

# THE ROLE OF LANGUAGES IN THE INTERNATIONALIZATION OF EDUCATION

Simone Sarmento<sup>1</sup>, Laura K. Baumvol<sup>2</sup>, Ron Martinez<sup>3</sup>

Internationalization of education is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education (Knight, 2003). According to Baumvol and Sarmento (2019a), different driving forces are involved in the internationalization of educational institutions. For instance, in North American and European countries there are strong commercial and market features (Kubota, 2009). In these contexts, attracting foreign students to pay much higher tuition fees than local students has been an explicit and major goal of universities (Garson, 2016) and, consequently, rationales as the generation of revenue, the search for financial incentives, and the positioning in international rankings have taken center stage. However, internationalization of education should have as its main goals the production and dissemination of knowledge with international partners in order to contribute to poverty eradication, sustainable development, and global progress (Patel, 2017). According to a document produced by UNESCO (2009), internationalization should (1) be based on solidarity and mutual respect; (2) enhance mutual understanding and a culture of peace; (3) guarantee genuine multilateral and multicultural collaboration; (4) ensure more diversified sources of high-quality knowledge production, on regional and global scales; (5) promote equal access to quality education for all, respecting cultural diversity, as well as national sovereignty;

In this scenario, languages play a key role, since they allow for individuals to perform actions and connect with each other, with communities and with different cultures (MLA, 2007). Languages are crucial not only for academic mobility, but also to foster an internationalization strategy called “Internationalization at Home” (IaH). Beelen and Jones (2015) define IaH as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students in domestic learning environments.”

Yet it was not until relatively recently that the role of languages in the internationalization processes has become an object of study. As an example, through a lexical-semantic analysis of the programs of FAUBAI<sup>4</sup> Conferences from 2013 to 2017, Baumvol and Sarmento (2019b) found the following main themes:

- Language Policies
- Bilingualism/Multilingualism
- Content and Language Integrated Learning
- Additional language(s) as a Medium of Instruction

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<sup>1</sup>PPG Letras UFRGS

<sup>2</sup> University of British Columbia

<sup>3</sup> PPG Letras UFPR

<sup>4</sup> Brazilian Association of International Education

- Language for research and publication purposes
- Language and academic mobility
- Internationalization at Home
- Curriculum development and pedagogical practices

The aforementioned are themes now increasingly ubiquitous at internationalization events, but were nearly absent just five years ago. It may seem odd now that internationalization was once discussed almost to the exclusion of language-related topics, and here we hope to help add strength to the importance and value of voice from applied linguistics.

This thematic issue of *Organon* brings together nine articles, one book review, and one interview which highlight some of the leading work in this area. Didio and Welp, in "Internationalization and additional languages: a description of language policies at UFRGS", analyze the role of additional languages through actions aimed at or culminating in the internationalization process of the Federal University of Rio Grande do Sul (UFRGS), in the light of the concepts of Internationalization, Internationalization at Home and Language Policies. In the second article, "The confession-testimonies on the use of the English foreign language in the international mobility program Science Without Borders", Lingnau and Navarro analyze the testimonies of the Science without Borders participants from the Federal University of Technology of Paraná (UTFPR) regarding the use of English during their academic mobility. Severo and Levisk's paper entitled "Internationalization of the Portuguese language: asymmetries, heterogeneity and power", the third study in this collection, discusses policies, discourses and practices involving the internationalization of the Portuguese language from a critical perspective. They present an overview of the linguistic situation of some countries whose official language is Portuguese - Angola, Mozambique, East Timor, Cape Verde and Guinea Bissau - pointing to the heterogeneity and the asymmetries involving languages and their speakers in these contexts. Guimarães and Finardi, in the fourth article "Internationalization and language policies in Brazil: evidence of the interface at UFES", discuss the interface between internationalization and language policies in Brazil by analysing the Science without Borders (SwB), the Languages without Borders (LwB) and the Capes PrInt call as evidence of national policies and its relation to local policies. Oliveira, in the study called "Internationalization of the University of São Paulo: relations between the foreign demand and the teaching of Portuguese as an additional language," presents a case study related to the number of foreign students received by this university and the actions that USP performs in the scope of teaching Portuguese as an Additional Language. In the sixth study "*Literature in foreign language for children: paths towards the opening of horizons*", Lira and Mariz discuss the internationalization of K-12 education and role of Intercomprehension of Romance Languages (ILR) in the promotion of a plurilingual and pluricultural learning. Gabriel and Borsatti in the text entitled "The automatic translation of scientific texts as a pedagogical support for the development of reading comprehension in English for Academic Purposes", present the analysis of three automatic translators (AT) problematizing the efficiency of these tools as support for

understanding scientific texts considering the limitations of this type of translation in relation to various linguistic elements. In "Internationalization as a local practice: a situated view on the English club and in the medicine program", Maciel and Vergara explore the internationalization aspect as local practice or internationalization at home, pointing to strategies for implementing actions focused on the role of languages in the internationalization of higher education. Kirsch, in the paper entitled "Internationalization and its involuntary legacies: teacher development in Brazilian Languages without Borders program", shows that the program, initially planned as an accessory to the internationalization of Brazilian universities and of the Science without Borders program, became a program of teacher development, as the analysis of the productions used as corpus for his research reveals. This edition also brings a book review by Matte, who examined the book called "Teaching English for Academic Purposes", by Kostka and Olmstead-Wang. The volume is concluded with an interview with Dr. Sandra Zappa-Hollman, the academic director of the Academic English Program of Vantage College, the University of British Columbia's specially-designed program for academically outstanding international students, who do not yet meet the English language admission requirements for direct entry. Over the last few years, Vantage College has become a hub of pedagogical innovation in Content and Language Integrated Learning in higher education. We hope you all enjoy the reading and wish that the papers, book-review, and interview presented here may shed some light for future research in the realm of languages and internationalization of education.

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