PARTNER MODELS FOR LANGUAGE IN THE DISCIPLINES:
LAC, CBI, IMMERSION & GENRE ANALYSIS

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Where can Flagship link to Higher Ed?

- The Flagship model can be disseminated most effectively if it can partner with existing language-in-the-disciplines programs in higher ed
- On this panel: 2 presentations from one such partner: Cultures and Languages Across the Curriculum (CLAC)
- I will review LAC and other possible partners, ending w/focus on the last:
    1. Language Across the Curriculum
    2. Language immersion in higher ed
    3. Content based language instruction (CBI)
    4. Content Language Integrated Learning – CLIL
    5. English for Specific Purposes (ESP) & Academic Genre Analysis

1. Language Across the Curriculum (LAC)

- □ LAC = Languages Across the Curriculum

- □ Students should have multiple opportunities to apply their knowledge of languages in a variety of disciplines, not just within the traditional language classroom.

- □ Using a variety of models, students are given structured opportunities to use their knowledge of a language + culture(s) to do disciplinary coursework outside the language department

- □ Self-sustaining, campus-run, typically with little outside funding

CLAC (Cultures and Languages Across the Curriculum)

- Website: http://clacconsortium.org/
- Develop meaningful content-focused language use <u>outside traditional language cla</u>sses
- Language use and cross-cultural skills as means for achievement of global intellectual synthesis
- CLAC conferences – last one hosted by CARLA at the U of Minnesota Mar. 9-10, 2012

LAC and CLAC

- Institutions that already have LAC and CLAC programs may be likely partners for Flagship programs:
  - Shared interest in using the language in disciplines outside the language dept
  - Shared interest in use of language in disciplines in study abroad as key part of programming
  - Established infrastructure for sustainability of programs with modest levels of funding

2. Language immersion in higher ed

- Instruction by disciplinary faculty is provided in medium of a target language (e.g. French); support instruction may occur in a home language (e.g. English). Immersion programs are growing exponentially in K-12; there are some in higher ed.

- (cf CARLA's 4th Language Immersion conference last weekend with 680+ national & international participants).

- Immersion models in higher education should be of interest to Flagship programs

Two immersion models for higher ed

- University of Minnesota – FLIP classes (regular intro to sociology course taught in Spanish by sociology prof with Spanish proficiency). Low-enrolled compared to English-language course; often needs subsidy from Title VI or other source to be offered.

- University of Ottawa in Canada (French-English)
  - All courses can be completed in either French or English
  - Immersion strand (60 immersion courses in 74 majors) includes focused language support through <u>adjunct classes</u>
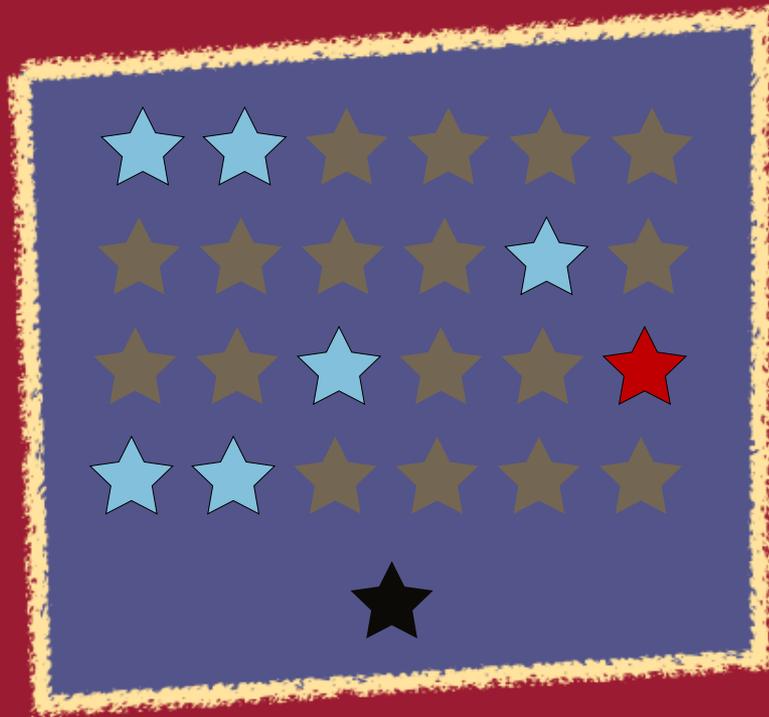
U Ottawa immersion

(Weinberg & Burger, 2012)

Legend:
★ Francophone students
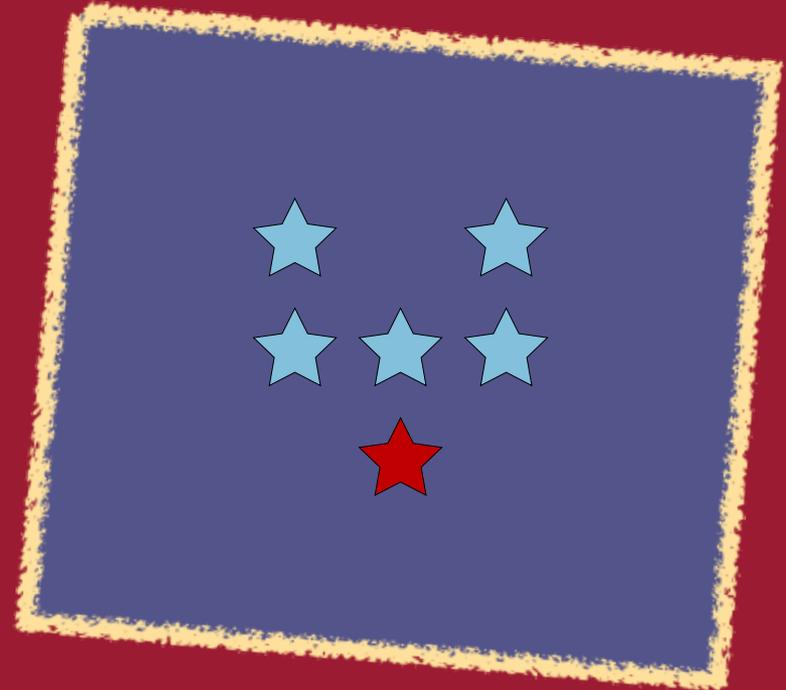★ Immersion students
★ French language professor

HISTORY COURSE

Tuesday and Friday

FLS 2581 or 3581

Friday

3. Content-based language instruction CBI

- Offered in the FL dept by language faculty. Focuses on and assesses learning of serious academic content and language. Examples:

- Green German (3rd year) with environmental sustainability content in Germany & US, delivered in German (Univ of Minnesota)

- Critical thinking & CBI: 2nd year Spanish curriculum content = linguistic and cultural diversity of Spanish-speaking world, delivered in Spanish language (St Olaf College). Barnes-Karol & Broner (2010).

4. Content and Language Integrated Learning (CLIL)

- A type of immersion model used in European countries to promote and support English as TL (Dalton-Puffer 2007)
- Example: University of Gothenberg (Sweden) disciplinary faculty offer courses for Swedish students entirely in English
  - In Sweden children begin studying English in 3rd grade
  - Popular culture supports English language use
  - English coursework in European countries facilitates mobility of students across countries whose language they do not speak (Bologna process)

5. English for Specific Purposes (ESP)

- For decades, international students have taken coursework in English for Academic Purposes (EAP) to learn to engage in the discourse of their chosen discipline through their second language (English)

- Extensive research and pedagogical knowledge base exists on how to bring students to advanced and superior levels of proficiency in another language

- Requires understanding of culture of each discourse community, and the rhetorical and grammatical structure of the genres that community uses to achieve its academic purposes.

Genre Analysis Model (Swales 1990)

- Can relate academic disciplinary cultures and discourse communities to the grammatical-rhetorical structure of the genres those communities use

- Discourse community = a group of people who share academic and professional purposes; the community that forms a discipline (e.g. civil engineers, geographers, astrophysicists)

- Genre = a class of communicative events used by discourse communities (disciplines) to achieve their communicative purposes (e.g. lectures, research papers, textbooks). Those purposes shape the schematic structure of the discourse and influence and constrain choice of content, style, and grammar. Different disciplines = different genres

Rhetoric & grammar of academic genres follow discipline-specific rules, e.g.:

- Science and engineering disciplines don't always select past, present, and present perfect tenses of verbs to refer to the occurrence of action in real time.

- Rather, tense choice can signal the degree of generality being claimed by the writer, with present tense for generalizations and past for results of a specific experiment (Lackstrom, Selinker & Trimble,1970, 1988)

- Tense choice also can signal whether the writer agrees with the position being cited, with present tense for agreement and past for disagreement (Oster 1981)

Genres and norms shaped more by discipline than by national language or culture

- Example: the research paper is a genre with different grammatico-rhetorical structures in different disciplines
- 'hour-glass' rhetorical shape (general-specific-general) in reports of experiments in many disciplines
- 'inverted triangle' rhetorical shape (general-specific) in reports of observations and inferences in other disciplines, e.g. astrophysics (Tarone et al 1998)
- Astrophysics papers use English active and passive voice in idiosyncratic ways; passive marks standard procedures in field, active marks writer's unique contribution.
- In astrophysics papers written in Russian, "the rhetorical choice [between the equivalent of active and passive] is made on the same basis – to express the writer's responsibility either for procedure, observation or conclusions" (Levine 1981:24).

How can Flagship support and partner with existing models for language in the disciplines?

- Exploit extensive research base in ESP and EAP to inform programs for FLs in the disciplines
- Invest resources in existing sustainable higher ed FL models (LAC, CLAC, CBI and immersion)
  - Invite small grant proposals from existing programs to strengthen them and ensure their continued growth
  - Invite funded programs to meetings like this one to report their outcomes and network with like-minded professionals
- Build partnerships between Flagship & these programs
  - Recruit participants to graduate Flagship programs from such partner institutions

Works cited

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