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.

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 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:00-17:00</td>
<td>ICLHE Board Meeting</td>
</tr>
<tr>
<td>From 18:00</td>
<td>Conference Reception at Copenhagen City Hall, Rådhuspladsen 1, DK-1599 Copenhagen V</td>
</tr>
</tbody>
</table>
### Thursday 5 October 2017

**9:00-9:45**  
Check-in and coffee in front of room 22.0.11. Please note, if you arrive later than 10:45, registration is at room 27.0.49.

**9:45-10:00**  
Conference opening (Room 22.0.11)

**10:00-11:00**  
*Plenary talk*  
Room 22.0.11  
Emma Dafouz  
ROAD-MAPPING in action: Theorising, researching and preparing for English-medium instruction across settings

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 27.0.09</th>
<th>Room 27.0.17</th>
<th>Room 27.0.47</th>
<th>Room 27.1.47</th>
</tr>
</thead>
</table>
| 11:10-11:30 | **COLLOQUIUM** | Elizabeth Long  
Teacher Watching – English in Electronic Engineering, a Peer Observation Project among Italian Lecturers | Camilla Falk Rønne Nissen and Lars Ulriksen  
“It takes practice” – student experiences and strategies in EMI situations | Davinia Sánchez García  
Teacher discourse strategies in English-medium instruction at the multilingual university: A contrastive study |
| 11:10-11:30 | Helene Knoerr, Alyssé Weinberg and Catherine Buchanan  
Best practices for University-level immersion programs: Lessons learned from Canada | Marjorie Castermans and Nell Foster  
At the Crossroads Between Teacher Autonomy and Guidance: the Future of the ETE Project at the ULB | Xavier Martin-Rubió  
Facing the complexities of EMI in higher education: insights from a Catalan and a Danish university | Lijie Shao  
Multiple Case Studies regarding EMI (English as a Medium of Instruction) in the Context of “Internationalised” Higher Education Worldwide |
| 11:10-11:30 | Kenia Volchenkova, Tony Bryan, Elena Yaroslavova and Oksana Belkina  
The impact of English-Medium Instruction on teacher identities | 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 | Lijie Shao  
Multiple Case Studies regarding EMI (English as a Medium of Instruction) in the Context of “Internationalised” Higher Education Worldwide | Ute Smit, Julia Huettner and Emma Dafouz  
Interactivity in EMI lectures: The potential for disciplinary meaning making in economics |

**12:40-13:40**  
Lunch

### Invited speaker session

**Room 22.0.11**  

**Poster session**  
Room 27.0.17  
ground floor of building 27 (coffee during poster session)

**Room 27.0.09**  

**Room 27.0.17**

**Room 27.0.47**

**Room 27.1.47**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 27.0.09</th>
<th>Room 27.0.17</th>
<th>Room 27.0.47</th>
<th>Room 27.1.47</th>
</tr>
</thead>
</table>
| 15:10-15:30 | **ICLHE through the Lens of Content Teachers** | Cristina del Campo  
The Complutense University of Madrid, Spain  
The EMI challenge. A story from the Complutense University of Madrid | Frank Jensen  
University of Copenhagen, Denmark  
Integrating Language and Content in Higher Education: An Economist Point of View | Karen Skriver  
University of Copenhagen, Denmark |
| 15:10-15:30 | Richard Miles, Anthony Cripps and Sean O’Connell  
Integrating content with English language education in Japan: The perspectives of in-service and trainee teachers | Raquel Librián Valle and Carlos Martinez Guerrero  
Understanding the language learner through the L2 motivational self-system and investment | Joan Fiolettner  
Emerging Tensions in Interdisciplinary Collaboration for English Mediated Instruction | Richard Miles  
Assessing oral presentations: The teachers’ perspective on the balance between content and language |
| 15:10-15:30 | Heather Williams  
(presented by Valia Spilotopoulou)  
Integrating Professional Language, Content and Cultural Communication Skills: Findings of an Impact Assessment | Greg Dubow  
E-learning modules for teaching staff in English-taught degree programs | Patricia Prinz  
AWARE: A New Framework for Teaching Academic Writing for Students in English-medium Instruction (EMI) Programs | Maria Grazia Borsalino  
Quality Practice in EMI at ALTIS Graduate School, UC - Milan |
| 16:10-16:40 | Deborah Clarke  
The Love of Lexicon: Student Responses to Learning Vocabulary on an ESAP Law Course | Valia Spilotopoulou  
From ‘Ione ranger’ to ‘community of practice’: Supporting Faculty Engagement and Integrating Content and Language at the Institutional Level | Frank van Splunder  
English-Medium Instruction in a Multilingual Context: Insights from Flanders | Edgar Marc Petter, Daniela Fernando and Oliver Winkler  
Crossing borders – multilingual scenarios in tertiary level language and communication courses for engineering students |
| 16:10-16:40 | Helena Roquet  
Study on Morphosyntax in the EMI Classroom | Joanne Pagee and Kiriš Westerholm  
Teacher development for English Medium Instruction - Finnish or a French design? | Simone Stuers  
English as a medium of instruction in higher education in Germany: a study into English language entry requirements | Snadar Donița-Schmidt and Beverley Topaz  
English Massive Open Online Courses (MOOCs) as a means of integrating Content and Language |
| 16:10-16:40 | Pete Westbrook and Sanne Larsen  
Implementing a vocabulary-based strategy to promote parallel language use in an EMI setting | Karen M. Lauridsen  
European projects as Continuous Professional Development | Guzman Mancho-Barés and Ingrid Martorell  
Engineering students’ oral explanations in English: integrating language learning in content learning through genre analysis | Fun Gyong Kim  
The current state and future directions of English-medium instruction (EMI) at Korean engineering universities |

**18:00-20:00**  
ICLHE - Annual General Meeting
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
<th>Speaker/Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:30</td>
<td>Valia Spathiotopoulou, David Rubeli and Stephen Spector</td>
<td>Room 27.0.09</td>
<td>David Lasagabaster, Aintzane Doiz and Victor Pavón</td>
<td>Dealing with language issues in English-medium instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stefa ne Blom</td>
<td>from the content teachers' perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carmela Brugiglio and Fernando Porta</td>
<td>Integrating language at tertiary level: a case study of the Vrije Universiteit Brussel (Brussels, Belgium)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Designing a new unit that develops global graduate capabilities: integrating content, language and culture</td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Invited speaker session</td>
<td>Room 22.0.11</td>
<td>Annette Bradford</td>
<td>ICLHE Across Contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zohreh Eslami</td>
<td>Meiji University, Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ICLHE Across Contexts: Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ofr a Inbar-Lou rie</td>
<td>Tel-Aviv University, Israel</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:30-14:30</td>
<td>Plenary talk</td>
<td>Room 22.0.11</td>
<td>Anne Holmen</td>
<td>ICL and multilingualism: The role of other languages than English in an international university</td>
</tr>
<tr>
<td>14:30-14:40</td>
<td>Time to move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:40-16:10</td>
<td>Invited speaker session</td>
<td>Room 27.0.09</td>
<td>Glenn Ole Hellekjær, Renate Klaassen and Jennifer Valke</td>
<td>Difficulties may be deceptive: Investigating student complaints about EMIs' English proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Petra Kletzenbauer, Ulla Fuerstenberg and Margit Reitbauer</td>
<td>Language-enriched CLIL teaching: professional development for academics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Candela Contero Urgal</td>
<td>From EAP courses to CLIL training for University Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inmaculada Fortanet-Gómez and Noelia Ruiz Madrid</td>
<td>Multimodal affordances in teacher training for CLIL in Higher Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April Ginther</td>
<td></td>
</tr>
<tr>
<td>16:10-16:20</td>
<td>Coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:20-17:50</td>
<td>Invited speaker session</td>
<td>Room 22.0.11</td>
<td>Lucilla Lopriore</td>
<td>ICLHE: Transition from Upper Secondary to Higher Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Birna Arnþjörnsdóttir</td>
<td>University of Iceland, Iceland</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Liss Kerstin Sylvén</td>
<td>University of Gothenburg, Sweden</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Are CLIL students at an advantage in the transition between secondary and tertiary education?</td>
</tr>
<tr>
<td>19:30-22:30</td>
<td>Conference dinner</td>
<td></td>
<td></td>
<td>(at the University of Copenhagen main building, Frue Plads)</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Room 27.0.09</td>
<td>Room 27.0.17</td>
<td>Room 27.0.47</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:00-10:30</td>
<td><strong>Suzanne Littlewood and Kara McKeow</strong>&lt;br&gt;Embedded English Language Instruction in a College of Arts and Creative Enterprises: challenges, barriers and supports&lt;br&gt;&lt;br&gt;<strong>Nashwa Nashaat Sobhy, Elisa Langa, Philip Winne and Zahia Marzouk</strong>&lt;br&gt;Using Trace Data to Take a Peek Into The Black Box: The Case of ‘Definitions'&lt;br&gt;&lt;br&gt;<strong>Monika Woźniak and Fiona Crean</strong>&lt;br&gt;The risk management factor for content lecturers in EMI/CLIL contexts: dealing with the benefits and challenges of teaching through English</td>
<td>COLLOQUIUM&lt;br&gt;Jennifer Valcke, Elena Romero Alfaro, Julie Walaszczyk, Charlotte Peters and Marjorie Castermans&lt;br&gt;Training teachers to teach in English - Five universities come together</td>
<td>COLLOQUIUM&lt;br&gt;Patrick Studer, M. Àngels Pinyana Garriga, Susanne Gundermann and Curtis Gautschi&lt;br&gt;Teaching in English in Higher Education: Linguistic Considerations on Quality</td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Plenary talk, Room 22.0.11</td>
<td><strong>Diane Pecorari</strong>&lt;br&gt;Through a glass, darkly; or how reflective practice can maximise the impact of ICL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Sandwich lunch – (grab’n’go if needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Approx. 13:00</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ICLHE Board Meeting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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