

**Not Even a Maester: Considering *Binge Mode* as English Teaching Practice****Abstract**

Multiliteracies scholars (New London Group, 1996; Moje, 2009) have established the need for more expansive forms of literacy that encompass how youth read and write today. One such form is the podcast, a series of digital recordings of conversations. In this paper, we focus our inquiry on one particular podcast, *Binge Mode*, in which hosts Rubin and Concepcion read, discuss, and analyze popular books, TV shows, and movies. What's striking about their approach is the way the hosts blend traditional close reading practices with those that might be enacted in an English classroom organized around multiliteracies. Through our thematic analysis, we find that *Binge Mode* takes seriously the affordances of podcasting as a popular textual form in service to literary analysis. Further, the podcast usefully diverges from some problematic forms of both close reading and multiliteracies instruction by foregrounding fandom as an ethos informing analysis. Our study concludes by sharing both affordances and limitations of such an approach.

*Keywords:* close reading, podcasting, fandom, English, pedagogy

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Spring/Summer 2024