

**EMI Practices in Europe**  
4-5 April 2019  
University of Copenhagen, Denmark

**Conference programme**  
**Thursday, 4 April 2019**

08:00 – 09:30	<b>Registration</b> In front of room 22.0.11		
09:30 – 09:45	<b>Conference opening</b> Room 22.0.11		
09:45 – 10:45	<p><b>Plenary session</b> Room 22.0.11 Chair: Branka Drljača Margić</p> <p><b>Ute Smit</b> Multilingual practices in EMI and the research potential of the ROAD-MAPPING framework</p>		
10:45 – 11:15	<b>Coffee break</b> Building 27		
11:15 – 12:45	<p><b>Session 1A</b> Room 27.0.47 Chair: Joyce Kling</p> <p><b>Malmström, Hans Pecorari, Diane</b> EMI and the vocabulary challenge: Triangulating measures of receptive and productive academic vocabulary knowledge</p> <p><b>Arnbjörnsdóttir, Birna Prinz, Patricia</b> A genre based curriculum for university EMI programs: A gateway to writing in the disciplines</p> <p><b>Lazarescu, Raluca Catalina</b> The challenge of writing appropriate emails in an EMI setting</p>	<p><b>Session 1B</b> Room 27.1.47 Chair: Irena Vodopija-Krstanović</p> <p><b>Reitbauer, Margit Fürstenberg, Ulla Kletzenbauer, Petra Marko, Karoline</b> Balancing content and language in EMI: Cognitive load theory and teacher training</p> <p><b>Allan, Wiktorija Bradbeer, Martin</b> The role of serial and one-off observations in EMI lecturer development</p> <p><b>Borsetto, Elena</b> English support service for the academic staff in EMI programmes</p>	<p><b>Session 1C</b> Room 27.1.49 Chair: Branka Drljača Margić</p> <p><b>Zuaro, Beatrice</b> Language policy in Italian higher education: Exploring ideas around multilingualism and internationalization in policy documents</p> <p><b>Senn, Léa Dominique</b> Quality assessment and assurance of international programmes delivered in English: A misalignment of policy and quality indicators in the Italian higher education system</p> <p><b>Sahan, Kari</b> Implementing English-medium instruction: Language policies and practices in engineering classrooms in Turkey</p>
12:45 – 13:45	<b>Lunch</b> Building 27 – free seating in building 27 or building 22/23		

13:45 – 15:15	<p><b>Erasmus+ project symposium</b> Room 22.0.11 Chair: Helen Sværke</p> <p>“Transnational Alignment of English Competences for University Lecturers (TAEC)”</p>		
15:15 – 16:00	<p><b>Poster session + coffee break</b> Building 27, hallway area</p> <p><b>1. Arkin, Erkan, Vanci-Osam, Ulker, Osam, Necdet</b> Addressing EMI challenges of Turkish university lecturers through a support course</p> <p><b>2. Buntinx, Natacha</b> Attitudes towards English-medium instruction: Bringing Bourdieusian theories and affective variables into the picture</p> <p><b>3. Gradečak-Erdeljić, Tanja, Varga, Mirna</b> Exploring the unexplored territory of English-medium instruction in the local context of higher education in Croatia</p> <p><b>4. Hidalgo, Vanessa, Knospe, Yvonne, Sullivan, Kirk PH</b> Swedish pre-university students write English: An analysis of keystroke logs</p> <p><b>5. Horbacauskiene, Jolita</b> Students and lecturers approach towards possibilities and challenges of EMI: Case of Kaunas University of Technology</p> <p><b>6. Quick, Emma</b> Aligning policy and practice: Linguistic and pedagogical strategies for the EMI classroom</p>		
16:00 – 17:30	<p><b>Session 2A</b> Room 27.0.47 Chair: Sara Conti Gennaro</p> <p><b>Costa, Francesca Grassi, Roberta</b> ‘Vorrei capire come differenziarlo meglio rispetto ad un corso in italiano’: EMI lecturers’ perceived needs, before and after training. A case study at an Italian university</p> <p><b>Clua, Monica Evnitskaya, Natalia</b> The role of sitting in creating pedagogical interaction in EMI: A multimodal analysis</p> <p><b>Bier, Ada</b> Towards a definition of the language-teaching methodology interface: Some preliminary findings from Italy</p>	<p><b>Session 2B</b> Room 27.1.47 Chair: Sarah Crielesi</p> <p><b>Ackerley, Katherine</b> Italian lecturers’ use of signposting strategies in an EMI context</p> <p><b>van Hilten, Myrte</b> ‘What we are going to talk about today’: Metadiscourse and communicative effectiveness in lectures in English as a lingua franca</p> <p><b>Romanowski, Piotr</b> Perceptions of translanguaging among the students and teachers of EMI classrooms in Poland</p>	<p><b>Session 2C</b> Room 27.1.49 Chair: Alessandra Molino</p> <p><b>Picciuolo, Mariangela Johnson, Jane</b> ‘And at the end we are all learners’. Assessing students’ and lecturers’ needs in an EMI context at an Italian university</p> <p><b>Dalziel, Fiona Clare Guarda, Marta</b> Language use in EMI: Student and lecturer practices and attitudes</p> <p><b>Drljača Margić, Branka Meštrović Štajduhar, Irena Vodopija-Krstanović, Irena</b> English in an EMI doctoral programme in physics: From a no-brainer to an overkill</p>
20:00	<p><b>Conference dinner</b> Restaurant Nimb - Bernstorffsgade 5, DK-1577 Copenhagen</p>		

**Friday, 5 April 2019**

<p>09:00 – 10:30</p>	<p><b>Session 3A</b> Room 27.0.47 Chair: Sanne Larsen</p> <p><b>Earls, Clive</b> Walking on eggshells – competing teaching and learning demands and expectations in the EMI environment</p> <p><b>Carloni, Giovanna Pavan, Elisabetta</b> Content and language challenges in English-taught programs: An Italian perspective</p> <p><b>Moncada Comas, Balbina Block, David</b> CLIL-ised EMI in practice: Issues arising</p>	<p><b>Session 3B</b> Room 27.1.47 Chair: Claudio Bendazzoli</p> <p><b>Kling, Joyce Dimova, Slobodanka</b> Assessing content teachers' language proficiency for English medium instruction</p> <p><b>Nissen, Camilla Falk Rønne</b> 'The answer is 'what is the question'?' - oral exam interaction in an EMI context</p> <p><b>Dippold, Doris Heron, Marion</b> Spoken academic discourse in EMI Anglophone and non-Anglophone higher education contexts</p>	<p><b>Session 3C</b> Room 27.1.49 Chair: Virginia Pulcini</p> <p><b>Crielesi, Sarah McAllister, Denise</b> EMI at Maastricht University</p> <p><b>Kuteeva, Maria</b> Revisiting the 'E' in EMI: Students' perceptions of standard English, lingua franca and translanguaging practices</p> <p><b>D'Angelo, Larissa</b> The language of VIVAs in an ELF context</p>
<p>10:30 – 11:00</p>	<p>Coffee break (Building 27)</p>		
<p>11:00 – 12:00</p>	<p><b>Session 4A</b> Room 27.0.47 Chair: Helen Sværke</p> <p><b>Mair, Olivia</b> EMI professional development in Italy: Raising awareness of assessment practices and needs in the international learning environment</p> <p><b>Mancho-Barés, Guzman</b> Communicating disciplinary knowledge for assessment purposes in EMI: A preliminary study following a corpus linguistics approach</p>	<p><b>Session 4B</b> Room 27.1.47 Chair: Joyce Kling</p> <p><b>Swerts Knudsen, Sophie</b> From onsite to online EMI support</p> <p><b>Walaszczyk, Julie Falkenauer, Anne Zangara, Giacomo</b> Podcasting in a CLIL context: Voicing teachers' concerns</p>	<p><b>Session 4C</b> Room 27.1.49 Chair: Sara Conti Gennaro</p> <p><b>Hunter, Michelle</b> EMI effectiveness at a German university: Affective strategies</p> <p><b>Llanos, Angela Doolittle, Tim Crespo, Begoña</b> Using the growth mindset approach to enhance EMI teacher performance</p>
<p>12:15 – 13:15</p>	<p><b>Plenary session</b> Room 22.0.11 Chair: Slobodanka Dimova</p> <p><b>David Lasagabaster</b> The interaction between motivation, investment and vulnerability in EMI settings: Can language assistance help?</p>		
<p>13:15 – 14:00</p>	<p><b>Closing + Sandwich lunch (grab'n'go if needed)</b> <b>In front of 22.0.11</b></p>		