

Title: At the Intersection(s) of Content, Language and Task
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An early description of content-based instruction called language “the vehicle through which the subject matter is learned rather than the immediate object of study” (Brinton, et al., 1989). In the twenty years since that assertion was written, content-driven courses, espically at upper levels of instruction, have increased in type and range of content focus. There has been attention to the nuance and intricacies of planning content-learning at all levels of a language program. (Byrnes, 2005). However, instructors who want to move content-learning to a central position at **lower** levels of a language curriculum still face a basic challenge. Given any particular set of content (for example: a film; a fiction or non-fiction reading; a set of data or poll results) how does that specific material interact with the focus on language form (grammar) and vocabulary that must also occur? Do students’ limited proficiency and expressive ability force us into “diluting” the content in unacceptable ways?

The presentation discusses some of these challenges for third-year Russian focusing on how, content choice and focus, task design and focus, and, most importantly, the interaction(s) of content and language

- 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.
- Brinton, Donna, Marguerite-Ann Snow and Marjorie Wesche, 1989. *Content-based language instruction*. New York: Newbury House Publishers, 1989
- Swaffar, Janet, and Katherine Arens. 2005. *Remapping the foreign language curriculum: an approach through multiple literacies*. New York: Modern Language Association of America.