

Contents

<i>Roy Lyster</i>	
Preface	7
<i>Jennifer Valcke and Robert Wilkinson</i>	
Introduction – ICLHE, professional practice, disruption, and quality	15
<i>Karen M. Lauridsen</i>	
Professional development of international classroom lecturers	25
<i>Kevin Haines</i>	
Purposeful interaction and the professional development of content teachers: Observations of small-group teaching and learning in the international classroom	39
<i>Maria Ellison, Sofia Aráujo, Marta Correia and Fátima Vieira</i>	
Teachers' perceptions of need in EAP and ICLHE contexts	59
<i>Nina Niemelä and Heidi Jauni</i>	
Teacher perceptions of teaching CLIL courses	77
<i>Erwin Gierlinger</i>	
I feel traumatized: Teachers' beliefs on the roles of languages and learning in CLIL	97
<i>Karin Richter</i>	
Researching tertiary EMI and pronunciation. A case study from Vienna	117
<i>Linda Weinberg and Miriam Symon</i>	
Crossing borders: The challenges and benefits of a collaborative approach to course development involving content and language specialists in different countries	135
<i>Howard Brown</i>	
Cooperation and collaboration in undergraduate EMI: Adapting EAP to the emergence of blended academic norms and practices in a Japanese University	151

<i>Nurmala Elmin Simbolon</i>	
Partial English instruction in English-medium instruction (EMI) practice: Perspectives from lecturers in a University in Indonesia	167
<i>Francesca Costa and Cristina Mariotti</i>	
Differences in content presentation and learning outcomes in English-medium instruction (EMI) vs. Italian-medium instruction (IMI) contexts	187
<i>Elena Romero Alfaro and Francisco Zayas Martínez</i>	
Challenges and opportunities of training teachers for plurilingual education	205
<i>Patrick Studer and Curtis Gautschi</i>	
Programme directors' attitudes towards EMI quality assurance: An exploratory study	227
<i>Yolanda Ruiz de Zarobe</i>	
Epilogue – New perspectives on professional practice in the integration of content and language in higher education (ICLHE)	249
List of reviewers	259