

BREVES REFLEXÕES SOBRE A INTERNACIONALIZAÇÃO DA UNIVERSIDADE FEDERAL DE GOIÁS - REGIONAL JATAÍ

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RESUMO: A globalização tem atingido proporções imensas na área comercial e tem se estendido para a ciência, onde ela se manifesta por meio da internacionalização das instituições de ensino superior. O objetivo deste artigo é apresentar e discutir a internacionalização nos âmbitos da Universidade Federal de Goiás/Regional Jataí (UFG/REJ). Para tal, o histórico da Coordenação de Assuntos Internacionais (CAI) na UFG será apresentado e descreveremos os programas de intercâmbios existentes, mostrando as estatísticas de participação recente da comunidade discente. Ademais, avaliaremos e discutiremos as futuras perspectivas da Regional Jataí quanto à sua internacionalização, detalhando como tem sido sua participação em programas de intercâmbio internacional e o ensino de disciplinas em língua estrangeira.

Palavras-chave: Internacionalização. UFG-Regional Jataí. Ciências sem Fronteiras.

BRIEF REFLECTIONS ON THE UFG/REJ'S INTERNATIONALIZATION

ABSTRACT: Globalization has reached immense proportions in commercial aspects and it has extended to science, where it manifests itself through the internationalization of higher education institutions. The purpose of this article is to present and discuss internationalization at the Universidade Federal de Goiás/Regional Jataí (UFG/REJ) by presenting the history of the Coordination of International Affairs (CAI) at UFG; and by describing the existing exchange programs, showing recent data on the student's participation in them. In addition, we will evaluate and discuss the prospects of UFG/REJ regarding its internationalization, focusing on its participation in international exchange programs and the number of disciplines taught in English.

Keywords: Internationalization. UFG/REJ. Science without Borders.

1. INTRODUCTION

In this paper, we will focus on the internationalization of higher education institutions and its concept in the scope of the Universidade Federal de Goiás (UFG). We will contextualize it to the Universidade Federal de Goiás /Regional Jataí (UFG/REJ), by addressing the history of the Coordination of International Affairs (CAI) at UFG and discussing course subjects taught in English at UFG/REJ and how Jataí, as a city, is prepared for fostering international exchange students.

1.1.A brief view on internationalization

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To start with, it is relevant we bring to light the concept of internationalization in Higher Education Institutions' (HEI) context. According to Oliveira (2015), to think on conceptualizing internationalization, it is necessary to go back before the 90's, when the term **international education** was used. To bring to light its concept, the author mentions De Wit (2013, p.6) by stating that international education was conceived much more as an umbrella term which comprised international activities as exchange programs (students and staff), students' counselling, education development and area studies.

De Wit (2013) goes further and says that international education shouldn't be an end, but a means to deepen linguistic and cultural exchange, to improve quality education, to involve the whole academic community and to consider intercultural aspects.

We can also cite Knight (2008) to better understand internationalization. She says it's "... the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of higher education at the institutional and national levels."(KNIGHT, 2008, p.12).

Furthermore, Hudzik (2011) states that internationalization stands for the academic community commitment to integrate international and comparative perspectives to their institutions. That means a wide process that may bring new paradigms to existence to institutions, having great growth potential, a challenge that even the USA have not achieved. (OLIVEIRA, 2015, p.9).

Summing up, we can define internationalization as a process that comprises HEI's measures to promote and enhance educational, linguistic, intercultural, social and economic exchanges, involving national and international institutions and their academic community.

At UFG's context, the Coordination of International Affairs (*Coordenação de Assuntos Internacionais* – CAI) is the body responsible to promote, conduct and implement measures and actions towards its internationalization.

In the next section we will explain the history of UFG's CAI and the various exchange programs UFG/CAI answers for.

2. UFG'S COORDINATION OF INTERNATIONAL AFFAIRS – CAI



The Coordination of International Affairs (CAI) is at the Rectory Building, in Goiânia. and it has a staff composed by professors, technical assistants and scholarship holders. CAI also has its staff in Catalão, the city of Goiás and Jataí Campi, where professors answer for their actions and programs.

2.1. History

CAI's trajectory begins in 1987, when UFG - International Relations Nucleus was established, aiming at integrating the university with universities from abroad.²

Subsequently, through Ordinance N. 00373 of April 7, 1987, issued by the then Rector Professor Joel Pimentel de Ulhôa, the Office of International Affairs was created, responsible for developing and expanding the international cooperation with institutions from abroad.

Professor Raquel Figueiredo Alessandri Teixeira was appointed the first advisor, to propose the appropriate structure to the Advisory, defining its objectives, its program of activities and its operating conditions.

It was under Professor Orlando Afonso Valle do Amaral's administration that, from 1991, the then office received the naming UFG Coordination of International Affairs, which remains up to nowadays.

Afterward, in 1994, Professor Teixeira returns to CAI. Between 1998 and 2005, Professor Adriane Cecília Teixeira de Oliveira was the coordinator, initiating a new phase in UFG's development of international academic relations.

Since January 2006 Professor Ofir Bergemann de Aguiar has overseen CAI, expanding the influence and scope of projects linked to the international academic scene and continuing the work that has become representative in international academic cooperation for 20 years at UFG.

2.2. Actions Developed by CAI

Below, we will number the actions that CAI is responsible for promoting at UFG's Campi. They are³:

²The information listed above is a translation from the content available at <https://cai.ufg.br/p/7265-historia>. Access in April, 2017.

³The information listed above is a translation from the content available at <https://cai.ufg.br/p/7266->



- a) to promote international relation policies at UFG;
- b) to assist the superior administration on international affairs;
- c) to encourage and support UFG's involvement in cooperation agreements, regulated by national and international agencies in international cooperation programs;
- d) to encourage and support UFG's involvement in international cooperation networks and association; to promote courses, research and international events that contribute to quality teaching and knowledge generation;
- e) to promote and establish international agreements;
- f) to promote and support students, teachers and technical-administrative personnel's international mobility;
- g) to inform the university and local community about study possibilities and research abroad, through publicity over CAI's web page, social networks and printed files;
- h) to find updated information on international universities contexts;
- i) to receive and guide international visitors to UFG;
- j) to stimulate foreign languages learning and the teaching of Portuguese for Foreigners Courses (Português Língua Estrangeira - PLE);
- k) to promote UFG' visibility in foreign institutions and in international events.

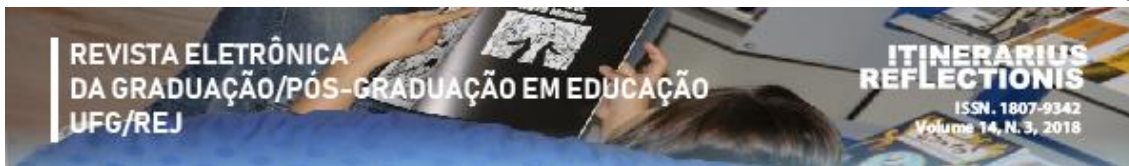
These actions are first taken at UFG Goiânia and then conducted by coordinators at other UFG's campi.

In the next section we will describe which programs are run by CAI at UFG's Campi.

2.2.1. International Mobility of Undergraduate Students

In this section, UFG exchange programs will be presented and, afterward, their evaluation will be discussed.

Students from UFG, in foreign exchange programs, can carry out a set of disciplines or internship in abroad institutions, applying to programs in which UFG participates and that provide some type of financial support, through specific calls. It



can also carry out exchange programs not linked to agreements, through an application to General Public Calls. Each call specifies its standards and criteria.

2.2.1.1 General Calls

By General Calls, it is possible to take part in exchange programs at any overseas higher education institution, with or without agreement with UFG, as long as students' applications are accepted. This call is open for applications throughout the year and it is possible to apply for the process at any time, respecting the intended foreign institutions' deadlines. In this case, financial support grant is not provided. Students must bear all exchange program expenses. The General Call is available at: < <https://cai.ufg.br/n/104675-04-2018-edital-geral-fluxo-continuo-pdf> >.

Some general guidance is also offered to the university community as:

1. Step-by-step for Exchange Programs and travel available at < http://projetos.extras.ufg.br/portalsig_modelagem/estudante_da_UFG_em_mobilidade_internacional/index.html#list>, and
2. an Exchange Student's Guide < [https://cai.ufg.br/up/92/o/folder_CAI_vers%C3%A3oweb_\(1\).pdf?1367857843](https://cai.ufg.br/up/92/o/folder_CAI_vers%C3%A3oweb_(1).pdf?1367857843) >.

2.2.1.2 Specific Calls

Specific Calls are issued when financial resources are granted by development agencies or by UFG (in the case, for example, of AUGM or BRACOL).

3 UFG – REGIONAL JATAÍ/JATAÍ CAMPI

The Coordination of International Affairs (CAI) at UFG/REJ, acts as an extension of CAI in Goiânia, publicizing calls, receiving applications from the academic community, sending applicants to Goiânia and promoting students' reception from abroad institutions, with which UFG maintains agreements. In addition to that, CAI at UFG/REJ promotes reception dissemination and encouragement to UFG's foreigners'



programs: *Convívio Cultural* and *Hospede um estrangeiro*⁴ (Cultural Interaction and Host a foreigner).

CAI's actions at UFG/REJ are linked to the Coordination of Undergraduate Studies (COGRAD), and it began in 2012, with Professor Kleber Pereira's contribution, from Anatomy, until September 2015. From that period on, Márcio Issamu Yamamoto, from the English Letters Course answered as a coordinator until April 2017, when he left for his studies. Nowadays, Adriana Bocchi, from Animal Science, has represented CAI since May 2017.

In the following section there will be a description of international exchange programs the university community has at UFG. The extracted data are available at UFG/CAI website (cai.ufg.br).

3.1 General Calls

General Calls enable exchange programs at foreign institutions with or without an agreement with UFG, provided that students' applications are accepted. This call is open for applications throughout the year, being possible to apply for it at any time, respecting the intended foreign institutions' deadlines. In this case, there is no financial support grant. Students must bear all expenses for the chosen exchange program.

3.1.1 International Licentiate Program – PLI

The International Licentiate Program (PLI) is a mobility program for universities in Portugal and France, which aims to select university partnership projects between undergraduate courses of Brazilian, Portuguese and French universities, aiming at Brazilian students' sandwich graduation⁵.

PLI Applicants' are undergraduate students and the program provide participants with health insurance, food aid, installation assistance, displacement assistance and exemption of the destination universities' rates, all paid by CAPES⁶.

⁴ More information in Portuguese available at <https://cai.ufg.br/p/6603-programa-convivio-cultural> and <https://cai.ufg.br/p/6934-programa-de-hospedagem-de-estudantes-estrangeiros>.

⁵ Sandwich graduation is a program for undergraduate students in which their studies are partly carried in their country and partly overseas.

⁶ Coordination for the Improvement of Higher Education Personnel. CAPES is a Foundation within the Ministry of Education in Brazil whose central purpose is to coordinate efforts to improve the quality of Brazil's faculty and staff in higher education through grant programs. More details in English available at



3.1.2 Ibero-American Santander Universities Scholarship

This program is a mobility one designed for Ibero-American institutions which share agreements with UFG and Santander Bank. Applicants are undergraduate students (all majors) and the aid is made available by Santander.

3.1.3 Luso-Brazilian Santander Universities Scholarships

This mobility program aims at Portuguese institutions having agreements with UFG and Santander bank. Applicants are undergraduate students (all majors) who are entitled to receive financial aid offered by Santander.

3.1.4 CAPES / Brafragri

CAPES/BRAFAGRI is a mobility program aimed at French partner institutions in Sciences, Agricultural and Agronomic Engineering and Veterinary. The target audiences are Agronomy, Food Engineering, Forestry Engineering and Veterinary Medicine students.

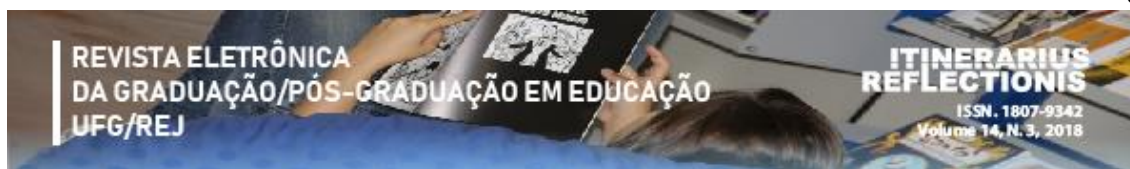
The benefits offered by BRAFAGRI are monthly scholarship, installation and displacement assistance, and health insurance paid by CAPES.

3.1.5 Polytechnic Institute of Bragança

It's a mobility program for the Polytechnic Institute of Bragança (IPB), in Portugal, whose applicants can be UFG's undergraduate students, integrated into the program (all areas). IPB benefits comprise accommodation and meals (university restaurant).

3.2 Other Calls

In this section, other programs will be exposed, and their characteristics will be



explained as they were in General Calls section.

3.2.1 Escala Estudantil - Association of Montevideo Group Universities - AUGM

This mobility program encompasses universities in South America that are part of AUGM. Applicants can be undergraduate and graduate students from UFG Campi integrated into the program (all areas). Benefits are: the host university provides food and lodging and UFG is responsible for providing the two-way ticket.

3.2.2 Association of Montevideo Group Universities - Young Researchers Conferences

It is a fund that enables undergraduates to take part in events, presenting research results at an AUGM member institution.

AUGM Young Researchers Conferences applicants are undergraduate students, researchers, teaching or extension project members related to areas integrated into the programs.

This program benefits consist of assistance for tickets and lodging offered by UFG.

3.2.3 Brazil - Colombia Student Exchange Program

BRACOL is a mobility program involving Colombian universities and some Brazilian universities, including UFG, whose applicants are undergraduates from UFG Campi integrated into the program (all areas).

BRACOL benefits are the following: the host university is responsible for providing food and lodging and UFG may offer the tickets.

3.2.4 Regional Academic Mobility Program / Mercosur

MARCA are mobility programs for courses accredited by the program. Undergraduate students in Agronomy and Veterinary Medicine of UFG Goiânia Campi



may apply. The benefits include tickets sponsored by SESu⁷ / CAPES and conditions for permanence assured by the destination country institution or government.

3.2.5 **Università per Stranieri di Perugia - Italy**

Perugia program offers Italian language and culture course at Università per Stranieri di Perugia - Italy. Applicants can be any undergraduate students (all areas) of UFG (all campi).

This program benefits are: exemption from the registration fee in the Italian language and culture course lasting one (1) month and a 500-Euro aid to cover accommodation and food expenses paid by *Cassa di Risparmio di Perugia*.

3.2.6 **Brazil - Mexico Student Exchange Program**

BRAMEX Mobility program aims at exchange student's programs including Mexican university students and Brazilian institutions.

Applicants are undergraduate students from UFG Campi integrated into the program (all areas) and BRAMEX benefits are: UFG is responsible for providing tickets and the host university provide with food and lodging.

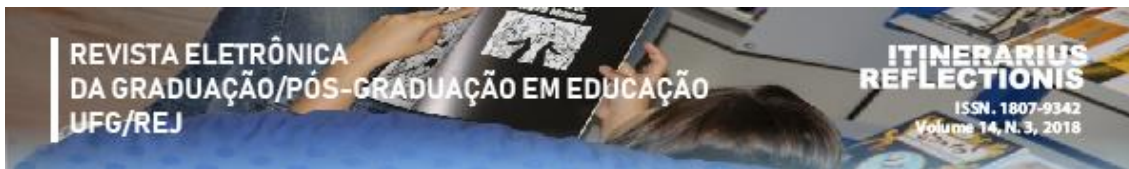
3.2.7 **Be Mundus**

Be Mundus is an academic mobility for European institutions members of its project. Be Mundus' applicants are undergraduate students in Engineering and Technology, doctoral students in Engineering/Technologies and technical-administrative employees. Be Mundus benefits are monthly aid, ticket and health insurance paid by the project.

Next, we will comment on exchange programs importance for the internationalization of universities.

3.2.8 **Considerations on Exchange Programs**

⁷ SESu: Higher Education Secretariat. More information in Portuguese available at <http://portal.mec.gov.br/sesu-secretaria-de-educacao-superior/apresentacao> .



Exchange programs, that be for students, public employees such as technical-administrative employees, teachers or professors, seen by the perspective of internationalization of Brazilian Public Education Institutions should not be seen as an end by a means. They are of relevant importance as mentioned by Yahn Filho (2013),

Scientific, technological and educational exchanges are examples that aim to create networks of contacts between local communities, in order to solve common problems and develop projects that can be put into practice regardless of governmental action. Like non-governmental organizations, epistemic communities are gaining increasing importance in the globalized world. (YAHN FILHO, 2013, p. 66).

Based on the citation above, it's possible to see that after taking part in exchange programs, their members are meant to create networks to help communities solve problems by developing projects “regardless of government action”. That means certain independence is attributed to participants and their actions contribute not only to local communities, but also contributes to globalization.

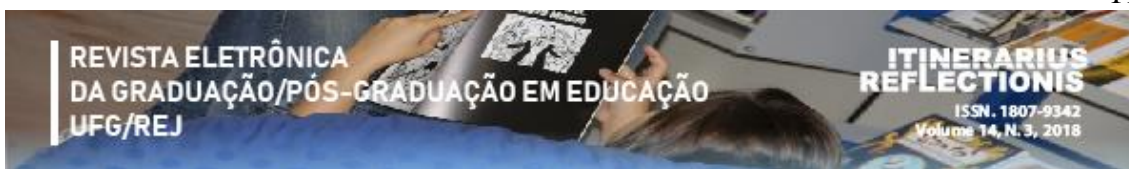
According to Yahn Filho (2013, p. 66) “cooperation agreement between universities, providing an exchange of knowledge and experience, resulting in a cosmopolitan democracy without the interference of formal institutions” has become more common. That is what we have noticed in UFG context, due to number of different programs listed previously. These programs are extended to all groups of the university group, from undergraduates going through administrative technicians up to professors. Besides, innumerable areas of Science are covered by them, allowing linguistic, technological and scientific exchange to take place, as well as the exchange of technology and information among institutions from the five continents.

As an example, one of the most prominent programs that has allowed science and technology exchange throughout the five continents is Science without Borders, sponsored by CAPES or CNPq⁸.

In the next section, we will display some statistics related to UFG Exchange Programs, aiming at showing how UFG/REJ has taken part in sending and receiving overseas students and professors.

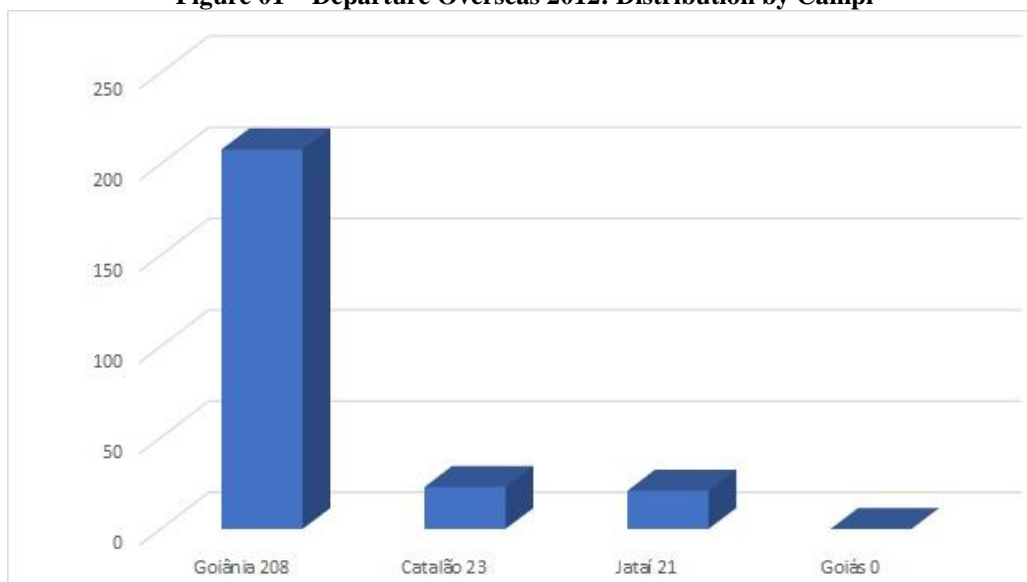
4 INTERNATIONALIZATION DATA ON UFG/REJ

⁸Brazilian National Council for Scientific and Technological Development. More information available in Portuguese at < <http://cnpq.br/web/guest/pagina-inicial> >.



In this section, data will be presented on how representative UFG/REJ is, in regard to its participation in exchange programs and their respective years. We will present data on departure and coming of exchange students and TOEFL application at UFG/REJ.

Figure 01 – Departure Overseas 2012: Distribution by Campi



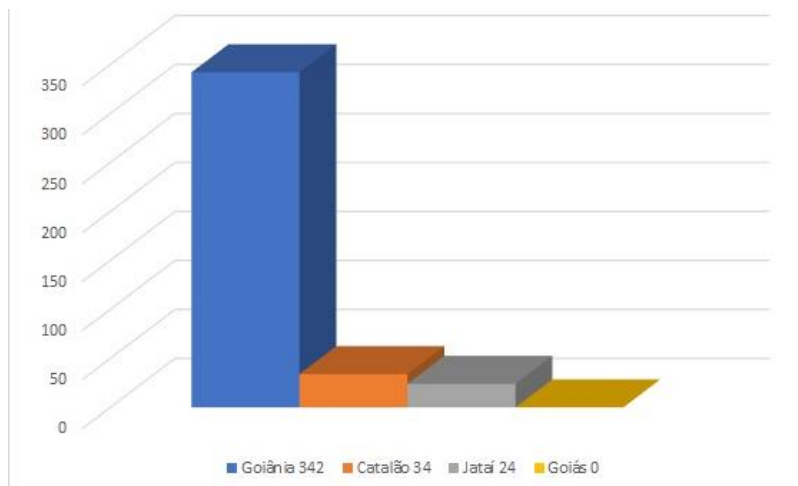
Source: CAI/UFG, Goiânia (2018)

Figure 01 shows the number of students sent overseas in 2012, where we notice 21 students from Jataí and 23 from Catalão had been sent abroad; a considerable number if compared to other years, as we will see in data shown in the next figures and table. Among students who left overseas this year, most of them left for Portugal, then Spain, Canada, Argentina and the United States. Most participants were from Physical Education students (7), others from Letters Portuguese, Letters English, Physics, Mathematics, Forest Engineering and Agronomy courses. Students were sent by programs such as CAPES PLI, CsF CNPq and CAPES⁹, PMM, General Call and Santander Ibero-American¹⁰.

⁹ Science without Borders sponsored by CNPq or CAPES.

¹⁰ These data are partial. Access to other programs data was not possible at the time this research was carried on.

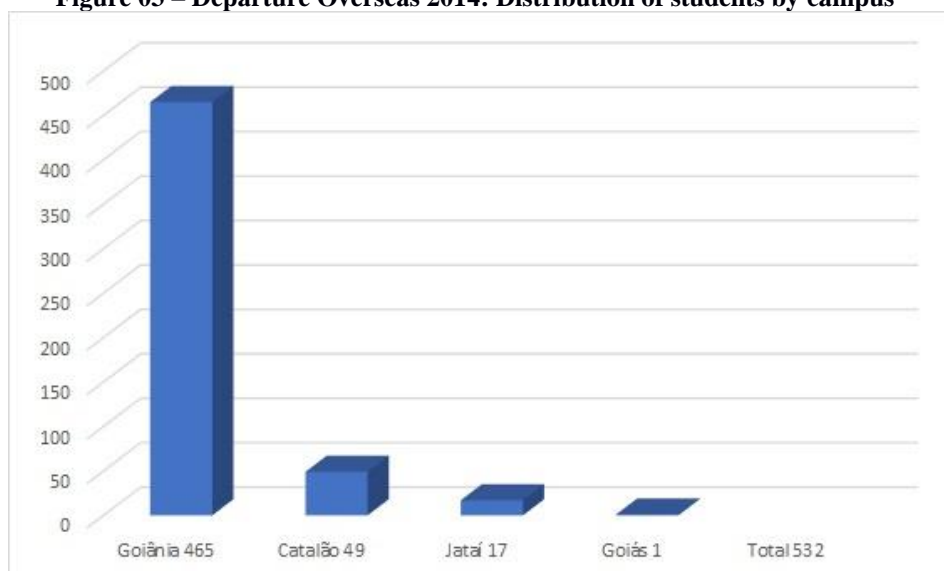
Figure 02 – Departure Overseas 2013: distribution by UFG campus



Source: CAI/UFG, Goiânia (2018)

Figure 02 shows that 24 students from Jataí were sent overseas in 2013, three more than the previous year. Amongst those students who left overseas, the majority left for Portugal, Germany and Canada as first destination, then, UK and France. Most participants were students of Forest Engineering, Agronomy, Veterinary Medicine, Computer Science and Nursing Courses. Students were sent as participants of the following programs: CsF CNPq and CAPES, BRAFAGRI, General Call and Santander Luso-Brazilian Programs.

Figure 03 – Departure Overseas 2014: Distribution of students by campus¹¹



Source: CAI/UFG, Goiânia (2018)

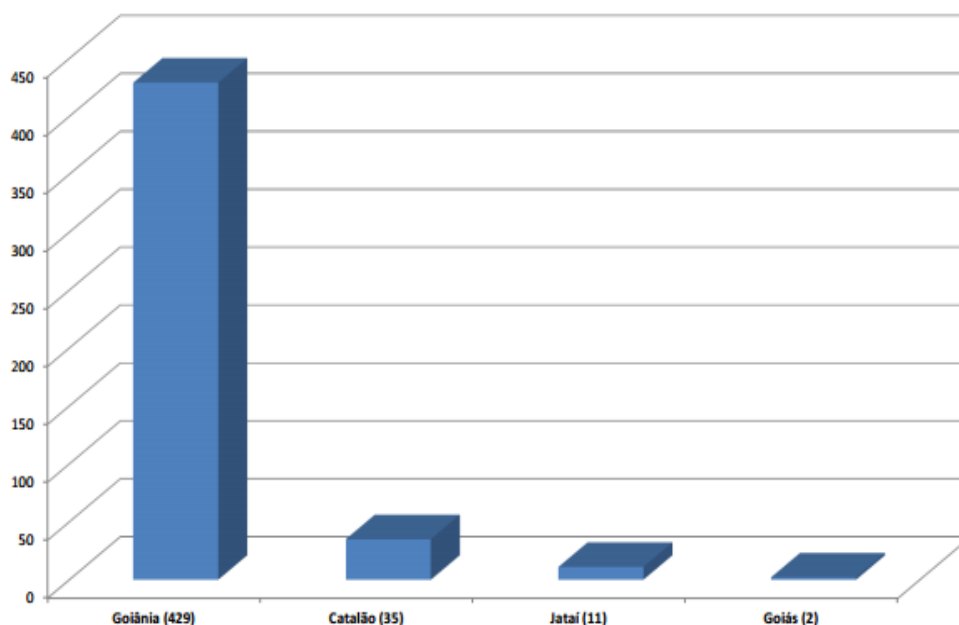
Figure 03 shows a decrease in number when it comes to the quantity of

¹¹ Same as footnote 7.



UFG/REJ students who left overseas, in comparison to 2012 and 2013, and to other campuses. France, Ireland and Spain stand for countries chosen as destination, in 2014, by students. Among the participants we had students from the Agronomy, Veterinary Medicine, Biomedicine, among others.

Figure 04 – Departure Overseas in 2015 by campus



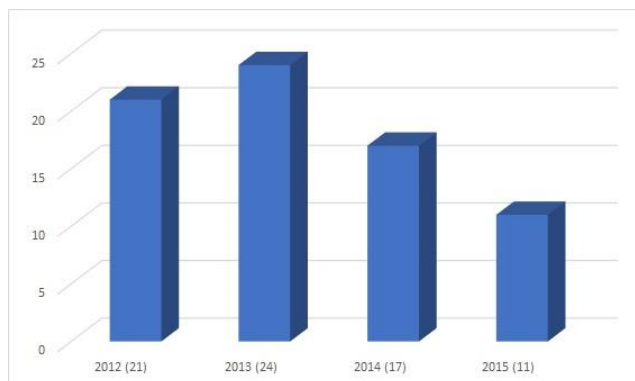
Source: CAI/UFG, Goiânia (2018)

Figure 4 shows that in 2015, a greater decrease in students leaving abroad from Jataí. On the other hand, there was an increase in the other campuses. Among students leaving abroad in 2015, we had the following countries as destinations: France, Sweden, Australia, Spain, USA, among others. Students from the courses of Psychology, Agronomy, Veterinary Medicine, Computer Science, Biomedicine and Nursing were the ones leaving Brazil this year as participants in the following programs: CsF CNPq and CAPES, and internship students¹².

¹² Same as footnote 7.



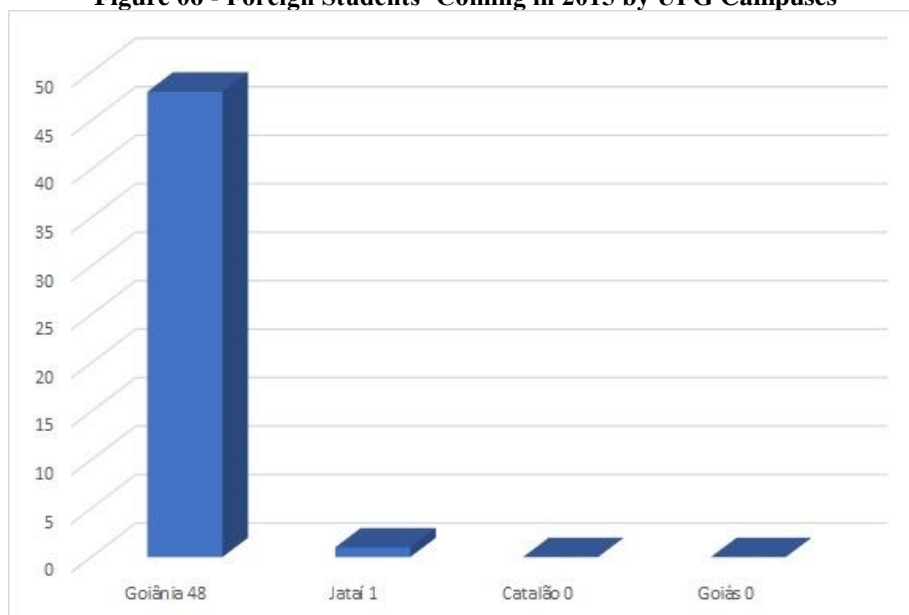
Figure 05 – Departure Overseas (2012-2015) - UFG/REJ



Source: CAI/UFG, Goiânia (2018)

Figure 05 shows the Brazilian Federal Government's tendency to invest in Science without Borders (CsF) Program from 2012 to 2015. After 2015, there were no more calls to send students abroad and, according to recent news, the government will direct this investment to High School¹³. The other programs that sent students were PLI, IPB, Santander Luso-Brazilian and Ibero-American Scholarships, internship programs, CAPES BRAFAGRI, General Call, AUGM, BRACOL and BRAMEX.

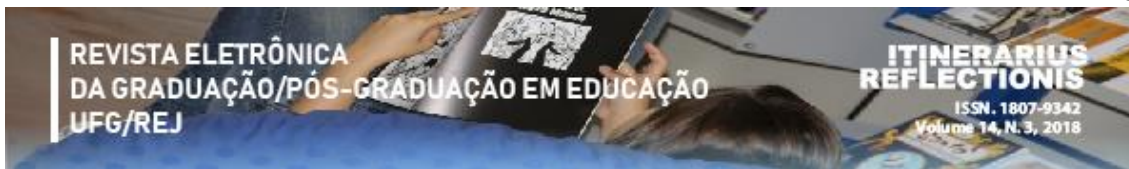
Figure 06 - Foreign Students' Coming in 2015 by UFG Campuses



Source: CAI/UFG, Goiânia (2018)

According to Figure 06, it is noticeable that receiving foreign students at UFG Campuses, except for Goiânia Campus, which has a long tradition and infrastructure to

¹³ More details available at < <http://www.brasil.gov.br/educacao/2016/07/ciencia-sem-fronteiras-tera-foco-no-ensino-medio> >.



welcoming students, is a challenge to be overcome in the years to come. Due to being something unusual, hosting a foreign student at UFG/REJ has been possible due to homestay programs mentioned in section 3.

Besides going overseas for studies, preparing students linguistically is an objective that UFG, along with the Brazilian Federal Government, try to meet. Next, we will discuss TOEFL applications at UFG in more details.

Figure 07 - TOEFL Application at UFG in 2015

| Goiânia | Catalão | Jataí |
|---------|---------|-------|
| 4.786 | 381 | 154 |

Source: CAI/UFG, Goiânia (2018)

Figure 07 shows the numbers of TOEFL applications held at UFG in 2015. This action was a result of agreements settled between the Ministry of Education (MEC) and Master Test, institution accredited to apply TOEFL exams throughout the world.

Some actions developed for promoting foreign language learning at UFG, besides TOEFL application are:

1. The support for learning foreign languages, to prepare the university community for taking part in international exchange programs, to enable research and study in other languages, as well as to provide environments in which cultural diversity is promoted, through the support of programs, such as Languages without Borders (IsF)¹⁴.
2. In addition to offering on-campus courses for every academic community, which was currently restricted to the English language, but which would also include French and Spanish, in the case of UFG, free English tests were applied (TOEFL).
3. Since the beginning of the program (implemented by Ordinance n.1466 of Dec.18, 2012) until the end of October 2015, there were a total of 5321 students with TOEFL results at UFG, representing 20.5% of total students. This number is subdivided as follows, according to each campus: (1) Goiânia: 4786; (2) Catalão: 38; (3) Jataí: 154.

¹⁴ Idiomas sem fronteiras: More details available at <http://isf.mec.gov.br/>.



TOEFL test application - Test of English as a Foreign Language - is still offered by the Federal Government, being conducted in Goiânia. Nowadays, it is applied with the purpose of leveling students and proving their proficiency in American English. It is offered to UFG technicians, students and professors and it is also applied in other public institutions of higher education.

In the next section, we will give a brief history on the creation of CsF and Isf in Brazil and contextualize IsF English Teaching in Jataí at UFG/REJ.

4.1 Considerations on the English Teaching at Brazilian Universities

The teaching of English and other foreign languages is the result of the internationalization process in Brazilian universities. A language teaching program launched in 2012 by the Federal Government was English without Borders (*Inglês sem Fronteiras – IsF*); nowadays it has broadened its language number and it is called Languages without Borders (*Idiomas sem Fronteiras*) (ABREU E LIMA; SARMENTO; MORAES FILHO, 2016).

The benefits of IsF are: (1) offering free foreign language classes for undergraduates to prepare them for exchange program overseas; (2) providing initial and continuous teachers' formation for Letters undergraduates; as well as (3) the establishment of partnerships and networks among HEI's.

Abreu-e-Lima et al (2016, p.19, 20) explains that IsF came after Science without Borders (*Ciências sem fronteiras - CsF*) to solve a need for better students' mastering of foreign languages. CsF was created in 2011 by the Brazilian Federal Government, aiming at strengthening, expanding and internationalizing science, technology and innovation and Brazilian competitiveness, throughout undergraduates' overseas exchange programs. The program allows the country to provide university students with conditions to be exposed to cultural, scientific and educational backgrounds different from what they are used to having. Besides, the programs enable students to acquire or improve proficiency in a foreign language.

Before being sent abroad, students are supposed to take proficiency exams in the language of the exchange program country they have chosen to go to. CsF implementation showed the lack of mastering a foreign language was one of our HEI's Achilles' heels.



Besides foreign language teaching, we need to think over internationalization politics for higher education that includes overseas students, curriculum aspects and related matters concerning funding and HEI's infrastructures toward internationalization, teachers' formation, language guidance, and others. (ABREU-E-LIMA et al, 2016, p.20).

It is important to consider foreign language learning not only as a means for having access to the knowledge produced overseas, but also to spread out the knowledge produced in Brazil, and to work for our insertion in the international context.

At UFG/REJ, we had made an attempt to run those English classes, by opening three calls for them in 2015. Despite these calls, the number of applicants didn't reach the minimum necessary for opening classes, unfortunately.

Nowadays, the access to foreign language learning has been through the Language Centre, run by the Letters Courses - Portuguese and English, and by actions promoted by CAI, when bringing lectorate teachers from Goiânia, to offer Spanish classes on an intensive basis, in 2016 and 2017.

Nowadays, the access UFG/REJ students have to learning English is by the IsF platform called My English Online¹⁵. To take part in this distance learning program, students should register themselves at the IsF platform < <http://isf.mec.gov.br/> >, then, after receiving a user and a password provided by CAPES, students take a placement test, so that they can start on the right level that corresponds to their actual knowledge of English.

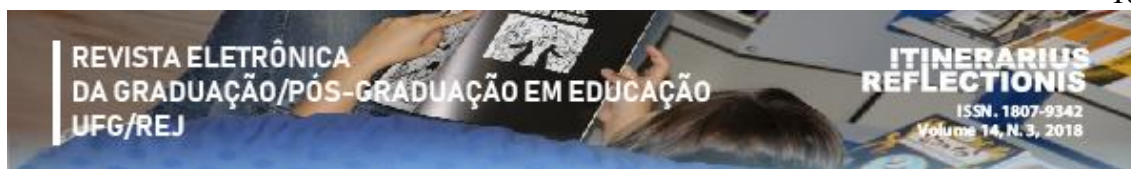
After each level completion, a certificate is granted to students, and they can go further to the next level. There are 5 different levels, running from basic-intermediate to advanced English, including preparation for TOEFL, FCE, CAE and TOEIC.

In the next item, we will provide an overview on classes taught in English at UFG/REJ.

4.2 Subjects Taught in Foreign Language

The item **Subjects offered in a foreign language** in courses is taken into account when evaluating a HEI course by MEC. In an internationalization context, this item is very relevant, since it is taken as considerably important by foreign students

¹⁵ Platform available at < <https://myenglishonline.com.br/home> >. Access on May 30th, 2018.



willing to take part of their double degree in Brazil.

In the case of UFG/REJ, we carried on a survey, through emails sent to all coordination of courses, to know how many courses taught subjects in a foreign language and what they were.

The result of our survey showed that out of 25 undergraduate courses, in all areas of knowledge, 5 master's degree courses, 1 doctorate course and several specialization courses at UFG/REJ, the English Letters Course is the only one which offers subjects in a foreign language, in this case English.

Classes taught by this course are part of three subject areas: compulsory, optional and free subjects. The nuance presented by this course is that the subjects are offered to Letters Course students as optional or compulsory, and to the entire academic community as a free subject.

The subjects are of two types: with a workload of 64 hours or 32 hours. The subjects are listed below in two columns, which are mandatory and free subjects.

Table 1 - Subjects taught in English at UFG/REJ – 2016

| MANDATORY SUBJECTS | | FREE SUBJECTS | |
|---------------------------|-------------------------------|----------------------|--|
| 1. | Foreign Language 1 – English | 1 | English Oral Practice 1 |
| 2. | Foreign Language 2 – English | 2 | English Oral Practice 2 |
| 3. | Foreign Language 3 – English | 3 | English Writing Practice |
| 4. | Foreign Language 4 – English | 4 | Literature Theory |
| 5. | English 5 | 5 | Narrative Theory |
| 6. | English 6 | 6 | Poem Theory |
| 7. | English 7 | 7 | Theater Theory |
| 8. | English 8 | 8 | Children's Literature |
| 9. | English Language Literature 1 | 9 | Oral Production in Foreign Language – 32h |
| 10. | English Language Literature 2 | 10 | English Grammar Topics – 32h |
| 11. | English Language Literature 3 | 11 | Conversation Skills Practice in English – 32h |
| 12. | English Language Literature 4 | 12 | Reading Strategies – 32h |
| 13. | Practicum 1 English | 13 | New Technologies Applied to English Teaching – 32h |
| 14. | Practicum 2 English | 14 | Academic Writing 1 – 32h |
| 15. | Practicum 3 English | 15 | Academic Writing 2 – 32h |
| 16. | Practicum 4 English | 16 | ESP - English for Specific Purposes |
| | | 17 | Listening Comprehension |
| | | 18 | English Phonetics and Phonology Studies |

Among the disciplines listed in Table 1, the one that receives more demand, on the part of students, is English for Specific Purposes. This discipline enables students to read, interpret and extract data from a written text to answer specific questions. It is a useful discipline to undergraduate courses, since it can serve all areas of knowledge. The English Letters Course has already received requests from other undergraduate and



graduate courses to offer this subject to specific audiences, but due to the small number of teachers, which currently is four, it has not yet been possible to meet this demand.

5 RESEARCH METHODS

In this section we will present the methods used to evaluate the internationalization of UFG/REJ, as well for the disciplines available in the English language.

According to the Evaluation Instrument for Undergraduate Courses – of MEC / INEP¹⁶, August 2015¹⁷, if the internationalization at UFG/REJ were to be evaluated, their grade would be **2** - when dimension indicators assessed constitute an **INSUFFICIENT** concept.

In the evaluation grid, we do not have the item **internationalization** as one of the items to be evaluated in HEI's. However, under the item Supporting Students, the following data is contemplated: students' participation in exchange programs, aspect by which we can interpret that UFG/REJ fits the profile **INSUFFICIENT**. Given that Jataí UFG/REJ have more than 3,000 students, the number of students participating in exchange programs does not reach ten percent of the student community. Attention must be called to the fact that participation in exchange programs, according to INEP's grid, does not specify national nor international in the 2015 version, whereas in the 2017 version it is made clear. That leads us to the conclusion that both are evaluated together, which, in our case, remains below what is expected to Brazilian HEI's.

When it comes to disciplines taught in foreign language, on MEC/INEP's grid, it is only used to contextualize the institutions and as an item included in the concept of internationalization¹⁸.

The method used to measure and, afterward, evaluate the item disciplines taught in foreign language was the survey sent by e-mails to Course Coordinators explained in section 4.1. Out of 31 courses run at UFG/REJ, the Letters English Course

¹⁶ INEP - Anísio Teixeira National Institute of Educational Studies and Research. More information available at <http://www.inep.gov.br/>.

¹⁷ Document available at http://download.inep.gov.br/educacao_superior/avaliacao_cursos_graduacao/instrumentos/2015/instrumento_cursos_graduacao_publicacao_agosto_2015.pdf >. Access on May 10th, 2018.

¹⁸ Document available at http://download.inep.gov.br/educacao_superior/avaliacao_cursos_graduacao/instrumentos/2017/curso_reconhecimento.pdf >. Access on May 11th, 2018.



is the only course to offer disciplines in English. The positive aspect of this offering is that all these disciplines are available to the entire academic community. Therefore, it can be concluded that the evaluation result would also fit number 2, the **INSUFFICIENT** concept, if we take into account INEP's Evaluation Instrument for Undergraduate Courses (2015 version).

5 RESULTS AND DISCUSSION

In the previous Method Section, we concluded that, in matters of internationalization, UFG Jataí Campi is insufficient. The challenges for improving the internationalization profile toward the institution involve the local community, the university itself, and students. These challenges are diverse and range from structural to personnel limitations.

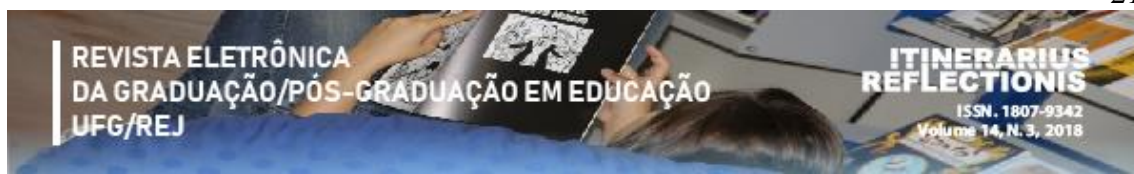
Firstly, at the municipal context, Jataí is a city that is on its way to have the profile of a university city. Therefore, the city has a need to adapt itself to hosting foreign students, that is, offering furnished accommodations and better public transportation. These needs are justified, since most foreign students come for a short period, usually one semester. These foreign students do not come prepared to furnishing houses nor apartments, what demands a considerable amount of money. That makes their adaptation difficult and hard for them to choose UFG/REJ as a host university.

Secondly, at an institutional context, UFG/REJ does not offer Portuguese as a Foreign Language (PLE) courses yet, so that exchange students, coming from abroad, could improve their language skills. Besides, it is necessary to give certain attention to offering disciplines in foreign languages in all areas of knowledge.

In general, PLE has the advantage of enabling foreign students to adapt themselves better to local life, due to the comfort that Portuguese and Brazilian culture knowledge allows foreigners to have. For such measure to be implemented, it is necessary that PLE be taught by Letters Courses, aiming at preparing Letters students who would promote the teaching of Brazilian Portuguese and English as a Foreign Language.

If PLE were taught at UFG/REJ, on regular basis, it would enable the university to become a *Celpebras*¹⁹ application center serving students from Goiás,

¹⁹ More details available at < <http://portal.inep.gov.br/acoes-internacionais/celpe-bras> >.



Mato Grosso, Mato Grosso do Sul and Tocantins. *Celpebras* exams aim to certify the proficiency of foreign students in the Portuguese language of Brazil and are coordinated by INEP/MEC.

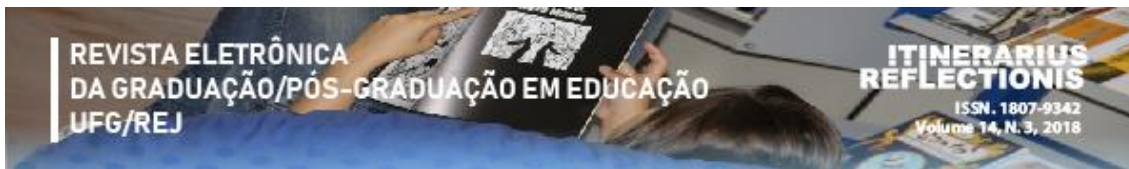
Third, the offering of disciplines in English is another fact to which attention should be drawn. If this measure were taken at UFG/REJ, it would (1) contribute to access to periodicals and researches published in English and to other overseas institutions; (2) promote UFG/REJ's internationalization by participating in exchange programs; (3) facilitate the reception of overseas students, since the Portuguese language is one of the barriers for students coming from abroad; (4) integrate our local scientific community to overseas communities; (5) increase the publication of research results in English; and (6) enhance information exchange in all areas, so that knowledge transfer would be dynamic, among other factors.

To enhance the teaching and learning of various subjects in foreign languages, some measures could be taken: (1) exchange programs should be encouraged, (2) the Language Center should serve more students and professors, and (3) the coming and going of overseas and local professors should be made more frequent by bilateral international exchange agreements and programs. Naturally, there should be part of the HEI agenda to promote knowledge exchange in all levels: among students, professors and technicians.

Of all means to be available in a future basis, it is wise to consider the fact that all members of UFG/REJ can be part of the English program available online by MEC: *My English Online*, mentioned in item 4.1.

Besides those measures, another possibility is to improve the institution Language Lab structure, so that it could be used for both the Letters Course, and any course willing to promote classes and encounters in foreign language and with foreign institutions. To make it possible, there should be investments in its structure such as computers and audiovisual equipment to make virtual encounters via *Skype* and other technologies possible.

Another aspect that was pointed out in item 4.2 was the number of personnel involved in foreign language teaching at the university at the moment, which is four. With a higher number of language professionals available, UFG/REJ would be able to broaden its horizon by offering not only classes to Letters students, but also to all areas in a higher scale. It means, for example, that foreign Language for Specific Purposes



could be offered to more courses.

Beyond that, the mentioned PLE course could become a reality that would serve local and overseas students by means of extension and research projects. Having this program consolidated, the institution could run for applying *Celpebras* exams, what would make a difference in the region, since INEP has no application center, besides Brasília, in the Midwest region of Brazil.

6 FINAL CONSIDERATIONS

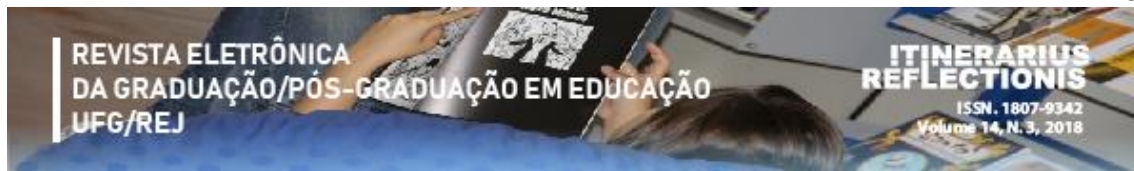
Discussing internationalization is always a challenge considering that Brazil is a country still crawling towards this aim. Therefore, discussing this matter on a local basis would not be a surprise if one came with a conclusion that there is a long way to go to achieve international standards.

In this article, we aimed at describing internationalization at UFG/REJ by presenting CAI's history, describing the international exchange programs by their statistics and discussed the teaching of disciplines in foreign languages and how foreign language learning could be achieved.

CAI has been present at UFG/REJ since 2012, however it still runs on a volunteer work basis, what requires certain consideration towards a better internationalization. Challenges on setting new agreements are also ahead. Increasing the number of students, professors and technicians taking part in international student's programs for both coming and going public should be considered as well.

The teaching of disciplines in foreign languages comprising all areas is also desirable. Besides, enhancing the teaching of English and other languages for Specific Purposes is something that can be at hand, if the institution gets to be provided with more personnel specialized in foreign language teaching. Encouraging the university community to learn foreign languages will also better the quality of exchanging knowledge and technology amongst national and international institutions.

To conclude, UFG/REJ have already acquired some experience on internationalization by sending and receiving students and professors overseas, based on agreements settled by Goiânia campuses. Now, it is necessary that an internationalization plan, according to DeWitt's (2013) concept, where it is seen not as an end, but as a means to benefit local and international community, should be traced



and put into practice by UFG/REJ's personnel.

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