

**Teaching Others' Words:
Literacy Acquisition through Explicit Textual Incorporation**
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Textual Borrowing:

The incorporation of word, sentence, or discourse-level phenomena from one text into one's language use, either in writing or speaking, for the purposes of making meaning. Other terms used to refer to this process include textual replication, textual incorporation, textual integration, and textual appropriation.

Reception of Textual Borrowing in Academic ESL Contexts

- plagiarism (Deckert, 1993)

- coping strategy for less-proficient writers & readers (Howard, 1995)
- copying is a natural, albeit early, stage in writing (Britton et al, 1975)

- symptom of an intertextual world (Pennycook, 1996)

Extrapolating Support for Textual Borrowing from Mainstream SLA Research

- elaborative processing (Hulstijn, 2001; Wesche & Paribakht, 2000)
- involvement load hypothesis & task-induced involvement (Hulstijn & Laufer, 2001)
- lexicalized chunks & formulaic language (Pawley & Syder, 2000; Skehan, 1998; Weinert, 1995)
- pushed output (Swain, 1995)

Instructional Context

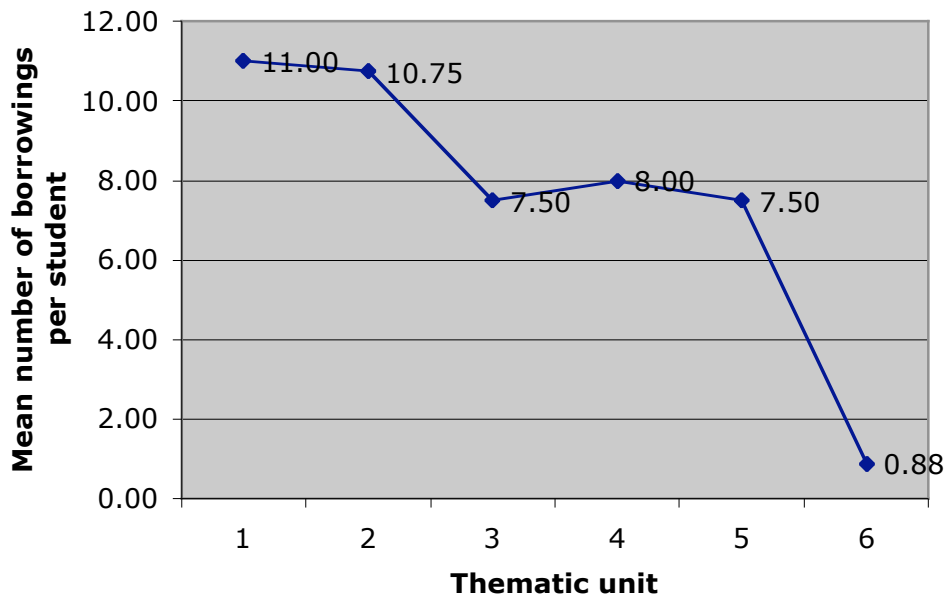
- A. Georgetown University German Department (GUGD) undergraduate curriculum "Developing Multiple Literacies"
 - a. language as a social semiotic
 - b. language learning as usage-based social practice
 - c. centrality of the imagined worlds of written and spoken texts
 - d. language use determined within the lexicogrammatical, discursive, social, and cultural boundaries created by texts
 - e. learners "authored by texts" (Pennycook, 1996, p.209)

- B. Intermediate German (eligible upon completion of 6 semester credit hours)
 - a. 6 thematic units
 - b. 3-5 texts per unit mined for generic, sentential, and lexicogrammatical features
 - c. lexicogrammatical features organized within semantic fields
 - d. learner incorporation of textual features into text- and genre-based tasks

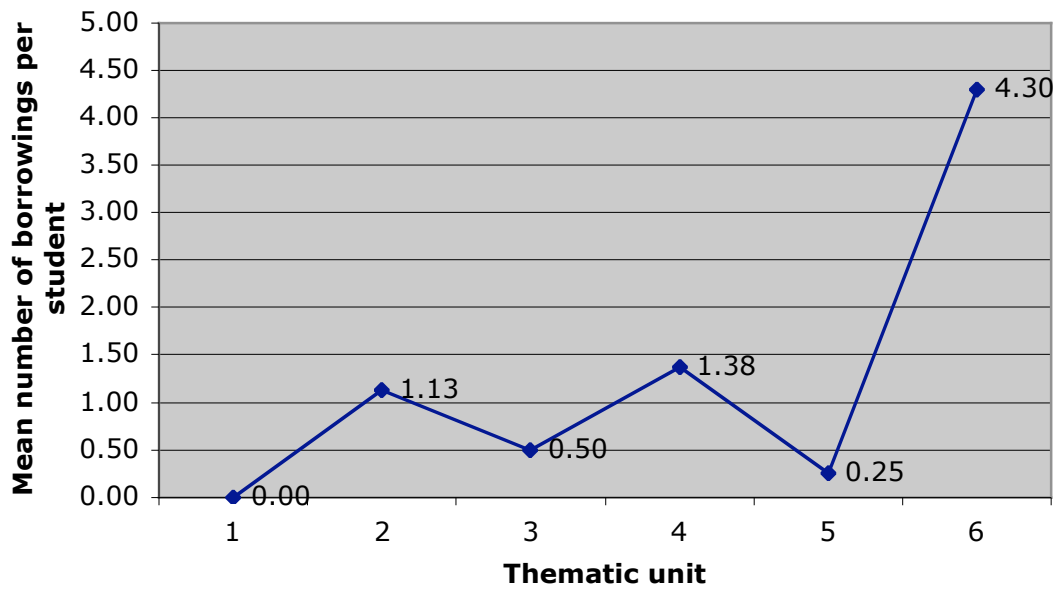
Data Analysis

- 6 different writing samples from 8 intermediate learners
- textual borrowings divided into 3 categories:
 - o instruction-dependent
 - o instruction-independent
 - o recycled
- questions posed and investigated:
 - o why the noticeable drop in instruction-dependent borrowings over the course of the academic year, particularly on the final task?
 - o why the noticeable increase in instruction-independent borrowings on the final task?
 - o why the limited number of recycled borrowings?
 - o what types of lexicogrammatical features were recycled?

Instruction-dependent Borrowings



Instruction-independent Borrowings



Recycled Borrowings

