



English Medium Instruction in Norway

To what extent does the University of Oslo promote its
programmes taught in English?

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ACRONYMS

EFL	English as a Foreign Language
ELF	English as a Lingua Franca
EMI	English Medium Instruction
ESL	English as a Second Language
ETP	English Taught Programme
HEI	Higher Education Institution
MOOC	Massive Open Online Course
UiO	Universitet I Oslo - University of Oslo
SiO	Studentsamskipnaden i Oslo – The Student Community of Oslo

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INTRODUCTION

Nowadays, universities and higher education institutions are constantly adapting their educational system in response to internationalisation. One of the most predominant tools used to do so is the implementation of English Medium Instruction programmes; programmes in which courses are fully taught in English – from lectures to syllabi – in countries where the first language of the majority of the population is not English. These programmes have expanded to many countries throughout the world, but have been particularly renowned in the Nordic countries, as Mainworn & Wächter (2014) explained. The main reason for that is the fact that the number of first language speakers in the Nordic languages is relatively small, which therefore demands too much effort to develop the national language as a general consensus in every area of higher education institutions (Airey et al., 2017: 563).

After hearing from my home university UCLouvain that I was going on an Erasmus exchange programme at the University of Oslo during the first semester of the academic year 2021 – 2022, I immediately believed it would be smart to write my thesis about this topic, as being physically there helps a lot to get useful information, collect data and do some research. This master dissertation therefore focuses on the implementation of English Medium Instruction programmes in Norway, and more specifically addresses the following question: “To what extent does the University of Oslo promote its programmes taught in English?”. In order to answer this question, the following four research questions have been formulated:

1. Does the University of Oslo communicate more with either domestic or international students?
2. What sources does the University of Oslo use in order to communicate about its programmes taught in English?
3. In which faculty can we find the most EMI programmes, and does the University of Oslo promote this faculty more than the others?
4. How does the University of Oslo communicate about its future prospects with regard to its EMI programmes?

The first step that will be undertaken in this master dissertation will be the presentation of the English language as a *Lingua Franca* and *Lingua Academia*. This will help understand the implementation of English Medium Instruction programmes, that will be defined thoroughly in chapter 2, along with its evolution, effectiveness and benefits, as well as challenges. The next

step will involve the external communication of higher education institutions in order to understand how they can raise their awareness worldwide and attract target groups. The English Medium Instruction in Norway will then be analysed so as to get more concretely into our main topic. After presenting the data – coming mainly from the website of the University of Oslo, its social media, two Facebook groups and a submitted questionnaire to students at this university – and method – quantitative and qualitative – to answer the main question of this thesis, the analysis of the above-mentioned four research questions will be carried out. A debriefing will finally be conducted, presenting the results obtained and taking into account the limitations of the research.

As one of the most prestigious universities of the world and the European continent, and the best university in Norway, it is expected that the communication of the University of Oslo regarding its EMI programmes is really efficient, well-developed and frequent. That is what we will try to determine.

CHAPTER 1: ENGLISH AS A LINGUA FRANCA AND AS A LINGUA ACADEMIA

1.1. ENGLISH AS A “LINGUA FRANCA”

Due to globalization in the twenty and twenty-first centuries, which has enabled global communication, the English language has been spread to large areas of the world and is nowadays being taught as a foreign language throughout the world.

English is used as an international language and as a “Lingua Franca”, which means that it is a language used to communicate with people that do not speak the same language and do not have English as a mother tongue. English is therefore a third language between two people, distinct from both their native language. According to Seidlhofer (2011: 124), English as a Lingua Franca (ELF) can be understood as “any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option.”. As a result, English native speakers are now outnumbered by English non-native speakers, a quite atypical situation, as this phenomenon does not exist with any other languages.

Nowadays, English as a Lingua Franca has become a given in international education, which means that course-related activities often take place in English: lectures, essays, required reading, and exams (Ljosland, 2010: 991). English as a Lingua Franca has also become the language of communication in academic and non-academic university discourse. However, despite all the beneficial effects this may have, it causes an undervaluation for other languages and cultures in the context of internationalised higher education. Internationalisation exclusively in English has been seen to pose a threat to cultural identity. (Bowles & Murphy, 2020: 2, 12).

1.2. ENGLISH AS A “LINGUA ACADEMIA”

As a result of globalization and internationalization, universities and higher education institutions in general are adopting English as a language of instruction. The English language has been dominating other languages as a “Lingua Franca” in the academic domain. English

being increasingly used as a medium of instruction, it can therefore now be qualified as a “Lingua Academia”, or “Academic Lingua Franca” (Phillipson, 2008: 130).

The spread of English as a “Lingua Franca” and “Lingua Academia” also had an impact on scientific research, as most research findings are nowadays published in this language rather than in the researchers’ first language. This is a way for researchers to express the desire for their research to be recognized and rewarded (López-Navarro, Moreno & Quintanilla, 2015).

CHAPTER 2: WHAT IS “ENGLISH MEDIUM INSTRUCTION”?

2.1. DEFINITION

English Medium Instruction, often known as “EMI”, consists of the use of the English language to teach academic subjects in countries where English is not the first, primary or official language. Schools and universities decide to offer some courses in English and teachers are therefore asked to teach their academic subject in English, and not in their mother tongue.

The most well-known definition of EMI is the following: “The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English.” (Macaro et al., 2018: 37).

2.2. EVOLUTION OF ENGLISH MEDIUM INSTRUCTION

Since the end of the Second World War in 1945, and more particularly in recent years, there has been a gradual change towards English becoming by far the most widely learned foreign language in Europe, taking over other foreign languages, such as French, German and Russian (Phillipson, 2007: 123).

In the 1990s in Europe, institutions of higher education became increasingly active in the field of internationalization. Although the first aim of internationalization was to increase student as well as staff mobility, the main objective of higher education institutions at present is to strengthen their competitive position in an international perspective: the export of knowledge. Raising the attractiveness and accessibility of higher education for foreign students is a mean in order to improve their competitive position. Introducing an international language of instruction is therefore seen as a necessity, and the English language is the one preferred (Vinke et al., 1998: 384-385). Bowles and Murphy (2020: 2-6) argue that, nowadays, priority activities of internationalisation are the recruitment of international students and the creation of opportunities for mobility in order to generate income, rather than the preparation of students for a globalized world and the improvement of quality education.

Internationalisation in higher education can be defined as: “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (De Wit et al. 2015, p.45).

Nowadays, English Medium Instruction is increasingly used as an educational model in primary and secondary schools, but mostly in higher education institutions. The number of universities that offer English Taught Programmes (ETPs) has been increasing since the beginning of the twentieth century, mainly because of internationalization and the need for universities to enter the international sphere and become more prestigious by attracting students from around the world, as mentioned above. The variety of courses offered in English has been rising enormously over the last years. This development is forcing universities to address how best to function multilingually, that is to say, in the national language and in English (Phillipson, 2007: 124). The twenty-first century faces the need to educate students with an international worldview and to prepare them for interconnected societies, but to take national cultural priorities into account as well (Bowles & Murphy, 2020: 4).

According to Maiworm and Wächter (2002: 13), there are plenty of reasons to attract foreign students by implementing English-language-taught degree programmes in higher education institutions. These two authors state that attracting foreign students is the first reason in Europe for getting involved with EMI. It helps compensate for a competitive disadvantage, that is a domestic language which is rarely spoken (above all in the Nordic Countries and the Netherlands), or a geographical location on the periphery. It also compensates for a decline in the demographic curve of the domestic population, which threatens the existence of faculties, departments and programmes. It secures the research base of a university as well, by attracting PhD students from abroad. It can also help fill a highly specialised programme for which there would not be enough candidates in the home country. And finally, attracting foreign students contributes to human resource development in developing countries. However, Maiworm and Wächter (2002) claim that the implementation of English-language-taught degree programmes seeks to attract not only foreign students, but domestic students as well, in order to provide the domestic market with graduates who have a high degree of international skills.

As pointed out by the Oxford EMI Training (2021)¹, subjects such as Engineering, Business, Economics IT and Sciences were the first subjects taught in English, as businesses and research

¹ <https://www.oxfordemi.co.uk/What-is-English-Medium-Instruction-EMI-Internationalisation>, visited on 4th April 2021.

around the world tend to take place in this language. EMI was then expanded to other academic subjects and, as a result, there is nowadays a wide variety of courses taught in English in almost every field. The Business and Economics sectors reportedly still benefit from the most EMI programmes and students, however.

2.3. EFFECTIVENESS AND BENEFITS OF ENGLISH MEDIUM INSTRUCTION

As pointed out by Maiworn & Wächter (2002), English Medium Instruction has numerous benefits for higher education institutions as it can help them (1) to improve their international profile and awareness; (2) to enhance the assistance, guidance and advice for foreign students which includes the provision of information and services in English; (3) to exchange easily with other countries about this type of instruction and strengthen the cooperation with foreign partner institutions; (4) to increase offers for English language training; (5) publish in English; and (6) to rise in the international rankings, among others.

In addition, the use of English Medium Instruction enables students to not only learn about their subject, but to acquire English language skills and become more proficient in this language as well. It is therefore thought that EMI will make students more attractive in the job market and that it will help them continue their careers in a global world if they are willing to (Oxford EMI Training, 2021)². In other words, English Medium Instruction helps students prepare for their future careers or academic pursuits, facilitating access to postgraduate degrees abroad, as Carrió-Pastor states (2020: 47).

Finally, EMI is often very popular with people who want to do part of their studies or work abroad. English Medium Instruction is indeed very helpful for staff mobility and student exchange in order for people to express themselves appropriately, to make themselves understood, and to understand as well (Çankaya, 2017: 830).

The questionnaire submitted to the students at the University of Oslo – cf. chapter 5.4.4. for its presentation – included a question about the reasons for those students to decide to study (partly) in English. As Figure 1 shows, the three main motives were interest in the content of

² Ibid.

the courses, the opportunity to practice or learn English, and the opportunity to study abroad. This therefore supports the findings from research echoed in this section 1.1.3.

If you are studying (partly) in English, what are your reasons to do so?

21 réponses

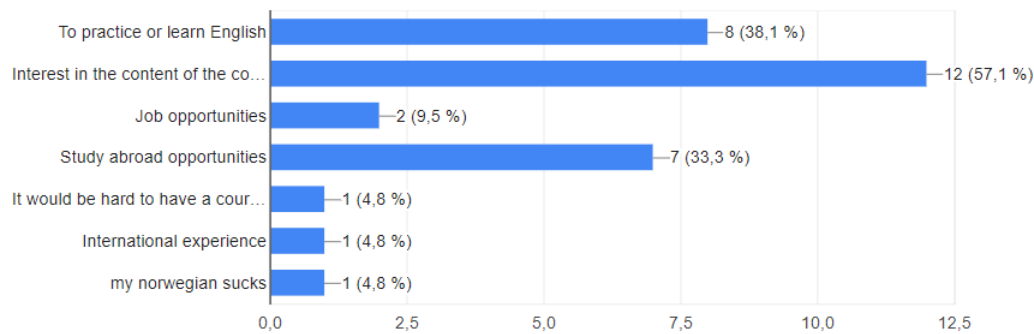


Fig. 1: Reasons why UiO students study in English

2.4. CHALLENGES OF ENGLISH MEDIUM INSTRUCTION

Although English Medium Instruction has many advantages (cf. above), and is a successful means in order to attract international students, it also has many drawbacks and presents some challenges for both students and teachers and numerous points.

As far as students are concerned, the transition from Secondary School in their mother tongue to University in the English language can be a tough challenge to overcome. Non-native English speakers must reach a pre-determined level of English in order to meet the admission requirements in EMI programmes. Students therefore need to know what level of English they need and how to get to this level (Oxford EMI Training, 2021)³. Another problem is the fact that some students can find it more difficult to understand specific concepts and have difficulty in understanding specific details, as English is not their native language. Students also have difficulties in understanding examination questions. Finally, Çankaya (2017: 831-835) adds to this that the EMI expansion is sometimes seen as a threat to their home culture, native language, and education system.

Concerning teachers, challenges when teaching through EMI are considerable as well. Lecturers have often not been trained enough to teach in English and therefore face many language difficulties, which can result in a simplification of contents and materials and in a

³ Ibid.

reduced quality of instruction and education (Dimova et al., 2015: 82). Many teachers report that they need more preparation time for their English courses than for courses given in their mother tongue, because they need to look up vocabulary for classroom management as well as technical vocabulary. A majority of teachers also feel less capable of expressing themselves clearly and accurately in English. They often need to explain something in different ways or to qualify or refine statements. (Vinke, 1998: 387). This may have a negative impact on their teaching practice, as teachers probably do not perform as well as if they were teaching in their native language. A lack of clear guidelines for teaching through EMI and for assessment is another challenge lecturers encounter, since they often do not know if they should only assess knowledge of the subject or the English language as well (Çankaya, 2017: 831). Moreover, universities often wonder if they should assess non-native students in the same way as they assess native-speaking students, or if they should apply different criteria (Hellekjaer, 2007: 69). Concerns have also been reported by students and academic staff about the poor quality of communication and interaction in the classroom (Bowles & Murphy, 2020: 9). Finally, teachers also highlight the lack of humour and a colourless classroom environment when teaching in English, as making jokes and telling anecdotes requires a good command of the English language, which a large number of EMI teachers do not possess (Çankaya, 2017: 835).

CHAPTER 3: EXTERNAL COMMUNICATION OF HIGHER EDUCATION INSTITUTIONS

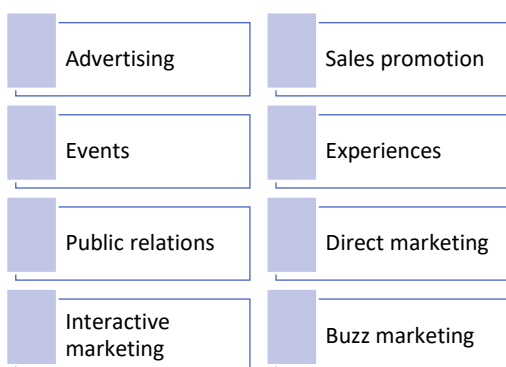
In order to promote their English Medium Instruction programmes and to attract domestic as well as foreign students, universities and higher education institutions in general need to spread the word about these programmes, and essentially through external communication. Maiworm & Wächter (2002) report that marketing activities and communications are widely used to promote EMI programmes and reach people. Kotler et al. (2007) define marketing as a social and management process in which individuals and groups satisfy their needs and wants through creation, supply, and exchange of valuable products with others. Marketing communications, on the other side, also known as “marcom”, can be described as the techniques that a company or business uses to convey the messages about their products to target markets. The most widely used tools include traditional advertising, direct marketing, branding, packaging, social marketing, presentations, and sponsorships, and more. Marketing communications objectives are to create and sustain demand and preference for the product, as well as to shorten the sales cycle. The latter means assisting the sales and channel partners in their efforts to identify, engage and deliver a customer (MaRS Discovery District, 2022)⁴.

With the growing importance of technologies these days and the ever-increasing competition among universities, the role of marketing is becoming crucial, especially to improve the marketing processes in order to achieve better communication between universities and their stakeholders, where students are the main target group of services offered by universities (Schüller & Rasticová, 2011: 58-59). Universities have therefore started to use marketing more and more, especially the marketing mix, which comprises elements such as product, price, place and promotion. Marketing communication is widely used, mainly because of the fact that it facilitates the communication between the student and the university. The marketing communication mix is the foundation of marketing art and includes a variety of concepts, such as public relations, word-of-mouth, viral marketing, buzz marketing, integrated marketing communication, advertising, corporate image, brand, etc. Enhancing the identity, image and brand of universities and their diversification is seen by experts as a key factor in winning new students. More generally, it allows companies to inform, persuade, and remind consumers about the products, services and brands they possess and/or sell. In the case of a university, the

⁴ <https://learn.marsdd.com/article/what-is-marketing-communication-marcom/>, visited on 21st April 2022.

offering includes among others the courses, languages of instruction, possible (financial) support for students, etc. Marketing communication also helps consumers understand how to use the product and why, but also which other people are using it. For a university, it is then to promote their prestige, their varied course offerings, their relationship with students, the quality of their teachers, etc. (Jochems et al., 1998: 291-292; Schüller & Rasticová, 2011: 59).

According to Jochems et al., (1998: 293-296), the marketing communication mix consists of eight elements in the higher education sector: advertising (brochures and leaflets), sales promotion (universities are present at fairs and exhibitions in order to attract students), events and experiences (events sponsored by the university and organized by student unions, as well as a weekend where potential students and their acquaintances can go on a tour of the campus), public relations (the opening of the academic year is a promotional demonstration and a tool for public relations as it relies on speeches, as well as publications and university magazines), direct marketing (targeted marketing for specific people, for example letters from various universities sent to potential incoming students), interactive marketing (university website, social media platforms, MOOCs, etc.), and word-of-mouth marketing/buzz marketing (on social media; it consists of a content creation technique with the aim of forwarding this content until it becomes viral). Apart from these eight elements, personal selling is another often-used marketing tool where staff delivers the service and is the main interface between the institution and its students. It can be the academic staff, the administrative staff, but teachers as well.



Tab. 1: Marketing communication mix

A broad range of marketing measures and communication channels can therefore be used in order to attract foreign or domestic students to the EMI programmes of higher education institutions. Maiworn & Wächter (2002) conducted a survey to find out what the motives are for universities and colleges to introduce programmes taught in English, and how those

institutions spread the word about it. Their study revealed that marketing is the most common way to do so. They reported that the number one medium of marketing remains the internet, and above all the provision of information via the university website, with 81% of European higher education institutions using this method. The other channels that are widely used are the followings: distribution of printed information material (71%), presentations at student fairs and information events at home (65%) and abroad (58%), use of entries in international portals or databases (64%), programme overviews/ databases of national agencies (52%) and social media (56%), advertisements in newspapers (31%) and the use of agents in target countries (18%), which only play a minor role.

In short, all these elements are sources of information for already enrolled and prospective students. They help higher education institutions reach both domestic and foreign students in order to promote themselves and to make detailed information about each aspect of the university available. Marketing communication helps communicate with students or whoever would be interested in the institution. Schüller & Rasticová (2011) carried out a survey on the Marketing Communications Mix of Universities in an environment of increasing competition among them. These authors stated that marketing communications were the most widely used method and the one which works best in order to attract prospective student. Schüller & Rasticová agree with Maiworn & Wächter on the different marketing methods used. However, Schüller & Rasticová's study has shown that an integrated approach tends to be more effective in order to reach the target group. Moreover, they state that using a certain number of the elements listed hereinabove as a whole will bring more efficiency than using those elements separately. This also means that all activities should be interrelated within each communication element.

CHAPTER 4: ENGLISH MEDIUM INSTRUCTION IN NORWAY

4.1. OVERVIEW: THE NORWEGIAN CONTEXT

Norway is often found at the very top of the UN's annual rankings of global wealth, health and education, and is often described as having a high academic quality. The Norwegian education system is also supported by the state in order to ensure equal access to education for all. This means that most schools do not charge tuition fees. In 2021, there were in total 38 higher education institutions in Norway, of which 9 universities, 8 university colleges, 5 scientific colleges owned by the state, and a large number of private higher education institutions receiving public funding. The University of Oslo (UiO) is the oldest and the most important higher education institution, followed by the University of Bergen. In 2021, there were more than 283,000 students enrolled in a higher education institution in Norway, and there were in addition to this number more than 25,000 international students (European Commission, 2021)⁵.

In Norway, the English language has received increased attention, as learning it is considered a vital and life-long skill. Norwegians consider they must master this language. As explained by Vattoy (2017) and Hasa (2018)⁶, although Norway can be regarded as a country where English is learned as a foreign language (EFL) because English is not an official language in the country (used for public communication and administration), the fact that people who live in Norway get a great deal of exposure to English outside school (for example through the many American and British television programmes and films which are broadcast in English with subtitles) has led many scholars to consider Norway as an environment where English is learned as a second language (ESL)

In Norway, children attend formal instruction in English from their first year of primary education, known as Barneskola, when they are six years old. They continue their education in English throughout the course of the 10-year compulsory education, that is to say from 6 to 16 years old, provided they pass every school year. Throughout this 10-year education, pupils

⁵ https://ec.europa.eu/education/study-in-europe/country-profiles/norway_en.com, visited on 14th July 2021.

⁶ <https://differencebetween.com/difference-between-second-language-and-foreign-language.com>, visited on 14th July 2021.

receive 588 teaching hours of English. The English language has a high status in Norway and the English subject is now an obligatory one with many teaching hours. Besides the hours of instruction in English, students are also engaged with the English language during their spare-time (Vattoy, 2017: 51). Concerning English Medium Instruction programmes in higher education institutions, there has been a rapid growth in the number of university courses and programmes taught in English. Although Norwegian is the predominant language in almost all sectors of society in Norway, the university sector has increasingly introduced English as a medium of instruction. It has been proved that the Nordic countries were at the forefront of this trend towards English-medium instruction. In 1995, Norwegian was the official language of higher education institutions in Norway, and EMI programmes were introduced a few years later in higher education, around the year 2000 (Airey et al., 2017: 561-565). In 2002, the Norwegian Parliament abrogated the paragraph stating that “the language of instruction is normally Norwegian” in the Universities and Colleges Act (Ljosland, 2010: 993). Nowadays, the frequency of EMI programmes seems likely to be higher at master and doctorate levels than at undergraduate level, although the majority of higher education programmes are still taught in Norwegian (Airey et al., 2017: 565). Moreover, there is a Norwegian ambition to increase the number of English courses at university, which is due to internationalisation and politicians encouraging it (Ljosland: 2010, 993). Although Norway is very well developed in terms of internationalisation and in its offer of courses taught in English, the country is not reported to be one of the leading countries when it comes to the number of English Taught Programmes proposed. The country counts 187 ETPs, a number far behind that of the Netherlands (1,078 ETPs), Germany (1,030 ETPs) and Sweden (882 ETPs) (Wächter & Maiworm, 2014: 35- 37). Norway is still in the top ten European countries organizing English-speaking programmes, but was ranked 9th among European Higher Education Institutions (HEI) for the year 2013-2014, as can be seen in the Table 1 hereunder. As highlighted by Wächter & Maiworm (2014), the Nordic countries are the ones dominating the trend.

RANK ACCORDING TO ETP PROVISION	% OF HEIS PROPOSING ETPS	% OF ETPS IN STUDY PROGRAMMES	% OF STUDENTS ENROLLED IN ETPS
9TH	41.1%	8.1%	2.4%

Tab. 2: Situation of Norwegian HEIs in Europe in 2013-2014 (Wächter & Maiworm, 2014: 47).

According to Maiworm and Wächter (2014: 215-219), the implementation of English Medium Instruction has been particularly significant in the Nordic countries. This can be explained as a result of disciplinary, institutional, and politically motivated changes. Various factors such as globalization, internationalization, national and university policies, ambition to strive for excellence, as well as attitudes and perceived prestige affect the choice between English and Norwegian in the academic context. As stated in a study conducted by Maiworm and Wächter in 2002 and as can be seen in Table 2, the main objectives of Norway's internationalization are improving of the quality of teaching/learning, increasing the number of outgoing students, and increasing the number of incoming students. The results are shown in the table on the next page, where more objectives are stated (Maiworm & Wächter, 2002: 42). Hellekjaer (2007: 68) adds that large scale EMI is a recent phenomenon in Norway, which followed the 2003 reform of Norwegian higher education, known as the Quality Reform. The number of courses increased drastically because of the reform's focus on internationalization and student exchanges.

It is important to note that EMI is very practical, however is not seen in a positive way by everyone involved. Regarding students in Norwegian higher education institutions, how confident they feel about their English skills plays an important role in how they see the prominence of EMI. A majority of them report being confident, and slightly more so about their receptive rather than about their productive skills. Students who tend to rate themselves high as regards their English skills are more likely to report positive attitudes towards EMI; they do not problematise it and they tend to value its positive effects. In addition, students who plan to study abroad are more confident about their English language than those who do not wish to do so (Maiworm & Wächter, 2014: 227-233). However, many Norwegians experience difficulties in an EMI environment, as they tend to overestimate their English proficiency. The problems they face will tend to be connected with written papers, oral presentations, and examinations (Hellekjaer, 2007: 69). Generally speaking, Norwegian students display positive attitudes regarding English Medium Instruction, despite some saying that it is a democratic problem if not all subjects fields can be explained in Norwegian. (Maiworm & Wächter, 2014: 227).

Important Objectives of Internationalisation – by Country (percentages)

	Country of institution																		Total	
	AT	BE	CH	CZ	DE	DK	ES	FI	FR	GR	HU	IS	IT	NL	NO	PL	PT	SE		SK
Strengthening of internationalisation in general	83	76	88	76	90	79	95	90	87	100	92	100	90	64	89	84	89	89	80	87
Introduction of a coherent policy for internationalisation	70	80	66	55	71	65	95	76	84	80	84	100	88	59	78	75	89	84	70	77
Improvement of international visibility of the institution	78	65	79	81	77	71	92	83	81	87	92	80	93	71	85	88	82	79	80	80
Improvement of the quality of teaching/learning	89	73	78	76	81	85	95	85	78	94	96	100	98	71	93	94	92	74	90	85
Development of foreign language competencies of students	70	61	53	81	72	44	82	66	75	81	88	80	88	41	33	84	76	47	80	69
Internationalisation of curricula	61	58	55	81	60	65	76	88	66	88	80	100	80	82	70	76	76	63	100	69
Improvement of the quality of research	78	55	68	67	66	54	89	66	64	100	84	100	86	35	81	78	79	63	90	70
Improvement of recognition (e.g. ECTS)	85	83	71	81	66	77	97	66	75	88	96	60	90	57	74	92	92	74	80	78
Development and maintenance of a net of partner institutions abroad	87	80	88	86	88	89	97	90	94	100	92	60	90	82	89	94	89	74	70	89
Increase of number of outgoing students	76	76	82	62	90	73	95	93	77	88	84	80	86	73	93	94	84	84	90	84
Increase of number of incoming students	76	68	71	95	82	67	92	83	80	88	92	100	86	64	89	90	92	68	80	81
Increase of number of outgoing teaching staff	72	68	39	62	77	78	95	90	72	81	80	40	83	50	85	84	87	89	90	76
Increase of number of incoming teaching staff	70	67	42	86	74	69	95	90	67	94	92	50	78	45	85	90	89	89	80	76
Count (n)	(46)	(41)	(34)	(21)	(156)	(49)	(38)	(41)	(112)	(16)	(25)	(5)	(42)	(22)	(27)	(50)	(38)	(19)	(10)	(792)

Tab. 3: Norway's objectives of internationalization (Maiworm & Wächter, 2002: 42)

4.2. CASE STUDY: THE UNIVERSITY OF OSLO (UIO)

During the nineteenth century, a wide range of changes and developments occurred in the Norwegian educational system. Not only was the University of Oslo built in 1811, but a number of schools of higher education were also established in the country. These were especially institutions that did not require the “Examen Artium”, the university entrance test, also called “the first examination”. Teacher training schools, nursing schools, agricultural schools, folk high schools, county schools, handicraft and housewife schools and a school of engineering were therefore constructed. This enabled a bigger proportion of the population to have access to Higher Education Institutions. The University of Oslo was initially called the “Royal Frederik University”, after Frederik VI, King of Denmark-Norway, who created the University. The university was renamed “the University of Oslo” in 1939, as it was named after Frederik VI, King of Denmark-Norway, who created the University. The University was the only one in Norway until 1946, and became a “University for the masses” in the 1960s. The number of students enrolled at UiO increased from 5,593 students in 1960 to 16,774 in 1970, and then to approximately 30,000 students in 2009 (Nordstoga, 2021)⁷.

Nowadays, the University of Oslo is the oldest and most important higher education institution in Norway, as mentioned hereinabove. The Academic Ranking of World Universities ranked UiO as the 60th best university in the world, the 20th best in Europe, the third best in the Nordic countries, and the highest-ranked institution of education and research in Norway, for the year 2020 (Shanghai Ranking, 2020: shanghairanking.com/rankings/arwu/2020). One of the questions asked to the students who answered the questionnaire – cf. section 5.4.4 – was about the reasons for them to study at the University of Oslo, in order to evaluate its actual prestige. As can be seen in Figure 2 below, results showed that the prestige of UiO is only ranked third reason to study there, at the same position as the variety of courses taught in English. The main reasons to study at UiO was, surprisingly, not the University itself, but rather the country, and more specifically the Norwegian landscape and culture. However, if we only focus on the answers regarding the University of Oslo itself, it can be seen that it is the main reason for students to study there, which therefore confirms the prestige of the University worldwide.

⁷ <https://www.muv.uio.no/english/history-uio/200-years-of-university-students.html>, visited on 22nd October 2021.

Why did you choose to study at UiO?

21 réponses

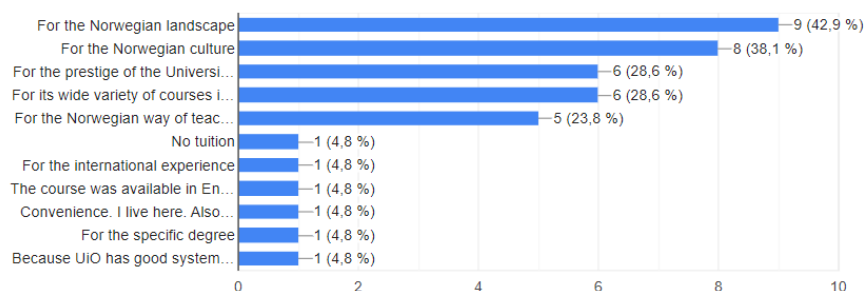


Fig. 2: Reasons to study at UiO

The University of Oslo, often abbreviated to UiO, has eight faculties: Dentistry, Education, Humanities, Law, Mathematics and Natural Sciences, Medicine, Social Sciences, and Theology and Religion. In 2020, UiO counted in total 227 study programs. 121 of them were Master's degree programs / programs of professional study, and 66 of them were Bachelor programs. (University of Oslo, 2021)⁸ Apart from these faculties and programs, the University of Oslo also offers a wide range of MOOC courses on its platform *Futurelearn.com*. Most of the FutureLearn courses are free to join and study for a specific period of time. Students have access to them for the duration of the course, plus 14 days. An upgrade can also be bought at any point in order to have unlimited access to the course (FutureLearn, 2021)⁹.

The University of Oslo offers a vast number of programmes and courses taught solely in English. In the 2003 spring semester, the University of Oslo counted between 30 and 40 EMI programmes, almost all at master level (Hellekjaer, 2007: 68). In the 2021 autumn semester, the number of EMI programmes at the university, all subjects combined, had increased to 78, all at master and doctorate levels (cf. Fig. 3). The master level counted 70 programmes (cf. Fig. 4), whereas the doctorate level counted only 8 (cf. Fig. 5). English study programmes at master and doctorate level can be found in every faculty of the university (University of Oslo, 2021)¹⁰. Apart from EMI programmes, there are also various EMI courses offered in every faculty and at every level, that is to say at bachelor, master, and doctorate level. Most of the courses are intended for international students, although many Norwegian students also apply in order to improve their English. (Hellekjaer, 2007: 68). However, the University of Oslo does not state how many there are in total (University of Oslo, 2021: uio.no/english).

⁸ <https://www.uio.no/english/studies/why-choose-uio/>, visited on 17th October 2021.

⁹ <https://futurelearn.zendesk.com/hc/en-us/articles/115008307107-Free-courses-upgrades-and-premium-courses->, visited on 17th October 2021.

¹⁰ uio.no/English/studies/programmes/#topic=&type=, visited on 18th July 2021.

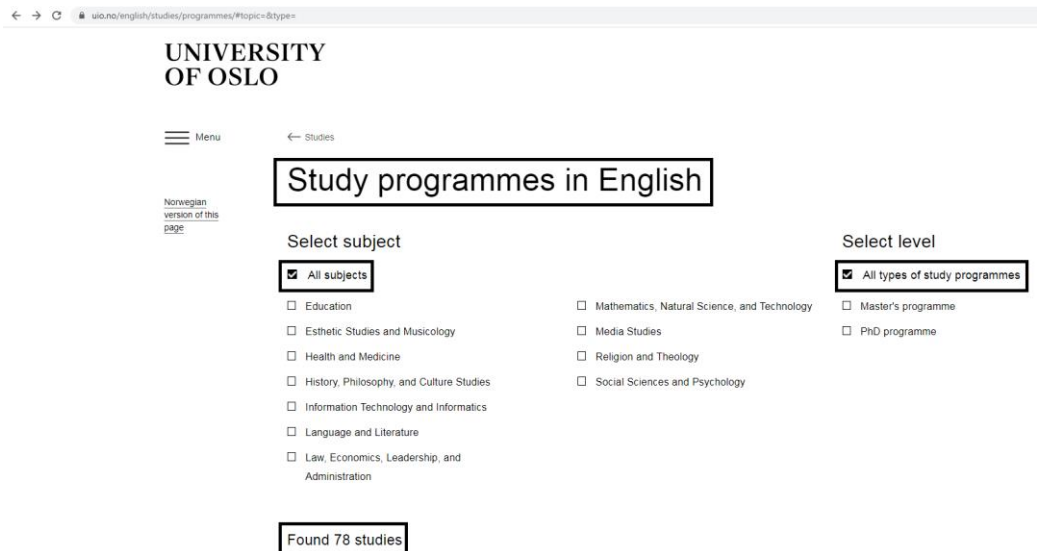


Fig. 3: Number of study programmes in English (all types of study programmes)

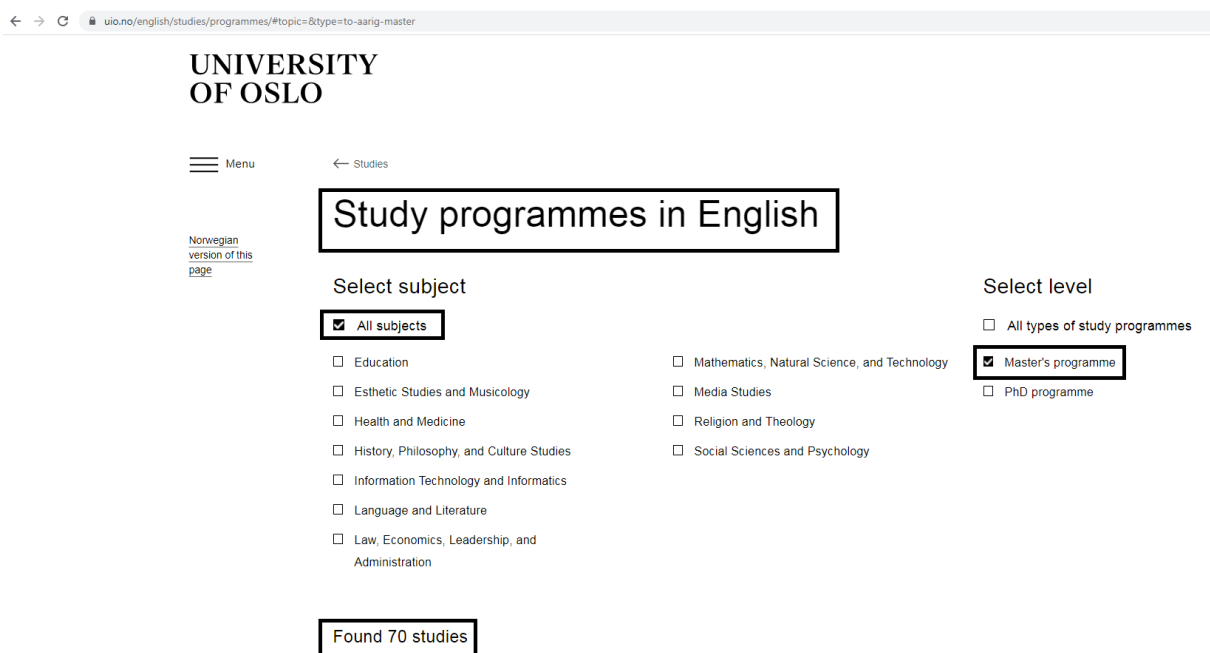


Fig. 4: Number of master's programmes in English

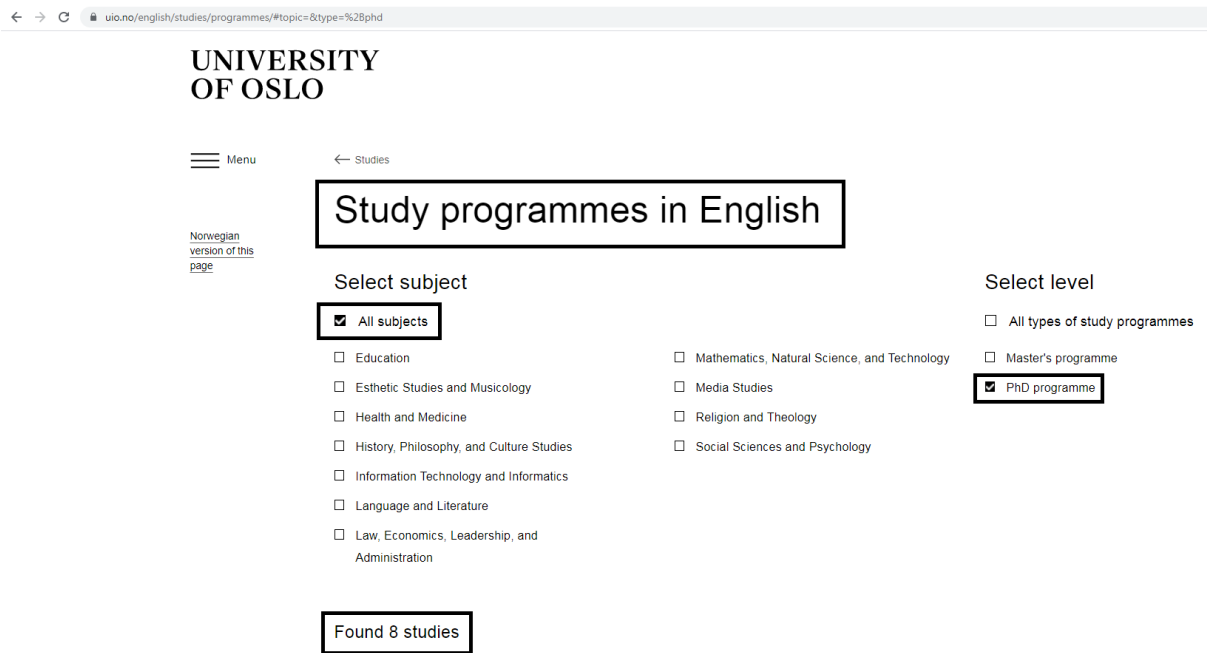


Fig. 5: Number of PhD programmes in English

The undergraduate EMI level courses are electives at the University of Oslo, which means that students can choose alternative courses taught in Norwegian for their degrees. In the past, there were only compulsory courses taught in English at the University of Oslo. However, this caused massive complaints from Norwegian students and the university decided to no longer teach compulsory subjects in English at undergraduate level in order to avoid student complaints. Elective courses are described as English-on-demand courses, that is to say they are only taught in English if exchange students are attending the course. In these courses, students can choose between the Norwegian and the English language for papers and examinations. Regarding assessments, the main focus is on the content and not on the English language. These elective courses have been criticized as well, because of the resulting difficulties for planning. It is indeed problematic for the academic staff that teachers do not know if there are exchange students until they find out who is in the class. Some teachers have therefore argued in favour of keeping the courses only in English. (Hellekjaer, 2007: 70-78).

CHAPTER 5: DATA AND METHOD

5.1. OBJECTIVES

Since the 1990s, internationalization has been increasing in various fields, whether in industry, marketing, the press, literature, or other areas. Its main purpose is to seek new opportunities abroad and to convince new customers to buy the products developed.

Internationalization is happening all over the world, and Norway is no exception. Since the early 2000s, the country has been very much engaged in internationalization, especially with universities that have started to offer programmes taught mainly in English, as well as course units in English. This is not only attractive for foreign students who want to do (part of) their studies in Norway, but also very beneficial for Norwegians in order to improve their English language skills and therefore have a high degree of international skills.

The University of Oslo, the institution on which the research was based, enrolls an average of 27,000 students in all types of programs (bachelor, master and PhD). International students account for more or less 15 percent of the total student population, that is, slightly more than 4,000 students (UArctic, 2021)¹¹.

The main objective of this thesis is therefore to find out and determine how the University of Oslo promotes its study programmes taught in English, both for national and international (prospective) students. In order to answer this question, a set of research questions have been formulated and answered as completely as possible.

5.2. RESEARCH QUESTIONS

The present research aims at analysing the extent to which the University of Oslo communicates about and promotes its English programmes, and more specifically its English Medium Instruction programmes. The main research question can therefore be formulated as follows: “English Medium Instruction in Norway: to what extent does the University of Oslo promote its programmes taught in English?”.

¹¹ <https://education.uarctic.org/universities/norway/8875/university-of-oslo>, visited on 17th October 2021.

After having highlighted key aspects of EMI and its history in Norway as well as at the University of Oslo, and in order to achieve the above-mentioned objective, I will address several specific research questions. Each research question will focus on a different topic in order to gain a clear understanding of what the University of Oslo prioritizes and what it does not.

First of all, I will turn my attention to the students with whom the University of Oslo tends to communicate most about its English Medium Instruction programmes, that is to say, either domestic students or international students, and I will seek to understand what the reason for it is. The following research question can therefore be formulated: *Does the University of Oslo communicate more with either domestic or international students?*

My second research question will focus on the means the University of Oslo employs in order to communicate with its target groups. These are marketing means such as the university website, the university media, fairs, advertisements, among others, as mentioned in section 1.2. regarding external communication in higher education institutions. The research question will be stated as follows: *What sources does the University of Oslo use in order to communicate about its programmes taught in English?*

I will then concentrate on the English study programmes through the different faculties and departments of the University of Oslo so as to find out in which there are the most courses taught in English, and the reason for this. At the same time, I will analyse whether or not the University of Oslo communicates more about its EMI programmes in this particular faculty. The third research question will be the following: *In which faculty can we find the most EMI programmes, and does the University of Oslo promote this faculty more than the others?*

Finally, I will discuss the future prospects of English Medium Instruction at the University of Oslo and how it communicates about it, that is to say, what the university intends to implement, to change or to cease with regards to every aspect of EMI programmes and courses. The fourth and last research question will therefore be expressed as follows: *How does the University of Oslo communicate about its future prospects with regard to its EMI programmes?*

5.3. DATA

In order to conduct this research, data was gathered from various sources: the website of the University of Oslo (<https://www.uio.no/english>), the social networks of the University of Oslo

– and more specifically LinkedIn, Twitter, Instagram and Facebook –, various Facebook groups about the University of Oslo – created by UiO national or foreign students –, and finally a questionnaire submitted to domestic and international students in order to be able to reach students directly and personally.

The data collected from the website and the social networks of the University of Oslo have been used to investigate how the institution communicates to its domestic and international students, therefore answering the first research question of the analysis.

The second research question involving the means UiO uses in order to communicate about its EMI programmes has been answered by using the data collected from all the sources used in this thesis, that is to say, the website of the University of Oslo, its social media, the questionnaire submitted to the students enrolled at this University, and lastly the two Facebook groups.

The third research question has been addressed by mostly using the university website, which helped answer the two parts of the question. To answer the second part of the question, that is to say the one which intends to find out whether the University of Oslo communicates more about its EMI programmes in one specific faculty or not, the social networks of the university have been used as well.

In order to find out if and how the University of Oslo communicates about the future of its English Medium Instruction, the university website and social networks have been used.

	RQ1	RQ2	RQ3	RQ4
Website	X	X	X	X
Social networks	X	X	X	X
Facebook groups		X		
Questionnaire		X		

Tab. 4: Summary of the sources used for each research question formulated

5.4. METHOD

5.4.1. University of Oslo Website

The website of the University of Oslo was the main source for this thesis, as it was used to answer each research question formulated.

The website was used for a period of 10 months, from July 2021 to May 2022. The website was analysed from top to bottom, with the main focus on the "studies" section of the website; this is where most of the information regarding the courses offered at the University, whether for national, international or exchange students, could be found.

5.4.2. Social networks

The social networks at the University of Oslo were also used as the main source to answer this thesis, as they were used to respond to each research question as well. However, less information was found on the social networks, which is why they can be considered the second main source.

To answer the research questions, the platforms Facebook, Instagram, LinkedIn, Twitter and YouTube were analyzed. These five platforms were chosen specifically because they are the only five social networks that the University of Oslo uses.

Regarding the social networks Facebook, Instagram and Twitter, the posts published on those platforms were analyzed over a one-year period, that is to say from June 2021 until May 2022.

The posts published on the LinkedIn platform were all taken into consideration, as the University of Oslo only published two videos on it since its creation.

Concerning the UiO YouTube page, all the videos posted were taken into account as well, as there are only 171 videos published. Moreover, they were easily taken into consideration as they are classified by topic on the homepage of the university's YouTube channel.

Finally, emails were also considered to answer the first research question of this thesis. However, it is important to note that only the emails that I personally received as an exchange student at the University of Oslo were analyzed, therefore emails sent from August to December 2021.

5.4.3. Facebook groups

Two Facebook groups were used in order to provide an answer to this thesis: “International Students at The University of Oslo (UiO)” and “University of Oslo UIO 2022 - International & Erasmus Students in Oslo”.

These two groups were mainly used in order to analyse whether or not the University of Oslo’s Facebook page was posting on it. They were therefore used for the first two research questions of this paper, and the period of time analysed was from January to December 2021. Moreover, these two groups were used to publish my questionnaire as well.

5.4.4. Questionnaire

5.4.4.1. Presentation of the questionnaire

So as to answer all of my research questions, I created a questionnaire with Google Form and posted on the international students Facebook groups of the University of Oslo – *International Students at The University of Oslo (UiO)*, *Erasmus Oslo 2021-2022*, *Oslo 2021 - International & Erasmus Students*. I also sent to acquaintances that I met in Oslo. This questionnaire was approved beforehand by my dissertation supervisor, Sylvie De Cock. A wide variety of questions were asked. The first section of the questionnaire concerned the identity of the students (their nationality and native language). The second section referred to the students’ studies (faculty, level of study, language(s) in which they learn, reasons for studying in English, reasons for studying at UiO, how they chose the University and the courses). Finally, the last section of the questionnaire was related to the students’ personal opinions and points of view (the University support and help, the way of communicating about the programs in English, and any recommendations they may have regarding the courses given in English). A copy of the questionnaire that was sent can be found in appendix 1.

It is important to clarify that this questionnaire was not targeted at people doing a degree in English studies. This was made clear in the overview of the questionnaire created in Google Form. It was also specified that this questionnaire was anonymous, and that no personal data was collected from the participants.

5.4.4.2. Connecting the questions with the research questions

The first five questions of the questionnaire were formulated in order to find out more about the profile of the students who filled the questionnaire.

1. The first question was aimed at finding out what type of student was taking part in this questionnaire (national, international, or exchange student).
2. The second question referred to the native language of the participants.
3. The third question had the objective to find out in which faculty the people answering my questionnaire were the most numerous, and therefore to find out in which faculty there are the most international students, as out of the 21 people who answered the questionnaire, only one of them was Norwegian; the others were exchange or international students.
4. The fourth question concerned the level of study at which the participants were studying.
5. The fifth question was related to the language in which the students who answered this questionnaire were studying.

Question 6 was phrased so as to confirm or refute what the theoretical framework said about the effectiveness and benefits of EMI.

The aim of question 7 was to understand if (international) students choose UiO mostly for the country, or for the University of Oslo itself and what it offers. This enabled to see the prestige of the University.

Questions 8 to 12 were formulated in order to answer the second research question regarding the means the University of Oslo uses in order to communicate about its programmes taught in English.

Finally, the last question of the questionnaire was asked in order to answer both the second and fourth research questions of this thesis.

5.4.4.3. Testing of the questionnaire

Before submitting the questionnaire on the Facebook group and to all my acquaintances in Oslo, I tested it with a few of my student friends from the University of Oslo. This enabled me to determine and assess whether the questionnaire was coherent, clear and easy to understand, and if some changes were needed in the event of arising obstacles. I sent the questionnaire on 8th November 2021 to three of my friends – one from Poland, one from Japan, and one from France

– and on the whole, they did not experience difficulties in responding to it and they found it rather easy to understand. They therefore did not have any questions nor suggestions.

However, the participants of the test of the questionnaire made me realize there was a typing error: I had misspelt the word “you” by writing “yo”. One of the participants also did not understand the link that an answer had with one question. The concerned question was the one regarding the reasons to study (partly) in English, and one of the possible answers was “Status of the University of Oslo”. After thinking about it, I didn't understand the link either and I must have gotten confused with the next question which was about the reason for choosing to study at the University of Oslo. This was the only feedback I received from the test.

After this test and the received recommendations and feedback, the questionnaire was validated and ready to be administered.

5.4.4.4. Participants and results

The questionnaire was sent on December 4, both on the Facebook groups – “International Students at The University of Oslo (UiO)” and “University of Oslo UIO 2022 - International & Erasmus Students in Oslo” – and to acquaintances studying at the University of Oslo. The results were collected one week after, on December 11. Before administering the survey, a test of the questionnaire was conducted with three international students, as mentioned hereinabove. Those three students completed the survey again in its improved version.

In total, twenty-one people responded to the questionnaire. Fourteen of them were exchange students; six were international students; and one was Norwegian. Their native languages were very varied: five were speaking French, four English, three Korean, three Dutch, two German, one Danish, one Persian, one Nepali and one Norwegian.

Type of student	Number of people
Exchange	14
International	6
National	1

Tab. 5: Type of student who answered the questionnaire

Language	Number of people
French	5
English	4
Korean	3
Dutch	3
German	2
Danish	1
Persian	1
Nepali	1
Norwegian	1

Tab. 6: Language spoken by the respondents of the questionnaire

The third question that was asked to those students was about the faculty in which they were enrolled. A little less than half of the students who answered were studying in the Faculty of Humanities; a third of them was studying in the Faculty of Educational Sciences; less than 15% of these students were enrolled in the Faculty of Social Sciences; and less than 5% of them were studying in the Faculty of Mathematics and Natural Sciences. No one who answered the questionnaire was from the four other faculties from the University of Oslo, as can be seen in Figure 6 below.

In which faculty are you enrolled?

21 réponses

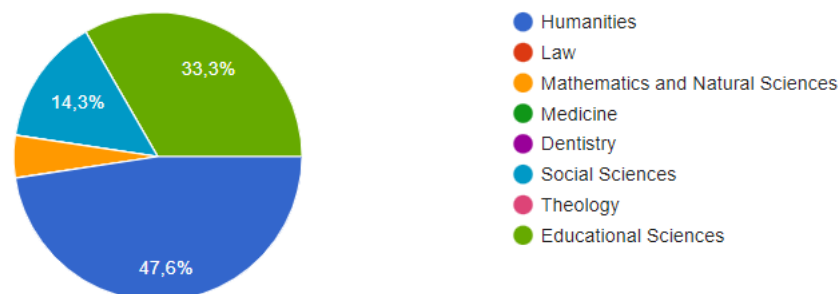


Fig. 6: Proportion of students enrolled in each faculty

The next question asked to those students was related to their level of study. Here, the proportion is almost perfect between Master and Bachelor students. As a matter of fact, out of the 21 students who answered the questionnaire, 11 of them were enrolled in a Master's programme, compared to 10 in a Bachelor's programme. There was not any Ph.D. level student, however. The exact percentage proportions can be seen in Figure 7.

What is your level of study?

21 réponses

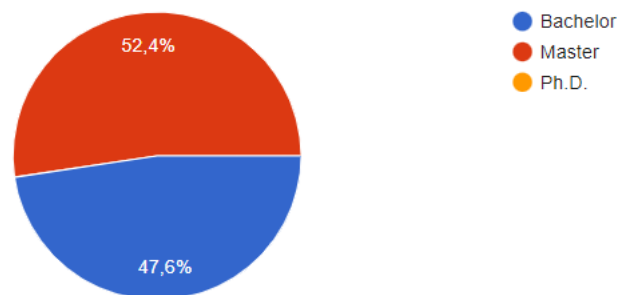


Fig. 7: Level of study at which the students are studying

The last question from the questionnaire related to this research question was about the language in which the students were studying. As illustrated in Figure 8 hereunder, almost every students who answered the questionnaire was studying in English only, and only one person was studying in both English and Norwegian. Nobody was studying only in Norwegian, which shows that a large variety of courses at the University of Oslo are taught in English.

In which language(s) do you take classes at UiO?

21 réponses

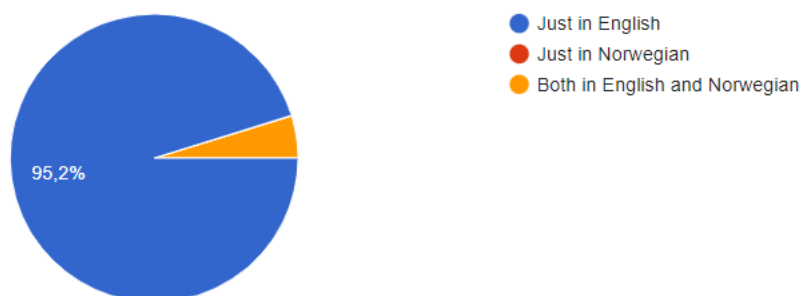


Fig. 8: Language in which the students are studying

5.4.5. A two-step method

In order to analyse the data collected, a two-step method has been applied. The first method consists of a quantitative approach, which is based on measurable and quantifiable data, e.g. from questionnaires and/or surveys. The second method is more qualitative and makes it possible to analyse, understand, and interpret data beyond the figures as well as to draw conclusions. It aims at going beyond the numbers in order to nuance the quantitative results. The qualitative approach involves an in-depth analysis of questionnaires, answers, texts, and findings from the website and social networks of the University of Oslo.

To answer the first research question mentioned above, both a quantitative and a qualitative approach were used. Based on the answers from the questionnaire administered in this study and an analysis of the University's website and social networks, I was able to discover if the University of Oslo communicates more to domestic or international students.

With regard to the second research question and the means the University of Oslo uses so as to communicate about its EMI programmes, I also adopted a quantitative and a qualitative approach. The questionnaire made it possible to uncover where the students at the University of Oslo obtained information about the English study programmes. I then used the university website and social networks and analysed the number and length of the articles and/or posts devoted to its English study programmes. The focus was on the quality and the content of posts, articles, conferences, etc.

The third research question was firstly about the number of programs taught in English in the different faculties, and secondly about whether the University of Oslo communicates more about its EMI programmes in a specific faculty. The first part of the question was answered by only using a quantitative approach: recording the number of EMI programmes per faculty. For the second part of this research question, both a quantitative and a qualitative approach were used (cf. second research question).

Regarding my fourth and final research question, a quantitative approach focused on the number of pages and words devoted to the future prospects of the UiO EMI programmes, both on the website and in the social networks examined. A qualitative approach analysed in greater detail the content of the texts and posts from these platforms.

CHAPTER 6: ANALYSIS AND OUTCOMES

6.1. RESEARCH QUESTION 1: DOES THE UNIVERSITY OF OSLO COMMUNICATE MORE WITH EITHER DOMESTIC OR INTERNATIONAL STUDENTS?

Effective communication between an institution and its (prospective) students is crucial in order to engage (with) them and retain their interest. The University of Oslo is active on its social platforms, such as Facebook and Instagram, on its Facebook page, and on its website as well. This enables students and people in general to get up-to-date information on the latest news and events of the university.

The purpose of this thesis is to examine the communication of the University of Oslo regarding its programs taught in English. Therefore, it is crucial to find out with whom this university communicates the most: national students, or international students. This will be a useful starting point in order to understand the target group of UiO and hence to identify for whom the English programs are most intended.

To begin with, **the website of the University of Oslo** - <https://www.uio.no/> - was analysed. The homepage is in Norwegian when one opens the link. However, as can be seen in Figure 9, when clicking on the "meny" (which means "menu") link, it is immediately noticeable that an English version of the website is available. This direct access to English makes it much easier for international or exchange students who do not speak Norwegian to navigate the website and find the information they are looking for. With this English version, UiO seeks to communicate with both domestic and international students. It is thus possible to consider this as a strategy for recruiting international students. However, although the University of Oslo provides the visitors of the website with the same information on both versions of the site regarding research, studies, student life, services, as well as information about the University, it does not give the same information concerning news and events. The majority of the articles written by the University of Oslo are available in both languages, but there are still some which are only published in Norwegian. One example is the article "Humanister ser mot fremtiden" (which means "Humanists look to the future"), published on 6th May 2022. This highlights the predominance of the Norwegian language and the fact that the communication at the university

is more oriented towards native speakers, that is, Norwegian students in most cases (unless international students can speak Norwegian as well).

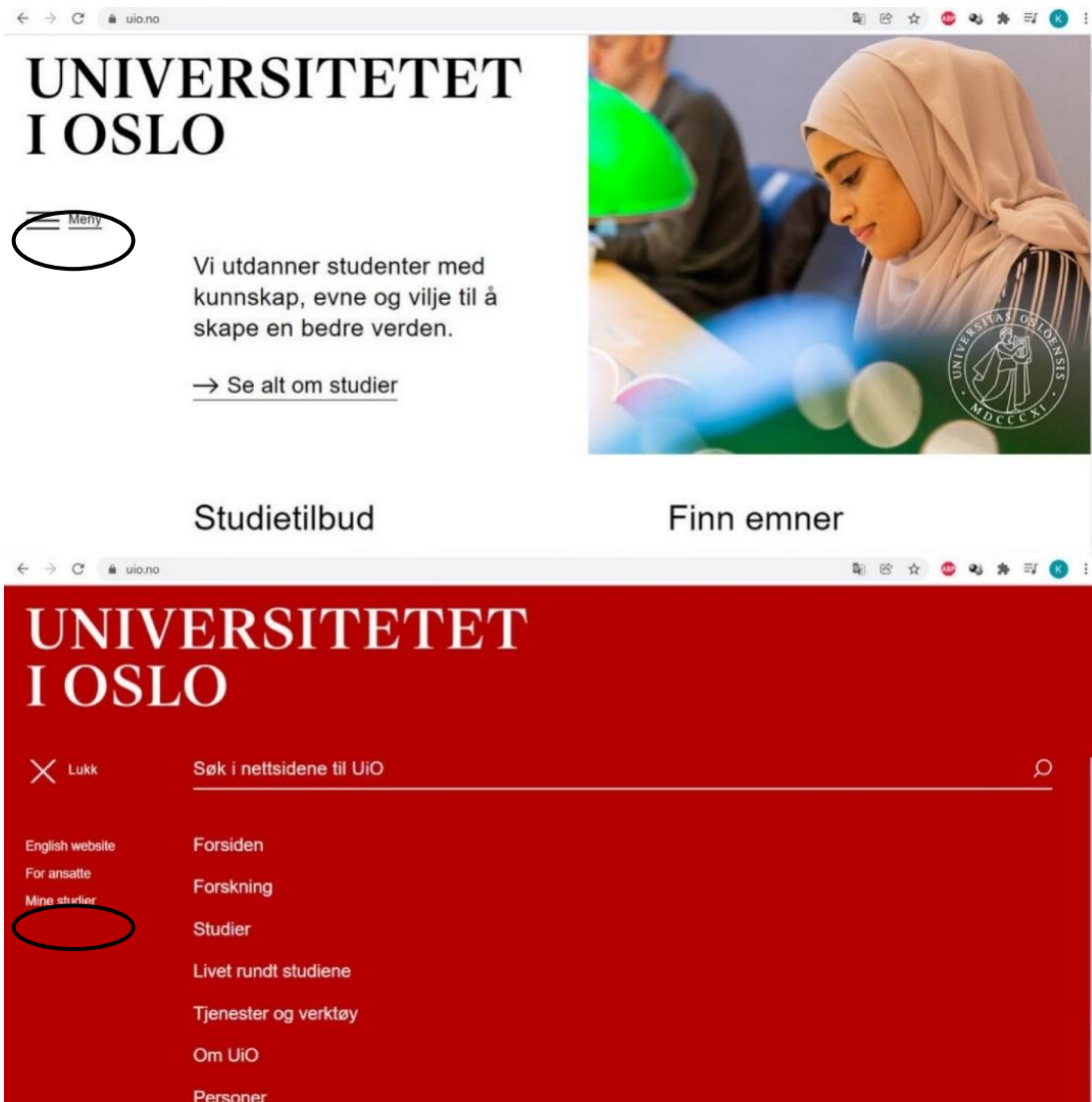


Fig. 9: English version of UiO website

To continue with its website, the University of Oslo undertook another initiative so as to facilitate the experience of international and exchange students online. When one lands on the UiO homepage and scrolls down a little, one can find a link called “all about studies”. By clicking on this link, the person will be redirected toward another page, where they can find all the necessary information about studying at the University of Oslo: Master’s and Ph.D. programmes, international students, incoming exchange and summer schools. When opening the link for incoming exchange to UiO, the person navigating the website can find different

kinds of information facilitating the arrival of the exchange student. Information available includes how to apply for an exchange, courses in English, language courses, student housing, start of semester, post-admission procedures, and reasons for studying at the University of Oslo. Regarding the “courses in English” section, it is possible to view all English courses at once, or select courses in English by faculty, topic, or level of study. One also has the possibility to view courses for both semesters, or to check a box to see only courses for one semester (autumn or spring). All these steps can be seen on Figure 10 hereunder. This easy and direct access to the available English courses at the University of Oslo can be viewed as an effective recruitment communication strategy. Some people may be discouraged from choosing a certain university abroad if they cannot easily access information about courses available in the language they want. UiO arguably has a good strategy regarding its website.

As regards the “international students” link, three sections appear when the user clicks on it: “before arrival”, “on arrival” and “while in Oslo”. A lot of detailed information is available on these pages – almost the same information as for the link leading to the exchange students webpage –, which allows students to be well prepared for their arrival in Norway and at the University of Oslo.

This easy access to the “international students” and “exchange students” sections allows foreign students to feel directly integrated into the university. They can easily find all the information they need, and this applies to all areas, not only to courses in English. This can make a difference compared to other universities where access to these sections is not directly visible and where information is difficult to find. Students who do not find the information they are looking for on the website may quickly give up the idea of studying at this university. The University of Oslo has therefore a good recruitment strategy when it comes to its website.

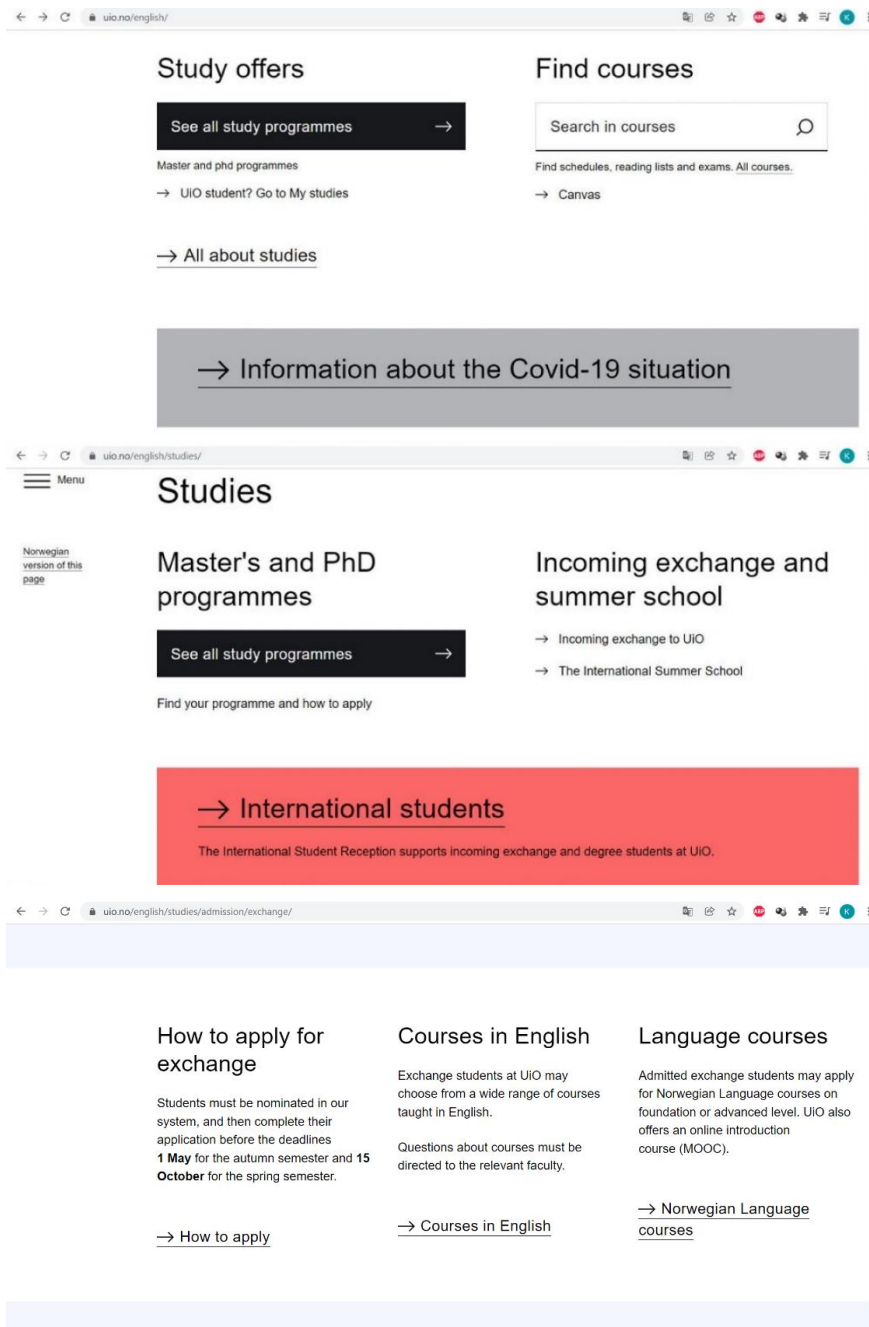


Fig.10: Steps to view all English courses at UiO

The **social networks** of the University of Oslo were then analysed. This university has its own accounts on Facebook, Instagram, LinkedIn, Twitter, and YouTube. Each social network was analysed individually.

Facebook was the first social platform to be scrutinized. When landing on the UiO page, it is immediately clear that the communication of the University of Oslo on Facebook is only done in Norwegian. The "about" section is only in Norwegian, the posted videos are all in Norwegian,

and the posts are also all written in this language. Figure 11 shows an example of a UiO Facebook post. As a university situated in a country where English is a very important language, even almost an official language - as already mentioned before - it is very surprising to notice that English is not used to communicate on Facebook, as it is one of the most popular networks among students. For that reason, it appears that Facebook is not used by the University to target nor international, nor exchange students, since only Norwegian-speaking students can understand what is published and therefore are the only ones who feel included in the communication of the University.



Fig. 11: UiO Facebook post

Instagram, another social network widely used by young people, especially those between 18 and 25, is also a platform that the University of Oslo widely uses to communicate. UiO is very active on this platform and publishes a few times a week. However, just like Facebook, all the posts the University makes are written in Norwegian only. An example can be seen in Figure 12 below. When the university uploads a video, it is also in Norwegian. The presentation of the Instagram page is nevertheless written in both Norwegian and English. This presentation includes only one sentence (“Den offisielle Instagram-kontoen til Universitetet i Oslo. The official Instagram account for The University of Oslo”) and arguably does not have an impact on the public. In other words, the communication of the University of Oslo on its Instagram page appears to be only targeted at national and Norwegian-speaking students.

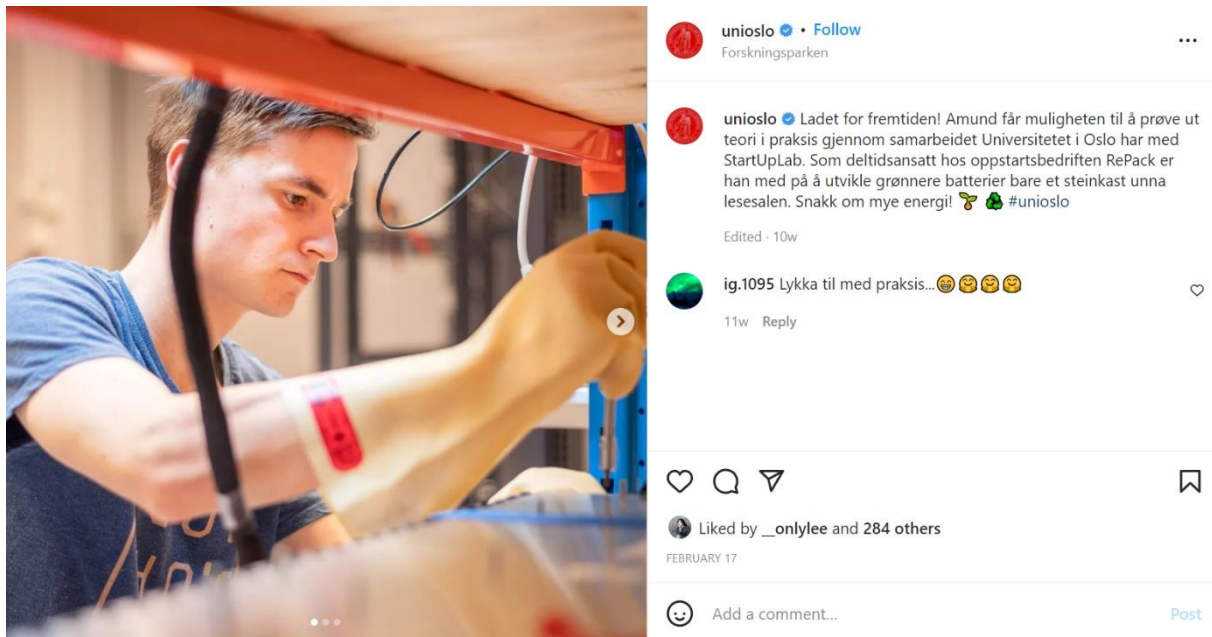


Fig. 12: UiO Instagram post

The University of Oslo also owns an account on **Twitter**, a social network that is also widely used among young adults and students. Twitter is a useful social network for writing targeted, straight-to-the-point posts, since the word limit is 140 per post. UiO is very active on this platform as well, publishing many times a week. Nevertheless, here again, the UiO Twitter account is in Norwegian only. The presentation of the UiO page, all the published posts, and all the videos are written or spoken in Norwegian. Moreover, there are no posts related to English Medium Instruction, as the majority of them concerns mostly climate and coronavirus updates in Norway and at the University of Oslo itself. An example of a post published by the University of Oslo concerning the climate and the environment can be seen in Figure 13. It therefore emerges that the communication of the University of Oslo on Twitter is only directed towards national and/or Norwegian-speaking students. In addition, the posts do not seem to be part of a recruitment strategy because they focus on news about what is happening in Norway and at the University.



Fig. 13: UiO Twitter post

The University of Oslo also has its own account on **LinkedIn**, the social network for business and employment. It is important to note that the university is not very active on this network. Only two videos feature on the account of the University of Oslo, and they were released two years ago. Since then, UiO has not published any other post or video, and has not reacted to anything either. It is noteworthy that the University of Oslo's LinkedIn page seems to be more internationally oriented than the other social networks analysed above. The “about” section is written in English as well as in Norwegian, even if the two versions do not say the same thing and only include one sentence each. The Norwegian version says “The University of Oslo (UiO) is internationally ranked as Norway's foremost university, and has made and is making significant contributions to the country's research, innovation and education” while the English version says “The University of Oslo, Norway’s leading institution of research and higher education”. This can be seen in Figure 14 below.



Fig. 14: UiO LinkedIn “about” section

As for the two videos published, both of them are in English, and the post associated with each of them is also written in English. However, the two videos are about sustainable development goals, and not about the programs the university offers. This seems to suggest that the LinkedIn page is not aimed at (international) students. Instead, publishing videos about sustainable development projects positive image of the university on its way to be involved in the ecology matter. Figure 15 shows the post of one of these two videos.

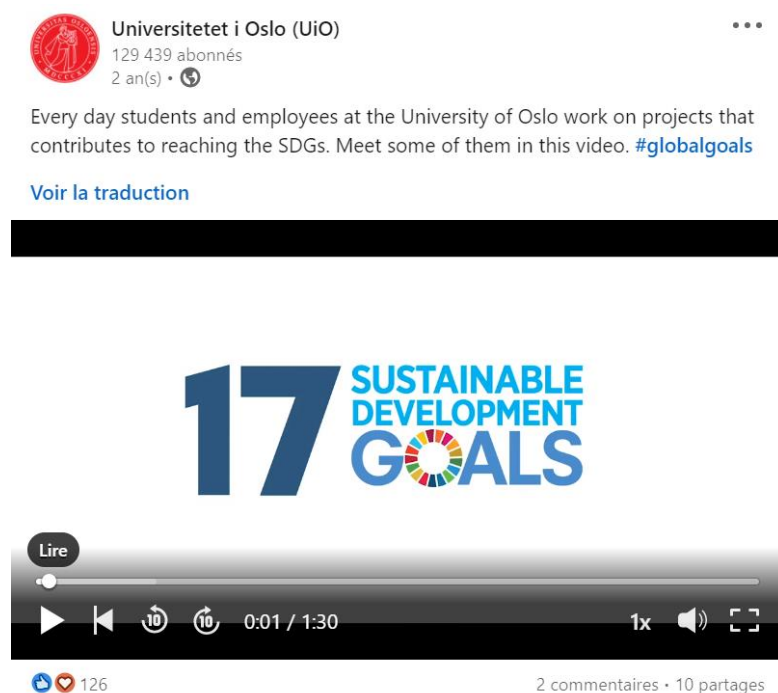


Fig. 15: UiO LinkedIn post

The last social network that was analysed is **YouTube**. The University of Oslo is very active on its YouTube account, with in total 171 released videos since its creation in March 2009. The University of Oslo also owns five other accounts on YouTube, which involve five of the eight faculties: the Faculty of Social Sciences, the Faculty of Humanities, the Faculty of Medicine, the Faculty of Mathematics and Natural Sciences, and the Faculty of Education. Students and prospective students can therefore be informed in detail about the news of the University itself or of their own faculty. This enables students to receive a lot of information. Only the University account will be analysed here. The accounts of the different faculties will not be considered for the analysis. The “about” section of the University account is written only in Norwegian. As for the videos, they are classified by subject on the University's YouTube homepage, such as

"Start of the studies with Magnus Devold" – Magnus Devold is a Norwegian actor, comedian and stunt reporter from Oslo – or "Prices of the University of Oslo". This can be seen in Figure 16 below. However, the title of these different subjects is also written in Norwegian. One can find all the different videos in the “video” section, sorted by the most recent to the oldest date the video was added. A closer look at the different videos shows that there are only 23 videos filmed in English, compared to 148 recorded in Norwegian. The description of the English videos is written in English only (cf. Figure 17) and the description of the Norwegian videos is written in Norwegian only (cf. Figure 18). All the English and Norwegian videos concern various subjects and not only one: the climate, the environment, cancer, informatic issues, the studies, life in Oslo and Norway, etc. In conclusion, although the University of Oslo’s YouTube channel features a few videos in English, its communication on the channel appears to be more targeted at national and Norwegian-speaking students, but to other groups as well, such as scientists (cf. videos concerning the climate, the environment, the coronavirus crisis, the sustainable development goals, etc.).

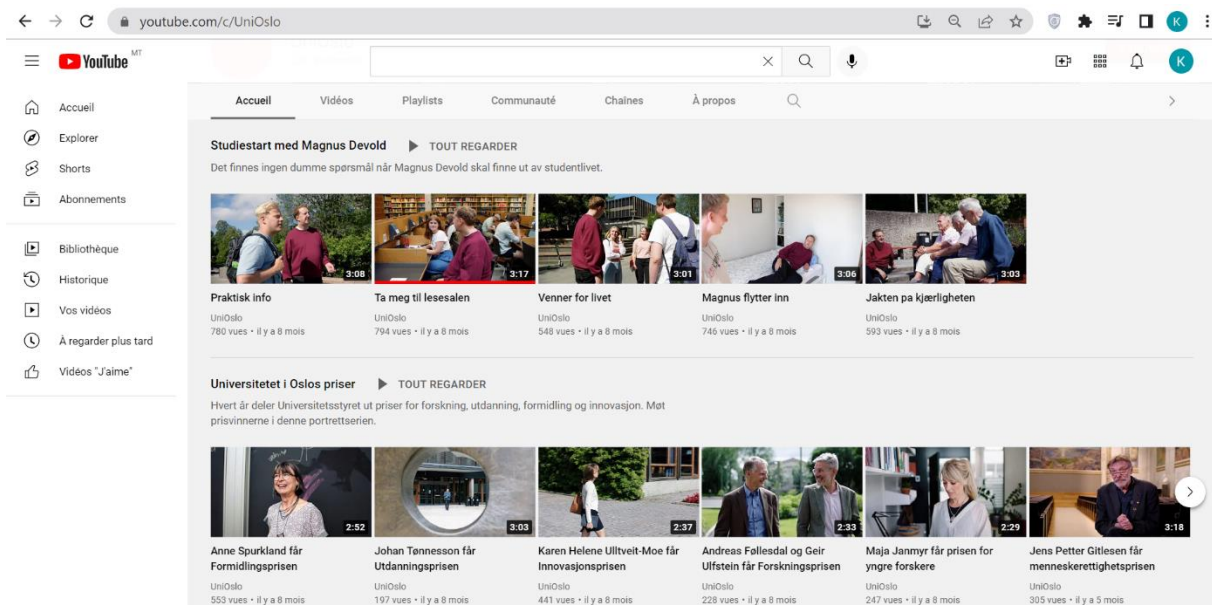


Fig. 16: UiO YouTube sections

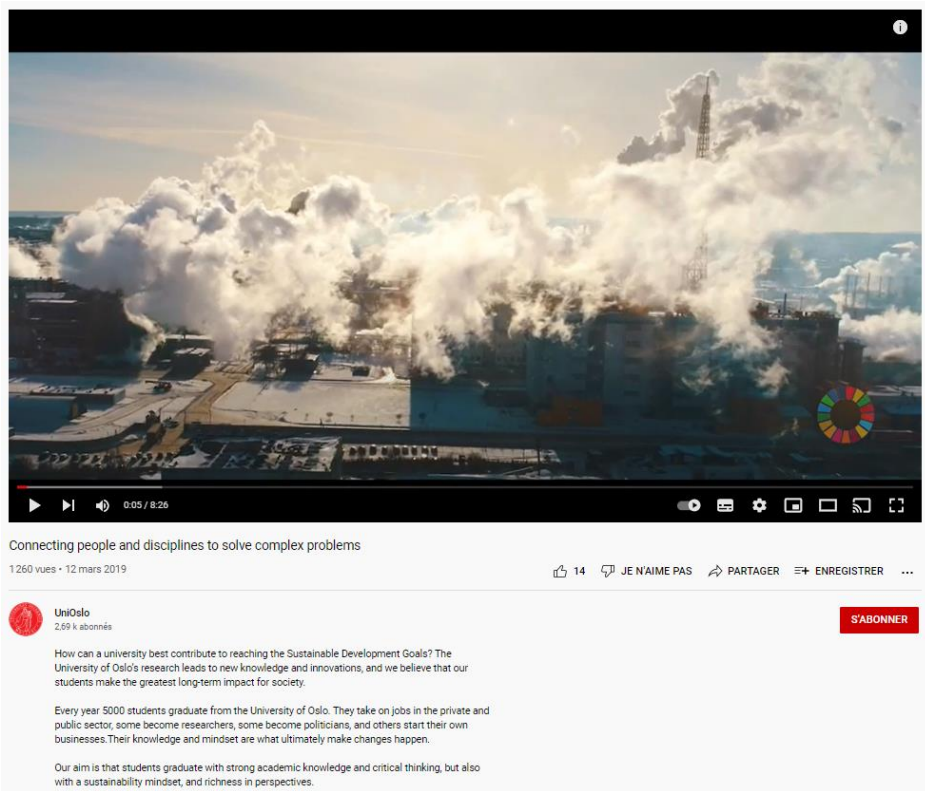


Fig. 17: UiO YouTube video in English

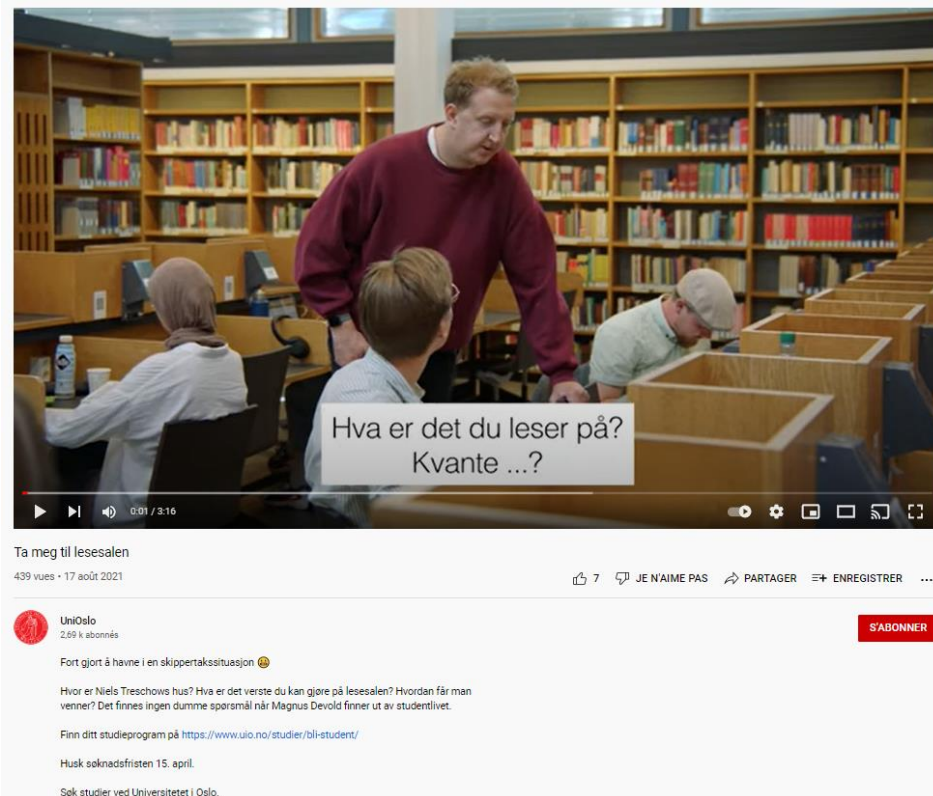
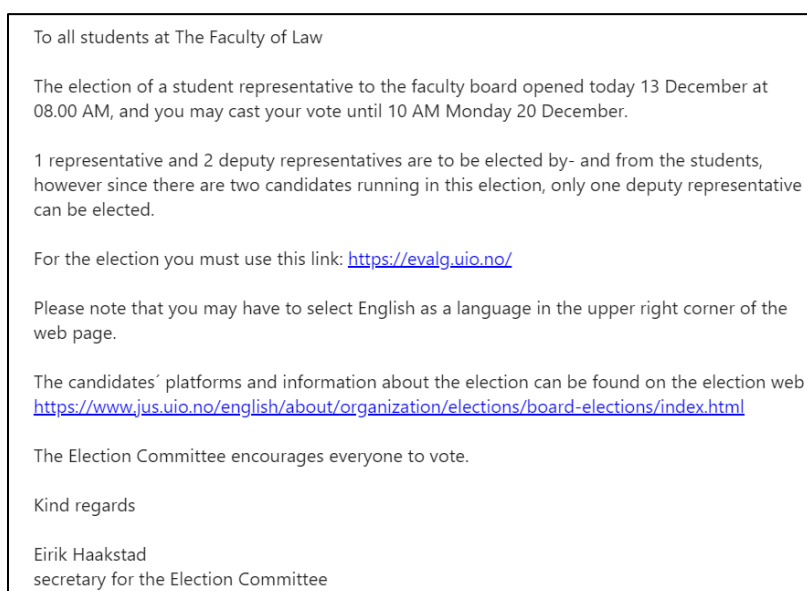


Fig. 18: UiO YouTube video in Norwegian

Next, it is the communication of the University of Oslo by **e-mail** that has been investigated. Since I had the chance to be a student at the University of Oslo during the 2021 fall semester as part of an Erasmus program, I personally received e-mails from the University. I could therefore analyse the communication towards students more easily. However, it is important to note that these might not reflect the exact same number of emails a national student would have received; it only reflects my own experience as an exchange student.

The University of Oslo does not send many e-mails to exchange students during a semester. Between August 2021 and December of the same year, I received a total of only eight e-mails from the University. All of these eight e-mails had at least an English version. None of them was written in Norwegian only. Four e-mails were written only in English (cf. Figure 19), and four others were written in both Norwegian and English. When both languages were used in the e-mail, the Norwegian version always appeared first. An example of an email written in both languages is shown in Figure 20. However, there was a sentence in English at the very beginning of the e-mail to inform that the English version of the message was available below. The communication of the University of Oslo by e-mail is therefore directed to both national and international students, with a slightly greater tendency to target international students, as some e-mails are not written in Norwegian. Students are the specific target of UiO by e-mail; the University seeks to communicate only and directly towards them, which is therefore different from the other social networks that do not have only students as a target.



To all students at The Faculty of Law

The election of a student representative to the faculty board opened today 13 December at 08.00 AM, and you may cast your vote until 10 AM Monday 20 December.

1 representative and 2 deputy representatives are to be elected by- and from the students, however since there are two candidates running in this election, only one deputy representative can be elected.

For the election you must use this link: <https://evalg.uio.no/>

Please note that you may have to select English as a language in the upper right corner of the web page.

The candidates' platforms and information about the election can be found on the election web <https://www.jus.uio.no/english/about/organization/elections/board-elections/index.html>

The Election Committee encourages everyone to vote.

Kind regards

Eirik Haakstad
secretary for the Election Committee

Fig. 19: UiO e-mail example in English language

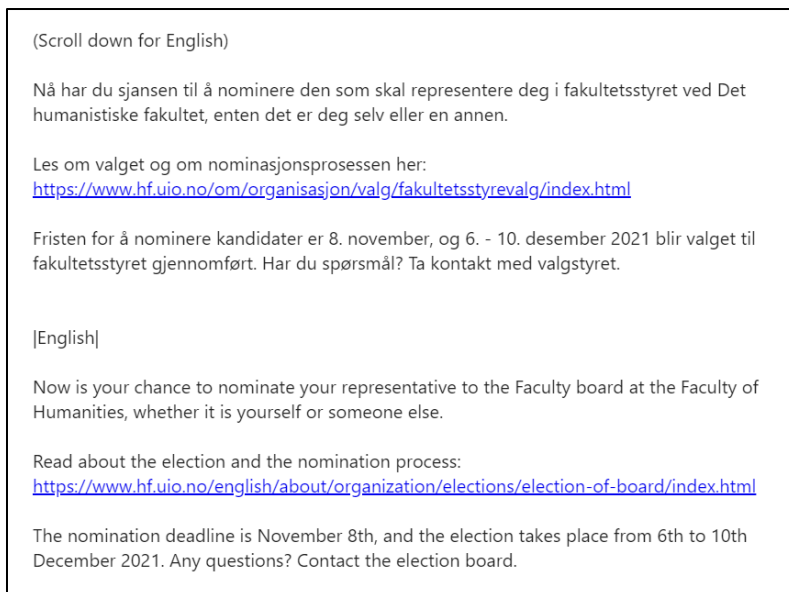


Fig. 20: UiO e-mail example in Norwegian and English languages

It is interesting to note that the e-mails were not about the University's programmes in English. Half of the mails concerned the students elections at the University of Oslo (two emails from the Faculty of Law and two from the Faculty of Humanities; therefore all students enrolled at these Faculties received the same email as I did), and the other half was related to a debate about climate and environmental strategy (received by all UiO students), the career week at UiO (received by all UiO students), the World Mental Health week (received by all students from the Faculty of Law) and finally the manner in which students can manage a fire or dangerous situations such as threats, harassment or theft (received by all UiO students). As can be seen, out of these eight e-mails, three of them were sent to all UiO students (all of these had an English version); the other five emails were sent to all students according to the faculty in which they were registered.

Finally, the communication of the University of Oslo **on campus** will be examined based on the observations I made when I was a student there. Blindern is the main campus of UiO and is located on the western outskirts of the city centre. Most of the faculties can be found there, such as the Faculty of Humanities, the Faculty of Social Sciences, the Faculty of Education, the Faculty of Mathematics and Natural Sciences, and the Faculty of Theology. There are also other University's buildings situated in the centre of Oslo, such as the Faculty of Law. In each of the UiO faculties and in each building, all indications for auditoriums, classrooms, library or other buildings are given in Norwegian only. It can therefore be rather challenging for a non-Norwegian speaking person to find their way. In the library, the information is also provided in

Norwegian (floors, areas, shelves indicating the subject matter of the books, opening and closing hours of the library, billboards, announcements, etc). All over campus and in all buildings, it is therefore not always very easy for non-native speakers to understand everything and to orient themselves. In other words, the communication of the University of Oslo on campus appears to be oriented towards national students and students who can speak Norwegian. International students, on the other hand, could experience a lot of difficulties in finding their way around the campus and in understanding the information provided by the staff or by announcements on the boards.

After analysing in greater depth the findings, it is clearly evident that the University of Oslo communicates more towards national students and students who can speak Norwegian than to international and exchange students. Indeed, the majority of the analysed resources are only in Norwegian, with a few exceptions. The UiO Website is accessible in both Norwegian and English, although the Norwegian version includes more articles in the event and news sections. The University of Oslo tends to use Norwegian when communicating on social networks. On the Facebook, Instagram, and Twitter platforms, the UiO account uses only Norwegian when publishing contents, whether it be in videos, in photos, in their description or in posts themselves. The UiO LinkedIn page, however, features two videos in English. However, these videos were posted two years ago and are the only available contents on this network. This suggests that UiO is no longer active on this social platform, it is thus not very accurate to include this data in this analysis. Regarding, the University of Oslo YouTube channel, it has content in both English and Norwegian. Nevertheless, there are many more videos in Norwegian than in English: out of 171 released videos in total, 148 of them are made in Norwegian and 23 in English. As regards the e-mails that the University of Oslo sends to the students, those always include an English version, and some of them are not even sent in Norwegian but only in English. The communication per e-mail is therefore more internationally oriented. And finally, the communication of the University of Oslo on campus was analysed. Once again, everything on campus – in the different buildings, faculties, and libraries – is indicated in Norwegian only.

	English	Norwegian
UiO website	X	X
Facebook		X
Instagram		X
Twitter		X
LinkedIn	X	
YouTube	X	X
E-mails	X	X
Campus		X

Tab. 7: Language used by UiO through its different ways of communication

In short, this study has highlighted the prominence of the Norwegian language in the communication by the University of Oslo investigated here. It can therefore be concluded that the University of Oslo tends to communicate more to national students than to international or exchange students. This can be seen as surprising for a university located in a city like Oslo where a quarter of the inhabitants were born abroad, where English is considered a second language (or even a native language for some) and where international and Erasmus students are very numerous.

6.2. RESEARCH QUESTION 2: WHAT SOURCES DOES THE UNIVERSITY OF OSLO USE IN ORDER TO COMMUNICATE ABOUT ITS PROGRAMMES TAUGHT IN ENGLISH?

During the coronavirus pandemic, the tools traditionally used by an institution to communicate to its (prospective) students were no longer effective. For example, restrictions to mobility and staff shortages are elements that interfered with the traditional methods of marketing. Campus tours and Q&A sessions are, for instance, methods that could no longer be used in order to market the institution to students. Universities and Higher Education Institutions in general therefore had to look for alternative methods of communication or to adapt and modernize existing methods so as to convey their message towards their target markets.

As reported by Maiworn & Wächter (2002) and as mentioned above, the Internet and the university's website – before, during and after the coronavirus crisis – is often the first channel for a student to gain information about the institution and what it offers. Question 8 from the **questionnaire** that I administered at the University of Oslo revealed that a little less than 30% of the students enrolled at this University chose to study there because of information found on its website. As can be seen in Figure 21 hereunder, this represents the second information source for students to choose the University at which they are going to study, just behind personal research – which corresponds to 85% of the students choosing this option – and in the same position as advice from the home University when it comes to Erasmus and exchange students.

How did you select the University of Oslo for your studies?

21 réponses

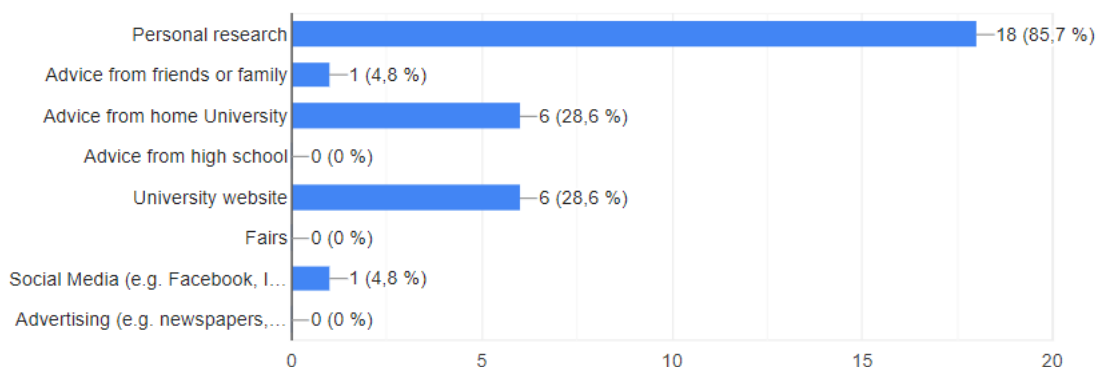


Fig. 21: Means used to choose to study at the University of Oslo

After choosing at which University they want to study, students have to choose which programme and/or which courses they are willing to follow. The questionnaire here only targeted students at the University of Oslo and only those who had courses in English. Figure 22 shows the different means students could use, as well as the percentage of use of each source by the students who participated in the survey. The majority of them – 81% to be more accurate – chose their English programme or English courses through personal research, and a little less than 50% used the University website to do so. Advice from their home University is the third most used tool, followed by advice from friends and/or family, and then suggestions by the University of Oslo itself. As can be seen in this figure, not a single person who completed this questionnaire selected their courses or programme taught in English based on advice from their high school, fairs, open days, the University of Oslo social media or its advertising.

How did you select your courses/ programme in English?

21 réponses

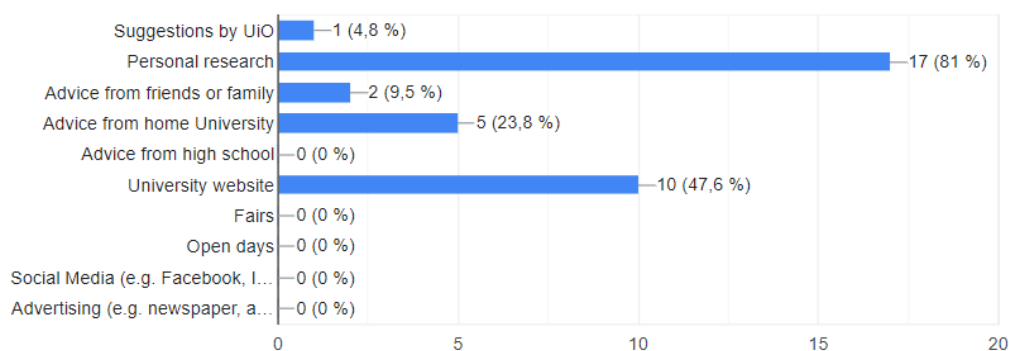


Fig. 22: Means used to choose courses/ programme in English at UiO

After choosing their courses and/or programme, students may benefit from support from the University of Oslo. The word “support” refers to the way UiO helps its students during the semester and/or the academic year regarding any questions or difficulties they may experience in their student life – whether it be concerning courses, examination, housing, etc. This support therefore involves the communication of the University of Oslo towards its students. The participants of the questionnaire were thus asked what kind of support they were provided with. Preparatory courses before the semester starts and ongoing support throughout the studies were the only two options. The participants mostly benefited from ongoing support, while only a little less than a quarter of the students were provided with preparatory courses, and a little less than 15% of them received none of these two supports, as shown in Figure 23.

Does the University of Oslo provide you with the following support:

21 réponses

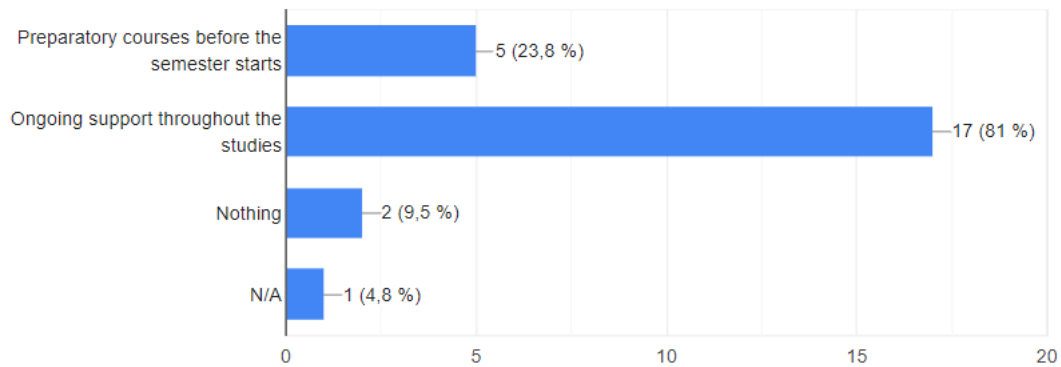


Fig. 23: Supports from the University of Oslo

Another question asked in the questionnaire was about the help provided by the University of Oslo regarding the students' choice of studies or courses. When asked whether they felt UiO helped them with this choice or not, the majority of the students who answered the questionnaire – that is, 42.9% – were neutral to the question; they didn't feel UiO helped them, but they didn't feel the University didn't help them either. However, after a closer look at the graph, it can be stated that more people said the University of Oslo helped them rather than did not provide any kind of help. Figure 24 hereunder shows the exact proportions of the students' answers, with the number "1" meaning "helped a lot" and 5 meaning "didn't help at all".

Do you feel the University of Oslo has helped you with your choice of studies or courses?

21 réponses

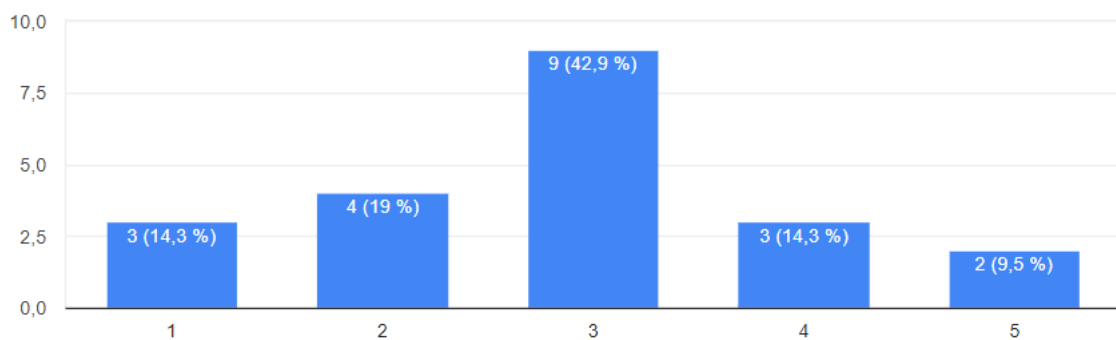


Fig. 24: Students' feelings about the University of Oslo's help regarding study or course choices

The next question asked the participants of this questionnaire was about potential suggestions they may have regarding the University of Oslo's communication about its courses and programmes taught in English. As can be seen in Figure 25 below, more than half of the students who answered the questionnaire are in favour of new forms of communication on the UiO social media and social networks. The next most significant recommendation is increasing the visibility of the courses and programmes taught in English on the University website, followed by direct communication with prospective students. On the whole, asking for students' opinions and ideas, organising fairs and events, and advertising more with brochures, leaflets, etc. received almost the same number of votes, i.e. more or less 25%. Finally, only one person reported that the communication from the University of Oslo was not that bad and should therefore not necessarily change.

How should the University of Oslo develop its communication about its courses and programmes in English in the future?

21 réponses

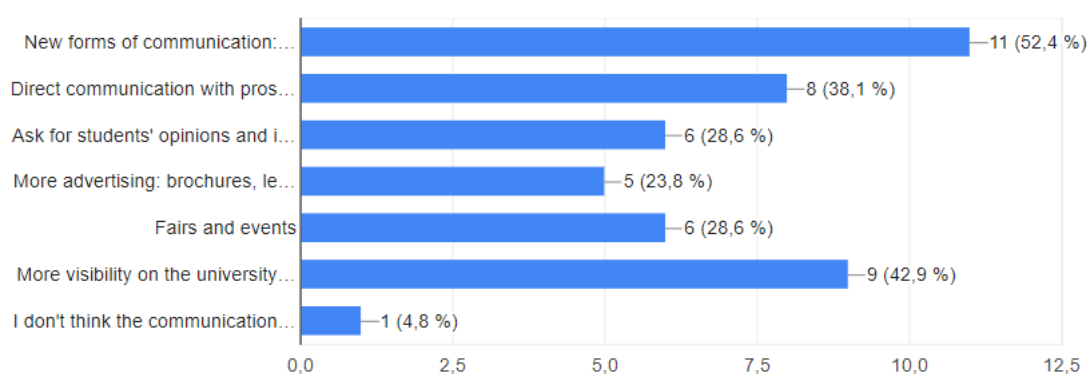


Fig. 25: Suggestions for the University of Oslo to develop its communication about its courses and programmes taught in English.

The last question in the questionnaire was an open question. Students were asked whether or not they had any recommendations or comments concerning the courses and/or programmes taught in English, and/or the way the University of Oslo communicates about it. This question received only one answer, stating that the University of Oslo should create more awareness on a global level.

This questionnaire helped to explore student's use of some of the information sources at their disposal. Overall, the students who answered the questionnaire resorted to personal research to choose both their university and their courses or programmes. The website of the University of Oslo was also of great help, as it was the second most common source used by students.

However, UiO social media, fairs or advertising did not seem to be really helpful for students to make up their mind. Nevertheless, the University of Oslo is available all year round to provide constant support to its students, and this with regard to any field. Moreover, it was noticed that the students were rather neutral but verging on the positive regarding the help provided by the University of Oslo about their studies. This suggests that UiO does not communicate much and could improve its communication. Finally, the participants of the questionnaire called for new forms of communication on the University's social networks. We live in a world where students use social media and networks a lot in everyday life, yet the University of Oslo has very little activity on them regarding its programmes and courses in general, as was noted in the first research question. This points to a missed marketing and recruitment opportunity on behalf of the University. If it was more active on its social media and networks, the University of Oslo could certainly attract more students and provide them with more support and help as well.

After analyzing the students' answers in the questionnaire, the **website** of the University of Oslo was studied. As previously mentioned in chapter 6.1. related to the first research question, UiO has developed an English version of its website so as to facilitate the experience of non-Norwegian-speaking users. In addition to that, the University of Oslo has also created a direct link to its programmes and courses which are taught only in English. This is therefore considered as a recruitment strategy for the University in order to attract more international and exchange students, and it shows that it specifically sets out to communicate about its programmes and courses in English. As already explained above, the users of the UiO website can view all the English courses simultaneously, but they also have the choice to select English courses according to the faculty, the topic or the level of study. Figure 7 shows every step which can be undertaken regarding the UiO English courses and/or programmes. In short, the University of Oslo can be seen to use its website appropriately to communicate about its programmes taught in English. This was in fact confirmed in the questionnaire submitted to students at the University of Oslo.

Regarding its **social media**, the University of Oslo is very active on Facebook, Instagram and Twitter, but does not use these platforms in order to communicate about its English courses and/or programmes it offers. As far as YouTube is concerned, UiO releases a new video from time to time, but not with the aim of promoting its EMI programmes either. As regards the LinkedIn UiO account, it has not been active for two years and was therefore not included in this analysis. The poor communication of the University of Oslo on its social networks about

its programmes and courses available in English was to some extent conformed in the submitted questionnaire as well, since the participants did not use the UiO social networks to choose the University of Oslo for their studies, nor for help to choose their courses and/or programme. Besides that, when asked for any recommendation concerning the way the University of Oslo communicates about its programmes and courses taught in English, the students who answered the questionnaire suggested more communication on the University's social networks and media. This reflects a lack of communication from UiO on these platforms, although these are the dominant means of communication to reach young people nowadays. Therefore, whether it is on Facebook, YouTube, Instagram, Twitter, or LinkedIn, the University of Oslo's strategy should be revised.

The last channel students could use to help them choose their programme or courses taught in English is to resort to the various **Facebook groups** created by students at the University of Oslo, such as "University of Oslo UiO 2022 - International & Erasmus students in Oslo" or "International students at the University of Oslo (UiO)" (cf. Fig. 26). Although Norwegian and local students have joined the groups as well, they are rather aimed at international and exchange students to help them with any kind of questions they might have regarding the University, courses, student life or even Norway in general. There is a lot of mutual support, exchange of information and tips on these groups. It is also a useful and helpful way for students to find answers to all kinds of questions they might have. However, there is only one of these two groups that is run by the University of Oslo itself – International Students at the University of Oslo (UiO) –, the other one being run by students from this University. Even though UiO runs this group, it does not post much on it, and when it does it is solely to share some events that are going to take place at the University, as can be seen in Figure 27 hereunder. The University does not post anything regarding its courses or programmes on this group, nor does it answer students' questions. The University is not active on the other group run by students from UiO. Therefore, it cannot be considered as a way for the University of Oslo to communicate about its programmes or courses taught in English.

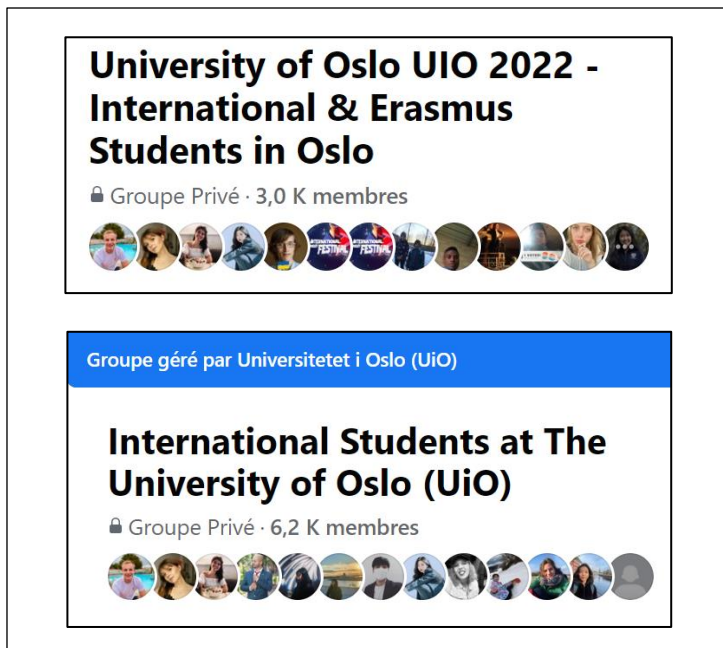


Fig. 26: Facebook groups about the University of Oslo

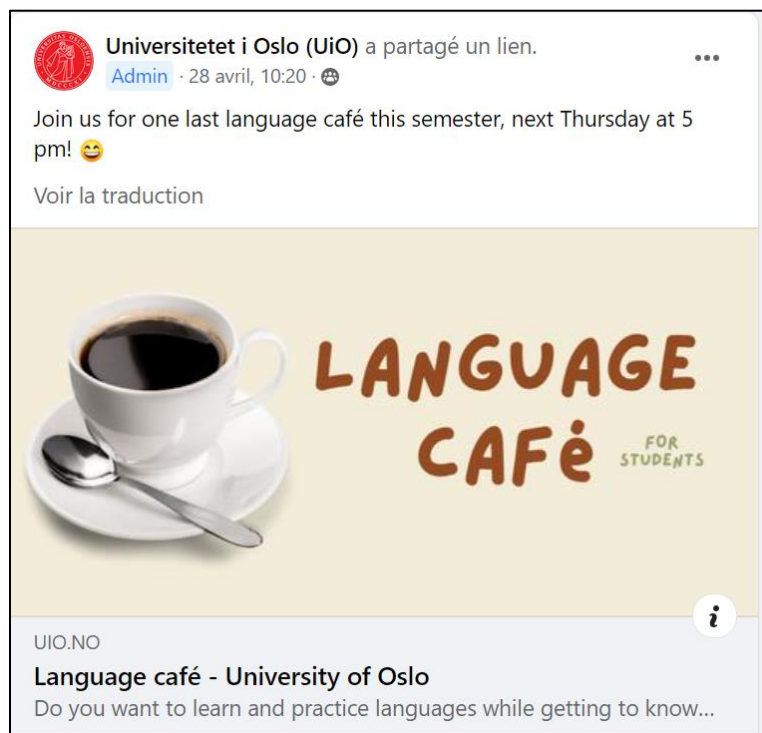


Fig. 27: UiO post on the Facebook group “International Students at the University of Oslo (UiO)”

The University of Oslo can be seen to put into place some tools as well in order to help students get information and answers to their questions sometimes with the help of a third party. The first tool is an annual UiO **information session** for exchange students - whether Erasmus, Mercator, or other programme - to help them adapt to student life in Norway and to the University of Oslo in general. As mentioned before, I myself spent a semester at the University of Oslo from August to December 2021, and therefore took part myself in the information session. As I was there during the coronavirus crisis period, the session was held online, although it is normally held on site in an auditorium. This session took place a few days before the start of the courses and aimed to introduce the students to the University of Oslo and its achievements, the way the website works, and the way to find the list of courses offered in English on the website. The people who presented this session – lecturers and international coordinators – also gave us some ideas of courses that would be interesting to attend, they explained how to register for courses and exams, and they also gave us some tips on living in Oslo and Norway, among others. Students can ask any questions they have and the presenters are happy to answer them as thoroughly as possible. This information session is therefore a very good method for the University of Oslo to communicate about all aspects of student life as well as to inform about the programmes and courses it offers in English. It can clarify things and help students in their choice of courses. It is clearly a two-way communication tool as students can take an active part in the session.

Finally, the last tool used by the University of Oslo is the **orientation week**, which takes place the week before the start of classes. The programme is set up as follows: a group of more or less twenty international students are guided by two students from the University of Oslo who show them the University, the city of Oslo and give them all the tips they want. This programme, organized by the University itself, can therefore be seen as an easy way to get information about the programmes and courses given in English. It is not specifically targeted in the orientation week, but students can ask their guides about it and get some advice.

On the whole, the University of Oslo does not make use of many means to communicate about its courses and programmes in English. The University has a very modern and user-friendly website that helps a lot for this matter. Although UiO is present on almost all social networks (Facebook, Instagram, LinkedIn and YouTube), it does not take advantage of all these means to communicate in general or to communicate about its programmes and courses taught in English. The University of Oslo could use all these means in a better way to attract more national and international students. On these social networks, students could also receive more

information about the University itself, about life at the University, about the programmes available, the courses given, etc., which would make things much easier for all (prospective) students. However, this is not a choice that the University of Oslo has made. The social networks of the University of Oslo are mainly used to let students know about an event which is going to take place, such as a language café – as illustrated in Figure 21 above – or to communicate on its achievements. This therefore does not suggest a good strategy by the University, considering that nowadays it is on social networks such as Facebook and Instagram that young people spend most of their time, and therefore can be reached very easily, as said previously. However, UiO has a very easy to use and clear website with a lot of information. The University appears to have decided to focus mainly on this tool, as it is information-rich. In addition, it is the first one used by students to get more information about both the University and its programmes and/or courses, as shown by the questionnaire submitted to the students (cf. Fig. 21 and 22). All information related to programmes and courses taught in English is available on the website when people navigate on it. The information session and the orientation week are two other ways for the University of Oslo to communicate efficiently about its programmes and courses offered in English, since it allows questions and answers in real time and with people directly involved.

In short, the website, the information session and the orientation week are the three ways that are used by the University of Oslo to communicate about the different programmes and courses in English it offers for each level of study.

6.3. RESEARCH QUESTION 3: IN WHICH FACULTY CAN WE FIND THE MOST EMI PROGRAMMES, AND DOES THE UNIVERSITY OF OSLO PROMOTE THIS FACULTY MORE THAN THE OTHERS?

The next research question of this thesis focuses on the number of programmes taught in English in each faculty of the University of Oslo. The communication of the University about each faculty will also be studied in order to find out whether UiO promotes the faculty with the most EMI programmes or not. The first part will be answered thanks to information found on the website of the University. The social networks of the University of Oslo will then be analysed to answer the second part of this research question.

The **website** of the University of Oslo being very complete and easy to use, it is very simple to find out how many programmes or courses are taught in English at each level of study. In July 2021, the University of Oslo had a total number of 78 programmes fully taught in English (cf. Fig. 3), spread over the Master and Ph.D. levels. The Master level counted 70 programmes (cf. Fig. 4) and the Ph.D. level counted 8 programmes (cf. Fig. 5). Within ten months, this number may have changed, and that is why a new analysis was made. It turned out that the English language programmes available at the University of Oslo in May 2022 had increased by 4, as can be seen in Figure 28 hereunder. There are at the time of writing this thesis 82 programmes fully taught in English at UiO. These are once again in the Master's and Ph.D. programmes. When only the Master level is selected, 74 different programmes appear; and when only the Doctorate level is selected, 8 programmes appear. The four new EMI programmes are therefore found at the Master level. At Bachelor level, although some courses are taught in English, there is no programme taught entirely in English. The whole programme will always include courses taught in Norwegian.

All bachelor's programmes at the University of Oslo are taught in Norwegian. These are our master's and PhD programmes offered in English.

Select subject	Select level
<input checked="" type="checkbox"/> All subjects	<input checked="" type="checkbox"/> All types of study programmes
<input type="checkbox"/> Education	<input type="checkbox"/> Master's programme
<input type="checkbox"/> Esthetic Studies and Musicology	<input type="checkbox"/> PhD programme
<input type="checkbox"/> Health and Medicine	
<input type="checkbox"/> History, Philosophy, and Culture Studies	
<input type="checkbox"/> Information Technology and Informatics	
<input type="checkbox"/> Language and Literature	
<input type="checkbox"/> Law, Economics, Leadership, and Administration	
<input type="checkbox"/> Mathematics, Natural Science, and Technology	
<input type="checkbox"/> Media Studies	
<input type="checkbox"/> Religion and Theology	
<input type="checkbox"/> Social Sciences and Psychology	

Found 82 studies

Fig. 28: Total number of programmes offered in English in May 2022

It would be worth investigating in which faculty the English language programmes are most prominent. However, as Figure 27 reveals, it is not possible to select the faculty in the search, but rather the subject studied. After some research on the UiO website, it was possible to find the list of subjects available in each faculty. Table 8 below therefore shows which subject belongs to which faculty, so that the analysis can be further carried out. As can be seen in this table, the Faculty of Humanities is the one that counts the more subjects (4). The Faculty of Mathematics and Natural Sciences has two subjects, while the faculties of Education, Law, Medicine, Social Sciences, and Religion and Theology each have one subject. The Faculty of Dentistry, on its part, doesn't count any.

	Dentistry	Education	Humanities	Law	Mathematics and Natural Sciences	Medicine	Social Sciences	Religion and Theology
Education		X						
Esthetic Studies and Musicology			X					
Health and Medicine						X		
History, Philosophy and Culture studies			X					
Information Technology and Informatics					X			
Language and Literature			X					
Law, Economics, Leaderships and Administration				X				
Mathematics, Natural Science and Technology					X			
Media Studies			X					
Religion and Theology								X
Social Sciences and Psychology							X	

Tab. 8: UiO subjects belonging to which faculty

1. The Faculty of Education has 7 programmes in English in both Master and Ph.D. level (cf. Fig. 29). The Master level counts 6 programmes, and the Ph.D. level counts 1.

Select subject		Select level
<input type="checkbox"/> All subjects		<input checked="" type="checkbox"/> All types of study programmes
<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Mathematics, Natural Science, and Technology	<input type="checkbox"/> Master's programme
<input type="checkbox"/> Esthetic Studies and Musicology	<input type="checkbox"/> Media Studies	<input type="checkbox"/> PhD programme
<input type="checkbox"/> Health and Medicine	<input type="checkbox"/> Religion and Theology	
<input type="checkbox"/> History, Philosophy, and Culture Studies	<input type="checkbox"/> Social Sciences and Psychology	
<input type="checkbox"/> Information Technology and Informatics		
<input type="checkbox"/> Language and Literature		
<input type="checkbox"/> Law, Economics, Leadership, and Administration		

Found 7 studies

Fig. 29: Number of EMI programmes in the Faculty of Education

2. The Faculty of Humanities has 23 programmes in English (cf. Fig. 30), of which 22 are at Master's level and only 1 at Ph.D. level.

Select subject		Select level
<input type="checkbox"/> All subjects		<input checked="" type="checkbox"/> All types of study programmes
<input type="checkbox"/> Education	<input type="checkbox"/> Mathematics, Natural Science, and Technology	<input type="checkbox"/> Master's programme
<input checked="" type="checkbox"/> Esthetic Studies and Musicology	<input checked="" type="checkbox"/> Media Studies	<input type="checkbox"/> PhD programme
<input type="checkbox"/> Health and Medicine	<input type="checkbox"/> Religion and Theology	
<input checked="" type="checkbox"/> History, Philosophy, and Culture Studies	<input type="checkbox"/> Social Sciences and Psychology	
<input type="checkbox"/> Information Technology and Informatics		
<input checked="" type="checkbox"/> Language and Literature		
<input type="checkbox"/> Law, Economics, Leadership, and Administration		

Found 23 studies

Fig. 30: Number of EMI programmes in the Faculty of Humanities

3. The Faculty of Law has 10 programmes in English (cf. Fig. 31); 9 of them are at Master's level and 1 at Ph.D. level.

Select subject

- All subjects
- Education
- Esthetic Studies and Musicology
- Health and Medicine
- History, Philosophy, and Culture Studies
- Information Technology and Informatics
- Language and Literature
- Law, Economics, Leadership, and Administration

Select level

- All types of study programmes
- Master's programme
- PhD programme

Found 10 studies

Fig. 31: Number of EMI programmes in the Faculty of Law

4. The Faculty of Mathematics and Natural Sciences has 35 programmes in English (cf. Fig. 32). 34 programmes are found at Master's level, and 1 at Ph.D. level.

Select subject

- All subjects
- Education
- Esthetic Studies and Musicology
- Health and Medicine
- History, Philosophy, and Culture Studies
- Information Technology and Informatics
- Language and Literature
- Law, Economics, Leadership, and Administration

Select level

- All types of study programmes
- Master's programme
- PhD programme

Found 35 studies

Fig. 32: Number of EMI programmes in the Faculty of Mathematics and Natural Sciences

5. The Faculty of Medicine counts 7 programmes in English (cf. Fig. 33); 5 of them are found at Master's level, and 2 of them at Ph.D. level.

Select subject		Select level
<input type="checkbox"/> All subjects		<input checked="" type="checkbox"/> All types of study programmes
<input type="checkbox"/> Education	<input type="checkbox"/> Mathematics, Natural Science, and Technology	<input type="checkbox"/> Master's programme
<input type="checkbox"/> Esthetic Studies and Musicology	<input type="checkbox"/> Media Studies	<input type="checkbox"/> PhD programme
<input checked="" type="checkbox"/> Health and Medicine	<input type="checkbox"/> Religion and Theology	
<input type="checkbox"/> History, Philosophy, and Culture Studies	<input type="checkbox"/> Social Sciences and Psychology	
<input type="checkbox"/> Information Technology and Informatics		
<input type="checkbox"/> Language and Literature		
<input type="checkbox"/> Law, Economics, Leadership, and Administration		
Found 7 studies		

Fig. 33: Number of EMI programmes in the Faculty of Medicine

6. The Faculty of Social Sciences has 13 programmes in English (cf. Fig. 34). The Master level counts 12 and the Ph.D. level counts 1.

Select subject		Select level
<input type="checkbox"/> All subjects		<input checked="" type="checkbox"/> All types of study programmes
<input type="checkbox"/> Education	<input type="checkbox"/> Mathematics, Natural Science, and Technology	<input type="checkbox"/> Master's programme
<input type="checkbox"/> Esthetic Studies and Musicology	<input type="checkbox"/> Media Studies	<input type="checkbox"/> PhD programme
<input type="checkbox"/> Health and Medicine	<input type="checkbox"/> Religion and Theology	
<input type="checkbox"/> History, Philosophy, and Culture Studies	<input checked="" type="checkbox"/> Social Sciences and Psychology	
<input type="checkbox"/> Information Technology and Informatics		
<input type="checkbox"/> Language and Literature		
<input type="checkbox"/> Law, Economics, Leadership, and Administration		
Found 13 studies		

Fig. 34: Number of EMI programmes in the Faculty of Social Sciences

7. The Faculty of Religion and Theology counts 5 programmes in English (cf. Fig. 35); 3 of them are found at Master's level, and 2 of them at Ph.D. level.

Select subject

- All subjects
- Education
- Esthetic Studies and Musicology
- Health and Medicine
- History, Philosophy, and Culture Studies
- Information Technology and Informatics
- Language and Literature
- Law, Economics, Leadership, and Administration

Select level

- All types of study programmes
- Master's programme
- PhD programme

Mathematics, Natural Science, and Technology

Media Studies

Religion and Theology

Social Sciences and Psychology

Found 5 studies

Fig. 35: Number of EMI programmes in the Faculty of Religion and Theology

The following table (Tab. 9) summarises the number of English programmes by faculty and by level of study. When adding up all the programmes, the total number is 100. However, as Figure 28 shows, there are 82 different programmes in total. This means that there are programmes that are found in several faculties at the same time. This tables also reveals that the Faculty of Dentistry does not have any programmes taught in English. Moreover, each faculty counts only one programme taught in English for the Ph.D. level, apart from the Faculty of Medicine and the Faculty of Religion and Theology which include two EMI programmes at Ph.D. level.

To answer the main question of this section, it is the Faculty of Mathematics and Natural Sciences which possess the most EMI programmes (35 in total), followed by the Faculty of Humanities (23 in total).

	EMI programmes at Master's level	EMI programmes at Ph.D. level	Total number of EMI programmes
Faculty of Dentistry	0	0	0
Faculty of Education	6	1	7
Faculty of Humanities	22	1	23
Faculty of Law	9	1	10
Faculty of Mathematics and Natural Sciences	24	1	35
Faculty of Medicine	5	2	7
Faculty of Social Sciences	12	1	13
Faculty of Religion and Theology	3	2	5

Tab. 9: Number of EMI programmes by faculty and level of study

The next part of this third research question is about whether the University of Oslo promotes the faculty with the most EMI programmes, that is to say, the Faculty of Mathematics and Natural Sciences, more than other faculties or not. The Faculty of Humanities will also be considered in this analysis, as they are the two faculties that considerably stand out from the others. In order to answer this question, the **social media** of the University of Oslo were analyzed. As already mentioned in the previous sections, the LinkedIn page of this university has not been active for two years, and will therefore not be taken into account in this analysis. The social networks of the University that will be analyzed are Facebook, Instagram, Twitter and YouTube.

As far as the UiO **Facebook** page is concerned, only one post about a faculty was published in a one-year period – between June 2021 and May 2022. This post was published on 5th October 2021 and about the Physics building and its decoration (cf. Fig. 36), belonging to the Faculty of Mathematics and Natural Sciences. Regarding the other posts, they mainly refer to graduation, the arrival of new students, the start of the semester, the weather, events taking place in Oslo, end of year greetings, etc.



Fig. 36 UiO Facebook post about the Physics building

Regarding **Instagram**, there was only one post during the period between June 2021 and May 2022 promoting a particular faculty. As can be seen in Figure 37, the faculty promoted is the one of Mathematics and Natural Sciences. The post was published on 11th January 2022 and highlights the Physics building and more particularly the recreation of Foucault's pendulum at the entrance to the building. The other posts published by UiO on its Instagram page do not concern any Faculty in particular, as they are about the weather, exams, the library, events in Oslo, etc.



Fig. 37: UiO Instagram post about the Physics building

Concerning the UiO **Twitter** webpage, no post about a particular faculty was published between June 2021 and May 2022. Instead, the University of Oslo published about the start of the academic year, exams, coronavirus-updates at the University, conferences and events at the University or in Oslo, the war in Ukraine, etc. However, the topic that recurs the most is the one about the climate and the environment; UiO posts a lot about it.

The last social network that was analyzed is **YouTube**. This platform appears to be the one that the University of Oslo uses to promote its programmes. As mentioned previously (cf. section 6.1), the UiO YouTube account released 171 videos. Out of these 171 videos, 24 of them were aimed at promoting the faculties and their programmes. An example can be seen in Figure 38 below. Each video comprises of a description of the subject or the faculty, and then a link redirecting users to the webpage of a specific programme at the University of Oslo. Table 10 below shows which video promotes which faculty. As can be seen in this table, the Faculty of Mathematics and Natural Sciences is the most frequently promoted faculty of the University, with 15 out of 24 videos related to it.

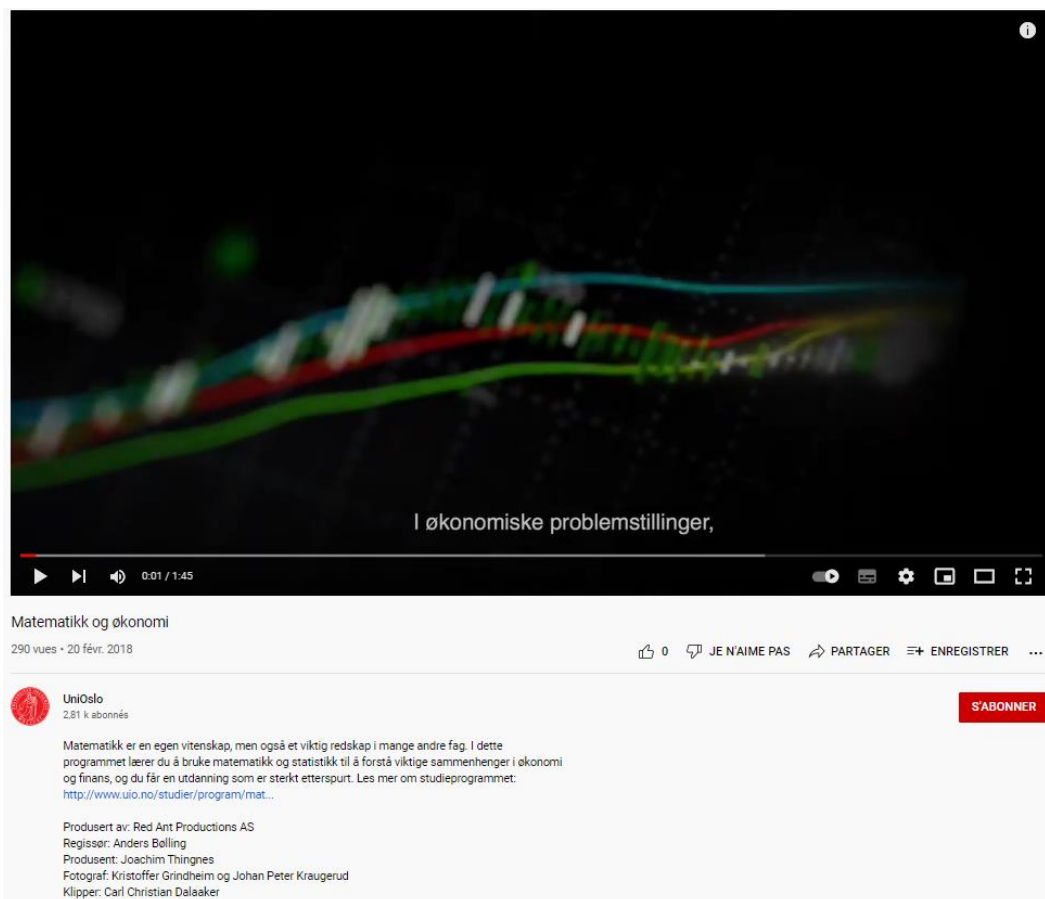


Fig. 38: UiO YouTube video promoting the Faculty of Mathematics and Natural Sciences

My analysis shows that the University of Oslo promotes the Faculty of Mathematics and Natural Sciences more than the other faculties on its social networks. This is particularly noticeable on its YouTube channel, as it released 24 videos concerning faculties and/or programmes, and 15 of them are related to the Faculty of Mathematics and Natural Sciences.

In short, the findings revealed that the Faculty of Mathematics and Natural Sciences, followed by the Faculty of Humanities, are the two faculties which count the most EMI programmes, and which clearly stand out from the other faculties of the University of Oslo. It was also observed that the UiO social networks promote the Faculty of Mathematics and Natural Sciences more than the others. It was noticed on the UiO Facebook and Instagram accounts, as they posted only about this faculty, but it was especially observed on its YouTube channel which posted 15 videos on the programmes available at this faculty. However, it is important to note that it did not post about the EMI programmes available at the University of Oslo.

	Dentistry	Education	Humanities	Law	Mathematics and Natural Sciences	Medicine	Social Sciences	Religion and Theology
https://www.youtube.com/watch?v=l2ZMB2U3uHk					X			
https://www.youtube.com/watch?v=C9PEjSTvS34					X			
https://www.youtube.com/watch?v=miQ1fDVf_J4		X						
https://www.youtube.com/watch?v=hMHC0LBm7Sk					X			
https://www.youtube.com/watch?v=greBvVtpSCg					X			
https://www.youtube.com/watch?v=_ACY1tkKeLU					X			
https://www.youtube.com/watch?v=8_a-qo841eQ					X			
https://www.youtube.com/watch?v=zbVvsl6n_pM					X			
https://www.youtube.com/watch?v=2U23dvHmJhQ					X			
https://www.youtube.com/watch?v=PmOco_Op4aE					X			
https://www.youtube.com/watch?v=pBcOlvNX_Wg					X			
https://www.youtube.com/watch?v=MTeply9zBM					X			
https://www.youtube.com/watch?v=RIw20-i4Nag					X			
https://www.youtube.com/watch?v=Itl3Y395ol0					X			
https://www.youtube.com/watch?v=7h8WXYEmGkM					X			
https://www.youtube.com/watch?v=hi7viUILfR4		X						
https://www.youtube.com/watch?v=dXJatHc3Dcw			X					
https://www.youtube.com/watch?v=gxO2-CrOTMY								X
https://www.youtube.com/watch?v=fsaYZ-KPz8c		X						
https://www.youtube.com/watch?v=huoBx4e83xM					X			
https://www.youtube.com/watch?v=NF8eUVlpyHo						X		
https://www.youtube.com/watch?v=HxcS9iFmSQA	X							
https://www.youtube.com/watch?v=iPBajeUiugI							X	
https://www.youtube.com/watch?v=Oh50doEPutc				X				
Total	1	3	1	1	15	1	1	1

Tab. 10: Faculties promoted in UiO YouTube videos

6.4. RESEARCH QUESTION 4: HOW DOES THE UNIVERSITY OF OSLO COMMUNICATE ABOUT ITS FUTURE PROSPECTS WITH REGARD TO ITS EMI PROGRAMMES?

The next and last research question that will be studied in this thesis concerns the way the University of Oslo communicates about its future plans regarding its programmes taught in English. In order to answer this question, the UiO website, the UiO social media and the questionnaire that I submitted to the students will be analysed.

Regarding its **website**, the University of Oslo created a “strategy” section for its future plans and objectives (cf. Fig. 39)¹². It is therefore in this section that the plans regarding the EMI programmes at UiO could be found. However, when scrolling down this webpage, nothing concerning the programmes taught in English can be found. The strategies put into place by the University of Oslo concern most of all the climate, the environment and sustainable development goals.




Fig. 39: UiO strategy section on its website

¹² <https://www.uio.no/english/about/strategy/>, visited on 10th May 2022.

The website of the University of Oslo includes however a “Strategy 2030” section, which was analysed as well. As can be seen in Figure 40 below, this strategy has four main ambitions. Those have the main objective to build a sustainable world, mostly by research, educating student to create a better world, external communication, and innovation. The last objective of Strategy 2030 also talks about the students’ work and study environment at the University of Oslo. This objective is divided into four other objectives (cf. Figure 41). UiO includes changes about the work environment, such as bringing more technology in the students’ learning process. However, the University of Oslo does not refer to any programmes or courses taught in English. Therefore, after analysing in greater detail the “Strategy 2030” section, it can be concluded that the University of Oslo does not communicate about any action plan concerning the future of its English Medium Instruction programmes on its website.

Strategy 2030

Knowledge – responsibility – commitment: For a sustainable world



The University of Oslo will:

- Promote independent, ground-breaking, long-term research
- Educate students with the knowledge, ability and willingness to create a better world
- Strengthen the dialogue with the outside world and work to ensure that knowledge is put to use
- Be an innovative organization and an attractive place of work and study

Fig. 40: UiO Strategy 2030

UiO will be an innovative organization and an attractive place of work and study –

Objectives:

- UiO will work systematically to create a safe and positive working and learning environment, greater diversity and an inclusive culture for students and staff.
- UiO will adopt innovative organizational forms, and innovative work and learning methods with efficient use of digital resources.
- UiO will give staff and students better opportunities for professional and academic development, and better opportunities to face changes in technology, society and working life.
- UiO will reduce its own climate footprint and enable staff and students to make environmentally conscious choices.

Fig. 41: UiO fourth objective for Strategy 2030

As far as the **social media** of the University of Oslo are concerned, the fourth main ones will be analysed, that is to say Facebook, Instagram, Twitter and YouTube. As already mentioned in section 6.2. regarding the means UiO uses in order to communicate about its programmes taught in English, the University does not work with its social media to promote those programmes, although it makes use a lot of YouTube to communicate about its programmes in general. Therefore, it can be concluded that the University of Oslo does not use its social media either to communicate about the future of its EMI programmes.

Finally, the **questionnaire** that I submitted to the students at the University of Oslo included a question about any recommendations or comments they might have regarding the way the University communicates about its programmes in English. This question was an open question and not an obligatory one in this questionnaire, therefore only one person of the 21 respondents gave an answer. This answer was “Create more awareness on a global level”. This suggests that the University of Oslo is not visible a lot and that it should communicate more in a general way. Moreover, this answer could mean that UiO should make more marketing actions as well in order to be more known and prominent worldwide. This could be the answer of a student who had to do a lot of personal research to find out about this university, despite the fact that it is ranked one of the best in Europe and in the world as well. The University of Oslo should therefore develop its current communication techniques or introduce new ones so as to make it easier for students to hear about it.

In short, it is clearly evident that the University of Oslo does not communicate about the future of its courses and / or programmes taught in English. The UiO website does include a section about its future plans and objectives, but these ones are all about the environment and the University’s adaptation to the climate issue in order to make a sustainable world and a sustainable working environment for its staff members and students. Regarding the social media

of the University of Oslo, they do not include any post – from June 2021 to May 2022, at least – regarding the future of its courses or programmes taught in English. Finally, the questionnaire submitted to the students at UiO revealed that this University should communicate more – broadly speaking – in order to create more awareness globally.

6.5. RESULTS AND DISCUSSION OF THE ANALYSIS

Four main research questions have been analysed in this thesis in order to answer our main question and therefore to find out how the University of Oslo communicates about and promotes its programmes taught in English. As a result, this section of the thesis will firstly answer each research question separately, and will then have a discussion part so that a conclusion can be drawn.

6.5.1. Results of the four research questions

6.5.1.1. Research question 1: Does the University of Oslo communicate more with either domestic or international students?

As regards this first research question, the results indicate that the communication of the University of Oslo is more targeted at national and Norwegian-speaking students than foreign students (international and/or incoming exchange students).

The first tool analysed was the UiO **website**. The findings show that the University of Oslo has a good communication strategy on it, as it has both a Norwegian and an English version, which contain almost the same information (except from the “news and event” section which includes more information in the Norwegian version). Moreover, it was noted that a direct link for international students, as well as a direct link for incoming exchange students, was directly available on the website. On both these links, students can find information regarding the application to UiO, arrival in Oslo, courses available in English, student housing, etc. This considerably facilitates the experience of potential students who feel directly integrated into the University of Oslo, as an easy access to such information guarantees more chances for foreign students to apply for this university and not another one where information for them is not easily detectable. In short, the website of the University of Oslo targets both national and international students.

The **social networks** of the University of Oslo were then analysed: Facebook, Instagram, Twitter, LinkedIn and YouTube. The results showed that UiO was very active on all these platforms, with the exception of LinkedIn that only includes two videos from two years ago. Therefore, this platform cannot be considered in the analysis, as UiO does not use it anymore. Apart from that, it was found that the communication on Facebook, Instagram and Twitter was

only in Norwegian. The communication on YouTube is both in Norwegian and in English, with 148 videos released in Norwegian and 23 in English. Hence, the communication of UiO in its social networks is mostly targeted at Norwegian students, with the exception of YouTube which targets both national and international students.

The **emails** that the University of Oslo sent were also taken into consideration in this analysis. Only the emails that I received as an Exchange student were considered. All of them were written in English, and half of them also had a Norwegian version. The emails that I received were sent to either all the students from a particular faculty, or all the students enrolled at the University of Oslo. Results therefore show that the emails UiO sends are targeted at both Norwegian and international students.

The communication of the University of Oslo **on campus** was taken into account as well. Results indicate that UiO only targets national and Norwegian-speaking students, as everything on campus, in libraries, in the indications given, etc. is written in Norwegian.

In conclusion, the analysis carried out for this first research question show that the communication of the University of Oslo is mostly targeted at national and Norwegian-speaking students. Only its website, its YouTube channel and e-mails coming from the University and its faculties include an English version for international students.

6.5.1.2. Research question 2: What sources does the University of Oslo use in order to communicate about its programmes taught in English?

Concerning the second research question, the sources used by the University of Oslo to communicate about its EMI programmes are quite numerous.

The results from the **UiO website** analysis indicate that this means is effective to communicate about the programmes taught in English. A direct link to its courses and programmes taught in English can be found on the UiO homepage. Students can select either a programme or a course, they can select the preferred semester, they can select the level of study, and they can also select the subject they want to study. The communication of the University of Oslo on its website is therefore very useful and helpful for students who want to study an EMI programme, as the information is directly and easily accessible.

Regarding the **UiO social media**, nothing could be found regarding the programmes or courses taught in English. Therefore, the social media are not a source that the University of Oslo uses

to communicate about EMI programmes. However, as far as the **Facebook groups** are concerned – “University of Oslo UIO 2022 - International & Erasmus students in Oslo” and “International students at the University of Oslo (UiO)” –, those can help foreign students with courses, student life, etc. It is nonetheless not a direct communication from the University, but a communication via a third party, since one of this group is run by UiO. It is a helpful means to find answers about EMI programmes and courses.

The results of the **questionnaire** submitted to students at the University of Oslo revealed that personal research and the UiO website were the two main tools they used in order to gain information about the University itself, as well as its courses and programmes taught in English. It also suggested that the UiO social media were not useful for them to get information about the university or the courses. Moreover, the respondents even advocated above all more communication on the social media regarding EMI programmes and courses.

The findings concerning the **information session** at the start of the semester indicate that it was a useful means for the University of Oslo to communicate about its courses and programmes in English. This direct communication from the university – through lecturers and coordinators – to international and exchange students facilitates the gathering of information, as the hosts talk about English courses and programmes, and explain which are the best for exchange students, as well as the way to find the list on the website.

Finally, the **orientation week** organized by the University of Oslo itself was found to be a helpful means as well to communicate about the available EMI programmes, as a group of exchange students are gathered with two national students who show the city around and explain everything about the student life. Students can ask them anything and they will answer the best way possible. This is therefore not a direct communication either, but a third party communication.

In short, all these sources are useful for the University of Oslo to communicate about its programmes and courses taught in English. However, the findings show that the social media are not a means used by the University to provide information about these programmes.

6.5.1.3. Research question 3: In which faculty can we find the most EMI programmes, and does the University of Oslo promote this faculty more than others?

The third research question showed that there are two faculties from the University of Oslo that stand out from the others in terms of the number of EMI programmes they offer, and one of them is in fact more promoted by UiO than the others.

The findings from the **UiO website** revealed that the Faculty of Mathematics and Natural Sciences is the one which counts the most EMI programmes (35 in total), followed by the Faculty of Humanities (23 in total). These two faculties together have more than half of the EMI programmes available at UiO. Moreover, the results showed that the Ph.D. level only counts 1 or 2 EMI programmes in each faculty. Most of the EMI programmes of the University are found at Master's level, and none at Bachelor's level. The only exception to this is the Faculty of Dentistry which does not have any EMI programmes at all.

As regards to its **social media**, it was clearly evident that the University of Oslo promotes the Faculty of Mathematics and Natural Sciences more than the other faculties. It was particularly noticeable on the UiO YouTube channel. Out of 24 videos that are promoting the faculties, 15 of them were talking about the Faculty of Mathematics and Natural Sciences and its programmes (but not EMI programmes, however, as the results from the second research question already revealed).

In short, the Faculty of Mathematics and Natural Sciences is the one with the most EMI programmes, and is also the one that is the most promoted on the UiO social media.

6.5.1.4. Research question 4: How does the University of Oslo communicate about its future prospects with regard to its EMI programmes?

The fourth and last research question of this Master dissertation suggested that the communication of the University of Oslo regarding the future of its EMI programmes was inexistant.

The findings from the **UiO website** show that its "strategy 2030" section involves plans and goals the University of Oslo wants to reach by the year 2030. Although it includes objectives regarding courses and work environment for the students, it does not state anything about the EMI programmes of the University.

Regarding the **UiO social media**, as previously mentioned, they do not include any post about the EMI programmes in general, therefore they do not include post about the future of these either.

The results from the **questionnaire** indicated that one student suggested more awareness on a global level, therefore suggesting more communication from the University of Oslo to make itself known worldwide.

In conclusion, there is **no communication** whatsoever about the future of the EMI programmes at the University of Oslo.

6.5.2. Discussion

The results presented in this thesis lead us to the conclusion that the communication of the University of Oslo regarding its English Medium Instruction programmes and courses is rather poor, and the sources put at UiO's disposal – such as its social media channels – are not used in an efficient way to promote these programmes either.

In the theoretical section (cf. chapter 2), we noted that EMI programmes were implemented for many reasons, the most prominent ones being (1) to build awareness of the institution, and (2) to attract both national and foreign students into it, which would therefore make the institution stand out from others. The best way to do that is to use external communication, and more specifically marketing communication, mainly because of the fact that it facilitates the communication between the students and the university. As seen in chapter 3, the marketing communication mix consists of eight elements which help enhance the identity, image and brand of a university, as well as build relationship with its target groups - the most important one being students. Out of these eight elements, the number one medium of marketing is the internet, and more specifically the website of the university (Maiworn & Wächter, 2002). As regards the website of the University of Oslo, it is well-developed and thoughtfully designed for international and incoming exchange students, and is therefore a useful source for the University to promote its EMI programmes, raise its awareness globally and attract students. Social media are a very important source for universities to make themselves known and attract its target groups. However, although the University of Oslo is very active on it, it does not use them in an efficient way to communicate about or promote its EMI programmes. As the results of this study showed, the primary use of the UiO social networks is to relate about the climate,

events organized by the University of Oslo or the city, etc., but the university does not post about its (EMI) courses or programmes. This is therefore not an efficient recruitment strategy, nor a helpful way for the University of Oslo to increase its global awareness, since social media are one of the main tools used by people to get information about a subject, as already mentioned in the previous sections.

The University of Oslo does put things into place in order to communicate about its programmes in English, such as the information session and the orientation week at the beginning of the semester. However, these means are designed for students already enrolled at the University of Oslo, and more specifically for international and exchange students. They are therefore useful for these students to get more information before registering for courses in order to make the right choice, but they do not help to attract new students to the University of Oslo, nor to build its awareness.

CONCLUSION

The aim of the present Master dissertation was to provide deeper insights into the way the University of Oslo communicates about its programmes taught in English, that is to say, EMI programmes. In order to answer this, four main research questions were formulated.

This study has first given us better understanding of the University of Oslo's main target, as the first research question aimed at finding out whether it communicates more towards national or foreign students. We observed that UiO communicates mainly to Norwegian-speaking students, as every information is relayed in Norwegian only, with the exception of the website and the emails that both contain an English version. Therefore, even though EMI programmes are designed for national students as well, it cannot be ruled out that the University of Oslo does not create opportunities to attract new foreign students, as it does not communicate a lot with them.

In this study, we also observed that the website of the University of Oslo has been well designed and contains a considerable amount of information, both for national and international or exchange students. It is in fact the only marketing tool of the University of Oslo that is used to get information about the EMI programmes it offers, as seen in the second research question. However, to build awareness of the institution through EMI programmes and to attract both national and foreign students into it, it remains important to use social media as well, what the University of Oslo does not do.

On top of that, we have detected in the third research question that the most EMI programmes are found in the Faculty of Mathematics and Natural Sciences, and that the University of Oslo promotes this Faculty more than the others on its social media, and especially on its YouTube channel. However, it was noticed that all the posts and almost all of the videos were in Norwegian, therefore targeting Norwegian students. This does not help either in the recruitment of foreign students.

In this study, we finally noted that the University of Oslo does not communicate whatsoever about the future of its EMI programmes, although a section of its future plans and objectives is available on its website.

So in response to our main question, the communication of the University of Oslo regarding its programmes taught in English is really poor and almost inexistant, except from its website which contains a lot of information about it, in both Norwegian and English, therefore targeting

at national and international students. However, the rest of the communication of UiO is mainly targeted at Norwegian-speaking people and does not include anything about EMI programmes. Some parts of its communication regarding these programmes take place while the student is already enrolled at UiO – such as the annual information session or the orientation week for exchange students –, however these do not help in the recruitment strategy of the University either.

The results notwithstanding, the limitations of this study should be noted. One limitation concerns the time frame analyzed. The posts on the social networks Facebook, Instagram and Twitter were only analyzed between June 2021 and May 2022. Therefore, the results obtained might be uncertain; further research on these platforms should include a larger period of time so that more precise conclusions can be drawn. The University of Oslo itself could be advised to promote these programmes in a better and more frequent way on all its social media platforms in order to attract more people to these programmes and to UiO in general, which would consequently lead to raise the awareness and prestige of the university. Another limitation is related to the questionnaire submitted to the students at the University of Oslo. There were only 21 respondents, of which 20 were international or exchange students. Thus, this does not represent a 100% certain result, as the outcomes could be different if more people had taken part in this questionnaire. This must be taken into consideration in the analysis. Further research should therefore try to include a larger number of participants so that more undoubtable conclusions can be made. As concluding remarks, one last recommendation could be addressed for future studies related to this topic, which would be for the researcher to conduct a survey or interviews with the university and staff members to find out more about the university's communication strategy; what it considers most important to share with the community and target groups, what it deems least important to convey, and where the communication about English Medium Instruction programmes stands in the communication of the University.

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APPENDIX

APPENDIX 1: QUESTIONNAIRE

English Medium Instruction in Norway

As part of my MA dissertation on the English Medium Instruction in Norway, and more specifically at the University of Oslo, I created a questionnaire that would help me answer some of my research questions.

Your personal information will not be registered and will not be visible to anyone; this form is completely anonymous.

NB: This questionnaire is not targeted at students who do a degree in English studies.

1. You are:
 - a. A Norwegian student
 - b. An international student
 - c. An exchange student for 1 or 2 semesters

2. What is your native language? Specify.

3. In which faculty are you enrolled?
 - a. Humanities
 - b. Law
 - c. Mathematics and Natural Sciences
 - d. Medicine
 - e. Dentistry
 - f. Social Sciences
 - g. Theology
 - h. Educational Sciences

4. What is your level of study?
 - a. Bachelor
 - b. Master
 - c. Ph.D.

5. In which language(s) do you take classes at UiO?
 - a. Just in English
 - b. Just in Norwegian
 - c. Both in English and Norwegian
 - d. Other: please specify

6. If you are studying (partly) in English, what are your reasons to do so?
 - a. To practice or learn English
 - b. Interest in the content of the course(s)
 - c. Job opportunities
 - d. Study abroad opportunities
 - e. Other (please specify)

7. Why did you choose UiO?
 - a. For the Norwegian landscapes
 - b. For the Norwegian culture
 - c. For the prestige of the University (University ranking)
 - d. For its wide variety of courses in English
 - e. For the Norwegian way of teaching and evaluating
 - f. Other (please specify)

8. How did you select the University of Oslo for your studies?
 - a. Personal research
 - b. Advice from friends or family
 - c. Advice from home University
 - d. Advice from high school
 - e. University website
 - f. Fairs
 - g. Social Media (e.g. Facebook, Instagram, Twitter, YouTube, LinkedIn, etc.)
 - h. Advertising (e.g. newspaper, ads on the street, etc.)
 - i. Other (please specify)

9. How did you select your courses/programme in English?
 - a. Suggestions by UiO
 - b. Personal research
 - c. Advice from friends or family
 - d. Advice from home University
 - e. Advice from high school
 - f. University website
 - g. Fairs
 - h. Open days
 - i. Social Media (e.g. Facebook, Instagram, Twitter, YouTube, LinkedIn, etc.)
 - j. Advertising (e.g. newspaper, ads on the street, etc.)
 - k. Other (please specify)

10. Does the University of Oslo provide you with the following support:
 - a. Preparatory courses before the semester starts
 - b. Ongoing support throughout the studies
 - c. Other (please specify)

11. Do you feel the University of Oslo has helped you with your choice of studies or courses?
 - a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree

12. How should the University of Oslo develop its communication about its courses and programmes in English in the future?
 - a. New forms of communication: social networks and media such as Facebook, Twitter, YouTube, Instagram, LinkedIn, etc.
 - b. Direct communication with prospective students: they should be personally approached
 - c. Ask for students' opinion and ideas
 - d. More advertising: brochures, leaflets, etc.
 - e. Fairs and events
 - f. More visibility on the university website
 - g. Other: please specify

13. Any recommendations or comments concerning courses/programmes in English or the way the University of Oslo communicates about them?