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

Steven L. Thorne and Jonathon Reinhardt
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?
Happy Thanksgiving