

AAUSC Issues in Language Program Direction 2010

Critical and Intercultural Theory and Language Pedagogy

Glenn S. Levine

Alison Phipps

Editors

**AAUSC Issues in Language
Program Direction 2010:
Critical and Intercultural Theory
and Language Pedagogy**

**Glenn S. Levine
Alison Phipps
Editors**

Publisher: Beth Kramer

Editorial Assistant:
Laura Kramer

Senior Marketing Manager:
Ben Rivera

Marketing Coordinator:
Janine Enos

Marketing Communications
Manager: Glenn McGibbon

Project Management:
PreMediaGlobal

Print Buyer: Amy Rogers

Senior Rights Acquisitions
Specialist/Text: Katie Huha

Rights Acquisitions Specialist/
Image: Jennifer Mayer Dare

Cover Designer:
PreMediaGlobal

Compositor: PreMediaGlobal

© 2012 Heinle, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and
technology assistance, contact us at **Cengage Learning
Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2010937494

ISBN-13: 978-0-495-80007-1

ISBN-10: 0-495-80007-4

Heinle

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at **international.cengage.com/region**

Cengage Learning products are represented in Canada
by Nelson Education, Ltd.

For your course and learning solutions, visit
www.cengage.com

Purchase any of our products at your local college store or at our
preferred online store **www.cengagebrain.com**

Contents

<i>Acknowledgments</i>		v
<i>Editorial Board</i>		vi
Annual Volumes of <i>Issues in Language Program Direction</i>		vii
	Chapter 1	
Alison Phipps, Glenn S. Levine	What is Language Pedagogy For?	1
	Chapter 2	
Claire Kramersch	Theorizing Translingual/Transcultural Competence	15
	Chapter 3	
Leo van Lier	Classrooms and “Real” Worlds: Boundaries, Roadblocks, and Connections	32
	Chapter 4	
Per Urlaub	Understanding Comprehension: Hermeneutics, Literature, and Culture in Collegiate Foreign Language Education	43
	Chapter 5	
David Gramling, Chantelle Warner	Toward a Contact Pragmatics of Literature: Habitus, Text, and the Advanced L2 Classroom	57
	Chapter 6	
Peih-ying Lu, John Corbett	The Healthcare Professional as Intercultural Speaker	76
	Chapter 7	
Maria Dasli	Theorizations of Intercultural Communication	95
	Chapter 8	
Jan Parker	Framing Ideas from Classical Language Teaching, Past and Future	112

David Brenner	Chapter 9 From Core Curricula to Core Identities: On Critical Pedagogy and Foreign Language/Culture Education	125
Robert W. Train	Chapter 10 Postcolonial Complexities in Foreign Language Education and the Humanities	141
James A. Coleman, Regine Hampel, Mirjam Hauck, Ursula Stickler	Chapter 11 Collaboration and Interaction: The Keys to Distance and Computer-Supported Language Learning	161
Idoia Elola, Ana Oskoz	Chapter 12 A Social Constructivist Approach to Foreign Language Writing in Online Environments	181
Carlee Arnett, Harriett Jernigan	Chapter 13 Cognitive Grammar and Its Applicability in the Foreign Language Classroom	198
Katherine Arens	Chapter 14 After the MLA Report: Rethinking the Links Between Literature and Literacy, Research and Teaching in Foreign Language Departments	216
Alison Phipps, Glenn S. Levine	Epilogue Paradigms in Transition	229
<i>Contributors</i>		234
<i>AAUSC business</i>		240
<i>AAUSC Application</i>		241

Acknowledgments

Heraclitus's well-known aphorism that no one ever steps in the same river twice rings especially true for the work of an edited volume such as this one. Like a river, the flow of creating the volume was in flux from the moment of the initial concept to the last phase of editing. The people stepping into the river—all of those who contributed to the volume—also changed, we suspect, hopefully through their lively interactions with us and with each other. And we changed, for the better. We are so grateful to the twenty contributors for the privilege of being part of this wonderful process and for its result in the 2010 AAUSC volume on critical and intercultural theory and language pedagogy. Their hard work, engaging discussions, insightful analyses, professionalism, and superb dedication to the project have been immensely rewarding to both of us.

We thank the editorial board of the AAUSC for their approval and support of the volume and series editor Carl Blyth for his infectious excitement for the project and for his prompt and spot-on comments and recommendations throughout. We also thank Beth Kramer at Heinle Cengage Learning for making the whole process go so smoothly.

We are grateful to the University of Glasgow, Faculty of Education, for supporting Alison's time and travel needed to coedit the volume.

At the University of California, Irvine (UCI), we thank all the departments and programs that generously supported the 2009 symposium, at which many of the contributors presented drafts of their papers.

For his outstanding editorial assistance, we offer our heartfelt thanks to UCI PhD student Kurt Buhanan; he showed an intuitive sense of structure and style and a true gift for editing.

Finally, we are truly grateful to Ursula Levine for being so supportive and encouraging over the past two years and to Rima Andmariam and Robert Swinfen for patiently allowing the house in Glasgow to be taken over by the book project for those last intense days of work.

Contributors

Katherine Arens (PhD, Stanford University) is professor of Germanic Studies, comparative literature, and women's and gender studies at the University of Texas at Austin. She is also affiliated with the UT Center for European Studies and the Center for Russian and Eastern European Studies. Her major concentration is intellectual history (*Geistesgeschichte*), with work on both sides of a line separating traditional literary-historical studies (Enlightenment through impressionism and Austria through the twentieth century) and more theoretical and philosophical work (German idealism, philosophy of language, literary and cultural theory, Lacanian theory and identity politics, WGS theory, and the history and theory of the humanities). This combination of theory and cultural studies has also led her to do work on reading theory and applied linguistics, modeling how culture, identity, and the politics of cultural identity can be researched and taught.

Carlee Arnett (PhD, University of Michigan) is associate professor of German at the University of California, Davis. She is director of the Basic Language Program for German and Russian and supervises Arabic, Hindi, and Hebrew. She is also the coeditor, together with Glenn Levine, of the journal *Die Unterrichtspraxis/Teaching German*. Professor Arnett's research interests include SLA, historical Germanic linguistics, and cognitive grammar. She is the author of *A Cognitive Approach to the Semantics of the German Passive* (2004) and numerous scholarly publications on cognitive grammar, Germanic linguistics, language pedagogy, and language program direction. She is currently researching dative verbs in Gothic and Old Saxon.

David Brenner (PhD, University of Texas at Austin) is the director of the Houston Teachers Institute at the University of Houston, where he also serves as an adjunct assistant professor of German Studies and comparative literature in the Honors College. He is the author of two books, *Marketing Identities: The Invention of Jewish Ethnicity* (1998) and *German-Jewish Popular Culture before the Holocaust: Kafka's Kitsch* (2008). His translation of Niklas Luhmann's *Religion as a Social System* will appear in 2011. In addition, he has published numerous articles and chapters on German and Jewish literary and cultural history. Presently, he is writing a memoir on teaching in both schools and universities.

James A. Coleman (PhD, University of Portsmouth) is professor of language learning and teaching at the Open University (UK), having also worked at Glasgow and Portsmouth universities. Author, editor, or coeditor of fourteen books and nearly 100 articles/book chapters, he has delivered over 140 lectures and papers, including invited keynote plenaries, in twenty-one countries. His work with professional associations has included the Chartered Institute of Linguists, University Council of Modern Languages, and Association for French Language Studies. Although he has published on the media in France and on French

Renaissance literature, including critical editions of poet Jean de La Pérouse, his main work is in language learning and teaching, encompassing policy and practice, institutional contexts, pedagogy, applications of technology, e-learning, skills and employability, language testing, intercultural competence, and especially study abroad. He is currently investigating the long-term impact of study abroad in French West Africa on students from the United Kingdom. He was made *Chevalier dans l'Ordre des Palmes Académiques* in 1992.

John Corbett is professor of applied language studies at the University of Glasgow. He has published books and articles on intercultural language education, corpus-based language study, and literary linguistics. He is the director of the Scottish Corpus of Texts and Speech (<http://www.scottishcorpus.ac.uk>), a project funded by the Arts and Humanities Research Council of the United Kingdom.

Maria Dasli (PhD, University of Exeter) is lecturer in languages and intercultural communication at Edinburgh Napier University, Scotland, where she directs post-graduate programs in intercultural studies. She is also a graduate of Stirling and Essex universities. She is treasurer and membership secretary of the International Association for Languages and Intercultural Communication and a member of the executive Linguistics Research Committee at the Centre for Global Non-Killing.

Idoia Elola (PhD, University of Iowa) is assistant professor of Spanish and applied linguistics and second-language studies at Texas Tech University. She teaches a range of courses at the undergraduate and graduate levels from Spanish grammar to applied linguistics and second-language acquisition/instruction. Her research, quantitative and qualitative in nature, focuses predominantly on second-language writing with an emphasis on revision, collaborative writing through the use of social web technologies, and issues of writing fluency and grammar among Spanish-heritage speakers. She has published articles on the topics of foreign language writing, collaborative writing, and the use of technology in the language classroom.

David Gramling (PhD, University of California, Berkeley) is ACLS New Faculty Fellow in German Studies and an affiliated faculty member in the Program in Second Language Acquisition and Teaching at the University of Arizona in Tucson. His recent articles on multilingualism in the German cultural context have appeared in *German Quarterly* and *Die Unterrichtspraxis/Teaching German*, and his coedited volume *Germany in Transit: Nation and Migration 1955–2005* (with Deniz Göktürk and Anton Kaes, 2007) will be published in German in 2010 and in Turkish in 2011. Before coming to Arizona, David was teaching at Bilkent University in Ankara, Turkey, while continuing to develop his research on German Turkish axes in literature and film. Currently, he is completing a theoretical monograph titled *The Invention of Monolingualism* while developing a second book-length project on “translingual modernities” between Turkish and German literature in the early and mid-twentieth century.

Regine Hampel (PhD, Eberhard Karls Universität, Tübingen) is a senior lecturer in modern languages (German) at the Open University (UK). She is involved in open and distance language learning and has been playing a leading role in designing innovative approaches to language learning and the use of ICT. This is reflected in the courses that she has contributed to, courses that blend more traditional approaches to distance learning with interactive online elements. She heads the Open Languages Research Group in the Open University's Department of Languages. Her own research explores theoretical and practical issues around the use of digital technologies in language learning and teaching, and she is particularly interested in the impact of mediation on learning in new multimodal environments. She has given conference presentations and invited talks around the world, written numerous articles and book chapters, and is coauthor with Marie-Noelle Lamy of the book *Online Communication in Language Learning and Teaching* (2007). International projects include DOTS (ECML) and Medienpass (European Commission), which focus on online teaching skills, and a project on audiographic conferencing (Australian Research Council, British Academy). She has been involved in organizing conferences and seminars, including a two-day seminar on Spoken Online Learning Events and the IATEFL/SWON Conference on Autonomy in a Connected World.

Mirjam Hauck (MA, Ruprecht Karls Universität, Heidelberg) is senior lecturer and associate head of the Department of Languages (Faculty of Education and Language Studies) at the Open University (UK). She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, the affordances of new media, and e-literacy skills. Apart from regular presentations and invited contributions to conferences, seminars, and workshops in Europe and the United States, she serves on the American Computer Assisted Language Instruction Consortium's executive board and on the executive committee of the European Association of Computer Assisted Language Learning (EUROCALL). She also chairs the EUROCALL Teacher Education SIG. She is the coeditor of the *European Journal of Open, Distance and E-Learning* and a member of the editorial board of the *CALL* journal. Her current research and publications explore the impact of mediation and the relevance of multimodal communicative competence for the development of intercultural communicative competence in online environments, particularly in the context of telecollaborative exchanges.

Harriett Jernigan (PhD, Stanford University) is a lecturer in German at the University of California, Davis. After leading the group that created Stanford's language placement tests in German, French, Spanish, Italian, and Chinese, she began developing interdisciplinary approaches to language teaching, focusing in particular on using English composition teaching methodologies to improve L2 writing proficiency. She has taught English as a foreign language and been a guest lecturer at the RWTH University Clinic in Aachen, Germany.

Claire Kramsch (Agrégation, Sorbonne University, Paris) is professor of German at the University of California, Berkeley, where she teaches German and

applied linguistics at both the undergraduate and the graduate levels and directs doctoral dissertations in the Department of German and in the Graduate School of Education. Her areas of interest are the teaching and learning of foreign languages, second-language acquisition, multilingualism, and a discourse approach to language and culture. She is the past president of the American Association for Applied Linguistics and the past North American editor of *Applied Linguistics*. Her main publications are *Context and Culture in Language Teaching* (1993), *Redefining the Boundaries of Language Study* (1995), *Language and Culture* (1998), *Language Acquisition and Language Socialization: Ecological Perspectives* (2002), and *The Multilingual Subject* (2009).

Glenn S. Levine (PhD, University of Texas at Austin) is associate professor of German and German language program director at the University of California, Irvine (UCI). He is also director of the Humanities Language Learning Program. His areas of research include second-language acquisition and socialization and curriculum design and teaching. Professor Levine's publications address code choice in second-language learning; constructivist, ecological, and critical approaches to curriculum design and teaching; and issues of language program direction. He is the author of *Incomplete L1 Acquisition in the Immigrant Situation: Yiddish in the United States* (2000) and the forthcoming *Code Choice in the Language Classroom*. Together with Carlee Arnett, Professor Levine is coeditor of the journal *Die Unterrichtspraxis/Teaching German*. Currently, he is president of the American Association of University Supervisors and Coordinators, and on his home campus he also serves as faculty director of the UCI Center for International Education.

Peih-ying Lu (PhD, University of Glasgow) is associate professor in the Center for General Education, Kaohsiung Medical University, Taiwan. She has researched university-level intercultural language education in Taiwan and published articles in the areas of language education, problem-based learning, and the use of art and literature in the development of medical students. Her current research involves the integration of intercultural language education and the medical humanities with preclinical and clinical medical training. Recently, she has begun integrating experiential learning into the classroom. She has received funding from the Taiwan Ministry of Education to enhance intercultural English courses and task-based learning.

Ana Oskoz (PhD, University of Iowa) is associate professor of Spanish in the Department of Modern Languages, Linguistics, and Intercultural Communication at the University of Maryland Baltimore County. Her research focuses on the use of technology for second-language learning and second-language acquisition. She has examined the use of synchronous and asynchronous communication tools, such as online chats, discussion boards, blogs, and wikis, for second-language learning to promote cultural discussions, enhance second-language writing, and foster intercultural competence development. She has published articles on the topics of error correction, classroom-based assessment, and the use of technology in the language classroom.

Jan Parker (PhD, Clare College, Cambridge University) is chair of the Humanities Higher Education Research Group in the Institute of Educational Technology at the Open University (UK), researching higher-education pedagogy, disciplinary writing, and digital scholarship. She continues to work in her “home” discipline of classics and teaches Greek and comparative literature at Cambridge; her *Tradition, Translation, Trauma: The Classic and the Modern* (edited with Tim Mathews) is in press. She is founder and editor in chief of *Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice*.

Alison Phipps (PhD, University of Sheffield) is professor of languages and intercultural studies at the University of Glasgow, where she teaches modern languages, comparative literature, anthropology, and intercultural education. Her books include *Acting Identities* (2000), *Contemporary German Cultural Studies* (editor, 2002), *Modern Languages: Learning and Teaching in an Intercultural Field* (with Mike Gonzalez, 2004), *Critical Pedagogy: Political Approaches to Languages and Intercultural Communication* (edited with Manuela Guilherme, 2004), *Tourism and Intercultural Exchange* (with Gavin Jack, 2005), and *Learning the Arts of Linguistic Survival: Tourism, Linguaging, Life* (2007). Her first collection of poetry, *Through Wood*, was published in 2009. She is a senior policy adviser to the British Council and a member of the Iona Community, and she is coconvener of the University of Glasgow's Refugee, Asylum and Migration Research Network.

Ursula Stickler (PhD, Karl-Franzens University, Graz) is a lecturer in German in the Department of Languages at the Open University (UK). She has contributed to the Open University's German language courses for all skills levels, integrating online and autonomous learning elements into more traditional distance teaching materials. She is currently head of the department's Virtual Learning Environment (VLE) group, responsible for supporting colleagues in the use of VLE tools and synchronous online conferencing. Her research interests are in the areas of independent language learning, including technology-enhanced language learning, and Tandem learning. She is involved in projects researching interaction in online language tutorials, the use of VLE tools for language learning, collaborative learning online, and tutor training. She has published book chapters and articles in all the above areas. International projects include LITERALIA (an EU-Socrates-funded multilateral Tandem project) and DOTS (an ECML-funded project focusing on teacher training). She has also been involved in organizing a two-day seminar on Spoken Online Learning Events at the Open University that combined synchronous online contributions with face-to-face presentations.

Robert W. Train (PhD, University of California, Berkeley) is an associate professor of Spanish at Sonoma State University, where he is also director of the Language and Culture Learning Center. Formerly a public high school teacher of Spanish and French, he has taught the full range of Spanish and French language courses at the university and secondary levels, from beginning classes to advanced composition. He also teaches courses on linguistics, language learning, and the history of the language designed for future language teachers. He has published and lectured on

the intersection of ideologies of language and language teaching as well as language learning technologies. His research is interdisciplinary and socially engaged in bringing together insights from applied linguistics, anthropology, sociolinguistics, philology, historiography of language, education, and postmodern theory to consider the contours and consequences of ideologies, practices, and policies in the lives of speakers within and beyond the classroom. A philologist by training, he is currently investigating the foundational texts of Spanish language education in the United States from a postcolonial perspective. Professor Train is also actively involved in international education, serving since 2006 on the California State University Academic Council on International Programs.

Per Urlaub (PhD, Stanford University) is assistant professor of Germanic Studies at the University of Texas at Austin, where he also directs the German language program. He teaches at all levels of the undergraduate program as well as graduate seminars on foreign language teaching methods and second-language literacy. His research activities focus on the reading process in the second language, in particular the development of literary and critical reading skills. He currently serves as the president of the South Texas chapter of the AATG.

Leo van Lier (PhD, Lancaster University) was born in the Netherlands and has worked and taught in several countries in Europe, Latin America, and Asia as well as in the United States. His most recent books are *The Ecology and Semiotics of Language Learning* (2004) and *Scaffolding the Success of Adolescent English Language Learners* (with Aída Walqui, 2010). He is professor in the Graduate School of Translation, Interpretation, and Language Education at the Monterey Institute of International Studies, where he teaches courses in second-language acquisition, pedagogical grammar, classroom observation, and computer-assisted language learning, among other topics in educational linguistics. He is also the editor of the *Modern Language Journal* and of the Springer book series Educational Linguistics.

Chantelle Warner (PhD, University of California, Berkeley) is assistant professor of German Studies and an affiliated faculty member in the Program in Second Language Acquisition and Teaching at the University of Arizona. She has recently published an article on deixis, narrative, and the stylistic effect of authenticity in the journal *Language and Literature* and a piece on the application of literary pragmatics in the language classroom in *Die Unterrichtspraxis/ Teaching German*. Her current book project, *Legitimizing Lives: Authenticity Effects in German Social Autobiography*, examines the abundance of literary testimonies written in German during the second half of the twentieth century and the pragmatic-stylistic effects that have driven their reception. She has also begun a new research project on the use of hypermedia literature in the promotion of foreign language literacy and transcultural competence at the intermediate and advanced levels of language study.