

**Title:** Content-Driven Language Course above the First-year Level: What's Been Done and What Needs to be Done

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LCTL teachers have been making original materials for teaching the languages beyond the first-year level. These materials are often built around cultural topics. One advantage to this situation is that the teaching materials are based on authentic language, e.g. films, literary texts and media. What seems to be the most challenging point in working with authentic texts, however, is to find effective ways to prepare students to process the language so that they become able to put it into active use. How do we go beyond listing key expressions and linguistic points? What types of activities could we create to encourage observation and analysis of how a language form behaves? This poster will explore possible strategies to address this issue, partly with the help of the language corpora.

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