

## ICLHE Conference 2022: 18-21 October. FINAL PROGRAMME

**Location (unless otherwise stated):** Faculty of Arts and Social Sciences, Maastricht University, Netherlands. Main entrance to Conference: **Grote Gracht 90-92.**

Tuesday 18 October 2022	
14.00-17.30	Arrivals and Registration
14.00-17.30	Online registrations
14.00-16.00	ICLHE Board meeting. Location: Grote Gracht (GG) 90-92, room D 1.08
18.00-19.00	Welcome Reception: <b>Location: City Hall, Markt</b> Helmy Koolen, Culture & Economy, from Maastricht City Council. Prof. Sally Wyatt, Vice-Dean Research at Faculty of Arts and Social Sciences, Maastricht University.
19.00 -	Free time – see list of restaurants, brasseries, etc. in Maastricht City Guide in your bag

### Day 1: Wednesday 19 October 2022 - morning

The conference is hosted in a complex of interconnected buildings in the Faculty of Arts and Social Sciences. GG refers to the name of the street Grote Gracht.

The online programme (**see box margins in red**) will include the opening, the keynotes, the special or invited sessions, colloquia in the Turnzaal. It includes the online sessions in the right-hand column (Building GG76, room 0.16) and several sessions in Building GG80-82, room 0.039.

Note that this is now the **final programme**. Any further changes will be notified to participants.

Numbers after a contribution indicate the theme under which the proposal was submitted. We are unable to group presentations under the same theme consistently in the same session.

- ① = Theme 1: Language, status and identity
- ② = Theme 2: Policy, macro, meso, micro.
- ③ = Theme 3: Impacts of English-Medium Instruction
- ④ = Theme 4: The nature of knowledge, power and EMI
- ⑤ = Theme 5: The silent voices of other languages and Translanguaging

Colour coding for Streaming	Permission for streaming (NO recording)
	Permission granted for streaming AND recording
	Permission granted for streaming, recording and public transmission

## Conference Office: GG80-82: room 0.040

08.00	Registration					
Rooms:	GG90-92: Turnzaal					
						<i>Online sessions only</i>
Chair:						
Student Ambassador	Andrei Burlacu & Melodie Prudhomme					
09.00-09.30	Conference Opening: René Gabriëls (Conference Chair, Maastricht University, NL), Robert Wilkinson (ICLHE Chair, Maastricht University, NL), Rianne Letschert (President, Maastricht University, NL)					
	GG90-92: Turnzaal					
Chair:	Robert Wilkinson (Maastricht University, Netherlands)					
09.30-10.30	Opening keynote address: Kristina Hultgren (Open University, UK): <b>The hidden drivers of English as an academic language: Retheorizing the rise of English as an outcome of higher education governance reforms</b>					
10.30-11.00	Coffee Tea Break					

Rooms:	GG90-92: Turnzaal	GG76: 1.02 (max. 50 pers.)	GG76S: 1.018 (max. 75 pers.)	GG80-82: 0.039 (max. 32 pers.)		GG76: room 0.16
Chairs:	Marie Rickert (Maastricht University, Netherlands)	Lijie Shao (Dublin City University, Ireland)	Noelia Ruiz-Madrid (Universitat Jaume I, Spain)	Verena Grau (University of Vienna, Austria)		Ute Smit (University of Vienna, Austria)
Student Ambassador	Andrei Burlacu	Melodie Prudhomme	Jonathan Wijayaratne	Indra Surkijn		Nele Focken
11.00-12.30 Parallel Sessions 1  ① = Theme 1: Language, status and identity ② = Theme 2: Policy, macro, meso, micro. ③ = Theme 3: Impacts of English-Medium Instruction ④ = Theme 4: The nature of knowledge, power and EMI ⑤ = Theme 5: The silent voices of other languages and Translanguaging	<b>Special session: Refugees and Migrants in HE</b>  Marije Michel, Seyit Gök, (University of Groningen, Netherlands), Kinan Alajak (Refugee Wellbeing & Integration Initiative, Netherlands): Updating beliefs about English for academic purposes: Tuning in teachers and students on the same page  Ali Goksu (Université Libre de Bruxelles, Belgium): The Attitudes of Highly Educated Immigrants on Motivation in Learning English  Esme Smithson Swain, Toby Biggs O'May (Right2Education,	Andreana Pastena (Universitat Pompeu Fabra, Spain): Exploring a multi-dimensionally internationalized classroom with full EMI: A focus on students' views on English as an International Language and other languages of interaction ①  Christiane Dalton-Puffer, Julia Hüttner, Karen Schramm, Sejdi Sejdiu, Ilir Krusha, Rezarta Ramadani, Dorinë Rakaj (University of Vienna, Austria; University of Prizren, Kosovo): University language policy as motor of national intergroup cohesion ①  Peep Nemvalts, Helena Lemendik (Tallinn University, Estonia): Language dilemmas of	Nashwa Nashaat-Sobhy (Universidad Politécnic de València, Spain), Davinia Sánchez-García (Universidad Complutense de Madrid, Spain), Jennifer Valcke (Karolinska Universitet, Sweden), Julie Walaszczyk (Université de Mons, Belgium): English-Medium Education for Global Citizenry ④  B. Suzanne Warsinsky (Université de Bordeaux et de Strasbourg, France): English Medium Instruction: Englishization and systemic power ④	Beatrice Zuaro (University of Stockholm, Sweden / Università di Roma 3, Italy): Content adaptations in English-medium Instruction: comparing L1 and English-medium lectures ③  Dmytro Mazin, Alina Karapetian, Mariya Sydorovych (National University of Kyiv-Mohyla Academy, Ukraine): [ONLINE] Shaping language policy in higher education in Ukraine ②  Eda Genc, Dogan Yuksel, Samantha Curle (Turkey / University of Bath, UK): [ONLINE] Lecturers' and Students' Translanguaging Practices in English-		<i>Online sessions 1</i>  <i>Guzman Mancho-Barés, Enric Llurda (Universitat de Lleida, Spain): LIDISELF – A project on the Development of disciplinary literacies in English as a lingua franca at university ③</i>  <i>Helena Roquet, Noelia Navarro, (Universitat Internacional de Catalunya, Spain): Florentina Nicolás-Conesa (Universidad de Murcia, Spain): The impact of content-based instruction on EFL writing in two instructional contexts at university: EMI versus L1 ③</i>  <i>Irene Castellano-Risco, José Peña-García (Universidad de Extremadura, Spain):</i>

	Netherlands) [PRE-RECORDED]: Right2Education: Community Education and Honest Dialogues on Difference	Estonian doctoral students ①		taught classes in Turkey ⑤		<i>Lexical demands of academic spoken English in EMI</i> ③
	<b>GG74: Veer Mestreech (Philadelphia Zorg)</b>					
12.30-14.00	Lunch <b>Posters available at lunchtime</b>	<p><b>Margarida Morgado, Cristina Pereira</b> (Instituto Politécnico de Castelo Branco, Portugal): Content and Language Teacher Collaboration in Higher Education</p> <p><b>Mónica Régio</b> (Instituto Politécnico de Castelo Branco, Portugal), <b>Marcelo Gaspar</b> (Politécnico de Leira, Portugal), <b>Margarida Morgado</b> (Instituto Politécnico de Castelo Branco, Portugal): A CLIL Approach to Engineering on Integrating Sustainable Development Goals: Materials and Feedback from Students and Teachers</p>				

**Day 1: Wednesday 19 October 2022 – afternoon**

Conference Office: GG80-82: room 0.040

Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)	<b>GG80-82 attic: 3.002</b> (max. 35 pers.)	<b>GG76: room 0.16</b>
Chairs:		<b>Hans Malmström</b> (Chalmers University, Sweden)	<b>Marie Rickert</b> (Maastricht University, Netherlands)	<b>Pat Moore</b> (Universidad Pablo de Olavide, Sevilla)		<b>Ana Luiza Pires de Freitas</b> (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil)
Student Ambassador	Andrei Burlacu	Melodie Prudhomme	Jonathan Wijayaratne	Indra Surkijn	Joshua Pieper-Setlin	Nele Fucken
14.00-15.30 Parallel Sessions 2  ① = Theme 1: Language, status and identity ② = Theme 2: Policy, macro, meso, micro. ③ = Theme 3: Impacts of English-Medium Instruction ④ = Theme 4: The nature of knowledge, power and EMI ⑤ = Theme 5: The silent voices of other languages and Translanguaging	<b>Colloquium 1</b> <b>J.D. ten Thije</b> (Utrecht University, Netherlands), <b>F.C. Groothoff</b> (Utrecht University, Netherlands), <b>K. Mulder</b> (University of Amsterdam, Netherlands) & <b>K. Naber</b> (Utrecht University, Netherlands): The impact of internationalisation on participation bodies at universities: The Participation and multilingualism project.  i. <b>Jan D. ten Thije</b> , <b>Kimberly Naber</b>	<b>Frank van Splunder</b> (University of Antwerp, Belgium): Englishization or Multilingualism? Language Policy in Flemish Higher Education ②  <b>Robert Wilkinson, René Gabriëls</b> (Maastricht University, Netherlands): Choosing EMI to enhance job prospects: career perceptions and a nomadic elite ①  <b>Patrick Studer, Paul Kelly</b> (ZHAW, Switzerland): From monologue to dialogue: Opening teachers' minds to authentic	<b>Kirstie Riedl</b> (The University of Applied Sciences for Management & Communication, Vienna, Austria): Just how muddy is it? The impact of EMI on academic performance for business administration students ③  <b>Irene Soriano Flórez</b> (Universidad Complutense Madrid, Spain): Approaching translanguaging beliefs and practices in EME Business study programmes ⑤	<b>Balbina Moncada-Comas, Maria Sabaté-Dalmau</b> (Universitat de Lleida, Spain) [MSD ONLINE]: Multimodal competence and multilingual lecturing in EMI: Exploring the effectiveness of interplaying non-linguistic resources and local-language(s) use in EMI praxis ③  <b>Mirela Alhasani Dubali</b> (Epoka University, Albania): [ONLINE] Implications of EMI to Albania's higher education profile: thoughts for a bilingual alternative ①		<b>Online sessions 2</b>  <b>An Nguyen</b> (Open University, UK / Vietnam): A longitudinal investigation of the Englishisation of Higher Education and the English Medium Education in Vietnam ③  <b>Ana Gonçalves</b> (Escola Superior de Hotelaria e Turismo do Estoril, Portugal), <b>Cláudia Viegas</b> (Escola Superior de Tecnologia da Saúde de Lisboa, Portugal), <b>Maria de Lurdes Calisto, Susana Filipa Gonçalves</b> (Escola Superior de

	<p>(Netherlands): Language policies of Dutch Universities</p> <p>ii. <b>K. Mulder, F.C.Groothoff</b> (Netherlands): Receptive Dutch for Participation in university bodies</p> <p>iii. <b>Kimberly Naber, Frederike Groothoff</b> (Netherlands): Training and toolkit multilingual meetings</p>	<p>interaction with students ③</p>	<p><b>Lijie Shao</b> (Dublin City University, Ireland): Addressing “E” frustration in EMI pedagogy: A case study of EMI business programmes in a Chinese university ⑤</p>	<p><b>Teresa Morell</b> (Universidad de Alicante, Spain), <b>Vicent Beltran-Palanques</b> (Universitat Jaume I, Spain), <b>Natalia Norte</b> (Universidad de Alicante, Spain): Fomenting multimodal engagement in EMI university classes. ③</p>		<p><i>Hotelaria e Turismo do Estoril, Portugal): A problem shared is a problem halved: The impacts of a CLIL community of learning and practice in tourism and hospitality higher education teaching practice ③</i></p> <p><i>Joyce Kling</i> (University of Lund, Sweden), <i>Slobodanka Dimova</i> (University of Copenhagen, Denmark): Exploring EMI lecturers' experience across Europe ③</p>
<p>15.30-16.00</p>	<p>Coffee/Tea</p>					

Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Chairs:	<b>Emma Dafouz</b> (Universidad Complutense Madrid, Spain)	<b>Maarten Hulsemans</b> (Katholieke Universiteit Leuven, Belgium)	<b>Fatma Ege</b> (Istanbul Technical University, Turkey)	<b>Birute Klaas-Lang</b> (University of Tartu, Estonia)		<b>Petra Kletzenbauer</b> (FH-Joanneum, Austria)
Student Ambassador	Andrei Burlacu	Melodie Prudhomme	Jonathan Wijyaratne	Indra Surkijn		Nele Fucken
16.00-17.00 Parallel Sessions 3  ① = Theme 1: Language, status and identity ② = Theme 2: Policy, macro, meso, micro. ③ = Theme 3: Impacts of English-Medium Instruction ④ = Theme 4: The nature of knowledge, power and EMI ⑤ = Theme 5: The silent voices of other languages and Translanguaging	<b>Colloquium 2:</b>  <b>Emma Dafouz and others</b> (Universidad Complutense Madrid, Spain): Developing Disciplinary Literacies in English-Medium Education: SHIFTing to the Student Perspective  i. <b>Pascual Pérez-Paredes and Sonia López</b> (Spain): Shift student survey: rationale, development and preliminary findings  ii. <b>Verena Grau and Katharina Ghamarian-Krenn</b> (Austria): Extramural English and EMEMUS: Findings from a survey of Spanish and Austrian business students.	<b>Carel Jansen</b> (University of Groningen, Netherlands): Communicative competence by law? Consequences of the new Dutch Language and Accessibility Act for Dutch-language and non-Dutch-language programs ①  <b>Anja Schüppert, Penny Heisterkamp</b> (University of Groningen, Netherlands): Lecturing in L1-Dutch and L2-English: A pairwise comparison of speech samples ①	<b>Patrick Studer</b> (ZHAW Switzerland): Re-visiting English-medium instruction in the light of comprehensive internationalization: A case for sociocultural competence ③  <b>Rhona P. Lohan</b> (ESIC University, Spain): Applying the ROAD-MAPPING framework: a holistic approach on the impact of EME on the proficiency level of English in Higher Education. ③	<b>Hans Malmström</b> (Chalmers University, Sweden), <b>Diane Pecorari</b> (City University, Hong Kong): Does English proficiency develop as a result of English-Medium Instruction? ③  <b>Maria Sabaté-Dalmau, Josep Maria Cots</b> (Universitat de Lleida, Spain) [PRE-RECORDED]: Exploring global competence and curriculum internationalisation in EMI: A mixed-methods proposal ②		<b>Online Sessions 3</b>  <b>Irene Castellano-Risco, Marta Martín-Gilete</b> (Univeridad de Extremadura, Spain): <i>The role of L2 learning background in EMI students' self-perceived linguistic needs in Higher Education</i> ③  <b>Edita Poárová, Sandra Kotlebová</b> (University of Ss. Cyril and Methodius in Trnava, Slovakia): <i>English-medium Instruction and Education Accountability.</i> ②
17.00-17.15	Break					

Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Chairs:	<b>Emma Dafouz (Universidad Complutense Madrid, Spain)</b>	<b>Patrick Studer (ZHAW, Switzerland)</b>		<b>Josep Soler (University of Stockholm, Sweden)</b>		<b>Sarah Khan (Universitat de Vic, Spain)</b>
Student Ambassador	Andrei Burlacu	Melodie Prudhomme	Jonathan Wijayaratne	Indra Surkijn		Nele Fucken
17.15-18.15 Parallel Sessions 4  ① = Theme 1: Language, status and identity ② = Theme 2: Policy, macro, meso, micro. ③ = Theme 3: Impacts of English-Medium Instruction ④ = Theme 4: The nature of knowledge, power and EMI ⑤ = Theme 5: The silent voices of other languages and Translanguaging	<b>Colloquium 2 (cont)</b>  iii. <b>Pat Moore, Irene Soriano, Miya Komori-Glatz</b> (Spain, Austria) [MKG ONLINE]: Student and Teacher (conflicting) views of Disciplinary Literacies in an EME Business programme: Insights from focus groups  iv. <b>Davinia Sánchez-García, Ariadna Sánchez-Hernández</b> (Spain): Materialized genres in EME higher education: Students' oral presentations of Business case studies  v. <b>Julia Hüttner, Ute Smit</b> (University of Vienna, Austria): Next empirical steps and overall discussion	<b>B. Suzanne Warsinsky</b> (Université de Bordeaux et de Strasbourg, France): Knowledge, identity, and English as the language of study: The case of the Bordeaux International Relations Degree program ①  <b>Irati Diert-Boté, Balbina Moncada-Comas</b> (Universitat de Lleida, Spain): Previous steps towards EMI: Building disciplinary literacies and providing genre-focused feedback in an ESP Business course ④		<b>David Lasagabaster, Aintzane Doiz</b> (Universidad del País Vasco/Euskal Herriko Unibertsitatea, Spain): A comparison of Chinese and Spanish EMI lecturers' use of spoken metadiscourse. ③  <b>Fatma Ege, Dogan Yuksel, Samantha Curle</b> (Turkey / University of Bath, UK): A corpus-based analysis of discourse strategy use by English-Medium Instruction university lecturers in Turkey ③		<b>Online Sessions 4</b>  <b>Michelle Hunter</b> (University of York, UK/Germany): <i>Affect-Regulation Strategies: how do teachers and students deal with learning through EMI at German universities?</i> ③  <b>Ron Martinez</b> (Federal University of Paraná, Brazil): <i>Student perceptions of (in)adequacy of lecturer language proficiency in Brazil</i> ①



18.15-	Evening free See list of restaurants and brasseries in the Maastricht City Guide.					
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### Wednesday 19 October 2022 - evening: Public debate (in Dutch)

#### Supplementary event to the ICLHE Conference

Room	<b>Aula, Maastricht University, Minderbroedersberg 4-6.</b>	
20.00	<b>Public debate in Dutch organized by Studium Generale, Maastricht University</b> <b>“Verengelsing van het hoger onderwijs”</b> (Englishization of higher education): <b>Prof. dr. Lotte Jensen</b> (Radboud Universiteit Nijmegen, Netherlands); <b>Prof. dr. Abram de Swaan</b> (Universiteit van Amsterdam, Netherlands)	This event is open to the general public. Registration for this event will be via Studium Generale: <a href="http://WWW.MAASTRICHTUNIVERSITY.NL/SG">WWW.MAASTRICHTUNIVERSITY.NL/SG</a>

## Day 2: Thursday 20 October 2022 – morning

Conference Office: GG80-82: room 0.040

08.00	Registration					
Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Chairs:	<b>Han Aarts (Maastricht University, Netherlands)</b>	<b>John Harbord (Maastricht University, Netherlands)</b>	<b>Kevin Haines (University of Bristol, UK)</b>	<b>Hoà Tang (Education University of Hong Kong, China)</b>		<b>Frank van Splunder (University of Antwerp, Belgium)</b>
Student Ambassador	Andrei Burlacu	Kephi Alkalay	Ahmed Hassan	Melodie Prudhomme		Beatriz Santos Mayo
09.00-10.30 Parallel Sessions 5	<p><b>Invited Session:</b></p> <p><b>Institutional language policies: aims, approaches and challenges</b></p> <p><b>Astrid Buschmann-Göbels</b> (Bremen University, Germany); <b>Rosana Villares</b> (U of Zaragoza, Spain); <b>Tamás Péter Szabó</b> (U of Jyväskylä, Finland); <b>Rosa Becker</b> (Maastricht University, Netherlands).</p> <p>Moderator: <b>Han Aarts</b> (Maastricht University, Netherlands)</p>	<p><b>Bipanji Bhattacharyya, Nang Wesufa Loungchot, Debasish Mohapatra</b> (Tezpur University, India): Tai Khampati: Revisiting the Identity ①</p> <p><b>Dylan Glyn Williams</b> (Seoul National University, South Korea), <b>Juup Stelma</b> (University of Manchester, UK): Understanding Epistemic Outcomes of English-Medium Instruction in a South Korean Higher Education Institution ④</p> <p><b>Maria Kuteeva, Kathrin Kaufhold</b> (Stockholm University, Sweden): A hidden 'E' in EMI: The</p>	<p><b>Lynn Mastellotto, Renata Zanin</b> (University of Bolzano, Italy): Constructive alignment in ICLHE: the role of LSP in supporting content and language integrated learning ③</p> <p><b>Marta Aguilar-Perez, Elisabet Arnó-Macià</b> (Universitat Politècnica de Catalunya, Spain): Navigating disciplinary communication and EMI students' expectations: Repositioning ESP in an EMI-dominated context ③</p> <p><b>Mónica Régio</b> (Instituto Politécnico de Castelo Branco, Portugal), <b>Marcelo Gaspar</b></p>	<p><b>Tho Vo</b> (University of Economics HCMC, Vietnam) [ONLINE]: The glocalisation of English-medium instruction examined through the ROAD-MAPPING framework: a case study of teachers and students in a Vietnamese university ②</p> <p><b>Linda Mous</b> (Tilburg University, Netherlands), <b>Tom De Moor</b> (University of Gent, Belgium): The interplay of linguistics and pedagogics: developing a practical course book for EMI teachers ③</p> <p><b>Kornelija Čakarun, Branka Drljača Margić</b></p>		<p><b>Online Sessions 5</b></p> <p><b>Ana Piquer-Piriz, Irene Castellano-Risco</b> (Universidad de Extremadura, Spain): 'It is more than just teaching my subject in English': An analysis of EMI lecturers' needs ③</p> <p><b>Aleksandra Nikitina, Aleksandra Shparberg</b> (ITMO University, Russia): Developing Research-based Guidelines for Effective EMI Teacher Training for Russian Universities ③</p> <p><b>T.J. Ó Ceallaigh</b> (University College Cork, Ireland): E-ICLHE as a catalyst for transformation: Student</p>

		construction of 'elite' multilingualism in promotional online materials for English-medium programmes in Sweden ④	(Politécnico de Leiria, Portugal), <b>Margarida Morgado</b> (Instituto Politécnico de Castelo Branco, Portugal): Smart and Sustainable Integration of English and Content: Insights on the education of Industrial Engineering Students ③	(University of Rijeka, Croatia) [BDM – not participating]: Comparison of EMI and non-EMI students' English language progress ③		<i>perspectives, practices and outcomes</i> ⑤
10.30-11.00	Coffee/Tea					
Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Chairs:	<b>René Gabriëls</b> (Maastricht University, Netherlands)	<b>Tara McIlroy</b> (Rikkyo University, Japan)	<b>Rhona Lohan</b> (ESIC University, Spain)	<b>Margit Reitbauer</b> (Universität Graz, Austria)		<b>Debashish Mohapatra</b> (University of Tezpur, India)
Student Ambassador	Andrei Burlacu	Kephi Alkalay	Ahmed Hassan	Melodie Prudhomme		Beatriz Santos Mayo
11.00-12.00 Parallel Sessions 6	<b>Invited Session: Resistance to Englishization</b> (panel discussion) <b>Felix Huygen</b> (Beter Onderwijs Nederland, Netherlands); <b>Lijie Shao</b> (Dublin City University, Ireland); <b>David Lasagabaster</b> (University of the Basque Country, Spain)	<b>Satu Tuomainen</b> (University of Eastern Finland, Finland): University lecturers' perceptions of the role of English in their instruction ① <b>Annette Bradford</b> (Oxford EMI, Singapore), <b>Howard Brown</b> (University of Niigata Prefecture, Japan): Professional Development for EMI: Faculty perspectives from Japan ③	<b>Penny Heisterkamp, Anja Schüppert, Marije Michel</b> (University of Groningen, Netherlands): University in sight: Senior-year high-school students' writing performance in L1 Dutch and L2 English ③ <b>Rias van den Doel, Rick de Graaff</b> (Utrecht University Netherlands), <b>Catherine van Beuningen</b> (Hogeschool van Amsterdam,	<b>Vanessa Hidalgo, Kirk Sullivan, Yvonne Knospe</b> (Umeå University, Sweden): Dealing with academic writing: Opinions on offering English writing feedback and support to Swedish EMI master's students ③ <b>R.G. Klaassen</b> (Delft University of Technology, Netherlands): Trends in EMI & CLIL research through Social Network Analysis ③		<b>Online Sessions 6</b> <b>Mahboubeh Rakhshandehroo</b> (Japan): <i>The challenges and successful practices of COIL (Collaborative Online International Learning) implementation in EMI at a Japanese university</i> ② <b>Eun Gyong Kim, Matthew Baldwin, Mik Fanguy, Seonmin Park</b> (Korea Advanced Institute of Science and

languages and Translanguaging			Netherlands), <b>Alison Edwards</b> (Utrecht University Netherlands): All quiet on the language front? The role of language focus and support in Dutch EMI contexts. ②			<i>Technology [KAIST], South Korea): Introductory ICL classes for EFL college students: in-person and online classes for newly admitted students at a Korean science and engineering school ③</i>
Rooms:		<b>GG76: 1.02</b> (max. 50 pers.)				
Student Ambassador		Kephi Alkalay				
12.00-13.00		<b>Annual General Meeting of ICLHE Association (open to all)</b>				
	<b>GG74: Veer Mestreech</b> (Philadelphia Zorg)					
12.30-14.00	Lunch <b>Posters available at lunchtime</b>	<p><b>Margarida Morgado, Cristina Pereira</b> (Instituto Politécnico de Castelo Branco, Portugal): Content and Language Teacher Collaboration in Higher Education</p> <p><b>Mónica Régio</b> (Instituto Politécnico de Castelo Branco, Portugal), <b>Marcelo Gaspar</b> (Politécnico de Leira, Portugal), <b>Margarida Morgado</b> (Instituto Politécnico de Castelo Branco, Portugal): A CLIL Approach to Engineering on Integrating Sustainable Development Goals: Materials and Feedback from Students and Teachers</p>				

**Day 2: Thursday 20 October 2022 – afternoon**

Conference Office: GG80-82: room 0.040

Rooms:	GG90-92: Turnzaal	GG76: 1.02 (max. 50 pers.)	GG76S: 1.018 (max. 75 pers.)	GG80-82: 0.039 (max. 32 pers.)	GG80-82 attic: 3.002 (max. 35 pers.)	GG76: room 0.16
Chairs:	Magnus Gustafsson (Chalmers University, Sweden)	Linda Mous (Tilburg University, Netherlands)	Stefan Bulatovic (Univerzitet Crne Gore, Montenegro)	Margarida Morgado (Instituto Politécnico de Castelo Branco, Portugal)		Marta Aguilar-Pérez (Universitat Politècnica de Catalunya, Spain)
Student Ambassador	Andrei Burlacu	Kephi Alkalay	Ahmed Hassan	Joshua Pieper-Setlin		Nele Fucken
14.00-15.30 Parallel Sessions 7	<b>Colloquium 3 / Workshop</b>  Magnus Gustafsson, Fia Börjeson, Calle Carlsson, Andreas Eriksson (Chalmers University, Sweden): How is the academic literacy continuum of the generic – specific affected by Englishization?	Ulla Fürstenberg (Universitat Graz, Austria), Petra Kletzenbauer (FH-Joanneum, Austria), Margit Reitbauer (Universitat Graz, Austria): Encouraging risk-taking and improving Teaching Effectiveness: A Case for implementing Collaborative Action Research in CLIL ③  Kevin Haines (University of Bristol, UK): The impact of EMI on academic staff and students: diversity or division? ①  Nengjing Ren, Mireia Trenchs, Carmen Pérez Vidal (Universitat	Francesca Costa (Università Cattolica del Sacro Cuore, Italy), Cristina Mariotti (Università degli Studi di Pavia, Italy): The use of questions as a form of interaction in Italian EMI: A comparison between face to face and online lectures ③  Francis Picavet, Alice Henderson, Erica de Vries (Université de Grenoble-Alpes, France): The narrative genre in French English-medium engineering lectures ④  Tom Morton (Universidad Autónoma de Madrid, Spain): Using Legitimation Code Theory to explore the relationships	Noelia Ruiz-Madrid, Nuria Edo-Marzá, Vicent Beltrán-Palanques (Universitat Jaume I, Spain) [NEM & VBP – ONLINE]: Unpacking knowledge: A comparative multimodal analysis of EMI teachers' disciplinary discourse ④  Miguel F. Ruiz-Garrido [ONLINE], Inmaculada Fortanet-Gómez (Universitat Jaume I, Spain): Mid-term effects of the COVID-19 in EMI teaching: a case study ③  Francesca Costa, Olivia Mair (Università Cattolica del Sacro		<i>Online Sessions 7</i>  <i>An Nguyen (Open University, UK / Vietnam): Examining implications of English versus Local-language Medium Instruction programmes on students' English self-efficacy and proficiency in Vietnamese Higher Education ③</i>  <i>Annabel Fernández-Córdoba (Universitat de Girona, Spain); Marta Aguilar-Pérez (Universitat Politècnica de Catalunya, Spain); Guzman Mancho-Barés (Universitat de</i>

		Pompeu Fabra, Spain): Language choices in a multilingual context: a longitudinal study of L1 Chinese study abroad students in Catalonia ①	between knowledge-building and the use of English as a medium of instruction ④	Cuore, Italy): ICLHE online during the Covid-19 pandemic ③		<i>Lleida, Spain): Language-related episodes in PBL nursing sessions through English ③</i>  <i>Eulàlia Borràs (Universitat de Lleida, Spain): Discursive spaces in computer-mediated university classes: Student oral participation in L1 and English Medium Instruction (EMI) subjects ③</i>
15.30-16.00	Coffee/Tea					
Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Chairs:	<b>Viviane Grisez (Université de Mons, Belgium)</b>	<b>Emma Dafouz (Universidad Complutense Madrid, Spain)</b>		<b>Jenny Valcke (Karolinska Institutet, Stockholm, Sweden)</b>		<b>Mila Kalasnikova (University of Chile, Chile)</b>
Student Ambassador	Andrei Burlacu	Kephi Alkalay	Ahmed Hassan	Joshua Pieper-Setlin		Nele Focken
16.00-17.00 Parallel Sessions 8  ① = <b>Theme 1: Language, status and identity</b> ② = <b>Theme 2: Policy, macro, meso, micro.</b>	<b>Hortènsia Curell</b> (Universitat Autònoma Barcelona, Spain), <b>Alexandra Vraciu</b> (Universitat de Lleida, Spain) [AV – ONLINE]: Students' perceptions of L2 learning opportunities in the EMI classroom: Does lecturer input	<b>María del Mar Sánchez-Pérez</b> (Universidad de Almería, Spain): The effect of combining EMI and ESP on student language development and academic performance: A case study in a Spanish undergraduate Business		<b>Ana M. Piquer-Píriz</b> [ONLINE] (Universidad de Extremadura, Spain), <b>Margarida Morgado</b> (Instituto Politécnico de Castelo Branco, Portugal), <b>Jana Zvěřinová</b> [ONLINE] (UCT Prague, Czech Republic): Interdisciplinary		<b>Online Sessions 8</b>  <b>Sara Benedi Lahuerta</b> (University College Dublin, Ireland): Teaching French Law in French in an English-Medium: using a 'law and literature' module to improve

<p>③ = Theme 3: Impacts of English-Medium Instruction          ④ = Theme 4: The nature of knowledge, power and EMI          ⑤ = Theme 5: The silent voices of other languages and Translanguaging</p>	<p>quality make a difference? ①  <i>Julie Walaszczyk</i> (Université de Mons, Belgium), <i>Ana Luiza Pirez de Freitas</i> (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil): A Roadmap to Integrate North and South Higher Education Through Interdisciplinary EMI Collaboration: A Partnership between Belgian and Brazilian Faculty ①</p>	<p>Administration context ③  <i>Verena Grau</i> (University of Vienna, Austria): Students' voices on academic writing and multilingual practices in an Austrian EMEMUS context ③</p>		<p>collaborative approaches in Higher Education: Material designing by and for content and language lecturers ③  <i>Guzman Mancho-Barés</i> (Universitat de Lleida, Spain) [ONLINE], <i>Sarah Khan</i> (Universitat de Vic, Spain), <i>Elisabet Arnó-Macià</i> (Universitat Politècnica de Catalunya, Spain): Exploring disciplinary literacy development in EMI through genre analysis of a lecturer's assignments ③</p>		<p>language skills in a legal context ⑤  <i>Mira Bekar</i> (The Ss. Cyril and Methodius University, North Macedonia), <i>Richard Fay</i> (UK): [ONLINE] <i>Criticality revisited: The shaping influence of Anglo-centred academic literacy</i> ④</p>
Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)		<b>GG76: room 0.16</b>
Student Ambassador		Kephi Alkalay	Ahmed Hassan	Joshua Pieper-Setlin		Nele Fucken
17.00-18.00 ICLHE Regional Group & PhD SIG Meeting		<b>Spanish Regional Group</b>	<b>Italy Regional Group</b>	<b>PhD SIG</b>		<b>East Asia Regional Group</b>
19.00-	<b>Conference Dinner:</b> Thiessen Wijnkoopers, Grote Gracht 18. <sup>A</sup>					

<sup>A</sup> The Conference Dinner is not included in the Conference Fee and requires separate registration. See the Registration Form.

## Day 3: Friday 21 October 2022 – morning

Conference Office: GG80-82: room 0.040

08.00	Registration					
Rooms:	<b>GG90-92: Turnzaal</b>	<b>GG76: 1.02</b> (max. 50 pers.)	<b>GG76S: 1.018</b> (max. 75 pers.)	<b>GG80-82: 0.039</b> (max. 32 pers.)	<b>GG80-82 attic: 3.002</b> (max. 35 pers.)	<b>GG76: Room 0.16</b>
Chairs:	<b>Julie Walaszczyk</b> (Université de Mons, Belgium)	<b>Sara Atwater</b> (Maastricht University, Netherlands)	<b>Francis Picavet</b> (Université de Grenoble, France)	<b>Inma Fortanet-Gómez</b> (Universitat Jaume I, Spain)		<b>Carmen Pérez-Vidal</b> (Universitat Pompeu Fabra, Barcelona, Spain)
Student Ambassador	Anna Zanini	Elena Sin	Beatriz Santos Mayo	Joshua Pieper-Setlin	Claudio Lo Sciuto	Lee-Ann Lichtenberger
09.00-10.30 Parallel Sessions 9	<p><b>Colloquium 4 on Asian Englishes and identity</b></p> <p>① = Theme 1: Language, status and identity ② = Theme 2: Policy, macro, meso, micro. ③ = Theme 3: Impacts of English-Medium Instruction ④ = Theme 4: The nature of knowledge, power and EMI ⑤ = Theme 5: The silent voices of other languages and Translanguaging</p> <p><b>Kwok-kan Tam</b> (Hang Seng University, Hong Kong): Asian English(es): Identity, Education and Internationalization <b>Tang, H. K.</b> (Education University of Hong Kong / Vietnam): Vietnamese- and English-medium instruction in Information Technology through the lenses of social and epistemic (in)justices: a graduate retrospect</p>	<p><b>Josep Soler</b> (Stockholm University, Sweden), <b>Kerttu Rozenthalde</b> (University of Tartu, Estonia): Linguistic domination or discrimination? International mobility in English-medium instruction contexts from a linguistic justice lens ① <b>Stefan Bulatović</b> (Univerzitet Crne Gore, Montenegro): Developing critical ELF awareness among EMI students: an experimental approach ① <b>Ivan Moses Okuni, Ari Widyanti</b> (Bandung</p>	<p><b>Birute Klaas-Lang, Helena Metslang</b> (University of Tartu, Estonia): Estonian language policy and the next generation of university staff ② <b>Tara McIlroy</b> (Rikkyo University, Japan): Metaphors in EMI and CLIL policy: An international comparison ② <b>Alina Reșceanu, Vlad Preda, Eugen Dumitrașcu</b> (University of Craiova, Romania): English-medium instruction and its impact on the local</p>	<p><b>Ute Smit, Miya Komori-Glatz</b> (University of Vienna, Austria) [MKG ONLINE]: EME in Music: International higher education of a different kind? ③ <b>Ludmila Kalasnikova, Alicia Salomone</b> (University of Chile, Chile) [AS – ONLINE]: Development and Implementation of a Teacher Training Course for English Medium Instruction for Higher Education Lecturers and PhD Students at Universidad de Chile ③</p>		<p><b>Online Sessions 9</b></p> <p><b>Michele Gazzola</b> (University of Ulster, UK): University rankings, incentives and language policy in higher education ② <b>Ludmila Hurajova</b> (Slovak University of Technology, Slovakia): An English Education Environment in Higher education - a challenge for teachers, students and other staff. ④</p>



		Institute of Technology, Indonesia): Measuring cognitive load during foreign language instruction using electroencephalography and performance: A case of Bahasa-Indonesia ①	policies and practices ②			
10.30-11.00	Coffee/Tea					
Rooms:	<b>GG90-92: Turnzaal</b>					
Chairs:	<b>René Gabriëls (Maastricht University, Netherlands)</b>					
Student Ambassador	Anna Zanini & Elena Sin					
11.00-12.00	<p>Keynote panel discussion &amp; keynote address:</p> <p><b>Philippe Van Parijs</b> (UCLouvain/KU Leuven/Brussels Council for Multilingualism, Belgium).</p> <p>EMI teachers: killers, traitors, sellers, saviours, upgraders, liberators?</p> <p>Panellists: <b>Bipanji Bhattacharyya</b> (Tezpur University, India); <b>Ana Luiza Pires de Freitas</b> (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil);</p>					

	Nang Wesufa Loungchot, (Tezpur University, India): Mila Kalasnikova (University of Chile, Chile)					
12.00-12.30	Close of Conference					
	<b>GG74: Veer Mestreech</b> (Philadelphia Zorg)					
12.30-13.30	Lunch					
14.00	Excursion: Boat trip and visit to caves <sup>B</sup>					
18.30	ICLHE Board meeting					

<sup>B</sup> The Excursion is not included in the Conference Fee and requires separate registration. See the Registration Form.