

The Global Classes program: an internationalization in higher education practice

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Abstract:

Internationalization in higher education, as well as its Internationalization at Home programs, is growing daily. To provide more global education for its students, academic subjects are offered in other languages, preparing them for mobility and multicultural integration within educational institutions. The Pontifical Catholic University of Paraná, in Brazil, has established the Global Classes Program, which involves various agents, including students, professors, language monitors, and administrative staff, the latter being the focus of this study. This research study aims to find out whether the administrative team involved in the university's internationalization process is aligned with the objectives of the Program, understanding their important role in the process of planning, implementing, and evaluating language policies within universities. To this end, data was collected through an online questionnaire applied to the administrative team, a review of the university documents, and the literature on the subject. From the data collection, it was possible to observe the profile of the administrative sector and their perceptions of the program through the answers obtained. The administrative team is optimistic about the Program and its success, which has resulted in the institutionalization of the *Global Classes*.

Keywords:

Internationalization; Administrative Department; Global Classes; Higher Education.

Resumo:

A internacionalização no Ensino Superior e seus programas de Internacionalização em Casa ganham evidência a cada dia. Em busca de uma formação mais global de seus estudantes, as disciplinas acadêmicas vêm sendo ofertadas em outros idiomas como uma estratégia de preparação para mobilidade e inserção multicultural dentro das próprias instituições de ensino. Neste sentido, a Pontifícia Universidade Católica do Paraná criou as *Global Classes* - disciplinas acadêmicas lecionadas por meio de outro idioma - as quais possuem diversos agentes de atuação: estudantes, professores, monitores de idiomas e a equipe administrativa, sendo essa última o foco deste estudo. Nesta pesquisa, objetiva-se perceber se a equipe administrativa envolvida no processo de internacionalização da universidade está alinhada com os objetivos das *Global Classes*, entendendo seu importante papel dentro do processo de planejamento, implementação e avaliação das políticas linguísticas dentro das universidades. Para isso, foi feita uma coleta de dados por meio de questionário online aplicado à equipe administrativa, revisão de documentos da universidade e da literatura sobre o tema. A partir da coleta de dados, foi possível observar o perfil do setor administrativo e suas percepções acerca do programa através das respostas obtidas. Nota-se otimismo da equipe administrativa em relação ao programa e o seu sucesso, que resultou na institucionalização das *Global Classes*.

Palavras-chave:

Internacionalização; Setor Administrativo; Global Classes; Ensino Superior.

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INTRODUCTION

One of the main implications of globalization is the discussion of the crucial role of higher education in the scenario, understanding how much it contributes to economic growth, the promotion of inclusion, innovation, and cultural enrichment. There is a need to explore how higher education can contribute to social development, including reducing inequality, strengthening democracy, and promoting inclusion.

One of the consequences of globalization has been the internationalization of Higher Education Institutions (HEIs). In other words, universities have started to mobilize academic exchanges, whether in the field of research or in educational activities outside and inside the classroom, all in pursuit of the major objective in the process of delivering a citizen with the skills and abilities to live in local and global environments.

With this movement, what is currently known as EMI – English as a Medium of Instruction (Dearden, 2014), or OLMi – Other Languages as a Medium of Instruction, or EMEMUS – English as a Medium of Education in Multilingual University Settings (Daufouz; Smit, 2016) is emerging as a possibility for Internationalization at Home (IaH). In other words, providing an international experience within the university itself, with subjects taught in English or other languages, serves as a teaching strategy for internal and foreign students and teachers. The IaH process works as a two-way street, as it provides an international and multicultural experience at the university's headquarters, but also opens space for various internationalization projects, such as academic mobility.

According to Martinez (2016 *apud* Fernandes, 2021), in 2011, PUCPR was one of the pioneers in implementing HEI internationalization programs in Brazil. The result of this investment appeared in 2017, when a study carried out by the British Council claimed that the multiversity was the "Brazilian HEI with the largest number of undergraduate subjects offered in English, across the broadest spectrum of knowledge areas" (PUCPR, 2023, p. 2). It is interesting to note that at the time of this international recognition, other Brazilian universities were just beginning their internationalization process.

In 2011, the university had already launched the English Semester program, which aimed to motivate professors to teach their academic subjects in English. However, with the understanding and vision of the English language as a Lingua Franca (LF), presented by Jenkins (2014) as the use of the English language as a means of communication between speakers of different first languages, the university began to realize the need to involve other languages that are also present in other academic disciplines. Thus, the program was improved to what is now known as Global Classes, which considers other languages as a means of teaching and the concept that English as a LF "requires transcending an identification marked by geographical or linguistic territory" (El Kadri; Gimenez, 2013, p. 125), i.e. the identity of the speakers and intelligibility come into focus.

For Global Classes to achieve what it sets out to do, it is necessary to have a competent

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planning and administrative team, which, although not physically present in the classrooms, works behind the scenes organizing what is needed for the program to run smoothly and effectively. To this end, PUCPR has the Internationalization Directorate (DI), which is responsible for managing the university's internationalization programs on the Curitiba, Londrina, Toledo, and Maringá campuses.

PUCPR has 7 Schools within the Curitiba Campus, namely: Fine Arts, Law, Education and Humanities, Medicine and Life Sciences, Business, and Polytechnic. In addition to the off-site campuses: Maringá, Londrina, and Toledo. In each of its schools, there are Internationalization Agents (AGI), i.e., key players in the university's internationalization plan, since their role is to act as a liaison between the Rector's Office and the academic community. An AGI collaborates with the university's internationalization, as its duties range from

“participating in the strategic planning of the internationalization of their School/Campus to facilitating routine academic operations, such as welcoming and guiding their unit's international community and supporting the implementation of international projects” (PUCPR, [2016]).

It is therefore important for the scientific community to start paying attention to all the work that goes on beyond the classroom so that the international academic experience of students and professors is the best it can be, and the implementation of the university's internationalization is as inclusive and global as possible. The research reported in this article looks at this group that is so important in the functioning of PUCPR's internationalization and aims to understand whether the administrative team involved in the university's internationalization process is aligned with the purposes of the Global Classes by understanding their role in the processes of planning, implementing, and evaluating language policies at the university.

RATIONALE

For Dearden (2014, p. 2), EMI consists of "the use of the English language to teach academic subjects in countries or jurisdictions where the first language is not English". Macaro *et al.* (2018) point out some issues regarding Dearden's first definition but maintain EMI's focus on teaching content rather than language. Meanwhile, Lagasabaster (2022) states that EMI is not an educational approach. Still, it is rather a political decision by universities that want to be present on the global stage, stimulating international competitiveness; it is a conscious decision by the institution. Fernandes (2021, p. 45) presents a more local definition of the term. For the author, based on the contextualization of teaching, EMI would be "the use of the English language, considering its intelligibility, by students and teachers and also in support materials to teach academic subjects in any field in Brazil, more specifically, where the first language of the majority of the population is not English".

Still in the context of nomenclatures, Dafouz and Smit (2016) opted for the term EME, which focuses on all aspects involving teaching, learning, research, and program administration, and not just the focus on instruction or teaching. Later, in 2020, the authors expanded the term EME to EMEMUS (English Medium Education in Multilingual University Setting), i.e., the use of English as a Medium of Education in Multilingual University contexts, which ends up encompassing the term EMI and relates a little more to the study in question here. Hence, the term selected for this work is EMEMUS, recognizing the need for changes and adaptations to new thinking and the contemporary world (Dafouz; Smit, 2020).

Given the investments in the internationalization of HEIs around the world, it is interesting to look at the research related to EMEMUS and notice the majority focus on teachers' pedagogical

practices or on how students deal with the language-content relationship. These topics are extremely relevant, as they relate to the real experience of the internationalization process, but on the other hand, it is pertinent to note the low number of studies that concern the administration of internationalization programs, especially concerning Internationalization at Home. Tejada-Sanchez and Molina-Naar (2020) argue that the presence of an internationalization department within a university is essential for improving the institution's social, local, and international impact. It is therefore important to understand how the people involved in designing and administering these programs see their role in this whole process.

The Pontifical Catholic University of Paraná has been keeping abreast of internationalization trends, according to the university's own Internationalization Plan, published internally in 2023, stating that

"At PUCPR, internationalization is a strategy to improve the quality of teaching and research, as well as to increase the scope of its social impact, and can be defined as a process of integrating the international, intercultural and global dimensions into the purposes, functions and delivery of higher education" (PUCPR, 2023, p. 1).

In addition, the document recognizes internationalization as a necessity for "every university committed to the quality of teaching, research and extension" (PUCPR, 2023, p. 1), seeking ways to integrate and include all the agents involved in the internationalization process. As mentioned by Dafouz and Smit (2016 *apud* Fernandes, 2021), there are a wide variety of agents who are part of the planning, implementation and evaluation of language policies within the university, the so-called agents or actors, which can be individual (such as teachers, students and administrative staff) or collective, or institutional (faculty, deans, academic centers). Thus, the inclusion of all these actors is extremely important for a more democratic implementation within universities.

Over the years, PUCPR has strengthened its investments and started the Global Classes program, an Internationalization at Home (IaH) program that uses the additional language as a means of instruction. The Global Classes Manual document explains all the theory and internal workings of the program and presents as its first objective with the institution, the need to "increase PUCPR's internationalization process, by broadening the horizons of the student body and the teaching staff, turning their gaze to the globalized world" (PUCPR, 2018, p. 1).

As an IaH program, which aims to democratize access to international experiences, there are 4 levels of offerings at the Global Classes Program, mainly considering the use of additional languages foreseen for the academic activities of each discipline. According to the Global Classes Manual (PUCPR, 2018), Global Classes level 1 (GCL1) has didactic and bibliographic material available in the additional language and Portuguese. Portuguese is used in the classroom, with the use of the additional language being acceptable. At level 2 (GCL2), teaching and bibliographic materials are available in both languages, and the additional language is used in the classroom, with the use of Portuguese being acceptable. Lastly, level 3 (GCL3) provides all materials and classroom discussions in the additional language. And finally, level 4 (GCL4) considers the existing partnership between PUCPR and other universities, through COIL (Collaborative Online International Learning), so subjects are taught in a hybrid way by local and global teachers.

The way Global Classes are built today ensures that different student and teacher profiles are covered, so that the university's internationalization process does not occur superficially but is part of everyday academic life. Initially, the additional language used in the program was only English, but now there are courses offered in languages other than Portuguese and English, such as Spanish, French, and Italian. This action has prepared the university better for academic mobility in general, thus amplifying the term multiversity.

Dafouz and Smit (2016) developed an integrated model to identify six-dimensional intersections and explain the complex and dynamic nature of EMEMUS, i.e., English Medium Education in Multilingual University Settings. According to the authors, the diversity and complexity of the issues inherent in each specific context in which EMEMUS is used require thinking about its dimensions, which are both independent and interconnected, in a dynamic way that is accessible through discourse. Thus, the authors created the acronym ROAD-MAPPING, considering: the roles of English to other languages (RO - Roles of English); academic disciplines (AD - Academic Disciplines); management (M - Management); agents (A - Agents); practices and processes (PP - Practices and Processes); and internationalization and glocalization (ING - Internationalization and Glocalization).

Pondering the aspects presented, we can reflect on the specific context of the university in question here and relate it to its Agents, the specific participants in the research, the administrative sector, and the AGIs of the institution (International Agents), considering that each one plays a role, and all of them are relevant to the internationalization of the university. In addition, the other intersections of ROAD-MAPPING also fit the context of PUCPR.

The Global Classes program, for example, comes under the AD umbrella, i.e., the academic disciplines, which were expanded from the English Classes program, which considered the English language exclusively in the institution's second language program. However, by understanding PUCPR as a multiversity, the role of English concerning other languages was thoroughly revisited, and the university's language policies embraced other languages, considering their importance and roles in such a multicultural world. As the authors mention the complex and dynamic nature of the framework proposal, the M, management, and the PP, practices and processes, end up being interconnected with the university's conception of language, when it encompasses more languages in its program and validates its Agents in the process of ING, internationalization and glocalization, in addition to the various management actions and practices and processes involved in fostering the internationalization of any university.

METHODOLOGY

This research is part of the work "Global Classes - A study on the perspective and profile of those involved in PUCPR's internationalization program", led by Prof. Dr. Karina Aires Reinlein Fernandes Couto de Moraes. The research encompasses studies on the students, monitors, teachers, and administrative staff of the Global Classes Program. In this way, each of these groups was the object of study for a PIBIC (Institutional Program for Scientific Initiation Scholarships) activity plan for the years 2023 and 2024.

At the first stage of the study, after a meeting with the proposing professor, the following steps were taken to begin the bibliographical research. The focus was on studying and understanding the concepts of internationalization, English as a Medium of Instruction (EMI) / English Medium Education in Multilingual University Settings (EMEMUS) and the aspects involved in these practices, trying to find similarities and differences with Global Classes, as well as better understanding the importance of applying the program to the university and the theory behind it. The thoughts and conclusions drawn from the readings were organized into documents to be shared with colleagues who were also researching alongside the supervising professor.

Participation in the X PUCPR Symposium on Internationalization, in August 2023, was essential in gaining insight and understanding into how the Global Classes Program works at an institutional level. It was possible to understand the role of Global Classes in the university's internationalization process, especially given that the program focuses on the possibility of "Internationalization at Home". In addition, understanding how the program works at an

administrative level was essential for gaining greater contact with the subject of the research and for the future preparation of a response form that served as a source for data collection.

During September and October 2023, after theoretical readings, through discussions with the research group and the definition of the research objectives, the questions for the questionnaire were stipulated and sent to the people responsible for idealizing and organizing the Global Classes program, as well as the active administrative team, teachers, monitors, and students. The questionnaire was then sent to and approved by the PUCPR Ethics Committee (CEP).

Subsequently, the questionnaire was sent to the Global Classes Program's idealists and administrative team. For this specific group, the form was sent by the supervising professor, understanding her role within the research and her work at the university. Ideally, we expected around 25 respondents from the administrative sector, considering the university's Internationalization Agents. However, as is usually the case in surveys with this data collection profile, the number of respondents was not reached, but the depth of the responses made a meaningful survey possible.

The questionnaire was open for responses for four months (February 2024 to June 2024). In the end, the survey form received a total of 10 responses from administrative staff and/or Internationalization Agents (although some of them responded to the survey in the role of professor at the institution). After the form had been answered, the process of analyzing the data collected began, using triangulation. The aim was to compare the answers obtained with the literature studied at the beginning of the PIBIC program, to understand whether the theory we had read applied to the reality at PUCPR. The questions and their respective answers were analyzed more than once to obtain the most complete reflections possible. After the analysis, we aimed to organize the information and data in an intelligible way.

ANALYSIS

Given the university's official documents and looking at the historical overview of PUCPR's internationalization programs presented in the Introduction to this paper, it is possible to state that the Global Classes Program has already been institutionalized at the university. During this research, we discovered the program's consistency and its impact on the internationalization of the multiversity, boosting PUCPR's name in world rankings and also contributing to graduates with greater intercultural sensitivity, and the specific skills and abilities of those who have contact with different cultures and their nuances.

From the responses obtained, it is possible to outline a profile of the team that works administratively with the internationalization of PUCPR. Six respondents are over 46 years old, and four are between 36 and 45 years old, representing more experience in the market to administer the programs, and value the long careers of these employees in the sector. In addition, five females and five males. Four people mentioned they were part of the Administrative Sector, two people stated they worked in the School of Education and Humanities, two in the School of Fine Arts, one in the School of Law, and one in the School of Business. Based on these responses, we can conclude that within the data collected, we also have the perspective of six Internationalization Agents, people who work with internationalization beyond the offices of the Internationalization Directorate.

The section of the questionnaire aimed at the public in the administrative sector had 7 questions, so in order to make the analysis more didactic and easier to understand, the wording of each question will be presented here, along with the answers collected and a reflection on the data analyzed.

Some of the questions included theoretical quotations on the subject. This was because we

wanted to show that we were serious about the program's management team, and we assumed that, as they are part of a university's internationalization management group, they would be aware of the statements made by the authors presented. It is also a way of guaranteeing the scientificity of the research, basing the questions in the questionnaire on theories consolidated by academia.

QUESTION 1 – "How long have you been working with the Global Classes program?"

This question provided 5 possible answers and, coincidentally, through the administrative representatives, we obtained an answer for each option: "I was part of the program's conception and have been working with it ever since"; "I was part of the program's conception, but no longer work with it"; "Since the program's creation"; "After the program's creation, but more than 2 (two) years ago" and "I started working with Global Classes less than 2 (two) years ago".

The diversity of answers to this specific question shows us that the staff hired by the university to work with the program is renewed frequently, but that they still have people who have been working since the creation of the GCs. This is a positive point, since recently hired staff is concrete evidence of the expansion of the program and its institutionalization within the PUCPR panorama.

This evidence that the program has expanded since it was implemented and the fact that PUCPR hires experienced people to take care of the program (as shown above), show us that there is care about the staff responsible for the CGs and that the team is effective, considering the expansion of the implementation of the university's internationalization, there was a need to increase the group of employees. The profile of the administrative team reinforces the idea of Agents presented by Dafouz and Smit (2016), which emphasizes the importance of these actors seeing themselves as belonging to a university that needs to direct international, global, and local forces and interests for the success of its internationalization.

QUESTION 2 – "According to Lagasabaster (2022), the use of foreign languages as a means of instruction in higher education can be seen as a form of domination of one language to the detriment of others, as well as a way of offering the dissemination of scientific knowledge at a local and global level. For the author, the solution to this debate would be to organize and establish the objectives of internationalization.

Do you believe that the Global Classes program has its language policy objectives well established?"

One of the objectives of the program to be discussed is what we know as language policy, which refers to the role that the foreign language plays in each internationalization program, or the RO (Role of English), presented by Dafouz and Smit (2016) in their ROAD-MAPPING.

The Global Classes Handbook itself gives examples of how the subjects should be in relation to the language of instruction, depending on the level indicated in their code (GCL1, GCL2, GCL3, GCL4), as explained above. These considerations in the Manual can be seen as a version of the program's language policy.

In this respect, all ten respondents stated that they believe the objectives of the GC program are well established and that they are perceptible in their practice. The fact that the administrative sector aligns with the objectives in question is a great sign for the development of the program's activities, as it makes it clear to the team the path that GC should take at an institutional level. However, it is important to observe whether classroom practice (with teachers, students, and monitors) also reflects the objectives of the language policy, considering that 5 answers, although

coming from the Internationalization Agents, it is worth remembering that all of them are also teachers at the institution.

QUESTION 3 – "According to Lagasabaster (2022), English language competence is fundamental for students, but not increasingly present in universities. How much do you think the Global Classes program helps to develop these intercultural skills?"

In the questionnaire, respondents had to choose a number from 1 to 5: 1 being "I don't believe" and 5 being "I totally believe". All the respondents selected the number 5, i.e., they all believe that Global Classes contribute to the development of the intercultural competences advocated above by Lagasabaster.

This answer is extremely relevant, considering that the purpose of the Global Classes program is to make local students feel part of an internationalization experience, and that one of the objectives of internationalization is intercultural experience. Also considering what Dafouz and Smit (2016) present in their ROAD-MAPPING relating to internationalization and glocalization (ING), that is, HEIs must consider international, global, national, and local interests and forces, aiming for efficient results when in the process of internationalization. Thus, if the people involved in the program consider that CG implies the development of interculturality, it can be said that the program is fulfilling its role.

It is important to consider the responses of those who are present in the practice of the program, such as the Internationalization Agents, who also teach GC subjects, thus verifying that the proposal is being perceived by all those involved and not just by the administrative sector, which is far from the classroom. As the relationship between the administrative sector and the Internationalization Agents is very close, this partnership allows the administration of the program to be brought closer to day-to-day practice.

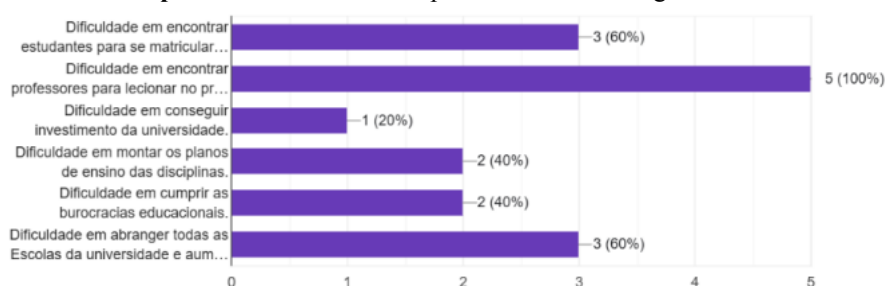
QUESTION 4 – "Despite the advantages of institutionalizing an internationalization program, Lagasabaster (2022) states that university administrative teams tend to encounter difficulties in implementing these programs. Given your area of work, what are the biggest challenges in implementing the Global Classes program?"

For this question, respondents were able to select multiple answer options. This decision was made bearing in mind that the challenges are not unique but come in different forms and intensities. The challenges presented included:

1. Difficulty in finding students to enroll in the program.
2. Difficulty finding professors to teach in the program.
3. Difficulty getting investment from the university.
4. Difficulty setting up the university's teaching plans.
5. Difficulty in complying with educational bureaucracy.
6. Difficulty in covering all the university's schools and increasing the program's offer.

Among the 5 responses from the administrative sector, challenge #1 was voted on 3 times; challenge #2 was voted on 5 times; challenge #3 was voted on 1 time; challenge #4 was voted on 2 times; challenge #5 was voted on 2 times, and challenge #6 was voted on 3 times. See the graph below:

Graph 1 – Global Classes implementation challenges



Source: The authors.

The "difficulty in finding teachers to teach in the program" and the "difficulty in covering all the university's schools and increasing the program's offer" were unanimous among the responses from the administrative sector, demonstrating that they are perhaps the biggest challenges to be faced in implementing and expanding the GC program. One suggestion would be to evaluate with the university's professors the reasons why they do not teach in the GCs, to understand the professors' comments and seek solutions that can minimize this difficulty, and to hold meetings with employees from the schools that have fewer subjects in the program, to resolve any possible doubts and encourage participation.

One way of encouraging more teachers to get involved in the program has already been used by the university, which is to offer continuing training specifically for this context. In 2019, the "Faculty Development Course: Teaching in an Additional Language" was offered to the university's Deans and Internationalization Agents to discuss linguistic issues, providing pedagogical tools and increasing the motivation of those involved to offer subjects taught in other languages (PUCPR, 2019). In 2024, the course was offered to the Toledo Campus, Internationalization Agents, course coordinators, and professors who were interested in learning more about the international context and promoting the offer of subjects in other languages, Global Classes (PUCPR, 2024). In 2025, the Toledo Campus again offered training to a second group of teachers, understanding the importance of specific training for university teachers working in multilingual contexts. However, it is recognized that more teachers need to be trained if the program is to be able to expand through teacher participation (Fernandes, 2025).

In addition, the "difficulty in finding students to enroll in the program" was the second most voted. One suggestion would be to get closer to this audience to bring visibility to the program through marketing actions, answering any doubts that may exist, especially regarding the practice of how to enroll in these courses.

It is also understood that some students may feel insecure about their linguistic knowledge in order to enroll in courses taught in other languages. Therefore, the university has already played its part by including different GC offerings as a means of inclusion. However, perhaps the academic community still lacks specific knowledge of the reasons for these different offers.

QUESTION 5 – "During the X PUCPR Internationalization Symposium, at the round table 'Internationalization of the academy: a change of culture', it was stated that internationalization programs are strategies that attract foreign professors and students, stimulate the professional growth of students, and provide an improvement in the university's position in world rankings. Have you noticed any of these changes since the Global Classes were institutionalized?"

Among the answers received, three respondents said they had noticed some of the changes mentioned, while two respondents said they had noticed all the changes mentioned. When allowed to comment on this, only one person said that "there has been a significant increase in the number of exchange students" and that the GCs have contributed to "the projection of PUCPR in internationalization index rankings." This spontaneous statement shows that the changes caused by the program have reached realistic levels and proves that the theoretical considerations of the Symposium are in line with what happens at the university, consolidating the program's success.

In any case, it is important for the administrative team to perceive the changes mentioned, as this is a way of seeing how effective the work with internationalization programs has been. One suggestion would be to try to understand which changes were not perceived by 3 of the respondents and why.

QUESTION 6 – "According to Beelen and Jones (2015 *apud* Tejada-Sanchez and Molina-Naar, 2020), Internationalization at Home are institutionalized educational activities within a university that allow students to develop intercultural competences.

Do you believe that this development effectively takes place in Global Classes, given that it is a PUCPR Home Internationalization program?"

In the questionnaire, respondents had to choose a number from 1 to 5: 1 being "I don't believe" and 5 being "I totally believe". There were four answers for "I totally believe" and one answer for "I partially believe". These answers show us that, from the participants' point of view, there is an efficient Internationalization process at Home at an institutional level.

We believe that this was one of the most important questions in the questionnaire, given that CG is the focus of Internationalization at Home, the characteristics of an internationalization program need to be present within the program in order for it to be consolidated as such. It is significant that the administrative sector is aware of this issue and seeks to accentuate the development of these competencies within the program in a variety of ways. However, it is necessary to consider whether the students, the program's target audience, are also experiencing interculturality in their daily classes.

One suggestion for academic research in this area would be to deepen our understanding of these competences and how they are developed in an international academic context. Mastery of this area would be of great value to the administrative group, since they could improve internationalization programs, making them more relevant for students based on these conceptions.

QUESTION 7 – "A study carried out by Tejada-Sanchez and Molina-Naar (2020) at a Colombian university showed that the creation of an administrative department for the university's internationalization strategies can improve the social impact of a higher education institution at the local and international level. Do you believe that this has happened since the Global Classes program and the Internationalization Department were institutionalized?"

In the questionnaire, respondents had to choose a number from 1 to 5: 1 being "I don't believe" and 5 being "I totally believe". There were four answers for "I totally believe" and one answer for "I partially believe". These responses show that PUCPR's boost in university rankings around the world is also noticeable in the workplace. In other words, the title has reverberations within the university and what happens within the university reverberates in external rankings, like

a two-way street.

CONCLUSION

First, it should be pointed out that despite the fact that the administrative sector did not fully adhere to the questionnaire, the responses were of sufficient quality to be analyzed. Lagasabaster (2022) states that although the administrative sector of internationalization programs is extremely important in today's academic world, there is still little research into their profile and their perceptions of internationalization and EMI/EMEMUS. This study was an attempt to bring this group into focus. It is interesting to think of participation in the survey as data that helps us shape the profile of the staff who work with the administration of internationalization programs.

Based on the answers to the questionnaire, it is possible to analyze that the administrative staff of the Global Classes have a positive view of the program, since they mentioned they perceive the program's objectives, and highlight its effectiveness and contributions to the projection of PUCPR worldwide. This is also confirmed by Lagasabaster (2022), who claims that this group has the most optimistic opinions about the internationalization program.

However, even though the respondents had a positive opinion of the program and its institutionalization, they showed that there are challenges to be overcome for it to be better implemented within the university. The biggest challenges, coincidentally, concern the other two groups involved in the program, the teachers and the students. It is important to focus on the issues that hinder the implementation and expansion of internationalization programs to seek greater efficiency and a higher level of institutionalization.

On the other hand, reading PUCPR's official documents on the internationalization of the university, it is possible to understand that the process of institutionalizing the programs is precisely calculated by the university so that their implementation works. In other words, the programs are thought out for the long term, so they work when put into practice. This care and preparation for success is the result of the competent work of the administrative team.

Thus, the general objective of the research was, through the data collected by the questionnaire, to understand whether those involved in the administration of Global Classes are aligned with the program's purposes. With this starting point, it is possible to conclude that the respondents are consistent with the objectives and conceptions of the program, and that, for this reason, the Global Classes can be considered a success story for the internationalization of PUCPR.

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