

UNIVERSIDADE FEDERAL DO PAMPA

LARISSA ASSIS COSTA

THE INFLUENCES OF A MULTILINGUAL IDENTITY AT THE UNIVERSITY

Bagé

2017

LARISSA ASSIS COSTA

THE INFLUENCES OF A MULTILINGUAL IDENTITY AT THE UNIVERSITY

Trabalho de Conclusão de Curso apresentado ao Curso de Licenciatura em Letras: Línguas Adicionais - Espanhol, Inglês e Respectivas Literaturas da Universidade Federal do Pampa, como requisito parcial para obtenção do Título de Licenciada em Letras.

Orientadora: Profa. Dra. Kátia Vieira Moraes

Bagé

2017

Ficha catalográfica elaborada automaticamente com os dados fornecidos pelo(a) autor(a) através do Módulo de Biblioteca do Sistema GURI (Gestão Unificada de Recursos Institucionais).

Costa, Larissa Assis

The Influences of a Multilingual Identity at the University / Larissa Assis Costa. 59 p.

Trabalho de Conclusão de Curso (Graduação) – Universidade Federal do Pampa, LICENCIATURA EM LETRAS INGLÊS/ESPAÑHOL E RESPECTIVAS LITERATURAS, 2017.

"Orientação: Profa. Dra. Kátia Vieira Moraes".

1. Inglês. 2. Identidade Multilíngue 3. Internacionalização.

LARISSA ASSIS COSTA

THE INFLUENCES OF A MULTILINGUAL IDENTITY AT THE UNIVERSITY

Trabalho de Conclusão de Curso apresentado ao Curso de Licenciatura em Letras: Línguas Adicionais - Inglês, Espanhol e Respectivas Literaturas da Universidade Federal do Pampa, como requisito parcial para obtenção do Título de Licenciada em Letras.

Trabalho de Conclusão de Curso defendido e aprovado em: 11 de Dezembro de 2017.

Banca examinadora:

Prof. Dra. Kátia Vieira Morais
Orientadora
UNIPAMPA

Prof. Dra. Luciani Salcedo de Oliveira
UNIPAMPA

Prof. Dra. Clara Zeni Camargo Dornelles
UNIPAMPA

Dedico este trabalho à minha mãe e meu padrasto, que sempre acreditaram em mim. Sem o incentivo e o amor deles, esse trabalho não seria possível.

AGRADECIMENTOS

A Prof. Dr. Kátia Morais, obrigada por sempre me motivar e por ter me ensinado tanto nesses anos. I hope to be as brilliant as you in the future. Thank you!

A Sonia Mara, minha mãe maravilhosa. Eu te amo e sou grata por todo esforço que você sempre fez para que eu esteja onde eu estou hoje. Eu admiro a mulher guerreira que você é. Você é minha rainha.

Ao Lelis, meu pai(drasto). Laços de sangue podem ser importantes, mas laços de amor, são melhores ainda. Obrigada por tudo.

A Mariana, meu par mínimo, por compartilhar comigo os dramas e as alegrias de morar em outro estado. Obrigada por sempre estar lá por mim. Você me inspira a ser mais corajosa, como você é. Tem um lugar enorme no meu coração pra você!

A Melissa, que mesmo sendo meu oposto, me entende como ninguém. Quando eu crescer, quero ser que nem você! Você é inteligente e maravilhosa. Obrigada por me inspirar sempre!

Aos amigos que fiz na UNIPAMPA: Iago, Erick, Felipe, Andrômeda, Karen, Tomás. Vocês tornaram essa experiência de sair fora de casa, maravilhosamente divertida!

To IsF Team! You guys are amazing. I will never forget our trip to Porto Alegre.

As professoras do curso de Letras - Línguas Adicionais: Clara Dornelles, Cristina Cardoso, Valesca Brasil Irala, Isaphi Alvarez, Luciani Salcedo de Oliveira e Mariana Mello. Vocês são incríveis! Sou muito grata por tudo que aprendi com vocês.

“The world gives you so much pain
but here you are,
making gold out of it”.

Rupi Kaur

RESUMO

No presente trabalho discute-se a influência da identidade multilíngue dos alunos no processo de internacionalização da Universidade Federal do Pampa - Campus Bagé. Sendo a internacionalização das universidades uma discussão crescente, surge o questionamento sobre como os alunos podem influenciar esse processo. O objetivo deste trabalho é analisar a identidade multilíngue - multilíngue sendo quem fala mais de uma língua - dos alunos que já ingressaram na universidade falando inglês. Procurou-se também, entender como essa identidade influencia esses alunos no processo de aprendizagem e na vida universitária em geral. A partir de uma pesquisa qualitativa, alunos de alguns cursos da UNIPAMPA relataram suas experiências com a língua inglesa não só no contexto acadêmico, como também, suas experiências antes de se tornarem acadêmicos. Concluiu-se que alunos com a identidade multilíngue podem ter mais vantagens na hora de usar a língua inglesa em contexto acadêmico, como em publicações de trabalhos e também no empenho de participar em cursos de línguas que são oferecidos pela universidade. Estes alunos, então, colocariam a universidade à caminho da internacionalização.

Palavras-Chave: Identidade; Multilinguismo; Internacionalização.

ABSTRACT

The influences of the students' multilingual identity in the process of Universidade Federal do Pampa internationalization is the main concern of this work. The discussion about the internationalization process of the universities is having an exponential growth in Brazil situating this work in which I analyze how students who already entered the university speaking more than one language may influence this process. The objective of this work is to analyze the academic life of the students who have a multilingual identity within the university. I also analyze possible advantages that a multilingual identity brings the students in their academic knowledge acquisition. A qualitative research is used to interview students from varied programs from Campus Bagé. The students reported their experiences with the English language not only in the academic environment, but also before they became academics. It is understood that multilingual students may help the internationalization process at UNIPAMPA, because being multilingual make them comfortable to publish academic works in English and/or to participate in English classes offered by the university. Therefore, multilingual students may put UNIPAMPA in the way of internationalization.

Keywords: Identity; Multilingualism; Internationalization.

INDEX

1. INTRODUCTION.....	10
1.1 Theme.....	12
1.2. Objectives.....	12
1.3 Research questions.....	12
1.4 Contextualization.....	12
1.5 Problem.....	12
1.6 Hypothesis.....	13
1.7 Justification.....	13
2. LITERATURE REVIEW.....	14
2.1 Identity.....	14
2.2 Multilingualism.....	17
2.3 Internationalization.....	20
3. METHODOLOGY.....	23
4. DISCUSSION.....	26
4.1. The Multilingual Identity Construction.....	26
4.2. Possible Advantages and the Maintaining of the Multilingual Identity at the University.....	28
4.3. The environment to maintain a Multilingual Identity at the University.....	34
5. FINAL CONSIDERATIONS.....	38
6. WORKS CITED.....	40
7. APPENDIX.....	42
7.1 ATTACHMENT	
I.....	42
7.2 ATTACHMENT II.....	43
7.3 ATTACHMENT	
III.....	44

1. INTRODUCTION

In this work I am inclined to look at the process of internationalization at Universidade Federal do Pampa (UNIPAMPA) - Campus Bagé, from the perspective of multilingual students. More specifically I want to look at how the multilingual identity of students can shape (if it does) the process of internationalization of the institution of higher education where I study. Because I focus on multilingual identity, let me start with how my own multilingual identity was constructed.¹

I began to study English because of my mother. When I was about eight years old, I began to play with my mother's English books. Therefore, she saw I had a facility to learn another language, because while I was playing, I was learning. Then she decided she would enroll me in a private English class. She said that she would like to offer me a bilingual education. I come from São José dos Campos - São Paulo. My city is built by factories and technology. Even the traffic signs are in both Portuguese and English. My mother couldn't preview that I would aspire to be an English teacher. going to become. However, she knew that by learning English I could have much better opportunities. In that moment, I was not sure about it, I was a child and English for me was just for fun. Even so, now I see how important my mother's worry was, because it ignited my multilingual identity.

Afterwards, an English education lead me to a brand new world. I could have access to a lot of new stuff, which I owe to the internet and cable TV. I remember that I was the only one of my friends who liked to use Twitter back in 2009 when the network did not allow switching languages. Realizing that I could do a lot of new things, I tried to explore them even more; searching for new artists on the internet, watching American TV shows, and reading new books that I used to search in book review websites. At the same time that I learned things about the Brazilian pop culture, I knew things about the American pop culture. When I discovered Youtube around 2008, I realized that I could watch videos in both languages. Then I searched a lot of a variety of information. It is common sense - even more so nowadays - that videos released with topics in English tend to have a larger acceptance. In my private English courses and at home, English started to become a big part of whom I was. My multilingual identity settles in.

¹ I consider personal experience in this project as a way to illustrate the concepts of identity and multilingualism I explore in the literature review.

Since I realized that I was about to graduate from high school and that I had to choose a university program, I knew that it had to be related to English. I loved that I could listen to music, read new books, watch TV series, meet people or surf on the internet. And I could do all that using English. I set a lot of possibilities in my mind. For example, I could graduate in Letras, become a translator and be able to read new books at first hand. However, first I had to get in a university program. I graduated from high school in 2013 and registered for the Letras - Línguas Adicionais program at Universidade Federal do Pampa (UNIPAMPA), Bagé. Then, studying there, I could work with English as I always wanted – and Spanish, that is also offered. Through the years, the program offered me a lot of opportunities, such as experiencing the teaching career. Something that I never thought I could be, a teacher, also started to become part of my living. Therefore, I realized that graduating at the university I am able to offer others this privilege of having a lot of linguistic possibilities that my mother once offered me, by not only teaching English but also Spanish.

My multilingual experience was what led me to envision this work. I am going to propose a discussion about this multilingual identity experience and what, if and how it influences the academy internationalization. English will be my main focus. I also want to bring important data, interviewing multilinguals that entered at the university already fluent in English, like I did.

These students who already have a multilingual education search for a way to develop their linguistic knowledge at the university, even if they do not attend a language course. The university, then, has a demand from students who want to increase their language knowledge and also a demand from the globalized world, which influences in most of the aspects of the academy, such as sciences and teaching programs. Issues I plan to develop more later on.

Summing up, I consider my own experience being a multilingual student at UNIPAMPA as a springboard to write and develop this work. In this introduction section, I also explain why I chose the internalization theme to research, as I present my thinking on how my research should be developed; I describe the objectives, the problem, the contextualization, the hypothesis, the justification and the research questions that lead me through this work. After, I review the literature and briefly present the concepts of identity, multilingualism and internationalization that guide the analyzes and reflection of the data collected for this work.

1.1 Theme

The multilingual identity in the process of UNIPAMPA's internationalization.

1.2. Objectives

To analyze possible advantages of being multilingual in higher education.

To empower a multilingual identity in an internationalized academic environment.

1.3 Research Questions

In which ways students who have a multilingual identity experience the university?

How do multilingual students may influence the university internationalization?

1.4 Contextualization

This work is developed at Universidade Federal do Pampa (UNIPAMPA), which is a multi-*campi* federal university that has ten *campi* spread across the pampa area in Rio Grande do Sul. The university was founded in 2006, being a young institution in comparison to traditional Brazilians universities. Federal universities in Brazil are research one universities. It also means that the students do not have to pay to study there; the federal government funds it. According to its *Plano de Desenvolvimento Institucional* (PDI), UNIPAMPA was developed to be a internationalized institution, because it is located in the border of Brazil, Uruguay and Argentina. This border university suggests that Portuguese and Spanish relations should occur more easily. However, in this work, I aim to think about the influence of English speakers to internationalize UNIPAMPA.

1.5 Problem

Internationalization is still a hot topic in the Brazilian higher education. The problem is that UNIPAMPA still does not have a lot of data with information about multilingual students and their expectations, aspirations, problems and knowledge base. As said before, UNIPAMPA is a new university and internationalization is a concept under construction. Also, the language programs such as Idiomas sem Fronteiras is only four years old and sometimes it does not reach all the students at Campus Bagé, because the teaching of English for internationalization is still under construction.

1.6 Hypothesis

I believe that with the discussion about multilinguals students we should be able to recognize that the enrollment of these students at the university may have had an exponential growth – and that multilingual students create a demand for an internationalized university. They are always searching for venues in which English is spoken, or used, so they can develop even more their language knowledge. We should acknowledge that these demands are there, waiting to be fulfilled. These students should be listened to. It should be the process of internationalization that should engage these demands.

1.7 Justification

I want to write about the multilingual identity at the university because there has not been any published research about it at UNIPAMPA so far. Also, I felt the need to do a further discussion about the university's internationalization. As a multilingual student, I want to give a voice for the other multilinguals with my writing, by mapping these students and interviewing them about their experiences with English at UNIPAMPA. I hope that the data collected shows us that we have this urgency to change our minds and be open for other languages, not only Portuguese. This kind of research may be our first step for a more robust development and recognition of how far along UNIPAMPA is in the process of internationalization.

As mentioned before, in the next chapter, I review the literature based on the concepts of identity formation, multilingualism and internationalization. Then, I present the methodology in chapter three. After that, I discuss my analysis in chapter four. Lastly, I present my final considerations and conclusion in chapter five.

2. LITERATURE REVIEW

In order to further understand the ways in which multilinguals experience the academic life, I explore the topics of identity formation, multilingualism and internationalization. I relate these three themes in the academic field to provide a discussion about the importance of having bilingual/multilingual students in the academy and how they may influence its internationalization.

2.1 Identity Formation

The first concept I would like to introduce is identity formation. Here, I present views from different authors about the identity construction. Identity is important in this work when it comes to students' language living, which I am going to analyze later. Identity can be defined as "the distinguishing character or personality of an individual" (Merriam Webster Dictionary). However, I intend to show that it is not as simple as describing the distinctive characteristics of a multilingual character and/or personality. It implies understanding the elements of construction/formation of a multilingual character and/or personality.

Defining identity is nearly impossible according to Stuart Hall. However, he characterizes identity in order to make it more palatable. Hall constructs the idea of identity developing four concepts: environment, discursive practices, identification, and hierarchy. As reported by Hall (1996), we cannot describe identity specifically. Nevertheless, there are ways in which identity is constructed. At first, we are born in an environment in which cultural aspects are presented to us. This environment is led by discursive practices that are characteristic of a certain nation, such as the nation's first language and cultural traditions. To make it concrete, we can use the Brazilian common sense characteristics such as every Brazilian is supposed to speak Portuguese and eat meals like feijoada; these aspects are provided by the discursive practices of Brazil's environment. However, not every Brazilian can identify themselves with cultural practices that Brazilians usually engage with. Thus, environment and its discursive practices construct identity.

The other two concepts of identity formation that Hall presents us is identification and hierarchy. Based on the differences we carry, Hall presents us the identification concept. In which he describes the concept as "constructed on the back of a recognition of some common origin or shared characteristics with another person or group, or with an ideal, and with the natural closure of solidarity and allegiance established on this foundation" (HALL, 1996, p.

2). In this fragment, the author brings us that identity, besides being constructed by the environment and the discursive practices, it is also constructed by recognition: the person recognizes and identifies herself² with aspects of the community. Thus, we can analyze that when somebody can identify herself, she is following a specific discourse, and differentiating herself from the other groups. By saying this, Hall uses the term “hierarchy” so we can conclude our thought in our capacity to exclude in order to create our own identity. Hierarchy is used when you set priorities in your life, for example, when you choose your program at the university, it is because it is your priority and therefore, you are excluding other options. Hall aims to make clear that “the construction of a social identity is an act of power” (p. 5, 1996), and this power comes to us as the best way to express ourselves. Concluding, we can see that the topics follow each other by a continuous line, followed in order of environment, discursive practices, identification and hierarchy.

Comparing to my own experience, the environment may be my city and my family instructions; the discursive practices may be my mom telling me that studying English would be important for me; the identification may be when I discovered the internet world, where I could use English all the time; and at last, the hierarchy may be myself deciding that I had to work with English in my life. Hence, even if masterfully defined, the term identity, Hall asserts, it is still impossible to define it.

Penuel and Wertsch (1995) bring Vygotsky to the identity discussion. Vygotsky has never talked about identity, but he has discussed about the individual sociocultural development of mental function. Vygotsky leads us to think about how sociocultural processes influence our identity construction, arguing that “transition from a social influence external to the individual to a social influence internal to the individual” (PENUEL & WERTSCH, 1995, p. 84 APUD VYGOTSKY, 1960, p. 116).

As mentioned before, Vygotsky has never related his work with the term “identity”. However, he believed that the human mind is formed by the genetic development method and the sociocultural origins (PENUEL & WERTSCH, 1995, p. 85). Each one of these concepts, working together, can characterize the identity formation process. Therefore, they can possibly define identity.

Following these aspects, identity begun to take shape in the psychological

² I chose to use the pronoun “herself” because as a woman I felt comfortable using a feminine pronoun, and this has been a practice of some authors such as bell hooks and Rupi Kaur.

development of a person and for Vygotsky, these characteristics make us human beings. This argument is the core of the genetic development method. Bringing back Hall (1996) and his vision of identity, it is clear that our capacity to exclude in order to shape our ideals is related to our psychological development. When it comes to the sociocultural origins, Vygotsky argues that language makes who we are and we are nothing without language. It also allows us to have an abstract thinking, developing even more our mental function. Furthermore, for Vygotsky the human being depends on language to be social, historical and cultural (RABELLO & PASSOS, 2017, p. 7). Therefore, we can see that identity is nothing without language. Combining identity and language, multilinguals should have a rich amount of influences in their identity formation/construction. Furthermore, Vygotsky includes the terms “natural” and “cultural”. Natural being the acts that happen unconsciously in our life. Cultural is everything we are influenced to change, as maturity, for example. Vygotsky claims that “both planes of development – the natural and the cultural – coincide and mingle with one another” (PENUEL & WERTSCH, 1995 APUD VYGOTSKY 1960, p. 47). Identity can be then developed by the mingling of these two concepts – natural and cultural.

Nevertheless, identity for Erikson, as reported by Penuel and Wertsch (1995), starts to be constructed when the person “feel(s) a progressive continuity between that which has come to be during the long years of childhood and that which he conceives himself to be and that which he perceives others to see in him and expect of him” (PENUEL & WERTSCH, 1995 APUD ERIKSON, 1968, p. 87). It means that identity for Erikson is constructed by three parts: the childhood formation years; what you think you are; the influences of what society thinks you are. The childhood years is when you develop your mental function and your language, then, it all happens unconsciously. Afterward, the individual grows up and starts to get conscious about who she is. With this perception, the person starts to recognize her world and its charges. Consequently the individual feels the need to fit in society, in order to be accepted and to have self acceptance.

Despite the fact that Hall, Vygotsky and Erikson have three different ways of understanding the identity formation, I would like to mingle these three authors’ ideas. The environment and the discursive practices presented to us by Hall (1996) can be related with Vygotsky’s sociocultural origins (PENUEL & WERTSCH, 1995), because all of them are related to our place in the world. Our environment, with its discursive practices, influences our sociocultural origins, sometimes linguistically, sometimes politically, but it can always

shape who we are going to become. Hall (1996) elucidates the terms identification and hierarchy, which are similar to Vygotsky's genetic development method and Erikson's perceptions that identity starts to be formed when the individual perceives the world that surrounds her (PENUEL & WERTSCH, 1995). In order to become who we are, we select what we like and what we dislike, and it is what makes us human beings. Identity then, is more than just "the distinguishing character or personality of an individual" (Merriam Webster Dictionary), it is a complex mix of building concepts which try to define who we are and why we are what we are.

Continuing, I illustrate where English takes place when it comes to identity formation, which is in the multilingualism concept. Then, we will be able see the influences of the multilingualism in our identity formation.

2.2 Multilingualism

I start defining multilingualism by saying why I decided to use this term. Using "multilingualism" I am able to explore more this lexical scope. Morais (2010) leads us to think about multilingualism in languages in its varieties, like Portuguese and Creole Portuguese. Multilingual students who speak English and Portuguese (and their varieties) are my main concern in this work. Multilingualism is a very common phenomenon in the world. However, the visibility and recognition of this subject only came with globalization. Bailey (2006, p. 334 APUD MORAIS, 2010, p. 20) states, "Multilingualism is and has been, a regular part of social life for most people, both now and in the past". We may owe this to the multilingual politics based on the economic power that some languages have, to immigration, and the diffusion of the benefits of learning another language. Cenoz and Genesee (1998) claim that multilingualism is "complex because they can occur simultaneously or successively, formally (through instruction) ou naturally (outside school), and in childhood, adolescence, or adulthood". Multilingualism acquisition in this terms, then, can also help in the shaping of identity.

We also have a term called *diglossia* in which Edwards (2013, p. 6) brings us the discussion about multilingual people who have differences of status in the languages spoken. As an example, in many countries that designated themselves multilingual, there's a difference in the economic power within the usage of the languages, as it happens in India

with English and Hindi. In Brazil, as Archanjo (2016, p. 37) illustrates, English is the most wanted language to be learned, and to this, we may owe the economic power that English has upon us and the spread that this language has with medias in general. Cenoz and Genesee (1998), claim that multilingualism is complex, as said before, but they also asserts that “the sociocultural status of each language along with the languages' respective roles and functions in society can contribute to additional complexities”. It happens because multilingualism is often encouraged by the elite society, whose instructions are supposed to be better, due to their purchasing power.

Graddol and Meinhof (1999, p. 2) highlight that people want to learn English, in specific, as a gateway of economic improvement. Then, many people use to believe that: the most languages we speak, the most we might going to be successful in our job and in our life. Morais (2010) leads us to think about the idea that if the importance of multilingualism is so evident, our classrooms should be full of multilingual language composition. In countries like Singapore, they added English in their educational system. As explained by Chew (1999), saying “yes” to English, is not saying “yes” to all the impositions that the language carries, as the Western culture, in the case of Singapore. However, saying “yes” to English bring them a lot of opportunities that they would not have if they continued to be a monolingual country. As we can see, multilingualism is a subject that we still have a lot of fragments to discuss and explore.

In the academic field, the usage of other languages is also happening. Using Denmark as an example, Robert Phillips and Tove Skutnabb-Kangas (1999) illustrate that multilingual students from the Danish universities can be more malleable and self aware of themselves, rather than the other students. For example, some of them have the following characteristics:

- 1 they are individuals from a wide range of subjects;
- 2 they have developed their command of several languages through marriage, or emigration, or a variety of circumstances;
- 3 though they are keenly aware of what one loses when not functioning through one's mother tongue (with its nuances, accuracy, irony, and so on), they are convinced of the benefits of not being monolingual, unlike speakers of English with no access to other cultures and scientific traditions;
- 4 they express more appreciation of multilingualism in many contexts, e.g. at conferences. (PHILLIPS and SKUTNABB-KANGAS, 1999, p. 28)

In this fragment, we first can see that the student does not have to be in the linguistics or

humanities field to be multilingual. Multilinguals are everywhere. In Brazil, it is common that when we study a second or a third language, as I said before, it is because we often chase the rise of our work/economic life. It happens because it is common to believe that the more languages we know, the more successful we can be. Secondly, Phillips and Skutnabb-Kangas, shows us that there are other common reasons to be multilingual in Denmark, as emigration, for example. When you study languages, it is for a specific reason, afterward it is more likely that you will be aware of the benefits it may bring you. Furthermore, multilingual people tends to value more multilingual environments, as we can see in the fragment.

As I illustrated in my introduction, the medias – with medias I mean internet and TV – have a huge importance in my language acquisition and in the process of my identity construction. It is common knowledge that the media influence our way of living. Here in Brazil we can use the mobilization that soap operas cause in the population as an example. People even do not leave their homes during the soap opera’s exhibition prime time and the characters’ catchphrases always become a trend. As highlighted by Rocha and Maciel (2017), the media has an enormous impact in our society and of course that this impact is also linguistic. For example, the line “Oxente my god!”, that was often repeated by the principal character of Globo’s soap opera “A Indomada” in 1997, became a catchphrase that, at that time, was really spreaded by the public. Here, there are two expressions, “oxente” that is a Brazilian northwest slang and “my god”, an English language expression; both are used to express astonishment. Put the two together and we have a multilingual expression. Receiving an amount of English content in the media, people assimilate some language vocabulary even unconsciously. Therefore, multilingualism can also be propagated by media.

Not only soap operas have an influence in language acquisition, but movies and music that come from English speaking countries also are factors to the multilingualism propagation. As highlighted by Evangelistas and Oliveira Júnior (2014 p. 4), language is involved with sociocultural aspects, and music, movies and social media in Brazil, have a huge diffusion:

[...] se considerarmos a expansão de acesso ao cinema de língua inglesa, música em inglês, jogos eletrônicos, a navegação, a internet, percebemos que o Brasil tem uma forte ligação com a língua inglesa por meio de artefatos midiáticos incrivelmente difusos na sociedade brasileira. Sendo assim, não podemos negar o quanto somos influenciados pela comunidade estrangeira tanto direta como indiretamente.” (EVANGELISTAS & OLIVEIRA JÚNIOR, 2014, p. 4 APUD LIMA, 2011)

Media influence cited above can become a stimulus to language acquisition. My language

acquisition is also related to that, as I highlight in my introduction. Thus, linguistic influences, act simultaneously, when the student combines the joy of listening to a song or the joy of watching a new movie, with the will to learn and understand what the singers/actors are saying.

In the next section, we may see how multilingualism influences the academic world, and its internationalization. It seems that multilingualism is valued in the educational system as a bridge to the globalized world. Also, the educational field can contribute to maintaining the multilingual identity of students.

2.3 Internationalization

In the world that we live nowadays, language policies are essential to keep the globalization growing. By saying this, globalization can be defined as a creation of world policies: in the political, economical and educational field (FINARDI, 2016). English, for example, has been used as the *lingua franca* to manage all the fields mentioned before. Here, I aim to relate the globalization with the educational field - the university, specifically.

When we talk about the university, we talk about opportunities. Higher education is an open door to the labor market. As a common belief, when we know more than one language, we may have some advantage in life. Gimenez and Passoni (2016, p. 176) bring us a fragment from the American Council on Education (ACE) in which it is claimed that:

Higher education has long been recognized as a key driver of economic and social development worldwide. As countries have become more interconnected, and business, industry, and organizations increasingly operate across borders, higher education, too, has by necessity become a global enterprise. (APUD ACE, 2015, p. 3)

Following the concern of operation across borders provided by the ACE, we can suppose that interconnection is constructed within language. Then, we ask ourselves: why English? Because of one of the biggest influencers in the world (the United States of America), English has become a language of novelty. We receive a lot of English contents in policy, science, technology or media in general. As a consequence, Archanjo (2016, p. 37) highlights that in Brazilian common sense “it has become so ‘natural’ to think about English as the first most wanted language to be learned by people of all ages and background”. This naturalization of an English demand does not only seem to come from the outer society, but also from the

academy. It is my understanding that this happens even more in specific programs where languages studies are obligatory, like Letras.

The universities started to turn their attention to the marketing field. Rocha and Maciel (2017) argue that “as estratégias de ‘marketing’ para o fortalecimento da *marca* das universidades geralmente se concretiza por meio de enunciados”. These statements or discursive catchphrases cited in the sentence quoted are made through social media, where their major target public is young people. The universities are also trying to be part of the internet world, as a way of promoting themselves, proving that the globalized world is even more nowadays being part of the academy, in order to change their face to call the attention of the prospective students.

Danish universities try to include English in their programs as much as they can. Phillipson and Skutnabb-Kangas (1999) illustrate that English is increasingly being used by students, who are supposed to read books and journals in English, although the student’s language knowledge is already developed in the basic education years. Then, it is common for them to have the premise that the students already enter the university speaking English. Furthermore, it is not what happens in Brazil, because it is common to think that we do not learn English in the basic years of schooling as reported by Moita Lopes (1996).

Although internationalization is still new in Brazil, we can say that, at least, there are programs that are trying to improve it. Brazil is not a monolingual country as discussed by Rajagopalan (2016). Then, I feel the need to ask: Why does the university have to be monolingual? There seems to be a movement towards making the university multilingual that is slowly taking shape. Federal universities already have Idioma sem Fronteiras, a program created in 2015, to improve the Brazilians’ universities internationalization. The program at UNIPAMPA offers not only English classes, but also Spanish, French and Portuguese as Foreign Language. However, the students still are resistant with the program, as cited by Morais and Assumpção (2016, p. 214). Also, 2015 is Idiomas, but the program was created in 2013 as Inglês sem Fronteiras. Multilingualism came after. Before it was a English monolingual understanding. The big struggle is: How to call students to learn languages and improve the university’s internationalization? Although this program faces challenges, Idiomas sem Fronteiras and similar projects could be a big step forward for the internationalization of universities.

I have shown three concepts throughout this work – identity formation,

multilingualism and internationalization. They interconnect because when an identity is constructed, varied factors may influence this construction, including the languages that are present in our life and everything that they carry. For example, the cultural aspects that we incorporate when we learn a new language. Then, having a multilingual identity can influence our whole lives, including the academic space. This influence may bring international aspects for the university, since having aspects from other cultures in their living is part of the multilingual students' lives having aspects from other cultures in their living. Having students with a multilingual identity may influence the university internationalization.

3. METHODOLOGY

Based on the concepts of identity formation, multilingualism and internationalization, I investigate how to answer the research questions and the objective I developed. A qualitative research questionnaire was chosen in order to analyze the answers and relate them with the objective. The objective and the research questions helped me to choose a qualitative research instead of a quantitative research.

According to Silveira and Córdova (2009), a qualitative research concerns in explaining why things happen and oftentimes, not caring that much with the number achieved. It happens because in a qualitative study it is important the production of deep information that you may not acknowledge in a quantitative study. Furthering my choice of having a qualitative research, I bring the fragment from Silveira and Córdova (2009, p. 32), who claim that “na pesquisa qualitativa, o cientista é ao mesmo tempo o sujeito e o objeto de suas pesquisas”, explaining why in my introduction I have a personal relation with this research. A qualitative study then aspires to focus in the comprehension and in the explication of the social relations that a person has, for example, her living in the university (SILVEIRA & CÓRDOVA, 2009, p. 32). This is what I develop with this work, showing the relation of the individuals and the language.

The research contemplates nine interviews with nine different students. These students were selected with the help of my advisor, who invited speakers of English through UNIPAMPA’s mailing list. I invited to participate in this research, English speakers students of UNIPAMPA - Campus Bagé, through my personal facebook account. I invited for an interview everyone who responded to participate in this research. Only nine students decided to participate in this research, although other students were also invited.

They were chosen because they entered their programs at UNIPAMPA already being fluent in English. The Campus chose was the Bagé’s one, because it would be easier to get into contact with this students and also because is the Campus where my program is located. The oral interviews happened at the Campus, so I could attend to meet them all. I talked to students of different semesters and programs to analyze the range of answers based on their experiences. I believe that if I talked to students of different programs, I would have a variety of views about the development of their English level, and an understanding of how they see their fluency and their language acquisition process being an academic. The interview happened in English. However, I proposed the interviewees’ that the interview could also

happen in Portuguese. Three of them accepted to speak Portuguese, since they did not feel comfortable speaking English. Their names are preserved. I refer to them by “participants” (P), from P1 to P9. What follows is an introduction of Campus Bagé students’ program and entrance year

P1 is a Letras Teaching Program student who entered the university in 2014 and she already used to teach English before studying in the teaching program.

P2 is a Music Teaching Program student who entered the university in 2015.

P3 is a Letras Teaching Program student who entered the university in 2013.

P4 is a Music Teaching Program student who entered the university in 2015.

P5 is a Computer Engineering student who entered the university in 2010.

P6 is a Chemistry Engineering student who entered the university in 2012; He did the high school at the United States. He also used to teach English in a private language course and participated in the Science without Borders program, in the United States.

P7 is a Chemistry Engineering student who entered the university in 2015 and teaches English in a private language course.

P8 is a Chemistry Engineering student who entered the university in 2016; He is Ecuadorian and besides English, he speaks Spanish - his first language - and Portuguese.

P9 is a Chemistry Engineering student who entered the university in 2015.

The questions below are the base to my research. The questions that I propose are semi-structured questions about the advantages of being multilingual at the university. While interviewing, if I felt the need, I could add more questions in order to further the discussion. I asked those questions and depending on the answers I could elicit their answers prompting other questions. My goal is to answer these two questions: in which ways multilingualism fosters knowledge? In which ways the university fosters the use of various languages? The results of these questions are shown in this work discussion. These are the questions I used in the interview questionnaire:

1. Why and how did you start learning English?
2. Are there advantages in entering the university already fluent in English? Why?

<ul style="list-style-type: none"> a. What are these advantages? b. Can you describe a specific situation in which you used English? And was it an advantage? c. Do you think it should be fully used?
<p>3. When and how can you use the language in the academic space?</p> <ul style="list-style-type: none"> a. Can you give me an example of when it happens?
<p>4. Do you believe that your English potential is fully used at the university?</p> <ul style="list-style-type: none"> a. Which ability (to listen, to read, to speak, to write) do you use the most? b. In which circumstances do you use them?
<p>5. How do you see your linguistic growth within the university?</p>
<p>6. What are the possible strategies you can use for your language growth at the university?</p>

The interviews are transcribed in order to be attached to this work. The transcription follows what the interviewee said in the audio recorded; it may include colloquial English/Portuguese and also spoken grammar errors that I choose to keep to preserve students' languages. It is not a phonetic transcription. With the data collected in this questionnaire, I analyze how the interviewees' multilingual identity influence their academic life.

The transcriptions is all in the attachments section (p. 42, 43 and 44). It is also attached the consent term. The interviews are attached following their order of occurrence. The questions are in the attachment prior to the interviews' transcriptions, because I chose not to add the questions to the transcription, since the students were reading and answering the questions as a visual aid to keep them focused. However, I added the questions that I judged would be pertinent to ask when interviewing the students, in order to collect more information to the analysis. The questions added will be the only lines highlighted in the transcription attachment. The transcription does not include emotions, half-sentences, mumbled or garbled speech.

After the methodology explanation, still using the data collected, I start a discussion

about the importance of these students for the Brazilian universities. I also reflect on ways on which UNIPAMPA has to improve the usage of the English language, for example, ways in which Idiomas sem Fronteiras program and Núcleo de Língua Adicionais project can benefit from these speakers. Furthermore, with this data, I discuss if there are advantages in entering the university already speaking English and why the internationalization is or is not necessary for the academic community.

4. DISCUSSION

In the discussion, I analyze the answers I obtained with the interview questionnaire. This section will be divided in the multilingual identity construction of the interviewees, how they maintain their multilingual identity at the university, and the possible influences of the multilingual identity in the university internationalization. After all the interviews were done, these three topics are present in the interviewees' discourses. In order to avail the most parts of the interviews, I settled the discussion based in the interview's content.

4.1. The Multilingual Identity Construction

In order to further the multilingual identity construction discussion, I suggest the first question from the questionnaire: "Why and how did you start learning English?". With this question, I analyze how the multilingual identity starts to be developed in each student. According to Hall (1996), identity can be constructed with the concepts of environment and the discursive practices. Furthermore, Penuel and Wertsch (1995) lead us to think about the Vygotsky's genetic development method. The genetic method happens when the person starts to develop her psychological, according to her sociocultural origins, that is constructed with language. Again, language for Vygotsky is the core of the genetic method, because language is what make us human beings.

The students interviewed made a brief summary about their language acquisition as children, and these are some excerpts that I highlighted. P9 points out, "I started English when **I was like 8 years old**, so for me is like a normal thing" (ATTACHMENT III, p. 56) while P7 states, "Well, ever since **I was a kid** I liked English and I liked listening to music and even watch movies and series and cartoons in English" (ATTACHMENT III, p. 53). The parts highlighted mention that these students started to learn English as children. The identity may be constructed when you are a kid, as Penuel & Wertsch (1995) say when Vygotsky talks about the psychological development³.

It is clear that the school environment⁴ brought by Hall (1996) is present in the following fragments. P1 reinforces that "[she] started to learn English when **[she] was about 6 years old. It was at school**, so [she] did not had a choice to study it or not, it was a discipline at the school studied and [she] had it on the first grade" (ATTACHMENT III, p.

³ This concept is presented in the page 15 of this work.

⁴ This concept is presented in the page 16 of this work.

44). “I started learning English when **I was a kid**, because **in the school** I studied in Ecuador we used to study English. I think I started learning with about 8 years... 6 or 8 years, I’m not sure”, says P8 (ATTACHMENT III, p. 55) and P6 corroborates, “During the **first nine years of middle school**, I used to have English classes [...] So that is kind of the beginning of my process of learning” (ATTACHMENT III, p. 51). Here, the students say that they started to study English because it was a subject at their school.

The discursive practices⁵ also brought by Hall (1996), are present in the excerpts “I started to study English when **I was 11 years old and it was because my mom wanted me to**, so I just did what she wanted. Actually, I didn’t want to, but she wanted me to do” (P3, ATTACHMENT III, p. 48). The student says that he started to study English because his mother wanted him to. It is also related to Archanjo (2016, p. 37) who argues that in Brazil it became natural to think in English as the first most wanted language to be learned.

In the multilingualism topic, I also talk about the influences that the media can have in the construction of the multilingual identity. The question used to further the multilingual identity discussion, also brought reports of the influence of the media in the language acquisition process. In the next excerpts we can see that the music, movies, books and videogames are cited as an important factors for the participants language acquisition. P1 points out, “I really started to enjoy and why I started to enjoy it, was because of **the bands I listen to and books I was reading** when I was younger” (ATTACHMENT III, p. 51). “I started to learn even **playing online**, being forced to speak to people around the world in English”, says P5 (ATTACHMENT III, p. 50) while P8 reports that “[he] started to **play “Yu-Gi-Oh” or some other video games** when [he] was a kid. [...] **music is another important factor** that made [him] like... that was **the reason that [he] gave importance to the English**” (ATTACHMENT III, p. 55). P3 continues providing evidence for the media influence. P3 states, “During this process, I can notice the importance **of cultural artifacts**. I mean it was really important to me **the access to movies, musics and texts in English**. It made want to learn more and **amplified my vision of the world**” (ATTACHMENT III, p. 48). Batista and Oliveira (2013) argue that the mediatic discourse is also responsible in the shaping of the individual identity, because the language acquisition offers new opportunities

⁵ This concept is presented in the page 14 of this work.

to this person. For example in the reports from P1, P8 and P3, music is an important factor of joy for the students, what motivated them to continue on studying the English language.

The environment (HALL, 1996) is also cause of identity formation and is present in the following excerpts. “Eu fiz curso de inglês porque tive uma professora de inglês muito boa no primeiro ano do ensino médio, o **jeito dela ensinar a língua me instigou muito o interesse** em estudar ele fora da escola” (P2, ATTACHMENT III, p. 46). P3 has a similar take having the teacher influence her will to learn English as P2 shows. P3 states, “[...] this English school was in the house of my **teacher**. She was a very good teacher, **she made me want to come back and the classes were really fun**” (ATTACHMENT III, p. 48). P6 mentions the teacher as trigger for motivation as well. P6 states, “That’s when **I really started to learning it**. I was lucky enough to have **one really good teacher** who put me in an immersion program and I basically had classes one a one with him, five times a week” (ATTACHMENT III, p. 51). The classroom environment is represented in these reports. The identification concept (HALL, 1996) is also represented when the students mention the teacher figure. I believe that if they highlighted the teacher figure, it should be because it had been important for them. With the excerpts above, we can see that they could identify themselves with the teacher, then their learning process was also joyful. Therefore, having a joyful environment with aspects in which the student can identify herself, can enhance a multilingual identity.

There are an amount of aspects that when put together can construct a multilingual identity. What I try to bring here is that some aspects can be seen in many reports. Based on the data collected, the multilingual identity of these students were mostly constructed in the childhood years, in which, for Vygotsky (PENUEL & WERTSCH, 1995), is when the psychological development starts to happen. The influences for this construction can be: the environment, the discursive practices, the identification and the hierarchy (HALL, 1999). Multilingual influences often come from media (EVANGELISTAS & OLIVEIRA JÚNIOR, 2014) and from political aspects, such as choosing English to be part of the school curriculum. What lead us to think about what happen with this multilingual identity when multilingual students enter the university, and if it gives or not an advantage to these students in terms of knowledge acquirement.

4.2. Possible Advantages and the Maintaining of the Multilingual Identity at the University

After discussing how the interviewees' multilingual identity was constructed, I wanted to know how they used it at the university. Not only how, but also if they use it, and if it brings advantages to their academic life. To further the discussion in analysing the advantages, I proposed the question: “ Are there advantages in entering the university already fluent in English? Why?”. This question will help me find out possible advantages in the entering in the university, for this multilingual students.

The answers for the question above were varied, because of the different programs that the students take. The Letras students had a similar answer, that is not present in the others students interview. For example, P1 states, “The first advantage that I could see: **be able to advance in some courses and do not have to take them**” (ATTACHMENT III, p. 44). If you enter the university being fluent in English and it is in a Letras teaching program, where the languages studied are English and Spanish, you have one advantage, that is skipping courses of English language, in the firsts semesters, as reported by this student. She says, “**I even was tested and I skipped the 2 courses**, I don't know how to say it. We say “cadeira” in portuguese” (P3, ATTACHMENT III, p. 48).

In other reports, – but also in the Letras students' reports – the students highlighted the importance of the language in the materials' search of their areas. In all the reports, students mention how it is easy to find academic content in the English language. Chew (1999, p. 43), argues that “English is indisputably the language of international communication”. It is my understanding that the more you publish in English, the larger is the scope your work will get.

In the following fragments, we can see how this idea permeates students' understanding. P2 says, “Tem pouco **material pra licenciatura em música** e em educação musical, que tenha uma boa qualidade, aqui no Brasil tem poucos. Então **a maioria deles são americanos ou até da europa, então a gente usa bastante material em inglês no curso**”(ATTACHMENT III, p. 46) and P4 includes, “English brings advantages in my life and in my formation. In my course **we read books in English and articles in some assignatures “regencia”, “piano”, “partituras**” (P4, ATTACHMENT III, p.49). The two students are from Music teaching program and they share the same idea that English is better to find new material.

It is not different with the Engineering students. One says, “[...] **Principalmente na computação, a maioria das coisas é em inglês.** Por exemplo, artigos. Tem livro que em português é horrível, é mal traduzido [...] ai tem que procurar coisa em inglês” (P5, ATTACHMENT III, p. 50). The other complements, “I think there is a lot of advantages [...] **in the majority of the areas that deal with math and science in general, there is a lot of publications that you can find in the English language**” (P6, ATTACHMENT III, p. 51). And a third one pitches in, “[...] **not all articles you are going to find them in portuguese,** so you might need to find some other articles in another language, **which probably is going to be in English**” (P7, ATTACHMENT III, p. 54).

The participants say that the materials are easier to find in English. Being the language of the international communication, English is the language of novelty, in my understanding. Therefore, these beliefs became common knowledge and the students know that if they search for the material in English, they can probably find better materials and references. Other possible advantage is when the university demands the usage of English from the students, as an example of the reports already cited in the reports from P1 to P3.

Knowing English for these students is a tool to better develop their academic life. Why? Because the universities are trying to fit in the internationalized academic scenario. English is being known as the new *lingua franca* of the globalized world (FINARDI, 2016); therefore, it is the language used to put the university in the map of internationalization. The next excerpts are also about the advantages these students have in order to be better in their programs. P1 states, “The language was never an extra difficult for me as it was for some of my classmates. **I could take good grades in classes that were focus on English,** because it was easy for me to take a test in English grammar” (P1, ATTACHMENT III, p.44) while P3 comments “When we started reading **articles and academic texts in English,** it was **easier** for me” (P3, ATTACHMENT III, p.48). Being in a teaching program where the language studied is English, allows you, when you already know English, to be more focused in the class content and not only in the language learning, as P1 reported.

Knowing English also allows to participate in other aspects of the university, as reported by P8:

Yes. There are advantages, because of the academic content. **A lot of the books, important books, are in English.** That’s a really good advantage. When I entered, **I wanted to get into a project.** Scientific project. **One of the requisites was to know**

English, because the articles, the papers were in English. All the ones I read were in English. **I could get into the project, just because of the English.** (ATTACHMENT III, p. 55)

Here, the student says that he got a vacancy in a scholarship, because of his knowledge of English. It happened because of the English publication that the project may have and it relates to the beliefs of the reports quoted before, in which publications in English can have a bigger abrangence and a higher recognition.

To further the discussion, I asked the students “When and how can you use the language in the academic space?”, this question is made in order to analyze the possible ways in which these students, who constructed a multilingual identity before the university, have ways to maintain their fluency in English inside the university. The answers, of course, are also varied, because Letras students have to use the language throughout the program, here illustrated by P1 and P3. P1 points out, “I use it a lot for reading, writing, **the classes that I have been taken in the past semesters** I wrote in English a lot and I don’t think we speak, we try to” (ATTACHMENT III, p. 44). P3 mentions that “**English classes.** There were opportunities while students from another country were here, conversation classes in general, my practices in the school, even in Núcleo here”(ATTACHMENT III, p. 48).

The usage of the English language is very different from the perspective of the Letras students. As said before, they have to learn English, in order to teach it. Therefore, because of it, English is present along their whole undergraduate program. What is not the case in the other programs. The next reports bring the perspective from two Music teaching program students:

Eu **uso muito principalmente nas aulas.** Mas os professores que utilizam esse material, sempre pedem **trabalhos para casa**, então, pensando assim... quem não tem esse conhecimento da língua, não é formado, não tem o mínimo de conhecimento da língua acaba se vendo em desvantagem. **O material a gente usa em inglês e pra poder fazer o trabalho, a gente tem que traduzir, então tu se vira pra traduzir**, em matérias como regência, história, estudos sociais da música, que tem poucos conteúdos, como os professores dizem, de qualidade no Brasil. (P1, ATTACHMENT III, p. 46)

That is similar to P4 report, which also mention translation: P4 says, “O que eu vejo bastante do inglês na minha área é em **relação a pronúncia e às vezes tradução** [...] Pronúncia, por

causa da músicas, a gente usa bastante. Tanto que ultimamente é que eu ando mais usando” (ATTACHMENT III, p. 49).

What differs Language students from Engineering students is that they report their usage of English also in the classroom and not only for reading articles. I asked about the usage of the language at the university, but P5 and P9 also mention social media as a tool to study for their programs using English. P5 points out, “**Ler livros, estudar**. Isso é uma coisa, tipo canal no **youtube** pra aprender coisa de computação. Em português não tem nada, aí eu vejo vídeo em inglês e consigo entender” (ATTACHMENT III, p. 50) while P9 mentions, “**To study**. Maybe, to listening to some **youtube tutorial**. That I use a lot. In this part of the graduation there’s not a lot of videos in youtube, what they have it is **almost everything in English**” (ATTACHMENT III, p. 58). Then, we can see that the media also allow the students an acquisition of content that they may not have in the classroom, because this may not be the focus of the courses that they are taking.

The most common academic way is the papers, articles and books, as reported in the fragment below in which P6 reports

Sometimes in my native language, **in portuguese, you can’t find some topics of research just because no one has ever published anything on the topic**, or sometimes **publications in other languages, specially English are a lot more complete**. [...] So, for a bunch of different classes, finding publications in English is a lot better, just because of the amount of data they collect. (ATTACHMENT III, p. 52)

It relates to Chew’s argument that English is indisputably the language of international communication (CHEW, 1999). Also reported by P7: “In Engineering, what I study, **we need for articles, for writing abstracts in our papers and it is basically this**. Read websites... probably” (ATTACHMENT III, p. 54) and by P2, P4, P5 and P9, as shown before.

The next question proposed is also about the interviewees’ English knowledge at the university. The question “Do you believe that your English potential is fully used at the university?” should highlight the students’ views about the usage of their language potential while being academics. Here we start to see how they see the environment for their language development. P1 reveals, “**Yes, I think so** [...] I believe it would be a good way to improve our English and to improve our capacity as teachers, [...] if we could use English in all the aspects, speak more freely in English in the **classroom**” (ATTACHMENT III, p. 44). P1 values free spaces for speaking English and considers classroom to be one of these spaces. P3

has a different approach. P3 reveals, “No. **But I do believe that are opportunities for that since that are different environments where I could be practicing** and stuff, but I am not doing that right now. [...] To speak and to listen. **While teaching classes, while watching classes**” (ATTACHMENT III, p. 48). Even though Letras students have a different view of their own language usage, they come to the same conclusion that the environment to practice their English abilities is in the classroom. We can also see a similar response in another fragment where a student from a teaching program, thinks that her language potential is fully used in the university. P1 says, “**Sim** [...] meu inglês está se enferrujando aos poucos, porque eu não pratico, **não tenho costume de praticar, mas usar no curso me faz, às vezes, rever algum vocabulário** [...] Então eu **posso dizer que eu uso ele de maneira completa**” (ATTACHMENT III, p. 45). P1 and P3 seem to point out that students want to be challenged to use English in the classroom. That multilingual students create this demand.

These views differ from other responses that do not agree that they can use their language potential as a whole in the academy. In the interviews, we may see that students still do not see the university as a place to speak English. However, in some reports, we can perceive how the environment influences their language usage. For example, in the fragment: “**Não acho, porque quando eu saí do inglês, minha opção foi vir pra Música.** Então, o que eu vejo bastante do inglês na minha área é em relação a pronúncia e às vezes tradução” (P4, ATTACHMENT III, p. 49). P4 says that she does not think that her potential is fully used because she is in a Music teaching program; therefore, she is not supposed to use the language as a whole. In contrast, Letras students are supposed to use all the abilities in order to become teachers. I need more explanation here.

Furthermore, in the excerpts to follow, the students, who are from the same Engineering program, recognize that they do not use their full language potential at the university. They are able to reflect about it. In the fragment below, I give an example:

I don't think it should be fully used or at least not of this point, it should be incorporated, eventually, going back again to the reason that there is a lot of greater reach when you include a different language. [...] **When you require a language to be use in the academic medium you eventually have to make the premise that everyone enters that medium already knows language.** And knowing how our education system works, we know that is just not possible. (P6, ATTACHMENT III, p. 52)

The student P6 reflects that it is not fair to require a language knowledge from the students if

the educational system does not give them the proper support to deal with the language. Moreover, P7 and P9 corroborate that thought in the following fragments:

Not fully used. I think **university could ask more for the students to read articles in another language**, to try to have this knowledge of other cultures. They have the **conversation clubs, which is very important, I already participated in one or two [...]** (P7, ATTACHMENT III, p. 54)

Here at the university, no. [...] But, I think that **the professors are trying to improve**, they are always saying, like in the beginning of the semester: “do you speak english?” to the class and they are always saying “you need to know” because now it’s not an extra, it is like a “YOU NEED TO KNOW”. (P9, ATTACHMENT III, p. 57)

The students P7 and P9 recognize that, even if they are not using their full potential, they are always being encouraged to. However, P7 says that even having this encouragement with the Conversation Clubs, for example, they need more. Campus Bagé has the Conversation Clubs cited, that is a club offered by Idiomas Sem Fronteiras⁶, which in 2014, 2015, 2016 was led by American ETAs (English Teaching Assistants) and in 2017 were led by Brazilian teachers of English, to diffuse even more the English language in the academic space. Then, P7 finishes his comment saying that “not all the students realize how important this is”, which can be related to P9’s report, when she says that the professors are always encouraging them to learn English, even though the students do not care about it.

A totally different view is reported in the next fragment. P8 is a foreign student and he states, “**Well, I don’t think so**, because I like the linguistic diversity. Now that I am in Brazil, I like to talk in Portuguese, I like to read in English, you know? I like to think in Spanish. I like to talk in Portuguese. I would like to know more English, but I like language diversity” (ATTACHMENT III, p. 55). Portuguese is his third language, then, his view of languages is very different. He says that, even though he would like to improve his English, he also likes to use Portuguese and Spanish, because of his language diversity liking. His relationship with language relates to Phillips and Skutnabb-Kangas (1999, p. 28) research in the Danish university, where multilingual students “are convinced of the benefits of not being monolingual”. Therefore, P8 tries to be in contact with all the languages he knows – Spanish, English and Portuguese.

Throughout the discussion I can highlight that students interviewed recognize that they

⁶ The Idiomas sem Fronteiras program is illustrated on the page 24 of this work.

have an advantage in entering the university already fluent in English. It seems that they still do not have the perception of their language usage as a whole, because they still have the belief that English is only spoken. For example, I quote what P4 reported: “Isso sim, conversação não” (ATTACHMENT III, p. 49). The student highlights all the things she can do with English, which is a lot of things such as reading and translating, but she still does not think that her English is fully used. Even though we still do not have English being used academically to teach, write, and present works at the university, we at least can see that, there are ways in which people are trying to include the languages they speak in their academic life, being encouraged by individual professors or by the programs’ goals.

4.3. The environment to maintain a Multilingual Identity at the University

Predicting possible answers to the question analyzed before, I proposed the question: “What are the possible strategies you can use for the language growth at the university?” The question is developed in order to analyze how students would imagine the possible ways to further the language usage at the university. It is my understanding that there is nothing better than the students themselves saying how they would like to see the university ways of English development, because the university is constructed by its students.

Following, P2, P3 and P5 talk about the relation of the English language and the classes:

Eu acredito que uma boa estratégia seria a gente ter **na Música...** Nós temos uma disciplina que é Leitura, Escrita e Música, que é voltada especificamente para leitura acadêmica, para produção acadêmica, [...] e **essa disciplina poderia, de repente, pra quem tem interesse, Leitura, Escrita e Música 2, poderia ser uma estratégia, ao invés de usar artigos acadêmicos em português para trabalhar na aula, trabalhar com inglês [...]** (P1, ATTACHMENT III, p. 47)

Being in assignatures that allow me to improve my English abilities. There are many more, text and speech, rhetorical studies and conversation classes. (P3, ATTACHMENT III, p. 48)

No meu curso, sinceramente, acho que poderia ter algo do tipo **um inglês técnico pra gente.** Não tem, agora acho que mudou o PPC e de pra fazer se quiser, mas não tem nada. (P5, ATTACHMENT III, p. 51)

The reports above express how it would be important to have English in classes. Despite the fact that P3 is a Letras student and his relation with English is more direct because of his program, P2, who is a Music student, and P5, who is an Engineering student, also share the

idea that the English language should be incorporated in the classes. Furthermore, other reports also have common ideas such as choosing English when they need to read articles. P4 reports, “**Além dos cursos, a opção de pegar um artigo em português e inglês, eu sempre pego em inglês**” (ATTACHMENT III, p. 49). P6 explains how reading in English helps, “**What helped me the most was in reading and researching about things that are useful.** [...] But for me, research in things that I am going actually apply, and give some critical thinking on it, helps a lot” (ATTACHMENT III, p. 53). P8 follows the same idea. He says, “**Well, one of my strategies is to read English books.** If I have a chemistry content, I search for it in English. [...]” (ATTACHMENT III, p. 56). The reports present students’ own view of language improvement. Not only what they themselves do to improve language, but also what they think their programs should do. That, at all, is about including English in their program, even if it is by little things at first, as obligatory course books, literature in their specific areas in English. They do not talk about the university as a whole.

However, in the fragment below, the student refers to the Conversation Clubs again. It shows that even if the students do not participate in them, they do know about its existence:

In the university there is a **conversation club**, for example, where you can come and speak in English [...] **My strategies are reading**, I think this is the best strategy to learn English, for academic purpose especially, because some vocabulary. I try to do this, when I am researching, I research it in English and read texts about the subjects in English. [...] **I think in the university it could have more classes that we speak in English.** (P1, ATTACHMENT III, p. 45)

P1 report can be also related to P9 report because P9 mentions the English classes offered by the university, but points out an important dilemma in a student’s life:

I could stop to be lazy and try to read the books in English, the articles... Search for it. Because there is a lot of things in my field. **There are a lot of things that I don’t read because I am lazy.** Because TV series and movies, I watch. **But I think the university could do more, not propaganda, but could improve the classes, the hours. I couldn’t do some of them, because I had classes every time they were available.** (P9, ATTACHMENT III, p. 58)

Above, the student shows a concern that I already had during my years in the university. The students search for something that is easy for them. Being in some programs at the university require a lot of time and, when we have to do extra activities, we get discouraged to commit to another course. The problem is: How can university call out this students? In the next fragment, P5, elaborates some ideas to answer the question above:

I think they should try to **invite everybody to participate** in this clubs. **Everybody knows about those, but not everybody engage**, not everybody see the importance of it. They only the see importance of knowing English, when they are there, needing it at the moment. **I already had to translate a lot of abstracts to my classmates because they didn't know how to speak English, how to read in English.** They have to try to find a way that will call all the students to make all of them participate in the activities. (P7, ATTACHMENT III, p. 54)

P9 report completes P7 report, in the sense that the students do know about the English classes or other English environments at the university. However, they do not seem to realize how it would be useful for them. What is interesting in the fragment above is that the student reports that he already has to translate abstracts for his classmates. In my understanding, translating is a strategy to practice the language. As a teacher, I know that the more I teach, the more I learn, because I always have to review some contents. The act of translating is also helpful in this way. Furthermore, this student is practicing by translating.

Throughout the excerpts of this session, we can see that the students do not see the University as a place to use English, only if it is needed and asked in a class assignment. The need of having English added in the schedule of the programs, is an issue that appears a lot in the reports. Maybe, it could be a way of getting the students to learn English, if English classes become part of their elective classes. Along with it, comes the rising of the university internationalization. Because, students who speak English may have publications in English. Which I already discussed that may have a broader scope - not only national, but also, international.

5. FINAL CONSIDERATIONS

English is and has been used as the world *lingua franca* (FINARDI, 2016) of varied fields. When I started to learn English, I did not even know about this. Nevertheless, the act of learning English helped me become who I am. Not only as a person, but also as a teacher. My multilingual identity helped me to get through the graduation more easily than if I did not have this language background. I always like to search for new things in English to study and it improved even more my language knowledge. I can say that, if it was not for it, I may not be able to write this work in English. The idea of this work, was to know if other students had the same vision as I have on the influences of a multilingual identity in an undergraduate academic life. With the interviews I wanted to also have “access to the observations of others” (WEISS, 1994, p. 1).

Participants point out very important aspects of the English language and its relation to the university. They seemed to be aware of the fact that their language knowledge help them in their programs. I can say that there are advantages in already entering the university fluent in English, such as the improvement of their academic knowledge, the opportunities of being an exchange student being higher – based in one of the interviewee's experiences – and the benefits that they bring to the university. Benefits like publishing in English. When you construct your identity being multilingual, it becomes an natural part of your life. Therefore, English speakers demand a place to speak English. We know how media are present in our life. As reported by the interviewees, internet is their place to use English. The university could also be this place. Maybe starting by listening to these students' demands and then incorporating them in their programs would be a way to think about internationalization

Even though UNIPAMPA is still a young university, it already holds programs like *Idiomas sem Fronteiras*. It shows that the university is on the path to internationalize itself. This is good not only for the multilingual student, but also because of its location. Internationalization for UNIPAMPA also comes from its location, since it is located in the Brazil's border with Uruguay. Bringing Rajagopalan (2016) who argues that Brazil is not a monolingual country, the university also may not be monolingual. I believe that programs like *Idiomas sem Fronteiras* help the multilingual environment came true. Multilingualism is also an important tool in the educational system, because this is what may open doors to the globalized world.

I believe that, with data I collected, the problem of mapping a little portion of the students of this work may started to be solved: that is collecting data about the multilingual students at the university. In the interviews, there are reports about the usage of English at the students' lives in which they bring these aspects also to their academic lives. This contributes to the proving the hypothesis of this work, that is that the students create a demand for an internationalized university, with all the aspects that they bring with them when entering the academic space. These interviews also achieve the justification goal, because the multilingual students were given voice to talk about their academic experience, knowing more than one language.

Finally, I conclude saying that we still have a way to go in the internationalization of our universities. I hope that one day, the numbers of multilingual students grow in the university. So, more people could experience university and the acquisition of academic knowledge at its best. I also hope that these students engage with the university in order to increase its development. As said in the methodology, this work also helped me to empower these multilingual students that are already present in the university. I wanted to show that English is not a monster who haunt us, as some people think, but it can be a wonderful tool that can present us a brand new world of knowledge.

6. WORKS CITED

A Indomada: Termos em inglês com sotaque nordestino. Rio de Janeiro: Globo, 1997. Duração em minutos: 00:01:31. Disponível em: <<https://goo.gl/Gf1cBx>>. Acesso em: Outubro de 2017.

ARCHANJO, R. Language and power in language policies in the Brazilian context. In: FINARDI, K. *English in Brazil: views, policies and programs* – Londrina : Eduel, 2016. p. 33 – 52.

CENOZ, J.; GENESEE, F. *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon, England: Multilingual Matters, 1998.

CHEW, P. G. Linguistic imperialism, globalism, and the English language. In: GRADDOL, D. & MEINHOF, U.H. (Eds.) *English in a changing world*. United Kingdom: AILA Review 13, 1999. p. 37 - 47.

EDWARDS, J. Bilingualism and Multilingualism: Some Central Concepts. In: BHATIA, T; WILLIAM C. R. (eds). *The Handbook of Bilingualism and Multilingualism*. Malden, MA & Oxford, UK: Wiley-Blackwell, 2013. p. 5 – 25.

EVANGELISTAS, C. M. ; OLIVEIRA JÚNIOR, L. A. . *O CINEMA AMERICANO NO ENSINO DE LÍNGUA INGLESA: NOVAS PROPOSTAS DE PRÁTICAS PEDAGÓGICAS*. In: I CONGRESSO INTERNACIONAL DE EDUCAÇÃO INCLUSIVA (CINTEDI), 2014, Campina Grande. Anais I CINTEDI. Campina Grande: Realize, 2014. v. 1.

FINARDI, K. Globalization and English in Brazil. In: _____. *English in Brazil: views, policies and programs* – Londrina : Eduel, 2016 p. 13 – 32.

GIMENEZ, T; PASSONI, T. English as a lingua franca and the internationalization of higher education in Brazil. In: FINARDI, K. *English in Brazil: views, policies and programs* – Londrina : Eduel, 2016. p. 173 – 190.

GRADDOL, D.; MEINHOF, U.H. (Eds.) *English in a changing world*. United Kingdom: AILA Review 13, 1999.

HALL, S. Introduction: Who Needs Identity?. In: HALL, S.; DU GAY, P. (Eds.). *Questions of Cultural Identity*. London: Sage, 1996. p 1 - 17.

MOITA LOPES, Luiz Paulo da. “Eles não aprendem Inglês quanto mais Português”. A ideologia da falta de aptidão para aprender línguas estrangeiras em alunos de escola pública. In LOPES, Luiz Paulo da Moita. *Oficina de Linguística Aplicada*. 5.ed. Campinas: Mercado das Letras, 1996. pp. 63-79.

MORAIS, K.; ASSUMPÇÃO, S. Os desafios do Idiomas sem Fronteiras na UNIPAMPA: construindo a internacionalização em casa. In: . (Orgs.). *RETRATOS DE LINGUAGEM: UMA HOMENAGEM AOS 10 DA ÁREA DE LETRAS NA UNIPAMPA – CAMPUS BAGÉ/RS*. Bagé: Biblioteca web UNIPAMPA, 2016. p. 207-217.

MORAIS, K. *Negotiating Linguistic Diversity in World Englishes and World Portugueses*. 2010. 268 f. Tese (Doctor of philosophy in rhetoric, composition, and the teaching of English) – University of Arizona, Arizona, 2010.

OLIVEIRA, L. ; BATISTA, J. P. . *Ensino e aprendizagem de Língua Inglesa e os discursos midiáticos*. *Entrepalavras*, Fortaleza, v. 3, n. 2, p. 274-291, ago/dez 2013

PHILLIPSON, R.; SKUTNABB-KANGAS, T. Englishisation: one dimension of globalisation. In: GRADDOL, D. & MEINHOF, U.H. (Eds.) *English in a changing world*. United Kingdom: AILA Review 13, 1999. p. 19 - 34

RABELLO, E.T.; PASSOS, J. S. *Vygotsky e o desenvolvimento humano*. Disponível em: <<http://www.josesilveira.com/artigos/vygotsky.pdf>>. Data de acesso: 12 de outubro de 2017.

RAJAGOPALAN, K. English in Brazil: dealing with a political hot potato. In: FINARDI, K. *English in Brazil: views, policies and programs* – Londrina : Eduel, 2016. p. 79 – 96.

SILVEIRA, D. T; CÓRDOVA, F. P. A pesquisa científica. In: GERHART, T. E.; SILVEIRA, D. T. *Métodos de pesquisa*. Porto Alegre: Editora da UFRGS, 2009. p 31-43.

Universidade Federal do Pampa. Plano de Desenvolvimento Institucional 2014 - 2018. Bagé:

UNIPAMPA, 2013.

WEISS, R. S. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*.
The Free Press, 1994.

7. APPENDIX

7.1 ATTACHMENT I: CONSENT TERM

TERMO DE CONSENTIMENTO DE PARTICIPAÇÃO NO PROJETO DE TCC II REFERENTE AO USO DA LÍNGUA INGLESA NA UNIPAMPA

Entendo que fui convidado/a a participar do estudo sobre leitura de poesia em língua inglesa realizado por Larissa Assis Costa, orientado por Kátia Vieira Morais, professora do curso de Licenciatura em Letras- Inglês, Espanhol e Respectivas Literaturas.

A. OBJETIVO

Declaro que fui informado/a de que o propósito do estudo é investigar a relação dos participantes com o uso da língua inglesa e a influência da mesma em suas vidas acadêmicas.

B. PROCEDIMENTOS

Entendo que serei solicitado/a a responder um questionário que será gravado em áudio.

C. RISCOS E BENEFÍCIOS

Entendo que não há riscos decorrentes de minha participação neste estudo. O benefício será a ajuda no desenvolvimento da internacionalização da UNIPAMPA.

D. CONDIÇÕES DE PARTICIPAÇÃO

- Entendo que posso desistir de participar do estudo livremente, a qualquer momento, sem consequências negativas.
- Entendo que minha participação neste estudo não será identificada e toda e qualquer informação revelada em pesquisa será do conhecimento apenas da pesquisadora e sua orientadora.
- Entendo que os dados deste estudo poderão ser publicados e que minha identidade será preservada.

Se, a qualquer momento, eu tiver dúvidas sobre o presente estudo, devo entrar em contato com Larissa Assis Costa (larissassis17@gmail.com) ou Kátia Vieira Morais (katiamorais@unipampa.edu.br).

Se, a qualquer momento, eu tiver dúvidas sobre meus direitos como participante do estudo devo entrar em contato com *o grupo de ética na pesquisa da UNIPAMPA*.

Local e data: _____, _____

Nome: _____

Assinatura: _____

7.2 ATTACHMENT II: QUESTIONNAIRE

7. Why and how did you start learning English?
8. Are there advantages in entering the university already fluent in English? Why? <ol style="list-style-type: none"> a. What are these advantages? b. Can you describe a specific situation in which you used English? And was it an advantage? c. Do you think it should be fully used?
9. When and how can you use the language in the academic space? <ol style="list-style-type: none"> a. Can you give me an example of when it happens?
10. Do you believe that your English potential is fully used at the university? <ol style="list-style-type: none"> a. Which ability (to listen, to read, to speak, to write) do you use the most? b. In which circumstances do you use them?
11. How do you see your linguistic growth within the university?
12. What are the possible strategies you can use for your language growth at the university?

7.3 ATTACHMENT III: TRANSCRIBED INTERVIEWS

Participant 1 (P1) - Letras teaching program student

I started to learn English when I was about 6 years old. It was at school, so I didn't had a choice to study it or not, it was a discipline at the school I studied and I had it on the first grade. Well, so I don't know why. It was just a subject at school. When I really started to enjoy and why I started to enjoy it, was because of the bands I listen to and books I was reading when I was younger. So I started to really get interested in English when I was about 12/13 year old. I never had a private course, so I studied just at school and then by myself, when I had the interest. I guess when I started to study by myself I was about 13 to 14.

Yes, I believe there are a few advantages, many actually. I was able to advance in some disciplines, because I was fluent in English and that was good, because I always worked while studied. The same time I was working and studying, so I had more time to myself, and also focus on other things in the university that I had to learn. It was the first advantage that I could see: be able to advance in some courses and do not have to take them.

Well, the classes in English they were Always easier for me and I never had trouble in reading a text, but of course, troubles that I have reading texts in Portuguese and sometimes I have problem to understand something, but the language was never an extra difficult for me as it was for some of my classmates. I could take good grades in classes that were focus on English, because it was easy for me to take a test in English grammar and stuff like that.

Like a class only in English?

Yes, I think so. In our course we learn English and Spanish, and of course people will decide to work with Spanish more than English and others English more than Spanish, so you cannot, maybe, expect to all of them to decide to use their fully English be able to use it like this, because some people do not have this interest but I believe it would be a good way to improve our English and to improve our capacity as teachers, as professors, eventually, if we could use English in all the aspects, speak more freely in English in the classroom.

I use it a lot for reading, writing, the classes that I have been taken in the past semesters I wrote in English a lot and I don't think we speak, we try to, but since we are all Brazilians and we are sometimes in a class where we are discussing things we speak a little in

English, a little in Portuguese for example, so I think I read and write more in English than I speak in the university.

I don't think so. By now, since when I am, for example, writing an essay or something like that I have to use my fully potential regardless of other people's level of English because the professor knows that I speak English she will correct my text, not differently but of course, I will speak and be able to write maybe better than some classmates, better in English, in the language part, not in the content. I feel that I have maybe more to show in terms of speaking and... I don't know, creating lessons maybe, and stuff like that. Because we use this part a lot. I think I read the most in English, but I also write a lot, so they go together, in the university.

Reading of course when the professor send us some texts that are already in English or if I am researching for some another subject or the same subject but other authors. If we speak English we have more options to look. I read a lot in English for things that I am researching for to present a seminar that I want and everything. Not only in the subjects that I need English, but other things other researches. And writing... Oh, I don't like to write, so only when I am supposed to, when I have to, for some grades... Only for grades, then I write in English as I write in Spanish, for example.

I don't think it has improved a lot, I think that I am kind of in the same level as when I started because besides the university, I work with English, so I think my work improved my English better than the University, because I used it more, for some hours I only speak English and I have to study to teach the classes, study grammar, so I feel like don't have to study at the university, so I think the university wasn't a big factory to like improve my English.

Even the academic English? Don't you see like... that did you have a growth or something?

I don't know, because I never had trouble in this part. I could always write but I read a lot in English and I used to read a lot in English like novels and stuff so I always had a good vocabulary and knew how to write, I know the structures, I do a lot of translations to people on their academic works, even before I was in the university, so I don't know if it has improved a lot, of course, somethings.

In the university there is a conversation club, for example, where you can come and speak in English with other people about various subjects, not only academic English, like in

the class. I think that it is very useful when you need to speak more, because you only learn if you speak. My strategies are reading, I think this is the best strategy to learn English, for academic purpose especially, because some vocabulary. I try to do this, when I am researching, I research it in English and read texts about the subjects in English. That is my biggest strategy. I think in the university it could have more classes that we speak in English. But I also think we have a lot. This is not a big problem, using English in the classroom. I think we use more English than Spanish in the classroom, like, the professors they speak... English professors speak only in English in the classroom and I don't see it in Spanish a lot. I don't speak Spanish a lot.

Participant 2 (P2) - Music teaching program student

Eu fiz curso de inglês porque tive uma professora de inglês muito boa no primeiro ano do ensino médio, o jeito dela ensinar a língua me instigou muito o interesse em estudar ele fora da escola. Meus pais já queriam que eu fizesse aulas de alguma língua estrangeira, o espanhol era o que tava na minha preferência até então, mas nunca cheguei a fazer nenhum curso. Depois que tive aulas com essa professora no ensino médio, eu uni o útil ao agradável e escolhi estudar inglês. Eu estudei inglês em escolas particulares, foram duas: Fisk e Topway. No Fisk eu tinha aula com livros, já na topway eu fazia as lições da aula pelo computador, numa plataforma virtual e alguns exercícios presenciais em aula. Depois, no final do curso era só livros físicos mesmo.

Sim, tem bastante vantagens, principalmente no meu curso. Tem pouco material pra licenciatura em música e em educação musical, que tenha uma boa qualidade, aqui no Brasil tem poucos. Então a maioria deles são americanos ou até da europa, então a gente usa bastante material em inglês no curso. Eu vejo isso como uma vantagem, saber e às vezes poder traduzir, as vezes a tradução faz parte do processo avaliativo, o processo de avaliação também do professor, traduzir esse tipo de material que a gente tem que usar em aula.

Eu uso muito principalmente nas aulas. Mas os professores que utilizam esse material, sempre pedem trabalhos para casa, então, pensando assim... quem não tem esse conhecimento da língua, não é formado, não o mínimo de conhecimento da língua acaba se vendo em desvantagem. O material a gente usa em inglês e pra poder fazer o trabalho, a gente tem que traduzir, então tu se vira pra traduzir, em matérias como regência, história, estudos

sociais da música, que tem poucos conteúdos, como os professores dizem, de qualidade no Brasil. Não sei se eu concordo com isso, mas é que tem muito mais literatura fora do Brasil. Tem muito em espanhol também, não só inglês.

Sim, acho que eu posso... Como eu te falei, meu inglês está se enferrujando aos poucos, porque eu não pratico, não tenho costume de praticar, mas usar no curso me faz ele e às vezes rever algum vocabulário que eu já tenha deixado passar. Então eu posso dizer que eu uso ele de maneira completa. Para ler.

Na verdade eu não vejo um crescimento, eu vejo talvez, um apoio para manter a língua ativa. Eu não tenho grandes crescimentos porque não é o foco do meu curso e nem o foco desses professores, eles passam atividades e textos que não sejam muitos complexos. Eu acho que eu só mantenho, mas crescimento não.

Eu acredito que uma boa estratégia seria a gente ter na Música nós temos uma disciplina que é Leitura, Escrita e Música, que é voltada especificamente para leitura acadêmica, para produção acadêmica, não tem nada a ver com conceitos e característica musicais, e essa disciplina poderia, de repente, pra quem tem interesse, Leitura, Escrita e Música 2, poderia ser uma estratégia, ao invés de usar artigos acadêmicos em português para trabalhar na aula, trabalhar com inglês, porque assim sim tem um crescimento, assim o aluno estaria pesquisando a fundo sobre aquele artigo ali, que a gente tá trabalhando especificamente no semestre. Muito do que a gente vê é bem como eu te falei, da questão da história social da música e material que é produzido pouco no Brasil, como a regência por exemplo. E muitas vezes tem alguns professores que sim, que trazem o material traduzido, por exemplo, a maioria das enciclopédias e livros que falam detalhadamente da história da música, também estão em inglês, e a professora traz o material já traduzido, e eu acho isso uma forma interessante dela abordar o conteúdo dela, o material que ela tá trazendo, porque muitas vezes o fato de alunos não saberem, não dominarem o inglês, nem o espanhol, que às vezes acontece com o espanhol, pode ser uma espécie de exclusão. Porque na maioria das vezes os trabalhos são em grupo. Mas, quando tem trabalho individual, de tradução ou de compreensão de um determinado conteúdo que tem o material de apoio em inglês, muitos alunos tem que pedir ajuda pra alunos das Letras, inclusive, ou pra alunos da própria Música que sabem inglês.

Participant 3 (P3) - Letras teaching program student

I started to study English when I was 11 years old and it was because my mom wanted me to, so I just did what she wanted. Actually, I didn't want to, but she wanted me to do. She subscribed me to an English school and this English school was in the house of my teacher. She was a very good teacher, she made me want to come back and the classes were really fun. During this process, I can notice the importance of cultural artifacts. I mean it was really important to me the access to movies, musics and texts in English. It made want to learn more and amplified my vision of the world.

Of course that are a lot of advantages, I remember when I started the course, the major part of my classmates were having issues or problems with learning two languages. They never had been in touch with English and it was kind of complicated and it was just cool for me, I even was tested and I skipped the 2 courses, I don't know how to say it. We say "cadeira" in portuguese.

When we started reading articles and academic texts in English, it was easier for me. So, that is for sure, an advantage.

English classes. There were opportunities while students from another country were here, conversation classes in general, my practices in the school, even in Núcleo here.

No. But I do believe that are opportunities for that since that are different environments where I could be practicing and stuff, but I am not doing that right now. But, it could be more, it is possible to improve those opportunities and environments, since the university create more opportunities. I don't know.

To speak and to listen. While teaching classes, while watching classes, listening to music in the university.

I think that my skills really were enhanced during the course, and learning how to learn English was really important and I do believe that it grew a lot. It was really good, but it has something to do with your own attitudes, I believe that I am not exploring my potential fully, but because of me, not the university.

Well, being part of COW now, that is a writing center, and you know, I do want to improve my writing ability and I want to know how to teach it also, so I do believe that is the

way. Being in assignments that allow me to improve my English abilities. There are many more, text and speech, rhetorical studies and conversation classes.

Participant 4 (P4) - Music teaching program student

Comecei em 2010, em uma escola de idiomas em São Paulo. Me formei em 2012 nessa e fui pra outra com maior foco em conversação. Comecei porque quero viajar para outros países e o inglês é muito universal. E porque, no passado, cogitava a ideia de ser comissária de bordo.

So, English brings advantages in my life and in my formation. In my course we read books in English and articles in some assignments “regencia”, “piano”, “partituras”, but I use very much English in my formation. Basicamente isso.

Vou responder em português, tá? Não acho, porque quando eu saí do inglês, minha opção foi vir pra música. Então, o que eu vejo bastante do inglês na minha área é em relação a pronúncia e as vezes tradução. Mas desde que eu saí do inglês, eu perdi essa prática de conversação, que a gente não exerce, mas a prática de pegar um texto e traduzir, justamente por causa dos livros e artigos ou pegar uma música e cantar, tem várias pronúncias, ou tá em inglês, ou em outros idiomas. Isso sim conversação não.

Pronúncia, por causa das músicas, a gente usa bastante. Tanto que ultimamente é que eu ando mais usando.

Depois que eu entrei aqui, eu fiz um curso do IsF, “Inglês e Tecnologia”, então foi uma área que eu não conhecia o vocabulário. Então aumentou meu vocabulário, porém eu ainda estava muito entredada na conversação, tipo, parei de estudar mesmo depois que eu entrei. Pra quem nunca teve inglês, eles (IsF) tem esse contato. (Os alunos) têm a oportunidade de fazer de forma gratuita e ainda valendo horas, então seja inglês e outras línguas também, até pra mim, mas claro, tem que ter tempo, mas é muito bom e ajuda muito na formação.

Além dos cursos, a opção de pegar um artigo em português e inglês, eu sempre pego em inglês. Por vários motivos, um deles é porque eu prefiro, a área da educação musical é melhor, melhor entre aspas né, eu acho mais interessante mesmo o método americano, da América do Norte, do que o daqui, então eu gosto de pegar textos em inglês, justamente por causa disso. Em relação a música, por exemplo, tem a opção de pegar uma música em

português e eu pego em inglês, vai aprendendo bastante também, vai vendo coisa que você não conhecia, já ajuda bastante.

Com certeza, começando com o mestrado do ano que vem, se Deus quiser, aumenta bastante. Porque você faz a prova de proficiência, então aumenta bastante. Com o inglês, há um tempo atrás, uns três anos atrás, eu participei de um processo seletivo de jovens embaixadores, no ensino médio, então foi bem interessante e faz parte, você passa por várias seleções e uma delas é a proficiência em inglês. Ela te abre um leque de intercâmbio e mobilidade acadêmica, mestrado fora ou até mesmo aqui dentro, que eles pedem proficiência.

Participant 5 (P5) - Computer Engineering student

I hated studying English at school, wasting time decorating a verb but I always thought it was nice to know another language. Watch a movie without subtitles, read things in other languages in my computer engineering course. The best books are in English, the best video lessons are in English. And not understanding English these days is something similar to being illiterate depending on your area of study, limits you a lot. I do not know if it matters for your research but I want to learn other languages. I'm studying French, every new language you learn is a new world that opens up. I started to learn even playing online, being forced to speak to people around the world in English, I knew the basics so I decided to pick up hqs and mangas to read in English and write down words I did not know on a piece of paper. At first it took me a long time but after reading 300 chapters (2 weeks) I did not need my list anymore I could read without problems and also started to watch English subtitles until I did not need them anymore. It is noteworthy that even being taught English in school since the fifth grade, my grades were horrible, the worst in the class, never learned nor verb to be. And lastly I know that my grammar is not perfect but it is not in Portuguese either.

No início da faculdade não tem muita vantagem porque os professores aliviam, se tem coisa em inglês, eles põem traduzidas ou algo do tipo, mas quando vai avançando pro meio, principalmente na computação, a maioria das coisas é em inglês. Por exemplo, artigos. Tem livro que em português é horrível, é mal traduzido e tu não entende nada, aí tem que procurar coisa em inglês. Pra mim foi mais fácil. Mas, meus colegas viam as coisa em português e não entendiam. Pro TCC também, principalmente, foi o que mais me ajudou.

Não cheguei nem perto de usar. Eu só usei pra ler e escrever um pouco, tipo abstract. E agora, um artigo em inglês que eu enviei. Tirando isso, mais nada.

Ler livros, estudar. Isso é uma coisa, tipo canal no youtube pra aprender coisa de computação. Em português não tem nada, aí eu vejo vídeo em inglês e consigo entender. Meus colegas tem esse problema, não conseguem.

Depois de escrever, ouvir. Mas falar não, porque não tem com quem treinar.

Ver vídeos, ver séries, vendo vídeos no youtube, lendo artigos e livros.

Acho que pouco. Muito pouco.

No meu curso, sinceramente, acho que poderia ter algo do tipo um inglês técnico pra gente. Não tem, agora acho que mudou o PPC e de pra fazer se quiser, mas não tem nada.

Participant 6 (P6) - Chemistry Engineering student

During the first nine years of middle school, I used to have English classes, but they were not exactly totally useful, it was mainly verb to be, and focus on writing and reading. Be able to basically read and have a little understanding of common usages, like English terms that are normally employed in everyday life. So that is kind of the beginning of my process of learning. It was obviously a required class for me to take during those years. Since I studied in that period of time in the countryside of São Paulo, in cities like Jundiaí and Itu, so those were the first contact that I really had with the English language. Later on, I had the opportunity to move to the United States when I was 14 years old, and prior to that, I really had to learn it. So I started going to a private English course, I think it was CNA or CCAA, I don't recall exactly what it was but it was in São Paulo. I think it was CNA. That's when I really started to learning it. I was lucky enough to have one really good teacher who put me in an immersion program and I basically had classes one a one with him, five times a week. There was like, two hours of classes, everyday, Monday to Friday, and that really got me talking and communicating enough so I could survive. I really got two months of classes and I was sent to United States right after... I think I was turning 15, right about 14 to 15 years old and I was not fluent. Once I got there, I spent a couple months on like adaptation, just so I could adapt to the environment I was in, so prior to go to school, I just like spent time there. With friends of my family, but mostly older people than I was. And then I started the school so upon starting school, that was like "okay, I don't have a choice, I just have to speak it". It was like

100% English, all the time, like 24/7. And that was kind of what really, really made me learn it. That was the main reason, pure necessity. It was a great opportunity I had in my life.

I think there is a lot of advantages in entering the university at least Fluent in English. One of them, especially because in the majority of the areas that deal with math and science in general, there is a lot of publications that you can find in the English language, even though they might not come from native English speaking countries, a lot of european papers, a lot of asian papers are written in English, manly it give access to a lot of different people, more science people, which is the major For already know a little bit of the English language, which the reach that it can have, a lot of different papers, a lot of different studies, it's a lot greater.

Specifically, one of the situations that I most remember is in writing papers, even if it is for a sometimes... Sometimes it was imposing, just like a publication in general, in magazines or even for a class, sometimes in my native language, in portuguese, you can't find some topics of research just because no one has ever published anything on the topic, or sometimes publications in other languages, specially English are a lot more complete. So, for a bunch of different classes, finding publications in English is a lot better, just because of the amount of data they collect.

I don't think it should be fully used or at least not of this point, it should be incorporated, eventually, going back again to the reason that there is a lot of greater reach when you include a different language. Same thing with German for example, just to cite an example. When you require a language to be use in the academic medium you eventually have to make the premise that everyone enters that medium already knows language. And knowing how our education system works, we know that is just not possible. We know that a lot of people just come, even though they go through classes of foreign languages, they don't have the learning abilities to actually acquire any type of fluency in those languages, so I don't think that at this point, it should be fully used. But maybe, incorporated gradually.

Specially in research, finding publications, the biggest ones. Sometimes, you do have to reach out other people, some researchers, teachers, professors, that are from other countries, and even if some of them live here in Brazil in different universities, their portuguese is not as good or they just haven't had the time to learn it, so it is a lot easier to reach them in their native language. There was this one time I went to a conference in Criciuma, and one of the speeches that was given, was about like a research, was given by a

german professor, and the entire speech was in English, so it was a conference presented in Brasil with mainly Brazilian people, but that at a specific point, was a German professor, that was given his experiments, his research in English. It was pretty obvious to see the people that were not understanding how it was going and was just like leaving the space, there were the other ones that knew or kinda knew what was going on. That's one important thing, it opens a lot of space for learning while getting contact with other people and networking, also helps a lot. Meeting people in the same line of research or the same interest is one of the things that can be used a lot.

I don't think so, honestly. When you consider the difference of the four abilities, I believe that like reading and listening, are the one that I mostly use. When you're doing research, and even getting entertainment, from, you know, videos or music or movies or stuff like that, even in this context, I think that this is what I use the most. And for potential itself, like writing, I think I used a little bit more, just because of writing papers sometimes, you have to put an abstract that it's in English. Right now, like in the end of the course, sometimes you have to try to publish papers in international magazines. But still, I am almost completing the 6th year in the university right now, for nearly five and a half, those abilities were not used. I don't think any of those is used as full potential. And speaking is the less used, just because there is not that many people that speak solely English. Even though I know some people that are fluent or at least good communicators, there is just no necessity.

What helped me the most was in reading and researching about things that are useful. Reading books in general, for pleasure, they help, you get a sense of what you are doing. As long as you enjoy something and you can put yourself into that language, helps a lot. But for me, research in things that I am going actually apply, and give some critical thinking on it, helps a lot.

Participant 7 (P7) - Chemistry Engineering student

Well, ever since I was a kid I liked English and I liked listening to music and even watch movies and series and cartoons in English. There are some studies that prove that the more the kids listen to or even pay attention to a different language when they are kids, easier it is for them to learn and like it. Since I always liked, I asked my parents to start to study English at an English school here in Bagé. By the time I was graduating in high school, I was

fluent already and it was very easy when I started college because I needed English and I already had it in my mind. I already knew how to speak English. My godparents, they always told me to start study English because they knew it was going to be very necessary for me in the future. So I started and now I'm fluent.

I believe so, I think that is very import to enter the university already knowing how to speak a little bit of English, because as a student, you will need to read some article in the university that you will need the language, not all articles you are going to find them in portuguese, so you might need to find some other articles in another language, which probably is going to be in English.

Before, when I started studying here I met two exchanges students and they knew how to speak a little portuguese, but sometimes they couldn't understand me and I had to speak with them in English, also I have friends which I had to try to teach a little portuguese and they didn't even know how to speak portuguese, so I had to speak in English with them, and I think it was very important.

At least in Engineering, what I study, we need for articles, for writing abstracts in our papers and it is basically this. Read websites... probably.

Not fully used. I think university could ask more for the students to read articles in another language, to try to have this knowledge of other cultures. They have the conversation clubs, which is very important, I already participated in one or two, I don't remember, but not all the students realize how important this is.

Do you have technical English?

Well, I think so. I'm still studying, I'm graduating - graduating in English, not in college. The last book that I'm studying is basically technical English.

At the university I'd say to read. Reading is what we do most here. In engineering basically in articles. Reading articles.

I participated in conversation clubs, I did the TOEFL tests and I did it three times. In the first time I got a grade and in the third time I got a better grade, so I think it improved, just by talking to exchange students I think it is very good to practice, to learn new words, to be able to use your language outside, in the school or even if you're learning by yourself. It's very good, because the listening skills is not going to be the same. If you talk to an american it is going to be different, if you are use to only the course you take. Talking to americans I think is the best way.

I think they should try to invite everybody to participate in this clubs. Everybody knows about those, but not everybody engage, not everybody see the importance of it. They only the see importance of knowing English, when they are there, needing it at the moment. I already had to translate a lot of abstracts to my classmates because they didn't know how to speak English, how to read in English. They have to try to find a way that will call all the students to make all of them participate in the activities.

Participant 8 (P8) - Chemistry Engineering student

Well, I started learning English when I was a kid, because in the school I studied in Ecuador we used to study English. I think I started learning with about 8 years... 6 or 8 years, I'm not sure. That's the reason why I started to study English. It started in the classroom, with the teacher. We repeated what the teacher said usually, with songs, you know "head, shoulders, knees and toes", that kind of music. That is what I remember. I never really enjoy it. But the moment I most enjoy studying English was when I started to play Yu-Gi-Oh or some other video games when I was a kid. Because I needed to read the cards, the effects of the cards, I needed to understand what people were saying in video games, some decisions you make in video games, or also the music. The music is another important factor that made me like... that was the reason that I gave importance to the English. Also because because in some schools I had English and in other schools did not have English. Because some subjects were in English, like biology and social studies. Basically I enjoy it in video games, card games and music.

Yes. There are advantages, because of the academic content. A lot of the books, important books, are in English. That's a really good advantage.

When I entered, I wanted to get into a project. Scientific project. One of the requisites was to know English, because the articles, the papers were in English. All the ones I read were in English. I could get into the project, just because of the English.

And did you get it? (the project)

Yes! I got it!

Well, I don't think so, because I like the linguistic diversity. Now that I am in Brazil, I like to talk in Portuguese, I like to read in English, you know? I like to think in Spanish. I like to talk in Portuguese. I would like to know more English, but I like language diversity.

For the project, I needed to publish in English, that's not easy, you have to know English, and I don't know too much to write. It is more difficult to write in English, scientific content. In the academic space I can use it.

No, because people prefer to talk in Portuguese. Even if I have some difficulties, they prefer to talk in Portuguese. Some people do know English. Not all the teachers want English content. Some prefer Portuguese content, some prefer English content.

Why do you think it happens? Why do they prefer Portuguese? Do you think it is more comfortable for them?

I believe the teachers that prefer English content is because, firstly, they know English. Some teachers don't know English and then they prefer Portuguese. The other reason is because they know that in English the content is richer.

To read and to write. I read a lot of scientific papers in English, and I write... I'm writing right now, not too much, but I'm writing a little bit of scientific papers. It is really difficult to write, for me by now. But I think I am going to be better in time. And I don't speak English, just a few times, if I get into an English course.

I don't see my English linguistic growth at the university. Because, right now, I am not in English courses, I am focused too much more in my studies. I am going to grow in English because of the project. If I got into an English course, my English is going to grow. But, by the moment, my English growth is going slow.

Do you believe that your project helped you? Like, growing your technical English for example?

Yes. The first papers I read were really difficult because there were different stuff in English, ... counts, physics and chemistry things in English. It wasn't easy to understand. I got better in reading. It is not too much.

Well, one of my strategies is to read English books. If I have chemistry content, I search for it in English. Not always, because it is difficult. Last semester I was reading a physics book in English, but my physics understanding wasn't as good as it is in Spanish or in Portuguese, for example. I had and I want to go to an English course, where you focus in your English more.

Participant 9 (P9) - Chemistry Engineering student

I think it is. I started English when I was like 8 years old, so for me is like a normal thing, I did English classes here, with two american girls, and then the isf thing that they did, but I don't know the advantages, because here we don't use a lot English, I think. Maybe in studying, like books... But we didn't....

Maybe in articles?

Yeah, but today there is a lot of translations and I had to read three articles, in all the graduation and I'm in the sixth semester.

Like, a specific situation here, at UNIPAMPA? Just in the English classes, that they did here. Only that. Because the professors are always trying to give us other options to books, so we don't really need to use English. Maybe when I'm close to graduate, I'll use more? I think that the college could improve it... There are some professors that they always telling us which book is used in other countries and maybe those, there are not a lot of translations. Not only in English, but in German too. I think UNIPAMPA could maybe try to improve english. Because actually here at UNIPAMPA, students are not interested, because all those English classes that are here, a lot of people gave up, at the beginning. I did some English classes and my classmates, like 3 continued until the end.

Do you have technical English?

No, that's a thing that I would like to do. But here in Bagé, I couldn't found any class, so I think my vocabulary, is improved by series and movies and just that. I'd like to have technical classes of English, but it is impossible here.

When and how? I think maybe in the future, in interviews for... I don't know how to say "estágio" in English.

Internship?

Internship! Maybe in an internship, they'll ask me to how to speak English, how is your level, but I here I actually stopped English in my first year, because I was thinking that I would going to be too much for me and then I stayed a whole year without ding m separated English classes, I did some here, but I came back, because I was losing something, you know? Because I'm always watching things in English so I can read I understand, but I was talking very... I was missing the speaking part, so I had to start my classes again. Now I just them for conversations and things like that because here, UNIPAMPA, it's not very like... They don't push us, to try.

Here at the university, no. But I know that if a teacher they give like something to read it is kind of difficult. One of the articles that I had to read was a lot of technical words and it was an old article, so it was very boring. Even in the context, I couldn't say what was really in there. But, I think that the professors are trying to improve, they are always saying, like in the beginning of the semester: "do you speak english?" to the class and they are always saying "you need to know" because now it's not an extra, it is like a "YOU NEED TO KNOW". Here I think my potential is not very used.

Which ability? Here at UNIPAMPA? None of them. Maybe reading, like books and articles, but here we actually don't use. I'm doing chemical engineering so next year maybe I'll have to use more my English, but right now, there is always something in the internet translated... And I prefer, because I don't have the technical English, so a lot of things I don't know what they mean, it is difficult that part.

In which circumstances? To study. Maybe, to listening to some youtube tutorial. That I use a lot. In this part of the graduation there's not a lot of videos in youtube, what they have it is almost everything in English. Last semester I even watched one in Italian. I just like watch what he was doing, I couldn't understand a lot.

I think I could improve more like this semester. I didn't try to do the classes that there were happening because I was trying to study french now, and I am already studying English out of here. But the classes here were very good, like the american girls were always trying to show us something about their history or... the classes were very good. I did two English classes, a conversation and another one.

I could stop to be lazy and try to read the books in English, the articles... Search for it. Because there is a lot of things in my field. There are a lot of things that I don't read because I am lazy. Because tv series and movies, I watch. But I think the university could do more, not propaganda, but could improve the classes, the hours. I couldn't do some of them, because I had classes every time they were available.