

# Teaching Intermediate and Advanced Language Classes: Proficiency, Content, and Culture

Monday, May 16, 2016  
12:30 - 5:15 PM  
Powell Library 186



## Program

12:30-1:00 PM Lunch

### Session 1

1:00-2:15 PM

**Patricia Wiley** “Content and culture in the intermediate German language classroom”

**Michelle Smith** “Designing appropriate writing activities to engage low-intermediate students of Chinese”

**Gemma Repiso** “Integrating prosody in the intermediate Catalan classroom”

### Session 2

2:25-3:50 PM

**Juliana Wijaya** “Proficiency and content-based teaching at the intermediate level of Indonesian”

**Kim Jansma & Laurence Deni-Higney** “Task-based instruction in French”

**Dean David Schaberg**

**Tara Rensch** “Teaching awareness in German”

### Session 3

4:00-5:15 PM

**Asako Hayashi Takakura** “Developing web-based multi-level materials for Japanese content-based instruction”

**Georgiana Galateanu** “Urban folklore in the Romanian language classroom”

**Anna Kudyma** “Teaching advanced Russian: Problems and solutions”

**UCLA Language Alliance Symposium**

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Proficiency, Content, and Culture**

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**PROGRAM**

12:30-1:00 LUNCH

1:00-2:15 SESSION 1

Patricia Wiley: "Content and Culture in the Intermediate German Language Classroom"

Michelle Smith: "Designing Appropriate Writing Activities to Engage Low Intermediate Students of Chinese"

Gemma Repiso: "Integrating Prosody in the Intermediate Catalan Classroom"

2:15-2:25 BREAK

2:25-3:50 SESSION 2

Juliana Wijaya: "Proficiency and Content-Based Teaching at the Intermediate Level of Indonesian"

Kim Jansma and Laurence Denie-Higney: "Task-Based Instruction in French"

[3:15-3:30 Dean David Schaberg]

Tara Rensch: "Teaching Cultural Awareness in German"

3:50-4:00 BREAK

4:00-5:15 SESSION 3

Asako Hayashi Takakura: "Developing Web-Based Multi Level Materials for Japanese Content-Based Instruction."

Georgiana Galateanu: "Urban Folklore in the Romanian Language Classroom"

Anna Kudyma: "Teaching Advanced Russian: Problems and Solutions"

## ABSTRACTS

### **Patricia Wiley: “Content and Culture in the Intermediate German Language Classroom”**

This presentation illustrates how knowledge of timely cultural processes 'off the beaten path' will provide students with the skills to enter actively into current discourse. This contribution applies Patrick Moran's (2001) Languages of Description, Interpretation, and Response to the hot topic of gentrification in Berlin, and additionally illustrates how a documentary can serve as the basis for a multi-modal, non-linear, and flexible teaching concept.

### **Michelle Smith: “Designing Appropriate Writing Activities to Engage Low Intermediate Students of Chinese”**

Research shows that writing well is difficult to learn and is a challenging task for anyone, regardless of age. It takes time, practice and perseverance. Learning to write in Chinese, to organize thoughts in a logical way and to create cohesive discourse, no doubt, can be more challenging or even daunting for our students. These difficulties often cause them to feel frustrated so that they avoid or dislike writing in Chinese.

This study discusses how we have used a collaborative chain story activity in our class to help students to get rid of writer's block and to bolster their motivation to learn to write in Chinese. To measure the outcomes of the study, a survey instrument was designed to collect students' feedback on the writing activity. The survey results show that the integration of the chain story writing did meet our students' needs.

### **Gemma Repiso: “Integrating Prosody in the Intermediate Catalan Classroom”**

This presentation will broach the incorporation of prosodic elements such as intonation and word stress in the intermediate Catalan language classroom through a sequence of presentation, practice and evaluation. Theater performances, L1 imitation activities and software-based tasks will be introduced considering their main advantages and challenges for the classroom setting.

### **Juliana Wijaya: “Proficiency and Content-Based Teaching at the Intermediate Level of Indonesian”**

The Intermediate Indonesian curriculum covers a wide range of topics that meet students' interest and needs. The content-based curriculum used in the class includes history, geography, environment and arts. The lessons on geography and environment that will be presented will show how the lessons can be designed to improve students' proficiency and meet the world-readiness standards for language learning.

### **Kim Jansma and Laurence Denie-Higney: “Task-Based Instruction in the Digital Age.”**

This presentation will showcase several popular French websites that have been adapted to create task-based activities that promote both linguistic and intercultural competence for beginning to advanced students.

### **Tara Rensch: “Teaching Cultural Awareness in German”**

This presentation introduces a series of short warm-up activities for a German classroom that raise cultural awareness and teach students about the social protocol for interacting with Germans. The goal is for students to realize that learning a foreign language is not just learning how to translate things they would say in their native language (linguistic competence), but also what can be appropriately said in which context (pragmatic and cultural competence).

### **Asako Hayashi Takakura: “Developing Web-Based Multi Level Materials for Japanese Content-Based Instruction.”**

This presentation is a report of the project that three Japanese lecturers at UCLA, UCI, and UCSD developed CBI teaching materials for three different levels of the language (second-Year/Intermediate, third-Year/Advanced, and Heritage Language courses). The materials were shared online among Japanese programs of UC campuses. It includes brief literature review of CBI, collaborative material development tips and reports of feedbacks from the instructors across UC campuses.

### **Georgiana Galateanu: “Urban Folklore in the Romanian Language Classroom”**

With 20th century industrialization and urbanization, East European literary folklore moved to the city. During communism, jokes, rumors, caricatures, parodies of classic literature or traditional folklore itself were disseminated by word of mouth by citizens eager to defy the system in a personally “safe” manner. With new, post-1989, societal challenges and the advent of digital media, East European urban folklore has diversified and also spread on an unprecedented scale by being instantly accessible to anyone with a laptop or cell phone. This presentation will suggest activities aimed to help Romanian language students understand and appreciate the anonymous literary creations that people in the target culture use to cope with 21st century realities.

### **Anna Kudyma "Teaching Advanced Russian: Problems and Solutions"**

The paper reports on the UCLA Russian program goals and tasks and will discuss the problems that arise when teaching at the advanced level as well as possible solutions to these problems. I will focus on how to get students to the advanced level in a short amount of time, on the most effective methods that yield the highest results with the least expenditure of time and effort.