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Introduction

This research represents a valuable scientific contribution due to its approach to the complex subject of bilingual programs, including their implementation, evaluation as well as the internationalization of the institutions. It has been written thanks to some contributions that come from authors who are researchers, education coordinators, practitioners, and other stakeholders involved in designing, launching, and evaluating new programs in any higher education context all over the world.

The internationalization of higher education emerges as a response to an increasingly globalized world where universities must adapt to new challenges to remain competitive and sustainable. The current educational offerings, driven by the European Higher Education Area and the Bologna Plan reforms, require strategies that promote mobility, cooperation and the integration of common standards. According to Altbach and Knight (2006, p. 17), this process generates economic, educational and institutional benefits that reinforce the long-term stability and growth of universities. In an environment where talent and resources acquisition is crucial, internationalization strengthens academic prestige, drives innovation and facilitates strategic alliances which consolidate industrial development.

It is essential that universities departments develop key competencies that allow them to adapt to new demands. According to Conde-Parrilla (2010, p.169), students must prepare for a globalized labor market that demands profiles with international experience and foreign language proficiency. In this context, communicative competency in foreign languages becomes essential since it facilitates mobility, improves communication and enables involvement in international academic and labor contexts. Furthermore, the formation in linguistic competences and intercultural skills, along with participation in mobility programs, are key elements to ensure the success of internationalization and student integration in an increasingly interconnected world.

Contextualization and Relevance of the Book

Universities worldwide recognize the need to expand their global presence improving international partnerships and offering programs to multicultural students' necessities. This process has been accompanied by the rise of multilingual learning environments particularly in regions as Europe where the EU's language policies and the demand for higher education in English have become priorities.

Internationalization is an important factor in the higher education institutions (HEIs) whose main objective is to enhance the quality of the higher education in a world with a high cultural and linguistic diversity in the European Union and in Europe in general due to the globalization.

The publication deals with an assessment of the quality of bilingual education in internationalized higher education institutions. The authors focus on the multifaceted roles that languages play in these expanding multilingual environments, analysing and identifying numerous factors influencing high-quality multilingual degree programs. Topics such as language policy, quality assurance tools and quality indicators are addressed.

Internationalization and the Language Policy Dilemma

A critical analysis of language policies related to multilingualism, linguistic diversity, internationalization and quality in higher education is provided. A policy focused on the learning of international languages for broader communication, especially English, projecting an internationalized image is suggested. Multilingualism appears as an advantage but also as a challenge for education. Policies must balance the promotion of English as a tool for international communication with the need to preserve the linguistic diversity that enriches educational settings.

Although the valuable insights into the ideological dimensions of language policies, an aspect that could generate a high interest could be the relation of the aspects that HEIs face in implementing such policies, taking into account staff training and the introduction of different resources. A clear distinction between the real-world practices and the theoretical framework would enhance the chapter's contribution to have an idea when implanting internationalization.

Language Policy Design for Multilingual Education

When designing language policies for higher education, it is crucial to define multilingualism quality at individual and social levels considering situational, pedagogical and individual factors. Policies should be adapted to context and circumstances ensuring that practitioners align their objectives.

Institutions must have the appropriate budget to achieve the objectives of the established policies, such as hiring qualified teaching staff, improving equipment, among others aspects that ensure the quality of teaching. Multilingualism is very important due

to citizens are immersed in an era of technological progress leading them to become multilingual in order to facilitate communication and interpersonal relationships.

An idea to enhance the research could be to explore how institutions could address resistance to change focusing on teachers who may not be fully committed to multilingual education. Furthermore, it would be necessary the fact of providing a discussion of long-term sustainability of these policies just to get a better perspective and effectiveness of the implication of such changes.

Glocalization and Internationalization: Contextual Considerations

The concept of glocalization introduces the notion of adapting internationalization efforts to the local context. Two universities have published language policies: The Federal University of Espírito Santo in Brazil (UFES) and the University of Pablo Olavide (UPO) in Seville. Both universities' research emphasizes the importance of context as a determining factor.

Regarding quality, both aim to establish language policy committees to oversee compliance with educational laws and to monitor the implementation and modification of their policies.

Regarding the languages of instruction, it is worth noted that UPO chooses local language as the language of teaching and instruction, emphasizing its use and improvement for non-native students. However, UFES' language policy is considered as an internationalization process.

UPO has a higher position than UFES concerning courses and activities in other languages as incentives for teachers willing to teach in foreign languages are offered, while the process of developing this idea is still underway at UFES.

As a way to enhance the contribution of the research the broader implications of glocalization in non-European universities where internationalization may face different political and socio economic challenges could be defined here; although the book offers valuable comparative insights.

English-Medium Education (EME) and Global Health: A Case Study

English-medium education (EME) and global health in the curriculum have a significant impact on various areas. In the era of Sustainable Development Goals (SDGs), students face challenges in acquiring the skills and knowledge needed for sustainable societal development. Educators involved in curriculum development provide opportunities for students to enhance linguistic, intercultural and global competencies fostering international engagement and learning (2014 Action Plan).

Integrating international, intercultural and global perspectives into university curriculum will provide future generations with the cooperation, reciprocity, and hospitality skills necessary for ethical living.

In my opinion, a critical aspect missing here could be a discussion or presentation of ideas about how universities could face the challenges of integrating EME into specialized areas or disciplines where content knowledge and foreign language proficiency may not always align.

The Role of Language in the Internationalization of Higher Education: Challenges, Strategies and Quality Assurance

Globalization has led to the creation of new language policies aimed at facilitating the mobility of students and practitioners which has resulted in English being considered a lingua franca in the fields of science, technology, business, among others. The scientific community addresses this issue by promoting language teaching at the primary and secondary education levels. However, the results may fall short of meeting the professional market's demands due to limited exposure to the foreign language in the classroom.

This implementation is encouraging international students to become interested in the courses offered by our universities and enabling teachers to engage in exchanges and collaborations with international institutions what demonstrates a significant increase in internationalization over recent decades. However, some universities are reluctant to follow these directives arguing that what works internationally may not be applicable in their specific contexts.

Higher education policymakers should evaluate these initiatives while considering potential adverse effects on local culture and language. Another crucial aspect is the proficiency in the language by students and teachers, as this will determine the program's effectiveness. A challenge found is the concern over a possible decline in content quality and the additional workload.

Delivering courses in a foreign language presents challenges and ensuring high-quality programs requires monitoring and adapting key factors. An essential tool is the Key Development Indicator Matrix (KDI), based on four core parameters: governance, management, praxis and outcomes. A key challenge is teaching through an additional language (TAL) which can hinder quality outcomes if management and praxis are inadequate.

Spanish universities have adopted a foreign language as the primary medium of communication aimed at internationalization. However, these requirements present challenges for educators since to establish an effective bilingual program model, several objectives must be met including linguistic integration, the involved subjects, coordination between linguistic and non-linguistic subjects and the alignment of teacher training with the applied methodology.

An analysis of the institutional challenges related to language policies is provided but, even this fact, it could be benefit if readers could find a discussion on the implications of prioritizing English over the local languages. Moreover, the tensions

that arise from this situation could be explored such as when universities face pressure to internationalize while maintaining their cultural identity.

The Complexity of Team Teaching in English Medium Instruction (EMI) Programs

Team teaching can assist educators in creating a collaborative working environment, emphasizing both language learning and content at higher levels. This is particularly significant as pre-university students generally have greater access to foreign languages than university students partly due to the decline of ESP (English for Specific Purposes) programs in recent years.

The collaboration between language and content instructors can lead to the desired quality in bilingual programs. According to the study, participants' language teachers should focus on linguistic aspects while content teachers should focus on subject matter ensuring that roles are clearly defined just in order to get the final goal which is to work as a team and to consider team teaching as a good chance of boosting the quality of EMI programs.

Although it offers valuable insights into the advantages and challenges of team teaching, it would be grateful if readers could explore how institutions can overcome the logistical and organizational barriers to implementing this model. Additionally, long-term sustainability of team teaching in EMI programs would provide a better understanding of its effectiveness.

Emotional and Pedagogical Aspects of EMI

The implementation of EMI reveals numerous negative emotions among lecturers' linguistic and pedagogic performance within complex multicultural classrooms. Many educators feel inadequately prepared to face these environments leading them to low self-esteem and even feel an inability to contribute to the internationalization of their institutions.

In this cycle of change, it is essential for Higher Education Institutions (HEIs) to incorporate new multilingual approaches to teaching and learning rather than imposing methodological changes on teachers without providing support. One crucial resource that should be offered to practitioners is professional development courses that not only enhance their academic skills but also promote personal growth and encourage reflection on their teaching practices. The benefits of such training are substantial and therapeutic. Only through these programs we can learn a deeper understanding of the emotional aspects of EMI potentially leading to the development of higher-quality courses for practitioners.

It could further describe how HEIs can provide ongoing support for instructors. It would be a good idea to find in this research a detailed examination of the impact of

emotional challenges on students' learning experiences what will show the effects of EMI on educators and learners.

Final thoughts

In my opinion, this is a relevant publication that describes the challenges faced by teachers and students in a context in which our institutions are willing to reach internationalization. It also made us to re-think about the teaching and learning of languages. The work also addresses a meaningful topic concerning the implementation of quality bilingual programs in higher education, presenting ideas from well-recognised researchers on subjects covering areas such as language policies, classroom practices and professional development. It is a particularly informative book for all professionals striving to achieve quality in bilingual and multilingual programs.

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NIEVES LEAL SILVA

Universidad de Cádiz, España

marianieves.leal@gm.uca.es

<https://orcid.org/0000-0002-4234-7200>