

The Emory College Language Center and The Department of Spanish and Portuguese

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Present

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4:00 pm
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Oxford Building Presentation Auditorium, Main Level

"(Critical) discourse analysis in foreign language study in an age of multilingualism"

When discourse analysis first caught the attention of foreign language scholars in the late seventies and into the early nineties (e.g., Sinclair & Coulthard 1975; Coulthard 1977; Larsen-Freeman 1980; Kramtsch 1981; McCarthy 1991; Hatch 1992), it was a revelation for many language teachers who suddenly understood for the first time what it actually meant to conduct real conversations in L2 environments. Efforts to apply these insights to classroom teaching strongly contributed to the development of a communicative competence that emulated the competence of a monolingual native speaker (e.g., Kramtsch & Crocker 1985). Since then, the native speaker has been put into question as the model to emulate, communication technologies have changed the meaning of communication, and there are calls for a more multilingual pedagogy to prepare learners to function in a global, multilingual world. The field of discourse analysis itself has undergone important changes since the digital revolution and the postmodern turn in applied linguistics. Drawing in particular on Blommaert 2005, Kress 2010, and Blackledge & Creese 2014, this paper will examine how discourse analysis as currently conceived can help foreign language learners develop what the MLA 2007 report calls "translingual and transcultural competence", and prepare them not only to "operate between languages" but to bridge the gap between the study of language and the study of literature.

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