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REPRESENTATIONS, PRACTICES AND SO- CIAL PERCEPTIONS OF ENGLISH AS A LINGUA FRANCA IN A RUSSIAN UNIVERSITY COMMUNI- TY: CONFLUENCES OF INTERNATIONALIZA- TION

Tamara Angélica Brudna da Rosa
IFFar-RS-Brazil

Fernando Jaime González
UNIJUÍ- Rs- Brazil

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Abstract: The study explores the social representations, practices and perceptions of English as a lingua franca (ILF) at Tomsk State University (TSU), Russia, highlighting its intersection with the process of internationalization of higher education (HE). Anchored in Calvet's (2007) language policy model, the article addresses how geopolitics, language policies and institutional practices shape the use of English in a multilingual academic context. The analysis focuses on the intrinsic and extrinsic motivations of members of the university community, demonstrating that English is seen as an indispensable socio-cultural capital in a globalized world. The study used qualitative and quantitative methods, including questionnaires based on a Likert scale, focus groups, semi-structured interviews and document analysis. Students, managers and teachers were interviewed, showing that the motivation for learning English is linked to professional, academic and international mobility factors. TSU integrates English into various institutional policies, such as double degree programmes, courses taught in English and internationalization initiatives in line with the Bologna Treaty. The results show that TSU adopts a bottom-up internationalization model, in which students and teachers promote practices of using the ILF in a collaborative way. Internationalization is treated as a dynamic and plural process, which values subjectivities and territorialities, integrating multicultural and ethical perspectives into ES. It concludes that ILF is not merely functional, but a tool for academic and social transforma-

tion, in line with the demands of globalization. The article contributes to understanding the relationship between language policies and internationalization practices, reinforcing the need for decolonial models that break with traditional linguistic hegemonies.

INTRODUCTION

This article is part of the field of English Language (EL) studies, particularly on social practices that aim to ensure a sociocultural environment that fosters the learning and use of this language, interrelated with the internationalization of Higher Education (HE). This research is part of a larger project which aims to highlight the internationalization actions and language policies of two BRICS countries, Brazil and Russia¹. In this article, in particular, we will present the evidence found in the Russian context.

Therefore, this research seeks to understand how the socio-cultural context, made up of the culture and geopolitical characteristics of a country, the international and national language policies of the ES, the institutional project and practices, permeate the learning and use of IL in the university context. We therefore intend to analyse the current scenario of an ES institution that is in the process of expanding its language policies, where mastery of the language is a necessary condition for internationalization to take place effectively. More specifically, this production aims to investigate English as a Lingua Franca (ILF)² at *Tomsk State University (TSU)*³, an

1. BRICS is the grouping made up of five large emerging countries - Brazil, Russia, India, China and South Africa - which together account for around 42% of the population, 23% of the GDP, 30% of the territory and 18% of world trade (BRICS BRAZIL 2019).

2. "For Friedrich & Matsuda (2010), ILF should be defined as a function of the English language worldwide, and not as a linguistic variant [...], ILF could not be defined as a variant because this would imply that there would be a variant of English (or a certain set of them) specifically used in international situations: for them, the functions of English to which the term ILF refers are too fluid and cannot be captured by the notion of variant. They defend the characterization of ILF as a term used in reference to the functions to which the English language is put in its use in different contexts" (JORDÃO, 2014, p. 16).

3. The choice of this university was entirely dictated by the opportunity to conduct the research *in loco* thanks to the scholarship of the Doctorate-Sandwich Program Abroad (PDSE), from the Coordination for the Improvement of Higher Education Personnel (CAPES) and, especially, by the international agreement between UNIJUÍ and TSU.

institution in the Siberian region of Russia. The aim is to recognize the type of use demanded by the context and the involvement with ILF learning among students in this university community, as well as to analyze the process of macro and micro integration of language policies.

Expanding the international dimension of HE is more than just an option, it is the responsibility of all Higher Education Institutions (HEIs). Thus, having a language policy that facilitates the use of ILF, as a phenomenon of language *globalization*, has become essential. With this context in mind, we agree with Jenkins (2013) that English has become established as an ILF and is the main means of international communication used in a wide variety of contexts, especially at university level. In this way, the internationalization of HE is a worldwide phenomenon, subject to multiple interpretations at national, institutional and individual levels.

The study of this phenomenon was based on Calvet's Political Cycle Approach (PCA) (2007), which invites us to reflect on the concepts and aspects that were evoked and generated during the investigation of the subject. According to the PCA, a policy develops in three main contexts: (i) the context of influence (various social groups construct their discourses to determine policies according to their interests); (ii) the context of text production (which standardizes the intended policy); and (iii) the context of practice (where policies are interpreted and recreated). Thus, the context of practice was analyzed mainly, but without neglecting the others, since they are interconnected. This approach was chosen because it considers the dynamic nature of the phenomenon studied and reveals dimensions that are interrelated in a non-linear way.

Calvet's model (2007, p. 41) posits six types of data in the study of language policies, as shown below.

1. Quantitative data: how many languages, how many speakers for each.
2. Legal data: status of languages, recognition of languages by the Constitution, use of languages in the media, at school, etc.
3. Functional data: vehicular languages and vehicle rates, transnational languages, languages used for religious purposes, etc.
4. Diachronic data: expansion of the language, rate of transmission from one generation to the next, etc.
5. Symbolic data: prestige of languages, linguistic sentiments, communication strategies, etc.
6. Conflict data: types of relationships between complementary languages.

In relation to the theoretical approach, the data from items 5 and 6 of the PCA were highlighted in interlocution with the proposals of Jenkins (2013), Davydova (2017), Altbach and Knight (2007), which are linked to the phases of development of language policies for the use and learning of IL and how they transcend the phases of adoption and implementation of such policies in the national and local contexts. With this, data linked to the social representations of members of the academic community in relation to CL were also considered. This is because they are understood, from Moscovici's (1978) perspective, as phenomena that are linked to the research participants' particular way of understanding reality and their way of communicating, which allows them to create mechanisms that generate reified and consensual knowledge about reality.

In this article, we will first present the methodological path of the research. This is followed by a reflection on language policies in the Russian socio-cultural context at a global level. Finally, we present an analysis focused on the perceptions and motivations evidenced in this community interrelated to the

learning and use of language immersed in the confluence of the internationalization of ES.

METHODOLOGICAL PROCEDURES

This study was carried out through immersion in the research *locus* from September 2018 to February 2019, during which one of the authors of this article lived in Tomsk and followed TSU's academic experiences and practices. The aim was to accompany and listen to representatives of various segments of the university community (teachers, students and institutional managers) in order to capture the social representations and perceptions intertwined with the learning and use of ILF. Intense participant observation was then carried out, systematized in a field diary. The diary was also enriched with photographs and records of other graphic information available in the research environment.

A documentary analysis was also carried out, focusing on the TSU institutional *website* (TOMSK STATE UNIVERSITY NEWS, 2018a), the TSU initiative environment map website (INNOMAP, 2018), the Faculty of Foreign Languages *website* (FACULDADE DE LÍNGUAS ESTRANGEIRAS, 2018) and the International Division website (INTERNATIONALDIVISIONTOMSKSTATE UNIVERSITY, 2018). Thus, the regulations, news and institutional projects, which dealt more directly with the use and teaching of LI by interrelating them to internationalization, were the object of special attention 150 students⁴ from the Administration, Law, Computer Science, Physical Education and Mechanical Engineering courses in the Tomsk academic community were invited to answer a questionnaire with open and closed questions. In total there were 111 respondents to the form.

4. The students were studying from the fifth semester onwards.

Google Forms was used to administer the questionnaire, based on the instrument developed (translated into Russian) by Dörnyei, Henry and Muir (2016). This instrument has already been validated by its creators in other countries and aims to understand attitudes and motivations towards learning and using English. The questionnaire was designed to recognize the subjects' attitudes, opinions and behaviours on the subject and, to this end, used the Likert scale (1932) as follows: (1) totally disagree, (2) generally disagree, (3) have reservations, (4) agree to some extent, (5) generally agree and (6) totally agree. It should be noted, therefore, that a high score for a given statement indicates positive attitudes towards English, a high need for achievement or high motivation to learn English, respectively. Each participant took an average of 15 minutes to complete the survey, which was accessed by sending a *link* to the VK communities (Russian social network).

In addition, the focus group technique proposed by Aschidamini and Saupe (2004) and a semi-structured interview were used. The focus group was carried out with 10 students from the same courses mentioned above. The interviews were conducted with 10 managers and/or teachers of these degrees and lasted one hour. It should be noted that Russian students who speak Portuguese helped with communication in the focus group and interviews. The meetings and interviews were recorded and transcribed with the help of students from the Translation - Portuguese and English course at TSU's Faculty of Foreign Languages.

Before analyzing the data, the answers were checked, coded and tabulated electronically and each question was recreated in *Microsoft Excel* tables. The transcripts of the focus group, interviews, field diary notes and the answers given to the questionnaire were then analyzed in contrast to the literature published on the subject in Russia.

LANGUAGE POLICIES AND SOCIO-CULTURAL EXPERIENCES

Considering social practices aimed at guaranteeing a sociocultural environment that encourages the use and learning of the language is a complex issue. The dissemination and teaching of this language is part of the broad planning of public and linguistic policies in many different countries.

In today's globalized society, "language policies are underway all over the world, following the political and social movements in each case" (CALVET, 1997, p. 101). According to Rajagopalan (2013, p. 21):

Language policy is the art of conducting reflections around specific languages, with the aim of conducting concrete actions in the public interest regarding the language(s) that matter to the people of a nation, a state or even larger transnational bodies.

In this way, Calvet (1997) distinguishes the concept of language policy from the concept of language planning: power decisions constitute policy and the steps taken towards action constitute planning. The author also states that human intervention in language, or in linguistic situations, is not something new. Individuals have always tried to legislate, establish correct usage or intervene in the form of language. Political power has also always privileged this or that language, which has been imposed on the majority, the language of a minority. The implementation of a language policy, as a determinant of the main options regarding the relationship between languages and society, encompasses language planning; a recent concept that partially covers these ancient practices.

The terminology language planning was introduced by Einar Haugen in 1959 about Norway's language problems. According to Calvet (1997, p. 7):

This term was coined with the emergence of the term sociolinguistics: Haugen's aim was to present the standardizing intervention (through orthographic rules, etc.) of the state to build a national identity after centuries of Danish domination. Haugen returned to the same subject in 1964, at a meeting organized by William Bright at UCLA, which marked the birth of sociolinguistics. In the same work there is also a text by Ferguson on the formulas of the national profile, [...], and when we look at the list of participants (Bright, Haugen, Labov, Gumperz, Hymes, Samarin, Ferguson etc.) we see that only Fishman is missing to complete the "team" that, in the 1970s and 1980s, will represent sociolinguistics and/or the sociology of language in the United States. Thus, "language planning" received its baptism at the same time as sociolinguistics, and would be defined a little later by J. Fishman as applied sociolinguistics.

From this perspective, the object of this investigation is not the language in isolation, but its speakers, or rather the members of the TSU language community. It should be noted that language communities have the status of their own languages (official language, co-official language, among others) and their presence in the media and in education is influenced by the language policies that govern them. In the teaching of foreign languages, language policies play a fundamental role, since they determine the presence or not of the teaching of one or other LE in a given location, as well as its approach in teaching. Marques de Souza (2009, p. 26) states that Calvet's concept of linguistic political science includes the study of the social interests to which the dissemination of certain languages in strategically defined contexts is subordinated. According to his conception, the science of language policy aims to characterize language policies and evaluate not only their results, but above all their assumptions and ideological bases.

As McRae (1994, p. 77) states:

Some scholars have argued that linguistic or ethnolinguistic tensions constitute one of the most intractable issues in modern politics. On the other hand, while some conflicts - such as those related to religious differences - can sometimes be successfully “depoliticized” with a state policy of neutrality or non-intervention, linguistic conflicts cannot be completely depoliticized, for the simple reason that modern government requires communication and communication requires the choice of a language. Consequently, political communities, in order to be effective, must have a language policy.

A country's language policy is always a reflection of its institutional, macroeconomic and cultural policies. The dissemination and teaching of foreign languages is part of the broad planning of public and linguistic policies in different countries. In this sense, Calvet (1997) states that men do not exist to serve languages, but that languages exist to serve men.

In other words, the science of language policy must uncover the political intentions behind it. However, language conflicts and problems have no chance of being depoliticized. They will never be treated neutrally by governments. Therefore, evaluating language planning today always means resorting to substantive political conjectures.

As an example of these efforts towards language planning, we can highlight the Bologna Treaty and the creation of the European Higher Education Area, which have generated substantial efforts from higher education institutions in various Eurasian countries. This has helped Russia, since 2003, to incorporate an international and intercultural perspective into its academic communities (ALTBACH; KNIGHT, 2007; JENKINS, 2013). In this movement, the phenomenon of ILF became more evident in the Russian university context. These actions have generated a new socio-political area in

HE, i.e. an area of cooperation/competition that has changed the balance of power of the Eurasian continent and, in particular, the Russian one, as it has launched a field of national competence to become more competitive in the institutional and national culture of HE.

However, this phenomenon is a segment that has been discussed and implemented with significant variations between universities and countries, specifically in the area of public policies. One of the most visible language policies is the internationalization of ES. According to Knight (2003, p. 2), in relation to the concept of internationalization,

[The critical point is that the international dimension relates to all aspects of education and the role it plays in society. [...] Using the most general terms, the proposed definition can be relevant to the sector level, the institutional level and the variety of providers in the broad field of post-secondary education.

Consequently, considering the meaning of IL in the context of internationalization for university students becomes substantial. From the perspective of Calvet (2007, p. 150), the social, economic and technological changes and impacts resulting from the phenomenon of globalization have required governments to rethink and restructure the role of education and the training of future professionals in different areas of knowledge. In view of this, Rajagopalan (2015, p.19-20) argues that English is the academic language par excellence in contemporary times, since it encompasses almost 80% of the world's scientific research output.

RUSSIAN SOCIO-CULTURAL CONTEXT AND LANGUAGE POLICIES

In the macro-social context, Russia is a multinational, multicultural and multiethnic state. Native Russians coexist among more than 190 different nationalities and speak more than 100 languages and dialects, which totals a population of approximately 147.3 million people, of whom only 0.6% are illiterate (EMBASSY, 2018). The official language is Russian, although occasionally young people speak perfectly well in English, German or French. Perhaps one of the main legacies left by the socialist period in Russia is the good quality of education, according to information on the *website* of the Embassy of the Russian Federation (2018).

The Russian HE system consists of Bachelor's (professional and academic), Specialist, Master's and Doctoral levels. According to data presented in the 2017/2018 UNESCO Report (UNESCO, 2018, p. 7), around 77% of young Russians go to university. In line with this socio-cultural context, the country's university system is significantly increasing its quality of education and opportunities every year. The Russian education system is among the 10 best in Europe, ranking eighth. In the world *ranking*, it is in 14th place, according to data available on the Edurussia *website* (2018). It is not uncommon to find universities with students from more than 80 countries in Russia. Among the groups of foreigners, the ones that stand out are the Chinese, Indians and natives of African countries. Currently, around 63,000 foreigners study in the country and the total number of foreign professionals graduating from universities is over 48,000.

It's worth noting that, according to information on the *website* of the Russian Higher Education Alliance (2016b), the Bologna Treaty⁵ influences language practices and policies in most European universities

and many Russian HEIs. Institutions have been making changes to their curricula in order to adapt to the new model, which facilitates the equivalence regime and allows for the mobility of credits and people.

Since signing the treaty in September 2003, Russia has taken a number of steps to better adapt to the new reality it would have to face by 2010. When discussions on this document began, the Russian Ministry of Education began researching the best ways to integrate the national education system with the proposed new system (RUSSIAN ALLIANCE, 2016a). This was done in order to better coordinate these integration activities and to expand contacts with those responsible for the issue in other countries on the continent, such as UNESCO and other related bodies.

As a result, a working group to implement the Bologna Principles was set up by Ministerial Decree on October 25, 2004. This group, headed by the then Deputy Minister of Education, A. N. Tikhonov, and the rectors of the largest Russian universities, analyzed the development of HE in Russia and Europe in general. This work helped to attract the attention of Russian academics to the benefits of the Bologna Treaty and to share its significance with the public.

After the treaty was signed, another working group was set up to implement the principles it contained. One of the tasks undertaken was the development and distribution to universities of a kind of booklet explaining in detail how the calculation of the credit system would work, which was implemented when the treaty came into force. There has been a significant increase in acceptance of the process of "bolonhalization" of the Russian university system, as evidenced by data from the *Russia in Figures website* (2017, p.145), which shows that by the end of 2016 the country already had around 10% of foreign students at its 380 universities.

5. The idea behind the treaty is to guarantee competitive freedom and open up higher education to the transfer of students, teachers and researchers. The treaty includes 29 countries from the European Union, Russia and Turkey.

With the creation of these new language policies made possible by the Bolsonhalization process, LI ended up carving out a new space in Russian culture, since, according to an article published by the Russian Alliance (2016a, s/p) on *The most popular foreign languages in Russia*,

[...] the majority of the population is convinced of the need to study and learn a foreign language, and English ranks first because it is a practical language. In a survey of 1,600 people, a very high 92% believe in the need to study new languages. In the same survey, English was voted the most practical language, and English is compulsory at university. In the 2010 census, it was estimated that 7.5 million people speak English in Russia, representing 5.48% of those interviewed. English is the first foreign language taught in Russian schools.

In addition, according to the Russian Center for Public Opinion Studies, in a survey published on the Russian Alliance *blog* (2016a), 74% of respondents are convinced that their children and grandchildren will need to speak other languages in the future. The survey also found that Russians study languages not only for professional purposes, but also to communicate with neighboring countries. According to Harrison (2018):

[...] how English is considered a compulsory language in many higher education institutions in Russia and describes the importance of the language for business: "Russians, like everyone else, recognize that English is the business language of the world. No matter what people say, it's a fact. [...] "If we go back to the figures, we see that the people who are learning or using English in one way or another has doubled in the last 12-13 years here in Russia, the other languages - you have German which is spoken by 6% or 7% of Russians, but only 1% speak it fluently, and then French, which was 0.5% and is now 1%, and Spanish has an increase from 0 to 1%. I think these figures speak for themselves, there is still an upward curve, people still know that despite

the situations with Brexit or the political situation, people still want to go to England or to English-speaking countries and they realize that if they want to communicate and do business, English is still the language they need to know.

As such, the use of language is seen as an alternative way of connecting the Russian national identity and building ties with the international community by providing a source of enrichment and improvement of language proficiency and knowledge of foreign culture, which is a modern and empowering trend. Furthermore, language is established as the interface of human practices. It is possible to take a critical look at the values that are attributed to subjects and their social roles in line with the learning and use of language in Russian society as a tool for internationalization.

Furthermore, the diversity of the language and its variation is dynamic. Nevertheless, it needs to be considered as such in order to make sense today (COGO; DEWEY, 2012, p. 20), a sociolinguistic fact that is extremely important to consider in ILF research, as it can have consequences. However, Kachru (1985) points out that creativity used in languages in multilingual contexts across cultures should consider the three-circle model, as shown in Figure 1:

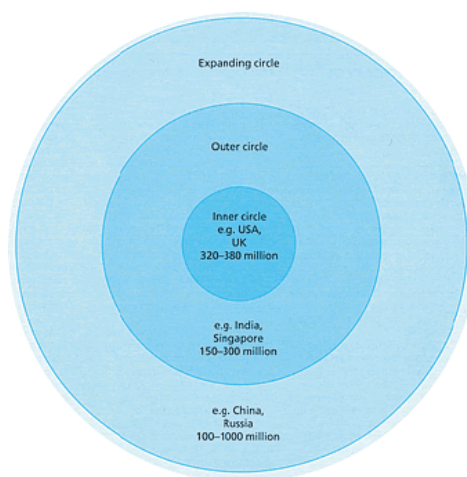


Figure 1 - Model of the three circles.

Source: Crystal (2007, p. 61).

However, IL should not be restricted to certain communication settings (i.e. inner and outer circles). It should be applied to all contexts, such as academia, and be (re) interpreted. As can be seen in Figure 1, Russia is in the expansion circle (a country where IL does not play a historical role, as it is used as a means of international communication). Consequently, the country would not fit into this circle if we take into account the academic context of TSU.

Next, we will analyze the university context under investigation, in which there is a (re) sizing of the role of the language that is at odds with the model defended by Kachru (1985).

TOMSK STATE UNIVERSITY (TSU): A CLASSICAL, MULTI-LEVEL UNIVERSITY

In order to better understand the practices and social representations of IL found at TSU, a historical and cultural compendium is imperative. The institution was founded on May 28, 1878 in the city of Tomsk by Emperor Alexander II as the Imperial Siberian University, i.e. a university with a long tradition.

TSU's top priority is *broad-minded* education: training individuals capable of independent scientific and philosophical achievements. They actively develop modern and technical approaches in all areas of knowledge, faithful to the traditions of their predecessors and to strengthening the university's status in the contemporary Russian and international scientific and educational environment (TOMSK STATE UNIVERSITY NEWS, 2018a).

Since its creation, the TSU has received many awards for achievements in establishing and developing the science, education and culture of the Russian nation. In 1998, by Presidential Decree, TSU was included in the State Code of Especially Valuable Objects of the Cultural Heritage of the Peoples of the

Russian Federation. In 2010, TSU was granted the status of a National Research University. It has had a decisive influence on the formation of science, education and culture in the Asian part of Russia, and is considered one of the country's leading universities (TOMSK STATE UNIVERSITY NEWS, 2018a).

According to TSU's 2018 report (TOMSK STATE UNIVERSITY NEWS, 2018b), over the years the university has trained more than 120,000 professionals. The report further adds that:

Young people from 70 Russian regions and 60 countries study at six Tomsk universities and 66% of graduates work in the Tomsk region. In addition, 13 TSU journals are indexed in international databases. TSU ranked second among Russian universities for the number of journals indexed in WoS and Scopus in 2017.

The institution offers 10 double degree programs, 12 exchange programs, 54 master's programs, six new master's programs, 29 student exchange programs, 20 doctorates and seven double degree doctorates. In addition, TSU won the Higher Education Internationalization Award, nominated for the Internationalization of Academic Programmes. It also joined the consortium of exporting universities in the *Export of Education* priority project run by the Ministry of Education and Science of the Russian Federation.

In addition, TSU is the coordinator of universities in the Siberian region in the implementation of the Bologna agreements. Among these institutions, there are 38 pre-university training and vocational guidance centers in various regions and republics of Siberia and Kazakhstan, where around two thousand people study annually.

The university has established long-term partnerships with more than 90 leading international universities and research centers in over 50 countries. TSU has also been a member of the *European University*

Association since 2006. In 2015, due to a lot of international activity, the university recruited students from 37 countries and concluded collaboration agreements with 22 universities around the world. In the same year, it began implementing several ERASMUS+ projects with Lund University, Goldsmiths University, the University of Tampere, the University of Turku and the University of *Lille 1 - Science and Technologies*. In addition, TSU is ranked in the TOP - 400 of the world's best universities by the *QS World University Rankings*, as it occupies the 323rd position in the world and the 5th among Russian universities.

In 2017, the institution launched 13 new bachelor's and master's degree programs in English. From this perspective, it is focused on developing a multicultural university environment and supports English language clubs, German language clubs and is establishing an Arabic language club. In 2016, a Japanese language club was created. Students and staff at all levels can improve their general and academic language skills.

Language policies at TSU have been implemented over the last 10 years and, as a result, it has experienced a process of growth and improvement in its teaching initiatives and in university *rankings*, as it is in 19th place among the 400 universities participating in the BRICS. Then it became one of the country's leading universities, whose programs, carried out to increase the competitiveness of the leading universities of the Russian Federation, among the most outstanding scientific and educational centers in the world, and international potential, received the highest rating from the Council to Increase Competitiveness.

TSU has 49 research and education centers, created in conjunction with companies in the real sector of the economy and academic institutions. It operates in remote education, includes master's degree programs in various

fields, additional educational programs for pupils, students, teachers, specialists, offers mass *online* courses (MOOC) on international education *sites*, which implies a wide global audience.

As a result of its expansion, in 2018 the university had 15,951 students, with an average of 2,619 foreign students, i.e. around 17.1% of students. The data contained in Table 1 reveals a positive trend in relation to the success of the internationalization policies implemented since 2008 by TSU.

TSU students come from Afghanistan, Bangladesh, Brazil, Cameroon, China, Colombia, Ecuador, Egypt, Spain, Laos, India, Indonesia, Mongolia, El Salvador, Serbia, Turkey, Vietnam, Yemen and Zambia, among other countries.

In this scenario, the largest number are from Kazakhstan, because for them, even though many are not ethnically Russian, the Russian language remains a native language through which their families communicate. Therefore, the language used in the communication process is not a difficulty faced by this group at university. A factor which, for the vast majority of international students, would be synonymous with fear and barriers (AKSHO-LAKOVA; ISMAILOVA, 2013). However, LI is also the language of communication at university, in other words, a *lingua franca*.

Among the actions inherent to language policies, TSU, in addition to implementing national language policies, has an *International Academic Advisory Board*, an advisory body responsible for giving recommendations on issues related to the university's internationalization in the areas of education, science and innovation. The Board's activities are aimed at improving the effectiveness of the University's international activities. The main objective of the Board's work is to help solve urgent problems related to the goals and objectives of the institution's strategic development.

TSU data	Years										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number of foreign students in the total number of students.	948	818	783	927	1094	-	1224	1653	1784	2294	2619
Percentage of foreign students in the total number of students.	4,1%	3,6%	3,8%	4,9%	6,1%	-	8,5%	10,7%	12%	14,4%	17,1%

Table 1 - International students at TSU.

Source: Adapted from *Tomsk State University News* (2018b).

Based on the above information, it was found that TSU's academic context is in the outer circle of Kachru's (1985) three-circle model. In other words, it is not the native language, but rather the lingua franca used in the university community, since the practices found are conducive to a favorable ecosystem in relation to ILF. In this logic, TSU is trying to adapt to the professional demands of globalization and the multicultural environments in which ILF is contemplated with the aim of providing students with the languages they need to face international demands. It should be emphasized that there is a language policy, already standardized by TSU, which contemplates the compulsory learning of LI in the first two semesters of any higher education course, which was implemented in 2007.

As far as the institution's language policies are concerned, some practices have already been implemented (FACULTY OF FOREIGN LANGUAGES, 2018; INNOMAP, 2018; *INTERNATIONAL DIVISION TOMSK STATE UNIVERSITY*, 2018), as shown below.

- Exclusive library in English.
- Signage on campus in Russian and English.
- Dormitory for foreign students.
- English for All program, held in the library once a week to practice conversation.
- Journals published in Russian, but with abstracts, keywords and references in English.

- Refresher courses for English teachers.
- Consortium of intensive English programs with universities and colleges in the United States.
- Communities on the social network with posts in Russian and English.
- Preparatory and application courses for the *Institutional Testing Program* (TOEFL) *Internet Based Test* (IBT).
- Creation of a guide for students with all the necessary information in English.
- The Faculty of Foreign Languages runs four projects that aim to create an English-speaking environment for the development of students' foreign language skills.
- Preparation program for the admission of foreign citizens.
- Approximately 14 specialties can be taught in English - *Break English online* platform.
- Open Doors" project: scholarships for master's students, in which the Global Universities association acts as organizer.
- *International University*, a forum between Europe and Siberia to leverage university vitality for the urban and regional development of cities.
- Speech club as an extracurricular activity offered by volunteer teachers with proficiency in English, which takes place for one hour a week in the TSU library.

- English laboratory with a volunteer native English speaker (can be for one person or up to three people), four hours a week.
- Meetings organized by student volunteers in which their mother tongue is exchanged with other languages.
- As part of the program, to improve the university's international competitiveness, a competitive selection is announced with individual financial support for the participation of TSU students in academic mobility programs.
- Project "Developing the linguistic competence of TSU teaching staff".
- Project "Improving the professional competence of TSU English teachers".
- Project "Development of foreign language skills of TSU students", with the aim of helping students achieve proficiency in communicative foreign language competence B1+.
- Project "Improving the language competence of students at TSU (cluster of faculties of natural sciences)", which aims to develop and test a system of measures for the development of professional language skills among students of the university's faculties of natural sciences in a pilot project.

Nevertheless, TSU uses internationalization in the terms recommended by Jenkins (2013, p. 3):

internationalization is a fundamental strategy by which universities have responded to the influence of globalization and is itself widely understood as "the integration of the international or intercultural dimension into the tripartite mission of the teaching, research and service functions of higher education.

In this paradigm, Knight (2003), in relation to the term internationalization strategy, refers to organizational and programmatic initiatives at the institutional level, which go beyond international activities because they include a planned and integrated approach, which are implemented through programs such as those mentioned above.

In short, the learning and use of English plays an important role within this university context, as TSU considers English not in terms of a language system, but in terms of the social, cultural and ideological positions in which the academic community effectively uses this language; furthermore, it recognizes that the relationship between the individual, language and society is inseparable. Furthermore, the confluences of the internationalization process in the (in)complexities of the individuals in this space emerge as a driving, motivating and challenging *background*.

ANALYSIS OF THE PERCEPTIONS AND MOTIVATIONS OF THE TSU UNIVERSITY COMMUNITY FOR LEARNING AND USING LI

The motivation factor for learning English is the subject of intense discussion in the field of applied linguistics (RAJAGOPALAN, 2015). In light of this, we sought to identify the influence of motivation on students' behavior in terms of their interest in the language, i.e., in the language as a means of social interaction, cultural and professional growth.

From this perspective, it is understood that motivation is one of the main determinants of individual performance, although it is not the only factor to be considered. Other variables, such as effort, individual abilities, social support and previous experience, also influence performance. According to Dörnyei (2001, p. 16):

Motivation is like an internal force or stimulus, something that drives the individual to act. It is therefore directly related to the goals that individuals have in mind. It involves initial planning and goal setting, intention formation, task generation, action implementation and control, as well as evaluation of the results.

More specifically, Dörnyei (1998, p. 122) identifies motivation for second language learning as “motivational intensity, desire to learn the language and attitude towards the act of learning the language”. The author claims that in order to be truly motivated, the individual must be equipped with “effort, desire (cognition) and appreciation of the task (influence)” (DÖRNYEI, 1998, p. 122). Based on this perspective, Dörnyei (1998) presents Table 1, drawn up by Williams and Burden (1997), which seeks to summarize the components that are relevant to the motivation that leads students to learn a language other than their mother tongue.

In view of the above, we analyzed some of the variables contained in this table, in particular those concerning mastery, attitudes towards language learning in general, and the importance of third parties to societal expectations. With regard to the questionnaire applied, considering the entire sample, the average values were five points on a scale of six. This shows a high degree of understanding of the importance given to language learning by the individual and belonging to the academic context, even in the face of the ethnic and socio-economic diversity of TSU students.

MOTIVATION AMONG MEMBERS OF THE TSU ACADEMIC COMMUNITY

Motivation has been shown to be one of the main factors influencing success in learning English (DÖRNYEI; HENRY; MUIR, 2016, p. 1). From the answers to the questionnaire, it emerged that, stimulated by the ease of traveling, together with the need to use the language within the university environment, a large part of the students (80%) showed an interest in the language for academic purposes, for use at work and even for academic mobility. In addition, 69% of students agree that there is motivation/desire to study. Also, 85% of them agree that it takes effort to learn the language.

This can also be seen in the statements made during the focus groups, as in the transcripts regarding the importance of English: *“Important? In our sphere, English became important many years ago, because all documentation in the computer field was originally in English, without translation. Then, in the scientific field, if you want to publish something, you have to have a very good level of English.”* In a similar vein, another student states that: *“if I could choose, I would like to have English throughout my course [...] I think our university would have to develop English even more because I think in the modern world one needs English more than Russian”.*

In the excerpts above, the students seem to demonstrate a need to have English as a medium of instruction. There is a desire to learn and use English in the classroom, since this process of using English as a medium of instruction in higher education is already happening in other countries on the Eurasian continent. According to Pennycook (2017, p. 13), economic and ideological forces are also at play in the construction of students’ desire to learn English.

Internal factors	External factors
Intrinsic Activity Interests <ul style="list-style-type: none"> • Stimulating curiosity • Optimized degree of challenge 	Important third parties <ul style="list-style-type: none"> • Parents • Teachers • Pairs
Perceived activity value <ul style="list-style-type: none"> • Personal relevance • Value of expected results • Intrinsic value attributed to the activity 	The nature of interaction with important third parties <ul style="list-style-type: none"> • Mediated learning experiences • The nature and quantity of feedback • Rewards • The nature and quantity of appropriate compliments • Punishments and sanctions
Sense of agency <ul style="list-style-type: none"> • Locus of chance • Locus of control of processes and results 	The learning environment <ul style="list-style-type: none"> • Comfort • Resources • Time of day, week and year • Class size and school • Class and school ethos
Domain <ul style="list-style-type: none"> • Feeling of competence • Awareness of developing skills and mastery in a chosen area • Self-efficacy 	The wider context <ul style="list-style-type: none"> • Extensive family network • The local education system • Conflict of interest • Cultural norms • Societal attitudes and expectations
Self-concept <ul style="list-style-type: none"> • Realistic personal awareness • Recognizing strengths and weaknesses in the skills required • Personal definitions and judgment of success and failure • Self-worth related to learning disability 	
Attitudes towards language learning in general at: <ul style="list-style-type: none"> • Target language • Community and culture of the target language 	
Other affective factors <ul style="list-style-type: none"> • Confidence • Anxiety, fear 	
Developmental age and stage	
Gender	

Table 2 - Skeleton of motivation for language learning.

Source: Adapted from Williams and Burden (1997, p. 138-140).

From these transcripts, it is possible to understand that the Russian student's motivation is instrumental and integrative: instrumental, because the student wants to use the language within his course in a more present way; integrative, because the feature of globalization that seems to be present is that of integrating into a new global community. In order for this integration to take place, it is the academic internationalization policy that appears to be a driving force behind

these motivations. This internationalization takes place when Russian students experience academic mobility, as this gives them better opportunities for their personal and professional career both inside and outside Russia. From this perspective, according to Davydova (2017, p. 15):

[...] students see the activity of learning English as a vehicle for geographical and socio-economic mobility (AYDAROVA, 2016, p.18) and are therefore extrinsically and integratively motivated. For this younger generation, the ability to speak English is a form of sociocultural capital (Bourdieu, 1991) that increases their chances of success in finding a better life abroad.

In addition, most of the students tended to have positive ideal self-images associated with English and equally positive attitudes towards learning the language. They also reported high levels of effort in the sense of being ready to invest in the learning process.

Significantly, the results present a different picture from the widely held belief that Russian students are motivated primarily by instruments or by simply mastering a foreign language. In relation to promotion and prevention (instrumental factors), they play an important role in learning motivation, but these factors cannot be singled out as the main parameters at any point during the research.

Instead, motivation in language learning appears to be more influenced by the operation correlated with the established components of the LI automotive system. This was well reflected by the fact that attitudes to learning and using English were more in line with internal factors, i.e. the majority of university students chose English as the language to learn at university.

In addition, there were also elements of extrinsic motivation, which is characterized by the search for external rewards. In this way, students want to learn the language not just because they want to, but because there is a certain incentive in the context or a reward, which goes beyond a desire.

The results obtained from both the questionnaires and the focus groups show evidence of students being driven to learn and use the language by aspects related to both intrinsic and extrinsic motivations.

With regard to external factors (parents, teachers, peers), 59% of the participants in this survey disagreed that their parents' encouragement had a direct influence on their learning LI. However, 51% of those interviewed recognized that their parents believed them to be important and proud of their knowledge of the language. This idea of influence is presented by Gardner (1985, p. 146) when he states that, with regard to beliefs and values, it is necessary to emphasize the importance of the community in which the individual is inserted:

[...] importance, significance of language learning, the nature of expected skill development, and the specific role that various individual differences in the language learning process will influence second language acquisition.

However, parents' expectations remained in a specific sub-group: ES with LI provision. We argue that this is related to the principle of "reciprocal duty" that prevails in Russia, i.e. that parents feel obliged to offer their children the best possible education. In return, it is the children's responsibility to study.

Khalyapina (2017, p. 4) points out that:

In this respect, students can be strongly influenced by their parents' beliefs and values, which are closely linked to their socio-cultural status. Muñoz (in press) draws attention to the so-called PISA report, which also concludes that, in formal language teaching contexts (such as schools), socioeconomic background can determine children's Fluency Language (FL) experience, but parents' educational level is more significant. Influence on FL learning success. Consequently, it can be assumed that socio-cultural status also exerts a strong influence on language attitudes.

This result is in line with the social environment variables proposed by Gardner (1985) in the socio-educational model (Figure 2).

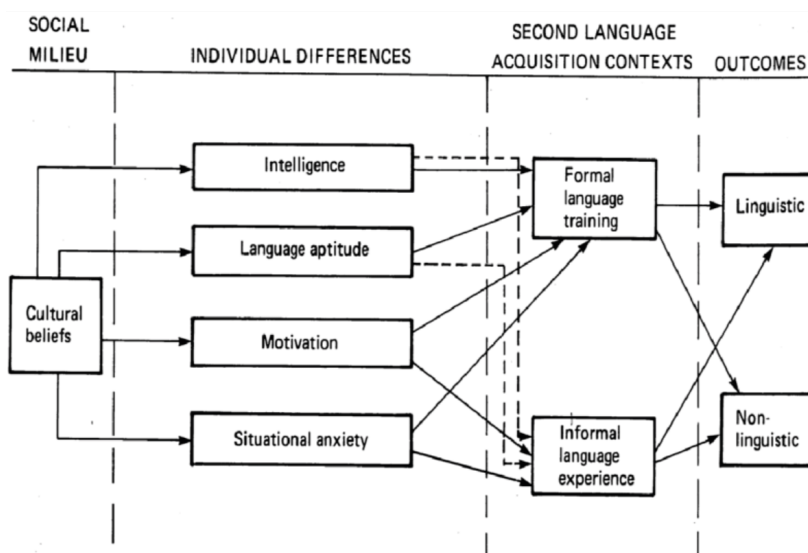


Figure 2 - Socio-educational model.

Source: Gardner (1985, p.147).

Furthermore, in relation to external factors, 75% disagree that they learn the language because of others, i.e. they don't think about learning and using the language to meet cultural norms or societal expectations. The results show that the students' social representations are influenced by the social relationships established in the academic context. In other words, there is a positive identification with the language that motivates students to learn it. This motivation does not derive solely from factors of oppression, but from choice. From this perspective, LI in the context of TSU's internationalization as a social practice has been able to transform relationships and become a strategy that contributes to the production of academic and scientific knowledge and to the global needs of its academic community.

Therefore, the data collected shows that individual motivations were influenced by the macro-social context. In other words, the importance of IL in ES and Russia strongly affects the perception of individuals in a positive, inclusive way and not in a segregationist way, as is the case in many academic contexts in the BRICS countries. With regard to practices that are not segregationist, but mainly

motivational, we would like to highlight the need for studies that take LI into account and discuss alternatives to classic internationalization strategies that meet the needs of countries in the Global South (all BRICS countries). The aim is to promote the creation of language policies to give access to the construction of meanings, possibilities and to break with hegemonic and exclusionary language practices.

Similarly, in the interviews, managers and teachers shared the same perceptions of the importance of IL as a driving force behind intrinsic motivations, as they believe that the internationalization process is only set to grow and teacher engagement in these ILF language practices and policies is inevitable. This position of the teaching and management segment is in line with what is stated in the Global Education Monitoring Report (UNESCO, 2018, p. 122):

Internationally mobile faculty play a key role in the internationalization of higher education. They can integrate international, intercultural and comparative perspectives into education and boost institutions' international profiles.

From this perspective, academic mobility programs are a very strong feature of yet another of the impacts of globalization on education. They are one of the university's internationalization programs, which encourage and facilitate the flow of students and teachers between partner universities. However, at TSU, this feature is not characterized as the greatest tool for enhancing internationalization. In other words, students come to TSU and don't leave it. Furthermore, the global characteristics inherent to the institution end up configuring a differentiated space for ES internationalization.

In addition to what has already been presented, the evidence found reveals that TSU, directly or indirectly, began its private initiatives without specific guidelines and regulations related to a solid language policy. One of the manifestations in the interviews with managers and teachers in relation to the use and importance of LI in the context of ES reported that: *"The university welcomes and develops these skills. It doesn't oblige, but it supports. Most students use the opportunity to develop. [...]".* This statement represents this segment's perception of the motivation generated by the university. In another statement, another perception in relation to IL, on a more individualized level, points out that even in other times, the role of IL was already configured in a categorical and positive motivational framework, as we can see in the excerpt:

Interviewer: *During my undergraduate years. We had very good English at university for the time that it was. There were auditions, there were films, there were recordings. All this is atypical for the Soviet period, but for us, everything was great.*

In addition, Davydova (2017, p. 15-17) states that English teaching in Russia has a long tradition dating back to the era of the Russian empire and that Russian educators follow the trend of other countries that promote English as an international language. This factor can be seen in the words of a course coordinator

about the perceived importance of English for students at ES:

[...] In high school they don't think English is necessary, but when they get to higher education, they are so captured that they almost become the best students because they just go to the United States or abroad and there they go and speak English. The level of speaking and publishing in English is just one of the requirements, they write the articles in English and this forces everyone to start writing in English and they see it as an opportunity.

Thus, it is clear that at TSU there is an ecosystem favorable to the use of IL as a principle of the university's values and mission, adopted by students, managers and teachers. The use of IL follows a *bottom-up* rather than *top-down* process, i.e. as innovations arise related to the knowledge inherent in ES (and here, in particular, to the role of IL), a large part of the academic community mobilizes to appropriate and enhance educational activities. To corroborate this, Rector Edward Galzhinsky reiterates that:

[...] We believe that the production of innovations is the third basic process in the university, along with science and education. The ability to develop knowledge to make people and society useful and introduce it into production is another fundamental task of the university [...] The innovation ecosystem line should include all types of activities: educational and innovative (TOMSK STATE UNIVERSITY NEWS, 2018b).

Of course, for various reasons, this process is evident in younger teachers, as in any other ES institution. However, the most important thing to note is that at no point did motivation appear to be an exclusionary element in a country considered to have no important historical role in language education. On the contrary, TSU has created several ruptures in a decolonial, counter-hegemonic perspective, where internationalization appears as an underlying element in the use of this language.

CONCLUSION

A university that wants to be present and a leader in the field of higher education and scientific and technological development must now increase its inter-institutional and international relations. Undoubtedly, TSU has a different profile in the use and learning of ILF. There is a predominance of ILF in the academic context and in the implementation of language policies in the local and national context, which is seen as a positive attitude in this globalized world, since Russia remains a multilingual state with a multicultural history. These factors end up “naturalizing” the importance of IL in the country and especially at TSU, a phenomenon that differs significantly from, in particular, other BRICS countries and their various university contexts.

Based on the established objective, this article presents the most salient aspects in the internationalization process of ES intertwined with the learning and use of LI at TSU. In doing so, it has provided a comprehensive empirical description of the current autonomous institutional configuration of this HEI.

In this sense, we found that, through the implementation and deployment of PL in the multilingual community at TSU, there is a satisfactory linguistic diversity involved in the internationalization process. In other words, it has been proven that internationalization has developed more effectively in this academic community due to the implementation of consistent language policies available to the entire academic body, which encompass the development of competencies in IL, as well as establishing a collective and substantial articulation between all institutional sectors.

The results reveal an active internationalization that does not only revolve around academic mobility, but recognizes language as essential for carrying out the various actions of the academic community. This is evidence of the efficiency and effectiveness of language

policies at TSU, which place diversity as inherent in most interactions and encourage an ecosystem favorable to language use.

We assume that this ecosystem may be related to the more globalized nature of TSU, which fuels the learning of global English. We found a very consistent pattern in this research: the more advanced or specialized the educational level, the stronger the ideal language sought is LI, even though language policies associated with it have become more visible in the last 10 years.

This doesn't mean that certain aspects don't have a unique weight in the TSU and/or Russian context, but it was clear that the motivation models developed in Eurasian cultural contexts can and should be different in other countries. This is because the motivational system of the TSU university community seemed to offer a relevant and differentiated structure. Related to this point, it is also worth noting that no single factor was found to explain the existence of intrinsic and extrinsic motivations juxtaposed with the internationalization of ES crossed by issues of social representations of LI.

Nonetheless, internationalization is seen as an attitude of intentional engagement in a global world in the construction of meanings and possibilities in a more diverse, plural, intercultural, ethical, political and creative way when it comes to ES-related issues. Although internationalization has become an imperative for many institutions over the years (or, for many others, an excluding factor), we believe that, at this institution, there was and is an intentional process by its agents (students, teachers and managers), which constitutes an *ethos* of the individual/institutional actor and not just of the institution.

Furthermore, internationalization as a local practice of the institution is part of a dynamic and situated process, which takes into account subjectivities, identities and territorialities. In this context, IL is a capital of cultural exchange oriented towards the global community,

which does not disregard dichotomous good/bad views. The idea is to detach it only from consumption, prestige, ranking, meritocracy and the university brand, since the practices employed are collaborative, distributed and transformative in nature. The global is interpenetrated in an imbricated, collaborative and innovative way.

Thus, the reflection and/or perception of the fact that internationalization is a process that cannot be implemented in a segmented way, through one-off actions alone. It needs to become intentional - in the sense of being part

of all the strands of the educational institution - and with this it becomes axiomatic, since representations, practices and attitudes towards the language are diverse, complex and particularized. The lingua franca is not a free zone. It is a transcultural space of power. English's status as a global lingua franca has offered unique opportunities in a wide variety of fields, including academia. In view of this, it is possible to deconstruct certain notions that no longer explain English in isolation from socio-cultural issues. And the challenge is far from over!

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