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Nota di contenuto	Part I: English-Medium Instruction (EMI) Policy at the Macro Level in Context -- Chapter 1. Academic English Language Policies and Practices of English-Medium Instruction Universities in Turkey from Policy Actors' Eyes -- Chapter 2. English-Medium Instruction in Northern Cyprus: Problems, Possibilities, and Prospects -- Chapter 3. Reflections on English-Medium Instruction in Turkish Higher Education Institutions, Educational Quality and Insights from International Experience -- Chapter 4. Internationalization, Mobility and English-Medium Instruction in the Context of Turkish Higher Education -- Chapter 5. Stakeholder Perspectives on the Use of English-Medium

Instruction (EMI) in Turkish Universities -- Part II: Focus on Teaching Through English Medium Instruction (EMI) -- Chapter 6. Multi-level EMI Policy Implementation in Turkey's Higher Education: Navigating Ideological Tensions -- Chapter 7. Turkish Undergraduates' Perspectives on EMI: A Framework Induced Analysis of Policies and Processes -- Chapter 8. Content and Language in EMI Assessment Practices: Challenges and Beliefs at an Engineering Faculty in Turkey -- Chapter 9. A Closer Look at the Doctoral Writing Practices in an English-Medium Instruction University in Turkey -- Chapter 10. Training Language Teachers for English-Medium Instruction (EMI) Contexts Through the Use of Augmented Reality -- Part III Focus on Learning Through English Medium Instruction -- Chapter 11. Questioning the Metacognitive Reading Strategies in an English-Medium Instruction (EMI) Setting -- Chapter 12. Exploring the Functions of Okay as a Discourse Marker in an English-Medium Instruction Class -- Chapter 13. Why Student Retention Matters for Turkish EMI Universities? -- Part IV Directions for English-Medium Instruction in Turkey -- Chapter 14. The EMI Quality Management Program: A Novel Solution Model -- Chapter 15. Review and Final Thoughts: The Future of English-Medium Instruction in Turkey.

Sommario/riassunto

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.
