Internationalization of Higher Education and the Role of Languages: Insights from the Global North and the Global South

Kyria Rebeca Finardi (Corresponding author)

Department of Languages, Culture and Education, Federal University of Espírito Santo, Vitória, Brazil

E-mail: kyria.finardi@gmail.com

Gabriel Brito Amorim

Department of Foreign Languages, Federal University of Goiás, Goiânia, Brazil

E-mail: gabriel_amorim@ufg.br

Simone Sarmento

Department of Modern Languages, Federal University of Rio Grande do Sul, Porto Alegre, Brazil

UFRGS

E-mail: simone.sarmento@ufrgs.br

Abstract

This study discusses the role of languages in the process of internationalization of higher education reporting on partial results of a project whose aim is to analyze the role of languages, technologies, and mobility (physical and virtual) in the process of internationalization of higher education contrasting data from universities in the Global North and Global South. Data of this study come from a questionnaire with open and semi-structured questions based on Amorim's (2020) matrix of institutional self-assessment of internationalization of higher education administered to 11 universities located in eight different countries, six in the Global North (Europe) and five in the Global South (Latin

America and Asia). The answers to the questionnaire were contrasted and analyzed against the literature of the field and information collected in the universities' webpages and observations carried out during technical visits to the universities involved. Overall results of the study point to differences between Global North/Global South in approaches to IHE with the former being more proactive and benefited from this process. Corroborating previous analyses of the role of languages in the process of IHE (e.g., Guimarães et al., 2019; Finardi et al., 2016) results of the present study suggest that national languages in general and the status of English in particular, affect and intersect with the process of IHE.

Keywords: internationalization of higher education, Global south, Global north, languages.

1. Introduction

Among the various crises that higher education has faced, the COVID-19 has a relevant role as its effects are still being perceived throughout the world even two years post-pandemic. In what concerns the process of internationalization of higher education (IHE), understood as the intentional process of integrating an international, intercultural, or global dimension in tertiary education (de Wit et al., 2015), it was clear, even before the pandemic, that this process affects higher education institutions (HEI) and is affected by geopolitical circumstances in very different ways and levels benefitting more those institutions of the Global North (Vavrus & Pekol, 2015).

Evidence for this can be found in the concentration of innovations (Thomas & Pugh, 2020), citations (Finardi et al., 2022, 2023), and international students (Díaz, 2018) in the North when compared to those in the South. Thus, HEI in the Global South are usually relegated a passive (Lima & Maranhão, 2009), incipient (Amorim & Finardi, 2021) and/or peripheric position of invisibility (De Sousa Santos, 2011) in university rankings (e.g., Finardi & Guimarães, 2017) and on the world stage, participating as 'waiters' rather than as 'guests' in the banquet table of global conversations.

Following Dados and Connell (2012), we use the terms Global North/Global South to refer to central regions in the case of the former and contrast to low-income and often politically or culturally marginalized regions in the case of the latter. In doing so, we acknowledge that these terms are relational and geopolitical, rather than geographical.

Before the pandemic, IHE was predominantly associated with physical academic mobility, despite warnings from Knight (2011) and De Wit (2017) that this view represented a myth and a misconception, respectively. With the onset of the pandemic and the subsequent suspension of international travel, HEIs worldwide turned to virtual exchange projects as a temporary or complementary solution to physical mobility (e.g., Wimpenny et al., 2022; Guimarães et al., 2022). This shift significantly broadened the scope of IHE by involving more participants, countries, institutions, and languages in global academic conversations and banquets (Finardi & Guimarães, 2020; Guimarães & Finardi, 2021).

Physical academic mobility has traditionally been an exclusive strategy, accessible to less than 5% of academic communities in Europe and, in general, less than 1% in Brazil. Virtual mobility, on the other hand, has allowed many institutions previously excluded from international dialogues to participate, not just in English or with the Global North (Finardi & Guimarães, 2020). Guimarães et al. (2021) noted that virtual mobility has helped recalibrate the relationship between Brazilian HEIs and the Global North. Financial considerations also play a significant role in this increased accessibility. Virtual mobility is less dependent on financial support compared to physical mobility. For example, Brazil's largest academic mobility programs—Science without Borders (SwB) and Capes Print—offered scholarships to students for study abroad, but only to specific universities, primarily in the Global North. Additionally, candidates had to demonstrate advanced English proficiency, prompting the creation of programs like English without Borders (EwB), later expanded to Languages without Borders (LwB) (Sarmento et al., 2016; Finardi & Archanjo, 2018).

Despite these efforts, Amorim and Finardi (2022) concluded that IHE in Brazil remained embryonic, heavily dependent on national/government funding, policies, and programs, and focused on emulating the Global North. However, the pandemic has prompted a more critical and situated approach to IHE in the Global South (Chiappa & Finardi, 2021; Leal et al., 2022; Abba et al., 2022). The use of technology in virtual exchanges has recalibrated North-South relations and introduced new pedagogies and conversations in international exchanges. The involvement of universities in the Global South has significantly advanced the IHE process in these institutions (Finardi & Asik, 2024; Finardi et al., 2024).

Prior to the pandemic, the majority of international students were concentrated in only four English-speaking countries—UK, USA, Canada, and Australia (Díaz, 2018). The rise of online international dialogues has expanded participation to various countries, languages, and stakeholders. The present study, funded by FAPES, aims to analyze the role of languages, technology, and academic mobility in international higher education (IHE) by comparing universities from the Global North and South. Utilizing Amorim's (2020) institutional self-assessment matrix, adapted into a comprehensive questionnaire, the research seeks to deepen the understanding of these dynamics across 11 universities. This study adopts the same terminology and data pool as Ortiz-Rojo et al. (in press), which focused on global citizenship. Here, we present a selection of results, with a particular emphasis on the role of languages.

2. The Role of Languages in the Processes of Internationalization of Higher Education

Languages play a foundational role in the internationalization of higher education (IHE), serving as a conduit for engagement with and connection to diverse communities and cultures. Nevertheless, the significance of languages in internationalization processes has only recently begun to be the subject of academic study. In Brazil, interest in the intersection between languages and IHE has grown in parallel with the establishment of major national programs. These include Science without Borders (SwB) in 2011, English without Borders (EwB) in 2012, later renamed Languages without Borders (LwB) in 2014, Capes PrInt in 2017, and most recently, Capes Move La America in 2024. This is evidenced by the studies presented below.

In Brazil, Finardi et al. (2016) demonstrate that the establishment of most international offices or sectors in universities coincided with the creation of the Science without Borders (SwB) and Languages without Borders (LwB) programs. Furthermore, studies by Sarmento et al. (2016) and Finardi and Archanjo (2018) indicate that the development of language and internationalization policies at Brazilian universities also aligned with the inception of these programs. Baumvol and Sarmento (2019) set out to analyze the programs of the FAUBAI (the Brazilian Association of International Education) Conferences from 2013 to 2017, using a lexical-semantic approach that found the following main themes: Language policies; Bilingualism/Multilingualism; Language and content integrated learning; Additional languages as a medium of instruction; Languages for research and publication purposes; Language and academic mobility; Internationalization at Home; and Curriculum development and pedagogical practices. Thus, themes related to languages are very prominent between

2013–2017, the period when most of the Brazilian internationalization programs (SwB, LwB, Capes Print) were created and/or active in Brazil.

As illustrated above, the introduction of language policies is a consistently addressed topic in all of the studies. Let us now turn our attention to what is understood here in relation to this concept. Shohamy (2006) introduces the concept of Language Education Policy (LEP), focusing on specific decisions related to language policies within educational settings, particularly universities, which are the institutions studied in this research endeavour. These decisions encompass issues such as which languages are taught, which languages are accepted in admission processes, and the languages used for teaching and research, among other practices. The author defines LEPs as mechanisms that establish *de facto* language practices, shifting the analytical focus from solely examining policy documents to considering the social practices related to language, which she calls "real" or "de facto" language policy. This "real" policy should be observed not only through political declarations and official documents but also through various mechanisms that create, influence, and perpetuate language practices. These mechanisms include rules and regulations, language education, language exams, public language usage, and underlying ideologies. They are explicit when publicly stating a position on a language issue, such as legislating an official language, but can also be implicit, subtly influencing political processes without overt declarations.

In response to the numerous internationalization initiatives that sprouted in Brazil after the creation of internationalization programs, FAUBAI (2017) produced a document with guidelines to support the International Relations offices of HEIs, raising awareness, guiding, and supporting the design and implementation of language policies that align with the internationalization aspirations of academic communities, while respecting their autonomy in determining which languages to consider in each context. Drawing on the dimensions identified by Finardi and Csillagh (2016) in their study on the role of languages in the internationalization of a Swiss university, the FAUBAI document outlines six key dimensions of language use in HEIs. These dimensions include: languages of admission, languages taught, languages used as a medium of instruction, languages used in administration, languages of communication, and languages for the production and dissemination of knowledge. These dimensions are particularly relevant to this study and will be discussed in greater detail in Section 4 below.

With regard to language preferences, English has attained the status of a global scientific and academic lingua franca (Baumvol et al., 2021) despite criticism to its hegemony in academic publications (Céspedes, 2021; Hamel, 2013; Finardi et al., 2022, 2023) and in the Global South in general (e.g., Finardi, 2019). Hyland (2015) reports that English is used in 95% of all publications in the Science Citation Index (SCI). Furthermore, HEIs around the world have increasingly adopted English as a medium of instruction (EMI) in various academic practices. A number of studies have demonstrated how the dominant academic structures of the Global North influence publication control mechanisms, resulting in structural inequalities and a bias towards Western ways of thinking (Flowerdew, 2008; Muñoz-García et al., 2022).

Díaz (2018) similarly demonstrates that prior to the pandemic, only four countries (the USA, the UK, Canada, and Australia) accounted for more than half of all international students. It is noteworthy that these countries are all English-speaking countries from the Global North. It is also notable that other universities situated in countries where English is the majority or official language (such as India and South Africa, to cite two examples) do not attract as many international students as the so-called "big four," which are predominantly located in the Northern Hemisphere, with the exception of Australia, which is situated in the Southern Hemisphere but is often considered part of the Global North. This led us to investigate the possible correlation between language and geopolitical location and their impact on the process of IHE. To pursue this objective, we analyze the role of languages in universities located in both the Northern and Southern hemispheres, which are part of the Global North and South, in order to explore the issue further.

3. Method

This study is of qualitative nature (Cresswell, 2007), for its characteristics can be described as being humanistic, with the involvement of the participants in the data collection process, and being interpretative, leaving to the researcher the interpretation of the data. It is also considered of descriptive nature because it is not concerned with numerical data, but with the depth of the analysis of the data, which in this case, revolves around the role of languages in the process of internationalization of HEIs from the Global North and the Global South. As previously mentioned, we acknowledge that the concepts of Global North and Global South are relational and geopolitical rather than geographical, but for the sake of this study, the geographic location coincides with the geopolitical one and so we will refer to institutions located in Europe as Global North whereas the other institutions located in Latin America or Asia will be considered Global South.

3.1 Data Collection Instruments

A checklist in the form of an online questionnaire was elaborated based on Amorim's (2020) institutional internationalization self-assessment matrix. The original matrix comprised 86 indicators distributed in three dimensions: Language Policy, Academic Mobility, and Internationalization at Home. The questionnaire for this study (Appendix A) consisted of 17 selected/adapted questions from the matrix, distributed within 3 dimensions, which were: (1) language, (2) academic mobility, and (3) innovation. For this paper, only dimension 1—language, with questions 1 through 5—will be analyzed.

Besides the questionnaire administered to the universities involved, technical visits, observation of institutional websites and interviews with stakeholders in those institutions were carried out and results were registered in the researchers' notes.

3.2 Data Collection Procedures

The questionnaires were sent out via email in November of 2023 and all stakeholders were given considerable time to return the forms (Appendix B). The technical visits, observation of the institutional sites and interviews with stakeholders were carried out between November 2023 and March 2024.

Data from the questionnaire was gathered and, then, translated in the form of figures and tables, which will be presented in the following section. Results of the questionnaire were contrasted with the notes taken during the technical visits, interviews with stakeholders and observation of the institutional websites.

3.3 Participant Universities

A total of eleven universities located in eight different countries participated in the study, five from the Global South (located in Latin America and Asia) and six from the Global North (located in Europe). Eight different countries were represented in the sampling, which were selected based on the professional networking of the researchers. So as to guarantee the anonymity of the institutions they will be referred to as University (A), located in England, Switzerland (B), Portugal 1 (C), Italy (D), Spain (E), Portugal 2 (F)—Global North institutions, Brazil 1 (G), Malaysia (H), Turkey (I), Brazil 2 (J) and Brazil 3 (K)—Global South institutions. The reason why we had three institutions from Brazil is because the researchers were located in Brazil and are particularly interested in the process of IHE in that country. We received one response from each university, except for the university in Turkey, which sent two responses. The most complete response was considered and the other one was discarded. This particular university is a *sui generis* case because it is located in both Europe and Asia, and although it is not part of the European Union (EU), it has signed the Bologna Declaration, which unifies higher education in Europe.

4. Results and Discussion

Before sharing the results, we will provide a summary of the data collected during the technical visits, stakeholder interviews, and institutional site visits of the universities involved in the study, which is presented in Table 1 below.

Table 1. Universities Analysed with Local Rankings, Number of Students and Academic Mobility (year reference 2023).

University/Country	Global North GN Global South GS	Local ranking (Scimago, 2023)	N. of students	Students' mobility IN – OUT	Mobility/N students
A - England	GN	83^0	38.000	11.000 (not confirmed)	n/i
B - Switzerland	GN	3^0	7.847	165-199	4.6%
C - Portugal 1	GN	16^0	8.204	300-138	5.3%
D – Italy	GN	3^0	65.000	2.100-2.215	6.6%
E – Spain	GN	3^0	50.852	2.720-2.044	9.3%
F - Portugal 2	GN	6^0	15.000	410-171	3.8%
G - Brazil 1	GS	33^0	23.823	90-35	<1%
H - Malaysia	GS	1^0	29.829	3.110-2.720	19.5%
I – Turkey	GS	9^0	37.000	21-100	<1%
J - Brazil 2	GS	15^0	22.000	320-436	3.4%
K- Brazil 3	GS	5^0	45.224	not confirmed	<1%

Source: Adapted from Ortiz-Rojo (in press).

As can be seen in Table 1, University H, located in Asia (Malaysia) and part of the Global South, has the highest score in terms of local rankings and student mobility. This university has English as an official language and attracts many international students from Asia acting as a regional hub for international students. Another interesting fact here is that University H is the only one from the Global South that has English as an official language, corroborating previous suggestions (e.g., Finardi, 2017) of a positive correlation between languages (English), the attraction of international students and the process of IHE.

Still considering the data from universities in the Global South in Table 1, and despite the confirmation of mobility in University K, the comparison among the three Brazilian institutions allows us to say that, in general, less than 1% of Brazilian students can engage in academic mobility. Moreover, interviews with stakeholders of institutions G, J and K in Brazil help us to understand why universities K and J are better ranked than University G, although G and J are comparable in size and number of students. The higher ranking of University K, in 5th place, compared to Universities J (15th) and G (33rd), can be attributed in part to its proactive initiatives in internationalization and its independent language offerings, separate from national programs. While all Brazilian institutions (G, J and K) participated in national

programs such as SwB, LwB and Capes Print, University K had already implemented internationalization actions and language courses before these programs were launched in Brazil. Conversely, as reported by Finardi et al. (2016) and further supported by Amorim and Finardi (2017), University G is the lowest ranked institution in the Global South. It had an incipient internationalization process and hastily established its international office, driven by the need to meet the requirements for submitting proposals to participate in national internationalization programs (SwB, LwB, Capes Print).

With regard to universities in the Global North (GN), the only university included in the "big four" that attracts more than half of all international students, as reported in Díaz (2018), is not highly ranked locally. This can be attributed, at least in part, to the decline in international students following BREXIT and the pandemic, which affected the inflow and numbers reported by Díaz (2018) prior to that. According to the researchers' notes taken during a technical visit and interviews with stakeholders at University A, both BREXIT and the pandemic severely affected the English university, which was highly dependent on financial resources (fees) from international students. The sequence of events, including BREXIT, the pandemic, and subsequent strict regulations for international students, affected all universities in the UK, including University A.

Notwithstanding the aforementioned results (and despite the lack of confirmation of the numbers of academic mobility for University A and K), data in Table 1 (rankings) allows us to observe that even within Europe, there are Global Norths and Global Souths. This is evident from the higher rankings of universities in Switzerland, Italy, and Spain (considered more central) compared to those in Portugal (considered more peripheral relative to other European universities). This result is taken as evidence of the role of languages in the process of IHE, given that the languages spoken in the universities of the GN (German, French, Italian, and Spanish, respectively, with EMI for most courses in all institutions) are stronger than Portuguese, the only official language in Universities C and F, which are located in Portugal. We will further explore the connection between language and IHE in the discussion section. Next, we present the results of the questionnaire.

The responses from the questionnaire were organized into figures and tables for better comprehension. These were then contrasted with existing literature to provide a theoretical foundation for the present study.

One central question for the assessment of institutional internationalization is whether or not the university has approved a document that orients language policies for their academic community. Having an institutional language policy approved may signal that the HEI intentionally makes internationalization its potential goal and mission. Figure 1 identifies how institutions from the Global North and South have handled that topic.

1 - Does the HEI have a guiding document for the use of native/foreign/additional languages in the institution in the form of a language policy?
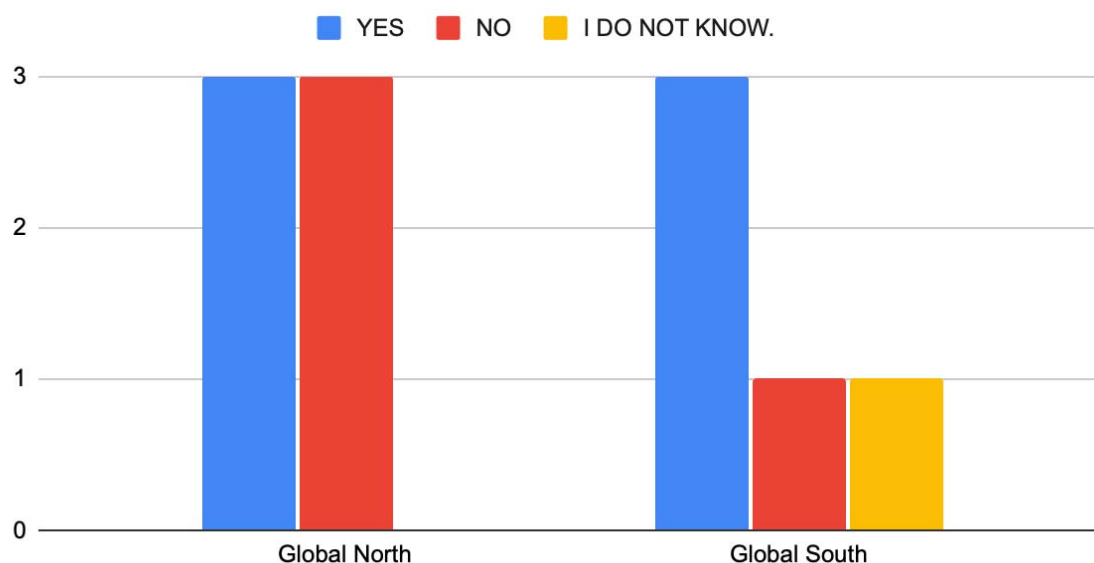

Figure 1. An Institutional Language Policy for Internationalization

Source: The authors.

As Figure 1 shows, 50% of HEI from both the Global North and Global South have a language policy document for internationalization which handles the use of languages for different purposes within the academic community. There is a degree of uncertainty among HEIs in the Global South, as evidenced by one institution's response of "I DO NOT KNOW" to this question. This response leaves room for ambiguity, as it is possible that these institutions have language policies in place, but that they are not necessarily documented. This lack of documentation makes it more challenging for them to provide a self-assessment.

A more detailed examination of the language policies of individual universities in the Global North and Global South is provided in Table 2.

Table 2. Universities and their Language Policy Instrument

1. Does your Higher Education Institution (HEI) have a guiding document for the use of native/foreign/additional languages in the institution in the form of a language policy instrument?		
NORTH	**Portugal 1 (C)**	NO.
	Portugal 2 (F)	NO.
	Spain (E)	YES.
	Italy (D)	YES.
	England (A)	NO.
	Switzerland (B)	YES.
SOUTH	**Brazil 3 (K)**	YES.
	Brazil 2 (J)	YES.
	Brazil 1 (G)	YES.
	Malaysia (H)	NO.
	Turkey (I)	I DO NOT KNOW.

Source:The authors.

While an explicit language policy document does not guarantee adherence to its determinations (Shohamy, 2006), it can still offer several significant benefits. These include providing clear guidelines and expectations regarding language use within the institution; serving as a reference point for holding the institution accountable for its language-related commitments; fostering an environment where diverse cultural and linguistic backgrounds are valued and respected; providing a framework for benchmarking language practices against other institutions and for evaluating the effectiveness of language-related programs and initiatives; and so on.

Thus, considering the institutions in the GN, it is interesting to note that all universities have language policy documents except University A (England) and Universities C and F (Portugal). This again may be very informative in relation to the role of languages in the process of IHE. Perhaps University A does not have a language policy text because of the strong hold and presence of English, also one of the reasons why universities in England 'attract' so many international students, at least before BREXIT and pandemic and as reported in Díaz (2018). In the case of the Portuguese universities, the rationale for the lack of language policy texts is the opposite. It is possible that Universities C and F do not have a document because, although the official language is Portuguese, which is not as 'strong' or 'attractive' as English, it is the reason why Universities C and F receive international students from Africa and Brazil, whose language is Portuguese. When it comes to the analysis of the universities in the Global South shown in Table 2, Brazil seems to be ahead of its Global South counterparts as all three universities investigated have a language policy document which suggests that the roles of languages for the sake of IHE has been thought through. That result corroborates Sarmento et al. (2016) and Amorim and Finardi (2022) who suggest that the process of IHE in Brazil was induced and motivated by national programs which may explain why Brazil seems to be ahead of Portugal, for example, in terms of language policies.

Both the LwB and the Capes Print programs in Brazil required HEI to have an institutional language policy document so as to apply for funds. Conversely, both universities in Portugal are yet to approve an institutional document to serve as a guide to the use of other languages besides Portuguese. The result of language policies in Portuguese speaking universities in the Global North and South has to be contrasted with that of academic mobility since Portugal, because of its geographic (and geopolitical) position in Europe (and in the Global North), attracts more international students than Brazil, located in Latin America and in the Global South.

The next question is shown in Table 3, which breaks down question 1 in regard to the use of languages for institutional internationalization. Four major dimensions of institutional languages policies were considered, namely: the languages used in institutional admission, communication, teaching and research.

Table 3. Languages for Different Purposes

2 - Does your HEI allow/contemplate the use of different languages?		
6 universities were interviewed in the Global North	**Global North**	
	YES	**NO**
For admission (entrance exams for undergraduate and postgraduate, as well as for the hiring of professors and staff, for example)	4	2
For communication (on its website, memos, etc)	5	1
For teaching purposes (offering courses and teaching activities in various subjects through foreign languages)	5	1
For research purposes (contemplating theses, articles, and research projects in languages other than the local/official ones).	6	0
5 universities were interviewed in the Global South	**Global South**	
	YES	**NO**
For admission (entrance exams for undergraduate and postgraduate, as well as for the hiring of professors and staff, for example)	1	4
For communication(on its website, memos, etc)	4	1
For teaching purposes (offering courses and teaching activities in various subjects through foreign languages)	5	0
For research purposes (contemplating theses, articles, and research projects in languages other than the local/official ones).	4	1

Source: The authors.

As shown in Table 3, there is great discrepancy when it comes to the language of admission in universities of the Global North and the Global South. Four universities in the Global

North as opposed to one in the Global South consider different languages for admission. The results in the other subcategories were more equalized, that is, for communication, for teaching and for research purposes.

Looking at the investigated universities specifically, Table 4 shows how this question was approached individually.

Table 4. Languages for Different Purposes in each University

2. Does your HEI allow/contemplate the use of different languages?		
NORTH	Portugal 1 (C)	Yes - for admission; YES - For communication; YES - For teaching purposes; YES - For research purposes.
	Portugal 2 (F)	YES - For admission, YES - For communication, YES - For teaching purposes, YES - For research purposes.
	Spain (E)	YES - For admission, YES - For communication, YES - For teaching purposes, YES - For research purposes.
	Italy (D)	YES - For admission, YES - For communication, YES - For teaching purposes, YES - For research purposes.
	England (A)	YES - For research purposes.
	Switzerland (B)	YES - For communication; YES - For teaching purposes; YES - For research purposes.
SOUTH	Brazil 3 (K)	YES - For communication; YES - For teaching purposes; YES - For research purposes.
	Brazil 2 (J)	YES - For communication; YES - For teaching purposes; YES - For research purposes.
	Brazil 1 (G)	YES - For communication; YES - For teaching purposes; YES - For research purposes.
	Malaysia (H)	YES - For teaching purposes.
	Turkey (I)	YES - For admission; YES - For communication; YES - For teaching purposes; YES - For research purposes.

Source: The authors.

It is noteworthy that the university in England permits the use of different languages for research purposes, whereas Portugal, Spain, Italy, and Switzerland contemplate the use of other languages besides the national ones. In the Global South, with the exception of the university in Malaysia, Brazil and Turkey appear to be adopting more comprehensive language policies, allowing the use of different languages for different purposes. Notes taken during visits to the institutions and interviews with stakeholders reveal that, despite the comprehensive language policies adopted in Brazil and Turkey, English is the predominant

language used in practice, alongside the national languages (Portuguese and Turkish, respectively). This is evident in both the language policies and the courses delivered using EMI. We will revisit this issue in the Discussion section.

In order to provide further clarification regarding the use of and the access to different languages in the universities, question 3 was posed and translated into Table 5 below. Three distinct audiences were considered: faculty, students and staff. Both online and in-person contexts were valid responses.

Table 5. Language Courses for the Academic Community

3 - Does your HEI offer courses in different foreign/additional languages to the academic community, either through extension/outreach courses or as part of the curriculum for undergraduate and postgraduate programs(e.g., English for Specific Purposes, Portuguese as a Foreign Language course, etc.)?		
6 universities were interviewed in the Global North.	**Global North**	
	YES	**NO**
It offers courses(online or in-person) or support in the use of foreign/additional languages for its faculty.	6	0
It offers courses(online or in-person) in foreign/additional languages for its students as extracurricular activities.	5	1
It offers courses(online or in-person) in foreign/additional languages for its staff.	6	0
5 universities were interviewed in the Global South.	**Global South**	
	YES	**NO**
It offers courses(online or in-person) or support in the use of foreign/additional languages for its faculty.	5	0
It offers courses(online or in-person) in foreign/additional languages for its students as extracurricular activities.	3	2
It offers courses(online or in-person) in foreign/additional languages for its staff.	2	3

Source: The authors.

As illustrated in Table 5, faculty is well catered to in both geopolitical regions, the Global South and the Global North, as 100% of the universities answered that they offer language courses to their faculty members. The difference becomes evident when examining the provision of language courses at universities. While 83% of universities in the Global North offer some form of language course to their students, this is the case for only 60% of institutions in the Global South. The discrepancy is even more apparent in relation to the opportunities for staff members to take language courses. Only 40% of the universities in the Global South offer courses to staff members while 100% of the universities in the Global North provide that opportunity to their staff.

Moreover, in the case of the Brazilian institutions we can see that the offer of Portuguese as a Foreign Language (PFL) Courses for international students is limited, as reported by Guimarães and Finardi (2021) in a mapping of PFL courses in Brazil. The case of Turkish is even more complicated since as a language, it is not as strong as Portuguese (e.g. de Swaan, 2001) and so there may be even less interest/motivation from international students in Turkey to learn the language. Moreover, though the offer of EMI courses is done mostly in public institutions in Brazil, in Turkey the scenario is the opposite, that is, most of the EMI courses are offered by private institutions (Taquini et al., 2017). The case of Brazil and Turkey is emblematic because of the correlation between language, private-public universities, financial link with international students and the process of IHE. We will return to this during the Discussion.

In order to analyze each individual university, Table 6 is presented.

Table 6. Language Courses for the Academic Community in each University

3. Does your HEI offer courses in different foreign/additional languages to the academic community, either through extension/outreach courses or as part of the curriculum for undergraduate and postgraduate programs(e.g., English for Specific Purposes, Portuguese as a Foreign Language course, etc.)?

NORTH	**Portugal 1 (C)**	YES - For faculty; YES- For students; YES - For staff.
	Portugal 2 (F)	YES - For students.
	Spain (E)	YES - For faculty; YES- For students; YES - For staff.
	Italy (D)	YES - For faculty; YES- For students; YES - For staff.
	England (A)	YES - For faculty; YES- For students; YES - For staff.
	Switzerland (B)	YES - For faculty; YES - For students; YES - For staff.
SOUTH	**Brazil 3 (K)**	YES - For faculty; YES- For students; YES - For staff.
	Brazil 2 (J)	YES - For faculty; YES - For students.
	Brazil 1 (G)	YES - For faculty; YES - For students; YES - For staff.
	Malaysia (H)	YES - For faculty.
	Turkey (I)	YES- For faculty.

Source: The authors.

Something worth mentioning is that, with the exception of University F from Portugal, which only offers language courses to its students, all universities in the Global North offer some kind of language course in their undergraduate and/or postgraduate programs. Conversely, in the Global South, Brazilian universities G, J, and K, possibly due to the implementation of government-funded initiatives such as the LwB previously discussed, provide effective language courses for their academic community. In contrast, Malaysia and Turkey must enhance their curricula to include a more comprehensive range of language courses. Yet, it is

important to remember that the university in Malaysia, having English as an official language may not prioritize the provision of other languages as the offer of courses in English is enough to guarantee the attraction of international students from Asia. The case of the university in Turkey is somewhat different since Turkish is not as strong as Malay, for example (de Swaan, 2001) and so offering courses in Englih may be more relevant to Turkish universities than offering courses in other languages or even in Turkish as a foreign language.

In regards to official communications in foreign/additional languages, Figure 2 shows how the universities in the two regions handle their activities.

4 - Does the HEI have an institutional e-mail or another means of communication to receive and send documents written in foreign/additional languages?
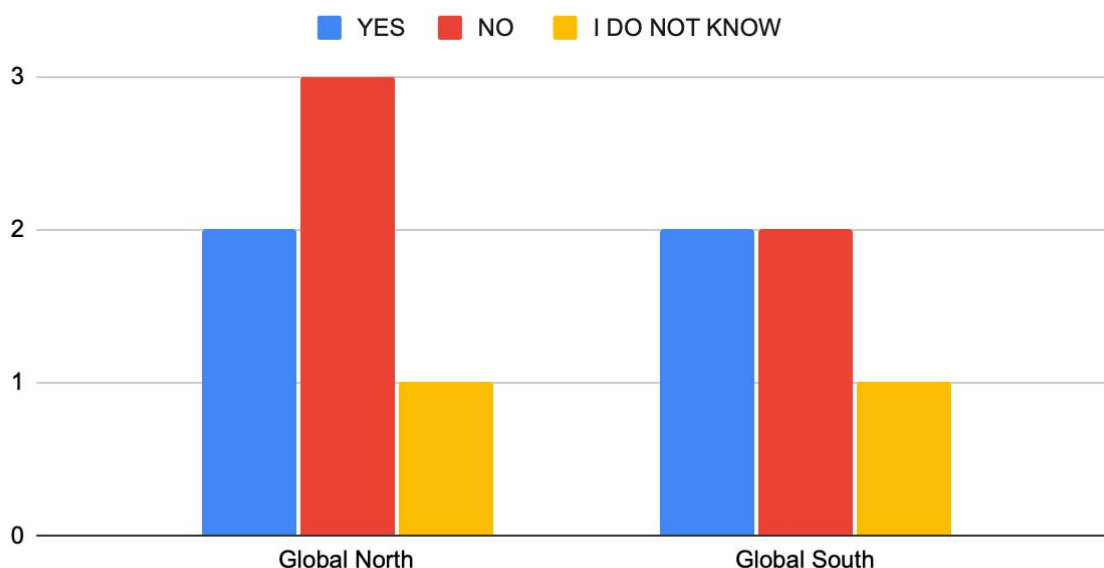

Figure 2. Communication in Foreign/Additional Languages

Source: The authors.

Two institutions of both of the zones marked "YES" for this question about communication in foreign/additional languages. Three of the Global North marked "NO" and one marked "I DO NOT KNOW", showcasing that the majority of the universities (66%) have not handled this topic yet. The situation is more critical in the institutions of the Global South since 80% of them marked either "NO" or "I DO NOT KNOW" for this question regarding official communications in other languages.

In an attempt to show how each university handles this topic, Table 7 is presented.

Table 7. Communication in Foreign/ Additional Languages in Each University

4. Does the HEI have an institutional email or another means of communication to receive and send documents written in foreign/additional languages?		
NORTH	**Portugal 1 (C)**	YES.
	Portugal 2 (F)	NO.
	Spain (E)	YES.
	Italy (D)	I DO NOT KNOW.
	England (A)	NO.
	Switzerland (B)	NO.
SOUTH	**Brazil 3 (K)**	NO.
	Brazil 2 (J)	YES.
	Brazil 1 (G)	YES.
	Malaysia (H)	NO.
	Turkey (I)	I DO NOT KNOW.

Source: The authors.

In the Global North, only University C and E, in Portugal and Spain, respectively, declared they have a specific channel of communication with foreign liaisons. The other universities of the region answered negatively, which might signal, for example, the inexistence of an international office which handles international affairs. Yet, notes taken during interviews and visits show that the Universities A, B and D in England, Switzerland and Italy, respectively, have centers for global engagement and departments of international relations that are integrated into the various academic programs and initiatives of the universities.

In the Global South, Brazil appears to be at the vanguard of this phenomenon, with two Brazilian universities responding affirmatively to this question. As put forward by Finardi et al. (2016), most Brazilian universities set up international offices so as to be able to participate in programs like SwB, LwB and Capes Print.

Question 5 was broken down into two figures, one representing the offer of EMI courses in undergraduate programs (Figure 3) and the other in post-graduate programs (Figure 4).

5.1 - Does the HEI offer courses in EMI(English as a Medium of Instruction) in undergraduate programs?
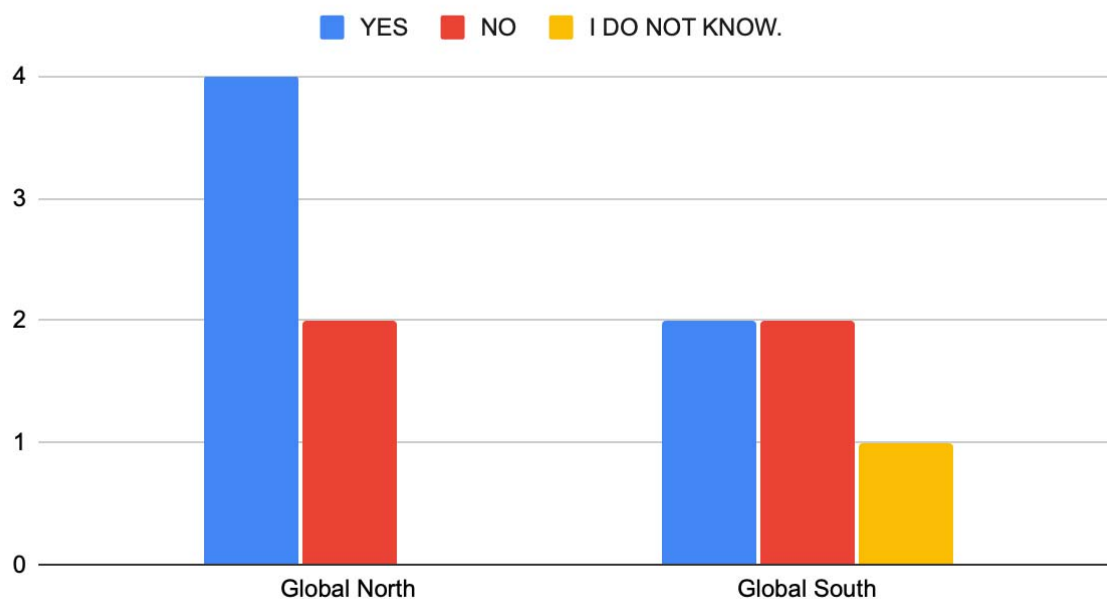

Figure 3. EMI Courses in Undergraduate Programs

Source: The authors.

The differences related to the offer of EMI courses in undergraduate programs in both regions is more accentuated. In the Global North, 66% of universities offer EMI courses at the undergraduate level as opposed to 40% in the Global South. Again, it is important to remember that University A is in England and so, though it may have answered that it has no EMI courses, all courses are taught in English.

In the case of universities in the Global South, 60% of the results for this question lie in the uncertainty or lack of EMI courses.

Figure 4 showcases the offer of EMI courses at the post-graduate level in both geopolitical regions.

5.2 - Does the HEI offer courses in EMI(English as a Medium of Instruction) in postgraduate programs?
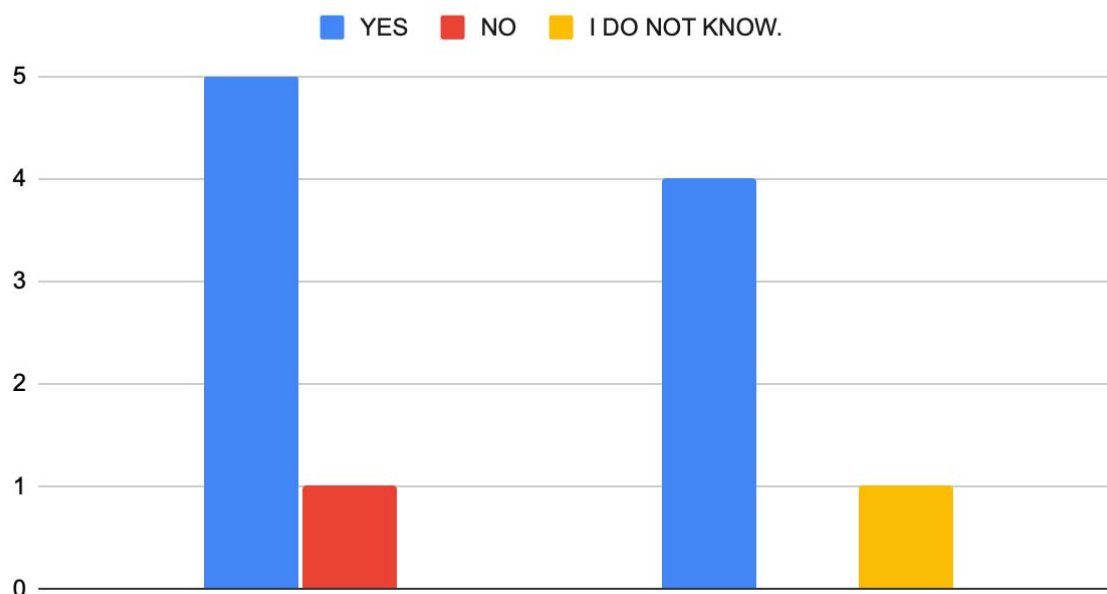

Figure 4. EMI Courses in Postgraduate Programs

Source: The authors.

The scenario is somewhat better in postgraduate programs with both regions presenting similar results. In the Global North, 83% of universities offer EMI courses (and even more in English if we consider University A) in post-graduate programs while in the Global South 80% of universities do so. Conversely, one university in the Global North declared it does not offer these types of courses at the postgraduate level and one university in the Global South stated that it does not know if such courses are offered.

Table 8 summarizes the responses for both undergraduate and postgraduate programs in each university in both geopolitical regions.

Table 8. EMI Courses in Undergraduate and Postgraduate Programs

5. Does the HEI offer courses in EMI?		
NORTH	**Portugal 1 (C)**	YES - In postgraduate programs.
	Portugal 2 (F)	YES - In postgraduate programs.
	Spain (E)	YES - In undergraduate programs.
	Italy (D)	YES - In undergraduate programs., YES - In postgraduate programs.
	England (A)	YES - In undergraduate programs., YES - In postgraduate programs.
	Switzerland (B)	YES - In undergraduate programs., YES - In postgraduate programs.
SOUTH	**Brazil 3 (K)**	YES - In undergraduate programs., YES - In postgraduate programs.
	Brazil 2 (J)	I DO NOT KNOW.
	Brazil 1 (G)	YES - In postgraduate programs.
	Malaysia (H)	YES - In postgraduate programs.
	Turkey (I)	YES - In undergraduate programs., YES - In postgraduate programs.

Source: The authors.

With the exception of the universities in Portugal and Spain, which include EMI courses as part of their postgraduate and undergraduate curricula, respectively, universities A, B, and D integrate EMI courses into both their undergraduate and postgraduate programs. The scenario of EMI courses in the Global South is somewhat different. Only university K and I, in Brazil and Turkey, respectively, present such courses to both undergraduate and postgraduate programs. On the other hand, Universities J, G, H either only offer these courses in their postgraduate programs or their status is unknown, which can be as problematic as not offering them at all.

5. Conclusions

It is interesting to compare data from this study with that of Ortiz-Rojo et al. (in press), collected in the same universities and for the same project. In that study, the unique situation of each university was analyzed and contrasted triangulating data from the questionnaires, interviews with stakeholders, analysis of the institutional websites and technical visits to the universities. Regarding the universities of the Global North, both A (England) and B (Switzerland) stood out in terms of their approach to Global Citizenship (GC)but in our study, almost all universities in Europe (C Portugal, D Italy, E Spain and F Portugal) seem to be aware of the important role that languages play in the process of IHE. In what concerns the Global South, in Ortiz-Rojo et al.'s (in press) study, university H (Malaysia) stood out with the highest rankings and number of international students and strategies to develop GC. In what concerns the role of languages, perhaps it is easier for Malaysian universities to offer courses in English (one of the official languages in the country) than to other institutions in the Global South (Brazil, Turkey) and that was also evident in our study. Moreover, it became evident that there is a convergence and interconnection between the role of languages in the institutions involved and the process of IHE.

In this study we looked at eleven universities located in eight different countries and

geopolitical regions (Global North/Global South) so as to analyze the role of languages in their process of IHE. Based on results of Díaz (2018), we assumed that English-speaking universities located in England/Global North would attract more international students (because of the intersection between English and the process of IHE previously reported) but our data showed otherwise pointing to a severe drop after BREXIT, the pandemic and latest visa regulations. Notwithstanding this result, contrary to our preliminary assumptions, the rest of the results of the other universities seem to corroborate our suggestion that there is a correlation between the role of languages in general (and English in particular) and geopolitical location with English-speaking universities located in the Global North yielding the highest benefits in terms of IHE. In conclusion, all things being equal (and excluding phenomena like Brexit), we can assert that English-speaking universities and/or those offering EMI courses in the Global North benefit more from the process of international higher education (IHE). This process is still largely perceived and practiced in terms of academic mobility, particularly in and for the Global North.

Acknowledgments

References

Abba, M. J., Leal, F. G., & Finardi, K. R. (2022). Internacionalización de la educación superior inclusiva de/para América Latina: la hora de 'los de abajo'. *Reflexão e Ação*, *30*(3), 122–137.

Amorim, G. B. (2020). *A internacionalização do ensino superior no Brasil: uma proposta de matriz multidimensional de (auto) avaliação* (Tese de Doutorado) (p. 145). Universidade Federal do Espírito Santo, Vitória.

Amorim, G. B., & Finardi, K. R. (2017). Internacionalização do ensino superior e línguas estrangeiras: evidências de um estudo de caso nos níveis micro, meso e macro. *Avaliação: Revista da Avaliação da Educação Superior* (Campinas), *22*, 614–632. https://doi.org/10.1590/s1414-40772017000300003

Amorim, G. B., & Finardi, K. R. (2021). Uma matriz de (auto) avaliação da internacionalização do ensino superior no Brasil. *Estudos em Avaliação Educacional*, *31*(78), 699–722. https://doi.org/10.18222/eae.v31i78.7381

Amorim, G. B., & Finardi, K. R. (2022). The road (s) not taken and internationalization in Brazil: journey or destination? Acta Scientiarum. *Education*, *44*. https://doi.org/10.4025/actascieduc.v44i1.55211

Baumvol, L. K., & Sarmento, S. (2019). *The growing presence of language issues in internalization conferences. English in the South* (pp. 27–54). Londrina: EDUEL.

Baumvol, L., Sarmento, S., & da Luz Fontes, A. B. A. (2021). Scholarly publication of Brazilian researchers across disciplinary communities. *Journal of English for Research*

Publication Purposes, *2*(1), 5–29. https://doi.org/10.1075/jerpp.20012.bau

Céspedes, L. (2021). Latin American journals and hegemonic languages for academic publishing in SCOPUS and Web of Science. *Trabalhos em Linguística Aplicada*, *60*, 141–154. https://doi.org/10.1590/01031813890131152020214

Chiappa, R., & Finardi, K. R. (2021). Coloniality prints in internationalization of higher education: The case of Brazilian and Chilean international scholarships. *SOTL in the South*, *5*(1), 25–45. https://doi.org/10.36615/sotls.v5i1.168

Creswell, J. (2007). Projeto de pesquisa: métodos qualitativo, quantitativo e mistos. Tradução de Luciana Oliveira da Rocha. Porto Alegre: Artmed. *Bookman*, *2*, 10.

Dados, N., & Connell, R. (2012). The Global South. *Contexts*, *11*(1), 12–13. https://doi.org/10.1177/1536504212436479

De Sousa Santos, B. (2011). Epistemologías del sur. *Utopía y praxis latinoamericana*, *16*(54), 17–39.

De Swaan, A. (2001). *Words of the world: The global language system*. John Wiley & Sons.

De Wit, H. (2017). Global: Internationalization of higher education: Nine misconceptions: International higher education, summer 2011, number 64. In *Understanding higher education internationalization* (pp. 9–12). Brill. https://doi.org/10.1007/978-94-6351-161-2_2

De Wit, H., Hunter, F., Howard, L., & Egron, P. (2015). *Internationalisation of higher education*. Brussels: European Parliament, Directorate-General for Internal Policies.

Díaz, A. (2018). Challenging dominant epistemologies in higher education: The role of language in the geopolitics of knowledge (re) production. Multilingual Education Yearbook 2018. *Internationalization, Stakeholders & Multilingual Education Contexts*, 21–36. https://doi.org/10.1007/978-3-319-77655-2_2

Finardi, K. R. (2017). What can Brazil learn from multilingual Switzerland and its use of English as a multilingua franca. Acta Scientiarum. *Language and Culture*, *39*(2), 219–228. https://doi.org/10.4025/actascilangcult.v39i2.30529

Finardi, K. R. (2019). *English in the South*. Londrina: Eduel.

Finardi, K. R., & Archanjo, R. (2018). Washback effects of the Science without Borders, English without Borders and Language without Borders programs in Brazilian language policies and rights. *Language Policy and Language Acquisition Planning*, 173–185. https://doi.org/10.1007/978-3-319-75963-0_10

Finardi, K. R., & Asik, A. (2024). Possibilities of Virtual Exchange for internationalization at home: Insights from the Global South. *Journal of Virtual Exchange*, *7*(SI), 1–22. https://doi.org/10.21827/jve.7.39593

Finardi, K. R., & Csillagh, V. (2016). Globalization and linguistic diversity in Switzerland: insights from the roles of national languages and English as a foreign language. *Advances in

Understanding Multilingualism, *1*, 41–56.

Finardi, K. R., França, C., & Guimarães, F. F. (2022). Ecology of knowledges and languages in Latin American academic production. *Ensaio: Avaliação e Políticas Públicas em Educação*, *30*, 764–787. https://doi.org/10.1590/s0104-40362022003003538

Finardi, K. R., França, C., & Guimarães, F. F. (2023). Knowledge production and internationalization of Higher Education in the Global South: Latin America in focus. *Diálogos Latinoamericanos*, *32*(1), 1–19. https://doi.org/10.7146/dl.v32i1.127278

Finardi, K. R., & Guimarães, F. F. (2017). Internacionalização, rankings e publicações em inglês: a situação do Brasil na atualidade. *Estudos em Avaliação Educacional*, *28*(68), 600–626. https://doi.org/10.18222/eae.v28i68.4564

Finardi, K. R., & Guimarães, F. F. (2020). Internationalization and the Covid-19 pandemic: challenges and opportunities for the global south. *Journal of Education, Teaching and Social Studies*, *2*(4), 1–15. https://doi.org/10.22158/jetss.v2n4p1

Finardi, K. R., Salvadori, J. C., & Wehrli, A. (2024). Global Citizenship and Internationalization at Home: Insights from the BRASUIS Virtual Exchange Project. *Studies in English Language Teaching*, *12*(2), 59–72. https://doi.org/10.22158/selt.v12n2p59

Finardi, K. R., Santos, J. M., & Guimarães, F. (2016). A relação entre línguas estrangeiras e o processo de internacionalização: evidências da coordenação de letramento internacional de uma universidade federal. *Interfaces Brasil/Canadá*, *16*(1), 233–255.

Flowerdew, J. (2008). Scholarly writers who use English as an Additional Language: What can Goffman's "Stigma" tell us? *Journal of English for Academic Purposes*, *7*(2), 77–86. https://doi.org/10.1016/j.jeap.2008.03.002

Guimarães, F. F., & Finardi, K. R. (2021). Global citizenship education (GCE) in internationalisation: COIL as alternative Thirdspace. *Globalisation, Societies and Education*, *19*(5), 641–657. https://doi.org/10.1080/14767724.2021.1875808

Guimarães, F. F., & Finardi, K. R. (2022). Internationalization and Portuguese as a Foreign Language (PFL): Survey and Discussion. *Revista Internacional de Educação Superior*, *8*, e022003, https://doi.org/10.20396/riesup.v8i00.8663449

Guimarães, F. F., Finardi, K. R., & Amorim, G. B. (2021). From pandemic to paradigm shift: recalibrating Brazil's relationships with the global NORTH. *EAIE Forum Magazine*, *1*(1), 28–29.

Guimarães, F. F., Finardi, K. R., & Casotti, J. B. C. (2019). Internationalization and language policies in Brazil: what is the relationship? *Revista Brasileira de Linguística Aplicada*, *19*, 295–327. https://doi.org/10.1590/1984-6398201913553

Guimarães, F. F., Júnior, C. A. H., & Finardi, K. R. (2022). Formação de Professores de Línguas Mediada por Tecnologias Digitais. *Revista Linguagem & Ensino*, *25*(especial), 179–204. https://doi.org/10.15210/10.15210/RLE.V25especial.4443

Hamel, R. E. (2013). El campo de las ciencias y la educación superior entre el monopolio del inglés y el plurilingüismo: elementos para una política del lenguaje en América Latina. *Trabalhos em linguística aplicada*, *52*, 321–384. https://doi.org/10.1590/S0103-18132013000200008

Hyland, K. (2015). *Teaching and Researching Writing. Third Edition* (3rd ed.). Ney York: Routledge. https://doi.org/10.4324/9781315717203

Knight, J. (2011). Five myths about internationalization. *International higher Education*, 62. https://doi.org/10.6017/ihe.2011.62.8532

Leal, F., Finardi, K., & Abba, J. (2022). Challenges for an internationalization of higher education from and for the global south. *Perspectives in Education*, *40*(3), 241–250. https://doi.org/10.38140/pie.v40i3.6776

Lima, M. C., & Maranhão, C. M. S. D. A. (2009). O sistema de educação superior mundial: entre a internacionalização ativa e passiva. *Avaliação: Revista da Avaliação da Educação Superior* (Campinas), *14*(03), 583–610. https://doi.org/10.1590/S1414-40772009000300004

Muñoz-García, A. L., Lira, A., & Loncón, E. (2022). Knowledges from the South: Reflections on writing academically. *Educational Studies*, *58*(5–6), 641–656. https://doi.org/10.1080/00131946.2022.2132394

Ortiz-Rojo, R. A., Lacruz, A., & Finardi, K. R. (n.d.). *Higher education fostering global citizenship: evidence from universities in the Global South and North*. Submitted at Revista Iberoamericana sobre Calidad Eficácia y Cambio en Educación (RICE).

Sarmento, S., Abreu-e-Lima, D. M., & Moraes, W. B. (2016). *Do Inglês sem Fronteiras ao Idiomas sem Fronteiras: a construção de uma política linguística para a internacionalização*. Belo Horizonte: UFMG.

Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge. https://doi.org/10.4324/9780203387962

Taquini, R., Finardi, K. R., & Amorim, G. B. (2017). English as a medium of instruction at Turkish state universities. *Education and Linguistics Research*, *3*(2), 35–53. https://doi.org/10.5296/elr.v3i2.11438

Thomas, E., & Pugh, R. (2020). From 'entrepreneurial'to 'engaged'universities: social innovation for regional development in the Global South. *Regional Studies*, *54*(12), 1631–1643. https://doi.org/10.1080/00343404.2020.1749586

Vavrus, F., & Pekol, A. (2015). Critical internationalization: moving from theory to practice. In *FIRE: Forum for international research in education* (Vol. 2, No. 2, pp. 5-21). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015. https://doi.org/10.18275/fire201502021036

Wimpenny, K., Finardi, K. R., Orsini-Jones, M., & Jacobs, L. (2022). Knowing, being, relating and expressing through third space global South-North COIL: Digital inclusion and

equity in international higher education. *Journal of Studies in International Education*, *26*(2), 279–296. https://doi.org/10.1177/10283153221094085

Notes

Note 1. This paper presents partial results of the Fapes (Fundação de Apoio à Pesquisa do Espírito Santo) project 28/2022 "Internacionalização e Inovação na Educação Superior: Línguas, Tecnologias e Mobilidades".

Note 2. Move La America program website:
https://www.gov.br/capes/pt-br/acesso-a-informacao/acoes-e-programas/bolsas/bolsas-e-auxilios-internacionais/encontre-aqui/paises/multinacional/programa-move-la-america.

Appendix A

Universal Checklist for Institutional Internationalization Assessment

Based on the matrix proposed by Amorim (2020)

Dimensions: Languages, Mobility, and Innovation

17 Indicators

Project Title: Internationalization and Innovation in Higher Education: Languages, Technologies, and Mobilities

Research Objective: This research project aims to analyze the use of languages, technologies, and physical/virtual mobility in the internationalization process of at least 3 Brazilian higher education institutions – HEI (UFES, UFRGS, and UFG) comparing them to at least three international HEI (Coventry - England, Valencia - Spain, and Malaya - Malaysia) in order to contribute to the development of an innovative, critical, and sustainable internationalization model for higher education and for scientific, technological, and innovation development in Brazil.

Funding: The project is funded by the Espírito Santo Research Support Foundation under the FAPES Universal 28/2022 call.

Why were you selected to answer this questionnaire? You have been selected to participate in this research study because you are either part of the Fapes project team or/and can provide answers about your institution's internationalization process.

What are the benefits of participating in this research study? You will engage in self-reflection on the internationalization process at your institution, contributing to the development of a more innovative, critical, and sustainable internationalization model for your institution and others around the world.

What are the risks? There are no risks involved, and most questions have three options

(YES/I DO NOT KNOW/NO). You do not need to know all the answers, but you should not skip any questions.

Dimension 1 *Languages*

1. Does your Higher Education Institution (HEI) have a guiding document for the use of native/foreign/additional languages in the institution in the form of a language policy instrument? YES/NO/I DO NOT KNOW

2.   Does your HEI allow/contemplate the use of different languages? YES/NO/I DO NOT KNOW

○   If YES:

a. For admission (entrance exams for undergraduate and postgraduate, as well as for the hiring of professors and staff, for example). YES/NO/I DO NOT KNOW

2.   For communication (on its website, memos).

3.   For teaching purposes (offering courses and teaching activities in various subjects through foreign languages). YES/NO/I DO NOT KNOW

4.   For research purposes (contemplating theses, articles, and research projects in languages other than the local/official one). YES/NO/I DO NOT KNOW

3.   Does your HEI offer courses in different foreign/additional languages to the academic community, either through extension/outreach courses or as part of the curriculum for undergraduate and postgraduate programs (e.g., English for Specific Purposes, Portuguese as a Foreign Language courses, etc.)? YES/NO/I DO NOT KNOW

○   If YES:

1.   Does it offer courses (online or in-person) or support in the use of foreign/additional languages for its faculty? YES/NO/I DO NOT KNOW

2.   Does it offer courses (online or in-person) in foreign/additional languages for its students as extracurricular activities? YES/NO/I DO NOT KNOW

3.   Does it offer courses (online or in-person) in foreign/additional languages for its staff? YES/NO/I DO NOT KNOW

4.   Does the HEI have an institutional email or another means of communication to receive and send documents written in foreign/additional languages? YES/NO/I DO NOT KNOW

5.   Does the HEI offer courses in EMI (English as a Medium of Instruction)? YES/NO/I DO NOT KNOW

○   If so:

1.   In undergraduate courses. YES/NO/I DO NOT KNOW

2.   In postgraduate courses. YES/NO/I DO NOT KNOW

Dimension 2 *Academic Mobility*

6. Does the HEI have an office for inbound and outbound mobility? YES/NO/I DO NOT KNOW

7. Is the number of international students at the HEI (inbound mobility) and the number of your HEI students in mobility abroad (outbound) balanced? YES/NO/I DO NOT KNOW

○ If YES:

1. Does it have intracontinental partnerships for its mobility programs? YES/NO/I DO NOT KNOW

- Are there professors from the HEI in mobility? YES/NO/ I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

- Are there students from the HEI in mobility? YES/NO/ I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

- Is there staff from the HEI in mobility? YES/NO/I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

2. Does it have extracontinental partnerships for its mobility programs? YES/NO/I DO NOT KNOW

- Are there faculty members from your HEI in mobility? YES/NO/ I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

- Are there students from your HEI in mobility? YES/NO/I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

- Is there staff from your HEI in mobility? YES/NO/I DO NOT KNOW

- In undergraduate programs. YES/NO/I DO NOT KNOW

- In postgraduate programs. YES/NO/I DO NOT KNOW

8. Does your HEI offer courses in the official language(s) of the country for foreign students in academic mobility? YES/NO/I DO NOT KNOW

9. Is there staff from intracontinental countries working in different sectors of your HEI

periodically? YES/NO/I DO NOT KNOW

10. Is there staff from extracontinental countries working in different sectors of your HEI periodically? YES/NO/I DO NOT KNOW

Dimension 3 *Innovation*

11. Does your HEI have or encourage virtual collaboration via teletandem, Virtual Exchange(VE), Collaborative Online International Learning(COIL), or another form of online academic exchange? YES/NO/I DO NOT KNOW

○   If YES:

1.   With universities in the same continent. YES/NO/I DO NOT KNOW

■   At the undergraduate level. YES/NO/I DO NOT KNOW

■   At the postgraduate level. YES/NO/I DO NOT KNOW

2.   With universities in other continents. YES/NO/I DO NOT KNOW

■   At the undergraduate level. YES/NO/I DO NOT KNOW

■   At the postgraduate level. YES/NO/I DO NOT KNOW

12. Does your HEI have technological resources such as computer labs and SIM card distribution programs available for the academic community? YES/NO/I DO NOT KNOW

13. Does your HEI promote online scientific dissemination?

○   If YES:

1.   Intracontinental. YES/NO/I DO NOT KNOW

2.   Extracontinental. YES/NO/I DO NOT KNOW

14. Does your HEI have different digital technologies/platforms to promote virtual exchange? YES/NO/I DO NOT KNOW

15. Does your HEI innovate its processes and curricula through VE, COIL, and teletandem projects that integrate the curriculum and are institutionally recognized and supported through academic credits and/or recognition for professors? YES/NO/I DO NOT KNOW

16. Does your HEI promote innovation and/or internationalization of higher education through education for global citizenship? YES/NO/I DO NOT KNOW

17. In your own words, provide examples of how your HEI fosters or promotes Global Citizenship in your community.

Appendix B

Message to Stakeholders

Dear XXXX,

As you may know, I am currently working on a project that has some funding (Fapes Universal) to analyze the role of languages, technologies, mobility and innovation in the process of internationalization of higher education. More specifically, the project aims to analyze the use of languages, technologies, and physical/virtual mobility in the internationalization process of Brazilian universities comparing them with international ones in order to contribute to the development of an innovative, critical and sustainable internationalization model for higher education and for scientific, technological, and innovation development in Brazil.

As part of the Fapes Universal team and/or of the AILA Research Network

https://aila.info/research/list-of-rens/english-as-a-medium-of-education-multilingualism-and-t he-sdgs-equity-diversity-and-inclusion/ that deals with relevant issues for this project, I would like to ask you for your cooperation in this project.

I am planning to visit your institution between 2023/2024 so as to collect data for this project and in preparation for this, I would be very grateful if you could answer the questionnaire below and/or direct it to someone from the international office of your institution who can answer it.

LINK TO THE SPECIFIC FORM

Thank you very much in advance,

Best,

XXXX.

Copyright Disclaimer