

EMI in Brazil: reflecting on the British Council's influence through a decolonial perspective

EMI no Brasil: refletindo sobre a influência do Conselho Britânico por uma perspectiva decolonial

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Abstract

Due to the influence that international organizations, such as the British Council, have in the practice of English as a Medium of Instruction (EMI) in Brazilian higher education, this article analyzes the initiatives presented in the section "The Advance of English" in the publication Universities for the World (BRITISH COUNCIL, 2019), highlighting EMI, from the decolonial perspective (MIGNOLO, 2017; SOUSA SANTOS, 2018; WALSH, OLIVEIRA & CANDAU, 2018). The methodology of this article consists of a theoretical study made by a documental analysis. The results point out some reasons why the organization can be a great influence in EMI contexts in Brazil. Finally, this article indicates possibilities for an EMI in Brazil without so much external influence, offering practical suggestions for this in its conclusions.

Keywords: EMI; Decoloniality; Education.

Resumo

Pela influência que organizações internacionais, como o Conselho Britânico, têm na prática do Ensino por Meio do Inglês (EMI) no ensino superior brasileiro, este artigo analisa as iniciativas apresentadas na seção "O avanço do inglês" na publicação Universidades para o Mundo (BRITISH COUNCIL, 2019), destacando o EMI, pela perspectiva decolonial (MIGNOLO, 2017; SOUSA SANTOS, 2018; WALSH, OLIVEIRA & CANDAU, 2018). A metodologia deste artigo consiste em um estudo teórico feito por uma análise documental. Os resultados apontam algumas razões pelas quais a organização pode ser uma grande influente em contextos de EMI no Brasil. Por fim, este artigo indica possibilidades para um EMI no Brasil sem tanta influência externa, oferecendo sugestões práticas para isso em suas conclusões.

Palavras-chave: EMI; Decolonialidade; Educação.

Introduction

In the Brazilian higher education context, the influence of international organizationsⁱ has been considerable in view of the recurrent creation of initiatives such as projects, research, training courses, exchanges, funding, and workshops carried out in the country.

Brazil's interest in international actions and partnerships aims at increasing the internationalization of higher education, improving teaching through English at universities, and promoting courses for professors and staff, to name a few examples.

One of the initiatives to increase that internationalization is from EMI, which has been practiced in many parts of the world. Its most mentioned definition comes from Dearden (2015) as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (p. 6).

The option to approach EMI in this text comes from evidence of the growth of the practice in universities around the world, and also in Brazil (BAUMVOL; SARMENTO, 2016; BROWN & BRADFORD, 2017; COLEMAN, 2006; DEARDEN, 2015; GIMENEZ, 2019; MACARO *et al.*, 2018; MARTINEZ, 2016), especially for the initiatives created for the development of EMI in Brazil considering its partnership with the British Councilⁱⁱ, an international organization.

In a systematic review of English as a Medium of Instruction (EMI) in higher education, Macaro *et al.* (2018), one of the main references about EMI, present a summary of negative findings which deserve a better agenda of research about EMI. Some of the findings are, according to the authors (MACARO *et al.*, 2018, p. 64):

The negative motivations amongst teachers and students can be summarised as levels of English proficiency being too low and its potentially negative impact on content. Additional concerns include: the creation or consolidation of socio-economic elites and anti-egalitarian outcomes for students; additional workload for teachers switching to EMI; lack of teacher professional development and support.

Anti-egalitarian outcomes for students and consolidation of socio-economic elites in EMI contexts called the attention for the discussion to be developed in this article. For that idea to be fulfilled, the present article explores the British Councilⁱⁱⁱ, which is described in its official website as^{iv}:

the UK's international organization for cultural relations and educational opportunities. We promote cooperation between the United Kingdom and Brazil in the areas of English language, arts, society and education (n. p.).

From the general definition of the objectives and purposes of the British Council with Brazil and considering its broad influence on initiatives and partnerships related to the development of EMI in the country, this article analyzes the initiatives presented on the section "The advance of English", of the publication *Universities for the World* (BRITISH COUNCIL, 2019), with a special focus on EMI, through a decolonial perspective. The methodology follows a theoretical study made through a documental analysis.

Universities for the World^v is a programme launched in 2017 by British Council which aims at approaching themes related to the internationalization process of higher education in Brazil. It benefits the cooperation between Brazilian and British institutions to work together in order to boost international strategies.

To record and compile the results of these collaborations and strategies, the British Council produces publications and seminars in Brazil and in the UK that describe the activities and initiatives undertaken. The publications, thus far, have been divided into 3 editions (2018-2019-2020). The edition chosen to be analyzed in this article is the one from 2019, since it brings important information available about EMI for the purpose of this article, through results of studies made by Brazilian scholars about this context on higher education in Brazil.

The decolonial perspective was chosen as the main theoretical framework of this text as it can empower the discussions on the negative finding of anti-egalitarian outcomes on EMI contexts (MACARO *et al.*, 2018), more specifically in Brazil.

In addition, the decolonial perspective as the basis of the analysis established here stems from the perception of EMI as a possible result of modernity and colonial thinking (MIGNOLO, 2017). Thus, through decoloniality, this text may contribute to reflecting about the breaking of paradigms rooted in the context of EMI in higher education.

Based on seminal authors and studies about the decolonial perspective, Oliveira (2016, p. 3, own translation)^{vi} presents a didactic explanation for the term "decolonize":

In other terms, the construction of a pedagogical notion and vision that projects itself far beyond the processes of teaching and transmitting knowledge, a pedagogy conceived as cultural politics, involving not only formal educational spaces, but also the organizations of social movements. Decolonizing in education is building other pedagogies beyond hegemony.

Oliveira (2016) states that it is necessary to create new conditions of political, cultural and social thoughts beyond the hegemonic ideologies that involve education. EMI, for instance, is a “result of pervasive ideologies regarding English and its potential benefits, and less a recommendation derived from research findings” (GIMENEZ, 2019, p. 8). Such ideologies may possibly promote exclusions and hierarchies in higher education. In that sense, the decolonial perspective can be a starting point for change.

Bearing that in mind, two research questions guide the analysis: 1) what is the role of the British Council in the development of EMI initiatives in Brazil? and 2) how is it possible to problematize this practice decolonially in the Brazilian higher education?

To answer these questions, first, this article discusses the context of EMI in other countries and in Brazil, regarding its challenges; then, it brings the description of the Universities for the World programme and its publications, in order to emphasize the one addressed in this article. After that, some main authors and concepts related to the decolonial perspective are presented; then the analysis is proposed and, finally, the results with possible academic and social contributions are given, besides suggestions and reflections for future research on the theme.

EMI around the world and in Brazil: complex challenges

As defined in the initial remarks of this article, EMI has grown considerably in several parts of the world (MACARO *et al.*, 2018). Although it focuses on teaching academic content through English, there are many concerns on the development of this initiative, as Macaro *et al.* (2018) point out.

To illustrate, they mention: lack of consensus related to the EMI term, since it can also be understood as CLIL (Content Language Integrated Learning), attraction or not of foreign students, students' and professors' beliefs and attitudes, anti-egalitarian outcomes for students, as already mentioned, and the proficiency level needed for that practice.

Certainly, although it is growing fast, EMI deals with several challenges and concerns. Hitherto, there is no consistent research about the concerns raised by Macaro *et al.* (2018) on EMI.

Through those definitions it is possible to understand the focus of EMI on academic subjects (courses, disciplines) in English. Dafouz & Smit (2012, p. 7) affirm that:

As the only directly accessible 'point of access' to the teaching and learning process, research into classroom discourse in EMI settings offers insights into how adults make use of English as their additional language in constructing and becoming familiar with topics and expert concerns in their diverse areas of specialisation. Additionally, such findings are invaluable for higher education pedagogy and provide information on the kind of pedagogical education and training university lecturers would profit from when using English as medium of instruction.

The authors stress the importance of the various aspects of EMI research, as they can contribute to the type of training chosen and required for each context. This observation made by the authors seems to be relevant in alerting to the benefits that research can bring to academics when using EMI.

Data published by Brazilian authors Baumvol & Sarmiento (2019) indicate that although in initial phase, EMI has grown in Brazil. Therefore, the reasons for the practice of EMI in a developing country like Brazil still seem to be incipient, as the authors point out.

Baumvol & Sarmiento (2019) believe that there are linguistic benefits in adopting EMI, as teachers and students undergo activities that require the use of English. Although the focus of EMI is on the teaching of content, there seem to be concerns from researchers, not only in Brazil but also around the world (MACARO *et al.*, 2018) about the development of language proficiency of students and teachers.

For instance, according to Jordão *et al.* (2020), the adoption of EMI in Brazilian institutions may promote exclusions by the fact that not all the students have high levels of English proficiency. In the Brazilian context, those who do not meet specific levels of language proficiency may also not have access to academic exchange programs, publishing possibilities, and even the English classes themselves.

All of the information above are relevant for this article, since it makes a contextualization of EMI around the world and in Brazil. Furthermore, it helps understand the challenges and concerns this initiative brings, which raises the need for consistent research on this theme.

So that, the next section of this article presents the issues discussed in the three editions of the publication Universities for the World in 2018, 2019 and 2020. Besides, the specific edition and its presented initiatives to be analyzed in this text (BRITISH COUNCIL, 2019) will be explored, also the contents shown, the actions between Brazil and UK, and the main interests of such initiatives.

Universities for the World: strategic interests

Brazil and the UK together are engaged in some projects, as can be seen on the first edition of the Universities for the World, launched in 2018. Its focus is on the diversity of themes related to the higher education context and the process of internationalization in Brazil. The publication brings articles from specialists about the main topics discussed in seminars, in the UK and in Brazil (BRITISH COUNCIL, 2019).

Furthermore, the organization has promoted collaboration calls^{vii}, like the UK-Brazil English Collaboration Call – 2018-2019, the Capacity Building and Internationalisation for Higher Education Call - Universities for the World Programme and the Capacity building & internationalization for Higher Education Programme – 2017-2018.

In general, the themes developed in the publication have a concern about strategies and partnerships, initiatives, programs, resources, language skills, and collaborations to improve the internationalization of higher education between Brazil and the UK.

There are three editions of the publication: the first one published in 2018, called “Universities for the World: internationalisation challenges and opportunities for Brazil”, the second edition, “Universities for the World: strategies and advances on the path to internationalisation,” published in 2019, which is specifically addressed in this article. The newest edition was launched in 2020 and is titled “Universities for the World: in search of quality in internationalization”.

The first edition aimed at collecting the results of four seminars, carried out in 2017, to strengthen the internationalization process of Brazilian institutions and set more strategic partnerships. The second edition considers the main challenges and opportunities of the PrInt Capes program, which intends “to foster the construction, implementation and consolidation of strategic plans for internationalization of the institutions contemplated in the areas of knowledge prioritized by them”^{viii} (n. p. own translation).

The second edition of Universities for the World is organized in 58 pages. “The advance of English” is the content analyzed in this article, from page 21 to page 29, since it brings information about EMI initiatives. The following image shows its contents and how they are organized.

Figure 1 – Table of contents of Universities for the World (2019)


BRITISH COUNCIL | UNIVERSITIES FOR THE WORLD

CONTENTS

TIME TO ALIGN STRATEGIES	12
With Capes-Print, universities obtain resources to put internationalisation plans into practice.	
THE ADVANCE OF ENGLISH	20
Programmes like Languages without Borders and EMI initiatives are tools for improving student and teacher proficiency.	
FRUITFUL PARTNERSHIPS	32
Collaboration leads to international research and co-authored articles with a greater chance of making a global impact.	
NETWORKED KNOWLEDGE	42
Exchange programs and sharing expertise among researchers abroad contributes to advances in Brazilian science.	
QUALITY MEASURES	50
Assessing the performance of universities is essential to knowing if they are truly fulfilling their objectives.	
ARTICLE	56
Transnational Education: the chance of an international diploma without leaving the country.	

Source: British Council (2019)

The third and newest edition published in 2020 highlights issues related to intercultural competencies, accountability in the process of internationalization, linguistic policies, and results of partnerships between universities and industries.

In order to develop the analysis proposed in this article, the next section presents the decolonial perspective, some of the main authors and concepts, and why it becomes important to the problematization made in this article.

The decolonial perspective: epistemic ruptures in favor of an egalitarian world

Before approaching the concept of decoloniality itself it is important to understand the logic of modernity/coloniality. According to Mignolo (2017), coloniality is conceived as "the darker side of modernity" (p. 2, own translation). This is because, according to the author, a narrative originating in Europe is built by the celebration of conquests while hiding a darker side, where coloniality is found.

The assumptions above raise awareness of the danger of colonialities due to their destructive features. More than saying that they are dangerous, it is necessary to alert and act against them.

Furthermore, Mignolo (2017) shows that since there is no possibility of modernity without coloniality, neither there can be global modernities without global colonialities (p. 2, own translation).

Mignolo (2007) suggests the term "delinking" when referring to Eurocentric standards and argues that in addition to these standards, modern colonial hegemonies should be decolonized. Decoloniality may occur, then, by the epistemic rupture of colonial and Eurocentric paradigms rooted throughout history.

It is important, based on these considerations, to understand that paradigms also constitute the world, since they are part of the historical formation that passes through generations and centuries. However, it is necessary to act to break these paradigms in a continuous way, so that new generations will not make colonization grow even more, and hopefully not making new ones exist, but transforming precepts rooted in time.

Coloniality as constitutive of modernity, according to Walsh, Oliveira & Candau (2018, p. 3, own translation), is built as:

a political, epistemological and pedagogical force, referring to the possibilities of critical thinking from those subordinated by capitalist European modernity and a theoretical project aimed at critical and transdisciplinary rethinking, in opposition to the dominant academic trends of a Eurocentric perspective of knowledge construction^{ix}.

Walsh, Oliveira & Candau (2018) advocate a decolonial pedagogy, which seeks to make subordinate knowledge visible through social movements. In addition, this pedagogy is a political educational project in several different contexts, such as black and indigenous communities, universities and schools.

Equally important, Andreotti *et al.* (2019) point out that decoloniality is often seen as a way of seeking solutions through paradigms that already exist. However, what should be broken up, like colonial Eurocentric standards, ends up being reproduced. The same authors also reinforce the importance of decolonial orientation in works related to the area of education, and warn to the various challenges and discomforts arising from this choice, for instance the capacity of dealing with hegemonic systems and colonized academic discourses.

Understanding decoloniality does not seem to be an easy task, however, it calls the attention to its necessity as a way to confront oppressive epistemic ruptures that involve historically rooted processes.

In light of these discussions and conceptions, this article presents next the analysis, in view of the general objective, to problematize the influence that the British Council may have in the practice of EMI in Brazilian higher education.

EMI in Brazil by decolonial lenses: a possible analysis

This part of the article brings the analysis attempting to answer the following research questions: 1) what is the role of the British Council in the development of EMI initiatives in Brazil? and 2) how is it possible to problematize this practice decolonially in the Brazilian higher education?

For this purpose, the section chosen to be analyzed “The advance of English” (BRITISH COUNCIL, 2019), as the second content of the publication, presents relevant information about EMI, which helps achieving the objectives set.

First of all, “The advance of English” discusses opportunities related to knowing more than one language, especially in the current demanding and modern world. Amongst the elements presented in order to characterize that modernity, the role of English as a lingua franca is highlighted, which, according to the British Council (2019), enables communication among people around the world.

However, according to the publication, here in Brazil the teaching of English in public schools becomes problematic when students go to higher education, because of their low proficiency in the language, which “forms a barrier in the process of internationalisation.” (BRITISH COUNCIL, 2019, p. 21). In the perspective of the international organization, because of their lack of proficiency in English, students are hampered when they come into contact with the academic context; in this case, for instance, with publications in English, participation in events, exchanges and classes in English at the institution itself.

British Council (2019) indicates possible ways to solve this problem by mentioning programs and policies designed to overcome these barriers. Accordingly, in 2012, the Brazilian Ministry of Education created, with a group of language specialists, the programme Languages without borders (LwB)^x. The LwB intended, at that time, to “leverage students and academic proficiency” (BRITISH COUNCIL, 2019, p. 21).

Besides the objective of LwB highlighted by the British Council (2019), there were others, according to the official site of LwB by the Brazilian Ministry of Education (2018), such as “promoting actions in favor of a linguistic policy for the internationalization of Brazilian higher education, valuing the specialized training of foreign language teachers”^{xi} (n. p., own translation).

LwB was finalized by the Brazilian Ministry of Education in 2019. As reported on the “Correio do Povo”^{xii} website on July 19, 2019, the Brazilian Ministry of Education decided to finish the LwB programme because of a criticism from the 2019 Minister, who did not agree with the payment of TOEFL proficiency tests, although that was not the only reason for the creation and implementation of the LwB.

In spite of that decision, LwB has currently been conducted by Andifes-IsF^{xiii} since 2019, aiming at:

the development of language proficiency of: Students, teachers and technical-administrative staff of accredited IFES; Language teachers of the public Basic Education network; Foreigners (in Portuguese), contributing to the development of a linguistic policy for the country. Networking for the development of language policies in Brazilian Higher Education^{xiv} (n. p., own translation).

The creation of the LwB was crucial to the beginning of other initiatives, like EMI, which is described by the British Council (2019) as a strategic way to boost internationalization at home^{xv}. Information about the LwB is important to this article because it relates to internationalization initiatives in Brazil.

Baumvol & Sarmiento (2016) point out that Brazilian universities adopting EMI can contribute to the involvement of Brazilian students in different academic contexts that demand the use of English, such as research and knowledge production.

The initiatives presented on the publication being analyzed brings a survey conducted by the Language without Borders programme, which attested that 3% of Brazilian academics with a postgraduate level have a C1 level^{xvi} proficiency in English. In order to change that reality, the British Council promoted an initiative “to boost applied research into English language by means of the UK-Brazil English Collaboration Call” (BRITISH COUNCIL, 2019, p. 28).

The project UK-Brazil English Collaboration Call consists of collaboration proposals between British and Brazilian organizations. Accordingly, “To reach a wide community, the

means for disseminating research must include strategies like webinars, on-site workshops and best practice guides” (BRITISH COUNCIL, 2019, p. 28).

EMI initiatives were emphasized in the project, first in the state of Paraná and then in other places, such as São Paulo, Minas Gerais, Brasília and Porto Alegre, through the projects selected within the line of research “Policies for the English language as a main component of the internationalisation process”, in the UK-Brazil English Collaboration Call (BRITISH COUNCIL, 2019).

An additional study presented by the British Council (2019) involved the seven public universities from Paraná, and was proposed by the University of Cambridge and UENP, in Brazil, entitled “EMI Training^{xvii} for university professors: a potential tool for internationalisation”. The 4 phases focused on the proficiency of professors, their attitudes and feelings regarding EMI, support from instructors for classes, challenges they face when teaching their contents in English and how to overcome them. The last phase includes student perceptions about their learning experience in contexts of EMI.

As stated by the discussions and analysis made in this article, the international organization British Council may have a strong influence in EMI initiatives in Brazil. One of the reasons is the financial support, that can significantly improve the initiative, not depending only on Brazilian organizations, like the Coordination for the Improvement of Higher Education Personnel (CAPES).

A further reason for that is the prestige the British Council has in Brazil, considering that it comes from one of the countries of native English people, i.e. the Eurocentric ones, who may be considered as the best to advise Brazilian people and institutions on the use of English. It reinforces the power the British Council is given to act in Brazil on the EMI practice.

The power of the British Council organization in Brazil can indicate coloniality by the hegemonic ideology of the British as possessors of greater knowledge and power in relation to the English language.

Regarding knowledge, Sousa Santos (2018) explains the metaphor of the epistemologies of the South and the North. Accordingly, the North represents Western thoughts and knowledge, while the South, the marginalized knowledge.

The objective of the epistemologies of the South is not to replace those of the North, but to overcome dichotomies between them. Instead of intentionally forgetting differences between epistemologies, the epistemologies of the South seek to promote the forgetting of power hierarchies that exist between them.

The explanation of Sousa Santos (2018) makes it possible to perceive the consonance with the decolonial perspective, since it proposes a break with imposed patterns and hierarchies, without encouraging forgetfulness of colonial patterns, but transforming and giving other meanings to them.

By spreading the idea of considering other knowledges, Sousa Santos (2018) calls attention to the existence of the "abyssal line", that is, the abyss between knowledge from the South and from the North, in order to allow the opening of new cultural and diverse horizons of knowledge.

That diversity explained by Sousa Santos (2018, p. 8) refers to what is called by him as an "ecology of knowledges", which is:

the recognition of the copresence of different ways of knowing and the need to study the affinities, divergences, complementarities, and contradictions among them in order to maximize the effectiveness of the struggles of resistance against oppression.

The ecology of knowledges can provide an opportunity of deliberation and reflection about practices, in order to recognize ideas and transform them into new knowledge.

The imposition of methodologies and ways of doing EMI in Brazil, from international organizations, like British Council, seems to be oppressive, since students and professors do not necessarily have enough room to deliberate and choose what is best for them. Because of that, they may feel trapped in concepts, practices or realities that do not fit theirs. Therefore, the results may not be adequately productive.

Toward the final remarks of this article, a statement of Martinez (2016, p. 21) seems to be relevant, since in his opinion the country has a good potential to:

be the first country in the world to push a research agenda that helps inform EMI decisions and development along with its push towards EMI implementation - from the very early stages of its growth in the country. Brazil has an opportunity to be a world leader in that regard.

As Martinez (2016) points out, working on EMI in Brazil can be worthwhile, although it is still in the beginning. Thinking about this potential, this article elected the decolonial perspective as a possible basis for new reflections for the context of EMI in Brazil, a country

viewed as in development, but that can leverage research, discoveries and strong ways to make and conceive EMI. Hopefully, this article can be a great motivator for this.

Conclusions

This theoretical study presents some possible reasons to be the British Council a great influencer in the practice of EMI in Brazil. As discussed in this text, EMI possibly fits into modernity thinking by imposing the English language for teaching academic subjects as a condition for internationalization movements.

At this moment the decolonial perspective must come up, to confront dominant hegemonic ideologies, recognizing that they exist to be transformed, not only denounced. EMI needs to and can be less colonial, allowing other epistemologies than just the eurocentered.

Possible options on making EMI decolonial are, for instance, proposing different means of internationalization without mandatorily using English, improving interaction with other languages, offering greater influence of the State and of those involved in the process of EMI in institutions. Beyond that, providing language and culture awareness, as well as visibility to subordinate people and languages considering their existence and experience with languages and breaking paradigms and colonialities in academic research.

Using other languages beyond English in higher education may be decolonial, since it does not emphasize just one language, the hegemonic one, the English, but others, despite being languages from Eurocentric contexts, as Portuguese itself, for instance.

Further analysis of other international organization's documents and publications may be made in the future for other reflections. While conceiving EMI from a decolonial perspective is not easy, this article shows that this complexity can bring about significant and transformative changes and reinforce the need for constant political and social efforts in the struggle for a more diverse and equal world.

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Notes

ⁱ List of international organizations which have partnerships with Brazil: <https://www.estudarfora.org.br/onde-conseguir-apoio-para-estudar-fora/>

ⁱⁱ More initiatives between British Council and Brazil: <https://www.britishcouncil.org.br/en/research-and-publications>

ⁱⁱⁱ Official site: <https://www.britishcouncil.org/>

^{iv} Available at: https://www.britishcouncil.org.br/?_ga=2.261885261.1945783720.1598964831-514208639.1590069644

^v Detailed information about Universities for the World: <https://www.britishcouncil.org.br/atividades/educacao/internacionalizacao/universidades-para-o-mundo>

^{vi} Original in Portuguese: Em outros termos, a construção de uma noção e visão pedagógica que se projeta muito além dos processos de ensino e de transmissão de saber, uma pedagogia concebida como política cultural, envolvendo não apenas os espaços educativos formais, mas também as organizações dos movimentos sociais. Decolonizar na educação é construir outras pedagogias além da hegemônica.

^{vii} The British Council launched a call for proposals to fund collaborative projects between the UK and Brazil aimed at improving the teaching of English in higher education and in secondary education. The UK-Brazil English collaboration call invited proposals for applied research from universities, colleges and language institutes in the UK, in conjunction with public and private universities, and federal institutes (Institutos Federais). Information available at: <https://www.britishcouncil.org.br/en/uk-brazil-english-collaboration-call>

^{viii} Main goal of the PrInt CAPES Program in Portuguese, as the original: Fomentar a construção, a implementação e a consolidação de planos estratégicos de internacionalização das instituições contempladas nas áreas do conhecimento por elas priorizadas. More information available at: <http://www.capes.gov.br/bolsas-e-auxilios-internacionais/capes-print>

^{ix} Original in Portuguese: Como força política, epistemológica e pedagógica, faz referência às possibilidades de um pensamento crítico a partir dos subalternizados pela modernidade europeia capitalista e um projeto teórico voltado para o repensamento crítico e transdisciplinar, em contraposição às tendências acadêmicas dominantes de perspectiva eurocêntrica de construção do conhecimento.

^x More details available at: <http://isf.mec.gov.br/programa-isf/historico>

^{xi} Original in Portuguese: Promover ações em prol de uma política linguística para a internacionalização do Ensino Superior Brasileiro, valorizando a formação especializada de professores de línguas estrangeiras. Available at: <http://portal.mec.gov.br/isf>

^{xii} <https://www.correiodopovo.com.br/not%C3%ADcias/geral/idiomas-sem-fronteiras-ser%C3%A1-encerrado-pelo-mec-1.352906>

^{xiii} Available at: <http://www.andifes.org.br/institucional/redeisf/>

^{xiv} Original in Portuguese: A formação inicial e continuada de professores de idiomas para atuarem em processos de internacionalização, O desenvolvimento de proficiência linguística de: Estudantes, docentes e corpo técnico-administrativo das IFES credenciadas; Professores de idiomas da rede pública de Educação Básica; Estrangeiros (em língua portuguesa), contribuindo para o desenvolvimento de uma política linguística para o país. O trabalho em rede para o desenvolvimento de políticas linguísticas no Ensino Superior Brasileiro.

^{xv} Possible text about Internationalisation at home:

<https://journals.sagepub.com/doi/10.1177/1474904118807537>

^{xvi} According to the Common European Framework of Reference (CEFR). Available at: <https://www.cambridgeenglish.org/Images/cefr-diagram-december-2020.PDF>.

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