

MULTILINGUALISM AND INTERNATIONALIZATION OF HIGHER EDUCATION

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Abstract

The paper aims to examine the multilingual requirements and opportunities arising in 21st-century higher education, in general, and in the case of Romania. After providing a brief description of key concepts and trends in the internationalization of higher education both at the international and national level, the paper focuses on a selection of Romanian universities to exemplify their efforts in this respect, by referring to the internationalization aspects they target, the multilingual opportunities they offer for students, as well as their efforts regarding the internationalization of research undertaken by their academic communities. Throughout the paper, we refer to the need for proficiency in foreign languages, which underpins all and any efforts towards enhancing internationalization.

Keywords: multilingualism, internationalization of higher education, languages of tuition, conference languages, the “Universitaria Consortium” Romania

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1. Preliminary remarks

The current article explores the intricate relationship between multilingualism and the internationalization of higher education. For this purpose, we adopt the European Commission’s (2007) view of multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6)⁶. We view multilingualism as a prerequisite for any and all aspects related to internationalization (which are further

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⁶For review of existing definitions of multilingualism, see a.o. Clyne (1998), Cenoz (2013), King (2017).

referred to in the literature reviewed in section 2 below). Section 3 presents a case study conducted by the authors to identify existing internationalization practices in Romanian higher education⁷, by focusing on five of Romania's highest-ranking universities, so as to: i) understand the internationalization aspects targeted by the respective universities, ii) find out about the multilingual opportunities offered for study, and iii) become aware of the efforts undertaken to enhance internationalization of research, as evident from the institutional websites of the universities under analysis. Section 4 includes the conclusions of the paper.

2. Key aspects related to the internationalization of higher education

This section briefly presents a series of key aspects related to the concept of “internationalization of higher education” (IHE), defined by Knight (2004: 11) as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems”. Figure 1 below epitomizes the ten most widely referred to aspects of IHE in research conducted by international and Romanian scholars:

Figure 1. Key aspects in the internationalization of higher education^{8,9}

Internationalization aspects	International literature, reviewed by Knight & de Wit (1995):	Romanian literature, reviewed by Mohanu et al. (2022):
1. international content of the curriculum	√	√ Focus on curriculum content, language of tuition, the level of academics' and students' foreign language proficiency
2. scholar and student exchange	√	√
3. student and staff perceptions on internationalisation		√
4. international cooperation programs	√	√
5. research conducted in an international framework.	√	√
6. cultural, artistic and other extracurricular activities organized to facilitate multicultural understanding		√
7. an international dimension of the administrative service functions of the university.	√	√
8. the presence of funds for internationalisation in the university's budget plan		√
9. a distinct attitude and orientation “which transcends the entire institution and shapes it ethically” (Harari, 1989)	√	
10. various challenges/ barriers/ threats encountered by universities in their efforts towards internationalisation.		√

Source: Authors' compilation

⁷ The current article is a revised version of the paper entitled “Multilingual opportunities in higher education in the 21st century”, presented at *The 5th International Conference on Economics and Social Sciences (ICESS 2022)*. *Fostering recovery through metaverse business modelling*, organized on June 16-17, 2022, by the Bucharest University of Economic Studies, Romania.

⁸ Knight & de Wit (1995) refer to Arum & van de Water (1992), the Association of Universities and Canadian Colleges (1993), Ebuchi (1990), the European Association of International Education (1992), Francis (1993), Harari (1989), Knight (1993), OECD (1994), de Wit (1993).

⁹ Mohanu et al. (2022) refer to Agoston (2014), Bordean & Borza (2013), Ciubăncan et al. (2021), Ciugureanu et al. (2012), Deca (2014), Deca et al. (2015), Feder (2011), Fiț & Gologan (2018), Fiț et al. (2022), Greere & Bobăilă (2011), Korca (2011), Lefter & Bogdan (2007), Matei & Iwinska (2015), Nicolescu (2014), Nicolescu et al. (2009), Pricopie et al. (2009), de Wit & Engel (2015).

Figure 1 above shows that research focusing on both international and Romanian realities views the internationalization of higher education as a complex and multi-faceted reality. IHE is not only a matter of mobility of students, scholars or researchers; it is also a process supported (or hindered) by curricular design (from content to language of tuition, to level of proficiency of students attending and scholars teaching study programs etc.), the availability of extracurricular activities that facilitate intercultural interaction and understanding, the profusion (or scarcity) of funding and cooperation agreements, the perception and attitudes of participants in the process (be they directly involved in the teaching and learning activities, such as students and academics, or support personnel) etc.

Having briefly referred to key issues in the internationalization of higher education as seen by both Romanian and international studies, we henceforth describe internationalization efforts undertaken by a selection of topmost Romanian universities.

3. Case study: the internationalization of Romanian higher education

This section is dedicated to an analysis of the internationalization endeavours of the five founding members of the “Universitaria” Consortium established in 2009: the University of Bucharest - UB, the “Alexandru Ioan Cuza” University of Iași - UAIC, the “Babeş-Bolyai” University of Cluj-Napoca - UBB, the Bucharest University of Economic Studies - ASE, and the West University of Timișoara - UVT¹⁰. We have chosen these particular five Romanian universities for our case study, since they are the highest-ranking Romanian universities, as per their positioning in national and international classifications, as shown in Figure 2:

Figure 2. Positioning of universities under consideration in national and international classifications

Type of academic ranking		Positions held
National classifications	Romanian Ministry of Education & EUA 2011: OMECTS nr. 5262 / 2011	<ul style="list-style-type: none"> 1st tier/research intensive universities: UB, UBB, UAIC, ASE; 2nd tier/ universities of education and scientific research: UVT
	National Academic Metaranking 2021	<ul style="list-style-type: none"> UBB (ranked 1st), UB (ranked 2nd), UAIC (ranked 5th), UVT (ranked 7th), ASE (ranked 12th) out of 31 universities
	National Academic Metaranking 2022	<ul style="list-style-type: none"> UBB (ranked 1st), UB (ranked 2nd), UAIC (ranked 7th), UVT (ranked 8th), ASE (ranked 10th) out of 31 universities
International classifications	<ul style="list-style-type: none"> QS World University Rankings Times Higher Education Top Shanghai/ Shanghai Ranking's Academic Ranking of World Universities (ARWU) U-Multirank UniRank World's Universities with Real Impact (WURI) Webometrics - Ranking Web of Universities 	<ul style="list-style-type: none"> Positions vary function of domain/ subject/ criterion for analysis of academic performance etc.; overall, the five universities under consideration consistently rank higher than other Romanian universities

Source: Authors' compilation

¹⁰ For reasons of space, the article does not provide data on the other members of the “Universitaria” Consortium, which have been included in the network over time: the University of Craiova, the “Lucian Blaga” University of Sibiu, the “Dunărea de Jos” University of Galați, and the “Ovidius” University of Constanța.

The methodology employed for our analysis is desk research which, according to Hague (2006: 59) “refers to secondary data or that which can be collected without fieldwork”, and includes: internal data within organizations, libraries, trade associations, government departments, exhibitions, on-line databases, the internet (idem: 60-61). The corpus we analyzed comprises documents retrieved from the institutional websites of the universities under consideration, as well as from relevant governmental websites (i.e. Nomenclatures of academic programs retrieved from the National Integrated Educational Register). The aspects under scrutiny are: the internationalization aspects targeted by the five universities, the multilingual opportunities they offer for students, and efforts towards the internationalization of research.

3.1 Internationalization strategies

To find out which of the ten most widely referred to aspects of internationalization of higher education depicted in Figure 1 above are targeted by each of the five universities under consideration, we visited their websites and found regulations/strategies dedicated to IHE, wherefrom we retrieved the information included in Figure 3 below. We notice that eight out of ten aspects are covered by all universities, whereas two aspects are not detailed by all universities' documents: student and staff perceptions on internationalization (not mentioned by UB and UVT), and challenges/ barriers to internationalization (not mentioned by UAIC, UB and UVT).

Figure 3. Internationalization targets of top-ranking Romanian universities

Internationalization aspect:	ASE	UAIC	UBB	UB	UVT
1. international content of the curriculum	international programs offered in 3 different languages; Preparatory year of Romanian language	international programs offered in 6 different languages; Preparatory year of Romanian language	academic programs offered in 17 different languages; Preparatory year of Romanian language; English language training courses	international programs offered in 27 different languages; Preparatory year of Romanian language	international programs offered in 8 different languages; Preparatory year of Romanian language
2. scholar and student exchange	exchange programs at all levels (BA, MA, PhD); incoming and outgoing student mobility for studies, internships, study visits; dual degree programs; recognition and correspondence of international studies; mobility of academic and administrative staff	Erasmus+, Jean Monnet and Sports exchange programs; Incoming and outgoing staff mobility; dedicated webpage for summer/winter schools	Erasmus+, CREPUS, inter-university agreements etc.; Teaching mobility	Student, academic and research staff exchange; Internship exchange	Erasmus+, SEE exchange; UNITA virtual exchange
3. student and staff perceptions on internationalization	highlighted by means of testimonials	highlighted by means of testimonials			
4. international cooperation programs	international PR and networking; further support and follow-up on international contacts	international PR and networking			
5. research conducted in an international framework				Internationalization of research activities	
6. cultural, artistic and other extracurricular activities organized to facilitate multicultural understanding	5 cultural centers; organization of international events	5 cultural centers; organization of international events	24 cultural centers, foreign institutes, and libraries; organization of international events	7 cultural centers; organization of international events	4 cultural centers; organization of international cultural and diplomatic events; cooperation with Romanian diaspora
7. an international dimension of the administrative service functions of the university	international student orientation and integration via collaboration with faculties and university administrative departments	secretarial activities to support foreign students	international student integration	academic and social integration of foreign students	foreign language classes for academic and administrative staff (English, French, German)
8. the presence of funds for internationalization in the university's budget plan					
9. a distinct attitude and orientation "which transcends the entire institution and shapes its ethos" (Flarai, 1999)	Internationalization strategy	Internationalization strategy	Internationalization strategy	Internationalization strategy	Internationalization strategy; promoting multilingualism and the diversity of languages in Europe
10. various challenges/ barriers/ threats encountered by universities in their efforts towards internationalization	low internationalization budget; difficulties in retaining students who have studied abroad, due to lack of incentives at national level		national legislation; difficult recognition of international qualifications etc.		

Source: Authors' compilation from university websites

In what follows, we deem it necessary to provide a few more details about each university's internationalization structures/ documents. In the case of ASE, the

interest and opportunities for development through and by the use of foreign languages have increased exponentially in recent years. There is a sustained preoccupation at the top management level of the University to support and encourage this perspective. The Department for International Relations has been put in place with a clear agenda for policy planning and implementation in the area of internationalization. Actions such as informing and increasing awareness, overseeing, planning and promoting projects for internationalization and international cooperation have become key priorities for ASE. Looking at the coordinates on the webpage of the Department, it is clearly stated that the unit acts to facilitate: international partnerships with partner universities and organizations worldwide; recruitment and admission of international students, as well as their orientation and integration via collaboration with faculties and university administrative departments; exchange programs at all levels (BA, MA, PhD); incoming and outgoing student mobility for studies, internships, study visits; dual degree programs - dual degree agreements with partner universities allow Bachelor or Master-level students to spend at least one year at ASE and one year at one of the partner universities, earning a degree from both institutions; mobility of academic and administrative staff in collaboration with faculties, departments and research centers; recognition and correspondence of international studies; international PR and networking; further support and follow-up on international contacts, organization of international events, promotion of the ASE's international programs.

In the case of UAIC, a similar structure - the Department for International Relations - is in charge of promoting international liaisons. Special attention is granted to Erasmus Programs, with an Erasmus Office dedicated to the organization and running of all projects related to Erasmus exchanges, as well as an Office for International Partnerships.

UBB prides itself on promoting and practising multiculturalism in all its forms, even more so, the use of foreign languages to create the ideal environment for 'going international' - as one section on the website of the university reads. To be exact: "Apart from the academic programs offered in 17 different languages, UBB is the host of 24 cultural centres, foreign institutes, and libraries. Some of them have been established by foreign entities (i.e., governments, embassies) and hosted by UBB, while others have been opened as a result of the fruitful partnership between UBB and foreign institutions of higher education, with the support of embassies in Romania" (cited from UBB's institutional website).

UB shows the same commitment to opening to the international educational scene; through its International Relations Department, the university has clear coordinates in terms of Erasmus programs, incoming/outgoing international students, international project partnerships, student and teaching staff mobilities, summer courses in foreign languages, and scholarships. UVT manifests the same interest in internationalization, with a whole structure put into place to manage and direct

international activities: Erasmus programs, international students, international study programs, global cooperation and international mobility for teaching staff.

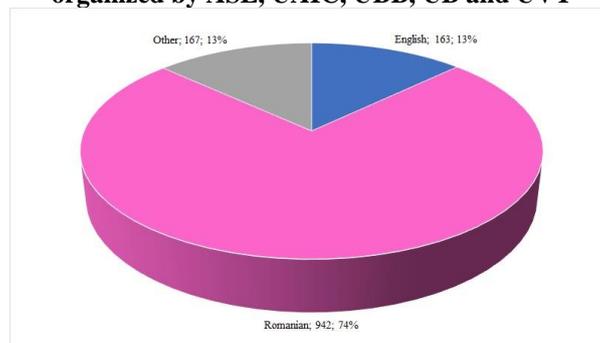
None of the above-mentioned structures, organized units, or diligent strategies put together for the complex purpose of internationalization would have any chance to succeed without the intensive, mandatory use of foreign languages. When we talk about having an international dimension added to the educational institution and process, we automatically, and implicitly, talk about the use and the opportunity to use foreign languages. The mere fact of outlining the existence of these structures in all major Romanian universities, their coordinates for action and areas of activity, all of these presuppose the use of foreign languages.

3.2 Internationalization of studies

To enhance internationalization, universities need to attract international students, academics and researchers, to participate in their study/research programs. We first refer to study programs, in the case of which attracting such target audiences is – among other issues - a matter of curricular design (concerning not only content taught and skills developed, but also the language of tuition, with implications regarding the level of proficiency of both students and scholars). For reasons of space, we only refer here to the language of tuition of Bachelor's, Master's and Doctoral programs offered by the universities under consideration.

In what concerns the language of tuition for Bachelor's and Master's programs organized by the five member universities of the Universitaria Consortium, Figures 4 and 5 provide an overall image, and details per domain of study, respectively. Overall, 74% of programs are taught in Romanian, 13% are taught in English, while the other 13% are taught either in other languages (mostly French, German and Hungarian across study domains, and other 28 languages in the field of Humanities) or in a combination of Romanian and other languages (mainly in the field of Humanities, see below).

Figure 4. Languages of tuition for Bachelor's and Master's programs organized by ASE, UAIC, UBB, UB and UVT



Source: Authors' compilation from the Integrated Educational Register, <https://rei.gov.ro/legislatie-17>

Figure 5. Languages of tuition for Bachelor's and Master's programs organized by ASE, UAIC, UBB, UB and UVT, per study domain

Language of tuition	total Bachelor's programs	Total Mathematics and Natural Sciences	Total Engineering Sciences	Total Biological and Biomedical Sciences	Total Social Sciences	Total Humanities and Arts	Total Sports Science and Physical Education	total Master's programs	Total Mathematics and Natural Sciences	Total Engineering Sciences	Total Biological and Biomedical Sciences	Total Social Sciences	Total Humanities and Arts	Total Sports Science and Physical Education	total Bachelor's and Master's program	Total Mathematics and Natural Sciences	Total Engineering Sciences	Total Biological and Biomedical Sciences	Total Social Sciences	Total Humanities and Arts	Total Sports Science and Physical Education
English	38	7	0	0	30	1	0	125	40	4	0	59	21	1	163	47	4	0	89	22	1
Romanian	418	105	9	0	197	94	13	524	111	9	0	272	117	15	942	216	18	0	469	211	28
Other	99	17	2	0	50	27	3	68	14	0	0	27	27	0	167	31	2	0	77	54	3
total - Universitaria Consortium	555	129	11	0	277	122	16	717	165	13	0	358	165	16	1272	294	24	0	635	287	32

Source: Authors' compilation from the Integrated Educational Register, <https://rei.gov.ro/legislatie-17>

When examining the language of tuition per study domain, we notice that programs taught in Romanian predominate across study domains¹¹. However, the ratio of English-taught programs differs across domains as follows: 16% in Mathematics and Natural Sciences (47 out of 294 programs) and Engineering Sciences (4 out of 24 programs), 14% in Social Sciences (89 out of 635 programs), 7% in Humanities and Arts (22 out of 287 programs), and 3% in Sports and Physical Education (1 out of 32 programs). As regards other languages of tuition, they are distributed as follows: 19% in Humanities and Arts (54 out of 287 programs), 12% in Social Sciences (77 out of 635 programs), 11% in Mathematics and Natural Sciences (31 out of 294 programs), 9% in Sports and Physical Education (3 out of 32 programs), and 8% in Engineering Sciences (2 out of 24 programs). Other languages than English and Romanian across study domains: Hungarian in all BA and MA study domains (at UBB), French in Mathematics and Natural Sciences (MA at UAIC) and in Social Sciences (BA at ASE and UBB, MA at ASE, UBB and UB), German in Mathematics and Natural Sciences (BA and MA at UBB) and in Social Sciences (BA at ASE and UBB, MA at ASE, UBB and UB). In Humanities and Arts, a total of 32 languages are represented¹² at BA level - both classical languages (Latin, Classical Greek, Hebrew) and 29 modern languages of tuition – English, French, German (at all five universities), Italian, Spanish, Russian (at UAIC, UBB, UB, UVT), Chinese, (at UBB, UB, UVT), Japanese, Korean, Ukrainian (at UBB, UB), Croatian, Serbian, Modern Hebrew (at UB, UVT), Finnish, Norwegian (at UBB), Arabic, Bulgarian, Catalan, Czech, Dutch, Greek, Hindi, Persian, Polish, Portuguese, Rromani, Slovak, Swedish, Turkish (at UB). In Humanities and Arts, a total of 7 languages are represented at MA level – English, French, German (at all

¹¹ Mention should be made that the domain of Biological and Biomedical Studies is not represented in this article, as the five Romanian universities discussed in the paper do not organize programs in this field. This is not to say that in Romania there are no foreign language-taught programs in this field; on the contrary, medical universities organize programs taught in Romanian, English, French, or Hungarian (cf. the Integrated Educational Register).

¹² This paper only refers to languages of tuition, not languages taught in foreign language classes included in the curricula of the universities under consideration.

five universities), Spanish (at UAIC, UBB, UB), Italian (at UAIC, UBB), Russian (at UAIC, UB) and Finnish (at UBB).

At Doctoral level, the national Nomenclatures published on the Integrated Educational Register (<https://rei.gov.ro/legislatie-17>) do not specify the languages of tuition. By consulting the Doctoral methodologies on the websites of the five Romanian universities under discussion, we were able to find that: Doctoral applicants are required to be proficient in modern languages (at UAIC, UBB, UB, UVT), more specifically English, French or German (at ASE); the level of proficiency required is usually B2 according to the Common European Framework of Reference for Languages (CEFRL), except for UAIC, which requires at least B1.

Apart from Bachelor's, Master's and Doctoral programs taught in Romania that might attract foreign participants, it is also worth mentioning the interest of the aforementioned universities in developing international cooperation programs (such as Erasmus+) that might facilitate student, scholar and researcher exchange. Of all the five universities under consideration, only ASE's website clearly specifies the languages required to participate in study mobility abroad (English, French, German, Italian, Spanish); the other four universities only specify that proficiency in modern languages is required and then provide educational offers mentioning the partner universities (wherefrom required languages can be inferred). The desired proficiency level is B1/B2 according to CEFRL (at ASE, UBB, UB) or unspecified (at UAIC, UVT). When considering incoming students, it is worth mentioning that all five universities provide opportunities for the study of Romanian as a foreign language, which is useful for the familiarization of foreign students not only with the local language, but also with aspects related to culture and civilization, and thus facilitate student integration.

This section has provided details on the languages of tuition for Bachelor's, Master's and Doctoral programs organized by five of the topmost ranking Romanian universities. We have seen that Romanian-taught programs are the most numerous and that a quarter of such programs are taught in other languages (mainly English, French and German across study domains, but also other 31 languages at Bachelor's level, and 6 other languages at Master's level in the field of Humanities and Arts). We have also referred to the need for at least intermediate proficiency in foreign languages for participation in international exchange programs such as Erasmus.

3.3 Internationalization of research

With respect to the internationalization of research activities, we have looked at the following aspects: research-related provisions in university regulations; visibility of scientific events on university official webpages; type of conferences organized –

national versus international conferences; and conference languages by faculties and domains of study and research. We present our findings for each of these aspects below.

When analyzing the *research-related provisions in university regulations*, we found that all 5 universities have webpages dedicated to research, which contain aspects such as: research-related university regulations; information on research infrastructure (such as: priority research domains, research centres, journals edited at university/faculty-level, library and publishing house, subscriptions to international databases); other types of research-related information (financing options, ongoing research projects, publication of recent research results, ethical issues, finding a researcher, promoting research results). Institutional (research and overall) strategic plans highlight aspects such as:

- a) research activities are to be conducted by academic and research staff, as well as by undergraduate/ graduate / Doctoral students;
- b) the recommendation of specific research domains considered as key for the development of the institution/ community;
- c) specific criteria for the evaluation of the quality of research activities (**many of whom require proficiency in foreign languages**):
 - publication of books and articles with publishers and journals indexed in renowned international databases,
 - participation in international conferences – as a paper presenter, keynote speaker etc.,
 - participation in international research projects, attracting international funding by winning grant competitions,
 - acting as a reviewer for publishers/ journals indexed in renowned international databases,
 - number and quality of citations of one's publications etc.;
- d) effects of evaluation results on academic/ research career (should evaluation results prove deficient, remedial actions are recommended);
- e) incentives for conducting and disseminating research internationally;
- f) improving research infrastructure, funding or support staff.

When exploring the *visibility of scientific events on university official webpages*, we found that the latter contain information on a variety of scientific events: conferences, workshops, invited lectures, debates etc. In the period May-June 2022, when we conducted our analysis, we found a dedicated webpage for conferences organized at university and faculty level only on ASE's website; for all the other universities, we retrieved information either from faculty webpages or by using the search button on the main institutional website. For reasons of space, below we only exemplify our findings for *national and international conferences*.

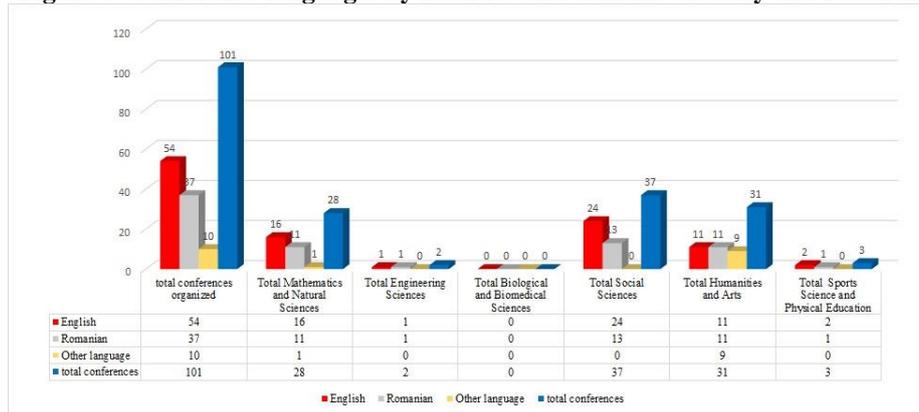
Figure 5. Type of conferences organized by top most ranking Romanian universities in 2020-2021

university	year	total conferences	national conferences	international conferences
ASE	2020	5	1	4
	2021	13	4	9
total ASE	2020-2021	18	5	13
UAIC	2020	3	2	1
	2021	4	1	3
total UAIC	2020-2021	7	3	4
UBB	2020	17	6	11
	2021	38	12	26
total UBB	2020-2021	55	18	37
UB	2020	not available	not available	not available
	2021	not available	not available	not available
total UB	2020-2021	not available	not available	not available
UVT	2020	37	14	23
	2021	not available	not available	not available
total UVT	2020-2021	not available	not available	not available
Universitaria Consortium	2020	62	23	39
	2021	55	17	38
total Universitaria Consortium	2020-2021	117	40	77

Source: Authors' compilation from university websites

Figure 5 above shows that in 2020-2021, more than 100 conferences were organized by the five universities under scrutiny. Out of these, 66% were international conferences (77 events), and 34% were national conferences (40 events).

As regards the *conference languages*, Figure 6 below shows the languages employed for such scientific events by faculties and domains of study and research. We noticed that foreign languages were indicated as article and presentation languages for both national and international conferences, with English being the most widely used conference language in all domains - 53% of conferences, and Romanian being used in nearly 37% of conferences. Moreover, other languages are very rarely used – in nearly 10% of conferences, in only two domains of knowledge: Mathematics and Natural Sciences (French is used at UAIC), and Humanities and Arts (French is used at all 5 universities; German is used at 3 universities – ASE, UBB, UVT). Overall, the most frequently encountered other languages: are French (7 conferences) and German (3 conferences), with the following less frequently encountered other languages: Hungarian (UBB, 2 faculties), Italian (ASE & UVT), Russian (ASE & UBB), Spanish (ASE & UBB) - 2 conferences each; Finnish (UBB), Norwegian (UBB), Ukrainian (UBB) - 1 conference each.

Figure 6. Conference languages by faculties and domains of study and research

Source: Authors' compilation from university websites

This section has presented the data regarding the internationalization of research found on the websites of the five Romanian universities under consideration. We have highlighted the fact that research-related provisions in university regulations link the quality of research conducted by members of the respective academic communities with various aspects that require the mastery of foreign languages (to be able to disseminate research results via international conferences, publications in internationally-renowned databases etc.). We have also noticed that the majority of conferences organized by the five universities are international (again requiring the use of foreign languages), and we have highlighted the conference languages used in Romania. Given the international nature of scientific conferences organized across study/research domains, Romanian is expectedly not the most predominant conference language; in fact, English is used in more than half of the scientific events organized, while other languages are rarely used (French, German and 7 other languages).

4. Conclusions

This paper has analyzed the link between multilingualism and the internationalization of higher education. It first offered a synopsis of key concepts and trends in the internationalization of higher education, arising from both international and Romanian research on the topic. We then presented the findings resulting from the analysis of a corpus of governmental and university regulations, to highlight the internationalization efforts of five leading Romanian universities (the Bucharest University of Economic Studies – ASE, the “Alexandru Ioan Cuza” University of Iași - UAIC, the “Babeş-Bolyai” University of Cluj-Napoca - UBB, the University of Bucharest - UB, and the West University of Timișoara – UVT).

Having looked at the internationalization aims of these five Romanian universities, we noticed that the latter address all of the ten most widely referred to aspects of

IHE in research conducted at international and national level, and have provided a concise view of institutional outlooks in Figure 3 above. We have pointed to the fact that – for internationalization aims to be reached, the use of foreign languages is a must. For reasons of space, we then only tackled two out of the ten IHE aspects – namely, internationalization of curriculum (referred to here as internationalization of studies) and internationalization of research.

As regards the internationalization of studies, we provided an overview of the languages of tuition used for Bachelor's, Master's and Doctoral programs, as well as the need for proficiency in foreign languages for those aspiring to participate in international exchange programs. At both Bachelor's and Master's levels, Romanian-taught programs are the most numerous, whereas among programs taught in foreign languages, English-taught programs predominate across study domains. Other languages used are French, German and Hungarian across non-philological study domains (Mathematics and Natural Sciences, Engineering Sciences, Social Sciences, Sports and Physical Education); in the field of Humanities and Arts, there is a plethora of languages of tuition at Bachelor's level (32 languages - Latin, Classical Greek, Old Hebrew; English, French, German, Italian, Spanish, Russian, Chinese, Japanese, Korean, Ukrainian, Croatian, Serbian, Modern Hebrew, Finnish, Norwegian, Arabic, Bulgarian, Catalan, Czech, Dutch, Greek, Hindi, Persian, Polish, Portuguese, Rromani, Slovak, Swedish, Turkish), while at Master's level, the number of languages of tuition decreases to 7 (English, French, German, Spanish, Italian, Russian, Finnish). At Doctoral level, B1/B2 proficiency in so-called 'modern languages' is required across universities, with ASE clearly mentioning the languages English, French, German, Italian, and Spanish in its admission methodology. Similarly, the general term of 'modern languages' is employed for participation in international exchange programs (provided applicants have a B1/B2 level of proficiency), with ASE again clearly specifying the five languages Erasmus applicants may choose from (i.e. English, French, German, Italian or Spanish).

As regards the internationalization of research, we have looked at: research-related provisions in university regulations (which require the mastery of foreign languages for dissemination and visibility of research results); visibility of scientific events on university official webpages (here we would like to point out that a dedicated section was only found on ASE's webpage; with the other four universities, extra effort was needed to identify such events, which may hinder researcher participation); type of conferences organized (66% of conferences organized in 2020-2021 were international events); and conference languages (we found that English predominates in both national and international conferences, followed by Romanian, French, German and 7 other languages). The domain of study/ research is relevant for the choice of conference language - English is used across domains, in the non-philological field, French is used in Mathematics and Natural Sciences, whereas in the field of Humanities and Arts, French, German and

7 other languages are sporadically used (Hungarian, Italian, Russian, Spanish, Finnish, Norwegian and Ukrainian).

To conclude, any effort towards internationalization of higher education is underpinned by knowledge and use of foreign languages by students, academics and researchers, as well as by other stakeholders. This article has provided a glimpse of the foreign languages used for study and research by the five topmost Romanian universities, with further research being needed on each of the other internationalization aspects highlighted in the literature both at these universities' level and at the level of other Romanian universities to fully understand the trends in IHE in Romania.

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