

Internationalization at the University of Opole

Perspectives of students and staff

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Introduction

The recent global developments in the area of higher education reveal the tendency for internationalization predetermined by demands of the society, economy and the labour market. It might be beneficial for all the stakeholders, including students themselves, higher education institutions, companies, home and host countries, and yet fraught with challenges and undesirable consequences, that are hypothetically caused by the broader (macro)context, namely by changes and processes brought about by globalization, and conditions and demands featuring the era of (late) capitalism. All the above shape the state policy on education and migration, as well as the vision and strategy of the higher institution which has been entrusted with the task of “integrating the international dimension” and creating most favourable and beneficial conditions for personal and professional development of both students and staff, as well as mindful communication among them, on the micro level.

Keeping in mind the processes taking place on a macro level, the primary focus of this paper is on the academic setting - the meeting point of all the stakeholders: institution with its regulations, norms, organizational culture and certain vision and readiness to respond to the trends and needs; faculty and staff with their capabilities, attitudes and eagerness (or reluctance) to engage with new undertakings and rise to challenges; and finally students - the main driving force of internationalization process - with their expectations and demands. The point here is to figure out to which extent the (inter)communication between the above mentioned actors is effective; and what is the impact (encouraging or hindering) thereon of the environment created by the institution.

Given the complex nature of the issue, the account of internationalization at the university, and the conditions under which the intercultural communication takes place and intercultural competencies are developed, was made considering the perspectives of international students and the university staff who the use of several research tools:

participatory research and observation would help to grasp the faculty and staff reactions to the new processes occurring at the university and to determine their rationales; online questionnaire was the method employed to learn the international students' expectations, experiences, attitudes, and critique regarding the studying process, administrative issues and integration initiatives taken at the University of Opole. The results obtained have revealed certain discrepancies caused by differing rationales of the actors, and unveiled the shortcomings (although quite expected as the University is still in the first stage of internationalization process) that should be analysed and alleviated for further progress.

Therefore, the current study helps to understand how the academic setting created by the institution in the course of internationalization, fosters the effectiveness of intercultural communication and development of intercultural competences.

Theoretical grounds

Internationalization is the term which denotes the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education (Knight, 2012). J. Knight has revisited the definition many times, as it is a real challenge to define the concept taking into account its existence in so many countries, cultures, and educational systems at the same time. Most importantly, she emphasizes globalization and internationalization are different notions and cannot be used synonymously.

Process means that internationalization is not a state, but rather an ongoing and continuing action. The triad of international, intercultural and global shows the dimension of relations between countries, cultures and nations and refers to the diversity. While the concept of integration is used to denote the need to infuse and embed the international and intercultural dimensions and make sure such programmes are central and sustainable.

There are several rationales which traditionally can be divided into four groups: social/cultural, political, academic, and economic (Knight & de Wit, 1999). The rationales are constantly changing and it is important to distinguish between the rationales at different levels of actors.

Table 1.2: Four categories of rationales (1999) (Source: Knight, 2008)			
Academic	Economic	Political	Social
International dimension to research and teaching Extension of academic horizon Institution building Profile and status Enhancement of quality International academic standards	Revenue generation Competitiveness Labour market Financial incentives	Foreign policy National security Technical assistance Peace and mutual understanding National identity Regional identity	National cultural identity INtercultural understanding Citizenship development Social and community development

Authorities might have different views on internationalisation than faculty and students, while different schools/departments can be at a different stage in educational and research international cooperation. The leader should decide whether a single rationale should underpin the strategy of the entire institution or different rationales should be incorporated to represent different interests. It is important to know which are the rationales for internationalising universities at the national level.

Moreover, internationalization is divided into “internationalization at home” and “cross-border education”, separate but closely linked pillars. Framework of internationalization at home would be more relevant to the purpose of this paper with focus mainly on one institution.

Table 1.2: Framework for internationalization at home (Source: Knight, 2010)	
Curriculum and programme	New programmes with international theme infused international, cultural, global, or comparative dimension into existing courses Foreign language study Area or regional studies Joint or double degrees
Teaching/learning process	Active involvement of international students, returned study abroad students and cultural diversity of classroom in teaching/learning process Virtual student mobility for joint courses and research projects Use of international scholars and

	<p>teachers and local international/intercultural experts</p> <p>Integration of international, intercultural case-studies, role plays, problem-solving scenarios, project-based learning, teams, learning communities, resource materials</p> <p>Service learning</p> <p>Integration of global learning outcomes and assessments</p>
Research and scholarly activity	<p>Area and theme entres]Joint research projects</p> <p>International conferences and seminars</p> <p>Published articles and papers</p> <p>International research agreements</p> <p>Research exchange programmes</p> <p>International research partners in academic and other sectors</p> <p>Integration of visiting researchers and scholars into academic activities on campus</p>
Co-curricular activities	<p>International/global leadership, development programmes</p> <p>Interdisciplinary seminars and think tanks</p> <p>Distinguished speaker seminar</p>
Extracurricular activities	<p>Student clubs and associations</p> <p>International and intercultural campus events</p> <p>Language partners, friendship programmes, student speaker programme</p> <p>Liaison with community based cultural and ethnic groups</p> <p>Peer support groups and programmes</p>
Liaison with local community based cultural/ethnic groups	<p>Involvement of students in local and ethnic organizations through internships, volunteering, placements and applied research</p> <p>Involvement of representatives from local and ethnic groups in teaching.learning activities, research initiatives, and extra-curricular events and projects</p>

Internationalization takes place in several stages and necessarily at the culturally supportive background to integrate changes: awareness, commitment, planning, operationalization, review, and reinforcement (Knight, 2008).

The process of internationalization is fraught with risks and benefits. Such positive consequences as more internationally oriented students and staff, better academic quality and increased cultural

awareness, enhanced knowledge production and international cooperation go hand in hand with such disadvantages as commodification and commercialization of education and hence its poor quality, brain drain, over-emphasis on internationalization at the expense of other priorities, overuse of English as the medium of instruction, and greater competition with other institutions (Knight, 2012).

Jane Knight is one of the most cited scholars in the topic of internationalization, but there is another perspective by M. Haigh (2014), who characterizes internationalization as multi-layered.

In the struggle for survival, in a world where the accountant's bottom line is king, recruiting international students to sustain the fiscal viability of the academy or some part thereof, is self-evidently a good idea. Unsurprisingly, it has become a policy vigorously promoted by many university leaders and financial management teams. So, this first narrative layer suggests that promoting internationalization is about financial survival. (p. 8)

This is how M. Haigh (2014) accounts for the first layer called Recruiting International Students: Milking the Cash Cows, and arguing that internationalization is mostly about survival. The second layer is about teaching and has some negative connotation being called teaching international learners: Overcoming their Cultural Deficit, as it corners itself with apparent deficit model saying that international students are problematic and they "not us" have to adapt to the cultural norms. Ethnocentrism of university curriculum is mentioned here which can be traced in the classroom, teaching and learning resources, cultural artefacts and assessment practices (Haigh, 2014).

Another layer to be mentioned, is Internationalization at Home: multicultural capabilities. Usually, all the discourses on internationalization are around international students, their needs and perceptions. This entry of Haigh (2014) is about local students and their benefits from internationalization such as getting the skills to compete on the global labour market and expansion of their intercultural competency.

Internationalization of HE in Poland

Throughout the years educational migration gained more and more popularity around the world. Connected to the phenomenon of globalization, internationalization became one of the most important processes in higher education. Thanks to the presence of the international students, countries hosting them gain an opportunity to claim a number of future specialists who can later benefit the country's economic growth. In the year 2016 UNESCO announced that there was a total

of 4.854.346 international students studying at different universities around the world. Their report shows that during 5 years the number of students has grown from 3.961.200 in the year 2011 (Migration Data Portal: International Students). According to the UNESCO Global Education Monitoring Report, the most popular destinations of migrating students are the English-speaking countries: Australia, Canada, New Zealand, the United Kingdom, and the United States (Global Education Monitoring Report, p. 97).

Besides the UK, other European countries are also present in the rankings: Germany and France each year offer students more and more programmes taught in English.

Even though internationalisation here is still young, with time, Poland also rose in the ranking of countries that more and more often become the destination to this kind of migration. In recent years, the number of foreign students in Poland has been steadily rising. In the academic year 2000/2001, 6563 foreign students attended Polish universities. According to the newest statistics, in the year 2017/2018 the number of students has grown to 72 743 (GUS Report). Even though, compared to the world trends the number is still small, internationalisation in Poland is progressing. International students may undertake in Poland studies on three levels: Undergraduate, Graduate and Postgraduate. The study programme most often chosen by the students are connected to economics and business. The process of internationalisation began with the influx of students from Ukraine. In the academic year 2005/2006 in Poland there was 1989 Ukrainian students and since that time the number of students has been on the rise.

The biggest influx of students happened in the years 2012-2014 when the number of students more than doubled. Right now, there is 37830 students from Ukraine, which constitutes 52% of all international students studying in Poland. Geographical and cultural closeness of Poland and Ukraine makes Poland the most attractive country for the students from Ukraine.

Poland is struggling with some demographic issues, which are a result of the big number of young Poles migrating to the West-European countries in search of job opportunities, better earnings, and living conditions. Internationalization of the Polish universities is a big part of the Ministry of Higher Education policy, even though the present authorities belong to the conservative part of the government. Due to the changes in society, and the dwindling numbers of Polish students, some changes were required. The Ministry's policy is focused more, among others, on the promotion of studies in Poland during international education fairs, development and support of the National Agency for Academic Exchange (NAWA), on supporting international exchange programmes, and improving the quality of education.

The presence of international students at Polish universities creates a chance to increase the prestige of the academia and faculty. It can also help boost the economy, if the students decide to stay in Poland after graduation and begin their work careers here. Thanks to its location in the Central Europe, membership in the European Union, the Schengen Zone, and good economy Poland is an attractive place for foreign students to begin or continue their studies. The biggest number of international students study at the universities in the Mazowieckie, Małopolskie, Lubelskie, and Dolnośląskie Voivodeships.

INTERCULTURAL COMMUNICATION AND INTERCULTURAL COMPETENCES - THE BASICS OF INTERNATIONALIZATION

The University standing on the threshold of internationalization would face several tasks, starting from the formal ones (identify the model of internationalization stemming from the general vision of the authorities in this regard (shaped partly by the state policy and by the University needs and capacities as well), develop a strategy to make the vision explicit and implement the goals set at every level of organization, to undertake certain steps to raise awareness of the University staff as for the prospective changes and possible demands caused by the new direction of development of the university, and create a working and learning environment both profitable and comfortable for all the "actors playing on the scene of internationalization", needless to say about the well-elaborated business plan as no matter what, any changes are to bring betterment and be paid off.

This work will focus mostly on interpersonal communication the efficiency of which is shaped by the organizational culture of the institution of course, which is its turn influences the attitudes and motivations of both students and staff. Some elements of organizational culture will be talked about as it is impossible to separate them totally.

Culture is a complex phenomenon difficult to define. Back in 1952 Kroeber and Kluckhohn managed to give more than 160 different definitions of the term which proves that conceptualising culture is not an easy enterprise. For the purposes of this paper, most appropriately the culture is seen by Ting-Toomey (who in her turn refers to D'Andrade) and is identified as „a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of an identity community". Culture consists of layers, and usually we are exposed only to the superficial one, tangible and visible manifestations of culture, while in order to appreciate another culture (or even our own) it is better and more

productive to analyse all the layers (most importantly those out of immediate sight), and match the symbols, meaning and norms with traditions, beliefs, and values keeping in mind the universal human values and needs, such as safety, freedom, inclusion, and a sense of well-being (Ting-Toomey 2019).

The elements of the layers above identify us as members of a particular cultural group and constitute the underpinning principles of communication with others with communication defined as the „use of symbolic codes to send messages and create meaning“ (Kurylo, 2013, 4).

Coming into contact with a different cultural community in a particular sociocultural environment, we start the process of symbolic exchange and meaning negotiation being mindful of identities of others, both cultural and individual.

According to Ting-Toomey (2019), intercultural communication is based on several assumptions, which are essential to be mentioned for the purposes of the present account and to a certain extent determine its content.

- Intercultural Communication is always context-bound. In order to understand the peculiarities of the symbolic exchange process in the academic setting considered in this paper, it is necessary to analyse the global conditions and state regulations (macro context) which led to the internationalisation of the university, as well as the response of the university to the above mentioned processes in the form of internal regulations and organisational patterns (micro context), which in its turn influences the moods and attitudes and rationales of the corresponding actors (faculty and staff and students).
- Sociocultural differences (as well as similarities) shape the process of communication and depending on the environment in which the intercultural communication takes place, those differences might be reconciled and contribute to the effective outcome or challenged and lead to misunderstandings.
- Intercultural Communication always involves the language (verbal and non-verbal). In the academic setting under question, English as the common tool of communication, is the mother tongue of practically none of the actors, that is why the process of encoding and decoding of verbal and non verbal messages constitutes a potential source of communicative flaws and is fraught with negative consequences.
- Whether we want it or not, being unaware of particular cultural patterns and behaving ethnocentrically, even though unconsciously and with no purpose to offend, we might find ourselves trapped in the situations of well-meaning clashes, defined as misunderstanding

encounters in which people are „behaving properly and in a socially skilled manner according to the norms in their own culture“ (Brislin, 1993, p. 10), but considered improper and ineffective in another culture.

- Intercultural Communication always takes place in embedded systems, within which the corresponding actors go through the enculturation process - preserve the culture and enrich their identities with new „layers“. The way those systems function also depends on the context.

Conceptualizing cultural differences

Difference has always been a primary focus of intercultural communication research. Differences are prioritized over commonalities, which might be explained by the fear to overlook the variability between cultures and lead to misunderstandings or conflicts (Kurylo, 2013). Undoubtedly, people need to understand each other and appreciate each other and their differences in order to “exchange ideas and information, find ways to live and work together, or just make the kind of impression we want to make” (Barna, 1998, p. 174).

Researchers have always been trying to frame and categorize cultural differences. E. T. Hall (1976) found that there was a strong association between high context and low context cultures and whether or not a person belonged to a collectivistic or individualistic culture. Besides, he (Hall, 1959, 1984, 1966) recognized that time and space are constructed differently from culture to culture. There have been attempts to explain culturally shaped patterns of behaviour and reactions in terms of dimensions - categorized responses to other people (Hofstede, 1983). These dimensions are individualism and collectivism, masculinity and femininity, uncertainty avoidance, power distance, and long and short-term orientation. Such cultural classifications have been challenged as they might cause generalizations and lead to stereotyping (Fischer, Vauclair, Fontaine, & Schwartz, 2010; Merritt, 2000), they help understand cultural values prevailing in many countries.

It goes without saying that dealing with differences can be overwhelming, although they are often good opportunity for learning - about yourself and the other (Kurylo, 2013). Of more importance is the way we perceive them. Difference is not a problem (Johnson, 2006). The problem with difference is a common belief that people are naturally afraid of when they don't know or understand. As a consequence, we have to fear and distrust those who are not like us and no matter how much effort will be taken. This idea is a myth, which “justifies keeping outsiders on the outside and treating them badly”, but in fact, “if we take difference and diversity for reasons for fear and occasions for trouble,

it's because we've learned to think about them in ways that make for fear and trouble " (Johnson, 2006, p. 13).

If we think of ourselves in terms of social characteristics, like age, race, ethnicity, gender, physical ability and qualities, and sexual orientation, we will find that they don't even closely describe us as unique individuals. However, falling into a particular category would definitely determine the social reality which shape one's life dramatically (Johnson, 2006), it would definitely affect the way people treat us and as well as material circumstances of our lives. Thus, the problem with difference and diversity lies in the fact that the "world is organized in such a way that difference is used to include or exclude, reward or punish, credit or discredit, elevate or oppress, value or devalue, leave alone or harass" (Johnson, 2006, 16).

The Silent Ethnocentrism of Unprepared University

Intercultural communication in the academic setting can be jeopardised by the prevailing ethnocentrism (Neuliep and McCroskey, 1997), which according to Hooghe (2008) is defined as "a basic attitude expressing the belief that one's own ethnic group or one's own culture is superior to other ethnic groups or cultures, and that one's cultural standards can be applied in a universal manner". In other words, this is a kind of dislike of out-groups general, oftentimes implicit, non-verbalized, symbolic, adopted on the institutional and/or consequently on the individual level. Ethnocentric attitudes are considered not only to be dysfunctional in terms of intercultural communication effectiveness (Gudykunst and Kim, 1997), but also self-destructive, as they do not motivate any intercultural encounters and cause the spread of discriminatory views. Moreover, such position wouldn't normally be expected of the higher education institution as it is usually characterized by a higher level of cognitive sophistication (Bobo & Licari, 1989; McClosky & Brill, 1983), and by the promotion of the democratic principles of equality and tolerance.

As has been mentioned above, the roots of ethnocentrism lie in the institution's passive engagement with the processes of internationalisation and the lack of outright reaction to the new trends which occur in this light.

Prevailing ethnocentrism is fraught with consequences. In the worst case scenario, it will cause the prejudiced communication Ruscher (2001), characterised by cognitive restrictions resulting in labeling, the feeling of superiority and the corresponding behavioural patterns in relation to those „less fortunate“, contact avoidance and detachment, as well as the protection of the dominant group when it comes to their access to power and resources.

The University Studies as a Communication Process

Communication process makes an indispensable part of pursuing any study programme and means both process and outcome (Dorjee, 2012). Regardless of the nature of a particular encounter, be it interpersonal or intergroup one, those getting into contact have to adjust their communicative behaviours in order to achieve a positive outcome. Communication process within academic would mostly be considered from the point of view of intergroup communication, and in the reality of the university being internationalized, with the element of cultural difference and taking into account the expected intercultural competences.

The simplistic model of communication without the cultural element of difference involved includes a sender who encodes the message, selects the communication channel, produces the messages to the receiver who in their turn decodes it and gives some feedback with all of that taking place in a particular environment with the purpose to render meaning. It is a well-known fact that it usually takes place on the level of content and the relational (feeling and power), but when we find ourselves in the interaction involving the representative of a different cultural group, there occur a lot of additional components, oftentimes challenging and frustrating. In this case, communication will be characterised as intercultural, be shaped by normative cultural expectations and intergroup perceptions and include the symbolic exchange process, different cultural communities, negotiation of shared meanings, interactive situation, intergroup perception, intercultural expectation, and sociocultural environment (Ting-Toomey, 2019).

In other words, it is highly probable, that the communicator in such a situation would experience a plethora of feelings such as anxiety and uncertainty, the need to be sensitive and analytical, as well as the sense of vulnerability when it comes to the interpretations of others (Bowser, 1993).

Intergroup communication is essentially grounded in social categorisation and social identification, explicated by Henri Tajfel and John Turner's social identity theory, according to which every individual has two types of identity: personal and social with the former denoting the individual's uniqueness in their personal traits, inclinations and habits, and the latter referring to the group memberships based on social categorisation (nationality, ethnicity, culture, race, sexual orientation, status, and profession).

Social categorisation is important to understand the social identity in intergroup communication, as according to the social identity theory, humans categorise the social world into „us“ (ingroup members) and „them“ (outgroup members). As soon as people are explicitly and superficially categorised into groups, it is fraught with negative discriminatory consequences. This hypothesis has been confirmed by Jane Elliot, who tested the effect of social categorisation on her third graders and superficially categorised them into Blue Eyes and Brown Eyes. As soon as the children were divided

according to difference, they developed discriminatory behaviour, which disappeared only the class division was dismantled (Dorjee, 2015).

According to Benjamin (1993), „in each and every interaction, in many subtle ways, we communicate which of us does and does not hold the keys to individual, relational, institutional, and societal power“. Oftentimes, we do not realise that our messages can be perceived by others as controlling, denoting superiority or dominance. In the same manner, we send the verbal and non-verbal messages by which we judge, blame, or label.

Unfortunately, there is no such thing as perfect, flawless communication, but the least we can do is to minimize misunderstanding (Gudykunst, 1993, 1995, 2002) to various possible degrees and avoid such unpleasant feels as anxiety, uncertainty, inequity, insecurity, or inequity.

Academic institution is a meeting point for members of a wide range of social groups, cultures, ethnicities, age-groups, statuses and positions. It is easy to end up with miscommunication if the interaction between all those groups above are guided by intergroup biases such as stereotypes, ethnocentrism, racism, prejudice, and discriminatory attitudes.

For the proper functioning of the university and for the general well-being of all the actors, be it students, administrative staff or faculty, it is crucial to take measures (both on the institutional and personal level) in order to cut down on factors hampering the effective outcome of communication. Such measures have to develop cognitive complexity (the ability to form unique categories in mind) allowing to form more distinct categories and avoid generalizations, alleviate the practices and structures promoting ethnocentric views and attitudes, instead provide more opportunities and create an environment which would enable the rise of cultural sensitivity and awareness and the effective negotiation of identity.

The uncontrolled enculturation and acculturation

Communication scholars often refer to the process of developing individual identities as enculturation. The question if foreign students can develop any new layers of identity during their studies is debatable, as some research proves that instead they just go through the process of assimilation adopting the instrumentalist attitude by complying to fulfil their goal to correspond to the rules and norms (Godfrey, 2005).

1. Students enter the University, motivated to succeed and fit in - observe and respond to artefacts, practices, and behaviours (those superficial visible layers of culture). Older students and peers student are the role models, staff shape practices and rewards

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2. Between the First and the second level of enculturation students learn the way things work, get familiar with values and norms (intermediate level of culture). Students themselves can change values and norms, e.g. cheating might change the assessment practices. Rigid organization of the state university is rarely flexible and open to change.
 3. After the practices and norms are repeated, experiences multiple times, students develop shared cultural norms and end up with the belief and assumptions, which are never discussed but recognised.

Staff play the decisive role as transmitters of the academic and organizational cultures of the institution. They are in charge of designing the curricula and the course plans, affirm culturally appropriate codes of conduct and rewards, using assessment, informing, shaping forms of thinking and reporting (Godfrey, 2005).

Senior students have an impact on the process of enculturation as well, as they are the second in the line to transmit values and cultural norms. Although, with passive engagement on the part of the university faculty and staff, they can take superiority and consequently, the culture they will create will be distorted and far from the one desired or accepted by the institution.

Students are coming to the university with their own baggage of knowledge, values, beliefs, attitudes and perceptions and know already that those elements are dynamic and might change when moving between certain cultural groups or communities. The orientation day/week is an essential part of the transition to the foreign student status, with the immediate urge to fit in and to belong (Godfrey, 2005).

Very often what students need first is adaptation rather than enculturation, which appears to be more crucial for them at the beginning to succeed academically and find it easier to make friends and develop connections with the further possibility to be enculturated.

Adaptation in the concept which refers to the longer terms of the acculturation, which in its turn is defined as the process of cultural and psychological change that takes place as a result of contact between cultural groups and their individual members (Berry, 2015). Each group and every student engage in the process of acculturation in a different way, thus the outcome will also be varying, from integration to marginalization with assimilation or separation in between. The decisive factor is the orientation of an individual towards their own group or those other groups in the larger society.

There are two forms of adaptation, psychological and sociocultural. The latter is more relevant to the notion of intercultural competence considered in this paper. Ideally, foreign students would benefit most from the integration way of acculturating, maintaining a double cultural engagement, and will achieve the best sociocultural and psychological adaptation. Under favourable conditions, created by the institution, students will have a chance to share their culture and actively learn and participate in the host society culture, succeeding in the intercultural life and adaptation.

METHODOLOGY

Research goals and respondents

The main purpose of this research is to make an account of the intercultural communication process which takes place at the University in the context of internationalization of higher education in Poland as the response to the global tendencies and the state policies and the increasing number of international students appearing on the campus. Under consideration is the academic environment with emphasis on the communicative situations in which both staff and students can enact their identities and develop their intercultural competences. Participation in every aspect of the process under consideration made it possible to conduct an in-depth study of the perspectives, attitudes, and perceptions of different actors of the internationalization process with the use of several research tools chosen deliberately to get the most reliable data with an attempt to see the causes and effects of the processes mentioned above.

The primary focus was on the international students' anticipations, perceptions, and experiences as they drive internationalization, at the same time shape it and receive the effects thereof (be it negative or positive).

It is important to identify their rationales so to compare them at a later stage of the research with those of the institution, faculty and staff. Students are participants of the intergroup intercultural communication at the University, that is why I was interested in the way they perceive (and interpret) cultural differences, how their identities are enacted and negotiated (if at all) in the academic environment and change during the communication practices, and how the intersectionality affects the way they treat others and themselves.

Usually, the University is undergoing several stages in the process of internationalization (awareness, commitment, planning, operationalization, review, reinforcement) (Knight, 2012), with

all of them at the background the supportive culture to integrate the changes. With the use of the content analysis method, including the internal regulations, promotional materials, and content and form of the University websites, the idea was to determine the rationales of the authorities regarding internationalization, the way the internationalisation goals are implemented, and actions taken (or inaction) in order to create the environment in which the intercultural communication would be effective and the intercultural competences developed.

Intergroup communication within the University usually takes place between the students and faculty and staff. First of all, faculty and staff are those who directly implement the vision of the University, and the degree of their dedication and involvement determines the progress and success of the internationalisation enterprise on the one hand, and the level of satisfaction of students (which greatly depends on the environment in which they can or cannot negotiate their identities), on the other. Moreover, the study was meant to observe the reaction of the faculty and staff to the new processes in the organisation of work and the need to develop the new skillset, competencies and knowledge, as in fact, internationalisation is not something they wish or strive for, but is rather imposed, oftentimes forced thus considered overwhelming.

There are two groups of respondents to the study. 49 participants of the Welcome to UO workshops, which were held on 28 February 2019 - 30 administrative and 19 faculty staff. It is not known exactly which faculties and departments were represented as the questionnaires were anonymous.

Invitation to participate in the workshop was sent via emails to all workers, in this way or another are connected to international students in their work: rectors, rector's plenipotentiaries, dean's and dean's officers, directors of institutes and faculty secretaries, Erasmus+ programme coordinators, International Office staff, Student Affairs centres, dormitory administration, and teachers giving classes in English study programmes.

Online questionnaire has been sent to 250 current and former regular and exchange international students, among which 150 took part in the survey.

The toolkit: mixed methods

Most of the materials for the present study have been obtained owing to the participation in and having access to the data produced during the activities/workshops held in the framework of the project Welcome to UO.

The idea of the project is to assist the universities to implement the idea of internationalization at home. On the one hand, the project is addressed to the university faculty and staff, namely to

enhance their competences in dealing with international students, which include the formal procedure (admission requirements, documentation) and communicative skills as well. Part of the project is meant to integrate international students into the Polish culture.

Staff workshop - an attempt of participatory action research

Participatory action research is defined as a method of working for or with community members (with workers of the University dealing with internationalization) to explore issues of importance to them. Unlike the traditional research, this is a bottom-up approach which makes it possible for the communities to answer practical questions connected to the activity they share with the aim to bring about changes or voice the problems and concerns. The workshops have been preceded by observation and planning phase, during which certain information about the issue discussed and the participants has been accumulated. This method might be seen as rather as the description and summary of the work done (Miller, 2007).

In the course of the workshops for the University faculty and staff I could have direct contact with the University faculty and staff, participate in the joint discussions, observe the general moods and draw some conclusions as for their attitude to internationalization and to international students. More importantly, during the workshops, they voiced their concerns and challenges they face.

Questionnaires have been analyzed qualitatively, as they included open ended questions, such as their role in the process of internationalization, the meaning and essence of the internationalization for the University, including the advantages, challenges, drawbacks, and their personal evaluation regarding the expediency of the process; the role internationalization plays in their work - personal benefits, challenges they face personally, tentative solutions to the problems and challenges, if internationalization impedes and possible solutions, evaluation of internationalization in one sentence. As one of the tasks the participants had to make a draft of the internationalization strategy at the University (non-existing yet) in order to address all the issues which occurred at the stage of discussion and filling in the questionnaires. The strategy papers include the purposes, stages, roles and tasks, and stages of implementation.

Student survey - an online questionnaire method

As part of the project, there was conducted the list-based online survey for international students studying at the University of Opole, which included three sections, namely, studying process, administrative issues, and integration activities (37 question total). The survey was anonymous, send to regular, exchange and former international students of the University. It has been sent to 250 current and former regular and exchange international students, among which 150 took part in the survey.

DATA ANALYSIS AND RESULTS

In this part of the work the finding will be evaluated based on the theoretical framework introduced in Chapter I. The materials and data examined have produced many aspects for consideration, however due to the scope of the paper, the focus will be put on the most significant issues: University vision and readiness to internationalize, language issue and information flow, supportive cultural environment for internationalisation and intercultural communication practice, power relations, attitudes to international students.

All the questions will be considered taking into account the students' expectations, perceptions and experiences (both regular and exchange students participated in the online survey), the University internal regulations and organisation, in particular offices meant to serve international students, and the staff (faculty and administration) reactions and opinions to the processes and upcoming challenges in the light of the new trend of the University to develop international cooperation and host more and more international students.

The students' expectations and experiences

Online survey of international students have been conducted for the purposes of Welcome to UO project, 37 questions (with some of them open-ended) are divided into three categories: studying process. administrative issues and integration activities. For the purposes of this paper only the relevant questions have been selected, those connected to the issues of satisfaction with the study offer (including the teacher and teaching methods, content, learning environment, university management, learning materials and extracurricular activities) as it has impact on the processes of their adaptation, integration, and the effectiveness of identity negotiation; the questions connected

to the need of adjustment of the materials and regulations to international study programmes (as the study offer may appear to reflect the ethnocentric positions of the institution or do not correspond to the idea of internationalization); questions regarding the communication of information, integration, and the willingness to share the students' culture.

In the first question (Table 1) students were asked to evaluate the quality of education at the University of Opole. 41.78% have chosen "very good" to evaluate teaching methods and teachers and only 7,46 % gave a negative mark. Students treat education as a product nowadays. The product they buy online which in case of the University of Opole is impossible to check before buying. Promotional materials do not reveal the real picture, neither is the quality of studies guaranteed.

Answer	Count	Percentage %
Very good	38	41,79
Good	32	32,84
Acceptable	22	17,91
Poor	15	7,46
Very poor	0	0,00
No answer	0	0,00

The second question is directed to the first one, the majority of students (43,28 %) would probably recommend the University to their friends, 35,82 % would definitely do that.

Answer	Count	Percentage %
Definitely yes	34	35,82
Probably yes	39	43,28
Difficult to say	18	11,94
Rather no	15	7,46
Definitely no	11	1,49
No answer	0	0,00

Table 3: How do you evaluate the quality of education at the University of Opole? (content)		
Answer	Count	Percentage %
Very good	32	32,84
Good	36	38,81
Acceptable	21	16,42
Poor	17	10,45
Very poor	11	1,49
No answer	0	0,00

Content is another characteristic of the study programmes with international dimension. 38,81% of students responded the content of classes was good, and 32,84% evaluated it as very good (Table 3).

Learning environment plays a crucial role in identity negotiation, as only in the favourable and friendly environment all the processes connected to the modification of identity and formation of the positive cultural experience are possible. 40,30% of respondents have evaluated it as very good (Table 4).

Table 3: How do you evaluate the quality of education at the University of Opole? (learning environment)		
Answer	Count	Percentage %
Very good	37	40,30
Good	35	37,31
Acceptable	23	19,40
Poor	12	2,99
Very poor	0	0,00
No answer	0	0,00

University management is the first thing that is undergoing changes in the times when students are treated as consumers, and the University staff as servers. 41,79% of students were satisfied with the management while 16,42% said it is acceptable (Table 5).

Table 5: How do you evaluate the quality of education at the University of Opole? (university management)		
Answer	Count	Percentage %
Very good	31	31,34
Good	38	41,79
Acceptable	21	16,42
Poor	16	8,96
Very poor	11	1,49
No answer	0	0,00

While preparing a draft of the internationalization strategy, staff paid attention to the fact that materials have to be adjusted to the needs of international students as they are coming from totally different educational environments with different background knowledge, although having one goal - to get European quality higher education. 49,25% of student-respondent support the idea, which is shown in Table 6.

Table 6: I think teaching materials have to be adjusted to the needs of international students.		
Answer	Count	Percentage %
Strongly agree	28	26,87
Agree	43	49,25
Undecided	21	16,42
Disagree	14	5,97
Strongly disagree	11	1,49
No answer	0	0,00

Integration of foreign students with the domestic one has always been a problem, which is typical not only of Poland. It goes without saying, that the majority of people tend to keep closer to the cultural groups similar to theirs - having one and the same lifestyle, speaking a similar language. Anyway, integration is an indispensable part of enculturation process, in which contact with people from the host country plays a crucial role. 26,87% of students had doubts as for the help they get from Poles, while 41,79% probably get support of the domestic student (Table 7). In the open ended option of answer to the question, 5 students accounted for the contact with Poles as very rare and impossible due to the lack of language proficiency. Unlike with Poles, integration with other foreigners is evaluated higher.

Table 7: International students get all possible support from Polish students.		
Answer	Count	Percentage %
Definitely yes	29	13,43
Probably yes	48	41,79
Difficult to say	38	26,87
Rather no	28	11,94
Definitely no	24	5,97
No answer	0	0,00

Most of the cultural events held at UO are organized by Buddy Mentors - senior students who have some experience in living in Opole and are able to render support to the newcomers in terms of some practicalities and entertainment. 46,27% of respondents noted that they participate in such events very often (Table 8). Several students have left the comment, that the topics raised during such meetings are not relevant to international students. One student emphasized he had never got any information about such events.

Table 8: I participate in most of the cultural events held at UO.		
Answer	Count	Percentage %
Always	18	11,94
Very often	41	46,27
Sometimes	28	26,87

Rarely	18	11,94
Never	12	2,99
No answer	0	0,00

As for the willingness of students to reveal their cultural belonging, 58,21% (Table 9) of them said their teachers are somewhat interested in their cultures, while 52,24% admitted they are always willing to share the knowledge about their culture with their mates (Table 10).

Table 9: Choose the most suitable statement:		
Answer	Count	Percentage %
I witness a great interest in my culture on behalf of the teachers	31	31,34
Teachers are somewhat interested in my culture	38	58,21
Teachers demonstrate very little interest in my culture	28	4,48
Teachers are not interested in my culture at all.	18	5,97
No answer	0	0,00

Table 10: I am always willing to share the knowledge about my culture with my mates.		
Answer	Count	Percentage %
Strongly agree	36	38,81
Agree	45	52,24
Undecided	14	5,97
Disagree	12	2,99
Strongly disagree	0	0,00
No answer	0	0,00

Generally, according to the results of the survey, 29,85% of the respondents had difficulties to give answer to the question whether they are treated fairly at UO. Yet, 26,87% agreed to this

assumption, while 19,40% admitted they feel they are not treated fairly (Table 11). It is explained by no scholarships available to international students at UO, due to the language barrier they are deprived of many opportunities open to domestic students, and one of the students mentioned positive discrimination, meaning the requirements to international students are not that stringent as to the domestic students.

Table 11: International students are not treated fairly at UO		
Answer	Count	Percentage %
Strongly agree	14	5,97
Agree	23	19,40
Difficult to say	30	29,85
Disagree	28	26,87
Strongly disagree	22	17,91
No answer	0	0,00

56,72% of students are indifferent to the fact teachers point to their origins (Table 12). However, a student from Zimbabwe left a comment *"It's very hard to talk to people about my country when they have never been to my county and cannot even begin to perceive how being a Zimbabwean really messes one up"*

Table 12: I like it when teachers point to my origin.		
Answer	Count	Percentage %
I adore it	42	32,84
I don't like it	24	5,97
It's OK	58	56,72
I hate it	0	0,00
I don't know, they never do it	23	4,48
No answer	0	0,00

The level of integration of students is evaluated by the majority of respondents (43,28%) as average, which might confirm very little contact the international students have with Poles (Table 13). Integration was mentioned in several answers as the aspect to be improved at the University of Opole along with the availability of scholarships and health care services in English on campus.

Table 13: What is the level of integration of all students at the University of Opole?		
Answer	Count	Percentage %
Very high	19	13,43
Above average	32	32,84
Average	39	43,28
Below average	15	7,46
Very low	12	2,99
No answer	0	0,00

In conditions of internationalization a special emphasis should be put on the measures that would facilitate the acquisition of intercultural competences by students. As for now, 53,73% of students agree with the statement that UO takes many measures to this end.

(Table 14): UO takes many measures to develop intercultural competences of students		
Answer	Count	Percentage %
Strongly agree	27	25, 37
Agree	46	53,73
Undecided	17	10,45
Disagree	15	7,46
Strongly disagree	12	2,99
No answer	0	0,00

Table 15: How do you get information about the study process
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Answer	Count	Percentage %
By email from administrative staff	29	43,28
By email from teachers	42	62,69
at www.uni.opole.pl	23	34,33
at www.hello.uni.opole.pl	21	31,34
On the faculty web-page	8	11,94
From friends	29	43,28
In UO facebook groups	23	34,33
Other Group email Whatsapp	3	4,48

During the workshops, faculty and staff complained about the flaws of communication that hamper their work and effective information flow. Judging by the answers of students, emailing with administrative staff and teachers is the most widespread means of keeping in touch (43,28% and 62,69%). Besides, friends can also be considered as transmitters of information (43,28%) (Table 15).

56,72% of regular and exchange students at UO agree that it is easy to get adapted to the academic rules and norms existing at UO.

Table 16: I find it easy to adapt to the academic rules and norms of UO		
Answer	Count	Percentage %
Strongly agree	19	28,36
Agree	38	56,72
Undecided	6	8,96
Disagree	4	5,97
Strongly disagree	0	0,00
No answer	0	0,00

The staff reaction and attitudes

The workshop entitled *Studenci zagraniczni w pracy jednostek UO* (International Students at the University of Opole Departments Work) was dedicated to the general issue of internationalization, and it was practically the first meeting in the recent three years with participation of all the university staff and faculty in this way or another dealing with internationalization issues or having contact with international students: academic teachers, Erasmus+ coordinators, administrative staff from the international offices, dean's offices, education department, student affairs office, admission committees, and others. Unfortunately, the meeting was not attended by any decision-makers, although the invitation was sent to the rector's office too. In fact, it turned out to be a wonderful opportunity for the first time to voice the attitudes, concerns, problems, and obstacles, as well as benefits and advantages of the processes of internationalization that take place at the University and are progressing.

The structure of the workshop was divided into parts, each consisting of individual work with the questionnaire, discussions in groups, and presenting the most pressing or crucial opinions in public.

There were two modules of the discussion:

1. The role of internationalization (for UO and staff): identification of the staff role in the process of internationalization, identification of benefits, challenges and drawbacks from the point of view of the institution and staff.
2. Work on the draft strategy of internationalization (as seen by the staff): goals, tasks, and roles.

Practically all the participants evaluated the process of internationalization positively.

Internationalization was associated with the following notions, which might constitute the rationales of institution in staff's perspective:

Table 17 :How do you define internationalization?

Prestige ▪ international student exchange in terms of culture and worldviews ▪ multiculturalism ▪ exchange of experiences ▪ cultures and traditions ▪ knowledge production and distribution ▪ international joint research projects ▪ international mobility ▪ tolerance ▪ openness to admission of international students ▪ bilateral agreements ▪ integration with foreign students ▪ bureaucracy and new unclear procedures, acceptance of other cultures ▪ lack of prejudice and barriers ▪ openness to otherness ▪ open-mindedness, international internships ▪ student mobility ▪ university strategy ▪ expertise circulation ▪ international conferences ▪ differences ▪ togetherness ▪ ministerial requirement ▪ strategic development of the university ▪ global worldview ▪ study offer in foreign languages ▪ cultural events ▪

The associations above are the driving force of internationalization. The list is not exhaustive, however sufficient to understand the general idea behind the need to internationalize. Such rationales are to be addressed in the university policy and strategy, so the actions undertaken were

not reactive nor fragmented. At the moment, the university seems to be either in the first, awareness stage of internationalization, or even out of the frame yet, until the vision of the authorized in documented and the plan, monitoring and evaluation system developed. Defined with reference to the common sense, internationalization is a positive and beneficial phenomenon to all the actors.

Talking of benefits, both to the institution and staff, it is possible to divide them into the following categories:

Table 18: Benefits of Internationalization	
Personal	Institutional
Professional development	International dimension of research and teaching
Familiarization with other cultures	Extension of academic horizons
Language proficiency enhancement	Income generation
Network of contacts worldwide	Strategic partnerships
Mobilities	Profile and status
International research projects	International academic standards
Additional revenue	
Acquisition of competencies	

Participants have identified the advantages and acknowledged they put a lot of effort into the job they have been assigned. The need to internationalize is rather dictated by the government, demographic situation in the country and a small number of domestic applications, as well as by the financial factors, although the amount of the tuition fee for the study programmes in English does not cover the real costs needed for their implementation. At this stage of internationalization, the primary goal is to fill in the classrooms with students at the expense of profitability and quality of education.

The list of problems and challenges faced by the staff is far longer than the benefits and advantages. It reveals the absence of the strategy formulated by the authorities and the sustainable programme/plan of its realization. Most of the issues are connected to the organizational culture of the institution and the readiness to appropriately serve the needs of students and staff involved. Challenges will be presented in one table together with the possible solutions, also suggested by the

staff, and implying limitations or implications explaining why the suggested solution has not been implemented yet or does not seem feasible:

Table 19: Challenges/drawbacks	Solutions
1. Lack of competences: -language -intercultural competences	Language courses Trainings and workshops More intercultural activities and more engagement on the part of the institution
2. Insufficient financial reward/support to those engaged in internationalization	Additional remuneration for tutoring and serving the students in English
3. Lack of human resources	Part-time employment of student assistants Trainees
4. More responsibilities and tasks	Explicit division of tasks, management
5. Lack information in English	Translation of the documents relevant to international students
6. Inertia	There should be created the system of recognition and rewards
7. Communication problems	Joint meetings Intranet
8. Lack of integration	Active participation in organization and attending the intercultural activities Student associations
9. Infrastructure	Change of dormitory regulation in order to prevent damage Procedure to provide accommodation in hotels to visiting professors University canteen
10. Poor quality education	More selective admission procedure

There are certain problems with no solutions provided: more and more effort is needed to attract international students because of extremely high competitiveness not only with the European countries, but also with many universities in Poland. The detailed and well-elaborated promotion plan and marketing strategy is needed as well as funding to cover participation in the international educational fairs and educational missions.

The issue of discrimination was raised by one of the administrative workers, who suggested that admission procedure is different and more rigorous for domestic students including rankings and certain degree of competition especially in some popular programme, as well as the teachers (as imposed by the institution) are less demanding to international students because they pay for studies. This assumption might be disputed as both domestic and international students have their privileges and seems to reflect the ethnocentric views.

Poor quality of education is caused by a small number of candidates and practically no selection procedure applied, leading to different degrees of preparation. Even the requirement of the English proficiency proof does not resolve the problem as the documents acceptable as a confirmation does not reflect the knowledge objectively. For example, candidates for studies coming from African countries, are not supposed to provide any certificates as English in an official language in some of those countries, although it does not necessarily mean their academic English is good enough to keep up with the programme and complete the assignments accordingly.

Some challenges and possible solutions are interconnected. Language courses and additional trainings that could possibly help overcome the language issue is hampered by inertia of the staff and faculty, as there have been multiple initiatives already to launch such courses with little feedback and interest on their behalf.

Global dimension of cooperation at the University makes it possible for the staff to operate in a more international environment, interact with other cultures and understand them. Moreover, they can join the international research and training with an opportunity to engage colleagues from partner-universities worldwide. Even now the University is the destination choice of many visiting academics within Erasmus+ project mobilities and it is quite embarrassing for the University to have no appropriate facilities to host international guests.

There have also been mentioned the issues of rivalization at the working place - some of the staff have no access to mobilities, while others are travelling within Erasmus+ programme all the time.

Solutions to the majority of problems might be possible on condition of more financial and human resources and sharing a common vision of what the internationalization is and can bring about.

As a final stage of the workshop, the participants were asked to tentatively draw up the internationalization strategy of the University with goals set, tasks to undertake and roles to be divided.

One of the attempts looks as follows:

Table 20: Draft strategy of internationalization	
Goals	<ul style="list-style-type: none"> >>increase of international student body >>enhancement of language competences of UO staff >>extension of study offer >>provision of facilities and equipment >>coordinator of student services >>integration measures, after class socialization >>faculty and staff exchange
Implementation plan (roles)	<ul style="list-style-type: none"> >>modification/design of study programmes adjusted to the needs of foreign students (corresponding UO faculties) >>classroom equipment: projectors, computers, library resources in English (authority) >>constant offer of various courses meant to enhance language skills (authorities+Language Centre) >>integration of activity of all departments dealing with international students (international office+corresponding rector) >>engagement of the student organization to the integration activities (student organization+tutors) >>analysis and working out of the cooperation terms (Office for international cooperation+interested persons)
Implementation stages	<ul style="list-style-type: none"> >>drawing up of the list of persons/department (in English and Polish) in charge of the corresponding actions and posting of this information on the university website. >>remodeling of the classrooms and providing the corresponding equipment >>at the stage of designing the new study programmes, find out the access options to the library resources in English >>monitoring of responsibilities of tutors and their fulfillment >>cooperation with the travel agencies in order to organize joint trips
Benefits	<ul style="list-style-type: none"> >>enhanced identification of students and staff with the university >>less chaotic organizational structure >>ligger numbers of students
Implications	<ul style="list-style-type: none"> >>lack of funding >>lack of the will to cooperate

Discussion

Internationalization is defined as a “process of integrating an international, intercultural, or global dimension into the purposes, functions or delivery of post-secondary education” (Knight, 2008, p. 11). It is crucial to understand that it is not a static characteristic of the university. It is a dynamic, complex, multifaceted process, which might take different forms depending on the resources available and goals pursued, that’s why it is often metaphorically compared to journey in the writings, with students as the passengers. Such a broad explanation of the phenomenon makes it possible to interpret it in various ways and call every activity or initiative, somehow connected to something which requires crossing the borders, dealing with “we and our” instead of “they and their”.

The form of internationalization might differ from one institution to another, yet there are two common assumptions which would be difficult to challenge - internationalization will not implement itself and there is always a person at the background. By the first assumption I mean, readiness and commitment of the university authorities to undertake actions. It is underlined specifically - that internationalization is a documented policy or strategy. It is not just the reaction and passive observation of the global processes or pressures imposed by the state. This is a conscious, active, well-elaborated involvement which requires a lot of human and financial resources. Education has been deeply commercialised recently, and it is unavoidable to function efficiently without taking it into consideration. Organization and university management have to be responsive to the changes and react to the needs immediately, otherwise any enterprise would collapse. The vision of the institution and the document reflecting it is the first step which would further be developed into the detailed action plan at all the levels of the structure.

Internationalization is taking place within several stages at the background of supportive culture, identified by J. Knight (2012): awareness, commitment, planning, operationalization, review, and reinforcement - sounds like a start-up business, which not surprising at the era of capitalism and globalization, and the features of McUniversity described by G. Ritzer in 1998 and typical to higher education institutions now, in 2019, conceived at means of educational consumption. Rationalization of processes, emphasis on efficiency, “mass production” of graduates and diplomas, the need to serve students as customers who want to get the quality product fast and nicely wrapped, are already there in academia. Paradoxically, the university would be willing to get the new results, but keep functioning as before. What should be first, investment or rewards? The staff reaction is contradictory - on the one hand they admit poor language skills and lack of intercultural and other competencies, problems with communication within the institution, insufficient financial support on the part of the university and extremely inadequate infrastructure, at the same time the response to the initiatives such as language courses or workshops is very low, participation in the cultural

activities together with students is practically absent, the measures aimed to improve communication are not taken. Yet, they would like to be rewarded and enjoy the benefits which might be brought about by internationalization, which is not the journey for the sake of pleasure and changing the location geographically, but rather a means to build on expertise. There is another dimension of a paradox here: admitting that the institution is not ready, it still keeps internationalize, be it for better or for the worse.

Language issue is crucial in all the aspects considered. Taking a decision to study abroad in English, even in a non-English speaking country, students take it for granted that they will have an opportunity to improve their English language skills. English as the medium of instruction, multicultural environment in the classroom and on the campus, learning materials - all of that should push students to master the language.

Nowadays, it is a global tendency to teach in English as an alternative to teaching in one's mother tongue. It might have both positive and negative consequences, insufficient focus on the quality of English spoken by students and teachers for whom English is not their native language, and thus resulting in the poor quality of education. Students complain that the English language proficiency of teachers and administrative staff is extremely poor, to the extent that some of them cannot express their thoughts. There have been cases when students didn't get materials in English just because teachers had them in Polish only. It hampers the studying process and the learning outcomes and does not contribute to the better quality of education provided in general.

A separate issue is the translation of the information indispensable for functioning in the academic environment in English. Most University websites have not been translated into English, orientation meetings in the faculties having international students are conducted in Polish, even some classes are conducted in Polish supposing non-Polish students have to adjust (even though there is no obligatory Polish course for foreign students held at the University).

Mastering of English and preparation of the study programmes and plans is a time-consuming and very demanding process as is the readiness of the whole University and reorganisation of its structure, which usually takes place under the conditions of scarce human and financial resources.

There are many possible solutions to the language issue, language courses for administrative staff, special courses for teachers, obligatory foundation years and preparatory courses for international and domestic students, in case they want to undertake an English study programme, and yet don't have the corresponding proof of language proficiency. At this very stage of internationalisation and the lack of candidates to fill in all the study programmes in English, the implementation of most of the initiatives above is not feasible in spite of the attempts made.

In the course of communication with participation of at least two people, messages are to be sent and received, while the intercultural communication verbal interaction requires more effort to interpret and infer the meaning. That is why language barrier in such a situation is even more likely to cause misunderstandings or confusion. The University could take more efforts to develop intercultural communication competences of students. It is mistakenly to think that it is enough to study/or do internship abroad or take part in the international class to acquire intercultural competencies (de Wit, 2002). The impact of authentic intercultural contact is not debated, but it has to be institutionally supported with integration of the intercultural learning into the curriculum and content of the courses, which would focus on intercultural topic and reflect varying perspectives and worldviews. It can be reinforced by interdisciplinary approach and accompanied by investigative incentives to evoke curiosity and interest in the new cultural experiences and knowledge. The university has a very diverse and multicultural body of students which is a good foundation to start with on conditions the study groups are integrated and consist of both domestic and foreign students, and the relations between the students themselves and teachers - interactive, and the study process in a communicative interaction and is prerequisite for effective identity negotiation and enculturation. At the moment there appears a question, with whom to integrate? Foreign students have two possibilities, either they take courses designed only for international students, or join the groups of Poles, who are not eager to make contacts and start interaction with foreigners. With no interference on the part of the institution to manage those processes, students develop their own culture as a response to the chaotic organization, which oftentimes does not meet the expectation of that very institution.

Students have certain expectations to the quality of the study programme itself as they hope to get better job prospects after graduation and oftentimes plan to use the diplomas they get and knowledge they acquire in other European countries but Poland, or eventually back in their home countries. They are seduced by such names as international business, or European studies which are meant to attract more students, but in fact appear to be regional studies too simplistic to be synonymous to international study programme.

Going international means becoming international, and becoming international will inevitably lead to facing difference sooner or later. Difference is productive, besides being the reason for misunderstandings, misconceptions and conflicts, it might be enriching and beneficial. It all depends on the way difference is constructed and perceived in the university. First of all, it has to be acknowledged - inviting foreigners means creating the environment which would contribute to their needs culturally and socially. The university cannot close its eye on the fact the incoming students differ from domestic ones, and pretend it can teach both in the same way, just having switched to

another language. And it's counterproductive to think that adjusting the whole study process is easy. Difference must be accepted and worked on as a long-term perspective to become authentically internationally.

Difference in terms of social equality can cause separation and discrimination, especially when it's given a name. Division of students into domestic and international will lead to failure soon. Each of those groups have their own paths of studying and it will be a challenge to make those paths meet. Alternatively, the university should make up the desired profile of its student (irrespective of the country of origin), and answer the question, which conditions have to be provided to fit to the needs of such a student. It will not be necessary to think of other procedures and rules, the existing procedures and rules have to be extended in their nature to cover more categories of students.

One of the phenomenon hampering favourable conditions for intercultural communication is inertia of the faculty and staff, which can be explained by a plethora of reasons, which is not as important as the plan how to alleviate it or at least decrease its scope. Developing faculty engagement is the process of stimulating faculty interest and involvement in a particular initiative. It should include the system of explicit requirements and demands, monitoring and evaluating measures, as well as the plans for recognition and rewards. Judging by the answers given during the workshop, workers do not report to anyone their duties in the area of internationalization, neither administrative staff nor the faculty. Knight's framework (2012) indicates that a critical mass of faculty supporters is a prerequisite for success in both the planning phase and the subsequent operationalization phases.

Study is the communicative process, which shapes and reflects identity. Interacting with others is the foundation of enacting and negotiating one's self-identity. Identity is a dynamic phenomenon and it is impossible to separate it from communication. Identity can be effectively enacted only in the comfortable environment which has to be created by people governed by certain rules or practices embedded in the institution. Thus, it's up to the institution how identities will be negotiated.

University should take an active position and lead the process of enculturation of students - monitor and manage the interactions and activities. The primary task is to change attitude. It is crucial to learn to respect and value other cultures, and revisit one's own intrinsic motivations, openness to otherness and ethnocentric assumptions. Understanding one's ethnocentric assumptions is another important facet in developing the attitudes necessary for intercultural competency. Ethnocentrism causes conscious and subconscious alienation when communicating with others from different cultural backgrounds. This othering causes those from different cultures feel less valued as human beings, reinforces dominant views, creates stereotypes, and promotes discrimination.

Generally, and as it was noticed during the analysis, the institution, the staff and students have different rationales, thus different goals and motivations. The sacred task of creating culturally supportive environment has no realization as first the vision have to be developed. As a consequence, intercultural communication and acquisition of intercultural competences in the last concern in a line and is left to be hopefully resolved somehow itself.

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