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:**

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>WHAT WE KNOW</th>
<th>QUESTIONS WE HAVE</th>
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</thead>
<tbody>
<tr>
<td>Design of meaning</td>
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<td>Available Designs</td>
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<td>Genre</td>
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**Group 2:**

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<tr>
<th>CONCEPT</th>
<th>WHAT WE KNOW</th>
<th>QUESTIONS WE HAVE</th>
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<tbody>
<tr>
<td>Situated practice / Experiencing</td>
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<td>Overt instruction / Conceptualizing</td>
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<td>Critical framing / Analyzing</td>
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<td>Transformed practice / Applying</td>
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Group 3:

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<tr>
<th>CONCEPT</th>
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<td>Interpretation</td>
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<td>Collaboration</td>
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<td>Cultural knowledge</td>
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<td>Language use</td>
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<td>Problem solving</td>
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<td>Reflection / Self-reflection</td>
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Day 1 / Session 2: The Multiliteracies Framework

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

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