

**Educating the Future
Foreign Language Professoriate
in 2011 & Beyond:
Challenges & Opportunities**



**Heather Willis Allen
University of Wisconsin,
Madison**

**Beatrice Dupuy
University of Arizona**

A Typical FL Ph.D. Trajectory



	Coursework / Research	Teaching
Year 1	1 pedagogy course, 5 literature/cultural studies/ theory/language courses	Elementary I language courses
Year 2	5 literature/cultural studies/ theory/language courses, comprehensive exams	Elementary II language courses
Year 3	1-2 literature/theory courses, qualifying exam	Intermediate I language courses
Year 4	Dissertation proposal / Dissertation	Elementary or Intermediate courses
Year 5	Dissertation	Elementary or Intermediate courses

Who Teaches in 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%

Lawrence (2001)

Teaching Trajectory of FL Graduate Students



	Introductory Language Course	Intermediate Language Course	Upper-division Course
Year 1	69.9%	17.7%	3.1%
Year 2 & Year 3	45.8%	32.5%	8.6%
Year 4 & beyond	34.5%	35.9%	19.1%

Steward (2006)

Job Announcement



LATIN AMERICAN LITERATURES & CULTURES

Assistant Professor, full-time, academic year, tenure-track position beginning September 12, 2011 at ----- State University ... Position will be in the Modern Languages and Literatures Department to teach Latin American Literatures and Cultures in Spanish and English (period genre open). Primary duties will **include teaching language, literature, and culture at all levels; curricular development;** governance; and professional development, including research and publication.

– MLA Job Information List, 5/8/2011

Transforming Undergraduate FL Education



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** (MLA, 2007, pp. 5-6)

Recurrent Recommendations to Improve FL Graduate Student Professional Development



- Include more extensive coursework related to teaching or linking teaching and scholarship
(Allen, 2009; Bernhardt, 2001; Byrnes, 2001; Barnes-Karol, 2003)
- Offer opportunities for graduate students to team-teach courses in language, literature, & culture
(Magnan, 1987; Stepp-Greany, 2004)
- Allow graduate students to independently teach advanced undergraduate courses
(Byrnes, Crane, & Sprang, 2002; Dickson, 1996; Gutiérrez, 1987)

in Allen & Negueruela-Azarola (2010)

FL Graduate Students' Experiences and Perceptions on Professional Development



- They may not get as much out of the methods course as we think
(Allen, 2011; Brandl, 2000; Rankin & Becker, 2006)
- Their confidence in their capacity to teach language does not translate into the same confidence about teaching literature
(Mills & Allen, 2008; Mills, 2011)
- They perceive gaps in what they think professional development should include and what it actually includes
(Gonglewski & Penningworth, 1998; Gorell & Cubillos, 1993)

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.

(Kern, 2000, p. 16).


Seven Principles of Literacy



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

(Kern, 2000)

Conceptualizing Teacher Learning from a Sociocultural Theory Perspective



- Teachers are *learners of L2 teaching*
- Learning to teach is a dynamic *process of social interaction*
- Teacher learning is *both internal & collective activity*
- Professional development is *a conceptual process*; the use of *one overarching concept* can unify curricula & provide teachers with coherent notions of FL teaching & learning

(Johnson, 2009; Lantolf & Johnson, 2007; Smagorinsky, Cook, & Johnson, 2003)

Levels of Appropriation of Conceptual and Pedagogical Tools



1. Lack of appropriation
2. Appropriating the concept's label
3. Appropriating surface features of the concept
4. Appropriating conceptual underpinnings & being able to use the concept in new settings
5. Achieving mastery in implementing the concept

(Grossman, Smagorinsky, & Valencia, 1999)

Contributions of a Conceptually-driven, Literacy-based Approach to Professional Development



- It is both consistent with both immediate and future needs
- It allows for rethinking traditional perceptions of language versus culture or literature and “productive” versus “receptive” skills
- It reorients responsibility for educating FL graduate students as teachers not just on LPD but all departmental teaching faculty

Challenge 1: The Dominance of CLT



- Lack of knowledge of alternative frameworks beyond CLT
- Sharing of what appears to be common elements between CLT and principles of literacy
 - Collaboration
 - Language use
 - Conventions
- Contradictions between CLT-oriented textbooks and principles of literacy

Allen & Paesani (2010)



Challenge 2: Conceptual Growth Takes Time

Amanda, end of methods course/first term teaching

“My objectives have changed a bit. Rather than having “4 Skills” and “Grammar and Vocabulary” as objectives, I have moved them to subsets of “Variety of Texts” and “Connection Between Language and Culture.” As such, they become ways of achieving certain objectives, rather than objectives in themselves. I think this fits better with literacy based pedagogy. ... Under “Variety of Texts” I have included the “4 Skills” because they are an integral part of the syllabus for Spanish 101. However, I find them to be a means to higher objectives, rather than a principal objective. I included “grammar,” “vocabulary,” and “variety of cultures” because I think that grammatical differences and vocabulary differences are integral to cultural differences in language”.



Challenge 2:

Conceptual Growth Takes Time

Elena, end of methods course/first term teaching

“I guess that since mid semester there have not been any substantial changes in the main concepts that are guiding my teaching practice. ...I guess overall the concept of Communication is my guiding teaching principle, as a progressive process of making students develop their listening, reading and writing skills in the L2, but also as a framework which allows students to go a step further in order to create meaning, and to start thinking on how it is produced and could be transformed into their own performance of L2. I think that last part is a long-term approach, especially considering that we are teaching a beginner class level”.

Challenge 3: Buy in

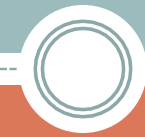


- **Three constituencies**
 - Tenured and tenure-track faculty
 - Non-tenure track faculty, adjunct instructors and graduate TAs
 - Undergraduate students in FL courses

Future Directions



- Longitudinal studies
- Outcomes-oriented research
- Evaluation studies
- Cross-institutional, collaborative efforts



PERCOLATE

PERCOLATE

start

 Search

[Home](#) [About](#) [Modules](#) [Webinars](#) [Publications](#) [Conferences/Workshops](#) [Resources](#) [Contact](#)

Trace: » [start](#)

Welcome to the PERCOLATE project

What is PERCOLATE?

The Professional dEvelopment for College fOreign LAnguage TEachers (otherwise known as PERCOLATE) project at the [University of Arizona's Center for Educational Resources in Culture, Language, and Literacy \(CERCLL\)](#) is dedicated to developing a set of professional development materials to be used to prepare foreign language teaching assistants (FL TAs) for teaching in a four-year multidisciplinary and multi-literacy curriculum. On this website, we will be posting modules and related webinars and bibliographies. We will also be announcing workshops and conferences where we will be presenting the project and its outcomes. We will be watching for other resources related to the professional development of foreign language teaching assistants and adjunct instructors and bring them to your attention as they become available. So stay tuned and drop us a note using the contact form if you have any questions!

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

More Information



Related publications:

Allen, H.W. & Dupuy, B. (in press). Evolving notions of literacy-based foreign language teaching: A case study of graduate student instructors. In H.W. Allen & H.H. Maxim, (Eds.) *Educating the Future Foreign Language Professoriate for the 21st Century*. Boston: Heinle Cengage.

Allen, H. W., & Negueruela-Azarola, E. (2010). Professional development of future professors of foreign languages: Looking back, looking forward. *Modern Language Journal* 94 (3), 377-395.

Allen, H. W. (2009). Moving beyond the language-literature divide: Advanced pedagogy for tomorrow's foreign language professors. *ADFL Bulletin* 41 (2), 88-99.