EXPLORING UNIVERSITY STUDENTS' GOALS FOR THE DEVELOPMENT OF MULTILINGUAL AND INTERCULTURAL COMMUNICATION COMPETENCE

Hanna Brauer

While internationalisation in higher education has often been used in a narrow sense to mean instruction in English to attract foreign students, this understanding has been questioned in recent years. Instead, universities are increasingly looking for strategies to support students' internationalisation in a more individualised fashion. The present study explores the goals set by 64 Finnish students of early childhood education at the beginning of their bachelor's studies regarding their individual internationalisation process. When these goal descriptions are viewed through the lens of the ideal self, a conception of the kind of person a learner would like to become, they can be seen as representations of students' ideal international selves. The goal descriptions were analysed using qualitative content analysis. Drawing on the framework of Multilingual and Intercultural Communication Competence (MICC) developed at the Centre for Multilingual Academic Communication at the University of Jyväskylä, I investigate what elements of the framework students most commonly ascribe to their ideal international selves, and what role different languages and multilingual competence play in their goal descriptions. In the study, the most central attributes of the ideal international self were openness to diversity and communicative confidence. Students generally showed a high level of interest in intercultural communication and "other" cultures although descriptions of the "other" were often somewhat essentialist. At the level of language learning, instead of language-specific goals, students often had goals related to multilingual competence. Where specific languages were mentioned, the most common goals were related to English, Swedish, and Arabic. The study concludes by discussing implications for language and communication studies, particularly the need to put more emphasis on raising confidence and fostering a non-essentialist understanding of culture.

Keywords: Intercultural communication, internationalisation, tertiary education, ideal selves, motivation, multilingualism, language education

Internationalisierung im Hochschulwesen wird im engeren Sinne oft durch ein englischsprachiges Kursangebot umgesetzt, das auch ausländischen Studierenden die Teilnahme ermöglicht. Seit einigen Jahren wird diese enge Auffassung allerdings hinterfragt. Stattdessen sind Hochschulen inzwischen zunehmend auf der Suche nach Strategien, die eine individualisierte Umsetzung von Internationalisierung ermöglichen. Diese Studie beschäftigt sich mit den Zielen, die sich 64 finnische Studierende in frühkindlicher Erziehung zu Beginn ihres Studiums für ihren eigenen

Internationalisierungsprozess setzen. Ausgehend vom Konzept des idealen Ichs, das Ziele der Lernenden für die eigene Entwicklung widerspiegelt, werden diese Ziele als Elemente des idealen internationalen Ichs aufgefasst. Die Zielbeschreibungen der Studierenden wurden mit qualitativer Inhaltsanalyse analysiert. Zur Kategorisierung der Ziele benutze ich das am Sprachenzentrum der Universität Jyväskylä entwickelte MICC-Modell (multilingual and intercultural communication competence) und zeige so auf, welche Elemente des Modells in den Zielbeschreibungen am häufigsten auftreten und welche Rollen sowohl individuelle Sprachen als auch multilinguale Kompetenz in den Zielbeschreibungen spielen. Die zentralsten Elemente des internationalen Ichs laut dieser Studie sind Offenheit und Selbstbewusstsein in der Kommunikation. Studierende sind generell sehr interessiert an interkultureller Kommunikation und an Kontakt mit „anderen" Kulturen, aber die Beschreibungen zeigen häufig einen relativ essentialistischen Kulturbegriff. In Bezug auf Spracherwerb kommt die Studie zu dem Schluss, dass Studierende häufig multilinguale Sprachlernziele setzen. Werden individuelle Sprachen genannt, sind die häufigsten Nennungen Englisch, Schwedisch und Arabisch. Im letzten Teil dieses Artikels finden sich Überlegungen dazu, was die Ergebnisse dieser Studie für Sprach- und Kommunikationswissenschaft bedeuten. Insbesondere sollten Sprachlehrende das Selbstbewusstsein der Lernenden in kommunikativen Situationen stärken und die Entwicklung eines weniger essentialistischen Kulturbegriffs bei den Lernenden fördern.

Schlüsselwörter: Interkulturelle Kommunikation, Internationalisierung, Hochschulbildung, Ideal-Selbst, Motivation, Mehrsprachigkeit, Sprachunterricht

Kansainvälistymisellä on korkeakoulutuksessa usein viitattu termin suppeassa merkityksessä englanninkieliseen opetukseen, jonka tarkoituksena on houkutella ulkomaisia opiskelijoita. Tämä käsitys on kyseenalaistettu viime vuosina. Yliopistot pyrkivätkin yhä useammin löytämään strategioita, joilla opiskelijoiden kansainvälistymistä voitaisiin tukea entistä yksilöllisemmin. Tässä tutkimuksessa tarkastellaan tavoitteita, jotka 64 suomalaista varhaiskasvatuksen opiskelijaa asettaa opintojensa alussa omalle kansainvälistymisprosessilleen. Tarkastelussa hyödynnetään ihanneminän käsitettä, joka kuvaa sitä, millaiseksi ihmiseksi kielenoppija haluaisi kehittyä. Tämän käsitteen perusteella tavoitekuvaukset voidaan nähdä ilmaisuina opiskelijoiden ihanteellisesta kansainvälisestä minästä. Tavoitekuvauksia analysoitiin käyttäen laadullista sisällönanalyysiä. Tutkimuksessa hyödynnetään Jyväskylän yliopiston monikielisen akateemisen viestinnän keskuksessa kehitettyä monikielisen ja kulttuurienvälisen viestintäosaamisen viitekehystä (MICC). Viitekehyksen avulla tutkitaan, mitä sen elementtejä opiskelijat yleisimmin liittävät ihanteelliseen kansainväliseen minäänsä ja millainen rooli eri kielillä ja monikielisellä osaamisella on heidän tavoitekuvauksissaan. Tutkimuksessa keskeisimpiä ihanteellisen kansainvälisen minän piirteitä olivat avoimuus moninaisuudelle ja viestinnällinen itsevarmuus. Opiskelijat osoittivat yleisesti suurta kiinnostusta kulttuurienväliseen viestintään ja "toisiin" kulttuureihin, vaikka "toisista" annetut kuvaukset olivat usein hieman essentialistisia. Kielten oppimisen tasolla opiskelijoilla oli usein tavoitteita, jotka eivät olleet kielikohtaisia, vaan viittasivat pikemminkin monikieliseen osaamiseen. Niissä tapauksissa, joissa mainittiin tiettyjä kieliä, opiskelijoiden yleisimmät tavoitteet liittyivät englantiin, ruotsiin ja arabiaan.

Tutkimuksen päätteeksi pohditaan tulosten merkitystä kieli- ja viestintäopetuksen kannalta ja tuodaan erityisesti esiin tarve vahvistaa oppijoiden itseluottamusta sekä edistää ei-essentialistisen kulttuurin käsityksen ymmärrystä.

Asiasanat: Kulttuurienvälinen viestintä, kansainvälistyminen, korkea-asteen koulutus, ideaaliminä, motivaatio, monikielisyys, kielikoulutus

Introduction

Internationalisation has become an important concept in the development of many higher education institutions, including those in Finland, where it has been a priority since the 1990s (Saarinen, 2012). Finland is rapidly diversifying both culturally and linguistically (Rissanen, 2021) and students are expected to be able to function in multicultural and multilingual environments, an expectation which obligates universities to prepare students for such a future. According to Fabricius et al., (2017), institutions' frameworks and strategies are often abstract and optimistic, yet research has identified several issues connected with universities' internationalisation processes, such as the assumption that internationalisation and development of intercultural competence will take place automatically once a programme is offered in English (see also Gregersen-Hermans, 2017). However, this approach creates several challenges.

For one, "international" in practice often appears to mean "in English" (Fabricius et al., 2017). Although the motivation to study English appears to increase in the context of globalisation (Lamb, 2004), research into multilingualism suggests that the prevalence of L2 English in a country may negatively affect the interest to learn languages other than English (LOTE) (Busse, 2015, 2017; Henry, 2010), meaning that it may ultimately become more difficult to find workers with the required language skills when these skills go beyond English (Pirhonen, 2022).

Another issue is the somewhat abstract and uncritical nature of internationalisation in higher education institutions (Fabricius et al., 2017), where the internationalisation process may have begun before an analysis of its actual benefits or its meaning to different actors (Hultgren & Wilkinson, 2021; Van Hoof & Verbeeten, 2005). For instance, programmes like student exchanges are rolled out under the assumption they will increase students' intercultural competence when this is not necessarily the case (Fabricius et al., 2017; Gregersen-Hermans, 2017; Ruther et al., 2021; Sommier et al., 2021; Van Hoof & Verbeeten, 2005). Instead, "students may have different individual internationalisation projects, and these are not necessarily served by the English-fits-all model that many universities around Europe currently subscribe to" (Fabricius et al., 2017, p. 584). Responding better to individual students' needs, however, requires increased awareness of students' personal goals, the role that individual languages play in them and the aspects of intercultural competence they plan to develop. The latter is an extremely complex topic, which, depending on the approach used, can encompass a wide range of attributes, such as flexibility, suspension of judgment, mindfulness, or cultural relativity (see Arasaratnam–Smith, 2017).

This study aims to explore students' goals from the perspective of intercultural and multilingual competence and the role of individual languages. It draws on a framework of

multilingual and intercultural communication competence developed in a project at the Centre for Multilingual Academic Communication (Movi) at the University of Jyväskylä (see Kokkonen & Natri, 2024, in this book). For my study, I collected students' descriptions of their goals for their own internationalisation process and analysed them using qualitative content analysis. This study aims to promote an alternative to the reductive English-fits-all model and to deepen an understanding of internationalisation in higher education that better fits students' perceived and actual needs.

Background

Multilingual and intercultural competence in the internationalisation of higher education

Internationalisation in higher education is a container concept, the meaning of which has changed throughout the past two decades to encompass aspects such as integrating an international perspective into the curriculum or making an institution more responsive to global challenges (de Haan, 2014). In higher education, it is often driven by economic and market concerns, in other words by the questions of funding and attracting international students and staff (Mortensen & Haberland, 2012; Risager, 2012; Söderlundh, 2012). In the Finnish context, a 2009 study by the Centre for International Mobility showed that the participating Finnish universities' main motivations for establishing foreign-language programmes were raising the university's international profile, fulfilling the university's strategic requirements, and preparing students for working life (Garam, 2009). Unfortunately, no updated version of the survey exists, but more recent changes, such as the introduction of study fees for non-EU students, indicate that economic concerns still play a significant role (see also Garam et al., 2014).

Within the process of internationalisation, there is often no question that an "international" programme will be taught in English (Mortensen & Haberland, 2012; Söderlundh, 2012). The same applies to Finland, where, from the bachelor's to the doctoral level, nearly all teaching not offered in the university's main language (Finnish or Swedish) is offered in English (Saarinen, 2012), to the point where a 2009 study on foreign-language programmes concluded that in Finland, "foreign-language" means "English-language" (*"Suomessa vieraskielisyys on englanninkielisyyttä"*) (Garam, 2009, p. 14).

However, during the past decade, criticism of this unchallenged enthusiasm for automatic internationalisation through English has emerged, along with the question of what it really means to be international (Hofmeyr, 2021; Söderlundh, 2012). By the time Mortensen and Haberland (2012) published their special issue on the topic of language choice in the transnational university, "there seem[ed] to be a recurring critical stance towards an unquestioning acceptance of English as the 'natural' choice of language in a world with increased transnational contacts" (p. 4). The authors in the special issue call for more space for local languages and more awareness of (inter)cultural and multilingual practices. Recent literature in the Nordic context also shows concern about the position of languages other than English (Saarinen, 2012), the lack of interest in studying other languages (Pollari et al., 2021), and domain loss of the local language (Hultgren, 2018).

There is also a growing recognition that in order to prepare students for a multilingual world, competences beyond English skills are needed (Earls, 2016; Risager, 2012). As an alternative,

researchers and institutions have developed and drawn on concepts and competences related to multilingualism such as multilingual competence (The Council of the European Union, 2018), translanguaging (Garcia & Wei, 2014) or translingual practice (Canagarajah, 2013). In the context of internationalisation, multilingual competence could include, for instance, appreciation of smaller languages (Earls, 2016), studying the local language even if a programme is taught in English (Earls, 2016) or code-switching and code-mixing, including in field-specific terms (Salö, 2022). Relying entirely on participants' English in an interaction rather than on flexibility in interaction and may also cause difficulties in communication and relationship-building, marginalisation and trust issues, and puts the burden for resolving those issues on speakers from non-Anglophone countries (Burdett, 2014) by forcing them into so-called "linguistic hospitality", that is into "going beyond the language of the institution in meeting the other on their own terms". (Holmes, 2021, p. 10). This reliance thus depends on everyone involved mastering English as an active linguistic resource to accommodate those who do not have other languages in their (receptive) repertoire.

Research also seems to indicate that even in English-language settings, developing intercultural communication competence requires structured interventions, reflection, and evaluation (Burdett, 2014; Fang & Baker, 2018). Otherwise, cultural and learning differences can be perceived as insurmountable: Interaction might be lacking, and anxiety about intercultural interaction can limit or entirely eliminate contact between students of different backgrounds (Harrison & Peacock, 2010). Without support and guidance, intercultural encounters might result in what Fabricius et al. (2017, p. 588) referred to as a "'them' and 'us' culture", which ultimately negatively affects students' willingness to work in international settings in the future (see Burdett, 2014; Hofmeyr, 2021; Ruther et al., 2021; Sandstrom, 2019). In spite of this shift in perception, English continues to maintain its role as the perceived key to internationalisation. For instance, a 2017 survey of European university staff's views on internationalisation only investigated programmes taught in English and referred to English-medium bachelor's programmes as "a vehicle for internationalisation" (Sandstrom, 2019, p. 13).

Studies have found that both students and staff accord a special position to both the local (majority) language and their first language and adopt a pragmatic stance on language use (Earls, 2016; Fabricius et al., 2017; Söderlundh 2012). Currently, the most common language policy at Nordic universities appears to be parallel bilingualism (Holmes, 2021; Hultgren, 2014; Soler & Vihman, 2018), that is, using English with international interlocutors and the local language with local ones, with other languages struggling for space. The University of Jyväskylä partially follows this model: It is a Finnish-language university offering international degree programmes only in English, but in its language policy, it refers to itself as a "multilingual and multicultural academic community" and as "internationally attractive" (University of Jyväskylä, 2015, p. 1). The policy, however, does also include examples of multilingual and intercultural competence, such as the ability to react flexibly and to adapt communication to the context or the readiness to deploy partially developed languages skills. It thus goes beyond the assumption that English skills are enough for successful interaction in multilingual and/or intercultural settings.

The review above shows there has been an increasing discussion of what it really means to be international. While perspectives have become more varied, the dominant position of English continues to influence teaching and language choices. Against the backdrop of this shift, it is important to investigate what role different attributes, such as flexibility or

openness, play in students' own internationalisation goals as students navigate these different influences in their concrete plans for their studies (Hultgren, 2014; Saarinen, 2012).

Students' learning goals and their ideal selves

Language-learning goals have usually been described as language specific and as closely related to learning motivation (Dörnyei & Ushioda, 2011; Henry et al., 2023). However, multilingual and intercultural learning motivation is a complex phenomenon. For instance, research has shown that the nature of motivation differs between English and LOTEs: Although English is often seen as necessary and as an instrument for integrating into the globalized community of academia (Busse, 2015), the motivation to study LOTEs appears to be more specific and driven, for example, by hobbies, personal interests, or a desire to move to the language area in question (Huang, 2019; Wang & Zheng, 2021). It has also been argued that motivation for English negatively affects motivation to study other languages (Henry, 2010). Henry (2017) concludes that "languages cannot be conceptualized as separate, autonomous systems" (p. 551), but rather as subsystems of an overall system that also incorporates aspects of multilingual competence, such as flexibility and creativity. Hence, a desire to achieve or improve multilingual competence will affect learning motivation for individual languages (Henry, 2017).

One theoretical approach that is suitable for examining motivation for different competences at one time is Dörnyei's (2005) empirically validated L2 Motivational Self system, a conceptualisation of L2 motivation that is grounded in consideration of the self and identity (Busse, 2015; Dörnyei, 2005). The model posits that, based on the values they consider positive or negative, individuals develop possible selves, "representing the individuals' ideas of what they *might* become, what they *would* like to become, and what they are *afraid* of becoming" (Dörnyei, 2005, p. 98, emphasis in the original).

Dörnyei (2005) distinguished between two types of L2 self. The first is the *ideal L2 self*, a version of oneself that is considered aspirational, represents more long-term goals and "reflects learners' vision of their future" (Cho, 2020, p. 2031). The second is the *ought-to L2 self*, a version of the self that has the traits one believes one ought to have, a less strong and a more short-term motivational influence that is more subject to extrinsic factors. These possible selves serve as powerful motivational tools: Individuals are said to constantly monitor how their actual self compares to their possible selves (Dörnyei, 2005). If a possible self is perceived to be both realistic and aspirational, people will strive to reduce the discrepancy between their actual self (their perceived current self) and the ideal self (Busse, 2015). This involves the processes of working towards desired accomplishments or achieving the desired growth, but also avoiding feared punishments or repercussions.

While Dörnyei's theory of the L2 motivational self system was developed to describe motivation in respect to one L2, the model has been adapted to describe multilingual learners. These adaptations include Henry's (2017) ideal multilingual self and Busse's plurilingual future self (2017). Unlike language-specific selves, these selves not only serve to motivate the learner in the acquisition of a specific language, but also allow them to manage, balance, and develop their overall repertoire, depending on their interests (Henry, 2010). Henry (2017) observed that learners either develop a contentedly bilingual (mother tongue + English) self or an ideal multilingual self. The latter positively impacts the acquisition of individual languages. Thus, encouraging students to see themselves as multilinguals with agency in their language choices for personal expression and turning the contentedly bilingual self into a feared self (i.e., a self that is perceived negatively) are seen to increase language learning motivation.

Busse (2017) refers to the ideal vision of a multilingual self as "an overarching plurilingual Bildungs-Selbst" (p. 578). Learners with this self see knowledge of languages as part of being an educated citizen of Europe and consider studying them to be part of their identity work as (emerging) plurilinguals. They experience intrinsic motivation, enjoy the challenge of studying a foreign language, and are more likely to do so (Wang & Zheng, 2021).

Since, according to the multilingual models mentioned above, students' ideal selves also contain traits beyond mastery of grammar, syntax and vocabulary, that is, traits such as flexibility, creativity, openness and self-efficacy, these ideal selves can also be examined from a broader perspective of multilingual and intercultural communication competence. However, little research has been done on students' learning goals for their internationalisation in general. Instead, students' motivation and goals are usually examined in the context of the goals of students participating in particular internationalisation programmes, such as student exchanges or international study programmes. This exclusive focus on participants in non-compulsory programmes is problematic, since the likelihood to participate in such programmes correlates with an existing interest in internationalisation and thus specific goals (Daly, 2011). Additionally, these programmes might not be accessible or interesting to everyone (Sommier et al., 2021), which means that current research on students' internationalisation goals tends to focus on those student groups that are more likely to participate.

A review of the literature on students' goals for participation in a student exchange shows that goals related to personal development and intercultural awareness dominate, with oft-cited goals including self-confidence, self-awareness, self-reliance, and broadening one's horizons. These are ranked higher by students than goals involving professional development, such as networking, academic career, or employability (Hennings & Tanabe, 2018; Hofmeyr, 2021; Van Hoof & Verbeeten, 2005). Pyvis and Chapman (2007) found that students with self-development goals were more resilient when facing potential issues associated with studying in international settings. Students also reported a high level of interest in developing their intercultural communication skills (Fang & Baker, 2018), although what exactly is meant by 'intercultural communication skills' is often not defined further. Another common goal for students is confidence-building in using a foreign language. In line with the findings reported above, Hennings and Tanabe (2018) found that the language in question is generally English, but also that students with a specialisation in foreign language studies also want to develop their skills in the local language. Research into students' goals for participation in virtual exchanges has come to similar conclusions: Students are mainly interested in developing their intercultural and personal skills, such as making new friends and broadening their horizons (Ruther et al., 2021). In virtual programs as well, students with personal goals often show stronger results than those who have "only" instrumental goals (Zhakarova et al., 2019).

To summarize the findings on students' goals for their participation in student exchanges, they tend to be focused on personal rather than professional development and provide more motivation if they are intrinsic goals. Unfortunately, they have previously been examined primarily within the context of particular internationalisation programmes, mostly student exchanges. In contrast, I here used goal descriptions by students who had participated in a programme that involved all students in their year group and study programme. There is currently a significant lack of research into students' goals for internationalisation at a more general level.

Methodology

Purpose of the study and research questions

Recent research into internationalisation in higher education has created space for the (re)evaluation of the importance of multilingual and intercultural competence for internationalisation, as well as for the recognition of the importance of all language competence. Research into policy implementation has shown that policies such as internationalisation "are not self-evident layers that can be added on top of national and local structures of higher education policy" (Saarinen, 2017, p. 556). Rather, they interact with the existing structures and are negotiated by the different agents. While earlier approaches to internationalisation tended to be top-down, there is now growing interest in also incorporating student voices into research (Lehtomäki et al., 2016). This study aims at making more visible the goals students set for their own internationalisation process, and the role different languages play in those goals. A future self that has reached those goals and has acquired students' desirable attributes can be conceived of as the ideal international self. I used goal descriptions made by students as descriptors of this ideal international self. My aim is not to evaluate students' present or future skills. Instead, by examining the most common traits of students' ideal international self, I also shed light on what competences students consider to be most relevant for themselves. Teachers can then use this knowledge to design learning outcomes that maximize (perceived) relevance for students.

As outlined above, previous research has revealed a move away from the dominance of English in understandings of internationalisation and towards a more nuanced understanding that includes an appreciation of other languages, as well as multilingual competence. Multilingualism is now part of the compulsory language and communication studies of all undergraduates at the University of Jyväskylä as well as a goal of the university's language policy (see the Introduction of this book by Károly et al., 2024). While students were not asked separately about their language learning goals in the context of their internationalisation, they were made aware of the link between language and culture in their work on their internationalisation plans, meaning many of them also explicitly described language-learning goals. Therefore, I decided to also focus separately on goals relating to language studies and the development of language skills. The aim of this part of the analysis was to elucidate what languages students associate with their own internationalisation. To reflect the above-described interplay between different languages within a learner, I also took into account goal descriptions related to multilingual communication.

While multilingual and intercultural competence can be conceived of in different ways, I chose to draw on the framework for Multilingual and Intercultural Communication Competence (MICC), which was the result of a development project at Movi. The framework is based on literature on multilingual and intercultural interaction and breaks down competences into the three interrelated elements of skills, knowledge, and attitudes/motivation. The framework is processual, that is, it describes a lifelong learning process. Successful communication is defined as appropriate, effective, and ethical. Instead of aiming at an objective evaluation of communication competence, it takes a situated and contextual view of communication, whereby behaviours are evaluated by participants and their evaluation can differ across contexts. MICC is not designed to be a tool for assessment, but rather helps describe and verbalize competence (University of Jyväskylä, 2023). For more on this framework, see the chapter written by Kokkonen and Natri (2024) in this book.

MICC has the advantage of being developed specifically for the context of internationalisation in higher education. Since one aim of this study was to test for the fit of MICC with students' goals, in answering my research question, elements included in students' goal descriptions were categorised using the knowledge, skills and attitude descriptors present in MICC. Thus, in addition to evaluating the role of different languages in students' personal internationalisation projects, I explored what areas of MICC students perceive as most relevant and test the extent to which the framework is useful for describing and categorizing student goals.

In this study, I aimed at answering two research questions:

Question 1: What elements of the MICC framework do the students consider to be most relevant as part of their internationalisation goals (i.e., as traits of their ideal international self)?

Question 2: What role do different languages and multilingual communication competence play in students' goal descriptions?

Participants and data collection

The University of Jyväskylä stipulates that internationalisation should be part of every student's studies. To support the development of individualised and field-specific competence relevant to internationalisation, in 2019, Movi established the development project *Monikielinen ja -kulttuurinen osaaminen kansainvälistymisen ydinkompetenssina* [Multilingual and intercultural competence at the heart of internationalisation]. This study was conducted within the framework of this pedagogical development project, of which I am a member. This project is currently ongoing.

At the beginning of their studies, BA students in participating faculties set goals for their internationalisation, reflect on how they can reach those goals in practice, and draft a personalised study plan with the help of faculty staff. They thereby recognize, develop, and then verbalize relevant competence already during their studies (Kokkonen et al., 2021). The aim of the internationalisation plan is to allow students to develop more concrete goals without forcing them into a specific mode of study. This allows for a more individualised mode of attaining relevant skills, makes internationalisation at home accessible to more students and could also increase participation in non-compulsory activities, which remains an issue (Hofmeyr, 2021). The process of working towards one's own goals should ideally be reflected upon throughout one's studies to maintain goal self-concordance (Henry et al., 2023). Additionally, it is essential that programme curricula are examined critically to make sure they allow students to work on the relevant competence. The project team, including the myself, assisted both departments and Movi's teachers in this process, but the main responsibility for this curriculum development was always with the respective teachers.

The process of making the plans differs somewhat between faculties, but since the participants in this study were students of early childhood education, in the following more details will be provided on the process at the Faculty of Education. These students were chosen because their study programme participated in the piloting stage of the development project, and since I was mainly involved in implementing the internationalisation plans at the Faculty of Education.

In the faculty, students assemble a portfolio throughout their studies. The portfolio consists of, for instance, documentation of their teaching experience, reflective texts, and their teaching philosophy. This portfolio is assembled online and, while compulsory, is not graded. The internationalisation plan is part of this portfolio. The process of making the internationalisation plan was initiated in the spring of the first year of study, in a meeting between students (in small groups) with their group advisor from the faculty. During this meeting, the students were introduced to the five internationalisation goals of the faculty, such as language-aware pedagogy, international expertise, and global and ethical responsibility. Students were invited to reflect on the ways in which these topics had been covered during their studies so far. They were also supplied with information on how to put internationalisation into practice, for instance by doing an internship abroad or taking extra classes at Movi. To acquaint students with MICC, the author and some of her colleagues made a video to be shared with students since there were too many small groups for the members of the development project to meet with each group separately. The video explained the basic structure of MICC and the core assumptions made in the framework as well as provided examples of how a phenomenon can be tied to skills, knowledge and attitudes and motivation at the same time. Students were also supplied with the MICC framework. This work was done in Finnish. After the meeting, we asked students to set three goals for themselves, based on the following questions:

- Minkälaista kansainvälisyysosaamista olet kartuttanut tähän mennessä opintojesi aikana? [What kind of internationalisation competence have you acquired throughout your studies so far?]
- Minkälaista kansainvälisyysosaamista sinun täytyy henkilökohtaisesti vielä kehittää? [What kind of internationalisation competence do you personally still need to develop?]
- Millä keinoin uskot näiden taitojen kehittyvän? [How can you develop this competence?]
- Aseta itsellesi kolme tavoitetta, joiden avulla pyrit kehittämään kansainvälisyysosaamistasi. Muista asettaa konkreettisia tavoitteita! [Set yourself three goals which you will use to work on developing your internationalisation competence. Remember to make your goals concrete!]

Several weeks after this initial meeting with group advisors, the small groups met again, this time with both the advisors and a member of the project team, one of which was the author. During this meeting, students shared the goals they had set for themselves. In small groups, they also worked to come up with practical ways of working towards their goals as well as with practical examples of situations in which their desired attribute would become visible. Before this meeting, students had shared their goals anonymously on Flinga, an online collaborative whiteboard. Participation and student work in these meetings were not assessed, but making an internationalisation plan was compulsory for students in this cohort. The following graphic provides an overview of the internationalisation path of this cohort and helps illustrate the context of the data collection:

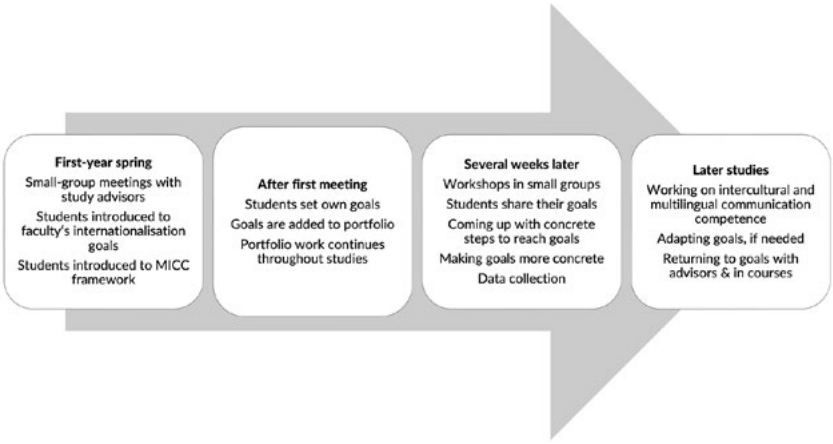

Figure 1 Overview of target cohort's internationalisation path and context of the data collection

To gain consent for the use of their data, I afterwards contacted students participating in the workshops in this cohort, provided them with a description of the study and asked them to share their goal descriptions in an online questionnaire (in Finnish) and to give consent. Since the research did not involve the question of how individual traits affect a person's goals, no information about participants other than their name was collected. A total of 64 students answered the web questionnaire, mostly providing three goals each, although some students only listed two goals. The total number of students invited to the workshops was 133, making for a response rate of 48 percent.

The collected data of students' goal descriptions can be considered a representation of students' ideal or ought-to self, depending on the extent to which the students identify with the goal of internationalisation. Due to the response format in the online whiteboard, the goal descriptions collected for this study were short, about one to three sentences per goal. All students wrote their goal descriptions in Finnish. The translations provided in this paper were made by the author, who is a fluent speaker of Finnish.

Method of analysis

For the analysis, I performed qualitative content analysis on the data. Qualitative content analysis aims at being systematic and intersubjectively comparable while also taking into account the complexity and the variability of meaning and the need to interpret text-based material (Mayring, 2010). Such analysis combines allowing participants' voices to shine through with a certain analytical rigor that enables patterns in the data to be identified. Since the analysis method of choice is qualitative, I adopted a constructivist and interpretivist worldview (Selvi, 2019). In this view, both the reader and the writer are treated as subjects with preconceptions (reader) and intentions (writer). The researcher makes interpretations of the data while reading and performing the analysis, while the writers produce the text in a particular setting, here as part of a classroom activity. In viewing the results, it therefore needs to be remembered that the data were treated as an expression of students' goals, not necessarily

as a perfect reflection of the latter. However, efforts were made at the data collection stage to mitigate this phenomenon.

Qualitative content analysis starts with the collection, description, and contextualisation of the material. Research questions are then developed afterwards. Based on the research questions, an analysis method can be selected. For this study, I chose to focus on a summarising approach (working out the main and most frequently raised points raised).

The development of analytical categories started with a deductive development of categories based on MICC. The categories were based on the descriptions provided in MICC, and sometimes covered chunks of text related to somewhat different sub-themes. For instance, the category "respect and interest/openness towards diversity" covered aspects such as interest in learning about cultures, desire to get to know other cultures, remaining open to cultural diversity and combating one's own stereotypes. I also added a category for chunks relating to specific languages. Next, I assigned elements of students' anonymised goal descriptions to categories by colour-coding after identifying an example chunk. After an initial round of identifying chunks and assigning them to categories, texts were checked again to make sure that the assignment of categories was consistent across the submitted answers. At this stage, I added some categories to reflect commonly mentioned issues that could not be assigned to any category. Finally, 152 chunks were extracted and used to identify the most central goals.

In identifying key content, qualitative content analysis can account for both intensity and frequency (Mayring, 2010). I chose to take into account both the number of chunks assigned to a category, as well as the intensity with which goals descriptions were mentioned. This allowed me to both be able to make quantitative observations on the relatively large number of participants the data came from (Selvi, 2019) and consider the context of the text chunks.

Results

Elements of MICC associated with the ideal international self

One challenge in classifying student goals according to the elements that are part of MICC is that the framework is often more complex than students' goals. This gap, at times, made goal descriptions difficult to classify. For instance, a student goal such as "erilaisiin kieliin ja kulttuureihin tutustumista" [getting to know different languages and cultures] might require knowledge, skills and motivations as varied as openness towards diversity, motivation to engage in interpersonal relationships, knowledge about stereotypes, flexibility, and interpersonal communication skills. The shortness of students' descriptions might be due to how the assignment instructions were phrased, since students were asked to only provide short goal descriptors. However, it is also possible that students were not (yet) aware of the range of knowledge, skills, and motivations that goals such as maintaining one's language skills require. During the analysis, chunks were added to those elements of MICC that best captured a goal's core content. However, due to the above-described complexity, some chunks were added to several elements.

The elements that received the most mentions in students' descriptions of their ideal international selves were "respect and interest/openness towards diversity" (part of attitudes and motivations), as well as "confidence in culturally and linguistically diverse settings, situations and relationships" (also part of attitudes and motivations). In the following

paragraphs, I take a more detailed look at how these elements showed up more concretely in students' descriptions before also providing an overview of other elements students often mentioned.

Within "respect and interest/openness towards diversity", some larger thematic clusters emerged. Overwhelmingly, students described their ideal international self as a person who "oppi[i] muista kulttuureista" [learns about other cultures] or "ymmärtää paremmin muita kulttuureja" [understands other cultures better]. These descriptions tended to focus on differences rather than commonalities, that is, there were several explicit mentions of wanting to learn about cultural differences, such as "oppia kulttuureista ja niiden erilaisuudesta" [learning about cultures and their differences], while none mentioned commonalities. Another common trait associated with the ideal international self was openness, meaning for instance "säilyttää avoimen mielen" [maintaining an open mind] or "pyrin suhtautumaan avoimesti eri kulttuureihin" [striving to have an open attitude to other cultures]. A smaller number of students also mentioned wanting to recognize and get rid of existing reservations or stereotypes, or to maintain and show open-mindedness in their future work.

The second major attribute associated with the ideal international self according to the data was confidence in culturally and linguistically diverse settings, situations, and relationships, an element that was mentioned by more than half of the participants. It is closely associated with the elements of emotion management (part of skills) and knowing what evokes strong emotions (part of knowledge). Many chunks were assigned to several of those elements, so in the interest of space, they will be covered together to identify the main themes in students' descriptions. The main thematic cluster related to confidence was self-confidence in foreign-language usage, particularly speaking. Students described, for instance, wanting to "puhua vieraita kieliä itsevarmemmin" [speak foreign languages more confidently] or wanting to "asennoitua siihen, että ei tarvitse jännittää vieraita kieliä puhuessa" [have an attitude that they do not have to feel anxious when speaking a foreign language]. Many students also mentioned "rohkaistua puhumaan vieraita kieliä" [the courage to speak foreign languages], indicating that anxiety or self-consciousness may at times prevent them entirely from using their skills in foreign languages. Interestingly, intercultural encounters were not mentioned as causing uncertainty or anxiety. There was also only little and not very explicit mention of managing others' uncertainty, even though MICC also considers this part of confidence. Confidence is thus still seen as an individual's competence, not as something that arises out of an interaction.

Other elements that were mentioned rather frequently, although not as often as confidence and openness, were empathy, flexibility, attitudes towards languages and linguistic repertoires, knowledge about languages and language learning, and skills to reflect and analyse one's own and others' communication. Empathy often shows a field-specific dimension, since in addition to expressing general interest in others' culture, several students explicitly mentioned children who speak Finnish as a second language and the desire to support their learning and integrating their home languages into teaching. Flexibility more than occasionally also relates to confidence, in that lacking foreign language confidence seems to often prevent students from using their full repertoire or participating in certain communicative situations. One student for instance stated their goal was to "tarttua tilanteisiin, jossa voin sitä [A/N: ruotsia] harjoittaa" [take advantage of situations in where they could practice Swedish], a goal that can be seen to be related to both flexibility and confidence.

The element of attitudes towards languages and linguistic repertoires also showed a strong overlap with confidence in students' goal descriptions. In the framework, part of motivation

and attitude is to also acknowledge the value of partial competences, a dimension that repeatedly showed up in students' goal descriptions. For instance, students wrote that they wanted to "päästä eroon mokaamisen pelosta" [to get rid of the fear of messing up], or that it is "parempi puhua niin hyvin kuin osaa, kuin jättää sanomatta" [better to say what one is able to say rather than not speaking at all]. Students here showed a strong focus on the partiality of their own language skills, demonstrating the link between individual elements. The element of skills to reflect on one's own and others' communication shows more varied clusters, with students for example aiming at understanding children who learn Finnish as a second language (see above), reflecting their own strengths and weaknesses related to internationalisation, or wanting to avoid and/or reflect on stereotypes and their impact on communication.

While there were few mentions of how this learning was intended to be achieved, some more concrete plans could be found in the data. Six students explicitly mentioned wanting to participate in a student exchange or internship abroad, and there were also occasional mentions of what can be considered internationalisation at home, for example "vaihto-oppilaisiin tutustuminen" [getting to know exchange students], taking "kansainvälisyyttä tukevat kurssit" [courses supporting internationalisation] or using the internet.

Aspects of the MICC framework that received little to no attention in students' goal descriptions were, for instance, understanding how language and cultures are intertwined, understanding how cultures are negotiated in interaction, acknowledging power relations, and understanding different ways of initiating, maintaining, or developing interpersonal relationships. Next, thematic clusters more related to foreign-language learning will be discussed.

Students' language learning goals

Overall, nearly 70 text chunks were classified under the category "language learning goals". This indicates a significant connection between (foreign) language skills and internationalisation. In this section, I examine in more detail what goals were associated with students' language learning for internationalisation.

By far the largest thematic cluster concerns maintaining or developing language skills in general, including for example "parantaa kielitaitoa" [improving language skills] or "kehittää vanhoja (jonkin verran osaamiani) vieraita kieliä" [working on pre-existing, somewhat familiar language skills]. The challenge with this cluster is that the language skills in question are not, more specifically, visible. However, it does show a generally high interest in maintaining and/or developing language skills in conjunction with internationalisation.

The languages mentioned the most were, overwhelmingly, English and Swedish, the two foreign languages[1] that were compulsory for students. Learning goals related to the two languages often revolved around confidence, as mentioned above. This applies to Swedish in particular, where nearly a third of assigned chunks were related to "rohkaistua puhumaan sitä" [the courage to speak the language]. Often, students aimed at using the languages (English and/or Swedish) in active communication. In addition to English and Swedish, the only non-compulsory language mentioned in students' learning goals was Arabic, which was mentioned

1. Swedish is usually referred to in Finland as the second official or domestic language. However, for the purposes of this study, it was more useful to group it under "foreign language" in the sense of "not the mother tongue" since the results for Swedish showed such a strong similarity to those for English.

by two participants. This interest might be explained by the fact that Arabic is now the third most common foreign language in Finland, with nearly thirty percent of its speakers being under the age of fourteen (Statistics Finland, 2021).

In addition to the above, two other sizeable clusters centred on interactional strategies and field-specific language skills. The former were often associated with "vaikeista vuorovaikutustilanteista" [difficult communicative situations], and students aimed at developing creativity and different strategies to handle those situations. Where field-specific language skills were further defined, they related to acquiring "alakohtaista sanastoa" [field-specific vocabulary] as well as to "kehittyä monikielisessä opettamisessa" [developing in multilingual teaching].

Discussion

Even though the participants in this study were all studying the same major with the same degree requirements, their ideal international selves show variation, which reinforces the importance of taking into account students' "individual internationalisation projects" (Fabricius et al., 2017, p. 58). In spite of those differences, patterns did emerge which shed some light on ways that institutions of higher education can support those personal internationalisation projects.

Participants in this study generally showed a high interest in other cultures and a positive disposition towards intercultural contact. This is positive in the sense that traits such as an open disposition increase the likelihood of a student participating in a programme for intercultural contact (see e.g., Daly, 2011). Many of the descriptions in the data imply, however, a somewhat essentialist and therefore limiting understanding of culture, for instance, when a student aimed at learning more about different cultures, arguing that there are a lot of examples visible on the internet. In the essentialist understanding of culture, it "is something people have…and knowledge of cultural codes enables one to predict how people will behave" (Dahl, 2014, p. 2, see also Kokkonen et al., 2022). Hofstede's (1980, p. 21) understanding of culture as a "collective programming of the mind which distinguishes the members of one human group from another" is a prominent example of the essentialist understanding of culture, which ascribes a common core, an "essence", to all members of a culture. This understanding is common particularly in foreign language classes (Holliday, 2022) and at early stages of learning about intercultural communication (Kokkonen et al., 2022; Siljamäki & Anttila, 2022).

As Siljamäki and Anttila (2022) suggest, the essentialist understanding of culture a student often holds in the early stages of their learning process may be connected to the second element that emerged as most significant in this study: This understanding of culture makes possible simple lists of dos & don'ts for individual cultures and thereby may help alleviate anxiety about intercultural encounters, as it makes human behaviour seem more predictable. However, for analysing how individuals interact in a given setting, a non-essentialist understanding may be more helpful as human behaviour is influenced by many factors other than culture, such as status, situation, purpose, and mutual relationships, and as people can activate and make relevant different aspects of themselves in different settings (Dahl, 2014). As this dynamic cultural understanding (Dahl, 2014) appears to be more abstract and is less present in students' understandings of intercultural communication competence, students may need more concrete examples of how culture is constructed and negotiated in interaction.

The aim is not to replace the essentialist understanding, but to create an alternative framework for understanding culture (Kokkonen et al., 2022).

In terms of language learning goals, describing students' ideal internationalised selves using Henry's (2017) terminology shows that Finland as an officially bilingual country makes for a special case. For most students, the language repertoire of their ideal self includes some level of competence in Swedish, making it impossible for them to be contentedly bilingual. This is probably partially explained by the fact that Swedish is a compulsory element of students' language and communication studies, meaning that a self that graduates necessarily has to be a self that is also able to communicate in Swedish. On the other hand, previous research has shown that motivation for studying Swedish correlates strongly with existing interest in the language (Knight, 2013). It is thus not possible, at this stage, to say where this role of Swedish in the ideal self stems from, but it nevertheless indicates that learning goals are influenced by the setting. The fact that English plays just as significant a role as the second domestic language showcases the continued role the language plays in the context of internationalisation.

Regardless of the foreign language in question, the main task for teachers of foreign languages appears to be raising confidence. Students often talk about needing courage to use their foreign language skills, which they then connect to language improvement. Anxiety and uncertainty are indeed important topics in speaking a foreign language and previous research has suggested numerous tools and approaches to help alleviate this phenomenon. Teachers can, for example, provide assistance in finding vocabulary, work on creating a positive classroom atmosphere and clear assessment criteria, choose topics for oral production that are familiar to students and focus on message over form (Mouhoubi–Messadh & Khaldi, 2021). At the same time, it is important to remind students they are not alone in feeling anxious about situations in which they have to speak a foreign language and that anxiety can co-exist with positive emotions such as self-confidence and enjoyment (Gregersen, 2020). In spite of students' strong focus on foreign language production as a cause of anxiety, these strategies might also help alleviate anxiety in settings of intercultural communication, since apprehension seems to mainly derive from the potential for misunderstanding (Mouhoubi-Messadh & Khaldi, 2021), which is also present in intercultural communication.

In addition, language and communication studies should also have a field-specific dimension, since many students mention being particularly interested in, for example, acquiring field-specific vocabulary (see Gregersen-Hermans, 2017; Saarinen, 2017). As the other chapters in this book demonstrate, teaching at Movi often has this field-specific dimension. The findings of this study demonstrate that students clearly consider field-specific aspects to be part of their own internationalisation path.

Conclusion

Though students appear interested in developing their multilingual and intercultural communication competence, they should continue to work and reflect on their internationalisation paths throughout their studies. For instance, both compulsory and non-compulsory instruction can help students gain deeper awareness of how culture is negotiated in interaction. It would also be important for students to be more aware of how a certain level of uncertainty and discomfort is often present in unfamiliar interactional settings, and that such uncertainty does not preclude successful communication. In line with the theory

of ideal selves, it is hoped that students' work on their internationalisation plans could also increase the motivational power of the ideal self. Since more developed selves have higher motivational power, having a learner make their self-imagery more vivid and elaborate can increase their motivation (Dörnyei, 2005).

This study found that the MICC framework is useful for describing and categorising student goals and that it contains the elements (openness and confidence) that students perceive as the most relevant for their own development. In many cases, the framework covers those elements from several perspectives. For instance, confidence can be said to be related to both emotion regulation (part of skills) and confidence in diverse settings (part of attitudes and motivations). This may be useful in helping students reflect and expand on what their goals entail and what they mean at a more concrete and detailed level. On the other hand, the framework also contains several elements that were not mentioned at all by the participants, such as understanding power structures and interpersonal communication skills. Based on the data I used here, it is impossible to say whether these were disregarded because students truly consider these elements to be less relevant for themselves, or if these elements simply are not clear to students. Overall, however, the amount of time the students in this study spent working with MICC prior to setting their goals was limited, and it is recommended that students be provided more time and space in the future to work with the framework. For instance, students could come up with scenarios in which individual elements become visible or relevant, with a focus on those elements that received less attention in this study.

Studying ideal selves is challenging in that participants who know they are being observed may share goal descriptions they believe are expected of them, that is, they provide descriptions that are more indicative of their ought-to selves (see Dörnyei, 2005). Several aspects of this study hopefully alleviate this phenomenon: The internationalisation plans are not graded and students originally made their goal descriptions for a workshop, not this study. I was at no point responsible for student grading and students were aware of that fact. Other than running some of the workshops on internationalisation goals, I also did not function as a teacher for this cohort of students.

In terms of the validity of the data collected, goal descriptions were long-term, making them more reflective of students' ideal selves. Additionally, previous studies on ideal selves have also involved data collection via interviews or questionnaires, (for more on self-reported data, see, e.g., Busse, 2017). While participation was voluntary, the relatively high response rate supports the idea that students with different levels of investment in the internationalisation process participated in the study. Nevertheless, the limitation of the author also working as a teacher at this university remains. For instance, students might be tempted to believe they are required to provide certain goal descriptions in order to pass a course. In addition, some goal descriptions were challenging to classify due to their shortness. This shortness is likely the result of the limited time available during the workshop, where students were asked to describe their goals concisely. In future research, however, a different response format could be chosen that would allow participants to elaborate on their goals.

The nature of this study was exploratory, and little research has been done previously on internationalisation without connection to participation in a specific programme. Therefore, research will continue within the project group. Possible research directions include whether students' ideal international selves vary by faculty or according to other factors, such as age, gender or previous work experience. It also should be investigated if the internationalisation plans help students verbalise their competence, how students' goals change as they progress

along their study path, and to what extent graduating students feel they have reached the goals set for themselves.

In terms of language learning goals, the descriptions used in this study were too short to also allow inferences about the reasons why specific goals were selected. Since it appears that only a few students were interested in pursuing studies in non-compulsory language as part of their internationalisation path, further research needs to be done into what motivates these decisions and how they are influenced by existing discourses about the value of different languages in the context of internationalisation.

References

Arasaratnam-Smith, L. (2017). Intercultural competence: An overview. In D. Deardorff & L. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education* (pp. 7–18). Routledge.

Burdett, J. (2014). Students achieving intercultural competence through group work: realized or idealized? *Journal of International Education in Business, 7*(1), 14–30. https://doi.org/10.1108/JIEB-05-2013-0017

Busse, V. (2015). Überlegungen zur Förderung der deutschen Sprache an englischen Universitäten aus motivationspsychologischer Perspektive [Reflections on the support for the German language at English universities from the perspective of motivational psychology]. *Deutsch als Fremdsprache, 52*(3), 172–182. https://doi.org/10.37307/j.2198-2430.2015.03.11

Busse, V. (2017). Plurilingualism in Europe: Exploring attitudes toward English and other European languages among adolescents in Bulgaria, Germany, the Netherlands and Spain. *The Modern Language Journal, 101*(3), 566–582. https://doi.org/10.1111/modl.12415

Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations.* Routledge.

Cho, M. (2020). An investigation into learners' ideal L2 self and its motivational capacity. *Reading and Writing, 33*(8), 2029–2048. https://doi.org/10.1007/s11145-020-10031-7

The Council of the European Union. (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning. ST/9009/2018/INIT. *Official Journal of the European Union, C 189*(1), 1–13. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)

Dahl, O. (2014). Is culture something we have or something we do? *Journal of Intercultural Communication, 14*(3), 1-10. https://doi.org/10.36923/jicc.v14i3.678

Daly, A. C. (2011). Determinants of participating in Australian university student exchange programs. *Journal of Research in International Education, 10*(1), 58–70. https://doi.org/10.1177/1475240910394979

De Haan, H. (2014). Internationalization: Interpretations among Dutch practitioners. *Journal of Studies in International Education, 18(3)*, 241–260. https://doi.org/10.1177/1028315313496571

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Lawrence Erlbaum.

Earls, C. (2016). When English just is not enough: 'Multilingualism with English' in contemporary European higher education. *International Journal of Applied Linguistics, 26*(3), 329–347. https://doi.org/10.1111/ijal.12114

Fabricius, A. H., Mortensen, J., & Haberland, H. (2017). The lure of internationalization: Paradoxical discourses of transnational student mobility, linguistic diversity and cross-cultural exchange. *Higher Education, 73*(4), 577–595. https://doi.org/10.1007/s10734-015-9978-3

Fang, F., & Baker, W. (2018). 'A more inclusive mind towards the world': English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspective. *Language Teaching Research, 22*(5), 608–624. https://doi.org/10.1177/1362168817718574

Garam, I. (2009). *Vieraskieliset tutkinto-ohjelmat suomalaisissa korkeakouluissa* [Foreign-language degree programs at Finnish institutions of higher education]. Centre for International Mobility. https://www.oph.fi/sites/default/files/documents/15435_vieraskieliset_tutkinnot_tiivis_faktaa.pdf

Garam, I., Jaalivaara, J., Kuosmanen, I., & Suhonen, T. (2014). *Esiselvitys ulkomaalaisten korkeakouluopiskelijoiden taloudellisista vaikutuksista* [Preliminary report on the economic impact of foreign students in higher education]. Government Institute for Economic Research. https://vatt.fi/documents/2956369/3012233/v21.pdf

Garcia, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education.* Palgrave.

Gregersen, T. (2020). Dynamic properties of language anxiety. Studies in Second Language *Learning and Teaching, 10*(1), 67–87. http://dx.doi.org/10.14746/ssllt.2020.10.1.4

Gregersen-Hermans, J. (2017). Intercultural competence development in higher education. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education: International approaches, assessment and application* (pp. 67–82). Routledge.

Harrison, N., & Peacock, N. (2010). Interactions in the international classroom. The UK perspective. In E. Jones (Ed.), *Internationalisation and the student voice* (pp. 125–141). Routledge.

Hennings, M., & Tanabe, S. (2018). Study abroad objectives and satisfaction of international students in Japan. *Journal of International Students, 8*(4), 1914–1925. https://doi.org/10.5281/zenodo.1472920

Henry, A. (2010). Contexts of possibility in simultaneous language learning: Using the L2 Motivational Self System to assess the impact of global English. *Journal of Multilingual and Multicultural Development, 31*(2), 149–162. https://doi.org/10.1080/01434630903471439

Henry, A. (2017). L2 Motivation and Multilingual Identities. *The Modern Language Journal, 101*(3), 548–565. https://doi.org/10.1111/modl.12412

Henry, A., Thorsen, C., & Uztosun, MS. (2023). Exploring language learners' self-generated goals: Does self-concordance affect engagement and resilience? *System, 112*. https://doi.org/10.1016/j.system.2022.102971

Hofmeyr, A. S. (2021). Taking advantage of a multicultural campus: Impact of at-home intercultural initiatives on Japanese students' skills and future goals. *Journal of Studies in International Education, 25*(2), 182–202. https://doi.org/10.1177/1028315320906159

Hofstede, G. (1980). *Culture's consequences. International differences in work-related values.* Sage Publishing.

Holliday, A. (2022). Searching for a third-space methodology to contest essentialist large-culture blocks. *Language and Intercultural Communication, 22*(3), 367–380, https://doi.org/10.1080/14708477.2022.2036180

Holmes, L. (2021). Language, hospitality, and internationalization: Exploring university life with the ethical and political acts of university administrators. *Current issues in Language Planning, 24*(1), 42–59. https://doi.org/10.1080/14664208.2021.2013061

Huang, S. (2019). Learning experience reigns – Taiwanese learners' motivation in learning eight additional languages as compared to English. *Journal of Multilingual and Multicultural Development, 40*(7), 576–589. https://doi.org/10.1080/01434632.2019.1571069

Hultgren, A. K. (2014). Whose parallellingualism? Overt and covert ideologies in Danish university language policies. *Multilingua, 33*(1–2), 61–87. https://doi.org/10.1515/multi-2014-0004

Hultgren, A. K. (2018). The Englishization of Nordic universities: What do scientists think? *European Journal of Language Policy, 10*(1), 77-95. https://doi.org/10.3828/ejlp.2018.4

Hultgren, A. K. & Wilkinson, R. (2022). New understandings of the rise of English as a medium of instruction in higher education: The role of key performance indicators and institutional profiling. *International Journal of the Sociology of Language, 277,* 47–59. https://doi.org/10.1515/ijsl-2021-0082

Knight, T. (2013). *"Pelkkää pakkoruotsia? Tamperelaisten yliopisto-opiskelijoiden ruotsin kielen opiskelumotivaatio"* [Only compulsory Swedish? Tampere university students' motivation for studying Swedish] (Master's thesis). Institutional Repository of the University of Tampere. https://trepo.tuni.fi/bitstream/handle/10024/94505/GRADU-1383057711.pdf

Kokkonen, L., Jager, R., Frame, A., & Raappana, M. (2022). Overcoming essentialism? Students' reflections on learning intercultural communication online. *Education Sciences, 12*(9), 579. https://doi.org/10.3390/educsci12090579

Kokkonen, L., Natri, T., Brauer, H., Jauhojärvi–Koskelo, C., Kelly, R., Lahtela, L., Moisio, J., Saario, J., Virtanen, A., & Ylinen-Rauscher, S. (2021). *Kansainvälistymisvalmiuksien kehittäminen lukuvuonna 2020–2021 — Hankeraportti* [Developing internationalization readiness in the academic year 2020–2021 — project report]. Centre for Multilingual Academic Communication, University of Jyväskylä. https://www.jyu.fi/fi/file/kv-pilottiraportti

Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32*(1), 3–19. https://doi.org/10.1016/j.system.2003.04.002

Lehtomäki, E., Moate, J., & Posti-Ahokas, H. (2016). Global connectedness in higher education: student voices on the value of cross-cultural learning dialogue. *Studies in Higher Education, 41*(11), 2011–2025. https://doi.org/10.1080/03075079.2015.1007943

Mayring, P. (2010). *Qualitative Inhaltsanalyse: Grundlagen und Techniken* [Qualitative content analysis: Basics and techniques]. Deutscher Studien Verlag.

Meier, G. (2017). The multilingual turn as a critical movement in education: assumptions, challenges and a need for reflection. *Applied Linguistics Review, 8*(1), 131–161. https://doi.org/10.1515/applirev-2016-2010

Mortensen, J., & Haberland, H. (2012). English – the new Latin of academia? Danish universities as a case. International Journal of the Sociology of Language, 216, 175–197. https://doi.org/10.1515/ijsl-2012-0045

Mouhoubi-Messadh, C., & Khaldi, K. (2022). Dealing with foreign language speaking anxiety: What every language teacher should know. *Training, Language and Culture, 6*(1), 20–32. https://doi.org/10.22363/2521-442X-2022-6-1-20-32

Pirhonen, H. (2022). Towards multilingual competence: examining beliefs and agency in first year university students' language learner biographies. *The Language Learning Journal, 50*(5), 613–626. https://doi.org/10.1080/09571736.2020.1858146

Pollari, P., Toomar, J, Mäntylä, K, & Veivo, O. (2021). Kielten opiskelu uuteen kukoistukseen? [Language instruction blooming again?] *Tempus, 56*(4), 24–25.

Pyvis, D., & Chapman, A. (2007). Why university students choose an international education: A case study in Malaysia. *International Journal of Educational Development, 27*(2), 235–246. https://doi.org/10.1016/j.ijedudev.2006.07.008

Risager, K. (2012). Language hierarchies at the international university. *International Journal of the Sociology of Language,* 216, 111–130. https://doi.org/10.1515/ijsl-2012-0042

Rissanen, I. (2021). School principals' diversity ideologies in fostering the inclusion of Muslims in Finnish and Swedish schools. *Race Ethnicity and Education, 24*(3), 431–450. https://doi.org/10.1080/13613324.2019.1599340

Ruther, N. L., Jeffress, A. K., Shi, L., & Rabke, S. (2021). Virtual exchange program building: An assessment-based approach. *Journal of Virtual Exchange, 4*, 70–94. https://doi.org/10.21827/jve.4.37156

Saarinen, T (2012). Internationalization of Finnish higher education – is language an issue? *International Journal of the Sociology of Language, 216,* 157–173. https://doi.org/10.1515/ijsl-2012-0044

Saarinen, T. (2017). Policy is what happens while you're busy doing something else: Introduction to special issue on "language" indexing higher education policy. *Higher Education, 73*(4), 553–560. https://doi.org/10.1007/s10734-016-0002-3

Salö, L. (2022). The spatial logic of linguistic practice: Bourdieusian inroads into language and internationalization in academe. *Language in Society, 51*(1), 119–141. https://doi.org/10.1017/S0047404520000743

Sandstrom, A. (2019). English-taught bachelor's programs in Europe. *International Higher Education, 96,* 12–13. https://doi.org/10.6017/ihe.2019.96.10775

Selvi, A. F. (2019). Qualitative content analysis. In J. McKinley & H. Rose (Eds.), *The Routledge Handbook of Research Methods in Applied Linguistics* (pp. 440–453). Routledge. https://doi.org/10.4324/9780367824471

Siljamäki, M., & Anttila, E. (2022). Näkökulmia kulttuuriseen moninaisuuteen: kulttuurienvälisen osaamisen kehittyminen liikunnanopettajakoulutuksessa [Perspectives on cultural diversity: developing intercultural skill in PE teacher training]. *Liikunta ja tiede, 59*(3), 99–106. https://www.lts.fi/media/lts_vertaisarvioidut_tutkimusartikkelit/2022/lt_3_2022_99-106.pdf

Söderlundh, H. (2012). Global policies and local norms: Sociolinguistic awareness and language choice at an international university. *International Journal of the Sociology of Language, 216,* 88–109. https://doi.org/10.1515/ijsl-2012-0041

Soler, J., & Vihman, V. A. (2018). Language ideology and language planning in Estonian higher education: Nationalizing and globalizing discourses. *Current Issues in Language Planning, 19*(1), 22–41. https://doi.org/10.1080/14664208.2017.1281039

Sommier, M., Lahti, M., & Roiha, A. (2021). From 'intercultural-washing' to meaningful intercultural education: Revisiting higher education practice. *Journal of Praxis in Higher Education, 3*(2), 1–16. https://doi.org/10.47989/kpdc130

Statistics Finland. (2021). *Foreign-language speakers.* Tilastokeskus. https://www.stat.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/vieraskieliset_en.html

University of Jyväskylä (2023). *Multilingual and intercultural communication competence in the core of internationalisation.* https://www.jyu.fi/en/multilingual-and-intercultural-communication-competence-in-the-core-of-internationalisation

University of Jyväskylä (2019). *Strategia 2030: Osaava ja hyvinvoiva ihminen* [Wisdom and wellbeing for us all]. https://www.jyu.fi/en/about-us/strategy-and-values

University of Jyväskylä (2015). *Language policy.* https://www.jyu.fi/en/about-us/organisation-and-management/regulations-and-principles/principles-and-policies

Van Hoof, H. B., & Verbeeten, M. J. (2005). 'Wine is for drinking, water is for washing': Student opinions about international exchange programs. *Journal of Studies in International Education, 9*(1), 42–61. https://doi.org/10.1177/1028315304271480

Wang, Z., & Zheng, Y. (2021). Chinese university students' multilingual learning motivation under contextual influences: A multi-case study of Japanese majors. *International Journal of Multilingualism, 18*(3), 384–401. https://doi.org/10.1080/14790718.2019.1628241

Zhakarova, I., Kobicheva, A., & Rozova, N. (2019). Results analysis of Russian students' participation in the online international educational project X-culture. *Education Sciences, 9*(3), 1–11. https://doi.org/10.3390/educsci9030168

Author

Hanna Brauer, MA, University Teacher, Centre for Multilingual Academic Communication, University of Jyväskylä. https://orcid.org/0000-0002-0480-1425

Hanna Brauer is a lecturer in German and English at the Centre for Multilingual Academic Communication at the University of Jyväskylä, Finland. Her research interests include meaning negotiation in multilingual interactions, the development of multilingual and intercultural competence, and discourses on language learning.