



Integrating Content and Language in Higher Education

ICLHE Newsletter – Issue 8, April 2019

<http://www.iclhe.org>



Bob Wilkinson
Chair

Global, regional and local

I anticipate a highly productive year for ICLHE globally and locally. The 6th ICLHE Conference in October at Universitat Jaume I in Castelló, Spain, promises to be an amazing event (see update below). This year, will we also see more regional groups following those in Spain and Japan? More networking among members? More local ICLHE Symposia, perhaps focused on the work of PhD ICLHE members? The Newsletter highlights the work of junior researchers (see Lijie Shao below). Local Symposia are one possible way to promote understanding of how global trends affect the local. Meanwhile look out for the call for hosting the 2020 ICLHE Symposium and the 7th ICLHE Conference in 2021. We welcome expressions of interest from prospective hosts.

EMI Practices in Europe

By Branka Drljača Margić & Joyce Kling

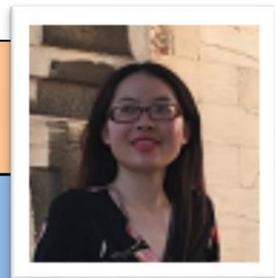
From 4-5 April, 2019, the U. of Copenhagen, and conference chairs Slobodanka Dimova and Branka Drljača Margić, hosted the “[EMI Practices in Europe](#)” conference, organised within the “Transnational Alignment of English Competences for University Lecturers” (TAEC) Erasmus+ project (2017-2020), comprising representatives from five universities from five European countries – Denmark, Italy, Spain, the Netherlands, and Croatia. The program included plenary presentations by Prof. Ute Smit (U. of Vienna, Austria) and Prof. David Lasagabaster (U. of the Basque Country, Spain), as well as a wide range of presentations and posters focused on themes related to different aspects of EMI in Europe, such as EMI practices and policies, EMI challenges, lecturer/student needs, expectations, and attitudes, lecturer development, assessment, and program design. The program also included a TAEC symposium, where the project members presented and discussed the project purpose and three main outputs, namely: 1) a research report on a large-scale, comparative mixed-method study examining the EMI contexts applying a transnational EMI Framework; 2) a [technical report](#) presenting the procedure, the analysis, and the results from linking a locally-developed scale for oral English proficiency (TOEPAS) to the CEFR through a standard-setting procedure recommended by the Council of Europe (2009); and 3) an EMI Handbook developed for both self-study and in-service training sessions that outlines the fundamental areas of an EMI teacher training and support curriculum. In addition to a stimulating academic program, the participants enjoyed socializing and networking at a beautiful conference dinner with a view of the magical Tivoli Gardens.



TAEC Symposium Opening

An interview with ...

Lijie Shao (junior researcher)



Profile: PhD candidate in Applied Linguistics, School of Linguistic, Speech and Communication Sciences, Trinity College Dublin (TCD), the University of Dublin. Currently working at Dublin City University as an international language tutor (Chinese) at School of Applied Languages and Intercultural Studies. Previously worked as Mandarin instructor at TCD.

Title of PhD thesis: Case Studies of English-Medium Instruction in Higher Education: Business Programmes in China, Japan and the Netherlands.

Supervisor: Lorna Carson, Fellow of Trinity College, Director of Trinity Centre for Asian Studies, Associate professor in School of Linguistic, Speech and Communication Sciences

1. **Can you summarize the topic of your dissertation in 10 words?** Three EMI cases in higher education (HE) across three Expanding Circle countries.

2. **Why did you choose this topic?** As English has become a world lingua franca in the context of globalization, I found it fascinating to investigate how EMI was implemented as a key strategy of internationalization of HE. Particularly, with the Netherlands as the leading Expanding Circle country, Japan and China as two emerging countries, I was motivated to compare three cases to explore possible experiences that could be drawn upon for EMI development in China.

3. **What is your aim in this research?** How EMI was approached in three HE cases and how the key stakeholders, i.e. students, teachers and management levels, perceived EMI.

4. **What would you like to be the implications of this research?** It was hoped that specific suggestions could be proposed for EMI development in HE, especially in terms of policymaking and pedagogical practices.

5. **Why is this research interesting for the ICLHE community?**

This research investigated the two-tailed aspects of EMI in HE: the English proficiency and its impact on content comprehension, which are among ICLHE's focal topics, i.e. the integration of content and language in higher education. Moreover, the case studies explored EMI in a multilingual university setting and discussed how the role of English was pedagogically dealt with through co-existing with the national/local languages. Multilingual HE is also one of ICLHE's key research topics with a focus on language education.

An update of ICLHE 2019 Conference

By Inma Fortanet

We are pleased to announce that the review process of the proposals for the ICLHE 2019 conference has already finished. We wish to thank all reviewers who have participated. We received 105 proposals, of which 24 (22.5%) were rejected and 81 (77.5%) accepted: 68 papers, 3 colloquia, 1 workshop and 9 posters. Provided all authors complete their registration, we expect to have over 150 speakers from 22 countries, most of them in Europe, but also from others so distant as Canada, US, Japan, Korea, Arab Emirates, and New Zealand. The paper panels will be an important part of the programme together with the three plenary lectures: **Teaching history in English at university: An analysis of multimodal and multilingual practices** by David Lasagabaster (Basque Country U.), **ROAD-MAPPING as a methodological tool for investigating English Medium Education in Internationalised Higher Education** by Ute Smit (U. of Vienna) and **Trans/languageing and Trans-semiotizing in the Dynamic Flow of Meaning Making: Implications for CLIL and Content-Based Classrooms** by Angel M. Y. Lin (Simon Fraser U.). In addition, we will also have two Round Tables, one on the transition from CLIL in higher education to ICLHE and the other one about the students' perspective in ICLHE. And don't miss the ICLHE Annual Assembly, this year with elections!!! Keep updated at iclhe.uji.es and now also in Facebook and Twitter!

ICLHE members mailing list

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