

# CALL FOR ABSTRACTS

Edited Collection

## The Linguistic Landscape of Higher Education Internationalization

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Tentative Publisher: Palgrave Macmillan

### Rational:

In recent decades, the internationalization of higher education (IHE) has become a key focus for universities worldwide. While some universities have achieved complete internationalization, others are in search of various means and forms of it to cater to the needs of the stakeholders in the educational process. Today, the internationalization of higher education is achieved through various means, including the adoption of technology, fostering academic mobility, accrediting universities, promoting bilateral collaborations, establishing joint/double/dual degree programs, standardizing university curricula, participating in credit transfer systems, and notably, integrating English as a vital element, often referred to as 'Englishization'. This incorporation includes teaching and learning English through approaches such as EMI (English Medium of Instruction), EME (English Medium of Education), EFL (English as a Foreign Language), ESL (English as a Second Language), ELT (English Language Teaching), CLIL (Content and Language Integrated Learning), EMT (English Medium of Training), and other approaches. The implementation of various forms of Englishization is often regarded as a key indicator of successful internationalization; however, its manifestation varies across different geographical contexts. Additionally, the extent of Englishization—and consequently, the internationalization of higher education—largely depends on state language policies, the interaction between Englishization and local languages and cultures, and the resistance from local elites towards English as a global lingua franca.

The goal of the current edited volume therefore is to explore how higher education institutions across various geographical contexts adopt and integrate the English language to achieve successful internationalization. It seeks to examine stakeholders' expectations and the realities of internationalization, focusing on language policies, local cultures, digital advancements, and legal and ethical dimensions. By doing so, it aims to understand the factors that promote or hinder the Englishization of higher education worldwide.

### Topics to consider:

Understanding English as a language of globalization and internationalization (ELGI)

Implementation of ELGI in different countries and its impact on local languages

Motivations, challenges, and outcomes of adopting English in diverse educational systems

Effects of Englishization on local cultures and languages

ELGI and linguistic identity and potential threats of linguistic imperialism

Analyzing resistance movements including racism and elitism, and alternative linguistic models in higher education

Analyzing case examples where multilingual policies have been proposed or implemented

Student and faculty experiences on various forms of Englishization of higher education

Analysis of the legal aspects governing language use in global educational contexts

Ethical considerations & debates surrounding the imposition of English language policies in HEIs: The role of English language integration

The potential role of English and possibly other languages in academic and professional realms

Digital revolution and its impact on Englishization of higher education

The role of technology in shaping language use in international education

Impact of online learning and digital platforms on language instruction

**Abstract Submission Deadline: November 10, 2024**

**Abstract Submission Guidelines:** title + 300 words + 3 key references + 3 keywords + short bio

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