Beyond the Language-Content Divide: Advanced Collegiate FL Teaching and Learning

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Outline

- Overview & brainstorming activity
- Main foci in the research
- Gaps and future directions
- Audience reactions, insights, and questions
Overview

- Review of research on advanced-level FL teaching and learning in collegiate contexts
- Focus on the merging of language and literary-cultural content
- Framing Question: What is the relationship between language, literature, and culture and how are they instantiated through FL curricula and instruction at the advanced undergraduate level?
Brainstorming Activity

• What are the biggest challenges to merging language and literary-cultural content at the advanced level? Consider this questions from the perspective of yourself, your students, and your department?

• Provide at least one example of how you would merge the study of language and literary-cultural content in advanced-level FL courses to overcome these challenges.
Overview

Three foci evident in the research:

1. Conceptualization of literature and culture and their role in the advanced-level curriculum.

2. Integration of language and literary-cultural content at the course level.

3. Merging of language and content at the curricular level.
Overview

- *Advanced* = learners whose language abilities allow them to enroll in courses beyond the introductory/intermediate classes that often form part of a university’s FL requirement.

- These learners represent a range of FL abilities, some of which are consistent with Advanced levels as defined by ACTFL, others of which are not.
LITERATURE

- *Theoretical perspectives* focused on merging literary study and analysis with language-oriented concepts related to SLA, pragmatics, or genre (Byrnes & Kord, 2002; Gramling & Warner, 2012; Scott, 2001)

- *Practical approaches* ranging from integrating literature across the curriculum to implementing visual texts in instruction (Barnes-Karol, 2002; Etienne & Vanbaelen, 2006; Finn, 2003; Melin, 2010)
Conceptualizing Literature & Culture

Culture

- Theoretical frameworks including hermeneutics to the Standards (McGee, 2001; Reeser, 2003; Urlaub, 2012)

- Practical approaches such as cultural immersion and establishing links between film and culture (Péron, 2010; Sconduto, 2008; Stephens, 2001)
CONCLUSIONS

- Research on conceptualizing literature and culture promotes integration of language and literary-cultural content at the advanced undergraduate level.

- The specific place of this content in a holistic collegiate FL curriculum has not been solidified.
Integrating Language & Literary-Cultural Content at the Course Level

Language in Literary-Cultural Courses

- Adapting CLT techniques typically used in lower-level language courses to advanced-level literary-cultural courses (Erickson, 2009; Kraemer, 2008; McLean & Savage, 2001; Nance, 2002, 2010; Russo, 2006; Thompson, 2008; Weber-Fève, 2009)

- Sensitizing students to how form and content mutually inform one another in FL texts (Berg & Martin-Berg, 2002; Eigler, 2009; Krueger, 2001)
Integrating Language & Literary-Cultural Content at the Course Level

**Literature & Culture in Language Courses**

- Developing students’ advanced writing capacities through interpretation and analysis of FL texts (Allen, 2009a; Bueno, 2009; Villanueva, 2005; Zinn, 2004)

- Using FL texts to present grammar in context, develop linguistic competencies, and encourage critical-thinking skills (Mojica-Díaz & Sánchez-López, 2010; Paesani, 2006b, 2009; Scott, 2004; Zyzik, 2008)
Integrating Language & Literary-Cultural Content at the Course Level

Literature & Culture in Language Courses

- Emphasizing language variation in texts to introduce students to varied speakers and settings not traditionally encountered in the classroom (Etienne & Sax, 2006; Paesani, 2006a)
CONCLUSIONS

- Overall, proposals were mainly focused on advanced language courses.

- Proposals focused on literature or culture courses were limited to introduction to literature or civilization.

- Empirical studies point to the need for explicit attention to advanced linguistic development in these courses.

Implementing Curricular Solutions

- **STANDARDS-BASED MODELS**: integrative approaches to merging language and literary-content
  - 3R model (Ketchem, 2006; McEwan, 2010)

- **LITERACY-BASED MODELS**: literacy as a curricular goal and a pedagogical framework to facilitate interaction with a variety of oral and written target language texts (Mantero, 2006; Redmann, 2005a, 2005b; Swaffar, 2004; Swaffar & Arens, 2005)
Implementing Curricular Solutions

- **Genre-Based Models (GUGD):** focused on the notions of literacy together with a genre-oriented, socio-cognitive approach to advanced FL learning; language as a symbolic or social resource available to the learners/users within a discourse community (Byrnes, 2008a; Byrnes, Maxim, & Norris, 2010; Crane, 2006; Maxim, 2005, 2009a; Rinner & Weigert, 2006)
CONCLUSIONS

- Standards, literacy-based, and genre-based models provide an intellectual foundation for merging language and literary-cultural content across the curriculum

- Provide responses to concerns regarding how a holistic, integrated curriculum, as proposed in the MLA Report might be realized
Gaps and Future Directions

The specific place of integrated content in a holistic collegiate FL curriculum has not been solidified, in part due to differing conceptions of literature and culture

- Are literature and culture as objects of study conceived of differently by different program members?

- If so, how do these differing concepts of literature and culture affect advanced undergraduate FL instruction?
Gaps and Future Directions

Most proposals for merging language into literary-cultural content courses are for “introduction to” culture/civilization, film, or literature courses.

- Does explicit attention to linguistic development enhance learning of literary-cultural content?

- Do student and instructor perceptions change when explicit attention to linguistic development forms part of advanced literature and culture courses?
Gaps and Future Directions

What it means to be a teacher of language versus a teacher of literary-cultural content may be distinct within and across faculty members.

- What are best practices in teacher preparation for integrating language and literary-cultural content?
- What theoretical models are most suitable to frame such teacher preparation practices?
Gaps and Future Directions

Few alternatives for curricular solutions exist in the research, which can impede finding program-appropriate solutions to overcoming bifurcation or improving articulation across levels

- How can curricular solutions such as the Standards or literacy be applied to special student populations (e.g., heritage learners)?

- What curricular solutions are appropriate for programs using online or hybrid models of instruction?

- What is the impact of departmental or institutional culture on design and implementation of curricular solutions?
Gaps and Future Directions

The research reviewed reflects only a minor focus on empirical studies and among these, only two studies focused on merging content into advanced language courses.

- What is the impact of specific pedagogical approaches for integrating language and literary-cultural content?
- What is the relationship between particular curricular solutions and students’ linguistic development?
- How does the use of new technologies and digital media affect students’ access to literary-cultural content and influence their advanced FL learning?
Reactions? Insights? Questions?

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