

Exploring Vygotsky: Reviewing a Distant Mentor for Multiliteracy Success
TESOL 2014, Portland, OR
English Language Teaching (ELT) for the Next Generation
295596, Friday, March 28, 5 p.m., D133, Convention Center
Practice-oriented Session (45 min.)

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ABSTRACT

In this interactive session, we demonstrate how teachers can implement three principal principles of our distant mentor, Vygotsky: (a) thought and language; (b) sociocultural context; (c) zone of proximal development. Handouts will focus on using these principles for sustaining and renewing academic success particularly with students who speak additional languages.

Our Distant Mentor, Vygotsky

5 p.m. Introduction

Joan and LeAnn: How we met our distant mentor.

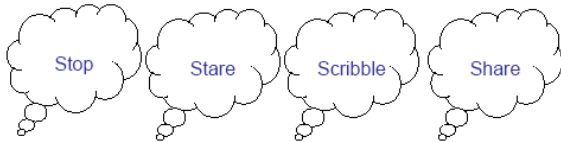
Chyllis and Jomeline: The mentoring continues.

Who are you mentoring now?

5:10

interactive (5 minute) Participants are invited to share a mentoring story.

Stop. Stare. Scribble. Share.



Thinking and Speaking
Sociocultural Context
ZPD

<http://www.joanwink.com/scheditems/stop-stare-scribble-share.pdf>

5:15 (LeAnn and Joan)

What are the three Principal Principles?

How do the three principle principles connect with Emergent Bilinguals and Long Term English Learners (LTELs)?

How is Vygotsky connected with mentoring?

What is a proximal mentor? A distant mentor?

HEAPS > COMPLEXES > CONSTRUCTS

5:25

Jomeline: As a mentor of teachers, what can we do to enact the best interactive work with Emergent Bilinguals (EBs) and LTELs?

5:35

Chyllis: What are the benefits of proximal mentors and distant mentors?

5:45 – Thank You!

http://www.joanwink.com/wp-content/uploads/2014/03/TESOL-14-Vygotsky_le-final_32314.pdf

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