

Contents

Acknowledgments — V

Foreword — VII

List of figures — XVII

List of tables — XIX

Chapter 1

Introduction: Higher education and language policies — 1

Chapter 2

When education institutions reproduce dominant ideas – social, cultural and linguistic capital — 8

- 2.1 The market of symbolic goods — 10
- 2.2 The economy of language exchanges — 11
- 2.3 The role of the educational system — 13
- 2.4 On culture — 17
- 2.5 Cultural capital — 18
- 2.6 Social capital — 19
- 2.7 Linguistic capital — 20
- 2.8 Conversions of capital — 21

Chapter 3

Different people, different languages, same planet – globalization, multilingualism and super-diversity — 23

Chapter 4

When universities move beyond their walls and borders – internationalization of higher education — 30

- 4.1 A historical overview — 30
- 4.2 The beginning of internationalization in higher education — 32
- 4.3 The beginning of internationalization in Brazil — 34
- 4.4 Internationalization in recent times — 35
- 4.5 Rethinking internationalization in Latin America today — 38
- 4.6 Interactions between internationalization and globalization in the historical course — 38

- 4.7 Relations between North and South in the course of internationalization — **43**
- 4.8 Hierarchy of knowledge in the internationalization process — **44**
- 4.9 Current and future perspectives — **45**
- 4.10 Concepts about internationalization — **46**
- 4.11 Conceptual misconceptions and myths about internationalization — **49**
- 4.12 Comprehensive internationalization — **51**
- 4.13 The specifics of internationalization — **52**
- 4.14 Internationalization at Home — **53**
- 4.15 Internationalization of the curriculum — **55**
- 4.16 Other concepts about internationalization — **56**
- 4.17 Higher education as a commodity — **58**
- 4.18 Motivations for internationalization — **61**
- 4.19 Internationalization-related organizations — **63**
- 4.20 The “Science without Borders” Program and academic rankings — **66**
- 4.21 Regional integration in Latin America — **70**

Chapter 5

When intervention is necessary to foster interaction among different speakers – language policies (and multilingualism) — 73

- 5.1 Conceptions of language — **74**
- 5.2 Languages as commodities — **76**
- 5.3 Definitions on language policies — **78**
- 5.4 Design and implementation of language policies — **82**
- 5.5 Policy cycle — **86**
- 5.6 Dimensions of language policies — **87**
- 5.7 Mismatch between policies — **88**
- 5.8 Definitions of multilingualism — **89**
- 5.9 The role of English nowadays — **90**
- 5.10 The role of Portuguese nowadays — **95**
- 5.11 The “Languages without Borders” (LwB) program — **97**
- 5.12 The intercomprehension approach — **100**

Chapter 6

Basic inquiry inspired in a real problem – design-based research on language policies — 102

- 6.1 Design-based research — **102**
- 6.2 Selection of research participants — **106**

- 6.3 Data sources — 109
- 6.4 Mixed methods — 110
- 6.5 Mixed methods procedures — 110
- 6.6 Data analysis — 111
- 6.7 Steps in the research process — 113

Chapter 7

Language policy documents and what they say/mean to institutions and their communities — 114

- 7.1 Analysis of language policy texts — 115
- 7.2 Analysis of responses to the initial questionnaire (RIQ) — 130
- 7.3 Analysis of responses to the expanded questionnaire (REQ) — 158

Chapter 8

Bringing it all together – a model of language policy, with multilingual aspects, for the internationalization of higher education — 171

- 8.1 Final remarks — 178
- 8.2 Research limitations — 182
- 8.3 Suggestions for future research — 183

Appendix 1 Initial questionnaire (Online) — 185

Appendix 2 Expanded questionnaire (Online) — 195

References — 197

Index — 211

