

“Bridging Activities”, New Media Literacies, and Advanced Foreign Language Proficiency

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Will the ideas
presented in last
week's article work
in your class?

Students

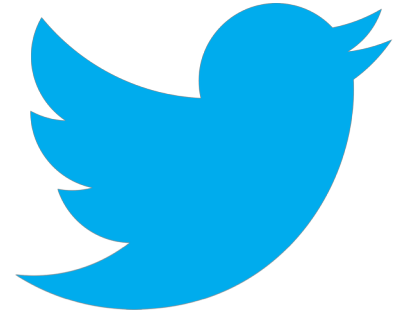
- Who are the advanced students in your program?
- Why are they taking advanced-level classes?
- What are they hoping to learn?

Instructors

- What are the expectations you have for your students?
 - How do they align with what your students want to learn?
-

Internet-mediated Communication

- How do your students communicate?
- What platforms might they use to communicate with their peers in the target language and culture?



What genres are present in these online-mediated modes of communication?

How do we work with this stuff?

- Is working with these forms of Internet-Mediated Communication useful?
- ...for advanced, content-oriented classes?
- ...outside the language classroom?

What do you think of
the proposed
“Bridging Activities
Model”?

Bridging Activities - Integration and Application

1. Proficiency Goals:

- a. Improve understanding of both conventional and internet-mediated text genres.
- b. Raise awareness of gender specificity and context-appropriate language use.
- c. Build metalinguistic, metacommunicative, and analytic skills.
- d. Bridge toward relevance of students' communicative lives outside of the classroom
- e. Increase student agency in curricular design

1. Does it fit with the Multiliteracies Framework (situated practice, overt instruction, critical framing, transformed practice)?

- a. Observation and Collection
- b. Guided Exploration and Analysis
- c. Creation and Participation

New Media Literacies

- IM / Synchronous Chat
- Blogs and Wikis
- Remixing
- Multiplayer Online Games

Critique of the
model...

For the next session

- *Toward academic-level foreign language abilities: Reconsidering foundational assumptions, expanding pedagogical options.* By Heidi Byrnes, 2002
- How well does the Bridging Model fit within Byrnes' recommendations?

