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ENGLISH-MEDIUM INSTRUCTION AND TRANSLANGUAGING

Edited by BethAnne Paulsrud,
Zhongfeng Tian and Jeanette Toth

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This truly international volume is a must-read for all those interested in the interface between translanguaging and English-medium instruction. Despite the pervasive presence of recalcitrant monolingual ideologies, the contributors clearly attest that the exclusive use of English is unnatural, unrealistic and, on too many occasions, harmful, while translanguaging, if cogently theorized and implemented (not at any cost), is legitimized as a natural, reasonable and beneficial practice.

David Lasagabaster, University of the Basque Country UPV/EHU, Spain

As English-medium instruction (EMI) continues to proliferate across the world, this volume offers a timely critique of its ideology and policy. The empirical studies of translanguaging in diverse EMI contexts show the complexities and challenges of a multilingual approach to teaching and learning. Lessons can be learned from the studies in this fascinating volume, with far-reaching implications for policy, practice and theory-building.

Li Wei, UCL Centre for Applied Linguistics, UK

Disrupting the traditional monoglossic, monolingual interpretation of the 'E' in English-medium instruction (EMI), the many authors in this timely work contribute to showing how inclusive EMI can be designed and practiced with the translanguaging lens. A must-read for all EMI educators, parents, students, and policymakers.

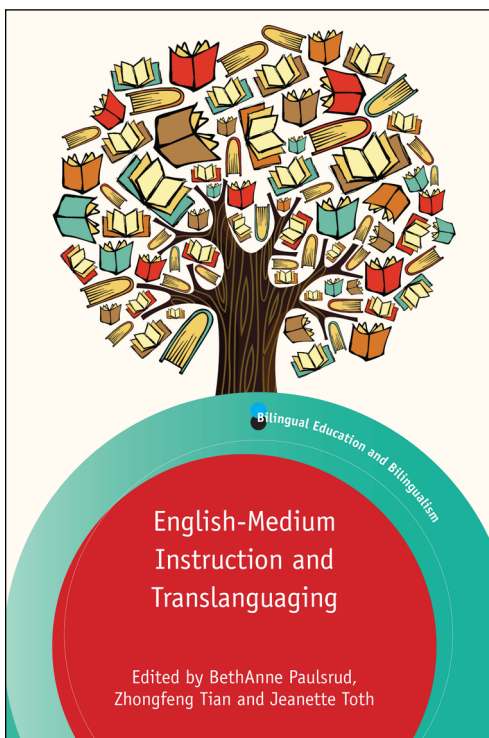
Angel Lin, Simon Fraser University, Canada

This book offers a critical exploration of definitions, methodologies, and ideologies of English-medium instruction (EMI) and contributes to new understandings of translanguaging as theory and pedagogy across diverse contexts. It demonstrates the affordances and constraints that translanguaging processes present in relation to EMI classrooms.

BethAnne Paulsrud is a Senior Lecturer of English at Dalarna University, Sweden. Her research focuses on multilingualism in educational policy and practice, English and EMI in Sweden, and family language policy. She has co-edited two volumes on translanguaging and education, including *New Perspectives on Translanguaging and Education* (Multilingual Matters, 2017).

Zhongfeng Tian is an Assistant Professor of TESL Teacher Education/Applied Linguistics at the University of Texas at San Antonio, USA. His research focuses on bilingual education, TESOL, and translanguaging. He has co-edited the volume *Envisioning TESOL through a Translanguaging Lens: Global Perspectives* (Springer, 2020).

Jeanette Toth is a Senior Lecturer of English at Dalarna University, Sweden. Her research has investigated policies, practices, and perspectives on languages and language use within EMI at the primary school level in Sweden. She has contributed chapters in two volumes on translanguaging and education, including *New Perspectives on Translanguaging and Education* (Multilingual Matters, 2017).



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