

ENGLISH IN THE SOUTH: CRITICAL REVIEW

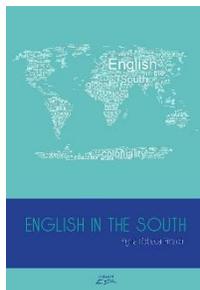
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English in the South takes a pluralistic position to provide a compendium of different views on the process of internationalization and the roles of English in different contexts and countries, including not only some well-established concepts but also uncovering critical aspects related to it. One of the aims of the book is to discuss language, specifically English, within the realm of internationalization of Higher Education (HE). It offers a successful critical analysis of the processes of globalization and internationalization, concepts that are perceived differently considering whether the country being discussed is in the global North or South.

In this volume, Finardi gathers academic perspectives from researchers from Brazil, Chile, Colombia, Greece, New Zealand, and Spain. Such a diversity of countries not only proves the growing relevance of the discussion of English and the efforts towards internationalization of HE, but also provides a paradoxical sample of the discussion of the effects of using English in a Global perspective or that of a Geopolitical North/South divide.

It comes as no surprise that countries in the Global North, and those in the Inner Circle (Kachru, 1996) exercise neocolonial power through the hegemony of the English language which is not a separate force, but linked to economic, political, and cultural causes and effects of globalization (Moore & Finardi, 2019) with direct impact on the internationalization of HE. For this review, we believe it is valuable to limit our discussion of the content of the individual chapters, which is brilliantly provided by Finardi in the Final Remarks of the book. Thus, we focus on three broad central themes that seemed to pervade the chapters, which are (1) the need

for studies that analyze the relationship between local languages and English and how they inform language and internationalization policy in different countries, (2) the reconceptualization of English and its influence on the processes of internationalization *vis-à-vis* the change in the perception of English as a Foreign Language (EFL) to English as an International Language (EIL); and (3) and the relations of power, coloniality, and hegemony of the North over the South that is manifest in internationalization processes oriented to perpetuating the benefits of the global North.

The first theme identified in *English in the South* is the need for studies that analyze the relationship between local languages and English and how they inform language and internationalization policies in different countries.

Baumvol and Sarmento, in Chapter 1, focus on the growing presence of language issues in internationalization conferences. Using de Wit's (2015) definition of internationalization as a springboard for the discussion, the authors restate the "unprecedented mobility that has allowed students, researchers, and professors around the world to study and establish academic and scientific exchanges" (p. 27), as well as the strategic role HE plays in the production and diffusion of science, technology and culture. However, such development and progress stumbles on the important issue of language barrier. The authors also provide a brief historical overview of internationalization strategies in Brazil including recent programs such as the Science without Borders (SwB) and Language without Borders (LwB) programs. Zooming in conference programs from the latest editions of the Brazilian Association of International Education (FAUBAI) Conference, Baumvol and Sarmento carry out a lexical-semantic analysis of the studies presented in the FAUBAI events. The results show a sharp increase in the number of presentations related to language issues in the FAUBAI conferences in the period between 2013 and 2017. Given the increased importance of English in the internationalization of HE, the authors conclude that it is essential to study the processes of language and globalization in tandem as a way to socialize knowledge and empower Brazilian scientific and academic work.

In Chapter 2, Gimenez addresses language ideologies that concern English as a Medium of Instruction (EMI) as part of the recent sanction of language policies in Brazilian universities. The author raises the question of whether the adoption of EMI equals internationalization since it is not only related to outbound mobility, but also to a growing interest in incoming mobility. Gimenez questions how effective EMI can be within Brazilian institutions since Portuguese is the dominant academic language, and very few courses are taught in English, an idea that is also discussed by Archanjo and Barbosa (Chapter 3) who also point to the same obstacle for internationalization, given how artificial it might seem to teach in English in a context where most students are Brazilian and we can add, most foreign students come from Spanish speaking countries.

The second theme, regarding the reconceptualization of English and its influence on the processes of internationalization *vis-à-vis* the change in the perception of English as a Foreign Language (EFL) to English as an International Language (EIL), emerges from a critical analysis of the relationship between language and privilege in a globalized society. Sifakis (Chapter 5)

focuses on teaching and learning from an English as a Lingua Franca (ELF) awareness perspective. The author explains that scholars and teachers in Greece reported difficulties combining ELF and EFL pedagogical practices, though later it was understood that there was no competition between both orientations, which could work alongside in English as a Second Language (ESOL) contexts. Sifakis provides evidence of different studies to support the argument that there is, indeed, a growing awareness that the view of English has evolved from that of a foreign language to a way of communicating that involves many aspects of life other than the school settings. Sifakis suggests that an ecological perspective which focuses on English language practices based on ELF concepts will help teachers and students exercise autonomy in the classroom.

Acknowledging how “processes of internationalization have transformed our world and changed the way we view and understand the English language” (p. 164), Farias and Hadu (Chapter 6) provide a historical overview of English language policy in Chile and present the results of a study that analyzed Chilean high school students’ perceptions of EFL and English as an international language. Building upon Kachru’s (1996) concept of world Englishes, Yashima’s (2009) notion of international posture, and Gardner’s (1972) discussion of motivation, the authors argue for a shift from traditional understanding of EFL to a global concept of English as an international language that motivates students to move away from instrumental purposes to perceiving the “need to participate in the international flows of communication” (p.172) with direct implications for English teacher education.

In Chapter 7, Mejía provides a discussion of the development of English language policies in Colombia and the influence from institutions like Cambridge University and the British Council. Mejía points out that language policy in Colombia has been historically motivated by political pressure, reinforced by the General Law of Education of 1994. The law, however, did not consider the limitation in teacher training and education. To correct such deficiency, the government created a teaching fellowship program to support foreign and Colombian teachers. The partnership led to partial improvement and resulted in increased “native speakerism”, which limited empowerment and motivation of Colombian teachers. Mejía also claims that Colombian policies are not informed by research which results in the lack of studies that evaluate the success of bilingual education programs while calls for more research on the topic.

The uneven relations of power between the global North and South are often demonstrated through coloniality and hegemony. While the dynamics of this process are not always explicitly discussed in studies of language and education, Archanjo and Barbosa (Chapter 3) claim that, since Brazil is a country located in the global South, scholars should question the exponential growth of English in HE and the forces fueling this movement. The authors’ claim is based on research with teachers and students in a Brazilian institution to discuss the interrelations of globalization, power, language, and knowledge within HE internationalization. Results of Archanjo and Barbosa’s study point to the conclusion that the academic community still opposes EMI and suggest that this resistance might be due to the values and practices

underlying its use. The authors argue that alternative possibilities should be considered for internalization goals, such as, the diversity that can be promoted through multilingual approaches.

Informed by decolonial perspectives, Jordão (Chapter 4) discusses the homogenizing processes that may silence the plurality found in local practices in order to achieve the status of international. Jordão subdivides her work into 3 sections. The first part deals with the diversity that has been brought to light by internationalization and how both institutional and classroom settings are struggling with what means to meet internationalization patterns. It then discusses the homogenizing processes that might suppress diversity to create a universalist perspective of HE. The last section refers to the works of authors that hold the decolonizing view that Latin American groups should pose resistance to the power of Europe. In Jordão's own expression of border thinking, the author proposes what she coins an *epistemophagy*, referring to the critical selection of knowledge and ways of meaning making. The conclusions indicate the need for English development incentives, since very few scholars feel confident enough to use EMI.

Ortega starts Chapter 8 with a critical analysis of the Colombia Bilingüe Program from a post-colonial perspective. According to the author, language policy in Colombia has largely been influenced by the goal of increasing Colombia's competitiveness in the international scenario. This economic orientation has led to elevated influence of agencies like the British Council and the Council of Europe, which invest in an English language "industry" (p. 199) in Colombia. Language ideology in Colombia has systematically neglected Spanish dialects and other indigenous languages spoken in the area in favor of a limited/limiting bilingualism of Spanish and English. This reflects Bourdieu's idea of cultural capital that is valued as it is represented in the values of the dominant class. The bilingual model described by Ortega is directly opposed by the one implemented in Costa Rica and Bolivia, presented by Ortega as non-hegemonic models that allow for pluricultural and plurilingual integration of curriculum.

As the title of Chapter 9 "Confronting the English language *Hydra* in *Aoteaora* New Zealand" suggests, it focuses on the division caused by language and culture inside a country with the enforced linguistic assimilation. New Zealand has historically neglected Maori people and language, aligned with the expectation that the dominant population speaks English. Rapatahana alerts to the fact that the *reo Māori*— as well as other minority languages from the Pacific - are still optional in school curricula across the country, which can potentially lead to their extinction in the future.

Moore and Finardi (Chapter 10) bring the perspectives of their universities located in Spain and Brazil to look at the dichotomy between the North and South both in terms of geopolitical and globalized forces throwing light on the relation between language and power. Moore and Finardi argue that globalization is often seen as negative for minorities in the global South which tends to look skeptically at the influence of English, internationalization, and globalization even though it also brings benefits through its synergetic, cooperative, and universalistic nature (p. 267). As a solution, the authors defend the study of new Englishes as a way to strengthen locality without sparking nationalism. Furthermore, new concepts of

planetaryization, and ecopedagogy (Torres, 2014; Santos, 2005) push new critical views of internationalization that propose partnerships that are beneficial for all stakeholders.

Internationalization has become a much-discussed topic in global times, especially because of its impacts and relations with the use of English in different contexts. As Menezes de Souza observed in the Introduction section, the role of English should be discussed by emerging voices and perspectives that address a variety of cultural and regional issues. A critical adoption of internationalization policies will welcome multilingualism on campus. The crucial challenge is to find a way for the global South to overcome its invisibility in the current educational context of globalization. This book is an excellent contribution in that sense.

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