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Humanitate eta Hezkuntza  
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**Nazioarteko Biltzarra.  
Testuinguru eleanitzetan  
arloko alfabetatzea: ikerketa  
eta gelako praktika lotzen**

International conference on  
academic literacies in  
multilingual contexts: Bridging  
research evidence and  
classroom practice

**Abstract liburua**

Book of abstracts

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## Hizlari nagusiak Plenary speakers

**Maiatzak 18** May 18<sup>th</sup>

**9:00 - 9:30**



### **Ana Linares**

*Academic literacies and CLIL: from research to practice*

Universidad Autonoma de Madrid

*(Aldibereko itzulpena ingelesa > euskara / Simultaneous translation  
English > Basque)*

**Maiatzak 19** May 19<sup>th</sup>

**9:00 - 10:00**

### **Christiane Dalton-Puffer**

*Exploring the potential of cognitive discourse functions*

Universität Wien

*(Aldibereko itzulpena ingelesa > euskara / Simultaneous translation  
English > Basque)*



**13:15 - 14:15**

### **Tarja Nikula**

*Subject-specific knowledge building: bridging theory and  
classroom practice*

University of Jyväskylä

*(Aldibereko itzulpena ingelesa > euskara / Simultaneous translation  
English > Basque)*



## Sinposio saioak Symposium Sessions

**Maiatzak 18** May 18th

**10:30 - 11:30**

**Panel 1A**

*Does the discipline influence the questions asked by EMI teachers?*

Aintzane Doiz, David Lasagabaster  
Euskal Herriko Unibertsitatea

Questions, one of the indicators of quality teaching, play a fundamental role in classroom interaction, as they help teachers co-construct knowledge with their students, enhance subject-content learning and promote participation. However, while the use of questions has been widely studied at pre-university level, it has not received much attention at university level, with the exception of Dafouz and Sánchez-García's small scale study (2013). The aim of our study is to address this gap by analysing teachers' questioning practices in English-medium instruction (EMI) programs at university. Two are the main reasons for this study. Firstly, the rapid implementation of EMI programs has outpaced research in this and other areas. Secondly, it is important to understand how teachers face the challenge of transmitting knowledge to students via a foreign language in an accessible way.

Against this backdrop, we sought to analyse the number and type of questions asked by the teachers, and to determine whether these two variables were conditioned by the discipline. We recorded and transcribed thirty-six lectures from the disciplines of history, engineering and economics in four Spanish universities. The results showed that questions were scarce and that the discipline did not have a statistically significant effect on their nature. In fact, the frequency and the kinds of questions asked in the three disciplines were very similar. By far, drawing on from Sánchez-García's taxonomy (2016), the majority of the questions recorded were those aimed at ensuring understanding of the topic or the lecture (i.e. confirmation checks), followed by questions to which the answer is known by the teacher (i.e. display), those to which the answer is not known by the teacher (i.e. referential), and those immediately answered by the teacher (i.e. self-answered). We propose some pedagogical tips aimed at fostering more

*Exploring EXINTEX as an analyzing tool in EMI classes in Turkey*

Sebnem Yalcin, Yasemin Bayyurt, Hale Isik Güler

Bogazici University & Middle East Technical University

The focus of this small-scale exploratory study is to investigate construction of disciplinary knowledge at university-level EMI classes as a part of an ongoing larger national EMI project. The present study includes a data set of video recordings obtained from a Psychology and Chemistry courses in a public EMI university in İstanbul. The data set includes approximately 4.5 hours of video recording for Psychology and 3 hours for Chemistry course. These two courses were chosen to represent life sciences and natural sciences in 3rd and 4th year of the undergraduate study. The data sets were transcribed by following the Jeffersonian Transcription Convention. The selected extracts from the data were transcribed by using Transana Software. EXINTEX episodes were identified following Komori-Gratz. In order to examine the classroom discourse, we used Exploratory Interactive Explaining (EXINTEX) (Komori-Glatz & Smit, 2022). We explored EXINTEX as a promising and innovative tool to analyze the interactional process through which the participants jointly explore, negotiate, and construct meaning in order to explain content-oriented topics (p. 277). The quantitative and qualitative results of EXINTEX episodes will be reported and findings will be discussed in relation to diverse elements such as cultural, academic backgrounds and preferences in EMI contexts.

## Panel 1b

### *Assessing multiliteracy practices in diverse EAL classrooms*

Anna Krulatz<sup>1</sup>, Eliane Lorenz<sup>2</sup>, Eivind Torgersen<sup>1</sup>

<sup>1</sup>Norwegian University of Science and Technology

<sup>2</sup>Liebig-Universität Giessen

Literacy practices in contemporary EAL classrooms need to address the needs of multilingual and highly diverse learners to foster the development of literacy skills in different languages (Christison & Murray, 2020; Hornberger, 2013; Martin-Jones & Jones, 2000). This entails creating literacy-rich classroom practices by giving learners opportunities to draw on their full linguistic repertoires, providing access to literacy materials in languages other than the majority language and/or the target language, and encouraging parents and learners to engage in literacy practices in the home language(s) (Christison & Murray, 2020; Cummins, 2011; Paratore & Edwards, 2011). While the national guidelines and educational policy in many countries place a strong emphasis on the development of literacy skills (Quinn, 2011), until very recently, few teacher education programs have included topics related to literacy in multilingual and diverse settings in their curricula (Lypka & DeFelice, 2020; Meier, 2017). Consequently, it can be expected that teachers working with linguistically diverse students lack the knowledge and skills to implement multiliteracy practices that prepare learners to participate in communication and in academic tasks in two or more languages or language varieties by drawing on all linguistic resources available to them. To test this hypothesis, we observed six EAL teachers working at a highly linguistically diverse and multilingual primary school in Norway. Twenty-four classes were observed using an observation protocol with seven specific indicators, each of which was assessed on a 0-2 scale (0 – not observed; 1 – observed once; 2 – observed multiple times). In addition, qualitative observation notes were added to elaborate on each score. In this paper, we discuss the results relative to the indicator multiliteracy. The findings suggest that literacy practices that draw on learners' multilingual resources were implemented to a minimal degree. Implications for teacher education and professional development are discussed.

*Examining disciplinary literacies in a STEM subject: alignment (or not) of multilingual writing practices*

Guzman Mancho-Barés, Ingrid Martorell-Boada, Alexandra Vacriu

Universitat de Lleida

In an ever-growing scenario of EMI (English-Medium Instruction) in higher education (HE) in Europe (González-Álvarez, 2020), we showcase the affordances but also contradictions for students to develop their plurilingual disciplinary literacies in an HE institution where EMI subjects are offered together with L1-medium ones. We zoom in on a middle-sized HE university located in a bilingual region of Spain where 9.1% of its undergraduate offer was through English in 2021-22, where no different strands are planned for each of the three mediums of instruction (Catalan, Spanish and English), but rather EMI subjects are mostly found embedded in L1-medium syllabi, and where EMI lecturers' common complaint is about local students' low level in English (Mancho-Barés et al., under review). We define disciplinary literacies according to Zhang and Chan, and the focus is discipline-specific writing, “as a way of empowering new-comers to a discipline for [...] functioning in [it]” (2017: 137). Based on EMI lecturer's feedback, a previous study has identified deficiencies in students' discipline-specific genre writing in a level-4 EMI subject (Mancho-Barés et al. 2022). Taking this baseline, we examine the expected literacy practices in a discipline taught through L1 and through English. The discipline is a STEM undergraduate degree (Mechanical Engineering), out of which we select nine subjects (six through L1 and 3 through English) which share instruction in the lab. The data consist of academic programmes, lecturers' interviews and assignment instructions. These data will be examined from a genre analytical framework (Nesi & Gardner, 2012) to shed light on the alignment (or not) of the multilingual writing practices in the same discipline. The findings will be discussed against the need to support students' developing disciplinary literacy, especially for low-English-level students attending EMI subjects. Implications will be drawn for teacher training on multilingual disciplinary literacy.





**12:00 - 13:30**

**Panel 2A**

*How do content teachers conceptualize CLIL? Implications for teacher education*

M<sup>a</sup> Paz Azparren-Legarre

Public University of Navarra

*The impact of intensity of CLIL programs on students' communicative appropriateness in writing*

Irene Guzmán-Alcón

Universitat Jaume I

Research on the benefits of Content and Language Integrated Learning (CLIL) has motivated a lot of investigations in the last few years (Dalton-Puffer, 2013, 2017; Hütter, 2020; Coyle & Meyer, 2021; Dalton-Puffer, Hütter & Llinares, 2022). Focusing on writing, while some researchers have established the existence of limited progress regarding writing in CLIL contexts (Dalton-Puffer, 2007; Llinares & Whittaker, 2010), others have found benefits of CLIL on written competence (Ruiz de Zarobe, 2011; Llinares, Morton & Whittaker, 2012). In addition, little attention has been paid to the impact of intensity of CLIL programmes on students' writing competence (Merino & Lasagabaster, 2017). To further explore how the intensity of CLIL programs influences students' communicative appropriateness in writing, a total of 392 primary students, enrolled in year 6, and under different intensity of CLIL programs, participated in the study. Data were collected by means of an elicitation task in which participants had to write about the water cycle. A total of 392 compositions were collected and examined in relation to their communicative appropriateness, that is to say considering pragmatic (content and comprehensibility), textual (coherence and cohesion) and linguistic (grammar, spelling and punctuation) aspects of the text. In addition, 30 teachers' participated in semi-structured interviews.

Findings from the study show that (i) intensity of exposure to English in CLIL programs makes a difference on the pragmatic, textual and linguistic components of students' writing (ii) minimum hours of CLIL are required for an effective CLIL program (iv) individual differences are also observed across schools, which suggests that other variables, besides intensity of exposure, may play a role. Additionally, our quantitative findings were complemented with insights from students and teachers' semi-structured interviews, which provided the following information: (i) students had mixed feelings about CLIL (ii) Teachers did not consider that CLIL is language and content at the same time, they assessed it separately, and reported not having sufficient knowledge of English, insufficient training, and lack of resources and time to implement effective CLIL lessons.

*SPECIAL observation protocol: a bridge from classroom practice to research and back*

Vicky Gil

Universidad de Zaragoza

Training EFL and CLIL teachers to guide and facilitate learning in the twenty-first century implies helping them to curate and create meaningful learning experiences for their students. Teachers need methodology, resources and tools with which to select, adjust, or design effective language learning situations. Teachers can also benefit from opportunities as in-service practitioners to be able to reflect upon their design and implementation choices. This paper aims to present research on how the application of a protocol to classroom observations can be used to promote professional development acting as a bridge between the researchers, practitioners, trainees and the theoretical bases that (should) ground their choices.

A sample of in-service teachers at bilingual schools in the Aragonese educational context participated in a training program which presented a framework called SPECIAL (Sequenced Project-enhanced Competence Integrated Acquisition and Learning). It facilitated the design of second language learning projects and entailed the observations of these teachers implementing the projects that they had designed. These observations were carried out by applying a protocol designed to

allow the informants to reflect upon the theoretical and methodological underpinnings of their instructional proposals and the implementations of these in the EFL/CLIL classrooms. The protocol, inspired by the SIOP model (Echevarria, Vogt and Short 2004), comprises different sections that reflect the elements grounded in Second Language Acquisition Theories (Brown 2010; Larsen Freeman & Long 2014), Cognitive Learning Theories (Hattie 2018; Marzano 2007) and Project Based Learning (Clark 2009), which drive the SPECIAL framework.

The different criteria within each section in the protocol guided the researcher and teachers in the analysis of the strengths of their lesson plans and instruction. Thereby, the participants in the teacher professional development training, through observation and feedback sessions, were given the means to reflect on their practice and on how adjustments and improvements could be made, fostering real effective learning in the L2 and the development of competences for all learners.

## Panel 2b

*Virtual exchange using multimodal videos as a means of promoting transversal skills in  
Japanese university students*

Martin Parsons

Hannan University

Providing opportunities for learners of English in EFL environments with opportunities to use and experience 'authentic' English beyond the classroom door is arguably one of the most difficult issues both learners and educators face. This is very much the case in Japan where English language learning is often characterised by teacher-centred classrooms which tend to focus on rote memorization with a primary goal of passing pencil and paper examinations (Kikuchi & Sakai, 2009). Such environments also tend to focus on a narrow range of linguistic resources.

Technological developments over recent years have suggested various possibilities for providing learners with more chances to engage with a foreign language, and now present as a viable tool for educators in creating a space in which learners can be exposed to and use foreign languages to communicate with people all over the world. It also opens up opportunities for students to develop various transversal skills, such as digital literacy and intercultural communicative competencies.

Effective communication typically utilises a variety of modes of expression including semiotic resources such as real-world artefacts, like music, movement, digital technologies as well as personal communication strategies, like vocal presentation, gestures and so on (Kress & van Leeuwen, 2001). When communication occurs across boundaries or between differing cultural backgrounds, issues of cultural appropriateness may arise. Byram and Wagner (2018) show that foreign language education can help learners in developing skills for appropriate interaction.

In this presentation, I will describe a virtual exchange project in which 107 university students in Japan utilised multimodal resources to create and share original video artefacts on the UN Sustainable Development Goals or the culinary culture of their country with students in China. The results of pre- and post-project surveys, reflective, written comments by students and an analysis of representative videos will be presented.

*Assessment practices and awareness of multilingualism on first-year bioscience courses at a Spanish university*

Sarah Khan

Universitat de Vic-Universitat Central de Catalunya

Developing academic literacy is particularly challenging for lecturers on first-year courses as they are faced with students from a wide range of disciplinary, cultural and first language backgrounds. One way of understanding how academic literacies (Lea & Street, 2006; Wingate, 2018) are cultivated is to look at assessment practices and the assumption that literacies are developed through four areas of genre-specific knowledge: formal, process, rhetorical, subject-matter (Tardy et al., 2020). This study aims, therefore, to gain an understanding of first-year assessment practices by examining course programmes, to compare these practices across courses and to determine lecturers' awareness of multilingualism within their assessment practices.

Ten compulsory bioscience course programmes were examined at a Spanish university where three languages of instruction are in use: Catalan, Spanish and English (on an EAP course). Data collection involved 1) qualitative content analysis of the course programmes using Tardy et al.'s (2020) framework and 2) semi-structured interviews with course lecturers on their objectives and awareness of multilingualism in relation to assessment practices.

Findings from this study can inform educators about which areas of literacy are prioritized in first-year biological sciences courses and which areas are lacking or requiring more attention. Furthermore, these key insights may feed into future classroom and assessment practices, allowing lecturers to better align their course content and literacy development with other courses held in parallel. For example, language specialists could design tasks aimed at the specific written and oral genres students are expected to use in their L1 courses. This study advocates an academic literacies perspective for bridging the gap between disciplines (Bond, 2020; Chell et al., 2021; Gunn et al., 2011; Wette, 2019; Wingate, 2018), underscoring the common role of language and leading to more effective collaboration between lecturers and, ultimately, more successful student literacy development

*An exploration of material development and teaching practices in English for medical purposes  
courses: Two practitioners' critical review*

Yavuz Kurt, Talip Glle

Yeditepe University

English has become the dominant common language of the medical world in multilingual settings. Designing courses to improve medical English proficiency in higher education requires a careful analysis of students' immediate educational and future professional needs. Research on material development and use regarding the teaching of medical English is globally scarce; however, such research is highly important for contexts like Trkiye, where the international mobility of healthcare staff has considerably increased in recent years. This study offers a critical review of two English language instructors who retrospectively reflect on their involvement in medical English teaching over a period of four years. The instructors describe and question their practices of planning, producing, and using materials. The data was generated in an in-depth interview session. Verbal accounts of the instructors were qualitatively analyzed to understand their practices and the rationale behind their choices. The findings show that several factors are considered during course design, including the general proficiency level of students, the kind of medical program they are enrolled in, and the expectations of instructors and students. While experience in medical English teaching has enabled the instructors, in time, to develop pedagogical techniques that transcend lingua-cultural boundaries, such as visual aids and clips from globally popular shows, they still identified ambivalence in their stance, particularly in relation to the gravity of accuracy. The results also signify that the presence of international students adds intricacy to classroom dynamics, for instance, by shaping instructor preferences to resort to L1 or creating opportunities to include students' diverse experiences to enrich teaching and learning. The findings highlight the need for careful planning before the implementation of medical English courses, for cooperation between language and content instructors, and for support to language instructors who are assigned the duty to prepare materials for international groups of students.

**15:00 - 16:30**

**Panel 3a**

*Supporting Multilingual Students' Academic and Disciplinary Literacies in Higher Education*

Umit Boz

University of Calgary

Despite the prevalence of English Medium Instruction (EMI) and resulting cultural and linguistic diversity in many universities across the globe, higher education is still heavily reliant on monolingual norms and practices. In these settings, students' academic and disciplinary literacy development is often mediated through infrequent scaffolding provided by instructors, spontaneous and informal peer collaboration and negotiation of meaning, as well as students' own self-instructed and technology-mediated learning practices (Kobayashi et al., 2017). More linguistically responsive practices need to be adopted in higher education settings as multilingual students navigate discipline-specific tasks especially in the area of academic writing (e.g., argumentation and articulating uncertainty, using discipline and/or genre-specific lexicogrammatical features, vocabulary in research reports, etc.). In response to this need, based on the insights gained from a Scholarship of Teaching and Learning (SoTL) study, this presentation introduces a series of plurilingual and technology-enhanced pedagogical innovations to address multilingual students' academic and disciplinary language needs in higher education contexts. Guided by a genre-based pedagogical framework (Hyland, 2007; Gibbons 2002), the presentation will specifically feature a series of plurilingual and technology-enhanced strategies aimed at (a) navigating writing in higher education STEM contexts through a counterbalanced approach (Lyster, 2007); and (b) leveraging translanguaging (Velasco & Garcia) and digital resources to support language growth in reporting and argumentation. The final part of the presentation will focus on a number of assessment tasks that can be applied in support of learners' academic and disciplinary literacies, such as discipline-specific digital vocabulary quizzes and multimodal summaries based on interdisciplinary TED Talks. The implications will be discussed in terms of innovative pedagogies in English for Academic Purposes (EAP) and EMI contexts and transdisciplinary research and practice.

*EME students' views of their learning: context-specific implications for biliteracy development*

Irene Soriano Flórez

Universidad Complutense de Madrid

Empirical studies have explored the gradual approach towards a multilingual turn in relation to the notion of translanguaging (García & Li Wei 2014; May, 2013) and disciplinary literacies (Airey 2011; Meyer et al., 2015), to identify different challenges and opportunities that emerge when foregrounding pedagogies that go beyond the monolingual medium of instruction principle in English-medium education (Paulsrud, Tian & Toth 2020; Dafouz & Smit, 2022). This contribution of translanguaging, as a theoretical lens and especially as a pedagogical practice, has led to the evaluation of the use of students' full linguistic repertoire for communicating and learning in a particular subject (Cenoz & Gorter 2021; Li Wei 2022). Yet, the use of the L1 in bilingual programmes is still often unwelcome, deeming it relevant to consider students' uses and needs of the L1 in the academic activity and how it influences academic literacies, especially in English-medium education (EME) settings (Mazak & Carroll 2016; Orduna-Nocito & Sánchez-García 2022). Against this background, this paper seeks to analyse undergraduate students' views of the use of the L1 in relation to their learning and development of disciplinary (bi)literacy in two EME Business and Economics programmes at a university in Madrid. It examines data from focus groups to understand specific uses of the L1 using MAXQDA as the software for qualitative data analysis. The results are expected to shed light on the roles of the L1 (Dafouz & Smit 2020), and to advance a conceptualisation of pedagogical translanguaging that can contribute to the development of subject (bi)literacies in the EME context described. This research is embedded in the ongoing longitudinal and international research project SHIFT, that focuses on the examination of students' disciplinary literacies in EME settings (in Madrid and Vienna) addressing students as key stakeholders in the process of internationalisation and EME.



## Panel 3b

### *A systematic Review on Multiliteracies and Multilingualism in Adult Migrants*

Javier Ávila-Lopez<sup>1</sup>, Fernando Rubio-Alcalá<sup>2</sup>

<sup>1</sup>Universidad de Cordoba, <sup>2</sup>University of Huelva

The communication paradigm has been restructured by globalization and digitalization, affecting the way we learn and adjusting language and literacy education. As adult migrants in urban contexts become socialized in learning environments with higher cultural complexity, a dynamic and flexible multiliterate and multilingual learning environment is needed in host countries to meet different needs. Of particular interest to the implementation of multimodal literacies is the consideration of recent advances in multilingualism proposed by the London Group mandate, which merge multilingualism and literacy. The aim of this study was to empirically investigate the interrelation of multiliteracy and multilingualism by conducting a systematic review. It followed the PRISMA protocol to answer three research questions: RQ1: Has previous research incorporated multilingualism / plurilingualism into multiliteracy models for studies with adult migrants? RQ2: What research methods have been used for studies with adult migrants? RQ3: What is the quality of the research methods?

Our results show that multilingualism is embedded in the various models of multiliteracy. However, the epistemological tradition in the field of multilingualism does not seem to have had a significant impact on the implementation of new educational programmes that meet the needs of adult migrants. We also found that quantitative research has rarely been used, and that there is a need to raise quality standards of research in this sub-discipline by reducing bias in the processes of designing, conducting and reporting research.

*The use of a digital genre in English for Tourism: Teaching challenges and opportunities in 21st-century Higher Education*

Balbina Moncada-Comas, Irati Diert-Boté

Universitat Politècnica de Catalunya, Universitat de Lleida

Genres are central to academic/professional communication as they are types of communicative events with a specific purpose recognized by a particular discourse community (Swales, 1990). Nowadays, these genres have evolved due to the rise of digital communication (Pascual, 2020), which has influenced the teaching of students' academic/professional literacies and genres in Higher Education. Therefore, there is a need to move beyond traditional genre teaching to new modern, digital genres that involve globalized communication in a computer-based platform (Adorján, 2013).

This paper aims to analyze the value of the digital genre and feedback provision in the development of new digital disciplinary literacies by answering these questions: 1) to what extent does the genre pedagogy analyzed implement an efficient digital approach?; and 2) to what extent is the role of feedback provision emphasized in this genre-acquisition process?. This paper focuses on "travel agency blogs" used in an English for Specific Purposes (ESP) course within the field of Tourism from the University of Lleida (UdL). This study takes on an ethnographic approach in which different datasets are analyzed: pre- and post-interview with the lecturer, classroom observation, classroom documents (teaching guide, instructions, rubric), and students' submissions (learners' productions and feedback received).

Preliminary findings point out the lecturer's difficulties to adopt a digital approach in her genre pedagogy. Although the digital genre had a positive impact on students' engagement and motivation, the lecturer felt that the challenges outnumbered the benefits and has recently returned to more traditional genres. In addition, whereas the lecturer places a lot of importance on feedback (providing visual, colorful comments to students), students' commitment to the feedback received is rather limited. In conclusion, this paper reflects on the challenges and opportunities of developing students' digital academic literacies and provides practical implications to implement them efficiently in the classroom.

**Maiatzak 19** May 19th

**10:00 - 11:30**

**Panel 4A**

*Euskaraz – In Basque*

*Aldibereko itzulpena euskara >ingelese / Simultaneous translation Basque > English*

*Ikasle eleaniztunen hizkuntza kontzientzia eta curriculumeko hizkuntzen garapena*

Oihana Leonet, Eider Saragueta, Alaitz Santos

Euskal Herriko Unibertsitatea

Komunikazio honetan euskal autonomia erkidegoko ikasleen hizkuntza-jarreraren eta hizkuntza-gaitasunaren arteko harremana aztertzen dugu. Jarrera linguistikoaren kontzeptuak hainbat objektu biltzen ditu, hala nola hizkuntzak, dialektoak, hizkera-estiloak, hiztunak, komunitateak, ikaskuntza edo hizkuntzen erabilera (Ianos, Huguet, Janés eta Lapresta, 2017). Jarrerak dinamikoak dira, denboran zehar alda daitezke (Bohner & Dickel, 2011) eta ikaskuntzan eragina dute (Garrett, 2010).

Azterlanak lehen eta bigarren hezkuntzako ikasleen gaitasun eleanitzari buruzko pertzepzioen eta euskaraz, gaztelaniaz eta ingelesez irakurtzeko gaitasunaren arteko lotura aztertzen du, hizkuntza horietara duten esposizioa aintzat hartuz. Ikasle guztiek euskarazko D ereduan ikasten dute. Diseinu mixtoa hautatu da eta hainbat tresna zein estrategia erabili dira datu bilketarako: aurrekariaren galdetegi bat zeinetan euskaraz, gaztelaniaz eta ingelesez duten hizkuntza gaitasunaren gaineko pertzepzioak jaso diren; hiru hizkuntzetan duten irakurriaren gaitasuna neurtzeko proba espezifikoak; eta irakasleekin egindako talde fokalak. Emaitzek erakusten dute nolabaiteko sinergiak daudela ikasleek curriculumeko hiru hizkuntzetan dituzten pertzepzioen eta benetako gaitasunaren artean, baina hauek ez datozela bat, batez ere, bigarren hezkuntzan, hizkuntza bakoitzean jasotzen duten esposizioarekin. Emaitzek agerian uzten dute beharrezkoa dela ikasleen hizkuntza-kontzientzia sustatzea, Euskal Herriko errealitate soziolinguistikoa nabarmenduko duena; eta jarrera positiboa sustatuko duena curriculumeko hizkuntza guztiekiko, baita euskal gizartean dagoen hizkuntza-aniztasunarekiko. Beraz, euskal hezkuntza sistema aurkitzen den bidegurutze honetan, hizkuntza-kontzientzia sustatzea lagungarria izan daiteke ikasleen konpetentzia eleaniztuna garatu eta, horrela, gainerako arloetako jakintzak eraikitzeko.

*In this presentation, we examine the relationship between the language proficiency and language attitudes of students of the Basque Autonomous Community. Language attitudes bring together objects such as languages, dialects, speaking styles, speakers, communities, learning and language use (Ianos, Huguet, Janés & Lapresta, 2017). These attitudes are dynamic and may change over time (Bohner & Dickel, 2011) and influence the learning process (Garrett, 2010).*

*This study explores the relationship between primary and secondary education students' perceptions towards multilingual competence and their reading proficiency in Basque, Spanish and English, considering their exposure to these languages. All students study in a Basque D model. A mixed design was selected and these tools and strategies have been used for data collection: a background questionnaire, in which their perceptions towards their reading proficiency in their three languages; specific tests measuring their reading proficiency in their three languages; and focus groups with the teachers. Findings show some synergies between students' perceptions and their true proficiency in the three languages, but they do not always coincide, mostly in secondary education, regarding the amount of exposure to each language. Results indicate that students' language awareness needs to be addressed, which will emphasise the sociolinguistic reality in the Basque Country, as well as foster positive attitudes towards all languages in the curriculum and the linguistic diversity in the Basque society. Therefore, considering the intersection in which the Basque education system is immersed, fostering language awareness may help to develop students' multilingual competence, and consequently, construct knowledge in other subjects.*

*Translinguismo multimodala INEBIn: inklusioa bultzatzen duen kasu ikerketa Euskal Herrian*  
Maite Amondarain-Garrido

Universidad Internacional de La Rioja

Testuinguru eleaniztunetan, badira hainbat urte ikerketek hizkuntzen erabilpen malguago baten aldeko joera dutela (Creese eta Blackledge, 2010). Malgutasun linguistikoak kognizioarekin erlazio estua du (Cummins, 2021) eta INEBIn (Inglesa Edukien Bitartez Lehen Hezkuntzan edo, ingelesez, CLIL - Content and Language Integrated Learning) Moore eta Nikula (2016) bezalako akademikoek translinguismoa azpimarratu dute hizkuntzen bereizketa saihestu eta ikasgelan baliabide linguistiko eta elkarreragile anitzak eskaintzen duen ikuspegi interesgarri eta garrantzitsua bezala. INEBIn translinguismoa integratzeak irakasleen konpetentzia eleaniztuna areagotu dezake eta, alderantziz, INEBiko irakasleen konpetentzia eleaniztunak praktika translinguistikoak aberastu ditzake. Modu komunikatibo linguistikoek gain, modu komunikatibo ez-linguistikoen ekarpenak zientzietako irakaskuntzan, ikasleen diskurtso zientifikoa sostengatu eta ikasketa esperientzia autentiko eta bidezkoagoa bermatzen du (Williams and Tang, 2020). Dena den, azken urteotan INEBIn ikerketek nabarmenak diren arren, INEBiko irakaslearen diskurtso multimodalak, modu linguistikoak ez ezik, komunikazio-modu guztiak aintzakotzat ematen dituen, oraindik ez du arreta handirik jaso testuinguru eleaniztunetan. Ikerketa honen helburua lehen hezkuntzako INEBiko irakasle baten diskurtsoa ikuspegi multimodal batetik aztertzea da, bere diskurtsoak betetzen dituen funtzioak kontuan hartuta. Ikerketak metodo misto multimodalak jarraitzen ditu. Euskal eskola publiko bateko testuinguruan kokatuta, non INEBIn atzerriko hizkuntzako irakasle ez natiboak ohikoak diren, INEBiko bertsio moderatua inplementatzen duten hiru irakaslearen grabaketak dira corpus multimodalaren abiapuntua; Gizarte Zientzietako irakasgaiaren beharrez Ingeles hizkuntza irakasgaiaren inplementaturiko Eguzki Sistemari buruzko modulu baten grabaketak alegia. Honekin, interakzio-pasarte eleaniztun eta multimodalaren azpicorpusa eraikitzen da ELAN programa erabilita. Nota linguistikoak hartzen ahalbideratzen duen software libre honetan ere irakaslearen diskurtso multimodala aztertzen da. Gure ikerketak gaztelania eta euskararen erabilerak ikasleen parte-hartzea sustatu dezakela erakusten du, INEBiko gelatan inklusioa bultzatuz. Ikerketa honek hizkuntza ezberdinetan diskurtso-funtzio jakinak adierazteko beharrezkoak diren komunikazio-estrategiak eta gelako elkarrekintzan erabiltzen diren eredu multimodalak nabarmentzen ditu, kontzientzia eleaniztun eta multimodalaren garrantzia azpimarratuz.

*Literature has shown a tendency for a more flexible use of the languages in multilingual contexts for some time now (Creese & Blackledge, 2010). Language flexibility is closely related to cognition (Cummins, 2021) and translanguaging has been highlighted in INEBI (Language through Content in Primary Education - CLIL in English, Content and Language Integrated Learning) contexts by academics such as Moore & Nikula (2016) as an interesting and important approach to avoid distinctions between languages and provide multiple language and interactive resources. Integrating translanguaging in CLIL may improve teachers' multilingual competence, and, conversely, teachers' multilingual competence may foster translanguaging practices. In addition to the linguistic communication modes, non-linguistic communication modes in science teaching ensures students' scientific discourse and a more authentic and fair learning experience (Williams & Tang, 2020). However, even if CLIL research has been prominent in the last few years, how CLIL*

*teachers construct their multimodal discourse in multilingual contexts and consider all communication modes, in addition to linguistic modes, still needs further research. The aim of this study is to analyse the discourse of a CLIL teacher from a multimodal perspective, considering the functions their discourse meets. The study uses multimodal mixed methods.*

*Framed in the context of a Basque public school, where non-native foreign language teachers are common at INEBI/CLIL, the starting point of the multimodal corpus is the recordings of three teachers implementing the moderate version of INEBI/CLIL: a module on the solar system implemented in the subject of English rather than in the subject of Social Sciences. This builds a subcorpus of multilingual and multimodal interaction passages by using the ELAN program. This free software that allows you to take linguistic notes, it is also used to examine the teacher's multimodal discourse. Our research shows that the use of Spanish and Basque can encourage student participation while promoting inclusion in CLIL classrooms. This study highlights the communication strategies needed to express certain discursive functions in different languages and the multimodal models used in classroom interaction, thus emphasizing the importance of multilingual and multimodal awareness.*

*Nola sortu Hizkuntza eta Hezkuntza Proiektuak Unibertsitatearen eta eskolaren artean,  
euskara-frantsesa murgiltze bikoitza ardatz? Zenbait tentsio eta aukera*  
Eunate Arebitorre, Arantza Ozaeta

Mondragon Unibertsitatea

Aurkezten dugun lanak Larrun école basco-français du arretagune. Ikastetxe berri honek euskarari eta frantsesari leku bera ematen dion Gipuzkoako eskola bakarra da. Eskolak 2020-2021 ikasturtean zabaldu zituen ateak Amara auzoan (Donostian), 2 eta 3 urteko 37 ikaslerekin. Aurten, 2022/2023 ikasturtean, 2, 3, 4 eta 5 urteko 110 ikasle daude matrikulaturik. Ikastetxearen jomuga da ikasleek BachiBac diploma lortzea ikasketen amaieran; modu horretan, frantziar zein espainiar estatuetako hezkuntza-sistemetan onartutako diploma bikoitza eskuratzeko aukera eman nahi zaie.

Gainera, Euskal Herrian eratu den mugaz gaindiko bigarren eskola ere bada; bestela esanda, Pirinioetako bi aldeetako Estatuaren hizkuntza eta kulturetan hezi nahi ditu ikasleak murgiltze goiztiar bikoitzaren bidez (euskara eta frantsesa). Eskola berri honek hizkuntza proiektuan erdian jartzen duen eredu pedagogiko berritzailea eraikitzea ere du helburu. Lan horietan Mondragon Unibertsitatearen aholkularitza izan du abiapuntutik unibertsitate-eskola transferentzia testuinguru batean. Elkarlanaren xedea Hizkuntza eta Hezkuntza Proiektu eleanitzak sortzea izan da, lehenik Haur Hezkuntzakoa eta jarraian Lehen Hezkuntzakoa. Hizkuntza eta Hezkuntza Proiektuak unibertsitateak eskolarekin diseinatutako ko-sorkuntza prozesu batean hartzen du oinarria (Masferrer, 2019). Komunikazio honetan, ko-sorkuntza prozesuaren baitan sortzen diren tentsioak eta ikerketarako aukerak arakutzen ditugu. Bost motatako tentsio guneak aurkezten dira: hizkuntza eta hezkuntza proiektuaren arteko tentsioei dagozkionak (Cummins, 1981; Mercer, 1997; Tough, 1989), irakasleen prestakuntzari dagozkionak (Perez Lizarralde et al., 2021) gurasoen eta errepresentazio sozialei dagozkienak eta baita prestatzaile-ikertzaileei dagozkienak ere. Azkenik, Hezkuntza eta Hizkuntza proiektu bereizgarria den ikastetxea izanik, askotariko ikerketarako aukerak eskaintzen ditu. Horietako batzuk proposatzen dira: irakaslea erdigunean hartzen dutenak, irakaslearen lanean ardatzen direnak edo hezkuntza komunitatearekin loturan egin daitezkeenak.

*This study focuses on the school Larrun école basco-français, which is the only school focusing on both Basque and French in Gipuzkoa. The school first opened in the school year 2020-2021 in Amara (Donostia, San Sebastian), with 37 two and three year old students. This school year (2022-2023), a total of 110 students (ranging from 2- to 5-year-olds) are enrolled at the school. The school's objective is for students to achieve the BachiBac diploma at the end of their education, which provides a valid diploma both for the Spanish and French educational systems. In addition, it is the second cross-border school in the Basque Country. The school aims at educating students in the language and cultures of both sides of the Pyrenees by means of an early double immersion programme (with Basque and French). Apart from that, this new school aims at creating an innovative pedagogical model which has the school's Language Project at its core. Since the beginning of the process, Mondragon University has offered counselling as part of a university-school transfer context. The aim of the collaboration is to create multilingual Language and Education Projects, starting with pre-school education and followed by Primary Education. The Projects focus on a collaborative creative process designed by the university and the school (Masferrer, 2019). In this presentation, we explore some tensions and research*

*opportunities that have arisen in the co-designing process: those related to the tensions between the Language and Education Projects (Cummins, 1981; Mercer, 1997; Tough, 1989), to teacher training (Perez Lizarralde et al., 2021), to parents and social representations, and as well to teacher trainers and researchers. To finish, considering the specificity of the Language and Education Project of the school, it offers several research opportunities, and some of them are proposed: those focusing on the teachers, on their work and on the collaboration with the educational community.*



## Panel 4b

### *Learning science through the CDF of “comparing”*

Pilar Gerns

University of Navarra

In CLIL research, the construct of Cognitive Discourse Function (CDF) (Dalton-Puffer, 2013) is gaining attention as it offers CLIL teachers one promising approach to understand more easily the complex idea of integrating content and language learning and implement it in their classroom practice (Morton, 2020).

The focus will be on the CDF of “comparing” (a subcategory of “classifying”) in CLIL science as it constitutes an inherent method of scientific inquiry (Carpi & Egger, 2008; Flannery, 2010; Martinez, 2018) and little is known about its teachability and effect on students’ scientific learning in an L2 (Evnitskaya & Dalton-Puffer, 2020).

For it, two objectives are pursued. One is to define the CDF of “comparing” for a CLIL science classroom by revising previous literature from natural, educational, and linguistic sciences and developing an operational framework. Two, offer some qualitative insights from an exploratory study, where secondary-level CLIL biology students (N=37) learned to process their class contents through three written comparisons, in a pre- and post-tests format. The samples were analysed according to some conceptual, linguistic, and structural features from the SFL, ESP and genre tradition (Widdowson, 1979; Darian, 2003; Huddleston, 2017; Evtinskaya & Dalton-Puffer, 2020). Overall, the results confirm previous studies (Connolly, 2019; Breeze & Gerns, 2019; Nashaat-Sobhy, 2020; Bauer-Marschallinger, 2022; Hasenberger, ongoing) that an explicit CDF-teaching approach can help students present their class contents in a significantly more complete, structured, and explicit way, verifying the key role language and cognition play in students’ knowledge construction (Mercer, 1995; Evnitskaya & Morton, 2011; Llinares et al., 2012; Nikula, 2015).

*How Young Learners Verbalise their Thoughts: Cognitive Discourse*

Mary Griffith

Universidad de Málaga

The aim of Cognitive Discourse Analysis (CODA) is to gain insights about concepts and complex cognitive processes by a close look at how people verbalise their thoughts (Tenbrink 2015). Although clearly empirical, the linguistic descriptive models are insufficient in our discussion about learning and the cognitive models shift the focus from language to thought. This case study does not seek to describe language; but rather to 'reassemble' learning. Using case study this contribution will address two reflective questions for any CLIL instructor.

What does developmental language look like in CLIL contexts?

And (ii.) Does language performance have to be perfect to show cognitive learning?

In this case study sample, younger learners are learning Science through English as a second language. Every learner clearly has their own internal cognitive processes and in the case of this proposal these processes are tied to language development. The proposal includes discussions regarding instructional design and cognitive language learning in the primary classroom. Practical implications of teaching content through language will be highlighted and student production will be analysed to underscore second language learning as developmental language. We find these samples as not explicative of our capacity to teach, but rather, as a clear testimony of the students' ability to learn through a second language.

The sample is small, but extremely illustrative of bilingualism as a process. The discussion includes cognitive learning models associated with learning English as a second language using a content and language integrated learning (CLIL) approach. The analysis makes key connections between what instructors do and what learners do to make learning effective.

*Definitions in Geography CLIL textbooks: some implications for teaching and learning*

María Ángeles Martín del Pozo, Débora Rascón Estébanez

Universidad de Valladolid

Cognitive Discourse Functions have served to conceptualize content-language integration in CLIL and multilingual education (Dalton- Puffer 2013). Moreover, they have been proposed as “a bridge between content, literacy and language for teaching and assessment in CLIL” (Morton, 2020).

Pedagogical tools or didactic proposals for intervention targeted to development of these CDF have proven to be effective (Bauer-Marschallinger, 2019). However, there appears to be a scarcity of explicit interventions. This paper aims to contribute to the understanding, learning and explicit teaching of the CDF of definition.

In contrast to other researchers who have focused on the production of definition (Nashaat and Llinares 2017, all Trans CLIL Project results), this paper focuses on some of the elements of the learning process of definition. The first element are the definitions presented to the learner in CLIL textbooks. The second element is the prospective explicit intervention for teaching to define.

The definitions in four Geography CLIL secondary education textbooks are studied considering how they are presented, taught, and evaluated. Definitions are classified following Flowerdew (1992). This taxonomy comprehends and expands Trimble’s (1985).

Results indicate a predomination of formal definitions for specialized terms and non-formal definitions for adjectives. Language support is absent. Regarding evaluation and production, the analysed exercises limit to recognition and other passive tasks.

These results lead to the already urged convenience of explicit language support. The paper concludes with some proposals to support students in producing formally complete and accurate definitions.

**12:15 - 13:15**

**Panel 5a**

*Investigating potential causes of reading shortcomings as well as the impact of reading interventions among academically vulnerable students at a multilingual South African university*

Nandi Weder

University of Pretoria

The reading crisis in South Africa is well-documented by now (Andrianatos, 2019; Spaul & Pretorius, 2019), and the implications of poor reading proficiencies can be observed in the limited outcomes and high attrition rates at tertiary educational level (Van Broekhuizen & Spaul, 2017). Reading comprehension is a fundamental aspect of academic literacy (Andrianatos, 2019), but shortcomings in this relatively 'invisible' skill easily remain undiagnosed. Many South African universities provide foundational support to academically vulnerable students in the form of Extended Curriculum Programmes (ECPs) and academic literacy modules, but these tend to be writing-centred, with limited time dedicated to targeted instruction of advanced reading competencies that often remain underdeveloped (Cliff, 2014). More evidence-based research into English reading instruction best practices for academically vulnerable tertiary level students is required. This paper investigates the impact of a reading intervention on a sample of academically vulnerable first-year students at a South African university, using a quasi-experimental, mixed method design. Results indicate that students entering South African universities have significant reading challenges but that they can improve their reading comprehension through direct instruction on active reading strategies. Specifically, those students who had the lowest reading levels appeared to benefit the most from the interventions; however, it is unclear if this improvement is sufficient to equip ECP students with the necessary skills going forward in their respective undergraduate degree programmes. Further research is needed into the reading comprehension competencies required for tertiary level education in South Africa and how best to support students who could be in need of reading support for the duration of their undergraduate career.

*Receptive Language Gains through EMI Courses at Higher Education: Using Plurilingual  
Assessment Tools*

Josep M. Cots, Thais Mena-Orduña, Àngels Llanes

Universitat de Lleida

The adoption of plurilingual approaches in the field of foreign language education is part of the “multilingual turn” in applied linguistics (May, 2014) and a reaction to the dominant monolingual bias. At the same time, many non-English-speaking universities invest significant resources to introduce English-Medium Instruction (EMI) as part of their internationalisation strategy (Jenkins, 2014), while possibly neglecting the role of other languages as part of their future graduates' professional profile. This is especially important when taking into consideration that many EMI lecturers are non-language specialists and perpetuate these monoglossic approaches to foreign-language teaching (Shohamy, 2011). However, there is also abundant evidence of “widespread own-language use and code-switching in language classrooms” (Hall & Cook, 2012, p. 287), which may have a positive effect on the learners' plurilingual competence and, more specifically, on their capacity to call upon their knowledge of two or more languages to make sense of a communicative situation.

This study aims to explore the impact of a five-month EMI course on the receptive plurilingual competence of students. A total sample of 69 undergraduates pursuing different degrees in a monolingual and a bilingual university in Spain participated in the study. Participants completed an oral comprehension multiple-choice test based on a bilingual (Spanish+English) or a trilingual (Spanish+Catalan+English) script at the beginning and at the end of the EMI course. Results show that students did not improve significantly their oral comprehension from the pre- to the post-test, and no differences between the monolingual and the bilingual universities were found. These findings might indicate that the development of plurilingual competence requires a teaching intervention involving specific teaching and learning practices in which students must make simultaneous use of their knowledge in two or more languages.

## Panel 5b

### *Using students' multilingual resources to build academic literacy*

Tuija Lehtonen, Nina Reiman, Johanna Saario

Centre for multilingual academic communication, University of Jyväskylä

As international students are increasingly being attracted to Finnish universities to study in programmes offered in English, highly educated multilingual immigrants often lack access to university studies due to deficiencies in their Finnish language skills (Airas et al., 2019). However, from their previous studies and working life, these immigrants possess valuable academic literacy skills that remain hidden and unused because their language skills are still developing. Thus, while it is clear that students should be sufficiently skilled in the language(s) of instruction, the notion of insufficient skills itself needs to be re-examined critically. From this perspective, it is also necessary to develop linguistically responsive pedagogical solutions throughout the educational path: students' multilingual and academic skills should be utilised more broadly as both an individual and collectively shared resource (Pyykkö, 2017).

In this presentation, we discuss how students' multilingual repertoires can be identified as a learning resource and how they can be supported and utilised in the learning and teaching of academic literacy.

Our research questions are:

1. How can students' multilingual resources be identified in teaching?
2. How can students' multilingualism be supported and utilised in teaching academic literacy?

The data consists of multiform material collected during an integration training programme organised in a university environment for highly educated immigrants. We examine the identification and utilisation of students' multilingual repertoires based on interviews with the students and their "language maps". In addition, we use ethnographic material gathered during the training. As our method, we use content analysis complemented by narrative and conceptual analysis. Based on the analysis, we highlight some practices of translanguaging pedagogy (Garcia & Wei, 2014) which develop students' language awareness. These practices appear to support the students' recognition and utilisation of their multilingual resources when acquiring academic literacy in a new language.

*Building Multilingual and Multicultural Awareness in Higher Education Curriculum*  
Lubie Alatraste

NYC College of Technology, City University of New York

In recent years, multilingualism has become the focus of entire academic journal volumes (e.g., AILA REVIEW, Vol. 21; V 33, 2013). One aspect of multilingualism that is part of larger cultural drop is cross-cultural view of all students and all diverse ethnic groups working or studying together at USA universities. Scholars in the field of SLA and TESOL have advocated for enhancing cross-cultural understanding, but resident students' experiences are less commonly studied. (Gay, 2000). Second Language Writing field contributed to spreading overall multicultural awareness (e.g., Connor, 2002; Kaplan, 1983) but lacked focus on specific areas of cross-cultural pragmatics, cross-cultural understanding of values/norms, examination of other culture's rhetorical/genre patterns (notable exception: Wintergerst & McVeigh, 2011). This presentation reports results of action research involving a large student sample from English Department in Northeast U.S. Second language course was designed to address contemporary issues in urban cities, enhanced with units on global education meant to help resident students learn more about world cultures (Alatraste, 2010; Wintergerst & DeCapua, 2004). Data was collected over one semester using surveys on cross-cultural topics; questionnaires about cultural experiences of international and resident students; examining cross-cultural rhetoric, and research projects. Qualitative analysis of student values, knowledge of other cultures was done by discovering patterns in student writing. The findings indicate that international students frequently engage in cross-cultural studies, showing eagerness to understand other cultures, particularly American cultures. Their resident counterparts may not have started the same way, but they show a curiosity about other parts of the world and seem to be willing to learn about their classmates' cultures, countries and writing and rhetorical traditions. Often home students expressed shock, awe, or disbelief at discovery of multicultural richness beyond USA classroom borders.