



### COURSE PLAN

<b>COURSE: Topics in Applied Linguistics: Language and internationalization policies and practices</b>				
<b>CODE: PEL214</b>		Graduate Level: Master's/Doctor's		
<b>THEORETICAL HOURS: 60</b>	<b>PRACTICAL HOURS: 0</b>	<b>TOTAL: 60 hour</b>	<b>MANDATORY: ( )</b>	<b>OPTIONAL: ( X )</b>
<b>PROFESSORS:</b> Valeska Virginia Soares Souza e Waldenor Barros Moraes Filho				<b>YEAR/SEMESTER:</b> 2nd semester/2022

**Observation:** 40 hours of the course will be taught synchronously and 20 hours asynchronously. The course will include the participation of guests who may use English and Spanish in their presentations. The bibliography includes texts in Spanish, English and Portuguese.

### COURSE SYLLABUS

Internationalization of Higher Education. Internationalization at home and of the curriculum. Language policies. Innovation and technologies in the internationalization process. Trends, limitations, and possibilities of the internationalization process in contemporary times.

### JUSTIFICATION

This course is justified by promoting reflections on the contemporary context of internationalization policies and practices that are markedly crossed by linguistic issues. Since this is a focus of Applied Linguistics that has emerged as an interest of Brazilian researchers in the last decade, it is understood that a course of this nature can collaborate with the formation of a community of practice that welcomes master's and doctoral students/candidates from the areas of Linguistic Studies and Education at the Federal University of Uberlândia (UFU) and from other institutions, both national and international. The offer of this course is also justified considering the Research Group on Language Policies and the Internationalization of Higher Education - GPLIES (<http://dgp.cnpq.br/dgp/espelhogrupo/9572177799231276>), coordinated by the course proponents. GPLIES has faculty advisors, doctoral and master's



students/candidates from several institutions: IFSP, UEMS, UNB, UFBA, UFPEL, UFS, UFSCAR, UFPR, UFU and USP. It is also justified that students from institutions from other countries enroll as an isolated discipline since it proposes to accommodate the Spanish, English and Portuguese languages. This linguistic diversity and the diversity of potential participants will contribute to the internationalization practices of PPGEL and UFU, in line with the internationalization policies established by CAPES-PRINT.

### COURSE GOALS

#### Main goal:

- To provide a space for reflections and positions on language and internationalization policies and practices.

#### Specific goals:

- To explore concepts surrounding the topics of language policies and practices and internationalization;
- To problematize different positions concerning language policies and practices and internationalization;
- To evaluate possible contributions of research on the themes of language policies and practices and internationalization to the field of Applied Linguistics;
- To promote space for debate, writing and publication of texts by the students based on their reflections and positions arising from the experience in the course.

### COURSE CONTENT

- - Unit 1 (week 1): Internationalization of Higher Education: challenges in teaching, research and extension.
- - Unit 2 (week 2): Internationalization at home (IaH) and internationalization of the curriculum (IoC): approximations and estrangements.
- - Unit 3 (week 3): Language policies and the context of internationalization in Brazil and the world.
- - Unit 4 (week 4): Innovation and digital technologies in the academic and linguistic scope of the internationalization process.



- - Unit 5 (week 5): Trends, limits and possibilities of the internationalization process in contemporaneity: issues of decoloniality, ethics and inclusion.

### METHODOLOGY

The central methodological premises of the pedagogical practice during the course are the study of theoretical texts and the execution of practical and/or collaborative tasks followed by reflection. During the course, priority will be given to actions in the Moodle virtual learning environment (VLE) that put into practice the theoretical premises studied, as well as experiences that contribute to the construction of knowledge.

The course is condensed, to be held in the month of vacation during five weeks and consists of synchronous and asynchronous classes. The asynchronous classes will be carried out through activities on the Moodle platform, in preparation for the synchronous interactions, in a flipped classroom perspective, and as an unfolding of the discussions. The synchronous classes will take place on Tuesdays and Thursdays and will consist of dialogued presentations and discussion of texts from the basic and complementary bibliographies, according to the schedule below.

### SCHEDULE

Dats	Quantity of hours	Class schedule
Synchronous class 1 – 19/07/22	4h/a	13h – 16h40
Synchronous class 2 – 21/07/22	4h/a	13h – 16h40
Synchronous class 3 – 26/07/22	4h/a	13h – 16h40
Synchronous class 4 – 28/07/22	4h/a	13h – 16h40
Synchronous class 5 – 02/08/22	4h/a	13h – 16h40
Synchronous class 6 – 04/08/22	4h/a	13h – 16h40
Synchronous class 7 – 09/08/22	4h/a	13h – 16h40
Synchronous class 8 – 11/08/22	4h/a	13h – 16h40
Synchronous class 9 – 16/08/22	4h/a	13h – 16h40
Synchronous class 10 – 18/08/22	4h/a	13h – 16h40
<b>TOTAL</b>	40h	(+ 20h of asynchronous activities in Moodle)



### ASSESSMENT

- Formative assessment – participation in forums and activities proposed on Moodle every week - 10 points per thematic unit studied (the assessment criteria will be presented in the virtual learning environment, along with the step-by-step of weekly activities), totaling 50 points.
- Writing an article for publication - in pairs or trios: 50 points (the evaluation criteria will be negotiated with the students in the first synchronous meeting)

### REFERENCES

#### Basic bibliography:

ABREU-E-LIMA, D.; MORAES FILHO, W. B. The languages without borders network in Brazil. In: MURREL, M. E. (Ed.) **World Humanities Report**. The Americas. <https://worldhumanitiesreport.org>. (no prelo, 2022)

ABREU-E-LIMA, D.; MORAES FILHO, W. B. Idiomas sem Fronteiras: multilinguismo, política linguística e internacionalização. In: ABREU-E-LIMA, D. et. al (org.) **Idiomas sem fronteiras: multilinguismo, política linguística e internacionalização**. Belo Horizonte: Editora UFMG, 2021, p. 15-54.

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SOUZA, V. V. S. Internacionalização ‘em casa’ e *bottom-up* na Educação Superior: práticas locais para todas e todos. In: BENGZEEN, V. C.; BARZOTTO, V. H.; SAKATA, M. M. Ciclo de Colóquios sobre Ensino de Línguas e Violência. (no prelo, 2022)

SOUZA, V. V. S.; CÓRDULA, M. S. M.; PAULA, V. A. F.; MORAES FILHO, W. B. De concepções a práticas de internacionalização: o caso do Programa de Formação para Internacionalização (ProInt-UFU). E-book do I Encontro Brasileiro sobre internacionalização e inovação em Estudos linguísticos e literários e formação de professores de línguas, UEMS. (no prelo, 2022)

SOUZA, V. V. S.; FREIRE JÚNIOR, J. C. Internationalization at home in Brazilian Higher Education public institutions: mapping a path. (no prelo, 2022)

SOUZA, V. V. S.; MORAES FILHO, W. B. Programa de Internacionalización (ProInt - UFU) ante los efectos de la COVID-19: proactividad digital. In: II Congreso de Internacionalización de la



Educación Superior. Santa Fe, Argentina, 2022. Disponible en: <https://sites.google.com/view/cies-2022/publicaciones?authuser=0>

**Complementary bibliography:**

BAUMVOL, L. Advancing internationalization at home from different roles: an interview with Dr. Jos Beelen. **SFU Educational Review**, v. 13, n. 3, 2019. p. 48-53.

BECK, K.; ILIEVA, R. “Doing” internationalization: principles to practice. **Simon Fraser University Educational Review**, v. 12, n. 3, 2019. p. 18-39.

BEELEN, J.; JONES, E. Redefining internationalization at home. In: CURAJ, A et. al. (Ed.) **The European Higher Education Area**, 2015. p. 59-73.

BUCKNER, E.; STEIN, S. What counts as internationalization? Deconstructing the internationalization imperative. **Journal of Studies in International Education**, v. 24, n. 2, 2020. p. 151-166.

DE WIT, H. Internationalisation in higher education, a critical review. **Simon Fraser University Educational Review**, v. 12, n. 3, Fall 2019. p. 9-17.

FILIPPETTI, A.; FRENZ, M.; GILLES, G. I. Are innovation and internationalization related? An analysis of European countries. **Industry and Innovation**, v. 18, n. 5, 2011. p. 437-459.

GACEL-ÁVILA, J.; RODRÍGUEZ-RODRÍGUEZ, S. IES en América Latina y el Caribe: un balance. Mexico: UNESCO/IESALC, 2018.

GOROVITZ, S.; UNTERBÄUMEN, E. H. (Org.) **Políticas e tendências de internacionalização no ensino superior no Brasil**. Brasília (DF): Editora UNB, 2018. 283 p.

HUDZIK, J. K. (2015) *Comprehensive internationalization: institutional pathways to success*. Oxon; New York: Routledge.

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KUBOTA, R. Internationalization of universities: paradoxes and responsibilities. *The Modern Language Journal*, 93, pp.612-615, 2009.

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STALLIVIERI, L. Estratégias para internacionalização do currículo: do discurso à prática. In: LUNA, J. M. F. (Org.) **Internacionalização do currículo**: educação – interculturalidade – cidadania global. Campinas, SP: Pontes, 2016. p. 157-175.

VALTINS, K.; TIPANS, I.; MURACOVA, M. Technology enhanced internationalization in higher education, non-traditional indicators. **Journal of Information Technology Management**, v. 12, n. 3, 2020. p. 14-25.

Professors' signatures:

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*Waldemar Moraes*