

Medium Of Instruction Policies Which Agenda Whose Agenda

Kate Menken



Medium Of Instruction Policies Which Agenda Whose Agenda:

Medium of Instruction Policies James W. Tollefson, Amy B.M. Tsui, 2003-10-03 Medium of instruction policies in education have considerable impact not only on the school performance of students and the daily work of teachers but also on various forms of social and economic inequality. In many multiethnic and multilingual countries the choice of a language for the medium of instruction in state educational systems raises a fundamental and complex educational question: what combination of instruction in students' native languages and in a second language of wider communication will ensure that students gain both effective subject content education as well as the second language skills necessary for higher education and employment. Beyond this educational issue of choice of languages of instruction, medium of instruction policies are also linked to a range of important sociopolitical issues including globalization, migration, labor policy, elite competition, and the distribution of economic resources and political power. The contributors to this volume examine the tension between the educational agendas and other social and political agendas underlying medium of instruction policies in different countries around the world and unravel the connections between these policies and the related critically important educational, social, political, and economic issues. Medium of Instruction Policies Which Agenda Whose Agenda is intended for scholars and specialists in education, language policy, sociolinguistics, applied linguistics, and language teaching and is intended for use in graduate and advanced undergraduate courses on language education and language policy. Language Planning for Medium of Instruction in Asia M. Hamid, Hoa Nguyen, Richard Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh, Hong Kong, India, Indonesia, Japan, Malaysia, the Maldives, Nepal, Timor-Leste, and Vietnam. The chapters provide an informed understanding of the context, process, actors, goals, and outcomes of medium of instruction policies from a language policy and planning perspective. The volume has an emphasis on the exploration of medium of instruction in action, which brings into focus the perspectives of micro-policy enactors including teachers, students, and parents in the local context, generating crucial empirical insights. This critical analysis of the goals, outcomes, and experiences of this trend in global language in education will be of interest to language and education students, researchers, practicing teachers, executives in academia, and language studies, and to education policymaking authorities in Asia and other parts of the world. The volume updates existing research on medium of instruction and takes the field forward in a fast-changing world as English medium instruction policies are globalised. This book was originally published as a special issue of *Current Issues in Language Planning*. The Oxford Handbook of Language Policy and Planning James W. Tollefson, Miguel Pérez-Milans, 2018 In 35 chapters by leading scholars in language policy and planning (LPP), this Handbook critically examines current theoretical and methodological transformations taking place in LPP. Sections on LPP theory, nation-states and communities, and late modernity, plus an integrative summary, offer a state-of-the-art profile of LPP and directions for future research. **Policies, Politics, and**

Ideologies of English-Medium Instruction in Asian Universities Pramod K. Sah, Fan Fang, 2023-06-29 Against the backdrop of uncritical promotions of English medium instruction EMI in higher education globally this edited volume maps out the political ideological and policy related issues of EMI programs in multilingual and multicultural universities in Asia In this volume EMI researchers and practitioners involved in different Asian countries and regions have collaboratively unpacked the critical dimensions of EMI programs in higher education with a goal to provide must needed resources for researchers graduate students higher education leaders and policymakers This volume is the first of its kind in that it provides an exclusive and critical tapestry of EMI at multilingual universities from all parts of Asia including Central Asia Kazakhstan East Asia Mainland China Korea Japan and Taiwan South Asia Bangladesh and Nepal Southeast Asia Brunei Malaysia Philippines Thailand and Vietnam and Western Asia United Arab Emirates The key takeaway for the reader is to not only understand the current phenomenon of EMI in Asian universities but to also learn the dark side of its policies programs and practices that have led to unequal teaching and learning spaces in diverse societies This collection will be of interest to scholars and policymakers in English medium instruction English language teaching TESOL and applied linguistics

English Medium Instruction in Secondary Education Jack Pun, 2024-04-19 Jack Pun presents best practices in pedagogy and teaching to facilitate effective content subject learning at the secondary school level Increasingly parents are sending their children to English Medium Instruction EMI secondary schools in their home countries to prepare them for full immersion in EMI in English native speaking countries The book explores the teaching and learning processes in EMI senior secondary science classrooms based in thirty secondary schools in Hong Kong Conducting analyses of classroom teacher and student perception data the author discusses the issues of teaching science through the medium of English in secondary schools the implications and applications for professional development of science teachers and other content subject teachers and suggests strategies for teaching science in different EMI contexts This volume is highly relevant to scholars in the field of educational linguistics particularly in English language teaching content based instruction content and language integrated learning and English as a medium of instruction It is also useful to education policymakers school teachers research students English and education majors Mother Tongue as Bridge Language of Instruction Kimmo

Kosonen, Catherine Young, 2009 **Pathways to Multilingualism** Tara Williams Fortune, Diane J. Tedick, 2008 In this volume an international roster of scholars offers theoretical perspectives research reviews and empirical studies on teaching learning and language development in immersion education The editors bring together research from three distinct branches including foreign language bilingual and indigenous immersion programs Linguistics in the Twenty First Century Eloína Miyares Bermúdez, Leonel Ruiz Miyares, 2006 This book is the result of the cooperation between Cambridge Scholars Press and the Centre for Applied Linguistics of the Ministry of Science Technology and the Environment of Santiago de Cuba The present volume is a peer reviewed selection from the papers written in English that were presented at the 9th International

Symposium on Social Communication Santiago de Cuba January 24-28 2005 The symposia are held by the Santiago based institution every two years Since their inception in 1987 these meetings have provided an excellent opportunity for scientific exchange among scholars from all continents through the presentation of papers keynote speeches and workshops focusing on the most current and recent results of linguistics and other related disciplines that are also invited to the event This volume includes 34 papers subdivided in eight sections General Linguistics 8 Phonetics 5 Lexicology 3 Corpus Linguistics 2 Natural Language Processing 9 Foreign Languages 3 Mass Media 2 and Art Ethnology and Folklore 2 These articles provide an excellent overview of the current state of research from around the world Scholars came from Australia Austria Belgium Canada China Cuba Spain United States France Greek Holland Hungary Italy Japan Malaysia Mexico New Zealand Portugal and the United Kingdom It is important to highlight the presence in this book of papers by some of the world's leading researchers in linguistics including Prof Dr Anton Nijholt from Twente University Enschede The Netherlands Prof Dr Nicoletta Calzolari director of the prestigious Institute of Computational Linguistics of Pisa Italy Prof Dr Michael Zock from the Scientific Research Center of France Prof Dr Dieter Fensel from the Digital Enterprise Research Institute of Leopold Franzens University Innsbruck Austria Prof Dr Gloria Corpas Pastor from the University of Malaga Spain and the doctors Iaki Alegria Xabier Arregi and Xabier Artola from the IXA Group of the Basque Country University

Linguistic Inequality in Scientific Communication Today Augusto Carli, Ulrich Ammon, 2007 The choice of English is usually seen as natural or at least unavoidable without considering that it could involve problems and be inequitable This volume presents and discusses this phenomenon and its social implications with the support of a number of internationally known authors who outline its scientific relevance

Linguistic Diversity on the EMI Campus Jennifer Jenkins, Anna Mauranen, 2019-03-29 Linguistic Diversity on the EMI Campus presents an in depth ethnographic case study of the language policies and practices of universities in nine countries around the world Each chapter provides a detailed presentation of the findings from that university considering the presence of linguistic diversity in institutions from Australia China Finland UK Turkey Malaysia Italy Spain and Japan Split into three parts these nine case studies demonstrate the extent to which international oriented institutions can learn from each other's practices and improve their language policies Linguistic Diversity on the EMI Campus is vital reading for students and scholars working in the fields of applied linguistics multilingualism and education

Encyclopedia of Language and Education Nancy H. Hornberger, 2007-11-20 In this second fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including two new volumes of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of sociogeographic experience in the field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage

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Ogechi,2006 *(Re)making Society* T. Ruanni F. Tupas,2007 **Journal of American Indian Education** ,2012
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Planning ,2008 English Learners Left Behind Kate Menken,2008 This book explores how high stakes tests mandated by
No Child Left Behind have become de facto language policy in U S schools detailing how testing has shaped curriculum and
instruction and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the
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