

Implementing Literacy-Based Instruction in Collegiate FL Programs



CERCLL / AAUSC Workshop, University of Arizona, June 5-6, 2012



Introductions

Workshop Leaders:

- Heather Willis Allen, University of Wisconsin-Madison
- Beatrice Dupuy, University of Arizona
- Karen Johnson, The Pennsylvania State University
- Kate Paesani, Wayne State University

Examples of Literacy-Based Professional Development & Instructional Activities



Lesson Study: Reflecting on Challenges

Existing course:

- Scope of material to cover versus time available
- Identification of activities / assessments to solidify theory-practice connections and facilitate conceptual development related to the multiliteracies framework
- Incorporation of meaningful collaborative activities to promote sharing of pedagogical techniques and materials

Lesson Study: Responding to Challenges

Revised course:

- Scope: Narrowing the number of topics to cover during the 15 week course
- Theory-practice connections: Implementing lesson study and instructional unit portfolio; teaching the course in a 2X/week format
- Meaningful collaboration: Implementing lesson study, archiving instructional unit portfolios on an instructor site for ongoing use/revision

Lesson Study: Benefits

I am very much a person who learns by doing, so **applying the models of teaching videos through Lesson Study last week really helped me solidify my understanding of teaching videos as texts.** Watching the model in action was also quite interesting because I rarely have the chance to observe how these models work within the classroom. I was a bit surprised to find how much scaffolding students needed, as was evidenced by a lack of engagement in the viewing tasks among most students, but **this experience really informed my teaching for this week,** where I used two videos in my first lesson of the week ... This Lesson Study experience was much different for me because I went from being the instructor to an observer ... **When you are teaching, it is difficult to pay a lot of attention to body language and behaviors of individual students because there are so many other things to think about,** so it was useful for me to focus on learning alone. I saw a lot of evidence for the importance of scaffolding, which made me conscious of how my own lessons are scaffolded.

– Lisa, M.A.-level novice French TA

Lesson Study: Ongoing Issues

While my group members were thrilled to see how well my students reacted, I was not as optimistic about this specific lesson ; **my students were not participating nearly as much and their responses to the survey highlighted the helpfulness of the powerpoint, not the video (which was the main point of this Lesson Study)**. The following class, after observers were gone, I asked my students about the experience ... As I suspected, **they were not as optimistic either and were, in fact, surprised by the reactions of my group members ! ... They cited that subtitles would have been necessary, that it was too fast, that there were not enough visual clues among other problems**. While I admit that resolutions to any and all of these issues would have greatly helped, I would also hesitate to put any of them into practice ; it likely would not be feasible or time efficient for the instructor, for one, and, for two, they might have simply « sterilized » the video of the difficulty with which I still expect my students to attempt to grapple. Moreover, as we discussed during our 820 class, we could have made the *task* easier with more accessible questions on the worksheet, without making the *text/video* easier.

- Lesley, M.A.-level novice French TA

Curricular Revision: Reflecting on Challenges

- Inconsistent implementation of long-term, connected professional development sequences by LPD
- Lack of instructor involvement in curricular decisions related to introductory language program
- Inadequate opportunities for instructors to apply knowledge gained in literacy course to introductory language teaching
- Lack of student engagement with texts in introductory courses; LPD desire to merge literacy-based activities with CLT-oriented textbook

Curricular Revision: Responding to Challenges

- Scope: Materials development/mentoring sequence spanning three semesters
- Stakeholders: Instructors as authors of pedagogical materials forming the basis of changes to the introductory curriculum
- Theory-practice connections: Multiliteracies concepts applied to frame, revise, and implement text-based lessons and assessments
- Curricular content: Modification of syllabus and assessments to blend literacy-based lessons with CLT-oriented textbook

PERCOLATE Modules: Reflecting on Challenges

- Persistence of the “frontloading” model
- Limited scope
 - Teachers may not get as much out of the methods course as we think
 - Teachers’ confidence in their capacity to teach language does not translate into the same confidence about teaching literature
 - Teachers perceive gaps in what they think professional development should include and what it actually includes
- Unsystematic, administratively-driven ongoing professional development activities
- Lack of theory-practice connections in teaching
- Teaching knowledge is fragmented, no overarching concept or theoretical framework

PErCOLATE Modules: Responding to Challenges

- Frontloading and limited scope: Include more extensive professional development related to teaching
- Unsystematic, administratively-driven ongoing professional development activities: Systematic, developmentally driven
- Lack of theory-practice connections in teaching: Connections made for example in the Pedagogical applications, Reflective Teaching Prompt, and the Resources (further readings, sample materials, links, etc.)
- Teaching knowledge is fragmented, no overarching concept or theoretical framework: Concept of literacy carried throughout the modules

[PErCOLATE Modules](#)

Project Work & Presentations

- Individual/group work on project development: 1:00 – 2:15 pm
- Coffee break: 2:15 – 2:30 pm
- Brief presentation & discussion of projects: 2:30 – 3:45 pm
- Wrap-up: 3:45 – 4:00 pm
- Group photo & farewell: 4:00 – 4:15 pm



Project Presentations & Discussion

