

ICLHE Symposium 2026

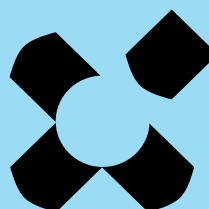
Book of Abstracts

Engaged Pedagogies for the Multilingual University:
Empowering Learners through Integrating Content
and Language in Higher Education (ICLHE).

14–16 October 2026

Organized by:

ZHAW Zurich University of Applied
Sciences, School of Applied Linguistics,
Institute of Language Competence,
Switzerland



Integrating Content and Language
in Higher Education

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Welcome Message

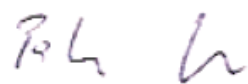
Dear Colleague,

We are delighted to welcome you to the ICLHE Symposium 2026 in Winterthur for an exchange of ideas about the evolution of our field: Integrating Content and Language in Higher Education.

Our theme this year is Engaged Pedagogies for the Multilingual University: Empowering Learners through Integrating Content and Language in Higher Education (ICLHE). As student populations become increasingly diverse and plurilingual, universities are challenged to create inclusive learning environments that foster meaningful participation, belonging, and success for all learners. With this year's theme, we seek to renew and deepen our discussion of how ICLHE can support engaged, student-centred pedagogies that enable learners to participate fully in disciplinary communities while developing their plurilingual and intercultural repertoires. We also invite participants to reflect on the role of collaboration, inquiry, empathy, and relational engagement in higher education, and to explore how these dimensions can contribute to deeper learning and student well-being. The theme of this year's symposium encourages us to revisit established ICLHE practices from fresh pedagogical perspectives, share new research insights, and imagine learning environments that respond creatively to the opportunities and tensions of the multilingual university.

We hope that you will find much inspiration during the symposium and wish you a stimulating and enjoyable time in Winterthur.

Warm regards,

A handwritten signature in purple ink, appearing to read 'P. Studer'.

Prof. Dr. Patrick Studer

Symposium Chair, on behalf of the Organising Team

Symposium Overview and Objectives

The symposium addresses the evolving role of Integrating Content and Language in Higher Education (ICLHE) in fostering student-centred pedagogies that emphasise active, collaborative, and inquiry-based learning. It also foregrounds the growing importance of empathy and relational engagement in higher education, exploring how ICLHE can support inclusive and supportive learning environments that enhance student well-being, autonomy, and deep learning.

As higher education institutions increasingly operate in multilingual and multicultural contexts, the symposium focuses on how ICLHE can contribute to meaningful learning experiences and learner empowerment. By bringing together researchers, teachers, educational developers, and institutional leaders, the symposium seeks to connect research and practice in the field of ICLHE. It provides an interdisciplinary platform for exploring innovative pedagogical approaches, multilingual classroom practices, technology-enhanced learning, and professional development initiatives that support effective and student-centred pedagogies in ICLHE.

Primary Objectives:

- Explore active, dialogic, inquiry-based, and project-driven pedagogies in ICLHE contexts
- Examine collaborative and interdisciplinary approaches to integrating content and language
- Consider intercultural, sustainability, and global citizenship perspectives in higher education
- Investigate technology-enhanced, including AI-supported, language-integrated pedagogies
- Explore multilingual classroom policies and practices
- Address the role of empathy and relational engagement in supporting student well-being, autonomy, and deep learning
- Examine how ICLHE can foster inclusive and supportive learning environments
- Assess professional development needs for educators working in multilingual higher education contexts

Symposium Committee:

(ZHAW Zurich University of Applied Sciences, Switzerland)

Organising Chair:

Patrick Studer

Organising Team:

Nadja Sudalei Spillmann

Paul Kelly, Mi-Cha Flubacher, Yamuna Wüthrich Bonsted

Melanie Elsa Ochola, Arlinda Ajrizi, Valérie Afangbedji

Scientific Committee:

Mi-Cha Flubacher, ZHAW Zurich University of Applied Sciences, Switzerland

Paul Kelly, ZHAW Zurich University of Applied Sciences, Switzerland

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Jennifer Valcke, Karolinska Institutet, Sweden

Julie Celine Walaszczyk, University of Mons, Belgium

Bob Wilkinson, Maastricht University, The Netherlands

Abstracts

Keynote Addresses

When Care Counts: Emotions, Learning and Teaching

Håkan Löfgren; Linköpings University, Sweden.

Keywords: Pedagogy of Care, Educational Discourse, Educational Practice

Across contemporary education systems, learning outcomes, accountability measures, and performance indicators increasingly define what counts as valuable educational work. Yet my encounters with children, teachers, and educational institutions suggest a paradox. While care and emotions are central to everyday educational practice, they often remain absent from the official stories schools and universities tell about themselves.

Drawing on research in preschool, compulsory school, and upper secondary education, this keynote begins with two recurring empirical observations. First, care tends to disappear from educational discourse, even in contexts where it is indispensable. Second, emotions permeate educational practice, particularly assessment, shaping how students, teachers, and families experience success, failure, recognition, and belonging. Despite this, emotions are often treated as secondary effects rather than as constitutive dimensions of educational life.

To explore this paradox, I bring empirical examples into dialogue with the work of Gert Biesta, Stephen Ball, and Byung-Chul Han. Biesta's distinction between qualification, socialization, and subjectification highlights the broader purposes of education and raises questions about who students become through educational experiences. Ball's concepts of performativity and fabrication help explain why measurable outcomes increasingly overshadow practices of care, while Han's reflections on achievement culture illuminate the wider social conditions that privilege performance, visibility, and constant activity over attentiveness, presence, and meaningful relationships.

Rather than positioning care as an alternative to learning, I argue that care and emotions are fundamental conditions for learning, teaching, and human flourishing. The keynote concludes by exploring what forms of educational judgment, assessment, and professional action become possible when care is understood not as a private sentiment but as an ethical, relational, and educational practice. In an era increasingly organized around performance, the challenge may not be to do more, but to attend more carefully to what, and who, truly counts in education.

The importance of oracy in ICLHE/EMI, with(out) ELF or AI?

Iris Schaller-Schwaner; University of Fribourg, Switzerland.

Keywords: Oracy, Oral Practices, Multilingualism, Swiss Higher Education, ELF

In this plenary, I will explain what oracy comprises, viz. the disciplinary oracy of teaching itself as well as individual disciplines' specific oral practices recognized as 'talking the talk', learning to 'talk the talk', but also learning the discipline through talk. Such oral skills in English do not emerge automatically but require sustained effort of actually using English in oral production and dialogic negotiation of meaning by teachers and students in EMEMUS (Dafouz & Smit 2016) so that subject content is learnt despite linguistic challenges and constraints of English as a Lingua Franca (ELF) in many multilingual academic settings.

I will also wonder what is left of oracy and of ELF, from my vantage point as a lecturer at a Swiss bi(tri)lingual university in which machine translation and other AI tools may be replacing not only didactic oral interactions but comprehension of subject content presented in (one of) the three languages that are official 'medium of instruction' (Mol), either in combinations or as exclusive Mols.

Insights into Swiss versions of EMEMUS and ELF come from my own etic and emic perspectives as a teacher, applied linguistic researcher and experimental professional developer in EMI. Maps will show the territorial outlines of Swiss quadrilingualism with territories determining Mol. As there are only three cantons with more than one official language and only one university, many ICLHE settings are in fact EMI settings. Territoriality of languages favoured the establishment of monolingual universities teaching in one national language, according to (cantonal) territory. In the case of the majority language German, however, the declared Mol makes no mention of the different varieties of German used in Switzerland, viz. Schriftdeutsch (Helvetic Standard German) and a range of prestigious spoken Alemannic Swiss German varieties, in a form of diglossia in which the latter are engrained for interpersonal communication even though they are not intelligible to Germanophones from elsewhere or to other Swiss and non-Swiss, who spend years learning Standard German as a foreign language without reference or exposure to Swiss German.

While this complexity may motivate communication in lingua franca mode, the need remains contested where English is concerned, with the University of Fribourg's 25-year bottom-up bi(tri)lingualism with French and German as the cantonal teaching languages and English as "lingua academica" a notable exception and case in point. Meanwhile, however, "translation" is growing as the preferred way of crossing, and maintaining, linguistic boundaries.

I will argue that didactic oracy in EMEMUS is worth struggling for. EMI – be it prepared, scripted, supported by written slides - is still essentially a form of disciplinary oracy. Content as well as disciplinary assumptions may have to be taught differently in spoken English when this is no one's L1/default L2. Future EMI teachers' central concern when transitioning from L1- or L2-teaching to EMI is linguistic insecurity: do they speak English well enough? Teachers' audience awareness and ability to address students' language and learning constraints through talk is crucial. Feedback from an EMI development module would suggest that teachers' own ELF experiences and their own ICLHE and EMEMUS experiences as students play a role in teachers' ability to consider student needs when teaching in English in EMEMUS settings.

Poster Presentations

Fit for Studying in English and Working in German through Bilingual Disciplinary Literacies Development

Ann-Katrin Biehl; University of Koblenz, Germany.

Keywords: Bilingual Disciplinary Literacy, English and German, German Higher Education, STEM, Roadmapping

In an increasingly internationalised world, German universities often implement English-medium education (EME) programmes to attract internationally-oriented domestic students and non-German-speaking international students (Smit, 2023). Meanwhile, another important goal also pursued by the German government and industry is counteracting the skilled labour shortage by integrating both student groups into the German work force, where German skills are essential (DAAD, 2023). Thus, it can be argued that to succeed in their studies and professional lives, students in German EME programmes must develop bilingual disciplinary literacies in English and German (Dafouz et al., 2023).

To investigate how to support them accordingly, a study focusing on an English STEM Master's programme at the University of Koblenz is currently in progress. It includes using the ROAD-MAPPING Framework for EMEMUS (Dafouz & Smit, 2016) to explore the current situation regarding students' literacy-related requirements and needs through document analysis and interviews. Based on this, a framework for designing pedagogical measures to promote German university students' bilingual disciplinary literacies is developed and applied.

Since (bilingual) disciplinary literacy skills do not develop incidentally, these measures evolve around Content and Language Integrated Learning (CLIL). More precisely, two tutorials are already being conducted and will continue to be developed as the above-mentioned study progresses. Team-taught by a content and a language expert, these focus on the content, language, literacy and intercultural skills necessary at different stages of the student journey. While the CLIL-tutorial at the study entry phase especially serves to support students' study success in English, the one implemented at the study exit phase is designed to facilitate the transition into the German labour market.

With my poster, I would like to give insights into the overall research project and the two associated tutorials.

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Reframing linguistic perceptions and identity in a course on English as a Global Language: An Action Research Project in a Multilingual EME Classroom

Elena Borsetto; Università di Padova; Università di Torino, Italy.

Keywords: English as Object of Inquiry, Linguistic Identity, Reflection, Action Research Project, Italian Higher Education

In the context of increasingly international higher education, English-Medium Education (EME) often brings together linguistically diverse students while implicitly maintaining monolingual assumptions about language use and authority. This action research project examines how making language itself an explicit object of inquiry within a course entitled *English as a Global Language* can reshape students' perceptions of their linguistic identities and their relationship to English.

The course is taught in English to a plurilingual group of European and extra-European students enrolled in a master's programme at an Italian university. Alongside historical, sociolinguistic and political perspectives on global English and English as a Lingua Franca, the course integrates structured reflections on the role of language through plurilingual language portraits, guided discussions on multilingualism, and reflective prompts addressing language varieties, linguistic ownership, and the reasons for using English in academic and international contexts.

Based on insights and data collected during the course editions held in the previous two academic years, this action research study adopts a pre- and post-course design to investigate how students describe their linguistic repertoires, their sense of legitimacy as users of English, and their positioning within multilingual academic environments. The data includes short questionnaires administered at the beginning and end of the course, as well as selected reflective assignments produced during the semester, which will be subjected to thematic analysis.

Rather than questioning whether students' awareness increases, the analysis focuses on the nature of changes in students' perceptions: how they move from viewing English primarily as a received standard to recognising it as a shared academic tool and a resource that becomes part of their disciplinary knowledge.

The project highlights the pedagogical potential of integrating critical reflection on English and multilingualism into EME courses and contributes to ongoing discussions on making the role of language more visible in internationalised classrooms.

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Exploring “Preparedness”: Students’ Narratives on Transitional Challenges in Japan’s EMI

Masako Kumazawa; J.F. Oberlin University, Japan.

Keywords: Preparedness for / Transitioning to EMI, Student Narratives, Japanese Higher Education

This poster presentation shares preliminary findings from an ongoing study investigating the transitional challenges students face when entering tertiary-level English-Medium Instruction (EMI) in Japan. Situated within Japan’s rapidly expanding EMI landscape, the study interrogates the concept of “preparedness” (McKinley, 2025). It takes a critical stance against the prevailing assumption that English proficiency is the sole metric of readiness, extending the focus to include disciplinary literacies (Sanchez-Garcia et al., 2025).

Drawing on the initial exploratory phase of the study, the poster presents qualitative data from student narratives. These narratives highlight how students experience and perceive challenges as they navigate the shift into tertiary-level EMI, specifically focusing on the language practices required to access the EMI community and develop complex knowledge structures. The discussion connects these findings to current literature to propose pedagogical interventions and pre-EMI experiences that can better equip students for the cognitive and linguistic demands of the tertiary classroom.

Becoming a German engineer in English: Glocal disciplinary literacies development among international students in STEM

Melanie Lipinski; Technische Universität Darmstadt, Germany.

Keywords: English-Taught Programme, Disciplinary Literacies, STEM, German Higher Education

This poster presentation invites conversation about the interactions between the local and the global in EME disciplinary literacies (DL) development in multilingual university settings. It presents the initial theoretical positioning of an ethnographically informed case study which will take place in an engineering master's program at a German university. The study aims to generate longitudinal emic insight into how international students' DL ideologies, dispositions and practices develop in interaction with the local setting with a focus on language practices to display expertise (Dafouz et al., 2025). Drawing on decolonial theories (Canagarajah, 2025; Mignolo & Walsh, 2018) and critical sociolinguistics (Blommaert, 2010; Pennycook, 2021) the study aims to reconstruct emergent DL norms and practices at the intersection of global and local communication from the perspective of international students. This grassroots perspective brings up questions about the complex interactions between hegemony and resistance, norm and creativity inherent to "glocal" language use in DL (Guilherme & Souza, 2019).

The presentation contributes to the symposium themes of empathy and relational engagement by foregrounding participative and dialogic research methods (Lillis, 2009) and exploring the multi-faceted student experiences related to language use and disciplinary identity formation in internationalized education. As a practice-situated analysis by a teacher-researcher, the study also aims to contribute to critical, student-centred, language-integrated pedagogies in EME content education.

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Comparison of students' decision-making processes in choosing their study programme: Dutch (DMI) and English Medium Instruction (EMI) students vs. students in a unilingual programme

Laetitia Louis; UCLouvain, Louvain-la-Neuve, Belgium

Pauline Degraeve; UCLouvain, Louvain-la-Neuve, Belgium

Philippe Hilgsmann; University of Luxembourg, Luxembourg.

Keywords: Programme Choice (DMI, EMI, French), Decision-Making Process, Regrets, Hesitations, Belgian Higher Education

An increasing number of students are enrolling in multilingual study programmes, as both educators and students emphasize their advantages (e.g., Kym & Kym, 2014; Macaro, 2018). While previous research has examined students' motivations for enrolling in such programmes (e.g., Lueg & Lueg, 2015), little attention has been paid to their hesitations and regrets in their decision-making process.

This study therefore investigates students' hesitations for, switch between and regrets for a unilingual university degree in French or a multilingual degree with Dutch (DMI) and/or English Medium Instruction (EMI), using a mixed-methods approach. A total of 706 undergraduate students from a French-speaking university in Brussels (Belgium) completed an online survey.

By comparing students across three parallel language streams – multilingual programmes with DMI and/or EMI and unilingual French programmes – this study contributes to the limited body of research on students' hesitations, change and regrets. The findings indicate that students' decision-making processes differ across the three language streams. Findings on hesitation show that students in unilingual programmes experience considerably more hesitation when selecting their language track than those in multilingual programmes. Furthermore, linguistic factors appear to play a role, highlighting the importance of improving the way schools and universities prepare students to enrol in multilingual programmes. In addition, the results on changes of language stream reveal that most switches occur from multilingual to unilingual programmes. Finally, regarding regret, the majority of students across all three language streams report no regret about their choice. Notably, none of the students in the multilingual track with DMI express any regret about their enrolment. These findings have important implications for understanding students' preferences, needs, and support requirements in order to improve access to multilingual higher education programmes.

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Linguistic policies in education and plurilingualism in Europe: the impact of international university cooperation programs on plurilingualism and language acquisition in the student community

Case studies in the framework of the Erasmus + and SEMP programs, the Study Abroad bilateral partnerships and double degrees

Pauline Suárez Espinoza; Université Paul-Valéry Montpellier, France.

Keywords: EU Language Education Policies and Initiatives, Impact Analysis, Plurilingualism, Language Acquisition

In this doctoral research, we will analyze the linguistic policies on the European, national and university levels, as well as international university cooperation programs. We will research on the impact of the Erasmus + and SEMP programs, double degrees as well as bilateral “Study Abroad” partnerships on plurilingualism and language acquisition in the student community. We will base our research on theories related to plurilingualism, foreign language acquisition and language immersion, and will prepare a survey which we will pass on to students taking part in an international university cooperation program at four universities – in France, Germany, Switzerland and Poland. In addition, we will ask some students to keep a logbook, in order to analyze their feelings towards languages and plurilingualism as well as the evolution of those over the course of their international exchange. This research will thus provide new data on this topic and hopes to contribute to the improvement of exchange programs and their conditions, while promoting international university cooperation. It also advocates for multilingualism in universities and helps to raise awareness regarding the situation and possibilities of international students taking part in exchange programs, especially regarding their integration in the host university and host country.

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Panel Discussion, Roundtable & Workshop

Towards Sustainable EMI: Integrating Translanguaging, Transknowledging, and AI support for Inclusive Higher Education

Tsou Wenli; National Cheng Kung University, Taiwan.

Lin Han-Yi; National Taipei University of Technology, Taiwan.

Chen Fay; National Cheng Kung University, Taiwan.

Lu-Chun Lin; National Yang Ming Chiao Tung University, Taiwan

Keywords: Sustainable EMI, Translanguaging, Transknowledging, Cultural and Linguistic Repertoires, Deep Learning, Sinology

As English-Medium Instruction (EMI) expands globally, it is frequently criticized for prioritizing instructional efficiency at the expense of local knowledge systems and epistemic justice. This panel argues that EMI is not merely a linguistic vehicle but a fundamental epistemic practice that determines which forms of knowledge are legitimized in the classroom. Drawing on our team's extensive research into ELF-informed teacher perspectives (Huang et al., 2025), the empowerment of local educators within policy gaps (Lin et al., 2025), and technology-mediated professional development (Lin & Tsou, 2025), we propose a shift toward a sustainable EMI. This approach equips educators with Translanguaging and Transknowledging (Lin & Chen, 2025) to empower multilingual students to mobilize their diverse cultural and linguistic repertoires for deep disciplinary learning.

Our discussion is structured around the dual dimensions:

- Translanguaging: Strategies that move beyond “English-only” constraints to legitimize multimodal and multilingual resources as essential tools for meaning-making.
- Transknowledging: Practices that encourage teachers and students to engage actively with multiple knowledge systems while challenging the cultural biases embedded in Western-centric curricula.

Through a project overview and pedagogical cases from the field of Sinology, including the instruction of Chinese philosophy and poetry, the presenters demonstrate how theoretical and technological mechanisms are constructed to support student-centered, inquiry-based learning. Attendees will gain insights into how EMI professional development can be redesigned to foster empathy and relational engagement, ultimately transforming the EMI classroom from a site of passive knowledge transmission into a space of equitable, dialogic meaning-making.

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Making Multilingual Degree Programs Work

Martin Keller; Berner Fachhochschule, Switzerland.

Roger Filliger; Berner Fachhochschule, Switzerland.

Keywords: Challenges and Opportunities of Multilingual Degree Programs in Bilingual Settings, Swiss Higher Education

Multilingual degree programs are an essential addition to higher education, especially in bilingual settings like Biel/Bienne and have been implemented at other universities too. However, this can also present challenges, particularly when student populations are unevenly distributed across language groups. These imbalances can affect course organization, teaching practices, assessment, and student participation. In a roundtable discussion we aim to bring together educators, administrators, and other stakeholders to reflect on both the challenges and opportunities associated with multilingual degree programs. Drawing on participants' experiences, the discussion will explore key organizational and pedagogical issues, share examples of good practice, and examine innovative approaches to inclusive and effective multilingual teaching. By fostering dialogue and exchange, the session seeks to identify strategies that enhance educational quality while leveraging the added value of multilingualism. Ultimately, the round table aims to generate actionable insights and recommendations for the sustainable design and further development of multilingual degree programs in higher education.

Equity in EMI: Practical Strategies for Language Teachers

Simone Sarmiento; Universidade Federal do Rio Grande do Sul (UFRGS), Brazil.

Ron Martinez; Universidade Federal do Paraná (UFPR), Brazil.

Keywords: EMI, equity, inclusivity, language teachers, higher education

This workshop focuses on equity in English-medium instruction (EMI) and on the role that language teachers can play in making EMI more inclusive in higher education. In many contexts, especially those marked by unequal access to English, EMI may expand opportunities for some students while simultaneously reproducing linguistic and educational inequalities for others. This tension calls for greater attention to how participation, language support, and classroom expectations are designed in everyday practice.

Drawing on the pedagogical framework developed in *English-Medium Instruction for Language Teachers* (Sarmiento & Martinez, forthcoming, TESOL Press), the workshop invites participants to examine how equity can be addressed through small but intentional pedagogical decisions. Rather than attempting to cover the book broadly, the session concentrates on a limited set of equity-oriented concerns that are especially relevant to EMI classrooms: hidden expectations about language use, uneven participation, and the risk of conflating academic potential with confidence in English.

Participants will work with short scenarios and guided reflection prompts to discuss and adapt practical strategies for their own contexts. These include making participation norms explicit, incorporating translanguaging and multimodal scaffolding as resources for disciplinary meaning-making, and using low-stakes tasks and constructive feedback to support engagement and confidence. The workshop is designed to create space for reflection on participants' own institutional realities while also offering concrete pedagogical possibilities for more inclusive EMI practice.

Papers and Experience Reports

Stakeholders' beliefs on fairness in EMI

Katherine Ackerley; University of Padova, Italy.

Fiona Clare Dalziel; University of Padova, Italy.

Keywords: Fairness, EMI Student Assessment, Italian Higher Education

The theme of justice has been recurrent in recent EMI literature, in terms of social justice (see for example Giri et al. 2024), linguistic justice (Wilkinson and Gabriëls 2020) and epistemic (in)justice (Zheng and Qui 2024). Giri et al. (2024) argue for interdisciplinary research into EMI to ensure equity, while Wilkinson and Gabriëls (2020: 239) describe a context in which “a single language dominates (English), generating language asymmetries and the perception of Anglo-American cultural hegemony”. For their part, Zheng and Qui (2024: 98) argue that “due respect needs to be paid to the epistemic diversity as well as intellectual traditions carried by these teachers and students”. Justice can be seen in terms of equal opportunities for success in EMI, which has been found to relate to competence in academic English (Rose et al. 2019), “familiarity with academic conventions” and “students’ adjustment processes” (Aizawa 2024: 30).

In this exploration of assessment in EMI, we will refer to Kunnan’s (2004) conceptualisation of fairness in language testing, which draws attention to five main qualities: validity, absence of bias, access, administration, and social consequences. We will also take account of ‘belief convergence’ in EMI, for as Marcaro (2018: 122) reminds us, “it is important for all the key stakeholders to share a view of the advantages, challenges, and disadvantages of EMI”. The context of this study is an Italian university, where the percentage of international students has risen rapidly from below 5% to 9% in the last 5 years, in line with the sharp increase in the number of English-taught programmes. In the area of EMI assessment, ongoing investigation in our context has revealed issues of perceived (un)fairness on the part of students, with comments such as:

... it's very easy to be **unfair** to some students. Also certain questions can act as pitfalls that simply makes the student 'seem' incompetent due to the wording of the question ...

... our professors are very kind but speaking skill has a huge influence on their evaluations. I found it super **unfair** as I noticed how many of my classmates have a very limited knowledge on the topic but by elaborating sentences achieve better results ... (our bold)

The present study consists of a qualitative analysis of focus groups with students and teaching staff. It will address the following question: How do EMI stakeholders perceive issues of fairness with particular regard to assessment procedures?

It is hoped that such an investigation may add to the body of EMI literature aiming to foster inclusive, collaborative dialogue (Serna-Bermejo and Lasagabaster 2025), in which culturally-diverse hermeneutical resources (Zheng & Qui 2024) are recognised and valued, and student well-being can be guaranteed.

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Towards Multilingual Higher Education Policies and Practices Grounded in Saudi Educational Culture

Abdulaziz Salem Aldossari; King Saud University, Saudi Arabia.

Keywords: Saudi Vision 2030, Education Culture, Policy and Practice, Higher Education in Saudi Arabia

As Saudi universities continue to expand programs taught in English and strengthen their international orientation, there is a growing need for multilingual higher education policies and practices that reflect the cultural characteristics of Saudi society while supporting internationalization in alignment with Saudi Vision 2030. Although multilingualism has become a central feature of contemporary higher education, policy discussions often emphasize language proficiency and global competitiveness while giving limited attention to the cultural contexts in which learning takes place (Coleman, 2006; Dafouz & Smit, 2020). This conceptual project therefore focuses specifically on higher education policy and practice, exploring how Saudi educational culture can inform the design of multilingual university environments that enhance student engagement, well-being, and academic success.

The project adopts a conceptual and analytical methodology based on a review of literature on multilingual higher education, Integrating Content and Language in Higher Education (ICLHE), culturally responsive pedagogy, and student belonging. The study is informed by Vygotsky's sociocultural theory, which emphasizes the role of culture in learning, culturally responsive pedagogy (Gay, 2018), and the capability approach (Sen, 1999; Nussbaum, 2011). Drawing on these perspectives, the study develops a conceptual framework that connects key elements of Saudi educational culture—including Islamic values, the Arabic language, and national identity—with institutional language policies and classroom practices in higher education.

Preliminary findings suggest that multilingual higher education policies are more effective when they recognize students' cultural and linguistic identities as educational assets rather than treating language solely as a medium of instruction (Cummins, 2021). Such recognition strengthens students' sense of belonging (Strayhorn, 2019), increases classroom participation, and promotes psychological and academic well-being. The poster proposes implications for curriculum design, language policy, faculty development, and student support initiatives.

This work contributes to current discussions on ICLHE and multilingual higher education policy by offering a culturally grounded perspective on how universities can balance global engagement with local identity while fostering inclusive and meaningful learning experiences.

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Integrating multilingualism, multimodality and internationalisation in EME: Towards a professional development programme

Vicent Beltrán-Palanques; Universitat Jaume I, Spain.

Nuria Edo Marzá; Universitat Jaume I, Spain.

Keywords: EMI Pedagogy, Teacher Language Proficiency, Teaching Approaches, Self-Efficacy

In response to the growing demand for internationalisation in higher education, many institutions have expanded English-medium education (EME) programmes as a key strategy (Studer & Smit, 2021), for example, to attract international students and staff as well as to foster global competencies and employability among domestic students (Dafouz & Smit, 2020). Likewise, this EME expansion makes it necessary to strengthen lecturers' pedagogical, multilingual and multimodal skills due to these increasingly challenging and diverse teaching and learning environments (Beltrán-Palanques & Smit, 2026).

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Therefore, the proposed PD programme comprises an initial context-mapping stage to establish the situated conditions within which the three aforementioned dimensions operate. This stage fosters reflection on and awareness of institutional contexts and policies, academic disciplines, students' and lecturers' practices, linguistic and cultural diversity, beliefs and needs, lecturers' teaching and training experience, and internationalisation practices. This is followed by the implementation of the PD programme through a series of context-sensitive PD activities designed to support disciplinary teaching and learning in EME environments using multilingual and multimodal resources and adopting an internationalised perspective. Building on these three dimensions, the activities encourage lecturers to explore, reflect on, and apply them in relation to their own disciplinary, institutional, linguistic, cultural, and pedagogical contexts.

Overall, the paper advances a practice-oriented PD programme that integrates multilingualism, multimodality, and internationalisation, aligning with broader UNESCO and UN priorities concerning linguistic diversity, educational equity, sustainable development, and global perspectives supporting the UNESCO and UN's goals of linguistic diversity, educational equity, sustainable internationalisation and global perspectives in EME settings.

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Preparing Students for EMI Learning: A Review-Informed Orientation Framework for Multilingual Higher Education

Mehmet Birgün; University of Groningen, The Netherlands.

Keywords: English-Medium Instruction; thematic synthesis; student readiness; learner challenges; orientation; multilingual higher education

Much of the debate related to English Medium Instruction (EMI) has been devoted to lecturer preparedness and whether lecturers possess necessary language and pedagogical skills in order to deliver content effectively in English. Comparatively little consideration has been given to students within these classes (Cai & Cheung, 2021). However, proficiency of English language does not always indicate that students are ready to study in EMI (Tsui, 2024) and proficiency alone does not determine success (Aizawa et al., 2025). Understanding of disciplinary discourse, adjusting to classroom culture and managing assessment demands in a second language are challenges many students encounter without structured preparation (Birgün & Kırkgöz, 2025).

To investigate this research gap, the study conducts a thematic synthesis of empirical research documenting EMI students' reported learning experiences, difficulties, and support needs. Studies were retrieved from Scopus and Google Scholar, with inclusion limited to peer-reviewed, empirical work foregrounding student perspectives and published between 2010 and 2026. Following Thomas and Harden (2008), inductive thematic coding was applied to identify recurring challenge patterns across diverse EMI contexts. The aim is not to arrive at definitive conclusions but to map what students themselves report struggling with, and to explore whether those patterns might inform more structured pre-EMI orientation practices.

The resulting synthesis is used to propose a provisional orientation model organised around thematic dimensions that emerged from the coding process. Each dimension is discussed in relation to existing literature and translated into orientation activities that could, in principle, be embedded into pre-EMI preparation programmes. The paper contributes to broader conversations on learner empowerment in multilingual higher education, suggesting that student preparation deserves more deliberate attention in EMI programme design than it has typically received.

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Fostering Study Success and Employability through CLIL: An Experience Report from the University of Koblenz

Ann-Katrin Biehl; University of Koblenz, Germany.

Yvonne Werle; University of Koblenz, Germany.

Keywords: ICLHE in STEM, Multilingual CLIL, Intercultural Learning

Internationalisation is a strategic priority for the University of Koblenz, aiming to attract both domestic and international students and enhance their study success and employability. We have implemented courses that integrate language and disciplinary learning in STEM education, addressing the challenge of preparing students to study and work in English-speaking and German-speaking contexts.

In this experience report, we share practical insights from our CLIL-based approaches in German- and English-medium STEM study programmes, using a laboratory course on genetic engineering and extra-curricular tutorials for both undergraduate and graduate students, especially in BioGeoSciences, as illustrative examples.

We discuss how we implement content teaching with an integrated language and literacy focus in both English and German to enable students to confidently engage with complex topics within their disciplines while simultaneously developing bilingual literacies necessary for global contexts.

Emphasis is placed on presenting our CLIL “tools” chosen for and adapted to the specific learning aims and target groups. These include, e.g., implementing interactive and digitally supported learning materials, guided discussions of academic and disciplinary language, contrasting terms and underlying concepts in German and English, and the different levels of scaffolding applied to support students with diverse language proficiencies and study backgrounds. We particularly want to highlight our insights concerning motivation and authenticity created by these course offers.

By presenting CLIL as a classroom level approach within a broader strategic framework, we demonstrate how higher education programmes can align disciplinary content, language and literacies development in at least two languages, intercultural learning, and internationalisation goals.

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Mapping Professional Development Needs for English-Medium Instruction (EMI) in the internationalised University

Elena Borsetto; Università degli Studi di Padova, Italy.

Keywords: Perceptions and Needs of EMI Lecturers, Italian Higher Education

This presentation describes an ongoing national research project investigating the linguistic, pedagogical, and institutional needs of lecturers teaching through the medium of English (EMI) in Italian higher education. The aim of the project is to understand the lecturers' experiences and competences, to identify their needs and how professional development can better support engaged, student-centred pedagogies in increasingly multilingual universities.

The project addresses three guiding questions: (1) How do lecturers self-assess their linguistic and pedagogical competences for EMI? (2) Which areas of professional development do they prioritise? (3) How are these needs connected to institutional policies, training provision, and recognition mechanisms?

Data have been collected through a structured questionnaire combining Likert-scale items, multiple-choice questions, and open-ended responses. The survey maps lecturers' self-reported English proficiency, teaching experience, disciplinary background, prior EMI training, and perceptions of institutional support. Planned analyses include descriptive statistics, group comparisons to examine differences across backgrounds and disciplines, and thematic analysis of qualitative comments.

The presentation will outline the research design, analytical framework, and the rationale behind the questionnaire structure, with a particular focus on the professional development models for educators and lecturers of international and multilingual universities. The project aims to contribute to current discussions on how research-based training can integrate language awareness, pedagogical skills, and institutional support mechanisms, thereby strengthening the conditions for inclusive and effective teaching practices in higher education.

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From Self-Reflection to Social Responsibility: Designing Dialogic Global Citizenship Education in a Multilingual Master's Programm

Jacqueline Bürki; Berner Fachhochschule, Switzerland

Keywords: Intercultural Competence, Dialogic Pedagogy, Social Responsibility

"I thought I was already interculturally competent — until I saw my results."

This comment followed a session in the module Global Citizenship and Social Responsibility, taught in a multilingual Master's programme at a Swiss University of Applied Sciences, where English functions as a shared academic language among students with diverse linguistic repertoires. What began as a structured self-assessment became a moment of productive discomfort. The central pedagogical question was not how to avoid this discomfort, but how to scaffold it.

Structured in three consecutive blocks, the course guides students from intercultural self-awareness to critical engagement with global justice and finally to the design of pedagogical or organizational initiatives. Drawing on Byram's (2008) framework of intercultural citizenship education, the module extends intercultural communicative competence toward relational, critical, and civic engagement.

When dissonance emerges, it is not left at the level of exposure. Across sessions, we scaffold discomfort through reflexive tools and artefact-based inquiry. For example, students contribute anonymously to digital "cultural iceberg" boards or complete value-mapping tasks before analysing patterns of perception, categorisation, and stereotyping in small groups. These artefacts anchor facilitated dialogue, while lecturers model reflexive questioning and slow evaluative judgement in plenary discussion. In this way, initial exposure of perceived deficits shifts toward collective inquiry and professional growth. This recurring progression, from individual reflection to collaborative analysis to applied project work, enables students to practise perspective-taking and meaning negotiation across linguistic and disciplinary difference.

Co-taught across disciplinary perspectives (business, health and applied linguistics), the module integrates content and language through participative decision-making, experiential learning, and reflexive dialogue. The presentation will outline transferable facilitation strategies that help transform discomfort into critical agency and discuss how dialogic pedagogy can cultivate responsible, action-oriented graduates in multilingual higher education contexts.

Students' response to ICLHE actions: Mapping out the impressions of Brazilian undergraduates

Marcelo Concário; Sao Paulo State University, Brazil.

Keywords: Interface of ICLHE, ESP, CLIL, Student Perspectives and Perceptions, Brazilian Higher Education

In this presentation I plan to report on actions that took place in “one” ESP/CLIL/ICLHE course over three different academic terms, with a special focus on the third. Terms 1 and 2 will be described very briefly, to contextualize and highlight the main points in a previous presentation that addressed adaptations in “the course”. Term 3 is of special interest because it is the setting in which students actually provided responses to a questionnaire about ICLHE initiatives. What “the course” has in common is the fact that it is a required 60-hour component (ESP) in the Public Relations degree of a public university in the state of São Paulo (Brazil). The three terms are different in that term 1 refers to a class taught in 2024, term 2 is a different class in 2025, and term 3 has to do with new students in 2026. In other words, this experience report especially addresses the impressions of some Brazilian undergraduates when they learn about recent adaptations to the course in the version they are enrolled in. Because the previous adaptations were the result of my own interests and concerns regarding ESP/CLIL/ICLHE, I decided to focus on students in this latest edition of the course. The objective is to look at what (a small sample of) Brazilian undergraduates say(s) about ICLHE, and reflect about two claims in other specialists' voices, heard during the ICLHE 2025 Conference in southern Brazil: (1) that EMI is a promising endeavor in the country, and (2) that English can be regarded as a lingua franca in Brazilian higher education.

What Happens after EMI Training? Evidence from a Northern Italian University

Francesca Giuseppina Costa; Università Cattolica del Sacro Cuore, Italy.

Cristina Mariotti; Università di Pavia, Italy.

Keywords: PD Programme, Impact Analysis, Classroom Interaction, Lecturer Perspectives

The expansion of English-medium instruction (EMI) in European higher education has brought renewed attention to the role of professional development (PD) in supporting effective teaching through English. While EMI training programmes increasingly address language, pedagogy, and communication, less is known about how lecturers incorporate training inputs into their teaching practices once the course has ended. This study aims to investigate the impact of an EMI PD programme on lecturers' post-training teaching practices, with particular attention to classroom interaction and the perceived relationship between content and language. The study draws on data from a post-training questionnaire administered to 39 lecturers at a medium-sized university in northern Italy. The questionnaire combined closed-ended Likert-scale items with open-ended questions to explore lecturers' experiences of EMI, perceived challenges, and self-reported teaching practices after completing the PD programme. Quantitative data were analysed using descriptive statistics and correlation analyses, while qualitative responses were examined through thematic analysis. The findings show that the PD programme was effective in raising lecturers' awareness of the close interplay between disciplinary content and language in EMI settings, as well as of the importance of assessment in supporting student comprehension. However, despite the programme's strong emphasis on interactive and student-centred pedagogies, most lecturers reported continuing to rely on predominantly monologic, lecture-based teaching formats. Difficulties in improving classroom interaction were frequently associated with lecturers' perceived linguistic limitations, particularly in relation to fluency, improvisation, and responding to students' questions in English. The study concludes that while EMI training can successfully raise conceptual and linguistic awareness, additional support is needed to help lecturers translate pedagogical principles into classroom practices. These findings have implications for the design of EMI professional development, suggesting the need for more practice-oriented, sustained, and interaction-focused training models.

A national lens on ICLHE: Findings from a pioneering Spanish university network

Emma Dafouz; Universidad Complutense de Madrid, Spain.

Davinia Sánchez- García; Universidad Complutense de Madrid, Spain.

Ariadna Sánchez-Hernández; Universidad Complutense de Madrid, Spain.

Irene Soriano; Universidad Complutense de Madrid, Spain.

Elena Orduna; Universidad Complutense de Madrid, Spain.

Keywords: IMICLES, Challenges, Practices, Spanish Higher Education

Twenty years after the introduction of ICLHE in Spain, the IMICLES project offers the first coordinated, nationwide analysis of how Spanish universities are integrating content and language in multilingual higher education. Bringing together ten Spanish institutions, this pioneering network provides an unprecedented national lens on the evolution of ICLHE, moving beyond isolated institutional efforts to generate shared, evidence-based insights. The project examines how language policy, English-medium provision, and teacher professional development intersect with internationalisation strategies across diverse institutional contexts.

Preliminary findings reveal significant variation in the degree of policy formalisation, with some universities advancing comprehensive multilingual strategies while others rely on fragmented or informal practices. Regarding provision, although EME has expanded steadily, it remains uneven across disciplines with support structures for lecturers and students differing widely. Teacher education, in turn, emerges as a critical area since long-term professional development is not systematically embedded in the ten institutions surveyed.

All in all, the main objective of this session is to compare practices across the IMICLES network, identify common challenges and provide useful approaches that can inform Spain's future internationalisation agenda, while demonstrating the value of a coordinated national perspective for understanding the trajectory of ICLHE and for strengthening multilingual, inclusive, and globally oriented higher education.

Beyond the focus on proficiency in English-medium instruction: Conversational repair and facework as dimensions of interactional competence

Alexander De Soete; Ghent University, Belgium.

Keywords: English-medium instruction, higher education, interactional competence, conversational repair, facework

Throughout the first quarter of the 21st century, the “tidal wave of English” (Spolsky, 2004, p. 220) has increasingly reached the higher education sector in Europe, resulting in a rapid expansion of English-medium instruction (EMI) programs. Governmental and institutional responses have largely prioritized student language proficiency as the main prerequisite for successful participation in English-taught environments, typically by offering English for Academic Purposes (EAP) support or by requiring formal proof of proficiency as an entry requirement. Increasingly, however, EMI researchers are problematizing this dominant focus on language proficiency, arguing that a broader understanding of the factors shaping student achievement and wellbeing in EMI contexts is warranted (Aizawa et al., 2025; McKinley, 2025).

One way of moving beyond a narrow focus on language proficiency is by mapping the various dimensions of students’ interactional competence (IC). IC entails more than language proficiency alone, it integrates linguistic, interactional, and identity resources into a dynamic model of communicative ability (Young, 2011). This presentation focuses on two dimensions of IC: conversational repair (Schegloff et al., 1977), understood as the ways in which participants resolve communication breakdowns, and facework (Goffman, 1967), understood as the management of politeness and social dynamics.

Drawing on a corpus of ten classroom recordings from a Belgian university (five from a history course and five from a geography course, both involving mixed groups of domestic and international students), the study analyzes emerging repairables, repair initiation and trajectories, and the way these vary according to interlocutor configuration, instructional mode, and task type. It also examines face-threatening acts (e.g., requests, disagreements, interruptions, corrections, and expressions of linguistic insecurity) and participants’ verbal and embodied responses. The findings show that repair and facework function as interconnected skills that enable students to navigate interactional challenges in high-stakes academic environments.

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When practice enlightens theory: An illustrated EMI-ICLHE continuum based on language-aware teaching practices

Pauline Degraeve; UCLouvain, Louvain-la-Neuve, Belgium.

Keywords: Practice-Driven Theory Development, Language-Aware Teaching Practices, Content-Language Continuum

Literature on content courses taught through an additional language often conceptualizes a continuum ranging from content-focused approaches, such as EMI (English-Medium Instruction), to approaches integrating both content and language objectives, such as ICLHE (Integrating Content and Language in Higher Education) (Macaro 2018; Thompson and McKinley 2018). In practice, however, this distinction is frequently blurred: language-related challenges arise across the continuum, and content instructors must continuously negotiate how to address them when teaching in an additional language (Lasagabaster & Fernández-Costales, 2025).

Responding to calls for practice-driven theory development (Macaro, 2018; Rose, 2019), this experience report explores how content teachers engage with the presence of an additional language in courses taught in English or Dutch at a French-speaking university in Belgium. The report is situated within a broader institutional pedagogical project, informed by consultations with lecturers, institutional leaders, and students, which highlighted significant challenges related to teaching and learning through an additional language.

The data presented stem from a community of practice bringing together twelve content teachers from diverse disciplines. Four courses (psychology, law, biomedical sciences, and bioengineering) were selected for closer analysis because, while grounded in disciplinary content, they address the additional language to different degrees in their learning objectives, teaching practices, and assessment methods. Data were collected through focus group and analysis of course documentation, highlighting how teachers integrate language challenges into their pedagogical design.

By documenting these language-aware teaching practices, this report not only shares inspiring examples but also contributes to refining theoretical constructs in the field. Specifically, it shows how language awareness works in practice, leading to an illustrated continuum based on authentic classroom examples. The experience report will also share key findings from this institutional project and demonstrate how practice-driven inquiry can inform and refine theoretical models.

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Enhancing EMI lecturers' linguistic, pedagogical, and intercultural capacities: Reflections from a professional development programme

Branka Drljača Margić; University of Rijeka, Croatia.

Irena Vodopija-Krstanović; University of Rijeka, Croatia.

Keywords: PDI, Learning and Satisfaction, Design Features, Croatian Higher Education

The expansion of English-medium instruction (EMI) has often occurred without sufficient guarantees of lecturers' English proficiency, pedagogical preparedness, or intercultural competence necessary for effective EMI teaching (Dang et al., 2023). Consequently, lecturers face challenges in their daily EMI practices, which can negatively affect EMI quality and stakeholder satisfaction (Drljača Margić & Vodopija-Krstanović, 2018; Macaro et al., 2020; Wang et al., 2025). In response, an integrated language–pedagogy–intercultural communication professional development programme (LPI-for-EMI) was developed at the University of Rijeka, Croatia.

This study examines participants' satisfaction and learning within the programme and highlights key design features to enhance its adaptability in other educational contexts. Quantitative data from two course evaluation surveys and a post-microteaching reflection form, completed by 60 EMI lecturers, were statistically analysed, while qualitative data were examined using thematic analysis. The findings indicate strong appreciation for all programme components. Language development emerged as the primary perceived benefit, alongside clear recognition of the value of pedagogical and intercultural training. Microteaching was particularly valued for providing opportunities to apply acquired knowledge and skills, engage in self-reflection, and receive comprehensive feedback from instructors and peers. Participants also commended the programme's teaching approaches and their positive impact on learning. Finally, participants reported increased awareness of EMI-related demands and emphasised the importance of holistic and targeted professional development. Suggestions for improvement focused on programme extension and follow-up support.

In light of EMI lecturers' language-related challenges and expectations for language assistance, this study calls for the widespread implementation of integrated and tailored professional development programmes to help lecturers navigate EMI more effectively, enhance the quality of EMI, and increase both lecturer and student satisfaction.

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If AI Writes the Slides, Where Does the Language Learning Go?

A project-based ESP simulation with a transdisciplinary cohort

Jonathan Fine; Hochschule Osnabrück, Germany.

Keywords: Interdisciplinary Collaboration, LCT, Semantic Gravity and Density, Molecular Pharmacology

This report shares what happened when I answered my students' request to "learn more vocabulary" with a simulated project. In a fifteen-week English-for-Projects module, I let generative AI take over much of the production work that such courses usually treat as the point.

A small transdisciplinary group — open-space planning, plant biology, landscape development and food science — ran a single simulated project: a rooftop market garden supplying a supermarket chain, with professional roles and a design left deliberately emergent, decided in real time. The students used AI openly and intentionally to produce most of their deliverables, including a pitch deck, a consumer label suite, and a project-coordination tool they built themselves.

It did not go smoothly. The early weeks stalled on confusing project-management terminology and unclear roles, and a low point — including a session I missed through illness — left a group whose frustration I could read in their faces before anyone would say it aloud. The frank "clear-the-air" meeting that followed became the turning point of the course. That sequence of felt difficulty, examination and changed practice was not planned, but it is recognisably the reflective cycle described by Dewey (1933) and Schön (1983), and recast for teacher education by Rodgers (2002). Once AI absorbs the writing, the language learning does not disappear: it relocates into the spoken English around the artefacts, as students direct, question and justify what the AI gives them and argue out disciplinary meaning together.

I will trace that disruptive experience from its origin, through what it exposed about the design, to what it changed — in the course, and in how I would build the next one — for colleagues weighing up AI as an open partner in ESP and EMI.

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Anglicization in the Internationalization of Higher Education: South–North Narratives of Justice, Inclusion, and Equity

Ana Luiza Pires De Freitas; Federal University of Health Sciences of Porto Alegre, Brazil.

Bernardo Sfredo Miorando; Federal University of Health Sciences of Porto Alegre, Brazil.

Julie Celine Walaszczyk;

; Belgium.

Keywords: Global North and South Collaboration, Internationalisation, Delphi design, Participant Perceptions

This study investigates how members of the academic communities at a university in the Global South and a university in the Global North, partners in joint educational internationalization projects, perceive the relationship between social justice, equity, and anglicization, i.e., the use of English as a lingua franca.

Grounded in a five-year cooperation centered on intercultural and glocal pedagogies inspired by balanced and horizontal internationalization principles, the project approaches English-medium practices as socially and politically situated rather than neutral. As such it springs from the views of Van Parijs on linguistic justice (2015), Quijano on coloniality of power (2000), Vessuri (2014), Mignolo (2017) and Beigel (2021) on the concept of coloniality of knowledge.

The study employs a qualitative Delphi design involving three rounds of online questionnaires with approximately 15 participants in each university, comprising faculty, students, and administrative staff. Closed questions are expected to generate descriptive statistics, while open responses are to undergo qualitative content analysis. Each round builds on the previous one to refine and consolidate emerging themes.

As the project is currently in its first Delphi round, at this point, the study does not yet report results. Nevertheless, the investigation aims to map participant perceptions, identify convergences and divergences regarding language, power, and equity, and examine how English-medium practices are understood to support or challenge more balanced forms of internationalization. Attention will be paid to how the different national and linguistic settings distinctively make sense of the use of English as both an asset and a burden in academic life.

The study is expected to generate evidence-informed insights to guide the design of more equitable EME-informed internationalization strategies and contribute to broader ICLHE debates on language, power, and justice in higher education partnerships. More immediately, it will serve to inform current and future internationalization initiatives at our universities.

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Tracing the Dynamics of Knowledge Building in EMI Classrooms through Idiodynamic and Multimodal Approaches

Talip Gülle; University of Jyväskylä, Finland.

Tarja Nikula; University of Jyväskylä, Finland.

Keywords: Bi- and Multilingual Disciplinary Literacies (BMDLs), Multimodality, Instructional Episodes

English-medium instruction (EMI) has expanded rapidly in higher education worldwide. Recent scholarship has called for greater attention to the language–content interface from a disciplinary literacies (DLs) perspective (Dafouz et al., 2025). In response, the bi- and multilingual disciplinary literacies (BMDLs) framework (Hüttner et al., 2025; Nikula et al., 2026) has delineated core dimensions of DLs in multilingual educational settings, foregrounding, among others, knowledge construction through repertoires that encompass multiple linguistic and semiotic resources. However, empirical research examining how these meaning-making resources are mobilised in tertiary-level disciplinary teaching and learning remains limited. In particular, little is known about how different resources co-occur during instruction and how students' understanding of disciplinary content develops moment by moment in relation to interactional practices. To address this gap, Multilingual and Multimodal Approaches in EMI for Enhancing Disciplinary Literacies (MultiAp-EMI), an ongoing project funded by the Marie Skłodowska-Curie Actions, investigates how EMI instructors across disciplines employ multiple linguistic and semiotic resources in classroom interaction, and how these practices relate to students' subject-specific knowledge building. The project draws on data from EMI programmes in Finland and Türkiye across different disciplinary areas. Methodologically, the project adopts an innovative design that combines complementary approaches: multimodal conversation analysis (Mondada, 2023) to examine the fine-grained organisation of classroom interaction, and the idiodynamic method (MacIntyre, 2012) coupled with stimulated recall interviews to capture students' fluctuating understanding during key instructional episodes. Particular attention is paid to how such fluctuations align with changes in the complexity of disciplinary knowledge engaged with in classroom interaction (Maton, 2013). In doing so, the project brings into dialogue theoretical perspectives on knowledge complexity and students' reflections on their moment-by-moment knowledge building. It also seeks to further elaborate the BMDLs framework in tertiary-level EMI and inform the development of BMDLs-informed pedagogies in higher education.

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Collaborative Genre-Based Writing Pedagogy and Human–AI Interaction in a Japanese Multilingual University Context

Nooshin Goharimehr; Nagoya University of Foreign Studies, Japan.

Keywords: ICLHE; multilingual pedagogy; collaborative writing; genre-based learning; human-centered AI; learner agency; digital pedagogy; professional communication.

This experience report examines the development and implementation of a technology-enhanced Advanced Writing course at Nagoya University of Foreign Studies (NUFS). Situated within an Integrating Content and Language in Higher Education (ICLHE) framework (Dafouz & Smit, 2020), the project explores how an interconnected course design combining collaborative genre-based pedagogy (Hyland, 2007), authentic professional and academic genres, simulations, peer interaction, reflection, revision, and human–AI interaction can support learner agency, professional identity development, and future-oriented participation (Darvin & Norton, 2015).

The course integrated authentic professional and academic genres through professional simulations, peer interaction, digital environments, reflection, and revision. The longitudinal study involved N = 71 third-year Japanese university EFL students across four classes in successive implementations of the same Advanced Writing course.

The study adopted a qualitative-dominant longitudinal mixed-methods approach incorporating classroom-based practitioner inquiry and teacher-researcher observation. The dataset comprises student writing, surveys, reflections, peer-review and revision records, AI-use reflections, digital course artifacts, and teacher-researcher observations. Data were examined through thematic analysis (Braun & Clarke, 2006), descriptive percentages, longitudinal comparison, and triangulation across evidence sources (Denzin, 1978), within a mixed-methods framework (Creswell & Plano Clark, 2018).

Findings indicate strong engagement with future-facing writing and future-oriented investment across survey, reflection, and classroom evidence. In particular, 81.8% identified future-facing professional/application genres as the most engaging. Teacher-researcher observations indicated that initially quieter or less participatory students increasingly engaged in simulations, peer exchanges, and collaborative tasks. Authentic genres connected engagement with professional self-representation, audience awareness, and imagined futures, while peer interaction, reflection, and revision supported rhetorical decision-making. Students also engaged selectively with AI support, using it to refine existing writing while maintaining control over meaning and ideas. Overall, the experience illustrates how an interconnected course design can create pathways from future-oriented investment to active participation while supporting learner agency and authorship.

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Tension-Filled EMI in Taiwan: Policy Fragility, Multilingual Practice, and the Future of English-Medium Higher Education

Angela Yi-ping Hsu; University of the West of Scotland, Scotland.

Luke Holmes; University of the West of Scotland, Scotland.

Fernando León-Solís; University of the West of Scotland, Scotland.

Martin Mullen; University of the West of Scotland, Scotland.

Keywords: EMI, Taiwan, heteroglossia, multilingual pedagogy, institutional inequality

In Taiwan, English-medium instruction (EMI) has been rapidly expanded under the government's Bilingual 2030 Policy, framed as a strategic pathway toward internationalization and global competitiveness, yet also criticized for its potential to widen horizontal inequalities (Huang, 2024). As 2030 approaches, the political and pedagogical sustainability of this reform remains open to question. Drawing on a mixed-methods study of 62 survey respondents and 19 academic interviews across Taiwanese universities, this paper analyses EMI not as a settled achievement but as a structurally tension-filled project.

Engaging with Kuteeva's (2023) account of English in the multilingual university, EMI is understood as a site where centripetal forces of policy standardization intersect with centrifugal multilingual classroom realities. Findings indicate that EMI is widely experienced as top-down and KPI-driven, with limited staff participation in implementation. In practice, EMI classrooms rely heavily on multilingual strategies, particularly English-Chinese alternation, revealing a persistent gap between policy discourse and enacted pedagogy.

Participants describe constraints on content depth, reduced interactional quality, and marked disciplinary variation in EMI suitability. English proficiency functions as institutional capital, shaping hiring, workload, and professional evaluation, while also producing differentiated student experiences. At the same time, generative AI is increasingly embedded in EMI practice through translation and text-production tools, mediating comprehension and subtly reshaping the linguistic rationale of EMI itself.

The Taiwanese case offers a case for reflecting on wider European ICLHE contexts, where multilingual pedagogy, institutional pressure, and rapid technological change similarly intersect. In Taiwan, EMI emerges not as a consolidated reform but as a politically contingent formation within the multilingual university, shaped by shifting policy priorities, disciplinary resistance, and digitally mediated communication.

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Supporting language development in EMI through team teaching: Experiences and constraints of a language supporter

Sugene Kim; Miyazaki International University, Japan.

Keywords: Collaboration between Language and Content Teacher, Classroom Language Support, Japanese Higher Education

This presentation examines the evolving role of a language supporter in a team-taught EMI course at a Japanese university. While language-related challenges are widely recognized in higher education EMI settings, pedagogical guidance for content teachers remains limited and collaboration between content and language specialists is often insufficient (Kletzenbauer et al., 2022; Lasagabaster, 2018; Macaro et al., 2018). Focusing on a first-year content course for students at approximately CEFR A2–B1 levels, the presentation traces how language support was negotiated and redesigned over one semester. Recurring dilemmas included how much to intervene during class, whether stand-alone vocabulary lists were sufficient, whether lexical explanations should be provided in English or in students' L1, and how to reduce cognitive overload while maintaining access to disciplinary content (Evans & Morrison, 2011). Initially, support consisted of extensive vocabulary lists compiled from lectures, but these soon proved overwhelming and pedagogically inefficient. In response, the teaching team adopted a flipped approach by sharing PowerPoint slides in advance. Advance access to the slides, which students could also use as class notes, greatly reduced their cognitive burden during class and allowed them to focus more on understanding content and participating in classroom activities. Review of key vocabulary and concepts was further supported through short AI-assisted narratives based on the previous week's lecture, allowing vocabulary learning to occur in meaningful contexts rather than in isolation (Godwin-Jones, 2018). Drawing on classroom observations, instructor reflections, and student feedback, the presentation highlights that the role of the language supporter in EMI extends beyond a predefined auxiliary function and is shaped primarily by learner needs and ongoing collaboration with the content teacher. The findings suggest that contextualized, task-aligned language support can enhance accessibility in EMI while redefining the professional boundaries of language supporters.

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4 Years of EME Staff Development: QUIS-DiVine Lessons for Multilingual Higher Education

Louise Klein; Hochschule RheinMain, Germany.

Charla Schutte; Hochschule RheinMain, Germany.

Keywords: PD Programme, Delivery and Impact Analysis, Lessons Learned, German Higher Education

This experience report, co-presented by two EME Specialists from Hochschule RheinMain's LehrLernZentrum (TeachingLearningCenter, ~12,200 students across Wiesbaden/Rüsselsheim campuses), documents four years leading the 'English for Staff' initiative within the QUIS-DiVine project.

We delivered comprehensive professional development through workshops, group training sessions, and individualised coaching for academic staff and researchers, focusing on: preparing and practising English-medium teaching; effective techniques for multilingual students; and adapting course content and materials for linguistic diversity. Our work also supported administrative staff through targeted training for communication with international students, researchers, and guests; collaboration in multinational teams and projects; and adapting documents and processes for multilingual stakeholders.

Key challenges included staff time constraints, varying English proficiency levels across disciplines, and embedding language-integrated pedagogy within discipline-specific teaching contexts. Our collaborative strategies proved effective: tailored workshop formats (individual and group), peer practice sessions, integration of digital and didactic elements, and strategic alignment with institutional internationalisation goals.

These experiences yielded measurable improvements in lecturer confidence, enhanced practices in multilingual classrooms, and sustainable programme design principles.

Looking ahead, this foundation now informs the recently launched ELLIPSE project (Enhancing Language Learning and Intercultural Proficiency for Students/Staff in Education, through December 2028), which continues our EME work.

We share practical, field-tested insights on specialist collaboration, stakeholder engagement across academic disciplines and administrative units, and developing effective project-based EME training programmes that deliver lasting impact. These reflections from German higher education practice may offer valuable perspectives for EME coordinators navigating similar challenges.

BarCamp: From Silos to Synergy in ICLHE

Petra Kletzenbauer; FH Joanneum, Austria.

Ulla Fürstenberg; Universität Graz, Austria.

Keywords: Interdisciplinary Collaboration, Guided Reflection Activities, Innovative Teaching Format, Computer Science, Austrian Higher Education

Sustained cross-disciplinary collaboration is increasingly recognized as a key factor in the success of Integrating Content and Language in Higher Education (ICLHE) initiatives. We have previously argued (Kletzenbauer et al., 2022; Fürstenberg et al., 2025) that such collaboration can only flourish when a space of professional trust is created in which content teachers, language specialists, and teacher educators can jointly reflect on pedagogy and research. In this experience report, we present a model of cross-disciplinary partnership and reflection in ICLHE which can support content teachers' professional development, enhance their awareness of the epistemic function of language and foster student-centred pedagogies.

Our report introduces BarCamp, a new teaching and learning format at a computer science department at a University of Applied Sciences in Austria in which students are introduced to key IT-related topics and subsequently design and facilitate a BarCamp themselves. This student-led BarCamp operates as a project-based learning environment and is pedagogically supported through close collaboration between language and content teachers. The design and implementation of BarCamp were underpinned by collaborative reflection activities which involved content teachers and language teachers at the computing department as well as external language specialists and teacher trainers.

The success of BarCamp suggests that reflective collaboration in a space of professional trust can increase content teachers' motivation and openness towards pedagogical innovation by supporting guided reflection on their teaching practices and promote a more nuanced understanding of the role of language in disciplinary knowledge construction. Institutional support emerged as a critical enabling factor which can contribute to a lasting shift in professional mindsets and the prioritization of team teaching in curriculum design. Trust-based, research-informed collaboration models thus hold significant potential for sustainable institutional change and enhanced teaching quality in ICLHE settings.

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From Profiling to Pioneering to Partnership: New Directions in English-Medium Education at a University in Vienna

Miya Komori-Glatz; WU Vienna University of Economics and Business, Austria.

Barbara Schmidt-Unterberger; WU Vienna University of Economics and Business, Austria.

Keywords: EME Policy, Internationalisation Drivers, Austrian Higher Education

The first 25 years of the new millennium have seen a dramatic change in the European higher education landscape. Where the first decade and a half was shaped by the introduction of English-medium education (EME) as a means to differentiate and innovate, the current plethora of EME in European HE means that universities need to consider how to stand out in this highly competitive landscape. This study builds on our previous paper (Komori-Glatz and Schmidt-Unterberger 2021), which analysed internationalisation policy documents from WU Vienna University of Economics and Business, one of Europe's largest business universities. In this paper, we observed a shift in internationalisation efforts from profiling (Wilkinson 2013) the university to taking a pioneering role in offering quality EME. In this presentation, we examine WU's new strategic plan (2025-2030) to identify the drivers behind its internationalisation strategy, using a mixed methods approach combining policy analysis with expert interviews. Preliminary results suggest that this current period places a strong focus on partnership and cooperation at all levels of the university, from international alliances and engagement with non-academic partners to collaborative teaching and learning.

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Using Legitimation Code Theory to foster interdisciplinary collaboration between applied linguists and content lecturers in EMI: a case from postgraduate molecular pharmacology

Ana, Llinares; Universidad Autónoma de Madrid, Spain.

Tom Morton; Universidad Autónoma de Madrid, Spain.

Cristina Murga; Universidad Autónoma de Madrid, Spain.

Keywords: Interdisciplinary Collaboration, LCT, Semantic Gravity and Density, Molecular Pharmacology

As long as the field of EMI remains dominated by applied linguists, it risks overlooking content specialists' priorities and missing out on the truly interdisciplinary dialogue and pedagogical relevance that its research findings could offer (Airey, 2020; Curle et al., 2024; Macaro & Aizawa, 2022).

The present study aims to respond to this challenge by drawing on a sociological framework, Legitimation Code Theory (LCT), as a conceptual toolkit to foster more substantive collaboration between applied linguists and disciplinary lecturers. LCT adopts a realist stance towards knowledge and offers analytical tools for uncovering the underlying principles that shape knowledge-building practices (Maton, 2014). In particular, we focus on the Semantics dimension of the theory, which explores how meanings vary in their dependence on context (semantic gravity) and in their degree of condensation or complexity (semantic density).

We present a case study involving two applied linguists and a professor of molecular biology teaching a molecular pharmacology module within an English-medium master's programme in biomedicine. The objectives of the study are a) to carry out an intervention in which the lecturer raised students' awareness of the role of semantic gravity in displaying disciplinary knowledge; b) to explore how this contextualisation related to the quality of students' subsequent written responses to a related assignment; c) to explore the relation between the semantic profile used by the students in their writing and the assessment by the content specialist. These results were also interpreted drawing on students' perceptions of the role played by semantic gravity awareness in their written performance. Preliminary findings suggest that the lecturer's session was perceived as useful by students in helping them tackle an assessment task, and that semantic waving (movements between strengths of semantic gravity) may be an indicator of quality in students' performance in both English and Spanish.

The study has implications for EMI professional development, as it offers both a theoretical framework (LCT) and a collaborative model that engages with content lecturers' priorities by linking their disciplinary knowledge-building practices to language use across spoken and written contexts.

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EMI Beyond Market Logics: Lecturer Motivations in a Tuition-Free Public University

Kremer Marcelo; Universidade Federal de Santa Catarina (UFSC), Brazil.

Keywords: EMI Motivations, Brazilian Higher Education

English-Medium Instruction (EMI) is frequently associated with market-oriented rationales such as international recruitment, competitiveness, and revenue generation. Yet these motivations may not hold in tuition-free public university systems where faculty are tenured and EMI does not generate direct financial returns.

This study examines how lecturers in a large Brazilian public university conceptualize their motivations for offering courses in English and how these motivations shape the pedagogical and multilingual meanings attributed to EMI. Drawing on categories identified in prior EMI scholarship, a literature-informed instrument was developed to operationalize distinct motivational rationales (e.g., internationalization policy alignment, academic and professional development, student preparation, disciplinary collaboration, and others). The questionnaire was distributed to all lecturers at the institution, yielding 89 responses.

Rather than assuming dominant market-driven explanations, the study investigates the relative salience and coexistence of personal, institutional, and pedagogical motivations in this non-marketized context. Particular attention is paid to how these motivations inform lecturers' conceptualizations of classroom language use, including the role of Portuguese (L1) within EMI spaces.

The paper discusses emerging motivational patterns and reflects on their implications for EMI pedagogy, policies, and context-sensitive faculty mentoring initiatives. By examining EMI adoption beyond market logics, the study contributes to debates on the multilingual university and the design of engaged, relational pedagogies in public higher education systems.

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Assessment Validity in EMI: The Role of Language-Related Cognitive Demand in Demonstrating Content Learning

Yoko Kusumoto; Tokyo University of Technology, Japan.

Maria Vassileva; Tokyo University of Technology, Japan.

Akihito Nakanishi; Tokyo University of Technology, Japan.

Keywords: Assessment, Assessment Formats, Content Learning and Language Learning

English-Medium Instruction (EMI) has been widely implemented in higher education, yet concerns remain regarding whether assessment practices in EMI accurately capture students' content learning outcomes. While previous studies have examined the effectiveness of EMI in terms of learning gains, less attention has been paid to the validity of assessment formats used to evaluate such learning. This study investigates both the learning effects of EMI and the extent to which different assessment formats enable students to demonstrate their content understanding.

This study was conducted at a national Japanese university, using undergraduate biology courses with students whose first language is Japanese. Using a pre–post test design, the study compares content learning outcomes between a Japanese-Medium Instruction (JMI) group ($n = 19$) and an English-Medium Instruction (EMI) group ($n = 52$). In addition, learning gains within the EMI group are examined according to students' English proficiency levels. Results from the pre–post tests indicate statistically significant learning gains in both JMI and EMI groups. Within the EMI group, both lower- and higher-proficiency students demonstrate significant gains, with no significant differences in average gain scores within each group, suggesting that EMI can facilitate content learning regardless of English proficiency.

Despite these results, questionnaire data reveal that many students perceived difficulty in demonstrating their ability through assessment due to EMI. To further explore this issue, a subset of the participants ($n = 33$) completed three post-test assessment formats designed to impose different levels of language-related cognitive demand: short-answer questions, multiple-choice items, and drawing tasks. Preliminary observations suggest notable differences in response patterns across assessment formats, particularly in tasks requiring higher levels of linguistic production.

These findings point to a potential mismatch between learning outcomes and assessment practices in EMI and highlight the need to reconsider assessment design in order to more validly represent students' content understanding in EMI contexts.

A Reading and Writing Achievement Test within the Integrated Content and Language Assessment Framework: The Case of Higher School of Biological Sciences of Oran, Algeria

Zohra Labed; Ecole Normale Supérieure d'Oran, Algeria.

Fatiha Kaid; Ecole Normale Supérieure d'Oran, Algeria.

Khedidja Benseddik; Ecole Supérieure des Sciences Biologiques, Oran, Algeria.

Keywords: Learning-Oriented Assessment, Biological Sciences, Algerian Higher Education

Becoming proficient in English is a necessity in today's globalised world. Algeria is one of the countries that strive to meet international global standards through strengthening the use of English, particularly in higher education: Employing English in this context is expected to contribute to the development of the learners' competencies required for both real and professional life (Macaro et al, 2018). A three-year grant project (2022-2024) has been signed between the Algerian Ministry of Higher Education and Scientific Research and the United States Department of State, Columbia University to meet this goal. The project is a professional development (Murray et al, 2025) programme on Integrated Content and Language in Higher Education (ICLHE) aiming to supply frameworks on conceptualizing and designing curricula, instruction, and assessments that involve disciplinary knowledge and language learning. Since the project is in its infancy, many challenges have been encountered by Algerian educators to implement ICLHE in its different manifestations. As a case study, one of the issues raised by the Higher School of Biological Sciences of Oran is how to make testing more effective and credible. In this experience report, we would show how an achievement test (culminating task) designed by a content teacher and addressed to an undergraduate control group was restructured, in collaboration with language teachers, according to the learning-oriented assessment assistance, scaffolding, and support (Turner and Purpura, 2024) within ICLHE framework, and then administered to an undergraduate experimental group. Isolated content activities were transformed into integrated reading (input) and writing (output) enabling sub-tasks: Two texts were provided with their selected-responses sub-tasks, followed by step-by-step instructions paving the way to an extended production sub-task. Statistical analyses allowed comparing the results of two groups showing not only a better students' performance but also calculating a wider number of validation procedures, including promising reliability estimation, construct validity evidence, and item-level analyses.

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Empowering EMI Lecturers through Student-Centred Practices: Evidence from a PhD Study

Pamela Larenza Pasqua; Independent Researcher, Spain.

Keywords: PD Programme Design, Lecturer Surveys, Perceptions of Multilingualism, Student-Centred Pedagogies

Over the past two decades, higher education has undergone significant transformation through initiatives such as the Bologna Declaration, the establishment of the European Higher Education Area (EHEA), and increasing academic mobility. One key outcome of these developments has been the expansion of programmes taught in English in non English-speaking contexts, giving rise to diverse forms of English as a Medium of Instruction (EMI). While such programmes aim to enhance internationalisation and learning outcomes, their potential is often constrained by the complex linguistic, pedagogical challenges faced by both lecturers and students.

This PhD study (Larenza, 2024) explores the role of professional development (PD) in supporting university lecturers working in EMI contexts. Using a quantitative research design, data were collected from 35 university lecturers teaching through English at a Spanish public university. A questionnaire, informed by previous research, examined lecturers' profiles, teaching practices, beliefs, and professional development needs. The findings were analysed and subsequently used to inform the design of a targeted PD course.

The results indicate that lecturers actively negotiate the integration of content and language by drawing on multilingual practices, including the strategic use of students' first language (L1), to support comprehension, participation, and relational engagement. These findings reflect the reality of EMI classrooms as multilingual and interaction-rich spaces rather than monolingual environments. The study also reveals a strong need for PD initiatives that challenge idealised notions of linguistic perfection and instead promote pedagogical approaches grounded in student-centred pedagogies.

In particular, lecturers expressed interest in training that supports multimodal teaching, materials design, and inquiry-based learning practices aimed at enhancing student autonomy and deep learning. By positioning PD as a reflective and relational space, this research argues, in line with recent studies (Beltrán-Palanques, 2021; Farrell, 2020; Piquer-Piriz & Castellano-Risco, 2021) that EMI can move towards student-centred pedagogies that value collaboration, engagement, and meaningful learning in linguistically diverse higher education contexts.

Building an online community of EME educators through ELF in a COIL-based professional development course

Olivia Mair; Università Cattolica del Sacro Cuore, Italy.

Amani Eltayb; Università Cattolica del Sacro Cuore, Italy.

Diego Hernan Giunta; Università Cattolica del Sacro Cuore, Italy.

Gustafsson Magnus; Università Cattolica del Sacro Cuore, Italy.

Jennifer Valcke; Università Cattolica del Sacro Cuore, Italy.

Keywords: English as a Lingua Franca (ELF), English-medium Education (EME), Collaborative Online International Learning (COIL), Community of Practice (CoP), professional development

The rapid implementation of EME in a variety of contexts worldwide has increased the need for quality, cost effective professional development based on recognized linguistic, pedagogical and global learning needs (Lasagabaster, 2022; Sun, 2023). One solution is faculty development based on COIL principles, in which educators take part in online training with colleagues in other contexts. In this presentation we share the findings of our study of online communication and behaviour in an English as a Lingua Franca (ELF) forum in one such professional development course (Mair et al., 2026). The study is based on the 2023-24 edition of the course in which 29 educators from 12 institutions in 8 countries took part, with 9 facilitators. It analyses participants' posts in the forum within the module on English as a Lingua Franca. In this module, teachers learn about key concepts associated with ELF (Björkman, 2011; Jenkins, 2007; Ur, 2009) and its implications for teaching in international classrooms. The research design responds to two questions: How do educators engage with ELF in an international virtual exchange? How do their interactions shape teaching, identity and community? The study uses mixed methods to map interaction patterns in the course forum and explore educators' reflections on language use, pedagogy, and identity formation. Quantitative analysis revealed variation across groups, with some engaging in more substantial exchanges. Notably, higher levels of interaction were associated with posts characterized by greater readability and lower textual complexity. Qualitative thematic analysis generated three overarching themes: language ideology and power relations, identity negotiation and professional growth, and pedagogical implications for teaching and learning. Results suggest that in the course, ELF was not only a medium for exchanging ideas, but also an impetus for pedagogical innovation, teacher cognition, and building a transnational professional community. The paper argues that ELF-aware professional development for EME can transform EME educators' sense of self-efficacy and support communities of practice.

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Immersive scenarios for the development of academic and professional communication skills in Spanish higher education engineering contexts: The IMMER-LIT project.

María del Mar Sánchez-Pérez; University of Almería, Spain

Elisabeth Arnó; Polytechnic University of Catalonia, Spain

Marta Aguilar; Polytechnic University of Catalonia, Spain

Keywords: English for Special Purposes (ESP), Immersive Scenarios, Virtual Reality (VR), Virtual Exchange (COIL)

Today's university students increasingly operate at the intersection of English-medium instruction (EMI) and English for Specific Purposes (ESP), where disciplinary knowledge, academic literacy, and professional communication are closely intertwined. In internationalised higher education contexts, EMI exposes students to disciplinary content through English; however, such exposure does not automatically ensure the development of the communicative repertoires required for effective participation in academic and professional settings. ESP can complement EMI by providing targeted, awareness-raising instruction in the genres, interactional practices, and communicative demands associated with specific disciplines. The purposeful integration of EMI and ESP has therefore been argued to offer a productive basis for successful Integrating Content and Language in Higher Education (ICLHE) teaching.

Against this background, the IMMER-LIT project explores how immersive scenarios, particularly virtual reality (VR) and virtual Exchange (COIL), can support the development of engineering students' disciplinary literacies in Spanish higher education. The project examines how ESP courses can be updated to respond more closely to students' communicative needs within and beyond the language classroom, including EMI subjects and professional engineering contexts. Specifically, it investigates the disciplinary genres students use in virtual environments, the processes they follow to produce them, and students' and teachers' perceptions of the effectiveness of VR and COIL for developing linguistic, disciplinary, and collaborative skills.

This presentation will outline the research design and current status of IMMER-LIT, foregrounding its ethnographic approach to participants' practices and perceptions. Expected outcomes will inform the design of more authentic, relevant, and professionally oriented ESP courses that complement EMI and strengthen ICLHE practices in globalised engineering education.

Experience Report – CLIL Communication Modules for Engineering Students at a Swiss University of Applied Sciences

Igor Matic; Zürcher Hochschule für Wissenschaft, Switzerland.

Daniela Fernando; Zürcher Hochschule für Wissenschaft, Switzerland.

Keywords: Communication Modules, CLIL, Engineering

Engineering graduates increasingly work in interdisciplinary and multilingual environments where technical expertise must be communicated clearly to diverse audiences (Engineers for Europe 2024). This experience report presents the development and implementation of a set of communication modules for Bachelor-level students at the engineering department of a Swiss University of Applied Sciences.

These communication modules embed language learning in authentic engineering communication contexts and are based on close collaboration between language and content specialists (Coyle et al. 2010). Within project settings, students develop business and engineering solutions, negotiate design decisions, produce technical and scientific documentation, and present complex engineering concepts to public audiences.

The report reflects practical experiences from implementing these modules within an engineering curriculum. In particular, we focus on developing project-oriented settings, managing heterogeneous communication skills among students and the use of real engineering artefacts.

The presentation highlights lessons learned from integrating communication training across multiple modules and discusses how CLIL-based communication education can support engineering students in developing both disciplinary expertise and the communicative competence required in global engineering practice.

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Who Writes, Who Learns? Evidence from L2 Writing Development under AI Conditions

Sandra McGury; Wake Forest University, United States of America

Keywords: Generative AI, Academic Writing, Learner-Centricity, Within-Learner Design, EFL

Generative AI has increasingly been integrated in students' academic writing practices. Within the Integrating Content and Language in Higher Education (ICLHE) context, it raises the questions of (i) how AI-supported writing can remain learner-centered, (ii) how it can become developmentally meaningful, and (iii) what pedagogical approaches support transparent use of AI?

While a growing body of research has documented students' attitudes toward AI and general patterns of use (cf. McGury & Wulff 2026; McGury et al., 2025; Wulff et al., 2024), there is still limited empirical evidence on how AI-mediated writing actually relates to language development and epistemic engagement, particularly from a within-learner perspective. This study addresses this gap by presenting findings from a longitudinal classroom study conducted in an intensive B2 EFL course. Using a within-learner design, students completed six academic writing tasks and three questionnaires over three instructional cycles: three in-class, human-only essays and three at-home essays written with unrestricted access to AI and other digital resources.

Preliminary findings show that AI use is widespread but highly differentiated. Students report selective, process-sensitive use of AI, for example for idea generation during planning or for lexical and structural refinement during revision, rather than for producing complete texts.

Text-based analyses suggest small but systematic, profile-dependent changes rather than abrupt stylistic shifts: AI-supported texts often display more explicit epistemic framing, while in-class human-only writing develops in parallel, suggesting mediation rather than substitution and pointing to potential transfer across writing contexts.

These findings highlight the importance of viewing AI as part of learners' individual writing ecologies, shaped by content demands, language proficiency, and instructional design. The paper concludes by discussing implications for technology-enhanced, language-integrated pedagogy, arguing for task designs and assessment formats that support human-centered language development in higher education by focusing on epistemic writing and making AI-mediated processes visible.

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From C1 to Community: Weaving Language, Content, and Care in the Multilingual University

T.J. Ó Ceallaigh; University College Cork, Ireland.

Karen Ní Chlochasaigh Karen; Mary Immaculate College, Limerick, Ireland.

Keywords: Alignment of Disciplinary and Language Outcomes, Engaged ICLHE Model, Irish Higher Education

As multilingual universities evolve, there is an urgent need for pedagogical models that integrate disciplinary knowledge, advanced language development, and relational engagement. Drawing on the carefully woven integration of language and content, this paper examines how Integrating Content and Language in Higher Education (ICLHE) can serve as a framework for engaged, student-centred pedagogy in multilingual contexts. The study adopted a mixed-methods design within a constructivist paradigm to investigate the impact of an integrated content-and-language postgraduate programme aligned with Common European Framework of Reference (CEFR) benchmarks up to C1 level. The sample comprised participants across multiple cohorts (2018–2022), including practising educators working in diverse educational settings. Data collection methods included end-of-module and end-of-programme questionnaires, semi-structured interviews with graduates and current students, analysis of externally validated C1 proficiency examination results, and review of external examiner reports. Quantitative data were analysed descriptively to identify patterns in perceived impact and language attainment, while qualitative data were subjected to thematic analysis to explore participants' experiences of professional growth, language development, and community formation. Findings indicate that the deliberate alignment of disciplinary and language outcomes, scaffolded through blended learning and formative assessment, supports measurable language progression and strengthens professional identity and autonomy. Thematic analysis highlights the centrality of relational pedagogy; collaboration, dialogic feedback, and peer learning, in fostering inclusive communities of practice. Technology-enhanced language learning and Universal Design for Learning principles further contribute to accessibility, cognitive engagement, and wellbeing. The paper proposes a model of *engaged ICLHE* structured around integrated assessment, multilingual community-building, and research-informed professional learning. Positioned within contemporary debates on inclusion and student wellbeing, the study argues that ICLHE represents not merely a methodological approach, but a transformative and ethically grounded framework for empowering learners in the multilingual university.

Writing an ICLHE Programme into Being: Multilingual Design, Institutional Tensions, and Lessons Learned

T.J. Ó Ceallaigh; University College Cork, Ireland.

Keywords: Programme Development, Tensions, Structural Barriers, Mindset

This experience report reflects on the process of designing and securing approval for a new university-level ICLHE programme written entirely through an additional language. Rather than focusing on classroom implementation alone, the presentation examines programme development itself as a multilingual, dialogic and institutionally situated practice. Developing the programme revealed challenges beyond curriculum design. Writing validation documents, learning outcomes, and module descriptors in an additional language required negotiating shared meanings across content specialists, language educators, and institutional stakeholders. Differences in disciplinary discourse, implicit assumptions about academic standards, and questions of linguistic authority generated productive but sometimes difficult tensions. Institutional systems, quality assurance procedures, approval templates, and digital platforms configured primarily for English, were not designed for multilingual programme documentation, creating structural barriers. Further complexities arose in promotion and marketing, where articulating the value of multilingual education required reframing established recruitment narratives. Addressing these issues required additional time and sustained negotiation to establish and legitimise an ICLHE space within existing institutional structures. This involved working closely with registration, IT, and marketing colleagues to adapt processes and systems, while simultaneously co-constructing shared understandings across both content and language specialists regarding pedagogical aims, assessment, and standards. The report offers practical insights into managing institutional constraints while sustaining an ICLHE ethos. It reflects on lessons learned in cultivating shared ownership, embedding multilingual awareness within administrative and technological systems, and positioning ICLHE not merely as a classroom practice but as an institutional commitment. In doing so, it considers the longer-term impact of this work: opening minds and doors to the ICLHE space at university level, fostering deeper institutional engagement with multilingualism, and laying foundations for more inclusive, collaborative, and linguistically integrated programme development in the future.

Rolling out ICLHE modules at FH Wien der WKW: Perspectives from multiple stakeholders

Catherine Prewett-Schrempf; FHWien der WKW, Austria.

David Dobrowsky; FHWien der WKW, Austria.

Keywords: ICLHE Modules, Scaffolded Language Learning Activities, Stakeholder Perspectives, Key Learnings, Austrian Higher Education

As part of a curriculum overhaul, our university rolled out the first of six newly designed ICLHE modules in winter semester 2024. In our experience report we outline how the modules – all of which combine English-language and EMI content instruction – were conceptualized and designed collaboratively by a disciplinary expert and a language specialist, as well as the challenges encountered thus far, and responses from key stakeholders.

The ICLHE modules, anchored in three of our ten Bachelor study programs, range from Advertising, through Macroeconomics to Sustainable Innovation and Trends, with a focus on integration of language and content acquisition. Syllabus design is unique to each module, with scaffolded language learning activities being driven by the subject-specific content and the assessment methods. Each module is delivered by both a language lecturer and a content lecturer and has its own set of challenges in terms of syllabus design and scheduling (who should teach what and when), assessment (who should grade what and how) as well as stakeholder communication.

Our experience report also highlights the perspective of staff members with overall module responsibility, including coordination of the lecturers involved, offering insights into the institutional and operational demands of rolling out ICLHE. Furthermore, findings of a systematic analysis of official student evaluations and feedback from content and language lecturers will be presented.

Finally, we will present the results of a recent survey conducted among the students of the new ICLHE modules and our key learnings, such as the need for very close and timely collaboration between lecturers delivering the teaching units, clear communication to students, and ongoing adaptations in response to feedback. Overall, we aim to provide tips, guidance, and support to others who are in the process of introducing ICLHE within their own contexts.

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Integrating Content and Language Through Digital Collaboration

Mahboubbeh (Maha) Rakhshandehroo; Doshisha Women's College of Liberal Arts, Japan.

Keywords: ICLHE, COIL, multimodal pedagogy, Japanese higher education, transformative learning

This longitudinal study addresses two central research questions: (1) How does participation in COIL projects in EME classes contribute to the development of intercultural competence among Japanese students? (2) How does sustained engagement in designing and facilitating COIL projects shape instructor intercultural pedagogical understanding? These questions respond to a significant gap in COIL scholarship, which predominantly focuses on student outcomes while overlooking parallel educator development through sustained pedagogical engagement. The research employs a qualitative approach, combining thematic analysis of 302 student post-COIL reflective reports with autoethnographic methodology, to examine six international partnerships across nine countries from 2021 to 2025. Analysis was guided by Deardorff's (2006, 2009) intercultural competence model and Mezirow's (1991) transformative learning theory.

Key findings reveal that Japanese students developed intercultural competence through four pathways: reducing language anxiety via asynchronous formats and multilingual communication strategies; challenging cultural assumptions about "Japaneseness" through disorienting dilemmas; navigating communication style tensions between Japanese indirect communication norms and partners' varying expectations; and developing intercultural flexibility through content-focused collaboration. However, significant challenges emerged, including unequal group participation, technological barriers and connectivity issues, communication difficulties in English, mismatched group sizes, and time zone constraints.

My autoethnographic reflections document a parallel transformation from novice to experienced COIL facilitator, revealing how an educator's intercultural competence develops alongside student learning. Initially, I unconsciously privileged direct communication styles; through observing student struggles and successes, I developed more culturally responsive pedagogical approaches that validate Japanese consensus-building while expanding communicative repertoires.

This study demonstrates that COIL serves as an effective ICLHE methodology when challenges are proactively addressed through deliberate pedagogical scaffolding. Implications include the need for pre-COIL preparation sessions addressing communication style differences, flexible partnership structures that accommodate institutional constraints, and sustained autoethnographic reflection as professional development for ICLHE educators.

From Engaged Pedagogies to Institutional Practice: Aligning Language Policy, EMI and Teacher Education in Spanish Higher Education

Noelia Ruiz Madrid; Universitat Jaume I, Spain.

Inmaculada Fortanet Gómez; Universitat Jaume I, Spain.

Keywords: IMICLES, Institutional Priorities, Pedagogical Provision, Professional Development, Spanish Higher Education

The rapid expansion of multilingual and English-Medium Education (EME) in European universities has placed language policy at the centre of institutional internationalisation strategies. Yet, in many contexts, policy development, pedagogical practice, and teacher training continue to advance unevenly, limiting the potential of EME and multilingual programmes to support meaningful student engagement and learning.

Responding to this challenge, IMICLES (RED2024-154338-T), a national thematic network linked to ICLHE-Spain Regional Group, brings together Spanish universities from different regions, institutional profiles, and disciplinary traditions to generate comparable, evidence-based insights into multilingual university practices. This paper outlines the aims and objectives of the IMICLES network and reports on the development and validation of three research instruments designed to examine: (1) institutional language policy and internationalisation frameworks; (2) the integration of content and language across undergraduate and master's programmes; and (3) the provision and recognition of pedagogical training for lecturers teaching through additional languages.

Informed by ICLHE research on integrated content and language learning, the instruments were developed through a collaborative and iterative process involving internal peer review, external expert validation, and two-phase piloting across participating institutions. The resulting datasets will provide a systematic overview of how institutional priorities translate into pedagogical provision and professional development.

The findings support the design of an evidence-based framework for engaged pedagogies, highlighting the need for greater alignment between language policy, curriculum design, and teacher education. By foregrounding coherence and sustainability, this contribution offers concrete insights to inform institutional and national decision-making on multilingual education and internationalisation in Higher Education.

Supporting oral presentation learning in a communication integrated computing module: Insights from classroom practice

Chitra Sabapathy; National University of Singapore, Singapore.

Keywords: oral presentations, interpretivist, hermeneutic-phenomenological study, Illeris' three dimensions of learning

In communication-integrated disciplinary modules, oral presentation tasks offer fertile ground for understanding how students construct meaning at the intersection of disciplinary knowledge and communication. This paper reports findings from an interpretivist, hermeneutic-phenomenological study (van Manen, 2016) examining how undergraduates in a communication-embedded computing module experience learning to present orally. Drawing on 22 semi-structured interviews, analysed through reflexive thematic analysis (Braun & Clarke, 2021), the study traces the dialogic process through which this learning unfolds: understanding was rarely fixed in advance but worked out through cycles of trial, feedback, and re-articulation, often catalysed by the interviews themselves.

A recurring tension was performance anxiety versus authentic voice. Students defaulted to polished, safe scripts to manage nerves, yet recognised that sounding too perfect muted their disciplinary stance, while speaking in their own voice felt truer but risked lapses in fluency or credibility. Distinct to the computing context, students repeatedly described a fear of being “found out” by listeners who knew the material well, which made even minor omissions feel like a credibility risk rather than a simplification, sharpening rather than confirming existing accounts of disciplinary literacy in technical fields (Airey & Linder, 2009; Kuteeva & Airey, 2014). This burden compounded further for a subset of L2 speakers, for whom converting ideas into English in real time competed with tracking content and audience.

Interpreted through Illeris' dimensions of learning (2016), these dialogic processes reveal how cognitive, emotional, and social strands interweave to build communicative agency, extending disciplinary-difference perspectives on integrated learning (Kuteeva & Airey, 2014) into a computing context.

The paper offers implications for ICLHE pedagogy wherein presentation tasks should be scaffolded as sites of dialogic inquiry, through structured feedback cycles and explicit attention to credibility and language load, rather than treated solely as performance to be assessed.

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Introducing the EME4EU project

Anja Schüppert; University of Groningen, The Netherlands.

Marije Michel; University of Groningen, The Netherlands.

Mehmet Birgün; University of Groningen, The Netherlands.

Keywords: Good EME Practices; European Union; Experiences

In this talk we will present the EME4EU project, funded by the European Union under the Erasmus+ funding scheme. Running from December 2025 to November 2028, the project brings together participants from higher-education (HE) institutions in Spain, Greece, Turkey, the Czech Republic, Iceland, and the Netherlands. The project aims to collect good practices in English-Medium Education (EME) programmes from 12 European countries/regions. Besides the above countries, the additional six countries/regions investigated are Portugal, Lithuania, Finland, Slovakia, Norway, and Flanders.

The consortium consists of practitioners and researchers with diverse backgrounds and experience in the field. Iceland, for example, is often described as a country with high awareness for language ideologies, yet EME is a well-established part of HE, leading to public and academic debates on the consequences of EME (Kristinsson 2014, Gregersen et al. 2018). In Greece, EME became a legal option as late as in 2020 (cf. Law 4692/2020), and publicly funded Greek HE institutions still operate mainly in Greek. Dutch HE, on the other hand, has taken a market-liberal approach to languages of instruction in HE for decades (Wilkinson 2013), which has resulted in a forerunner position in EME (Wilkinson & Gabriëls 2021). At the same time, the Dutch-speaking part of Belgium, Flanders, has strict legislation closely monitoring and restricting the use of EME in order to safeguard the use of Dutch in HE (Van Splunder 2021).

Against this backdrop, the EME4EU project seeks to exchange experiences, taking the diverse situation of Europe into consideration, and learning from it. The project aims at identifying good practices for implementing EME in European countries, while at the same time safeguarding education in local languages. Each of the partners will collect data through questionnaires and focus-group interviews with students and teachers. These practices will be published as a Guidebook of Best Practices in EME in 2027, and, subsequently, an Online training module will be composed in 2028.

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Engaged pedagogies in multilingual classical music higher education: a case study from Austria

Ute Smit; University of Vienna, Austria.

Miya Komori-Glatz; WU Vienna University of Business and Economics, Austria.

Keywords: Classical Music Higher Education, Explicit/Implicit Multilingualism Policy and Pedagogical Practice

Classical music higher education (CMHE) has a long-standing tradition of attracting students who come from all over the globe to study with a “maestro”. In addition to learning the technical skills required to become virtuoso artists, students need to acquire academic competence in the theoretical foundations of their discipline. Though a small country, Austria is one of the most popular destinations for music aficionados, and in our case study, Austrian music university (‘AMU’), 40% of students are internationals. Against this backdrop, we pose the question: how does (explicit and implicit) language policy intersect with technical and academic pedagogy at AMU?

To answer this, we conducted a mixed-methods study (Komori-Glatz & Smit 2024, 2025) combining a policy analysis and 12 semi-structured interviews with teachers, university management and international students. We found that the most recent AMU language policies confirm German as the default medium of education, while identifying English as a/the second academic language and supporting the use of other languages where the opportunity arises. The teachers and management also reported that this explicitly pro-multilingualism policy is something of a paradigm shift away from previous practices at AMU, while all our participants confirmed that these explicit policies are largely reflected in daily teaching and learning practice. Nevertheless, as we explored the complex disciplinary nature of CMHE further, we also found that there is potential for supporting the implementation of explicitly multilingual CMHE to support both teachers and students. To conclude our presentation, we will highlight areas for future (collaborative) research to develop CMHE pedagogy and support teaching and learning at institutions like AMU.

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Digitalising EMI training: Launch of the ZHAW-Freiburg EMI pedagogy course

Patrick Studer; ZHAW Zurich University of Applied Sciences, Switzerland.

Paul Kelly; ZHAW Zurich University of Applied Sciences, Switzerland.

Nadja Spillmann; ZHAW Zurich University of Applied Sciences, Switzerland.

Keywords: PDI Online Course Launch, Self-Study, Design Principles, Expert Review

This paper reports on the launch of the EMI e-learning course developed in a collaboration between ZHAW and University of Freiburg, Germany (Studer et al., 2026, in press). The course consists of six e-learning units that introduce higher education stakeholders to key concepts of teaching through another medium, progressing from an initial awareness of their own language performance, through an understanding of the relevance of other-language-based communicative competence, towards an expanded other-awareness that invites them to re-examine and potentially transform their teaching practices. This progression mirrors the competence development steps described by Studer (2022), moving from ad hoc speech production to sustained monologue, then to dialogic interaction, and finally to broader considerations of syllabus design. In this paper, we present an overview of the complete course, focusing on the pedagogic and e-design principles and on the implementation of feedback through an expert survey and usability testing.

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Bridging Proficiency Gaps in an EMI Business Program: Curriculum Reform and AI-Integrated Language Support

Spero Thatcher; Musashino University, Japan.

Keywords: Student Language Proficiency, Generative AI, Business Studies, Japanese Higher Education

This experience report shares insights from a department-wide English curriculum reform in the Department of Global Business at a Japanese university, an English-medium instruction (EMI) program facing significant disparities in student English proficiency. Due in part to locally distinctive admissions pathways, including affiliated high school entry routes, cohorts included students whose English ability was insufficient for full participation in EMI coursework. Many of these students struggled to make adequate linguistic progress by graduation, limiting their employment prospects in fields requiring functional English proficiency.

In response, the department implemented a curriculum reform focused on structured language development and AI-integrated pedagogical support. Two primary edtech tools were adopted: (1) a self-designed custom GPT to assist instructors in recycling target language, differentiating materials, and scaffolding learning for lower-proficiency students; and (2) Scribo, an AI-supported writing platform combining automated and human feedback to promote sustained language development.

This report highlights practical strategies for embedding these tools into course design, classroom instruction, and assessment cycles. It also reflects on challenges encountered, including faculty training, alignment with program outcomes, and ensuring responsible AI integration. Emphasizing lessons learned rather than formal research findings, the presentation contributes to ongoing conversations about technology-enhanced, language-integrated pedagogy in multilingual university contexts.

How multilingual graduate students develop disciplinary literacy using their linguistic resources: a constructivist grounded theory study

Marella Tiongson; Centre for Internationalisation and Parallel Language Use, University of Copenhagen, Denmark.

Sanne Larsen; Centre for Internationalisation and Parallel Language Use, University of Copenhagen, Denmark.

Keywords: Disciplinary Knowledge, Content Knowledge Development, Grounded Theory, Physics

While multilingual communicative practices are increasingly acknowledged in English-medium instruction (EMI) in higher education (Kuteeva et al., 2020), little is known about how students' multilingual repertoires support their development of disciplinary knowledge. As the role of multilingualism in disciplinary learning remains insufficiently understood, multilingual students may not be adequately supported by EMI institutions. Thus, this paper addresses an important question: What is the process of content knowledge development of multilingual students as they utilize their linguistic resources to understand concepts in EMI content courses?

This paper presents initial findings from a research project investigating multilingual communicative competence across three universities in Denmark, Sweden, and Austria, focusing on three EMI courses in physics at the master's level. Using interview data and the Multilingual Eduscape Map (MEM) tool (Author et al., forthcoming), we apply a constructivist grounded theory approach (Charmaz, 2017) to analyze the role of multilingual repertoires in the learning processes of 14 multilingual students. The analysis highlights how the students assign different roles to their languages across various learning activities both inside and outside of the classroom (e.g., listening to a lecture, writing notes, presenting solutions, reviewing for an exam). It also shows how they strategically draw on their linguistic resources during these learning activities, and how broader discourses influence their beliefs about the role of multilingualism in acquiring disciplinary knowledge and content. The findings have implications for designing multilingual pedagogy in EMI content classes that are more inclusive and responsive to students' content learning needs.

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Classroom-level challenges of EMI assessment

Mizuka Tsukamoto; Ryukoku University, Japan

Keywords: EMI course assessment, reflecting teaching practice, action research, Japanese Higher Education

English-medium instruction (EMI) has become prevalent in higher education worldwide, with a substantial increase in the number of universities offering EMI courses in recent years (Galloway et al., 2017). EMI research has correspondingly proliferated, and while some of this research examines EMI course assessment (e.g. Hultgren et al., 2022; Richards & Pun, 2023), Thippayacharoen et al. (2023) assert this attention has been insufficient, noting in particular a lack of empirical studies. In Japan, EMI research has tended to focus on macro-level policies, while discussions on classroom-level EMI implementation have remain limited (Aizawa & Rose, 2019). This may be due to the concentration of EMI research on a small group of elite institutions supported by high-profile national funding projects (such as The Top Global University (TGU) Project), but the effect nevertheless has been to neglect both EMI delivery and assessment and the situation of the majority of universities in the country that offer EMI courses. This presentation accordingly aims to address these gaps by reporting on an instructor's experience teaching an EMI course at a private non-TGU university in Western Japan. This action research, consisting of two cycles, focuses on improving course assessments to better reflect students' understanding of the content. The initial cycle identified challenges with traditional assignments due to the increased use of generative AI in students' submissions, and the second cycle attempted to address the issue. Based on the analysis and reflections on the findings, the presenter will emphasise the need for further research on EMI course assessment frameworks.

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Investigating factors shaping English-medium instruction pedagogy across contexts

Marie Vander Borgh; Chalmers University of Technology, Sweden.

Hans Malmström; Chalmers University of Technology, Sweden.

Diane Pecorari; University of Leeds, England.

Ron Martinez; Federal University of Paraná, Brazil.

Keywords: EMI Pedagogy, Teacher Language Proficiency, Teaching Approaches, Self-Efficacy

The global spread of English-medium instruction (EMI) has prompted a growing research interest in EMI pedagogy, with findings indicating that EMI classrooms often remain teacher-centred despite calls for student-centredness (e.g., Lasagabaster, 2022). While a range of factors influencing EMI pedagogy have been examined, the role of teachers' English proficiency remains underexplored. Earlier findings suggest a positive connection between language proficiency and teaching self-efficacy (Wang, 2021), whereas more recent evidence highlights pedagogical training rather than language proficiency as the key influence (Vander Borgh et al., 2026).

In response to these mixed results, the present study investigates the relationship between EMI teachers' English proficiency – measured using a standardized test (Cambridge Linguaskill) – and their teaching approaches and self-efficacy. By comparing a mature EMI context characterized by high levels of teacher English proficiency (Sweden) with expanding EMI contexts (Spain and Brazil), the study examines whether the role of teacher English proficiency in shaping pedagogy varies across contexts at different stages of EMI implementation.

Teachers (N = 155) from multiple disciplines across the three contexts completed the Linguaskill English language test and the Higher Education Approaches to Teaching inventory (Postareff et al., 2024), which captures variation in teaching approaches and self-efficacy. The study addresses the following research question: How does English proficiency relate to EMI teachers' reported teaching approaches and self-efficacy? The findings contribute to ongoing debates on the role of language proficiency in EMI by offering a context-sensitive, empirically grounded account of how proficiency relates to pedagogical practice.

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One Program, Many Intentions: Leading Intercultural Learning in an English-taught Business Degree

Claudia Vogel; Berner Fachhochschule, Switzerland.

Keywords: EMI Programme Management, Intercultural Competence, Student Motivations, Pedagogical Challenges

The BSc International Business Administration at Bern University of Applied Sciences is delivered in English and runs parallel to a German-language business program within the same university. It aims to prepare students for careers in internationally active companies, with a strong emphasis on intercultural competence alongside discipline-specific business skills.

Intercultural competence is widely recognized as a central objective of English-medium programs and is commonly understood as a developmental process involving attitudes, knowledge, and skills that enable effective interaction across cultural contexts (Deardorff, 2006). At the same time, student engagement with such learning is shaped by the value they assign to it (Eccles & Wigfield, 2002). In programs with heterogeneous student populations, these perceived values can differ significantly.

In our program, students enter with diverse motivations: alongside those explicitly aiming for international careers, we enroll Swiss students seeking a competitive advantage through studying in English, international residents complementing foreign qualifications with a Swiss degree, and students who see higher education as an opportunity to build longer-term academic and professional pathways abroad. These differing intentions shape how students engage with intercultural learning, as not all perceive it as equally relevant to their personal or professional goals. This creates a pedagogical dilemma: while intercultural competence is a core objective, engagement with related learning activities varies considerably, creating challenges for teaching, curriculum design, and assessment.

Drawing on program leadership experience and ongoing curriculum development, the presentation explores how these differing expectations become visible in practice, for example during onboarding, in students' participation in intercultural learning activities, and in the design of assessments intended to capture intercultural competence. Based on these experiences, it discusses approaches to designing and communicating intercultural learning in ways that resonate with diverse student motivations, offering practical insights for English-medium programs facing similar challenges.

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FEED_ACT: Facilitating EMI Discourse through Accessible Corpus-Based Tools – Pilot Project Insights

Magdalena Walenta; University of Warsaw, Poland.

Keywords: Accessible Corpus-Based Tools (ACT), Multimodality, Inclusive and Personalized Learning

Over the past two decades, EMI programs have expanded rapidly across higher education. Research consistently shows that proficiency in English as a Foreign Language (EFL) is the strongest predictor of academic success in EMI contexts (Rose et al., 2020). At the same time, content lecturers typically provide limited language support, as they vary in their own English proficiency, operate under time constraints, and prioritize disciplinary outcomes (Airey, 2012; Dang & Vu, 2020). This creates a need for pedagogical solutions that integrate disciplinary learning and language development within multilingual university settings.

This paper reports on the completed pilot phase of FEED_ACT (Facilitating EMI Discourse through Accessible Corpus-Based Tools), a 4EU+-funded project exploring how technology-enhanced language-integrated pedagogy, implemented through corpus-based resources, can address gaps in students' disciplinary language competence (McKinley & Rose, 2022) while supporting student-centered and inclusive learning environments in EMI (Hillman et al., 2023). In doing so, the project extends the widely established use of corpora in TEFL and ESP contexts (Boulton, 2017; Gavioli, 2005) to EMI settings, where their potential to support disciplinary learning has received far less attention.

The project resulted in the development of the Accessible Corpus-based Tools (ACT) platform, a multimodal learning environment integrating text, audio, and visual elements to accommodate diverse learner needs and learning styles. The platform is built on specialized corpora compiled from five EMI disciplines. For each discipline, content experts first provided course materials and key texts, which were used to compile specialized corpora. Language specialists then analyzed these corpora to identify discipline-specific language patterns and design corpus-based learning activities.

The platform was piloted with 152 students across five universities in four countries, who completed discipline-specific modules and a mixed-method evaluation survey. The study addressed three research questions: (1) students' perceptions of ACT's effectiveness for disciplinary learning, (2) its suitability for personalized and accessible learning, and (3) suggested improvements.

The findings confirm the potential of specialized corpora to support individualized, technology-enhanced language-integrated disciplinary learning in EMI, while also serving as a practical platform for collaboration between content experts and language specialists, thereby fostering collaborative and interdisciplinary approaches to ICLHE pedagogy in multilingual universities.

Revisioning learner agency in self-directed EMI learning contexts in the era of Generative AI

Wenh sien Yang; National Kaohsiung University of Hospitality and Tourism, Taiwan

Keywords: Generative AI, Self-Directed Learning, Learner Agency, Human–AI Co-Agency

This research examines how Generative Artificial Intelligence (GenAI) transforms learner agency and self-directed learning (SDL) in English Medium Instruction (EMI) contexts. Drawing on posthuman perspectives (Barad, 2007; Latour, 2005) and extending Knowles' (1975) SDL framework, we propose that agency in GenAI-mediated learning emerges through relational entanglements rather than residing solely in individual learners. Recent scoping reviews (Li et al., 2024; Roe & Perkins, 2024; Wang et al., 2024) highlight adaptive navigation strategies in GenAI-supported SDL, yet little attention addresses how learners navigate multiple “demandscapes” – layered educational, personal, and socioeconomic demands shaping GenAI engagement in EMI settings. Building on Garrison's (1997) SDL model and Song and Hill's (2007) technology-mediated learning frameworks, our theoretical contribution introduces two interconnected constructs: (1) demandscapes, inspired by Bronfenbrenner's (1979) ecological systems theory but emphasising dynamic, competing demands across institutional, personal, and socioeconomic contexts; and (2) the Dynamic Co-Agency Model (DCAM), building on Thibault et al.'s (in press) co-agency concept to conceptualize how EMI learners partner with GenAI to navigate these complex demandscapes. Following cultural science inquiry (Heap, 1995), we present two illustrative cases from separate qualitative studies (n=39 undergraduate students; n=6 recent graduates). Selection criteria included: (1) evidence of multiple competing demands, (2) strategic GenAI use, and (3) rich articulation of decision-making. Cases examined a Taiwanese hospitality student balancing academics and internship (semi-structured interviews) and a Chinese recent graduate managing workplace challenges (ethnographic methods). Data were collected in Chinese, translated directly, and thematically analysed for GenAI use patterns, learner agency, and demandscape navigation. Our findings suggest learner agency manifests as sophisticated negotiation of multiple, competing demands rather than simple resistance or compliance with institutional expectations. This extends traditional SDL frameworks (Candy, 1992; Garrison, 1997) and responds to calls for a nuanced understanding of learner agency with GenAI (Yang et al., 2024). Our DCAM framework theorises how agency emerges dynamically through learner-GenAI collaboration, addressing both GenAI's potential for enhanced personalisation (Li et al., 2024; Roe & Perkins, 2024) and concerns about over-reliance (Wang et al., 2024). We conclude that effective SDL in the GenAI era requires developing the capacity to flow adaptively through multiple demandscapes while maintaining essential learner agency. This has implications for educational institutions to develop flexible approaches beyond prohibitive policies and to update assessment practices to reflect the use of GenAI across multiple life domains.

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Pragmatic Considerations for Authors and Publishers on Modification of Input in Written Academic English

Dogan Yuksel; The Open University, United Kingdom.

Mehmet Altay; Kocaeli University, Türkiye.

Keywords: English-medium education (EME), English as an academic lingua franca (ELFA), modified input, negotiation of meaning, pragmatic competence

Academic success in English-medium education (EME) has frequently been attributed to students' linguistic proficiency or disciplinary content knowledge. Recent work, however, has argued that academic literacy may be equally important for success (McKinley, 2025; Wingate, 2015). This study therefore examined academic reading in EME through a communicative–pragmatic lens.

Canale and Swain (1980) showed that linguistic competence alone is insufficient for effective communication. Similarly, the CEFR (2020) frames pragmatic competence as including discourse competence (organising texts), functional competence, and design competence (sequencing meaning). Although these competencies are often treated as learner-owned, meaning-making is relational: negotiation of meaning also depends on interlocutors. In academic reading, students' key interlocutors are EME textbooks, their authors, and publishers. Yet the extent to which written academic English is modified for non-native readers has remained underexplored. Drawing on interactionist accounts of modified input (Spada & Lightbown, 2013), the study introduced MIWAE (*Modification of Input in Written Academic English*, pronounced “my way”) to capture discourse- and design-level textual support that facilitates reader-oriented comprehension.

A mixed-methods research design was used with undergraduates in partial EME programmes at a public university in Türkiye. Academic success was documented via GPA records, linguistic proficiency via institutional scores. Reading-related challenges were identified using EMI challenges scale (Evans & Morrison, 2011) with 100 students, followed by semi-structured interviews with 20 participants. In line with the conceptual orientation of the ELFA project (Mauranen et al., 2016), analysis focused on students' perceptions of how authors and publishers enabled, or constrained, meaning-making through MIWAE. Findings indicated that textbooks were often experienced as native-centric with limited modification, while students identified specific MIWAE features that supported comprehension and requested further forms of modification. The study concludes that EME coursebooks may benefit from engaging more explicitly with English as an academic lingua franca by considering non-native readerships more systematically.

Knowledge-building in multilingual higher education: Evidence from a longitudinal EMI study

Beatrice Zuaro; University of Copenhagen, Denmark.

Keywords: English-Taught Programme, Disciplinary Concepts, Knowledge, Legitimation Code Theory

Research on English-medium Instruction (EMI) has frequently examined whether students have sufficient English proficiency to engage with disciplinary content. While this perspective has generated valuable insights, it has led to overlooking other important aspects of learning in multilingual higher education, such as the role of other linguistic resources than English. This points to a need for the adoption of a different and complementary analytical perspective. This paper explores how the integration of content and language can be analysed through the lens of knowledge development. Drawing on Legitimation Code Theory (LCT) (Maton, 2013), I present a research design suited to examining how disciplinary concepts evolve as students move across learning and assessment in a MSc course. The analysis is based on a longitudinal dataset tracing the development of key concepts by the same student across lectures, peer dialogue, independent study, and formal assessment. By mapping shifts in the semantic properties of knowledge alongside multilingual (and multimodal) interaction, the study illustrates how different linguistic resources participate in processes of conceptual unpacking, abstraction, and recontextualisation. Rather than treating additional languages as ancillary supports, the findings highlight their role within the cumulative structuring of disciplinary knowledge. Positioned within ongoing discussions on integrating content and language in higher education, the paper argues for foregrounding knowledge as a central analytical focus in multilingual university contexts. In doing so, it offers both a methodological approach and a conceptual perspective for investigating how multilingual practices can support engaged, knowledge-oriented pedagogies in EMI and other multilingual educational settings.

References

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