

***Day 1 / Session 1: FL Teacher Development & the MLA Report***

*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 that have come up when rethinking your own FL teacher development efforts (e.g., methods course, workshops)?
- Does the quote touch on issues that have come up with rethinking your introductory/intermediate language program or one of the courses you teach?
- What are potential solutions to the shortcoming(s) you identified?

QUOTE 1

“It is indeed within ‘the methods course’ that the (future) profession is socialized into the ‘lang-lit split’ ... if 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).

QUOTE 2

“[T]he changes required in TA education are so pervasive as to be beyond one person’s professional reach ... an appropriate response requires programs to acknowledge that the changed social, cultural, and political contexts outside the walled gardens of the academy can only be adequately addressed with changes in the socialization patterns and cultural contexts that departments create internally as they prepare teachers for those contexts ... we must find ways of linking TA education to the core of the intellectual life of departments and reshaping our practices accordingly” (Byrnes, 2005, p. 136).

QUOTE 3

“A one-size-fits-all professional development model does not reflect the reality of graduate students as diverse individuals with varied cultural and educational backgrounds and unique needs” (Allen & Negueruela 2010, p. 12).

QUOTE 4

“knowledge ... is not simply accumulated and then put into action. It is processed and filtered through layers of experience and belief, rendering the outcome far less predictable than a simple transmission model would suggest. Knowledge about teaching and the classroom becomes instantiated only after it has been integrated into the teacher’s personal framework – contextualized, as it were, into a matrix of classroom experience and other sources of pedagogical input” (Rankin & Becker, 2006, p. 366).

***Day 1 / Session 2: The Multiliteracies Framework***

Write down what you know about each of the concepts related to the multiliteracies framework listed below. Also note any remaining questions you have about the *meaning* or *implementation* of these concepts.

Group 1:

| <b>CONCEPT</b>    | <b>WHAT WE KNOW</b> | <b>QUESTIONS WE HAVE</b> |
|-------------------|---------------------|--------------------------|
| Design of meaning |                     |                          |
| Available Designs |                     |                          |
| Genre             |                     |                          |

Group 2:

| <b>CONCEPT</b>                         | <b>WHAT WE KNOW</b> | <b>QUESTIONS WE HAVE</b> |
|--|---------------------|--------------------------|
| Situated practice /<br>Experiencing    |                     |                          |
| Overt instruction /<br>Conceptualizing |                     |                          |
| Critical framing /<br>Analyzing        |                     |                          |
| Transformed practice /<br>Applying     |                     |                          |

Group 3:

| <b>CONCEPT</b>               | <b>WHAT WE KNOW</b> | <b>QUESTIONS WE HAVE</b> |
|------------------------------|---------------------|--------------------------|
| Interpretation               |                     |                          |
| Collaboration                |                     |                          |
| Conventions                  |                     |                          |
| Cultural knowledge           |                     |                          |
| Language use                 |                     |                          |
| Problem solving              |                     |                          |
| Reflection / Self-reflection |                     |                          |

**Day 1 / Session 2: The Multiliteracies Framework**

Examples of activities reflecting the curricular components (Hall, 2001; Kern, 2000):

| <b>CURRICULAR COMPONENT /<br/>PEDAGOGICAL ACT</b> | <b>EXAMPLES</b>   |
|---|---|
| <i>Situated practice / Experiencing</i>           | directed reading<br>reading journals<br>debates; games<br>reader's theater<br>note taking<br>retellings<br>watching televised programs, films & videos<br>listening to music and oral performances  |
| <i>Overt instruction / Conceptualizing</i>        | information gap activities<br>pattern analysis<br>semantic webs/flowcharts/Venn diagrams<br>strategy analysis/checklists<br>comprehension questions<br>outlining<br>focusing on relationships<br>textual/genre comparisons<br>dictionary work<br>arranging/sequencing text elements<br>story puzzles<br>pattern analysis and practice |
| <i>Critical framing / Analyzing</i>               | summary writing<br>self-assessment of skills, strategy use,<br>attitudes<br>film/text analysis<br>reader response journal<br>genre comparison<br>critical focus questions   |
| <i>Transformed practice / Applying</i>            | reformulation/redesign of existing texts<br>summary writing<br>dialogic transformation<br>literature circles<br>response journals<br>teaching others  |