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**Multilingual Higher Education** - Christa Van der Walt - 2013
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Multilingual Higher Education - Christa Van der Walt - 2013-04-12
The general perception that a good command of English is enough to gain access and to be successful in higher education hides the complexity of learning and teaching in multilingual environments, and this book shows that all higher education environments are multilingual to some extent. Strategies like translation, interpreting and switching from one language to another not only support learning but also build competence for multilingual professional environments. Whether institutions focus on widening access to minoritised communities or whether they want to attract more international students, the book argues that a multilingual pedagogy is needed to improve student access and success. Building on work by Nancy Hornberger, Colin Baker and Ofelia García, the book extends strategies and techniques from bilingual education at school level to multilingual higher education.

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Translanguaging in Higher Education - Catherine M. Mazak - 2016-12-09
This book examines translanguaging in higher education and provides clear examples of what translanguaging looks like in practice in particular contexts around the world. While higher education has historically been seen as a monolingual space, the case studies from the international contexts included in this collection show us that institutions of higher education are often translingual spaces that reflect the multilingual environments in which they exist. Chapters demonstrate how the use of translanguaging practices within the context of global higher education, where English plays an increasingly important role, allows students and professors to build on their linguistic repertoires to more efficiently and effectively learn content. The documentation of such practices within the context of higher education will further legitimatize translanguaging practices and may lead to their increased use not only in higher education but also in both primary and secondary schools.

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**English-Medium Instruction in European Higher Education** - Slobodanka Dimova - 2015-07-24

This volume provides a focused account of English Medium Instruction (EMI) in European higher education, considering issues of ideologies, policies, and practices. This is an essential book for academics, students, policy makers, and educators directly or indirectly implicated in the internationalization of European higher education.

**Language Policy in Higher Education** - F. Xavier Vila Moreno - 2014-12-05

In today's increasingly interconnected, knowledge-
Based world, language policy in higher education is rapidly becoming a crucial area for all societies aiming to play a part in the global economy. The challenge is double faceted: how can universities retain their crucial role of creating the intellectual elites who are indispensable for the running of national affairs and, at the same time, prepare their best-educated citizens for competition in a global market? To what extent is English really pushing other languages out of the academic environment? Drawing on the experience of several medium-sized language communities, this volume provides the reader with some important insights into how language policies can be successfully implemented. The different sociolinguistic contexts under scrutiny offer an invaluable comparative standpoint to understand what position can – or could – be occupied by each language at the level of higher education.

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**The Secret Life of English-Medium Instruction in Higher Education** - David
This volume explores the inner-workings of English-medium instruction (EMI) in higher education (HE) at two universities. After an introductory chapter that sets the scene and provides an essential background, there are four empirically based chapters that draw on data collected from a range of sources at two universities in Catalonia. This includes interviews, audio/video recordings of classes, audio logs produced by both lecturers and students, policy documents, students’ written work, and student presentation evaluation rubrics. These chapters examine the following issues: (1) the choice of either English or Catalan as the medium of instruction by students and lecturers; (2) how students display ambivalence towards EMI, as well as a general lack of enthusiasm towards and an ironic distance from ‘doing education’; (3) how students resist EMI by contravening its English monolingual norm, using their L1s in the classroom; and finally, (4) how EMI lecturers on occasion act as English language teachers despite their continued claims to the contrary. The book ends with a concluding chapter that draws all of the strands together around key themes.

This book is written for scholars interested in issues surrounding EMI in HE in general, as well as those EMI in HE practitioners who have adopted a reflective approach to their professional practice and wish to know more about the ins and outs of EMI in HE from multiple perspectives. It is a useful resource for MA and PhD students on applied linguistics programmes in which the roles and uses of English in HE worldwide are deemed to be important and worthy of attention. Additionally, this will be relevant to courses or modules focusing on language policy, as well as curriculum issues more broadly and language teaching practice more specifically.

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**Multilingual Universities in South Africa** - Liesel Hibbert - 2014-04-03

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promote a multilingual ethos in their classes. It is a first-time overview of multilingual teaching and learning strategies that have been tried and tested in a number of higher education institutions in South Africa. Despite language-in-education policies that extol the virtues of multilingualism, practice remains oriented towards English-only learning and teaching. In the multilingual contexts of local campuses, this book shows how students and lecturers attempt to understand their multiple identities and use the available languages to create multilingual learning environments.

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**Language Use in English-Medium Instruction at University** - David Lasagabaster - 2021-05-27

This collection brings together insights from research and scholars’ practical experience on the role of language and language use in teacher practices at the university level in EMI contexts, offering global perspectives across diverse educational settings. The volume considers the language-related practices, processes and ways of thinking implemented in EMI contexts as teachers and students co-construct meaning through interaction.
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The Sociolinguistics of Higher Education - Josep Soler - 2019-05-07
This book investigates the sociolinguistic dimension of the internationalisation of higher education, examining the linguistic tensions and ambiguities experienced by universities around the world, particularly in non-anglophone contexts. Joining current debates within discursive and ethnographic approaches to language policy, the authors analyse the narrative emerging from university language policy documents, and then trace the stance-taking processes of different stakeholders at a small university in Catalonia. They pay particular attention to how teachers, administrative staff, and exchange students position themselves in connection to the role of Catalan and its coexistence with other languages at the university. This book will be of interest to language policy scholars and practitioners, as well as graduate students in sociolinguistics and applied linguistics.

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**English as a Medium of Instruction in Higher Education** - Wenli Tsou - 2017-06-13

This book presents the multiple facets of English as a Medium of Instruction (EMI) in higher education across various academic disciplines, an area that is expected to grow constantly in response to the competitive global higher education market. The studies presented were conducted in various EMI classrooms, with data collected from observing and documenting the teaching activities, and from interviewing or surveying EMI participants. Through data analysis and synthesis, cases across disciplines – from engineering, science, technology, business, social science, medical science, design and arts, to tourism and leisure service sectors – are used to illustrate the various EMI curriculum designs and classroom practices. Although the cases described are limited to Taiwanese institutions, the book bridges the gap between planning and executing EMI programs across academic domains for policy makers, administrators, content teachers, and teacher trainers throughout Asia.

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**The Routledge Handbook of Language and Superdiversity** - Angela Creese - 2018-02-21

The Routledge Handbook of Language and Superdiversity provides an accessible and authoritative overview of this growing area, the linguistic analysis of interaction in superdiverse cities. Developed as a descriptive term to account for the increasingly stratified processes and effects of migration in Western Europe, ‘superdiversity’ has the potential to contribute to an enhanced understanding of mobility, complexity, and change, with theoretical, practical, global, and methodological reach. With seven sections edited by leading names, the handbook includes 35 state-of-the-art chapters from international authorities. The handbook adopts a truly interdisciplinary approach, covering: Cultural heritage, Sport, Law, Education, Business, and entrepreneurship. The result is a truly comprehensive account of how people live, work and communicate in superdiverse spaces. This volume is key reading for all those engaged in the study and research of Language and Superdiversity within Applied Linguistics, Linguistic Anthropology and related areas.

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This book presents research that seeks to understand students' experiences of transnational mobility and transcultural interaction in the context of educational settings confronted with linguistic diversity.

**Student Perspectives on English-Medium Instruction** - Marta Guarda - 2021-08-13

This book offers a window into student perceptions of English-Medium Instruction (EMI), building on research from an Italian university to provide a better understanding of attitudes toward EMI in Europe and future directions for cross-country comparative research. The volume provides context on the current situation with EMI in Italy, unpacking debates around the tensions between the increased competitiveness it brings at the higher education level with the potential detrimental impact of English on local language practices. Seeking to introduce a counterpoint to existing research on lecturer experiences, Guarda draws on a wide range of data, from
online questionnaires to semi-structured interviews and a focus group, to showcase perceptions on EMI from students enrolled in English-Taught Programmes at the University of Padova over a two-year period. The resulting insights contribute to the current literature on EMI toward creating a clearer and more holistic picture of the advantages and challenges of learning through English and implications for quality improvement measures for EMI implementation in Italy, Europe and beyond. This book will be of interest to scholars in English-Medium Instruction and applied linguistics, especially to those working on issues around language policy, bilingual education and the internationalisation of higher education.

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and applied linguistics, especially to those working on issues around language policy, bilingual education and the internationalisation of higher education.

**Integrating Content and Language in Multilingual Universities** - Slobodanka Dimova - 2020-07-06

This volume provides conceptual syntheses of diverging multilingual contexts, research findings, and practical applications of integrating content and language (ICL) in higher education in order to generate a new understanding of the cross-contextual variation. With contributions from leading authors based in Asia, the Middle East, and Europe, the volume offers comparison of contextualized overviews of the status of ICL across the geographic areas and allows us to identify patterns and advance the scholarship in the field. ICL in teaching and learning has become an important consideration in the endeavors to address linguistic diversity at universities, which has resulted from the growing teacher and student mobility around the world.

**Language, Identity and Education on the Arabian Peninsula** - Louisa
This collection examines the urban multilingual realities of inhabitants of the Arabian Peninsula in the early 21st century from the perspectives of learners, teachers and researchers. Focusing on both public and private spheres, it considers the importance of both English and immigrants’ languages in a context of rapid socioeconomic development. Extending beyond English–Arabic societal bilingualism, the language practices of the Peninsula’s citizens and residents serve multiple purposes in their daily lived realities. Chapters on home and heritage languages, identity, ELT, commercial signage and academic publishing contribute to a deepening understanding of the inherent linguistic diversity in these dynamic societies.

**Language, Identity and Education on the Arabian Peninsula** - Louisa Buckingham - 2016-11-29

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**The Routledge Handbook of Language Awareness** - Peter Garrett - 2017-11-06

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The Routledge Handbook of English as a Lingua Franca - Jennifer Jenkins - 2017-08-23
The Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this rapidly developing field of study. Including 47 state-of-the-art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

Investigating English in Europe - Andrew Linn - 2016-08-22
This book is an invaluable resource for anyone interested in researching or just learning more about the changing role and status of English across Europe. The status of English today is explained in its historical context before the authors
present some of the key debates and ideas relating to the challenge English poses for learners, teachers, and language policy makers.

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**Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators** - Slapac, Alina - 2019-11-22
Educators all over the world are being challenged to provide effective instruction for culturally and linguistically diverse learners and immigrant communities while valuing and celebrating students’ cultural backgrounds. This task requires training, professional development, cultural sensitivity, and responsibility to promote positive outcomes. Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators is a critical research publication that bridges linguistics theory and practice and comprehensively addresses all fundamentals of linguistics through the English language learning lens. Featuring topics such as curriculum design, immigrant students, and professional development, this book is essential for educators, academicians, administrators, curriculum designers, instructional designers, researchers, policymakers, and students.
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**TESOL Teacher Education in a Transnational World** - Osman Z. Barnawi - 2020-11-26

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts. The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates. Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism. This book will be of great interest to
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**Digital Transformation and Internationalization Strategies in Organizations** - Yildiz, Orkun - 2021-10-15

Competitive strategies and higher education-industry collaboration policies are playing an important role in fostering the reputation and international rankings of
higher education institutions. The positive impact of these policies may best be observed in economic and social outputs of many countries such as the USA, Singapore, South Korea, EU countries, and Turkey. However, the number of academic publications that specifically concentrate on the impact of these policies on higher education institutions and authorities remains relatively limited. Digital Transformation and Internationalization Strategies in Organizations covers a wide range of issues and topics, including employment systems, quality management systems, international ranking systems in higher education, education and language policies in higher education, and business models employed in techno-parks. This book helps higher education institutions manage their manpower and become cognizant of the factors that may exert a drastic impact on their success. It is ideal for managers, executives, IT consultants, researchers, practitioners, academics, professors, and undergraduate and postgraduate students.

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An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups, the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various interlinked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a...
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**Writing Centres in Higher Education** - Laura Dison - 2017-01-01
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Africa, and globally, are now well established academic support centres within many universities. Historically tasked with supporting students as they grapple with the demands of academic writing, many centres are now moving beyond their own walls to work with academic tutors, lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing. This move raises pertinent questions for writing centre directors, tutors/consultants, and for the universities that house them: how does a centre, tasked with supporting more general academic literacy development through writing pedagogies, initiate students into a range of particularised discourse communities? How do writing centre staff and disciplinary lecturers negotiate their shared, and separate, concerns for student learning through collaborative writing development projects? How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support? How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing? This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: Changing Spaces: Writing Centres and Access to Higher Education (Eds. A. A. and D. D.)
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The Handbook of Bilingual and Multilingual Education
- Wayne E. Wright -
2017-09-25
The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world. Features contributions from 78 established and emerging international scholars. Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas. Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom.

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**Dominant Language Constellations** - Joseph Lo Bianco - 2020-09-07
This volume is dedicated to the concept and several applications of Dominant Language Constellations (DLC), by which it advances understanding of current multilingualism through addition of a novel perspective from which to view contemporary language use and acquisition. The term Dominant Language Constellation denotes the set of a person’s or group's most expedient languages, functioning as an entire unit and enabling an individual or group to meet their needs in a multilingual environment. The volume presents pioneering contributions that employ DLC as the lens for analysing a wide array of issues. These include multilingual syntactic development, cross-linguistic interaction and multilingual production in formal and informal educational contexts, as well as linguistic profiles of multilingual groups used in elementary school and higher education. Other DLC issues include discussions of how identity, emotions and attitudes operate in various minority and majority contexts. Because the DLC concept does not assume any inherent hierarchy of languages it can serve as a framework public policy in multilingual countries/communities faced with challenging policy determinations regarding choice of languages for use in education settings and more widely in social institutions and the economy. Some chapters develop and extend the DLC concept, others adapt
and apply it to a variety of contexts, both global and local. Many chapters feature educational and social settings across large parts of the world—Africa, Australia, Europe, North America (Canada and the USA) and Southeast Asia. The volume can serve as supplementary reading for courses on multilingualism, sociolinguistics, language policy and planning, educational linguistics, Second and Third Language Acquisition.

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**Transnational Education Crossing ‘Asia’ and ‘the West’** - Le-Ha Phan - 2016-10-04

In this book, Phan Le-Ha identifies and discusses four growing self-sustained/sustaining fundamental phenomena in transnational education (TNE), namely (1) the planned, evolving and transformative mediocrity behind the endorsement of English-medium education legitimized by the interactive Asia-the West relationship; (2) the strategic employment of the terms ‘Asia/Asian’ and ‘West/Western’ by all stakeholders in their perceptions and construction of choice, quality, rigour, reliability and attractiveness of programs, courses, and locations; (3) the adjusted desire for an imagined (and often misinformed) ‘West’ among various stakeholders of transnational education; and (4) the assigned and self-realized ownership of English by otherwise normally on-the-margin groups of speakers. A focus on how these phenomena impact questions of identity and desire in TNE is a running theme. The above phenomena are discussed against the backdrop of ‘the rise of Asia’ sentiment and how this sentiment has played out in interactions and relationships between ‘the West’ and ‘Asia’ and among Asian institutions and various entities. Phan Le-Ha’s examination of the identified phenomena in TNE has been informed by her multi-layered engagement with the dialectic of the Asia-the West relationship, her critical take on certain pro-Asia and decolonisation scholarship, and her interdisciplinary and multidisciplinary approach to theorise the field and the specific topic under scrutiny. Phan Le-Ha shows that the current Asia chooses (not necessarily by force but
largely by will and often with an informed and well-articulated agency) to go with the idea of the West and often desires an affiliation with the West either directly or indirectly, something that is getting more intense in the context of globalization, regionalization, and commercialization of education. The rise of Asia has made the idea of the West even more looked-for in Asia. TNE in Asia, in many ways, is the transforming and dynamic transit point, a layover that facilitates entry into a wanted destination – the West and/or the idea of the West. The West and Asia need one another more than ever in the context of the internationalization and commercialization of higher education. What’s more, the West and Asia have hardly ever been mutually exclusive but have rather been in an eventful love-and-obsession relationship with each other. This is the very dialectic proposition that Phan Le Ha takes throughout this book while paying specific attention to transnational higher education in the greater Asian region including the Middle East, following her several research projects conducted in the region since 2005 to date. Transnational Education Crossing ‘the West’ and ‘Asia’ explores: • English, Internationalisation of Higher Education, and Identity: Increasing Academic Monolingualism and English-only Package • Transnational Education and Dream Realization: From the Philippines to Vietnam, From Afghanistan to Dubai, From Everywhere in Asia to Thailand • Desiring International /Transnational Education: Theorisation of Key Concepts and Next Steps from Here The book will be of interest to researchers in the field of transnational education, Asia education and education policy.

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**Plurilingualism in Teaching and Learning** - Julie Choi - 2018-01-09
Assembling a rich and diverse range of research studies on the role of plurilingualism across a wide variety of teaching and learning settings, this book supports teacher reflection and action in practical ways and illustrates how researchers tease out and analyze the complex realities of their educational environments. With a focus on education policies, teaching practices, training, and resourcing, this volume addresses a range of mainstream and specialized contexts and examines the position of learners and teachers as users of plurilingual repertoires. Providing a close look into the possibilities and constraints of plurilingual education, this book helps researchers and educators clarify and strengthen their understandings of the links between language and literacy and offers them new ways to think more rigorously and critically about the language ideologies that shape their own beliefs and approaches in language.
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**The Routledge Handbook of Linguistic Ethnography** - Karin Tusting - 2019-09-20
The Routledge Handbook of Linguistic Ethnography provides an accessible, authoritative and comprehensive overview of this growing body of research, combining ethnographic approaches with close attention to language use. This handbook illustrates the richness and potential of linguistic ethnography to provide detailed understandings of situated patterns of language use while connecting these patterns clearly to broader social structures. Including a general introduction to linguistic ethnography and 25 state-of-the-art chapters from expert international scholars, the handbook is divided into three sections. Chapters cover historical, empirical, methodological and theoretical contributions to the field, and new approaches and developments. This handbook is key reading for those studying linguistic...
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Researching Cognitive Processes of Translation - Defeng Li - 2018-10-26
This edited volume covers an array of the most relevant topics in translation cognition, taking different approaches and using different research tools. It explores theoretical and methodological issues using case studies and examining their practical and pedagogical implications. It is a valuable resource for translation studies scholars, graduate students and those interested in translation and translation training, enabling them to conceptualize translation cognition, in order to enhance their research methods and designs, manage innovations in their translation training or simply understand their own translation behaviours.
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Challenges for Language Education and Policy - Bernard Spolsky - 2014-09-15
Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the ‘people.’ Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think “out of the box” and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.
This book is an exploration of the desirability and feasibility of English Medium Instruction (EMI) in specific university settings in South East Asia. There is an increasing trend in many universities in Asia, as elsewhere in the world, to introduce ‘international’ academic programmes taught through the medium of English. Despite the rapidity of this development, there is a dearth of empirical research that investigates the opportunities and challenges across a range of specific contexts. This volume intends to occupy this research space, firstly by reviewing historical and contemporary trends and changes to EMI, and by eliciting the perceptions of a number of applied linguists in a range of Asian universities. These introductory chapters are followed by three case studies exploring the beliefs and practices of EMI lecturers in Malaysia, Brunei and Indonesia, and a survey of Malaysian students’ attitudes to key issues relating to medium of instruction. Based on these empirical studies, implications will be drawn with regard to policy, curricula, pedagogical

English Medium Instruction Programmes - Roger Barnard - 2018-02-21 focuses on language users, the ‘people.’ Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think “out of the box” and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.
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**Foreign Language
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Andreas Bonnet - 2018-10-15
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**English Medium Instruction** - Ernesto Macaro, - 2018-02-19

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. “This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale.” Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi

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**Pedagogies for Internationalising Research Education** - Michael Singh - 2017-01-05

This book explores pedagogical concepts, metaphors and images of non-white, non-western researchers and research students on the inter/nationalization of education. Specifically, this book draws on the intellectual resources of China and India to explore the pedagogical dynamics and dimensions of the localization/globalization of education with non-Western characteristics. It introduces theoretic-linguistic non-Western concepts from the Tamil, Sanskrit and Chinese languages for use in Western, English-only education and redefines the intellectual basis for internationalising education. Debating whether ‘international education’ is Western-centric in terms of its privileging and promotion of Euro-American theoretical knowledge, this book
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**Bi- and multilingual universities: European perspectives and beyond** - Daniela Veronesi - 2009

This collection of the proceedings of the 3rd conference on bi- and multilingual universities, held at the Free University of Bozen-Bolzano from 20 to 22 September 2007, tries to give a state-of-the-art insight into theoretical and practical approaches towards implementing bi- and multilingual models and policies in higher education institutions in various parts of the world.

**The Impact of Global English on Cultural Identities in the United Arab Emirates** - Sarah Hopkyns - 2020-03-18

This book provides a nuanced portrait of the complexities of the cultural and linguistic landscape in the United Arab Emirates, unpacking the ever shifting dynamics and attitudes between and about English and Arabic in the region in today’s era of superdiversity.// Employing a qualitative phenomenological approach which draws on a rich set of data from questionnaires and focus groups comprising both Emirati and expatriate students and teachers, Hopkyns problematizes the common binary East-West paradigm focused around the tension between the use of English and Arabic in the UAE. Key issues emerging from the resulting analysis include the differing attitudes toward English and in particular, English Medium Instruction, the impact of this
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CLIL (Content and Language Integrated Learning) through English in Italian Higher Education - Francesca Costa - 2016-11-28
This is a research study monograph into an approach known as Content and Language Integrated Learning or CLIL through English in Italian higher education. There is as yet little agreement on terminology, definitions, learning theories or classroom approaches as regards CLIL.
A distinction is therefore made between CLIL, ICLHE (Integrating Content and Language in Higher Education), Content-based Instruction, L2-medium Instruction and Bilingual Education. The research design comprises both quantitative and qualitative elements. A questionnaire survey of all Italian universities profiled the many courses presently delivered using English as the vehicular language, and found some homogeneity in process and subjects, but differences linked to private or public funding and to geographical area. A survey of students (n=134) was designed and administered to obtain their evaluation of a list of techniques used by lecturers to help students understand lectures delivered through English. Respondents recognised and considered as useful most of the categories, including the use of repetitions, examples, summaries, definitions, synonyms, questions and emphasising with intonation. The qualitative part involved observing, recording, transcribing, and analysing lectures delivered through English by four university science lecturers, who were also interviewed. Results confirm the validity of some input presentation strategies and show similarities and differences between student and lecturer perceptions. The data also show discrepancies, at times, between the strategies considered useful by the lecturers and those actually used in the classes.

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This book presents high-quality empirical research on education in multilingual societies. It highlights research findings that, in addition to providing descriptions of language learning, development and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

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