

# CLAC 2008 NATIONAL CONFERENCE

***Frankly Speaking: Challenges in Integrating  
Languages and Cultures into a Post-Secondary Curriculum***

October 15–17, 2008  
FedEx Global Education Center  
University of North Carolina at Chapel Hill

The Fall 2008 conference on Cultures and Languages Across the Curriculum (CLAC) provides an opportunity for faculty, graduate instructors, and administrators to share expertise in building and managing post-secondary CLAC programs. A special focus this year will be on the implications of the May 2007 MLA Foreign Language Report on CLAC initiatives nationwide.



<http://www.unc.edu/clac>

Sponsored by the Center for European Studies & Center for Global Initiatives



# cultures+languages across the curriculum 2008

## CONFERENCE PROGRAM

*Unless otherwise specified, all rooms are located in the FedEx Global Education Center.*

### Wednesday, October 15

12:00: On-site Registration Opens; Coffee (Atrium)

1:00 - 3:00: Concurrent Panels



#### A. Bridging Disciplines through Culture (Room 1005)

Moderator: H. Stephen Straight (Binghamton University)

##### *Culture and Language Across the Mind of the Learner: Integrative Thinking*

Jan Marston (Drake University)

The student-centered language acquisition program at Drake has an infusion approach to CLAC. At the heart of every language offered is a "culture blog" where each student comments weekly on some aspect of the culture under study. We believe that essential to acquiring proficient communicative skills is a recognition that language is embedded in culture, and that context is (almost) everything. We also offer a CLAC-specific course for advanced students to acquire the skills necessary to present themselves as young professionals in their chosen field of study.

##### *Languages Across the Curriculum as a Means of Teaching Franco-Arab Cultures*

Michael J. Rulon (UNC-Chapel Hill)

In this presentation, I will briefly present the challenges of teaching Franco-Arab cultures within a traditional classroom context. Then, drawing on a combined LAC recitation that I taught in Spring of 2008, I will explain the ways in which Languages Across the Curriculum can help overcome the linguistic and disciplinary divides that serve as obstacles to the teaching of this subject.

##### *The LAC Experience at Baldwin-Wallace College: Integrating the Spanish Language and Culture into the Core Curriculum*

Javier Morales-Ortiz and Barbara A. Sposet (Baldwin-Wallace College)

The presenters will discuss how the development of one-credit LAC courses at Baldwin-Wallace College provide opportunities for students enrolled in the Enduring Questions core curriculum course to utilize and refine reading, listening and speaking skills in Spanish, French, and German. Examples will be provided for the one-credit course in Spanish. Discussion will address issues such as syllabi content, language prerequisites, outcomes and assessment measurements.

#### B. Service Learning and CLAC (Room 1009)

Moderator: Tara Muller (UNC-Chapel Hill)

##### *Integrative Approaches to Service-Learning: Two Models for Composition and Grammar Classrooms*

Eileen Anderson (North Carolina State University) and Melissa Birkhofer (UNC-Chapel Hill)

Service-Learning is often realized as one small (or extra) component of class work, but there are many ways it can be incorporated more fully into classes. We have created two models of integrated service-learning for composition/grammar classes. Our shared goals are designing assignments that have real-world applications and structuring these courses so that students feel and become a part of the larger university community in which they live.

*Service-learning: Teaching a Foreign Language from Kindergarten through College*

Frédérique Grim (Colorado State University)

This presentation will introduce a service-learning project involving college students of French and targeting K-6 children. The benefits and organization of this type of program will also be discussed.

**C. National Language Flagship Programs (4<sup>th</sup> Floor)**

Moderator: Niklaus Steiner (UNC-Chapel Hill)

*Russian Across the Curriculum: Planning, Implementation, Assessment*

Sandra Freels, Maude Hines, Nila Friedberg, and Kathleen Godfrey (Portland State University)

Team members of the Portland State University Russian Language Flagship Partner Program will describe the pilot phase of the university's new Russian across the curriculum program. The paper will look at the theoretical and practical considerations that have gone into program development, the implications for co-requisite courses, approaches to curricular development, and assessment strategy.

*Developing Global Professionals: "Green Chemistry in Chinese"--A Case from a Flagship Program*

Jennifer Liu (Indiana University) and Margaret Yang (University of Oregon)

This paper delineates an effort to teach Mandarin using a non-traditional subject for language study, chemistry: teaching and learning goals, the conceptual steps in course development, assessment, obstacles overcome, and course materials, which will be shared.

**3:00 - 3:30: Coffee Break (Atrium)**

**3:30 - 5:30: Concurrent Panels**

**D. CLAC and Language Departments: in Competition or Collaboration? (Room 1005)**

Moderator: Carlos Valencia (University of Richmond)

*From "Business and Culture of Sports in the Spanish-Speaking World" to "Sports in Spain and Latin America": Or, How a One-credit Language Enhancement Section Became a Three-credit Advanced-level Spanish Course"*

Gregory E. Moreland (University of Florida)

I will describe how a course created as part of the FLAC program at the University of Florida evolved into a full-fledged part of the Spanish curriculum, focusing on support for and opposition to this development. I will also discuss the prospects for this to occur with additional FLAC courses.

*'I Got the Point Across and That is What Counts': Transcultural versus (?) Linguistic Competence in Language Teaching*

Shobna Nijhawan (York University)

This paper discusses some challenges located at the intersection of transcultural, translingual and linguistic approaches to teaching the less commonly taught language Hindi-Urdu. Is there a middle-of-the-road path that prepares students to use language outside the classroom without neglecting the mastery of grammatical concepts? I would like to share how I sensitize students for developing a participatory attitude that acknowledges cultural aspects of grammar and that enables students to understand language along with its grammar as cultural concept per se and not merely as a tool to talk about culture.

### E. English as a Second Language and CLAC (Room 3024)

Moderator: Jan Marston (Drake University)

#### *A Cross-Cultural Collaborative Learning Project*

Trudy O'Brien and Margaret Kersten (Carleton University)

The paper discusses the rationale, the participants, the design and the evaluation of a cross cultural survey project. The project aimed at creating opportunities for interaction between two groups of first year university students, i.e., native and non-native English speakers. The use of email made interaction possible and contributed to creating a rich learning environment.

#### *Contextualizing: Bridging Students and Texts*

Maria Zlateva, Kimberly Shuckra, and Maria Gapotchenko (Boston University)

Multiple cultural perspectives pose challenges for instructors when non-native speakers are mainstreamed in college writing classes. A major concern is contextualizing course material for students lacking the background to access the academic texts. The presentation explores that curricular and pedagogical issue, and proposes practices (from three courses in a writing sequence) to provide foreign-born students with the necessary information, while also engaging their native peers.

### F. CLAC and the Sciences (Room 1009)

Moderator: Darcy Lear (UNC-Chapel Hill)

#### *Chemistry and Biology in Spanish: Reactions and Symbiosis in a Liberal Arts College Context*

Barbara Domcekova, Charlotte Ford, Megan Gibbons, and Laura Stultz (Birmingham-Southern College)

BSC faculty developed two team-taught FLAC courses taught in Spanish that complement courses in Biology (*Introduction to Environmental Studies*) and Chemistry (*General Chemistry II*). This panel composed of science professors, Spanish professor and a librarian will allow for a discussion based on subject expertise, language expertise, and resource identification & organization. Our presentation will focus on the FLAC format at our institution, the course design, faculty involvement, student recruiting, text selection criteria, methodology and the assessment.

#### *Doing Science in a Cultural Context: The Use of Spanish and Literature in Exploring Ecuador's Ecological Complexity*

Terry Martin and Michael Melampy (Baldwin-Wallace College)

Introducing a mixed group of science and non-science majors to the complexities of tropical ecology is a daunting challenge, especially when students are attempting to deal with a new language and culture at the same time. We will present our successes and failures in using language and literature to develop a cultural context that can facilitate the student's understanding of ecology and the prospects for conserving vital ecosystem functions.

### **5:30: Welcome Reception (4<sup>th</sup> Floor)**

Peter A. Coclanis (Associate Provost for International Affairs, Albert R. Newsome Professor of History; UNC-Chapel Hill)

John Stephens (Director of the Center for European Studies, the European Union Center, and the Trans-Atlantic Masters Program; Gerhard E. Lenski, Jr., Distinguished Professor of Political Science and Sociology; UNC-Chapel Hill)

## Thursday, October 16

8:00: On-site Registration Opens; Coffee (Atrium)

9:00 - 11:00: Concurrent Panels

### G. CLAC and Graduate Student Training (Room 3024)

Moderator: Gregory E. Moreland (University of Florida)

#### *Graduate Student Training in Course Design: A Crucial Component in Transforming Academic Programs*

Ann M. Keller-Lally (University of Northern Colorado)

The presenter proposes a cognitive apprenticeship approach to training graduate students in the development of content-based courses that enhance skill-building in critical disciplinary analyses and cultural literacies.

#### *Training Future Faculty: UNC's Graduate Certificate in Languages Across the Curriculum Instruction*

Tanya Kinsella (UNC-Chapel Hill)

UNC's new graduate certificate in LAC instruction offers one way to help prepare future faculty for the new professional demands envisioned by the MLA Ad Hoc Committee on Foreign Languages. My presentation will provide an overview of the objectives and requirements of the certificate (including a sample syllabus for the core course on *Teaching Languages Across the Curriculum*), and consider the potential benefits for graduate students, their prospective employers, and the CLAC movement. I will also describe the various administrative obstacles encountered in developing and implementing the certificate, and offer suggestions for other institutions interested in pursuing similar initiatives.

### H. Evaluation and Assessment of Cultural Learning (Room 1005)

Moderator: Diana Davies (Princeton University)

#### *Assessing Outcomes of Teaching and Learning Cultural Analysis*

Judith Hammer (Southern Connecticut State University)

This paper explores ideas of integrating content and cultural analysis in the foreign language classroom. A sociocultural frame of reference is applied through the use of filmic material for content-based language learning. Additionally, the presentation focuses on ways to evaluate and assess outcomes of teaching and learning cultural analysis.

#### *The Effectiveness of Study-Abroad Programs on Cultural Learning: A Case of Japanese Summer Study-Abroad Programs*

Shinobu Anzai, Philip Dobberfuhr, Chie Matsuzawa, Erica Zimmerman (United States Naval Academy)

The study will investigate how the summer study-abroad programs contribute to the development of intercultural understanding. The study will also investigate the importance of active intervention in students' learning before, during, and after study abroad to shape and support their cultural learning.

#### *Assessment of Student Outcomes in an Interdisciplinary Study Abroad Course: Learning Spanish Through Multicultural Education Content*

Tami Smith and Isabel Moreno-Lopez (Goucher College)

This presentation will briefly summarize the development, implementation, and outcomes of an interdisciplinary course. Preliminary results of a mixed-method design used to evaluate the quantitative and qualitative data collected during and after the course will be presented as a means for assessing the achievement of the course objectives.

*[Panel I has been Canceled]*

11:00 – 11:30: Coffee Break (Atrium)

**11:30 – 12:30: Keynote Address 1 (The Nelson Mandela Auditorium)**

Moderator: Michael J. Rulon (UNC-Chapel Hill)

*CLAC and the 'Berlitzing' of Foreign Language Departments*

Michael Geisler (Middlebury College)

A higher education system that is truly intended to prepare students to succeed in a global economy requires more of both foreign language departments and university administrations than the 'Berlitzing' of foreign languages under the guise of bringing "language expertise" to some remote corners of the curriculum. The 2007 MLA report "Foreign Languages and Higher Education: New Structures for a Changed World" challenges both university and college administrations, as well as colleagues in foreign language departments, to rethink the way expertise in foreign languages and cultures is structured in terms of content, faculty training and the integration of foreign language departments in the overall curriculum.

**12:30 – 2:00: Lunch on your own**

**12:30 – 2:00 CLAC2009 Conference Planning Session (Room 3009)**

To attend, please register via email to [lac@unc.edu](mailto:lac@unc.edu) by Monday, October 13.

**2:00 - 5:00: Concurrent Panels**

**J. LAC at Skidmore: Promoting proficiencies and Enriching Liberal Arts Education (Room 1005)**

Moderator: Judy Krutky (Baldwin-Wallace College)

*Developing a Two-Tiered LAC Program*

Patricia Rubio (Skidmore College)

This session will outline the development of our two-tiered approach and the implications of the two levels of LAC for the development of foreign language proficiency in the disciplines.

*Using Technology to Support an Individualized LAC model*

Cindy Evans (Skidmore College)

A discussion of the ways in which use of the Moodle course management system has evolved over several years in response to strengths and challenges of our model. The development of an e-portfolio approach to assessment will also be described.

*Promises and Challenges of Teaching Chinese Across the Curriculum*

Mao Chen (Skidmore College)

This presentation will examine methods, materials, and challenges for teaching Chinese across the curriculum. Emphasis is on learner-centered approaches, intercultural awareness, and application of technology

*New Visions for Advanced (C)LAC*

Marc-André Wiesmann (Skidmore College)

Description and critique of a possible third level of (C)LAC, preferably a 2-credit class, to complement the now operative (C)LAC levels 1 and 2 at Skidmore College. This course will address advanced French speakers and writers, and will focus on a variety of relevant topics as seen through the diffractive lenses of several existing "francophonies."

**K. Culture in the Language Classroom I (4<sup>th</sup> Floor)**

Moderator: Suronda Gonzalez (Binghamton University)

*Language & Culture: A Media-ated Experience*

Zsuzsanna Abrams, Carla Ghanem, and Vincent Vanderheijden (University of Texas at Austin)

This presentation seeks to clarify achievable objectives for teaching culture and language in lower-division language courses. It acknowledges administrative and departmental practices that may make integration of culture and language teaching or articulation with upper-division programs challenging. The main purpose of the presentation, however, is to offer several possible solutions for transcending these challenges.

*From Intercultural Sensitivity to Intercultural Competence: An Intercultural Approach to Integrate Language and Culture in the Spanish Class*

Elisabeth Arévalo-Guerrero (University of Maryland, Baltimore County)

This presentation describes an intercultural approach to teach Spanish in postsecondary education, which combines Bennett's (1983) Developmental Model of Intercultural Sensitivity (DMIS) and Byram's (1997) Model of Intercultural Communicative Competence (ICC).

*The Use of Podcasts to Integrate Language and Culture in L2 Teaching*

Claudia Fernandez (DePaul University)

One of the many potentials that podcasts have is to bridge the gap between language and the L2 culture. This presentation will show how to produce podcasts that not only are culturally rich but also that promote L2 learning.

**7:00: Dinner; Keynote Address 2 (Old Well Room, Carolina Inn)**

*Moderator: Niklaus Steiner (UNC-Chapel Hill)*

*CLAC in Light of the 2007 MLA Foreign Language Report:  
Challenges and Opportunities in a Globalized Context*

Carol Klee (University of Minnesota)

The 2007 MLA report recommends significant reforms to language education at the postsecondary level, among them situating language study in "cultural, historical, geographic and crosscultural frames within the context of humanistic learning," a goal that coincides with many CLAC initiatives. Given the emphasis in the report on interdisciplinary collaborative courses to attract students with interests beyond literary studies, this presentation will focus on some of the challenges ahead in realizing this vision as well as on new possibilities for CLAC within a globalized context.

## Friday, October 17

8:00: Coffee (Atrium)

9:00 - 11:00: Concurrent Panels

### L. CLAC and the Social Sciences (Room 3024)

Moderator: Diana Davies (Princeton University)

#### *Learning Language, Learning Culture: Incorporating Target Languages into Cultural Anthropology Courses*

D. Seth Murray (North Carolina State University)

Cultural anthropology's central emphasis on cultural diversity makes it a discipline that is ideally situated to bridge between target languages and multiculturalism. This presentation explores the assets and limitations that cultural anthropology offers to CLAC, and suggests a problem-based cultural anthropological approach as an effective strategy for enhancing linguistic and cultural authenticity in the classroom.

#### *Where Historians Work: CLAC Infuses the History Classroom*

Barbara Reeves-Ellington (Siena College) and Suronda Gonzalez (Binghamton University)

The presenters review the movement to internationalize U.S. History and discuss approaches at Binghamton University and Siena College to develop and reinforce the CLAC skills that students need to produce their own transnational perspectives on U.S. History.

#### *Instrumental and Constitutive: One Historian's Take on Languages*

Thomas M. Adams (Independent Scholar)

Although these two ways of conceiving of language study—instrumental and constitutive—seem to diverge on two separate paths, the experience of serious students of history reveals the essentially complementary nature of the two conceptions. Paradoxically, historians may be the last to recognize this. I offer an insider's view of this reality and its implications for the learning of languages by a future generation of historians.

### M. Culture in the Language Classroom II (Room 1005)

Moderator: Kathleen Godfrey (Portland State University)

#### *Critical reflections on integrating language and culture at a post-secondary institution: Implementations and Implications of teaching Korean*

Ji-Yeon O. Jo (UNC-Chapel Hill)

"Culture" has always been a part of language teaching. However, presentations and discussions of cultures in many textbooks and language classrooms are often limited to providing fragmented or grossly generalized information void of critical understanding and reflection. This presentation will explore ways of integrating language and culture that can reflect the dynamic and multifaceted nature of the culture and language.

#### *Integrating Culture into Advanced College Korean Courses: Theory into Practice*

Hye-Sook Wang (Brown University)

This presentation will discuss how culture can be effectively integrated into Advanced Korean language courses at colleges and universities. It will specifically demonstrate how the course is constructed around an overarching theme of 'conflict' as a way to facilitate learners' understanding of Korean culture and society. Sample teaching materials will be introduced and shared.

#### *Challenges of Teaching Culture in a Military Institution*

Clementine Fujimura and Audrey Gaquin (United States Naval Academy)

Teaching culture comes with many challenges, not the least being the complexity of the concept itself. In a military institution such as the United States Naval Academy, the challenge of teaching culture is compounded with administrative hurdles,

questions of audience receptivity and problems with the need for immediate solutions in training. Not only is the pedagogy itself problematized, but further, at certain points, the feasibility is questioned. This joint presentation will address the issues of teaching culture in a military institution from the pedagogical, institutional/cultural and administrative perspectives.

**N. Web-Based Teaching Materials for CLAC (Room 1009)**

Moderator: Jan Marston (Drake University)

*MOSAIC: Language-Content Collaborations for Global Literacy*

Robert L. Davis (University of Oregon)

MOSAIC (from CASLS, the Northwest Title VI Center) is a web-delivered series of thematic materials in Spanish and Japanese that imbue language learning with interesting academic content and promote continued development of proficiency. Units were created by a unique collaboration among university-level and high-school language and content teachers. This session will report on the development model for MOSAIC and results from field testing in a variety of instructional contexts.

*CultureTalk Islamic Worlds: A Cultural Resource in Many Languages*

Elizabeth Mazzoco (University of Massachusetts, Amherst and Five Colleges, Inc)

This presentation will explore the CultureTalk web resource, which features video clips of interviews and discussions with people from many different countries and of many different ages and walks of life. Some interviews and discussions are in English; more are in the language(s) of the countries involved.

**11:00 – 11:30: Coffee Break (Atrium)**

**11:30 – 1:00: Conference Wrap-up and Discussion (The Nelson Mandela Auditorium)**

Moderator: H. Stephen Straight (Binghamton University)

*Languages and History: Allied Disciplines*

Thomas M. Adams (Independent Scholar)

The speaker will take advantage of the opportunity offered to spread the word about a round-table session entitled "Languages: *Sine Qua Non* for Globalizing Historiography" scheduled for January 3, 2009, at the annual meeting of the American Historical Association in New York. In addition to describing the session, he will enlist support for a professional networking effort before and after the January meeting.

*The Future of the CLAC Consortium*

CLAC Consortium Members