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Sommario/riassunto	"This is timely and important conceptual work on the use of English for teaching and learning in multilingual higher education contexts. The theoretical and heuristic strength of the ROAD-MAPPING framework ensures methodological rigour and justifiable comparison across different contexts. Higher education managers, administrators and researchers will find this a valuable contribution to the field." -- Christa van der Walt, Stellenbosch University, South Africa "At a time when the rapid spread of English-medium education has outpaced theoretical conceptualisations, this excellent and concise book offers a sound interdisciplinary framework which stakeholders will find eminently useful to better understand the complexity of current multilingual university settings. As the saying goes, the best things come in small packages!" --David Lasagabaster, University of the Basque Country, Spain "Informed by recent research, the ROAD-MAPPING framework developed by Dafouz and Smit provides a valuable analytical tool to

researchers, educators and policy-makers working with English-medium education across various university contexts. The authors carefully consider how English interacts with other languages and how it contributes to multilingual practices in higher education." --Maria Kuteeva, Stockholm University, Sweden 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.
