

# **From First- and Second-Year Foreign Language Instruction to CLAC:**

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**A Quantum Leap or a Well-  
Trodden Path?**

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# Comparing Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College): 1

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Curriculum: Determined by textbooks and organized around a grammatical “infrastructure” enhanced by communicative activities focusing on the “self-referential”/daily life language needs (Semesters 1-3)

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Curriculum: Determined by “content” (theme, period of time, geographical area, etc.)

# Comparing Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College): 2

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Goal 1: Mastering grammar as framework for communication & more advanced study
- Goal 2: Developing some degree of “colloquial fluency” for real-world communication revolving around students’ daily lives (the “self-referential”) and survival/travel needs (→ proficiency at ACTFL Intermediate range)

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Goal: Mastering “content”

# Comparing Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College): 3

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Within a “four skills approach” (speaking, listening, reading, writing), the “oral paradigm “ was privileged
- Primary input through listening (taped dialogues simulating oral discourse) and short readings (author-generated, tailored to language presented in textbook) (Sem. 1-3); longer readings (Sem. 4 & 5)

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Input through listening (lectures) and reading (textbooks, primary sources or data, secondary scholarship)

# Comparing Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College): 4

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Students “tested” on grammar and vocabulary (written exams) and ability to carry out simulated “real-world” tasks in speaking (based on “situation cards”)

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Students “tested” through written (essay) exams and term papers

# Comparing Reading in Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College)

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Texts: Author-generated readings in textbooks featured familiar vocabulary / verbs / grammatical features following grammatical “infrastructure” of textbook (with heavy marginal glossing)
- “Authentic materials” limited primarily to “realia” and excerpts from periodical press edited for language learners

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Texts: Textbooks, secondary scholarship, primary sources

# Comparing Reading in Two Pedagogical Cultures in 1989 (FLAC, St. Olaf College)

## **Spanish in 1989 (1<sup>st</sup> through 5<sup>th</sup> semesters of study)**

- Reading as a means of working with grammar & vocabulary in context
- Reading as input for oral production
- → Answering “display” questions (comprehension)
- → Stimulus for students to use certain grammatical features / talk about topics
- Reading for information (“facts” of culture, etc.)

## **Other Disciplines (Humanities, Social Sciences, etc.)**

- Reading for meaning within disciplinary context



# **AHA “Statement on Excellent Classroom Teaching of History”**

- “Course Content”:
  - “Historical facts” as “beginning” / not “final goal”
  - Need to present “analytical concepts characteristic of historical study” [that] “help historians organize evidence, evaluate its relation to other evidence, and determine the relative importance”
  - [See <http://www.historians.org/teaching/policy/ExcellentTeaching.htm>.]



# **AHA “Statement on Excellent Classroom Teaching of History”**

- **“Historical Thinking”:**
  - Courses should “provide [students with] multiple opportunities to do the work of the historian” so that they...
  - “[become] aware of kinds of sources used”
  - “become adept at extracting meaning..., comparing...findings with other evidence..., formulating conclusions..., and testing these ideas against additional evidence and the ideas of other historians.”
  - “practice the art of interpretation”



# **AHA “Statement on Excellent Classroom Teaching of History”**

- **“Evaluation of Student Performance”:**
- - Students present interpretations and analyses of evidence (oral or written projects, papers, etc.)



# **AHA “Statement on Excellent Classroom Teaching of History”**

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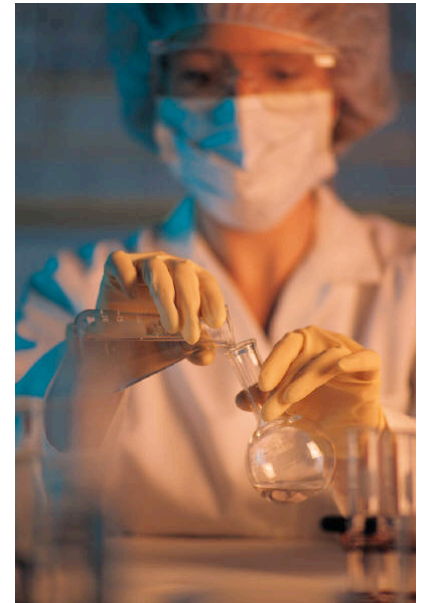
# Gee, “Literacies, Identities, and Discourses” in Schleppegrell and Colombi (2002)

- “primary Discourse” – “our culturally specific vernacular language (our everyday language), the language in which we speak and act as everyday (nonspecialized) people” (p. 160)



# Gee, “Literacies, Identities, and Discourses” in Schleppegrell and Colombi (2002)

- “secondary Discourses” – varieties of language from a “more public sphere than our initial socializing group...within institutions that are part and parcel of wider communities...religious groups, community organizations, **schools**, businesses, or governments” (p. 161)





Zwiers, *Building Academic Language: Essential Practices for Content Classrooms* (2008) –

- “academic language” – “the set of words, grammar, and organizational strategies used to describe complex higher-order thinking processes, and abstract concepts” (p. 20)



Zwiers, *Building Academic Language: Essential Practices for Content Classrooms* (2008) –  
Inspired by “Overlapping Variations of Language That Develop Over Time” (p. 21)



# Academic Language: Second-Year Spanish (St. Olaf)

- Language that allows students to deal with abstractions / ideas / concepts not embedded in their lives as “everyday people”
- Language for higher-order thinking skills and linked to evidence from sources (not just students’ own views or opinions on course topics)
- Registers appropriate for speaking to/writing for unfamiliar persons in variety of contexts
- Some vocabulary related to disciplines



## Tasks Based on “El gigante del norte” & Types of Language Needed/Taught/Practiced

- Identifying genre / features of genre
- **“The pages are from an atlas and have maps, diagrams, data, and (so forth)...”**
- Identifying audience & elements that reach audience
- **“The atlas seems to be for children because...”**
- Analyzing the categories of information presented
- **“The atlas provides information about geography...”**

## Tasks Based on “El gigante del norte” 2

- Analyzing the language of the text
- **“The word X has positive/negative connotations because...”**
- **“The author uses many synonyms (cite examples) to emphasize the idea that....”**
  
- Analyzing the images & layout
- **“The photo of X illustrates (emphasizes, contradicts, etc.)...”**
- **“The photos as a group give the impression that...”**



## Tasks Based on “El gigante del norte” 3

- Interpreting the overall message/perspective of the author
- **“The atlas pages are objective/subjective because...”**
- **“The atlas presents a (positive, negative, neutral, stereotypical, complete, partial, etc.) representation of the U.S. because...”**
- Expressing reactions to the author’s/text’s view
- **Use of indicative/subjunctive to express certainty, doubt, reactions to content & design of atlas**

# Template: Looking at Logos from Target-Language Countries



Based on the logo, I think that [name of company] sells

/produces \_\_\_\_\_ because the color(s)

\_\_\_\_\_ represent(s) \_\_\_\_\_.

# Reducing the Quantum Leap

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- Create an “analytical mindset” in students to replace their “language learning mindset”
- Anchor content in analysis of “authentic texts” (use of higher-order thinking skills)
- Teach or “filter” academic language so that students can analyze through their still-developing “learner language”