

Implementing Literacy-Based Instruction in Collegiate FL Programs



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Introductions

Workshop Leaders:

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Introductions

In groups of three, discuss the following questions:

- How would you characterize your role as a program director/pedagogy expert in your department?
- What motivated you to apply to participate in this workshop?
- What do you hope to take away from the workshop?

The MLA Report: A Call for Change

Unified, four-year curricula that *situate language study in cultural, historic, geographic, and cross-cultural frames*; that systematically *incorporate transcultural content and translingual reflection* at every level; and that organize the major around *explicit, principled educational goals and expected outcomes*. A curriculum should consist of *a series of complementary or linked courses* that holistically incorporate content and cross-cultural reflection at every level ... The work of revamping and unifying the language department can only be carried out through a *sustained collaboration among all members of the teaching corps*. (2007, pp. 5-6)

The MLA Report: Unanswered Questions

- What curricular and pedagogical frameworks are most appropriate 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 established and maintained?
- What are the consequences of this call for change for FL teacher professional development?

The MLA Report & FL Teacher Development

Two minor references:

- “graduate studies should provide substantive training in language teaching and the use of new technologies in addition to cultivating extensive disciplinary knowledge and strong analytic and writing skills” (p. 7)
- “Enhance and reward graduate student training in languages and language teaching. Teach graduate students to use technology in language instruction and learning” (p. 9)

Traditional Models of FL Teacher Development: *Shortcomings*

Read through your assigned quote and discuss the questions below with your partner:

- What shortcoming(s) related to FL teacher development does the quote highlight?
- Does the quote touch on issues you have faced in relation to your role as a language program director/pedagogy expert (e.g., in a methods course, workshops)?
- Does the quote touch on issues you have faced in relation to designing curriculum and instruction for the introductory/intermediate language program or one of the courses you teach?
- What are potential solutions to the shortcoming(s) you identified?

Traditional Models of FL Teacher Development: *Shortcomings*

WHEN (timing & scope):

- persistence of “frontloading” (Freeman, 1993)
- limited scope (Allen & Negueruela, 2010)
- unsystematic, administratively-driven ongoing professional development activities (Allen, 2011; Paesani, in press)

Traditional Models of FL Teacher Development: *Consequences*

WHEN (timing & scope):

- lack of theory-practice connections in teaching in early semesters (Brandl, 2000; Dupuy & Allen, in press; Rankin & Becker, 2006)
- little research on FL teacher development in later semesters (see, however, Allen, 2009, 2011; Paesani, 2013)

Traditional Models of FL Teacher Development: *Shortcomings*

WHAT (content):

- focus on teaching of functional language skills (Maxim, 2005; Wurst, 2008)
- literature and culture as “sideline experiences” (Byrd, 2007; Mills, 2011)
- conceptual eclecticism in the “post-method” era (Kumaravadivelu, 2001; Wilbur, 2007)

Traditional Models of FL Teacher Development: *Consequences*

WHAT (content):

- teachers do not “transfer” knowledge or confidence about language teaching to instruction of literary-cultural content (Mills, 2011; Mills & Allen, 2008)
- teaching knowledge is fragmented because professional development is not framed according to an *overarching concept* or theoretical framework (Cross, 2010; Lantolf & Johnson, 2007)

Traditional Models of FL Teacher Development: *Shortcomings*

HOW (approach):

- dominance of the transmission model – knowledge appropriated from the outside in, transferred from expert to novice (Johnson, 2009)

Traditional Models of FL Teacher Development: *Consequences*

HOW (approach):

- concepts are not appropriated; teachers internalize pseudo-conceptual understandings of theoretical notions; reliance on personal beliefs and experiences (Allen, 2011; Dassier, 2001; Fox 1993)
- lack of teacher agency in light of perceived constraints related to textbooks, assessments, etc. (Allen, 2011; Dupuy & Allen, in press)

Solution: Long-Term, Theoretically-Grounded Approach to FL Teacher Development

Traditional Approach

- Frontloaded / limited scope
- Teacher learning as transmission-based
- Short-term, immediate needs
- Exclusive focus on lower-level teaching
- Unsystematic follow-up activities

Alternative Approach

- Long term / broad scope
- Teacher learning as gradual process of conceptual appropriation
- Short-term and long-term needs
- Focus on lower- and advanced-level teaching
- Systematic goals and articulated professional development sequences



1. What does the word LITERACY mean for you? Write down the first three things that come to mind.
2. What does being LITERATE in a given language mean to you?

What is literacy?

[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. It draws on a wide range of **cognitive abilities**, on **knowledge** of written and spoken **language**, on knowledge of **genres**, and on **cultural** knowledge.

(Kern, 2000, p. 16)



What does it mean to be literate?



What does it mean to be literate?

i googled it

posted it on my blog

and then i IM'd

my friends

(Kern, 2006)

Why literacy in FL teacher development?

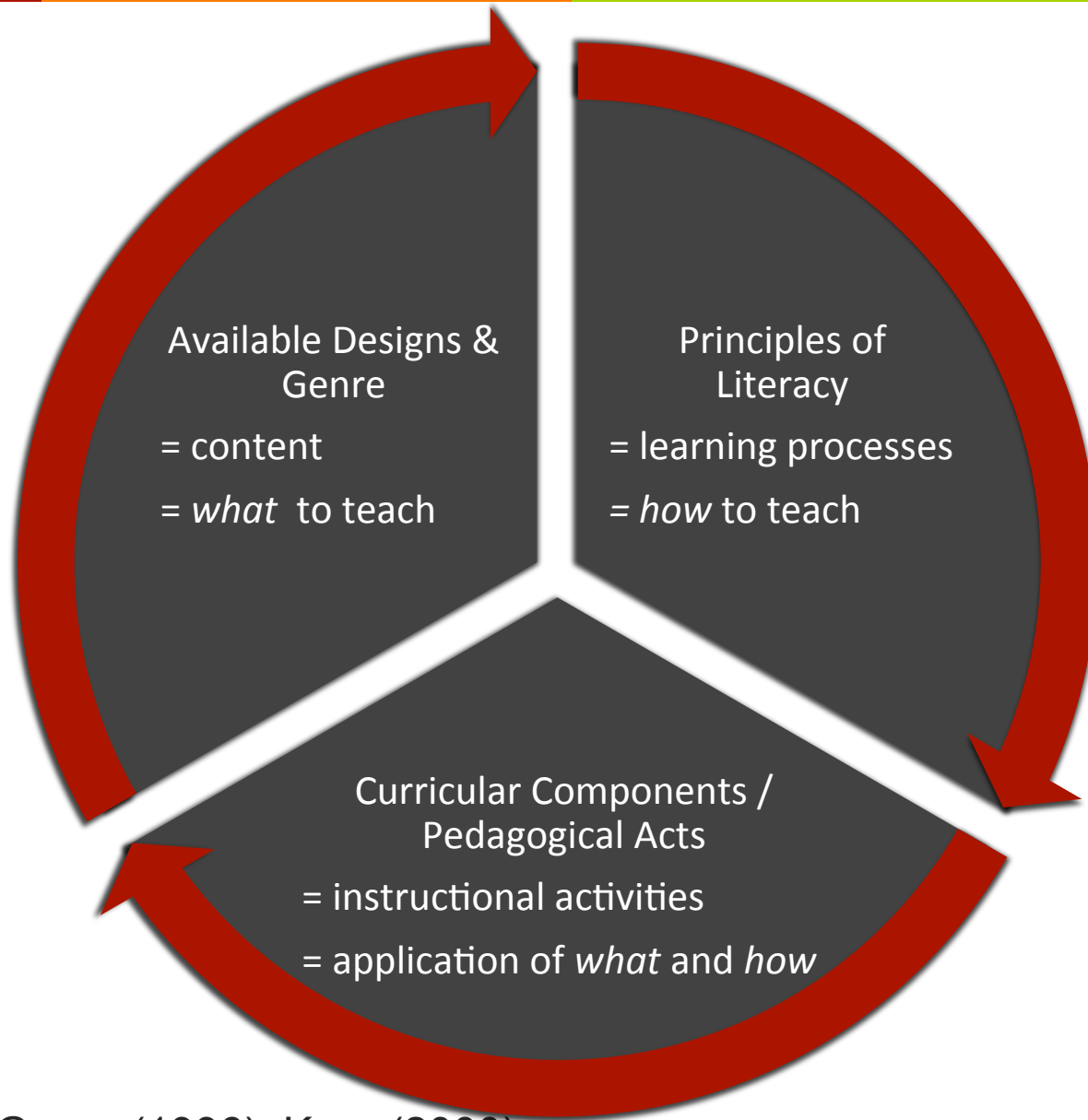
- Facilitates a long-term approach to teacher development because the concept of literacy applies to instructors' current (lower-level language) and future (advanced literary-cultural) teaching assignments
- Challenges FL teachers to rethink traditional perceptions of language versus culture or literature and 'productive' versus 'receptive' skills by reconciling the teaching of 'communication' with the teaching of 'textual analysis' (Kern, 2000)
- Potentially reorients responsibility for professionalizing FL teachers not just on the LPD but on all members of the departmental teaching corps



Coffee Break

We will recommence at 10:45 am





New London Group (1996), Kern (2000)

Available designs

➤ Involve learners' existing knowledge and resources that are drawn on, consciously or unconsciously, in understanding and making meaning from texts:

- Linguistic
- Schematic
- Visual
- Audio
- Gestural
- Spatial

LINGUISTIC

writing system

vocabulary

syntax

cohesion / coherence

SCHEMATIC

formal schemata

genre / style

content schemata

stories

Genre

- “an oral or written rhetorical practice that structures culturally embedded communicative situations in a highly predictable pattern, thereby creating horizons of expectations for its community of users” (Swaffar & Arens, 2005, p. 99)
- “If we do not have practical knowledge of the conventions relevant to a particular situation, we may seem or feel communicatively inept” (Kern, 2000, p. 183)

Collaboration

Audience impacts what writers decide to say or not say, readers bring motivation and experience to make writers' texts meaningful.

Interpretation

Writers and readers engage in a double act of interpretation.

Conventions

The way we write and read texts is not universal, cultural conventions play a huge role in how we carry out both activities.

Cultural knowledge

Writing and reading function with specific cultural systems. For those operating outside a given cultural system, misunderstanding and being misunderstood by those operating within the given system is highly likely.

Problem-solving

Writing and reading involve figuring out relationships between words, between larger units of meaning, between texts and worlds.

Reflection and Self-reflection

Writers and readers think about language and its relation to the world and themselves.

Language use

Literacy is more than knowledge of writing systems, vocabulary & grammar. It requires knowing how to use language both in written and spoken contexts to create discourse.

Curricular components / Pedagogical acts

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)

The Multiliteracies Framework: Remaining Questions

- What remaining questions do you have about multiliteracies-based concepts related to:
 - a) their meaning?
 - b) their implementation in teacher development activities, curriculum design, or instruction?

Why literacy in FL teacher development?

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Food for Thought

“L2 teachers typically enter the profession with largely unarticulated, yet deeply ingrained, everyday concepts about language, language learning, and language teaching that are based on their own L2 instructional histories and lived experiences. L2 teacher education programs are faced with the task of overcoming the inertia of teachers’ everyday concepts, for example, that language and culture are separate, albeit related, content and thus should be taught separately, and that grammatical accuracy is a necessary precursor to engagement in successful communicative activity.”

Lantolf & Johnson, 2007, p. 884