TEACHING LANGUACULTURE THROUGH MEDIA IN THE L2 CLASSROOM

Language Matters Series, Texas Language Center

VÍCTOR GARRE LEÓN
Assistant Instructor of Spanish, The University of Texas at Austin
Outline

• Background
• Course: Spanish Culture through Media
• Languaculture
• Languaculture activities
Background: *Remapping the Foreign Language Curriculum* (Swaffar & Arens, 2005)

- Integrated curriculum in L2 classes
  - Skills and vs Intellectual Endeavors
- Content in ELP curriculum (Byrnes)
  - “A house divided: Incorporating culture in the FL department”
- Integrative use of language in L2 learning (Swaffar & Arens, 2005)
  - Multiple modalities – students’ cognitive processing becomes more effective.
  - Rethinking of current practices
    Language / Literature / Culture vs Multiliteracies Approaches (& Multimodality)
Spanish Culture through Media: 
*El Ministerio del Tiempo* (“The Department of Time”)
Course contents
Course contents
Assessment

• 6 Journal entries & 3 ICW (15%)
• 2 oral presentations (10%)
• 3 Chapter exams (30%)
• Final Oral Exam (10%)
• Final Exam (15%)
• Attendance & Participation (10%)
• Online (grammar) Homework (10%)*
Languaculture (Agar, Risager)

- From language-and-culture to Language-as-culture (Blyth)

- Three dimensions:
  - Semantic & Pragmatic
  - Poetic
  - Identity
Semantic & Pragmatic dimension
Identity Dimension:
Velázquez meets Picasso
Poetic Dimension:
Federico García Lorca y la Residencia de Estudiantes
“La leyenda del tiempo” (“The Legend of Time”), by Federico García Lorca

El sueño va sobre el tiempo flotando como un velero.
Nadie puede abrir semillas en el corazón del sueño.

¡Ay, cómo canta el alba, cómo canta!
¡Qué témpanos de hielo azul levanta!

El tiempo va sobre el sueño hundido hasta los cabellos.
Ayer y mañana comen oscuras flores de duelo.

¡Ay, cómo canta la noche, cómo canta!
¡Qué espesura de anémonas levanta!

Sobre la misma columna, abrazados sueño y tiempo,
cruza el gemido del niño, la lengua rota del viejo.

¡Ay, cómo canta el alba, cómo canta!
¡Qué espesura de anémonas levanta!

Y si el sueño finge muros en la llanura del tiempo,
el tiempo le hace creer que nace en aquel momento.

¡Ay, cómo canta la noche, cómo canta!
¡Qué témpanos de hielo azul levanta!

(Federico García Lorca, Así que pasen cinco años [1933].

Reinterpreting genres
Other activities
Shortcomings and future steps

• Students’ L2 proficiency level (Mid-High)

• “Learning-by-Design” (Cope & Kalantzis, 2015)
Colleges Lose a ‘Stunning’ 651 Foreign-Language Programs in 3 Years

By Steven Johnson  |  JANUARY 22, 2019

Colleges closed more than 650 foreign-language programs in a recent three-year period, according to a forthcoming report from the Modern Language Association.

The new data, which the MLA shared with The Chronicle, suggest that it took several years for the full effect of the recession of 2008 to hit foreign-language programs. Higher education, in aggregate, lost just one such program from 2009 to 2013. From 2013 to 2016, it lost 651, said Dennis Looney, director of programs at the MLA.

Spanish, which still accounts for about half of enrollments in languages other than English, had a net loss of 118 programs. French lost 129, German 86, and Italian 56. Among the 15 most commonly taught languages, only American Sign Language, biblical Hebrew, and Korean saw a net increase in programs, Looney said.
References


