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## **TRAINING PROGRAM FOR INTERNATIONALIZATION: ACADEMIC AND LINGUISTIC PRACTICES**

### CONTEXT OF THE PROPOSAL

We live in a scenario strongly marked by globalization and the opportunity for the integration of cultures and people in order to provide an interconnected panorama permeated by the interlocution between citizens of different countries. We perceive the possibility of bringing peoples closer together and the construction, organization, articulation and socialization of knowledge in collectivity. In this scenario, the social, academic and institutional demand of the internationalization process is established. The university, as an active entity, is responsible for responding to this need.

The Institutional Development and Expansion Plan (PIDE) of the Federal University of Uberlândia defines in its guidelines the commitment to strengthening the "process of internationalization and interinstitutionalization of UFU in all teaching modalities, favoring its insertion in the list of universities recognized worldwide." To this end, it presents as goals the proposition and regulation of an Institutional Plan for Internationalization and Interinstitutionalization and the increase in the number of undergraduate students in situations of national and international mobility.

In order to move forward with the definitions of the PIDE, it is essential that academic and administrative spaces are created that favor the development of internationalization actions.

Defining a continuous and dynamic process such as 'internationalization' is not a simple task, and it is necessary to establish common concepts and parameters of how this process is conceived and implemented. It is essential to consider that there is no way to delimit specific and unison activities, actors, participants, benefits and results of the internationalization process, since there are clear variations between institutions and nations.

Even though there is no universally accepted definition, for Welch and Luostarinen (1988), the starting point for clarifying the concept of 'internationalization' is to understand it as the process of engagement in international operations. However, we must broaden the concept beyond a movement from the individual to the international, paying attention to the gradual involvement in international operations that value dynamics of exchange and

collaboration. For de Wit, Howard and Egron-Polak (2015), internationalization should be understood as an intentional process that seeks to integrate an international, intercultural or global dimension into the purposes, functions and deliverables of Post-Secondary Education in order to improve the quality of education and research for all students and technical staff and to produce significant contributions to society.

For a comprehensive and collaborative internationalization of higher education, there must be commitment through actions that establish international and comparative perspectives in teaching, research and extension. Secondly, it is necessary to pay attention to the international (relations between nations, cultures and countries), intercultural (cultural diversity) and global (feeling of broad scope) dimensions, which constitute a triad guiding the purposes, functions and implementation of internationalization (KNIGHT, 2004). Additionally, it is important to understand that the internationalization of higher education is one of the ways that a country responds to the impact of globalization, but at the same time respects the individuality of the nation (QIANG, 2003) and is a means and not an end in itself. Returning to Hudzik (2011),

*Internationalization is not only a means but also an end, however, the purpose may vary from institution to institution and the particular approach chosen for internationalization is dependent on the ends it is expected to achieve.*

The globalization of society increasingly impacts the demands for academic and professional preparation that includes broad international knowledge, plurilingualism, as well as intercultural skills and attitudes. Academic and professional training is related to the development of more robust research, collaborative work, productive academic exchange, which require planning, institutional commitment, and effective international partnerships. In addition, students can be more broadly prepared to live experiences in other countries, as well as be trained to receive foreign visitors, a practice that has become a significant fact for institutional gains.

In this context, we return to the perspective adopted by Rudzik (1998), when he states that:

*Internationalization refers to a process of organizational changes, curricular innovation, professional development of the academic staff and administrative team, and the development of academic mobility in order to seek excellence in teaching, research and other activities that are part of the function of the University.*

It is necessary and fundamental, therefore, to create, expand and qualify internationalization environments within the University, so that the institution is prepared to send its community for studies and research abroad, and also that administrative-academic skills and procedures are developed and improved in order to naturalize internationalization practices.

## THE PROPOSAL

We intend to enable a set of teaching, research and extension actions from the constitution of a group of undergraduate students from different courses at the Federal University of Uberlândia (UFU) with a view to consolidating the internationalization process of UFU. Undergraduates will have activities designed for 20 hours per week and perception of institutional scholarship. These activities will be monitored by advisors and the general coordination, based on guidelines from the Directorate of International and Interinstitutional Relations (DRI) and the linguistic premises defended by the Institute of Letters and Linguistics (ILEEL) and the Linguistic Policy adopted by UFU.

DRI's institutional involvement with the development of the proposal will be based not only on the use of regulations and the history of this board to guide the actions, but also on the constant contact between members of the administration and the different DRI commissions and professors and students engaged in the project presented here in order to polish and redirect these actions in a way that meets the demands of UFU's internationalization.

The articulation with ILEEL is based on the inseparable relationship between the mastery of foreign languages and the internationalization process. ILEEL already actively participates in the actions of the UFU internationalization process, due to its representativeness in different committees (COM, CPL, CAC, CPI) and also because the director of DRI is assigned to this institute. This engagement of ILEEL with the internationalization actions already in process will be expanded in this program. The circumstances that favor the implementation of this proposal will contribute to a series of actions already under development by DRI<sup>1</sup> and the ILEEL, without competing with other programs and projects, with demand only from scholarship holders with undergraduate funding value, and from the physical space already made available by the university.

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<sup>1</sup> We illustrate this through the establishment, in 2017, of five committees under the chairmanship of the DRI Director, namely:

1. Mobility Programs Committee (COM); 2) Brafitec Program Monitoring Committee (CAB); 3) Language Policy Committee (CPL); 4) Cooperation Agreements Committee (CAC); and 5) Internationalization Policy Committee (CPI)

We intend to select 12 scholarship holders who can represent the linguistic diversity and areas of knowledge at UFU, reserving two vacancies for representation of the direct interface with International Relations. The students who will represent ILEEL will be from the areas of Spanish Language, French Language, English Language, Portuguese as a Foreign Language and Translation. The other students will represent the different areas of knowledge: a) Agrarian Sciences and Exact and Earth Sciences, b) Biological Sciences and Health Sciences, c) Human Sciences and Applied Social Sciences, d) Engineering. These scholarship holders will divide their work time between collective actions, under the general coordination of the project, and individual actions, under the guidance of a volunteer professor.

## JUSTIFICATION

The initiative to form a group that is linked to the DRI and that can promote actions to consolidate the internationalization process of the UFU comes from the demonstration of the DRI itself, whose mission is to promote and facilitate the interaction of the UFU with the national and international external context, of the need to expand its internationalization actions, especially at this time when we are preparing for the implementation of the PrInt Program and to move forward with the management proposals, the definitions of the PIDE and the demands of the academic community. The DRI already occupies this role through its administrative structure, but points to the relevance of student engagement as protagonists in these actions. The pioneering spirit of this proposal lies in the creation of a group, mirrored in the successful experience of the Institutional Tutorial Education Program (PET), with an interdisciplinary base, built around the common interest in internationalization, regardless of the major areas of knowledge defined by the National Council for Scientific and Technological Development (CNPq) in which the students are located. The proposal is also justified by its relationship with the Pedagogical Projects of the different Undergraduate and Graduate courses by the approximation with a curriculum that values exchanges of sending and receiving students at different levels of training, in a country that seeks internationalization actions, which gained national evidence from the implementation of the Science without Borders Program (CsF).

*With the implementation of the SwB Program, however, several issues emerged or became even more evident, such as the lack of proficiency in a foreign language (or additional language) of Brazilian students, the absence of a policy of internationalization of higher education that contemplates exchanges of undergraduate students from other countries, curricular aspects and issues related to financing and infrastructure of institutions aiming at their internationalization, teacher training and language of instruction, just to name a few of the topics under debate (ABREU-E-LIMA; MORAES FILHO; BARBOSA; BLUM, 2016, p. 20).*

As expressed in the quote above, the promotion of internationalization actions should cover issues of linguistic training, which reinforces the justification of what is proposed. Universities around the world tend to standardize their language proficiency requirements for exchange scholarship holders, as recently published in a notice in the Official Gazette of 02/02/2018, Section 3, Page 23, which reinforces the lack of linguistic preparation of UFU students, which has already been met by the actions of ILEEL, but which can be expanded and consolidated from the program proposed here.

## OBJECTIVES

### **General:**

- Promote teaching, research and extension actions from the formation of a working group composed of undergraduate students guided by the premises of the UFU internationalization process and supervised by professors from different areas. These actions will be articulated with institutional demands and are configured as an opportunity for training articulating theoretical reflections with academic-administrative practical activities of institutional interest.

### **Specific:**

- Develop academic activities in quality standards of excellence, through a collective and interdisciplinary learning group with a focus on internationalization.
- To contribute to raising the quality of the academic training of undergraduate students considering the internationalization process.
- To stimulate the training of professionals and teachers with high technical, scientific, technological and academic qualifications who are aware of the internationalization process.
- Formulate new strategies for teaching, research and extension actions that consider the internationalization process.
- To encourage the interdisciplinary character, aiming at a quality, ethical and civic academic training.
- To provide the student with the development of their creative and intellectual capacity, in the face of the need for resolutions in confrontation with the challenges that will be generated during the execution of their activities.
- Promote the integration of academic training with future professional activity.

## RESPONSIBILITIES OF THE DRI

- Provide physical space, equipment and funding materials and capital, when applicable, for the development of the program's actions.
- Guide the Project coordinator based on the guidelines of actions necessary for the internationalization process of UFU to guide the proposed activities.
- Ensure the fulfillment of the established goals and the smooth progress of the project.
- Give permanent publicity to the program.
- To enable, in conjunction with PROGRAD, through budgetary resources, the allocation of scholarships to participating students.
- Get involved of the Process of Selection of the scholarship holders, Offering administrative and logistical support.
- Approve and approve the selection and replacement of the scholarship holder, as well as the planning and report of the semester activity.
- Publish notices for the selection of scholarship holders and provide for their attachment and dismissal, as necessary.

## RESPONSIBILITIES OF THE ILEEL

- Contribute to the fulfillment of the established goals and the smooth running of the program, through its faculty and students.
- To give permanent publicity to the program, in partnership with DRI and Prograd.
- To provide links between this programme and Languages without Borders (IsF).

## RESPONSIBILITIES OF THE PROGRAD

- To give permanent publicity to the program, in partnership with DRI.
- To enable, in conjunction with the DRI, through budgetary resources, the allocation of scholarships to the participating students.
- Contribute to the academic recognition of the activities developed by the student body within the scope of the program.

## RESPONSIBILITIES OF THE PROGRAM COORDINATOR

- Ensure the fulfillment of the established goals and the smooth running of the program.
- Plan and supervise activities and guide scholarship holders.
- Coordinate the process of writing notices and selection of scholarship holders.
- Control student attendance and participation.
- Request the DRI, in writing, with justification, for their dismissal or that of scholarship students.
- Submit the planning of the Program's semester activities to the DRI after the collaboration of the advisors and the selected scholarship holders.
- Articulate the participation of collaborating professors to guide the development of specific projects submitted by the participating students.
- Maintain permanent articulation with the Languages without Borders Program - IsF-UFU, especially in the development of actions linked to institutional scholarships for the teaching of Spanish, French and Portuguese to Foreigners, in accordance with the UFU reaccreditation project in the context of ISF-SEsu.
- Submit the semiannual report of activities to the DRI.
- Dedicate a minimum workload of eight hours per week to the orientation of scholarship students, without prejudice to other teaching, research, extension and administrative activities.

## RESPONSIBILITIES OF THE FACULTY ADVISORS

- Plan and supervise the activities of orientation to the individual project of the scholarship holders.
- Control a Frequency and the participation of the (s) student(s) under your responsibility.
- Apply to the Coordinator of the project, by written, justifiably, their dismissal or that of scholarship students.
- Submit the planning of the individual semester activities of the scholarship holder(s) to the project coordinator.
- Submit a semiannual report of the fellow(s) to the project coordinator.
- Dedicate a minimum workload of two hours per week to the orientation of the scholarship student(s) under their responsibility.

## RESPONSIBILITIES OF THE SCHOLARSHIP RECIPIENTS

- Ensure the fulfillment of the established goals and the smooth running of the Program.
- Participate in all activities scheduled by the Program Coordinator and the individual activities advisor.
- Participate during their stay in the Program in academic-administrative teaching, research and extension activities and develop individual and collective projects.
- Maintain good performance in the undergraduate course.
- Publish or present at an event of a scientific nature one academic work per year, individually or in a group.
- Refer to your status as a fellow of the Program in the publications and papers presented.
- Comply with requirements defined by PROGRAD-UFU regarding the rules of institutional scholarships, as well as the Undergraduate Standards, as applicable.
- Make at least 20 hours per week available for the Program's activities.

## ACTIVITIES OF SCHOLARSHIP RECIPIENTS

The activities of the scholarship holders will be divided into individual projects (8 hours), group projects (4 hours), study meetings (4 hours) and administrative actions (4 hours), and will include the triad of teaching, research and extension.

- **Individual projects:** refer to research actions relating the area of knowledge in which the student and his advisor work with internationalization actions and teaching practices. In the case of students in Degrees in Spanish, French, English and Portuguese, these hours will be dedicated to offering 4-hour weekly foreign language courses to the UFU community, in the context of the IsF-UFU Program, which will require 2 hours per week of preparation, in conjunction with their research. In the case of students from other courses, direct action in internationalization will include, in addition to research actions, engagement in academic-administrative activities that favor the internationalization process.

- **Group projects:** will be related to the translation of documents in physical and virtual media, the implementation of actions to raise awareness of the need to prepare the different courses of the institution for the internationalization process, the reception and accommodation of foreign students, among other actions that may be necessary to strengthen the internationalization process at UFU. They will also cover extension actions, for example, events aimed at the community outside the university, national and international, in a face-to-face and/or virtual environment.



- **Study meetings:** the group will meet weekly to discuss theoretical topics and to articulate internationalization actions.
- **Administrative actions:** dedicated to the face-to-face service of students, employees and the external community at the DRI secretariat and in other spaces defined by the Board.

## EXPECTED OUTCOMES

We expect advances in the area of teaching, research and extension for the students and professors involved in the internationalization process, as well as the impact on the extension activities in society, clarifying nationally and internationally the UFU proposal regarding the internationalization process.

Regarding the offer of foreign language courses to the UFU community, we envision the implementation of innovative pedagogical practices with a focus on language teaching in its relationship with the internationalization process.

Regarding direct action in internationalization (translation of documents in physical and virtual media, the implementation of actions to raise awareness of the need to prepare the different courses of the institution for the internationalization process, the reception and accommodation of foreign students, among other actions that may be necessary), we expect the improvement of established practices or even the solution of problems found in this universe.

We also rely on the production of research and the holding of extension events that collaborate with the internationalization process, while we will seek to contribute to the continuation and qualification of the daily actions of the DRI.

The different actions planned may culminate in scientific production in the form of poster presentations, oral communications and other types of presentations at events, as well as the publication of abstracts, expanded abstracts, articles and book chapters.

## MONITORING AND EVALUATION

The monitoring will take place through monthly reports written by the scholarship holders, semiannual reports written by the professors who supervise the individual projects, who will jointly collaborate in the writing of the semiannual report of the general coordination of the project.

For the evaluation of the different *stakeholders*, we will propose a biannual diagnostic evaluation along the lines of the Own Evaluation Commission (CPA), but in a summarized way,

which will provide data for improvement of actions each semester.

For the evaluation of foreign language courses and other actions directly related to internationalization, we will build relevant instruments to also collect data for the improvement of activities.

All reports and evaluation documents will be presented to the DRI for review, recordkeeping and institutional archiving.

## PHYSICAL INFRASTRUCTURE

For the physical space, we will need the DRI facilities for the care of students, servers and the external community, as well as for the meetings directed by the general coordination. Regarding foreign language courses, we will use the classrooms available at the Santa Monica campus of UFU.

## IMPLEMENTATION TEAM

### **Program Coordinator**

Prof. Dr. Valeska Virgínia Soares Souza

### **Deputy coordinators**

Prof. Dr. Waldenor Barros Moraes Filho

Profa. Dr. Maíra Sueco Maegava Córdula

### **Languages without Borders (IsF) Coordinators**

Prof. Dr. Waldenor Barros Moraes Filho

Prof. Dr. Ivan Marcos Ribeiro

Profa. Dr. Cristiane Carvalho de Paula Brito

### **Languages without Borders (IsF) Advisors**

Prof. Dr. Ariel Novodvorski

Prof. Dr. Zeina Abdulmassih Khoury

Profa. Dra. Alessandra Montera Rotta

**Additional Faculty members may be invited to participate, according to the needs of the approved projects**

**Note:** The composition of the faculty advisory team may be adjusted throughout the program based on project requirements, faculty expertise, and availability.

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