

English as a Medium of Instruction in language policies of Brazilian public universities towards internationalization

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Abstract: Internationalization is considered a fundamental feature for higher education in the 21st century (BAUMVOL; SARMENTO, 2016a). At the Federal University of Santa Maria (UFSM), this process is the first of the seven challenges of the Institutional Plan of Development (PDI - 2016-2026). One of the strategic goals cited by the academic community about internationalization is the offer of disciplines where English is the medium of instruction (EMI) (DUARTE; PRETTO; HENDGES, 2018). Considering the need of a cartography of the demand for EMI at UFSM, this study is part of a project that aims to investigate discourses about EMI at UFSM and focuses on the analysis of federal universities language policies in order to describe the presence and nature of EMI in these documents. Results show a favorable environment for the adoption of EMI: 88% of the documents referred to EMI, 11 terms were identified as EMI references, and the average of 2,3 mentions per document. Those data will ground the implementation of technologies related to academic literacy and EMI, and courses and activities about EMI for professors. It is expected to contribute to the internationalization challenge, which, in turn, can produce a positive impact through the practice of EMI, preparing UFSM students for an international environment and attracting foreign researchers.

Keywords: Internationalization; Language Policy; English as a Medium of Instruction; Academic Literacies.

Resumo: A internacionalização é considerada uma característica fundamental do ensino superior no século XXI (BAUMVOL; SARMENTO, 2016a). Na Universidade Federal de Santa Maria (UFSM), esse processo é o primeiro dos sete desafios do Plano Institucional de Desenvolvimento (PDI - 2016-2026). Um dos objetivos estratégicos citados pela comunidade acadêmica sobre internacionalização é a oferta de disciplinas em que o inglês seja o meio de instrução (English as a Medium of Instruction - EMI) (DUARTE; PRETTO; HENDGES, 2018). Considerando a necessidade de uma cartografia da demanda de EMI na UFSM, este estudo faz parte de um projeto de pesquisa que tem como objetivo investigar discursos sobre o EMI na UFSM e se concentra na análise de políticas de linguagem das universidades federais, a fim de descrever a presença e natureza de EMI nesses documentos. Os resultados mostram um ambiente favorável para a adoção do EMI: 88% dos documentos referem-se ao EMI, 11 termos foram identificados como referências ao EMI e a média é de 2,3 menções de EMI por documento. Esses dados fundamentarão a implementação de tecnologias relacionadas aos letramentos acadêmicos e EMI, além de cursos e atividades sobre a EMI para professores. Espera-se contribuir para o desafio da internacionalização que, por sua vez, podem produzir um impacto positivo através da prática do EMI, preparando os estudantes da UFSM para um ambiente internacional e atraindo pesquisadores estrangeiros.

Palavras-chave: Internacionalização; Política Linguística; Inglês como Meio de Instrução; Letramento Acadêmico.

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1. Introduction

Internationalization has been regarded as an essential feature for higher education in the 21st century (BAUMVOL; SARMENTO, 2016a; KNIGHT, 2008). For Knight (2008), internationalization is the incorporation of a worldwide, intercultural or global dimension into all the domains of higher education (teaching, research and extension). This process has been institutionalized in universities from distinct parts of the world, such as Europe through the Bologna Process, a European initiative to standardize higher education courses in order to increase academic mobility in the continent; and more recently in Asia-Pacific countries (DEARDEN, 2014). Considering the range of contexts where internationalization has been adopted, there is no single way to approach it nor a one-size-fits-all measure to make institutions international (LEAL; MORAES, 2018). Thus, the local conditions of higher education institutions should be considered in order to decide which strategies may be more effective. Moreover, as suggested in Stein et al.'s (2016) study, internationalization should be faced critically to avoid oppressive measures that, instead of extending the scope of higher education, limit it.

Knight (2008) explained that there are different rationales behind the internationalization agendas in higher education. While the main motivations in the Northern hemisphere are financial because of the tuition fees, in Brazil, Baumvol and Sarmento (2019) argued that, due to the tuition-free education in public universities, the emphasis is on scientific and social factors, such as partnerships among countries, qualification of knowledge production, balance in academic mobility, and equality in the access to international practices. Science without Borders (SwB) is an example of internationalization strategy adopted by the Federal Government that caused an increase in awareness regarding student mobility and internationalization (MARTINEZ, 2016). In the program website, SwB is described as “a program that seeks to promote the consolidation, expansion and internationalization of science and technology, innovation and Brazilian competitiveness through international exchange and mobility”¹(BRASIL, 2014, our translation).

For Guimarães, Finardi and Casotti (2019), the main goal of internationalization should be “yielding benefits to most people involved, thus fighting acritical (and usually imported) models of internationalization based on hegemonic practices of the Global North” (GUIMARÃES; FINARDI; CASOTTI, 2019, p. 320). To achieve this goal, the authors highlighted the need of internationalization policies to be confluent with language policies, since these topics are seen as related (NICOLAIDES; TÍLIO, 2013).

Rajagopalan (2013) defines language policy as “the art of conducting reflections about specific languages, with the objective of conducting concrete actions of public interest regarding the languages that matter for the people of a nation, state, or even

¹ Um programa que busca promover a consolidação, expansão e internacionalização da ciência e tecnologia, da inovação e da competitividade brasileira por meio do intercâmbio e da mobilidade internacional.

transnational settings”² (RAJAGOPALAN, 2013, p. 21, our translation). Language policy, in its concrete sense, is “dated and contextualized and, related to its time and specific context (therefore, situated)”³ (RAJAGOPALAN, 2013, p. 29, our translation), being prone to evaluation according to its success. These policies may take the form of a document, which regulate languages in specific settings. In the context of Brazilian federal universities, the institutionalization of language policy documents is mostly a result of Languages without Borders (LwB) – a governmental program that promotes “actions in favor of a language policy for the internationalization of Brazilian higher education, valuing the specialized education of foreign language teachers”⁴ (BRASIL, 2012, our translation).

In a 2017 public notice (Edital 29/2017 MEC/SESu/CAPES), the LwB program required universities to present a language policy document to be eligible to participate in the program from 2017 to 2020: “demonstrate, through official documents, the existence of a language teaching policy (language policy) in the university”⁵ (BRASIL, 2017, p. 30, our translation). This requirement originated in the scenario revealed by SwB: there seem to be no strategic solutions for the low proficiency in universities because of the lack of language policies in these institutions (ABREU-E-LIMA et al., 2016). Therefore, in an attempt to contribute with students that needed to take English proficiency tests in order to go abroad through SwB, LwB served as a way of providing “academically-oriented language classes to students in public universities all over Brazil” (MARTINEZ, 2016, p. 22).

One of the issues that a language policy can regulate and that is often related to internationalization is the medium of instruction in the institution. English as a Medium of Instruction (hereafter, EMI) has been considered a strategy towards internationalization because English is seen as an international language and is acknowledged as the lingua franca of the academy (JENKINS, 2011). EMI is “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (DEARDEN, 2014, p. 2).

In the midst of this discussion about the role of English in the university, Brazilian scholars (NICOLAIDES; TÍLIO, 2013; MARTINEZ, 2016; GUIMARÃES; FINARDI; CASOTTI, 2019; BAUMVOL; SARMENTO, 2019) recognized the low proficiency in English as one of the main challenges towards internationalization of Brazilian universities. The low proficiency issue costs Brazil to stand in academic isolation, as argued by Baumvol and Sarmento (2019). Fortunately, there seems to be a favorable environment to face this challenge, as noted by Finardi and Rojo (2015), because Brazilians show a desire to learn English: in her analysis, the author observed that, in spite of contradictory feelings related to the possible dominance of English, the participants wanted to learn the language because of its international status.

² A arte de conduzir as reflexões em torno de línguas específicas, com o intuito de conduzir ações concretas de interesse público relativo à(s) língua(s) que importam para o povo de uma nação, de um estado ou ainda, instâncias transnacionais maiores.

³ Datada e contextualizada e, relativa a sua data e seu contexto específico (portanto, situada).

⁴ Ações em prol de uma política linguística para a internacionalização do Ensino Superior Brasileiro, valorizando a formação especializada de professores de línguas estrangeiras.

⁵ Demonstrar, por meio de documentos oficiais, a existência de política de ensino de idiomas (política linguística) no âmbito da universidade.

In recognizing the relations among internationalization, language policies and EMI, there seems to be a common requirement for their successful implementation under a social equality perspective (BAUMVOL; SARMENTO, 2019): the importance of contextual features. According to Nicolaides and Tílio (2013), internationalization should not figure as a way of making Brazilian universities “less Brazilian” and undervalue their scientific knowledge, but increasing the visibility of this knowledge internationally. In this context, the concept of academic literacy is seen as relevant because of the ethnographic approach as well as a critical perspective present in this area.

Academic literacies is an area of investigation that aims to describe “the range of the rhetorical practices, discourses and genres in academia bound up with specific disciplines” (LILLIS, 2007, p. 7). To achieve that, this field has a transdisciplinary approach, considering concepts from areas such as applied linguistics, education and linguistic ethnography. Ideologically, there is resemblance to language policy research in the sense that both adopt a transformative rather than normative approach: “it is a transformative interest in meaning making set alongside a critical ethnographic gaze focusing on situated text production and practice” (LILLIS, 2007, p. 13). Besides, ethnography is employed in this area. Adopting ethnography in the research may lead to the incorporation of “a wide range of data in order to explore how resources are used for meaning making and communication in academic (related) contexts” (LILLIS, 2007, p. 21). The contributions of academic literacies research are relevant to the present study because they support the comprehension of social practices and the evaluation of tools and technologies in the setting of language policies and internationalization.

Based on this demand of including international elements in local campus, the Federal University of Santa Maria (UFSM – Universidade Federal de Santa Maria) lists internationalization first among the goals to be achieved by the institution in the Plan of Institutional Development of 2016-2026 for UFSM (PDI – Plano de Desenvolvimento Institucional) (UNIVERSIDADE FEDERAL DE SANTA MARIA, 2016). PDI is a document that contains the institution’s objectives for these ten years. Previous research concerning this document (DUARTE; PRETTO; HENDGES, 2018) revealed that professors of the institution cite EMI as a strategy to achieve internationalization. However, the data from PDI represent only 12% of university staff and 4% of students. These percentages indicate the requirement of a broader mapping of the demand for EMI at UFSM, considering institutional policies, perceptions, difficulties, possibilities and an agenda of implementation. The present study is part of a research project “Inglês como meio de instrução (EMI) na UFSM: políticas, percepções e implementação em direção à internacionalização” (HENDGES, 2018), whose objective is to “map the demand for EMI, including the mapping of institutional policies (legislation), perceptions, difficulties and possibilities”⁶ (HENDGES, 2018).

This study focuses on the policies regarding EMI and aims to describe the presence and nature of references to EMI in language policies of Brazilian federal universities. Considering the objective of the research project that the present study is part of, which is to describe the demands for EMI in a Brazilian federal university, the delimitation of federal

⁶ Cartografar a demanda por EMI na UFSM, incluindo o mapeamento de políticas institucionais (legislação), percepções, dificuldades e possibilidades.

universities concerns the structural resemblance that these institutions have. Furthermore, the analysis focuses on institutions that are part of LwB, since the program issued a document that established the development of a language policy as a requirement for the institutions re-accreditation (BRASIL, 2017).

2. Literature review

The present section presents concepts that ground the study. Section 2.1 brings the discussion about the relation between globalization and internationalization; the need for internationalization to be critical and contextualized; and modes of internationalization. In Section 2.2, language policy is defined and discussed concerning the influence on internationalization. Section 2.3 reviews the role of English in higher education settings through the contestation of the neutral view of the language and the explanation of teaching through English models, focusing on EMI.

2.1 Globalization and internationalization

The intensification of flows of language, culture and people caused by globalization (JENKINS, 2011) suggest a connection among globalization, education and internationalization, which is the possibility of access to international markets and information (FINARDI; ROJO, 2015). Furthermore, Finardi and Rojo (2015) cited the internationalization of higher education institutions as one of the major changes caused by globalization in education. Although internationalization as a reaction to globalization can be seen as inescapable, there is another view that contests this neutral and inevitable status of globalization and the role of universities as merely reacting to the process (STEIN et al., 2016).

Stein et al.'s (2016) study proposed an attempt to avoid views about internationalization that focus on positive parts and induce researchers to see internationalization as an inevitable phenomenon by neutralizing a "social phenomenon that involves actors, motivations and distinct interests"⁷ (LIMA; CONTEL, 2011, p. 13 apud LEAL; MORAES, 2018, p. 14, our translation). Those views, according to the authors, might cause "the reproduction of harmful patterns of economic and epistemological dominance" (STEIN et al., 2016, p. 2). The authors depicted four internationalization approaches considering their relation to the modern/colonial global imaginary, which can be understood as "a single narrative of space and time in which Europe stood as the geographic centre, and as the leader of linear, universal human progress" (STEIN et al., 2016, p. 3).

Those approaches are: (i) internationalization for the global knowledge economy; (ii) internationalization for the global public good; (iii) anti-oppressive internationalization; and (iv) relational translocalism. While the first two endorse the modern/colonial global imaginary, the anti-oppressive approach and the relational translocalism problematize this imaginary: both focus on making students aware of their complicity in harmful structures so there is a possibility to change the system. Furthermore, Stein et al. (2016) acknowledged the strains to promote actions following the last two approaches of internationalization,

⁷ Fenômeno social que envolve atores, motivações e interesses distintos.

since these approaches contest the institutions where these practices usually happen. Thus, the authors advocated for a careful analysis of each possibility and of the imaginary that overarches them, as well as an examination of individual and institutional responsibility in potential negative patterns of engagement.

The present study adopts the definition proposed by Knight (2008): “Internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (KNIGHT, 2008, p. 21). Knight (2008) organized two modes of internationalization: internationalization abroad and Internationalization at Home. The first one encompasses student and staff mobility, while the second is composed by actions that can be carried out in the home campus, such as the inclusion of “intercultural and international dimension in the teaching-learning process and research” (KNIGHT, 2008, p. 23). As reviewed by Baumvol and Sarmento (2019), Internationalization at Home has a broader impact in the academic community because of the number of students that are affected compared to mobility programs. Thus, this mode of internationalization is accounted as “an alternative for a more inclusive internationalization process” (BAUMVOL; SARMENTO, 2019, p. 91).

2.2 Language policy

Guimarães, Finardi and Casotti’s (2019) analysis of Brazilian language policies suggested that the relation between languages and internationalization is worth attention in order to avoid the oppressive internationalization approaches discussed in Stein et al.’s (2016) study. Their analysis also pointed to the necessity for connected language and internationalization policies, to provide positive outcomes for the majority of people involved.

For Spolsky (2004), studying language policy is the attempt of understanding the relation between language and non-language variables, such as “political, demographic, social, religious, cultural, psychological, bureaucratic” aspects (SPOLSKY, 2018, p. 6), and financial aspects might be considered as well. Spolsky (2004) acknowledged that the easiest form to recognize language policies is in official documents, so “they might, for example, take the form of a clause in a national constitution, or a language law, or a cabinet document or an administrative regulation” (SPOLSKY, 2004, p. 11). Nevertheless, as stated by McCarty (2010), the notion of language policy goes beyond documents, because language policy

is not a disembodied thing, but rather a situated sociocultural process – the complex of practices, ideologies, attitudes, and formal and informal mechanisms that influence people’s language choices in profound and pervasive everyday ways. (MCCARTY, 2010, p. xii)

The objective of language policy is to “change a state of things which the agent observes and disagrees”⁸ (RAJAGOPALAN, 2013, p. 39, our translation) and seeks, “through

⁸ Alterar um estado de coisas que o agente observa e com o qual ele/ela está em desacordo.

the perception of a given linguistic reality, to intervene in it” (GUIMARÃES; FINARDI; CASOTTI, 2019, p. 313). Consequently, this type of policy also deals with values instead of facts and has an interventional nature. In view of that, “ethnography is ideally suited to critically examine these language policy processes, exposing grounded manifestations of explicit and implicit policy- making at multiple levels” (MCCARTY, 2010, p. xii).

2.3 English in higher education settings

Language policies related to internationalization, as the case of Brazilian federal universities documents, may discuss the medium of instruction to be used in academic disciplines. In higher education settings, English has been adopted by academia as its common language. This tendency can be attributed to the international character of academic research and the desire of universities to connect globally and increase student mobility (JENKINS, 2011).

However, there must be caution with this apparently neutral view of English as the academic language. Swales (1997) compares English in the academy to a *Tyrannosaurus rex*: “a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds” (SWALES, 1997, p. 374). In doing so, he argues for a multilingual environment through research and programs for other academic languages considering the possible consequences of what he calls the “triumphalist English” (SWALES, 1997). The excessive standardization of academic rhetorical practices that might follow the use of English as international may be harmful for creativity and innovation, considering the peculiarities of each academic community.

In spite of the controversial role of English in higher education, researchers point to the importance of the language in the Brazilian context as they suggest that foreign language proficiency is a challenge regarding internationalization (NICOLAIDES; TÍLIO, 2013; MARTINEZ, 2016; GUIMARÃES; FINARDI; CASOTTI, 2019; BAUMVOL; SARMENTO, 2019). An alternative to this situation would be the adoption of content-based instruction approaches to higher education together with Internationalization at Home strategies (BAUMVOL; SARMENTO, 2019).

Baumvol and Sarmento (2016b) proposed a continuum of terms related to the teaching of content through an additional language, since they all refer to similar models and have fuzzy boundaries between them. EMI is placed closer to the end of Baumvol and Sarmento’s (2016b) continuum that focuses on models that are more concerned with content than language. This modality can be understood as the use of English in disciplines from countries where English is not the first language. This approach was broadly used during the Bologna Process.

Because of the origin of EMI, the main purpose is to teach content through the scientific lingua franca, not focusing on linguistic aspects (BAUMVOL; SARMENTO, 2016a). However, this focus does not exclude linguistic developments from those who adopt this approach, as pointed out by Munoz (2012). According to the author, “although the focus of EMI is content as teaching object, the increase in the use of the language establishes a context that, in an indirect way, induces participants to progress in their linguistic

proficiency”⁹ (MUNOZ, 2012, p. xiii apud BAUMVOL; SARMENTO, 2016b, p. 74, our translation).

Furthermore, EMI displays flexibility in its applications. The various ways in which English can be used in a teaching setting were subject to Baumvol and Sarmento’s (2016b) classification, which considered the professor and students’ first language and the features of the class that should be in English, such as the references, tests, and the lecture itself.

3. Methods

In this section, the procedures adopted to identify references to EMI and describe their nature in language policies of Brazilian universities are described. In section 3.1, the collecting of the corpus is portrayed. Considering that two types of documents were added (language policies and internationalization plans), section 3.2 presents a description of their characteristics. Section 3.3 is focused on the collection and classification of the references found in the corpus.

3.1 *Corpus* collection

The corpus consists of language policies (thirty-five language policy documents and six internationalization plans) of forty-one Brazilian federal universities from the total of fifty-eight that are part of LwB. The collection process followed three steps in relation to the access route: Google searches, universities websites searches and LwB Moodle searches.

First, Google searches were conducted using the keywords “política linguística universidade federal” (language policy federal university) in order to find the documents available in the entries of the first five pages of results. Fifteen documents were obtained in the first step. Afterwards, a more specific search was carried out on Google with the acronym of the institutions from the list available at the LwB page, followed by “política linguística” (language policy) or “resolução” (resolution). The second step was looking for language policy documents directly at the websites of the remaining twenty-six universities, specifically the section called “official documents” (or a similar name). Finally, the missing language policies were searched at the database of LwB at the Moodle platform, whose access was possible with the assistance of the advisor of the present study. Another ten documents were obtained in this step, resulting in a total of forty-one language policies in the corpus.

3.2 Description of the *corpus*

After the collecting stage, it became evident that two kinds of documents formed the corpus. Although our object of analysis were language policies, internationalization plans were added because they were recognized by professors as equivalent to language policies and the analysis was done differently from the language policies documents: while

⁹ Embora o foco do EMI seja conteúdo a ser objeto de ensino, o maior uso da língua acaba por estabelecer um contexto que, de maneira indireta, leva os participantes a progredirem em sua proficiência linguística.

all the document was considered in language policy documents, only the sections regarding linguistic policies were analyzed in the internationalization plans. In one of the documents, there was no subsection signaling the language policy of the institution, so all of the document was analyzed.

Our classification of the language policies was based on Spolsky's (2004) definition of language policy documents. Grounded on the recurrence of layouts of language policies found in a preliminary analysis of fifteen policies, it was possible to draw generalizations about them. These documents usually contain sections regarding justifications for the development of a language policy; objectives established considering justifications; criteria for the formation of the committee responsible for the implementation; and the measures to be taken that can be divided into strategies about teaching, extension and research. Internationalization policies, on the other hand, may encompass language policy issues, yet deal with broader aspects of internationalization. Therefore, the language policy measures tend to be limited to one section of the document.

3.3 Data collection procedures

In order to identify the presence of EMI and the nature of the mentions in the corpus, the PDI (UNIVERSIDADE FEDERAL DE SANTA MARIA, 2016) was used to retrieve possible ways to refer to EMI, since this practice was the most cited strategic action by university professors towards the internationalization of the university (DUARTE; PRETTO; HENDGES, 2018). With this preliminary list, the corpus was analyzed manually through recursive readings of the documents and identification of the presence and the ways EMI is referred to.

In the documents where no explicit mentions of EMI were found, the recursive reading process was done again to find broader terms that could include EMI. The occurrences were collected and organized in a meaning continuum considering their explicitness and the extremes showed core terms, "inglês como meio de instrução" (English as a medium of instruction), and peripheral ones, "ambientes plurilíngues" (multilingual environments). They were also quantified to discover which of the terms was the most common among the documents.

Next, the terms in the continuum were divided into explicit and non-explicit. The terms were classified as explicit because they specified which activity was being held. Even though some terms are not specifically mentioning English, they were added to the list because English was the most frequent foreign language cited in the documents considering medium of instruction, so it was possible to infer that English was the most common option. Moreover, the flexibility in the use of a foreign language as a medium of instruction (BAUMVOL; SARMENTO, 2016b) can be noted in the references to EMI in Brazilian documents. This situation can be attributed to the fact that this strategy is in its first stages towards institutionalization.

Another step was quantifying the amount of references to EMI in the documents considering their size in number of words. This was carried out because the range of

document length varied broadly in the corpus, since documents with only seventy-five words as well as documents with more than five thousand words were found.

4. Results

From the corpus analysis considering Spolsky's (2004) definition, title and layout, we detected that not all forty-one documents were language policies per se, but more comprehensive documents titled "Internationalization plan/policy" (Plano/Política de internacionalização, in the original, in Portuguese) that generally include specific sections dedicated to policies regarding language.

Because the corpus is composed of two genres and thus different communicative purposes, it was necessary to explore their distinctions, as their length (Table 1), since they may be relevant for the quantification and nature of the references do EMI, which are presented next. Regarding the average number of words, language policies have 1,582 words, whereas the sections regarding language policy in internationalization plans have 1,705 (Table 2).

Table 1 – Length (in number of words) and nature of the documents

Document type/name	Institution	Number of words	Total
Resolution of a language policy (33)	Universidade Federal da Bahia (UFBA)	964	53,717
	Universidade Federal da Fronteira Sul (UFFS)	2,043	
	Universidade Federal de Goiás (UFG)	1,056	
	Universidade Federal de Itajubá (UNIFEI)	1,730	
	Universidade Federal de Juiz de Fora (UFJF)	3,370	
	Universidade Federal de Lavras (UFLA)	2,446	
	Universidade Federal de Mato Grosso (UFMT)	1,515	
	Universidade Federal de Mato Grosso do Sul (UFMS)	4,778	
	Universidade Federal de Minas Gerais (UFMG)	796	
	Universidade Federal de Pernambuco (UFPE)	1,794	
	Universidade Federal de Roraima (UFRR)	746	
	Universidade Federal de Santa Maria (UFSM)	2,164	
	Universidade Federal de Sergipe (UFS)	779	
	Universidade Federal de São Carlos (UFSCAR)	1,442	
	Universidade Federal de São João del-Rei (UFSJ)	1,147	
	Universidade Federal de Viçosa (UFV)	717	
	Universidade Federal do Amazonas (UFAM)	1,327	

	Universidade Federal do Cariri (UFCA)	1,042	
	Universidade Federal do Espírito Santo (UFES)	843	
	Universidade Federal do Piauí (UFPI)	588	
	Universidade Federal do Recôncavo da Bahia (UFRB)	2,913	
	Universidade Federal do Rio Grande (FURG)	1,109	
	Universidade Federal do Rio Grande do Norte (UFRN)	2,112	
	Universidade Federal do Tocantins (UFT)	1,854	
	Universidade Federal do Triângulo Mineiro (UFTM)	1,797	
	Universidade Federal Rural da Amazônia (UFRA)	3,351	
	Universidade Federal Rural de Pernambuco (UFRPE)	955	
	Universidade Federal Rural do Rio de Janeiro (UFRRJ)	959	
Internationalization plan/policy (7)	Universidade de Brasília (UnB)	944	11939
	Universidade Federal da Integração Latino-Americana (UNILA)	2,023	
	Universidade Federal de Alfenas (UNIFAL)	357	
	Universidade Federal de Ouro Preto (UFOP)	1,418	
	Universidade Federal de Santa Catarina (UFSC)	320	
	Universidade Federal do Ceará (UFC)	5,395	
	Universidade Federal Fluminense (UFF)	1,482	
Unidentified (1)	Universidade Federal do Rio de Janeiro (UFRJ)	75	75
Total	41 institutions	65,731	

Source: the author.

Table 2 – Average of length (in number of words) according to the nature of the documents

Type of document	Average number of words
Language policy	1,582 per document
Internationalization plan	1,705 per document
Language policy and internationalization plan	1,603 per document

Source: the author

The analysis of the references to EMI in the language policies was carried out in three stages: identification, classification according to their nature, and quantification of frequency of mention. In the identification stage, we observed that the majority (thirty-six - 88%) of the language policies mention EMI in some way. We found ninety-five references

to EMI, but the choice of words used in these references varies considerably and goes beyond those observed in the PDI (Table 3).

Table 3 – References to EMI in the PDI and in the language policies

Lexical items that refer to EMI	PDI	Language policies
Ambientes plurilíngues (multilingual environments)	-	+
Aulas em espanhol e/ou inglês (classes in Spanish and/or English)	+	-
Aulas em língua estrangeira (classes in a foreign language)	+	+
Aulas em língua inglesa (classes in English)	+	-
Atividades em língua estrangeira (activities in a foreign language)	+	+
Cadeira em inglês (subject in English)	+	-
Conteúdos em língua estrangeira (contents in a foreign language)	-	+
Cursos bilíngues (bilingual courses)	+	-
Cursos e oficinas em língua estrangeira (courses and workshops in a foreign language)	-	+
Disciplinas bilíngues (bilingual subjects)	+	-
Disciplinas em língua estrangeira (subjects in a foreign language)	+	+
Disciplinas em língua inglesa (subjects in English)	+	+
Diferentes idiomas como meio de instrução (different languages as medium of instruction)	-	+
Educação multilíngue (multilingual education)	-	+
English as a medium of instruction	-	+
Ensino em inglês (teaching in English)	+	-
Espaços de aprendizagem em língua estrangeira (learning sites in a foreign language)	+	-
Formação bilíngue (bilingual training)	+	-
Língua estrangeira em sala de aula (foreign language in the classroom)	+	-
Língua inglesa como meio de instrução (English as a medium of instruction)	-	+
Uso da língua inglesa nos cursos (use of English in the courses)	+	-
Total	14	11

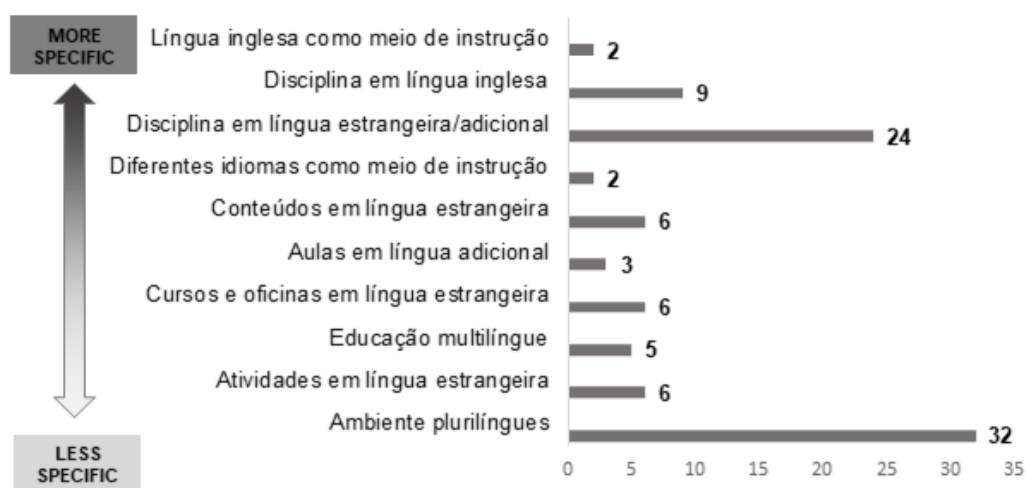
Source: the author.

In addition to the explicit references to EMI found in both documents, the language policies show a bigger variety of terminology, ranging from explicit reference in the form of “Inglês como meio de instrução” (English as a medium of instruction) and less explicit

reference as “ambiente plurilinguístico” (multilingual environment). More general expressions as the latter were included in our list because they can be interpreted as encompassing EMI along with other language-related strategies.

The recursive readings of the corpus and this variety of lexical items that refer to EMI in some way led us to organize a continuum of terms considering their explicitness (Figure 1). The criterion for the organization was the specification of language and practice of each term. For instance, at the most explicit end of the continuum, we positioned terms like “língua inglesa como meio de instrução” (English as a medium of instruction) and “disciplina em língua inglesa” (subject in English), since they specify both language and practice in which the language should be used. Terms like “aulas em língua adicional” (classes in an additional language) were set almost in the middle of the continuum because, although they are explicit in terms of the practice, the language is still undefined. Less explicit terms were those that can be interpreted as having EMI as part of them, but they may also refer to different practices in different languages, such as “atividades em língua estrangeira” (activities in a foreign language) and “ambiente plurilinguístico” (multilingual environment). Therefore, both practice and language were not specified.

Figure 1 - Continuum of references to EMI and frequency of terms in the corpus



Source: the author.

In the data quantification, the most explicit reference to EMI as “inglês como meio de instrução” or even “English as a medium of instruction” was used only twice followed by the similar “disciplina em língua inglesa”, used nine times. Another twenty-six occurrences also explicitly refer to the use of a language other than Portuguese in the curriculum, although they do not specify any particular language, but additional languages in general, using expressions such as “disciplina em língua estrangeira/adicional” and “diferentes idiomas como meio de instrução”. Together, these occurrences account for thirty-seven instances (39%) and may indicate a favorable environment for the adoption of EMI in Brazilian federal universities. The most frequent way to refer to EMI was “ambiente plurilinguístico” with thirty-two occurrences in the corpus, followed by “disciplina em língua estrangeira”, with twenty-four occurrences (Figure 1).

It was also noted that each document had an average of 2,3 references to EMI. Internationalization plans were more explicit in referring to EMI: these documents had an average of 2,1 references, while language policies presented almost one explicit reference per document. Internationalization plans contained more occurrences of EMI in both types of reference (Table 4).

Table 4 – Average number of explicit and non-explicit references to EMI per document

Type of document	Explicit references	Non-explicit references	Both types of reference
Language policies	0,9	1,2	2,2
Internationalization plans	2,1	0,5	2,7
Both types of documents	1,1	1,1	2,3

Source: the author.

Taking into account that the present study is part of a research project that aims to map the demands for EMI at UFSM, it seems relevant to highlight aspects from the document of the institution. The language policy document of UFSM is named “Resolução n. 018/2018” and has 2,164 words. The document is divided into the following topics: justifications, which range from local demands as the low proficiency in foreign languages in Brazilian higher education to external circumstances such as the national internationalization policy of higher education issued by the Ministry of Education; objectives that propose an environment with different languages; themes, one of them being the discussion of medium of instruction; coordinating commission; actions, including the development of technologies and methods for the use of languages as medium of instruction; and evaluation measures.

This document refers to EMI three times in the following ways: “interações plurilíngues” (multilingual interactions); “uso de idiomas como língua de instrução” (use of languages as the medium of instruction); “diferentes dimensões do uso dos diferentes idiomas na instituição: [...] meio de instrução” (different dimensions of the use of different languages in the institution [...] medium of instruction). The first occurrence, “interações plurilíngues”, is placed in the least explicit end of the continuum (Figure 1) because the occurrence does not specify the kind of interaction and encompasses different languages. The second and third terms do not specify the language to be adopted, yet they are more explicit regarding EMI because of the specification of “meio de instrução” (medium of instruction).

5. Discussion

The aim of the present study was to analyze language policies of Brazilian federal universities regarding the nature and frequency of references to EMI in these documents. The results are expected to contribute to the mapping of demands for this practice at UFSM considering the ways that this institution is aligned in terms of language policy with other Brazilian universities. Overall, our findings suggest that Brazilian federal higher education seems to be a favorable environment for the adoption of EMI. This trend can be noted in

the presence of references to EMI in the corpus (88% of the documents), the variety of ways to mention this concept (eleven terms were identified as EMI references) and the frequency of mentions per document (two as the average number).

The corpus adaptation faced during the collection step made the analysis more contrastive than initially planned, since internationalization plans were added. Considering the communicative purposes of both genres, it was possible to draw a hypothesis regarding their content: it was expected to find more explicit references to EMI in language policy documents than in internationalization plans, because the first ones aim at regulating such practices and should be as clear as possible, whereas the second can be broader, as internationalization plans usually only expose strategies. Besides, considering the discussions on the impact of English in higher education (SWALES, 1997), it was expected that such documents would approach the English language in a subtler way. Nevertheless, what was found in the corpus on types and frequency of references was the opposite: regarding average of references per document, internationalization plans presented more explicit mentions than language policies.

This explicitness found in internationalization plans can be attributed to factors such as the perception of policy makers of the desires of the academic community on becoming proficient in English, as recognized in the PDI, which were more explicit than the ones from language policies (Table 4). Another reason for this result might be the categorization of what figures as explicit as some of the terms do not specify the language to be used, but it can be inferred from the rest of the document, since English is usually the only foreign language being related to such practices.

The contrast between the terms collected from the PDI that based the identification of terms referring to EMI and the terms found in the corpus is consonant with Finardi and Rojo's (2015) analysis that revealed that learning English is a desire for Brazilians because of the international status. The PDI showed more explicit terms than the ones from the corpus, which can be related to the section where the terms were collected from the PDI: academic community suggestions of strategies for internationalization. Meanwhile, language policies and internationalization plans were less explicit, thus, covering different languages and practices in their scope.

This attempt to encompass different languages in the documents was reinforced in the results of term frequency and can be considered a way of dealing with the range of circumstances of higher education. The most common reference to EMI found in the corpus was "ambiente plurilíngüístico" and its variations, such as "interações plurilíngües" and "práticas multilíngües", followed by another term that does not specify the language: "disciplina em língua estrangeira". This shows that even though the community is explicit regarding the language they desire, the documenting process seems careful since it can be limiting considering all of the possible contexts for internationalization measures. The second most common term was considered an explicit reference to EMI because of the specification of the practice where the language should be used and English was the most frequent foreign language related to such practices. The high frequency of references to EMI in both types of documents that were analyzed supports the relevance of the research project the present study composes.

The language policy document from UFSM presented justifications for the implementation of a language policy based on documents from higher spheres as Public Calls or national policies of internationalization as well as local demands, such as the current lack of proficiency of the academic community. This concern regarding situated issues shows a critical take on internationalization and its measures.

The findings of this study will serve as a way of situating the federal university where the research project is developed regarding the Brazilian context of internationalization. Based on this analysis, it was noted that internationalization and the use of different languages as means of instruction go beyond the desires of the academic community from UFSM, as previously seen in the PDI, since these actions are present in most of the documents concerning this topic from other federal universities.

Considering the national reach of such goals, it seems essential to develop an agenda for the implementation of effective strategies towards them. This agenda, as discussed before, should be grounded on analysis of the local context, otherwise this plan could erase valuable peculiarities of our context. Even though internationalization and EMI were established first in the North hemisphere, they can be adapted and adopted in different contexts, taking their specificities into account. Thus, the research project which the present study is a part of will benefit from the data generated in this process, because of the aim of developing such an agenda.

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