Shifting the Grammatical Paradigm in Advanced-level Instruction: Developing Formal Language Abilities along a Genre-based Continuum

Hiram H. Maxim
German Department, Georgetown University
hhm2@georgetown.edu

I.   **An overview of approaches for developing advanced language abilities in collegiate foreign language (FL) education**
   a.   The road well-traveled . . .
      i.   predominance of conversational interpersonal speech → primary discourses (Byrnes, 2002; Byrnes, Crane, & Sprang, 2002)
      ii.   attention to language abilities necessary for engaging "content" → bridge course or study abroad (Maxim, 2004)
      iii.   attention on context-independent formal accuracy → advanced grammar course (Byrnes, 2002)
   b.   The road less-traveled . . .
      i.   articulated, long-term approach to fostering advanced language abilities → curriculum by design (Byrnes, 1998)
      ii.   awareness that language use changes in public settings, i.e., not just "more and better" → secondary discourses (Gee, 1998)
      iii.   a textual approach – examining the functionality of language to determine the appropriate language choices for specific contexts → genre (Byrnes & Sprang, 2004)

II.   **An educational context for realizing advancedness**
   a.   integrated curriculum based on situated and goal-oriented meaning making at and across all levels → centrality of textual genres (Maxim, 2005)
   b.   textual models situated along continua of language use (Byrnes & Sprang, 2004)
      i.   primary ↔ secondary discourses (Gee, 1998)
      ii.   congruent ↔ synoptic semiosis (Halliday, 1993)
      iii.   narrative ↔ expository language (Martin, 2002)

III.   **A genre-based pedagogy for explicitly attending to advanced language use**
   a.   Three-step pedagogy
      i.   modeling
      ii.   joint negotiation of text
      iii.   independent construction of text
   b.   Attentional focus
      i.   text level → generic moves
      ii.   sentence level → thematization patterns
      iii.   word level → semantic webs

IV. **A redesigned course along the narrative-expository continuum**

a. "Berlin Stories: 1918-2006" (Level IV)

b. Four targeted genres
   i. personal letter
   ii. diary entry
   iii. film review
   iv. literary analysis

c. Attention to three levels of language use (text, sentence, word)

d. Particular attention to thematization patterns (Ryshina-Pankova, 2006)

   i. theme is …
      1. first element in a clause
      2. point of departure for a text
      3. linguistic realization of interpersonal and experiential meanings
      4. instrument for contextual generic coherence
      5. textual connector between previous and following discourse

   ii. theme can be categorized according to …
      1. grammatical complexity
      2. lexical complexity

   iii. theme's complexity indicates its place on narrative-expository continuum

V. An analysis of thematization patterns

Genre	Personal letter	Diary entry	Film review	Literary analysis
Model Texts	Käthe Kollwitz, Letters to her son on the western front, 1918; Kurt Tucholsky, Letters to Mary Gerold, 1918	Erna Becker, diary entries, 1937-1943; Karl Deutmann, diary entries, Feb 1945-Apr 1945	Film reviews of *Wings of Desire* (1987)	Analysis of Judith Hermann's short story "Bali-Frau" (1998)
Thematization Patterns	- specific participants - interjections - temporal phrases - linear thematic development → connectors	Becker - specific participants - concrete aspects of daily life - locative and temporal phrases - explanatory, elaborative themes - some linear thematic development Deutmann - locative and temporal phrases - war-time realities - summarizing pronoun "it" - specific participants - less linear thematic development	- specific participants & scenes from film - temporal phrases - aspects of the film or the film itself - evaluation / interpretive clausal theme - linear thematic development	- summarizing words - contrastive discourse markers - linear development
Writing Task	letter from Berlin to loved one at war's end, 1918	diary entries from Berlin at war's end	Film review of *Wings of Desire*	Analysis of the short story "Bali-Frau"

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