

Programme for the 5th Integrating Content and Language in Higher Education conference

ICLHE 2017

4-7 October 2017, University of Copenhagen, Copenhagen.

Reception

The 2017 ICLHE conference opens with a reception at Copenhagen City Hall Wednesday 4 October 2017, 18:00. All conference participants are welcome at the reception. The address of City Hall is **Rådhuspladsen 1, DK-1599 Copenhagen V**.

Conference check-in

The check-in desk is open on Thursday 5 October from 9:00 in front of **lecture hall 22.0.11**. If you arrive after 10:45 please check-in at the conference secretariat.

Conference secretariat

The conference secretariat is situated in **room 27.0.49**. If you have luggage you need stored or would like to hang your coat/jacket we have a wardrobe by the conference secretariat.

Opening hours for the conference secretariat:

Thursday 5 October: 9:00-20:15
Friday 6 October: 8:30-18:05
Saturday 7 October: 8:30-13:45

Coffee and lunch

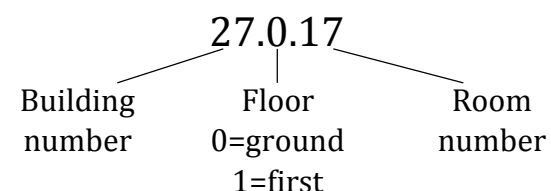
Coffee is served in the morning before the programme starts and in the scheduled coffee breaks (see full programme for details). Lunch is served on the ground floor of building 27. You are welcome to sit in the open areas of building 27 and in the conference rooms.

Conference dinner

Friday evening the conference dinner takes place in the main university building in the centre of Copenhagen at **Frue Plads, DK-1165 Copenhagen K**.



Conference rooms

Plenary and invited speaker sessions take place in **room 22.0.11**. All other presentations take place in building 27. Rooms 27.0.09, 27.0.17, 27.0.47 and 27.1.47 are reserved for the conference. Room numbers explained:



Detailed programme:

The latest updated version of the detailed conference programme can be downloaded from www.iclhe2017.ku.dk/programme.



Wednesday 4 October 2017 	
15:00-17:00	ICLHE Board Meeting 
From 18:00	Conference Reception at Copenhagen City Hall, Rådhuspladsen 1, DK-1599 Copenhagen V



9:00-9:45	Check-in and coffee in front of room 22.0.11. <i>Please note, if you arrive later than 10:45, registration is at room 27.0.49.</i>				
9:45-10:00	Conference opening (Room 22.0.11)				
10:00-11:00	<p><u>Plenary talk</u>, Room 22.0.11 Emma Dafouz ROAD-MAPPING in action: Theorising, researching and preparing for English-medium instruction across settings</p>				
11:00-11.10					
11:10-12:40	<p>Room 27.0.09</p> <p>COLLOQUIUM</p> <p>Helene Knoerr, Alysse Weinberg and Catherine Buchanan</p> <p>Best practices for University-level immersion programs: Lessons learned from Canada</p>	<p>Room 27.0.17</p> <p>Elizabeth Long Teacher Watching – English in Electronic Engineering, a Peer Observation Project among Italian Lecturers</p> <p>Marjorie Castermans and Nell Foster At the Crossroads Between Teacher Autonomy and Guidance: the Future of the TEA Project at the ULB</p> <p>Ksenia Volchenkova, Tony Bryan, Elena Yaroslavova and Oksana Belkina The impact of English-Medium Instruction on teacher identities</p>	<p>Room 27.0.47</p> <p>Camilla Falk Rønne Nissen and Lars Ulriksen “It takes practice” – student experiences and strategies in EMI situations</p> <p>Xavier Martin-Rubió Facing the complexities of EMI in higher education: insights from a Catalan and a Danish university</p> <p>Kevin Haines, Gerald Jonker and Margaret McKinney Language policy and the international classroom: building bridges of understanding. A case study of an International Bachelor in Engineering programme</p>	<p>Room 27.1.47</p> <p>Davinia Sánchez García Teacher discourse strategies in English-medium instruction at the multilingual university: A contrastive study</p> <p>Lijie Shao Multiple Case Studies regarding EMI (English as a Medium of Instruction) in the Context of “Internationalised” Higher Education Worldwide</p> <p>Ute Smit, Julia Huettner and Emma Dafouz Interactivity in EMI lectures: The potential for disciplinary meaning making in economics</p>	
12:40-13:40	Lunch				
13:40-15:10	<p>Room 22.0.11</p> <p><u>Invited speaker session</u></p> <p>ICLHE through the Lens of Content Teachers</p>	<p>Cristina del Campo Complutense University of Madrid, Spain The EMI challenge. A story from the Complutense University of Madrid</p>	<p>Frank Jensen University of Copenhagen, Denmark Integrating Language and Content in Higher Education: An Economist Point of View</p>	<p>Karen Skriver University of Copenhagen, Denmark</p>	
15:10-16:10	<p>Poster session ground floor of building 27 (coffee during poster session)</p>				
	<p>Richard Miles, Anthony Cripps and Sean O'Connell Integrating content with English language education in Japan: The perspectives of in-service and trainee teachers</p> <p>Heather Williams (presented by Valia Spiliotopoulos) Integrating Professional Language, Content and Cultural Communication Skills: Findings of an Impact Assessment</p>	<p>Raquel Cibrián Valle and Carlos Martínez Guerrero Understanding the language learner through the L2 motivational self system and investment</p> <p>Gregg Dubow E-learning modules for teaching staff in English-taught degree programs</p>	<p>Joan Ploettner Emerging Tensions in Interdisciplinary Collaboration for English Mediated Instruction</p> <p>Patricia Prinz AWARE: A New Framework for Teaching Academic Writing for Students in English-as-a-Medium-of-Instruction (EMI) Programs</p>	<p>Richard Miles Assessing oral presentations: The teachers' perspective on the balance between content and language</p> <p>Maria Grazia Borsalino Quality Practice in EMI at ALTIS Graduate School, UC - Milan</p>	<p>Karen M. Lauridsen Educational Quality at Universities for inclusive international Programmes (EQUiIP)</p>
16:10-17:40	<p>Room 27.0.09</p> <p>Deborah Clarke The Love of Lexicon: Student Responses to Learning Vocabulary on an ESAP Law Course</p> <p>Helena Roquet Study on Morphosyntax in the EMI Classroom</p> <p>Pete Westbrook and Sanne Larsen Implementing a vocabulary-based strategy to promote parallel language use in an EMI setting</p>	<p>Room 27.0.17</p> <p>Valia Spiliotopoulos From 'lone ranger' to 'community of practice': Supporting Faculty Engagement and Integrating Content and Language at the Institutional Level</p> <p>Joanne Pageze and Kirsi Westerholm Teacher development for English Medium Instruction - Finnish or a French design?</p> <p>Karen M. Lauridsen European projects as Continuous Professional Development</p>	<p>Room 27.0.47</p> <p>Frank van Splunder English-Medium Instruction in a Multilingual Context: Insights from Flanders</p> <p>Simone Stuers English as a medium of instruction in higher education in Germany: a study into English language entry requirements</p> <p>Guzman Mancho-Barés and Ingrid Martorell Engineering students' oral explanations in English: integrating language learning in content learning through genre analysis</p>	<p>Room 27.1.47</p> <p>Edgar Marc Petter, Daniela Fernando and Oliver Winkler Crossing borders – multilingual scenarios in tertiary level language and communication courses for engineering students</p> <p>Smadar Donitsa-Schmidt and Beverley Topaz English Massive Open Online Courses (MOOCs) as a means of integrating Content and Language</p> <p>Eun Gyong Kim The current state and future directions of English-medium instruction (EMI) at Korean engineering universities</p>	
18:00-20:00	<p>ICLHE - Annual General Meeting </p>				



8:30	Coffee			
9:00-10:30	Room 27.0.09 Valia Spiliotopoulos, David Rubeli and Stephen Spector Integrating Language, Content, and Critical Thinking in an Undergraduate Business Course: Assessing the impact on Student Learning and Faculty Engagement Stefanie Blom CLIL at tertiary level: a case study of the Vrije Universiteit Brussel (Brussels, Belgium) Carmela Briguglio and Fernando Porta Designing a new unit that develops global graduate capabilities: integrating content, language and culture	Room 27.0.17 David Lasagabaster, Aintzane Doiz and Víctor Pavón Dealing with language issues in English-medium instruction from the content teachers' perspective Rupert Herington Integrating active learning techniques into a course for trainees preparing for English Medium Instruction Diane Schmitt When Language Support is not Enough: Integrating Content and Language across a University	Room 27.0.47 Jérémie Séror and Alysse Weinberg "I was good at French in high school...but": Transitioning to university-level French immersion programs Jennifer Ament, Carmen Pérez-Vidal and Júlia Baron Analyzing pragmatic marker use and L2 motivational self over an EMI degree program Sophie Swerts Knudsen and Slobodanka Dimova Reading Strategies in EMI: Teacher and Student Perspectives	Room 27.1.47 Howard Brown and Annette Bradford Roadmapping English-medium Instruction in Japan Renate Klaassen Exploring Implementation Strategies across the 4 Technical Universities in the Netherlands Branka Drljača Margić and Elisa Velčić Janjetić What it takes to successfully implement English-medium instruction: A case study
10:30-11:00	Coffee			
11:00-12:30	Room 22.0.11 <u>Invited speaker session</u> ICLHE Across Contexts			
		Annette Bradford Meiji University, Japan ICLHE Across Contexts: Japan	Zohreh Eslami Texas A&M University, Qatar English Medium Instruction in Qatari Independent Schools: An Intervention to Improve Qatari Middle-Schoolers' Strategies for Reading EFL Science Materials	Ofra Inbar-Lourie Tel-Aviv University, Israel Crossing the EMI hurdle in multilingual societies: the Israeli perspective
12:30-13:30	Lunch			
13:30-14:30	<u>Plenary talk</u> , Room 22.0.11 Anne Holmen ICL and multilingualism: The role of other languages than English in an international university			
14:30-14:40	Time to move			
14:40-16:10	Room 27.0.09 Glenn Ole Hellekjær, Renate Klaassen and Jennifer Valcke Difficulties may be deceptive: Investigating student complaints about EMI lecturers' English proficiency Slobodanka Dimova and Joyce Kling EMI lecturer assessment: Beyond institutional walls April Ginther Interpreting the relationships between TOEFL iBT scores and GPA: Language proficiency, policy, and profiles	Room 27.0.17 Petra Kletzenbauer, Ulla Fuerstenberg and Margit Reitbauer Language-enriched CLIL teaching: professional development for academics Candela Contero Urgal From EAP courses to CLIL training for University Teachers Inmaculada Fortanet-Gómez and Noelia Ruiz Madrid Multimodal affordances in teacher training for CLIL in Higher Education	Room 27.0.47 Keiko Tsuchiya and María Pérez Murillo 'Where will English in Japan go?': Students' perceptions of EMI-CLIL instruction at higher education in Japan and in Spain Yoko Kusumoto and Monica Hamciuc Active learning strategies and critical thinking development in CLIL college courses Saskia Van Stille and Pedro dos Santos Exploring resources for integrating language and disciplinary content learning in a Canadian post-secondary institution	Room 27.1.47 Katja Årosin Laursen and Sanne Larsen Supporting BA students' disciplinary writing in two languages Andreas Eriksson and Magnus Gustafsson Collaborating to constructively align writing assignments on engineering master's programmes Samantha Seiter Stakeholders' attitudes towards English Medium of Instruction for academic subjects in the Japanese higher education context
16:10-16:20	Coffee			
16:20-17:50	Room 22.0.11 <u>Invited speaker session</u> ICLHE: Transition from Upper Secondary to Higher Education			
		Lucilla Lopriore Roma Tre University, Italy Scaffolding continuity in language education. From CLIL to EMI: a way and ways	Birna Arnbjörnsdóttir University of Iceland, Iceland Transitioning EAL Students from EFL Classes to EMI Programs at The University of Iceland	Liss Kerstin Sylvén University of Gothenburg, Sweden Are CLIL students at an advantage in the transition between secondary and tertiary education?
19:30-22:30	Conference dinner (at the University of Copenhagen main building, Frue Plads)			

Saturday 7 October 2017 			
8:30	Coffee		
9:00-10:30	Room 27.0.09 Suzanne Littlewood and Kara McKeow Embedded English Language Instruction in a College of Arts and Creative Enterprises: challenges, barriers and supports Nashwa Nashaat Sobhy, Elisa Langa, Philip Winne and Zahia Marzouk Using Trace Data to Take a Peek Into The Black Box: The Case of 'Definitions' Monika Woźniak and Fiona Crean The risk management factor for content lecturers in EMI/CLIL contexts: dealing with the benefits and challenges of teaching through English	Room 27.0.17 COLLOQUIUM Jennifer Valcke, Elena Romero Alfaro, Julie Walaszczyk, Charlotte Peters and Marjorie Castermans Training teachers to teach in English - Five universities come together	Room 27.0.47 COLLOQUIUM Patrick Studer, M. Àngels Pinyana Garriga, Susanne Gundermann and Curtis Gautschi Teaching in English in Higher Education: Linguistic Considerations on Quality
10:30-11:00	Coffee		
11:00-12:30	Plenary talk, Room 22.0.11 Diane Pecorari Through a glass, darkly; or how reflective practice can maximise the impact of ICL		
12:30-13:30	Sandwich lunch - (grab'n'go if needed)		
Approx. 13.00	ICLHE Board Meeting 		

Get the latest version of the programme on your phone or tablet:

