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Imaginative geographies: identity, difference, and English as the language of instruction in a Mexican university program

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Abstract

This article explores the geographies of difference at LI-NSU, a Mexican university program where English is the predominant language of instruction. The interactions between LI-NSU students and students from other programs are marked by themes of national identity and symbolically charged views of English, creating a contested 'poetics of space' within the classroom and beyond. The article questions the impact that English-only classrooms may have on student identity in contexts where English is not the official or dominant language. (HRK / Abstract übernommen) Torres-Olave, Bianca Minerva, E-Mail: blancat@email.arizona.edu