

## ICLHE Conference 2022: 18-21 October.

**Location:** 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
18.00-19.00	Welcome Reception: City Hall, Markt
19.00 -	Free time – see list of restaurants, brasseries, etc.

### Day 1: Wednesday 19 October 2022

Note: the numbers before the presenters (authors) refer to the number of the theme under the proposal was submitted and the reference number within that theme. Some proposals have been reallocated to other sections under which they seem to fit better.

The online programme will include the opening, the keynotes, some of the special or invited sessions, as well as the online sessions in the right-hand column. Note that the layout here does not necessarily mean that the online sessions will be streamed separately from on-site sessions. In some cases they will be combined within the same theme. Details are still to be worked out.

Note that this is a provisional programme and will be regularly updated.

08.00	Registration					
Rooms:						
						<i>Online sessions only</i>
09.00-09.30	Conference Opening: René Gabriëls (Conference Chair), Robert Wilkinson (ICLHE Chair), Rianne Letschert (President, Maastricht University)					
09.30-10.30	Opening keynote address: Kristina Hultgren (OU UK): <b>The hidden drivers of</b>					

	English as an academic language: Retheorizing the rise of English as an outcome of higher education governance reforms					
10.30-11.00	Coffee Tea Break					
11.00-12.30 Parallel Sessions 1	<p><b>Special session: Refugees and Migrants in HE</b></p> <p>1.21. <b>Marije Michel, Seyit Gök, Kinan Alajak</b> (Netherlands): Updating beliefs about English for academic purposes: Tuning in teachers and students on the same page</p> <p>1.22. <b>Ali Goksu</b> (Netherlands): The Attitudes of Highly Educated Immigrants on Motivation in Learning English</p> <p>2.09. <b>Esme Smithson Swain, Lidewij Van de Vaart</b> (Netherlands): Right2Education: Community Education and Honest Dialogues on Difference</p>	<p><b>Theme 1: Language, status and identity</b></p> <p><b>Section 1-A: Multilingualism – status</b></p> <p>1.01. <b>Andreana Pastena</b> (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</p> <p>1.07. <b>Christiane Dalton-Puffer, Julia Hüttner, Karen Schramm, Sejdi Sejdiu, Ilir Krusha, Rezarta Ramadani, Dorinë Rakaj</b> (Austria, Kosovo): University language policy as motor of national intergroup cohesion</p> <p>1.20. <b>Peep Nemvalts, Helena Lemendik</b> (Estonia): Language dilemmas of Estonian doctoral students</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b></p> <p><b>Section 8: Disciplinary literacies</b></p> <p>3.51. <b>Elisabet Arnó-Macià, Marta Aguilar-Pérez</b> (Spain): Learning disciplinary genres in engineering through EMI</p> <p>3.58. <b>Birna Arnbjörnsdóttir</b> (Iceland): Academic Writing and Revision in EMI Programs</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b></p> <p><b>Section 2-B: Discourse and Communication</b></p> <p>3.45. <b>Beatrice Zuaro</b> (Sweden / Italy) [POSSIBLY ONLINE]: Content adaptations in English-medium Instruction: comparing L1 and English-medium lectures</p> <p>3.49. <b>Kirstie Riedl</b> (Austria): Just how muddy is it? The impact of EMI on academic performance for business administration students</p> <p>3.21. <b>Wendy Bell</b> (Germany): Content Medium Instruction integrates comprehensive communication skills into language pedagogy to augment English Medium Instruction International Business Administration programs</p>	<p><b>Theme 4: The nature of knowledge, power and EMI</b></p> <p><b>Section 1: Power</b></p> <p>4.01. <b>Maria Micaela Coppola, Chiara Polli</b> (Italy): Other than English: A Qualitative Study on the Shifting Academic Power of English</p> <p>4.03. <b>B. Suzanne Warsinsky</b> (France): English Medium Instruction: Englishization and systemic power</p> <p>4.05. <b>Nashwa Nashaat-Sobhy, Davinia Sánchez-García, Jennifer Valcke, Julie Walaszczyk</b> (Spain / Sweden / Belgium): English-Medium Education for Global Citizenry</p>	<p><i>Online sessions 1</i></p> <p><b>Theme 3: Disciplinary literacies</b></p> <p>3.15. <b>Guzman Mancho-Barés, Enric Llorca</b> (Spain): LIDISELF – A project on the Development of disciplinary literacies in English as a lingua franca at university</p> <p>3.04. <b>Helena Roquet, Noelia Navarro, Florentina Nicolás-Conesa</b> (Spain): The impact of content-based instruction on EFL writing in two instructional contexts at university: EMI versus L1</p> <p>3.26. <b>Irene Castellano-Risco, José Peña-García</b> (Spain): Lexical demands of academic spoken English in EMI</p>

12.30-14.00	Lunch <b>Posters available at lunchtime</b>	<p><b>3.31. Margarida Morgado, Cristina Pereira</b> (Portugal): Content and Language Teacher Collaboration in Higher Education</p> <p><b>1.19. Maggie Bullock Oliveira, Charlotte Mende</b> (Germany): Empowering Students through the Explicit Teaching of Language Ideologies</p> <p><b>5.05. Mónica Régio, Marcelo Gaspar, Margarida Morgado</b> (Portugal): A CLIL Approach to Engineering on Integrating Sustainable Development Goals: Materials and Feedback from Students and Teachers</p>	
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Rooms:						
14.00-15.30 Parallel Sessions 2	<p><b>Colloquium 1</b></p> <p>2.10. <b>J.D. ten Thije, F.C. Groothoff, K. Mulder &amp; K. Naber</b> (Netherlands): The impact of internationalisation on participation bodies at universities: The Participation and multilingualism project.</p> <p>2.10.A. <b>Jan D. ten Thije, Kimberly Naber</b> (Netherlands): Language policies of Dutch Universities</p> <p>2.10.B. <b>K. Mulder, F.C. Groothoff</b> (Netherlands): Receptive Dutch for Participation in university bodies</p> <p>2.10.C. <b>Kimberly Naber, Frederike Groothoff</b> (Netherlands): Training and toolkit multilingual meetings</p>	<p><b>Theme 1: Language, status and identity</b></p> <p><b>Section 1-B: Multilingualism – status</b></p> <p>1.10. <b>Elena Borsetto</b> (Italy): International students’ multilingual identities and their perspectives on learning English and Italian in a Foundation Year programme</p> <p>1.09. <b>Mirela Alhasani Dubali</b> (Albania): Implications of EMI to Albania’s higher education profile: thoughts for a bilingual alternative</p> <p>1.13. <b>Robert Wilkinson, René Gabriëls</b> (Netherlands): Choosing EMI to enhance job prospects: career perceptions and a nomadic elite</p>	<p><b>Theme 2: Policy, macro, meso, micro.</b></p> <p><b>Section 2-A: Policy and language</b></p> <p>2.04. <b>Frank van Splunder</b> (Belgium): Englishization or Multilingualism? Language Policy in Flemish Higher Education</p> <p>2.20. <b>Dmytro Mazin, Mariya Sydorovych</b> (Ukraine): Shaping language policy in higher education in Ukraine</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b></p> <p><b>Section 1-A: Competence</b></p> <p>3.01. <b>Balbina Moncada-Comas, Maria Sabaté-Dalmau</b> (Spain): Multimodal competence and multilingual lecturing in EMI: Exploring the effectiveness of interplaying non-linguistic resources and local-language(s) use in EMI praxis</p> <p>3.46. <b>Patrick Studer, Paul Kelly</b> (Switzerland): From monologue to dialogue: Opening teachers’ minds to authentic interaction with students</p> <p>3.13. <b>Teresa Morell, Vicent Beltran-Palanques, Natalia Norte</b> (Spain): Fomenting multimodal engagement in EMI university classes.</p>	<p><b>Theme 5: The silent voices of other languages</b></p> <p><b>Section 2: Translanguaging</b></p> <p>3.41. <b>Eda Genc, Dogan Yuksel, Samantha Curle</b> (Turkey / UK): Lecturers’ and Students’ Translanguaging Practices in English-taught classes in Turkey</p> <p>3.48. <b>Irene Soriano Flórez</b> (Spain): Approaching translanguaging beliefs and practices in EME Business study programmes</p> <p>3.56. <b>Lijie Shao</b> (Ireland): Addressing “E” frustration in EMI pedagogy: A case study of EMI business programmes in a Chinese university</p>	<p><i>Online sessions 2</i></p> <p><b>Theme 3</b></p> <p>3.37. <b>An Nguyen</b> (UK / Vietnam): A longitudinal investigation of the Englishisation of Higher Education and the English Medium Education in Vietnam</p> <p>3.29. <b>Ana Gonçalves, Cláudia Viegas, Maria de Lurdes Calisto, Susana Filipa Gonçalves</b> (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</p> <p>3.09. <b>Joyce Kling, Slobodanka Dimova</b> (Denmark): Exploring EMI lecturers’ experience across Europe</p>

15.30-16.00	Coffee/Tea					
16.00-17.00 Parallel Sessions 3	<p><b>Colloquium 2:</b> 3.60. <b>Emma Dafouz and others</b> (Spain): Developing Disciplinary Literacies in English-Medium Education: SHIFTing to the Student Perspective</p> <p>3.60A. <b>Pascual Pérez-Paredes and Sonia López</b> (Spain): Shift student survey: rationale, development and preliminary findings</p> <p>3.60B. <b>Verena Grau and Katharina Ghamarian-Krenn</b> (Austria): Extramural English and EMEMUS: Findings from a survey of Spanish and Austrian business students.</p> <p>3.60C. <b>Pat Moore, Irene Soriano, Miya Komori-Glatz</b> (Spain, Austria): Student and Teacher (conflicting) views of Disciplinary Literacies in an EME Business programme: Insights from focus groups</p>	<p><b>Theme 1: Language, status and identity</b> <b>Section 5: L1 Dutch impacts</b> 1.12. <b>Carel Jansen</b> (Netherlands): Communicative competence by law? Consequences of the new Dutch Language and Accessibility Act for Dutch-language and non-Dutch-language programs</p> <p>3.07. <b>Anja Schüppert, Penny Heisterkamp</b> (Netherlands): Lecturing in L1 Dutch and L2 English: A pairwise comparison of speech samples</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 1-B: Competence</b> 3.47. <b>Patrick Studer</b> (Switzerland): Re-visiting English-medium instruction in the light of comprehensive internationalization: A case for sociocultural competence</p> <p>3.60B. <b>Verena Grau and Katharina Ghamarian-Krenn</b> (Netherlands): Lecturing in L1 Dutch and L2 English: A pairwise comparison of speech samples</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 7: Proficiency</b> 3.14. <b>Hans Malmström; Diane Pecorari</b> (Sweden / Hong Kong): Does English proficiency develop as a result of English-Medium Instruction? 3.53. <b>Rhona P. Lohan</b> (Spain): Applying the ROAD-MAPPING framework: a holistic approach on the impact of EME on the proficiency level of English in Higher Education.</p>		<p><i>Online Sessions 3</i> <b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 1-B: Competence</b> 3.25. <b>Irene Castellano-Risco, Marta Martín-Gilete</b> (Spain): <i>The role of L2 learning background in EMI students' self-perceived linguistic needs in Higher Education</i></p>
17.00-17.15	Break					
17.15-18.15 Parallel Sessions 4	<p><b>Colloquium 2 (cont)</b> 3.60D. <b>Davinia Sánchez-García, Ariadna Sánchez-Hernández</b></p>	<p><b>Theme 1: Language, status and identity</b> <b>Section 2-A: Identity – status</b> 1.04. <b>B. Suzanne Warsinsky</b> (France):</p>	<p><b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 2-A: Discourse and Communication</b></p>			<p><i>Online Sessions 4</i> <b>Theme 2: Policy, macro, meso, micro.</b> <b>Section 2-B: Policy and language</b></p>

	(Spain): Materialized genres in EME higher education: Students' oral presentations of Business case studies 3.60E. <b>Julia Hüttner, Ute Smit</b> (Austria): Arguments and Argumentation in Undergraduate Business Writing in English-Medium Education	Knowledge, identity, and English as the language of study: The case of the Bordeaux International Relations Degree program 3.17. <b>Kevin Haines</b> (UK): The impact of EMI on academic staff and students: diversity or division?	3.03. <b>David Lasagabaster, Aintzane Doiz</b> (Spain): A comparison of Chinese and Spanish EMI lecturers' use of spoken metadiscourse. 3.40. <b>Fatma Ege, Dogan Yuksel, Samantha Curle</b> (Turkey / UK): A corpus-based analysis of discourse strategy use by English-Medium Instruction university lecturers in Turkey			3.28. <b>Edita Poórová, Sandra Kotlebová</b> (Slovakia): <i>English-medium Instruction and Education Accountability.</i>
18.15-	Evening free See list of restaurants and brasseries.					

## Day 2: Thursday 20 October 2022

08.00	Registration					
Rooms:						
09.00-10.30 Parallel Sessions 5	<b>Invited Session: Institutional language policies: challenges and good approaches</b>	<b>Theme 1: Language, status and identity</b> <b>Section 2-B: Identity – status</b> 1.05. <b>Caroline Hutchinson</b> (Japan): Our past(s): Japanese learner perceptions of culture and identity in EMI history 1.18. <b>Bipanchi Bhattacharyya, Nang</b>	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 12: LSP and ESP</b> 3.42. <b>Lynn Mastellotto, Renata Zanin</b> (Italy): Constructive alignment in ICLHE: the role of LSP in supporting content and language integrated learning	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 4-A: Teacher collaboration and programme effectiveness</b> 3.05. <b>Ana M. Piquer-Píriz</b> [ONLINE], <b>Margarida Morgado, Jana Zvěřinová</b> (Spain/Portugal/Czech	<b>Theme 4: The nature of knowledge, power and EMI</b> <b>Section 2: Elitism and linguistic capital</b> 4.02. <b>Dylan Glyn Williams, Juup Stelma</b> (South Korea / UK): Understanding Epistemic Outcomes of English-Medium Instruction in a South	<i>Online Sessions 5</i> <b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 3-B: Teacher training and professional development</b> 3.06. <b>Ana Piquer-Píriz, Irene Castellano-Risco</b> (Spain): <i>'It is more than just teaching my subject</i>

		Wesufa Loungchot, Debasish Mohapatra (India): Tai Khampti: Revisiting the Identity	3.50. Marta Aguilar-Perez, Elisabet Arnó-Macià (Spain): Navigating disciplinary communication and EMI students' expectations: Repositioning ESP in an EMI-dominated context 5.01. Mónica Régio, Marcelo Gaspar, Margarida Morgado (Portugal): Smart and Sustainable Integration of English and Content: Insights on the education of Industrial Engineering Students	Republic): Interdisciplinary collaborative approaches in Higher Education: Material designing by and for content and language lecturers 3.18. Linda Mous (Tilburg University), Tom De Moor (UGent) (Netherlands / Belgium): The interplay of linguistics and pedagogics: developing a practical course book for EMI teachers	Korean Higher Education Institution 4.07. Maria Kuteeva, Kathrin Kaufhold (Sweden): A hidden 'E' in EMI: The construction of 'elite' multilingualism in promotional online materials for English-medium programmes in Sweden	<i>in English': An analysis of EMI lecturers' needs</i>
10.30-11.00	Coffee/Tea					
11.00-12.00 Parallel Sessions 6		<b>Theme 1: Language, status and identity</b> <b>Section 3-A: Barriers – language - development</b> 1.02 Ron Martinez (Brazil): Student perceptions of (in)adequacy of lecturer language proficiency in Brazil 1.06. Satu Tuomainen (Finland): University lecturers' perceptions of the role of English in their instruction	<b>Theme 2: Policy, macro, meso, micro.</b> <b>Section 1: Policy and competence</b> 2.01. Maria Sabaté-Dalmau, Josep Maria Cots (Spain): Exploring global competence and curriculum internationalisation in EMI: A mixed-methods proposal 2.02. Tho Vo (Vietnam): The glocalisation of English-medium instruction examined through the ROAD-MAPPING framework: a case study of teachers	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 9: English language development</b> 3.20. Kornelija Čakarun, Branka Drljača Margić (Croatia): Comparison of EMI and non-EMI students' English language progress  <b>Section 3-B: Teacher training and professional development</b> 3.08. Annette Bradford, Howard Brown (Singapore/Japan):		<b>Online Sessions 6</b> <b>Theme 2</b> 2.03. Mahboubeh Rakhshandehroo (Japan): The challenges and successful practices of COIL (Collaborative Online International Learning) implementation in EMI at a Japanese university <b>Theme 3</b> 3.30. Eun Gyong Kim, Matthew Baldwin, Mik Fanguy, Seonmin Park (South Korea): Introductory ICL classes for EFL college students: in-person and online

			and students in a Vietnamese university	Professional Development for EMI: Faculty perspectives from Japan		<i>classes for newly admitted students at a Korean science and engineering school</i>
12.00-13.00	<b>Annual General Meeting of ICLHE Association (open to all)</b>					
12.30-14.00	Lunch <b>Posters available at lunchtime</b>	<p><b>3.31. Margarida Morgado, Cristina Pereira</b> (Portugal): Content and Language Teacher Collaboration in Higher Education</p> <p><b>1.19. Maggie Bullock Oliveira, Charlotte Mende</b> (Germany): Empowering Students through the Explicit Teaching of Language Ideologies</p> <p><b>5.05. Mónica Régio, Marcelo Gaspar, Margarida Morgado</b> (Portugal): A CLIL Approach to Engineering on Integrating Sustainable Development Goals: Materials and Feedback from Students and Teachers</p>				

Rooms:						
14.00-15.30 Parallel Sessions 7	<b>Colloquium 3 / Workshop</b> <b>4.08. Magnus Gustafsson, Fia Börjeson, Calle Carlsson, Andreas Eriksson</b> (Sweden): How is the academic literacy continuum of the generic – specific affected by Englishization?	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 4-B: Teacher and programme effectiveness</b> 3.10. <b>Lynn Mastellotto</b> (Italy): Language awareness in EMI and beyond: using a language input observation scheme (LIOS) to support lecturers for improved teacher effectiveness in ICLHE 3.22. <b>Michelle Hunter</b> (UK/Germany): Affect-Regulation Strategies: how do teachers and students deal with	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 5-A: Writing</b> 3.54. <b>Penny Heisterkamp, Anja Schüppert, Marije Michel</b> (Netherlands): University in sight: Senior-year high-school students' writing performance in L1 Dutch and L2 English 3.55. <b>Vanessa Hidalgo, Kirk Sullivan, Yvonne Knospe</b> (Sweden): Dealing with academic writing: Opinions on offering English writing feedback and support	<b>Theme 4: The nature of knowledge, power and EMI</b> <b>Section 3: Nature of knowledge</b> 4.06. <b>Noelia Ruiz-Madrid, Nuria Edo-Marzá, Vicent Beltrán-Palanques</b> (Spain): Unpacking knowledge: A comparative multimodal analysis of EMI teachers' disciplinary discourse 4.08. <b>Francis Picavet, Alice Henderson, Erica de Vries</b> (France): The narrative genre in French English-medium engineering lectures	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 10: Online education</b> 3.36. <b>Francesca Costa, Cristina Mariotti</b> (Italy): The use of questions as a form of interaction in Italian EMI: A comparison between face to face and online lectures <b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 11: COVID and Online education</b> 3.38. <b>Miguel F. Ruiz-Garrido</b> [ONLINE], <b>Inmaculada Fortanet-Gómez</b> (Spain): Mid-term effects of the	<i>Online Sessions 7</i> <b>Theme 3</b> 3.34. <b>An Nguyen</b> (UK / Vietnam): Examining implications of English versus Local-language Medium Instruction programmes on students' English self-efficacy and proficiency in Vietnamese Higher Education 3.23. <b>Annabel Fernández-Córdoba; Marta Aguilar-Pérez; Guzman Mancho-Barés</b> (Spain): Language-related



		learning through EMI at German universities? 3.24. <b>Ulla Fürstenberg, Petra Kletzenbauer, Margit Reitbauer</b> (Austria): Encouraging risk-taking and improving Teaching Effectiveness: A Case for implementing Collaborative Action Research in CLIL	to Swedish EMI master's students	4.09. <b>Tom Morton</b> (Spain): Using Legitimation Code Theory to explore the relationships between knowledge-building and the use of English as a medium of instruction	COVID-19 in EMI teaching: a case study 3.59. <b>Francesca Costa, Olivia Mair</b> (Italy): ICLHE online during the Covid-19 pandemic	<i>episodes in PBL nursing sessions through English</i> 3.52. <b>Eulàlia Borràs</b> (Spain): <i>Discursive spaces in computer-mediated university classes: Student oral participation in L1 and English Medium Instruction (EMI) subjects</i>
15.30-16.00	Coffee/Tea					
16.00-17.30 Parallel Sessions 8	<b>Invited Session: The Impact of Englishization on Institutional and Departmental Cultural Practices at Dutch Universities</b>	<b>Theme 1: Language, status and identity</b> <b>Section 3-B: Barriers – language - development</b> 1.17. <b>Hortènsia Curell, Alexandra Vraciu</b> (Spain): Students' perceptions of L2 learning opportunities in the EMI classroom: Does lecturer input quality make a difference? 1.15. <b>Julie Walaszczyk</b> (Belgium), <b>Ana Luiza Pirez de Freitas</b> (Brazil): A Roadmap to Integrate North and South Higher Education Through Interdisciplinary EMI Collaboration: A Partnership between Belgian and Brazilian Faculty 1.25. <b>Nengjing Ren, Mireia Trenchs, Carmen Pérez Vidal</b> (Spain): Language choices in a multilingual context: a longitudinal study of L1	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 5-B: Writing</b> 3.27. <b>Guzman Mancho-Barés, Sarah Khan, Elisabet Arnó-Macià</b> (Spain): Exploring disciplinary literacy development in EMI through genre analysis of a lecturer's assignments 3.39. <b>María del Mar Sánchez-Pérez</b> (Spain): The effect of combining EMI and ESP on student language development and academic performance: A case study in a Spanish undergraduate Business Administration context 3.57. <b>Verena Grau</b> (Austria): Students' voices on academic writing and multilingual practices in an Austrian EMEMUS context	<b>Theme 4: The nature of knowledge, power and EMI</b> <b>Section 4: Disciplinary challenges</b> 4.10. <b>Irati Diert-Boté, Balbina Moncada-Comas</b> (Spain): Previous steps towards EMI: Building disciplinary literacies and providing genre-focused feedback in an ESP Business course 3.44. <b>Mira Bekar, Richard Fay</b> (North Macedonia / UK): Criticality revisited: The shaping influence of Anglo-centred academic literacy	<b>Theme 5: The silent voices of other languages</b> <b>Section 1: Other languages</b> 5.02. <b>Maria Cristina Boscolo</b> (Italy): Internationalization, Englishization and the Ugly-Duck Syndrome. An Italian voice 5.03. <b>Sara Benedi Lahuerta</b> (Ireland): Teaching French Law in French in an English-Medium: using a 'law and literature' module to improve language skills in a legal context 5.04. <b>T.J. Ó Ceallaigh</b> (Ireland): E-ICLHE as a catalyst for transformation: Student perspectives,	<b>Online Sessions 8</b> <b>Theme 4: The nature of knowledge, power and EMI</b> <b>Section 4: Disciplinary challenges</b> 4.11. <b>Ludmila Hurajova</b> (Slovakia): <i>An English Education Environment in Higher education - a challenge for teachers, students and other staff.</i>



		Chinese study abroad students in Catalonia			practices and outcomes	
19.00-	Conference Dinner: Thiessen, 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

08.00	Registration					
Rooms:						
09.00-10.30 Parallel Sessions 9	<b>Colloquium 4 on Asian Englishes and identity</b> <b>Kwok-kan Tam</b> (Hong Kong): Asian English(es): Identity, Education and Internationalization 3.16. <b>Tang, H. K.</b> (Vietnam): Vietnamese- and English-medium instruction in Information Technology in graduates' retrospect: the impacts of the roles of English and discrepancies in materials and teachers on students' learning, identities, and post-education opportunities through the lens of social and epistemic justice	<b>Theme 1: Language, status and identity</b> <b>Section 4-A: Justice – awareness</b> 1.03. <b>Josep Soler</b> (Sweden), <b>Kerttu Rozentalde</b> (Estonia): Linguistic domination or discrimination? International mobility in English-medium instruction contexts from a linguistic justice lens 1.08. <b>Stefan Bulatović</b> (Montenegro): Developing critical ELF awareness among EMI students: an experimental approach 1.16. <b>Ivan Moses Okuni, Ari Widyanti</b> (Indonesia): Measuring cognitive load during	<b>Theme 2: Policy, macro, meso, micro.</b> <b>Section 2-C: Policy and language</b> 2.07. <b>Birute Klaas-Lang, Helena Metslang</b> (Estonia): Estonian language policy and the next generation of university staff 2.05. <b>Tara McIlroy</b> (Japan): Metaphors in EMI and CLIL policy: An international comparison 3.32. <b>Alina Reșceanu, Vlad Preda, Eugen Dumitrașcu</b> (Romania): English-medium instruction and its impact on the local policies and practices	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 3-A: Teacher training and professional development</b> 3.02. <b>Aleksandra Nikitina, Aleksandra Shparberg</b> (Russia): Developing Research-based Guidelines for Effective EMI Teacher Training for Russian Universities 3.19. <b>Ludmila Kalasnikova, Alicia Salomone</b> (Chile): Development and Implementation of a Teacher Training Course for English Medium Instruction for Higher Education Lecturers and	<b>Theme 3: Impacts of English-Medium Instruction</b> <b>Section 6: Trends in EMI impacts in Disciplines</b> 3.11. <b>Ute Smit, Miya Komori-Glatz</b> (Austria): EME in Music: International higher education of a different kind? 3.12. <b>R.G. Klaassen</b> (Netherlands): Trends in EMI & CLIL research through Social Network Analysis	<i>Online Sessions 9</i> <b>Theme 2</b> 2.08. <b>Michele Gazzola</b> (UK): University rankings, incentives and language policy in higher education

	3.35. <b>Wen-hsien Yang</b> (Taiwan): Positioning EMI degree-based programmes as an accelerator to internationalisation at higher education: A stimulant for policymakers and/or a self-devaluation for learners?	foreign language instruction using electroencephalography and performance: A case of Bahasa-Indonesia		PhD Students at Universidad de Chile		
10.30-11.00	Coffee/Tea					
11.00-12.00	Keynote panel discussion & keynote address: <b>Philippe Van Parijs</b> (Leuven/Louvain). Other speakers t.b.a.					
12.00-12.30	Close of Conference					
12.30-13.30	Lunch					
14.00	Excursion: Boat trip and visit to caves <sup>B</sup>					

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