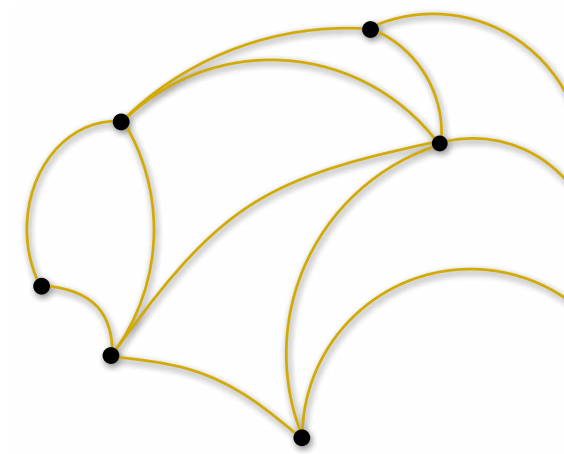


Presentation



Internationalization and Culture:

Language Mediation in the Contemporary World

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We live in a time when geographical borders are becoming increasingly permeable to the dynamics of the circulation of people, knowledge, cultures, and languages. In this context, internationalization emerges as one of the most significant phenomena of our time, permeating educational institutions, public policies, academic practices, and individual experiences. However, understanding internationalization solely as physical mobility, institutional cooperation, or inclusion in global rankings means reducing the complexity of a process deeply marked by identity negotiations, epistemological disputes, power relations, and multiple forms of linguistic and cultural mediation.

It is within this framework of reflection that the book **Internationalization and Culture: Language Mediation in the Contemporary World** is situated. The volume brings together researchers from different institutions and fields of knowledge committed to a critical understanding of internationalization, conceived as a social, political, linguistic, and cultural phenomenon that transcends the limits of the instrumentalist and market-oriented approaches frequently associated with the topic.

The chapters in this collection share a common perspective: the advocacy of an internationalization committed to intercultural dialogue, cognitive justice, the promotion of linguistic and cultural diversity, and the development of more inclusive and socially responsible educational practices. At the same

time, each text offers a unique perspective on the different experiences, contexts, and challenges that define the field of internationalization today.

The chapter “Language, Identity, and Academic Exchange: A Discursive Approach to Internationalization Shaped by Power Relations in a Brazilian Case Study,” by Olira Saraiva Rodrigues and Ivonete Bueno dos Santos, proposes an analysis of internationalization from the perspective of discourse studies. Drawing on the journey of a 14-year-old Brazilian student attending middle school in the United States, the authors investigate how language, identity, and power relations interplay in shaping student mobility experiences. The account challenges simplistic conceptions of internationalization and highlights that processes of participation, belonging, and recognition are continually negotiated in intercultural contexts.

Next, the chapter “International Continuing Education and Expansive Learning: A Study of Extracurricular Activity Clubs,” by Nilceia Bueno de Oliveira, demonstrates how international teacher training experiences can trigger processes of pedagogical innovation in local contexts. Drawing on a training experience in Canada, the author analyzes extracurricular activity clubs as active methodologies capable of promoting student agency, autonomy, collaboration, and expansive learning. The text highlights that internationalization can serve as a powerful space for the exchange of educational practices, fostering the development of new teaching and learning models committed to the holistic development of individuals.

Next, Tamara Angélica Brudna da Rosa, Rosana Helena Nunes, and Kleber Aparecido da Silva present the chapter “Challenges of Internationalization in Vocational and Technical Education: Linguistic Plurality and Collaboration in South-South Networks.” The authors develop a critical analysis of internationalization policies and practices in Brazilian Professional and Technological Education, addressing the historical asymmetries present in relations between the Global North and South. Inspired by Freirean and decolonial frameworks, the text highlights the relevance of South-South cooperation, linguistic mediation, and cognitive justice as strategies for building a more equitable, plural, and committed internationalization that values epistemologies produced in historically peripheral contexts.

The following chapter, “Language Education and the Role of CECLLA in the Internationalization of a University in Northern Brazil,” by Kleber Aparecido da Silva and Daniella Corcioli Azevedo Rocha, offers a reflection on critical

language education as one of the pillars of university internationalization. Drawing on the experience of the Center for Continuing Studies in Literature, Linguistics, and the Arts (CECLLA) at the Federal University of Tocantins, the authors discuss how practices of translanguaging, linguistic inclusion, and the valorization of borderline identities can contribute to the construction of internationalization processes that are more democratic and sensitive to cultural diversity. The chapter highlights that internationalization is not limited to the international mobility of students, but also involves embracing differences and expanding opportunities for participation by historically marginalized groups.

Closing the book, the chapter “Internationalization: Paths of Memory and Dialogue in Higher Education,” by Carla Conti de Freitas, offers a sensitive and reflective approach to internationalization based on the memories she has built throughout her career as a professor, researcher, and university administrator. Inspired by the thought of Paulo Freire, the author articulates the concepts of memory, interculturality, community, and dialogue to discuss experiences of internationalization at home and internationalization within the community. By drawing on practices developed at the State University of Goiás, the text demonstrates that internationalization can be built upon the appreciation of local cultures, the strengthening of collaborative networks, and the promotion of intercultural encounters that respect the identities and knowledge of the different individuals involved.

Taken together, the chapters reveal that language occupies a central position in internationalization processes. More than a tool for communication, it constitutes a space for the production of meaning, identity construction, cultural negotiation, and the exercise of power. Language appears, in this work, as a fundamental mediation between individuals, cultures, institutions, and knowledge, allowing for an understanding of internationalization in its human, social, and political dimensions.

By bringing together studies that bridge Applied Linguistics, Education, Cultural Studies, Discourse Studies, and critical perspectives on internationalization, this book reaffirms the need to develop internationalization practices committed to inclusion, diversity, interculturality, and the democratization of knowledge. In times marked by intense technological, geopolitical, and cultural transformations, reflecting on the mediations of language in internationalization processes also means reflecting on the ways

in which we build more supportive, pluralistic, and socially just relationships on a global scale.

We hope that the reflections gathered here will contribute to broadening academic debates on internationalization and inspire new research, policies, and practices committed to a transformative, dialogical, and intercultural education.