

# FOREIGN LANGUAGE COMPETENCE AS A PREREQUISITE FOR INTERNATIONAL ACADEMIC MOBILITY AND RESEARCH COLLABORATION

Tatjana Dragičević Radičević<sup>1</sup>  
Ivana Lešević<sup>2</sup>

**Keywords:** language competence, academic mobility, multilingualism, CEFR, intercultural communication, institutional cooperation, higher education, foreign language teaching

**Abstract:** In today's interconnected academic landscape, foreign language competence is not only a tool for communication but a gateway to meaningful participation in international research projects, academic mobility programs, and intercultural collaboration. This paper examines the central role of language proficiency – particularly English as a lingua franca – in enabling students and academics to engage successfully in mobility, studying and projects within international settings. Grounded in the Common European Framework of Reference for Languages (CEFR), the study reviews required proficiency levels and international certification systems (IELTS, TOEFL, CELI, CILS, etc.) for active involvement in transnational academic environments. This paper analyzes current practices in foreign language teaching across the Balkans and Europe, with an emphasis on the growing push toward plurilingualism and the strategic integration of language education across educational levels, with a particular focus on higher education. The paper also highlights how mobility programs contribute to long-term institutional growth. Host institutions gain fresh international perspectives within their field of study, while participants bring back new knowledge, teaching methodologies, and organizational practices that enhance research, curriculum design, and intercultural awareness. Strengthened relations between partner institutions open the door to future collaborative projects, joint applications, and research initiatives, particularly among institutions in the Balkan region. Moreover, the international experience fosters both linguistic and cultural skills, encourages openness, and enhances the capacity for global cooperation. Networking with colleagues abroad and learning from best practices – especially in foreign language implementation and the organization of study programs – are among the most impactful outcomes. Such exchanges not only empower individuals but also enrich institutional strategies, helping them become more competitive and inclusive. By exploring these interconnected dimensions, this paper argues that sustained support for language education and international mobility is essential in a world increasingly shaped by migration, diaspora, and cross-border academic cooperation. It calls for targeted policy initiatives and institutional strategies that prioritize language diversity, intercultural communication, and multilingual competence as pillars of 21<sup>st</sup> century education.

1 Full Professor, Faculty of Applied Management, Economics and Finance (MEF), Belgrade, University Business Academy in Novi Sad, Republic of Serbia

2 Foreign Language Lecturer, Faculty of Applied Management, Economics and Finance (MEF), Belgrade, University Business Academy in Novi Sad, Republic of Serbia

# JEZIČKA KOMPETENCIJA U STRANOM JEZIKU KAO PREDUSLOV ZA MEĐUNARODNU AKADEMSKU MOBILNOST I ISTRAŽIVAČKU SARADNJU

**Ključne riječi:** jezička kompetencija, akademska mobilnost, višejezičnost, CEFR, interkulturalna komunikacija, institucionalna saradnja, visoko obrazovanje, nastava stranih jezika

**Sažetak:** U savremenom, međusobno povezanom akademskom okruženju, kompetencija u stranom jeziku nije samo sredstvo komunikacije, već i preduslov za značajno učešće u međunarodnim istraživačkim projektima, programima akademske mobilnosti i interkulturalnoj saradnji. Ovaj rad razmatra ključnu ulogu poznavanja stranih jezika, posebno engleskog jezika kao lingua franca, u omogućavanju studentima i akademskom osoblju da uspješno učestvuju u programima mobilnosti, studiranju i projektima u međunarodnom okruženju. Polazeći od Zajedničkog evropskog referentnog okvira za jezike (CEFR), u radu se razmatraju potrebni nivoi jezičke kompetencije i međunarodni sistemi sertifikacije (IELTS, TOEFL, CELI, CILS i dr.) neophodni za aktivno učešće u transnacionalnom akademskom okruženju. U radu se analiziraju aktuelne prakse u nastavi stranih jezika na Balkanu i u Evropi, sa naglaskom na sve izraženije podsticanje višejezičnosti i stratešku integraciju jezičkog obrazovanja na različitim nivoima obrazovanja, uz poseban fokus na visoko obrazovanje. Takođe se ističe način na koji programi mobilnosti doprinose dugoročnom institucionalnom razvoju. Institucije domaćini stiču nove međunarodne perspektive u okviru svojih oblasti studiranja, dok učesnici po povratku donose nova znanja, nastavne metodologije i organizacione prakse koje doprinose unapređenju istraživanja, razvoja nastavnih programa i interkulturalne svijesti. Jačanje odnosa između partnerskih institucija otvara mogućnosti za buduće zajedničke projekte, zajedničke projektne prijave i istraživačke inicijative, posebno među institucijama u regionu Balkana. Pored toga, međunarodno iskustvo doprinosi razvoju jezičkih i kulturnih kompetencija, podstiče otvorenost i unapređuje kapacitete za globalnu saradnju. Umrežavanje sa kolegama iz inostranstva i usvajanje primjera dobre prakse, posebno u oblasti primjene stranih jezika i organizacije studijskih programa, predstavljaju neke od najznačajnijih rezultata ovakvih razmjena. Takva iskustva ne osnažuju samo pojedince već obogaćuju i institucionalne strategije, doprinoseći većoj konkurentnosti i inkluzivnosti institucija. Razmatrajući ove međusobno povezane dimenzije, u radu se zastupa stav da je kontinuirana podrška jezičkom obrazovanju i međunarodnoj mobilnosti od ključnog značaja u svijetu koji sve više oblikuju migracije, dijaspora i prekogranična akademska saradnja. Ističe se potreba za ciljanim mjerama obrazovne politike i institucionalnim strategijama koje daju prioritet jezičkoj raznolikosti, interkulturalnoj komunikaciji i višejezičnim kompetencijama kao važnim stubovima obrazovanja u 21. vijeku.

## 1. Introduction

In an increasingly interconnected academic environment, internationalisation has become one of the key dimensions of higher education development. (Altbach & Knight, 2007; Knight & de Wit, 2018) Universities and research institutions are increasingly involved in international mobility programmes, joint research projects, cross-border partnerships, and transnational educational initiatives. Within such an environment, foreign language competence represents much more than a practical communication skill. It is an essential condition for accessing international academic opportunities, participating in research networks, establishing professional relationships, and developing meaningful intercultural cooperation.

The expansion of international academic mobility has created new opportunities for students and academic staff to study, teach, conduct research, and exchange knowledge across national borders. Programmes such as Erasmus+ have significantly contributed to this process by supporting physical and blended mobility of higher education students and staff. The current Erasmus+ framework explicitly recognises linguistic preparation as part of the support that higher education institutions should provide to mobile participants, while the Online Language Support system enables participants to improve their foreign language competences before and during mobility (European Commission, 2026).

The experience of the COVID-19 pandemic further demonstrated the importance and vulnerability of international academic mobility. Restrictions on movement and the transition to online education significantly disrupted traditional forms of mobility and international cooperation prompting what scholars have termed an 'immobility turn' in higher education (Cairns & França, 2022). Although online and virtual forms of interaction could partially compensate for the absence of physical mobility, they could not fully replace direct communication, intercultural encounters, and access to the social and institutional environment of the host country. Empirical insights into pandemic-era student mobility highlight that despite the rapid adoption of digital platforms, physical mobility remains the preferred mode precisely because its primary drivers are direct knowledge exchange, experiential learning, and authentic intercultural development (Dragičević Radičević et al., 2021). In this respect, the pandemic highlighted the need to develop more resilient models of internationalisation while maintaining the value of physical mobility and direct academic interaction. The previous analysis of mobility during the pandemic also indicated that international mobility was motivated by knowledge acquisition, exchange of experience, skills development, internationalisation, interculturality, and the expansion of institutional cooperation.

Against this background, the present paper examines foreign language competence as a prerequisite for successful international academic mobility and research collaboration. Attention is given especially to English as the contemporary lingua franca of international academia. However, the paper argues that English proficiency alone should not be regarded as the ultimate objective of language education. In an increasingly multilingual European and global environment, competence in additional foreign languages can provide significant advantages by facilitating deeper intercultural understanding, strengthening regional cooperation, and enabling more direct participation in local academic and social communities.

The paper therefore considers the relationship between language proficiency, academic mobility, research collaboration, plurilingualism, and institutional internationalisation. It focuses on the Common European Framework of Reference for Languages (CEFR), international language certification systems, and the role of language education in preparing students and academics for participation in international higher education.

## **2. Foreign Language Competence and International Academic Mobility**

Academic mobility is one of the most visible manifestations of the internationalisation of higher education. Students and academic staff increasingly cross-national borders to participate in study programmes, teaching assignments, professional training, research activities, conferences, and institutional partnerships. International mobility provides op-

portunities for knowledge transfer and professional development, while also contributing to the development of social, cultural, linguistic, and intercultural competences. (Brandenburg et al., 2014; Deardorff, 2006)

The benefits of mobility, however, depend significantly on the ability of participants to communicate effectively within the host academic environment. Language competence affects the ability to follow lectures, participate in seminars, communicate with colleagues, prepare academic assignments, conduct interviews, access research materials, and establish professional contacts. (Deardorff, 2006; European Commission, 2012). Consequently, language proficiency should be regarded as an important component of mobility readiness rather than merely an additional personal skill.

This is particularly evident in international research collaboration. Research cooperation requires continuous communication between partners, often involving the development of joint research proposals, data collection, methodological discussions, publication of results, and participation in conferences. Even when English is used as the common working language, participants may encounter different linguistic and cultural communication patterns. The ability to communicate clearly, negotiate meaning, understand different perspectives, and adapt to diverse academic cultures is therefore essential.

International mobility can also strengthen institutional capacity. Participants returning from mobility periods often bring new knowledge, teaching approaches, research methods, and organisational practices to their home institutions. Host institutions, in turn, benefit from the perspectives and experiences of incoming students and staff. Over time, these exchanges can create networks of trust that support future joint projects, research initiatives, and applications for international funding.

The relationship between mobility and language competence is therefore reciprocal. Language skills facilitate participation in international mobility, while mobility itself creates an environment in which linguistic and intercultural competences can develop further. (Brandenburg et al., 2014; European Commission, 2022) The result is a cumulative process in which individual competences contribute to institutional internationalisation, while internationalised institutions create more opportunities for language learning and international cooperation.

### **3. English as a Lingua Franca and the Need to Go Beyond English**

English has become the dominant language of international academic communication. The position of English in academia is not simply a consequence of linguistic convenience but is closely connected to broader processes of globalisation, internationalisation, knowledge production, and the internationalisation of higher education (Altbach & Knight, 2007; Jenkins, 2013; Mauranen, 2012). Importantly, English as a lingua franca in academic contexts is predominantly used among speakers for whom English is not their first language. This challenges traditional assumptions that successful academic communication should necessarily approximate native-speaker norms (Mauranen, 2012; Jenkins, 2013). It is widely used in scientific publications, international conferences, research projects, academic networks, and English-medium degree programmes. In this sense, English functions as a lingua franca that enables communication between people who do not necessarily share the same first language (Björkman, 2011).

The widespread use of English has undoubtedly facilitated international academic mobility. Students and researchers from different linguistic backgrounds can communicate, participate in international conferences, access scientific literature, and collaborate on research projects through a shared language. For many international mobility programmes, a certain level of English proficiency is therefore a practical prerequisite for successful participation.

Nevertheless, the growing importance of English should not lead to the marginalisation of other foreign languages. Internationalisation should not be equated with the linguistic homogenisation of higher education. The Council of Europe emphasises the importance of plurilingual and pluricultural competence, recognising that language education should support linguistic diversity, intercultural dialogue, social inclusion, and mobility (Council of Europe, 2020).

In this context, English should be understood as an important component of multilingual competence rather than as its replacement. Knowledge of additional foreign languages can provide significant benefits during academic mobility. A student who speaks the language of the host country may communicate more easily with local students and staff, participate more actively in everyday academic life, and gain a deeper understanding of the cultural and social environment. Similarly, academic staff who possess knowledge of several languages may have greater opportunities to develop regional and international networks.

Internationalisation should therefore not be reduced to the expansion of English-medium education. A genuinely internationalised university should also recognise multilingualism and the linguistic resources of its students and staff (Beelen & Jones, 2015; Council of Europe, 2020).

This argument is particularly relevant to Europe and the Balkan region. Geographical proximity and historical connections create significant potential for cross-border academic cooperation. Knowledge of languages such as German, French, Italian, Spanish, or neighbouring South Slavic languages can facilitate cooperation that may not always be fully achieved through English alone. In regional contexts, linguistic proximity can support direct communication, strengthen trust, and reduce cultural distance.

Moreover, multilingualism is particularly important in the context of migration and diaspora. Contemporary universities increasingly bring together students and researchers with diverse linguistic backgrounds. The capacity to navigate different languages and cultural contexts can therefore become an institutional resource, contributing to more inclusive and internationally oriented academic environments.

The objective should therefore not be to replace English but to place English within a broader framework of plurilingualism. English provides access to global academic networks, while additional languages can deepen regional, cultural, and interpersonal connections. This distinction is important because successful international cooperation depends not only on the ability to exchange information but also on the ability to establish meaningful and sustainable relationships.

While English serves as the indispensable operational vehicle for entering the global academic arena, it is plurilingual and intercultural competence that truly sustains long-term collaboration. English opens the door to international consortia, but knowledge of

partner languages and cultural nuances builds the trust, empathy, and mutual understanding necessary to maintain them.

4. CEFR, Language Certification and Plurilingual Competence

The Common European Framework of Reference for Languages represents one of the most important frameworks for understanding and assessing foreign language proficiency in Europe. The CEFR provides a common basis for curriculum development, teaching, learning, and assessment and defines language proficiency through six principal levels: A1, A2, B1, B2, C1, and C2. (Council of Europe, 2001).

| Academic activity                                                           | Indicative level – depending on programmes requirements | Typical language requirements                                                                                            | Examples of recognized language certification systems                      |
|-----------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Short-term mobility, study visits and basic academic interaction            | B1-B2                                                   | Ability to follow general academic communication, participate in discussions and manage everyday communication           | IELTS, TOEFL, institutional language assessment                            |
| Study programs and academic courses delivered in a foreign language         | B2-C1                                                   | Ability to understand lectures, participate in seminars, write academic assignments and communicate effectively          | IELTS, TOEFL, Cambridge English                                            |
| International research projects and academic networking                     | B2-C1                                                   | Ability to communicate with international partners, participate in project meetings and prepare research documentation   | IELTS, TOEFL, Cambridge English                                            |
| Research, teaching and academic activities requiring advanced communication | C1-C2                                                   | High-level academic, professional and intercultural communication, including presentations, publications and negotiation | IELTS, TOEFL, Cambridge English                                            |
| Mobility in multilingual or non-English-speaking environments               | B1-C1 in the relevant language, depending on activity   | Ability to communicate with local academic and social communities and understand cultural and institutional contexts     | CELI, CILS, DELF/DALF, Goethe-Zertifikat and other recognized certificates |

Table 1. Indicative Foreign Language Proficiency Levels for Different Types of International Academic Activities

Source: Author’s synthesis based on Council of Europe (2001, 2020) and European Commission (2026).

For international academic mobility, B1 and B2 levels may provide a functional basis for communication, while C1 or higher levels are often more appropriate for intensive academic study, research, teaching, and professional communication. The required level, however, depends on the type of mobility and the language of instruction. A student participating in an English-taught programme may require strong academic English, while a researcher conducting fieldwork in a foreign-language environment may need competence in the local language as well.

The CEFR Companion Volume further expands this approach by incorporating mediation, online interaction, and plurilingual and pluricultural competence, making the framework particularly relevant to contemporary digitally mediated international academic environments (Council of Europe, 2020). This development is particularly relevant to contemporary academic mobility, where communication increasingly takes place across linguistic and cultural boundaries. The ability to mediate between languages, explain concepts to people from different backgrounds, and adapt communication to different contexts is increasingly important in international education and research.

International certification systems provide additional mechanisms for demonstrating language competence. IELTS and TOEFL are among the most widely recognised systems for assessing English proficiency, particularly in higher education and international mobility. For other languages, certificates such as CELI and CILS provide formal evidence of competence in Italian, while comparable systems exist for other European languages.

However, certification should not be regarded as the sole indicator of language competence. A participant may achieve a particular formal level but still experience difficulties in real-life communication, particularly in intercultural or professional situations. Academic mobility requires not only grammatical knowledge and vocabulary but also communicative flexibility, listening skills, intercultural awareness, and the ability to adapt to unfamiliar situations.

Language proficiency alone does not guarantee successful intercultural communication. International academic engagement also requires attitudes, knowledge, skills, and the ability to adapt communication to different cultural contexts (Deardorff, 2006).

For this reason, plurilingual competence should be understood as a broader concept. It does not necessarily imply equal proficiency in several languages. Rather, it reflects the ability to use different linguistic resources according to the situation and purpose. The Council of Europe places plurilingual and intercultural education within a broader framework that aims to support social cohesion and intercultural dialogue (Council of Europe, 2020).

Such an approach is particularly valuable for higher education. Students and academics may use English for international scientific communication, another foreign language for mobility in a specific country, and their native language for local academic and professional activities. These linguistic resources complement rather than exclude one another.

## **5. Language Competence and International Research Collaboration**

International research collaboration increasingly depends on the capacity of researchers to communicate across linguistic, cultural, and institutional boundaries. Joint projects require cooperation over extended periods and often involve researchers from several countries. The quality of such cooperation depends not only on scientific expertise but also on effective communication and mutual understanding.

English is frequently the operational language of international research projects. It is used for project proposals, meetings, dissemination activities, publications, and conferences. Consequently, researchers who lack sufficient English proficiency may face barriers to participation, regardless of the quality of their scientific expertise.

At the same time, multilingual competence can expand the scope of research collaboration. Knowledge of additional languages can facilitate access to national scientific lit-

erature, local databases, policy documents, interviews, and other sources that may not be available in English. This is particularly important in the social sciences and humanities, where research is often closely connected to national and regional contexts.

Multilingual competence can also strengthen the interpersonal dimension of research collaboration. International research projects depend on trust, informal communication, and long-term relationships. Communication in a partner's or host country's language may create a stronger sense of mutual respect and facilitate closer cooperation.

This issue is particularly relevant to research cooperation in the Balkan region. The region is characterised by linguistic diversity, cultural proximity, shared historical experiences, and increasing participation in European research and mobility programmes. Universities and research institutions in the Balkans can benefit from strengthening foreign language education not only in English but also in other European and neighbouring languages.

The institutional dimension should also be emphasised. Higher education institutions that invest in language education and internationalisation are better positioned to participate in international networks and competitive research programmes. Language support can therefore be considered an element of institutional capacity-building. Erasmus+ itself recognises this principle by requiring higher education institutions involved in mobility to provide support to participants, including linguistic preparation and access to Online Language Support (European Commission, 2026).

Although English facilitates international scientific communication, research collaboration may still be constrained by linguistic and cultural differences, particularly in teaching, administration, informal communication, and long-term institutional cooperation (Angouri & Delmas, 2025).

## **6. European and Balkan Context**

The European higher education area is characterised by growing student and staff mobility, internationalisation, and cross-border cooperation. European policies have increasingly emphasised language learning and multilingualism as important elements of education and social inclusion. The Council of Europe's approach to plurilingual and intercultural education places language learning within a broader framework that includes cultural diversity, social cohesion, and participation in contemporary European societies (Council of Europe, 2020).

European language education policies demonstrate considerable variation in the number of foreign languages taught, expected proficiency levels, teacher preparation, and support for multilingual learners (European Commission/EACEA/Eurydice, 2017, 2023).

For the Balkan region, these issues have particular importance. The region is geographically close to the European Union and increasingly integrated into European educational and research networks. Nevertheless, differences in educational systems, economic capacities, migration patterns, and language policies continue to influence the possibilities for international mobility.

Foreign language competence can help reduce some of these barriers. Students and academics with strong linguistic skills are more likely to access international opportunities, communicate with potential partners, and participate actively in mobility programmes.

In this setting, regional mobility initiatives and bilateral cooperation frameworks (such as CEEPUS networks) frequently serve as a crucial stepping stone, allowing Balkan institutions to build communicative capacity and institutional trust before entering larger, multilateral EU consortia. Institutions with developed language support systems are also better prepared to host international participants and establish long-term partnerships.

The experience of the COVID-19 pandemic demonstrated that internationalisation strategies must be sufficiently flexible to respond to unexpected crises. The shift towards online education and virtual cooperation showed that digital tools can maintain communication when physical mobility is restricted. The COVID-19 pandemic significantly disrupted international student mobility and accelerated the development of virtual and blended forms of internationalisation (Mok et al., 2021; Koris et al., 2021). However, evidence from Erasmus mobility suggests that virtual learning could not fully reproduce the social, cultural, and interpersonal dimensions of physical mobility (Koris et al., 2021; Schueller & Şahin, 2023).

Consequently, the future of international academic cooperation is likely to involve a combination of physical, blended, and virtual mobility. In all these forms, language competence remains essential. In virtual environments, communication may even require additional skills because participants must navigate linguistic differences without the contextual support available in face-to-face interaction.

For institutions in developing or peripheral academic regions, investing in language capacity is the most cost-effective lever for bridging the gap with established European research centers. Cultivating staff and student plurilingualism directly transforms geographical or economic disadvantages into rich opportunities for cross-border regional networking and joint academic innovation.

## 7. Institutional and Individual Benefits

The development of foreign language competence generates benefits at both individual and institutional levels. For students, language skills increase access to mobility opportunities, international study programmes, internships, and future employment. They also contribute to confidence, independence, intercultural awareness, and personal development.

For academic staff, language competence facilitates teaching mobility, conference participation, research collaboration, publication, and networking. The ability to communicate in more than one foreign language can further expand professional networks and create opportunities for cooperation beyond established English-speaking academic circles.

At the institutional level, multilingualism supports internationalisation strategies. Universities that provide language education and support for incoming and outgoing participants can improve the quality of their mobility programmes and strengthen their international profile. Mobility participants who return to their home institutions can transfer knowledge and experience gained abroad, contributing to curriculum development, new teaching methods, research cooperation, and organisational improvements.

The most important benefit, therefore, may be the creation of sustainable networks. A successful mobility experience can establish relationships between individuals that later develop into institutional partnerships, joint research projects, co-authored publications, and applications for international funding.

For this reason, language education should be considered an investment in institutional development rather than merely an individual educational activity. Internationalisation policies should include language competence as a strategic objective and should encourage students to learn English while simultaneously supporting the acquisition of additional foreign languages.

Ultimately, fostering foreign language competence must not be treated merely as a soft skill or an auxiliary service provided by language departments. Rather, it represents a core strategic asset that directly determines an institution's research visibility, competitive edge in project acquisition, and capacity for sustainable international partnerships. Without systemic linguistic support, institutional internationalisation strategies risk remaining purely formal declarations on paper.

## **8. Conclusion**

Foreign language competence has become an essential prerequisite for meaningful participation in international academic mobility and research collaboration. English, as the predominant lingua franca of international academia, provides access to global research networks, international publications, conferences, mobility programmes, and cross-border projects. Its importance for contemporary higher education cannot be questioned.

Nevertheless, the increasing role of English should not lead to the conclusion that knowledge of other languages is becoming unnecessary. On the contrary, the development of plurilingual competence is increasingly important in a world characterised by migration, international mobility, diaspora, cultural diversity, and cross-border academic cooperation. While English enables broad international communication, additional foreign languages can deepen intercultural understanding, facilitate integration into host communities, and strengthen regional and institutional relationships.

The CEFR and its Companion Volume provide an important conceptual framework for understanding language competence in contemporary education. By incorporating mediation, online interaction, and plurilingual and pluricultural competence, the updated framework reflects the increasingly complex linguistic demands of international academic environments (Council of Europe, 2020).

The experience of academic mobility, including the disruptions caused by the COVID-19 pandemic, further demonstrates that internationalisation requires both flexibility and long-term institutional support. Physical mobility remains highly valuable, while blended and virtual forms can complement it in circumstances where physical mobility is limited. In all these forms, language competence remains a fundamental enabling factor.

The paper therefore argues that higher education policies should move beyond an English-only understanding of internationalisation. English should remain a core component of international academic preparation, but students and academics should also be encouraged to develop competence in additional foreign languages. Such an approach would be particularly valuable for European and Balkan higher education institutions, where linguistic diversity, geographical proximity, and cross-border cooperation create significant opportunities for multilingual academic networking.

Ultimately, investment in foreign language education is an investment in the quality and sustainability of internationalisation. Language competence strengthens individual mobili-

ty, expands research opportunities, improves intercultural communication, and contributes to stronger institutional partnerships. A strategic combination of English proficiency, plurilingual competence, and intercultural awareness can therefore provide an important foundation for a more inclusive, resilient, and genuinely international higher education system.

### Literature

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and Realities. *Journal of Studies in International Education*, 11(3–4), 290–305. <https://doi.org/10.1177/10283153073035>
- Angouri, Jo & Delmas, Méline. (2025). Multilingualism in higher education: (What) do European university alliances deliver?. *Journal of Multilingual and Multicultural Development*. 47. 1-19. <https://doi.org/10.1080/01434632.2025.2529947>
- Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European Higher Education Area: Between critical reflections and future policies* (pp. 59–72). Springer. [https://doi.org/10.1007/978-3-319-20877-0\\_5](https://doi.org/10.1007/978-3-319-20877-0_5)
- Björkman, B. (2011). English as a lingua franca in higher education: Implications for EAP. *Ibérica*, 22, 79–100.
- Brandenburg, U., Berghoff, S., Taboadela, O., Bischof, L., Gajowniczek, J., Gehlke, A., Hachmeister, C.-D., Ilieski, Z., Leichsenring, H., Petrova, D., & Vancea, M. L. (2014). The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions. European Commission. <https://doi.org/10.2766/75468>
- Cairns, D., & França, T. (2022). Managing student mobility during the COVID-19 pandemic: An immobility turn in internationalized learning? *Societies*, 12(4), 105. <https://doi.org/10.3390/soc12040105>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- : Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- European Commission. (2012). *Language competences for employability, mobility and growth*. European Commission. Strasbourg, Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0372>
- European Commission. (2026). *Mobility projects for higher education students and staff. Erasmus+*. Available at: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/higher-education-mobility-projects>
- European Commission/EACEA/Eurydice. (2017). *Key data on teaching languages at school in Europe – 2017 edition*. Publications Office of the European Union. <https://doi.org/10.2797/839825>
- European Commission/EACEA/Eurydice. (2023). *Key data on teaching languages at school in Europe – 2023 edition*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2797/529032>
- European Union. (2018). *Council Recommendation of 22 May 2018 on key competences for lifelong learning*. Official Journal of the European Union, C 189, 1–13. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01))
- Jenkins, J. (2013). *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy* (1st ed.). Routledge. <https://doi.org/10.4324/9780203798157>

- Knight, J., & de Wit, H. (2018). Internationalization of Higher Education: Past and Future. *International Higher Education*, 95, 2–4. <https://doi.org/10.6017/ihe.2018.95.10715>
- Koris, R., Mato-Díaz, F. J., & Hernández-Nanclares, N. (2021). From real to virtual mobility: Erasmus students' transition to online learning amid the COVID-19 crisis. *European Educational Research Journal*, 20(4). <https://doi.org/10.1177/14749041211021247>
- Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183–190. <https://doi.org/10.1016/j.esp.2009.10.001>
- Mok, K. H., Xiong, W., Ke, G., & Cheung, J. O. W. (2021). Impact of COVID-19 pandemic on international higher education and student mobility: Student perspectives from mainland China and Hong Kong. *International Journal of Educational Research*, 105, 101718. <https://doi.org/10.1016/j.ijer.2020.101718>
- Dragičević Radičević, T., Novaković, S., Lešević, I. (2021). Mobilnost studenata u vreme Kovid-19 pandemije. Tradicijalna VS. onlajn nastava. Fakultet za primenjeni menadžment, ekonomiju i finansije, pp.238-243, ISBN 978-86-84531-55-3
- Schueller, J., & Şahin, B. B. (2023). Considering the complexities of virtual student mobility as an approach to inclusive internationalisation in the post-pandemic period. *Perspectives: Policy and Practice in Higher Education*, 27(3). <https://doi.org/10.1080/13603108.2022.2116123>
- Yang, Q., Shen, J. & Xu, Y. Changes in International Student Mobility amid the COVID-19 Pandemic and Response in the China Context. *Fudan J. Hum. Soc. Sci.* 15, 23–40 (2022). <https://doi.org/10.1007/s40647-021-00333-7>