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English-Medium Instruction Policies in South Korean Higher Education

Katherine L. Kang

Medium Of Instruction Policies

Angela Creese, Adrian Blackledge



Medium Of Instruction Policies:

Medium of Instruction Policies James W. Tollefson, Amy B.M. Tsui, 2003-10-03 Medium of instruction policies in education have considerable impact not only on the school performance of students and the daily work of teachers but also on various forms of social and economic inequality. In many multiethnic and multilingual countries the choice of a language for the medium of instruction in state educational systems raises a fundamental and complex educational question: what combination of instruction in students' native languages and in a second language of wider communication will ensure that students gain both effective subject content education as well as the second language skills necessary for higher education and employment. Beyond this educational issue of choice of languages of instruction, medium of instruction policies are also linked to a range of important sociopolitical issues including globalization, migration, labor policy, elite competition, and the distribution of economic resources and political power. The contributors to this volume examine the tension between the educational agendas and other social and political agendas underlying medium of instruction policies in different countries around the world and unravel the connections between these policies and the related critically important educational, social, political, and economic issues.

Medium of Instruction Policies: Which Agenda? Whose Agenda is intended for scholars and specialists in education, language policy, sociolinguistics, applied linguistics, and language teaching and is intended for use in graduate and advanced undergraduate courses on language education and language policy. *Language Policies in Education* James W. Tollefson, 2012-10-02 How do language policies in schools create inequalities among learners? How do policies marginalize some students while granting privilege to others? How do language policies in education serve the interests of dominant groups within societies? How can linguistic minorities further their interests through attempts to change language policies in schools? This new edition of *Language Policies in Education* takes a fresh look at these enduring questions at the heart of fundamental debates about the role of schools in society, the links between education and employment, and conflicts between linguistic minorities and mainstream populations. Reflecting developments in language policy since the publication of the first edition in 2002, all chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field. Chapter authors are major scholars in language policy and critical language studies. The case studies, international in scope, present cutting-edge analyses of important language policy debates in countries around the world. *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

English as a Medium of Instruction in South Asia Ram Ashish Giri,Amol Padwad,Mian Md. Naushaad Kabir,2023-10-13 This book examines the English mania phenomenon and the complex circumstances of adopting English Medium Instruction EMI by South Asian education systems and the effect of an uneven distribution of resources on the already under resourced countries in the region Chapters explore linguistic social and economic injustices by using an analytic critical approach to examinations of the place role provisions and practices of EMI in specific English language teaching ELT contexts The book consequently advocates for the wholesale reform of a system which the authors argue is unjust Ultimately the book explores socio cultural poststructuralist and English linguistic imperialism theories to contribute a South Asian perspective on the controversy surrounding EMI and examine its role within a wider global discourse on equity and social justice Critically examining the spread of English in South Asia this book will be of relevance to researchers scholars and postgraduate students in applied linguistics language education TESOL and sociolinguistics

Multilingual Learning: Assessment, Ideologies and Policies in Sub-Saharan Africa Colin Reilly,Feliciano Chimbutane,John Clegg,Casmir Rubagumya,Elizabeth J. Erling,2023-11-30 This edited volume provides the follow up to Erling et al s 2021 Multilingual Learning and Language Supportive Pedagogies in Sub Saharan Africa The strategies put forward in Volume 1 included multilingual pedagogies that allow students to draw on their full linguistic repertoires translanguaging and other language supportive pedagogies While there is great traction in the pedagogical strategies proposed in Volume 1 limited progress has been made in terms of multilingual education in Sub Saharan Africa SSA Thus the main focus of this follow up volume is to explore the question of why former colonial languages and monolingual approaches continue to be used as the dominant languages of education even when we have multilingual pedagogies and materials that could and do work and despite substantial evidence that learners have difficulties when taught in a language they do not understand This book offers perspectives to answer this question through focusing on the internal and external pressures which impact the capacity for implementing multilingual strategies in educational contexts at regional national and community levels Chapters provide insights into how to better understand and work within these contemporary constraints and challenge dominant monoglossic discourses which inhibit the implementation of multilingual education in SSA The volume focuses on three main areas which have proven to be stumbling blocks to the effective implementation of multilingual education to date namely assessment ideology and policy An insightful collection that will be of great interest to

academics researchers and practitioners in the fields of language education language in education policy and educational assessments in the wide range of multilingual contexts in Africa *Language Policies in Education* James W. Tollefson, 2013 How do language policies in schools create inequalities among learners How do policies marginalize some students while granting privilege to others How do language policies in education serve the interests of dominant groups within societies How can linguistic minorities further their interests through attempts to change language policies in schools This new edition of *Language Policies in Education* takes a fresh look at these enduring questions at the heart of fundamental debates about the role of schools in society the links between education and employment and conflicts between linguistic minorities and mainstream populations Reflecting developments in language policy since the publication of the first edition in 2002 all chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field Chapter authors are major scholars in language policy and critical language studies The case studies international in scope present cutting edge analyses of important language policy debates in countries around the world

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 Interface between English Language Education Policies and Practice Eric Enongene Ekembe, Lauren Harvey, Eric Dwyer, 2023-02-13 This book is about the policy practice praxis in English language education and draws on research from a diverse range of under explored international settings to showcase the importance of contextual realities on how policy and practice interact The case studies covered in the volume come from five continents Africa Europe Asia and South and North America and cover 11 countries in total The authors cover a wide range of themes and identify a number of issues at the interface between policy and practice In some cases they also highlight local initiatives for navigating these issues providing contextually grounded guidance and experience which will be of use to teachers and teacher trainers in other settings This book will be of interest to policy makers EMI researchers ELT practitioners teacher

trainers and trainees and the broader Applied Linguistics research community The Oxford Handbook of Language Policy and Planning James W. Tollefson, Miguel Pérez-Milans, 2018 In 35 chapters by leading scholars in language policy and planning LPP this Handbook critically examines current theoretical and methodological transformations taking place in LPP Sections on LPP theory nation states and communities and late modernity plus an integrative summary offer a state of the art profile of LPP and directions for future research **Global Perspectives on Language Education Policies** JoAnn (Jodi) Crandall, Kathleen M. Bailey, 2018-02-01 Presenting research on language policy and planning with a special focus on educational contexts in which English plays a role this book brings readers up to date on the latest developments in research theory and practice in a rapidly changing field The diversity of authors research settings and related topics offers a sample of empirical studies across multiple language teaching and university contexts The fifth volume in the Global Research on Teaching and Learning English series it features access to both new and previously unpublished research in chapters written by TIRF Doctoral Dissertation Grant awardees and invited chapters by respected scholars in the field **Agency in Multilingual Education Policy and Planning in Asia** Syed Abdul Manan, Anas Hajar, 2025-10-13 Manan and Hajar invite experts and seasoned researchers from Asian contexts to explore the nuanced dynamics of language policy and educational practices in Asia underscoring the importance of understanding local agency at a micro level The chapters engage in the critical exploration of the tensions between structure and agency and spotlight the institutional constraints these micro level actors face in the enactment of multilingual education policy and planning The contributors chapters provide case study examples of the response of local actors towards policies at the micro level when creating potential spaces for multilingual pedagogies and possible affirmation of multilingual identities It also provides an analysis of how and why micro level actors engage in exercise of their agency and what motives drive them towards such responses The volume serves as a challenge to and hopes to change the normative assumptions pervasive postcolonial hierarchies and hierarchical multilingualism in favour of more egalitarian and inclusive multilingual policies and practices both within and outside the classroom More specifically the volume shares significant developments occurring around the role of agency in negotiating the prevailing Anglophonic and Anglonormative trends and practices This book will be of value to researchers and postgraduate students working in the fields of language policy and planning multilingualism and language education **International Handbook of English Language Teaching** Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key

players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

Neoliberalism and English Language Education Policies in the Arabian Gulf Osman Barnawi, 2017-09-13 Over the past two decades the Arabian oil rich Gulf countries have faced enormous social political economic cultural religious ideological and epistemological upheaval Through detailed critical comparative investigation Neoliberalism and English Language Education Policies in the Arabian Gulf examines the impact of such disruption on education policies in a political and economic union consisting of six countries Saudi Arabia the United Arab Emirates Oman Qatar Bahrain and Kuwait Using data collected from a wide range of sources this thought provoking book documents the inner workings of neoliberalism across a strategic geographical area of the Islamic world The book teases apart the complex issues surrounding the ways in which access to English has been envisioned contested and protected from being challenged among different players within and between the Gulf countries Osman Z Barnawi explores the intensifying ideological debates between Islamic culture and Western neoliberal values and questions whether Islamic values and traditions have been successfully harmonised with neoliberal capitalist development strategies for nation building in the Arabian Gulf region Neoliberalism and English Language Education Policies in the Arabian Gulf will be of interest to academics researchers and postgraduates working in the fields of language education and more specifically TESOL applied linguistics education policy and teacher education

Exploring Knowledge Production and Policy Shifts in Global Higher Education Kılıç, Duygu Özen, Özkan, Metin, Turan, Selahattin, 2025-09-12 Higher education is undergoing significant transformation in response to global pressures such as policy shifts internationalization and changing governance models As institutions adapt to these trends they must find ways to balance academic excellence with equity sustainability and responsiveness to societal needs The production and dissemination of knowledge play a central role in shaping how universities contribute to global challenges These shifts demand reimagined curricula cross border collaboration and inclusive leadership to ensure higher education remains a driver of progress and innovation Understanding these dynamics is essential for aligning institutional practices with the broader goals of global development and social impact Exploring Knowledge Production and Policy Shifts in Global Higher Education examines the essential dimensions shaping higher education amidst current global trends in policy governance and internationalization with a focus on how knowledge production contributes to these dynamics and influences the evolving role of higher education It provides a comprehensive overview of how institutions can respond to global challenges Covering topics such as curriculum reform knowledge

development and sustainable development this book is an excellent resource for scholars educators policymakers institutional leaders and more Global Perspectives on the Internationalization of Higher Education Branch, John D.,Durnali, Mehmet,2023-02-24 Transnational higher education was triggered largely by the marketization of higher education which itself manifests in such characteristics as academic rankings institutional branding and an emphasis on managerialism Recent advances in technology and the global COVID 19 pandemic have also driven a virtual internationalization of higher education with universities expanding their digital footprints overseas accelerating their distance education offerings and exploring such innovations as virtual exchange programs Global Perspectives on the Internationalization of Higher Education documents contemporary perspectives on the internationalization of higher education and considers its history throughout the years in order to understand potential future directions Covering key topics such as student recruitment institutional branding and student mobility this premier reference source is ideal for administrators principals researchers academicians practitioners scholars instructors and students **Critical**

Perspectives on Teaching in the Multilingual University Ibrar Bhatt,Khawla Badwan,Mbulungeni Madiba,2024-11-18 This book critically and reflectively engages with the Language Problem in the contemporary multilingual university It paints a complex picture of the lived multilingual realities of teachers and students in universities across geographies such as Pakistan Timor Leste South Korea Bangladesh Somaliland Afghanistan Fiji Colombia and the UK including Northern Ireland and focuses on three overall analytic themes language and colonial epistemologies language policies and practices and language and research Globalisation global knowledge economy and neoliberal governance has significantly impacted higher education by elevating colonial languages particularly English to a global academic lingua franca Universities now collaborate and compete globally with English emerging as the dominant language for education and research The imposition or uncritical adoption of English poses profound political cultural and epistemic challenges for those who have to use the language in everyday university administration research and teaching and also intertwines with issues of race gender coloniality and social class This volume addresses this as higher education s multifaceted Language Problem which requires interdisciplinary collaboration and critical debate and ultimately aims towards understanding multilingualism in higher education across both the Global North and South The contributions to this book continue to remind us of the coloniality of language and of the linguistic stratification that governs epistemological structures and power relations in the academy It will be of interest to scholars researchers and practitioners of higher education applied linguistics education policy and politics and sociology of education This book was originally published as a special issue of the journal Teaching in Higher Education Minority Languages, National Languages, and Official Language Policies Gillian Lane-Mercier,Denise Merkle,Jane Koustas,2018-12-30 In a context where linguistic and cultural diversity is characterized by ever increasing complexity adopting official multilingual policies to correct a country s ethno linguistic socio economic and symbolic

imbalances presents many obstacles but the greatest challenge is implementing them effectively To what degree and in what ways have official multilingualism and multiculturalism policies actually succeeded in attaining their goals Questioning and challenging foundational concepts Minority Languages National Languages and Official Language Policies highlights the extent to which governments and international bodies are unable to manage complex linguistic and cultural diversity on an effective and sustained basis This volume examines the principles theory intentions and outcomes of official policies of multilingualism at the city regional and national levels through a series of international case studies The eleven chapters most focusing on lesser known geopolitical contexts and languages bring to the fore the many paradoxes that underlie the concept of diversity lived experiences of and attitudes toward linguistic and cultural diversity and the official multilingual policies designed to legally enhance protect or constrain otherness An authoritative source of new and updated information offering fresh interpretations and analyses of evolving sociolinguistic and political phenomena in today's global world

Minority Languages National Languages and Official Language Policies demonstrates how language policies often fail to deal appropriately or adequately with the issues they are designed to solve

The Handbook of Asian Englishes Kingsley Bolton, Werner Botha, Andy Kirkpatrick, 2020-10-06 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

Equity, Social Justice, and English Medium Instruction Ram Ashish Giri, Amol Padwad, Mian Md. Naushaad

Kabir, 2025-01-02 This book contributes to the existing body of knowledge on English Medium Instruction's EMI role in equity and social justice and adds to the ongoing conversation by providing the Asian perspective to it. It showcases scholarly works by scholars and researchers in the field and presents their diverse voices on EMI and social justice in a single volume. This book focuses on different aspects of the issue on EMI equity and social justice in different Asian contexts while providing a holistic picture of social justice in English language teaching in the region. It focuses on the current context-specific EMI practices situating them in their historical pretext, employs prevalent theoretical as well as methodological models and approaches to study such practices, considers curricular and pedagogical considerations adapted to address the multitude of needs of EMI and examines controversies surrounding the conceptualization, plan, policy and implementation strategies of EMI.

The Routledge Handbook of Language and Superdiversity Angela Creese, Adrian Blackledge, 2018-02-21 The Routledge Handbook of Language and Superdiversity provides an accessible and authoritative overview of this growing area. The linguistic analysis of interaction in superdiverse cities. Developed as a descriptive term to account for the increasingly stratified processes and effects of migration in Western Europe, superdiversity has the potential to contribute to an enhanced understanding of mobility, complexity and change with theoretical, practical, global and methodological reach. With seven sections edited by leading names, the handbook includes 35 state-of-the-art chapters from international authorities. The handbook adopts a truly interdisciplinary approach covering Cultural heritage, Sport, Law, Education, Business and entrepreneurship. The result is a truly comprehensive account of how people live, work and communicate in superdiverse spaces. This volume is key reading for all those engaged in the study and research of Language and Superdiversity within Applied Linguistics, Linguistic Anthropology and related areas.

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