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DEVELOPING AND EVALUATING QUALITY BILINGUAL PRACTICES IN HIGHER EDUCATION

Edited by Fernando D. Rubio-Alcalá and Do Coyle

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This book approaches the complexities of HE language realities from a multitude of perspectives, providing both practical examples and theoretical background that will help HEIs tackle the issues they face. Insightful reading for anyone striving to deliver quality bi- and multilingual higher education and hoping to do it responsibly.

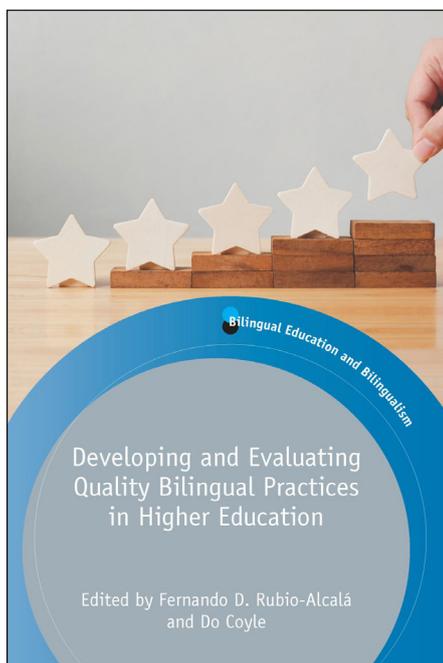
Esko Koponen, University of Helsinki, Finland

What an important publication! It provides both theoretical frameworks and conceptual approaches for establishing and assessing quality in internationalisation. By also applying these in contexts and cases, authors challenge us to re-think our assumptions about languages, teaching, and learning in our internationalization endeavours as well as the range and character of our international programmes. My colleagues need to read this, but I will send it to the Dean of Education first!

Magnus Gustafsson, Department of Communication and Learning in Science, Chalmers University of Technology, Sweden

This volume deftly addresses a topic of great currency on the bilingual research agenda: how to enact quality assurance in higher education multilingual programmes. It does so by pooling the insights of well-recognized scholars and offering a multi-pronged approach to the topic: from policy to practice to professional development. A must-read tour de force for anyone interested in the set-up, development, or reinforcement of quality multilingual programmes in higher education institutions.

María Luisa Pérez Cañado, University of Jaén, Spain



This book provides an overview and evaluation of the quality of bilingual education found in internationalised higher education institutions. Its authors focus on the multifaceted roles that language(s) play in these growing multilingual spaces and analyse and identify the many factors that account for quality multilingual degree programmes.

Fernando D. Rubio Alcalá is Head of Language Policy at the University of Huelva, Spain. His main research field is foreign language acquisition, with a particular focus on multilingualism in tertiary education and the influence of affective factors in foreign language teaching and learning.

Do Coyle is Professor of Language Education and Classroom Pedagogies at the University of Edinburgh, UK. Her specific research interests lie in plurilingual learning and cross-disciplinary networks, as well as professional learning in schools, visual learning (including the role of video conferencing and digital communication) and community sustainability through technological advancement.

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