

Contents

<i>List of figures and tables</i>	page ix
<i>Acknowledgements</i>	x
<i>List of acronyms and abbreviations</i>	xi
Introduction	1
1 The 'English language question' in the context of the changing face of higher education	7
1.1 Introduction	7
1.2 Key drivers of change in higher education	8
1.3 English language: the common denominator	27
1.4 Summary	36
2 English language: the need for and impact of policy and regulation	37
2.1 Introduction	37
2.2 The rationale for regulation	38
2.3 Regulation as it is currently realised	55
2.4 Assessing compliance with English language standards	65
2.5 Summary	68
3 Seeking definitional clarity: what is 'English language proficiency'?	69
3.1 Proficiency in context	69
3.2 English for Specific Purposes, BICS and CALP, and academic literacies	81
3.3 A tripartite model of language proficiency	87
3.4 Summary	97
4 Pre-enrolment language assessment and English language conditions of entry	99
4.1 Introduction	99
4.2 A critique of pre-enrolment English language tests	105
4.3 Summary	118
5 Post-enrolment language assessment: challenges and opportunities	121
5.1 Introduction	121

5.2	The advantages of post-enrolment language assessment	122
5.3	The risks of post-enrolment language assessment	125
5.4	Key decisions concerning post-enrolment language assessment	128
5.5	Summary	146
6	From assessment to provision	148
6.1	Introduction	148
6.2	Structuring English language provision in universities	148
6.3	Embedding academic literacies in the curriculum	151
6.4	Dealing with general proficiency	161
6.5	Funding provision	169
6.6	Evaluating the effectiveness of provision and tracking student progress	173
6.7	Summary	176
7	Innovation in English language provision: driving and navigating institutional change	178
7.1	The higher education sector as a particular context for innovation	178
7.2	Creating the conditions for innovation	179
7.3	Developmental needs: ensuring innovation sticks	193
7.4	Summary	200
8	Innovation in English language provision in higher education: an Australian case study	201
8.1	Introduction	201
8.2	The institutional context	202
8.3	Essentials of the model	206
8.4	Establishing a governance structure	219
8.5	Issues arising	222
8.6	Summary	229
	References	231
	Appendices	255
	Appendix A: Good Practice Principles for English language proficiency for international students in Australian universities	255
	Appendix B: English language standards for Higher Education	269
	Appendix C: Accreditation UK inspection criteria (adjusted to reflect the higher education context)	281
	Index	294