

Title: Moving Content to the Core
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In collegiate programs for the more commonly taught languages, undergraduate majors usually complete four semesters of language courses, followed by a “bridge course,” and then a series of courses about the target literature and culture taught in the target language. The inadequacy of this division has been well documented (Kramersch & Kramersch, 2000), and certain programs have proposed solutions in which all courses address language and content learning (Byrnes, 2005; Bernhard, 2008).

For most Russian programs this problem has been less acute, since traditionally content courses are taught in English and the language program runs separately from it, except at the most advanced level where some courses offerings present Russian literature/culture in the target language. While it may not be practicable at most institutions to teach most of the content of the Russian undergraduate major in the target language, does this absolve the language program from any duty to incorporate content learning? Does this let the colleagues who teach the content courses in English off the hook for thinking about how language learning goals might be incorporated into the larger undergraduate curriculum?

The presenter will consider ways in which content learning and language learning can be brought together, looking at a selection of topics and materials developed for fourth and fifth semester Russian. The presenter will note successes and continuing challenges for moving content to the core of language instruction at this level.

- Bernhardt, E. B. 2008. Systemic and Systematic Assessment as a Keystone for Language and Literature Programs, *ADFL Bulletin*, 40(1), 14–19.
- Byrnes, H. 2005. Content-based foreign language instruction. In Cristina Sanz (Ed.) *Mind and Context in Adult Second Language Acquisition: Methods, Theory, and Practice* (pp. 282–302). Washington, DC: Georgetown University Press.
- Kramersch, C. & Kramersch, O. 2000. The Avatars of Literature in Language Study. *The Modern Language Journal*, 84, 553–573.