

CALL for ABSTRACTS

Special Issue Journal

Title: **Sustainability of EMI Programs in the Countries of Expanding Circle: Language Planning Perspectives**

Journal Name: **Current Issues in Language Planning**

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General Overview

Within the last three decades, the role of English in the international arena has reached its highest point. It has not just occupied a stable position as a Lingua Franca, but, in many countries turned out to be a key Medium of Instruction (EMI). Considering the new trends to implement EMI at schools and Higher Educational Institutions (HEI), **it deems important to understand the local/state plans and policies of those countries to follow and maintain these trends.** Following the labeling of Braj Kachru (1975), who distinguishes between the “Inner”, “Outer” and “**Expanding Circle**” countries – with the latter being non-English speaking countries – the current issue excludes studies conducted in Australia, Great Britain, Canada, Ireland, New Zealand, and the United States. Likewise, we will not consider the countries of the “Outer Circle” which are former colonies of the British Empire (e.g. India, Malaysia, Singapore, Ghana, Kenya, etc.). Alternatively, **countries that introduce English as a foreign language in schools and universities, mostly for communicating in English with the Inner and Outer Circles are under the current study.**

The vast popularity of EMI is frequently linked to such present-day challenges as the globalization of education, international student mobility, and integration into global academic and scientific communities (e.g., Dimova & Kling, 2022; Milligan & Tikly, 2018; Taguchi, 2014). However, one will agree that the reasons to prioritize English in the educational domain would mainly depend on the planning perspectives that vary from country to country. As Nor Liza Ali (2013) puts it, EMI programs at the tertiary level in various parts of the world have positioned EMI as a language-planning tool to promote students' mastery of English. Among other reasons, we can name the planned attitudes of the governments to make English a language of wider communication (LWC) in its territories, or this might be a more global approach of the Expanding Circle countries to unify global education making English the only means of communication and instruction. As to the policies, they are interpreted and translated by diverse actors in the policy environment (Ball et al., 2012; Zhao & Baldauf, 2012), rather than simply and critically implemented (Ball et al., 2012).

The concept of language planning (LP) emerged in the 1960s during the times of decolonization and development of independent states when LP dealt with governmental action (*macro level*) to resolve language problems, and LPP (Language Planning and Policy) work was conceptualized as an activity of governments and governmental institutions (Liddicoat & Taylor-Leech, 2021). Later in the 1980s, when language planning scholarship began to take a more critical turn, language planning research has been influenced by scholarly thinking in humanities, political and social sciences, and in broader social and public policy (Liddicoat & Taylor-Leech, 2021). Today, language planning is witnessed from a more liberal perspective, giving way to *meso* and *micro* levels. Considering that the effects of

globalization have repositioned the significance of English and this has impacted many aspects of language-in-education planning in the local context (Baldauf, 2012), in the contemporary globalized world, English-language proficiency is perceived to be intertwined with the overall economic development of a country and therefore is a desirable attribute for national governments to promote. This has meant developing specific language policies in relation to English in the education sector such as the provision of English as a medium of instruction (Tsui & Tollefson, 2004, 2007, as cited in Nor Liza Ali, 2013) at various levels of education in the courtiers of the Expanding Circle. It is also worth pointing out that the implementation of EMI in HE in non-Anglophone contexts has been driven in part by the need to attract international students whose number has been increasing over the last decade (Haberland et al., 2013).

Thus, the **Special Issue** aims to explore EMI within language-in-education planning in the countries of the Expanding Circle. Adopting the concepts of multiple roles of actors (Zhao & Baldauf, 2012) within macro, meso, and micro levels of language planning, **the papers will reveal the implications and outcomes of the current language planning policies at any of these levels for the sustainability of EMI programs in HEI.**

We, therefore, invite empirical and conceptual/theoretical contributions to be included in the Special Issue addressing one of **the following topics**:

- Analysis of language policy and planning to promote and maintain EMI programs in HE at macro, meso, and/or micro levels;
- The interconnection of macro, meso, and micro levels to promote and maintain EMI programs;
- How macro-level translates into meso and/or micro levels to provide sustainability of EMI programs;
- How meso and micro levels resist the macro level in promoting the sustainability of EMI programs;
- The efforts undertaken by micro-level actors in enhancing the quality of EMI programs.

* **NOTE:** all the topics indicated above should be researched from the point of view of language planning.

We anticipate a timeline as follows (tentative):

Abstract submission deadline: August 25, 2023

Notification of abstract acceptance: September 10, 2023

Full paper submission deadline: January 5, 2024

Notification of paper acceptance: February 10, 2024

Abstract Submission Guidelines

Dear Authors,

Please, carefully read the general overview of the issue to fit one of the aspects indicated above.

General Guidelines:

- Author's Name & Surname, Affiliation, e-mail
Provisional Title
3-5 Keywords
Length of the text: 250-300 words
3-5 Key References
Author's short bio: 50-60 words

NOTE: please, indicate all the authors of the paper.

The abstract in Word Doc should be **submitted to** tamillamamedova@mail.ru
The email **subject line** should be: [Abstract – Language Planning](#)

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