

IMPLEMENTING INTLUNI PRINCIPLES IN PRACTICE: VMU EDUCATIONAL CONTEXT

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The intensive growth of migration in Europe and the increasing diversity of its multilingual and multicultural communities cause European higher education institutions to search for the ways of intensifying and managing their internationalisation. The indispensable outcome of the latter process is the emergence and development of the so-called Multilingual and Multicultural Learning Spaces (M&MLS) with their challenges and opportunities that are to a large extent unique to a particular university. In line with the principles determined by the IntlUni project, the present paper introduces a study of VMU as a growing and developing Multilingual and Multicultural Learning Space by setting forth the main research questions of whether VMU provides an inclusive learning space for international students and whether these students feel as part of VMU multicultural community. The study also analyses how the cultural diversities and the diverse learning styles of students are negotiated and integrated in the learning process in multilingual and multicultural classes and what communicative needs and patterns have to be secured for the effective interaction among teachers and students. It is a qualitative study carried out through the use of a semi-structured interview of approximately 40 min in length. The participants are 15 first and second cycle international students whose status at VMU range from the enrolment in full study programmes to participation in Erasmus or bilateral mobility.