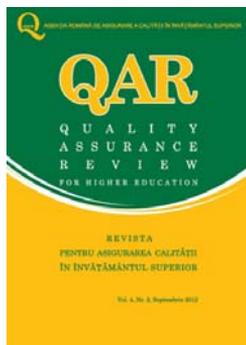




AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR
THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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Quality Assurance Review For Higher Education

Language Policies in Internationalized Master's Programs: English Language - the New Lingua Franca

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Language Policies in Internationalized Master's Programs: English Language - the New *Lingua Franca*

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Abstract: *The multilingual dimension is an essential component of the Romanian education system, in the context of the European Community integration. The new social, political and cultural realities require that educational policies should be focused on performance policies, according to social needs. Thus, language policies guarantee the internationalization of learning systems, i.e. a process conceived through the inclusion of both national and international elements. Common language policies, especially in English, were imposed by the common issues in the curriculum reform, the similar skills contained in the curriculum, the skills and abilities desirable on the labor market at the international level. Regarding the perception of the English language as a “lingua franca”, this somewhat encumbers the promotion of multilingualism through the internationalization of higher education, given that most study programs are taught in English. The second part of this paper analyzes the data provided by opinion surveys conducted among the MA students attending an internationalized program, in all the partner institutions involved in the ASIGMA project, and, respectively, among the MA students enrolled in the “Anglo-American Studies” MA program of the Ovidius University of Constanta. The paper also reveals the students’ high satisfaction degree in terms of teaching in a foreign language and the awareness of the benefits that an internationalized MA program may offer to both research and professional training.*

Keywords: *internationalization, linguistic policies, lingua franca, English language, opinion survey*

Rezumat: *Dimensiunea plurilingvistică reprezintă o componentă esențială a învățământului românesc, în contextul integrării în Comunitatea Europeană. Noile realități sociale, politice și culturale impun ca politicile educaționale să fie centrate pe politici de performanță, în concordanță cu necesitățile societății. Astfel, politicile lingvistice asigură internaționalizarea sistemelor de învățare, proces conceput prin incluziunea elementului internațional, cât și a celui local. Politicile lingvistice comune, în special în limba engleză, s-au impus datorită zonelor de intersecție din reforma curriculum-ului, competențelor similare cuprinse în curriculum, deprinderilor și aptitudinilor dezirabile pe piața forței de muncă la nivel internațional. În ceea ce privește perceperea limbii engleze ca pe o „lingua franca”, aceasta face oarecum dificilă promovarea multilingvismului prin internaționalizarea învățământului superior, în condițiile în care majoritatea programelor sunt în engleză. Partea a doua a materialului analizează datele oferite de sondajele de opinie efectuate în rândul masteranzilor de la un program internaționalizat, pentru toate instituțiile partenere la proiectul ASIGMA, respectiv în rândul masteranzilor de la programul de masterat „Studii Anglo-americe” al UOC. S-a remarcat gradul de satisfacție ridicat al studenților în ceea ce privește predarea într-o limbă străină și conștientizarea avantajelor pe care le oferă absolvirea unui program masteral internaționalizat, pentru ceretare și formare profesională.*

Cuvinte-cheie: *internaționalizare, politici lingvistice, lingua franca, limba engleză, sondaj de opinie*

* All authors are affiliated to the Ovidius University of Constanța

Introduction

According to the EU Council, internationalization represents a process whose main objective is the development of international cooperation between higher education establishments in the EU and in third-party countries (*TOJEU. C 135/12*), in order to innovate, understand, valorize and disseminate new knowledge. This phenomenon reveals an unprecedented tendency to increase students' mobility in higher education, to promote teaching academic programs in foreign languages, and to expand the type of international cooperation in order to ensure convergent public policies in higher education (OECD, 2008, UNESCO and the Institute for Statistics, 2009). In this way, internationalization is seen as a political, diplomatic, cultural, and economic tool.

In a growing number of states, the issue of internationalization in higher education is not only the concern of universities or ministries of education but it is part and parcel of the political, cultural and economic government agenda. One has to bear in mind that the internationalization of higher education has a number of challenges, such as the ability to gather both human and financial resources in order to build sustainable public policies meant to increase the level of internationalization within the academe. Moreover, there are states that have already years of experience in the area of internationalization, and their academic policies are connected to other policies that promote language, culture, research centers, tourism, to name only a few. In addition to these, one has to take into account that even in countries with a long history in internationalization there are various degrees of political maturity regarding the ability to understand, assume and support appropriate and consistent public policies (Pricopie, 2009).

Therefore, in the context of Romania's being part of the European Union, and taking into account the recent changes in the economic, social and cultural climate, the issue of internationalization of a study program concerns both the content and the organizational frame, with all the processes involved. Universities regard the development of internationalized programs as a means to achieve the objectives of the Bologna process, to join a European model in higher education, and to systematically harmonize extra-national elements in their development strategy.

Furthermore, educational programs offered by universities must meet the challenge of diversity by incorporating multicultural components. At the same time, higher education policies are placing a stronger emphasis on the role which the university plays in the society and on the market at regional, national or global level. In this respect, policies in higher education emphasize more and more the criterion of academic performance (a criterion evaluated at the general level in the institution in teaching and research) in developing the objectives which universities have set as goals. This does not mean that government policies at national level keep away their influence on the development of universities in a given country or region, or that the cultural mission of universities in a society has been left aside, but these aspects are complemented by the competition higher education institutions are involved in at a global level.

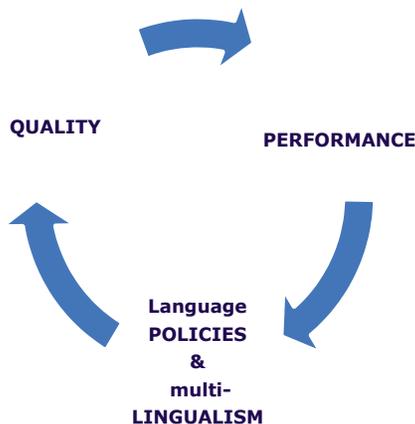
Language policy and multilingualism in Romanian higher education: motivation.

Universities have created consistent language policies born from the necessity to reach high standards in education and as a result of the fact that, they have laid a higher emphasis on the quality of academic programs. This requirement also came out of the need to enhance the Master Programs to reach a European level.

Besides mastering the content of the academic subjects included in the Master programs attended, the students' personal development requirements also include language tools - or the ability to speak and study in a foreign language - which has come to represent a standardized form of communication. In this way, Master Programs become available to non-Romanian students as well.

Taking all this into account, the development of Master Programs taught in a foreign language is part of the mission of higher education policies, which include the necessity to meet the

specific needs of education and training of a person, the social development and economic needs of a community (local, regional, national, European). In an educational system that increasingly requires performance-based educational policies constantly adapted to the needs of the society, the multilingual issue comprises harmonizing this system with the European context in the period of Romania's post-accession to the EU.



In close connection to the need to ensure a high-quality standard in higher education, the internationalized language policies are centered on two parameters, based on a) quantity and b) quality, which measure the degree of internationalization. With regard to the former, the number of students attending internationalized programs and the total number of mobilities (both foreign students coming to study in Romania and Romanian students who choose to study abroad) is on the increase, owing to the multilingual curricula offered by the Master degree Programs at Ovidius University, Constanta, and at other partner universities included in the student's study programs. These language policies ensure the internationalization of the learning process, with both an international and a local dimension, and also provide students with language tools that allow them to participate in study mobilities. At the same time, the linguistic unity of these Master Programs allows students to reach coherence and cohesion in the international research, through the development of international curricula and international projects. In universities, this multilingual policy and the courses taught in a foreign language in a specialized field (Law, Business Administration) have opened Master Programs, and partnerships with European universities. For example, the Faculty of Law and Administrative Science at Ovidius University offers a Master degree Program, *Administrative Sciences. European, Governance and European Public Administration*, in French, in partnership with *Université Lille 2*, France. As a result, graduates of this program are granted a double diploma and larger possibilities to find jobs on the European market.

At the same time, the multilingual policy allows the internationalization of academic subjects, programs and content in areas with an intercultural and international dimension such as: Business Administration, Social Sciences, Health, Arts and Humanities, Law, Engineering, Information Technology. Therefore, the internationalization of higher education involves academic mobility, global and multicultural education, fields of study available at international level, and offers students the chance to study abroad.

International language policies in European and Romanian institutions

The internationalization and quality assurance in universities have become a common line of thought in the recent years, both in European and Romanian academic institutions. Part of these programs comprises the internationalization of curricula and joint degree programs at EU level. The process of internationalization of higher education is one of the ways in which an institution or a state

addresses the impact of globalization, and is actually one of its consequences, with the linguistic tools being a way to ensure internationalization. These language policies are mostly visible in:

- distance-learning and e-learning academic programs;
- double-diploma programs;
- export of educational services;
- "university expansion";
- "co-education universities";
- "integrated programs" in satellite campus;
- academic programs with teaching in foreign languages.

The reasons behind the process of internationalization in higher education are political, economic, social, cultural, but also related to academic recognition. Common language policies, especially in English, were imposed as a result of the overlapping areas that aroused out of the curriculum reform, a result of similar competences envisaged by these curricula, as well as skills or abilities needed on the labor market at international level. Also, programs in foreign languages are required by the ethics and by the mission of a certain university (presented in the University Charter), by the research involving international partners as a *modus operandi*, by an academic system based on a unified vision at institutional level (the Office for International Relations), by formal or informal networks focused on internationalization (Associations), or by academic consortia. As to political reasons requiring these unitary language policies, the following need to be mentioned: the foreign policy of a country, partnerships, national identity and regional identity. Moreover, the economic reasons include: economic growth and competition, the labor market, and demand in education at a local level. In addition to this, cultural exchanges are facilitated by common language and communication policies (in English), which, in turn, facilitate trade policies.

ENGLISH - the new lingua franca

In the recent decades, the use and importance of the English language have increased with amazing speed in many parts of the world, and, as a result, English has become an international language. This phenomenon has had a number of linguistic, ideological, socio-cultural and pedagogical consequences explored by many authors, such as Abbott and Wingard (1981), Crystal (1997), Graddol (1997), Hassam (2002), Jenkins (2000, 2006), McKay (2002, 2003), McArthur (1998, 2003), Rubdy and Saracen (2006) etc..

According to the *Longman Dictionary of Contemporary English* (2003), the term "lingua franca" denotes, briefly put, "a language used among people whose mother tongues are different" (Longman Dictionary of Contemporary English, 2003). In *The Dictionary of Linguistics and Phonetics* (ed. David Crystal), the term "lingua franca" is defined as "an auxiliary language used to enable routine communication that occurs among groups of people who speak different mother tongues" (Crystal, 2003: 271). In its turn, *Longman Dictionary of Language Teaching and Applied Linguistics* defines "lingua franca" as a language used among different groups of people, each of whom speaks a different language. Thus, *lingua franca* may be a language used at international level with a view to achieving communication, can be the mother tongue of one of the participants in the act of communication or a language which is not natively spoken by any one of them (Richard and Schmidt, 2002: 309).

According to David Crystal, a language is recognized as international when it develops "a special role, recognized in every country", and when its special status can be confirmed either by transforming it into an official language of this country, or by granting it a special status, such as the necessity to study that language in various study programs at different academic levels, which is the case with English (Crystal, 1997: 2). As it is spoken by a great number of native speakers and it is widely used by people of different nationalities, English may be considered an international language par excellence.

As lingua franca, English has served effectively as a bridge to connect all the parts of the

world. Garcia and Otheguy emphasise this contribution of the English language, indicating that English has facilitated political and cultural understanding between societies and that it has played a key role in understanding the different “realities” of the international world (Garcia and Otheguy, 1989: 3). Europe has always been multilingual and diversified from the cultural point of view. What the EU policy brings to this diverse world is the establishment and the institutionalization of a vision of multiculturalism, i.e. the official actions necessary to provide a structure to this existing diversity. However, Europe is becoming less linguistically diversified as a result of the program intended to give it a suitable linguistic pluralism. The emergence of English as an international language is undeniable and its dissemination in almost all fields of knowledge affect the efforts to conserve diversity. The efforts made in order to stimulate the learning of other languages, although successful to some extent, have lost the competition in favour of the English language (Modiano, 2009: 74).

English language is used nowadays in different intellectual, political, economic and cultural environments, such as: international organizations, movies, music, tourism, trade, publications, communications and education. The access to higher education depends, not only in Romania but also in many other countries, on the proficiency in English. Even when education/training is not done in the English language, the access to key information in a number of areas is often dependent on English reading and understanding skills. “By far the most important language of scientific and academic conferences” (Ammon, 1996, 260), English plays an important role in disseminating information internationally: for example, over 90% of the information contained in important databases, such as *Science Citation Index* (SCI) comes from articles in English (Truchot, 2002: 10).

Moreover, the educational policies designed to increase the number of exchanges between the students in EU Member States, the policies which support the intentions in Brussels, such as multilingualism, nourish the spread of the English language, since more and more educational institutions offer programs of study in English, with the explicit aim to attract more foreign students (Sharifian, 2009: 73).

Europe is moving steadily toward a mono-cultural dominant order, and this occurs despite the efforts to ensure that all European citizens have knowledge of more than one European language. As an international language, English may be regarded as a an alternative, with several advantages, which educational rules specific to “foreign” cultures do not have, and these benefits are both ideological and utilitarian. The New Europe, under the slogan “unity through diversity” requires an internationally orientated lingua franca, which supports the acquisition of intercultural communication skills and which functions as a carrier of a common European culture. It requires a language which always reflects identity, a language able to inevitably adapt to the socio-cultural conditions in which it is used (Modiano, 2009: 75).

As the need for a common language is becoming more and more apparent, and as the English language is becoming more used in continental Europe, there are reasons to believe that these issues will be directly addressed by EU leaders and that, to this end, there will be taken a series of measures at the level of planning and developing linguistic and cultural policies (Modiano, 2009: 75-76).

Language policies in the international curricula of ASIGMA partner universities

Teaching in international languages represents one of the linguistic policies promoted both by the European Commission and Romanian universities (including the partners in ASIGMA project); all these institutions have in common the students’ obligation to obtain a certificate of linguistic competence in order to have access to master and doctoral studies.

Linguistic policies play an important role in promoting mobility, since the acquisition of international language skills is a prerequisite for the development of international relations between States. The linguistic policies of partner institutions (in ASIGMA project) provide for the formula 1 + 2, under the Common European Framework of Reference for Languages (mother language

A + two modern languages B and C²). The linguistic offer is favoured by the requirements of the labour market and the geo-economic profile of the county/region. At the beginning of the BA cycle, students can opt for the following variants, in order to achieve the B2 level at the end of the cycle:

- to continue studying the first language studied in high school;
- to study another foreign language, at beginner level.

When graduating (the BA cycle), students, including those who opted to study a foreign language, will benefit from the recognition of the number of credits on their transcript of records. Higher education institutions issue certificates of proficiency according to the Common European Framework of Reference for Languages in order to foster the pluri-linguistic and multicultural competence. Certificates apply the Common European Framework of Reference, assessing the candidate's communication skills. The certificate is part of the package file necessary to any citizen of Europe in finding a job or completing studies in their country, but, especially, in facilitating movement and integration in Europe.

The partner institutions (in ASIGMA project) provide methodological and linguistic support by creating mechanisms and structures for linguistic and cultural integration, for developing linguistic competences and acquired knowledge assessment. In this respect, we can notice that most partner institutions have language centres/departments which provide preparatory courses, language acquisition and refresher courses for the acquisition and improvement of language skills, completed with an examination test for obtaining the test certificate; these centres/departments support the activities adjacent to internationalized master's programs, carry out projects for foreign languages didactics (eg. UPT), and teaching staff participates in different training courses in different western universities.

As regards the teachers specialized in a non-linguistic field, yet teaching in a foreign language, after analyzing the institutional and visiting reports, we can mention that:

- not all partner institutions require teachers to have a language certificate which can prove their language skills (UOC, UAIC);
- in some partner institutions, teachers' language skills are evaluated periodically (UPT);
- in some partner institutions, teachers are granted (either free or for a reduced cost) training courses in intercultural communication in a foreign language (UHT, UTB);
- in the partner institutions teachers are granted exchange programs.

One of the objectives of the international relations of universities refers to studying abroad, but also to attracting foreign students, i.e. *outbound* and *inbound* student mobility. Through mobility programs established in each Member State of the European Union, the European Commission supports offices to facilitate student mobility or students' exposure to an international foreign language, thus answering the need for formal education. It is the responsibility of universities to ensure long-term exposure to an international foreign language, either through specialized courses, or through access to mobility programs.

Besides English and French, German is also the linguistic tool for the first joint degree programs. Today, the most frequently used linguistic tool in Romanian universities is English, many universities developing policies to attract foreign students who have completed programs taught in English. It is therefore difficult to speak, in the true sense of the word, about the promotion of multilingualism through the internationalization of higher education given that most programs are in English. On the other hand, we need to admit that the number of MA programs taught in a language other than the national language is still low.

The Master programs, taught in a foreign language, organized by the partner universities have the following components:

- physical mobility of students and/or teachers (traditional and historical form of the beginnings of higher education internationalization) across national borders ;

2 By modern languages we understand the modern languages applied to the fields of study, other than the mother language; LB refers to one of the following modern languages studied at pre-university level: English, French, German, Italian, Spanish and Russian. Students can opt for the following variants, in order to achieve the B2 level by the end of cycle: to continue studying the first language studied in highschool, to study a foreign language at beginner level.

- cross-border recognition of qualifications obtained on completion of first, second and third cycle of studies, in the context of states' acceding to the Bologna Process;
- adoption of operational tools to facilitate the application of the Convention: European Credit Transfer and Accumulation System (ECTS);
- curricular reform by including the item *internationalization at home* into the curriculum;
- inclusion of a comparative content analysis in the MA program (e.g. political sciences, banking management and statistics, intercultural studies, nanotechnology, European public administration, comparative evaluation of commercial systems) or specialized regional studies (e.g. European studies, European citizenship, Anglo-American studies, international relations studies, intercultural management studies, intercultural communication);
- teaching modules or even whole programs in an international language, which facilitates the access to this type of education for students from other countries and brings about the internationalization of programs (joint degree programs).
- For the seven partner universities, internationalization is a way of talents redistribution worldwide and a way to increase the international visibility of Romanian university campuses through:
 - an increasing number of foreign students enrolled in Romanian universities;
 - an increasing number of Romanian students who prior to their graduation, get international academic experience. For this purpose, in the partner universities, students have the opportunity to study at universities in the EU temporarily, through the SOCRATES/ERASMUS programs, based on bilateral agreements between foreign universities;
 - an increasing number of foreign teachers who teach MA programs conducted in universities in Romania (through bilateral agreements, partnership agreements, etc.);
 - an increasing number of Romanian teachers from Romanian universities who benefit from international academic experience (training abroad, guest lecturers, Erasmus mobility etc.);
 - an increasing number of foreign researchers working in research centers in Romania;
 - an increasing number of Romanian researchers who have done research abroad;
 - an increasing number of MA programs in Romanian universities involved in joint degrees programs with foreign universities;
 - an increasing number of research projects conducted in partnership with other universities/research centres abroad;
 - an increasing international visibility of Romanian authors of scientific publications;
 - economic competitiveness, interdependence in the natural environment, ethnic and religious diversity of local communities, acceptance of the fact that more people are working for foreign firms, the influence of international trade on small businesses, the fact that graduates will work in teams with different ethnic and racial composition, national security and peaceful relations among nations.

At "Ovidius" University in Constanta, the internationalization of MA curricula is performed along four masters' programs offered in foreign languages; among them, the Faculty of Law and Administration provides the program "Administrative Sciences. European Governance and Public Administration", in French, with a French partner aiming at the teaching/training of a number of 39 Romanian students, and a number of 5 foreign students; the Faculty of Letters holds the master program "Anglo-American Studies", with a number of 61 Romanian students and 2 foreign students. They have contributed to the study on the linguistic policy of their MA program in which they are enrolled.

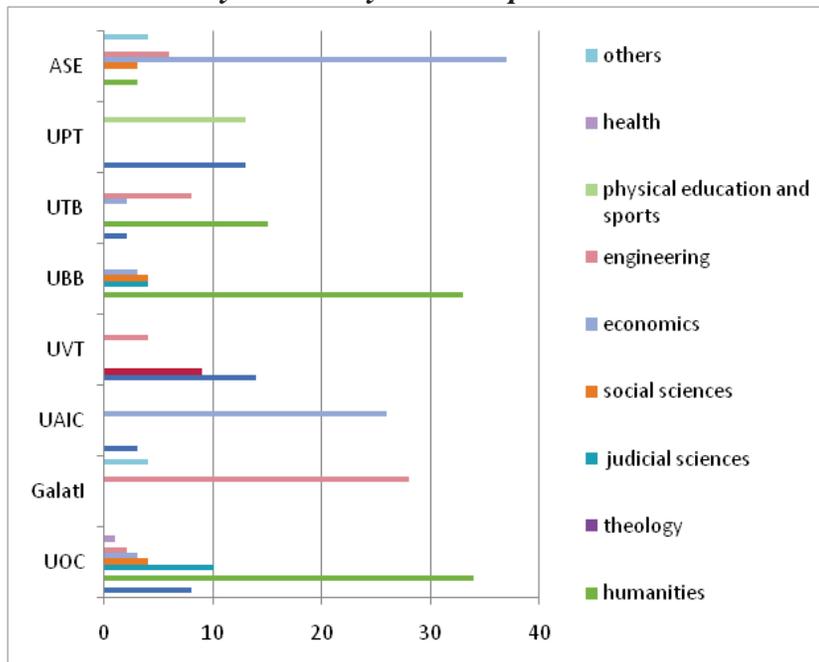
UOC issues certificates of proficiency (according to the European Language Portfolio) - as a tool for pluri-lingual and multicultural development. This type of certificate, as well as the European Language Passport are based on the Common European Framework of Reference for Languages, assessing the candidate's communication skills separately. The language certificate is issued by the Faculty of Letters, whose programs include specialized language teaching: practical courses in specialized languages; specialized discourse courses: typology, text/discourse, coherence

and cohesion in specialized discourse. In these programs, joint discussions are conducted on quality management in teaching, learning, assessment; how to assess foreign language knowledge, foreign language competence/language skills, assessment of learning techniques.

The role of foreign languages in the international Master's Programs of partner universities

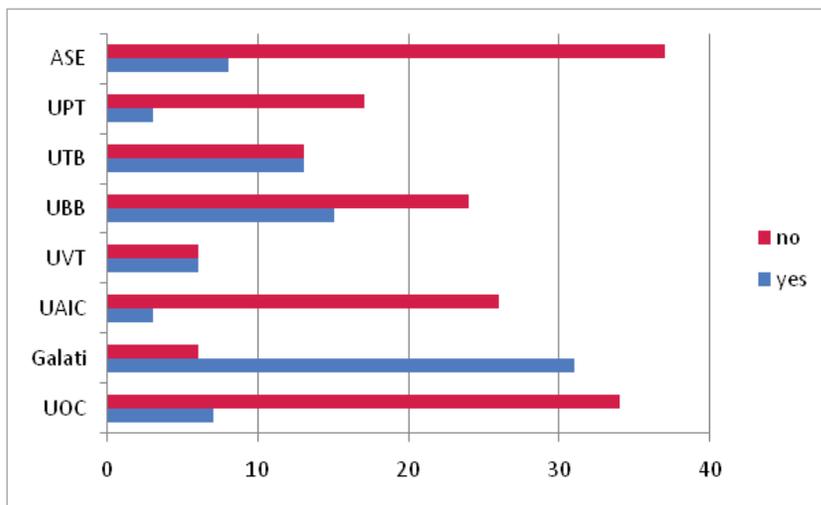
I. A survey among students enrolled in an internationalized graduate program

1. In what area did you obtain your BA diploma?



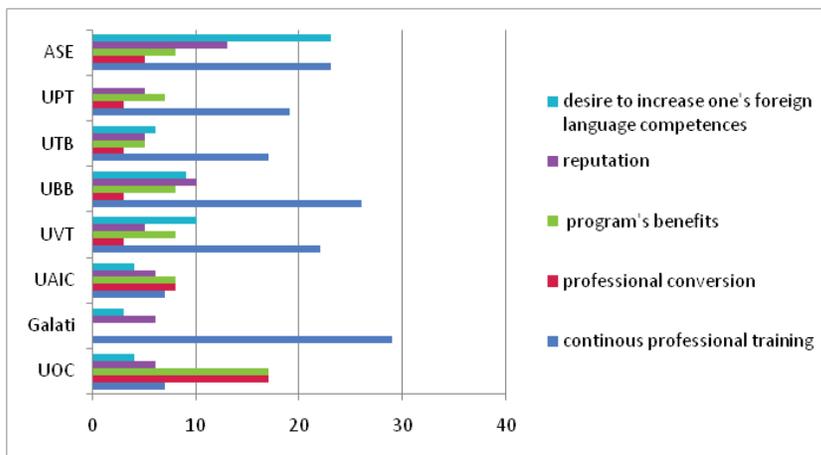
The programs taught in English are attractive because they reflect the present degree of globalization and provide students from non-philological fields the opportunity to acquire language skills along with specialty skills from the theoretical field. In terms of the graduated field of study, the graduates of Philology field are likely to apply for internationalized MA programs. As regards the field of sciences in internationalized MA programs, it can be noticed that the students' main motivation is related to the transfer of know-how and the strategic approach to the latest technology in the field.

2. Did you obtain your BA diploma in an internationalized program?



As it may be seen, most students attending the MA programs (studied in the ASIGMA project) do not have a BA diploma in an internationalized program, except for “Dunărea de Jos” University of Galati and “Transilvania” University of Brasov.

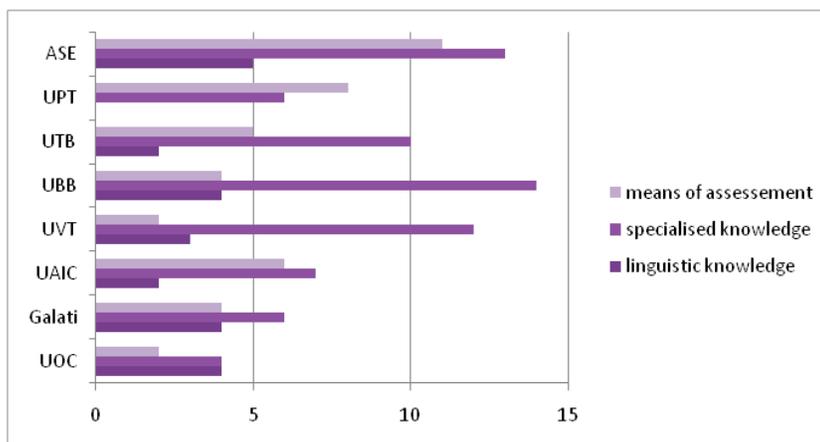
3. What were the reasons for choosing the internationalized MA program?



Students chose to attend an internationalized MA program because it is often unique in the respective field of study but also because they are given the opportunity to study abroad or do training abroad. Also, the possibility to obtain a double degree is an additional point of attraction. Students consider that the subjects taught at their internationalized MA program are promising, representing an added value compared to the MA programs taught in Romanian.

Students think that they get better training and that the subjects studied are more grounded in the labor market. This is also because their content is closer to the one of the subjects taught at universities abroad, and the teaching methodology is adapted and directed towards the applicative nature of studies.

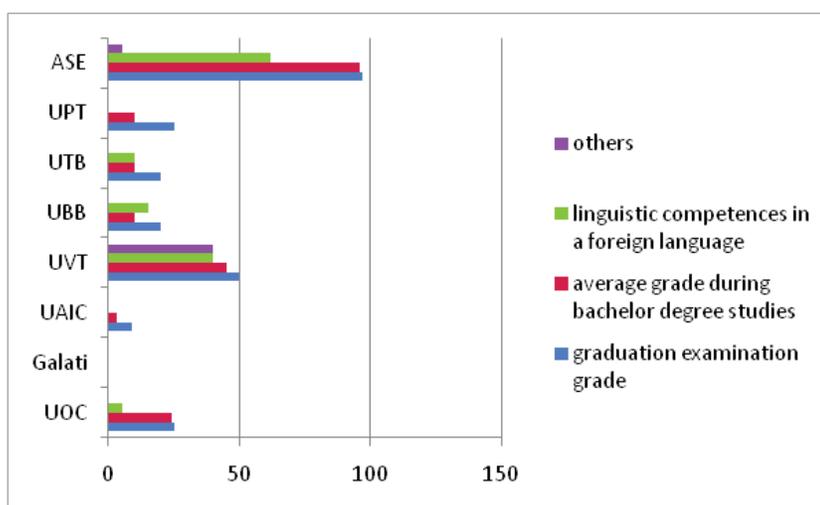
4. What difficulties have you faced?



Regarding the difficulties faced in internationalized MA programs, students have mentioned a few problems in understanding course content (e.g. the course taught in French by native speakers), while others find it difficult to read the course notes provided by their teachers, because of their complexity. Moreover, not all students have the same foreign language level, since, in most cases, an assessment of the language skills is not previously requested.

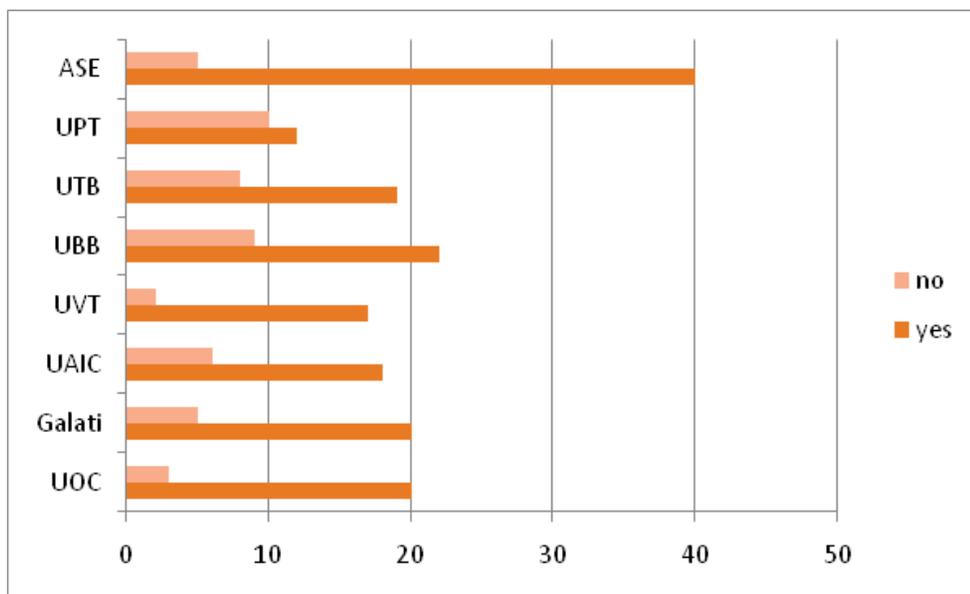
Given the lack of thorough specialty knowledge in the foreign language, some students want an increased number of foreign language courses; they also ask for language courses focusing on specialized vocabulary and on a more frequent use of specialized software. Some students would like teachers to put more emphasis on tutorials, but also on debates and case studies aimed at developing communication skills and information synthesis skills, in the English language.

5. Rank the criteria you were required to meet for being admitted at an internationalized MA program.



As it may be seen, besides the grade obtained in the graduation exam and the grade point average, the level of knowledge of the foreign language in which the MA courses are taught (within the internationalized MA program) plays an important role, being among the admission criteria for the internationalized MA programs.

6. Are the teaching methods used in the internationalized MA program adapted to the general demands of teaching in a foreign language?

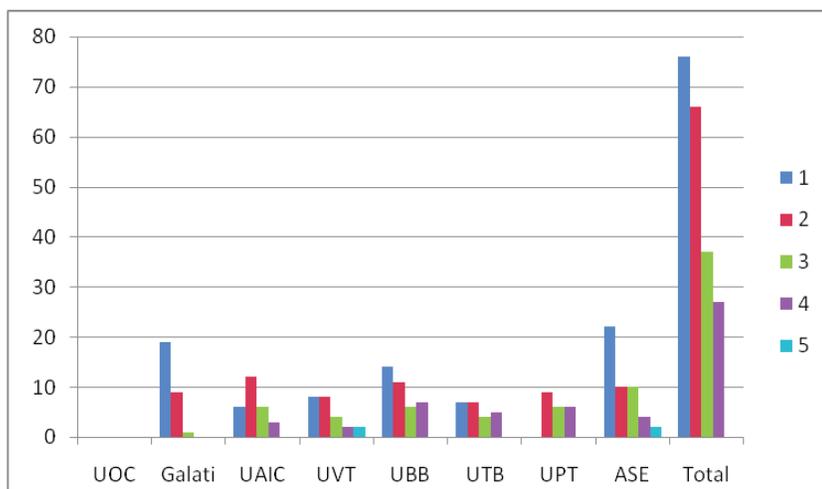


Within the internationalized MA programs studied in the ASIGMA project, the teaching methods used in the internationalized MA program are adapted to the demands of teaching in a foreign language; students are generally satisfied with the quality of teaching and with the way in which the aspects related to the specialized content and to the use of the foreign language are reconciled. These correlations can be disciplinary and interdisciplinary achieved by integrating concepts from outside the field of study. For example, the organization of courses such as "Academic Writing for Graduating Students" (within the internationalized MA program "Cybernetics, Statistics and Economic Informatics", at "Alexandru Ioan Cuza" University of Iasi), which contributes significantly to the development of writing skills in English, is highly appreciated.

Responses revealed that the teaching methods are appropriate and that the combination of lectures with power-point presentations stimulates both listening and reading skills development in a foreign language. Other responses included an emphasis on achieving effective professional communication skills in the foreign language and on achieving basic skills in professional communication.

The specialty knowledge and the foreign language skills are proportionally assessed, so that the native speaker student and the Romanian student are assessed in the same way. The methods and activities used are compatible with the field of studies; selected and approached are those aspects of language and communication (grammar, vocabulary, register, learning strategies, types of speech and text) specific to the field of studies; skills necessary to European officials, such as communicative and (inter)cultural skills are being developed.

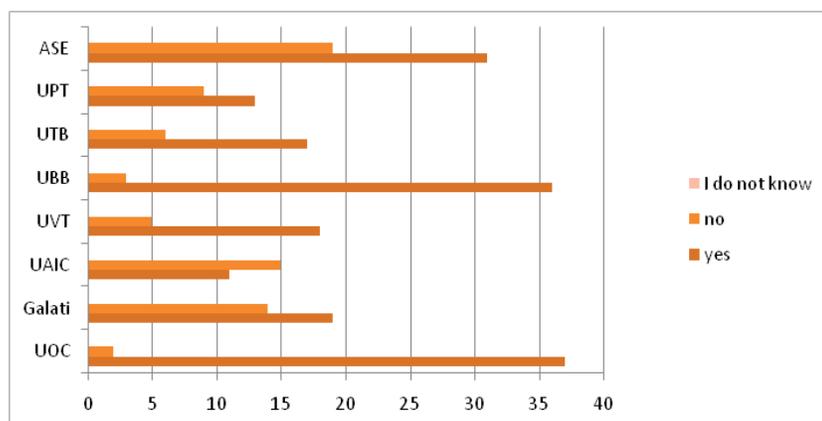
7. How would you assess, on a scale from 1 to 5, the quality of teaching in a foreign language (1 best, 5 worst)?



The data obtained in each institution by means of the EL4 questionnaire demonstrate a high level of satisfaction regarding teaching in a foreign language. It aims to progressively provide and develop the students' essential oral and written communication skills in the foreign language, their proficiency and their foreign spiritual values which create a bridge towards interculturality and better mutual knowledge.

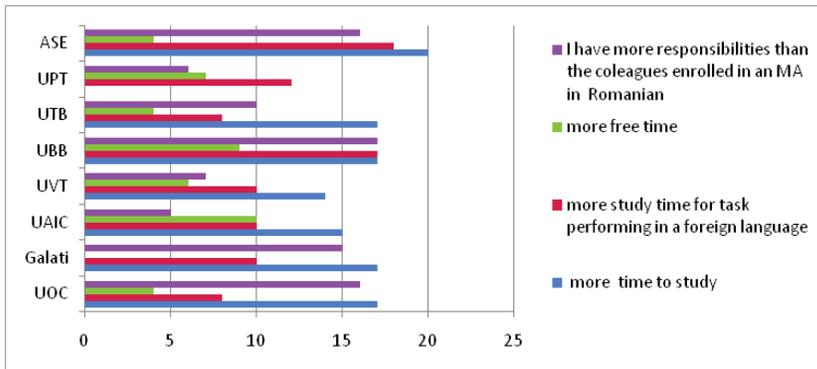
In addition, teaching in a foreign language allows us to identify the existing referential differences in each specialized system (of culture A and culture B), comparing, understanding and acquiring knowledge of the specialized systems of the two cultures, the result being a greater mobility of the specialized labor force, but also a faster employability of the internationalized MA graduates.

8. Is there a language center or other forms of language support for students and teachers in your institution?



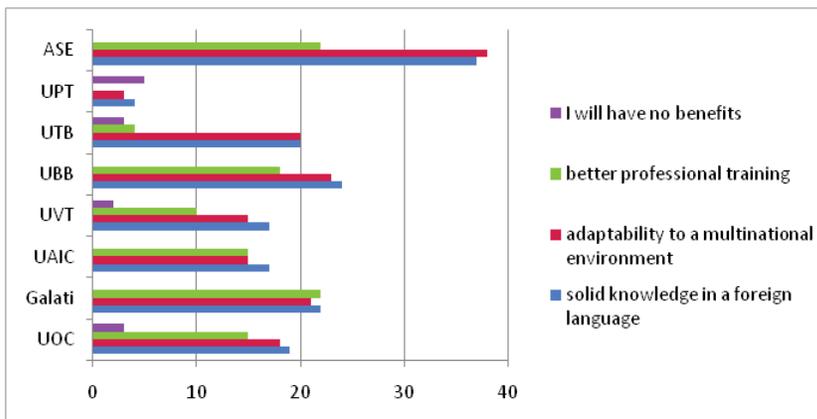
In most universities involved in the ASIGMA project (excepting “Alexandru Ioan Cuza” University of Iasi), the MA students claim that there is a language center or other forms of language support for students and teachers.

9. As a student attending an internationalized MA program, how would you describe your training profile (you may give multiple answers)?



Students consider that internationalized MA programs develop and stimulate the following aspects: the multicultural spirit; a better understanding of the international business and economic environment; the intellectual potential, through a higher degree of complexity and the challenge of communicating in a foreign language; a better establishment and choice of value benchmarks.

10. What additional skills and advantages do you think you will acquire, if you compare the internationalized program to other MA programs taught in the Romanian language (you may give multiple answers)?



Students find that they get better training as the subjects studied are more grounded in the labor market. This is also due to the fact that the content of the subjects taught at their internationalized MA programs is closer to one of the subjects taught at universities abroad, and the teaching methodology is adapted and directed towards the applicative aspect of studies.

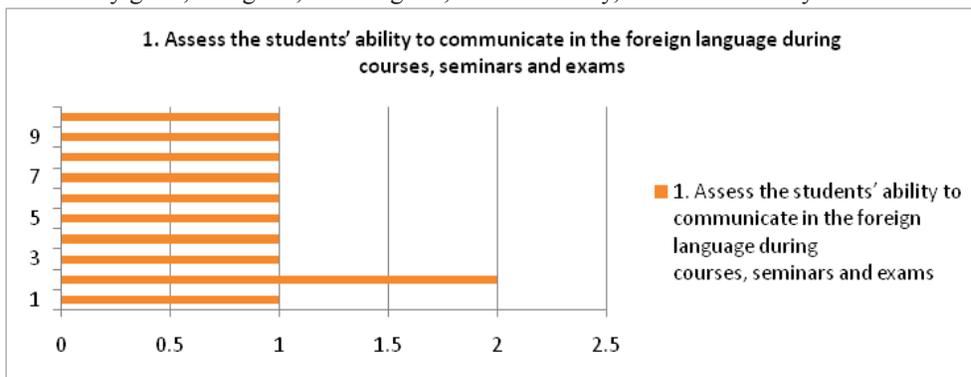
The fields of the MA programs specific to exact sciences (physics, IT, engineering sciences) allow thorough research, are open to practical areas, but also to avant-garde theoretical fields, requiring professionalism in addressing issues, and providing for the possibility of interacting with leading researchers from abroad.

II. A survey among graduate students enrolled in the Master's Program Anglo-American Studies at University of Ovidius, Constanta (UOC)

The research methodology of this study was a semi-structured questionnaire with eight questions and the target group concerned students enrolled in the Anglo-American MA Studies (included in the ASIGMA project), in the 2011-2012 academic year. The questionnaire was structured on questions regarding the language policy of the internationalized MA programs from "Ovidius" University of Constanta; the questions gave the respondents the opportunity to select or check several answers to the same question, and especially to explain their answers. The questionnaire included both closed and open questions (see below).

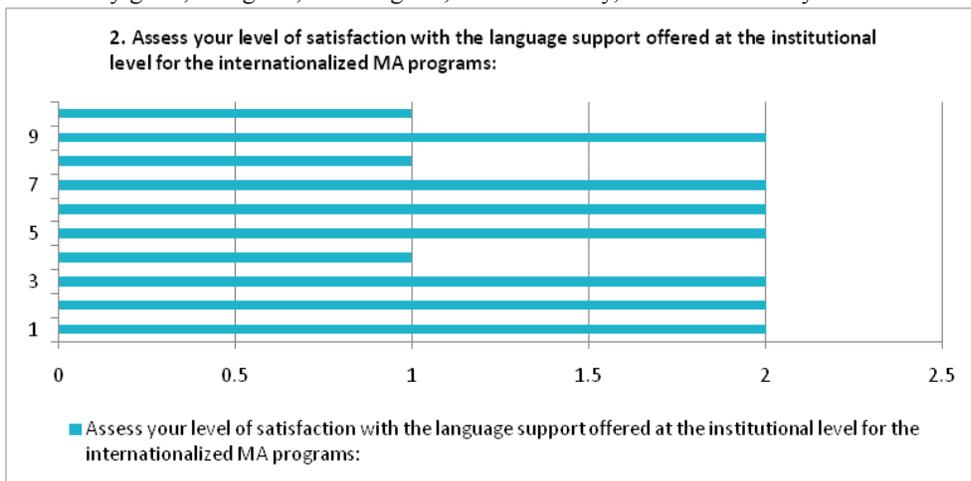
1. Assess the students' ability to communicate in the foreign language during courses, seminars and exams:

1 - very good, 2 – good, 3 - less good, 4 - satisfactory, 5 – unsatisfactory



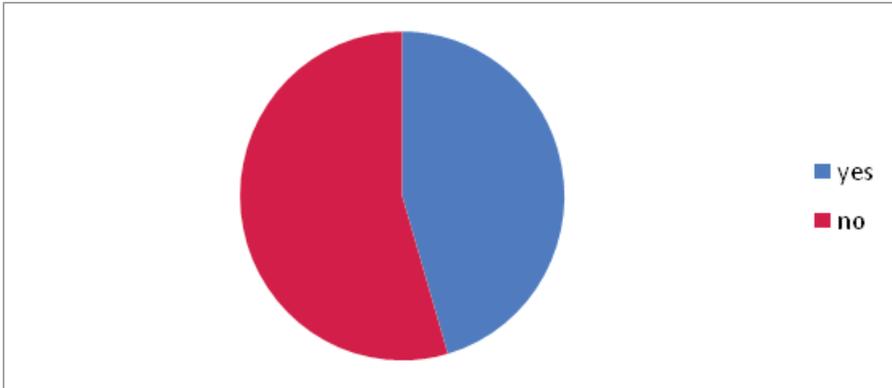
2. Assess your level of satisfaction with the language support offered at the institutional level for the internationalized MA programs:

1 - very good, 2 – good, 3 - less good, 4 - satisfactory, 5 – unsatisfactory



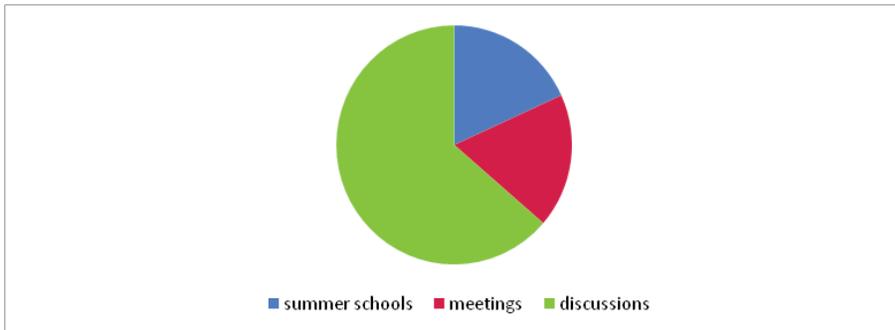
3. Are there any forms of collaboration between content teachers and those who teach a foreign language?

II.3



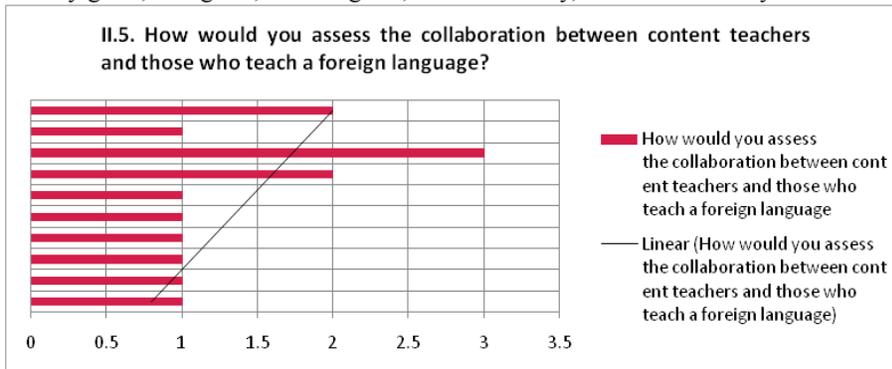
4. If yes, please list them.

II.4



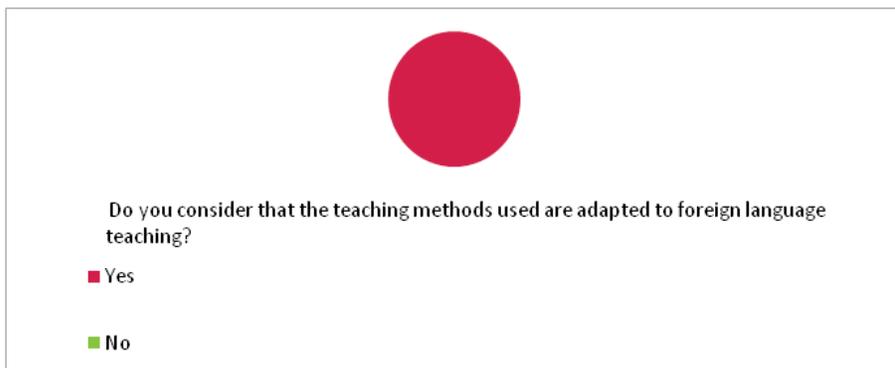
5. How would you assess the collaboration between content teachers and those who teach a foreign language?

1 - very good, 2 – good, 3 - less good, 4 - satisfactory, 5 – unsatisfactory



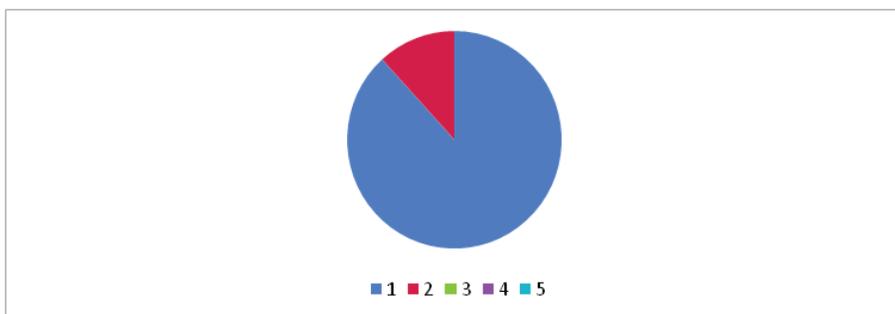
**6. Are the teaching methods used adapted to foreign language teaching?
100% of the respondents answered "yes" to this question.**

II.6 1



7. How would you assess the quality of teaching in a foreign language?

II.7



8. Please make suggestions for the increasing of the language support at the institutional level for internationalized MA programs.

II.8



Concerning the students' ability to communicate in a foreign language during lectures, seminars and exams, 90% of students have assessed it as "very good". The question on student satisfaction regarding the language support offered at institutional level in the internationalized

Master's Programs, the degree of satisfaction was rated as "good" by 70% of students, and "very good" by 30%.

With regard to the cooperation between core subject teachers and foreign language teachers, 55% of the respondents consider this cooperation as non-existent, while 45% agree that it does exist. Out of these, 45% rate it as very good. When asked about the academic content (the quality of information), 60% of the students are satisfied and 40% are very satisfied.

A 100% positive answer came when the teaching methods of the internationalized programs were questioned: unanimously, the students considered that the strategies used are in accordance with the requirements of teaching a Master Program in a foreign language. This proves the efficiency of these programs and justifies the internationalized language policies in them. As to the recommendations coming from the students regarding the increase in the support that higher education establishments should provide to the internationalized masters at institutional level, the following should be mentioned: organizing academic events at international level or cooperating with teachers who are native speakers of English. In relation to the latter, by acquiring multilingual tools students may have better access to bibliographical references in foreign languages, may have better opportunities to improve their academic research, and may receive better academic and professional training.

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