

## Pursuing quality through institutional policies

An integral component of academic expertise and professional competency is the ability to demonstrate them through language and communication. This ability, or know-how, is developed gradually as the students are socialised into the academic and discourse community of practice of their fields during their university careers. The process of socialisation, however, is not straightforward or easy in cases where the students are not native speakers of the language through which they are learning, as is shown by several studies (see e.g. Morita 2004, Braine 2002, Jones 1999, Ferris & Tagg 1996, Myburgh, Niehaus & Poggenpoel 2002). Since all information and knowledge are constructed and expressed through language, it is particularly important that the role of language in foreign-language mediated instruction and learning, as well as in working with multicultural and multilingual groups, is acknowledged. This is both an awareness-raising process and a skills development process for the whole university community, but it is also a quality enhancement process requiring institutional approaches and policies.

The paper starts by outlining briefly how language is involved in academic socialisation and employability, and continues to describe the policy and practical support measures taken at the University of Jyväskylä to enhance and assure the quality of international, English-medium Master's programmes and to promote multilingualism.

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