

Medium Of Instruction Policies Which Agenda Whose Agenda

Pramod K. Sah, Fan Fang



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* 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.

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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, 2018-05-07 This Handbook provides a state of the art account of research in language policy and planning LPP Through a critical examination of LPP the Handbook offers new direction for a field in theoretical and methodological turmoil as a result of the socio economic institutional and discursive processes of change taking place under the conditions of Late Modernity Late Modernity refers to the widespread processes of late capitalism leading to the selective privatization of services including education the information revolution associated with rapidly changing statuses and functions of languages the weakening of the institutions of nation states along with the strengthening of non state actors and the fragmentation of overlapping and competing identities associated with new complexities of language identity relations and new forms of multilingual language use As an academic discipline in the social sciences LPP is fraught with tensions between these processes of change and the still powerful ideological framework of modern nationalism It is an exciting and energizing time for LPP research This Handbook propels the field forward offering a dialogue between the two major historical trends in LPP associated with the processes of Modernity and Late Modernity the focus on continuity behind the institutional policies of the modern nation state and the attention to local processes of uncertainty and instability across different settings resulting from processes of change The Handbook takes great strides toward overcoming the long standing division between top down and bottom up analysis in LPP research setting the stage for theoretical and methodological innovation Part I defines alternative theoretical and conceptual frameworks in LPP emphasizing developments since the ethnographic turn including ethnography in LPP historical discursive approaches ethics normative theorizing and transdisciplinary methods and the renewed focus on socio economic class Part II examines LPP against the background of influential ideas about language shaped by the institutions of the nation state with close attention to the social position of minority languages and specific communities facing profound language policy challenges Part III investigates the turmoil and tensions that currently characterize LPP research under conditions of Late Modernity Finally

Part IV presents an integrative summary and directions for future LPP research Cognitive Linguistics in Critical Discourse Analysis Christopher Hart, Dominik Lukeš, 2009-03-26 In contemporary linguistics both cognitive and critical approaches to language have been elaborated in some detail Unfortunately the two perspectives have seldom converged despite the potential theoretical advances such collaboration offers The contributions to this volume explore the convergence of cognitive and critical trends in the guise of Cognitive Linguistics and critical discourse analysis The volume addresses a range of socio political discourses in various international contexts including discourses on nation education immigration and war One single integrated model is not presented but rather a number of methodologies are developed and assessed across the chapters The application of established Cognitive Linguistic theories including conceptual metaphor theory conceptual blending theory and frame semantics are discussed as well as developing theories such as metaphor power theory and discourse space theory The book is of value to anyone interested in the interaction between language mind and society including both students and scholars of Cognitive Linguistics and Critical Discourse Analysis Language, Nation and Development in Southeast Asia Lee Hock Guan, Leo Suryadinata, 2007 Papers from a workshop on Language Nation and Development in Southeast Asia held in Singapore 2003 *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 **Language, Education, and Identity** Chaise LaDousa, Christina P. Davis, 2021-07-08 This book examines medium of instruction in education and studies its social economic and political significance in the lives of people living in South Asia It provides insight into the meaning of medium and what makes it so important to identity aspiration and inequality It questions the ideologized associations between education and social and spatial mobility and discusses the gender and class based marginalization that comes with vernacular medium education The volume also considers how policy measures such as the Right to Education RTE Act in India have failed to address the inequalities brought by medium in schools and investigates questions on language access inclusion and rights Drawing on extensive fieldwork and in depth interviews the book will be

indispensable for students and scholars of anthropology education studies sociolinguistics sociology and South Asian studies It will also appeal to those interested in language and education in South Asia especially the role of language in the reproduction of inequality

Linguistics in the Twenty First Century Eloína Miyares Bermúdez, Leonel Ruiz Miyares, 2009-01-14 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 Greece 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 I aki Alegria Xabier Arregi and Xabier Artola from the IXA Group of the Basque Country University

Agency in Multilingual Education Policy and Planning in Asia Syed Abdul Manan, Anas Hajar, 2025-10-13 Manan and Hajar invite experts and seasoned researchers from Asian contexts to explore the nuanced dynamics of language policy and educational practices in Asia underscoring the importance of understanding local agency at a micro level The chapters engage in the critical exploration of the tensions between structure and agency and spotlight the institutional constraints these micro level actors face in the enactment of multilingual education policy and planning The contributors chapters provide case study examples of the response of local actors towards policies at the micro level when creating potential spaces for multilingual pedagogies and possible affirmation of multilingual identities It also provides an analysis of how and why micro level actors engage in exercise of their agency and what motives drive them towards such responses The volume serves as a challenge to and hopes to change the normative assumptions pervasive postcolonial hierarchies and hierarchical multilingualism in favour of more egalitarian and inclusive multilingual policies and practices both within and outside the classroom More specifically the

volume shares significant developments occurring around the role of agency in negotiating the prevailing Anglophonic and Anglonormative trends and practices This book will be of value to researchers and postgraduate students working in the fields of language policy and planning multilingualism and language education **The Routledge International**

Handbook of Equity and Inclusion in Education Paul Downes,Guofang Li,Lore Van Praag,Stephen Lamb,2024-05-13

Providing a cornerstone to the global debate on equity and inclusion within education this handbook explores equity issues pertaining to poverty and social class race ethnicity sociocultural sociolinguistic exclusion in education and recognises intersectionality and gender across these dimensions This carefully curated collection of essays written by international experts promotes inclusive systems in education that explicitly recognise the voices of learners who may be at risk of marginalisation exclusion or underachievement Developing a multilayered innovative conceptual framework involving spatial emotional relational and dialogical turns for education it emphasises key system points for reform including building strategic bridges between health and education for vulnerable groups and shifts in focus for initial teacher education and the wider curriculum The handbook is organised into the following key parts Theoretical Frameworks Funding Models and Structures for Equity and Inclusive Systems Exclusion and Discrimination Bridging Health and Education Agency and Empowerment Outreach and Engagement The Routledge International Handbook of Equity and Inclusion in Education will be of great value to academics operating in the areas of education psychology sociology social policy ethnography cultural studies researchers in university research centres and in policy institutes pertaining to education poverty social inclusion as well as international organisations involved with inclusion in education **English-Medium Instruction Pedagogies in**

Multilingual Universities in Asia Fan Fang,Pramod K. Sah,2023-07-25 This collection brings together perspectives from emerging and established scholars working from empirical data from real life classroom experiences to investigate pedagogical issues in the application of EMI across a range of educational contexts in Asia Drawing on research across different levels of education covering institutions across various contexts across Asia the book engages in key questions around power marginalization attitudes intercultural communication and identity construction as they unfold in classrooms in which a plurality of languages and varieties of English collide and are mediated appropriated and accommodated The volume explores the pedagogical challenges policies and practices of EMI which emerge in these settings highlighting real life problems in EMI program development and the wider pedagogical implications for EMI implementation in varied educational environments Taken together the chapters offer opportunities for further research toward challenging traditionally held beliefs and blind implementation of EMI and encouraging critical perspectives from both researchers and policymakers alike Pedagogies of English Medium Instruction Programs in Asian Universities will be of interest to scholars and practitioners in English medium instruction English language teaching TESOL and applied linguistics **English Medium Instruction in**

Higher Education in Asia-Pacific Ben Fenton-Smith,Pamela Humphreys,Ian Walkinshaw,2017-03-19 This volume draws

together the viewpoints and research findings of leading scholars and informed local practitioner researchers throughout Asia Pacific about the issues and challenges of English as a medium of instruction EMI at higher education institutions in that region Specifically it addresses four key themes Macro level EMI policy and practice institutional implications for pedagogy stakeholder perceptions of EMI and challenges of interpersonal interaction in EMI contexts The book is among the first to critically examine the emerging global phenomenon of English as a medium of instruction and the first title to exclusively explore Asia Pacific tertiary contexts It will be of particular interest to policy makers in international education and tertiary educators seeking blueprints for practice as well as scholars and postgraduate students of English as a lingua franca English for academic purposes academic language and learning and language education in Asia Pacific

Neoliberalism and English Language Education Policies in the Arabian Gulf Osman Barnawi, 2017-09-13 Over the past two decades the Arabian oil rich Gulf countries have faced enormous social political economic cultural religious ideological and epistemological upheaval Through detailed critical comparative investigation Neoliberalism and English Language Education Policies in the Arabian Gulf examines the impact of such disruption on education policies in a political and economic union consisting of six countries Saudi Arabia the United Arab Emirates Oman Qatar Bahrain and Kuwait Using data collected from a wide range of sources this thought provoking book documents the inner workings of neoliberalism across a strategic geographical area of the Islamic world The book teases apart the complex issues surrounding the ways in which access to English has been envisioned contested and protected from being challenged among different players within and between the Gulf countries Osman Z Barnawi explores the intensifying ideological debates between Islamic culture and Western neoliberal values and questions whether Islamic values and traditions have been successfully harmonised with neoliberal capitalist development strategies for nation building in the Arabian Gulf region Neoliberalism and English Language Education Policies in the Arabian Gulf will be of interest to academics researchers and postgraduates working in the fields of language education and more specifically TESOL applied linguistics education policy and teacher education

English Language as Hydra Vaughan Rapatahana, Pauline Bunce, 2012-06-22 In far too many places the worldwide trade in English language teaching testing and publishing has become a self perpetuating self congratulating neocolonial monster a veritable multi headed Hydra Too often the English language industry aggressively promotes itself as some sort of uplifting essential proper or even better means of communication than any other language Unfortunately its relentless global outreach is taking place at the direct expense and the active denigration of local and regional languages not to mention individual identities English Language as Hydra brings together the voices of linguists literary figures and teaching professionals in a wide ranging expos of this monstrous Hydra in action on four continents It provides a showcase of the diverse and powerful impacts that this ever evolving gluttonous beast has had on so many non English language cultures as well as the surreptitious drug like ways in which it can infiltrate individual psyches

Bilingualer Geschichtsunterricht im

internationalen Fokus Ulrich Wannagat, 2010 Im auf der CD ROM Beil enthaltenen Anhang Transkriptionen der Unterrichtsstunden und Interviews Fragebogen mit Auswertung sowie Abbildungen

The Routledge Handbook of English-Medium Instruction in Higher Education Kingsley Bolton, Werner Botha, Benedict Lin, 2024-03-21 This Handbook discusses the theoretical and disciplinary background to the study of English medium instruction EMI in higher education worldwide It highlights issues relating to EMI pedagogy varying motivations for EMI education and the delivery of EMI in diverse contexts across the world The spread of English as a teaching medium and the lingua franca of the academic world has been the subject of various debates in recent years on the perceived hegemony of the English language and the domain loss of non English languages in academic communication Encompassing a wide range of contributions to the field of EMI the chapters of this Handbook are arranged in four distinct parts Part I provides an overview of English medium instruction in higher education worldwide Part II focusses on EMI in Europe Part III on EMI in the Middle East North Africa and Sub Saharan Africa and Part IV on EMI in the Asian region The overall scope and level of expertise of this Handbook provides an unrivalled overview of this field of education It serves as an essential reference for many courses dealing with applied linguistics English language education multilingualism sociolinguistics and related subjects at many levels of education including Master s and PhD level studies This Handbook serves as a valuable edition for university libraries across the world and an essential read for many faculty undergraduate and postgraduate students educators and policymakers

English Medium Instruction Programmes Roger Barnard, Zuwati Hasim, 2018-02-21 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 practice professional development and further research This book will provide guidance for decision makers and practitioners for the effective planning and implementation of EMI programmes where English is an additional language for lecturers and students

The Global Student Experience Camille Kandiko, Mark Weyers, 2013-03-18 There are 100 million students in higher education throughout the world today This collection provides some indication of what they are learning and of their wider experiences It also outlines the changing global context of provision for undergraduate students as countries and universities respond to what they anticipate will be new demands f

African Languages in Classrooms and Academia: Intellectualisation and Empowerment through Formal Education Xolisa Tshongolo, 2024-12-02 To date there have been few comprehensive books published which deal specifically with the role of African languages in academia and formal education Motinyane Mletshe and Tshongolo as editors have produced a book that fills this gap In this timely collection of 21 chapters written in African languages and English the contributors offer a critique of both language practice in the classroom as well as language planning policy creation and implementation challenges A timely and innovative contribution in the area of language in education teaching pedagogy as well as multilingualism

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