

Literacy *en français* and *à la française* : Socializing Students to Academic Literacy Practices in a Foreign Language

Project Aim

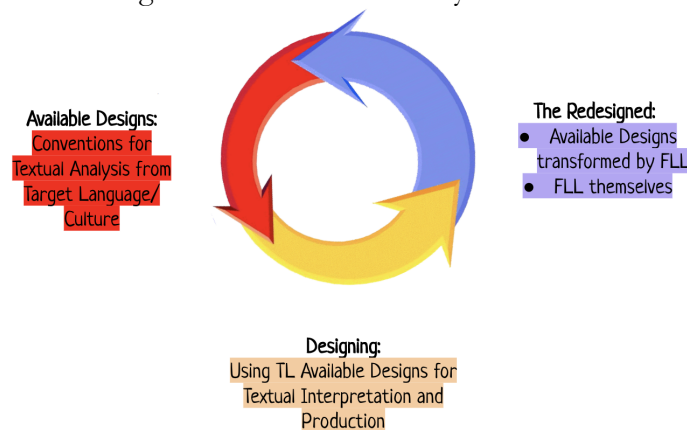
- Sensitize students to the fact that academic literacy practices differ across languages/cultures

Academic Literacy Socialization

- Involves “learning how to participate [...] in the discursive practices of a given academic community” (Morita, 2009, p. 444)
- Focus: Experiences of ESL international post-secondary students in Canada (e.g., Kobayashi, 2016; Morita, 2004, 2009; Waterstone, 2008; Zappa-Hollman, 2007) or the U.S. (e.g., Haneda, 2009; Ho, 2011)
- Less attention to experiences of foreign language learners (FLL)

Multiliteracies

- Meaning-making as “an active and dynamic process” (New London Group, 1996, p. 74)
- The Production of Meaning in FL Academic Literacy:



This BLC Fellows Instructional Development Project was two-fold:

1. Project DESIGN
2. Evaluation of OUTCOMES

I. Project Design

Lower- and Upper-Division Interventions

French 2

- 2 sections: 17 students, 14 students

French 102

- 1 section: 9 students
- 2 French academic genres:

- *Explication de texte*: a French *oral* close reading performance. After reading the passage aloud, students situate it in the larger book or collection, characterize the theme of the text, trace the movement of the passage, announce a *problématique* (research question), perform an analysis that responds to the *problématique*, and offer concluding remarks. Students in the focal French 102 section performed at least one *explication*.

*Adaptations to the exercise:

- ◆ Ability to perform with a partner
 - ◆ Carried out via Zoom
 - ◆ In contrast with practice in French academic contexts, students were not asked 1-2 grammatical questions about the passage following their performance.
- *Commentaire composé*: the written counterpart of the *explication de texte*. In their introduction, students situate the text, specify the genre and theme, present their *problématique*, and announce the different axes (lines of analysis) to be explored. The body of *commentaire* takes the form of 2-3 interrelated *axes* that offer insights into the research question. In their conclusion, students summarize their arguments and, if possible, comment briefly on intertextuality (e.g., propose a comparison with another text of the same literary genre, relate the text to the literature or culture of another country, etc.).

Students in the focal French 102 section wrote 1-2 *commentaires*.

II. Evaluating Outcomes

Methods

- Class observations
- Pre- and post-surveys of student participants
- Interviews with students
- Interviews with the instructor
- Students' production of an oral and written French academic genres

Confidence Producing French Genres: Pre- and Post-Survey Results

- Students' mean reported confidence producing these genres increased, but a larger study sample is needed to draw significant conclusions.

The Redesigned: New Perspectives and Tools

1. How were students impacted as a result of the intervention?
2. What applications beyond French 102 did students envision for the tools that they developed?

The Redesigned: New Perspectives

- Accountability
- Experience vocalizing an analysis
- Depth of analysis

- Attention to historical context

The Redesigned: New Tools

- Analytical tools
- Essay format
- All students could envision applications of the French academic genres with other media or languages

III. Reflections and Conclusions

Acceptability?

- In other UC Berkeley French classes?
- In other non-French coursework?
- At French academic institutions (e.g., during study abroad, graduate studies abroad)?
 - Available designs that can be reshaped through further socialization

Beyond Acceptability

- Challenging understanding of what it means to develop FL literacy
 - Not merely a question of foreign words + familiar conventions
 - Idea that literacy takes different forms across different languages/cultures
 - Potential for membership in TL academic community

This project demonstrated the potential for a different form of cultural immersion in our FL programs (into academic literacy practices) that can offer students new perspectives and tools as readers and writers.

Future Directions

- More experimentation with academic literacy socialization projects involving lower- and upper-division FL courses
- Rethinking curricula in U.S. FL departments: *What does it mean to develop literacy in a foreign language?*

Thank You!

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The French 2 lesson plans and French 102 handouts are available upon request (Emily.Linares@berkeley.edu)

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Online Resources Provided to French 102 Students

Explication de texte

- https://cache.media.eduscol.education.fr/file/FRANCAIS/95/7/RA19_Lycees_GT_2-1_FRA_ExplicationLineaire_1160957.pdf
- https://cache.media.eduscol.education.fr/file/FRANCAIS/86/6/RA19_Lycees_GT_2-1_FRA_ExplicationLineaire-exemple_1160866.pdf

Commentaire composé

- http://maupassant-lyc.spip.ac-rouen.fr/IMG/pdf/Le_commentaire_de_textemethodex.pdf
- <https://www.bac-l.net/docs/88f238f3a10f903ee7673a6653174f12-methodologie-du-commentaire-de-texte-bac-francais-premiere.pdf>
- <https://www.annabac.com/annales-bac/ baudelaire-les-yeux-des-pauvres-petits-poemes-en-prose>