

Universidade Estadual do Norte do Paraná – UENP

Coordenadoria de Relações Internacionais - Eliane  
Segati Rios

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# Internacionalização e Políticas Linguísticas na UENP

11 de março, 2021

## Internacionalização e Políticas Linguísticas na UENP

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O processo de constituição

Fortalecimento

Suporte

Projetos e Programas

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# O processo de Internacionalização na UENP

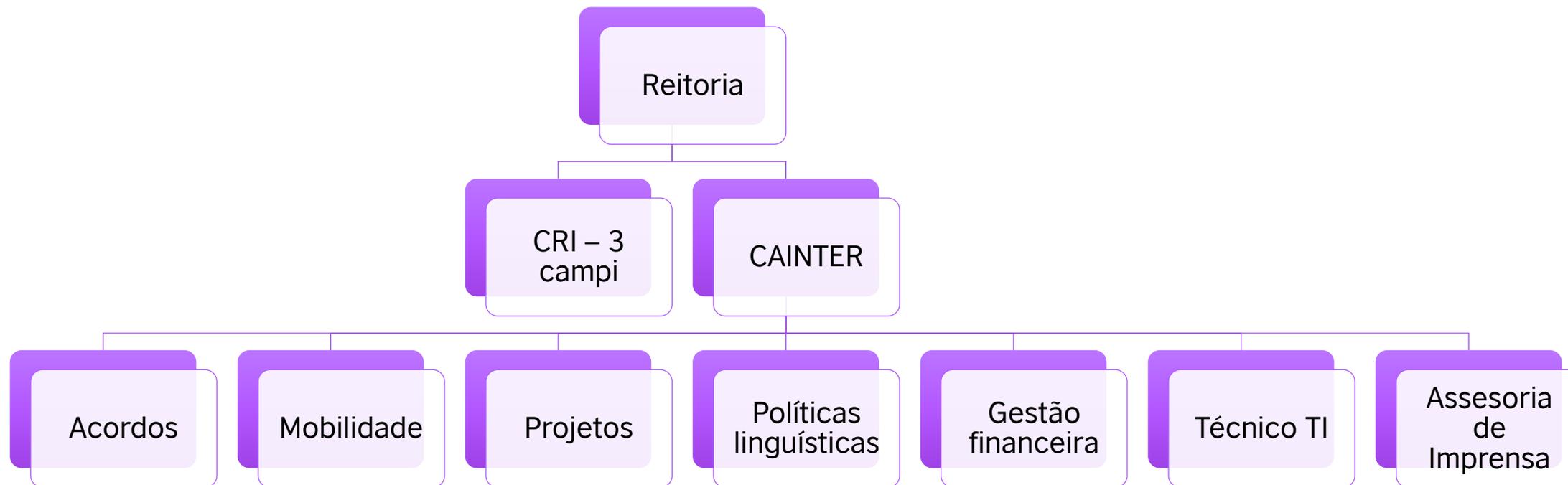
*Processo intencional de integração de uma dimensão internacional, intercultural ou global nos objetivos, nas funções e na organização do ensino superior, a fim de melhorar a qualidade da educação e pesquisa de todos os alunos, professores e funcionários, e contribuir de forma significativa para a sociedade.*

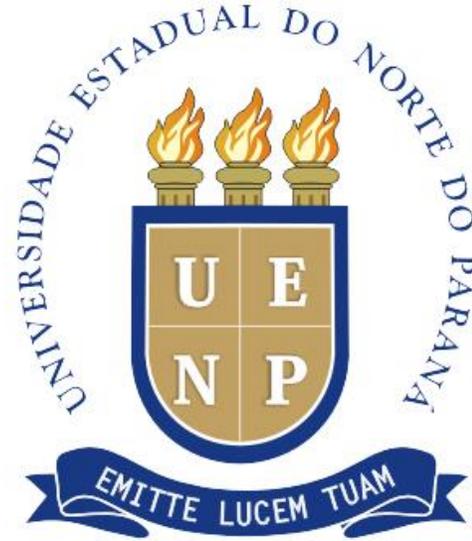
**(Knight, 2014 and de Wit, 2015)**

# O processo de Internacionalização na UENP (2014 ....)



# Estrutura Organizacional





Internationalisation



# FORTALECIMENTO DA CRI:



- ✓ Criação e composição do CAINTER;
- ✓ Inserção da Internacionalização no PDI/UENP;
- ✓ Ampliação de pessoal - programa bolsa-técnico – SETI/UGF;
- ✓ Regulamentações (Resoluções, Instruções de Serviço – mobilidade, co-tutelas, dupla titulação, bibliografia básica LE, informes atividades de internacionalização);
- ✓ Programas de verticalização da UENP (FA);
- ✓ Participação em redes (APIESP, ABRUEM, FAUBAI), GCUB, ZICOSUR;
- ✓ Programas de apoio linguístico e cultural – IsF, PFI CII;
- ✓ Participação em Editais/Programas para a internacionalização -MEC/CAPES/Conselho Britânico, outros;
- ✓ Ampliação da rede de cooperação internacional;
- ✓ Realização dos Encontros de Internacionalização (2015 - ...)
- ✓ **Discussão e aprovação da política de Internacionalização/UENP**

## SUPOORTE CRI



- ✓ Reuniões conjuntas: CRI - PROGRAD; PROPG, PROEC;
- ✓ Demandas: dupla titulação graduação, mestrado e doutorado/cotutela;
- ✓ Internacionalização do currículo – reuniões com coordenadores de cursos de graduação e programas de pós-graduação;
- ✓ Disciplinas partilhadas - COIL
- ✓ Novos projetos de cooperação internacional;
- ✓ Professor visitante internacional;
- ✓ Workshops - formação docente e atração de aluno internacional
- ✓ Sessões de orientações mobilidade – física e virtual

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# Projetos e programas

# PROJETOS E PROGRAMAS



- ✓ Bolsista CRI - Fortalecimento das Assessoria/CRI SETI-UGF
- ✓ Researcher Connect – FA/BC
- ✓ Projeto Verticalização da Pós-Graduação – FA
- ✓ English Teaching Assistant (ETAs) CAPES – 4 bolsistas;
- ✓ Missão UK – ABRUEM/FA/Conselho Britânico;
- ✓ Workshop capacitação CRI – Conselho Britânico;
- ✓ Paraná fala Idiomas (PFI) – /SETI-UGF
- ✓ Mobilidade PFI/Languages Canada/SETI-UGF – 3 bolsistas – julho/2018;
- ✓ PFF – Governo/Universidades Canadenses – workshops.
- ✓ Parcerias - Santander –
- ✓ EMI/PFI – UENP/Conselho Britânico/FA/Cambridge University
- ✓ Internacionalização – FA/BC - CAPESPRINT

# 1) RESEARCHER CONNECT (FA) – 2015, 2017

## Data collection - results 1st edition - 19 participants



Category	Number of participants	Area of knowledge
Undergraduate students	4 (IC)	Legal Science
Graduate students	7 (masters)	Legal Science
Professors/researchers	6 + 2	Physical Education, Agronomy, Physiotherapy, Philosophy, Language and Literature, Biology
Requirement: English Language		

## 2nd edition - 20 participants



	Number of participants	Area of knowledge
Undergraduate students	4 (IC)	Letras, Geography
Graduate students	5	Agronomy
Professor/researcher	7 + 4	Letras, Veterinary, Math

## 3rd - edition - 11 participants



	Number of participants	Area of knowledge
Undergraduate students	0	0
Graduate students	4	Legal Science, Agronomy, Letras
Professors/researchers	+4	Biology, Business, Accounting
Rector's office	3	PROPG

## 2) VERTICALIZAÇÃO DA PÓS-GRADUAÇÃO (FA – UENP/UNESPAR)

Modalidade	Valor Máximo R\$	Valor por Projeto R\$	Característica da proposta
A. Bolsa Técnico	144.000,00	48.000,00	Propostas individuais
	57.600,00	19.200,00	
B – Bolsa Residência	105.686,00	1.467,86	Propostas dos coordenadores de programa de Residência
C - Fomento aos projetos de pesquisa	100.000,00	Até 25.000,00	Proposta de docentes pertencentes ao corpo docente dos programas
C1- de programas stricto sensu C2- estruturantes de novos programas stricto sensu	142.714,00	Até 30.000,00	Propostas de docentes pertencentes ao corpo docente do futuro programa
D- Internacionalização dos programas stricto sensu existentes	140.000,00	Até 35.000,00	Propostas dos coordenadores dos programas
E- Auxílio às atividades de projetos de iniciação científica	30.000,00	Até 1.000,00	Propostas individuais

# Edital UENP/UNESPAR - Verticalização da pós-graduação 6 mestrados/ 1 doutorado



A proposta deverá apresentar os dados atuais e as metas para a internacionalização do programa de pós-graduação, considerando:

- Percentual do corpo docente com *proficiência* em idiomas estrangeiros, além do espanhol;
- Acordos e/ou *convênios vigentes* e em andamento para cooperação internacional, bem como planejamento de parcerias com base no escopo teórico e metodológico do corpo docente, *para além das universidades de países falantes de língua portuguesa e espanhola*;
- Apresentação de uma política de definição de parcerias internacionais e países estratégicos para se garantir ações a médio e longo prazo;
- Delineamento das ações e seus envolvidos;

[www.britishcouncil.org](http://www.britishcouncil.org)

➤ *Impactos, produtos e resultados esperados em termos de internacionalização.*

# 3) INTERNACIONALIZAÇÃO ABRUEM – Câmara de Internacionalização /BC/FA

2018/2019

Cardiff Metropolitan University	Universidade Estadual de Londrina, Universidade Estadual de Maringá, Universidade Estadual de Ponta Grossa, Universidade Estadual do Oeste do Paraná, Universidade Estadual do Centro-Oeste, Universidade Estadual do Norte do Paraná, Universidade Estadual do Paraná	Leadership on Internationalisation
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## Capacity building & internationalization for ABRUEM institutions

### 1. The programme

The British Council Brazil, as part of its internationalisation agenda is launching a second edition of its Capacity Building & Internationalisation for HE call, this time, in partnership with ABRUEM (Brazilian Association of Rectors of State and Municipal Universities). The objective of the programme is to strengthen the skills and capabilities for internationalisation within Brazilian universities, building on UK HEIs' expertise and experience in the field. Eligibility for this call is restricted to Brazilian institutions which are affiliated to ABRUEM.

The funding will facilitate consultancies and travel grants to allow UK institutions to assist their ABRUEM counterparts in putting together an effective internationalisation agenda. The expected outcome is an increased exchange in knowledge between British and Brazilian universities in terms of internationalisation plans and to strengthen ties and foster long-term partnerships.

The overall aim of the programme is to support sustainable and implementable internationalisation strategies. This means, strategies and plans set across different subjects and faculties, addressing several strands of activity and with clear investment and calculation of required resources and time. The joint work between UK Universities and ABRUEM Brazilian HEIs shall reflect a clear alignment and interest between institutions, which could lead to stronger formal agreements and partnerships in the future. An understanding of the local context and the actions to respond to institutional arrangements and regulations in partner countries, will add value to the presented proposals.

### 2. Specific objectives

- To support Brazilian HE institutions affiliated to ABRUEM in the design of their internationalisation strategies and in the production of their internationalisation plan, in partnership with UK HE institutions;
- To build capacity in ABRUEM Brazilian HE institutions, through the exchange of knowledge and experience between UK and Brazilian universities;
- To strengthen bilateral strategic partnerships between Brazilian HE institutions affiliated to ABRUEM and UK HE Institutions.

### 3. Expected outputs.

As a result of the grant and activities funded the expected outputs must include (although not limited to) some of the following:

- Internationalisation strategies and plans in place for Brazilian HE institutions
- Internationalisation strategies directly targeting language policies
- Internationalisation strategies directly targeting curricula development
- Internationalisation strategies directly targeting staff development
- Bilateral agreements or initial processes for partnership developments



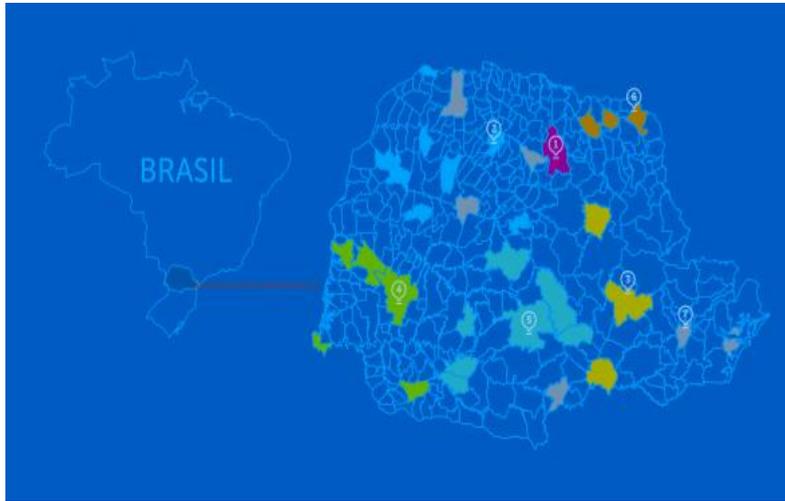
# INTERNACIONALIZAÇÃO – UENP/CAMBRIDGE/FA/BC (2018/2019)



UK-Brazil  
English **Collaboration** Call

# O PROJETO

## EMI training for university professors: a potential tool for internationalization



UK-Brazil English Collaboration Call



Apoio ao Desenvolvimento Científico e Tecnológico do Paraná



## PESQUISADORES PRINCIPAIS



Dra. Eliane Segati Rios é professora adjunta da Universidade Estadual do Norte do Paraná, onde lidera a Coordenadoria de Relações Internacionais. Ela também é a coordenadora do programa Paraná Fala Idiomas e é especialista na formação de professores de inglês, tendo trabalhado com a internacionalização de instituições de ensino superior há mais de uma década.



Hugh Moss é consultor sênior de educação da Equipe de Serviços de Consultoria do Cambridge Assessment English, departamento da Universidade de Cambridge. Ele tem mais de 26 anos de experiência em Ensino de Língua Inglesa (ELL) e prestou consultoria especializada a ministérios da educação e órgãos educacionais em todo o mundo.

## DEMAIS COLABORAÇÕES

- Dra. Larissa Giordani Schmitt, professora do Centro Educação, Comunicação e Artes da Universidade Estadual do Oeste do Paraná.

## LEITURA ADICIONAL

BREITZE, R, SANCHO GUINDA, C. (eds) (2017). Essential competencies for English-medium university teaching. Basel: Springer.

GIMENEZ, T, SARMENTO, S, ARCHANJO, R, ZICMAN, R, FINARDI, K. (2018). Guide to English as a Medium of Instruction in Brazilian Higher Education Institutions 2018-2019. São Paulo: British Council.

DEARDEN, J. (2014). English as a Medium of Instruction – a growing global phenomenon. London: British Council.

MARTINEZ, R. (2016) English as a Medium of Instruction (EMI) in Brazilian higher education: Challenges and opportunities. In K.R. Finard, English in Brazil: Views, Policies and Programs. Londrina: EDUEL, 2016. pp. 191-228.



UK-Brazil English Collaboration Call



UK-Brazil English Collaboration Call



## EMI training for university professors: a potential tool for internationalization

Eliane Segati Rios-Registro

Hugh Moss

Larissa Giordani Schmitt

This research took the form of a case study involving professors from the seven state universities within Paraná, which are all involved in the Paraná speaks Languages Program. The focus of the research is on investigating professors' attitude towards EMI and the extent to which this aligns with the institutional viewpoint; to ascertain how well prepared professors feel to deliver courses in English both before and after EMI training, and to find out from them and students what additional support they feel they require to deliver their classes in English. The results of the case study will help deepen understanding of the challenges faced by professors in Brazil delivering classes through the medium of English; it will also inform the direction of future research involving a wider sample of professors and also students with the aim of informing opinion how to deliver EMI classes most effectively.

### THEORETICAL BACKGROUND

EMI has been a growing phenomenon to better support the internationalisation development process in the Higher Education Institutions from

## FINDINGS

From the participants' point of view of what EMI is for them, there is no right or wrong path on the way, but a medium term path, that considers the context in which EMI will be approached. Each country, each educational context has its own perception of EMI, development and implementation and its effectiveness will highly depend on the way it is implemented in their own contexts. Having said that, EMI for professors, students, and decision makers is a institutionally-driven process, with clear language policies aligned with the university community interests aimed at supporting the internationalisation process of the higher education institutions considering language support and development to ensure the content acquisition and recognition of the whole process for both professors and students.

From opinions expressed by the professors, their willingness to deliver their content through EMI and the awareness of its contribution were clearly observed. However, the institutional support is the key element to achieve to support them and have EMI as a sustainable and effective process. By professors' conceptions they somehow feel prepared in term of the willingness to take part in the process, but the success of their participation will depend on both improvement of their language proficiency and EMI methodology, together with the institutional support in terms of incentives and language policies. Whether all these aspects are taken into consideration, professors will feel much more prepared and confident to deliver their content through EMI. There is lots to consider to better support the professor to deliver their content through EMI. In general terms, all these aspects must be part of the institutional language policy, taking into account the university community involved and its impacts.

On the other hand, students considered the professors need to be well prepared, not just linguistically, but also about in relation to content. Besides, they noticed some professors have low English proficiency and were not feeling comfortable to express themselves in English. Because of that, most students (17) agreed that the professor's methodology (skills and techniques) needs to be different when delivering EMI classes, as it requires more effort from both professors and students, and the classes need more audio-visual resources and dynamism to motivate the students. Besides, 80% of students also considered classes need to be objective and straightforward, as well as not teacher-centered (lecture). Also, 90% of students were aware that EMI requires more preparation, which is necessary for professors to find ways to achieve effective class delivery. In addition to that, 85% of students state the importance for professors to consider the heterogeneity of the class membership and adapt the methodology accordingly, thereby increasing the impact of the course subject learning.

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# INTERNACIONALIZAÇÃO – CAPES/ABRUEM/CONFAP-FA/FAUBAI

Capacitação e Internacionalização para o Ensino Superior - Edital 2019-20

Os resultados esperados incluem:

- ✓ ferramentas para monitorar e oferecer suporte à implementação de planos de internacionalização;
- ✓ intercâmbio de conhecimentos e práticas entre universidades britânicas e brasileiras no que toca à operacionalização e à garantia de qualidade dos planos de internacionalização;
- ✓ vínculos e parcerias mais fortes entre as instituições, dando continuidade ao trabalho conjunto pela internacionalização.

Ulster and Parana Universities for  
Innovation and Digital Links: cultural  
entrepreneurship, internationalization  
of knowledge and regional  
development

Ulster University, Northern Ireland  
Federal University of Paraná (UFPR)  
Universidade Estadual do Norte do  
Paraná (UENP)

## TÍTULO DO PROJETO:

*Ulster and Parana Universities for Innovation and Digital Links: cultural entrepreneurship, internationalization of knowledge and regional development.*

it will create the scope of **developing tools and criteria to measure and support the implementation of the internationalization plans**, consolidating and expanding research practices based on **methods, forms of work, instruments and digital environments**. Moreover, the project will have a network of **Institutions responsible for generating scientific findings and coordinating digital archives using an integrated approach**. They will develop and **use digital environments and resources to enhance and organise digital documents and related information as well as making them available on a permanent basis**. **With the international dissemination of** information and knowledge about the Parana State reality, this project intends to increase the attractiveness of the local scene to foreign researchers.

# POLÍTICAS LINGUÍSTICAS – CII/PFI/PARCERIAS



**CENTRO INTERNACIONAL DE IDIOMAS**  
UNIVERSIDADE ESTADUAL DO NORTE DO PARANÁ

**INGLÊS/FRANCÊS/JAPONÊS**

- ✓ **Aulas remotas**
- ✓ **Comunidade interna e externa**
- ✓ **parceria órgãos estado do Paraná – qualificação servidores**
- ✓ **Projetos IES estrangeiras**

**PARCERIAS:**

**UFPR – Alemão (SETI/FA)**  
**UFPR - EMI**



A Language Program to support the Internacionalization of the State Universities of Paraná

- PROJETOS:

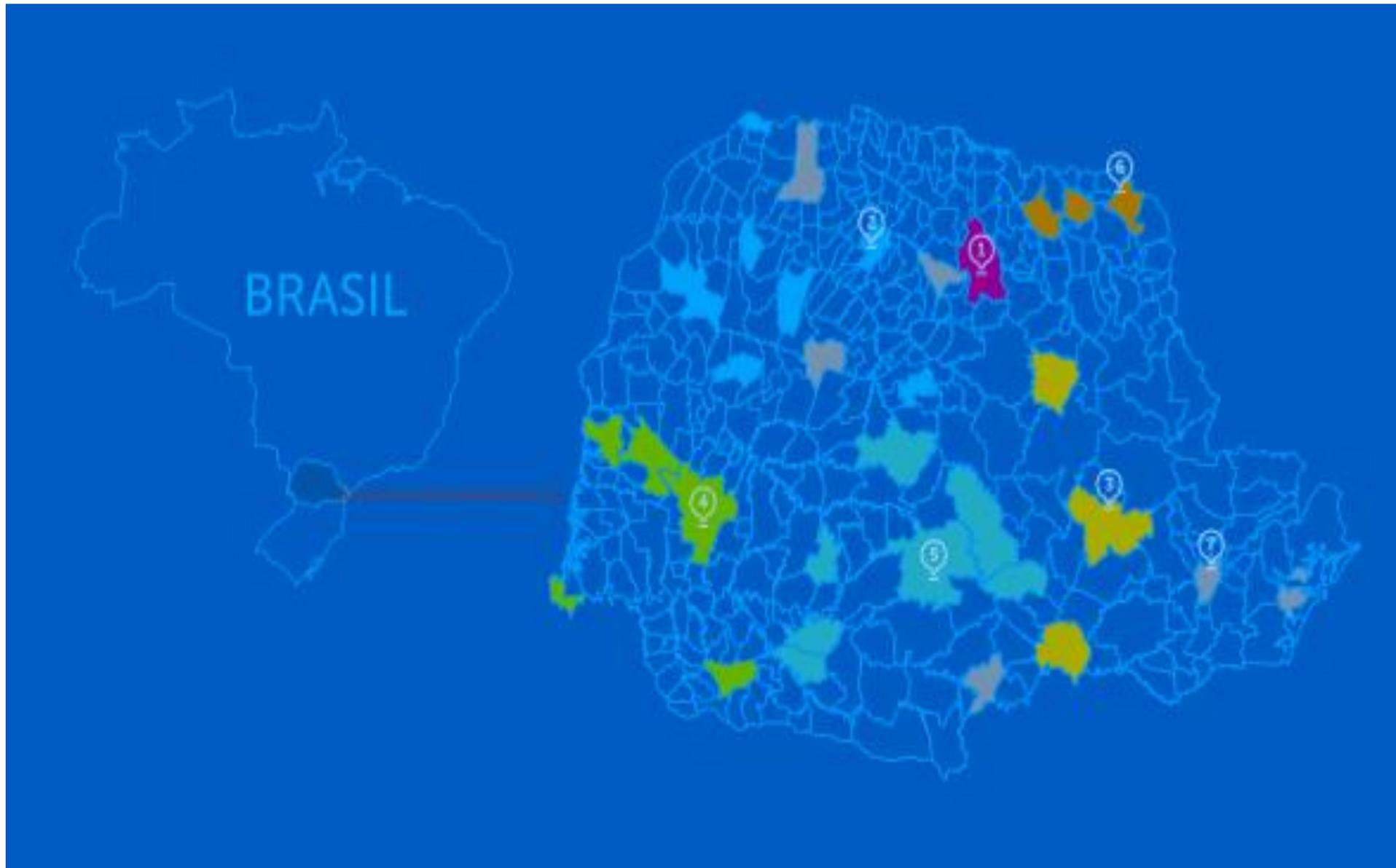
- ✓ EMI – CAMBRIGE – BC/FA
- ✓ INGLÊS COMO LÍNGUA ACADÊMICA – SETI/UGF/BC



PARANÁ  
GOVERNO DO ESTADO

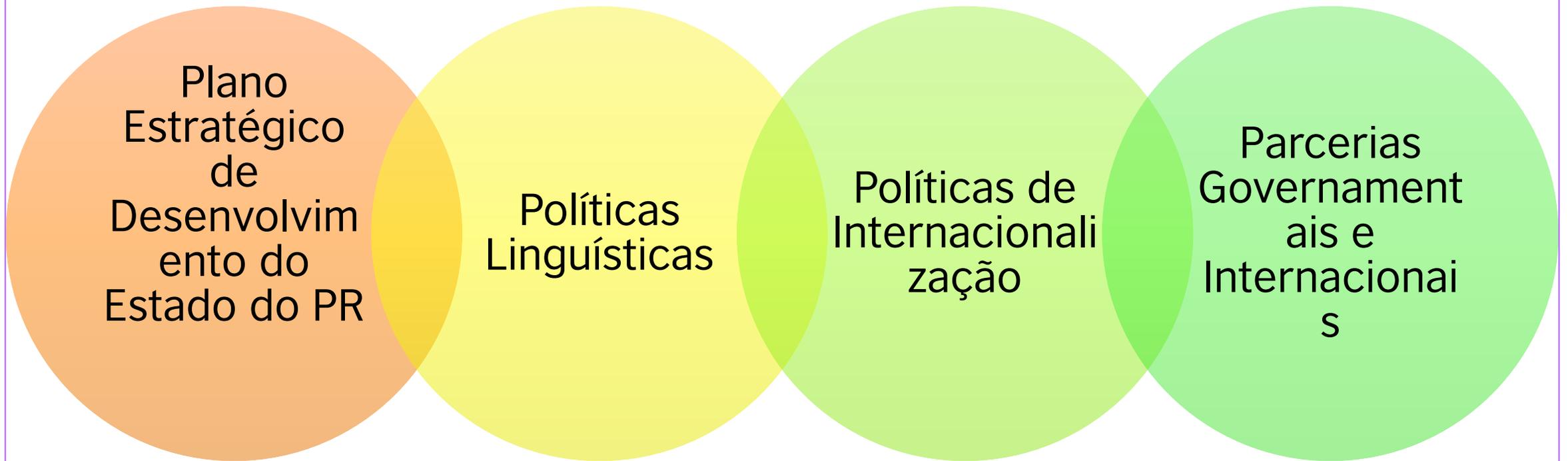
Seti | Secretaria de Estado  
da Ciência, Tecnologia  
e Ensino Superior

Apoiado com recursos do **Fundo Paraná**



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## Base Estruturante – Paraná fala Idiomas



# Plano Estratégico de Desenvolvimento

Desenvolvimento de habilidades internacionais - Formação de profissionais para atuarem na atual comunidade global



(multi)  
Linguistic

(multi)  
Cultural

Pesquisa,  
Ensino,  
Extensão

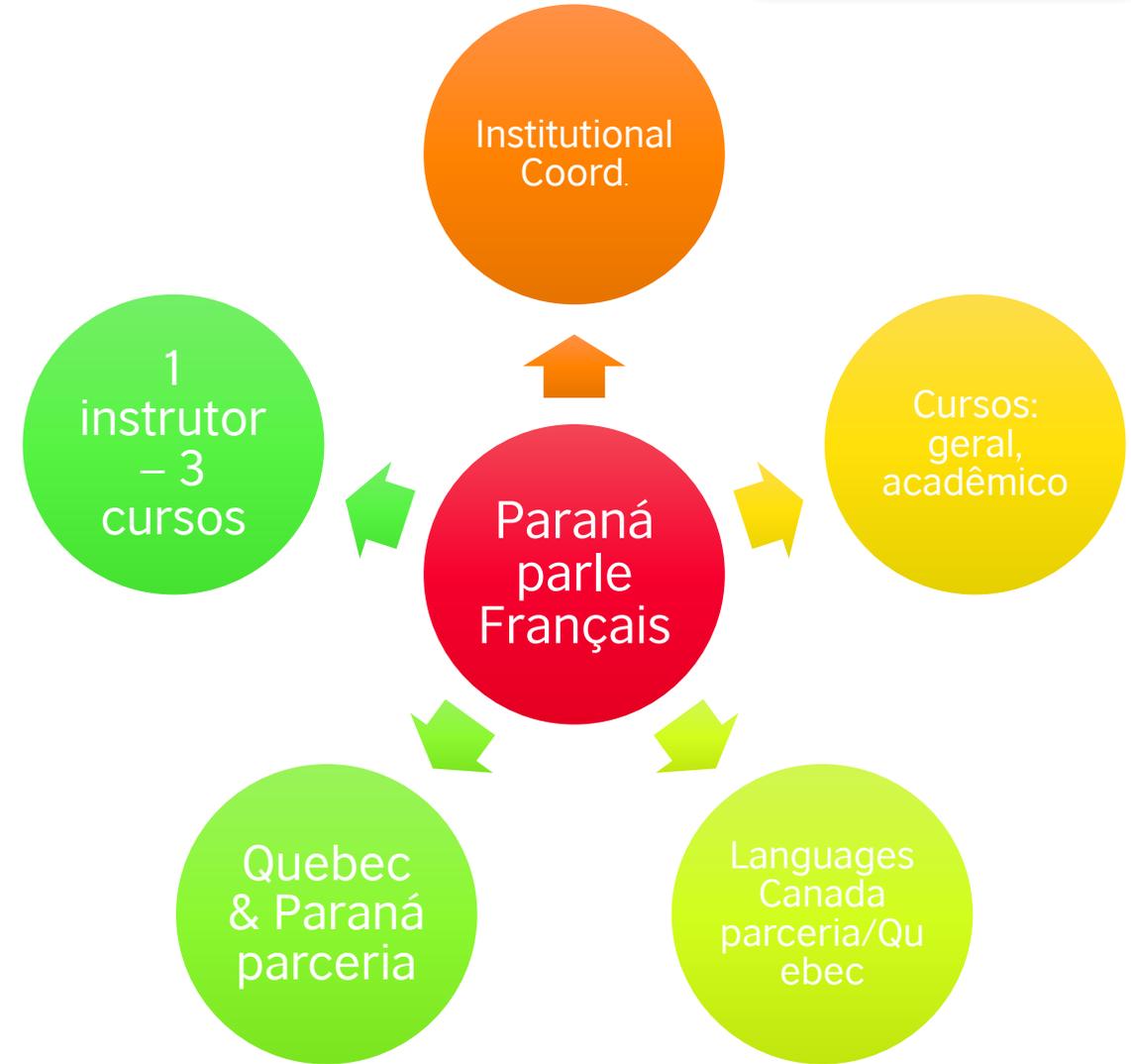
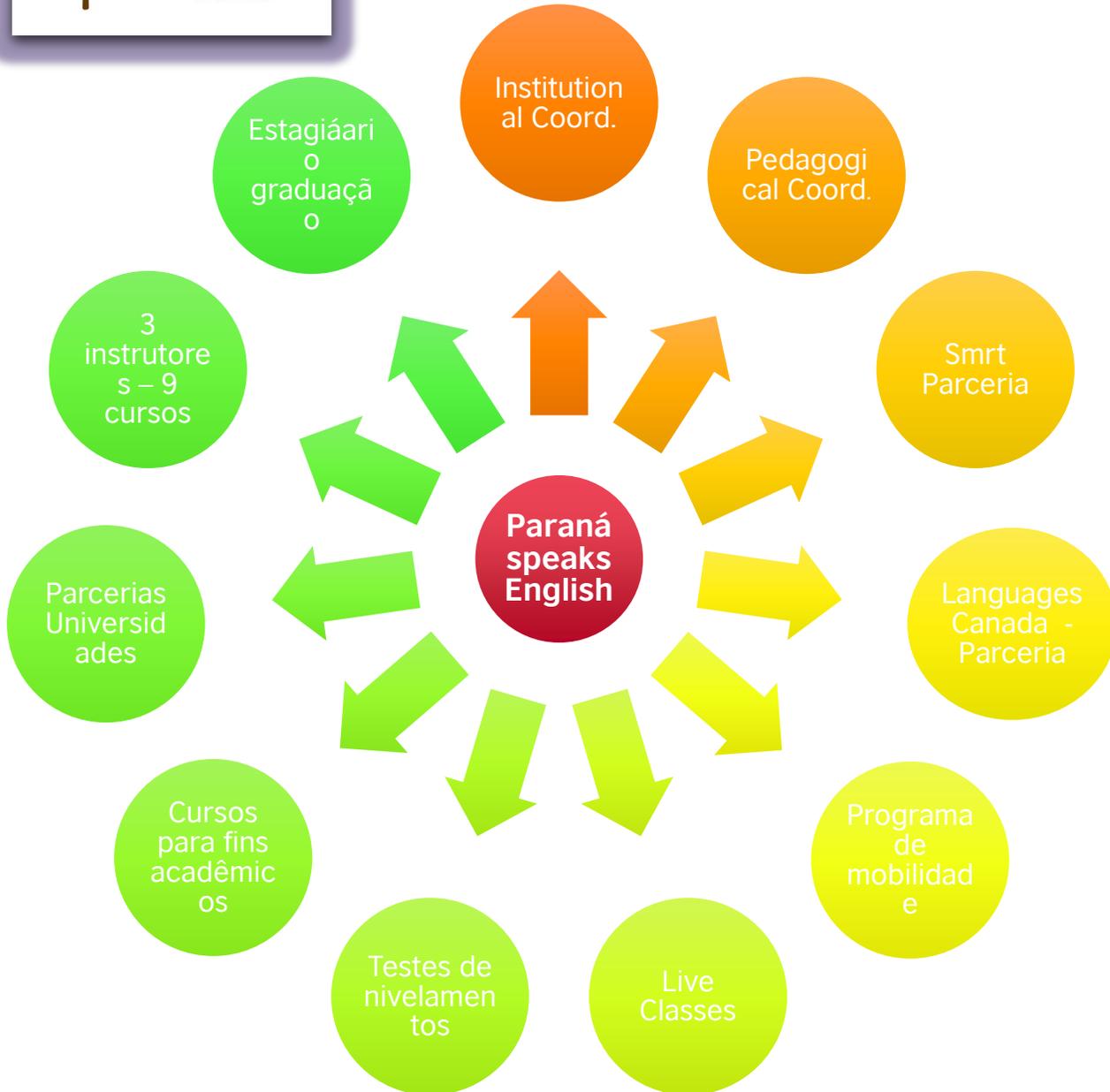
Experiência Internacional  
(em casa/externo)

Formação  
profissional(...)





# Modelo PFI



# PLANO INSTITUCIONAL DE INTERNACIONALIZAÇÃO: ESTRATÉGIAS E POLÍTICA LINGUÍSTICA:



Obrigada!  
Thank you

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