

1. Record Nr.	UNINA9910774785103321
Titolo	EMI and Beyond : Internationalising Higher Education Curricula in Italy / / Lynn Mastellotto, Renata Zanin, editors
Pubbl/distr/stampa	Bolzano : , : bu, press, , 2021
Descrizione fisica	1 online resource (vi, 287 pages)
Disciplina	306.446
Soggetti	Language and languages Multilingualism Education, Higher
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction EMI Stakeholders and Research in the Italian Context. Moving Towards ICLHE? Francesca Costa -- Part 1 English Medium Instruction (EMI) in Italian Universities Innovative ESAP Syllabus Design: A Means to Address English-Language Problems in EMI Programmes Jemma Prior -- Aligning Policy and Practice: Linguistic and Pedagogical Strategies for the EMI Classroom Emma Quick -- Intercultural English as a Medium and Outcome of Instruction: The Case of the University of Trento, Italy Chiara Polli -- EMI Professional Development in Italy: An Assessment Focus Olivia Mair -- Learners' Views of EMI: Non-Native Speaker Teachers' Competence and ELF in an Italian Master's Degree Programme Marco Bagni -- Part 2 Beyond EMI: Multilingual and Intercultural Approaches in Italian Universities The Intercultural Dimension and BELF in the English Course Curriculum of Business Schools: Proposal for an Integrated Model Elena Borsetto -- EMI and Translanguaging: Student Language Use in an Italian English-Taught Programme Fiona Dalziel -- South Tyrol and the Challenge of Multilingual Higher Education Lynn Mastellotto & Renata Zanin -- CLIL: Internationalisation or Pedagogical Innovation? Federica Ricci Garotti -- Collaborating Across Continents - The Challenges of Intercontinental Academic Partnerships Amanda C. Murphy -- Conclusion Lynn Mastellotto & Renata Zanin.

This collection presents the state of the art on English-medium instruction (EMI) / Integrating content and language (ICL) in Italian higher education, drawing attention to different critical aspects of the teaching/learning experience and highlighting the perspectives of various educational stakeholders regarding the effectiveness of tertiary study in a foreign language. The chapters draw on a range of methodologies, from multimodal participant observation, to action research, to video-stimulated recall (VSR), to questionnaires and interviews, in examining language policies and practices across various educational settings. Overall, the volume suggests that internationalisation succeeds best when the form of lessons (language) and the content of lessons (disciplinary concepts) are constructively aligned in curriculum planning and delivery. This integration process requires the strategic support of educators to guarantee the quality of learning in multilingual education.

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