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Nota di contenuto

EMI issues and challenges in Asia-Pacific higher education: An introduction By Ian Walkinshaw, Ben Fenton-Smith & Pamela Humphreys -- Part I The languages of higher education in East and Southeast Asia: Will EMI lead to Englishization? By Andy Kirkpatrick -- EMI programs in a Vietnamese university: Language, pedagogy and policy issues By Nguyen Thu Huong, Ian Walkinshaw and Pham Hoa Hiep -- English medium instruction in Korean higher education: Challenges and future directions By Eun Gyong (E.G.) Kim -- English medium instruction in higher education in Pakistan: Policies, perceptions, problems and possibilities By Ahmar Mahboob -- EMI in Anglophone nations: Contradiction in terms or cause for consideration? By Pamela Humphreys.-The significance of EMI for the learning of EIL in higher education: Four cases from Japan By Nobuyuki Hino -- English as a medium of instruction in Singapore higher education By Kingsley Bolton and Werner Botha -- Language policy and Transnational Education (TNE) institutions: What role for what English? By Stuart Perrin -- A case study of assessment in English medium instruction in Cambodia By Stephen Moore -- Part II Professional development for EMI: Exploring Taiwanese lecturers' needs By Ben Fenton-Smith, Christopher Stillwell and Roger Dupuy -- "Being a professor and doing EMI properly isn't easy". An identity-theoretic investigation of content teachers' attitudes towards EMI at a university in Hong Kong By John Trent.-English as a medium of instruction in Indonesian higher education: A study of lecturers' perceptions By Anita Dewi -- Multilinguals and translanguaging in the teaching of and through English: Rethinking linguistic boundaries in an Australian university By Kathleen Heugh, Li Xuan and Song Ying.-English medium education in a university in Brunei Darussalam: Code-switching and intelligibility By Ishamina Athirah and David Deterding -- Unwritten rules: Code choice in task-based learner discourse in an EMI context in Japan By Paul Moore. .

Sommario/riassunto

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.