Literacy Practices and Requirements in an Academic Context: Preparing Students for the Genres of Schooling

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Abstract. In this paper, I report on a three-week, digital photo story project in a developing content-based, technology-driven curriculum for advanced learners in a first-year speaking course at Tama University, School of Global Studies. The project is discussed in reference to two of the overall objectives of the course: 1) providing students with opportunities to engage with new media, new technologies, and new types of texts; and, 2) in so doing, introducing students to the concept of genre switching. Ultimately, the course is designed to prepare students for the linguistic expectations of schooling and will hopefully provide at least one, much-needed link between academic English program courses and the courses outside the academic English program.