

Scientific and technological agreements for international cooperation (STAIC): A study of its generic structure potential

Convenio técnico científico: Um estudo da estrutura genérica potencial

Adriane, COELHO (UTFPR)¹
Nadia, KOVALESKI (UTFPR)²
Silvia, GAIA (UTFPR)³

RESUMO

A Internacionalização é uma estratégia importante para a participação das Instituições de Ensino Superior (IES) no processo de globalização. Por esta razão, a comunidade acadêmica tem procurado entender seu funcionamento. Sabe-se que as ações que compõem nossas vidas, inclusive a vida acadêmica, as quais incluem a cooperação internacional entre universidades, são compostas por diferentes gêneros discursivos. Entretanto, é escasso o número de gêneros analisados nessa área, o que evidencia a necessidade de investigá-los. Nesse trabalho, 10 STAICs foram utilizados para investigar sua Estrutura Genérica Potencial (Hasan, 1985, 1996, 2004). Esses textos provêm de instituições Federais, Estaduais e Privadas de Ensino Superior. Os resultados revelam que os STAICs são um gênero textual administrativo, que apresentam elementos obrigatórios e opcionais na sua estrutura genérica potencial. Este estudo pode ser relevante para todas as áreas do saber, em especial, as áreas de Educação e Linguística.

Palavras-Chave: Convênios Técnico e Científico Internacional, Gênero, Estrutura Genérica Potencial.

ABSTRACT

Internationalization is an important strategy for the participation of Higher Education institutions in the process of globalization. The academic community has sought a better understanding of its workings. It is well known that the actions that make up our lives, which include texts such as the international cooperation among universities, are partially constituted by different genres. However, due to the scarce number of textual genres analyzed in this area, there is a growing need to investigate them. In this work, 10 STAICs were used in order to investigate the Generic Structure Potential (Hasan, 1985, 1996, 2004). The selection was based on samples of STAICs from Federal, State and Private Brazilian Higher Education institutions. The results show that the STAICs are an administrative genre that presents obligatory and optional elements in its Generic Structure Potential. This study may be relevant for all areas of knowledge, in special Education, Linguistics.

Keywords: *Scientific and Technological Agreements for International Cooperation, Genre, Generic Structure Potential.*

¹ Universidade Tecnológica Federal do Paraná, Ponta Grossa, Paraná, Brasil. Departamento de ensino; ORCID: <https://orcid.org/0000-0002-8536-1942>; e-mail: adriane.salm@gmail.com

² Universidade Tecnológica Federal do Paraná, Ponta Grossa, Paraná, Brasil. Departamento de ensino; ORCID: <https://orcid.org/0000-0002-2440-6991>; e-mail: nadia@utfpr.edu.br

³ Universidade Tecnológica Federal do Paraná, Ponta Grossa, Paraná, Brasil. Departamento de ensino; ORCID: <https://orcid.org/0000-0003-2555-4862>; e-mail: gaia@utfpr.edu.br

1. Introduction

According to UNESCO (2020), in 2016, 5.1 million people crossed borders to obtain a diploma. Between 2010 and 2016, the student population participating in foreign exchange grew an average of 5.1% per year. At this rate, the number of exchange students is expected to exceed 10 million by 2030, representing 3.9% of the world's students (UNESCO, 2020).

This fact symbolizes the growing interconnection of higher education systems and a globalization of professional opportunities.

The countries that receive the most students are the United States, the United Kingdom, Australia, France and Germany. The countries that send the most students are China, India, Germany, South Korea and Nigeria (UNESCO, 2020).

Brazil currently has 58,841 students abroad, which represents 1.1% of the world total (UNESCO, 2020). Between 2012 and 2015, the academic mobility program “Science Without Borders” was implemented by the government. This cultural short-term program had the merit of putting Brazilian universities in contact with universities from various parts of the globe in the main areas of research and development interest in Brazil. Most Brazilian universities have international offices, either Federal, State or Private, and have offered international mobility programs (PAGANI et al., 2016).

Considering the need to look at these different practices in internationalization, in this study, I examine the Scientific and Technical Agreements for International Cooperation (henceforth STAICs) in terms of the generic structure potential. Do these STAICs have one specific kind of overall organization? What are the obligatory and optional elements in these texts?

In order to answer these questions, first, I provide information regarding methodological procedures and the overall results for the analysis of the Generic Structure Potential. Then, I present general information about the obligatory and optional elements (Hasan, 1996, 2004) of the STAICs as revealed by the analysis. Next, I analyze each element providing lexicogrammatical evidence of their realization in the selected STAICs. Finally, I briefly discuss the representative elements of the Generic Structure Potential of the STAICs and present the concluding remarks.

2. Generic structure potential (GSP)

The Generic Structure Potential of a text is its actual structure, which is constituted by the occurrence of an array of obligatory and optional elements, and their conventional ordering. These elements are referred to as ‘a limited set of actions which have some consequences in the progression of the text’ (Hasan, 1985, p.55). So, each genre is typified by a generic structure potential.

The occurrence of specific elements of text structure is motivated by the contextual configuration (CC for short), i.e., a set of variables that realize field, tenor and mode (Hasan, 1989). “It is this configuration that determines the obligatory and optional elements in the text structure” (Hasan, 1989, p.55).

The element context in the configuration of context is constituted by the following variables:

‘Field of discourse – the kind of act that is being carried out and its goals (praising, blaming, informing)’. The cooperation among higher education institutions for the transfer of science and technology (Halliday, 1985, p.12).

The STAICs constitute interactions that are public documents characterized by the legitimacy of information in relation to scientific and technological agreements for international cooperation among different types of higher education institutions. They govern (formalize) the academic international cooperation between institutions for the purposes of encouraging academic activities, for example: the exchange of scientific and technological knowledge through categories of academic activities, which may involve joint research projects, joint organization of courses, seminars and conferences, exchange of academic materials, and exchange of faculty, students and staff members. The social participants in this discourse are expected to cooperate jointly in terms of the development of academic categories of activities proposed.

So, in the STAICs language is being used to govern and establish the terms and conditions for the development of inter-institutional international scientific, technological and cultural cooperation. It implies the elaboration of clauses that celebrate the academic, scientific, technological cooperation between and among the participating educational organizations. These clauses consider aspects such as who participates in the cooperation, what are the objectives of the cooperation, what scientific, cultural, academic projects and programs of activities shall be developed through the cooperation, which also include the rights, obligations and privileges conferred upon students and teachers participating in these programs, the duration of the cooperation, and who will be involved in the coordination and assessment of the projects.

“Tenor of discourse – the agent roles: the participants (parent and child, author and reader, etc); degree of control of one participant over another: hierarchical or non-hierarchical (friend to friend, specialist to audience, etc); social distance: minimal or maximal (participants have infrequent encounters, participants are known to each other outside that particular context, etc)” (Halliday, 1985, p.12). The universities, for example, are the main actors or social participants in the cooperation. As expressed in the macro orientations by Unesco (UNESCO, 2020) about the new trends for higher education in the 21st century, these institutions must draw on strategies for their internationalization that involve different

modalities of actions. Starting with an internalization policy, which shows the academic cooperation as its underpinnings. Academic activities such as exchange of students, teachers and managers, the insertion of international cooperation networks, and collaborative research projects are the means by which international cooperation should become effective (Stallivieri, 2004).

In view of this, teachers and students from all over the world with different cultural backgrounds are eligible to participate in the agreements. Different agreements foresee different academic working plans that involve the prescription of determined roles to students and teachers and staff members in the various academic cooperation programs.

In this work, as already specified, the participating Universities are Brazilian Universities and foreign Universities. The foreign Universities consist, in its majority, of North American Universities. In relation to the Brazilian Universities, the largest number of agreements were signed between Private Brazilian Universities and North American Universities.

As states Stallivieri (2004, p.45)⁴:

Especially in the last decade, one can notice a very significant increase in the number of documents signed between institutions, mainly between governments and between Brazilian and foreign universities, with special emphasis on North-South cooperation.

“Mode of discourse – the role language is playing (constitutive or ancillary); process sharing (monologic or dialogic); channel (graphic or phonic); medium spoken-with or without visual contact, or written” (Halliday, 1985, p.12).

The mode of discourse of the agreements under investigation is characterized as a constitutive, graphic, written text. All the agreements must be in written form, they must be written in various copies in the different languages pertaining to the countries involved in the cooperation.

“While the context of situation determines the situation (in terms of field, tenor and mode) in which certain actions develop, the genres determine the language doing the work relative to that situation” (Motta-Roth, 1995 p.37).

As stated by Hasan (1996), ‘the relevant factors of the environment are causally related to the elements of the text structure’ (p.51). She further explains that ‘the text is a verbal expression of the social activity’ (p.51), adding that ‘a generalized statement of text structure can be achieved by reference to the social activity’ (p.51). It is possible to infer from Hasan’s statement that all texts show a structure: even the most informal conversation has systems of turn taking, for instance, which make up a part of its structure. The scientific and technological agreements are also organized in a determined way and their

⁴ Especialmente na última década, pode-se perceber um aumento muito significativo no número de documentos firmados entre instituições, principalmente entre os governos e entre as universidades brasileiras e as universidades estrangeiras, com especial ênfase a cooperação Norte-Sul.

structure reflects the social academic practices represented by them. So much so that an investigation of how the scientific and technological agreements are structured will directly contribute to an understanding of their social purposes.

For Hasan (ibid) no other semiotic code replaces the role of language in the realization of texts and the elements of its structures. Hasan has developed a general approach for investigating text structure. Among the questions asked by her are: “are there any properties that a text must possess in order to be seen as an instance of a given genre?” The same question is asked in respect to the STAICs in this paper.

The Generic Structure Potential (GSP henceforth) of a text is, according to Hasan (1996, p.53), ‘an abstract category that describes all the possibilities of textual structures available within the texts’. This category may also be found in the investigated agreements.

As explained by Hasan, the GSP is meant to highlight the variant and invariant properties of textual structure within one given genre. In order to achieve the GSP all the elements of structure of the agreements whose presence is obligatory, if they are to be regarded as a complete instance of this genre by the members of the academic community; it must also enumerate all those elements whose presence is optional, so that while affecting the actual structural shape of a particular text, does not affect that text’s generic status; and last, the GSP must specify the obligatory and optional ordering of the elements vis-à-vis each other, including the possibility of iteration (Hasan, 1996, p.53).

So, the GSP of a text specifies the elements that typically occur in order for a text to be recognized as a specific sample of a certain genre, and the optional elements constitute the possible variation of that genre. In the selected agreements there are obligatory elements and optional elements.

Hasan (1996, p.53) also emphasizes that ‘the GSP is analogous to a system, while the structure of an individual text is just one possible instantiation of some particular path by the GSP’.

Each agreement investigated may then show one possible option or clustering of text structure in its overall GSP system. Therefore, the GSP carries no implications about which possible structural configuration a text is going to manifest. However, as stated by Hasan (ibid) ‘a text is perceived as complete if it realizes all the obligatory elements because these are the elements that are fundamental to the generic status of the text’. So, there may be structural differences between texts of distinct genres and there may also be difference between texts of the same genre.

As can be deduced, in the GSP, the term potential implies that the combination of the obligatory and the optional elements is what identifies a given instantiation or occurrence of a certain genre. The GSP is characterized by the presence of obligatory and optional elements. It is the use of relatively fixed, obligatory elements in a certain sequence of events that restricts a genre and allows the distinction between and among different genres (Hasan, 1996).

In addition, there may be optional elements that may occur in a given genre. There is no need for these elements to occur in all the instances of the realization of a determined genre, but they may be shared by related genres (Halliday & Hasan, 1989, p.61).

The writer/speaker in a social situation may have choices, he/she may decide to choose from within a generally fixed generic structure, i.e., within a relatively fixed range of obligatory elements. Texts that belong to such a genre might show as constituents certain semantically defined elements. The Generic Structure Potential identifies the possible sequential order and the variations of generic elements (ibid). Hasan's framework has been used in order to identify the elements of the inter-institutional agreements (obligatory, optional and recursive elements). The aim is to identify all the obligatory and optional elements in order to investigate which actions are always recurrent, which ones are optional, i.e., depend on the writers', speakers' choice in a determined context, and which ones are recursive, i.e., which ones iterate in different elements throughout the development of the STAICs.

2.1 Procedures for the GSP analysis of the STAICs

For analytical purposes, 10 STAICs were used in order to investigate the Generic Structure Potential (Hasan, 1985, 1996, 2004). The choice of selection was based on the fact that these texts constituted samples of STAICs from different contexts of Brazilian higher education institutions, namely, Federal, State and Private Brazilian Universities. The STAICs selected for the purpose of genre analysis were:

Table 1. STAICs analysed

Selected agreements	Brazilian institutions	Foreign institution
Agreement T1	Universidade do Vale do Itajaí	The University of Dallas Graduate School of Management
Agreement T2	Universidade de São Paulo	The University of Calgary
Agreement T3	Universidade do Vale do Itajaí	The University of Dallas
Agreement T4	Universidade do Vale do Itajaí	The University of Dallas
Agreement T5	Universidade do Vale do Itajaí	The University of Dallas
Agreement T6	Universidade Federal de Santa Catarina e Faculdades Unificadas da Região de Blumenau	Virginia Polytechnic Institute and State University
Agreement T7	Universidade Estadual do Centro Oeste	The University of North Texas
Agreement T8	Universidade de São Paulo	The Regents of The University of California Davis

Agreement T9	Universidade do Estado de Santa Catarina	University of Wisconsin-Madison
Agreement T10	Universidade do Estado de Santa Catarina	University of Southern California

Source: Own authorship (2019)

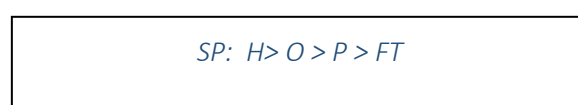
The number of participants in each of the selected agreements ranged from two to four participating educational institutions.

As shown in Table 1, there are 5 different Brazilian higher education institutions, namely, Universidade de São Paulo, Universidade do Vale do Itajaí, Universidade Federal de Santa Catarina, Universidade Estadual do Centro Oeste, and Universidade para Desenvolvimento do Estado de Santa Catarina; and 7 foreign institutions, namely, The University of Dallas Graduate School of Management, The University of Calgary, Virginia Polytechnic Institute and State University, The University of North Texas, The Regents of The University of California Davis, University of Wisconsin-Madison, and University of Southern California.

The qualitative analysis of the data consists of an investigation of the obligatory and optional elements that constitute the selected STAICs (Hasan, 1996).

As shown in Table 1 and illustrated in Figure 1, the data investigated reveals that for the selected STAICs the following structure potential may be postulated: Heading, Objectives, Provisions, and Final Terms of the Agreement, which may unfold into the following obligatory elements: Duration, Resources, Amendment, Termination and Signature. The STAICs optional elements include: Institutional Information, Institutional Location, Presentation of Scientific Areas of Cooperation, Academic Categories for Cooperation and Participatory Norms, Deadlines and Chronograms for Execution of Categories of Academic Activities, Attainment of Resources for the Students and Teachers Participation in the Academic Categories Established and Coordination of Projects, Other Legal Implications, Review of the Elements of the Agreement.

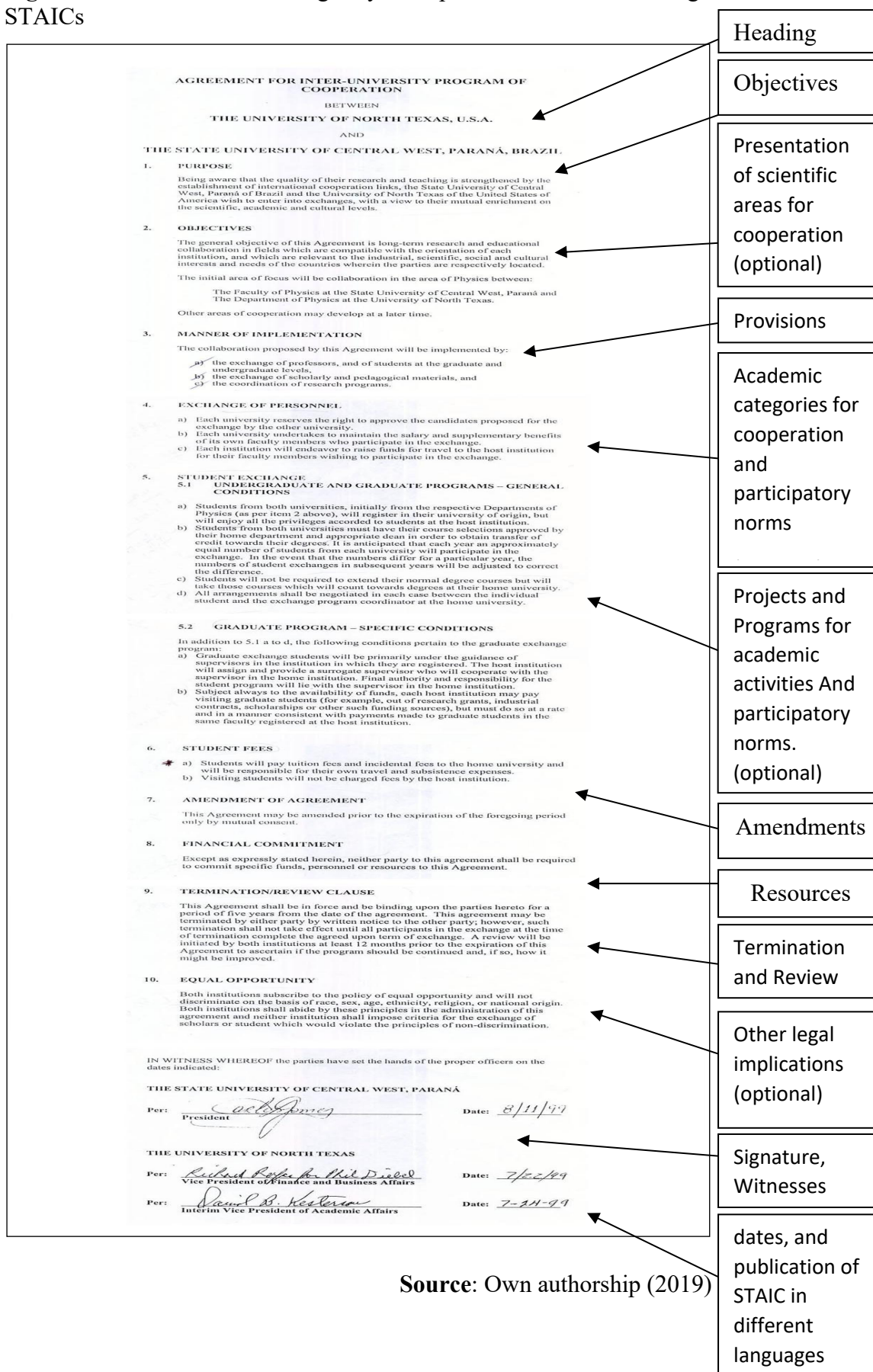
Figure 1. Obligatory elements of STAICS.



Source: Own authorship, 2019

The figure above shows the obligatory elements of the STAICs: The Structure Potential (SP) of the investigated agreements which consists of the Heading (H), Objectives (O), Termination of the agreement (T), and Final terms of the Agreement (FT).

Figure 2. Illustration of the obligatory and optional elements in the organizational structure of the STAICs



In this work, for analytical purposes, the selected texts constituting the samples of analysis are referred to as T1 (selected STAIC 1), T2 (selected STAIC 2), T3 (selected STAIC 3) up to T10 (selected STAIC 10) according to the agreements displayed on Table 1 .

Table 2 below shows all the obligatory and Optional Elements found in the investigated STAICs:

Table 2. Obligatory and optional elements

H	Heading- obligatory element
I	Institutional information-optional element
L	Institutional location - optional element
SA	Presentation of the scientific areas for cooperation- optional element
O	Objectives (the aims of the cooperation)- obligatory element
P	Provisions- obligatory elements
AA	Programs and projects for academic activities- optional element
PN	Academic categories for cooperation and participatory norms- optional element
DC	Deadlines and chronograms for execution of categories- optional element
R	Funding for the students and teachers participation in the academic categories established and coordination of projects- optional element
FT	Final terms of agreement- obligatory element
D	Duration of the cooperation- obligatory element
Re	Resources, including the source of financing, and resource Responsibilities- obligatory element
A	Amendment element that realizes the rights to amend or modify the cooperation agreement – obligatory element
T	Termination date of agreement - obligatory element
OL	Other legal implications - optional element
Rv	Review of the elements of the agreement - optional element
S	Signature element – obligatory element

Source: Own authorship (2019)

3. Analysis of the elements of the generic structure potential of the STAICs

From the 10 STAICS investigated, 100% overtly show the element Heading, 100% show the element Objective and 100% show the element Provision. Likewise, 100% of the investigated agreements

show clauses for duration of the cooperation, for resources, modification, rescission, and signature clauses. The variation found in the analysis of the agreements occurs at the lexicogrammatical levels. It is important to mention at this point that the selected STAICs showed all mandatory elements required by the Brazilian Federal Administrative Law (Meirelles, 1987).

Table 3. Generic structure potential of the STAICs: Obligatory and optional Elements of the STAICs described in the Table 2 above.

Obligatory Element	Optional Elements
Heading (H)	I, L, SA
Objective	
Provisions	AA,PN, DC, R
Final Terms: Duration (D) Resources (Re) Amendments (A) Termination (T) Signature (S)	OL Rv

Source: Own authorship (2019)

As mentioned before, not all agreements will show every element of the structure potential overtly. However, the agreements may only be considered complete when they show all of their obligatory elements.

STAICs

In the initiating elements, the Heading (H) is obligatory and is realized by the names of the participating institutions and their intent to cooperate as well as by nouns that provide information about the participating institutions and their respective location. In the element Objective (O), the institutions show their mutual objectives towards the cooperation. This element is obligatory and may iterate in different elements of the agreements, i.e., it does not follow a specific order. The realization of the Scientific Areas for Cooperation (SA) is an optional element, which may occur in different order throughout different elements in the agreements.

The Provisions (P) is an obligatory element in the agreement that proposes the establishment of programs of academic activities. The Provision element states the categories of academic practices to be implemented by the participating institutions in the agreements. Moreover, in this element, there may appear information such as the statement of Academic Categories of Activities (AA) and students and teachers' participatory norms (PN) such as norms for exchange programs of students and teachers,

research projects. Included in these norms are the responsibilities, rights, privileges, duties of the participants involved in those academic categories (an optional element); elaboration of deadlines and chronograms for the execution of those categories (DC); and Costs for participation in the categories and coordination of categories are considered optional elements (R) (optional element).

In the Final Terms of the Agreements, the Duration of the cooperation (D), the establishment of the period of the duration for the academic proposals of cooperation is an obligatory element. Likewise, the element Resources (Re) that involves the specifications related to the roles ascribed to participants for the attainment of resources for the execution of the roles ascribed in the cooperation is an obligatory element. The Amendments or Modifications (A), which is also an obligatory element, consisting of the establishment of the right ascribed to the participating universities that allows the possibility for the Modification of the agreement at the level of its clauses. The element Termination or Rescission (T) is an obligatory element that establishes the date in which the cooperation is to terminate. The Other Legal Implications (OL) element and Review (Rv) element are optional and involve respectively the establishment of norms on discriminatory matters and cooperation review. And last, the Signature element (S), which encompasses the signature of the responsible personnel. The signature represents the liability conferred to what has been established and declared in the STAICs and determines for the publishing of the STAICs in different languages relative to the countries of the parties involved.

These elements will be further discussed in the analysis of the GSP of the agreements below.

Analysis of the obligatory and optional elements of the STAICs

According to the exemplification of the elements of the STAIC's above, the following is a discussion on each of these constituting elements.

Headings

The Heading element involves the characterization of the participants of the cooperation and its legal representatives as a means to assert their joint participation in the agreement (Manual de Convênios Internacionais, 1991- my translation). In the "heading element", the credentials of the institutions involved in the agreements are stated. The different institutions clearly and fully state their legal names at this part of the agreement and their will to participate co-jointly in the roles ascribed to them, which legitimizes their academic agreement. Credentials are presented through the identification and classification of the participating institutions by their names and other information such as their location and other relevant legal information as described in the examples below.

Agreement for Inter-University Program of Cooperation between The University of North Texas, USA and The State University of Central West Parana, Brazil(T7)

Agreement for Educational and Scientific Cooperation between The College of Engineering University of Wisconsin-Madison and The Faculty of Engineering Universidade para o Estado de Santa Catarina – UDESC (T10)

Terms of Agreement between The Federal University of Santa Catarina, Florianópolis, Santa Catarina and Faculdades Unificadas da Região de Blumenau (FURB), Blumenau, Santa Catarina and Virginia Polytechnic Institute and State University, Blacksburg, Virginia (T6)

The analysis of the heading element contributes to evince linguistic similarities, i.e, all agreements show nominals indicating the name of the universities participating in the cooperation in theme position. This indicates that these institutions are the actors, the protagonists of the cooperation.

Information on the participating institutions

Some realizations of the Heading may present historical information regarding the foundation of the institution, reasons for the foundation of the institutions, location, background information about the institutions involved, and information regarding the legal representation and liability of the institutions involved. This information legitimates the legal and social status of the institutions involved in the agreements, which may contribute to provide credibility in relation to scientific and technological production and the institutional availability of resources for investing in these activities as well as their prestige with international agencies.

Ex.1:

“Campus Luiz de Queiroz”, located at Piracicaba, SP, Brazil, is one of the five campi of The University of São Paulo, founded in 1934 ... It is a State University, in The State of São Paulo being judicially and financially autonomous.(T8)

UC Davis declares that it is one of the nine campuses of The University of California, an institution created by The State of California in 1868 to impart higher education and to plan and carry out research programs for the purpose... . It was created by The Organic Act of 1868, which established it with appropriate judicial and financial support at The State level, and as a land grant institution of The United States under the Morrill Act of 1862. (T8)

Whereas The University of São Paulo, located in São Paulo, the capital of the State of São Paulo, Brazil, is an autonomous state institution approved by Resolution 3.641 of Oct. 7th, 1988, and Resolution 3.745 enacted October 19th, 1990, and registered at Cadastro Geral de Contribuintes under n.(T8)

Whereas the legal representation and liability of The University of São Paulo is the responsibility of its Rector, ..., according to the deliberations of the Budget and Patrimony Commission in its session dated July 26th, 1994 and July 3rd, 1996 based on Brazilian law n. ... (T2)

And whereas The University of Calgary, located in the Province of Alberta, Canada, is a Corporation created pursuant to The Universities Act of the Province of Alberta, being Chapter 378 R.S.A. 170, and amendments thereto. (T2)

The representing personnel from each participating institution in the STAICs may be identified by their names, as for example:

And whereas the legal representation of The University of Calgary is The Governors of The University of Calgary, in this agreement is represented by President⁵ Terrence H. White. (T8)

Objectives

In the ‘Objective element’, the participating institutions present their general goals towards academic cooperation. The institutions involved establish that cooperating for research, teaching and extension is their major role, as shown in the examples below:

The objective of this agreement is to foster collaboration between The University of São Paulo and The University of Calgary (T2)

The objective of this agreement is to combine efforts and resources of the three universities for the strengthening of teaching, research, and extension. (T6)

The general objective of this Agreement is long-term research and educational collaboration in fields which are compatible with the orientation of each institution, and which are relevant to the industrial, scientific, social, and cultural interests and needs of the countries wherein the parties are respectively located. (T7)

The celebration of an agreement is geared by the mutual interest of both parties involved. The objective element is not recurrent in the sequential order pin-pointed, it may occur more than once in the investigated agreements without any strict order or labeling such as in the examples above where the lexical item ‘objective’ is realized in theme position. Other than this, the objective element may appear in other realizations such as for example:

⁵ Different countries will have different labels for the University’s chief office, i.e., in Brazil the Universities have Rectors as their chief representatives, however, in The United States, the label President is also used for the chief representative in some institutions.

The college of Engineering of the University of the University of Wisconsin-Madison and The Faculty of Engineering, Universidade para o Desenvolvimento do Estado de Santa Catarina – UDESC will endeavour to cooperate in the field of engineering and scientific education and research under mutual agreement. (T6)

In this example, the verb ‘endeavour’ realizes the objectives of the participating institutions in the Heading element, which is to cooperate in the field of engineering and scientific education and research under mutual agreement. However, in the following examples, different lexicogrammatical choices are used to realize the objectives, for instance:

...For the first two years of the Exchange Program between UD and UNIVALI, the areas chosen are English Language Teaching and Applied Social Sciences (to the sub-area Mercosul) respectively. (T1)

The initial area of focus will be collaboration in the area of Physics between: The Faculty of Physics at the State University of Central west, Paraná and The Department of Physics at The University of North Texas.

In the examples above, the objectives are intertwined with the scientific areas chosen, which is another optional element in the Provision obligatory element (see section 3.3) of the cooperation. In the first example, the objective of collaboration is implicit in the clause, i.e., the use of the nominal groups ‘Exchange Programs’ implies that there will be collaboration in the academic categories of student and teacher exchange and this collaboration will be held in different areas, which in this example is realized by the nominal groups ‘English language teaching’, and ‘Applied Social Sciences’. In the second example, the objective is explicitly realized by the nouns ‘collaboration’ and ‘Physics’ and by the use of nominal groups such as ‘field of engineering’, ‘scientific education’, ‘Faculty of Physics’.

The Objective element should be followed by the Provision for the program of activities that will be discussed next. It is meant to sustain the working plan of the cooperation through research projects and respective programs of academic activities.

Provisions

As previously mentioned, the purpose of an agreement is to establish academic cooperation for the exchange of scientific, and technological knowledge. It is in the Provision element that the specific proposals to achieve the general objective of the cooperation are made explicit. This element of the GSP is obligatory and necessary for the development of the agreement. A program of academic activities that

encompasses the general objective of the cooperation is an essential part of the planning of an academic agreement. This is exemplified in the following examples:

Under this general Agreement, cooperative work may be undertaken by subunits, and will include: General description of the kinds of cooperative work and activities undertaken.

(T8)

In order to attain the proposed objectives in the First Clauses, Cooperative Programs of Activities, including research projects, extension and teaching will be jointly elaborated and they will make up an integral part of the present agreement, and must include, chiefly the themes, the objectives, the goals, the duration, the modalities of execution and the responsibilities of the Parties. (T4)

Each activity to be carried out under provisions of the present agreement will be designed in project form, in which the following items - as a minimum- will be defined:

- The responsibility for each phase of the project work;
- Necessary and available resources;
- The methodology to be followed;
- The time periods foreseen in the initiation and completion of the project;
- Guidelines for evaluation of the project. (T6)

In some occurrences, the Provisions element in the STAICs may be characterized even further showing optional elements to detail the programs of academic activities that will take place and defining details of the process of development of the collaborative academic activities. These categories are specified in line with the interests of the participating institutions, more specifically, involving the interests of the departments of the participating institutions in the cooperation, and in accordance with the cooperative program of academic activities, including research projects, teaching and extension programs.

These activities may be categorized as the following academic and cultural activities realized in the examples below by the nominal groups ‘development of collaborative research projects’, ‘organization of joint academic and scientific activities, such as courses, conferences, seminars, symposia or lectures’, ‘exchange of research and teaching personnel’, ‘exchange of students’, and ‘exchange of publications and other materials of common interest’.

Ex.1:

In order to achieve the objectives of this agreement, the parties agree to participate in academic, scientific, and cultural activities in the areas of common interest, which may include, but are not limited to, the following:

- Development of collaborative research projects;

- Organization of joint academic and scientific activities, such as courses, conferences, seminars, symposia or lectures;
- Exchange of research and teaching personnel;
- Exchange of students;
- Exchange of publications and other materials of common interest. (T2).

Ex.2:

The collaboration proposed by this agreement will be implemented by:

- the exchange of professors, and of students at the graduate and undergraduate levels;
- the exchange of scholarly and pedagogical materials;
- the coordination of research programs.(T7).

Ex.3:

Within fields that are mutually agreed to both faculties agree on the following general forms of cooperation:

- Joint research activities;
- Exchange of information in the area of scientific education and research which is of mutual interest to both faculties;
- Exchange of faculty members for research, lecturers and discussions;
- Exchange of graduate and undergraduate students for study and research (T10).

The various departments of the educational institutions involved, after establishing the collaborative program of activities, are also responsible for providing all the necessary conditions for the implementation of these cooperative programs of activities. Both institutions agree on the responsibilities, obligations, duties and privileges to be ascribed to the participating universities for the development of the academic program of activities.

Final terms of the agreements

These terms encompass different obligatory and optional elements according to the investigated STAICs. First, the period of time in which the agreement remains effective, i.e., how long the cooperation and respective activities will last. The effective term of the agreement is to be set as to coincide with the time period set forth in their working plans. In this part, a time is set for the beginning and the end of the educational activities (Stallivieri, 2004).

Second, it refers to the financial commitment of the participating institutions in relation to the obligations of the institutions regarding the costs of the projects of activities. This implies that the institutions must present different sources of financial resources in order to develop the cooperation activities.

Third, the procedures for the possible modifications in the agreement. This implies that the agreements proposals may be modified and/or amended. Fourth, other legal implications cover any possible quandary the participating parties are not eligible to solve. Fifth, some legal implication for the resolution of any problem that may arise during the cooperation timing. Sixth, the review clause involves a review on the cooperation with the aim to renew the STAIC. Seventh, the signature clause implies the liability of the institutions involved in regard to their participation in the agreement.

The STAIC constitute proposals for academic practices that will be developed during a specific time and place as stated in the agreements.

The validity or duration of the STAICs

The time period for which the cooperation will be valid and the period in which the academic activities between the parties involved will take place.

Ex.:

- This agreement will be effective and the parties involved committed for a period of 5 (five) years from its starting date (T3).
- The present agreement will remain in effect, upon being signed, for a period of five (5) years, with the option of extending it (T6).
- This agreement shall be in force and be biding upon the parties hereto for a period of five years from the date of the agreement (T7).

In the examples above the verb ‘will be’, the adjective ‘effective’, the modal verb ‘will’ and the verb ‘remain’, and the adverbs ‘in force’ and ‘biding’, ‘in effect’, realize the duration of the agreement. It reflects the relation of the agreement and its proposals to a time circumstance. Every agreement and its respective clauses must be established for a time period, which, in the STAICs, is related to the necessary time for the development of the proposed academic activities. In the examples above, it is the adverbial phrase ‘for a period of 5 (five years)’, ‘for a period of five years, with the option of extending it’, ‘for a period of five years from the date of the agreement’, that realize the stipulation of time for the development of the academic activities proposals.

All cooperation must be programmed to last in accordance to its program of activities and projects. At the end of it, an evaluation must be developed to assess its effectiveness and efficacy. Likewise, the

places where the activities will be developed must be established to assure the best results (Stallivieri, 2004). Alongside with the time duration for its development, the financial commitment for the attainment of resources is an obligation. The institutions involved are obliged to find sources of resources in order to execute and implement their academic roles, as indicated in the examples below:

The attainment of resources in the STAICs

The academic practice involved in the STAICs require sufficient resources destined to the execution of the activities proposed, as shown in the examples taken from texts T4, T6, T7 and T10 below respectively. Here the participating institutions are ascribed the roles of funder of the cooperation, of presenter of alternative sources of financing the cooperation.

Ex.:

That the activities foreseen in the present agreement do not oblige the Parties to use their own financial resources to assure necessary financial support. In case of specific projects that require this kind of support, the Universities in agreement, separately or jointly, will present proposals concerning national or international financial agencies (T4).

Human, material, technological, and financial resources necessary in the execution of projects to be developed under the terms of this agreement shall be provided for by the three universities, as appropriate and available, from their own resources or from those that may be secured jointly or individually from outside sources or outside entities under special agreements (T6).

Except as expressly stated herein, neither party to this agreement shall be required to commit specific funds, personnel or resources to this agreement (T7).

Each university is responsible for covering the costs of its own staff and operations in the regular conduct and oversight of this academic agreement. It is anticipated, however, that individual project costs are likely to be beyond the regular operating budgets of either university. In these cases therefore, the universities shall collaborate in raising the funding necessary from other third party organization sources (such as foundations, governments, businesses, individuals, and other such sources). The intention is to assure that the operation of this joint agreement is experienced as beneficial within each university, and that no funds be diverted from other tasks for the accomplishment of its work (T10).

In the examples above, nominal groups such as ‘own financial resources’, ‘financial resources’, ‘their own resources’, ‘specific funds’, ‘specific personnel’, ‘specific resources’, ‘individual project costs’, indicate that the roles refer to the obligations for the financing of the programs of academic

activities. Qualifiers such as ‘own’ in the nominal groups ‘own resources’, or ‘own financial resources’, ‘the costs of its own staff’, ‘the funding necessary’, indicate that the participating universities are equally responsible for funding their own academic activities and personnel.

As stated by Meurer (2002, p.7) individuals apply the resources (material or symbolic) to act upon the world (Chouliaraki and Fairclough, 1999, p.21) as is also the case of attributing the participating universities the responsibility of attaining and presenting sources of financial support for the development of the cooperation in the extracts above.

In the STAICs the institutions involved have the right to modify, by mutual consent, the terms of the agreement, be it an amendment to what has already been established, or simply an extension to its time period. This is governed by a modification clause present in all investigated agreements as shown below:

Modification/Amendments of the STAICs

This obligatory element specifies the procedures for any alterations or modifications that may be made in relation to the terms of the agreement:

Ex.:

This agreement may be modified by means of an additional term (T4).

The present agreement may be altered through addition or other terms of agreement (T6).

Before its expiry term, it may be modified only by mutual consent (T3).

As can be seen in the examples above, the verb ‘be’ and the adjectives ‘modified’, ‘altered’, and the adverbial phrase ‘through addition or other terms of agreement’, and ‘by mutual consent’ which appear in the examples above, linguistically realize the right granted to the participating institution of modifying the agreements’ proposals by mutual approval and/or additive terms.

Likewise, the STAICS also show a clause that attributes the right to any of the participating institutions to rescind the agreement by notification of the other party in advance, as shows the following examples.

Rescission, Termination of the STAICs

Inform the possibility of terminating the agreement at any time or declaring it null, by any one of the parties involved, in the form of a written termination notice forwarded to the other party in advance of the intended termination date.

Ex.:

The agreement of cooperation may be terminated by mutual consent or terminated by each institution unilaterally after six months written notice to the partner. (T1)

This agreement can be rescinded at any time, by one of the Parties, by means of a previous notification, of three months allowing, however, the completion of activities (T4).

The present agreement may be rescinded at any time, by one of the Parties, by means of a previous notification, of three months allowing, however, the completion of activities. (T5)

The present agreement may be rescinded by virtue of non-implementation of its clauses, or declared null and void by virtue of its being impossible to execute. (T6)

In these examples, the verbs ‘rescinded/terminated’ as in the following clauses ‘this agreement may be rescinded...’ or ‘this agreement may be terminated...’ which appear in all of the examples above, establishes the right, as represented by the following verbs ‘terminated, and /or rescinded’, to end the agreement under different adverbial phrases: ‘by mutual consent’, ‘by each institution unilaterally after six months written notice to the partner’, ‘by one of the Parties, by means of a previous notification, of three months allowing, however, the completion of activities’, ‘by virtue of non-implementation of its clauses or declared null and void by virtue of its being impossible to execute’. So, according to this clause, the institutions have the right to terminate the agreements, they may be ended whenever there is a three month previous notification to the parties allowing the activities to be completed, or in the case that the agreement clauses are impossible to be executed, or by one of the parties with a previous notification of six months.

Notwithstanding, another element in the STAICs is deliberating for the legal resolution of the STAICs. This refers to the possibility of any controversies throughout the development of the agreement: the parties may decide to resolve the matter by themselves, or else they are granted the right to elect a third party to solve them, as in the following examples:

Legal Resolution of the STAICs

It presents norms to support any reminiscent controversies regarding the interpretation or any possible disagreement that may rise during the development of the STAICs.

Ex.:

If any misunderstanding occurs, as to the interpretation or application of this Agreement or contracts the Parties will try to solve it through direct negotiation or by means of appeal to a judge designated by common accord (T6).

Special cases will be a subject for study and resolution between both universities. (T3)

In the examples above, the conditional clause ‘if any misunderstanding occurs, as to the interpretation or application of this agreement or contracts, the Parties ...’ indicates that in the case there may be any problems in the interpretation of the agreements’ proposals and their application, a concession will be made to the participating Parties, i.e., the Actors of the agreements realized by the noun ‘the Parties’ will be given the right to solve it.

Nonetheless, the right to evaluate the development of the programs through a review clause is also given to the participating institution, which will allow for an assessment of the activities developed, resulting most of the time in the renewal of the agreement for the same period of time stipulated before.

Review and renewal of the STAICs

A review may be made of the cooperation and its development to decide whether the programs developed should be continued.

Ex.:

A review will be initiated by both institutions at least 12 months prior to the expiration of this agreement to ascertain if the program should be continued and, if so, how it might be improved (T7)

If neither party gives such notification, the Program will be understood as being renewed automatically for a period of five years (T3)

In the examples above, the verb ‘initiate...’ indicates that the universities have the right to review the STAICs. This review happens within different time circumstances, depending on the agreement, such as in the following adverbial phrase: ‘at least 12 months prior to the expiration of this agreement...’, ‘automatically for a period of five years’. The purpose of this review is to ascertain the continuity and renewal of the program.

The roles ascribed to the participating institutions throughout the elements Objectives, Provisions, and the final Terms of Agreement cannot be legitimated, unless the appropriate personnel from the participating institutions is appointed to represent the institutions in being liable to assume these responsibilities, rights, and privileges. So, the legal responsibility for the establishment of agreements is often attributed to the Rector of the institution, who signs the agreement in the presence of eyewitnesses, according to the following examples:

Signature of the STAICs

In this element, the date in which the agreement is signed and the signatures of the representative members of the participating parties are presented and validated.

Figure 3 – The Obligatory element of the Signature.

Per: _____ Date: 8/11/99
 President

THE UNIVERSITY OF NOTH TEXAS|

Per: _____
 Vice President of Finance and Business Affairs

Per: _____
 Interim Vice President of Academic Affairs

Source: Own authorship, 2019

The signature of the representative members from parties involved validates what the participating institutions have established to constitute their practices for cooperation. This practice confers the STAIC liability.

Figure 4 – The Obligatory element of the Signature.

Per: _____
 President

THE UNIVERSITY OF NORTH TEXAS

Per: _____
 Vice President of Finance and Business Affairs

Per: _____
 Interim Vice President of Academic Affairs

Source: Own authorship, 2019

In the examples above, the nouns ‘President’, ‘Vice President of Finance and Business Affairs’, ‘Interim Vice President of Academic Affairs’ realize the titles conferred to the personnel appointed to be responsible for the statements and proposals made in the agreements. The item ‘date’ also testifies and informs the time period in which the STAIC is signed.

Publishing of the STAICs in different languages

Another important element in the STAICs is the publishing of the agreements in different languages. It establishes the languages in which the agreements will be published. Thus, certifying that the Parties will have a copy of the signed agreement in their respective languages.

Ex.:

Therefore, after being read, acknowledged, and agreed upon by the representatives of the three universities, the present agreement is signed in the presence of the witness listed below, with copies provided for the concerned parties.

As witness to their subscription to the above articles, presented in both English and Portuguese translation, the representatives...(T2)

...the parties in this agreement sign the present document in two copies in English (T4)

In the examples above, the adverbs of manner ‘in both English and Portuguese translation’, ‘in two copies in English’, ‘with two copies provided for the concerned parties’, realize the need to provide copies of the agreements in the participating institutions languages of origin as to avoid further misunderstanding of the agreement due to language barriers. Moreover, the adverbial expression ‘in the presence of an eyewitness’ or ‘as witness to their subscription to the above articles’ also realize the fact that the agreements must be signed under the presence of eyewitnesses who will validate the STAICs.

4. Final discussion and remarks

In this study, the Generic Structure Potential of the STAICs was investigated, and the constituting obligatory and optional elements were described and analyzed. From my research questions, I will address and discuss below the questions related to the generic structure potential of the STAICs.

Do the STAICs have one specific kind of overall organization?

The Generic Structure Potential of a text is its actual structure, which is constituted by the occurrence of an array of obligatory and optional elements, and their conventional ordering. These elements are referred to as ‘a limited set of actions which have some consequences in the progression of the text’ (Hasan, 1985, p.55). So, each genre is typified by a generic structure potential.

According to the analysis of the GSP of the investigated STAICs, they present an overall organization that is constituted by four main elements. The elements are: Headings, Objectives, Provision, and the Terms of agreement which is further divided into: duration of the cooperation, resources, including the source of financing, and resource responsibilities, element that realizes the rights to amend or modify the cooperation agreement, termination date of agreement, and the signature element.

What are the obligatory elements in these texts?

In the Heading element, the participating universities are introduced. In the Objective element, responsibility to establish the cooperation is assigned to the participating parties. The Provision element indicates the types of programs of academic activities that will take place and the roles students and teachers members of the participating university will enact throughout the development of those activities. The element Terms of Amendment encompasses the elements Duration, which establishes a period for the development of the cooperation. The element Resources assigns the participants the responsibility to attain and present proposals for the subsidizing of the academic program of activities. The element Amendments grants the participating institutions the rights to modify the rules of the cooperation. Finally, the elements Termination and Signature confer the cooperation liability.

What are the optional elements in these texts?

The element SA (presentation of the scientific areas for cooperation), the names of the scientific areas for cooperation is an optional element and may iterate in different elements of the STAICs. The institutional information on the participating universities such as location date of foundation, legal information is an optional element. The establishment of the participatory norms for the development of the programs of activities in the STAICs constitutes an optional element, as well as the establishment of chronograms and deadlines for the execution of the programs of academic activities is also an optional element, and the establishment of the resources destined specifically for the payment of fees to subsidize the academic activities. The establishment of other legal implications such as the norms for the legal resolution of the STAICs is an optional element. And the review clause that accounts for the continuation of the cooperation program is also an optional element. To conclude, this research looks at the Generic Structure Potential of the STAICs. It shows and describes its obligatory and optional elements. As a description of a genre potential structure, it may contribute to further studies in the area of linguistics, and as a teaching tool in different areas of studies, in special those that draw on genre based approach to teaching.

The analysis carried out and reported in this study has shown that the following obligatory and optional elements make up the GSP (Generic Structure Potential) in the selected STAICs: The Heading (H), Objectives (O), Provisions (P), Final terms of agreement (FT), Duration of the cooperation (D), Resources (Re), Amendment (A), Termination date of agreement (T) and Signature element (S), obligatory elements, and Presentation of the scientific areas for cooperation (SA), Programs and projects for academic activities (AA), Academic categories for cooperation and participatory norms (PN), Deadlines and chronograms for execution of categories (DN), Funding for the students and teachers participation in the academic categories established and coordination of projects (R), Other legal implications (OL) and Review of the elements of the agreement (Rv), optional elements.

References

- CHOULIARAKI L., and N. FAIRCLOUGH. 1999. *Discourse in Late Modernity: Rethinking Critical Discourse Analysis*. Edinburgh University Press, Edinburgh.
- HALLIDAY, M. K. A. (1985). *An Introduction to Functional Grammar*. First Edition. London: Edward Arnold.
- HASAN, R. 1985. *The Structure of a Text*. Chapter 5 in M.K. Halliday and R. Hasan 151 *Language, Text and Context*. Victoria: Deakin University Press (1985); Oxford: Oxford University Press (1989).
- HASAN, R. (1989). *The structure of a text*. In M.A.K. Halliday & R. Hasan (Eds.), *Language, context, and text: Aspects of language in a social semiotic perspective*. Oxford: Oxford University Press. 52-69.
- HASAN, R. 1996. *The nursery tale as a genre*. In: *Ways of Saying: Ways of Meaning*. pp. 51- 72 London: CASSELL.
- Hasan, R. 2004. *Analysing Discursive variation in Systemic Functional Linguistics and critical discourse analysis: studies in social change* (ed). London: Continuum.
- HASAN, R. 2004. *Analysing Discursive variation in Systemic Functional Linguistics and critical discourse analysis: studies in social change* (ed). London: Continuum.
- Martin, J. R. (1997). *Analysing Genre: functional parameters*. In: Christie, Frances. and Martin, J.R. (eds.).
- MEIRELLES, H.L. 1987. *Direito Administrativo Brasileiro* 13ed. SP:São Paulo. Revista dos Tribunais.
- MEURER, J.L & MOTTA-ROTH, D. 2002. *Gêneros Textuais*. Editora EDUSC.
- MEURER, J.L 2004. *Role Prescriptions, Social Practices, and Social Structures: A Sociological Basis for the Contextualization in SFL and CDA in Systemic Functional Linguistics and critical discourse analysis: studies in social change* (ed). London: Continuum.
- MIRANDA, J.A.; STALLIVIERI, L. *Para uma política pública de internacionalização para o ensino superior no Brasil*. Avaliação, v. 22, n. 3, p. 589-613, dez. 2017.
- MOTTA-ROTH, D. 1995. *A move analysis study of book reviews: Defining an academic written genre*. In: *Anais do XIII Encontro Nacional de Professores Universitários de Língua Inglesa (ENPULI)*. Rio de Janeiro: PUCRJ e ABRAPUI: 383-398.
- PAGANI, Negri R.; KOVALESKI, J. L.; KOVALESKI, N.V. J. *A mobilidade Acadêmica Internacional*. In: Schimanski, E. (org) *Internacionalização e Intercâmbio : Desafios para a universidade*. UEPG, 2016.
- SALM, A. 2005. *Inter-institutional Agreements for Academic International Cooperation: an investigation of roles prescribed to higher education institutions*. Unpublished doctoral dissertation: PGI, UFSC.
- STALLIVIERI, L. 2004. *Estratégias de Internacionalização das universidades brasileiras*. Caxias do Sul: Educs.

UNESCO. 2020. Global Flow of Tertiary-level Students. Disponível em <
<http://www.uis.unesco.org/Education/Pages/International-Students-flow-viz.aspx>>.