



SECTOR DIALOGUES EUROPEAN UNION
BRAZIL



I INTERNATIONAL MEETING OF **LANGUAGES WITHOUT BORDERS:** INTERNATIONALIZATION AND MULTILINGUALISM IN HIGHER EDUCATION OF BRAZIL

2016



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INTRODUCTION

The Ministry of Education (MEC), through the Secretariat of Higher Education (SESu), in partnership with the EU-Brazil Sector Dialogues Support Project - coordinated by the European Union Delegation in Brazil (Delbra) and the Ministry of Planning, Budget and Management (MOP) of Brazil -, promoted on November 25 and 26, 2015, in Brasilia, the First International Meeting of Languages without Borders Program: Internationalization and Multilingualism. For the event, there was active involvement of European partners of the Languages without Borders Program: Germany, Belgium, Spain, France, Italy and the United Kingdom. Other multilingual countries such as Luxembourg and Sweden also participated in the Meeting. This exercise of mutual understanding aimed at promoting closer actions between Brazil and European countries, through partnerships for teaching the official languages of the European Union in Brazil.

The main purpose of this first international meeting in Brasilia was the exchange of experiences between Brazil and the European Union member states on multilingualism, learning foreign languages aimed at internationalization and academic mobility in higher education. In order to achieve this purpose, the following goals were set: 1) present the current situation of the Languages without Borders Program (LwB) to institutional representatives of the Brazilian partner universities; 2) present the initiatives carried out by SESu/MEC in order to strengthen actions related to i) the provision

of teaching of languages and administration of proficiency tests, ii) internationalization, and iii) student mobility in 2015; 3) verify with the institutional representatives the difficulties that the Brazilian higher education institutions (IES) face in implementing the LwB Program and the Federal Universities Development Plan (PDU) for internationalization; 4) allow the representatives to discuss issues about internationalization via Language Centers (NuLi) with language teaching and learning specialists ; 5) share successful experiences carried out by institutions of national and international nature; 6) present results related to the management of the LwB Program and guidance on administrative procedures.

The Management Center of the LwB Program observed the need to organize a broad on-site meeting with all LwB contributors appointed by partner federal universities in order to help the promotion of internal measures favoring the process of internationalization and strengthening the actions of the LwB Program in these institutions. The following are contributors of the Program: LwB coordinators, who are experts in language teaching and learning and institutional representatives before SESu/MEC; pedagogical coordinators, specialists in language teaching, who are responsible for organizing the activities of Language Centers in operation at partner federal universities; representatives of other languages belonging to the scope of the LwB Program, namely: German, Spanish, French, Italian,

Japanese and Portuguese as a foreign/additional language; representatives of the International Relations department of the federal universities.

In order to enrich the debate on internationalization and multilingualism, five European experts in the covered topics were invited: Elspeth Jones, of the Leeds Metropolitan University (United Kingdom); Carla Salvaterra, of the Bologna University (Italy); Ingrid de Saint-Georges, of the Luxembourg University; Richard Stenelo, of Lund University (Sweden); and Giorgio Marinoni, of the International Association of Universities (AIU). Each expert led a panel on European management practices of internationalization of higher education and the role of language policies and multilingualism in the internationalization process of the universities.

Besides the presence of international experts, the Brazilian federal universities shared innovative experiences on the relationship between LwB Program and international relations sector focused on the process of institutional internationalization. The experience gained through programs such as Erasmus Mundus, Alisios and Science without Borders enabled discussions on linguistic diversity, intercultural dialogue and the formation of “global citizens” with better prospects for professional and academic development.

The International Meeting brought together an audience of over 400 participants, including:

- Managers of the Secretariat of Higher Education at the Ministry of Education (SESu/MEC);

- Representatives of MEC International Relations;
- Representatives of Educational Themes Division of the Ministry of Foreign Affairs (MRE);
- Representatives of European partners of the Languages without Borders Program: Germany, Belgium, Spain, France, Italy and the United Kingdom;
- Representatives of the International Relations sector of the 63 federal universities accredited to the LwB Program;
- 63 coordinators of IsF ;
- 53 pedagogical coordinators of English language;
- 167 representatives of the French, Italian, Japanese, German, Portuguese as a Foreign Language and Spanish languages;
- Authorities responsible for the LwB Program (SESu/MEC, CAPES/MEC and SE/MEC);
- Guests and partners from other ministries and embassies;
- Other guests, publishers and representatives of other organizations involved.

The “I International Meeting of Languages without Borders: Internationalization and Multilingualism” represented an important milestone for the consolidation and strengthening of language policies aimed at the Brazilian public higher education, and for the internationalization of federal universities in the country.

1. OFFICIAL OPENING CEREMONY

The official opening of this first international meeting was attended by the following authorities: the Minister of Education, Aloizio Mercadante; Ambassador of the European Union in Brazil, João Gomes Cravinho; Secretary of Higher Education of MEC, Jesualdo Pereira Farias; Ambassador of Canada in Brazil, Riccardo Savone; Executive Director of Languages Canada, Gonzalo Peralta; and advisor to the Department of Higher Education and President of the Management Center of the LwB Program, Denise Martins de Abreu e Lima.

Encourager of knowledge exchange, Ambassador João Gomes Cravinho mentioned in his speech the Erasmus Mundus Program, a successful initiative that offers interuniversity support for mobility of students and teachers in higher education among European Union member States and associated States, and also the latest + Erasmus Program. On the Brazilian initiative, the main theme of the event in Brasilia, said, "The Languages without Borders Program is a necessity. It has the European Union as an enthusiastic partner."

The Minister of Education, Aloizio Mercadante, emphasized the importance of the LwB Program for the mobility of Brazilian students and professors to universities in other countries. "From the Science without Borders, we found that excellent students, especially low-income students, had no proficiency in foreign languages, which impaired the participation in this program," he said, while

praising the progress made by the Languages without Borders since it has been started, in 2012.

Regarding the progress of the LwB Program, the president of the Manager Center of the Program, Denise Martins de Abreu e Lima, stressed the evolution and expansion of the LwB activities to highlight that other languages were incorporated after starting the operations with the English language. "Offering other languages and cultures is essential for a wide internationalization of the universities. Our start with English enabled the inclusion of other languages such as French, Spanish, Italian, German, and, especially, Portuguese as a foreign/additional language, in order to spread our language and our culture to the Program's partner countries".

2. LANGUAGES WITHOUT BORDERS PROGRAM (ISF)

The president of the Manager Center of the Languages without Borders Program (LwB) and advisor of the Secretary of Higher Education, Prof. Denise Martins de Abreu e Lima, presented an overview on the evolution of the LwB since its implementation, highlighting the main actions and the positive impact on the Brazilian academic and scientific community. She explained that the creation of the Languages without Borders Program began in 2012, during the first administration of Minister Aloizio Mercadante, with the English without Borders Program arising from Brazilian universities demand. Initially, the LwB program aimed at facilitating the development of English language proficiency of students applying

for the Science without Borders Program, which is the greatest academic mobility program already implemented by the Brazilian government and is responsible for formation and qualification of the academic community of Brazilian higher education in reputed foreign universities.

Abreu e Lima pointed out that since 2012, the LwB coordinators, experts in language teaching and learning from the Brazilian public universities, spared no efforts to meet the call for participation and engagement with the Program. Regarding the three actions that are the base of the LwB Program (administration of proficiency tests, online English courses and face-to-face English offer on-site at the universities) more than one million seats for TOEFL ITP were offered by public universities through a management system praised by the ETS (Educational Testing Service) team in the United States because of its complexity and quality. This management system has been specifically developed by the Ministry of Education for administration of the actions of the LwB Program. Also, in relation to the administration of proficiency tests, Prof. Denise explained that at that time, a national diagnosis assessment of the level of proficiency of the Brazilian higher education students was being completed with more than 300 thousand results (corrected tests) and the participation of 145 public institutions of higher education.

Regarding the action aimed at offering online language courses, the president said that currently there are more than 800 thousand Brazilian students with access to the *MyEnglish Online* (MEO) platform, an English language course developed

by Cengage and funded by CAPES. With respect to the offer of face-to-face English courses, there were more than 70 thousand registrations for the courses offered by 63 federal universities that have Language Centers from the LwB Program, called NuLi. The 63 NuLi rely on the work and expertise of over 100 English language PhD specialists, including LwB and pedagogical coordinators, and 400 English teachers, who are responsible for teaching the classes and receive orientation from the local coordinators. The focus of the on-site courses at the NuLis is to work with linguistic aspects that enable the internationalization and an academic experience abroad. The LwB Program also has an important formative role in teacher education, once the teachers should preferably be undergraduate students of Language and Literature course in order to teach at NuLis. Regarding the implementation of Language Centers (NuLi), Prof. Denise announced the master plan initiative in 3 state universities from São Paulo to create an ISF NuLi in these institutions.

According to president Denise Martins de Abreu e Lima, the results presented above are so significant to the language teaching field in the country that other languages were incorporated into the Program in order to broaden the perspective of Brazilian students with respect to education in foreign languages, expanding multilingualism and strengthening the conviction that “we recognize the importance of the English language in the academic world, but it is essential to offer access to other languages and cultures so that the internationalization process of our universities is wider and more profound.” Hence, German, Spanish, French, Italian and Japanese

were incorporated to the Program as well as the development of Portuguese as a foreign/additional language aiming at promoting the Brazilian language and culture in partner countries of the Program. Mandarin is another language to be incorporated to the Program very soon. After reporting the current framework of partnerships and activities of each language, Prof. Denise emphasized the progress of partnerships with foreign institutions on reciprocal arrangements for teaching Portuguese.

In the words of the LwB president, “we want more and we can do more with what we have already achieved. We can invest in initial and on-going teacher education, as we are already doing with these 400 English teachers, who are learning how to prepare our academic community for internationalization inside and outside their home institutions.” She argued that the Program should not be restricted only to the federal universities because the goal is to multilinguistically enable the Brazilian higher education. “We can also include teachers from public elementary and high schools, in partnership with SEB (Secretariat of Elementary Education), assisting in their language education so that they can prepare prospective students to our universities. In addition to this teaching audience, the Program may include actions aimed at the network of institutions of technological education, in a partnership with SETEC (Secretariat of Vocational and Technological Education). Prof. Denise stressed that the Languages without Borders Program has contributed significantly to the enhancement of teachers and the discussion of language policies in the country and that SESu is also committed to expand the Program in the

Brazilian educational system through cooperation with other departments and secretariats from MEC.

“We are building networks, breaking boundaries between states, innovating in language teaching, creating and recreating with the opportunities we have. Tomorrow, we will assess the best internationalization initiatives presented by the universities with NuLi in the country, and the best three initiatives will be awarded by some of the Program’s partners: the US Embassy, the British Embassy and Languages Canada.”

The LwB president concluded her speech by thanking all participants of the Program and the authorities for their support to the initiative of an education without borders. “I speak on behalf of all our representatives here today who want to make a difference in our country, helping to structure the internationalization of our universities and strengthening our public, free and qualified education.”

3. LAUNCHING THE LWB PROGRAM APPLICATION

Thanks to the partnership between SESu and the Department of Information and Technology from MEC, a LwB Program application for smartphones and tablets is in full development. Thiago Coringa, IT specialist, presented the project through a visual demonstration of the prototype and the forecast of the launching schedule. The main objective of the proposal is to “use smartphones and tablets as a means of communication for the implementation of LwB Program with quality and agility.” Thiago

mentioned the latest research of Anatel about the importance of smartphones for Brazilian users.

The new application will have two access strategies: a) the first, called LwB-management, to meet the managers' needs, with daily access to the Program's data and information, focusing on the construction of administrative actions (in the previous 30 days from Coringa's presentation, the system recorded around 1,800 users' access); b) the second access strategy, called LwB-Student, refers to the access of users, i.e., students enrolling for taking the proficiency tests and for face-to-face classes in their universities. The purpose is to analyze the users' profile and facilitate students' access to information about the Program. .

The application's design and structure was prepared from a pilot proposal created by SESu, and it is under study since 2013. The launching schedule presented at the event is divided into two phases. The first phase, scheduled for launching by the second half of January 2016, aims at providing LwB-Students access to registration information, schedule of classes and tests and also aims at providing LwB-Managers access to the activity reports for each action of the Program, for example, the availability of seats in face-to-face courses of English. The second phase is to be launched until the end of the first half of 2016. This phase's focus will be on the development of the LwB Program by expanding the information available for both versions, which allows, for example, that students register for the available courses through the application.

4. INTERNATIONAL LECTURES

4.1. PANEL 1 - OPENING CONFERENCE: "GLOBAL CONTEXT OF THE INTERNATIONALIZATION OF HIGHER EDUCATION: MULTICULTURALISM AND THE ROLE OF LANGUAGES". BY ELSPETH JONES

Elspeth Jones is an emeritus professor of Internationalization of the Higher Education at Leeds Metropolitan University, United Kingdom, and a visiting professor at several universities in Europe. Her specialties include analysis of personal and professionals for use of international mobility; internationalization of the curriculum; global citizenship and developing intercultural skills. Jones has published extensively on these subjects, and is editor of the Routledge series of books for Higher Education Internationalization. She received, from the European Association for Education, the International Award for Excellence in Research. She is fluent in five languages. As a secretary of the Council of the University of Modern Languages in the twenty-first century, Elspeth Jones defended the promotion of language study in the United Kingdom. She taught English as a foreign language for years, especially in Japan and Singapore.

In the first panel of the event, mediated by the President of Languages without Borders Program, Denise Martins de Abreu e Lima, Professor Elspeth

Jones spoke for 50 minutes and then answered several questions submitted orally by the public.

During her presentation, the professor addressed the internationalization of higher education as a major force of change and improvement of contemporary education. She mentioned the European initiatives of internationalization and mobility, such as the Erasmus Mundus Program, , in addition to the Bologna process, aiming at European areas of higher education beyond local initiatives to encourage policies to attract foreign students. For Elspeth Jones, internationalization is a process with many dimensions: beyond the domain of foreign languages, it involves intercultural and global internationalization in education and research to all students, teachers and staff of the institutions. According to her, it is in this broader and complex context that internationalization will contribute to the formation of a better society. Throughout her presentation, the professor explored the different dimensions of the internationalization concept, concluding with two key dimensions of an internationalized curriculum: global perspective and intercultural skills.

Elspeth Jones discussed various aspects of international mobility, with special emphasis on its transforming results. She dealt with the intercultural competence and confidence of students, which are qualities such as willingness to take risks, patience, sensitivity, flexibility and open-mindedness, respect, creativity and humility in managing personal expectations. In professional terms, she talked about skills and employability, teamwork, and leadership, project management, problem solving and networking. The professor

also addressed the skills of mediation, conflict resolution and decision-making processes.

At the end of presentation, the first question was raised by the president of the LwB Program, Denise Martins de Abreu e Lima, on the challenge of foreign language education for students with special needs. Elspeth Jones commented on some experiments in England and the differences between sign languages taught in different countries. A Brazilian professor at Federal University of Pelotas, with research experience in the United Kingdom, addressed questions about the teaching methodology in this area and the challenge of selecting the best strategies.

Another raised issue was about the internationalization of curriculum on the components that are important to an international curriculum. Professor Jones replied that there is no single formulation on the matter; international curriculum will be built from the concept of internationalization formulated for each area of expertise. The overall experience has adopted models based on the interests of each area of knowledge and its internationalization concept.

Another professor, from the Federal University of Rio Grande do Sul, asked about the best references for the internationalization of Brazilian universities once this subject is still incipient. Noting that countries such as Russia and China have advanced national programs, she asked if Brazilian universities should try an implementation individually or wait for a national and unified program. Elspeth Jones believes that major programs internationally recognized for the quality

and comprehensiveness, as it is the case of MIT and Harvard universities in the United States, have limited number of beneficiaries. Initiatives individually developed by the universities are desirable, but it is also very important that national policies extend the concept of internationalization for other educational institutions in the country. Mobility is only one aspect of internationalization.

Bringing other question for discussion, the representative of Federal University of Minas Gerais asked about the relative importance of investment in internationalization of education when there are many internal challenges in education in need for investments. Prof. Jones argued that major investments in internationalization could be made without the demand for large financial budgets, but only with time and dedication. On one hand, mobility usually demands a high financial investment; on the other hand, investments in preparing the institutional culture for internationalization, the internationalization of the curriculum and intercultural debates are important actions that do not require large financial investments. Education needs to be debated within global perspectives, which can be done with actions that require more time, vision and local initiatives. Thinking about the internationalization is essential for the teaching and education of the twenty-first century.

Representatives of the State University of Campinas asked Elspeth Jones about initiatives to broaden Brazil's academic production internationally. The professor mentioned the statement of those who were awarded the Nobel Prize in Chemistry in 2015; they affirmed the impossibility of building

their theory if there had not been exchange of information and international collaboration. The best way to mitigate the problem is to expand international publications. Jones also mentioned the example of Japan, speaking about the importance of international collaboration, because the lack of publications in different languages and in different academic circles is not only a problem in Brazil, but also in all countries (this issue is currently addressed by Professor Elspeth Jones in a book to be released).

Representatives of Federal University of Pará asked about how to avoid a discussion of internationalization restricted to the perspective of hegemonic languages. Jones believes that the multicultural approach within the same language is a way to mitigate the problem. That is, the study of French, for example, not only from the culture and values of France, but also from Canada and francophone African countries, offering other values and perspectives on the same language.

Finally, a representative of the Science without Borders Program wanted to know the professor's opinion about how to use the visibility given to Brazil from the implementation of the Science without Borders Program and the demand in foreign institutions for Brazilian culture and the teaching of Portuguese as a foreign language. Elspeth Jones highlighted the major impact of the Science without Borders Program in international universities and the importance for Brazil to invest in the teaching of Portuguese as a foreign language.

4.2. PANEL 2: “INTERNATIONALIZATION OF HIGHER EDUCATION: SOME COMPARATIVE ASPECTS AND MANAGEMENT EXPERIENCES”. BY RICHARD STENELO AND GIORGIO MARINONI

In the second panel, mediated by Professor Márcio Venício Barbosa, president of the National Association of Higher Education Directors of Federal Institutions - IFES (CGRIFES), each speaker had 40 minutes for their lecture and a total of 60 minutes by the end of the panel to discuss and answer questions from the audience. The individual lectures of each professor addressed the following topics:

4.2.1. “THE INTERNATIONALIZATION OF HIGHER EDUCATION: HOW IT WORKS AND INSTITUTIONAL CHALLENGES”. BY RICHARD STENELO

Richard Stenelo has over 20 years of experience in international education at the University of Lund, Sweden. He is currently the Director of the International Department and his responsibilities involve the formation of international partnerships, mobility, services for international students, international marketing and recruitment. Before that, he worked as Director of Education at the same university, where he was also a student of International Relations and Political Science. He studied abroad twice: one year at the University of Sorbonne in Paris, and a year at the University of British Columbia (UBC) in Vancouver, Canada.

During his lecture, Richard Stenelo addressed the experience of the University of Lund with international policies, drawing attention to important arguments that support the initiatives of the university regarding the internationalization of education. As a political argument, he stated that the internationalization of education can strengthen the position of a nation and its role in the world. As an example, he mentioned the scholarships, which ultimately would result in a good relationship between the promoting institution and its country with possible future world leaders in various areas of human activity. As an economic argument, he said that internationalization becomes important because the world is increasingly globalized, which requires that people are well-educated and have international experience. Education has also become a commodity, now an important part of the financing of universities. Regarding the academic argument, Stenelo explained that internationalization increases the quality of education and enables the production of researches and investigations that are carried out internationally. He also argued that a good and successful academic career requires publications in international journals. In a globalized world, globalized environments and classrooms are needed. Under social and cultural aspects, internationalization is important because national students acquire knowledge about other cultures and foreign students acquire knowledge about their own culture from another perspective, once they are in touch with a different culture from their own. At the end, the universities take on the role of educating ambassadors to the nations involved in academic exchanges.

With regard to the challenges and opportunities, Stenelo mentioned several aspects, including the funding of students, the institutional support of the university management and the introduction of incentives and scholarships for students from outside the European Union. He recalled that Sweden provides grants since 2011 in order to encourage the establishment of a global classroom. He mentioned problems created by national regulations, since these are not always aligned with the European programs (mobility, one-way credit, Erasmus Mundus etc.), and also for legislation on migration. Richard Stenelo also addressed various topics, such as the departure of students in the country of origin and its arrival to the country of destination; the reciprocal regulation of visa for Swedish students who wish to start internship in Brazil; the integration of international students in both the classroom and socially; the challenges posed by the Swedish language. He also had the opportunity to present his thoughts on global classrooms, recognition of diplomas of joint programs (PhDs in co-trusteeship system), the digitization of higher education (Erasmus +, A university - 2) and language policies. At the end of his lecture, Stenelo reported that the University of Lund signed recent agreements with Brazilian universities and the institution where he is working is opened for financing joint projects.

4.2.2. "INTERNATIONALIZATION OF HIGHER EDUCATION: CASE STUDIES, KEY DEVELOPMENTS AND RECOMMENDATIONS". BY GIORGIO MARINONI

Giorgio Marinoni joined the International Association of Universities (IAU) as manager in

February 2015, in the command work of the Association in the field of internationalization of higher education. He is also coordinator of the Advisory Internationalization Strategies Service (ISAS), a service that IAU provides to higher education institutions so that they can review and improve their internationalization strategies. Prior to joining the IAU, Marinoni worked for five years as Network project manager for universities from Europe's capitals, in Brussels, where he coordinated several political reform projects of higher education, especially, but not exclusively in Europe. He has experience in the private sector, he has an academic background in science, four years of scientific research and publications in journals.

During his lecture, Giorgio Marinoni introduced the *International Association of Universities* (IAU) platform, developed by UNESCO, and discussed the impact and benefits that the tool has promoted for more than 600 European Universities and other institutions and in affiliated and associated organizations. Marinoni presented a comparative and current picture of Europe and other regions of the world, including Latin America, especially Brazil. He analyzed graphs and statistics, suggesting improved prospects in European policies for the internationalization of higher education. He presented ten recommendations suggested by the European Parliament that could possibly be exploited by Brazil: 1) address the challenges of credit and the degree of mobility given the imbalances in institutional cooperation; 2) recognize the growing popularity of internships and build options to combine them with training language and cultural skills in studies abroad; 3)

support the role of professors, and also managers in the development of higher education policy; 4) promote greater education for collaborative industry in the context of student mobility; 5) disseminate the importance of "internationalization at home", integrating international and intercultural learning outcomes in the curriculum for all students; 6) remove the barriers that prevent the existence of joint degrees; 7) develop innovative models of digital learning as instruments to complement the education policy; 8) better align the education policy of internationalization in other levels of education (primary, secondary, vocational and adult education); 9) encourage bilingual and multilingual learning at the level of primary and secondary education as a basis for language policy guided by diversity; and 10) remove the barriers between the internationalization of research and education at all levels, for greater synergy and opportunities.

Marinoni concluded his lecture by stating that the internationalization of higher education can and should be a tool for higher education institutions in order to educate citizens and global professional and provide research to help solve global challenges.

After completion of the lectures, the panel to questions and debates was opened. The mediator formulated the first question, asking whether the deployment in Europe of credit recognition programs between countries (ICTS) was beneficial. In the view of Richard Stenelo, credit recovery programs are controversial because different countries have different credit utilization systems, which often instead of helping, impairs the mobility process. The main focus should be on student itself;

therefore, institutions need to evaluate each case, in order to avoid exclusions and complications. Professor Giorgio Marinoni agreed with the position of the colleague and mentioned the Treaty of Bologna, which still causes much discussion and controversy among European universities.

Representative of the Federal University of Paraná questioned Stenelo about the option for the presenting dissertations in different languages at the University of Lund, since in Brazilian universities there is no such possibility yet. The lecturer said that the stimulus to the English language always existed, since the Swedish language does not have a lot of expression in the world, and this is a trend to encourage global careers.

The representative of the Federal University of Rio Grande posed the last question, asking about the paradox between the concept of internationalization on one side and the stimulus for multiculturalism on the other. He asked how to stimulate diversity and multilingualism in the impact and pressure of the global economic hegemony. Giorgio Marinoni recognized the importance of the problem, but he said that the hegemony of languages has been decreasing, mentioning as an example the importance of Spanish language in the United States and even in certain regions of Brazil. He believes that the issue involves two levels of response. The first level relies on the type of production intended for the world; and the second level of analysis relies on the fact that our life (considered individually) either will focus more on global impact issues or local specific issues. The lack of knowledge on languages is always a barrier; the barrier will be higher or lower depending on the importance of

language in activities that someone, individually, intends to develop in the world. However, what is sought, above all, is the profile of a global worker.

Richard Stenelo agreed with Marinoni and spoke about the importance, in Sweden, of the domain of at least three languages. Swedish and English are mandatory and Swedish citizens should opt for a third language, unless they want to be isolated. Swedish companies are worldwide and the knowledge of languages is a two-way knowledge: it is possible to know about the culture from where the company is based while establishing a channel to present the Swedish culture.

4.3. PANEL 3: “MULTILINGUALISM AND MOBILITY IN EUROPE AND BRAZIL”. BY CARLA SALVATERRA AND INGRID DE SAINT-GEORGES

The third panel was mediated by Professor Waldenor Barros Moraes Filho, vice president of the Manager Center of the LwB Program, and followed the same dynamics from the round table of the previous panel. Each lecturer had 40 minutes to present and a total of 60 minutes by the end of the panel to discuss and answer questions from the audience. The individual lectures of each professor addressed the following topics:

4.3.1. “MULTILINGUALISM AND MOBILITY IN EUROPE AND BRAZIL: POLICIES AND PRACTICES”. BY CARLA SALVATERRA

Carla Salvaterra is a Professor in the Department of History, Cultures and Civilizations at University of Bologna, Italy. Actively involved in several

projects related to the internationalization of higher education, Carla was an academic vice president of the University of Bologna between 2009 and 2015. In this position, she coordinated the mobility programs to Italy, such as the Brazilian Science without Borders Program, and participated in the Alisios project, managed by the University of Coimbra (Portugal), which aims to improve cooperation between Europe and Brazil to promote mobility, education, research and innovation.

Professor Carla offered a more focused reading of mobility policies related to internationalization programs in Europe, focusing on the experience of Alisios Project, in which she was manager. She presented a comparative table of Brazilian and European strategies for internationalization, launching the following question for discussion: “How can we use mobility and multilingualism to shape our internationalization strategies?”

After analysis and reflections on cases from Europe and Brazil, professor Salvaterra stated that the transposition of models from one reality to another is not the most appropriate solution for national weaknesses, neither in Brazil nor in Europe. She argued that the Science without Borders Program put Brazil in the spotlight of higher education institutions in Europe and worldwide, promoting mutual understanding, innovation, and new opportunities. The Science without Borders Program also favored a greater awareness of the strategies that support sustainable and fruitful mobility flows, as well as gave an insight on structural problems. Carla Salvaterra emphasized the importance of mutual understanding about global frameworks for educational research and

innovation, and for the strategic development of the international dimension of higher education, arguing that the regulatory environment is essential for sustainable cooperation. Mobility is a trigger for the development of skills in internationalization based on the value of diversity; its importance that the student should focus on the results of a wider learning experience and not only in professor-centered environment. This is a conceptual cultural dimension, which is expressed in different ways: content vs. learning, profile focused on learning outcomes and diversity valuation are central perspectives for good practices of mutual recognition.

According to the Professor, the exchange of experiences between the European Union and Brazil on mutual recognition of diplomas is an item of paramount importance. At the end of her presentation, she stated that structured mobility programs can help generate closer cooperation with partner colleges and can promote quality and relevance improvement of the involved study programs. Improving the quality of mobility experience is inseparable from the strengthening of international institutions and higher education courses, as well as improving university-industry relations with regard to employment (in the case of applications). Professors and administrative staff also need to be encouraged and trained to manage these initiatives and they also should have opportunities to participate in mobility. Examples of good practice are Encrypt programs PAEC-OAS-GCUB, PLI and mobility at the doctoral level, which should be further encouraged through international cooperation programs and study / insertion in the market, focusing on the training of students and

professionals with entrepreneur profile and an interdisciplinary vision to solve complex problems and implement innovative solutions.

4.3.2. “BI OR MULTILINGUAL PROGRAMS AND THE INTERNATIONALIZATION OF HIGHER EDUCATION CHALLENGES AND PROSPECTS”. BY INGRID DE SAINT-GEORGES.

Ingrid of Saint-Georges is a Professor of Education at the University of Luxembourg, deputy director of the Research Institute on Multilingualism and director of the trilingual program “Master in Learning & Communication in Multilingual and Multicultural Contexts” at the same university. During her academic career, she studied and held positions in Belgium, the USA, Switzerland and Luxembourg, and was an invited Professor at the University of Thammasat, Thailand, and the University of Strasbourg, France. For over 15 years, she researches the role of language and communication for learning in work contexts. This context led to carry out fieldwork in social economy, on the requalification of unemployed youth in the automotive industry and on working schools and career transitions. After arriving in Luxembourg – a trilingual country with 49% of immigrants - in 2010, Ingrid was interested in multilingualism study, starting to question how the domain language determines the personal and professional life of people, their identity and learning. She has investigated this subject in primary schools, in higher education, in the workplace, in tourism and in the media. She is the author and publisher of books related to education and multilingualism, published in several languages.

Initially, Ingrid de Saint-Georges presented the trilingual experience and internationalization programs of the University of Luxembourg, highlighting the role of all educational institutions as cultural brokers. According to the Professor, we are all playing the role of cultural brokers, each other, in this event. Cultural intermediation is the act of building a bridge, connecting and mediating groups and people from different cultural backgrounds, in order to reduce conflicts and produce changes.

By addressing the European context, she asked why multilingualism is at the top of the European agenda and offered some answers: the workplace is increasingly global; workers have more complex and international trajectories for mobility; new forms of international collaboration through technology; people are doing more work in a more international and multicultural context; in the economy of knowledge, languages and communication are essential to the business; urban centers are increasingly diverse; more people gather more diversified manner, using more languages, with different status. This makes many languages become more visible than they were before. In a diverse context, emergency and paradoxical questions will emerge. Multilingualism is seen then as an asset and a desirable goal for employability, mobility, innovation, for personal fulfillment and for European democracy.

Among the many issues raised during her presentation, the following can be highlighted: what is the role that languages will play in the labor market at the time of hiring? What about the chances of being hired, being promoted or taking a leading position? Will the work be facilitated

or inhibited because of the spoken languages? Are the relationships and interactions at work the same as the spoken languages (varieties)? Are there hierarchies in terms of language, in the workplace? Who is benefited from the multilingualism of workers? Workers themselves? Companies? Clients?

By discussing the major challenges faced in Luxembourg, Ingrid de Saint-Georges mentioned three related goals: achieve a more diverse group of students; improve their language learning; facilitate their transition from university to the labor market.

According to the Professor, what the university is trying to do is: to engage in an “ethics of care” (Adam & Groves 2007; Saint-Georges 2012); working both ends of the path (O’Connor 2008); cultivating a postcolonial communication ethos; embracing complexity, its paradoxes and contradictions.

“El camino se hace caminando!” she concluded.

The mediator, Professor Waldenor, opened the discussion and invited Professor Elspeth Jones and Professors Richard Stenelo and Giorgio Marinoni to join the colleagues Carla Salvaterra and Ingrid de Saint-Georges.

The first question came from a representative from the Federal University of São João del Rei, and it was about the future of international partnerships with Brazil, given that the government has announced the temporary suspension of the Science without Borders Program. Professor Carla mentioned

Alisios Program and good future prospects of dialogue with Brazil from the support of their own European universities. She understands that the suspension of the SwB Program will not prevent universities from continuing cooperating and seeking alternative forms of partnership. Stenelo reported that the University of Lund already has partnerships with several Brazilian universities, as well as agreements with Capes, CNPq and Fapesp, and will continue to seek to expand these agreements in Brazil with great enthusiasm. Programs such as Erasmus + will continue to invest in mobility agreements with Brazil. Professor Ingrid said the University of Luxembourg does not have much involvement with the Science without Borders Program, but that the institution where she works is opened and available to sign cooperation protocols with Brazilian institutions.

Two issues, raised by a representative of the Federal University of Rio Grande, were addressed to Ingrid de Saint-Georges about the existence of a separation between language and culture, and about the paradox of an event that deals with multilingualism discussing all lectures in a single language.

The mediator, Prof. Waldenor, clarified that the single language restriction is made for budgetary reasons. In this sense, Ingrid acknowledged that many times, for pragmatic issues, English language ends up being privileged - but also argued that the approach of English language by different cultures cannot be translated as linguistic hegemony, because the approaches are different and the discussion is complex. By asking “What is a language?” many crosscutting issues are raised

in only a language. Thus, a poem by Dickinson evokes different issues when played by different cultural groups, even in the same language. Care must be taken with simplified classifications.

Representative of the Federal University of Pampa asked Professor Ingrid how the issue of proficiency is treated at the University of Luxembourg, among the different languages. The Professor reported that students are addressed and evaluated in different ways in each subject, through texts and exams, but especially from the proposal of the course itself. The mentoring system is widely used and students help each other.

Representative of the Federal University of Oeste da Bahia asked about the experience of the European Professors to monitor the students in academic mobility programs. Elspeth Jones prefers to speak of “best practices” at the University of Leeds than in specific follow-up actions: different courses offer different arrangements for monitoring, which can range from the delivering lectures to the integration and engagement of students. Richard Stenelo said that in the case of the University of Lund, such monitoring also depends on the profile of the partners of cooperation and interaction between them. In its evaluation, the Science without Borders Program was a great experience for the University of Lund. Carla Salvaterra argued that each program has its assessment system, and it needs to be respected, since the means of control that are proved good for some programs are not necessarily good for others. According to her, the issue is complex and challenging.

At the end of this last panel, the mediator, Prof.

Waldenor, asked the five invited teachers to deliver a final message. Richard Stenelo recommended that Brazilian administrators continue to stimulate the teaching of major languages, but without neglecting the teaching of smaller languages. Carla Salvaterra was available to continue the debate on the discussion forum of the Alisios program, and thanked the opportunity. Elspeth Jones, Ingrid de Saint-Georges and Giorgio Marinoni also thanked the rich opportunity to dialogue with Brazil and the reception and interaction with the Brazilian people.

5. INNOVATIVE NATIONAL PRACTICES

The Manager Center of the LwB Program aims at encouraging collaborative work between staff of the Program in Federal Universities (LwB coordinators, pedagogical coordinators and representative of the languages) and the international relations sector (IR) of the University. The main goal of this teamwork is to enable internationalization actions for all academic community. From institutional meetings, it is widely known that part of the Federal Universities have initiated this partnership between the LwB Program and the International Relations sector. There is also the group of institutions that is articulating initiatives and also the group that still needs guidance and suggestions to start this work.

In order to give visibility to actions in preparation and/or implementation and to stimulate LwB-IR partnerships in Universities where there are no concrete articulation, the Management Center called all LwB coordinators and representatives of

international relations of the Federal Universities to present institutional actions focused on the process of the internationalization of higher education that has been put in place within their campuses based on preparatory activities and foreign language teaching structuring.. During one afternoon, these works were presented during the First International Meeting of the Languages without Borders Program. In order to participate, the institutions could submit works of two types: 1) ongoing projects, which should discuss the actions already taken by the LwB Language Centers and the International Representation, including the results (partial or completed); 2) projects under preparation, which should specify actions planned, but not yet implemented, by the LwB Coordinators in partnership with the representatives of International Relations.

The participation was structured into two phases. The first one should be a virtual presentation and interaction with LwB participants at the distance management environment of the LwB Program. The best practices chosen by a committee from the Ministry of Education should be presented orally during the International Meeting on the afternoon of November 25, which consisted of the second phase.

Characteristics of the virtual phase: universities should submit a written work, with five explicit sections (introduction, context, proposal, implementation plan and achieved or expected results) and a short video up to five minutes containing the same subject of the written work. Both materials were posted on a specific area of

the virtual environment through the forum tool, for evaluation of the work. Authors should be available to answer questions asked by LwB colleagues because the goal was to promote interaction about the works.

The assessment of the virtual step was carried out by a committee appointed by the Manager Center of the Languages without Borders Program, consisting of partners of the Program, who assessed the written work, the video and the interactions, if necessary, as an aid to the assessment. The assessment criteria were: scope of action; institutional impact; articulation between undergraduate, graduate and extension; clarity of objectives and theoretical basis; adequacy of format. From all submitted and assessed works, the first eight ranked were qualified for the second step, which consisted of on-site oral presentation during the event.

For the virtual step, 16 works of the following institutions were submitted: UFBA, UFES, UFF, UFJF, UFRGS, UFRJ, UFRN, UFRR, UFSCar, UFTM, UFU, UFVJM, UNILA, UNIPAMPA, UNIR and UNIVASF. For the second step (oral presentation) the works of the following universities were chosen: UNIVASF, UFU, UFTM, UFRN, UFRGS, UFF, UFES and UFBA.

The following partners of the Languages without Borders Program assessed the works orally presented: Embassy of Canada and Languages Canada, the Embassy of the United Kingdom and the Embassy of the United States of America. The assessment criteria were the same used by the virtual step, plus two criteria: innovation, considering additional actions to the context of the

LwB Program, and coordination between the LwB Program and international relations.

It is noteworthy that the eight first works ranked were awarded, and the awards were intended to the LwB Language Centers and teachers, being the responsibility of the LwB coordinators and/or pedagogical coordinator (if any) to decide which teacher should receive the award and explain their choice to the Manager Center of the LwB Program.

The LwB partners offered the following prizes:

1st place: an immersion course during two months in a Canadian university, with all expenses covered. The award should go to a teacher from the LwB Language Center who had never been abroad, with positive assessment of his/her participation in the Program and who would not only teach Portuguese to foreigners in the Canadian institution of destination, but also offer classes for language professors of public school when returning to Brazil. This award was granted by Languages Canada;

2nd place: participation in TESOL 2016 in Baltimore for the LwB coordinator and a teacher of his/her choice (with merit participation in the Program and who had never traveled abroad). Both should be committed to offer language classes for teachers of Basic Education in their NuLi after returning from the conference. This prize was awarded by the American Embassy;

3rd place: 2 vouchers for participation in the workshop about preparation for IELTS for NuLi teachers. After participating on the workshop, these

teachers should offer an IELTS preparation course at his/her NuLi. The best students of this course would receive a voucher to take the IELTS exam.. Two Preparatory vouchers for the TKT exam for English teachers. These awards were granted by the British Embassy. In addition, a participation in the partnership with Grupo Mais Unidos was granted to the institution, besides a language lab to be implemented in 2017 in the same institution;

1st to 8th place: a voucher for each institution to conduct the IELTS proficiency test, given by the British Embassy. All teachers should offer preparatory courses for IELTS and attend the pilot offer courses experience for Basic Education language teachers.

The goal of these presentations is to build a sharing model of good international practices and collaborative participation between the language sections of the institution and representation of international relations. The Languages without Borders Program was built collaboratively among experts of the federal universities and with this initiative, the Manager Center of the Program realizes one more goal to be implemented by the Program: to benefit the training of new professionals to the reality of internationalization of higher education.

The following section shows the eight works selected for oral presentation in the order of the final classification.

5.1. FEDERAL UNIVERSITY OF BAHIA (UFBA)

- 1ST PLACE -

UFBA presented the project “UFBA without Borders: integrated actions between the Advisory on International Affairs and Languages Center of UFBA, under the Languages without Borders Program, for internationalization of the University,” being represented by Roberto Andrade (adviser for International Affairs, UFBA) and Fernanda Motta (LwB coordinator of UFBA).

The internationalization actions of the University have started since its creation, in the 1940s, with the exchange of professors; in 1996, the Advisory on International Affairs was created. Such actions have been intensified with the expansion of opportunities through the Science without Borders Program, from 2012, when the institution began to feel the most effective outcomes of exchange with other countries. Currently, the context of internationalization of the University is expressed in the proposals listed in the Advisory on International Affairs of the page (<http://www.aai.ufba.br/aai>) where the following initiatives can be verified:

- Induce and further promote the internationalization of students, professors and technicians with foreign institutions through exchanges, courses, events, scholarships, internships (paid or unpaid);
- Enable, in partnership with other sectors of the University, bilateral or multilateral cooperation agreements with foreign institutions;

- Prospect, implement and monitor arrangements, agreements and international inter-university programs;

- Manage academic exchange programs of UFBA / universities abroad, and universities abroad / UFBA;

- Disclose international academic opportunities with the internal and external community of UFBA;

- Carry out missions in foreign institutions of higher education and research;

- Entertaining institutional foreign missions visiting UFBA. The proposals are aligned with the goals of the General Coordination of NuLi UFBA, involving representatives of languages, such the Portuguese as a foreign/additional language, Spanish, German, Italian and French. Among these goals, there is the training of students, staff and teachers in foreign language domain, from the intermediate level;

- Systematically offer courses and lectures on academic experiences abroad. There was a first lecture in early 2015 and a French language course on this issue, also in 2015;

- Organize chat sessions between Brazilian and foreign students to intercultural exchanges;

- Start building a Language Center for the operation of the classes of NuLi UFBA and other language training courses at the University, in order to consolidate the courses, marking symbolically and concretely place;

- Consolidate the support policies for international students at the University.

5.2. FEDERAL UNIVERSITY OF ESPÍRITO SANTO (UFES)

- 2ND PLACE -

UFES presented the project entitled “The role of foreign languages in the internationalization of higher education: a case of study of the Language Coordination of the International Relations Department of UFES”, represented by Kyria Finardi (Language Coordination SRI / UFES), Felipe Guimarães (Coordinator of the LwB / UFES) and Jane Santos (Secretary of International Relations / UFES).

The institution, established in 1954, has an International Relations Department (SRI), created in 2012. SRI / UFES aims at encouraging and consolidating the process of internationalization as a strategy for institutional growth and improvement of academic activities; advise all academic units regarding the implementation of international cooperation; select, prepare and disseminate information about the programs and international cooperation initiatives; disclose mobility opportunities for the academic community; support professors, researchers and students of foreign institutions in the development of activities at the University or in partnership; encourage the implementation of agreements for research activities in collaboration with foreign institutions; contact the Ministry of Foreign Affairs as well as with embassies, international consulates, organizations and institutions, with a view to promote actions to give more international visibility to the University.

In UFES, students from countries in Africa, Latin America and the Caribbean that maintain cooperation agreements with Brazil may participate in the Graduate Students-Agreement Program (PEC-G). This program is the result of cooperation between Brazil and countries in Latin America, Africa and the Caribbean Countries, with the aim of helping young foreign students to develop their undergraduate studies in universities. UFES also welcomes graduate students from France and the Netherlands through BRAFITEC and BRANATEC Programs in the field of Engineering. In terms of graduate mobility, UFES is part of ECAP-OAS program, launched by the Organization of American States (OAS) and the Coimbra Group of Brazilian Universities (GCUB). The objective of this program is to increase academic mobility and regional development of the Americas. In its first edition, 53 students had the opportunity to receive a master's degree in Brazil. Under the PAEC-OAS, UFES has offered four seats in 2013, 12 seats in 2014, 24 seats in 2015, and 44 seats for early in 2016, in the master's and doctoral courses. From 2010, UFES also started to offer double teaching degrees in Portuguese-Spanish Language and Literature, Portuguese-French Language and Literature and Portuguese-Italian Language and Literature, in addition to full teaching degree in Language and Literature-English. All these courses are offered in classroom mode.

UFES is part of the Science without Borders Program (767 approvals of applications from students between 2011 and 2014 and 250 in 2015) and the LwB Program since 2013. In view of the potential and the challenges of SRI for internationalization and the role of foreign languages in the process,

in 2014 the structure of the SRI was rethought and divided into four coordination centers, namely: Mobility Coordination Abroad; Mobility Coordination for UFES; Coordination of Agreements and Cooperation; and Language Coordination. Among the achievements of Language Coordination, we should note:

- The partnership with the Languages without Borders Program, counting on representatives in UFES for English, Spanish, French, Italian and Portuguese as a foreign / additional language; application of more than 11 thousand tests TOEFL ITP; more than eight thousand students in the distance learning course of *My English Online*; offering 480 seats for on-site courses, with more than three thousand students enrolled in 2014; and lectures on the campuses of São Mateus and Alegre to disclose the actions of the Languages without Borders Program;
- The offer of Portuguese course as a Foreign Language at the Language Center of UFES following the CELPE-BRAS model, with almost 100 foreign students enrolled in 2014;
- 216 translations with total investment of more than nine thousand dollars, including scientific articles, institutional brochures with information about the courses (undergraduate and graduate ones) and academic life in the cities where the campuses are located; English subtitles in institutional videos of UFES; translation (in progress) of the curricula of undergraduate courses and university signaling of the main buildings of UFES;
- The creation of an extension project involving graduate students of Language and Literature

courses as volunteers and scholarship holders to support the translation of institutional content;

- Holding events such as the China Week and Day of Foreign Languages;
- Participation in events such as the Brazil-Canada Languages Forum, Education and Manpower and institutional representation in international organizations such as NAFSA, EAIE, AULP and Coimbra Group of Brazilian Universities (GCUB), among others;
- The reception of foreign groups in UFES.

Regarding the actions taken and still in progress during 2015 we have, in addition to the continuation of previous actions, the following:

- The performance of foreign language courses and workshops (English, Mandarin, and Portuguese as a foreign language) and English for specific purposes, including the campuses of São Mateus and Alegre;
- The performance of translation workshops and topics in English, with the support of four assistants of Fulbright (English Teaching Assistants);
- The offer of training course of Access and Dissemination of Scientific Production, whose target audience are the coordinators and professors of graduate programs in UFES, with the support of the Central Library and the Dean of Research and Graduation;
- The events such as International Day, held every last Thursday of each month, and each month a country is honored; the Journey of

Foreign Languages, in partnership with the Language Center; and the US Day in partnership with the assistants of Fulbright;

- The performance of the course *Researcher Connect*, offered by the British Council through the Newton Fund.

5.3. FEDERAL UNIVERSITY OF TRIÂNGULO MINEIRO (UFTM)

- 3RD PLACE -

UFTM presented the project "Integration, internationalization and university education", represented by professors Carla Regina Rachid (pedagogical coordinator), Otavio Murad, Juliana Bertucci Barbosa, Máira Swedish Maegava Córdula (LwB coordinator), Maria Teresa Marques Santos, Wendell Sérgio Ferreira Meira (RI advisor) and the collaborator Marcus Garcia de Sene.

The institution was founded in 1953 as the Medical School of Triangulo Mineiro (FMTM) and in 2005, it became a university, and its dedication to teaching has been recognized by various national indicators. Today, the UFTM has 25 undergraduate courses on its campus in the city of Uberaba and two undergraduate courses on the new campus in Iturama, opened on February 13, 2015. The University has a total of 5,489 students enrolled on the undergraduate courses (data for the second half of 2015); there are also 11 post-graduate *stricto sensu* courses (Masters and PhD) with 422 students regularly enrolled on them. From these,

130 students are participating in academic mobility programs and 1,651 underwent the TOEFL ITP test in 2015.

The proposal presented in this project is divided into three lines of actions:

- Institutionalization of internationalization: validation of completing the TOEFL ITP by institutional curricular matrices (AACC); TOEFL validation for dismissal in subjects and as proficiency proof for access the graduate program at the institution and other institutions; visual communication: identification cards and adhesives in various campuses; university extension projects and presentation of papers in academic events; development of SAIU (University Exchange Students Tracking System) platform;
- Communication: translation of the official website of the University (UFTM, 2015); Translation of news about projects for foreign audiences (Portuguese-English); disclosure in English for NuLi UFTM blog (nucliuftm.com, 2015) and in flyers distributed by the University on research projects or extension developed in UFTM; academic virtual coffee with participation of English Teaching Assistants (ETAs) on academic, university and cultural life, portraying the reality of undergraduate studies abroad. Culture disclosure in a foreign language: I. University ambassador of France - conversation classes in French cinema; II. ETAs - conversation classes, workshops and varied courses. Creative electronic communication: email, Facebook (ISFUFTM, 2015 and NUCLIUFTM, 2015), use of memes; institutional

communication: Page of UFTM via SISCAD (registration system) and email to academic employees and department directors;

- Community integration: wall (selfie and testimonies); cultural event: Cultural Saturday; padlet: collaborative virtual space for written and oral testimonies, videos and memes.

5.4. FLUMINENSE FEDERAL UNIVERSITY (UFF)

- 4TH PLACE -

UFF presented the project "Friday of Babel: sharing cultures and experiences in additional language", represented by Professors Kátia Modesto Valério (LwB coordinator) and Bianca Pimentel Berk (pedagogical coordinator).

The undergraduate studies in Language and Literature offers double teaching degrees, comprising five foreign languages: German, Spanish, French, English and Italian; and the bachelor degrees are offered in French, Italian and German. Prior to the implementation of Languages without Borders, the professors of these sectors were coordinating two programs that offer courses in these five languages: the Program of Modern Foreign Languages (PROLEM), which serves the local community; and the Program of Universal Foreign Languages (PULE), which serves the academic community for free. Created in 1996, the PROLEM is a UFF extension program that enables the teaching of foreign languages in line with the social commitment of the public university, offering community-interest courses. As for PULE, it is a

project created in 2012 with the support of the Internationalization Program of UFF. At the initiative of the Superintendence of International Relations (SRI) of the University and as part of the inclusion policies of the Brazilian public university, its goal is to enable the academic access to international mobility programs for less privileged segments of society. The student selection criteria integrate academic performance and socio-economic analysis; the course is completely free, providing the student with educational materials at no cost under a loan scheme (REIS and MACIEL, 2015). PULE dialogues with various levels of UFF and their instructors are students of double graduation at the University - which adds value to their background - supervised by PhD professors of the respective courses. The program now serves its students in six semesters - from A0 level to the B1 level of the European Common Frame of Reference - which ensures perfect integration with the courses offered so far by NuLi LwB-UFF, which include the student from A2 level. Initially deployed at headquarters (in Niterói), today PULE is expanded to campuses in the state of Rio de Janeiro, serving students in the cities of Volta Redonda, Rio das Ostras and Campos dos Goytacazes.

In quantitative terms, the double teaching degrees currently have 578 students, and the bachelor degree courses are attended by 125, who are supported by 36 professors. PROLEM has 1,372 students and 54 professors, and PULE, in turn, has students and 31 professors. With 400 students on average, NuLi LwB-UFF has ten professors; in 2016, two English Teaching Assistants (ETAs), designated by Fulbright, can provide invaluable contribution to the implementation of the Program.

There is also the partnership of graduate programs in Language Studies and Literature Studies; furthermore, there are several mobility programs promoted by SRI, which bring undergraduate students from various countries eager to establish contacts and share experiences. This entire contingent would be covered by the project, which also seeks to include the partnership of the City Hall Educational Office of Niterói, which has eager teachers to be qualified. This partnership is already being implemented through researches (area of Language Studies in the graduate program) and teaching degree courses through projects such as the Institutional Scholarship Program for Introduction to Teaching (PIBID), which involves language teaching. The project aims at opening avenues for interaction between various segments devoted to the teaching / learning of foreign languages of the UFF and teachers from public primary school in the city of Niterói, providing moments of authentic learning, creating ties among the members of these various segments and fostering a multicultural vision. Therefore, monthly immersive cultural events will be promoted, open to all this public, that address each of the five target languages of the undergraduate courses - English, French, Spanish, German and Italian language. The activities to be developed in these events might have many different shapes, according to the target audience:

- "Friday of Babel" may invite speakers from other institutions as well as experts from different areas, not necessarily involved with the teaching of foreign languages (FL),
- It is expected, however, that most of the events can be conducted by lectures on aspects of the

culture of the additional language, followed by discussion; lectures on topics of general interest, followed by a debate; open classes focusing on cultural aspects; films, followed by debate;

- Conversation groups on topics of general interest; activities for health or other areas, carried out in the target language; activities for the academic life; games and recreational activities, developed in the target language;
- Soirees with poetry shows, skits and music in the target language;
- Actions of English Teaching Assistants that will arrive at the LwB in February 2016 and actions of LwB professors that, perhaps, have spare classes;
- Encouraging undergraduate students, whose participation will be reversed in complementary activities;
- Encouraging graduate students, whose participation will count as academic activity;
- Presentations of the students and teachers of PULE, PROLEM or IsF, who wish to expose any topic of their expertise in the target language. For selection of the presentations, it will be established a committee of professors and coordinator of each program in order to select the exhibitors, whose intervention will be transformed in oral performance score of the student;
- Mobility students can talk about their countries or their experience in Brazil;

- Teachers of basic municipal education network can present topics of their choice, if previously approved by the responsible for the “Friday of Babel”;
- The support of the Language and Literature Institute of the University will take place through the provision of infrastructure for the event, the participation of its students in the “Friday of Babel” and accounting for such participation as a complementary activity, the Undergraduate Coordination, and as an academic activity, the Graduation Coordination;
- PULE, PROLEM and LwB will participate through the actions of their students, their teachers, and eventually the professors who coordinate them. They will also contribute to the extent that oral scores may be assigned for presentations and interventions in debates and discussions groups in meetings.

In addition to answering the participation of PULE, SRI will be partner in the dissemination of events with the students who are part of the mobility programs promoted by it. In addition, their support will be strategic, with the Communication Department of UFF, as well as other bodies necessary for the events.

5.5. FEDERAL UNIVERSITY OF UBERLÂNDIA (UFU)

- 5TH PLACE -

UFU presented the project “Internationalization without Borders: implementation strategies within

the Federal University of Uberlândia (UFU) in partnership with the Department of International Relations (DRI)”, represented by professors Ivan Marcos Ribeiro (NuLi coordinator), Daisy Rodrigues do Vale and Alice Cunha de Freitas (pedagogical coordinators), Rachel Santini and Leandro Rade (the International Relations Board).

The University has more than 30,000 members in its academic community, divided between undergraduate students, graduate students and extension students, distance education, professors and other employees. It has excellent courses and high visibility on the national scene. In graduate school, there are several courses in all areas of knowledge and many students and researchers have put UFU in a highly relevant research landscape. The University has courses with CAPES grades between 3 and 7, and tends to improve their grades with the commitment of the academic community as a whole. In the Extension field, UFU promotes courses and events that guide the national and local cultural diversity, and the foreign community is a big target for the dissemination of research and knowledge.

In this general context, we have the work of members of the Languages without Borders Program, whose target audience is the internal community: students, teachers and other employees. In this sense, the efforts of NuLi UFU have been directed to the creation of courses and activities that are within the needs and interests of the various courses and academic sectors in order to optimize services and language competence in each unit of the institution. Such courses have been systematically offered and some of that more

bring about the community interest are those in which developed the oral competence of students is developed.

Thus, from their needs and recognizing the urgency of action to University projection on the international scenario, it is necessary to think of a list of priorities to be performed by LwB NuLi UFU in partnership with the International Relations Board, as follows:

- Translations of the general UFU websites (official ones and sub-dean offices) into English and other languages, as well as translation of websites of academic units (undergraduate) and graduate courses; production of informational material in English and other languages, namely, flyers, posters, banners for international dissemination;
- Creating of a help desk for assistance to the international community, located in the spaces of the International Relations Board and cooperation of NuLi when there is demand; offering courses and specific nature activities, with special emphasis on undergraduate and graduate courses, and services essential for the international community;
- Training students for courses with visiting professors: in this case, the professor of Languages without Borders would be a mediator between those professors and students, providing advice, monitoring and care for these students. Training of UFU professor, at the time of their interest, in setting up a study course in a particular subject in English; in this case, the LwB professor assists the professor of

the subject and his/her students, to “speak the same language” during the course. Articulation with the coordination of graduate programs for creating distance activities (offering courses, video and web conferencing, lectures, research dissemination) via live streaming or download ;

- Creating a platform that houses the courses mentioned above, with the international community access in order to publicize the work of the UFU in English and in other languages. Offering language courses for the University employees that receive foreign audiences (e.g., employees of course coordination, libraries, of university restaurants, International Relations Board and Academic Board).

All these activities have been designed and systematized with the International Relations Board, becoming viable to the extent that there are funds allocated for this purpose.

5.6. FEDERAL UNIVERSITY OF RIO GRANDE DO NORTE (UFRN)

- 6TH PLACE -

UFRN presented the project “Internationalization, an institutional project”, represented by professors Márcio Venício Barbosa (representative of RI and CsF) and Edilson Rubens Lopes de Souza (LwB Coordinator).

The structure for internationalization of the University, at first, was a support body to the

Dean’s Office. Internationalization activities, such as the PEC-G, which UFRN is part from the early years (projects related to bilateral agreements of CAPES), were not approved by this advisory and there was no more planning for an experience beyond national borders.

In 2009, it was designed the Institutional Development Plan, which established the goal of internationalization of UFRN, demanding more effective actions for this area to be institutionalized. In the same year, the former Advisory on International Affairs was transformed into Department of International and Inter-Institutional Relations (SRI), assuming the role of reorganizing and institutionalizing the process of internationalization of UFRN. At the same time, the Department of Modern Foreign Languages and Literatures, DLLEM, was created that presented the first project to implement a language center in UFRN, immediately supported by SRI and the Dean’s Office. In the following year was created the Ágora Institute, which began operating in three areas: foreign language teaching, translation, and proficiency exams. With this internal organization, UFRN was already prepared to face the new context that would set for the internationalization of Brazilian higher education in the years to come.

In 2011, with the launch of the Science without Borders, UFRN already had a structure able to respond effectively to the many problems that arose suddenly. The University has implemented an internal selection process of candidates; developed and implemented proficiency tests when the partner universities accepted certification by the university of the where the students came

from; created a Language Support sector in SRI to provide the translation of official documents into three languages: English, French and Spanish.

In 2012, with the growing demand of TOEFL by foreign universities, UFRN was among the first universities to postulate the deployment of an application center. The Dean fully supported this measure and SRI invested its own budget in the adequacy of the institution’s spaces for the application of the test. This move was seen as an important social action, since many students, largely without resources, were required to travel to take the test in other cities, since Natal did not have a lot of to offer. For this reason, UFRN mobilized its superintendence of Infrastructure and Information Technology, such as the Internal Security of the Campus, to give full support to the TOEFL iBT applications. This allowed students, especially the low income ones, for a reduction in the costs of preparing for mobility. In this field, SRI launched a pioneering initiative, in partnership with the Dean’s Office of Student Affairs, which went to finance not only the proficiency test, but also to obtain passports and visas to all students in socio-economic vulnerability.

At the same time, it was also established internal rules, approving the CONSEPE a resolution for student mobility, including the subject in the Undergraduate Regulation and launching specific notices for each program. This work provided security for 2015, being sent over 1,300 students abroad through the Science without Borders, among 1,600 sent in this period. Furthermore, it has been translated more than three thousand school transcript and other documents required

by different programs. Later, with the emergence of English without Borders Program and the implementation of NuLi in UFRN, SRI assumed the organization of this project, investing the necessary resources and inviting collaborators among the teachers of the Ágora Institute. From the beginning, SRI, Ágora Institute, Department of Modern Foreign Languages and Literatures and direction of the Center of Humanities, Language and Literature and Arts have worked together in these actions, which enabled the University to respond immediately to each arising demand.

In order to make the whole work more agile, SRI is completing an internationalization module in the academic and administrative management system of UFRN, allowing scanning all processes for establishing agreements, mobility *IN and OUT* and electronic issuance of official documents in foreign languages.

5.7. FEDERAL UNIVERSITY OF VALE DO SÃO FRANCISCO (UNIVASF)

- 7TH PLACE -

UNIVASF submitted the project “NuLi and ARI: Integrated Actions of UNIVASF “, represented by professors Isnaldo José de Souza Coêlho, Fúlvio Torres Flores, Célia Virgí nia Alves de Souza, Patrícia Rogéria Mariano, Gabriela Gonçalves Caldas and Denise de Sousa Fernandes.

For the implementation of the project, an appropriate room is necessary, internally divided

into two rooms: one large meeting room, heated, with oval table for 10 to 12 people, media equipment (digital blackboard, video monitor with 52" or larger, microphones and cameras) that meets the acoustic and lighting requirements comparable to a recording studio; a sufficiently large anteroom to house an office with four to five bureaus/workstations, a printer and/or multifunction devices on the network, cabinets with doors and suspended folders file.

The operationalization of this space depends on: 1) the implementation of a development policy to effective action in approach between interagency and international cooperative working groups; 2) the implementation of use criteria based on academic merit confirmation, translated in joint efforts aimed at formalizing bilateral international agreements; 3) the involvement of trained and committed staff to meet the internal demands (of the academic community) through formalization of scientific and technical cooperation agreements or even the possible external demands (companies, public and private institutions) the advisory support for business initiatives focusing on foreign markets and/or opportunity tourism.

5.8. FEDERAL UNIVERSITY OF RIO GRANDE DO SUL (UFRGS)

- 8TH PLACE -

UFRGS presented the project "IsFx - UFRGS: a portal of English for Specific Purposes (ESP) and English for Academic Purposes (EAP)", represented

by professors Ana Eliza Pereira Bocorny, Anamaria Welp, Ana Fontes and Márcia Velho; by Professor Nicolas Maillard (RELINTER); the scholarship holder of Extension SEAD Vivian Lameira, the scholarship holder PIBIC CNPq Guilherme Vieceli; professor of IsF Fernanda Soldateli and Pedro Reis; and the administrative scholarship holder of IsF, Bibiana Finkler.

The University project is aligned with the development policies for the development of Distance Education (EAD) within the institution, which are disclosed in the notice of UFRGS EAD 19 (2014) of SEAD.¹ This notice is related to the support of projects linked to four lines of action: (1) production of online courses; (2) research in Distance Education; (3) construction of learning objects; and (4) production of digital textbooks for mobile platforms. The thematic approach to be adopted in this research, therefore, does not belong to a single subject or area of knowledge. It is interdisciplinary and transdisciplinary to the extent that it seeks a solution to the problem described, from the articulation of elements from different subjects, and enhancing cooperation, the free movement and dialogue of a field of knowledge with others. More specifically, the project runs through three different areas of knowledge, being in the interface between (i) Linguistics, Language and Literature and Arts, (ii) Human Sciences, and (iii) Exact Sciences.

The main goal of the project is the development of a technological object in the form of an online,

1. Available at :< <http://www.ufrgs.br/sead/editais/editais-ufrgsead/edital212015>> Accessed on: November 8, 2015.

user-friendly, multimedia, collaborative and open-access portal, in which the knowledge concerning the ESP and EAP (initially reading and writing skills) is built and made available through different resources and tools online. The project analysis is developed collaboratively and from a survey about profile, needs and preferences of our academic community. Thus, the ESP and EAP are more accessible and can also be used in an integrated manner to regular classes of English for Specific Purposes and on-site classes of EAP linked to the Languages without Borders Program – English Language.

More specifically, this project aims at developing and making available OAs and MOOCs in a very first moment. OAs will deal with reading and writing strategies of academic concern (abstracts, reviews and papers) and reading strategies of professional concern (E.g., Manuals, technical specifications, and reports). MOOCs will be developed for different knowledge areas of the University, from priority areas defined by the institution. The choice of a hybrid model, which merge virtual and on-site elements, is justified in order to alleviate one of the major problems ODL models, and which repeats, for example, with MOOCs: dropout. It is important to remember that the hybrid model is already used by MEC in the Languages without Borders Program, in which NuLi and the virtual element is performed by the on-site element in courses offered at *My English Online*.



SECTOR DIALOGUES EUROPEAN UNION BRAZIL

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