



PROJECT PERCOLATE:

Preparing FL TAs for multiliteracies-oriented instruction

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Overview

- 2007 MLA Report: Call for change
- Brainstorming activity
- Long-standing collegiate FL TA *training* paradigm
- A new model for FL TA professional development
- Project PErCOLATE (**P**rofessional **dE**velopment fo**R** College f**O**reign **L**anguage **T**Eachers)
- Questions and comments

2007 MLA Report

A call for change



Foreign Languages and Higher Education: New Structures for a Changed World

MLA Ad Hoc Committee on Foreign Languages

May 2007

Profession 2007

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2007 MLA Report: A call for change

Curricular content

- Language, culture, and literature should be “taught as a continuous whole” in programs focused on developing students’ translingual and transcultural competence.

Departmental governance

- Collegiate FL programs “must transform their programs and structure” through “sustained collaboration among all members of the teaching corps.”

2007 MLA Report: Some unanswered questions

- What approaches might be considered to “systematically incorporate transcultural content and translingual reflection” and “holistically incorporate content and cross-cultural reflection” at every level?
- How can “sustained collaboration among all members of the teaching corps” be initiated, instantiated, and maintained?
- What impact would transformed goals in the undergraduate FL program mean for the goals of graduate student professional development?

Graduate students and the U.S. undergraduate FL curriculum

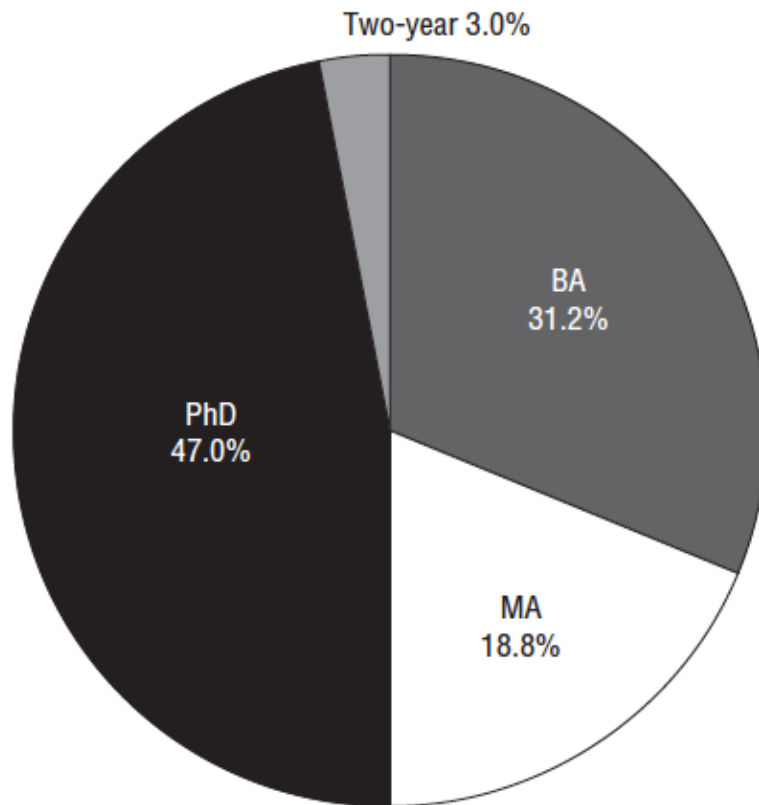
	Ph.D. dept.	M.A. dept.	B. A. dept.
Graduate student TA	40.7%* (57.4%)**	14.0% (25.9%)	1.8% (2.8%)
Tenured or Tenure-stream	25.7%	43.6%	54.2%
Full-time non tenure-stream	19.2%	17.6%	18.7%
Part-time non tenure-stream	14.4%	24.8%	25.2%

* Overall undergraduate courses; ** elementary level courses

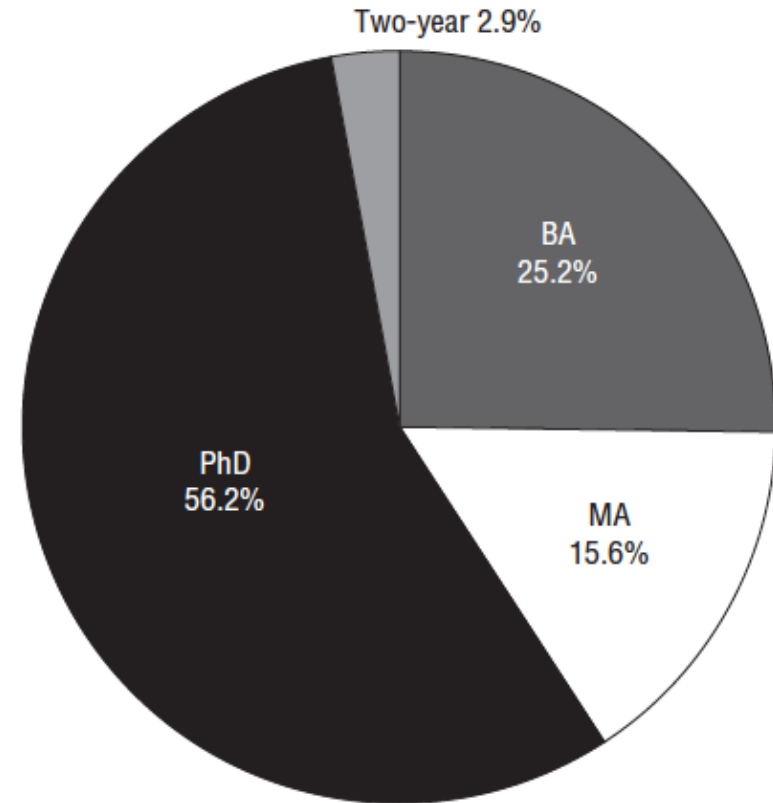
Laurence (2001)

Modern Language PhDs: Placement 2003-04

Tenure-track placements



All placement types



(Steward, 2007)

2007 MLA Report: Proposals for FL graduate students' professional development as teachers

- “graduate studies should provide substantive training in language teaching and the use of new technologies” (p. 7)
- “teach graduate students to use technology in language instruction and learning” (p. 9)

The problem with these recommendations

“[I]f the only teacher preparation available is language teacher preparation a clear message is sent that language gets taught, but the corollary collocation for literature remains awkward. A further part of the message communicated within the structure of the traditional methods course is that language and literature are clearly separable units. As long as this message is sent from the outset of the graduate student socialization process, the ‘lang-lit split’ will remain entrenched in graduate departments.” (Bernhardt, 2001, p. 199, our emphasis)

Brainstorming
Activity



Discuss/reflect activity: The FL TA training paradigm

- In your groups, identify key aspects of the long-standing collegiate FL TA training paradigm:
 1. Which two aspects do you consider to be most beneficial?
 2. What are two limitations or shortcomings of this paradigm?
- How certain are you of the following? (SA – SD)
 - The collegiate FL TA training paradigm meets the long-term needs of FL TAs to teach lower-level language courses.
 - The collegiate FL TA training paradigm meets the long-term needs of FL TAs to teach upper-level literary-cultural content courses.
 - The concepts and activities associated with the longstanding collegiate FL TA training paradigm prepares TAs to teach language, literature and culture in an integrated fashion, consistent with the aims of the 2007 MLA Report.

Long-standing
collegiate
FL TA training
paradigm



Shortcomings of long-standing collegiate FL TA *training paradigm*

- The *how*
 - Dominance of the transmission model (Johnson, 2009)
- The *what*
 - Teaching literature and culture-an afterthought (Byrd, 2007; Mills, 2012; Wilbur, 2007)
 - Conceptual eclecticism (Wilbur, 2007) in the “post-methods” era (Kumaradivelu, 2001)
- The *when*
 - Persistence of “frontloading” (Freeman, 1993), limited scope (Allen & Negueruela, 2010), unsystematic / sporadic ongoing professional development (Allen, 2011)

Consequences of these shortcomings: Evidence from empirical studies

- *How / Approach*: Lack of appropriation of concepts, internationalization of pseudo-conceptual understanding of theoretical notions (Allen, 2011; Dassier, 2011; Fox, 1993), lack of teacher agency in light of perceived constraints (Allen, 2011; Dupuy & Allen, 2012)
- *What / Content*: Lack of “transfer” of confidence in the ability to teach language to confidence about teaching literature (Mills, 2011; Mills & Allen, 2008)
- *When / Timing*: Lack of theory-practice connections in teaching during early semesters (Dupuy & Allen, 2012; Brandl, 2000; Rankin & Becker, 2006), little research on later development

Proposals to answer these shortcomings

- Require additional graduate coursework on SLA pedagogy beyond the “methods course”
- Augment teaching experiences:
 - Team-teaching (graduate student/faculty) undergraduate courses beyond the lower-level sequence
 - Graduate students independently teaching undergraduate courses beyond the lower-level sequence

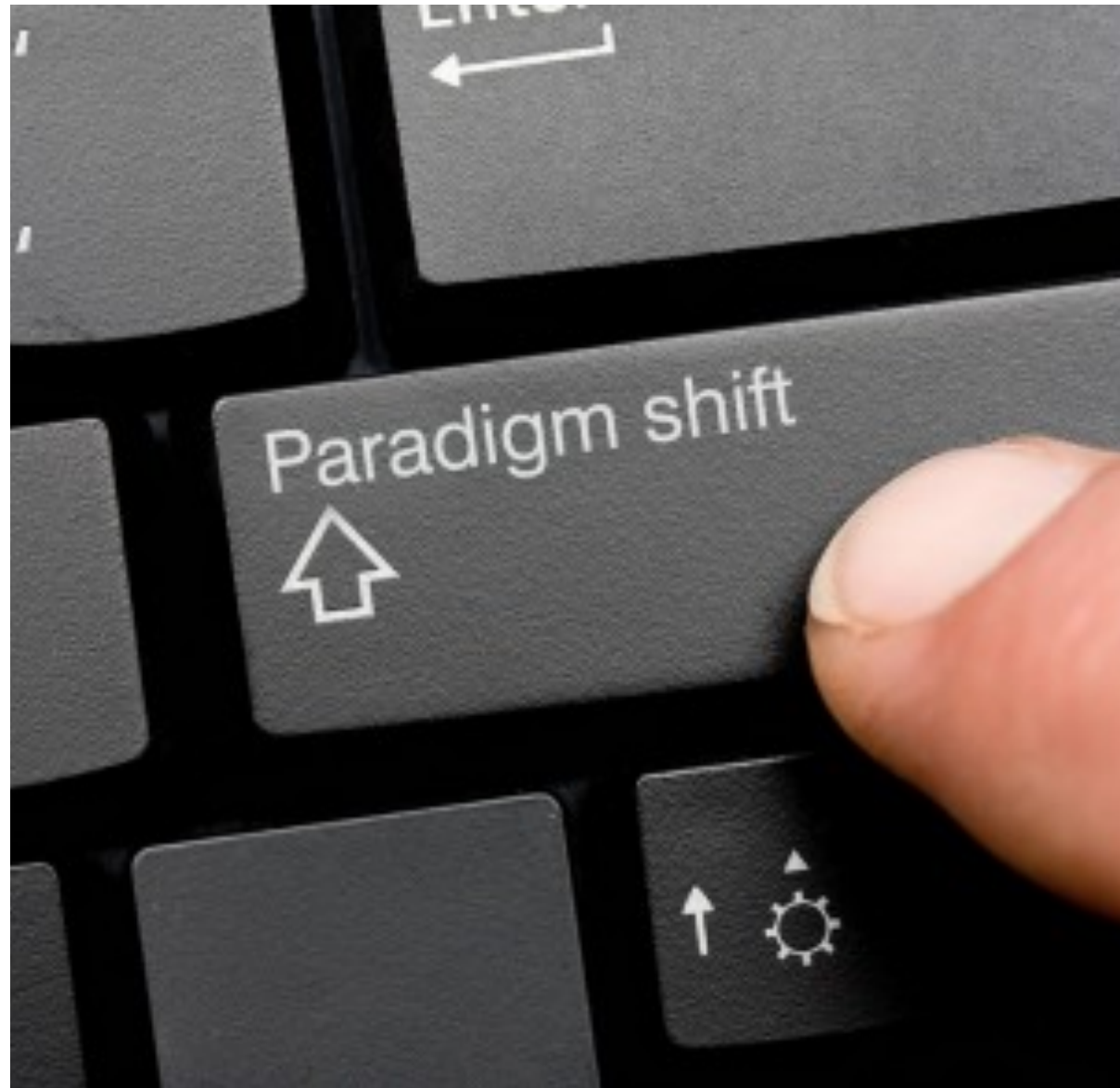
Have these proposals been implemented?

	Scholarship	Teaching
Year 1	1 pedagogy course, 5 literature/cultural studies/ theory/language courses	Elementary language courses highly likely (69.9%*)
Years 2-3	literature/cultural studies/ theory/language courses, pre-dissertation exams	Elementary (46%) more likely than intermediate language courses (33%); advanced undergraduate unlikely (8.6%)
Year 4 & beyond	Dissertation proposal / Dissertation	Varies, intermediate language, most likely (36%); advanced undergraduate courses, less likely (19.1%)

* All figures from Steward (2006), culled from MLA data from 158 collegiate FL departments

New model for
FL TA
professional
development:

Thinking
broadly and
long-term



Answering shortcoming 1: Moving beyond the transmission model

Principles	Examples of related professional development practices
Teachers are <i>learners of L2 teaching</i>	<ul style="list-style-type: none"> • Instructional portfolio • Lesson study (planning, teaching, revising)
Learning to teach is a dynamic <i>process of social interaction</i>	<ul style="list-style-type: none"> • Lesson study (planning, debriefing)
Teacher learning is <i>both internal & collective activity</i>	<ul style="list-style-type: none"> • Sustained forum participation / CoP
Professional development is a <i>conceptual process</i>	<ul style="list-style-type: none"> • Concept mapping

Answering shortcoming 2: Anchoring professional development activities in an overarching concept

- Identify an overarching concept that provides the foundation for L2 instruction and FL TA professional development
- Offer professional development activities that link the overarching concept and other related conceptual tools with associated pedagogical tools (i.e., classroom teaching techniques) that can have a lasting impact on teaching and learning
- Place text-based instruction at the center of student teaching and teacher learning

Literacy as an overarching concept

“[T]he use of socially-, historically-, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships . . . literacy is dynamic not static and variable across and within discourse communities and cultures” (Kern, 2000, p. 16)

The 7 principles of literacy

- Interpretation
- Collaboration
- Convention
- Cultural knowledge
- Problem-solving
- Reflection and Self-reflection
- Language use

(Kern, 2000)

Available designs

LINGUISTIC

SCHEMATIC



writing system

formal schemata

vocabulary

genre / style

syntax

content schemata

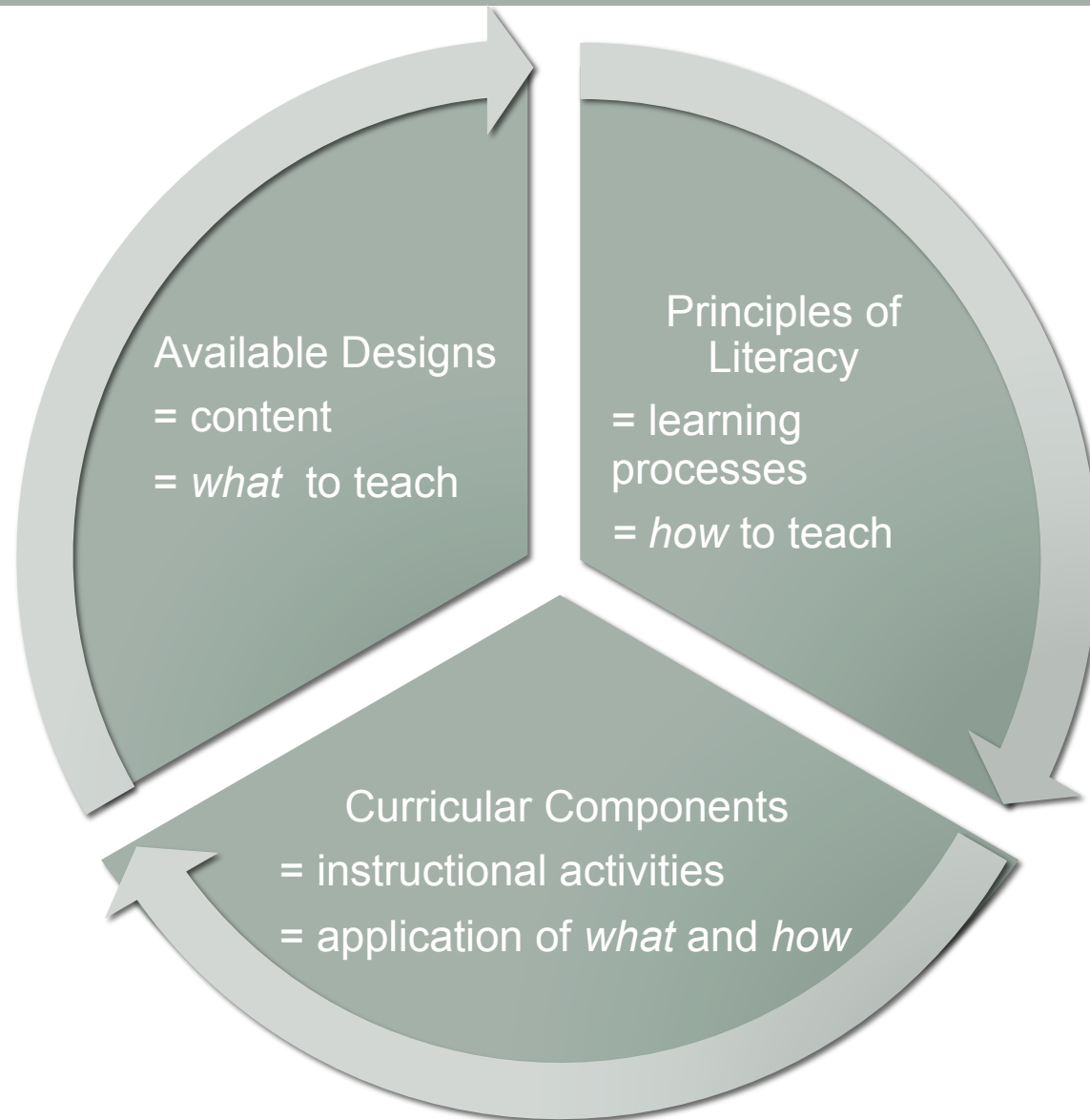
cohesion / coherence

stories

The four curricular components

- ***Situated practice*** = experiencing
 - Spontaneous, experiential learning without conscious reflection
- ***Overt instruction*** = conceptualizing
 - Explicit learning / instruction of skills and knowledge needed for competent participation in activities
- ***Critical framing*** = analyzing
 - Relating meaning to social contexts and purposes
- ***Transformed practice*** = applying
 - Application of new understandings, knowledge, and skills to use knowledge and produce language in creative ways

(Cope & Kalantzis, 2009; New London Group, 1996)



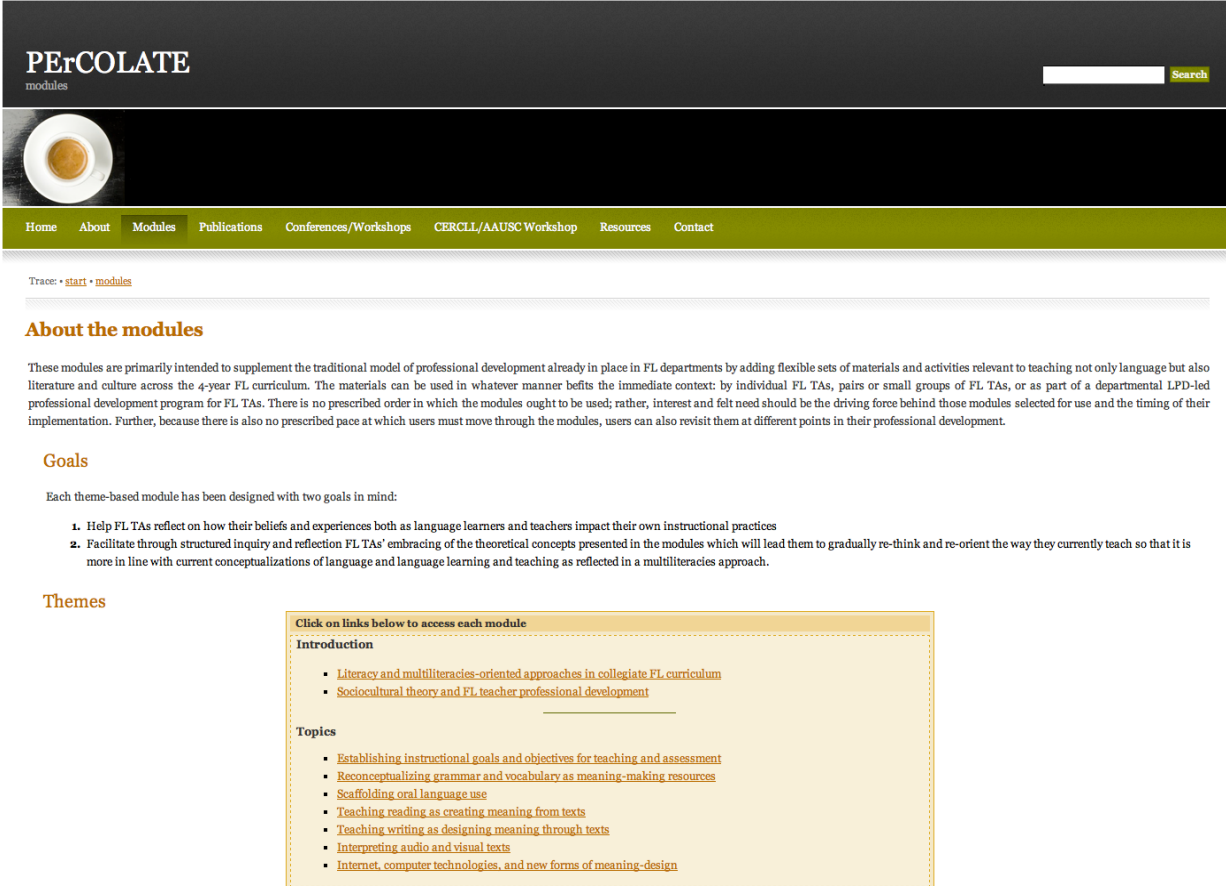
New London Group (1996), Kern (2000)

Answering shortcoming 3: From narrow and short-term to broader and long-term FL TA professional development

- Implementing sustainable, collaborative professional development models and activities
 - Exploratory practice (Crane, Sadler, Ha, & Ojiambo, 2013)
 - Lesson study (Dupuy & Allen, 2012)
 - Lesson-planning group projects (Paesani, in press)
 - Ongoing goal setting and reflection (e.g., portfolio, blogging, etc.)
- Working toward breaking down the literature-pedagogy divide in graduate curriculum structure
 - Treating issues of teaching in literature seminars and treating issues of literature in L2 teaching seminars (Reeser, 2013; Allen, 2010)

Project PErCOLATE:

Addressing shortcomings of FL TA professional development



PErCOLATE
modules

Home About **Modules** Publications Conferences/Workshops CERCLL/AAUSC Workshop Resources Contact

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About the modules

These modules are primarily intended to supplement the traditional model of professional development already in place in FL departments by adding flexible sets of materials and activities relevant to teaching not only language but also literature and culture across the 4-year FL curriculum. The materials can be used in whatever manner best fits the immediate context: by individual FL TAs, pairs or small groups of FL TAs, or as part of a departmental LPD-led professional development program for FL TAs. There is no prescribed order in which the modules ought to be used; rather, interest and felt need should be the driving force behind those modules selected for use and the timing of their implementation. Further, because there is also no prescribed pace at which users must move through the modules, users can also revisit them at different points in their professional development.

Goals

Each theme-based module has been designed with two goals in mind:

1. Help FL TAs reflect on how their beliefs and experiences both as language learners and teachers impact their own instructional practices
2. Facilitate through structured inquiry and reflection FL TAs' embracing of the theoretical concepts presented in the modules which will lead them to gradually re-think and re-orient the way they currently teach so that it is more in line with current conceptualizations of language and language learning and teaching as reflected in a multiliteracies approach.

Themes

Click on links below to access each module

Introduction

- [Literacy and multiliteracies-oriented approaches in collegiate FL curriculum](#)
- [Sociocultural theory and FL teacher professional development](#)

Topics

- [Establishing instructional goals and objectives for teaching and assessment](#)
- [Reconceptualizing grammar and vocabulary as meaning-making resources](#)
- [Scaffolding oral language use](#)
- [Teaching reading as creating meaning from texts](#)
- [Teaching writing as designing meaning through texts](#)
- [Interpreting audio and visual texts](#)
- [Internet, computer technologies, and new forms of meaning-design](#)

Project description

- Flexible sets of modules with materials and activities to teach language and literature/culture across the 4-year FL curriculum.
 - Can be used to supplement an existing “methods” course.
 - Can be used by individual FL TAs, pairs or groups of FL TAs, or as part of a departmental LPD-led professional development program for FL graduate students beyond the “methods” course.
 - Can be used at multiple entry points of a FL graduate student career based on interest or need.

How PErCOLATE attempts to respond to the 2007 MLA Report's call for change

- Curricular content
 - Materials and activities that:
 - answer FL graduate students' immediate and long-term teaching needs
 - prompt FL graduate students to rethink connections between language, literature and culture through the overarching concept of literacy
- Departmental governance
 - Materials and activities that seek to prepare agentic teachers who:
 - take an active role in shaping the content of the courses they teach and the form of their professional development over the years
 - view collaboration as central to teaching and professional development

PErCOLATE modules: Themes

- Introductory modules
 - Literacy as an overarching concept
 - Sociocultural theory & teacher education
- Instructional goals & objectives
- L2 grammar & vocabulary as meaning-making resources
- Scaffolding of oral language use
- Reading as meaning-making
- Writing as designing meaning
- Interpreting audio & visual texts
- Internet, new technologies

PErCOLATE module components

- Topic overview
- List of key concepts
- Questions to consider
- List of core readings along with pre- and post-reading reflection questions
- Pedagogical application activities (2-3)
- Reflective teaching journal prompt
- List of additional resources

Sample module

Establishing instructional goals and objectives for teaching and assessment

Questions to consider
What is the difference between a <i>goal</i> and an <i>objective</i> in relation to L2 teaching and learning?
What <i>types</i> of goals and objectives frame the L2 course you are teaching? The units within that course? Each lesson that you design?
What challenges might exist to envisioning instructional goals and objectives from a literacy-oriented perspective? To what extent do the goals and objectives for the L2 course you are teaching reflect the 3 dimensions of literacy and the 7 principles of literacy?
What types of assessment are used in the L2 course you are teaching?
Is there a coherent link between the goals and objectives in the L2 course you are teaching and assessment of student learning?
To what extent do the forms of assessment used in the L2 course you are teaching reflect the 3 dimensions of literacy and the 7 principles of literacy?

Overview

There is, perhaps, nothing more important in the design of L2 instruction than carefully crafted goals and objectives. Either implicitly or explicitly, goals and objectives frame many different levels of instruction: the program itself, different levels within the program, different courses at a given level, specific units or chapters within a course, and individual lessons within a unit or chapter. As such, goals and objectives serve as road maps for learners, indicating what elements of their language study are viewed as important by the program and their instructor. For instructors, goals and objectives also help them to identify the types of activities and participation structures used during class sessions. In addition, goals and objectives should facilitate designing assessment of student learning: that is to say, the focus of instruction, as reflected in goals and objectives, should also be the focus of assessment. Put simply, there should be coherence among 1) instructional goals and objectives; 2) in-class activities and participation structures used and 3) the foci and types of assessments implemented.

Key Concepts



- Goal
- Objective
- Formative Assessment
- Summative Assessment

Use of sample unit for a graduate seminar

- Prior to class session 1: Reading of Overview and core readings, completion of pre- and post-reading questions on course discussion board or class blog
- During class session 1: Discussion of core readings and student responses to pre- and post-reading questions
- Prior to class session 2: Completion of pedagogical activity 1—analysis of textbook goals and objectives and alignment with literacy-based FL teaching
- During class session 2: Discussion of pedagogical activity 1, completion of pedagogical activities 2 and 3 in small groups
- After class session 2: Completion of reflective teaching journal prompt

Use of sample unit for an individual workshop

- Prior to workshop: Participants read overview to topic
- Workshop outline
 - Powerpoint presentation of main ideas from core readings by workshop leader (30 minutes)
 - Completion of pedagogical activity 1 or 2 in small groups (30 minutes)
 - Sharing and discussion among groups (30 minutes)
- After workshop: Completion of reflective teaching journal prompt

Use of sample unit for a series of workshops

- Prior to Workshop 1: Participants read overview to topic and core readings, completion of pre- and post-reading questions
- Workshop 1: Discussion of core readings
- Prior to Workshop 2: Completion of pedagogical activity 1
- Workshop 2: Discussion of pedagogical activity 1 and consequences for reshaping goals, objectives and assessment related to TAs' textbooks
- Prior to Workshop 3: Completion of pedagogical activity 2
- Workshop 3: Discussion of pedagogical activity 2 and joint completion of pedagogical activity 3
- After Workshop 3: Completion of reflective teaching journal prompt

Synthesis: the PErCOLATE project and FL TA professional development

- Moving beyond the transmission model: Participating in both individual and collective activities
- Moving beyond eclecticism in teaching: Anchoring ongoing professional development in literacy-based concepts
- Moving beyond immediate needs of first-time teachers: Focusing on elements of teaching salient for teaching across the curriculum

Questions? Comments?

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- The PErCOLATE Project

<http://www.percolate.arizona.edu/doku.php>

- Related forthcoming publication in Fall 2013:

Paesani, K., Allen, H. W., Dupuy, B. *A multiliteracies framework for collegiate foreign language teaching*. Pearson, Prentice Hall Second Language Library Series.

THANK YOU
