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Nota di contenuto	Frontmatter -- Contents -- Contributors -- Acknowledgements -- 1. Introduction: Theorizing Translanguaging Practices in Higher Education -- 2. Translanguaging Practices in a South African Institution of Higher Learning: A Case of Ubuntu Multilingual Return -- 3. A Call for (Trans) languaging: The Language Profiles at Roskilde University -- 4. The Ecology of Language and Translanguaging in a Ukrainian University -- 5. Professors Translanguaging in Practice: Three Cases from a Bilingual University -- 6. Translanguaging in a Multimodal Mathematics Presentation -- 7. Multilingual Policies and Practices in Indian Higher Education -- 8. Translanguaging within Higher Education in the United Arab Emirates -- 9. Teachers' Beliefs about Translanguaging Practices -- 10. Concluding Remarks: Prestige Planning and Translanguaging in Higher Education -- Index
Sommario/riassunto	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 legitimize 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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