



## Integrating Content and Language in Higher Education



Meeting face-to-face – remember when? Let's do it again in 2022



*ICLHE Annual Report  
and Financial Statements 2021*



# ICLHE Annual Report and Financial Statements 2020

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## Annual Report 2021

Fifth Annual Report from the Board to the ICLHE Association

Maastricht, 21 October 2021.

To all members of the Association

All of us have been seriously affected by the global COVID-19 pandemic throughout this entire year. The Board hopes that you have managed to cope with the restrictions, and that those of you who have caught the virus have made a speedy recovery. The pandemic forced changes for ICLHE, just like other associations, and the 2<sup>nd</sup> Symposium at the **Université de Mons** (UMONS), in Belgium, had to take place completely online. Warm thanks to the excellent work of **Julie Walaszczyk** and her team at UMONS and the technical support from **Jenny Valcke** and **Tadhg Ó Ceallaigh** of the ICLHE Board, the event went very well and attracted over 150 online participants. In a similar vein, the regional groups and the PhD SIG were also compelled to run events online.



Moreover, the 7<sup>th</sup> ICLHE Conference which should have taken place in October 2021 also had to be postponed till 2022 (more on this later), and in its place the present online Symposium has been set up.

The 2020 Symposium entitled “Transdisciplinary collaboration in ICLHE and EMI” gave the opportunity to several UMONS content teachers to outline their approaches to transdisciplinary collaboration, as well as an exciting closing keynote by Prof. **Laurence Ris** of the Faculty of Medicine and Pharmacy on “Emotions, memories and identities in ICLHE: Brain wracking or mind opening?”. Other ICLHE contributors also addressed the theme from a variety of perspectives, including ICLHE impacts in multilingual regions (**Cristina Boscolo**). Four PhD students not only provided valuable pre-recorded insights into their research work but handled the many audience questions with aplomb. The online facility provides a great opportunity for members across the world to join in. Members can view the recordings of the presentations in the Member Zone of the ICLHE website.



ICLHE SYMPOSIUM 2020: TRANSDISCIPLINARY COLLABORATION IN ICLHE AND EMI

### Emotions, Memory and Identities in ICLHE: Brain racking or mind opening?

Laurence Ris, Faculty of Medicine and Pharmacy,  
UMONS, Belgium

## ICLHE Elections

This year would normally have seen our biannual conference and on such an occasion there would have been elections for the Board. However, the pandemic has compelled a postponement until the physical conference in 2022. This is in line with the articles of association of ICLHE. So at the 7<sup>th</sup> Conference, which will take place on **18-21 October 2022** in Maastricht, Netherlands, ICLHE will hold elections for the Board during the AGM. The Board will look into a system to allow as many members to take part as possible.

## Website and Webinars

The ICLHE website remains a demanding activity and keeping it up-to-date also requires input not just from the Board but also from members. You are strongly encouraged to submit announcements such as those concerning events, developments and publications for the website: see [info@iclhe.org](mailto:info@iclhe.org)





The Member Zone includes information on online events, presentations from previous ICLHE events, among other matters. Each of the RGs and the PhD SIG has a dedicated section to allow them to share news and activities beyond the immediate confines of the group.

Note especially the Members Directory. This is the space where you can add and update your own information so that other members may find shared interests. Please check your own listing and update it as necessary.

The recordings from the 2020 Symposium at UMONS are available via the Member Zone on the website: <https://iclhe.org/>

Apart from these positive actions, there remain a number of challenges to maintaining the website. The Board is investigating the options for migration to an alternative platform.

The Board wishes to express grateful thanks to **Jenny Valcke** and **Tadhg Ó Ceallaigh** for managing this challenging portfolio.

ICLHE again streamed one webinar during the reporting period on 10 September entitled “Language assessment literacy and language and instruction in higher education”. We thank **Ofra Inbar-Lourie** for this exciting and extremely informative webinar. If you missed it, the recording and the slides of the Webinar are available on the Member Zone.



At present ICLHE aim to run two webinars per year, and the next is planned for the autumn, with **Patrick Studer**. A second webinar with **Anne Holmen** is planned for the spring 2022. Full details will be announced on the website and via the association email.

## Newsletter

Thanks to the Editor, **Inma Fortanet-Gómez**, ICLHE again published five Newsletters during the year, with the fifth one appearing in June which included short reports of the three RG Symposia. The Newsletter will soon migrate to a new web-based format and will be shift to a quarterly publications, so four issues per year. Newsletters provide quick short reports of activities, projects or events that ICLHE members have been involved in, as well as news of recent publications. The Newsletter also highlights the activities of members including PhD students and SIG/RGs. The Board warmly thanks Inma and the contributors. Newsletters are all available via the Member Zone on the website:

<https://iclhe.org/>

## ***SIGs and Regional Groups***

ICLHE's three Regional Groups have all been very active in running online symposia during the year: **East Asia** on 19 June under the title "ICLHE and EMI: Challenges and pathways to success", **Spain**, a two-day event on 26-27 May entitled "Hybrid modality", and **Italy**, also a two-day event on 11-12 June on "Tertiary teaching for the multilingual university". It's a credit to all three groups for continuing to develop and exchange research findings and experience despite the challenges of the pandemic. **See the separate reports.**



The **PhD SIG** has been active online even if it would be very useful if the members could discuss face-to-face. **See separate report.** The Board reiterates that there are quite a number of PhD students among ICLHE members and the PhD SIG would encourage every ICLHE PhD student to join and share information about research. In addition, there are several PhD students who are interested in ICLHE, though not members, but who might benefit from more collaboration with the PhD SIG. The Board congratulates all PhD members who have successfully defended their theses during the year.

At the end of the reporting year **Joyce Kling** had to step down from her role coordinating SIGs and RGs, in the light of her role for TESOL International. The Board warmly thanks Joyce for her work in coordinating the SIG and the RGs, and congratulates her on her election to President-elect of TESOL.

We are delighted that **Annette Bradford** agreed to join the Board and take on the coordinating responsibility for SIGs and RGs.

## ***Membership***

Despite the impact of COVID in preventing face-to-face meetings this year, the Board is happy to report steady membership and the increase seen in recent years has continued throughout the reporting year to 145 active members at the reference date of October 3.

For more details see the Membership report to the AGM from the membership secretary, **Ute Smit**.



## Finance

The Association continues its relatively healthy growth. Income less expenditure has enabled a small growth in the financial reserves. The growth is partly due to lower costs stemming from corona restrictions. As the Treasurer, **Ute Smit**, specifies in her Financial Report in more detail, much of the expenditure has been on necessary administrative and website matters to ensure that the Association can run smoothly.

The Board reiterates its policy for SIGs and Regional groups, among others. The Board provides a small running cost grant to each RG and SIG, which may help towards maintaining the group, organizing meetings or contributing to honoraria to invited speakers.

## Your Board

During the year, the Board held seven online meetings and two short meetings during the UMONS Symposium. The Board was able to devote much time to content matters, such as the present Symposium and future Conference, the Webinars, Newsletter, and Website content, although technical issues concerning these points also took time.

During the year **Joyce Kling** (SIGs and RGs) indicated that she would have to step down in view of her incoming role of President-Elect of TESOL International. The Board warmly thanks Joyce for her work on the Board for several years including her work in organizing the 2017 Conference at Copenhagen. In her stead, we are delighted that **Annette Bradford** has been willing to join the Board and take over the same portfolio for SIGs and RGs.



*ICLHE Board at Castelló 2019  
(the last time the Board could  
meet in person): Jenny, Bob,  
Ute, Patrick, Inma, and TJ,  
with Annette (above)*

**Jenny Valcke** and **Tadhg Ó Ceallaigh** (TJ for short) continued their work on managing the website and electronic communications on social media.

**Ute Smit** continues to manage both the roles of Membership Secretary and Treasurer. **Patrick Studer** holds the portfolio as Secretary, managing Board Meetings as well as the AGM. **Inma Fortanet-Gómez** remains responsible for the Newsletter and for Conference Liaison.

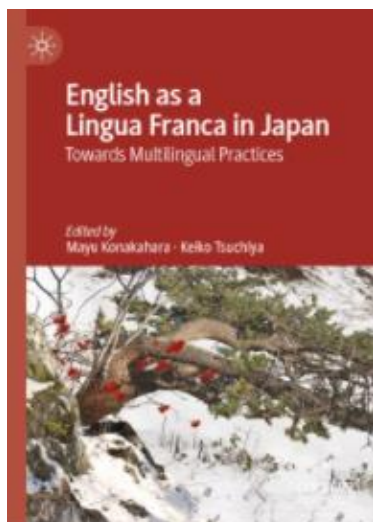
## Publications

Here we list a few of ICLHE members' publications during 2021-22. Space does not permit notice of everything. See also the reports from the Regional Groups and the PhD SIG.

Early in the reporting year, Springer published the book ***Integrating Content and Language in Multilingual Universities***, edited by **Slobodanka Dimova** and **Joyce Kling**. It is in the Springer series on Educational Linguistics vol. 44. Congratulations to Slobodanka and Joyce. The book contains key contributions from speakers at the 5<sup>th</sup> ICLHE Conference in Copenhagen.

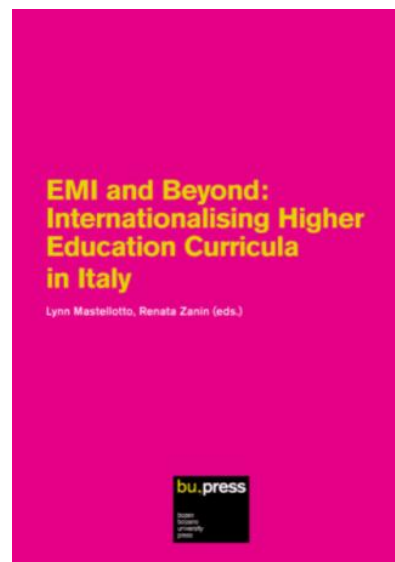


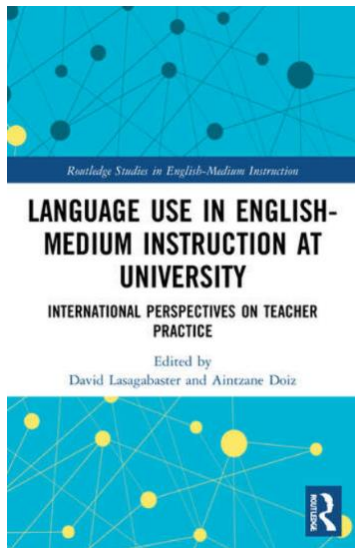
Further recent publications include **Mayu Konakahara** and **Keiko Tsuchiya**'s edited volume ***English as a lingua franca in Japan: Towards multilingual practices*** (2020), published by Palgrave Macmillan. The book examines the phenomenon of English as a Lingua Franca (ELF) in the Japanese context, using multilingualism as a lens through which to explore language practices and attitudes in what is traditionally viewed as a monolingual, monocultural setting. Topics include language education policies, the nature of ELF communication in both academic and business settings, users' and learners' perceptions of ELF, and the pedagogy to foster ELF-oriented attitudes. Apart from in Japan itself, the book will be of interest to students and scholars studying multilingualism and World Englishes in other global contexts.



**Lynn Mastellotto** and **Renate Zanin** edited ***EMI and beyond: Internationalising higher education curricula in Italy***,

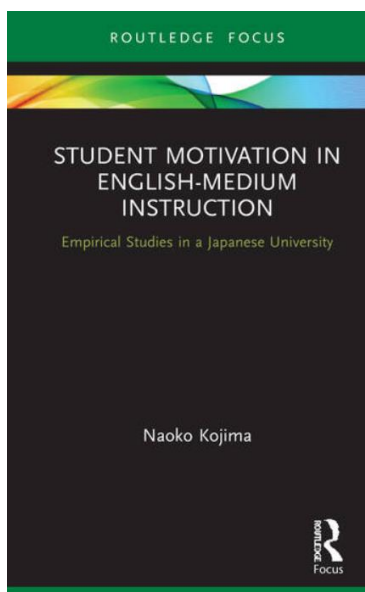
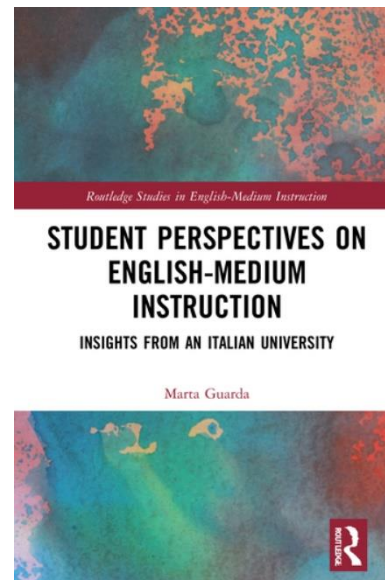
which was published by BU Press (University of Bolzano). "This book tries to take a positive view by focusing on the fact that Italy has always been a multilingual country (think of the different dialects in Italian or minority languages in the regions of Val d'Aosta and Trentino Alto Adige)." The contributions examine the effectiveness of English Medium Instruction as part of the internationalisation strategy and engage with alternative content-and-language-integrated models that support meaningful international and intercultural learning.





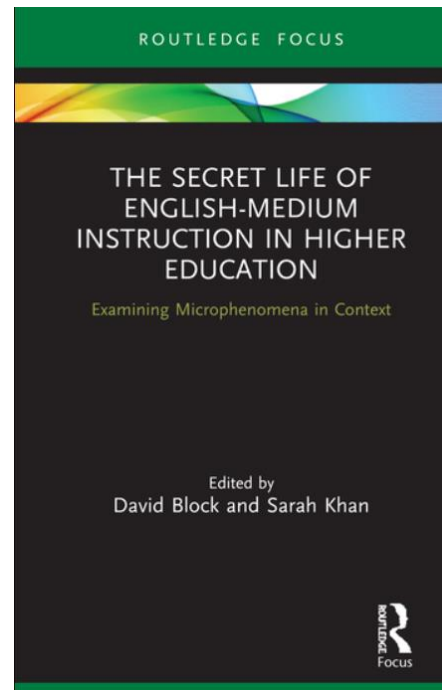
**David Lasagabaster** and **Aintzane Doiz** edited a volume *Language use in English-medium instruction at university: International perspectives on teacher practice*. The volume is published in the Routledge Series on English-medium instruction. The volume considers the language-related practices, processes and ways of thinking implemented in EMI contexts as teachers and students co-construct meaning through interaction while also situating these observations within the wider educational policies of institutions, societal norms and contextual pedagogies. The volume contains contributions from several ICLHE members among whom **Ron Martinez**, **Francesca Costa**, **Cristina Mariotti** and **Victor Pavón Vázquez**.

**Marta Guarda** published *Student perspectives on English-medium instruction: Insights from an Italian university* also in the Routledge Series on EMI. The publication is just outside the reporting year, but it's important to signal it now. The book offers a window into student perceptions of English-Medium Instruction (EMI), building on research from an Italian university to provide a better understanding of attitudes toward EMI in Europe and future directions for cross-country comparative research.



**Naoko Kojima** published her research *Student motivation in English-medium instruction: Empirical studies in a Japanese university* at Routledge. The book explores Japanese students' learning experiences and challenges in English medium instruction (EMI) from motivational perspectives. With self-determination theory (SDT) as the framework, Naoko Kojima highlights the importance of listening to Japanese students' voices and building a community that can motivate students, thus maximizing the pedagogical effectiveness of EMI. This volume will be useful to anyone involved in motivation, language learning or EMI research, pedagogy or practice.

In the same series, **David Block** and **Sarah Khan** edited *The secret life of English-medium instruction in higher education*. This volume explores the inner-workings of English-medium instruction (EMI) in higher education (HE) at two universities. Four studies investigate the following issues: (1) the choice of either English or Catalan as the medium of instruction by students and lecturers; (2) how students display ambivalence towards EMI, as well as a general lack of enthusiasm towards and an ironic distance from 'doing education'; (3) how students resist EMI by contravening its English monolingual norm, using their L1s in the classroom; and finally, (4) how EMI lecturers on occasion act as English language teachers despite their continued claims to the contrary.



## Looking forward

Annual reports conventionally focus on the reporting year, but they also look forward to the coming year. The new reporting year has of course begun. At the time of writing we look forward to an exciting Symposium under the title “Englishization of higher education: A phenomenon of glocalization?” at Maastricht University on 21-22 October 2021. The ICLHE AGM takes place during the Symposium. The Board warmly thanks **René Gabriëls**, **Bob Wilkinson**, and all the team at Maastricht University for their hard work and for enabling the online Symposium to go ahead. It is open to all at a small fee, with discounts for ICLHE members and members of universities in Maastricht University’s networks.

Key speakers at this Symposium are **Kristina Hultgren** (UK), **Kwok-kan Tam** (Hong Kong), **Philippe Van Parijs** (Belgium), **Alma Maldonado-Maldonado** (Mexico) and **Aminata Cairo** (Netherlands). We look forward to the exciting contributions from the many other speakers. For full programme see the “Symposium” on the website <https://www.iclhe-um.nl/>



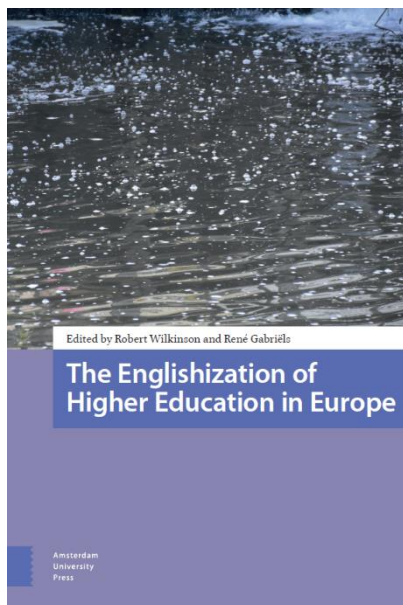


At already indicated, the **7<sup>th</sup> ICLHE Conference** on the theme “EMI, ICLHE and Englishization: Reflecting on the changing university”, also at the Faculty of Arts and Social Sciences of **Maastricht University**, the Netherlands, has been postponed till 18-21 October 2022, when we expect a proper face-to-face event. The organizers report that they could accept around 60 contributions, but the postponement offers an advantage that more facilities will become available. All contributors, including those on the waiting list, will be contacted in November/December. The call for papers will be reopened at the end of 2021. The Conference details are available under “Conference” on the same website: <https://www.iclhe-um.nl/> This will be updated after the Symposium.

The Board is very interested in hearing from members about possible venues for both an **ICLHE Symposium in 2023** and the **8<sup>th</sup> ICLHE Conference in 2024**.

### ***Forthcoming publications***

Several more publications by ICLHE members are appearing in 2021-22.



ICLHE has assisted in the publication of a book on *The Englishization of Higher Education in Europe* (Amsterdam University Press), which is scheduled to be published on 19 October 2021. ICLHE's help enables the book to be published as open access. It is edited by **Robert Wilkinson** and **René Gabriëls**, and includes chapters on Austria, Belgium, Croatia, Denmark, Estonia, France, Germany, Italy, Latvia, Netherlands, Poland, Russia, Spain, Sweden and Switzerland, as well as an epilogue by **Philippe Van Parijs**. Half the authors are ICLHE members. The book will be presented at the 3<sup>rd</sup> Symposium on 21 October 2021.

The *European Journal of Language Policy* is about to publish a Special Issue on “English-medium education in Internationalised Universities: New Policy Perspectives”. Edited by two ICLHE board members, **Ute Smit** and **Patrick Studer**, this issue includes six contributions approaching the interface of internationalization and English-medium education from new theoretical and methodological perspectives, offering new conceptual and empirical insights. While unfortunately not open access, the issue will be available in the course of the northern hemispheric autumn.





The three publications stemming from the 6<sup>th</sup> ICLHE Conference at Castelló will appear during 2021-22. The articles comprising the Special Issue of *System*, edited by **Inma Fortanet-Gómez** and **Noelia Ruiz-Madrid**, on *Integrating Content and Language in Higher Education*, have already appeared online, with the compilation issue due shortly. The two further publications will appear in 2022: A Special Issue for the *Journal for Innovation in Language Learning and Teaching* edited by **Noelia Ruiz-Madrid** and **Inma Fortanet-Gómez**, and an edited book to be published by Routledge, with the title *Integrating Content and Language in Higher Education: A Multimodal Perspective*, edited by **Vicent Beltran-Palanques** and **Edgar Bernad-Mechó**.

**Alessandra Molino**, **Slobodanka Dimova**, **Sanne Larsen**, and **Joyce Kling** are producing a monograph entitled *The Evolution of EMI Research in European Higher Education*, which is still scheduled for publication by Routledge in 2021.

Forthcoming in 2022, a volume by **Emma Dafouz** and **Ute Smit** entitled *English-medium education across multilingual university settings: Applications and critical evaluations of the ROAD-MAPPING framework* will be published in the series: Routledge Focus on English-medium Instruction in Higher Education (Series Editors: Annette Bradford & Howard Brown).

**Monica Clua** is guest-editing a special issue of the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education (CLIL Journal)* on “English-medium instruction in higher education”. The call for proposals has just gone out, and the issue is expected in July 2022.

On behalf of the Board of the ICLHE Association,

Signed:



Robert Wilkinson

Chair



## **Financial Report (2020-2021) & Budget (2021-2022)**

The **financial report (see Table 1)** shows that the last financial year (July 2019 – June 2020) was a positive one for ICLHE on various counts:

1. We ended in the black and could add € 944.50 to our reserves.
  2. Our financial activities during the year reflected the activities of the association:
    - a. increased web-presence (costs for website + its maintenance 'Wild Teak Media')
    - b. our events: 2 webinars (honorariums); support for RG Spain (stipend), the 2020 symposium in Mons (gifts for organisers)
    - c. increased membership (subscriptions to bank account and PayPal account): 101 (full members) + 21 (student members) in total, but note that these include payments for two years and that our actual membership is lower.
  3. As we have two accounts (bank & PayPal), there is regular movement between them (see Table 1).
  4. Our PayPal account is very helpful for paying and receiving membership fees, but also incurs extra cost (see sum of PayPal Fees).
  5. Compared to the previous financial year (2019-20):
    - a. We could again finalise the year in plus.
    - b. We had considerably more turn-over, esp. more expenses (2018-19: total expenses: €4970; total income: €8008)
- ICHLE was more active in 2020-21 and ended it financially a little bit stronger.

### **Auditing reports (see below)**

The ICLHE books were audited by Dr Diane Schmitt and Dr Julie Walaszczyk and found to be in order.

**Table 1: Financial Report (of past year)**

ICLHE Financial Activities July 2020 - June 2021 (in €)  
Balance Sheet, incl bank account and PayPal account

Bank account		Expenses	
ABN AMRO Bank - account costs		153,75	
Bank transferral charges		10,00	
board liability insurance		363,00	
funding for book		600,00	
Gifts for ICLHE Symp. Mons		159,30	
Honorarium for Webinar		250,00	
Honorarium for Webinar (1/2)		250,00	
ICLHE Stipend for RG Spain, 2020-21		250,00	
postage		12,00	
Subscription backpayment		73,80	
Wordpress Business		300,00	
PayPal account			subscriptions refunded
General Withdrawal - Bank Account	2200,00		
Subscription Payment Full - Refund	1120,00		28
Subscription Payment Student - Refund	50,00		2
Wild Teak Media monthly fee - website	1140,00		
Sum of PayPal Fees	253,19		
<b><u>Total expenses</u></b>		<b><u>7185,04</u></b>	
Bank account		Income	subscriptions
Subscription payment full		1520,00	38
Subscription payment student		125,00	5
transferral from PayPal		2200,00	
PayPal account			
Subscription Payment Full		3640,00	91
Subscription Payment Full - Refund Fee		41,84	
Subscription Payment Student		600,00	24
Subscription Payment Student - Refund Fee		2,70	
<b><u>Total income</u></b>		<b><u>8129,54</u></b>	
<b><u>Balance</u></b>		<b><u>944,50</u></b>	
Previous Bank Balance	6198,31		
Previous PayPal Balance	662,50		
Current Bank Balance	7621,46		

<b>Current PayPal Balance</b>	<b>183,85</b>
<b><u>Change/Balance</u></b>	<b><u>944,50</u></b>

### Budget (2020 -2021)

Table 2 presents the preliminary budget, which includes likely sources and amounts of income, totalling roughly € 10.000 and lists expenses that cover running costs and what we need to support our expected activities (conference, SIG & RG events, webinars). Further explanations are offered in footnotes.

**Table 2: Estimated budget (for running financial year)**

ICLHE Budget - next financial year (1 July 2021 - 30 June 2022)		
	29/08/2021	
Income	in €	
Carried forward from 2020-2021 (bank account)	7621,46	
Carried forward from 2020-2021 (PayPal account)	183,85	
Symposium 2021 Maastricht	250	
Membership 2021	600	1
Membership 2022	1600	2
<b>Total</b>	<b>10255,31</b>	
Expenses	in €	
Website (registration, hosting)	80	
Alternative domain costs (iclhe.com)	0	
WordPress Business	320	
Website maintenance	1140	3
Account charges (at least €12.90 per month)	162	
Board liability Insurance	400	
Office costs (materials, copying, postage, etc.)	200	
Symposium Maastricht 2021	180	4
Conference planning 2022	400	5
PhD travel grants (Conf 2022)	900	6
Support for Englishisation publication/open access	600	7
Support for RGs, SIGs	1000	8
Webinars (2: Sept 2021 + April 2022)	500	9
Other activities & initiatives	500	10
<b>Total</b>	<b>6382</b>	
<i>To Reserves</i>	<i>3873,31</i>	

1: Some 2021 memberships are expected to be paid in 2<sup>nd</sup> half of year, budgeting: 15 à € 40

2: This is based on a conservative estimate of 80 full members for 2022, of whom half could be used for this financial year

- 3: In addition to the substantial work done by board members, Wild Teak Media provides relevant maintenance work, based on a contract of €95 per month.
- 4: Ear-marked for small presents for symposium organisers
- 5: Support for travels in preparation for conference.
- 6: In order to support early career researchers, ICLHE will award travel grants to 3 PhD students.
- 7: In order to support the open access publication of this edited volume, featuring many ICLHE members) highly topical publication
- 8: ICLHE wants to offer some support for the activities of our Special Interest Groups and Research Groups, budgeting for a maximum of € 250 per group (presently there are four).
- 9: Presenters of an ICLHE webinar receive a remuneration of €250 (two are scheduled for this financial year).
- 10: To support further initiative that might come up during this financial year.



## Auditing reports

1)

Diane Schmitt

Nottingham

27-August-2021

Ute

ICLHE-Treasurer

University of Vienna

Dear Ute,

This is to certify that I have reviewed the financial records for ICLHE for the period 1 July, 2020 – 30 June, 2021 and have found everything to be in order.

↵

Regards



↵

Diane Schmitt

•

2)

Julie Walaszczyk

Brussels  
Belgium

Brussels, 5 September 2021

To whom it may concern

This is to certify that I have reviewed the financial records for ICLHE for the period 1 July, 2020 – 30 June, 2021 and have found everything to be in order.

Best regards,

Julie Walaszczyk

A handwritten signature in black ink, consisting of a stylized 'J' followed by a horizontal line and a small loop.



## Membership Report 2021

### Memberships in the financial year 2020-2021:

As included in the **financial report (see Table 1)** ICLHE received the following payments:

- 129 full members (28 reimbursed\*)
- 29 student members (2 reimbursed\*)

\* PayPal's default setting for membership payments is 'subscription', which means that unless cancelled such payments recur on an annual basis. This has caused some double payments of memberships, which have either been reimbursed or, if taking place in the second half of the year and acceptable to the member, kept and already booked for 2022

Note that these numbers include various cases of two membership payments for one member for the years 2020 and 2021. Such double payments within less than 12 months result from members paying their annual membership fees at different points in time.

Reflecting our new system of annual membership, the following report focuses on calendar years.

### Membership 2021 (at reference date)

At the reference date of Oct. 3, the status of membership for this year is the following:

<b>Active members:</b>	<b>145</b>
Paid up full members:	119
Paid up student members:	26
Not paid	17 – with 6 still possible open Paypal subscriptions

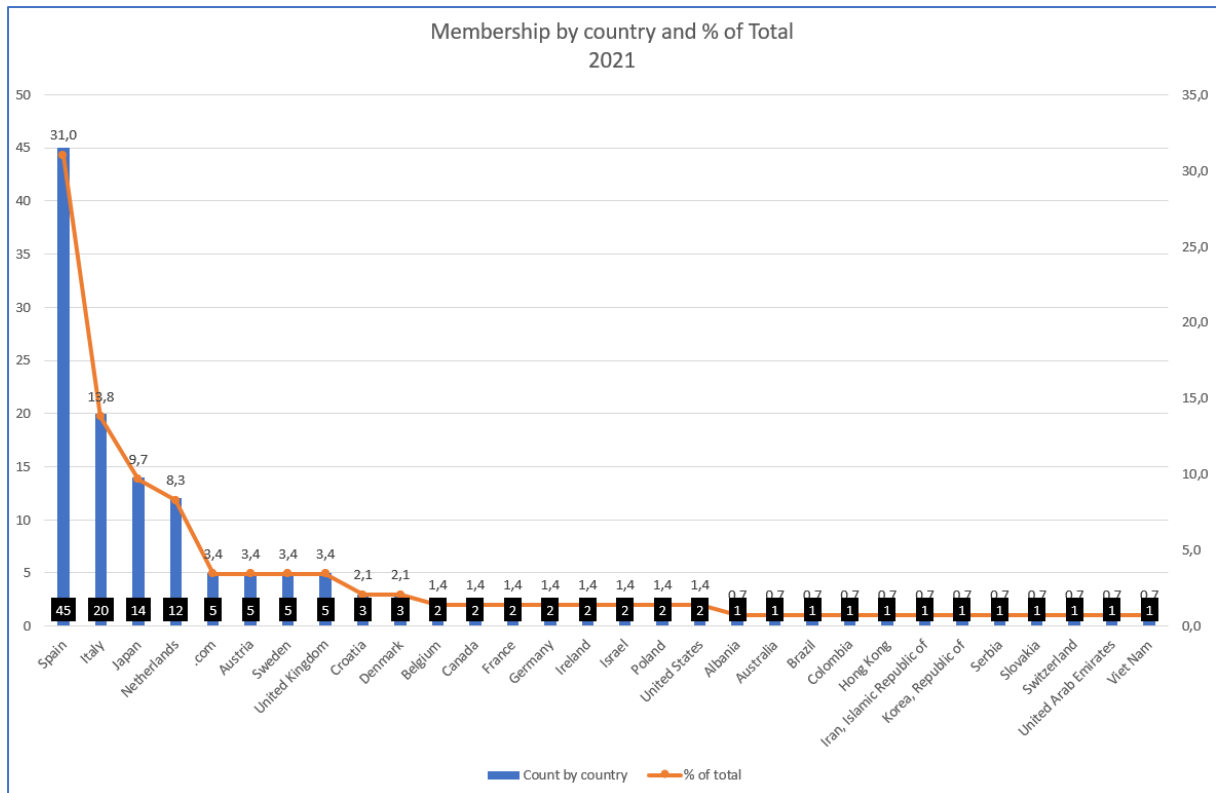
### Distribution by region (see Figure 1)

Our association is highly international. As far as we can ascertain this based on email addresses and other publicly available information, ICLHE members work and live in 29 different countries (an increase of 5 countries to 2020). While there is a clear European focus, we have members in 14 non-European countries spread over all other continents (compared to 10 in 2020).

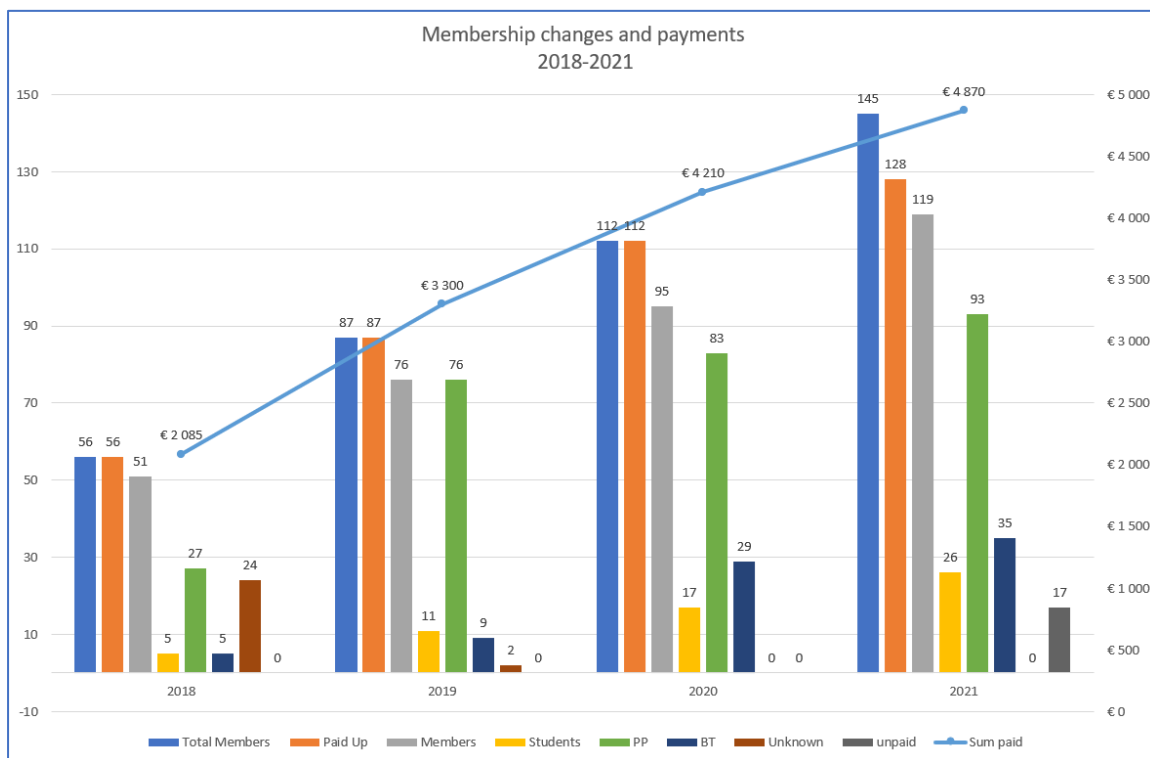
At the same time, certain countries are particularly strongly represented, first and foremost Spain, followed by Italy, Japan and the Netherlands. These strong regional representations are represented in our regional groups.

### Development over time (see Figure 2)

Our membership numbers have grown over the last three years (56 in 2018 vs. 145 in 2021), which is remarkable, also because there is no fully fledged conference this year. We could also attract many more student members (26 in 2021 vs. 5 in 2018), who are also represented in the PhD SIG.



**Figure 1:** Regional distribution of members (based on their email addresses and publicly available information); “.com” includes members with such email addresses who could not be clearly placed into a specific country



**Figure 2:** Development of membership from 2018 to 2021; reference date for 2021: 03 October



## ICLHE East Asia Report 2021

- **Current members and team coordinators**

We have an informal membership base. Interested parties connect with us via our facebook group (69 members) and via our newsletter which is sent out quarterly via mailchimp (117 subscribers). They receive newsletters four times a year (in January, April, July, and November), plus special volumes for annual symposium or other events. We also share news via our twitter account.

We have not kept record of which of our members are paid ICLHE Association members, however we encourage members to join the main association. Our facebook group has doubled over the past year due to participation in our events and greater word of mouth. We screen members to make sure that they are actively involved in higher education in East Asia and have a specific interest in ICLHE.

We have 7 coordinators:

**Coordinator:** Mahboubeh Rakhshandehroo

**Co-Coordinator/Treasurer:** Yoko Kusumoto

**Events Leader:** Howard Brown

**Community Outreach:** Keiko Tsuchiya; Howard Brown

**Newsletter Editor:** Maria Vassileva

**Social Media Coordinator:** Graham MacKanzie

**Website coordinator:** Annette Bradford



- **The third ICLHE East Asia Online Symposium** (online) June 19, 2021

We had more than 60 registered participants. The symposium started off with two sets of parallel sessions, followed by four interactive roundtables on different aspects of EMI: assessment, professional development, motivation, and research collaboration. The final session was the plenary by Emma Dafouz and Ute Smit on the ROADMAPPING framework for English-medium education (EME). The symposium wrapped up with an ICLHE East Asia leadership team meeting and an online social, or *Zoomikai*.

The 4<sup>th</sup> annual symposium is scheduled for January 23, 2022.



## Spain Regional Group Report: period 2020-21

The Spain RG was established in November 2018 when Emma Dafouz was appointed Chair and has been operating steadily since 2019.

### Membership

At present (Sep 2021) the **RG has 41 members**, a figure that accounts for 30.83% of the total number of ICLHE members. It is thus the RG with the highest membership.

### Symposia

The group is very active in holding events that promote the explicit attention to language and content integration in higher education institutions across the Spanish territory. More specifically, in the year **2020, November 5 the RG held an online symposium** which attracted over 150 participants both from Spain and beyond. In 2021 there was a **second symposium on May 26th and 27th**, at Universitat de Lleida in a **hybrid format**, with online presentations as well as round tables with content teachers. This second event included a PhD corner where doctoral students presented their research.

For 2022, we are organizing **the III RG symposium**, to be held in June 15 and 16, 2022 at the University of Almería.

### Leadership team

These are the current roles/positions in the Spanish RG:

Coordinator(Chair): Emma Dafouz.

Co-coordinator: David Lasagabaster.

Board Liason: Inmaculada Fortanet.

Secretary: María del Mar Sánchez Pérez.

Event Leader: Xavier Martin Rubio

Irene Rivera: RG assistant and website manager

The RG has not discussed holding elections in a nearby future as the leadership team was appointed fairly recently, in Nov 2020. It is expected, however, that renewal will occur, but decisions about how this will be handled have not been discussed yet.

### Publications

The members of the Spain RG are very active in the publication of their work. See below the list of publications (not exhaustive) that members have forwarded us in the last year.

Report compiled by: Emma Dafouz, ICLHE Spain RG leader,  
Madrid, September 21, 2021

## ARTICLES:

- Block, D. & Moncada-Comas, B. (2019): English-medium instruction in higher education and the ELT gaze: STEM lecturers' self-positioning as NOT English language teachers, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2019.1689917
- Moncada-Comas B. & Block D. (2019) CLIL-ised EMI in practice: issues arising, *The Language Learning Journal*, DOI: 10.1080/09571736.2019.166070
- Maíz-Arévalo, C., & Orduna-Nocito, E. (2021) "Developing Intercultural Communicative Competence: A Cornerstone in EMI in-service Training Programmes in Higher Education." *Alicante Journal of English Studies*. DOI: 10.14198/raei.2021.34.01
- Nashaat-Sobhy, N, & Sánchez-García, D. (2020). Lecturers' Appraisals of English as a Lingua Franca in European Higher Education Settings. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, 2(2). Retrieved from <https://jpll.org/index.php/journal/article/view/32>
- Sánchez-García, D. & Nashaat-Sobhy, N. (2020). TESOL through the reflections of transnational EMI lecturers. In Barnawi, O.Z., & Ahmed, A. (Eds.). *TESOL Teacher Education in a Transnational World: Turning Challenges into Innovative Prospects* (1st ed.) (pp. 172-187). Routledge. <https://doi.org/10.4324/9781003008668>
- Doiz, A. & Lasagabaster, D. (2021) An analysis of the use of cognitive discourse functions in English-medium history teaching at university. *English for Specific Purposes* 62:58-69.
- Sánchez Pérez, M.M. (2021). Predicting Content Proficiency through Disciplinary Variables in English-Medium Writing. *System*, 97, 1-24. <https://doi.org/10.1016/j.system.2021.102463>
- Salaberri Ramiro, M.S. & Sánchez Pérez, M.M. (2018). Motivations of Higher Education Students to Enrol in Bilingual Courses. *Porta Linguarum*, Monograph III: 61-74.
- Sánchez Pérez, M.M. & Salaberri Ramiro, M.S. (2017). Implementing Plurilingualism in Higher Education: Teacher Training Needs and Plan Evaluation. *Porta Linguarum*, Monograph II: 139-156.

## BOOK CHAPTERS

- Moncada-Comas, B. (2021). 'Being a student' and 'doing education': A multimodal analysis of backstage and frontstage interactional episodes in EMI. In: D. Block and S. Khan (eds.) *The secret life of English-medium instruction in higher education: Examining microphenomena in context. Series Routledge Focus on English Medium Instruction in Higher Education*. London: Routledge.
- Rivera Trigueros, I. & Sánchez Pérez, M.M. (2020). Classcraft as a Resource to Implement Gamification in English-Medium Instruction. En M. M. Sánchez-Pérez (Ed.), *Teacher Training for English-Medium Instruction in Higher Education*, (pp. 356-371). Hershey, PA: IGI-GLOBAL. ISBN: 9781799823186.
- Salaberri Ramiro, M.S. & Sánchez Pérez, M.M (2020). Job Shadowing as a Training Tool for Lecturers in Higher Education Bilingual Teaching. En M. M. Sánchez-Pérez (Ed.), *Teacher Training for English-Medium Instruction in Higher Education*, (pp. 275-297). Hershey, PA: IGI-GLOBAL. ISBN: 9781799823186.
- Sánchez Pérez, M.M, & Galera Masegosa, A. (2019). Gamification as a Teaching Resource for English-Medium Instruction and Multilingual Education at University. En A. Andújar (Ed.), *Recent*

*Tools for Computer- and Mobile-Assisted Foreign Language Learning*, (pp. 246-264). Hershey, PA: IGI-GLOBAL. ISBN: 9781799810971.

#### BOOKS

Lasagabaster, D. & Doiz, A. (Eds.). (2021) *Language use in English-medium instruction at university: International perspectives on teacher practice*. Routledge. ISBN: 978-0-367-68178-4  
<https://www.routledge.com/Language-Use-in-English-Medium-Instruction-at-University-International/Lasagabaster-Doiz/p/book/9780367681807>

Lasagabaster, D., Doiz, A., Gómez Lacabex, E. & Kopinska, M. (2021) *Learning history in English: Language-related materials for students*. Servicio Editorial UPV/EHU. ISBN: 978-84-1319-303-8 <https://web-argitalpena.adm.ehu.es/listaproductos.asp?IdProducts=UHPDF203038&titulo=Learning%20history%20in%20English.%20Language-related%20materials%20for%20students>

Sánchez Pérez, M.M. (2020). *Teacher Training for English-Medium Instruction in Higher Education*. Hershey, PA: IGI-GLOBAL. ISBN: 9781799823186.

#### PHD THESIS

Moncada-Comas, B. (2020). *Lecturers' identities and practices in English-medium instruction at a Catalan University: an ethnographic study*. <http://hdl.handle.net/10803/670012>

## ICLHE Association – Italy Regional Group (RG)

### 2021 Annual Report

Name of group	Coordinator	Active Members in 2021:
ICLHE Italy RG	Lynn Mastellotto <a href="mailto:lynn.mastellotto@unibz.it">lynn.mastellotto@unibz.it</a>  <b>Secretary</b> Elena Borsetto <a href="mailto:elena.borsetto@unive.it">elena.borsetto@unive.it</a>	Marco Bagni <a href="mailto:marco.bagni@unimore.it">marco.bagni@unimore.it</a> Ada Bier <a href="mailto:ada.bier@unive.it">ada.bier@unive.it</a> ; <a href="mailto:ada.bier@uniud.it">ada.bier@uniud.it</a> Elena Borsetto <a href="mailto:elena.borsetto@unive.it">elena.borsetto@unive.it</a> Maria Cristina Boscolo <a href="mailto:MariaCristina.Boscolo@unibz.it">MariaCristina.Boscolo@unibz.it</a> Giovanna Carloni <a href="mailto:giocarloni@hotmail.com">giocarloni@hotmail.com</a> Stefania Cicillini <a href="mailto:stefania.cicillini@live.it">stefania.cicillini@live.it</a> Letizia Cinganotto <a href="mailto:letizia.cinganotto@gmail.com">letizia.cinganotto@gmail.com</a> Maria Micaela Coppola <a href="mailto:mariamicaela.coppola@unitn.it">mariamicaela.coppola@unitn.it</a> Francesca Costa <a href="mailto:francesca.costa@unicatt.it">francesca.costa@unicatt.it</a> Fiona Dalziel <a href="mailto:fionaclare.dalziel@unipd.it">fionaclare.dalziel@unipd.it</a> Rosmarie De Monte Frick, <a href="mailto:Rosmarie.De-Monte@provinz.bz.it">Rosmarie.De-Monte@provinz.bz.it</a> Roberta Grassi <a href="mailto:roberta.grassi@unibg.it">roberta.grassi@unibg.it</a> Cristina Mariotti <a href="mailto:cristina.mariotti@unipv.it">cristina.mariotti@unipv.it</a> Lynn Mastellotto <a href="mailto:lynn.mastellotto@unibz.it">lynn.mastellotto@unibz.it</a> Amanda Clare Murphy <a href="mailto:amanda.murphy@unicatt.it">amanda.murphy@unicatt.it</a> Chiara Polli <a href="mailto:chiara.polli@unitn.it">chiara.polli@unitn.it</a> Jemma Prior <a href="mailto:Jemma.Prior@unibz.it">Jemma.Prior@unibz.it</a> Birgit Spechtenhauser <a href="mailto:Birgit.Spechtenhauser1@unibz.it">Birgit.Spechtenhauser1@unibz.it</a> Emma Quick <a href="mailto:edequick@gmail.com">edequick@gmail.com</a> Renata Zanin <a href="mailto:Renata.Scaratti-Zanin@unibz.it">Renata.Scaratti-Zanin@unibz.it</a>

### Annual Report 2021

Since its founding in the spring of 2020, ICLHE Italy has sought to create a network of researchers, practitioners and other stakeholders interested in the integration of content and language at all levels of education, with particular attention to the higher education sector. In 2021, the Italy RG focused on expanding its membership through networking and through the planning of activities to promote awareness of the group's aims and interests; at present, there are 20 active members.

### Italy RG activities (2021)

- **11-12 June 2021** – a two-day symposium, “Tertiary Teaching for the Multilingual University”, was organized by the Free University of Bolzano and held online. This inaugural event for the Italy RG was well-attended, with 65 participants registered over the two days. The keynote speakers were:
  - Prof. Ettore Felisatti (Università di Padova), the leading expert in Italy on teaching excellence at the tertiary level, delivered a keynote address on 11 June entitled, “Didattica innovativa e docenza universitaria”. Prof. Felisatti is advisor to ANVUR (*Agenzia nazionale di valutazione del sistema universitario e della ricerca*), the Italian national agency for the evaluation of university teaching and research, and President of the *Associazione italiana per la promozione e lo sviluppo della didattica, dell'apprendimento e dell'insegnamento in Università* (ASDUNI) <https://asduni.it/>.



- Prof. Francesca Costa (Università Cattolica del Sacro Cuore), Associate Professor in English Language and Linguistics, delivered a keynote address on 12 June entitled, “EMI Stakeholders and Research in the Italian Context. Moving towards ICLHE?” Prof. Costa’s area of research focuses on applied linguistics, the teaching and learning of the English language at all levels of education (from primary to university) with a particular focus on codeswitching and translanguaging, Bilingual Education, CLIL (Content and Language Integrated Learning), ICLHE (Integrating Content and Language in Higher Education), EMI (English-medium Instruction) and Scientific English. She is the author of several publications on EMI /ICLHE, including the recent monograph, *Alternation between L1 (Italian) and L2(English) in Three CLIL and EMI Contexts*.

Several active members of ICLHE Italy presented their research at the Symposium, including:

Maria Cristina Boscolo, Maria Micaela Coppola, Fional Dalziel, Rosmarie de Monte Frick, Lynn Mastellotto, Chiara Polli, Jemma Prior, Emma Quick, Birgit Spechtenhauser, and Renata Zanin.

The conference programme is available for download at the following link:

<https://www.unibz.it/en/events/136690-tertiary-teaching-for-the-multilingual-university>

- 12 June 2021 – Italy RG first AGM was held online and minutes were circulated to members.
- a Facebook page was created for ICLHE Italy
- 16-18 September 2021 – AIA 2021: the annual conference of the Italian Association of English Language and Linguistics (*Associazione Italiana di Anglistica, AIA*) was postponed to 2022 at the University of Catania. The planned seminar on “Integrating Content and Language in Education: Experimenting with Integrative Practices” (n. 13) will now take place on 15-17 September 2022. Convenors: Francesca Costa (Unicatt) and Lynn Mastellotto (Unibz).

### Italy RG members’ awards and achievements (2021)

As of 1 November 2021, **Ada Bier** will be affiliated with the Faculty of Arts (*Departamento de Filología Inglesa y Alemana*) of the *Universidad del País Vasco/Euskal Herriko Unibertsitatea* (UPV/EHU) as a Marie-Skłodowska Curie Research Fellow (H2020—Marie-Skłodowska Curie Actions—European Individual Fellowship Scheme). For 24 months, she will work under the supervision of Prof. David Lasagabaster on a research project whose acronym is FURLEUS (FURLan + EUSkara) and whose full title is “Promoting Friulian within Multilingual Education: A cross-country, cross-stage, cross-level comparison of Friulian and Basque teachers’ language attitudes and motivation in search of best practices” (for more info on the project:

<https://cordis.europa.eu/project/id/101022752>).

Brief presentation of the project at the European Researchers’ Night (September 24<sup>th</sup> 2021):

<https://www.ikertzaileengaua-ehu.org/rincon-europeo/marie-curie-grantees/ada-bier/>

### Italy RG members' recent publications (2021)

- Bagni, M. (2021). "Learners' Views of EMI: Non-Native Speaker Teachers' Competence and ELF in an Italian Master's Degree Programme". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 133-163. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Borsetto, E. & Bier, A. (2021). "Building on International Good Practices and Experimenting with Different Teaching Methods to Address Local Training Needs: The Academic Lecturing Experience." In *Revista Alicantina de Estudios Ingleses - RAEI (Alicante Journal of English Studies)* Vol. 34, Special Issue on English-medium Instruction (EMI) Teacher Training in Higher Education, pp. 107-130. <https://doi.org/10.14198/raei.2021.34.03>
- Borsetto, E. (2021). "The Intercultural Dimension and BELF in the English Course Curriculum of Business Schools: Proposal for an Integrated Model". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 167-191. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Cicillini, S. (2021). English language entry requirements in EMI degree programmes at bachelor level in Italy. *Lingue e Linguaggi* 44, pp.53-66 DOI 10.1285/i22390359v44p53
- Costa, F. (2021). *Alternation between L1 (Italian) and L2(English) in Three CLIL and EMI Contexts*. Newcastle upon Tyne: Cambridge Scholars.
- Costa, F. (2021). "EMI Stakeholders and Research in the Italian Context. Moving towards ICLHE?" In Mastellotto, L. & Zanin R., eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 1-16. Bolzano: Bozen-Bolzano University Press.
- Costa, F., Eloy, S., Raposo, M., & Vermaas, P. E. (2021). "What does research tell us about experiences and forms of bilingual education?" *Back to the Future. English from Past to Present*, pp. 91-112. Bern: Peter Lang. ISBN: 978-3-0343-4273-5
- Costa, F., Dias, E., & Farinha, I. (2021). "Strategies to Enhance Comprehension in EMI Lectures Examples from the Italian Context", in Lasagabaster, D. & Doiz, A., eds. *Language Use in English-Medium Instruction at University. International Perspectives on Teacher Practice*, pp. 80-99. London & New York: Routledge.
- Costa, F. & Grassi, R. (forthcoming). "English-Medium Instruction Lecturers' Perceived Needs in an Italian University: Before and After Training". In McKinley, J. & Galloway, N., eds. *EMI in Practice in Higher Education*, London, Bloomsbury.
- Dalziel, F. (2021). "EMI and Translanguaging: Student Language Use in an Italian English-Taught Programme". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 193-214. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Mastellotto, L. & Gross, B. (2021). "Approaches to Diversity: Tracing Multilingualism in Teacher Education in South Tyrol, Italy". In M. Wernicke, S. Hammer, A. Hansen and T. Schroedler, eds. *Preparing Teachers to Work with Multilingual Learners: International Perspectives*, pp. 122-145. Bristol: Multilingual Matters. ISBN: 978-17-8892-609-6.

- Mastellotto, L. & Zanin, R. (2021). "South Tyrol and the Challenge of Multilingual Higher Education". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 215-239. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Murphy, A. C. & Maggioni, M.L., Eds. (2021). *Back to the Future. English from Past to Present*. Bern: Peter Lang. ISBN: 978-3-0343-4273-5
- Murphy, A. C. & Maggioni, M.L. (2021). Introduction. *Back to the Future. English from Past to Present*, pp. 7-17. Bern: Peter Lang. ISBN: 978-3-0343-4273-5
- Murphy, A.C. (2021). "Collaborating Across Continents – The Challenges of Intercontinental Academic Partnerships". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 261-284. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Polli, C. (2021). "Intercultural English as a Medium and Outcome of Instruction: The Case of the University of Trento, Italy". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 77-107. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Prior, J. (2021) "Innovative ESAP Syllabus Design: A Means to Address English-Language Problems in EMI Programmes". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 19-52. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.
- Quick, E. (2021). "Aligning Policy and Practice: Linguistic and Pedagogical Strategies for the EMI Classroom". In L. Mastellotto & R. Zanin, eds. *EMI and Beyond: Internationalising Higher Education Curricula in Italy*, pp. 19-52. Bolzano: Bozen-Bolzano University Press. ISBN: 978-88-6046-181-0.



## ICLHE PHD SIG report for the AGM OCTOBER, 2020-21 Monica Clua (UIC Barcelona)

**Overview:** This has been the second year I have coordinated the group. The first year was quite active with frequent meetings, however this year has not been active having held only one SIG PhD meeting last October.

**Statement of purpose:** *The aim of the group is to provide support to our growth as early career researchers through online discussions that cover academic content as well as issues related to the broad area of the research process itself and publishing. In time, the space should serve to foster a community that unifies students across different contexts, promote activities directed at PhD students and acknowledge the accomplishments of its members.*

**Meetings:** Only one meeting was held in the last 12 months on October 23.

(The meetings were initiated at the beginning of the Covid-19 lockdown in order to provide support during a time when life perspectives are challenged and sources of motivation could be needed. These meetings have been met with gratitude and eagerness. There was a steady core of 6-8 people who participated in each meeting, despite inconvenient time zones)

The meeting was held online and generally followed the our usual structure:

- An academic issue: presentation of research work, an academic question, sharing of literature.
- Nuts and bolts: the logistics of PhD
- Pearls of wisdom: personal and professional developments, insights, advice and encouragement.
- Setting a tentative agenda for the next meeting.

### **Meeting outcomes:**

- Nicole McVeigh explained her research project to the attending group (about 7 members) and the discussion centered on the methodology of her project. An involved and engaging discussion took place.

Further meetings were anticipated but did not materialise due to the demands on my time in the last year.

**Recruitment:** Actions to recruit members to ICLHE have been made in other research meetings. A specific promotional action was made at the Learning Education Development research group meeting at the Universitat Autònoma de Barcelona with Natalia Evnitskaya last October 2.

**PhD graduates**

Here is the list of PhD students in the field of ICLHE who have defended their thesis in the last 18 months:

Mengjia Zhang, Tho Vo, Kari Sahan, Balbina Moncada, Irati Diert and Maria Angeles Velilla.  
Monica Clua (UIC Barcelona)

Because I do not have an updated list of ICLHE PhD student members, I am not sure which of these PhD were members or not.

**Change of Coordinator:** I read my thesis at the end of July 2021. I am happy to continue to coordinate the group until a new volunteer is found.