

**Medium of Instruction
in
Hong Kong:
Policy and Practice**

Anita Y.K. Poon

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Medium Instruction In Hong Kong Policy And Practice

**Christiane Fäcke, Xuesong (Andy)
Gao, Paula Garrett-Rucks**



Medium Instruction In Hong Kong Policy And Practice:

Medium of Instruction in Hong Kong Anita Y. K. Poon, Yuqiong Pan, 2000-09-26 Poon's book is a qualitative case study of Hong Kong's medium of instruction policy proposed in the Education Commission Report No 4 in 1990. The study utilizes not only documents but interviews and observations in analyzing the formal policy and its implementation in school instruction. Poon finds many factors that signify that the Hong Kong government's medium of instruction policy is not likely to be implemented to a large extent territorially. Poon proposes a solution to revise the existing medium of instruction policy to incorporate bilingualism as a language goal and to practice language planning societally and in the domain of education.

Language Planning for Medium of Instruction in Asia M. Hamid, Hoa Nguyen, Richard Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh, Hong Kong, India, Indonesia, Japan, Malaysia, the Maldives, Nepal, Timor-Leste, and Vietnam. The chapters provide an informed understanding of the context, process, actors, goals, and outcomes of medium of instruction policies from a language policy and planning perspective. The volume has an emphasis on the exploration of medium of instruction in action, which brings into focus the perspectives of micro-policy enactors including teachers, students, and parents in the local context, generating crucial empirical insights. This critical analysis of the goals, outcomes, and experiences of this trend in global language in education will be of interest to language and education students, researchers, practicing teachers, executives in academia, and language studies, and to education policymaking authorities in Asia and other parts of the world. The volume updates existing research on medium of instruction and takes the field forward in a fast-changing world as English medium instruction policies are globalised. This book was originally published as a special issue of *Current Issues in Language Planning*.

Making Sense of Education in Post-Handover Hong Kong Thomas Kwan-Choi Tse, Michael H. Lee, 2016-11-10 Since 1997 when Hong Kong became a Special Administrative Region of the People's Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong's economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system ranging from pre-school to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future directions.

Language Use in English-Medium Instruction at University David Lasagabaster, Aintzane Doiz, 2021-05-26 This collection brings together insights from research and scholars' practical experience on the role of language and language use in teacher practices at the university level in EMI contexts, offering global perspectives across diverse educational settings. The volume considers the language-related practices, processes, and ways of thinking implemented in EMI contexts as

teachers and students co construct meaning through interaction while also situating these observations within the wider educational policies of institutions societal norms and contextual pedagogies The book highlights both the diversity and commonalities of the challenges and opportunities in enhancing student experience in different EMI contexts drawing on international perspectives spanning South America Europe and Asia In so doing the volume offers a comprehensive portrait of the current realities of the EMI experience at the university level empowering stakeholders to critically reflect upon and adapt their classroom strategies to their own realities and chart new directions for research in the field The book will be of particular interest to scholars interested in issues in English medium instruction applied linguistics language policy and language education as well as those currently teaching in EMI contexts

English-Medium Instruction Translanguaging Practices in Asia Wenli Tsou, Will Baker, 2021-07-22 This book examines translanguaging pedagogy in Asia's English medium instruction EMI higher education It presents an overview of concepts and common issues and case studies from specific contexts in Asia The book first interrogates macro level English medium instruction policies and implementation from English as a lingua franca ELF perspectives Following this implications of English as a lingua franca on English medium instruction pedagogy will be explored with a theoretical framework of translanguaging pedagogy developed The book concludes with a discussion on translanguaging and how the concept contributes to English medium instruction in Asia Through the book the content focuses on the specificity of each Asian English medium instruction context from a translanguaging lens English medium instruction policies and translingual practices from China Japan Taiwan Thailand and Vietnam are explored and opportunities and challenges related to translanguaging pedagogy in Asian English medium instruction classrooms are examined

Language Planning in the Asia Pacific Robert B. Kaplan, Richard B. Baldauf, 2013-12-16 This volume covers the language situation in Hong Kong Timor Leste and Sri Lanka explaining the linguistic diversity the historical and political contexts and the current language situation including language in education planning the role of the media the role of religion and the roles of non indigenous languages Two of the authors are indigenous to the situations described while the other has undertaken extensive field work and consulting there The three monographs contained in this volume draw together the literature on each of the polities to present an overview of the research available about each of them while providing new research based information The purpose of the volume is to provide an up to date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise This book was published as special issues of Current Issues in Language Planning

World Englishes – Problems, Properties and Prospects Thomas Hoffmann, Lucia Siebers, 2009-09-23 World Englishes is a vibrant research field that has attracted scholars from many different linguistic subdisciplines Emphasizing the common ground of all research on World Englishes the 22 articles in this collected volume selected from more than a hundred papers presented at the 2007 conference of the International

Association for World Englishes in Regensburg cover a broad range of topics which together reflect the state of the art of research in this field The volume focuses on regions as diverse as Africa the Caribbean the Antipodes and Asia but also promotes a globally comparative perspective by analyzing selected characteristics of the English language across a wide range of varieties Methodologically a number of different approaches are applied including corpus linguistic studies socio phonetics as well as historical discourse analysis Due to its wide scope the book is of interest not only to World Englishes scholars but also to sociolinguists as well as applied contact or corpus linguists

English Medium Instruction Ernesto Macaro, 2018-02-19 Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction Against a backdrop of theory policy documents and examples of practice he weaves together research in both secondary and tertiary education with a particular focus on the key stakeholders involved in EMI the teachers and the students Whilst acknowledging that the momentum of EMI is unlikely to be diminished and identifying its potential benefits the author raises questions about the ways it has been introduced and developed and explores how we can arrive at a true cost benefit analysis of its future impact This state of the art monograph presents a wide ranging multi perspectival yet coherent overview of research policy and practice of English Medium Instruction around the globe It gives a thorough in depth and thought provoking treatment of an educational phenomenon that is spreading on an unprecedented scale

Guangwei Hu National Institute of Education Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university Oxford Applied Linguistics Series Advisers Anne Burns and Diane Larsen Freeman

Multilingual and Translingual Practices in English-Medium Instruction Dogan Yuksel, Mehmet Altay, Samantha Curle, 2024-01-25 English Medium Instruction EMI refers to the use of the English language to teach academic subjects where first language of the majority of the population is not English One popular implementation of EMI the Multilingual Model would imply that some aspects e.g. courses sessions in some courses and or assessment are taught through English whereas the first language of the students is used in some other respects This volume explores context related ways in which the multilingual EMI model and translingual practices are seen and enacted in higher education contexts across the globe Research on this topic is not only timely but also very much needed particularly in contexts that are relatively new to EMI as well as in contexts where monolingual forms of teaching and monolingual institutional policies still prevail Empirical research based studies as well as theoretical reviews that centre around multilingual and translingual practices in partial and full i.e. English only EMI settings are elaborated with case studies from Colombia Indonesia Iraq Norway Qatar Spain Turkey United Arab Emirates the UK and the USA

English-Medium Instruction and Translanguaging BethAnne Paulsrud, Zhongfeng Tian, Jeanette Toth, 2021-01-20 This book offers a critical exploration of definitions methodologies and ideologies of English medium instruction EMI contributing to new

understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom *English Medium Instruction in South Korea* Jiye Hong, Helen Basturkmen, 2024-07-16 Adding to the growing body of research on English Medium Instruction EMI this book focuses on the language support systems currently used by EMI mathematics and social science schoolteachers and university lecturers in South Korea While EMI is an instructional field there is a gap in the knowledge of how teachers and lecturers integrate English language specific practices within their curriculum Drawing on findings from an observational and interview based case study at secondary and tertiary levels in South Korea the research outlines differing planned teaching practices and illustrates EMI classroom interaction language related episodes LREs in this interaction and vocabulary materials developed by EMI teachers and lecturers Hong and Basturkmen discuss how they assessed the students learning from LREs in classroom interaction and the results from these findings which illustrate practical advice and guidelines for integrating a focus on language into the discipline of teaching The volume also offers several application tasks including two reflection on practice projects which the reader can try out by using the procedures developed in the case study This is the first major book length examination of EMI in the South Korean context and presents a useful resource for EMI teachers lecturers and educators in South Korea and globally who are looking to develop their methodology for language including practical suggestions about how to seamlessly incorporate the learning of disciplinary vocabulary and forms of expression using EMI The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

The Handbook of Plurilingual and Intercultural Language Learning Christiane Fäcke, Xuesong (Andy) Gao, Paula Garrett-Rucks, 2024-11-08 The most up to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning describes core pedagogical concepts in different contexts discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories In depth chapters address code

switching and translanguaging equity in foreign language learning intercultural sensitivity technology enhanced learning world Englishes the role of language policy in nation building the situations of migrants in language classrooms and more A field defining overview of the latest research on the science of language education and acquisition The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world Discusses future trends in language education policy assessment and teacher training in light of new attitudes about language community and statehood Features contributions from a wide range of scholars reflecting different cultural linguistic regional and ideological perspectives Introduces European research discourses on intercomprehension into the English speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication

Charting an Asian Trajectory for Literacy Education Su Li Chong, 2021-03-14 Weaving outwards from a centripetal force of biographical stances this book presents the collective perspectives of literacy researchers from Brunei China Hong Kong Malaysia Singapore the Philippines and Taiwan It represents the first all Asian initiative to showcase the region's post colonial multilingual and multicultural narratives of literacy education This book provides a much needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years each chapter brings decades of biographical narratives and collective empirical research findings to bear Within the book are negotiations about literacy across and within home and school contexts transactions of literature text and reader and considerations of the literacy policy practice nexus These trajectories while divergent in their issues come together as shared lived experience located in local contexts considered through global perspectives As Asia looks set to become the 21st century's new economic and labour force the need to understand the sociocultural milieu of this region cannot be understated This book on literacy education in Asia contributes to the larger narrative

Language Education Policies in Multilingual Settings Laura Gurney, Lakshman Wedikkarage, 2024-05-28 The volume provides grounded and contemporary insight into multilingual education from diverse perspectives stemming from the authors' epistemic cultural and geographic positioning around the world in different educational milieu and will give both academic and practitioner audiences an up to date picture of multilingual education in the early 2020s Multilingual education policies are continually implemented re evaluated and debated around the world from primary to tertiary education Fundamentally however educational policies manifest in

classroom practice the language envisaged in policy becomes the languaging of practice as teachers learners and stakeholders negotiate educational curricula together Internal and external forces from resourcing to the Internet to broader events such as pandemics and changes in government shape the landscapes in which policies are enacted The volume is extending the themes of the Multilingual Education Yearbook series in line with current developments in theory research and practice As such this book provides a wealth of information to practitioners teachers and teacher educators researchers in applied linguistics and language education postgraduate students in the field of applied linguistics and policymakers

Identity, Motivation, and Multilingual Education in Asian Contexts Mark Feng Teng, Wang Lixun, 2020-02-06 This book investigates how learners motivations and identities are constructed in the process of learning and using multiple languages in Asian contexts It presents examples of multilingual contexts in different parts of Asia and illustrates various achievements and challenges associated with multilingual education Drawing on recent theoretical developments regarding learners motivations and identities in language learning related research this book uncovers learners motivations that underlie their decisions of learning multiple languages in Asian contexts Through empirical studies the authors offer conceptual interpretations on emerging concepts such as dual motivation system motivation dynamics motivational transformation episodes and hierarchies of identities In addition to being highly relevant to researchers of applied linguistics this book is a valuable reference for every university and college library that serves a faculty or school of education

The Bloomsbury Handbook of Bourdieu and Educational Research Garth Stahl, Guanglun Michael Mu, Pere Ayling, Elliot B. Weininger, 2024-02-08 This book is the first international reference work to showcase the diversity of ways of using Bourdieu s sociological toolkit in educational research Written by scholars based in Australia Brazil Canada China Indonesia Hong Kong the UK and the USA the handbook provides a unique and cutting edge picture of how Bourdieu has been both used and adapted in educational research globally The book will be useful for those who may only have a cursory knowledge of Bourdieu s tools as well as those who are already familiar with Bourdieu s work The chapters cover a wide range of topics including educational leadership teacher preparation space place educational policy literacy education marginalised students and student mobility

English-Medium Instruction Pedagogies in Multilingual Universities in Asia Fan Fang, Pramod K. Sah, 2023-07-25 This collection brings together perspectives from emerging and established scholars working from empirical data from real life classroom experiences to investigate pedagogical issues in the application of EMI across a range of educational contexts in Asia Drawing on research across different levels of education covering institutions across various contexts across Asia the book engages in key questions around power marginalization attitudes intercultural communication and identity construction as they unfold in classrooms in which a plurality of languages and varieties of English collide and are mediated appropriated and accommodated The volume explores the pedagogical challenges policies and practices of EMI which emerge in these settings highlighting real life problems in EMI program development and the

wider pedagogical implications for EMI implementation in varied educational environments Taken together the chapters offer opportunities for further research toward challenging traditionally held beliefs and blind implementation of EMI and encouraging critical perspectives from both researchers and policymakers alike Pedagogies of English Medium Instruction Programs in Asian Universities will be of interest to scholars and practitioners in English medium instruction English language teaching TESOL and applied linguistics

Teaching and Learning in English Medium Instruction Jack C. Richards, Jack Pun, 2022-03-02 Teaching and Learning in English Medium Instruction provides an overview of the nature of English Medium Instruction EMI in both secondary and tertiary education The book explores the nature of academic literacy in EMI the ways in which EMI is implemented in different contexts issues related to teaching and learning through the medium of English teaching challenges and coping strategies used by EMI teachers support for EMI through EAP the professional development needs of EMI teachers approaches to the evaluation of EMI programs The book contains a number of short chapters written in an accessible style with discussion questions and practical follow up tasks Throughout the book key theory and research serve to introduce the core issues involved in EMI which are then explored in terms of implications for practice The book can be used in workshops and courses and for groups that include EMI teachers of content subjects EAP teachers TESOL students and teachers and education officials involved with the implementation of EMI in different contexts With the expansion of EMI worldwide in recent years the book seeks to introduce EMI to a new generation of EMI teachers and language teaching professionals

The Handbook of Asian Englishes Kingsley Bolton, Werner Botha, Andy Kirkpatrick, 2020-09-09 Winner of the 2021 PROSE Humanities Category for Language Linguistics The first volume of its kind focusing on the sociolinguistic and socio political issues surrounding Asian Englishes The Handbook of Asian Englishes provides wide ranging coverage of the historical and cultural context contemporary dynamics and linguistic features of English in use throughout the Asian region This first of its kind volume offers a wide ranging exploration of the English language throughout nations in South Asia Southeast Asia and East Asia Contributions by a team of internationally recognized linguists and scholars of Asian Englishes and Asian languages survey existing works and review new and emerging areas of research in the field Edited by internationally renowned scholars in the field and structured in four parts this Handbook explores the status and functions of English in the educational institutions legal systems media popular cultures and religions of diverse Asian societies In addition to examining nation specific topics this comprehensive volume presents articles exploring pan Asian issues such as English in Asian schools and universities English and language policies in the Asian region and the statistics of English across Asia Up to date research addresses the impact of English as an Asian lingua franca globalization and Asian Englishes the dynamics of multilingualism and more Examines linguistic history contemporary linguistic issues and English in the Outer and Expanding Circles of Asia Focuses on the rapidly growing complexities of English throughout Asia Includes reviews of the new frontiers of research in Asian Englishes including the

impact of globalization and popular culture Presents an innovative survey of Asian Englishes in one comprehensive volume Serving as an important contribution to fields such as contact linguistics World Englishes sociolinguistics and Asian language studies The Handbook of Asian Englishes is an invaluable reference resource for undergraduate and graduate students researchers and instructors across these areas Winner of the 2021 PROSE Humanities Category for Language Linguistics

The Routledge Handbook of the Sociopolitical Context of Language Learning Weixiao Wei, Der-lin Chao, 2025-03-11 The Routledge Handbook of the Sociopolitical Context of Language Learning is a compelling examination of how language education must adapt to our rapidly changing world This book explores the need for a fresh perspective on language learning moving beyond traditional methods to address the complexities of today's global landscape It delves into the impact of geopolitical shifts cultural exchanges and social justice issues on language education The book offers a blend of theoretical insights and practical approaches highlighting how language learning intersects with global politics and cultural diversity It examines case studies from various countries including Ukraine and Oman to reveal how language policies and practices are evolving in response to contemporary challenges By integrating themes of identity equity and intercultural understanding the book presents groundbreaking content that pushes for more inclusive and effective language education Ideal for educators policymakers and anyone interested in the future of language learning this book provides valuable perspectives on how to rethink and redesign language education to better serve a diverse and interconnected world It offers practical strategies and thought provoking analyses making it an essential resource for navigating the complexities of modern language teaching and learning

Decoding **Medium Instruction In Hong Kong Policy And Practice**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Medium Instruction In Hong Kong Policy And Practice**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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