English Language Standards in Higher Education

From entry to exit

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Foreword by Professor Simon Marginson, Centre for the Study of Higher Education, University of Melbourne

The monumental impact of globalisation on the higher education sector has placed the English language skills of tertiary students firmly under the spotlight. English Language Standards in Higher Education addresses the inherent issues faced by a growing band of transnational students, the lecturers across all disciplines who are charged with delivering the courses, and the higher education institutions in both English-speaking nations and those where English is the primary medium of instruction.

The underpinning tenets of this pivotal title are that English language acquisition is central to academic success, and that this requires continuous and systematic development throughout the course of study. Steeped in empirical research yet conveyed in a concise, highly accessible form, the authors acknowledge that there is no ‘one-size-fits-all’ solution. Instead they propose a variety of constructive approaches to developing English language proficiency at the lecturing coalface, as well as frameworks for pedagogical planning at an institutional level.

English Language Standards in Higher Education is the quintessential resource for busy academics, language policymakers, researchers and senior administrators to ensure the English language proficiency of students is not only present at the time of entry, but upheld and enhanced throughout their tertiary studies, in preparation for life beyond.

Key points:
- Provides a comprehensive analysis of the challenges of teaching students for whom English is an additional language.
- Offers a framework for institutional and pedagogical planning with practical advice and suggestions.
- Synthesises current research in English language standards to offer new approaches to addressing a challenge facing many higher education practitioners.

ABOUT THE AUTHORS
Associate Professor Sophie Arkoudis is Deputy Director of the Centre for the Study of Higher Education, University of Melbourne. In 2012, she received an Australian Government Office for Learning and Teaching National Senior Teaching Fellowship to work on embedding English language learning in higher education curricula. Her research is associated with higher education policy development. She has published widely, and is a regular keynote speaker and media commentator on English language proficiency for international students in higher education.

Dr Chi Baik is a Senior Lecturer in the Centre for the Study of Higher Education, University of Melbourne. She has conducted large research projects and written widely on issues related to assessment, internationalisation of university curricula and peer learning among diverse students.

Dr Sarah Richardson is a Senior Research Fellow at the Australian Council for Educational Research. She works on national and international research projects in higher education, and has extensive experience as a teacher of English as a Second Language, an examiner for the International English Language Testing System and a university tutor and lecturer.