

**SIMONE SARMENTO**

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UK-BRAZIL ENGLISH COLLABORATION CALL

# **THE INTERNATIONALISATION OF HIGHER EDUCATION IN BRAZIL AND ENGLISH LANGUAGE POLICIES**

# BRAZILIAN POPULATION

## População do Brasil

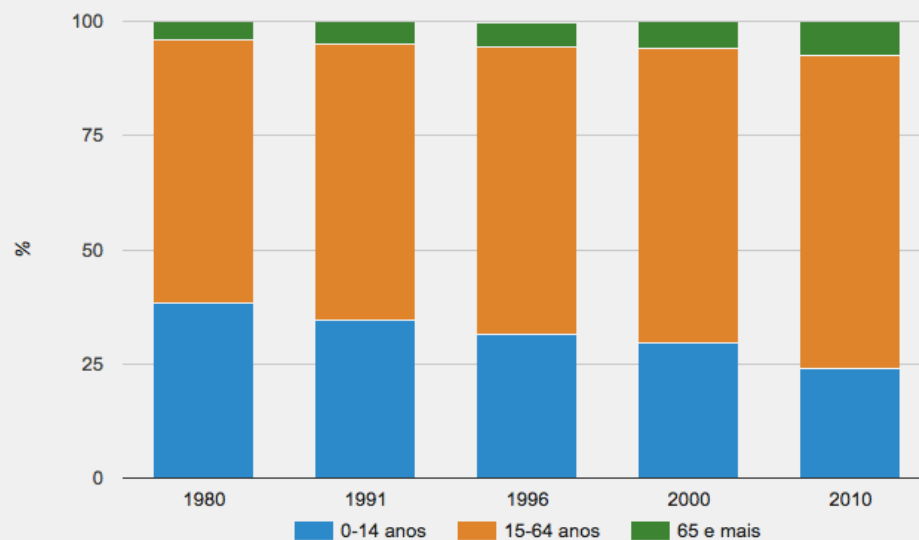
209.088.971

População brasileira às 16:40:20 de 4/6/2018

Tempo médio para aumento da população: 21"



Distribuição percentual da População por grandes grupos de idade Brasil - 1980 a 2010

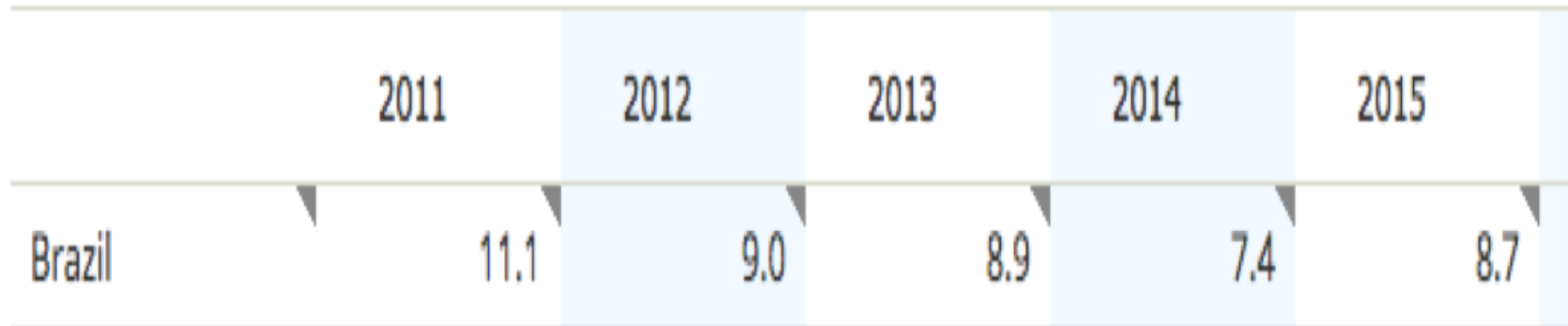


[Ver tabela](#)

Fonte: IBGE, Censo Demográfico de 1980, 1991, 2000 e 2010, e Contagem da População 1996.

# BRAZIL

- Socioeconomic and regional inequalities – has decreased but still high
- Obstacle to quality education for all



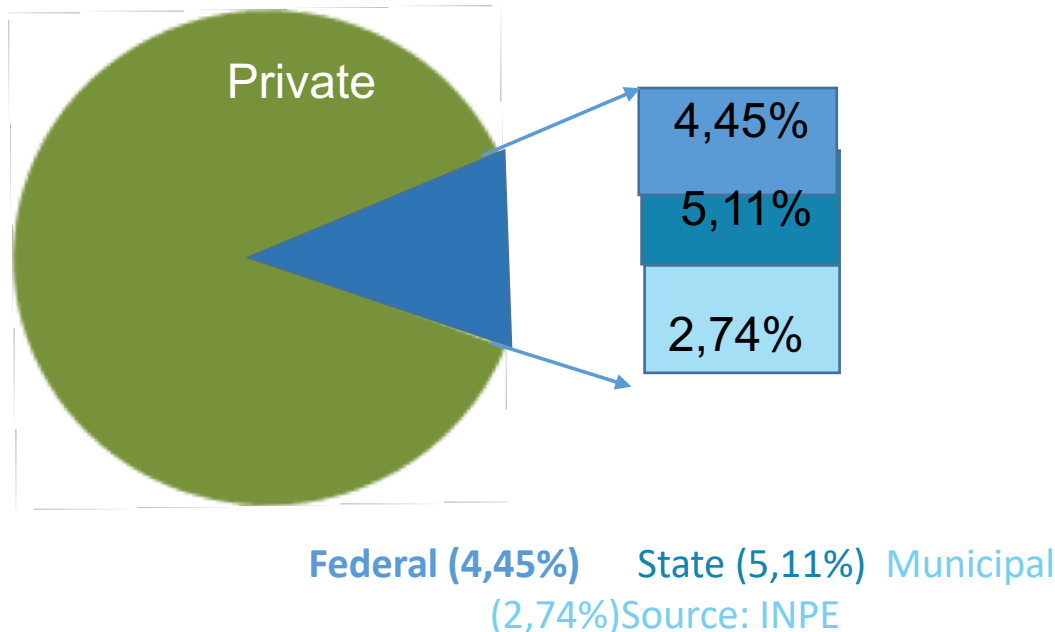
\*Poverty Headcount ratio at national poverty lines (% of population)

Source -<http://data.worldbank.org/country/brazil>

# HIGHER EDUCATION SYSTEM IN BRAZIL

## 2.407 Higher education institutions

- Universities (research, teaching, outreach)
- University Centres
- Integrated colleges/ schools of higher education
- Federal Institutes/CETEC



# HIGHER EDUCATION SYSTEM IN BRAZIL NUMBERS

- PUBLIC SYSTEM

- ▶ 108 Universities
- ▶ 138 Colleges
- ▶ 10 University centres
- ▶ 40 IF / CEFET

- PRIVATE SYSTEM (non + for-profit)

- ▶ 89 universities
- ▶ 1866 Colleges
- ▶ 156 Centros Universitários
- ▶ 0 IF / CEFET

# HIGHER EDUCATION SYSTEM IN BRAZIL

Students can choose from three types of programmes:

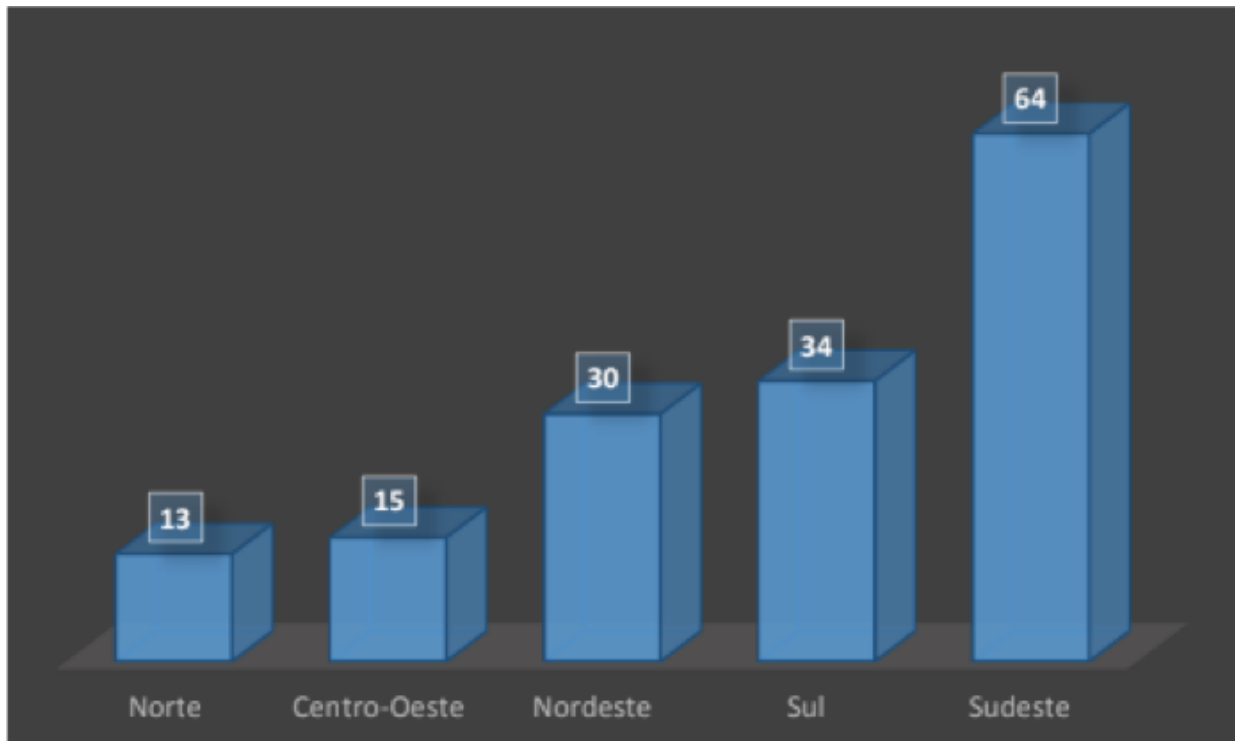
- Bachelor's degrees, which grant professional degrees, such as lawyers or architects.
- Teaching degrees, which certify teachers.
- Technology degrees, which provide specialized knowledge in a professional field.

# UNIVERSITY ADMISSION CRITERIA

- ❑ Vestibular (university entrance exam)
  - Each university designs its own.
  - Open once or twice a year
- ❑ National Unified Admission System (SISU), admission based on the Secondary School National Exam (ENEM) scores
- ❑ Mixed
  - Percentage in the overall grade
  - Number of seats
- ❑ Affirmative action policies – admission quotas (50% in Federal Universities/ percentage varies in other universities)

# POSTGRADUATE PROGRAMMES

149 Postgraduate Programmes in Linguistics and Literature unevenly distributed throughout the country

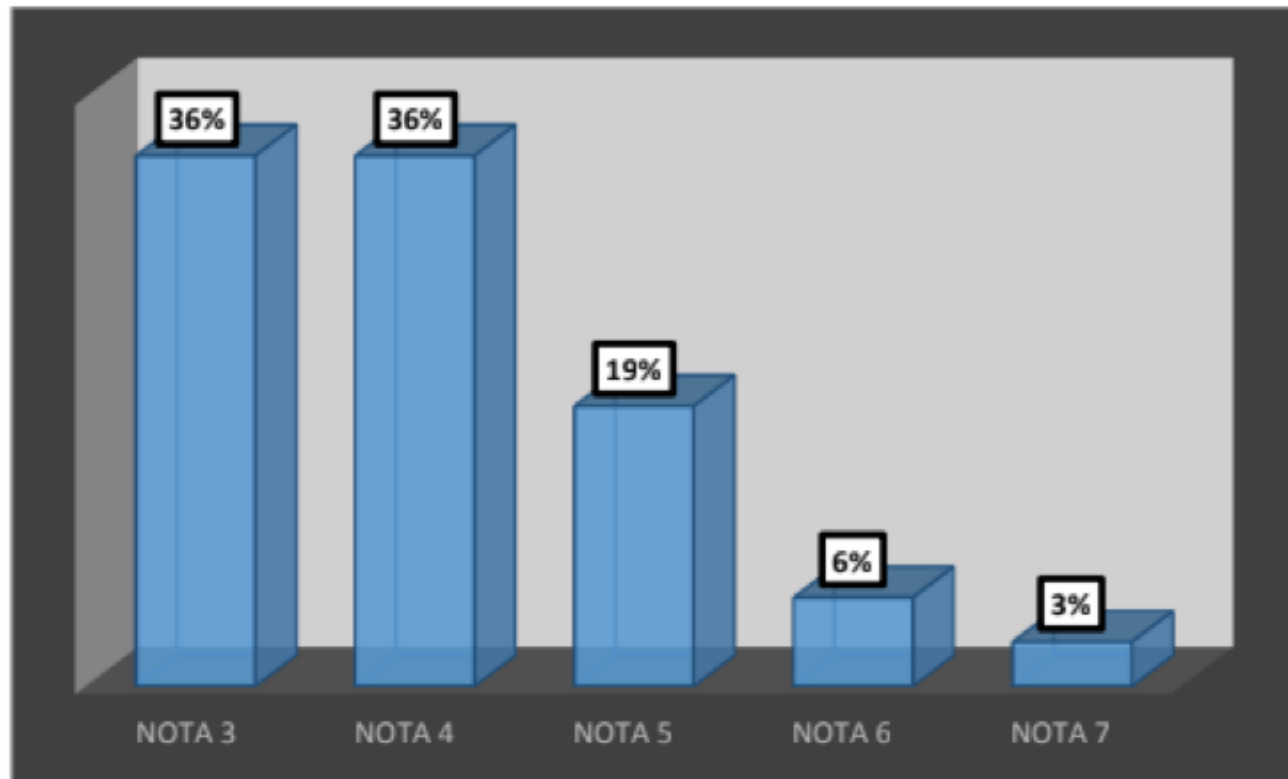


Source: CAPES/2016



# POSTGRADUATE PROGRAMMES

Postgraduate Programmes are evaluated every four years, being **1** the lowest mark and **7** the highest



Source: CAPES/2016

# **INTERNATIONALISATION**

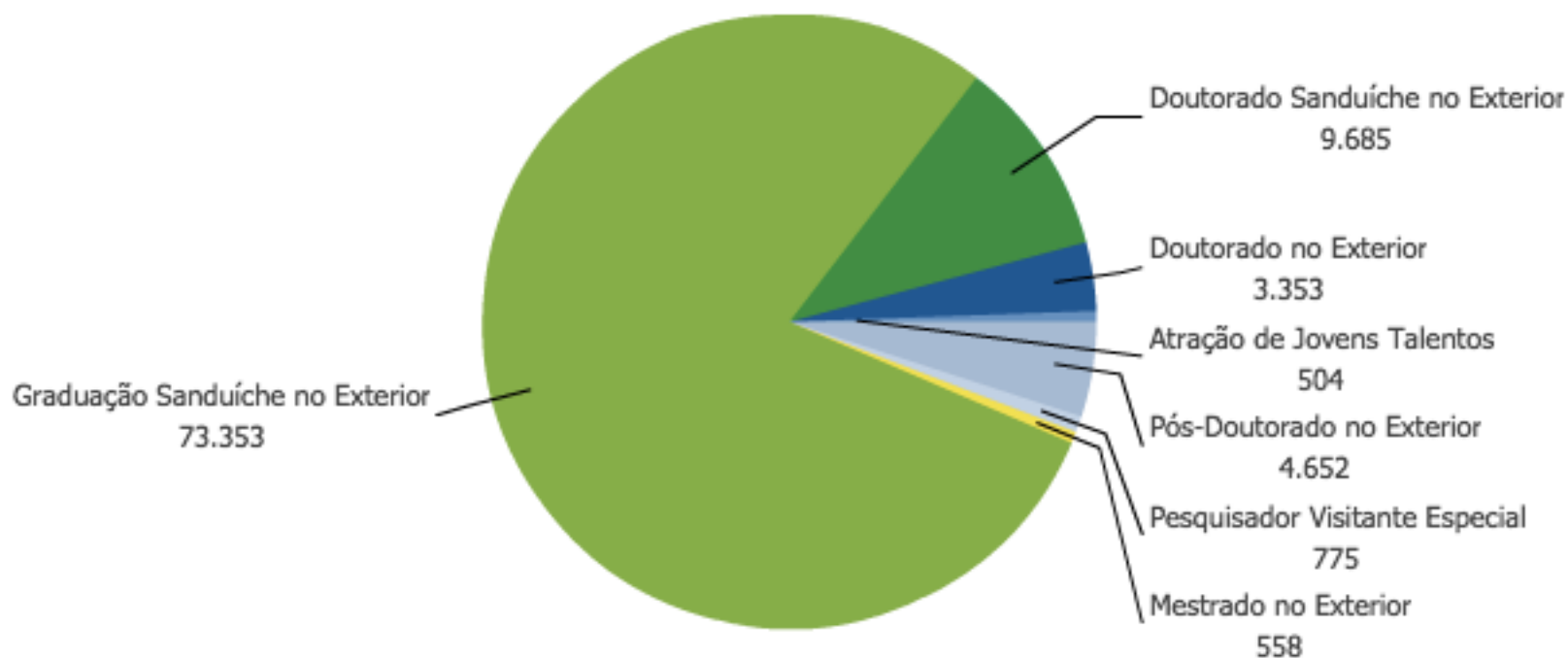
# INTERNATIONALISATION

- Recently intensified
- Science without Borders focused on undergraduate students and outbound mobility
- Driven by federal funding (sometimes state funding agencies)
- Susceptible to political will

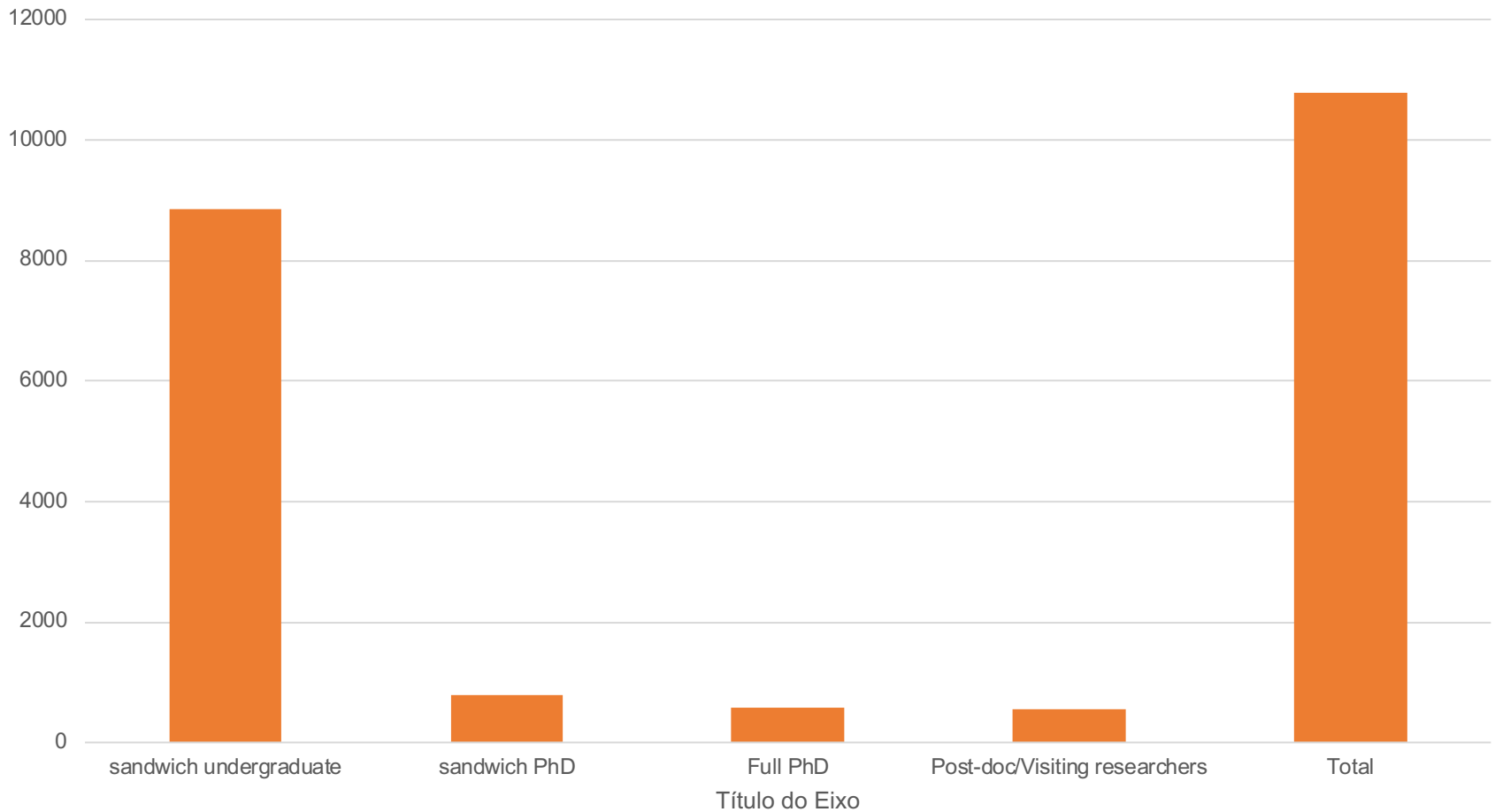


# 93,000 SCHOLARSHIPS IMPLEMENTED IN OVER 30 COUNTRIES

Distribuição das Bolsas Implementadas por Modalidade



# SCIENCE WITHOUT BORDERS IN THE UK



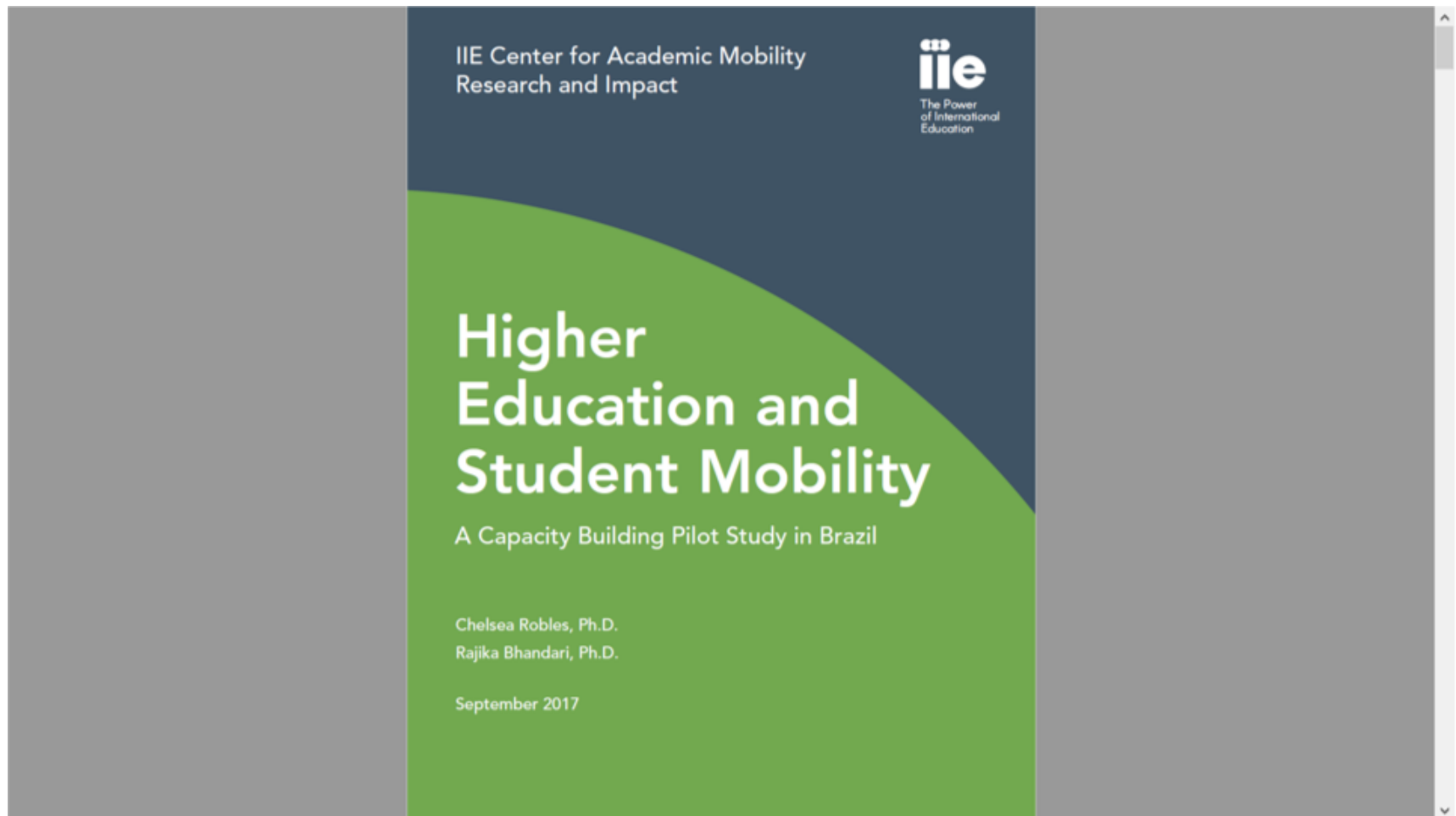
# CHALLENGE: CHANGE THE INSTITUTIONAL CULTURE

- Internationalisation is for just a few (“elite”) and not an integral dimension of the university mission
- Internationalisation is for postgraduate students and researchers
- Internationalisation may threaten the rights of Brazilian students to access higher education
- Internationalisation is invisible in institutional development plans
- Internationalisation policies just starting to be discussed and formalised.

# CHALLENGE: INTERNATIONALISE SCIENTIFIC OUTPUT

- **63% of the Brazilian researchers have never been abroad in order to develop research.**
- ❑ Impact of publications: 24% below world average
- ❑ Citations: < 40%
  - diminished capacity for international collaboration and mobility
- **Funding agencies demanding competence in English and strategic plans**
- CAPES Print. Expected call result: november 2018. Objectives:
  - To foster the implementation of strategic plans for internationalisation
  - To improve the quality of postgraduate programs and give more visibility to the research developed in Brazil
  - To encourage international research networks and mobility
  - To attract international students and researchers.

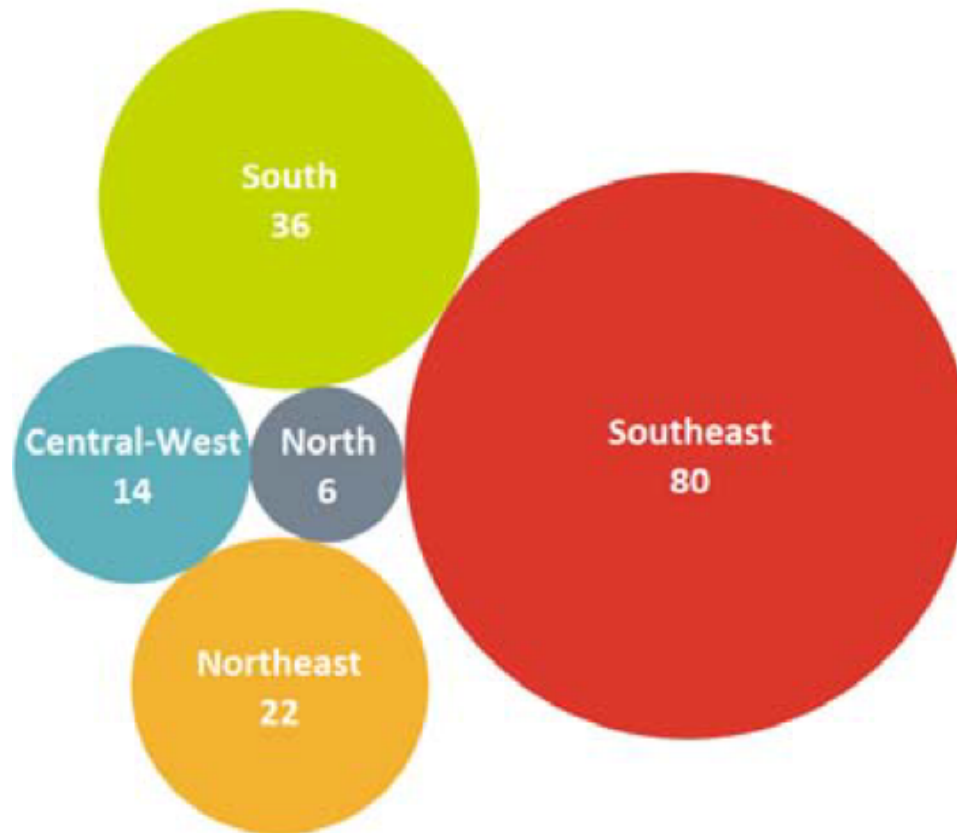
# STUDENT MOBILITY





# REGIONS OF RESPONDENTS

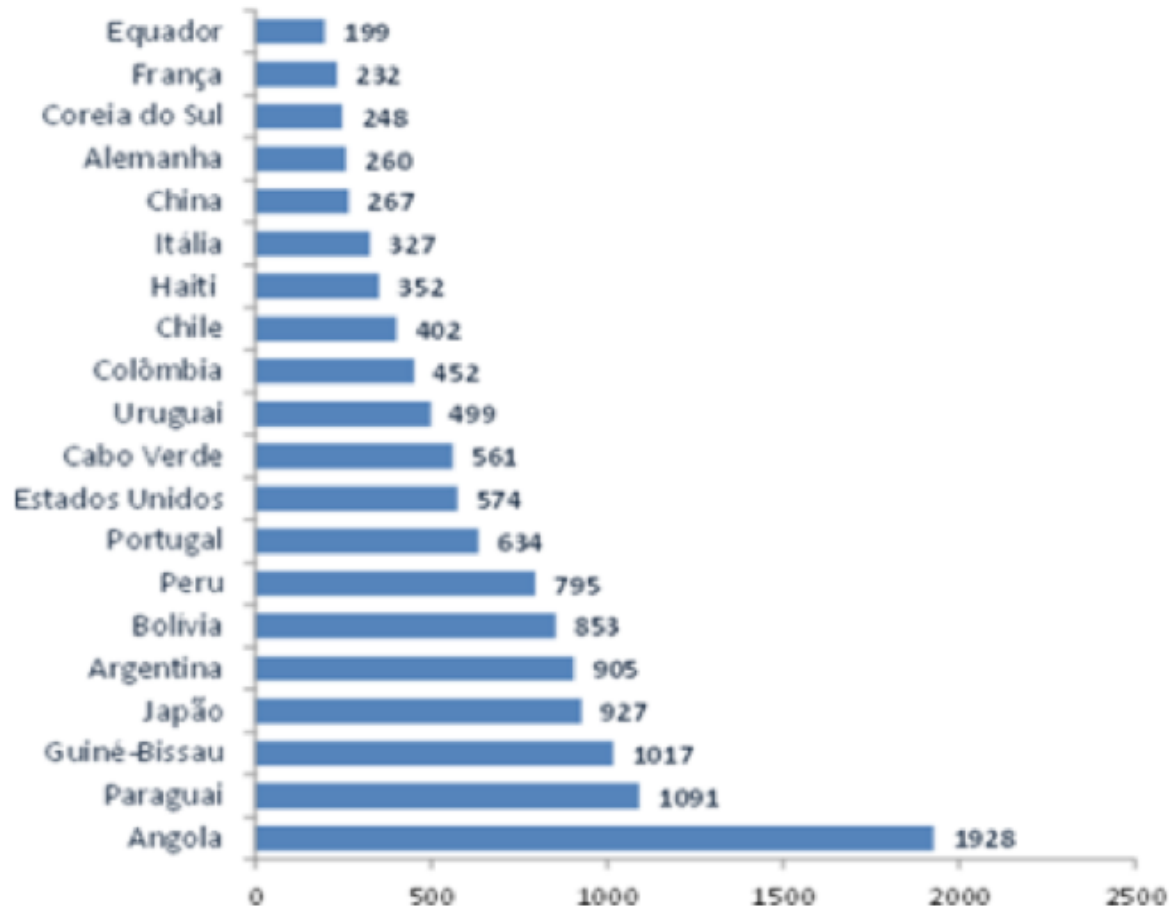
185 responses/485 HEI, based on 2016 data



## IIE SURVEY: KEY FINDINGS

- ❑ Low outbound mobility
- ❑ Greatest outbound student flow is at the undergraduate level in STEM fields
- ❑ The USA and Portugal are top destinations for Brazilian students who study abroad
- ❑ Metropolitan regions attract international students
- ❑ Greatest inbound flow at the undergraduate level and in the fields of social science and law
- ❑ More international students and partnerships overall at public federal and private not-for-profit institutes
- ❑ Funding for internationalization is scant

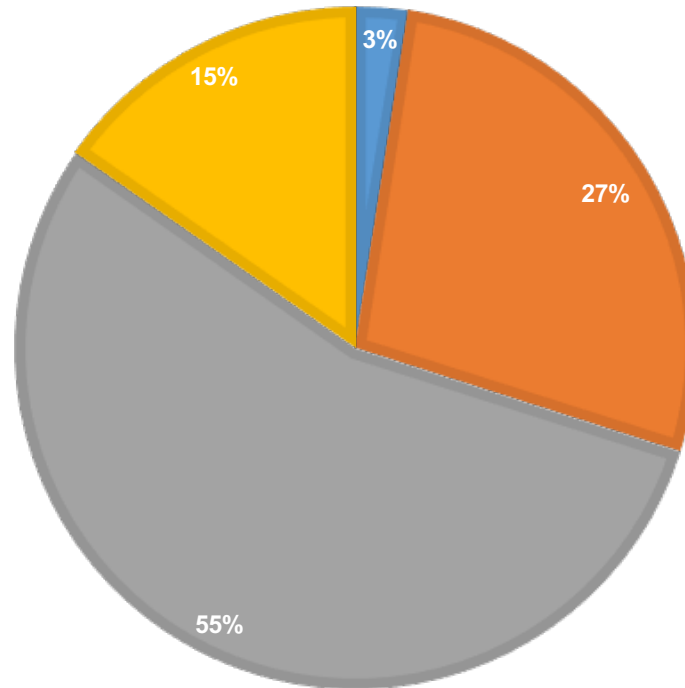
# INBOUND MOBILITY



SOURCE: INEP Higher Education Census 2016

# LEVELS OF INTERNATIONALISATION

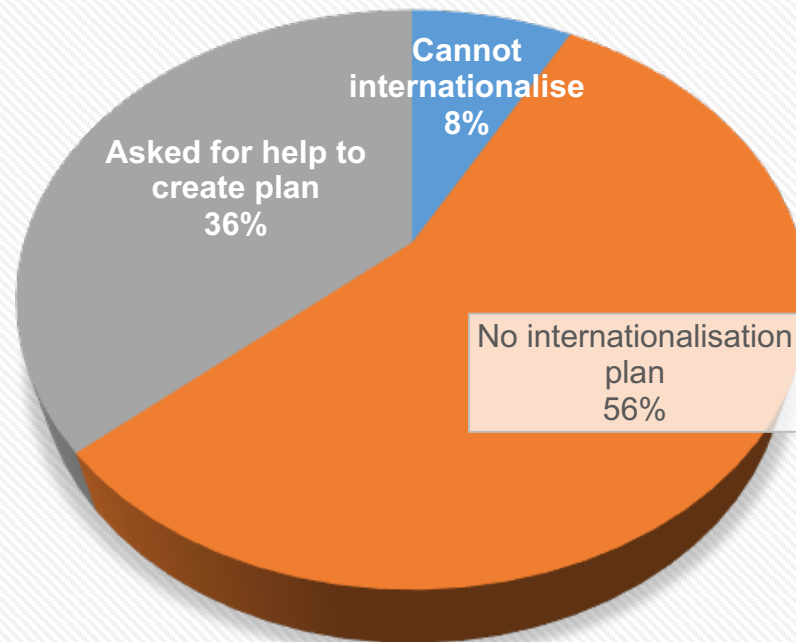
- Highly internationalised
- Moderately internationalised
- Less internationalised
- Not internationalised



Source: CAPES Survey 2017

# CHALLENGE: PLANNING

## strategic planning



■ Cannot internationalise

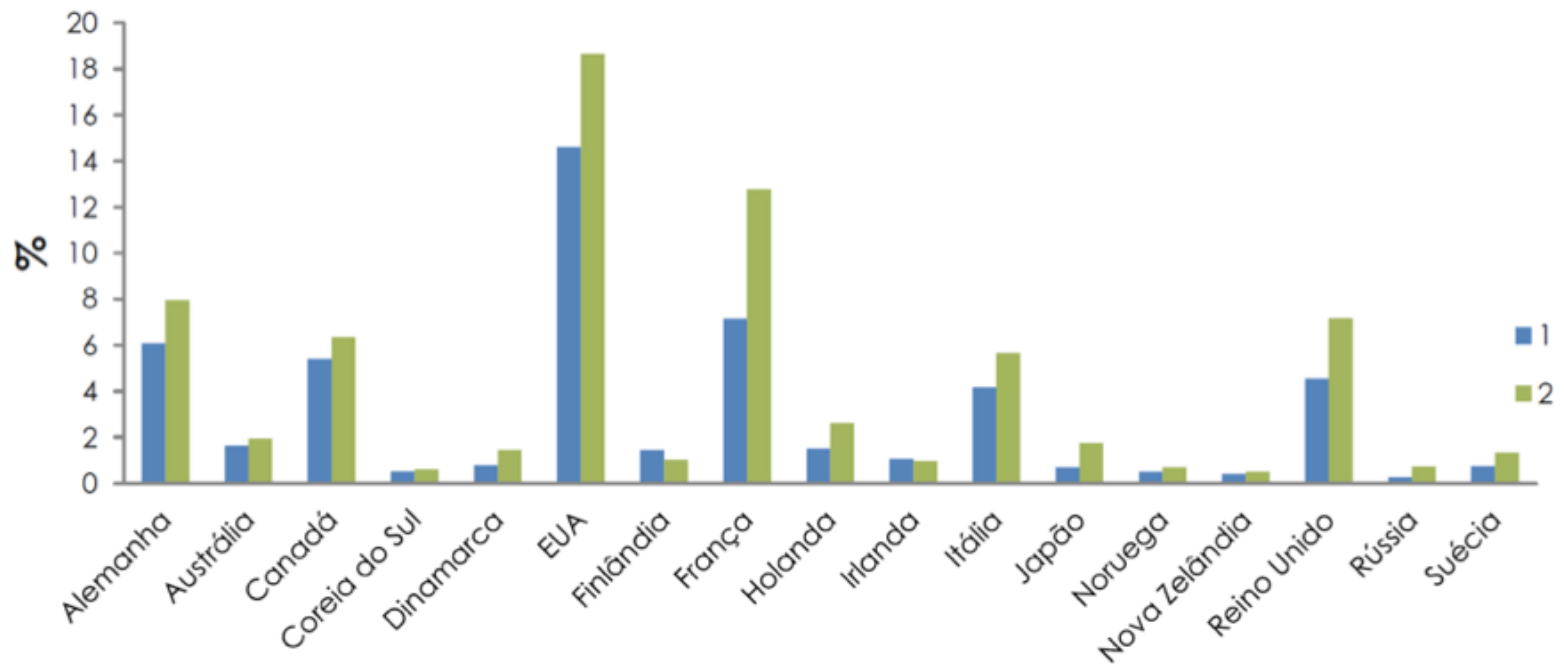
■ No internationalisation plan

■ Asked for help to create plan

Source: CAPES Survey 2017

# INTERNATIONAL COOPERATION

1-less internationalised  
2-more internationalised



SOURCE: CAPES Survey 2017

# **LANGUAGE POLICIES**

# LANGUAGE POLICIES

- ❑ Early stages of establishing explicit language policies
  - Requirement by funding agencies
- ❑ English language at university level:
  - Higher proficiency levels not required at entry (undergraduate and postgraduate students)
  - Foreign languages not required for admission of academic or administrative staff
  - Not integral part of the curriculum (few careers include it)
  - General and ESP courses at language centers
  - Additional support for language learning targeting internationalisation (e.g. Languages without Borders, Paraná Speaks English)
  - Slow introduction of EMI



# FAUBAI GUIDELINES

## **Orientações para elaboração de políticas linguísticas para internacionalização do ensino superior**



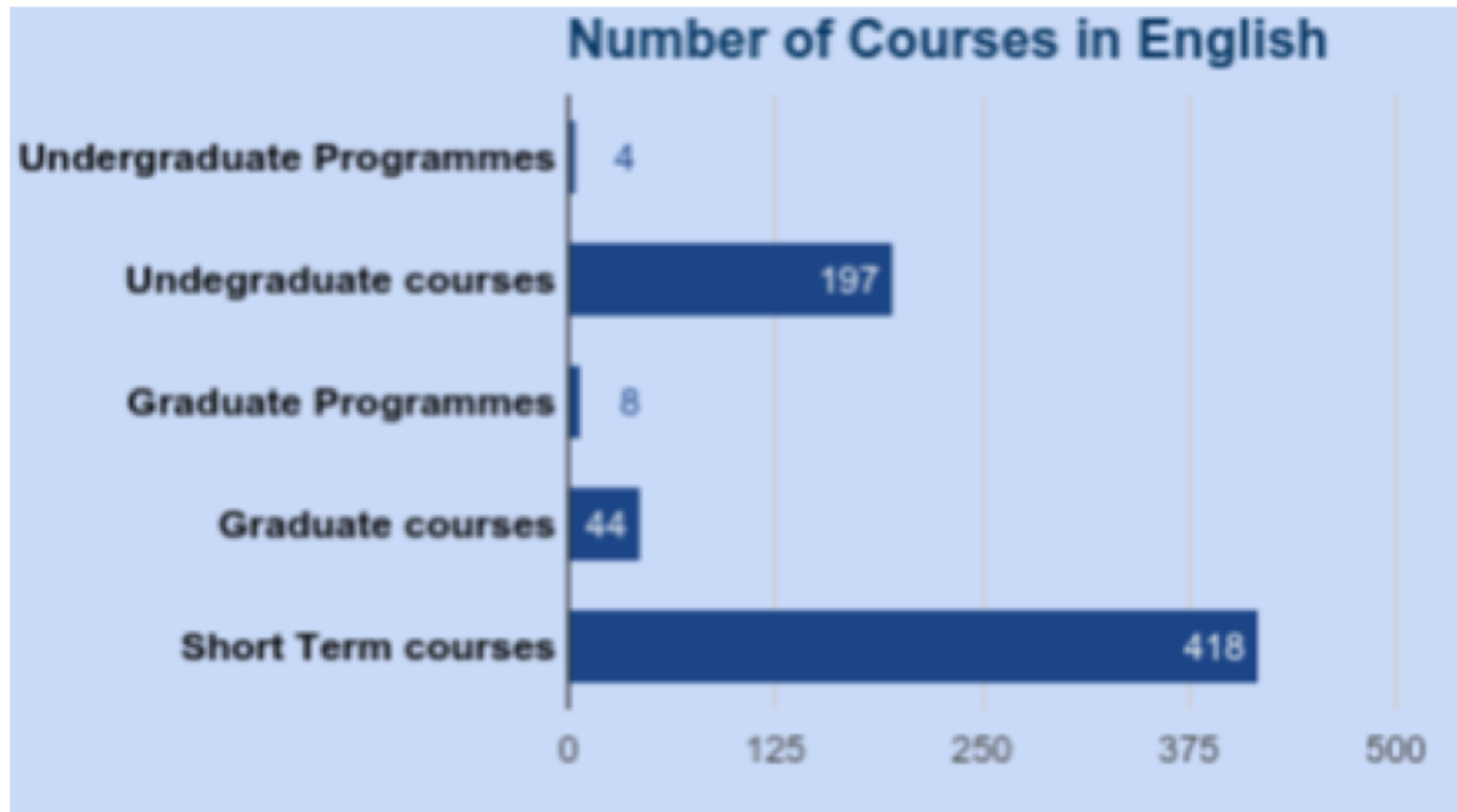
Documento do GT de Políticas Linguísticas para Internacionalização

Novembro 2017

## GUIDE TO **BRAZILIAN HIGHER EDUCATION COURSES** IN ENGLISH 2016

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

# EMI COURSES (2016)



Source: BRITISH COUNCIL/FAUBAI 2016

# **BENEFITS TO TEACH IN ENGLISH?**

## **SURVEY WITH 5,000 PROFESSORS/ LECTURES**

- ☐ Brazilian students improve their English language proficiency (69.3%)
- ☐ Foreign students can participate (55.4%)
- ☐ Professors can improve their English language proficiency (54.9%)
- ☐ Internationalization at home for students (46.9%)
- ☐ Prepare students for the future/market (46.7%)
- ☐ English is the language of science and technology (43.3%)
- ☐ Internationalization at home for professors (35.4%)
- ☐ Quality of classes (23.4%)
- ☐ No benefits (5.1%)

# SCIENCE WITHOUT BORDERS: LANGUAGE LEGACY

- ❑ Proficiency in additional languages was the main problem to achieve the 101,000 goal – Massive number of applications to Portugal in the first Calls (over 40,000)
- ❑ It “gave birth” to
  - English without Borders, today called Languages without Borders
- ❑ It reinforced
  - Paraná Fala Inglês

# LANGUAGES (ENGLISH) WITHOUT BORDERS

## Establishment of Language Centers\* at Public Universities

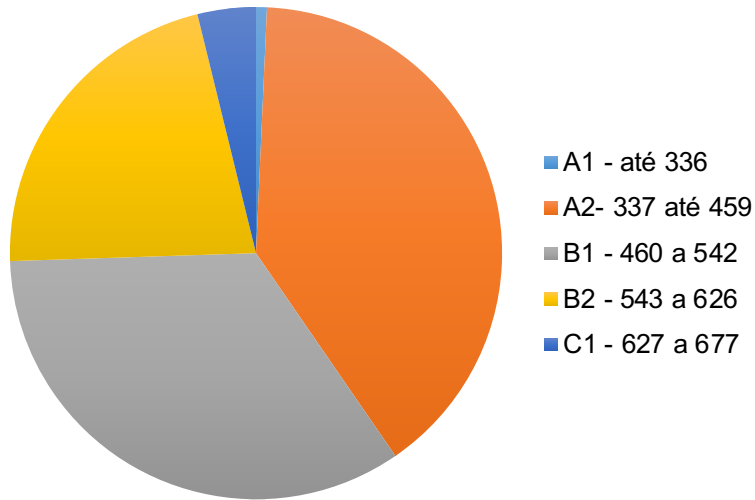
- ☐ Proficiency/Leveling Tests – **TOEFL ITP**
- ☐ Self-Instructional Online Courses – **My English Online**
- ☐ Face-to-Face classes – in public universities

\*Funded by the federal government, universities have had independent language centres for a long time

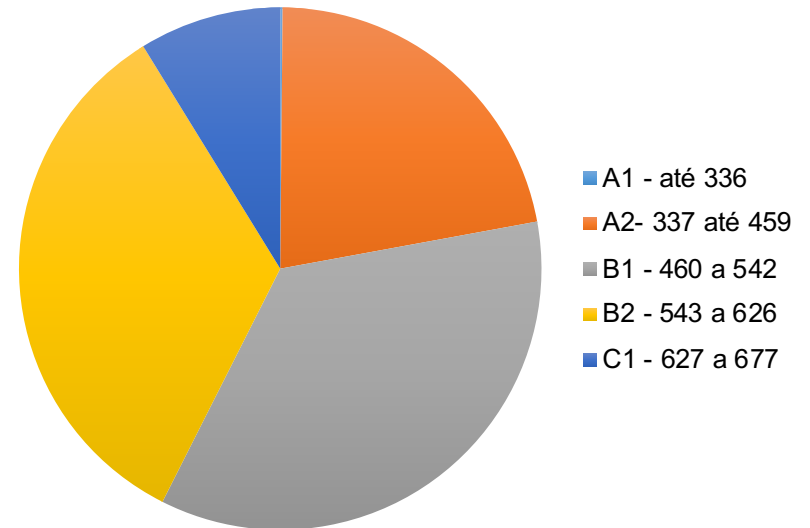


# LWB - TOEFL RESULTS

**Brazil**

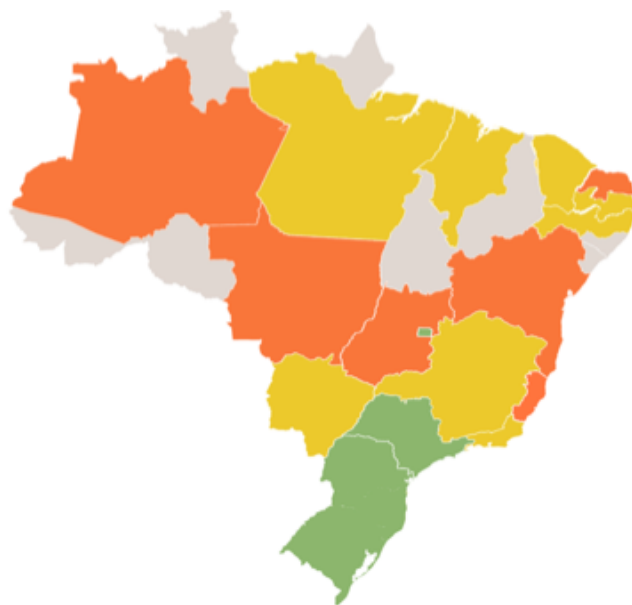


**UFRGS**



No large scale study has been conducted to date

# CHALLENGES: LANGUAGE PROFICIENCY



|                     |       |  |
|---------------------|-------|--|
| Distrito Federal    | 53.73 |  |
| Rio Grande do Sul   | 53.06 |  |
| Paraná              | 52.94 |  |
| São Paulo           | 52.89 |  |
| Santa Catarina      | 52.60 |  |
| Mato Grosso do Sul  | 52.48 |  |
| Rio de Janeiro      | 52.21 |  |
| Minas Gerais        | 51.03 |  |
| Ceará               | 50.89 |  |
| Maranhão            | 50.88 |  |
| Pernambuco          | 50.56 |  |
| Espírito Santo      | 49.96 |  |
| Paraíba             | 49.18 |  |
| Pará                | 48.50 |  |
| Rio Grande do Norte | 48.45 |  |
| Bahia               | 48.42 |  |
| Goiás               | 48.24 |  |
| Amazonas            | 47.23 |  |
| Mato Grosso         | 45.40 |  |

#40  
Taiwan

#42  
Macau

#41 Brasil  
Proficiência:  
Baixa

Proficiência: ● Muito baixa ● Baixa ● Moderada ● Alta ● Muito alta [Saiba mais](#)

Compartilhe os  
resultados do Brasil



Source: English Proficiency Index 2017



# FACE-TO-FACE CLASSES

- ❑ General/Pedagogical Coordinator (tenured lecturer)
- ❑ **Pre/In-service teachers— Undergraduate “Letras” students**
  - 20 hours a week
  - 12 teaching hours (3 classes- 10/25 students)
  - 3 tutorial hours
  - 5 hours – development + Preparation
  - **C1 minimum**
  - **Mostly EAP**, which is somehow taking off now in Brazil. Studies yet to be conducted.
- ❑ Teacher development has become an important asset to LwB, with a few studies already published. Other aspects of the program are yet to be studied.

# REGIONAL INITIATIVE: PARANÁ SPEAKS ENGLISH

- Offered by seven state universities
- Funded by the Paraná State Secretariat for Science, Technology and Higher Education
- ❑ **1st stage (2014-2016)**
  - Preparatory courses for TOEFL iBT (lecturers, undergraduate and postgraduate students, administrative staff)



# PARANÁ SPEAKS ENGLISH

## 2nd stage (2017-2019)

Target audience: students, faculty and administrative staff

4 semesters - ~1,200 students/semester



Smrt

Wider variety of course offerings: (30 – 60 hours/semester)

- English for Academic Purposes (mainly academic writing)
- Preparatory courses for international exams
- English for administrative staff
- Pre-intermediate English
- Intermediate English
- English for communication in the university



☐ Teaching materials: partnership with Smrt English/Languages Canada

☐ Prize: 3 weeks in Canadá, fully supported by SETI-PR/Languages Canada, for 2 students from each university.

**THANK YOU!**

**SIMONE SARMENTO**

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