FRANCIS BANGOU

12. READING ICT, SECOND LANGUAGE EDUCATION, AND THE SELF

An Agencement

INTRODUCTION

In response to the steadily increasing use of Information and Communication Technology (ICT) in our everyday personal and professional lives, curriculua are being transformed to ensure that students at all levels develop the necessary technological knowledge, skills, and dispositions to fully function as citizens of the twenty-first century (Lock, 2007; Yukhymenk & Brown, 2009). In recent years a plethora of research has been conducted on the integration of ICT into school curriculua and classrooms (e.g., Bangou, 2003, 2006; MacLean & Elwood, 2009; Boulton, Chateau, Pereiro, & Azzam-Hannachi, 2008). A lot of this research has focused on the infrastructure of and access to ICT in schools (e.g., Plante & Beattie, 2004; Bangou, 2010), the ways that ICT transforms the practices of teaching and learning (e.g., Reid, 2002), and best practices related to the integration of ICT and education (e.g., Lock, 2007; Ianculescu & Parvan, 2011).

Within this changing environment, "Educators in teacher preparation programs are challenged to provide learning environments where preservice teachers learn how to learn and learn how to teach, *with* and *through* digital technology" (Lock, 2007, p. 576). The field of Second Language Education (SLED) is also adopting ICT into the teaching of second languages, and therefore it has become crucial for teacher educators to provide preservice second language teachers with the indispensable technological skills necessary to integrate ICT into different facets of their teaching, no matter how challenging the task (Bangou, 2003). As I am an educator in a teacher preparation program working specifically in the field of SLED teacher preparation, I took this challenge to heart.

Three years ago, Multiple Literacies Theory (MLT) (Masny, 2010) and I collided when I used a slightly augmented version of the framework I'll discuss below to explore the notion of technological literacy through a year-long ethnographic study of two preservice second language teachers who learned how to integrate ICT into their Spanish teaching practice (Bangou & Waterhouse, 2008). Since that time, both MLT and I have become *other than* through the interconnected understandings created by Deleuze and Guattari's (1987) work.

This chapter should be read as an *agencement* (Deleuze & Guattari, 1987) of the interactions that have been taking place between Deleuze and Guattari, ICT, SLED, MLT, and I over the last couple of years.

In this chapter, I will use MLT, (Masny, 2009) to explore the experiences of three preservice second language teachers who were learning to integrate ICT into their practice. More precisely, I will show that learning to teach a second language using ICT occurred through reading, reading the world, and self (Jeffrey, 2002; Webb, 2009) within the *agencements* of the Master of Education (M.Ed.) program where this research took place. Here, factors such as ICT, curriculua, teaching practices, beliefs, and even the preservice teachers' themselves were connected forces that could potentially create change—and ultimately a better, more egalitarian world.

In exploring how this happened, this chapter will first introduce the concept of *agencement*, as well as that of MLT. Then, the study and method will be described, followed by a presentation of the experiences of the three preservice teachers through their own words and perceptions. This approach to analysis will enable us to deterritorialize an *agencement* of the researcher, ICT, SLED, and teacher education—and hopefully to create lines of flight and, ultimately, new knowledge.

AGENCEMENT AND MULTIPLE LITERACIES THEORY (MLT)

Agencement

Deleuze and Guattari's (1987) concept of *agencement* recognizes that the relationship between content and expression is part of complex interwoven relations, and as such no signification is isolated from circumstances.

Agencement has usually been translated into English as "assemblage" (e.g., Macgregor Wise, 1997, 2005; Masny & Cole, 2009; Leclercle, 2002; Braidotti, 2006). However, in this chapter, I use the original French term *agencement* because to me, the word "assemblage" falls short of translating the unpredictability and consistent reinvention of an *agencement*. For instance, an assembled piece of furniture would be the result of the assembly of prefabricated parts according to specific linear instructions (the replication of knowledge). Each part was created with the image of the completed piece of furniture in mind; if the instructions are not followed correctly, then the final result would not be what it was meant to be. In stark contrast, an *agencement* refers to the arrangement of various elements that were not necessarily meant to be put together in the first place but that, when arranged, somehow constitute a functioning whole (that is, they create new knowledge). Although affected by its components, an *agencement* is, by nature, unpredictable. It is not created according to specific linear instructions, and therefore takes on a certain temporality.

Deleuze and Guattari's (1987) concept of *agencement* is intrinsically connected to their perspective on language, linguistics, and pragmatics; they believe that "language does not operate between something seen (or felt) and something said, but always goes from saying to saying" (p. 76). Therefore, in their view, spoken communication always transmits what has *already* been said, and for this reason discourse is always indirect. According to Deleuze and Guattari, "Language is made not to be believed but to be obeyed and to compel obedience" (p. 76), and, for this reason, language is primarily a tool of order In fact, to communicate is really to give an order, which is why Deleuze and Guattari view the fundamental units of language to be the order-word, which, for them, "do not concern commands only, but every act that is linked to statements by a social obligation" (p. 79).

According to this understanding of language as being an enforcer of order, the relationship between statement and act is one of redundancy that has two forms—frequency and resonance. Frequency refers to the significance of information, and resonance to its subjectification. In fact, as Deleuze and Guattari (1987) note, "There is no significance independent of dominant signification, nor is there subjectification independent of an established order of subjection. Both depend on the nature and transmission of order-words in a given social field" (p. 79), and this is why enunciation is fundamentally social. However, as Deleuze and Guattari also recognize, "The social character of enunciation is intrinsically funded only if one succeeds in demonstrating how enunciation in itself implies [collective *agencements*]" (p. 80).

In order to comprehend the concept of collective *agencement*, it is fundamental to first understand the makeup of the acts that constitute order-words. Deleuze and Guattari (1987) believe that these acts consist of "incorporeal transformations current in a given society and attributed to the bodies of the society" (p. 80). Here, the word "body" is understood in its broad sense of entity. To illustrate their point, they give the example of how a judge's sentence transforms an accused into a convict. In an educational context, a similar example would be how a school psychologist's diagnosis transforms a student into a special needs learner. In fact, for Deleuze and Guattari, the order-words (or *agencements*) of enunciation "in a given society (in short the illocutionary) designate this instantaneous relation between statements and the incorporeal transformation or noncorporeal attributes they express" (p. 81); therefore, *agencements* are bounded to circumstances and, as such, are "in constant variation, are themselves constantly subject to transformation" (p. 82).

For Deleuze and Guattari (1987), then, the confronted *signification* of enunciation ("territorialization") is in a state of constant variation ("deterritorialization") due to ever-changing circumstances. These circumstances constitute "the degrees of deterritorialization that quantify the respective forms and according to which contents and expression are conjugated, feed into each other, accelerate each other, or on the contrary [are] stabilized and perform a

reterritorialization" (p. 88). Here, the term "reterritorialization" refers to the act of a signification's retransformation (or becoming), which, according to Deleuze and Guattari, occurs via three types of lines: the first is "the molar or rigid line of segmentarity; in no sense is it dead, for it occupies and pervades our life, and always seems to prevail in the end" (p. 195), and the second is the line of molecular segmentation, "the segments of which are like quanta of deterritorialization" (p. 196). Deleuze and Guattari's third line is the line of flight, which "no longer tolerates segments; rather, it is like an exploding of the two segmentary series. She has broken through the wall, she has gotten out of the black holes. She has attained a kind of absolute deterritorialization" (p. 197).

For Deleuze and Guattari (1987), therefore, navigating through *agencement*s means wandering through intermingling molar, molecular, and lines of flight. As Macgregor Wise (2005) sums up,

> [*Agencement*] shows us how institutions, organizations, bodies, practices and habits make and unmake each other, intersecting and transforming: creating territories and then unmaking them, deterritorializing, opening line of flights as a possibility of any assemblage but also shutting them down. (p. 86)

What all this means is that there is no direct line between content and expression. In fact, for Deleuze and Guattari (1987), the relationship between content and expression is foremost rhizomic (that is, without, hierarchy, without beginning or end) in that "not every trait in a rhizome is necessarily linked to a linguistic feature: semiotic chains of every nature are connected to very diverse modes of coding (biological, political, economic, etc.) that bring into play not only different regimes of signs but also states of things of differing status" (p. 7). Therefore, we cannot say that content is signified or that expression is a signifier; instead, they are both variables of the *agencement* of enunciation.

From the above line of thought, Deleuze and Guattari (1987) conclude that an *agencement* comprises two axes. The first axis is horizontal and includes two segments: one of content, the other of expression. On the one hand it is a "machinic" *agencement* of intermingling bodies, of actions and passions, reacting to and with each another. On the other hand it is a collective *agencement* of enunciation, acts, statements, and incorporeal transformations. On Deleuze and Guattari's second axis, which is vertical, *agencement* "has both territorial sides, or reterritorialized sides, which stabilize it, and cutting edges of deterritorialization, which carry it away" (p. 88).

In light of the above discussion, let's consider the *agencement* of second language teacher education in today's world. On the horizontal axis we have to consider the mélange of bodies defining ICT, SLED, and second language teacher education (e.g., the body of educators, the body of students, the body of computer engineers, etc.), as well as the tools assuring their symbiosis. We also

have to consider statements and expressions such as the ones we find in curriculua and/or textbooks. On the vertical axis we have to simultaneously consider ICT, SLED, and second language teacher education territorialities and reterritorialization, as well as the line of deterritorialization that carries the always-transforming statements and acts of teacher educators, teachers, and students. Lastly—and most interestingly—we have to consider how all of these factors combine in a particular teacher education program.

Multiple Literacies Theory (MLT)

Deleuze and Guattari's (1987) concept of *agencement* has been deterritorialized and reterritorialized in Masny's (2009) theory on multiple literacies. Wanting to move away from traditional definitions of literacy, which hold at their core the sole ability of reading and writing, Masny proposes that literacy be reconceptualized as a multi-faceted understanding of,

> […] texts that take on multiple meanings conveyed through words, gestures, attitudes, [and] ways of speaking, writing, valuing and are taken up as visual, oral, written, and tactile. They constitute multimodal texts in a broad sense in multimodal forms in a broad sense that fuse with religion, gender, race, culture, and power. It is how literacies are coded. These contexts are not static. They are fluid and transform literacies that produce speakers, writers, artists, communities. (p. 13)

As Masny (2009) further argues, a fundamental aspect of MLT is focusing on reading, reading the world, and the self as texts that "intersect in complex ways and non-linear ways in becoming" (p. 182). It appears, then, that MLT focuses on the relationships between content and expression (meaning). Like an *agencement*, such a relationship is non-linear and complex, and it implies a multiplicity of bodies (bodies of speakers, bodies of writers), tools (visual tools, oral tools, tactile tools, etc.), and enunciation (texts), as well as the notions of territorialization, deterritorialization, and reterritorialization.

According to MLT, reading occurs both intensively and immanently. Intensive readings are disruptive and focus more on the *how* than on the *what*. As Masny's (2009) theory holds, "To read intensively is to read critically" and to consider that "cognitive, social, cultural, and political forces are at work" (p. 15). Immanent readings, on the other hand, are about virtual thought and investment in reading. Indeed, Masny considers reading to be intrinsically associated with sense as being "activated when words, notes and ad icons are actualized in interested ways" (p. 183). For instance, the sight of a bouquet of roses might bring to mind either a favorite Valentine's Day or the funeral of a loved one. Consequently, one cannot predict *how* reading is going to happen. As Masny argues, reading, reading the world, and the self are the effect of an *agencement* "of actualized and immanent experiences" (p. 183).

PRELUDE TO THE STUDY

In 2000, the Faculty of Education where this research took place was the recipient of a Preparing Tomorrow's Teachers to Use Technology (PT3) grant, which aimed to advance the integration of ICT into M.Ed. programs. The grant was intended to encourage systemic changes and improvements in teacher education programs and thereby ensure that all M.Ed. graduates would be able to make appropriate use of ICT to improve their teaching practice and their students' learning opportunities (Bangou, 2003).

This ambitious goal was based on the International Society for Technology's (ISTE) National Educational Technology Standards (NETS), developed in the year 2000. These standards were grouped into six main categories, as follows:

– Technology operation and concepts: Teachers demonstrate a sound understanding of technology operations and concepts;
– Planning and designing learning environments and experiences: Teachers plan and design effective learning environments and experiences supported by technology;
– Teaching, learning, and the curriculum: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
– Assessment and evaluation: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies;
– Productivity and professional practice: Teachers use technology to enhance their productivity and professional practice; and
– Social, ethical, legal, and human issues: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.

As shown by the work of O'Riley (2003), educational curriculua have been heavily revised under the influence of political and corporate interests since the 1980s. For O'Riley, "Two principal areas have emerged from the fray to design and disseminate technology discourses: technology education and educational technology" (p. 4), and the narratives surrounding technology education and educational technology are "momented by a dogma of high tech, production, economic expansion, and inevitability" (p. 4).

As we saw above, notions of productivity, operationalization, improvement, and effectiveness were intrinsically part of the ISTE's standards for educational technology, so such production-based discourse was definitely not foreign to the field of teacher education (including SLED teacher education). On the contrary, by the time those standards had been released in 2000, schools in the United States had already been investing heavily in computers to teach subject matter and to prepare learners for success in the twenty-first century (Bangou, 2003).

Since that time, it has become even more imperative for teachers to acquire the necessary technological skills to be able to use computers as an integral part of their teaching practice (Bangou, 2003; Lock, 2007). For instance, when the present study's research was taking place in 2001-2002, both the American Council on the Teaching of Foreign Language (ACTFL) and the National Council for the Accreditation of Teacher Education (NCATE) required that second language teacher candidates be provided with the opportunity to experience technology-enhanced instruction and also to use ICT in their own teaching (2002). The fact that the M.Ed. program where this study's initial research project took place was accredited by NCATE made the research project even more relevant to both the Faculty of Education and to the preservice teachers enrolled in the program.

THE STUDY

This study was initially part of a larger project that took place from June 2001 to June 2002, and it recruited its participants from the preservice teachers in my university faculty's M.Ed. program. This study had the goal of investigating the knowledge-base construction practices of a group of six preservice teachers in terms of technology-enhanced second language education (Bangou, 2003, 2006, 2008).

Looking back on it today, MLT and Deleuze and Guattari's (1987) concept of *agencement*, provide us with a new point of entry from which to map the six student teachers' journeys towards becoming literate with ICT as a second language teaching tool. As we will see, these journeys were not always smooth, for, as Masny (2009) argues:

> Learning literacies do not take place in a progressive linear fashion. In a Deleuzian way they happen in response to problems and events that occur in life experiences. Literacies are not merely about language codes to be learned. Learning literacies is about desire, about transformation, becoming *other than* through continuous investment in reading, reading the world, and self as texts in multiple environments (e.g., home, school, community) [italics added]. (p. 15)

Within the collectivity of enunciation of the M.Ed. program, "to be technologically literate" meant to understand and operationalize ICT, and also to use ICT to be more effective as teachers, to be more productive as teachers, and to maximize student learning for the twenty-first century. This understanding informed the research questions that guide the present study, which are: (1) Within the collective *agencement* of enunciation in the M.Ed. program, how were ICT, SLED, and second language teacher education connected? (2) Within the M.Ed. program, how did reading, reading the world, and self happen?

Context

The duration of the M.Ed. program featured in this study was five academic quarters long. During the summer of 2001 (the second quarter of the program), the preservice second language teachers had the opportunity to attend a required class related to education and ICT. This class was also open to preservice teachers from different educational areas (e.g., social sciences, administration, etc.). During this five-week summer course, students learned about computer presentation software (i.e., Microsoft PowerPoint), website design, and computer spreadsheets (i.e., Microsoft Excel). The course was divided into lectures and lab sessions. During the lectures, students participated in discussions about ICT and education in relation to ISTE standards. These lectures provided the professor with the opportunity to use and showcase different technologies in his own teaching practice. In order to provide the preservice teachers with a real opportunity to put their new ICT skills into practice, the summer course's final project—helping an imaginary in-service teacher incorporate ICT into his/her practice—included the following elements:

– The preservice teachers were required to create a website that included a teacher-client profile, two website evaluations, a PowerPoint presentation, a technology/media-based lesson plan, a computer spreadsheet project, and a reflection paper (Bangou, 2003).

Since I was the faculty member in charge of infusing ICT into the university's M.Ed. curriculum (as informed by ISTE standards), I seized the opportunity to alter the requirements for two of the second language education M.Ed. course curriculua. These alterations, which were incorporated with ICT literacy in mind, are described below.

During the fall quarter, following completion of the summer course on ICT in education, the preservice teachers attended a second language methods teaching course while also observing in-service second language teachers in secondary and middle schools for five hours a week. In order for the preservice teachers to feel comfortable using ICT to enhance and facilitate their teaching practice, as well as their careers as professionals, I altered the curriculum to enable them to practice the technological skills they had developed during the previous quarter's ICT and education course (Bangou, 2003). Firstly, I organized for the class to visit a school computer lab to observe how an in-service teacher infused technology into her teaching practice. Secondly, I established a class website with links to online resources (Bangou, 2003). Lastly, the course syllabus was transformed to include two ICT-based assignments. I created weekly hour-long technological workshops that I delivered over a six-week period in order to help students meet the syllabus's new ICT requirements, which are outlined below:

– The preservice teachers were required to build professional web-based portfolios that included their teaching philosophies, resumes, their biographies; and
– As a final project, the preservice teachers had to create a two-week web-based unit plan (Bangou, 2003).

During the following winter session, the preservice teachers were enrolled in a preparedness course that had the goal of helping them to prepare for their full-time ten-week teaching practicums that would take place during the following (and final) quarter of the M.Ed. program. The preparedness course also aimed to help the preservice teachers assemble their final academic portfolios, which included six five-minute video segments that showcased their teaching practice, six video reflections, a position paper, an action-research paper, and two of their best lesson plans. This class met once a week for two and a half hours. As the teaching assistant for this class, one of my objectives was to keep the preservice teachers practicing the technological skills they had acquired and developed throughout the summer and fall. The course's syllabus was thus transformed to include the following assignments:

– The preservice teachers had to make weekly presentations about their experiences on a second language education listserv called FLTEACH[1];
– Each week, the preservice teachers had to identify a technology available for use in their placements and determine how to access it and use it effectively in the classroom; and
– The preservice teachers had to create a video of themselves using ICT in their practicum classrooms for inclusion in their final academic portfolios (Bangou, 2003).

In addition to being infused into the three courses described above, ICT was also being incorporated into other classes in the M.Ed. program as teaching tools and lesson topics. Moreover, the preservice second language teachers were also provided with the opportunity to choose a topic related to ICT and language teaching for their capstone projects (Bangou, 2003).

In addition to advocating for the incorporation of ICT into the preservice teachers' practice, I believed it was important for them to become aware of issues related to power and equity (Blackburn & Clark, 2007). Traditionally such issues were not addressed in the university's M.Ed. program, and I believed that one of the added benefits of learning to teach a second language with ICT—the so-called world's greatest equalizer—was that it provided a way to reflect on these topics. I therefore encouraged the preservice teachers to design lessons that dealt with power and equity (Merryfield, 2001), and modelled critical perspectives and practices (Canagarajah, 1999) in my own teaching by asking

questions of websites such as, Who is included? Who is invisible? To whom is this website addressed? (Warnick, 2001). Then I asked the student teachers to do the same with the websites they used in their web-based unit plans.

METHOD AND ANALYSIS

As stated earlier, this study was initially part of a larger research project that took place over the period of a year, from June 2001 to June 2002. This initial project used observation, interviews, online chats, and document review to collect data for analysis.

During that year I observed the participants both at the university during M.Ed. classes and during their field placements in local schools. These observations focused on the instructional strategies of the participants, as well as on how ICT was implemented into their teaching practice (Bangou & Waterhouse, 2008). Each participant was also interviewed on three occasions: once at the end of the fall quarter after the teaching methods course, again at the end of the winter quarter after the preparation course, and finally at the end of the spring quarter after their teaching practicums. These semi-structured interviews were each divided into three major themes: (1) the technological tools used in their field placements and at the university; (2) the curriculua in their previous schools and at the university; and (3) their relationships with their peers, instructors, mentor teachers, and field educators (Bangou & Waterhouse, 2008). I also set up and conducted seven online chats with the participants to discuss issues related to ICT and education. This chat room proved to be an effective forum for sharing opinions and experiences that informed the research (Bangou & Waterhouse, 2008; Bangou & Wong, 2009). Finally, I looked at participants' final projects and academic portfolios to gauge their ICT-related teaching philosophies and pedagogical activities as they were represented in these documents (Bangou & Waterhouse, 2008; Bangou & Wong, 2009).

The present study, which looks back on the previous research through the lens of MLT and *agencement*, meanders through multiple territorializations and deterritorializations of ICT, SLED, and second language teacher education. As it would be impossible to talk about the entire multitude of *agencements* that occurred during that year, this chapter will draw its discussion from selected vignettes that arose from the experiences of the three preservice teachers during the incorporation of ICT into teaching practices. After all, MLT is about multiplicities that should not be understood as reproductions of the same experience, but rather as ruptures of repetitions; linearity is impossible, and so exploration becomes rhizomatic and analysis changes into mapping (Masny, 2009; Alvermann, 2000). As Masny states:

Data in the more traditional way is about empirical data. Deleuze and Guattari (1994) have moved away from empiricism because it supposes a foundation grounded on [the] human being who seeks to fix categories and

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themes. They call upon transcendental empiricism. It transcends experience (Immanence). It deals with perceptions and the thought of experience creating connections and becoming *other than* [italics added]. (p. 17)

Participants

A total of six preservice second language teachers participated in the initial study. This chapter focuses on three of them. All of the names in the text below are pseudonyms. All of the participant information presented in this section has been drawn from the initial study (i.e., Bangou, 2003).

Pam. Her parents had bought an Apple 2E when she was about five years old, and she remembered "playing with this little bunny rabbit" on the computer. In high school Pam started talking on chat rooms, and she vaguely remembered a ninth grade class where she learned about basic computer programming. She had started high school using WordPerfect, then had changed to Microsoft Word during her last year of high school when typing assignments became mandatory.

Pam first started emailing when she entered university. During her undergraduate studies, Pam had used computers mainly to type her assignments and do research on the Internet. After graduation Pam had the opportunity to spend a semester as a substitute German teacher at a U.S. middle school, where students were using something even "more basic than PowerPoint" for a project and yet she was not able to respond to their questions about it. At the time of the research, Pam mainly used the computer for word processing, emailing, and browsing the Internet.

Pam entered the M.Ed. program to become a qualified German as a second language teacher. She advocated for the use of ICT in second language classrooms numerous times throughout the research project,

Tim. Tim was a twenty-five-year-old white male. He "had never had a computer growing up or anything." He had started using computers only when he reached high school, though he "would generally write it out first and type it from that."

Before entering the M.Ed. program to become a qualified Latin as a second language teacher, Tim had used computers exclusively to type his assignments and for emailing. He had never attended a class where ICT was used as a teaching tool. The summer course on ICT and education was the first time that Tim had to use a computer to do things for a class. He did not own a personal computer at the time of the research project, and even by the end of the program he was not convinced that computers were able to enhance second language education.

Michaela. Michaela was a twenty-two-year-old Latina female born in England of Venezuelan parents. When she was twelve years old, her family had a

computer with Microsoft Works on it. She remembered how she had learned to use the word processing program on her own. However, soon "they abolished that and they brought in" Microsoft Windows. For Michaela, change "was an issue," because she had already learned how to use the other program on her own. When she had been a student abroad, Michaela worked for an oil company that provided her with free training for Windows. In her opinion, when compared to the other learners, she had been the "slowest," and she had not liked that.

Michaela entered the M.Ed. program to become a qualified Spanish as a second language teacher. Before the M.Ed. program she had used her personal computer mainly to do word processing and emailing, and had never attended a class where computers were used as teaching tools. At the time the research, Michaela was already teaching Spanish at the university where the research took place and was the single mother of a two-year-old child.

WORLDS COLLIDING: "BECOMING" ICT-LITERATE SECOND LANGUAGE TEACHERS[2]

The Agencements: of Michaela, Pam, and Tim

At the beginning of the fall quarter, when I first introduced the new ICT requirements for the methods of teaching course, one could feel the tension in the air. It was clear that, for many of the preservice teachers, ICT had not been territorialized as part of second language teaching. By the end of the research project, conceptualizations of SLED were deterritorialized and reterritorialized to include ICT within teaching practice agencement.

In a rhizomic agencement, there was resistance expressed in terms of antagonistic reactions towards the ICT-based assignments. There was vehement contestation from some participants to meet ICT-based requirements in a SLED M.Ed. program. Michaela cried. It was a struggle to get through the required summer course on ICT and education: "Yeah, […] that was a struggle." Furthermore, she did not understand why she had to learn more about ICT in a teaching methods class. In fact, she compared completing the ICT requirements of the program to the task of having to pass an advanced mathematics class before becoming a language teacher: "Imagine, you know, passing Math 104 and then people coming to tell you, Oh, now we're gonna do a website with Math 250. It's like, no."

In a later interview, Michaela revealed the source of her rigid reaction on that first day. She said that she always had to learn everything that had to do with computers on her own, and she did not think she was capable of learning to design a website: "Are you kidding? [I thought,] I can't do that… I saw it like math, and… it was terrible. I mean, it was just horrible. I got terrible grades and I barely passed." What affects were living through Michaela when ICT assignments were extremely challenging? There was a sense of worry emerging

especially since, as a single mother, she was afraid of failing the course: "Yeah, it could be a threat." She further explained,

> I'm putting my life on hold for this program because I have chosen to do so. But at the same time I'm affecting my son's life because I'm choosing to do this. So, you know, our financial level is lower; we live in subsidized housing, we do the food stamp thing, and stuff like that. You know that tells me that I have to give my very best effort in everything I do.

In stark contrast to Michaela, there was greater openness (molecular lines) with Pam when the ICT requirements were first announced. In fact, Pam was the only preservice teacher who advocated for the integration of ICT into the SLED M.Ed. program. She even went so far as to tell the class that she felt lucky to have the opportunity to improve her technological skills, regardless of the fact that learning the new skills was sometimes frustrating for her. During her first interview, in reference to her reaction on that day, Pam said, "I think it is that I've been around [ICT]. I mean, my dad is a computer science professor." Moreover, the advancing role of ICT in teaching had been on Pam's radar since she had been a substitute second language teacher:

> I probably wouldn't have been as open to it if I didn't really see things when I'm teaching… [I]n these five years since I graduated to when I taught at the same school […] they had advanced so much and computers [had become] so important just in those five years. And I'm guessing in the next five years when I am teaching and I'm out there, you know, it's gonna keep on growing and I'm really gonna need to know these types of things.

Indeed, ICT in second language teaching had already been deterritorialized and reterritorialized through previous teaching experience, thus foregrounding a transforming role of ICT and herself in the M.Ed. program.

Contrary to Michaela and Pam, Tim did not have any noticeable reaction on that first day when the ICT requirements were announced. He remained quiet and neither protested nor supported the technological agenda of the teaching methods course. Was there a willingness to question a reading of ICT currently in the agencement that once in the teaching course ICT reterritorializes as ICT in SLE and reconfigures the agencement?. During our first interview, when I asked him about that day, Tim admitted that some of the usages of ICT in the summer course on ICT and education had not convinced him that ICT was always being used for clear pedagogical purposes:

> For […] PowerPoint presentations, I mean, you would have this screen, and there would be two short sentences or something that would be [on] the screen. And that was a PowerPoint presentation. But how does having these two short sentences up there really benefit someone who is taking notes? Do you see what I'm saying? I don't know; it seems that it was a [computer] presentation just for the sake of using PowerPoint.

As a Latin teacher, the most compelling reason for Tim to want to use ICT in his teaching practice would be to teach the students how to read Latin better. However, Tim did not see how he could teach more effectively with ICT as a teaching tool:

[A] PowerPoint presentation […] seems like a lot of trouble to go to when you can just write it on the board. How is the PowerPoint presentation easier than just writing it on the board? You know, do students necessarily get more just because it is flashing on the screen […]?

For Michaela, Pam, and Tim, reading, reading the world, and the self happened on that first day when there was an expression of the collective *agencement* of enunciation of the M.Ed. program, and old and new worlds collided.

Intensive reading (that is, critical reading) happened at this juncture. In the agencement that included Michaela, Pam and Tim, Michaela in the interview questioned the importance of meeting ICT requirements in a SLED M.Ed. program. Tim raised his concern in the interview when he decided that ICT was not always being integrated into the classroom in a pedagogically sound manner. Meanwhile Pam accepted that the course's ICT requirements were necessary for the future success of herself and her students; Furthermore, regarding immanent reading (that is, thought of and investment in reading): What is the sense that emerges with Michaela at the thought of letting down her son? What affect works through Tim in relation to unsatisfying experiences with ICT in the summer course and Pam, the though of her father and openness to computers?

Within the M.Ed. collective *agencement* of enunciation, these three preservice teachers were constantly navigating through multiple incorporeal transformations: teachers, students, web page designers. In fact, reading self as transformed within the collective *agencement* of enunciation of the M.Ed. program contributed to reading self as territorialized within other environments. For instance, for Michaela, reading self as a mother occurred when she was confronted to her transformation as a second language teacher, and a web page designer within the M.Ed program. On that first day, therefore, reading, reading the world, and self was actualized through Michaela's tears, through Pam's advocacy, and through Tim's silence—but anything else could have happened instead.

Through Pam's, Michaela's, and Tim's reactions to the role of ICT in second language teacher education, their conceptualizations of ICT were deterritorialized, and reterritorialized in association with the collective *agencement* of enunciation of the M.Ed. program. Such intense pressure on the conceptualizations of these preservice teachers is not surprising, for as Webb (2009) argues, the demands of accountability and performativity that are placed on teachers usually lead to a "crisis of authenticity." In the same vein, Jeffrey (2002) talks about how teachers must often construct multiple selves and

restructure their identities while navigating through the multiple discourses presented by teacher education.

CONCLUSION

In this study, through an exploration of MLT and Deleuze and Guattari's (1987) concept of *agencement*, power (*pouvoir*) was indeed everywhere, and was effectuated through reading, reading the world, and the multiple selves of the M.Ed. program.

The function of the teacher educator, in Deleuzian terms, is to establish a form of apprenticeship that encourages preservice teachers to "read everyday reality in a foreign language with a hesitancy and a stuttering, keeping in abeyance our everyday modes of apprehension" (Roy, 2003, pp. 172–173). Students' "creative stammerings" (Deleuze & Guattari, 1987, p. 98), questions, and searches for links should therefore be engaged with, rather than being rejected as indicative of their failure to grasp content. After all, it is in these spaces of unknowing where complex thinking can take place, where struggles against inequality can occur, and where "a new experiment in thought could be inserted, that might help teachers get an insight into the generative possibilities of the situation" (Roy, 2003, p. 2).

In Deleuzian terms, preservice teachers' knowledge and understanding might best be conceived of as a series of maps, "entirely oriented toward an experimentation in contact with the real" (Deleuze & Guattari, 1987, p. 12). In other words, these maps do not replicate knowledge; rather, they create and perform new knowledge (Allan, 2004; Gough, 2004), and by doing so they forge, and enhance, and transform the *agencements* of tomorrow. As a teacher educator interested in ICT and SLED, my participation in the research agencement and, my own *agencement* presented in this express chapter have shown me that I must become a force that will contribute to preservice teachers' drawing of their own maps of ICT, SLED, teacher education, and of life—and ultimately to create change by doing so.

NOTES

[1] FLTEACH was an asynchronic messaging service where foreign language teachers in the United States could post their questions and hold daily discussions on diverse issues related to foreign language teaching.

[2] The participant quotations presented in this section have been drawn from the initial study (i.e., Bangou, 2003).

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