

PENNSSTATE



Designing Professional Development for Language Teachers from a Sociocultural Perspective

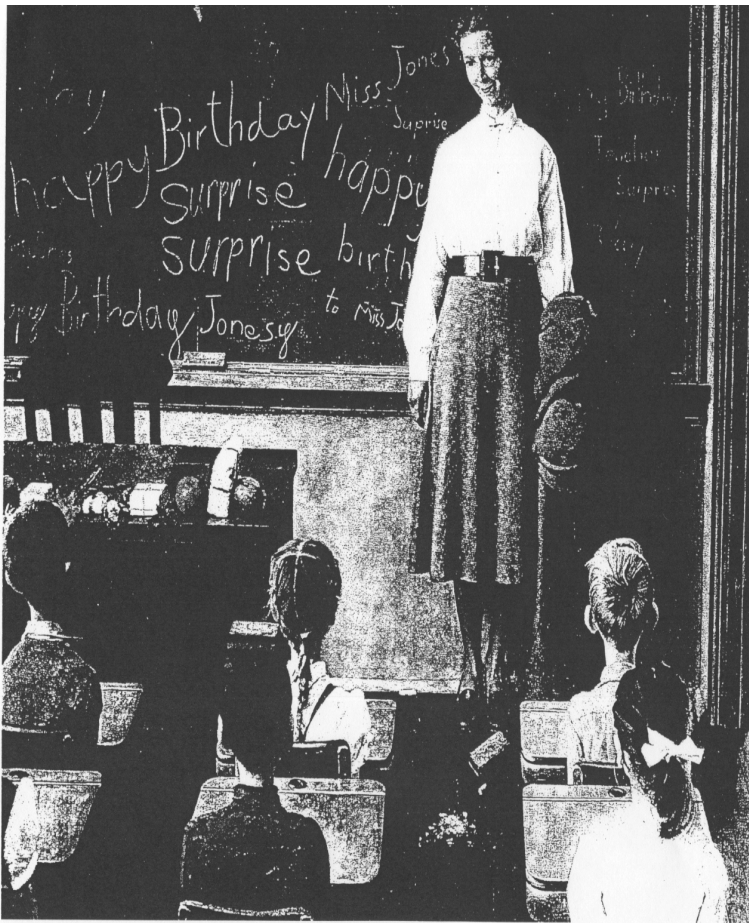
Karen E. Johnson, The Pennsylvania State University



Sociocultural Perspective

- a psychological ‘theory of mind’
- links the nature and development of psychological character (thinking) to its socially formed environment (being in the world)
- human cognition is formed through engagement in and mediated by social activities or ‘culturally organized practices’
- human agency - cognitive development is not simply ‘reproduction & enculturation’ but ‘autonomy & originality’

Teacher learning is mediated by the ‘culturally organized practices’ in which teachers engage



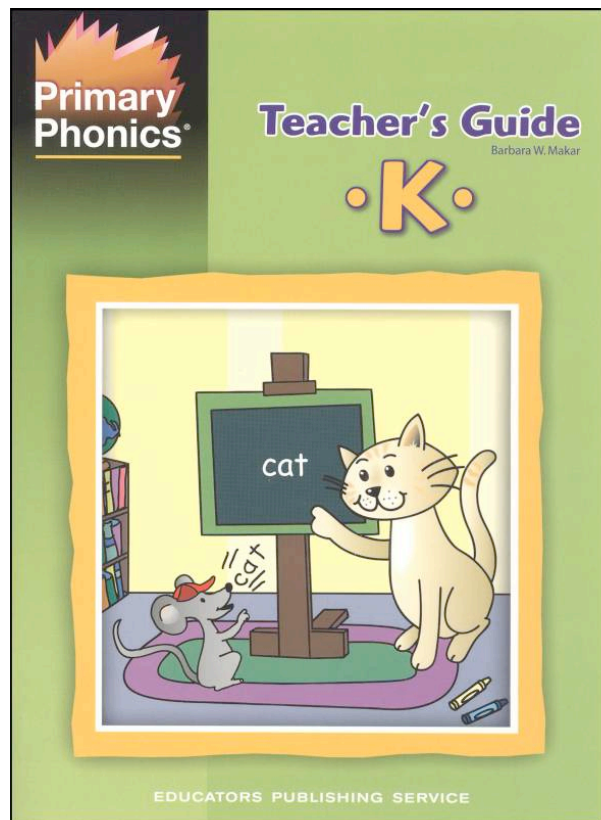
Schools & Schooling

The classrooms where teachers were once students
apprenticeship of observation
hidden curriculum

Teacher education programs where teachers receive professional credentialing
theoretical constructs
language & literature
activities of teacher education

The schools where teachers work
create and sustain certain meanings and values

Teacher learning is mediated by the physical and symbolic artifacts (tools) teachers use to engage in ‘culturally organized practices’



- Teacher's Guide – 'tool'

embodies 'formal rationality' values of maximizing the efficiency and productivity of teachers

externalized social teaching processes (object-regulated) become internalized individual processes (self-regulation)

human agency & history – path toward internalization is self-directed and unique

Teacher learning is mediated by everyday (experience) and scientific (theory) concepts

Everyday Concepts

- deeply ingrained notions of language, language learning, and language teaching
- formed during concrete practical activity
- less open to conscious inspection

Scientific Concepts

- generalizations of human experience fixed in science
- systematic, coherent, generalizable
- have educational value – enable us to move beyond everyday experience

Teaching expertise emerges through a process of linking everyday and scientific concepts in the practical activity of teaching

- Scientific concepts (theory) must be...
 - learned deliberately and systematically
 - interrelated with everyday concepts (experience)
 - grounded in concrete practical activity (teaching)
 - strategically mediated by ‘expert’ others (teacher educators)
 - used/applied in various situations
- ...to become internalized tools for thinking (thinking in concepts)

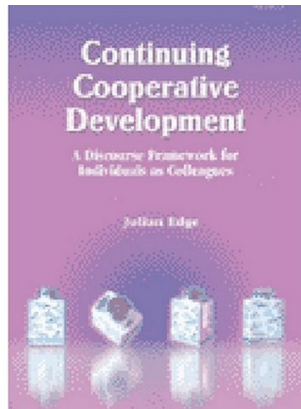
Inquiry-based professional development

- recognizes the legitimacy of teachers' accounts of their own experience
- values reflection on and inquiry into experience as a mechanism for change
- school-based, practitioner-driven, collaborative, inquiry-based, grounded in concrete activity in classrooms
- recognizes teachers' informal social and professional networks, including their own classrooms, can function as powerful sites for professional learning
- defines professional development as learning systematically *in, from, and for* practice

Models of inquiry-based professional development



Critical Friends Groups
(Dunne, Nave, & Lewis)

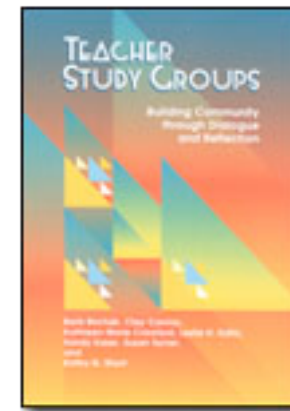


Cooperative Development
(Edge)

授業研究

Lesson Study Project

Lesson Study
(Lewi & Tsuchida, Watanabe)



Teacher Study Groups
(Clair, Burns)

Peer Coaching for the Improvement of
Teaching and Learning

teachers
network.org

Peer Coaching
(Ackland)

Inquiry-based professional development from a sociocultural perspective

- creates public spaces for teachers to engage in on-going, in-depth, systematic, and reflective examinations of their teaching practices and their students' learning
- deliberately structures both talk and collective activity in ways that position teachers as members of a learning community
- uses the collective sharing and analysis of teachers' accounts of experience as a powerful mechanism for change
- creates social conditions for teachers to receive support and assistance to do more than they would be able to do on their own
- supports the development of '*thinking in concepts*'

The Extended Team-Teaching Project: Strategic Mediation in Learning-to-Teach

Johnson & Dellagnelo, *in press*

- Authentic participation in the activities of teaching
- Multiple opportunities for strategic mediation in initial learning-to-teach experiences

Observation of the ESL Course
Tutor an ESL Student
Collaborative Lesson Planning
Practice Teach
Collaborative Re-planning
Actual Teach
Stimulated Recall Session
Reflection Paper

Strategic Mediation Presentation (ppt) & handout (pdf)

Student-Focused Lesson Study: A Professional Development Program for ESL Composition TAs

Bluemel, 2011

- Investigating a gap in student learning (what are student writers struggling with? what do we see (or not) in their texts?)
- Creating a research lesson (how have we taught it? how could we teach it? what will our lesson ask student writers to know and be able to do?)
- Teaching/observing the research lesson (what did we do? what did student writers do?)
- Critiquing the outcome of the research lesson (what worked? what didn't work? what did student writers learn?)
- Revising the research lesson (what do we need to change to support student learning?)
- Re-teaching the research lesson (what did we do? what did student writers do? What did student writers learn?)
- Writing up a report on the research lesson (what did we learn?)

Lesson Study (pdf)

'Tiny Talks' Between Colleagues: Brief Narratives as Mediation in Teacher Development

Zoshak, 2012

- learning that occurs in everyday conversations – 'small stories'
- informal, immediate reactions to one's own teaching
(8 min, 40 sec 'walk-and-talk' conversations + written reflections)
- emotionally charged reflections with peer-to-peer collaboration
- 'other' mediation through social speech
- highlight the emotions of teaching/learning as a catalyst for professional development
 - Narrative as externalization: Emotional workout
 - Narrative as verbalization: Trying on theory
 - Narrative as systematic examination: Teacher-learner identity crisis

Tiny Talks (pdf)

Re-Weaving a Teaching L2 Writing Course

Worden, 2011

Re-weaving the course around four conceptual threads:

- Understanding L2 literacy
- Understanding L2 writers
- Understanding L2 writing contexts
- Understanding L2 writing pedagogy

Course Assignments:

- Literacy Autobiography
- Class Observation and Analysis
- Teaching Materials Portfolio

Sample Lesson Plans:

- Conceptualizing Literacy
- Writing Assessment

[APLNG 412: Teaching L2 Writing](#)