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English-Medium Instruction in Chinese Universities *English Medium Instruction Programmes* **English-Medium Instruction Translanguaging Practices in Asia** **English-Medium Instruction and the Internationalization of Universities** **English-Medium Instruction at Universities** *Teaching and Learning in English Medium Instruction* **Codeswitching in University** **English-Medium Classes Language Use in English-Medium Instruction at University** **Dharma, the Way of Transcendence** *English-Medium Instruction Practices in Higher Education* **English-Medium Instruction in Japanese Higher Education** *The Secret Life of English-Medium Instruction in Higher Education* *English Medium Instruction English Medium Instruction in Higher Education in Asia-Pacific* **Student Perspectives on English-Medium Instruction** **Second Language Students in English-Medium Classrooms** *English-Medium Instruction from an English as a Lingua Franca Perspective* *English-Medium Instruction in European Higher Education* **English Medium Instruction** *English-Medium Instruction and Pronunciation* *Language Learning and Use in English-Medium Higher Education* **Teacher Training for English-Medium Instruction in Higher Education** *ROAD-MAPPING English Medium Education in the Internationalised University* **English-Medium Instruction and Translanguaging** *Research Methods in English Medium Instruction* **English as the Medium of Instruction in Turkish Higher Education** *English-Medium Instruction in Higher Education in the Middle East and North Africa* **Student Motivation in English-Medium Instruction** *Evolving Agendas in European English-Medium Higher Education* **Teaching English-Medium Instruction Courses in Higher Education** *English Medium Instruction in Multilingual and Multicultural Universities* *English-Medium Instruction in Higher Education* **Teaching and Learning in English Medium Instruction** *English-Medium Instruction in Chinese Universities* *Essential Competencies for English-medium University Teaching* **English-Medium Instruction in Higher Education in the Middle East and North Africa** *The Use of Technology in English Medium Education* **Second Language Students in English-Medium Classrooms** *English-Medium Instruction at Universities A comparative study of elite English-medium schools, public schools, and Islamic madaris in contemporary Pakistan*

The Use of Technology in English Medium Education Jan 24 2020 This volume discusses how the use of technology creates opportunities for effective teaching practice and illustrates ways to apply innovative and stimulating ways to engage and interact with students on-line. This research-led book brings together teaching practice and case studies and provides a comprehensive understanding of how technology can enhance teaching and learning

through English as medium of instruction. It helps to further the understanding of challenges that language teachers and learners may experience, and provides suggested solutions to address these challenges. It also reflects on the use of technology through case studies and practical tasks. This book brings theory and practice together and it informs research and classroom practices. It will therefore be of great value to teachers in training as well as to those already working or researching in the field.

Teaching and Learning in English Medium Instruction Sep 25 2022 *Teaching and Learning in English Medium Instruction* provides an overview of the nature of English Medium Instruction (EMI) in both secondary and tertiary education. The book explores the nature of academic literacy in EMI; the ways in which EMI is implemented in different contexts; issues related to teaching and learning through the medium of English; teaching challenges and coping strategies used by EMI teachers; support for EMI through EAP; the professional development needs of EMI teachers; approaches to the evaluation of EMI programs. The book contains a number of short chapters written in an accessible style with discussion questions and practical follow up tasks. Throughout the book, key theory and research serves to introduce the core issues involved in EMI, which are then explored in terms of implications for practice. The book can be used in workshops and courses and for groups that include EMI teachers of content subjects, EAP teachers, TESOL students, and teachers and education officials involved with the implementation of EMI in different contexts. With the expansion of EMI worldwide in recent years the book seeks to introduce EMI to a new generation of EMI teachers and language teaching professionals.

English-Medium Instruction in Higher Education Jun 30 2020 This Element focuses on English-Medium instruction (EMI), an educational approach that is spreading widely and rapidly in higher education institutions throughout the world because it is regarded as a lynchpin of the internationalisation process. The main aim of the Element is to provide critical insights into EMI implementation and the results obtained so far in diverse university contexts. After defining EMI and analysing the rapid extension it has experienced, the volume tackles issues such as stakeholders' views on how EMI programmes are being implemented, the impact of teaching and learning both content and language in a foreign language, translanguaging practices in English-medium lectures, and how assessment has hitherto been addressed. Each section aims to bring to light new avenues for research. The Element wraps up with a description of the many challenges ahead.

English Medium Instruction Programmes Jan 30 2023 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. *English-Medium Instruction in Chinese Universities* Apr 28 2020 This edited book is about the rationale, practice and classroom implementation of English-medium instruction courses in Chinese universities. It specifically focuses on classroom discourse analysis across different disciplines and settings. The main themes of this book are: describing the state educational policies toward English-medium instruction at the tertiary level; distinguishing English-medium instruction from mainstream foreign language learning; analyzing curricula and discourse at the classroom level and evaluating the learning effectiveness of these courses. This book covers the widespread implementation of English-medium courses in China across different disciplines, and it provides a window for researchers and practitioners from other parts of the world to see the curriculum design, lesson planning, discourse features and teacher-student interaction in English-medium classrooms in China. Contributors to this volume consists of a panel of highly respected researchers in the fields of bilingual education, English-medium instruction, classroom discourse analysis and language program evaluation. Chapters include, Balance of Content and Language in English-Medium Instruction Classrooms English-Medium Instruction in a Math Classroom: An Observation Study of Classroom Discourse Asking and answering questions in EMI classrooms: What is the Cognitive and Syntactic Complexity Level?

English-Medium Instruction in Higher Education in the Middle East and North Africa Feb 25 2020 English-Medium Instruction (EMI) is a rapidly growing global phenomenon in countries where English is a second or foreign language. This book focuses on empirical research studies conducted on this

growing trend in the Middle East and North Africa, an under-researched area with regards to the effects and challenges of the implementation of EMI in higher education. The contributors are researchers with first-hand experience in countries in the region, including Iran, Kuwait, Morocco, Oman, Saudi Arabia, Sudan, and Turkey. Each chapter follows a consistent structure, allowing comparisons to be drawn between policies and practices in different countries. Topics covered include investigating perceptions and attitudes of both students and lecturers, opportunities and challenges afforded by EMI, as well as the evolution of EMI practices. By exploring these issues, through the lens of a decolonial critical approach, this volume informs theory underlying research into the phenomenon of EMI in the region.

English-Medium Instruction in Japanese Higher Education Apr 20 2022 English-Medium Instruction in Japanese Higher Education provides a touchstone for higher education practitioners, researchers and policy makers. It enables readers to more clearly understand why policies concerning English-medium instruction (EMI) are in place in Japan, how EMI is being implemented, what challenges are being addressed and what the impacts of EMI may be. The volume situates EMI within Japan's current policy context and examines the experiences of its stakeholders. The chapters are written by scholars and practitioners who have direct involvement with EMI in Japanese higher education. They look at EMI from perspectives that include policy planning, program design, marketing and classroom practice.

English Medium Instruction Aug 13 2021 Against a backdrop of theory, policy documents, and examples of practice, this book 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. *English-Medium Instruction Practices in Higher Education* May 22 2022 With the exponential growth of English-Medium Instruction (EMI) provision in higher education, which is rapidly outpacing empirical research, this book outlines approaches to EMI in a range of regional contexts to exemplify different interpretations of implementing EMI policy in higher education. The book provides an in-depth understanding of evolving interpretations, challenges and current policies on a global level, through the exploration of case studies from Armenia, Austria, Azerbaijan, Bangladesh, Brazil, China, Colombia, Denmark, Estonia, Ethiopia, Georgia, Hong Kong, Italy, Japan, Kuwait, Mexico, Nepal, the Netherlands, Poland, South Africa, Tunisia, Turkey and Vietnam. The case studies, which outline how EMI policy is implemented, are presented in three sections, at the national, institutional and classroom levels (macro, meso, and micro), using a variety of research tools, including policy analysis, stakeholders' conceptualisations of EMI, observations of EMI

in practice and context analysis

English-Medium Instruction and the Internationalization of Universities Nov 27 2022 This edited book examines English-Medium Instruction (EMI) language policy and practice in higher education around the world, highlighting how English language usage affects the internationalization of universities, the way that disciplines are taught and learned, and questioning whether internationalization through EMI achieves the values of global citizenship and inclusivity/diversity to which it aspires. Written by experts in the field, the book includes data-based research from universities around the globe, with three chapters on Asia and the Far East (Malaysia, Japan and China), four on Europe (Denmark, the Netherlands and Italy) and one each on Africa (Ethiopia) and Central America (Mexico). Sources include policy documents, questionnaire surveys, focus groups and semi-structured interviews involving university policymakers, lecturers, students, and administrative staff. This book will be of interest to students and scholars of language and education policy, internationalization and applied linguistics, particularly English-Medium Instruction (EMI), academic English and English as a Lingua Franca (ELF).

English-Medium Instruction from an English as a Lingua Franca Perspective Oct 15 2021 English is increasingly used as a lingua franca (ELF) in communicative situations the world over with the acceleration of globalisation. This is in line with the increased introduction of English-medium instruction (EMI) to higher education institutions in many parts of the world to further promote both students' and faculty's mobility to make them competitive and employable in the globalised world, and to make their institutions more attractive and reputable. EMI and ELF, however, are rarely explicitly investigated together despite the fact that the spread of EMI cannot be separated from that of ELF. This volume tackles the issue head on by focusing on EMI in higher education from an ELF perspective. The volume includes contributions by Asian, European, Middle Eastern, South American and Anglo-American scholars. It discusses language policies, attitudes and identities, analyses of classroom EMI practices, case studies and finally, pedagogical implications from an ELF perspective, incorporating also theoretical and empirical issues in conducting EMI courses/programmes. The volume will be of great interest and use, not only to those who are conducting research on ELF, EMI, CLIL, language policy and related fields, but also to classroom teachers and policy makers who are conducting and/or planning to start EMI courses/programmes in their institutions or countries all over the world.

Essential Competencies for English-medium University Teaching Mar 27 2020 As English gains prominence as the language of higher education across the world, many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning. With an innovative approach in both theme and scope, this book addresses four major competencies that are essential to ensure the effectiveness of English-medium higher education: creativity, critical thinking,

autonomy and motivation. It offers an integrated perspective, both theoretical and practical, which defines these competences from different angles within ELT and Applied Linguistics, while also exploring their points of contact and applications to classroom routines. This approach is intended to provide practical guidance and inspiration, in the form of pedagogical proposals, examples of teaching practice and cutting-edge research by scholars and university teachers from all over the world. To that end, a leading specialist in the field introduces each of the four competencies, explaining concepts accessibly and synthetically, exposing false myths, presenting an updated state of the art, and opening windows for future studies. These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts, who reflect on their experience and/or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction.

English-Medium Instruction at Universities Oct 27 2022 This book provides critical insights into the English-medium instruction (EMI) experiences which have been implemented at a number of universities in countries such as China, Finland, Israel, the Netherlands, South Africa, Spain and the USA, which are characterised by differing political, cultural and sociolinguistic situations. In particular, it reflects on the consequences of implementing EMI as an attempt to gain visibility and as a strategy in response to the need to become competitive in both national and international markets. The pitfalls and challenges specific to each setting are analysed, and the pedagogical issues and methodological implications that arise from the implementation of these programmes are also discussed. This volume will serve to advance our awareness about the strategies and tools needed to improve EMI at tertiary level.

Teaching and Learning in English Medium Instruction May 29 2020 Teaching and Learning in English Medium Instruction provides an overview of the nature of English Medium Instruction (EMI) in both secondary and tertiary education. The book explores the nature of academic literacy in EMI the ways in which EMI is implemented in different contexts issues related to teaching and learning through the medium of English teaching challenges and coping strategies used by EMI teachers support for EMI through EAP the professional development needs of EMI teachers approaches to the evaluation of EMI programs. The book contains a number of short chapters written in an accessible style with discussion questions and practical follow-up tasks. Throughout the book, key theory and research serve to introduce the core issues involved in EMI, which are then explored in terms of implications for practice. The book can be used in workshops and courses and for groups that include EMI teachers of content subjects, EAP teachers, TESOL students, and teachers and education officials involved with the implementation of EMI in different contexts. With the expansion of EMI worldwide in recent years the book seeks to introduce EMI to a new generation of EMI teachers and language teaching professionals.

Teacher Training for English-Medium

Instruction in Higher Education May 10 2021 English-medium instruction (EMI) has become a pervasive teaching model in recent higher education. The implementation of EMI programs requires changes in university teaching methods since most lecturers need to adapt their contents and the way they teach them to successfully work in foreign language environments. The rapid proliferation of such programs has resulted in concern among teaching staff, who have felt pushed towards teaching their subject content through a non-native language with little or no previous training. As a result, many recent studies have highlighted the importance and urgency to train teaching staff in terms of language proficiency and the appropriate teaching methods, techniques, and strategies to be applied in EMI lessons. *Teacher Training for English-Medium Instruction in Higher Education* is an academic research publication that provides comprehensive research on effective approaches and experiences in teacher training for EMI at universities both in terms of language skills and teaching methodologies and that analyzes the design and development of comprehensive teacher training programs that successfully engage these EMI programs. It has profound implications for the development of the international profile of higher education institutions as it provides information on how to train highly-qualified lecturers to successfully teach students from different nationalities. Featuring a wide range of topics such as assessment, curriculum design, and learning styles, this book is ideal for pre- and in-service teachers, language specialists, content specialists, administrators, deans, higher education faculty, researchers, practitioners, curriculum designers, policymakers, academicians, and students.

English-Medium Instruction

Translanguaging Practices in Asia Dec 29 2022 This book examines translanguaging pedagogy in Asia's English-medium instruction (EMI) higher education. It presents an overview of concepts and common issues, and case studies from specific contexts in Asia. The book first interrogates macro-level English-medium instruction policies and implementation from English as a lingua franca (ELF) perspectives. Following this, implications of English as a lingua franca on English-medium instruction pedagogy will be explored, with a theoretical framework of 'translanguaging pedagogy' developed. The book concludes with a discussion on translanguaging and how the concept contributes to English-medium instruction in Asia. Through the book, the content focuses on the specificity of each Asian English-medium instruction context from a translanguaging lens. English-medium instruction policies and translingual practices from China, Japan, Taiwan, Thailand, and Vietnam are explored, and opportunities and challenges related to translanguaging pedagogy in Asian English-medium instruction classrooms are examined.

Research Methods in English Medium Instruction Feb 04 2021 In this special edited volume, the editors and invited English Medium Instruction (EMI) researchers, from different parts of the world, outline the latest EMI research methods. Providing academic instruction using English is rapidly spreading in

many countries where English is a second or foreign language, and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels. This volume includes chapters on everything from research into classroom interaction to teachers' and students' perceptions and motivations to language challenges and strategies and the pedagogical implications of translanguaging in EMI classrooms. These specific topics were chosen to reflect different approaches to researching EMI. Each chapter focuses on a specific type of research methodology. It begins with an overview of the literature of the topic under discussion. Then an example study is provided to illustrate how this methodology can be used to investigate EMI. Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced, focusing particularly on the methodological issues they encountered. By exploring these issues, this volume hopes to inform theory (or the lack thereof) underlying research into the phenomenon of EMI. This volume is indispensable for EMI tutors, curriculum developers, policymakers, and teachers, as well as students at both undergraduate and postgraduate levels. It is particularly valuable for researchers from across the globe working in the fields of applied linguistics, language education, English for Academic Purposes (EAP), English Language Teaching (ELT), and Teaching English to Speakers of Other Languages (TESOL). [English-Medium Instruction in European Higher Education](#) Sep 13 2021 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.

Evolving Agendas in European English-Medium Higher Education Oct 03 2020 English medium-of-instruction (EMI) is transforming modern-day universities across the globe, creating increasingly complex linguistic and intercultural realities which lecturers, students and decision-makers must negotiate. Teaching subject matter at higher-education level through the medium of English, in countries where English is neither an official nor national language (e.g. the Netherlands, Germany), is a highly complex phenomenon fraught with challenges and benefits. EMI programmes are capable of transforming domestic degree programmes into platforms of intercultural teaching and learning by infusing them with greater numbers of international faculty and students. Equally however, EMI programmes pose a socio-linguistic, -cultural and -economic challenge by institutionalising English at higher-education level within a country and displacing somewhat national and minority languages. This book, the first of its kind, provides an up-to-date and empirically-informed exploration of these salient themes in Europe, based on significant empirical data gathered and analysed on the German EMI context.

[The Secret Life of English-Medium Instruction in Higher Education](#) Mar 20 2022 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.

English Medium Instruction Feb 16 2022 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 Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman [Language Learning and Use in English-Medium Higher Education](#) Jun 10 2021 This book

critically refines and adds depth to current understandings and practices in EAP (English for Academic Purposes) and EMI (English-Medium Instruction), using empirical research examining the experiences of English language learning and use of undergraduate and postgraduate international students in the UK. The author illuminates the language learning that takes place in and around English-medium higher education settings, both formally and informally, with a specific focus on courses with a creative or professional practice orientation. Drawing on theoretical insights from socio-cultural Second Language Acquisition, this volume capitalises on the synergies between applied linguistics and higher education research to paint a richer picture of the interactions facilitating student growth as confident and competent communicators in globalised academic and professional settings. Considering the broader implications of language development initiatives, this volume will be of interest to students and scholars of applied linguistics, English as a Second Language and second language acquisition.

Teaching English-Medium Instruction

Courses in Higher Education Sep 01 2020 This book provides practical help and guidance for non-native English-speaking higher education lecturers faced with the need to deliver lectures and seminars in English. It builds on the authors' years of experience as researchers and teacher trainers in the area of English Medium Instruction (EMI), combining practical advice and research findings with useful case studies from different global settings, including Australia, China, Hong Kong, Slovakia, Spain, the UK and the USA, and a range of subject areas, such as philosophy, mathematics and genetics. The authors present an overview of what generally happens when university teachers make the transition to teaching in English. After dispelling some common myths and setting out priorities, Ruth Breeze and Carmen Sancho Guinda move on to explain how practitioners can prepare to give lectures and interact with both local and international students effectively in English, tackling difficult issues, such as encouraging participation, promoting creativity and critical thinking, and evaluating written student work. The final chapters address good practices in EMI, proposing ways to achieve excellence in global settings.

English Medium Instruction in Higher Education in Asia-Pacific Jan 18 2022 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.

Codeswitching in University English-

Medium Classes Aug 25 2022 In the multilingual societies of the 21st century, codeswitching is an everyday occurrence, and yet the use of students' first language in the EFL classroom has been consistently discouraged. This volume begins by examining current theoretical work on codeswitching and then proceeds to examine the convergence and divergence between university language teachers' beliefs about codeswitching and their classroom practice.

English as the Medium of Instruction in

Turkish Higher Education Jan 06 2021 This book examines the phenomenon of English Medium Instruction (EMI) in Turkish higher education, using research-based findings and review-based discussions with a critical focus on diverse aspects of EMI. Particularly, it addresses issues under four major themes: EMI policy and the macro level context, teaching practices in EMI, learning experiences in EMI and future directions for EMI in Turkey. *English as the Medium of Instruction in Turkish Higher Education: Policy, Practice in Action and Future Directions* comprehensively examines the EMI phenomenon by taking Turkey as a case study and it exclusively explores existing issues against different conceptual frameworks and theoretical foundations. It also explores novel issues around EMI, such as EMI assessment, EMI classroom interaction, and technology-enhanced EMI teacher training. Written by established experts in the field, this volume will be of particular interest to scholars of English for Academic Purposes, English Medium Instruction and Applied Linguistics as well as postgraduate students of Applied Linguistics, English as a Lingua Franca, English for Academic Purposes, and language and education policy. The book might also appeal to policy makers both in Turkey and in international education seeking blueprints to align their avowed principles and ground realities for purposes of effective practices.

English-Medium Instruction at Universities Nov 23 2019 This book provides critical insights into the English-medium instruction (EMI) experiences which have been implemented at a number of universities in countries such as China, Finland, Israel, the Netherlands, South Africa, Spain and the USA, which are characterised by differing political, cultural and sociolinguistic situations. In particular, it reflects on the consequences of implementing EMI as an attempt to gain visibility and as a strategy in response to the need to become competitive in both national and international markets. The pitfalls and challenges specific to each setting are analysed, and the pedagogical issues and methodological implications that arise from the implementation of these programmes are also discussed. This volume will serve to advance our awareness about the strategies and tools needed to improve EMI at tertiary level.

English-Medium Instruction and Pronunciation

Jul 12 2021 This book offers new insights into the language gains of adult learners enrolled in an English-medium instruction (EMI) degree

programme. It provides longitudinal empirical evidence of the phonological gains of the learners; discusses which individual factors contribute to the changes in the learners' pronunciation and investigates whether and to what extent increased exposure to the target language in EMI classrooms leads to incidental learning of second language pronunciation. Furthermore, it expands on the discussions surrounding the Critical Period Hypothesis, the native-speaker norm, foreign language accent and the role of English as a Lingua Franca. The comparative and longitudinal design of the research study fills a significant gap in the literature and the book offers considerable original and important research-informed insights into the fields of EMI, bilingual education and second language acquisition. As such, it is a valuable resource and must-read book for researchers, practitioners and policymakers in these areas.

English-Medium Instruction and

Translanguaging Mar 08 2021 This book offers a critical exploration of definitions, methodologies and ideologies of English-medium instruction (EMI), contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts. It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels, in a variety of countries, with different approaches to translanguaging, different named languages, and different policies. These studies include several underrepresented contexts across the globe, providing a broad view of how translanguaging in EMI is understood in these educational settings. Furthermore, this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom.

Second Language Students in English-

Medium Classrooms Nov 15 2021 *Second Language Students in English-Medium Classrooms* offers a real-life practical guide to teachers that will enable them to serve students from many linguistic and cultural backgrounds effectively. Written in an accessible manner it includes numerous exemplary strategies and resources as well as practical references to the latest uses of embedded technology. All of these are designed to reflect contemporary practice in international schools. The book also tackles the controversial and politically-charged issues of the potentially overwhelming impact of English in global contexts and the use of students' mother-tongues in English-medium classrooms. Written by an author and researcher with over 35 years' experience, this book is an essential resource for all teachers, administrators and parents of children in international schools.

Language Use in English-Medium

Instruction at University Jul 24 2022 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 while

also situating these observations within the wider educational policies of institutions, societal norms and contextual pedagogies. The book highlights both the diversity and commonalities of the challenges and opportunities in enhancing student experience in different EMI contexts, drawing on international perspectives spanning South America, Europe and Asia. In so doing, the volume offers a comprehensive portrait of the current realities of the EMI experience at the university level, empowering stakeholders to critically reflect upon and adapt their classroom strategies to their own realities and chart new directions for research in the field. The book will be of particular interest to scholars interested in issues in English-medium instruction, applied linguistics, language policy and language education, as well as those currently teaching in EMI contexts.

Second Language Students in English-Medium Classrooms Dec 25 2019 *Second Language Students in English-Medium Classrooms* offers a real-life practical guide to teachers that will enable them to serve students from many linguistic and cultural backgrounds effectively. Written in an accessible manner it includes practical references to the latest uses of embedded technology and numerous exemplary strategies and resources that are increasingly becoming customary usage in international schools. The book also tackles the controversial and politically charged issues of the overwhelming use of English in a global context and the use of students' mother tongues in English-medium classrooms, which has not yet been fully accepted as well as the overwhelming use of English in a global context. Written by an author with over 35 years' experience, this book is an essential resource for all teachers, administrators and parents of children in international schools.

English Medium Instruction in Multilingual and Multicultural Universities Aug 01 2020 *English Medium Instruction in Multilingual and Multicultural Universities* analyses the issues related to EMI at both a local and international level and provides a broad perspective on this topic. Drawing on field studies from a Northern European context and based primarily on research carried out at the University of Copenhagen, this book: introduces a topical global issue that is central to the higher education research agenda; identifies the issues and challenges involved in EMI in relation to central linguistic, pedagogical, sociolinguistic and socio-cultural concepts; captures university lecturers' experiences in the midst of curricular change and presents reflections on ways to navigate professionally in English to meet the demands of the multilingual and multicultural classroom. *English Medium Instruction in Multilingual and Multicultural Universities* is key reading for researchers, pre- and in-service teachers, university management, educational planners, and advanced students with an interest in EMI and the multilingual, multicultural university setting.

Dharma, the Way of Transcendence Jun 22 2022 The word dharma, originally from the Sanskrit, refers to the inherent, unchanging nature of something – sugar's dharma is to be sweet, water's dharma is to be wet, and fire's dharma is to emit heat and light. Dharma also refers to our natural duty. We humans have

ordinary dharma and an ultimate dharma that relates to who we are at soul level. That dharma requires that we ask existential questions and then seek ultimate answers – questions such as Who am I? Why am I here? and What is my ultimate purpose? Dharma, the Way of Transcendence is a compilation of lectures on human dharma given by His Divine Grace A. C. Bhaktivedanta Swami Prabhupada in 1972 as he toured India. Here he teaches that the dharma of all humans and every other living embodied soul – is service. No one can exist for a moment without serving someone or something else, even if it's only the mind and senses. So the question is, whom or what can we serve if we want to be truest to ourselves?

English-Medium Instruction in Chinese Universities Feb 28 2023 This edited book is about the rationale, practice and classroom implementation of English-medium instruction courses in Chinese universities. It specifically focuses on classroom discourse analysis across different disciplines and settings. The main themes of this book are: describing the state educational policies toward English-medium instruction at the tertiary level; distinguishing English-medium instruction from mainstream foreign language learning; analyzing curricula and discourse at the classroom level and evaluating the learning effectiveness of these courses. This book covers the widespread implementation of English-medium courses in China across different disciplines, and it provides a window for researchers and practitioners from other parts of the world to see the curriculum design, lesson planning, discourse features and teacher-student interaction in English-medium classrooms in China. Contributors to this volume consists of a panel of highly respected researchers in the fields of bilingual education, English-medium instruction, classroom discourse analysis and language program evaluation. Chapters include, Balance of Content and Language in English-Medium Instruction Classrooms English-Medium Instruction in a Math Classroom: An Observation Study of Classroom Discourse Asking and answering questions in EMI classrooms: What is the Cognitive and Syntactic Complexity Level?

A comparative study of elite English-medium schools, public schools, and Islamic madaris in contemporary Pakistan Oct 22 2019 This ethnographic study examines the role of differing school knowledge in reproducing various social classes in the society. It was observed that an unequal availability of capital resources, agents' class habitus, and the type of their "cultural currency" act as selection mechanisms that clearly favour some social groups over others. The ruling classes ensure the transfer of their power and privilege to their children by providing them with quality education in elite schools. The disadvantaged classes are excluded from these unique institutions by both social and economic sanctions. They have no other option than to educate their children either in public schools or Islamic madaris. As a result, inequitable educational opportunities consolidate the existing social-class hierarchy.

English-Medium Instruction in Higher Education in the Middle East and North Africa Dec 05 2020 *English-Medium Instruction (EMI)* is a rapidly growing global phenomenon in

countries where English is a second or foreign language. This book focuses on empirical research studies conducted on this growing trend in the Middle East and North Africa, an under-researched area with regards to the effects and challenges of the implementation of EMI in higher education. The contributors are researchers with first-hand experience in countries in the region, including Iran, Kuwait, Morocco, Oman, Saudi Arabia, Sudan, and Turkey. Each chapter follows a consistent structure, allowing comparisons to be drawn between policies and practices in different countries. Topics covered include investigating perceptions and attitudes of both students and lecturers, opportunities and challenges afforded by EMI, as well as the evolution of EMI practices. By exploring these issues, through the lens of a decolonial critical approach, this volume informs theory underlying research into the phenomenon of EMI in the region.

Student Motivation in English-Medium Instruction Nov 03 2020 This book explores Japanese students' learning experiences and challenges in English medium instruction (EMI) from motivational perspectives. Using self-determination theory (SDT) as the framework, the first part reveals a lack of the three psychological needs of SDT (autonomy, competence, relatedness) that cause loss of students' initial interest in learning English language and content. The author outlines pedagogical interventions that can be implemented in order to make the learning environment better. The second half of the book shows the effects these interventions had on the fulfillment of the three psychological needs, especially perceived relatedness and autonomy. In conclusion, the author focuses on the importance of listening to Japanese students' voices and building a community that can motivate students, thus maximizing the pedagogical effectiveness of EMI. This volume will be useful to anyone involved in motivation, language learning or EMI research, pedagogy or practice.

Student Perspectives on English-Medium Instruction Dec 17 2021 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.

ROAD-MAPPING English Medium Education in the Internationalised University Apr 08 2021

This book is the first to offer a conceptual framework of English-medium education that can be used across different international higher education (HE) contexts. It provides readers with an understanding of the complexities, possibilities and challenges that this phenomenon raises in the 21st century. Making the case for the pressing need for an overarching conceptualisation, the authors discuss, from a theoretical point of view, the recently introduced ROAD-MAPPING framework for 'English Medium Education in Multilingual University Settings' (EMEMUS). Drawing on current research and examples from a variety of settings, the book makes a strong case for the applicability of the framework in two important directions: as a methodological tool for researching educational practices and as an analytical guide to examine policies and teacher education programmes.

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- [English Medium Instruction Translanguaging Practices In Asia](#)
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- [English Medium Instruction At](#)

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