Employment, Social Affairs and Inclusion. <https://doi.org/10.2767/908131>

- Cedefop. (2019). *The changing nature and role of vocational education and training in Europe: Vol. 7. VET from a lifelong learning perspective: Continuing VET concepts, providers and participants in Europe 1995–2015* (Cedefop Research Paper No. 74). Publications Office of the European Union. <https://doi.org/10.2801/357>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press. <https://rm.coe.int/16802fc1bf>
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment: Companion volume*. <https://rm.coe.int/16809ea0d4>
- European Commission. (2005). *A new framework strategy for multilingualism* (COM(2005) 596 final). <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52005DC0596>
- European Commission. (2017). *Erasmus+ annual report 2016: Statistical annex*. <https://doi.org/10.2766/89058>
- European Commission. (2020). *Digital education action plan 2021–2027: Resetting education and training for the digital age* (COM(2020) 624 final). <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0624>
- European Commission. (2023). *Data on Erasmus+ in North Macedonia in 2023*. <https://erasmus-plus.ec.europa.eu/factsheets/2023/republic-of-north-macedonia>
- European Commission/EACEA/Eurydice. (2020). *The European higher education area in 2020: Bologna Process implementation report*. Publications Office of the European Union. <https://doi.org/10.2797/756192>
- European Ministers of Education. (1999). *The Bologna Declaration of 19 June 1999: Joint declaration of the European Ministers of Education*. https://ehea.info/Upload/document/ministerial_declarations/1999_Bologna_Declaration_English_553028.pdf
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Sense Publishers.
- Kuźelewska, E. (2014). Unity in diversity: The language policy of the European Union. *Studies in Logic, Grammar and Rhetoric*, 38(1), 151–165. <https://doi.org/10.2478/slgr-2014-0037>
- Munar, A. M. (2007). Is the Bologna Process globalizing tourism education? *Journal of Hospitality, Leisure, Sport & Tourism Education*, 6(2), 68–82. <https://doi.org/10.3794/johlste.62.164>
- Orban, L. (2009, December 7). *Is there a future for linguistic diversity in Europe?* [Speech]. European Commission. https://ec.europa.eu/archives/commission_2004-2009/orban/news/docs/speeches/091207_Speech_Universite_Rennes/091207_Speech_Universite_Rennes_EN.pdf

Roper, S. D. (2007). European education reform and its impact on curriculum and admissions: Implications of the Bologna Process on United States education. *Journal of Political Science Education*, 3(1), 51–60. <https://doi.org/10.1080/15512160601115570>

Stoycheva, M. (2006). *Evropeyska ezikova politika* [European language policy]. Universitetsko izdatelstvo “Sv. Kliment Ohridski”.

3. Language Dynamics and Co–Authorship in the Internationalization of Higher Education in Latin America and the Caribbean

Cláudio França

Universidade Federal do Espírito Santo (UFES)

Kyria Finardi

Universidade Federal do Espírito Santo (UFES)