Languages and Internationalization of Higher Education: An analysis of FAUBAI Conferences
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Objectives

Investigate the role of languages in the internationalization of higher education in Brazil by analyzing the programs of the last five editions of FAUBAI conferences.
Motivation

Perception that an increasing number of applied linguists started participating in FAUBAI conferences, suggesting a stronger link between internationalization and language issues.
Rationale

• Study based on Archanjo (2011) who investigated the historical path of Applied Linguistics in Brazil by analyzing different editions of the main conference in the country.

• Similarly to Archanjo, it is also our understanding that academic conferences of a given field both shape and are shaped by the current state of affairs in the area.

• Conferences can, this way, be considered an educational policy on its own, since they somehow influence what researchers will investigate.
Rationale

• It is important to consider "what is said" to understand the identity construction, evolution, development, and knowledge dissemination of a filed ok knowledge (Archanjo, 2011).

• Through the discourses circulating in the last five editions of the FAUBAI Conferences, it is possible to map and understand important aspects and specificities regarding the present, past, and future of the intersection between the fields of language and internationalization.
Research questions

Based on the program of FAUBAI conferences from 2013 to 2017:

(1) Is the area of internationalization of HE growing in Brazil?

(2) Has the connection between internationalization and languages become stronger?

(3) What were the topics presented under the language issues umbrella?
Additional Languages in Brazil

• Until 2005, schools and communities were free to choose the Additional Language to be offered.

• Law 11,161 (BRAZIL, 2005) established Spanish would be of mandatory offer in Brazilian secondary schools. Students could choose between Spanish or another language offered by the schools.

• The impacts are unknown – not enough licensed Spanish teachers and it has never been proven whether students did learn Spanish at school

• From 2017 (Law 13,415 - BRAZIL, 2017), English is the only compulsory language. Other languages can also be offered, preferably Spanish.
Additional Languages in Brazil

• Throughout these changes of laws, additional language issues provoked vigorous debates in academic circles and inspired bills in the Congress. Brazilian academics (Assis-Peterson & Cox 2007; Zacchi, 2007) either advocated against the hegemony of the English language in the educational system (Paraquett, 2009), or report about this resistance towards this predominance (Alves & Pozzebon, 2013).

• Ironically, many of these manifestations are carried out through English, since it is well established as the language of science and publication.
Additional Languages in Brazil

• Meanwhile, most middle class and upper-class families send their children to learn English in private English courses in Brazil (Paiva & Pagano, 2001) or abroad (Languages Canada, 2006).

• The number of private bilingual (Silva-Speakes, 2017) and international schools (Mattos, 2018) has been flourishing, which shows (nearly) a consensus, among economically advantaged families that learning English is currently an essential skill.

• All these controversies seem to have somehow halted the advance of English language teaching specially for students who come from less privileged backgrounds.
METHODOLOGY

• Searched terms:
  - "language", "linguistic", “English" (in English);
  - "língua", "linguística", and "inglês" (in Portuguese);
  - and other language-related terms (e.g. known language policies in Brazil)

• Verify the total number of presentations in each edition to attest whether the conference has grown

• Identify the presentations which deal with language-related issues and carry out a quantitative analysis comparing the different FAUBAI editions

in the titles and abstracts of all presentations of the published and online Programs of FAUBAI Conferences from 2013* to 2017.
METHODOLOGY

• Qualitative coding of the data - in line with Saldaña 2009, p.3:
  “(...) a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”.

Coding is more than simply reducing data, it is related to summarizing or condensing data in order to identify repetitive patterns in the corpus.
Eight categories emerged from the coding

• **A** - Culture/Intercultural Communication
• **B** - English as a Medium of Instruction (EMI)/ Additional Language as a Medium of Instruction (ALMI)
• **C** - Language Policies
• **D** - Languages without Borders
• **E** - Science without Borders
• **F** - Language Teaching Methods
• **G** - About Portuguese as an Additional Language
• **H** - About English
• **I** - About other languages
Multiple meanings - coding

When multiple meanings emerged, we carried out simultaneous coding, i.e., “the application of two or more different codes to a single qualitative datum” (Saldaña, 2009, p. 62). For instance, “Language without Borders”, primarily coded as “Language Policy”, was also considered as a category in its own due to its recurrence as a theme for the presentations.
Language of the abstracts

• Call for proposals: “The official language of the conference is English. Your abstract may be submitted preferably in English but also in Portuguese, Spanish or French.”

• Four languages were used in the abstracts:

  J – English
  K – Portuguese
  L – Spanish
  M – French
Types of presentations

• There are three distinct types: plenary sessions, workshops, and communications.

• Plenary sessions and workshops - invited by the organizing committee - represent the view from the organizers, a top-down approach.

• Communications - authors submit a proposal (reviewed by the program committee and grouped into parallel sessions) - represent the construction of the field’s identity by the community, a bottom-up approach.
<table>
<thead>
<tr>
<th>Year of FAUBAI Conference</th>
<th>Total of Presentations</th>
<th>Presentations related to language issues</th>
<th>Percentage of presentations related to language issues (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>20</td>
<td>2</td>
<td>10</td>
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<tr>
<td>2014</td>
<td>48</td>
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<td>2015</td>
<td>109</td>
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</tr>
<tr>
<td>2016</td>
<td>107</td>
<td>19</td>
<td>17.7</td>
</tr>
<tr>
<td>2017</td>
<td><strong>119</strong></td>
<td><strong>22</strong></td>
<td><strong>18.5</strong></td>
</tr>
<tr>
<td>Total Number</td>
<td>403</td>
<td>64</td>
<td>15.9</td>
</tr>
<tr>
<td>Categories/Coding</td>
<td>Quantity of Presentations</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English language (H)</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Education Policies (C)</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Medium of Instruction/Additional Languages as a Medium of Instruction (B)</td>
<td>15</td>
<td></td>
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<tr>
<td>Cultural aspects and Intercultural Communication (A)</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese language (G)</td>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>Languages without Borders (D)</td>
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<td></td>
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<tr>
<td>Additional languages (I)</td>
<td>09</td>
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<tr>
<td>Language Teaching Methods (F)</td>
<td>07</td>
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</tr>
<tr>
<td>Science without Borders (E)</td>
<td>03</td>
<td></td>
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</tbody>
</table>
3) Plenary Session: Languages without Borders - 2014
5) English without Borders: teaching English through a critical perspective towards an autonomous learning - 2014
6) Languages without Borders Program: The New Direction in Internationalization- 2015
7) The Role(s) of English as an Additional Language and Portuguese as a Foreign Language in Brazil: Insights from the Analysis of Language Policies and Internationalization Programs - 2015
8) Challenges Related to the “French without Borders” Program - 2015
Language Education Policies (C)
25 presentations

10) English without Borders Program - 2015
15) Language Policies and Internationalization: Portuguese as a chance - 2015
17) A Língua como Fator de Promoção da Internacionalização Institucional – 2015
20) Núcleo de Ações e Políticas Linguísticas (NAPLI) do CEFET-MG: Línguas Estrangeiras e a Internacionalização das Instituições de Ensino Brasileiras- 2015
23) Ganhe o Mundo: Uma Inovação na Educação Pública - 2015
Language Education Policies (C)
25 presentations

31) Effective Language Learning Policy in Higher Education – 2016
32) Parana Speaks English: A State Program to Promote Internationalization – 2016
35) Interculturalidade No Ensino De Línguas: Uma Análise Do Programa Inglês Sem Fronteiras (IsF) - 2016
37) Estrategias Glotopolíticas En Argentina: Ejes De Trabajo Y Estudios De Casos - 2016
38) Internationalisation De L'enseignement Supérieur Et De La Recherche: Pourquoi Une Politique Linguistique Stratégique - 2016
42) Positioning Culture in HE Internationalization: A Discourse Approach - 2016


45) The Language Legacy of Science Without Borders - 2017

46) Language Policies and Internationalization in The South: Are We Missing the Target? - 2017

51) Models for Collaboration in Language Education: From the Macro to the Micro – 2017

52) Critical Analysis of the "Ganhe o Mundo" Program – 2017

62) Rankings in Large-Scale Mobility Programs: Do they matter? An Analysis of the Science without Borders - 2017
1) Is internationalization of HE really growing in Brazil?

If we consider the number of presentations in FAUBAI conferences reflect the internationalization situation in Brazil, we can affirm it is advancing. The conference has grown from 13 presentations in 2013 to 105 in 2017.
2) Has the connection between internationalization and languages become stronger?

The absolute number of presentations has increased from two, in 2013, to 22 in 2017. The number of presentations has grown at a rate of 595%, whereas the relation between language and internationalization has grown 1110%, pointing to a substantial expansion of language matters in these conferences.
3) What were the topics presented under the language issues umbrella? The main topics under the general heading “languages” are: the English language (26 presentations), Language Education Policies (24), English as a Medium of Instruction/Additional Languages as a Medium of Instruction (15), Cultural aspects and Intercultural Communication (14), the Portuguese language (12), Languages without Borders (10), Additional languages in general (09), Language Teaching Methods (07), and Science without Borders (03).
Final Considerations

• This closer interconnection between languages and internationalization can be explained by the lack of effective Language Education Policies that enable students throughout the country to learn additional languages (Paiva & Pagano, 2001), and, because of the special status of the language in the contemporary society, English (Hamel, 2007; Ammon, 2010; Montgomery, 2013).

• Additional languages are, among other factors, the bottleneck which hinder the internationalization process in Brazil. This linguistic isolation is mostly harmful for less privileged students who cannot afford to go overseas to study or learn another language.
References


References


Thank you

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