

English Language Standards in Higher Education

From entry to exit

Sophie Arkoudis, Chi Baik
and Sarah Richardson

Foreword by Simon Marginson



English Language Standards In Higher Education From Entry To Exit

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English Language Standards In Higher Education From Entry To Exit:

English Language Standards in Higher Education Sophie Arkoudis, Chi Baik, Sarah Richardson, 2012 The monumental impact of globalization on the higher education sector has placed the English language skills of tertiary students firmly under the spotlight This book addresses the inherent issues faced by a growing band of transnational students lecturers across all disciplines who are charged with delivering the courses and universities in both English speaking nations and those where English is the primary medium of instruction The underpinning tenets of this pivotal book are that English language acquisition is central to academic success and that this requires continuous and systematic development throughout the course of study Steeped in empirical research yet conveyed in a concise highly accessible form the book acknowledges that there is no one size fits all solution Instead it proposes a variety of constructive approaches to developing English language proficiency at the face to face lecturing level as well as frameworks for pedagogical planning at an institutional level *English Language Standards in Higher Education* is the quintessential resource for academics language policymakers researchers and senior administrators to ensure the English language proficiency of students is not only present at the time of entry but upheld and enhanced throughout their tertiary studies in preparation for life beyond **Assessing English Proficiency for**

University Study J. Read, 2015-01-27 This book focuses on strategies and procedures for assessing the academic language ability of students entering an English medium university so that those with significant needs can have access to opportunities to enhance their language skills *Language Policy and Planning in Universities* Anthony J.

Liddicoat, 2018-10-18 In a world where higher education is increasingly internationalised questions of language use and multilingualism are central to the ways in which universities function in teaching research and administration Contemporary universities find themselves in complex linguistic environments that may include national level language policies local linguistic diversity an internationalised student body increasing international collaboration in research and increased demand for the use and learning of international languages especially English The book presents a critical analysis of how universities are responding these complexities in different contexts around the world The contributions show that language issues in universities are complex and often contested as universities try to negotiate the national and the international in their work In some contexts universities language policies and the ways in which they are implemented may have a negative impact on their ways of working In other contexts however universities have embraced multilingualism in ways that have opened up new academic possibilities for staff and students Collectively the chapters show that universities language policy and planning are a work in progress and that much further work is needed for universities to achieve their language goals This book was originally published as a special issue of *Current Issues in Language Planning*

Post-admission Language Assessment of University Students John Read, 2016-08-10 English medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of

their degree programmes One response has been a variety of institutional initiatives to assess students after admission in order to identify those with significant needs and advise them on how to enhance their academic language ability This volume brings together papers from Australia Canada Hong Kong New Zealand Oman South Africa and the United States written by language assessment specialists who discuss issues in the design and implementation of these post admission assessments in their own institutions A major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement

ESL Readers and Writers in Higher Education Norman W. Evans, Neil J Anderson, William G. Eggington, 2015-06-12 ESL Readers and Writers in Higher Education describes the challenges ESL students in U S postsecondary institutions face when studying in a second language and offers suggestions for how teachers advisors tutors and institutions might provide support that meets the reading and writing needs of this very important student population Because the ESL profession as a whole including what professionals are doing in the classroom sits under the umbrella of an institutional response to a language related challenge some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom As such this book is based on the assertion that language development support is not the sole responsibility of language teachers Everyone on campuses that hosts ESL students bears some responsibility for these students language development Chapters are therefore intentionally adapted to appeal to a wide variety of readers from classroom teachers and teachers in training to admissions officers academic advisors and international student advisors

Standards of English in Higher Education Neil Murray, 2016 A frank and critical appraisal of English language proficiency as a key issue in higher education today

Campus Support Services, Programs, and Policies for International Students Bista, Krishna, 2016-01-12 Study abroad programs have proven beneficial for both the international student as well as the domestic community and school population interacting with the student In an effort to promote cultural awareness intercultural communications as well as opportunities for future study abroad program success universities must take care to provide international students with the resources necessary to succeed while studying abroad Campus Support Services Programs and Policies for International Students explores the role of university administration in successful implementation regulation and support of study abroad experiences Highlighting essential topics relating to legal issues safety concerns curriculum development and intercultural communication this research based publication is an ideal reference source for university administrators school counselors policymakers and researchers interested in study abroad program implementation regulation and success factors at the administrative level

Language, Culture, and Education in an Internationalizing University Kumari Beck, Roumiana Ilieva, 2024-07-25 This book offers a multi dimensional analysis of the experiences of faculty students and staff at a Canadian university that emphasizes international education providing an ethnographic lens for understanding globalization and internationalization of higher education on a wider global scale The

collaborative work of multiple authors based in different departments and roles within the university offers a holistic picture of current international education policies and practices and how they coalesce to shape the experiences of all affected stakeholders. The book focuses on questions of cultural difference and the development of intercultural capital and highlights engagement with English dominance, language matters and multilingualism in everyday experiences and pedagogical practices in the institution. The contributors address implications for attending to linguistic and cultural diversity in the policies and practices of an Anglo dominant university that are applicable to similar contexts worldwide. As a self study from a reputed university, the book provides valuable insights for higher education program leaders and decision makers to strategically rethink the value and quality of the internationalization activities they engage in their scholarship and creative activities and above all their commitment to ethical internationalization.

English Medium Instruction in Higher Education in Asia-Pacific Ben Fenton-Smith, Pamela Humphreys, Ian Walkinshaw, 2017-03-19. This volume draws together the viewpoints and research findings of leading scholars and informed local practitioner researchers throughout Asia Pacific about the issues and challenges of English as a medium of instruction (EMI) at higher education institutions in that region. Specifically, it addresses four key themes: Macro level EMI policy and practice; institutional implications for pedagogy; stakeholder perceptions of EMI; and challenges of interpersonal interaction in EMI contexts. The book is among the first to critically examine the emerging global phenomenon of English as a medium of instruction and the first title to exclusively explore Asia Pacific tertiary contexts. It will be of particular interest to policy makers in international education and tertiary educators seeking blueprints for practice as well as scholars and postgraduate students of English as a lingua franca. English for academic purposes, academic language and learning and language education in Asia Pacific.

Reclaiming the Teaching Discourse in Higher Education Ian M. Kinchin, 2025-02-20. This book examines university teaching to encourage a move away from the singular lens of neoliberalism towards more a pluralistic stance that inspires a healthy diversity of theories and practices. University teaching is dominated by neoliberal cultures of measurement, consumerism and deficit, generating a monocultural narrative that disenfranchises the higher education teaching community. Collaborative communities of support are now perceived as performative regimes of surveillance and existing injustices in the education system have been amplified by institutional responses to the COVID 19 pandemic. This book offers a reappraisal of the current state of university teaching and re imaginings of potential futures. Inspired by emerging perspectives in educational research and building upon Biesta's notion of the rediscovery of teaching, the book encourages an escape from accepted wisdom, liberating teaching from the bonds of reductive binary and linear thinking and accepting the need for a plurality of theoretical perspectives. While universities use popular terms such as student centredness, global excellence, active learning and so on, and will highlight key performance metrics such as student satisfaction or teaching excellence awards, the reality is that much current teaching practice is rather traditional, teacher centred, passive and content heavy. Despite managerial emphasis

on best practice and evidence based practice teaching is not reducible to a simple set of competencies and student learning is not adequately summarised as a list of graduate attributes Teaching is relational and highly context dependent and our discussion of teaching should recognise this The performative culture pervading many campuses can dampen down large scale innovation leaving marginalised pockets of subversive collaboration and experimentation to operate below the corporate radar Here the contributors give voice to some of those emerging ideas and challenge neoliberal orthodoxy

International Student Transitions Maureen Snow Andrade, K. James Hartshorn, 2019-06-07 US higher education institutions host more than a million international students many of whom speak English as a second language ESL As this number is projected to grow it is vital that new curricular and non curricular approaches to English language development are considered including rigorous evaluation processes This book introduces a framework to guide institutions in examining their views and beliefs regarding language acquisition and current approaches to international student success It makes a distinction between a philosophy of support and a philosophy of development with a focus on the latter It provides stakeholders with theoretical and practical foundations from which they can design develop and implement new models for students linguistic and cultural growth Application of the framework will encourage institutions to examine support models that have been in place for decades and develop effective processes for generating innovative programming and practices aimed at helping international ESL students achieve their educational goals *Curriculum Design and Praxis in Language Teaching* Fernanda Carra-Salsberg, Maria Figueredo, Mihyon Jeon, 2022-03-31 Curriculum Design and Praxis in Language Teaching presents a variety of methodologies and theoretical perspectives for current and future postsecondary instructors in the areas of linguistics second language acquisition and world literatures Offering valuable insights for instructors the materials presented in this book integrate perspectives and resources from various target languages world regions and cultures into areas related to teaching and learning within the field of language From critical assessments of the current academic curriculum to the fine tuning of lesson planning the essays in this collection address the innovative design and implementation of traditional blended and online language courses Including inter artistic approaches case studies and practical guides this book provides theoretical and hands on suggestions regarding how to mindfully reinforce students socio cultural engagement and linguistic development both inside and outside of their language learning classrooms The innovative ideas for language pedagogy presented in this book including implementing technology enhancing engaged spaces of learning and adapting to the ever changing field of pedagogy represent agile ways of blending old and new approaches to carry forward into twenty first century postsecondary classrooms **Issues in Distance Education** Maureen Snow Andrade, 2016-03-02 In this environment of disruptive technological change higher education institutions must determine whether they will develop and offer technology supported hybrid or online courses and degrees which courses and degrees how many for whom and for what purpose They must make decisions about development models and design processes costs

and student and faculty support In this volume the authors explore the current and future practice of distance education in higher education institutions including developing an initial infrastructure to support course design and development revitalizing existing structures and processes for distance education and cutting edge practices that innovate and lead the field These topics help guide decision makers as they determine appropriate responses to distance learning opportunities This is the 173rd volume of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and administrative problems confronting every institution

Committed to Learning Juliet Flesch, 2017-11-27 Consistently ranking in the top five educational faculties in the world the Melbourne Graduate School of Education has achieved a status few would have predicted This history of the first hundred and ten years of the discipline of Education at the University of Melbourne reflects the extraordinary change in the esteem in which it has been held in the university Australia and the world The very idea of Education as a suitable course of study at a university was initially opposed and until recently the standing of this faculty compared to other professional faculties such as Law or Medicine has been less than equal But since the University was revitalised and reorganised under the Melbourne Model in 2008 its reputation has risen steadily Committed to Learning brings to life those whose vision and hard work since its early beginning have brought such success to this faculty

Professional Learning in the Work Place for International Students Georgina Barton, Kay Hartwig, 2017-06-28 This book shares a range of examples where international students have undertaken a work placement practicum internship or participated in work integrated learning Contributions reflect on the successes and challenges that this particularly diverse group of students experience when undertaking work placement programs in a variety of disciplines such as education engineering and health The book explores these experiences via three main conceptualisations 1 Internationalisation and interculturalisation including the diversity of international student cohorts and the associated policy practices and assessment related to international students in higher education 2 Multi socialisation of international students with a focus on new cultural contexts professional learning and disciplinarity and 3 Reflection and reflective practice acknowledging that for improvement and change to occur those involved need to reflect on current and possible future practice A working model of effective practice is introduced which can inform prospective international students their mentors supervisors work placement coordinators and other relevant university staff

Teaching International Students in Vocational Education Ly Thi Tran, 2013-10-01 This is a unique resource designed to support vocational education teachers in addressing the distinctive learning characteristics of international students while also preparing domestic students for global skills mobility in the Asian Century Based upon empirical data collected through observation and interviews with teachers and program managers in diverse settings the book expounds several evidence based highly effective pedagogical approaches

Learning and Teaching Across

Cultures in Higher Education D. Palfreyman, D. McBride, 2007-10-17 Learning and Teaching Across Cultures in Higher Education contains theoretical rationale resources and examples to help readers understand and deal with situations involving contact between learners or educators from different cultural backgrounds as well as giving insights into the new global context of higher education

Local Language Testing Slobodanka Dimova, Xun Yan, April Ginther, 2020-02-20 Local Language Testing Design Implementation and Development describes the language testing practice that exists in the intermediate space between large scale standardized testing and classroom assessment an area that is rarely addressed in the language testing and assessment literature Covering both theory and practice the book focuses on the advantages of local tests fosters and encourages their use and provides suggested ideas for their development and maintenance The authors include examples of operational tests with well proven track records and discuss the ability of local tests to represent local contexts and values explicitly and purposefully embed test results within instructional practice and provide data for program evaluation and research local testing practices grounded in the theoretical principles of language testing drawing from experiences with local testing and providing practical examples of local language tests illustrating how they can be designed to effectively function within and across different institutional contexts examples of how local language tests and assessments are developed for use within a specific context and how they serve a variety of purposes e g entry level proficiency testing placement testing international teaching assistant testing writing assessment and program evaluation Aimed at language program directors graduate students and researchers involved in language program development and evaluation this is a timely book in that it focuses on the advantages of local tests fosters and encourages their use and outlines their development and maintenance It constitutes essential reading for language program directors graduate students and researchers involved in language program development and evaluation

Resources in Education , 2001-10

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf, 2020-05-31 Assessing English Language Proficiency in U S K 12 Schools offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students

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