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Abstract

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Higher education has seen dramatic changes in the past quarter of a century, notably in the language used for instruction. Universities worldwide are increasingly switching to English enabling them to attract a wide student population. This book presents a new collection of original papers showing how universities apply content and language integrated learning to their instructional contexts. The papers highlight the challenges of theory, policy, programme and course design, integration, and teacher and student competences. The diverse international contexts addressing not just English will be of particular interest to university teachers, educational administrators, linguists and others wishing to understand the instructional landscape of higher education today. (HRK / Abstract übernommen)

Signature

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